

TEACHING LISTENING BY USING INTERACTIVE RESPONSE STRATEGY AT JUNIOR HIGH SCHOOL

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This paper discusses the use of interactive strategy activities that can help teacher in teaching listening at Junior High School students. Interactive response is strategy in teaching listening which provides appropriate questions and answers. In the implications, Interactive response in teaching listening will be helpful in understanding conversation. The procedures of teaching listening by using Interactive response are preparation, pre-teaching, whilst teaching and post teaching. In preparation, the teacher prepares the material, media and lesson plan. In whilst teaching, the teacher implements interactive response activities that is related with interactive activities. The last, in post-teaching, the teacher concludes the lesson and gives the task to the students in order to make whether the students understand or not about the material taught.

Key words: Teaching Listening, Interactive Strategy

Background of the Problem

Listening is an activity of recognizing and understanding what others are saying which involve language components such as words, pronunciation and grammar (Saricoban, 1999). It is the beginning process of someone's speaking development and natural way in acquisition other languages (Nation & Newton, 2009:

37). Thus, it is necessary to improve it, moreover in learning foreign language.

Based on the basic competences in *Kurikulum Tingkat Satuan Pendidikan (KTSP)* of teaching listening for Junior High School, the students are expected to understand the information from the dialogue, monologue and functional texts and provide feedback toward what they hear. These three

types of text contain the language experiences that can be used by the students when they practice using English in their daily communication. To illustrate, the students learn dialogue that can be used when they use English to communicate with their friends. The dialogue can improve their social relationship (interactional dialogue) or to transform the information (transactional dialogue). Besides, the students learn to listen to monologue text that can help them in understanding what the speaker say, like when the students listen to story, listen to the instruction of how to operate or cook something. These are some examples of understanding the spoken language that the students are expected to have.

However, based on the writer's previous teaching practice experience, there are some problems that the students and teacher face in classroom. Some teachers use conventional way in

teaching listening. Students just listen teachers' voice in teaching listening. They do not listen from native accent. Those reasons become the main problem why listening is rarely taught at school, consequently the students feel anxious everytime they face listening at school. The teacher only used English Workbook made by several English teachers in West Sumatera which is not completed with the recording for listening. In fact the teacher do not train the students with recording and the students only listen to their teacher who read the text or conversation as listening material most of the time instead.

Based on the problem above, the writer proposes interactive response activities in teaching listening for junior high school students. Interactive response is one of the activities that have an important role in solving the problems of

listening. Interactive response also has some activities that can help students to understand and know about listening. This is one way of many ways that can help students to train his hearing and comprehension.

Purposes of the Paper

The purposes of writing this paper are:

1. To describe the use of interactive response in teaching listening at Junior High School
2. This paper is also aimed to fulfill one of requirements to get strata 1 (S1) degree at English department, Faculty of Teacher Training and Education Bung Hatta University.

REVIEW OF RELATED LITERATURE

Definition of Listening

Listening is a skill that is used to help EFL or ESL learners understanding the spoken language.

According to Anderson and Lynch in Murcia (2001:72) listening is an active process where the listeners interpret what they hear based on their own purposes for listening and their own store of background knowledge. In the same line, Helgesen and Brown (2007:3) say that “Listening is an active, purposeful processing of making sense of what we hear”. Moreover, Rubbin in Helgesen and Brown (2007:3) states that listening is an active process in which listener select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. In brief, listening is an active process of understanding and interpreting the information given by the speaker based on the listeners’ purposes to listen and the store of their background knowledge.

Interactive Response Strategy

Teaching Listening

Brown (2010) states short response is an interactive teaching listening which provides appropriate questions and answers. It will help the students to practice listening skill at least when the students practice listening and responding in the classroom. Next, according to Stevens (2010) Short response in teaching listening is divided into two activities:

2.4.1. Aural activities:

(a) Obeying instructions

There are two students' activities. They are physical movement or perform action and constructing models in response to instructions.

2.4.2 Read/Write activities

(a) Guessing definitions

The teacher describes the people, places, objects, or

anything orally, and then the students write down what they are listening.

(b) Detecting mistakes

The students hear a story from the teacher, but with a number of deliberate mistakes. The students raise their hand if they hear something wrong

(c) True/False

A part of listening has a number of statements. They can be true or false. That is based on materials in class. The students can listen to something and make it if true or false

(d) Skimming and Scanning

The teacher gives short text by improvisation. The students are asked to find information (skimming), or certain limited information

(scanning) from the text and find the right answer anyway

Step of Interactive Response in Teaching Listening

1. Pre-listening, the teacher activates the students' background knowledge and experiences that is related to the topic that they will hear. It will help the learners overcome difficulties in understanding what the speaker says. In addition, the teacher may use picture or audio that motivates students to learn listening. The teacher may give clues that will help the students in the while-listening phase.

2. While-listening, the teacher helps the students to elaborate students' comprehension. According to Wilson in Sui (2005), while-listening activities should help the students to understand the content of what they are listening. In addition, the teacher needs to elaborate students understanding in order to make

the students improve their listening ability. . In this stage, teacher implements the interactive response in teaching listening to students and divided them into groups. Teacher will explain the material that related to the topic. Students will hear some conversation from the video. Next, they will receive the instruction from the teacher and interact in each group . Last, students have to practice their pronunciation. They will receive the instruction from the teacher and students will respond by interactive response.

3. Post-teaching, the activity to encourage the students to give respond to they have heard. This activities is aimed to helps the students to show their understanding toward what they have listened.

**IMPLEMENTATION OF USING
INTERACTIVE RESPONSE
STRATEGY IN TEACHING
LISTENING AT JUNIOR HIGH
SCHOOL**



Pre-listening activity

Students will see a page which shows a video of some people whose voices are going to be heard. This video is to help students as prelistening. By seeing this video, the teacher tries to build students' existed knowledge about what the conversation will talk about and bring the students to topic will be learnt. Teacher can conduct some questions such as;

- How many people are taking roles in the video?
- Where is the movie taking place?
- Which man asks for question to the woman

Whilst-listening activity

Here, before playing the audio, the teacher should help the students to understand the content of what they are listening. In addition, the teacher needs to elaborate students understanding in order to make the students improve their listening. First, teacher asks several questions.

Teacher : Did you ever ask for something ?

Students : Yes, teacher

Teacher : What did you say?

Student 1 : May I borrow your pen?

Student 2 : Can you lend me a book, please..?

Teacher : Yes. Now let's us discuss the material today "asking permission"



Learning Activity

Second, the next phase is place for students to listen to the conversation for the first time and do some exercises to understand the conversation more. Teacher provides two conversations in listening practice. Here, students just listen to the whole conversation to get what it is about. Before listening, the students are divided into groups. The students are asked to hear the video in group. Next, the teacher plays the video about two conversations.

Conversation 1

A : I need to get some clothes ready for the weekend. Is it Ok if I use the iron for a while?

B : Yes. It is in the kitchen. Look in the cupboard left.

A : Okay. I see it . Thanks

Conversation 1

A : Do you use it often?

B : Yes, when the weather is good I ride to school on it.

A: How about on weekend? Do you use it much them?

B : Not really.

A : Well, do you think I can borrow it on Saturday afternoon?

B : Sure, Just come by and pick it up after lunch

Third, after playing the video, students respond it by having interaction between students. They interact each other in group. They can ask question about conversation to their friends. For example :

1. What happen with speaker one in the conversations.
2. What is the thing that speaker need for the weekend?
3. What is the expression to borrow something in the conversations?
4. What is the expression to grant for favor in the conversations?
5. What does the speaker say in the end of conversation ?

The teacher controls each group member's interactions. Fourth, to check

the answer, the teacher moves to next stage. At this stage, students can see the script and know what the speakers say.

Last step in whilst-listening activity provided by this audio is to train students' pronunciation. The teacher explores 'now you say it' stage. Students are given chance to practice the conversation, sentence by sentence. Students listen first, then repeat after they heard the sentences. Students have to listen to the conversation carefully and they will be able to get the point of the conversation. Next, teacher gives question to students.

There are some exercises that can be given to students to do as next whilst-listening activity. Teacher asks them to write what the response that they heard. This stage trains listening ability by listening to the audio then students try to write it down on their worksheet. For example students write the response about asking permission “

Sure, OK, Thanks “. When students finish writing it, teacher asks some students to write it in front of the class and correct it together.

Post-listening activity

Lastly, post-teaching activities is the activity to have conclusion about the lesson learnt. This activities is aimed to helps the students to show their understanding toward what they have listened (Wilson in Wang (2012),. The teacher as a facilitator need to train and stimulate the students to give respond in short responses, because it will help the students to practice listening skill at least when the students practice listening and responding in the classroom. Finally, the teacher conclude lesson that has been learn.

CONCLUSIONS AND

SUGESSTIONS

Conclusions

Based on the previous discussion, teaching listening has

purpose to train students to recognize and construct message or idea from a speech or conversation. In teaching listening, interactive response is effective strategy to practice students' comprehension in listening. It also can solve the students' and the teachers' problems in teaching listening. The implication of this strategy is providing the conversation from the audio that related to the topic. This media can encourage the students to comprehend the conversation since that interesting to them.

Using interactive response is very good as a strategy to teach listening. It can help the students to listen interactively and joyfully. Moreover, the use of interactive response can bring more advantages to English classroom. It creates a lively and enjoyable classroom that increases students' interest and motivation.

Suggestions

Based on the conclusion above, the writer would like to give some suggestions for the teachers related to use short response to teach listening for students of Junior High School. First, the teacher should choose the suitable material that can be related to the topic. Second, through listening taped which should come from native, the students will get the real accent and pronunciation. Third, it will help students to acquire language subconsciously even if the teacher does not draw attention to its special features. Fourth, the teacher should be able to give motivation to the students. Fifth, the most important thing is that the teachers have to make the class becomes attractive and fun. Finally, students will get better understanding from teaching listening.

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