
THE EFFECTIVE ENGLISH INSTRUCTIONAL PRACTICES USED IN STUDENTS LEARNING ENGLISH IN ESP LISTENING CLASS AT UNIVERSITY OF MUHAMMADIYAH MALANG

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Abstract:

Listening is the language modality that is used most frequently. It has become the foundation of a number of theories of second language acquisition that focus on the beginning levels of second language proficiency. EFL and ESP differ not only in the nature of the learner, but also in the scope of the goals of instruction. Whereas in EFL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP a needs assessment determines which language skills are most needed by the students, and the program is focused accordingly. This study aims at focusing on a particular group of teachers in one of formal institutions, that is, LC (Language Center) of UMM (University of Muhammadiyah Malang). The data collection was done through interviewing the three English teachers and conducting observation in the classes taught by the teachers. Also, some documentation is taken as a proof, they are in form of interview recordings, video recordings and photos. Based on the findings and discussions, the writers found that there are some effective English instructional practices used in students learning English in ESP listening class at UMM; namely cooperative learning, non-linguistic representations, and generating and testing hypothesis. It can be revealed from students' active participation through classroom discussion where they have to incorporate sounds and images using symbols to represent relationships, predict and generate questions and hypotheses about the topic using limited resources, apply appropriate use of social skills, face-to-face interaction, and individual and group accountability. These strategies are proven to be effective in raising students' active participation, interest, and motivation in ESP listening class. In addition, it assists the teachers to deliver the materials and information smoothly.

Keywords:

effective instruction, listening comprehension, English for Specific Purposes

1 INTRODUCTION

Listening is the language modality that is used most frequently. It has become the foundation of a number of theories of second language acquisition that focus on the beginning levels of second language proficiency. Out of the four language skills listening, speaking, reading, and writing, listening is naturally considered as the primary skill in the acquisition of the native (first) language. Cahyono et.al stated that a new born baby will first listen to the voices and sounds in his/her environment in order to internalize linguistic input, before he/she speaks and learns to read and write. In the context of the teaching of English as a second/foreign language (ESL/EFL), the determination of which language skills should be given priority usually depends on the purpose of the ESL/EFL instruction.

It is very important to define appropriate approach to teach listening skill in order to achieve the learning goal effectively. There are several approaches proposed by some experts. An approach to classifying language learner strategies that has been much quoted was proposed by O'Malley and Chamot in Field. It divides strategies into: metacognitive: 'planning for, monitoring or evaluating the success of a learning activity'; cognitive: 'operat(ing) directly on incoming information, manipulating it in ways that enhance learning'; social-affective: 'interacting with another person to assist learning'.

Moreover, Field suggests four types of strategies, namely: *Avoidance strategies*. Learner gets by without the missing or uncertain piece of input. *Achievement strategies*. Learner attempts to make maximum sense of what has been decoded. *Repair strategies*. Learner appeals for help.

Pro-active strategies. Learner plans her behaviour in a way that might enable problems of understanding to be avoided.

Research demonstrates that some interactive instructional practices succeed in increasing students' achievement. Wagner (2010) found that using films or short videos in the classroom are beneficial to second language learning. It helps students build well concentration and construct their concept related to the learning material. However, Bozorgian et.al (2013), who has conducted similar research, concluded that the students need to be taught listening comprehension skills before watching videos. In this study, students who were taught and practiced listening comprehension skills before, during and after listening activities preformed better than those who only watched videos. Some of these skills include guessing, making inferences, identifying topics, repetition, and note taking.

This research will focus on identifying, describing, and explaining the model of effective English instruction in ESP listening class at UMM in order to provide valuable references for other ESP lecturers to offer the effective instructional practices.

2 DISCUSSION

The design of this study is descriptive qualitative. Descriptive study is designed to obtain information concerning the current status of phenomena and is directed toward determining the nature of a situation as it exists at the time of the study (Ary et al., 2006). Accordingly, this study aims at focusing on a particular group of teachers in one of formal institution, that is, LC (language Center) UMM (University of Muhammadiyah malang).

The subjects of the study are the lecturers at LC UMM. The reason of the researcher for choosing the three lecturers as the subjects of the study is based on some major criteria. First, the lecturers have been teaching at LC for more than 2 years. Second, they have a number of ESP classes. Third, the lecturers are considered creative and innovative

in providing ESP Listening materials for the students. Moreover, the subjects of the research are very competent lecturers in teaching proven by their frequent participation as speakers in teaching and learning workshop which is conducted by Language Center. The data of the subjects can be seen:

Table 1. Teachers' teaching experiences

| No | Name | Place and date of birth | Teaching Experiences |
|----|---------------------------------|---------------------------|--|
| 1 | Lulud Oktaviani, S.Pd. | Lampung, June 2, 1986 | 1. Private course for Libyan students (2010-2011) 2. Language Center UMM (2012-present) |
| 2 | Prima Beauty Kartikasari, S.Pd. | Mojokerto, April 19, 1987 | 1. SMKN 2 Malang (2011-2012) 2. Language Center UMM (2012-present) |
| 3 | Ria Arista, M.Pd. | Malang, March 7, 1986 | 1. Center of Teaching Training (2008-2009) 2. Language Center UMM (2010-present) |

Data collection approaches for qualitative research usually involves direct interaction with individuals on a one to one basis or direct interaction with individuals in a group setting. Qualitative research data collection methods are time consuming, therefore data is usually collected from a smaller sample than would be the case for quantitative approaches - therefore this makes qualitative research more expensive. The benefits of the qualitative approach are that the information is richer and has a deeper insight into the phenomenon under study.

According to Creswell (2012, 205), there are five steps in collecting data, they are identifying participants and sites to be studied,

gaining access to individuals and sites by obtaining permission, considering types of information will best answer the research questions, designing protocols or instruments for collecting and recording the information, and the last one is administering the data collection with special attention to potential ethical issues that may arise.

In this study, the researchers collected the data by interviewing the three English teachers and doing observation in the classes taught by the teachers. Also, some documentation are taken as a proof, they are in form of interview recordings, video recordings and photos.

Before conducting the research, the researcher prepares the instruments. The instruments in this study are observation checklist, field notes, interview guide, and video recording.

- 1) Observation checklist is a sort of guidelines used to obtain information concerning the activities done by both the teacher and the students during the learning process in the class. An observation checklist is used to observe and to record the teacher's and the students' performance during the teaching and learning process.
- 2) Field notes are used to make notes related to the data which cannot be covered in the observation checklist. It includes the data ranged from the planning, implementation, and evaluation concerning the physical setting of class, the classroom atmosphere, the teaching and learning activities, and unexpected happening. This instrument is applied every meeting.
- 3) Interview guide is used to interview the teacher. The result of the interview is useful to uncover the strengths and the weaknesses of the implementation of the activities in guiding students in listening class.
- 4) Video recording is used to record the activity of teaching and learning.

Maria (in Creswell, 2012) mentions six steps in analyzing the qualitative data, they are engaging in initial exploration of the data through the process of coding it; using the codes to develop a more general picture of the data (descriptions and themes); representing the findings through narratives and visuals; making an interpretation of the meaning of the results by reflecting personally on the impact of the findings and on the literature that might inform the findings; and finally, conducting strategies to validate the accuracy of the findings.

Based on the explanation above, the writers then try to analyze the data that have been collected, that is by organizing the data, transcribing the data, and analyzing the data by hand or computer.

The data and findings of the study are presented based on the results of students' questionnaire result, teacher's answers of the interview, observation, and field notes. Data presentation covers students' need and the teacher's problem. The discussion is presented after the presentation of data findings.

2.1 Lesson Plan 1 Miss Lulud Oktaviani-Procedure

Materials: video, power point presentation, Audio Recording Assumptions though the level of their knowledge is not sufficient they will know some key vocabulary, the topic can be interesting for them since some of them could have practiced some of the procedures.

Aims : to help them to find suitable listening strategies and prepare the students for the listening paper that is focused on sentence completion. During this type of an exercise students are asked to listen for specific words or phrases and give written answers. Stages and Procedures.

2.1.1 Pre-Listening Stage

Introduce the topic : Show the students a video and ask them to identify the activity. When the students need some helps, teacher

- Brainstorming: writes down some transitional signal words (e.g. First, second, third, fourth, next, then, finally). ask students to brainstorm as many words or phrases as they can about the videos on the topic. Teacher writes down the ideas.
- Discussion: ask students to discuss these questions. Have you ever made some cookies? If yes can you describe how to make it? Would you like to make it? Why/ Why not? Can you name and describe the ingredients to make cup cakes?
- Pre/teaching: pre-teach the vocabulary you expect that the students will not be familiar with. Pour, stir, add, bake, blend, table spoon, tea spoon,

2.1.2 While-Listening Stage

Teacher divides the students into 10 groups which consist of 5 students. Each group must write down a number in a piece of paper from 1 to 5. Then, the teacher gives an instruction to the students to listen to the question through the audio. Teacher decide the number which deserve to answer the questions, take for example, if the teacher say number one, it means that only those who have number one on their paper have the right to answer it.

Post listening Stage

There are some words that should be acquired by the students to describe the procedure how to make something. The observation shows that the teacher organizes the students into cooperative groups that create a positive effect on overall learning. It is in line with Marzano 9 strategies that suggest cooperative learning in classroom activity by considering small number of the group, a variety of criteria, such as common experiences or interests and applying appropriate use of

social skills, face-to-face interaction, and individual and group accountability.

2.2 Lesson Plan 2 Miss Prima Beauty K-Narrative

- Materials: video, students' worksheet
- Assumptions: though the level of their knowledge is not sufficient they will know some key vocabulary, the topic can be interesting for them since most of them have familiar with narrative text.
- Aims: to help them to find suitable listenin strategies and prepare the students for the listening paper that is focused on sentence completion. During this type of an exercise students are asked to listen for specific words or phrases and give written answers.

Pre-Listening Stage

Introduce the topic: distribute the worksheet about Malala which contain some blank spaces. Then, they have to work in pair to fill in the blanks through listening to their friend who read the text out loud. This activity is done in turn.

Discussion: teacher play video showing news about Malala and ask them to listen carefully to what was said by the news anchor because the information delivered by the news anchor can be used to complete the missing information in their worksheet.

Pre/teaching : Teacher explain the generic structure of narrative text and language feature of it.

While-Listening Stage

Teacher divides the students into 5 groups and consists of 9 students. Each group should identify the generic structure and the language feature of Malala's story. Then, they have to define the moral value of the text, that is, we should be thankful because our country is peaceful so that we can study freely without any worries. Then, the teacher invites students to play whispering. Each leader of the groups is in charge of delivering a message to his friends. The group that succeeds write down message correctly is the winner of this game.

Post-teaching

There are some words that should be acquired by the students to describe the narrative text. Similarly, Ms. Prima applies the sixth strategy of Marzano 9 instructional strategies for effective teaching learning that is cooperative learning strategy. She manages the students into cooperative groups that generate a positive effect on overall learning. The class becomes alive because students enjoy face-to-face interaction, and individual and group accountability.

2.3 Lesson Plan 3 Ms. Ria Arista - Puzzle

Materials: picture, handout, audio Recording

Assumptions :though the level of their knowledge is not sufficient they will know some key vocabulary, the topic can be interesting, puzzling, mesmerizing for them.

Aims : to help them to find suitable listening strategies and prepare the students for the listening paper that is focused on guessing puzzle. During this type of an exercise students are asked to listen for mysterious sounds and define what the sound is.

Pre-Listening Stage

Introduce the topic: Show the students a puzzling picture and ask them to identify the

situation, the people, and the place. Brainstorming: ask students to brainstorm as many words or phrases as they can about the picture and the topic. Teacher writes down the ideas.

Discussion: Ask students to discuss these questions. Where does the action take place? What are the people doing? What will you do if you are in this kind of situation? When does the event take place?

Pre/teaching: pre-teach the vocabulary you expect that the students will not be familiar with in terms of prepositions.

While-Listening Stage

Teacher asked students to answer questions in the handout. They have to listen to the audio of the two people who are discussing the enigmatic image. They must determine the correct answer by filling in a table that has been provided. Afterwards, teacher asks the students, voluntarily, to come forward and write their answers on the board.

Post listening Stage

There are some words that should be acquired by the students to make a riddle by using appropriate prepositions. Related to Marzano's Nine instructional strategies for effective teaching and learning, this strategy can be categorized into the fifth and the eighth strategies, i.e. Non-linguistic representations and generating and testing hypothesis due to the incorporation of sounds and images using symbols to represent relationships. Moreover, the students are asked to predict and generate questions and hypotheses about the riddles using limited resources.

3 CONCLUSION

Based on the findings and discussions, the writers found that there are some effective English instructional practices used in students

learning English in ESP listening class at UMM; namely cooperative learning, non-linguistic representations, and generating and testing hypothesis. It can be revealed from students' active participation through classroom discussion where they have to incorporate of sounds and images using symbols to represent relationships, predict and generate questions and hypotheses about the topic using limited resources, apply appropriate use of social skills, face-to-face interaction, and individual and group accountability.

These strategies are proven to be effective in raising students' active participation, interest, and motivation in ESP listening class. In addition, it assists the teachers to deliver the materials and information smoothly.

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