THE IMPLEMENTATION OF WHOLE LANGUAGE APPROACH IN TEACHING LISTENING AT THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM AT STAIN PALANGKA RAYA

THESIS

Presented to the Department of Education of the State Islamic College of Palangka Raya in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam

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1435H/2014
APPROVAL OF THE THESIS ADVISORY COMMITTEE

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ABSTRACT

The purpose of this study was to describe the implementation of Whole Language Approach in teaching listening and the problems faced by students in learning listening using Whole Language Approach at STAIN Palangka Raya.

The problems of the study were: (1) How is the implementation of Whole Language Approach in teaching listening, (2) What are the problems faced by the students in listening using Whole Language Approach.

The writer used qualitative approach with descriptive qualitative method. In collecting the data, the writer used some techniques, namely: (1) Observation, (2) Interview, and (3) Documentation. In analyzing the data, the writer used some techniques, namely: (1) Data collection, (2) Data reduction, (3) Data Display, and (4) Conclusion / Data Verification. The subject in this study was 1 English lecturer that was chosen by purposive sampling. The process of teaching listening by using Whole Language Approach which done by the lecturer were three activities, such as pre-activities, whilst-activities and post-activities. 1) In Pre-activities, there were several activities that were done included: greeting the students, preparing the medium, sound system and the materials, giving presence list, and did the brainstorming. 2) In Whilst-activities, there were some activities included: listening to the text, comprehending the content of the whole text, retelling and discussing the main idea of the text, etc. 3) In Post-activities, the activities such as: concluding the materials, giving opportunity to ask the questions, motivating students, giving the material for next meeting closing the lesson and greeting students. Meanwhile, the integration of language skills which occurred through the application of whole language approach in teaching listening showed that the Listening skill was 43%, Writing skill was 14%, Reading skill was 14%, Speaking skill was 29%. From the result of percentage above, the integrated skills between oral and written language can be conclude as follows: listening was the most often skill appearing, writing was the less often appearing, reading was the less often appearing and speaking was the average often skill appearing. Furthermore, the problems faced by the students of using Whole Language Approach in learning listening were: lack of students’ cognitive aspect, less comfortable in learning media, and the long duration in learning.

Keywords: whole language approach, teaching listening
PENERAPAN PENDEKATAN BAHASA KESELURUHAN DALAM PENGAJARAN LISTENING MAHASISWA SEMESTER TIGA TBI
STAIN PALANGKA RAYA

ABSTRAK

Tujuan dari penelitian ini adalah untuk menggambarkan penerapan pendekatan bahasa keseluruhan dan masalah-masalah yang dihadapi oleh Mahasiswa dalam belajar listening menggunakan pendekatan bahasa keseluruhan di STAIN Palangka Raya.

Masalah dari penelitian ini adalah: (1) Bagaimana penerapan pendekatan Bahasa Keseluruhan dalam pengajaran listening, (2) Apa masalah-masalah yang dihadapi oleh Mahasiswa dalam belajar listening menggunakan pendekatan bahasa keseluruhan.

Penulis menggunakan pendekatan kualitatif dengan metode deskriptif kualitatif. Dalam mengumpulkan data, penulis menggunakan beberapa teknik, yaitu: (1) Observasi, (2) Wawancara, dan (3) Dokumentasi. Dalam menganalisis data, penulis menggunakan beberapa teknik, yaitu: (1) pengumpulan data, (2) reduksi data, (3) menampilkan data, dan (4) Verifikasi Conclusion. Subjek dari penelitian ini adalah Dosen bahasa Inggris yang dipilih oleh purposive sampling. Proses pembelajaran listening dengan menggunakan pendekatan bahasa keseluruhan yang dilakukan oleh Dosen adalah tiga kegiatan, seperti pra-kegiatan, kegiatan-tengah dan kegiatan-akhir. 1) Pada pra-kegiatan, ada beberapa kegiatan yang dilakukan meliputi: menyapa siswa, menyiapkan media, sound system dan bahan, memberikan daftar hadir, dan melakukan brainstorming. 2) Dalam kegiatan-tengah, ada beberapa kegiatan yang meliputi: mendengarkan teks, memahami isi teks secara keseluruhan, menceritakan kembali dan mendiskusikan gagasan utama dari teks, dll 3) Dalam kegiatan-akhir, kegiatan ini seperti: menyimpulkan materi, memberikan kesempatan untuk mengajukan pertanyaan, memotivasi siswa, memberikan materi untuk pertemuan berikutnya menutup pelajaran dan menyalam siswa. Sementara itu, integrasi keterampilan bahasa yang terjadi melalui penerapan pendekatan bahasa keseluruhan dalam mengajar mendengarkan menunjukkan bahwa keterampilan mendengarkan adalah 43%, keterampilan menulis adalah 14%, keterampilan membaca adalah 14%, keterampilan berbicara adalah 29%. Dari hasil persentase di atas, keterampilan terintegrasi antara bahasa lisan dan tertulis dapat disimpulkan sebagai berikut: mendengarkan adalah keterampilan yang paling sering muncul, menulis adalah keterampilan yang jarang muncul, membaca adalah keterampilan yang kurang sering muncul dan berbicara adalah rata-rata keterampilan yang sering muncul. Selanjutnya masalah yang dihadapi oleh Mahasiswa menggunakan pendekatan bahasa keseluruhan dalam belajar mendengarkan adalah: kurangnya aspek kognitif siswa, kurang nyaman dalam media pembelajaran, dan durasi yang lama dalam belajar.

Kata Kunci : pendekatan bahasa keseluruhan, pengajaran listening
ACKNOWLEDGMENTS

Alhamdulillah and praise belong to Allah the Almighty, because His Blessing and Mercy. The writer would also like to gratefully acknowledge all friends who contributed their helps, supports, suggestions, and continuously guidance. Similarly the writer would like to Thanks, finally, to the both advisor for making it all worth doing, without you, this thesis wouldn’t exist. In this right chance, the writer would like to express his greatest grateful to:

1. Dr. Ibnu Elmi AS. Pelu, S.H., M.H., as the Director of STAIN Palangka Raya for his permission of conducting this thesis;

2. Triwid Syafarotun Najah, M.Pd., as the Chair of the Department of Education for her permission so that the writer can accomplish the requirements for her suggestion, and encouragement in conducting this thesis.

3. Santi Erliana, M.Pd., as the Coordinator of the English Education Study Program for her permission so that the writer can accomplish the requirements for composing this thesis.

4. Dr. H. Abdul Qodir, M.Pd., as the first advisor for the guidance, encouragement, and suggestions during composing this thesis.

5. Iwan Fauzi, M.A., as the second advisor for the guidance, encouragement, and suggestions during composing this thesis.

7. All English lectures of STAIN Palangka Raya for their support and suggestion

Greatest thanks are also addressed to the teaching staff of the English Study Program for their valuable knowledge.

The writer realizes that the study is still far from the perfect, therefore some constructive critical and suggestions are welcomed. Finally, may Allah always bless us.

Palangka Raya, April 8th, 2014

The writer

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DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitles THE IMPLEMENTATION OF WHOLE LANGUAGE APPROACH IN TEACHING LISTENING AT THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM AT STAIN PALANGKA RAYA 'is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, April 8th 2014

My Own Declaration,

DEDI SUKENDAR
SRN. 070 112 0339
DEDICATION

This thesis is dedicated to some special people as follows:

- My beloved father (Subari) with His Great Encouragements. My beloved Mother (Haniyah) with her unending Prayer, and all out struggle. Thanks for your Endless love, Motivation, Affection, and everything you have given to me in finishing this study.

- My beloved girls friend (Sarvika) with her sincere and trustful in waiting for ages patiently.

- My beloved Sisters (Yeti Haryati), (Indah Pertiwi), Thank you so much for your supports and all of my family who have given me support and spirit to finish my study.

- My beloved Brother Andi Saputra A.md, and the youngest one (Fadillah Akbar)

- All of my cousin who always help me to finish my study, special to Yudi Apriadi, ST, thank you so much for everything you have done to me, May Allah SWT reply all of your kindness. Amin

- All my lovely friends, of English Study Program at academic year 2007, pass present and future for making it running smoothly. Special Thanks to my Team’s leader Mr. YUSUP, I am completely enjoyed of being one of the Members. Keep moving forward and just finish what you START….
(Dengan menyebut Nama ALLAH)

Proclaim! (or read!) in the name of ALLAH

And

Cherisher, who Created.

Bacalah dengan (Menyebut) nama Tuhanmu yang Menciptakan.

(Q.S. Al 'Alaq, verse 1)
TABLE OF CONTENTS

Page

PAGE TITLE ............................................................................................................. i
LIST OF APPROVAL............................................................................................... ii
OFFICIAL NOTE ..................................................................................................... iii
LIST OF LEGALIZATION ...................................................................................... iv
ABSTRACT ................................................................................................................ v
ACKNOWLEDGMENTS ............................................................................................ vii
DECLARATION OF THE AUTHENTICATION ....................................................... ix
DEDICATION ........................................................................................................... x
MOTTO ..................................................................................................................... xi
TABLE OF CONTENTS ............................................................................................ xii
LIST OF TABLE ...................................................................................................... xv
LIST OF FIGURES .................................................................................................. xvi
LIST ABBREVIATIONS AND SYMBOLS ................................................................. xvii
LIST OF APPENDICES ........................................................................................... xviii

CHAPTER I INTRODUCTION

A. Background of the Study .................................................................................. 1
B. Problems of the Study ...................................................................................... 4
C. Objective of the Study ...................................................................................... 4
D. Significance of the Study ................................................................................ 5
E. Scope and Limitation ....................................................................................... 5
F. Framework of the Discussion ......................................................................... 5
G. Definition of Key Terms .................................................................................. 6
   1. Implementation .............................................................................................. 6
   2. Teaching ........................................................................................................ 6
   3. Whole Language Approach ......................................................................... 7
   4. Listening ........................................................................................................ 7

CHAPTER II REVIEW OF LITERATURE

A. Previous Studies ............................................................................................... 8
B. Implementation .................................................................................................. 10
C. Teaching Learning Process ............................................................................. 11
D. Teaching of English as Foreign Language (TEFL) ..... 12
   1. Introduction .............................................................. 12
   2. Approach ................................................................. 13
   3. Method ................................................................. 13
   4. Technique .............................................................. 14

E. Listening ................................................................. 14
   1. Introduction .............................................................. 14
   2. The Advantages of Listening ........................................ 17

F. Listening Problems .................................................... 17
   1. The Message .............................................................. 17
   2. The Speaker ............................................................. 19
   3. The Listener ............................................................. 20
   4. Physical Setting ....................................................... 20

G. Whole Language Approach .......................................... 21
H. Teaching Listening Using WLA ...................................... 36

CHAPTER III RESEARCH METHOD
   A. Research Design ....................................................... 40
   B. Time and Place of the Study ......................................... 41
   C. Subject and Object of the Study ................................... 41

   D. Data Collection Procedures ........................................ 42
      1. Observation ............................................................. 42
      2. Interview ............................................................. 44
      3. Documentation ....................................................... 44

   E. Endorsement of Data ................................................ 45
      1. Credibility ............................................................. 45
      2. Transferability ....................................................... 46
      3. Dependability ....................................................... 46
      4. Conformability ....................................................... 47

   F. Data Analysis Procedures .......................................... 47

CHAPTER IV RESEARCH FINDING AND DISCUSSION
   A. The Implementation of WLA ...................................... 50
      1. Instructional Design in Teaching Listening .............. 52
         a. Basic Competence of Teaching Listening ........... 53
         b. Indicator of Teaching Listening .................... 53
         c. Materials in Teaching Listening .................. 53
         d. Media in Teaching Listening ....................... 54
         e. Procedures in Teaching Listening ............... 54
         f. The Teacher’s Role in Teaching Listening ...... 66
         g. Allocation Time ............................................... 67
h. Evaluation .................................................. 68
B. The Problem Faced by the Students ................. 69
C. Discussion .................................................. 71

CHAPTER V CLOSING

A. Conclusion .................................................... 83
B. Suggestion .................................................... 84

REFERENCES
APPENDICES
LIST OF TABLES

3.1 List of Observation ........................................................................................................... 43
4.1 Time Allocation, Day and Material .................................................................................. 51
4.2 Teaching Learning in Pre-Activities ................................................................................. 56
4.3 Lecturer’s Activity in Teaching Pre-Activities ................................................................. 57
4.4 Teaching Learning in Whilst-Activities .............................................................................. 59
4.5 Lecturer’s Activity in Whilst-Activities .............................................................................. 61
4.6 Teaching Learning in Post-Activities .................................................................................. 62
4.7 Lecturer’s Activity in Teaching Post-Activities ................................................................. 63
4.8 Number of Skills Appear in Teaching Listening ............................................................... 64
LIST OF FIGURE

Figure 3.1 Sketch of Endorsement the Data .............................................. 47
Figure 3.2 Step of Data Analysis Procedures............................................. 49
Figure 4.1 The Interaction Among Four Language Skills .......................... 52
**LIST OF ABBREVIATION AND SYMBOLS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAIN</td>
<td>Sekolah Tinggi Agama Islam Negeri</td>
</tr>
<tr>
<td>TEFL</td>
<td>Teaching of English as a Foreign Language</td>
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<td>ESL</td>
<td>English Second Language</td>
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<tr>
<td>WLA</td>
<td>Whole Language Approach</td>
</tr>
<tr>
<td>CLL</td>
<td>Communicative Language Learning</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>LB</td>
<td>Luqman Baehaqi, SS., M.Pd</td>
</tr>
<tr>
<td>RM</td>
<td>Rustam</td>
</tr>
<tr>
<td>TY</td>
<td>Tiara Yunita</td>
</tr>
<tr>
<td>SF</td>
<td>Siti Fatimah</td>
</tr>
<tr>
<td>RR</td>
<td>Retno Rahayu</td>
</tr>
<tr>
<td>MK</td>
<td>Maryatul Khofsoh</td>
</tr>
</tbody>
</table>
## LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Field Note</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Syllabus and Lesson Plan</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Interview Guideline</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>The result of Interview</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Photographs and Presence List</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Letters</td>
</tr>
</tbody>
</table>
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ELECTRONIC DATA


CURRICULUM VITAE

Dedi Sukendar was born on 1 June 1989 in Muara Teweh. He is the second child from Mr. Subari and Mrs. Haniyah. He has two Sisters and two Brother. His eldest sister is Yeti Haryati, his fourth sister is Indah Pertiwi and the third brother is Andi Saputra and the youngest brother is Fadillah Akbar. He started to educate in Elementary School since 6 years old. He was graduated from SDN Melayu 12 Muara Teweh in 2001. Then, he continued his study in MTsN 1 Muara Teweh and graduated in 2004. Then, continued his studied in MAN Muara Teweh, Central Kalimantan in 2004, graduated in 2007.

After graduating for his study at MAN Muara Teweh, He then continued his study in STAIN Palangka Raya in 2007. In order to be an English Teacher, He chose English Education Program and finished her study for about 6 years. Finally, He got his Sarjana Degree and graduated in 2013, with an expectation he wants to be a professional English teacher in after years.