

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the research finding of the study and discussion. The finding designed to answer the problems of the study (1) how is the implementation of Whole language approach made by lecturer in teaching listening and (2) what are problems faced by students of using Whole language approach in listening. This section covered the implementation of Whole language approach in teaching listening at the third semester students of English education program of *STAIN* Palangka Raya, the problems faced by students in learning listening using Whole language approach and discussion.

A. The Implementation of Whole Language Approach in Teaching Listening at the Third Semesters Students of English Education Program of *STAIN* Palangka Raya.

The purpose of Whole language approach is to enable students to comprehend and produce language integrated. By integrate whole skill, the teacher expected that the teaching learning process in class would not be boring and monotone.

To know the implementation of the Whole language approach in teaching listening at the third semesters students of English Education Program of *STAIN* Palangka Raya, the writer found out the data through the results of observation during the teaching learning process, and interview with an English lecturer.

To obtain the data related to the research, the writer did the observation three times in class A Listening II at the third semester students of English Education Program at *STAIN* Palangka Raya. The writer made the first observation was on Tuesday September 17th 2013 at 09.00-11.00 am, the second observation was on Tuesday September 24th 2013 at 09.00-10.35 am and the third observation was on Tuesday October 8th 2013 at 09.00-11.00 am.⁵⁷

Based on result of the observation that found that by the writer about time allocation, day, and material can be seen as follow:

Table 4.1
Time Allocation, Day and Material

No	Day / Date	Time	Material
1	Tuesday, 17-September-2013	09.00 – 11.00	Podcast 1 (You Need Emotion), Podcast 2 (Describe Countries), Podcast 3 (Weak Vowel)
2	Tuesday, 24-September-2013	09.00 – 10.45	Podcast 1 (Subconscious Learning), Podcast 2 (Top 5 Learning Mistake) Podcast 3 (joined sound)
3	Tuesday, 8-October-2013	09.00 – 10.35	Podcast 1 (Bunk), Podcast 2 (Learning English Naturally), Podcast 3 (Rule 1) Video and Movie.

⁵⁷ Based on the writer observation at classroom of Listening, on 28th October 2013.

Further to see the lecturer in implementing Whole language approach, the writer will describe the instructional design done by lecturer in teaching listening, as shown below:

1. The Instructional Design in Teaching Listening by Using Whole Language Approach

Whole language is an language learning approach in whole manner. In this approach the learning does in contextual, logical, cronological and communicative with use the real setting and meaningfull. In this approachthere is corelation interaction among four language skill such as : listening, speaking, reading and writing. It can be seen in the figure below :

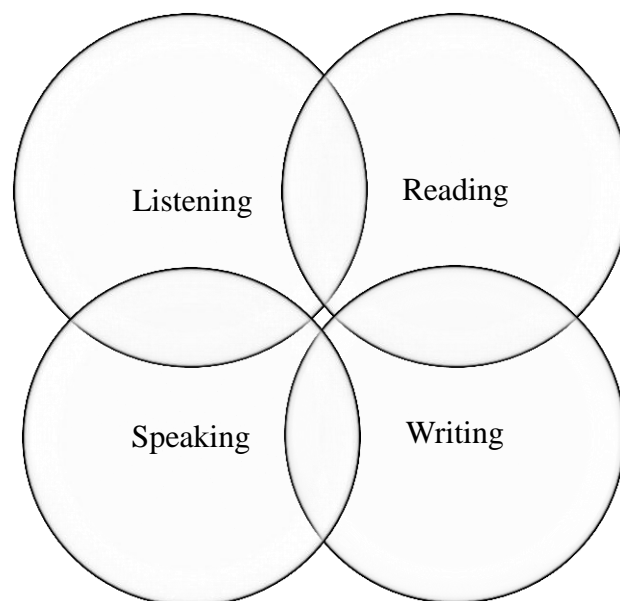


Figure.4.1
The interaction among four language skill in Whole Language Approach

Based on the teacher understanding of instructional design, it was purposed to arrange and prepare the materials, media and evaluation that used in teaching learning. It had function to be a reference to reach the goal

oriented in teaching learning maximally and guide the listening activities in order not to be out of the goal oriented to be accomplished. The main components of instructional design were as follows:

a. The Basic Competences of Teaching Listening by Using Whole Language Approach

The Basic Competences of this course were designed to enable the students to:

- 1) Be familiar with words which show new information heard in normal English spoken texts.
- 2) Understand normal English spoken texts focusing an new information.

b. The Indicator of Teaching Listening by Using Whole Language Approach

The success indicator can be seen were as follow:

- 1) The students are able to underline the words which are weakened correctly.
- 2) The students are able to imitate expressions which indicate weak forms.
- 3) The students are able to dictate spoken sentences/ expressions containing weak forms correctly.
- 4) The students are able to produce language.

c. The Material in Teaching Listening by Using Whole Language Approach

The materials that were used by the lecturer in teaching listening in form of podcast entitled You Need Emotion, Describe Countries, Weak Vowel, Subconscious Learning, Top 5 Learning Mistake, joined sound, Bunk, Learning English Naturally, Rule 1, and the lecturer also played

video or movie. The materials from the books of Clearly, C., Holden, Bill., & Cooney Terry. 2007. Top-Up Listening 2. Abax Ltd and other online resources.

d. Media in Teaching Listening by Using Whole Language Approach

The lecturer used media in many ways such as using podcast, movie, LCD to explaining the main material or used the other media that had been prepared by the lecturer.

Mr. LB said when interviewed in the class:

*Intinya dalam meningkatkan listening itu, pembelajar terbiasa dengan apa yang diucapkan atau cara seseorang native speaker mengucapkan bahasa tersebut, hanya harus dipersering mendengar, otomatis saya menggunakan media podcast, podcast itu semacam media file mp3, media itu sangat fleksible dan lebih efisien dari pada kaset.*⁵⁸ (The point is to improve the listening, the learners are familiar with what was said or how someone native speaker pronounce the language, just need to be frequently heard, I automatically use media podcast, a podcast was a kind of media files mp3, media it is very flexible and is more efficient than the tapes).

e. Procedures in Teaching Listening by Using Whole Language Approach

In implementing the Whole language approach to teach listening, the lecturer did not implement the whole theories as it is explained in the Whole language characteristic and procedure. He assumed that Whole language approach would be appropriate to the students with considerably high proficiency level. It means that the students have a good ability of basic skills. Such as grammar, vocabulary and pronunciation, etc.

Based on the description above the lecturer stated that:

⁵⁸Interview with the English teacher at the Language LAB 1 of STAIN Palangka Raya on 17th October 2013.

*Saya menggunakan WLA dalam tahapan-tahapan yang mungkin berbeda dengan konsep WLA pada umumnya dalam teori-teori metodologi pembelajaran bahasa Inggris. Karena menurut saya WLA itu akan tepat digunakan pada Mahasiswa dengan kebutuhan yang tepat pula. Artinya paling tidak mereka sudah punya kemampuan dasar yang cukup. Kemampuan dasar ini meliputi kemampuan grammar yang sudah bagus kemudian ketersediaan vocabulary mereka yang sudah banyak paling tidak level mereka sudah intermediate. Kalau untuk beginner level saya kira masih cukup sulit.*⁵⁹ (I use the stages of Whole language approach which may be different from the concept of the Whole language approach in the general theories of English language learning methodologies. Because I think it would be appropriate when use to the right students needs too. It means that at least they have got a good basic capability. These basic skills include the ability of grammar then availability of the vocabulary at least they have got the intermediate level. If for beginner level, I think it is still quite difficult).

To know the procedures in teaching listening by using Whole language approach, the writer classified the lecturer's procedures into three steps: Pre-Activities, Whilst-Activities, and Post-Activities. They were discussed in the following ways:

1) Pre-Activities

Based on the observation, the English lecturer started the class by greeting the students first. Then the lecturer did the preparation, in this activity, lecturer turned on the laptop, LCD, checked the sound system and prepared the material. The lecturer also gave the presence list to the students and after that the lecturer did the brainstorming students by inviting to remind what the topic they had discussed in previous meeting.

Based on the observation, the English lecturer activity in Pre-activity can be seen on the table as follow:

⁵⁹Interview with the English teacher at LAB 1 of STAIN Palangka Raya on 17th , October 2013.

Table 4.2
Teaching Learning in Pre-Activities

No	Activities	
	The lecturer	The students
1	The lecturer opened the lesson by greeting the students	The students answered the teacher's greeting.
2	The lecturer did the preparation, in this activity, lecturer turned on the laptop, LCD, checked the sound system and prepared the material.	The students did the preparation, in this activity, prepared the book, a pen and the printed handouts.
3	The lecturer gave the presence list to the students.	The students took a sign the presence list.
4	The lecturer brainstormed the students. He asked the students to recall the material last meeting by retelling in front of the class.	The students were asked to recall the materials given in last meeting then the students told the materials given of last meeting.

In the table above it can be seen that the activities of lecturer in pre-activities such as lecturer opened the lesson by greeting the students first, then the lecturer did some preparation such as set the materials, powering a laptop, and turn on the LCD. After doing the preparation above, the lecturer then give a list of attendance to students. Then the lecturer asked some students to present material by retelling the material that has been given last week as a warm-up before the main activities of the learning begins.

Based on the above activities the lecturer, it can be seen the integration some skill in the application of whole language approach, as shown in the table below:

Table 4.3
The lecturer's Activity in Teaching Pre-Activities.

No	The lecture's activity in teaching listening	Skill			
		L	W	R	S
1	The lecturer opened the lesson by greeting to students.	√			√
2	The lecturer did the preparation. In this activity, lecturer turned on the laptop, LCD, checked the sound system and prepared the material.				
3	The lecturer gave the presence list to the students.				
4	The lecturer brainstormed the students. He asked the students to recall the material last meeting.	√			√
TOTAL		2			2

Note : L= Listening W= Writing R= Reading S= Speaking

Based on the table above it can be known that speaking and listening skill appeared simultaneously. Meanwhile other skill such as reading and writing did not appear.

2) Whilst-Activities

In whilst-activities the lecturer asked the students to prepare themselves before the teaching and learning activities carried on. Furthermore, the lecturer played the podcast the first time so that students know what a podcast is to discuss about. Then the lecturer played back the podcasts so students could take a note the main points, the important details and also the ideas they had got from the podcast. After that the lecturer asked the students to retell the podcast in front of the class. The lecturer paid

attentions to the students who was retelling the material and corrected the wrong pronunciation made by the students while retelling the materials.

Furthermore, the lecturer played the second podcast. It was described countries and city, while the podcast ran, the lecturer asked the students to look at the handouts, so the students could write some information related to the podcast. Then the lecturer played back the podcasts and asked the students to give a checklist on the handouts based on the second podcast and checked the right answer together. Further the lecturer also asked the students to retell the material on the podcast.

Further, the lecturer played the third podcast. It was discussed about listening clinic one entitled (weak vowel). In this activity the students were listened the several conversations and the lecturer asked them to repeat the pronunciation of the native speaker on the conversations. In this activity the students also learned how to pronounce the weak vowel. Furthermore the lecturer explained the material of weak vowel and wrote on the whiteboard. Then the lecturer asked the students to read aloud the words on white board based on the stress of word that had been explained by the lecturer

In order to know further information about the lecturer activity in the teaching Listening by using Whole language approach. It can be seen the lecturer 's Whilst-Activities on the table below as follow

Table 4.4
Teaching Learning in Whilst Activities

No	Activities	
	The lecturer	The students
1	The lecturer played the podcast 1 for the first time for the students to know what was it about.	The students listened to the podcast 1 first, and then tried to understand what was it about.
2	The lecturer played the second time and asked them to take a note the main point, the important details and also the ideas they had got from the podcast 1. The material was (you need emotion).	The students were asked to listen the podcast first then take a note the related materials given based on the material in podcast 1.
3	The lecturer asked the students to retell what did they listen to the podcast 1 in front of class.	The students presented what did they listened by retelling in front of class of the podcast 1.
4	The lecturer paid attention to the presentation of the students who was asking to retell the material given and corrected the wrong pronunciation made by the students.	The students continued the presentation with the correct pronunciation. Meanwhile the other students paid attention to the one who retell the material in front of class.
5	The lecturer played the podcast 2. It was described countries and city, while the podcast ran, the lecturer asked the students to look at the handouts.	The students listened to the podcast which describing six countries, then wrote the number of the description of the country.
6	The lecturer played the podcast 2 second time and asked the students to give a checklist on the handouts based on the recording 2.	The students gave a checklist when a topic is mentioned in the description of the country and all together checked the right answer.

7	The lecturer asked the students to retell the description of the country that they had heard.	The students were asked to retell the description that they had heard.
8	The lecturer played the podcast 3. It was discussed about listening clinic one (weak vowel) and lecturer asked the students to repeated the material after it were given.	The students listened to the material and repeated the pronunciation of weak vowel based on the recording 3. In this activity the students also learned how to pronounce the weak vowel.
9	The lecturer explained the material of weak vowel and wrote on the whiteboard.	The students paid attention of lecture explanation and read together the example of weak vowel on the whiteboard.
10	The lecturer asked the students to read aloud the words on white board based on the stress of word.	The students were together to read the example of the words based on the stress of word.

Based on the lecturer's activity in the Whilst-activities above, it can be seen the integration among the basic skills such as, writing, speaking and reading were appear into listening subject, and at the same time, the lecturer gave consideration to the study of grammar, vocabulary and pronunciation.

In the teaching listening by using Whole language approach, the students not only cultivate the comprehending and thinking ability, but also cultivate their overall language abilities. The grammar rules, usage of words are not going to be taught systematically, the lecturer can teach them at any point of time in the teaching process. For example, when there is a pronunciation problem in the text, the lecturer can add some knowledge

about phonetics; when passive voice appears several times successively in the text, the lecturer can grasp this chance to ask the students to discuss this grammatical point, and provide more examples to illustrate it.

In order to know further about the lecturer's activity and the integrated language skills in whilst-activity of teaching Listening using the Whole language approach, it can be seen on the table below as follows:

Table 4.5
The lecture's Activity in Teaching Whilst-Activities.

No	Teacher's activity in teaching listening	Skill			
		L	W	R	S
1	The lecturer played the podcast 1 for the first time for the students to know what was it about.	√	√		
2	The lecturer played the second time and asked them to take a note the main point, the important details and also the ideas they had got from the podcast 1. The material was (you need emotion).	√	√		
3	The lecturer asked the students to retell what did they listen to the podcast 1 in front of class.	√			√
4	The lecturer paid attention to the presentation of the students who was asking to retell the material given and corrected the wrong pronunciation made by the students.	√		√	√
5	The lecturer played the podcast 2. It was described countries and city, while the podcast ran, the lecturer asked the students to look at the handouts.	√		√	
6	The lecturer played the podcast 2 second time and asked the students to give a checklist on the handouts based on the recording 2.	√	√		

7	The lecturer asked the students to retell the description of the country that they had heard.	√			√
8	The lecturer played the podcast 3. It was discussed about listening clinic one (weak vowel) and lecturer asked the students to repeated the material after it were given.	√	√	√	√
9	The lecturer explained the material of weak vowel and wrote on the whiteboard.	√	√	√	
10	The lecturer asked the students to read aloud the words on white board based on the stress of word.	√		√	√
TOTAL		10	5	5	5

Note : L= Listening W= Writing R= Reading S= Speaking

Based on the table above it can be known that listening skill was appeared frequently then the other skills such as reading, speaking and writing.

3) Post-activities

There were several activities which done by the lecturer in Post-activities, such as the concluded the materials, gave chanced to ask, gave motivation to students in improving their English skills, gave the material for next meeting and closed the lesson by greeted the students. The lecturer's activity can be seen on the table below as follows:

Table 4.6
Teaching Learning in Post-Activities

No	Activities	
	The Teacher	The Students
1	The lecturer concluded the materials, gave chanced to ask related the materials and gave	The students listened the conclusion about the lesson and paid attention the lecturer

	motivation.	motivation.
2	The lecturer gave the material for next meeting.	The students gave a flash disk to the lecturer to get the material next meeting.
3	The lecturer closed the lesson and greeted the students.	The students answered the greeting too.

Based on the above table it can be concluded, that the activities of the lecturer in post-activity such as the lecturer concluded the material, provides the opportunity for students to ask questions, then provide the material for the next meeting and last, the lecturer closed the lesson by greeting the students.

The lecturer's activity and integrated skills in pre-activity in teaching listening using Whole Language Approach can be seen as follows:

Table 4.7
The lecturer's Activity in Teaching Post-Activities.

No	The lecture's activity in teaching listening	Skil			
		L	W	R	S
1	The lecturer concluded the materials, gave chanced to ask related the materials and gave motivation.	√			√
2	The lecturer gave the material for next meeting.	√			√
3	The lecturer closed the lesson and greeted the students.	√			√
TOTAL		3			3

Note : L= Listening W= Writing R= Reading S= Speaking

Based on the table above it can be known that speaking and listening skill appearing simultaneously. Meanwhile other skills such as reading and writing were not appearing.

According to Norland and pruet, one of the strategies in applying the Whole Language is the teacher acts as a communication role model in listening, spaeking, reading, and witing so that instruction, function, and purpose are meaningful.⁶⁰

Based on the result of lecturer's activity in teaching listening in pre-activity, whilst-activity, and post-activity above, it can be seen that the lecturer often communicate with giving instruction and question with the students in order the students involved activity in teaching learning process. From the description above, the writer concluded that the lecturer used productive skills to make the students involved actively in teaching learning process.

Table 4.8
The Number of Skills Appeared in Teaching Listening

No	Time Activity	Skills				TOTAL
		L	W	R	S	
1	Pre-activity	2	0	0	2	
2	Whilst-activity	10	5	5	5	
3	Post-activity	3	0	0	3	

⁶⁰Deborah L. Norland and Terry Pruett, *A Kaleidoscope of Models and Strategies for Teaching English For Speakers of Other Language*, United States : Teacher Ideas Press, 2006. p. 71.

TOTAL	15	5	5	10	35
PERCENTAGE	43%	14%	14%	29%	100%

Note : L= Listening W= Writing R= Reading S= Speaking

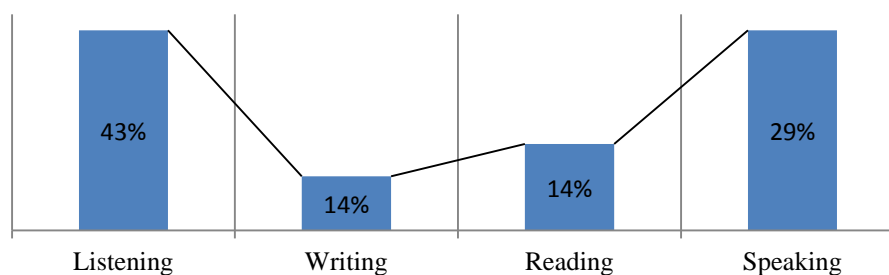
Based on the table above, there were 4 skills observed in this study. It can be known that each skill appeared simultaneously with other skills.

Thus, the percentage of skills appeared in teaching listening as follows:

1. Listening skill appeared was 43%.
2. Writing skill appeared was 14%.
3. Reading skill appeared was 14%.
4. Speaking skill appeared was 29%

Based on the description above, the percentage of skills appeared in teaching vocabulary can be seen as follows:

Chart 1
The Percentage of Skills Appeared in the Implementation of Whole Language Approach in Teaching Listening



From the chart above, the integrated skills between oral and written language can be seen as follows:

1. Listening was the most often skill appearing.
2. Writing was the less often appearing.

3. Reading was the less often appearing.

4. Speaking was the average often skill appearing.

f. The lecturer's Role in the Teaching and Learning Activities

1) As a designer

The lecturer should designed the class activities in which the students are in the center and play an important role besides having a full preparation of the teaching content.

Based on observation, the lecturer design the class situation made the students in small group, and one group did presentation about the material. The other group gave comment and opinion about the material that presented by their friend. The lecturer moved to each group instruction them to active in the activity.

2) As an organizer

The lecturer must keep up the students's good spirit and interest for study. One good way to motivate the students is giving reward for their work or even only for their participation.

Based on the observation the lecturer to be supportive in encouraging the students to participate and involve in the process of teaching and learning, the strategies used to motivate them was by giving them an interesting topic, familiar, current and controversial. The lecturer also created friendly envirointment, used gentle gesture in both asking or ordering, keep smiling and sometime made jokes to created a good atmosphere in the class.

3) As a facilitator

Based on the observation the teacher was guiding the students through the process of the teaching and learning activities.

The process of guiding the students was implied in the building knowledge of field stage, where teacher firstly introduces the text, its social purpose, generic structure and its special language features. Explained the material and the indicators of the objectives. Help the students identified and understand the text, help them recognizing the issue being presented by asking question.

4) As a supervisor

Based on the observation the lecturer gave the suitable modelling text and material, the text and the material that appropriated and easy for students to understand, lead the students to the right track by giving understandable clear instruction on how to do the task correctly.

Eliminated the possibilities for students to misunderstand the instructions, giving examples of the right arguments related to the subject, and for this role, lecturer are required to be knowledgeable, up to date and sensitive to bring the current topic.

g. Allocation time for each meeting

Based on the observation the writer knew that the allocation time for each meeting is $45 \text{ minutes} \times 3 \text{ SKS} = 135 \text{ minutes}$ for each meeting. The class started from 09.00 am and finished at 11.35 am for each meeting.

h. Evaluation

In evaluating learning in the classroom, the lecturer did the test in mid-semester and at the end of the semester. In addition, lecturer also commit to the concept of on-going assessment process, namely the concept of assessment of student performance in the classroom, both from the aspect of their competence and their enthusiasm. In addition, lecturer also assessed the activity, awareness and the desire to learn in the classroom. So it can be said that lecturer assessment is more comprehensive or overall assessment.

Mr. LB stated when interview at *STAIN* Palangka Raya as written below:

*Biasanya cara yang saya lakukan untuk mengetahui mahasiswa mencapai level yang ditentukan ada beberapa hal, bisa melalui test, melaksanakan test di pertengahan, atau di akhir semester. Bisa juga saya melakukan penilaian melalui konsep yang namanya on going process, yakni penilaian dari performa mereka di kelas, ketika mereka menjawab pertanyaan atau ketika mereka mendemonstrasikan di depan kelas. Juga dari aspek antusiasme. Keinginan dalam belajar keaktifan mereka saat di kelas, dan kesadaran untuk selalu berusaha itu juga masuk penilaian saya. Jadi sifat penilaian saya lebih menyeluruh atau whole assessment.*⁶¹ (Usually there are some ways to know that the students had achieved the specified level, it could be through by the test, the test carry out in the middle, or at the end of the semester. I could also make an assessment through a concept called on-going process, the assessment of their performance in the classroom, when they answer the questions or when they demonstrated in front of the class, also through the enthusiasm aspect. The desire to learn, the activeness in the class, and the awareness always to try it is also my assessment. So in my assessment is more comprehensive or the whole assessment).

⁶¹Interview with the English teacher at the Language LAB 1 of *STAIN* Palangka Raya (on 17th October 2013).

B. The Problems Faced by the Students in Listening by Using Whole Language Approach at Third Semester Students of English Education Program at STAIN Palangka Raya.

To know the problems faced by the students in listening by using Whole language approach, the writer did the interview to the lecturer and the students. There were some problems face by the students, it can be seen in the result of the interview below:

Mr. LB stated at interview *“Masalah yang dihadapi oleh siswa itu biasanya lebih pada personal siswa itu sendiri kalau dari saya sendiri tidak ada masalah”*.⁶² (The problems faced by the students are usually more to the personal of student themselves and to me there is no problem)

The whole language approach scraps the phonics method of learning individual sounds to encourage students to figure out a word through context. Disadvantages of the whole language approach include students misinterpreting words, never learning how to sound out unknown words and not comprehending the basics of the English language.

Further the problems faced by students in learning listening by using whole language approach will be presented through interviews with some of the students are:

First, TY stated on interview *Bapak setiap minggunya selalu memberikan tugas mendengarkan di audio, masalahnya itu harus mendengarkan dari orang aslinya terutama mengartikan pronunciation dari native speaker*.⁶³ (The teacher every week always provides audio listening tasks. The problem is has to be listened to from the original speaker, mainly interpret pronunciation from native speaker).

⁶²Interview with the English teacher at the Language LAB 1 of STAIN Palangka Raya on 17th October 2013.

⁶³Interview with TY at LAB 1 STAIN Palangka Raya (on October 11th 2013)

She explained that the problem of learning listening by using Whole language approach that she had difficulty in understanding the words spoken by native speakers when given the task of listening.

Second, RM stated on interview *Masalah yang pertama yaitu kurangnya kosakata dari diri saya pribadi, yang kedua kurangnya media video yang digunakan oleh guru sehingga saya kurang memahami materi yang disampaikan melalui podcast tersebut.*⁶⁴ The first problem is the lack of vocabulary from me personally, the second video is the lack of media used by the lecturer so that I do not understand the material presented through the podcast).

He explained that the problems were, lack of vocabulary, and less understanding the material presented through the medium podcast

Third, RR Stated that the problem she faced is lack focus in comprehending the material that is cause by lack of vocabulary and the long time in learning listening as shown on the transcript interview below:

*Masalah yang saya hadapi yaitu masalah tingkat kefokuskan dan pemahaman dalam setiap materi yang dibahas, kosa kata yang baru dan waktu yang lama dalam belajar, sehingga konsentrasi semakin tidak terarah.*⁶⁵ (The problem I face is the level of focus and understanding of the material that is studied, a new vocabulary and a long time to learn, so that the concentration is less directional).

Fourth, MK stated that the problem is less perceptive in understanding the material and lack of vocabulary that she had, as shown on the transcript interview below:

*Masalah yang saya hadapi yaitu tidak cepat tanggap dalam memahami materi, meskipun pada akhirnya dapat memahami, akan tetapi memerlukan waktu dan kurangnya kosa kata yang saya ketahui juga merupakan suatu masalah saya dalam memahami materi.*⁶⁶ (The problem I face is not responsive in understanding the material, though

⁶⁴Interview with RM at STAIN Palangka Raya (on October 15th 2013)

⁶⁵Interview with RR at STAIN Palangka Raya (on December 10th 2013)

⁶⁶Interview with MK at STAIN Palangka Raya (on December 17th 2013)

in the end be able to understand, but requires time and a lack of vocabulary that I know also being a problem in understanding the material).

Fifth, SF stated that the problem came from the medium that was used by the lecturer. Through medium video she had difficulty to capture the materials as stated on interview below:

Masalahnya yaitu ketika kita melihat video kita tidak hanya mendengarkan listening saja akan tetapi kita juga memperhatikan mimik. jadi kita mempunyai dua konsentrasi tentang itu, sehingga kita mengalami kesulitan ketika mensinkronisasikan keduanya, sehingga materi yang disampaikan lewat video itu tidak dapat sepenuhnya di tangkap.⁶⁷ (The problem is when we saw the video we not only listen to only listening but we also pay attention to expression, so we have two concentrations about it, so we have trouble when synchronizing both, so that the material presented in video that can not be fully captured).

Based on the results of interviews with lecturer and students, the writer concluded that in teaching listening using Whole language approach, the problems faced by the students in learning listening by using Whole language approach were decided into three matters they were: first, the lack of students' cognitive aspect, less comfortable in learning media, and the long duration in learning.

C. Discussion

In this section, the writer discusses more about the problem of the study such as; 1) how is the implementation of the Whole Language Approach in teaching listening and 2) what are the problems faced by students in learning listening using the Whole Language Approach.

⁶⁷Result of Interview with SF at STAIN Palangka Raya (it conducted on December 24th 2013)

First, in implementing Whole language approach, the lecture not only required to have a good basic abilities (listening, speaking, reading and writing) but also required to have a good language knowledge (pronunciation, grammar and vocabulary) too. Further, in the implementation of Whole language approach, the lecture must know the principles and theories of the whole language, so that the goal of learning by using whole language can be achieved. Related to this study, the writer will compare the application of Whole language approach done by the lecturer with the theory and the application which stated by the experts.

To determine whether the lecturer has implemented the Whole language approach which is based on the theories expressed by the experts of Whole language in general. Furthermore, it will be discussed below.

Pan Ling with the title: The "Whole Language" Theory and Its Application to the Teaching of English Reading states: there were seven teaching skills and methods derived from this theory such as a) teaching the language as the whole, b) students-centeredness, c) teaching language in context, d) based on literature, e) focus on talk, f) integration with writing and g) informal assessment.⁶⁸

The implementation of whole language approach in teaching listening done by the lecturer was already followed the basic principles and method of whole language approach such as:

⁶⁸Pan Ling, *The "Whole Language" Theory and its Application to the Teaching of English Reading*, Binhai Middle Road, Yantai, China: p. 150.

1. Teaching the Language as the Whole

Language is a whole. Here the “whole” is not merely the sum of all the parts, but is greater than this sum. The parts of language (pronunciation, grammar and vocabulary, etc.) have no meanings when they are isolated from each other⁶⁹.

Based on the writer's observation, the lecturer's activities in teaching listening includes listening to the text, comprehending the content of the whole text, discussing the main idea of the text, retelling the text, etc. In this process, the students not only cultivate the comprehending and thinking ability, but also cultivate their overall language abilities. The grammar rules, the way of pronunciation and usage of words are not going to be taught systematically, it was taught at any point of time in the teaching process.

In short, the writer saw that the lecturer had already done the concept of the teaching language as a whole.

2. Students-centeredness

According to Jack C Richard “student-centered learning is the students have choice over what they read and write, giving them power and understanding of their world”.⁷⁰

Based on the writer observation, in the process of teaching listening the lecturer gave the students chance to choice the podcast they like to hear first and then what material they like to present in front of class. It seemed

⁶⁹Freeman, Tvonnes and David E, Freeman, *Whole language for second language learners*, Portsmouth. NH: Heineman, p. 215.

⁷⁰Jack C Richard and Theodore S. Roger, *Approaches and Methods in Language Teaching*, 2002, p. 110.

that the students had a control in determining the lessons. Therefore, the writer saw that the lecturer had implemented the principles of students-centered learning.

3. Teaching Language in Context

In the teaching of listening, the lecturer provide more chances for the students to do some contextual comprehension practice. The lecturer put this into reality by questioning, discussing, retelling the text, etc. Another way done by the lecturer was asked the students to create and design the situational context and do some writing.

4. Based on the Literature

In the process of listening based literature teaching, lecturer used a mix of literature that combines textual documents (in the form of written text) and non textual (in the form of not writing) into one in discussing a subject, such as English textbook comes with a cassette, which is listed in top up listening book II.

5. Focus on Talk

The “whole language” teaching emphasizes the ability of oral expression, the ability of communication, the ability of thinking and the ability of analysing⁷¹.

In the teaching of listening the teacher used the techniques of whole language approach by analyzing the context, retelling the story and discussing the context. Through these activities, the students not only

⁷¹Goodman, Kenneth, *What's whole in whole language*, Nassachusetts: Basic Blackwell Ltd, p. 123.

improve the ability of oral expression, but also deepen their comprehension of the text.

Based on the result of observation above, it can be known that in implementing the Whole language approach the lecturer had emphasized the ability of oral expression, the ability of thinking, and the ability of analyzing.

6. Integration with Writing

In the teaching of listening, the teacher did not encourage the students to write frequently on the text that they learn. The lecturer more emphasizes on the ability of oral expression, ability of thinking and the ability of analyzing rather than encourage the students to write frequently on the text that they learn. It is shown on the percentage of skills appeared in teaching listening as follows:

1. Listening skill appeared was 43%.
2. Writing skill appeared was 14%.
3. Reading skill appeared was 14%.
4. Speaking skill appeared was 29%

Based on the percentage of Writing above, it showed clearly that the teacher did not emphasize the activities of writing skill into the implementation of Whole language approach. Therefore the writer got the conclusion that in implementing the whole language approach the lecturer did not emphasize the principle of integration of writing as stated on the theory of whole language approach.

7. Informal Assessment

In the teaching listening classroom, the assessment of improvement is meaning-centered and student-centered. The assessment and examination of the “whole language” teaching are viewed in the light of the whole. The teacher thinks that the students can not be assessed by the traditional way of examination, which is regarded as the only criteria to measure the students’ study.

The lecturer was inclined to use informal assessment. For example, the teacher observed the behavior of the students in class and evaluate the quality and quantity of their homework, or He gather the writings of the students in a portfolio, or give evaluation on the students’ reading activity. Finally, the lecturer give the students a synthetical evaluation on their study, not only a score from examinations.

The teacher stated in interview:

*Biasanya cara yang saya lakukan untuk mengetahui mahasiswa mencapai level yang ditentukan ada beberapa hal, bisa melalui test, melaksanakan test di pertengahan, atau di akhir semester. Bisa juga saya melakukan penilaian melalui konsep yang namanya on going process, yakni penilaian dari performa mereka di kelas, ketika mereka menjawab pertanyaan atau ketika mereka mendemonstrasikan di depan kelas. Juga dari aspek antusiasme. Keinginan dalam belajar keaktifan mereka saat di kelas, dan kesadaran untuk selalu berusaha itu juga masuk penilaian saya. Jadi sifat penilaian saya lebih menyeluruh atau whole assessment.*⁷² Usually there are some ways to know that the students had achieved the specified level, it could be through by the test, the test carry out in the middle, or at the end of the semester. I could also make an assessment through a concept called on-going process, the assessment of their performance in the classroom, when they answer the questions or when they

⁷² Interview with the English teacher at the Language LAB 1 of STAIN Palangka Raya on 17th October 2013.

demonstrated in front of the class, also through the enthusiasm aspect. The desire to learn, the activeness in the class, and the awareness always to try it is also my assessment. So in my assessment is more comprehensive or the whole assessment).

Related to this study, it is showed clearly that the lecturer done the assessment based on the theory of the informal assessment. The lecturer give the assessment through a concept called on going process, the lecturer assessed the students performance, the quality and quantity of their homework, the behavior of the students in class, the activeness of the students, and their enthusiasm to learn in the class. It can be said that the assessment of the lecturer is more comprehensive or the whole assessment.

In addition, based on the writer's observation, in implementing Whole language approach the lecturer played multiple roles in the teaching. He can be a designer, organizer, facilitator and supervisor.

Shuzen Zhou with the title *The Application of Whole Language Teaching Approach in College English Teaching and Learning* states:

The teacher should always manage to push the students into the center of learning and make them know they are the persons who need to learn and should learn hard. The teacher therefore, should play multiple roles in the teaching. He can be a designer, organizer, facilitator and supervisor of the class as well:⁷³

Related to this study, the lecturer roles in the teaching listening using whole language approach can be seen as follows:

⁷³Shuzen Zhou, *The Application of the Whole Language Teaching Approach in College English Teaching and Learning*, volume 3, No. 09 (serial NO.33) Mianyang Normal University <http://www.linguist.org.cn/su200609/su20060909.pdf> (on line, June 1st 2012)

a. As a designer

Based on observation, the lecturer design the class situation made the students in small group, and one group did presentation about the material. The other group gave comment and opinion about the material that presented by their friend. The lecturer moved to each group instruction them to active in the activity.

b. As an organizer

Based on the observation the lecturer to be supportive in encouraging the students to participate and involve in the process of teaching and learning, the strategies used to motivate them was by giving them an interesting topic, familiar, current and controversial. The lecturer also created friendly environment, used gentle gesture in both asking or ordering, keep smiling and sometime made jokes to created a good atmosphere in the class.

c. As a facilitator

Based on the observation the lecturer was guiding the students through the process of the teaching and learning activities. The process of guiding the students was implied in the building knowledge of field stage, where lecturer firstly introduces the text, its social purpose, generic structure and its special language features. Then the lecturer explained the material and the indicators of the objectives. The lecturer also help the students to identify and understand the text, help them recognizing the issue being presented by asking question.

d. As a supervisor

Based on the observation, the lecturer gave the text and material which is suitable to the student and easy for them to understand the text or material given, the lecturer also lead the students to the right track by giving understandable clear instruction on how to do the task correctly.

Next, the procedures in teaching listening by using Whole language approach which done by the lecturer, it was classified into three steep: pre-activities, whilst-activities, and post-activities. They were discussed in the following ways:

1) In Pre-activities, there were several activities that were done included:

the lecturer opened the lesson by greeting the students first, then the lecturer did some preparation such as set the materials, powering a laptop, and turn on the LCD. After doing the preparation above, the lecturer then give a list of attendance to students. Then the lecturer asked some students to present material by retelling the material that has been given last week as a warm-up before the main activities of the learning begins.

2) In While-activities, there were some activities included: the lecturer

asked the students to listen the text, while listening to the text the lectures asked the students to comprehend the content of the whole text, after that the lecturer asked the students to retell the text and discussed the main idea of the text, etc.

3) In Post-activities, the activities include: the lecture concluded the material then the lecturer gave opportunity to ask the questions related to the text, the lecture also gave motivation to the students, gave the material for next meeting, closed the lesson and greet the students.

Through the process of implementing whole language approach in teaching listening which is done by the lecturer in the discussion, the integration among four basic skills that occurred in teaching and learning appeared with the other skill in listening study, it can be seen on result the percentage of skills which appeared in teaching listening as follows:

1. Listening skill appeared was 43%.
2. Writing skill appeared was 14%.
3. Reading skill appeared was 14%.
4. Speaking skill appeared was 29%

From the result of percentage above, the integrated skills between oral and written language can be concluded as follows:

1. Listening was the most often skill appearing.
2. Writing was the less often appearing.
3. Reading was the less often appearing.
4. Speaking was the average often skill appearing.

Second, the problems faced by the students in learning listening by using Whole language approach were decided into three matters they were: lack of students' cognitive aspect, less comfortable in learning media, and the long duration in learning.

The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situation unfamiliar to the students. The content is usually not well organized and message on the radio or recorded on tape cannot be listened to at slower speed. Even in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like.

If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as *stuff* for *material*, *guy* for *man*, etc., as well as slang. Students who have been exposed mainly to formal or bookish English may not be familiar with these expression this may make it difficult for the listener to understand the meaning. Thus, all of which the writer explained above belong to the cognitive aspects of students' problems.

Less comfortable in learning media refers to the noise, including both background noises on the recording and environmental noises, can take the listener's mind off content of the listening passage.

Listening material on tape or radio lack visual and aural environment clues, not seeing the speaker's body language and facial expression make it more difficult for the listener to understand the speaker's meaning. Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension. Thus, this may make the students less comfortable in media that is used by the teacher in learning.

The long duration in learning refers to the students' psychological factor that may have a negative effect on perception and interpreting of listening material. It is tiring for students to concentrate on interpreting unfamiliar sound, words, and sentences for long period in learning.

Related on the study, the writer finally concluded that the problem faced by the students in learning listening using whole language approach were; lack of students' cognitive aspect, less comfortable in learning media, and the long duration in learning.