

**TEACHING LISTENING  
THROUGH WARM-UP GAME**

**ARTICLE**



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# TEACHING LISTENING THROUGH WARM-UP GAME

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## ABSTRACT

**It is hard to motivate to students in learn listening because listening is a boring subject. Using warm-up technique in teaching learning process to use students' personal experience as a medium to stimulate the students to make them interested in learning listening. From this procedure, we can say that the students can express their ideas, opinion and feelings. And then conclusion we can use teaching listening through warm-up game to increase studets' motivation in learning, because the use of teaching listening through warm-up game, students can be easy to express their ideas and feelings in listening. And that the teacher includes students' personal experience as one of teaching of the teaching technique applied in the classroom. Teaching listening through warm-up game can be used for non-native speaking learners of English with the English language and native speaker. Furthermore, teaching listening through warm-up game is one of the language which is important to be mastered, because it's plays important rule for international communication, science and technology. Therefore, to get information and knowladge, people have to learn English and teach listening through warm-up game students to learn.**

**Keywords: Teaching listening, Native speaker, Technique, Science, Motivation**

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## A. INTRODUCTION

In learning English, there are four skills that are needed to be master by learners. They are speaking, listening, reading and writing. In speaking, the students communicate their ideas, though and their feeling orally. It can be done in the class or outside by using picture, dialogue or conversation. In listening, while the students are listening the native

speaker, they can get a word or sentence in English form. The students listen to he speaker carefully and then they try to repeat it until they pronounce it well. Here, the students can use radio, tape recorder and English song as a media. Furthermore is reading. In reading, the students can improve their knowledge and information about science by using book, magazine,

newspaper, etc. The student also can improve their new vocabulary and the learning of word. If the students read some

Fluently. In writing, the students can elaborate their ideas, feeling and their experiences in a systematic arrangement. From this explanation, we can see that each skills are integrated each other.

But in fact, compared with other skills, listening is essentially more difficult skill to learn for foreign learn. The students find many difficulties in this activity. One of the problems is to notice; the flow of the speech seems continuous, with no clear indication of even boundaries of meaning full elements. The others, it's hard motivate the students in learning listening if since beginning of the learning, the lesson make bored. Here, the role of the teacher is very important, it is to make students more interesting and have motivation in learning listening comprehensive.

To overcome these problems, there are many ways that can be used, especially to improve students listening comprehension. One of the ways by changing the class room atmosphere to make the students do not bored. The teachers try to motivate students by using warm-up game in listening.

sentence every day, they can read that sentence

### **Limitation**

In teaching learning process the teacher often find difficulties such as in creating activities and motivating the students. There are some techniques that have already given by teacher in teaching listening such as dictation, listen to the tape and etc. And yet by the activities seem would not be able to involve all the students. The effect, most of the students do not motivate them enough, and they get bored which this activities. The teacher is hoped to try the new technique which is called warm-up game to motivate the students in learning listening. In this paper, the writer only limits the problem only one procedure of warm-up game in teaching listening.

### **Formulation of the Problem**

Based on the explanation above, the formulation of this paper will be formulated as follow:

“How does the process of teaching listening through warm-up?”

## **Purpose of the Writing Paper**

Using warm-up game as one of technique of teaching learning process is proposed in this paper. It is expected to motivate the students in learning listening, make the students enjoy with the class and can increase the students' motivation and listening ability. For the teacher, hopefully it will open up their mind to new ways of

become more dependent learners, as hearing accurately they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary.

As one of the four skills, listening is the most frequently employed skill in our life. Morley ( 1984:7) describes that listening is the most frequently used skills in daily language use. It is supported by many studies that show that 50, percent for speaking, 15 percent for reading and 10 percent for writing.

Listening is a high priority component of communication. Human always listen in their activities to communicate and collaborate in their life. Pierce (1988:13) says that listening is the process of perceiving and constructing message from a stream of sound, in which listeners involves the activity of paying attention and trying to set meaning from

motivating their students to learn foreign language, especially listening.

## **The Concept of Listening**

Listening is one of the most challenging skills for our students to develop and yet also one of the most important. By the developing their ability to listen well, we develop our student's ability to

something the listener hard. George (1988:24) adds that listening is a skill that tends to be neglected.

According to Nicolas (1980 and 36 ) listening unlike the oher skills. It is an internal process that can't directly observe .Listening is the ability to identify and to understant what others are saying which involves undersatnding the speaker accent or pronunciation,grammar,vocabulary and meaning (Howatt and Dakin in Yagang,1993:16).

Hartman ( 1989) states that listening is one of the basic linguistics skills ,the ability to identify and comprehend speech.Deirist( 1984:45) adds that listening is a most imperfact process, when we listen to a speech, we drive a meaning that is actually a compositide of what the speaker has said and all that we already have in our mind bring to hear on this particular message.

## **Types of Listening**

There are four types of listening according to Underwood (1979:30), they are:

### 1. Attentive Listening

Attentive listening is teacher to encourage the student's interest in participants in listening activity should build the condition. In type, the teacher has to lead the student's attention to the material that is given. So, the function of listening here is to develop students' interest to the listening text.

### 2. Intensive Listening

Intensive listening is the listening that focus students attention on language form. The aim of this type is to sharpens the learners awareness of how difference in sound, structure and lexical code that can affect the meaning.

Listening intensively in order to appreciate the language form of message is important aspects of language acquisition. The students need to recognize differences in verb, tense, aspects and voice. Beside that, the students should differentiate the singular and plural, noun and pronouns. In this type, the students need to recognize the important function of stress and intonation.

### 3. Selective Listening

Selective Listening is to help students to identify a purpose of listening by providing focus information based on the task on the listening activities. Selective listening help the students' attention on key words and discourse sequences clause.

### 4. Interactive Listening

Interactive Listening is designed to help the students assume active roles in sapping and controlling an interaction. It is important for the students to make an active role of listener.

## **Some Factors Influencing Listening Problem**

In bearing the successful of improving listening ability of the students, it is not be wrong but needs the creativity of teacher. Although the teacher often find the difficulties to create activities which could attack students attention listening course, he could know how to solve the students difficulties in listening. To know how to solve those difficulties of course, the teacher has to consider the factors that make listening difficult. Generally, the difficulties of listening activity lie on the spoken language. There are number of special characteristics of spoken language needs to be take into consideration. Second language learners need to pay attention to

such to factors because they highly influence the processing of speech and can often block the comprehension if they are not attended to. In other words, they can make the listening process difficult. The following seven characteristic spoken languages are adopted from several sources (Dunkel, 1991; Ricard, 1983; Ur, 1984).

#### 1. Redundancy

Spoken language, unlike written language, has a good deal of redundancy. At the time a conversation occurs, the speaker deals with emphasizing, repetition, elaboration, a little insertion of "I mean" and "you know" here and there. This might initially confuse the listener, but with some training they can learn to take advantage of redundancy.

#### 2. Performance variables

In spoken language, except for planned discourse (speeches, lectures, etc), hesitation, false starts, pause, and correction are common. Native listeners are conditioned from very young ages to "weed out" such performance in second language learners.

#### 3. Colloquial language

Learners who have been exposed to standard written English and standard language sometimes find it surprising and difficult to deal with colloquial language. Idiom, slang, reduced forms, shared cultural knowledge are all manifested both in monologues and dialogues.

#### 4. Reduced forms

While spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. Reduction can be phonological ("Djeet yet?" for "Did you eat yet?"), morphological (contractions like "I'll"), syntactic (elliptical form like "when will you be back?" "Tomorrow, maybe"), or pragmatic forms (phone rings in the house, child answers, cup the telephone and yells to another room in the house, "Mom, phone!"). These reductions pose significant difficulties especially to classroom learners who may have initially been exposed to the full forms of the English language.

## 5. Rate of Delivery

Virtually every language learner initially thinks that native speakers speak too fast. Actually as Richards (1983) point out, the number and length of pauses used by speaker is more crucial for comprehension than sheer speed. Learners will never the less even virtually need to be able to comprehend language, delivered at vary rate of speech and at time, delivered with few pauses. Unlike reading, where a person can stop and go back to reread something, in listening the hearer may not always have opportunity to stop the speaker.

## 6. Stress Rhythm and Intonation

The prosodic features of English are very important for comprehension. As a stress – timed language, English speech can be a terror for some learners as mouth full of syllable come spelling out between stress points. The sentence, “The President is Interested in Eliminating the Embargo” with the stressed syllable out of 18, theoretically takes about the

same amount of time to utter as “ Dead men wear plaid”. Also, intonation patterns are very significant, not just for interpreting such straight forward elements and emphasis but more subtle message like sarcasm, endearment, insult solicitation, praise, etc.

## 7. Interaction

Unless a language learner's objective is exclusively to master some specialized skill like monitoring radio broadcasts or attending lectures, interaction will play a large role in listening comprehension, conversation is especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn taking and topic nomination, maintenance and termination. So to learn to listen is also to learn to respond and to continue a chain of listening and responding. Classroom technique that includes listening component must add some points include instruction in the two ways of listening. Students need to understand that good listener (in conversation) is good

responders. They know how to negotiate meaning that is give feed back, to ask for clarification, to maintain to topic, so that the process of comprehending can be complete rather than being aborted by insufficient interaction.

### **The Concept of Warm -Up Activies**

In warm –up, the emphasis is on fun and story tally rather than on the content which may be deliberately trivial. But where warm – up can lead into reviewing technique, you will find examples of transations from warm –up to review techniques.

According to Mingguang (1999:24) warm –up are activities or game carried out at the beginning of each class to motivate. Students so they can make good use of class time. Support by Popleton (1998) that she found this specific warm-up game workable and useful at a variety of English proficiency levels. For lower level classes, simply make the statements more direct and use appropriate vocabulary. For more advanced ,you can expend your “true or false “question based on the students capabilities. The main objective is for he students to feel comfortable and to meet at least one person in the class and begin building rapport while practicing writing,

listening and speaking. The warm –up period is also use to get the player acclimated to the court and its surroundings. The mental warm- up is as important as they physical warm-up as all drills should increase the players, self – confidence. The players should “ breaks and swea “Team spirit must be emphasized”.

Warm –up is a game that is great to do at the begining of nearly every lesson. Its gets the kids lively and activities and helps their listening skills, and if they can learn to stand up and sit down quickly you will not wasting time latter the lesson. According to Holden(1996) Warm-ups, work- outs and wind-down are lists of activities taht students are interested in useful in their attempts to build new languages is the first activity before the lesson things.Then work-outs outs activity comes up after warm-up activity is followed by wind- downs activity at the end of the lesson.

### **Managing the Time of Warm-Up Activities**

Managing warm-up time carefully is one of the most important roles as tour guide. The technical ritual taht we use as a warm-up provides excellent pysicaly and mental preparation for the macth if the players have a good understanding and



expectation of what will happen. If, however, the coach tries too many activities so that only a few moments are spent on each, or if the warm-up is only half complete when the coach decides to start the match, a lot of the mental preparation can be destroyed because the ritual does not go to completion as expected.

So, think it through before game day. Having in mind with exercises are essential for physical preparation for technical, and mental. Be prepared to cut out exercise it shortens up the warm-up to match game day, condition. If you are warming-up a couple of fields always from the game fields, be prepared to split for for a water break and to extend your warm-up to accommodate overtime.

## **DISCUSSION**

### **Preparation**

There are some steps of preparation of teaching listening through warm-up game. They are :

- a. Select the Material

In teaching listening through warm-up game, the teacher should choose the appropriate material before teaching and listening process in the classroom.

- b. Learn the Material

The teacher should learn the material before presentation. English teacher have to master about the structure of the material.

- c. Outline the Material

The teacher should outline the material before present it to the students. The teacher should tell outline of the material and ask the students to recite it. Telling outline to the students can help them to make general description about the material. So, the students will not find difficulties to recite the material that has been given by teacher.

### **Application**

In teaching listening the material is presented in systematic way, generally, there are three phases of teaching activities, namely, pre listening activities, whilst-listening activities and post listening activities .

## **B. PROCEDURES OF TEACHING LISTENING THROUGH WARM-UP GAME**

### **Pre –Listening Activities**

The purpose of pre- listening activities is to help students to focus their mind on the topic by narrowing down the things that students expect to hear and

active relevant prior knowledge that is already know.

The instructor introduces themselves to the class and makes a few casual remarks to get the students acquainted with his/her voice and intonation. Next, the instructor tells the class that they are going to play a game called 'what's the truth?'. On the board, the teacher lists five sentences about herself (again, there can be very basic or more complex depending on the level), two that are false and three that are true. Example:

1. I love to cook and can make Indian food
2. I speak three languages: Spanish, English and Russian.
3. I am married and have two children.
4. I love to write short stories and poetry.
5. I lived and worked in Japan for two years.

### **Whilst-Listening Activities**

a. The teacher tells the students that some of these statements are true while others are false. She reads the sentences aloud to the class and it, collectively, votes on which are true and which are false. The teacher counts the votes and writes the numbers next to the statements. All of this creates quite a lot of giggles and guesses as to which sentences are true.

b. Next, the instructor reveals the three statements that are true and asks the class which one they would like to know more about. Everyone votes and the teacher spends a few minutes talking about herself: her love for ethnic cooking, her life in Japan, the books of poems she just wrote, etc. The "opening up" of the teacher in front of the students helps to lighten the atmosphere and begin to set the tone for the semester's learning experience.

c. Now it is the students' turn to play the game. On a sheet of paper, they must write two false statements and three true ones about themselves. These sentences can be very simple or more complex, but the teacher usually stresses that students try to be as creative and free as possible.

d. Allow about 5-7 minutes for the writing process. After completion, break the students into appropriate pairs (perhaps selecting them by gender, native language, race, age, etc.) to form diverse groups and have them begin to play "What's the Truth?" This instantly gives them something to focus upon and talk about as they try to guess the truth about their partner.

e. After the true sentences have been revealed, the students, too, must choose on sentences or topic statements to discuss

further. Depending on how talkative and lively the class in response to this game, the instructor should allow about twenty minutes ( 10 minutes person ) for the true statement.

### **Post – Listening Activities**

The final phase of this game is for their pair teams to stand up and introduce each other, by name, to the rest of the class and tell one “true “ interesting fact about one another. By warming-up with the pair share activity and by introducing and talking about someone else, the performance pressure is lessened for speaker and the rest of the class begins to become familiar with other students .

### **Evaluation**

To know students’ ability listening, the teacher needs to evaluate students after listening. In other word, 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 encourage 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. In order to help students consciously focus on planning, monitoring and evaluation before and after listening tasks, teacher can develop performance.

### **C. CONCLUSION AND SUGGESTION**

The purpose of the teaching listening is to enable the students to master the use of this skill in real communication. Listening is an active process in which the listeners play a very active part in constructing the overall message between the listeners and the speakers.

In teaching listening, the teacher can use warm-up game as an alternative teaching technique. Warm-up is activity or game carried out the beginning of each class to motivate students, so they can make good use of class time. By having listening activities through warm-up game, the teacher can give interesting, enjoyable and comfortable classroom atmosphere for the students. And at the same time, this activity is expected to motivate the students and enable them to improve their listening ability after having interesting learning activities.

In teaching listening through warm-up game technique, there are some procedure that have to do, namely: pre-listening activities, whilst listening activities and post listening activities.

## Suggestion

In this opportunity, the writer will give some suggestions in teaching listening through warm-up game in order to make the students are interested to follow English lesson. The use of suitable ways of is one of the most important factors for success of teaching English listening. That

is why the teacher should overcome some problem teaching listening to English foreign language students by creating enjoyable calssroom atmosphere at the beginning of the lesson. Besides, the teacher should motivate the students to make then corius in English lesson so that they will have enjoyable learning activities at listening class.

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