

## **A Listening Lesson Design for EFL Undergraduates in STKIP Muhammadiyah Pringsewu Lampung**

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**Abstract:** English Education Study Program in STKIP Muhammadiyah Pringsewu Lampung usually has Listening class once every week. The paper conducts a critical review of one of the popular listening textbooks in Indonesia, STKIP Muhammadiyah Pringsewu have English Listening Course Book I, and designed a one – semester for listening lesson universities which have chosen this book as the textbook by taking full use of the teaching material and taking the modern listening teaching theories into consideration. The main goal of this research is to develop and designed a listening course textbook 1. These lessons about helping learners develop listening strategies so that they are able to better comprehend spoken discourse in a variety of contexts. It's worth noting, though, that strategy development isn't typically the principle objective of a lesson (though in certain cases it could be). Instead, listening is often used as a way to practice new language or skills presented. The approach used Qualitative and quantitative research. The method used in this research is research and development (Research and Development). A research and development approach consisting of ten steps, including: (1) preliminary study and information gathering; (2) planning; (3) hypothetical model development; (4) hypothetical model feasibility test; (5) revisions; (6) limited scale field trials; (7) revision of field trial results; (8) more extensive trials; (9) final model revision; (10) dissemination and socialization.

**Keywords:** *Designing text book, Listening ability, teaching material.*

## 1. INTRODUCTION

English Education Study Program in STKIP Muhammadiyah Pringsewu Lampung usually have Listening class once every week, two periods each time, 50 minutes each period each semester. There is a variety of listening course books for universities to choose and New College English Listening Course Book is among the most popular ones. The paper is aimed to give a critical review of the textbook and propose a relatively effective listening lesson by taking full use of the teaching material and taking the modern listening teaching theory into consideration.

The students in STKIP Muhammadiyah Pringsewu Lampung usually come from many different Sub-district of Lampung. They are all adult learners, aged from 18 to 20. The majority of the students have sufficient grammatical knowledge of English and intermediate level ability in English listening, speaking, reading and writing. However, they vary in English proficiency, and their vocabulary is usually limited and many of them are poor in English Listening. Most of them acknowledge the importance of English, since many employers take students' English level into consideration when selecting employees in Lampung in recent years. A minority of the students like to study English for its own sake, while the rest study it mainly due to its practical value as mentioned above.

### Analysis of the Teaching Materials

#### a. Introduction to the Course Book

The book to be used in the lesson is entitled "We will Listen Course Book" (with multimedia teaching disks). Book I is designed for Non English Department. It is composed based on the concepts of Autonomous Learning and

Individualized Teaching and aims to enhance students' ability in listening to such a degree that they could communicate with English speakers effectively in their future work and life. It emphasizes on cultivating students' abilities in understanding text-level listening materials and expressing themselves clearly via different kinds of tasks and activities.

It consists of 16 units, centered on a certain topic, composed of 4 parts, namely, Part A, Part B, Part C and Part D. Part A has two exercises, Communicative Function and Listening Strategy; Part B is divided into three parts: Pre-listening Tasks, Listening Tasks and Speaking Tasks; Part C is named Additional Listening and Part D is entitled Home Listening.

#### b. Critique of the Course Book

The advantages of this book are that topics of each unit are relevant to students' life and hence engaging and helpful for students' future development; communicative function of language is highlighted and illustrated; listening strategies are incorporated and practiced. Besides, suggested teaching plan, cultural notes and tape script are provided in Teacher's Book, which gives teachers a lot of assistance in lesson preparation; Multimedia teaching disk is also available for both teachers and students, which allows students to have further self-study due to individual difference; A movie clip is included in each unit in the disk, which entertains students and motivates them to study English with fun; Various listening materials and activities are given in the book and more in the disk, which enables teachers to select and adapt materials to suit their particular context. The weakness of this book is mainly

concerned with the design of the activities. The lectures need to think of more engaging and closer to real life activities to get students more involved and better prepare them for future contact with English speakers. More cultural information should also be added in class to broaden students' horizon and reduce their possible cultural shock. On the whole, the strength of this course book outweighs its weakness.

## 2. METHOD

The approach used Qualitative and quantitative research. The method used in this research is research and development (Research and Development). A research and development approach consisting of ten steps, including: (1) preliminary study and information gathering; (2) planning; (3) hypothetical model development; (4) hypothetical model feasibility test; (5) revisions; (6) limited scale field trials; (7) revision of field trial results; (8) more extensive trials; (9) final model revision; (10) dissemination and socialization.

### a. Lesson Plan

Objectives: Students will be able to greet others and introduce one to another in English properly. Students will be able to understand speaking with incomplete plosion and pronounce properly when incomplete poison is involved.

Students will be able to use strategy of listening for gist initially and strategy of listening for details later on. Students will be able to list more ways to improve their English proficiency.

Step	Time	Activities	Rational
<b>PRE-ACTIVITY</b>			
1. Communi Function— Greetings and  Introduction	20	1) read Expression s.  2) listen to dialogues one by one twice, and do blank-  filling exercises, and then T  checks.  3) do pair- 4) do Role- (Three Ss a group: A B C, A knows both B and C; B C don't introduces B to C)	Input Metacogn itive strategy attention
2. Listening Incomplete Plosion	5	1) Listen 2) do pair- discussion the linguistic features; 3) To give individual report	Systemi the language system; Fluency

3.Group	15	1) read Expression 2) Pair-discussion questions related to Individual report. summarizes	Pre-providin input Fluency: Information gap Fluency: monologue				
<b>MAIN ACTIVITY</b>							
1 Listening— Studying	25	Exercise 1) To the 2) Ss Word checks. 3) scan questions	Activati Input			4) To answer two multiple choice questions for the 1st listening and then T checks. Exercise Two (15 min.) Ss listen for two more times to do Blank-filling exercises. 2) Group-discussion for the right answers 3) To checks and corrects mistakes where necessary	Metacognitive Strategy—selective attention: listen for gist Metacognitive Strategy—selective attention: listen for details Cooperative Learning; Fluency

POST ACTIVITY			
1. Group-discussion	15 min	1) gives 'instruction for group brain- 2) Ss do brain-groups suggestio in the listening 3) Ss' individual report.	Task-based Language  Teaching: Fluency: Problem-solving Social Cooperative
2. Imitation	5 min	1) To asks Ss to listen and repeat after the and draws their attention to speakers' intonatio and stress.  2) Ss listen and repeat.	Automaticity Theory
3. Listening How  Comprehension	15 min	1) To introduce s the topic  2) listen for The guidance of three content questions, and then	Activating schema  Metacognitive Strategy—selective

		3) listen for two more times for details blank-filling exercises.	Strategy—selective attention: details
Closing			
Extension task	No limit	Students finish Part D, Home Listening Exercise, English Pronunciation themselves after class	Metacognitive Strategy—selective attention: listen for gist & details respectively

### 3. FINDINGS AND DISCUSSION

In this lesson plan, listening, two indispensable parts of communication are woven together. Through the whole lesson, several principles are taken into consideration, such as theories of Schema, Comprehensible Input, Strategies in the design of listening activities and theories of Fluency, listening as a Skill, Cooperative Learning, Automaticity and Task-Based Language Teaching in the design of Listening activities.

In all the three parts, pre-activity, main activity and post activity, there are listening activities. At the beginning of each listening activity, each listening activity as well, the writer plans to give students a brief introduction to what they are going to do, which could activate students' schema, the background knowledge, crucial for students to build up a mental model or an overall interpretation (Anderson & Lynch, 1988). The writer asks students to read Useful Expressions in Communicative Function and vocabulary in Word Bank before students listen in both pre-activity and main activity, which

could facilitate students' listening and promote students' acquisition of English language since those expressions and vocabulary guarantee that the listening material is comprehensible input to students (Krashen, 1985).

In the listening activities in both Main Activity and Post Activity, the writer tries to raise students' awareness of using listening strategies; the mental mechanisms used to process and manage information, and train their ability in using an important metacognitive strategy — selective attention by asking them to listen for the general idea for the first time of listening and details for the second and third listening (Christine C.M. Gob, 2002).

Listening activities also go through Pre-Activity, Main Activity and Post Activity. This lesson design regards listening as a skill when students are asked to do role-play and imitate the speakers in Pre-Activity, the former intended to improve students' Speech Function Skills while the latter, Phonological Skills, which are two of the four key areas of speaking competence for effective communication (Christine C.M. Gob, 2007a). In Listening Exercise Two of Main Activity, the writer plans to allocate a few minutes for students to do group discussion before asking them to give their answers in class, which promotes cooperative learning and helps build students' language competence in a low anxiety setting (Krashen, 2003). The same is true with all the other pair discussions and group discussions in this lesson design as well. The writer asks students to imitate the speakers in both the Pre-Activity and Post-Activity for incomplete plosion and proper intonation, progression from a search algorithm schema to a direct retrieval schema, which is characterized by Logan in his instance-based theory of learning and development of automaticity (Logan, 1990).

Task-Based group discussion in Post Activity is of great significance to the effectiveness of this lesson design because tasks bear a recognizable relationship to the use of language in the real world (Skehan & Foster, 1999), and thus more

meaningful and engaging to students.

#### 4. CONCLUSION

The paper has had a critical review of one of the popular listening textbooks in Indonesia, English Education Study Program at STKIP Muhammadiyah Pringsewu Lampung, in English Listening Course Book I, and designed a two-period listening and speaking lesson mainly for English Education Study Program at STKIP Muhammadiyah Pringsewu Lampung,, which have selected this book as a textbook for teachers and students, with sufficient theoretical support. The textbook is the main teaching material in the proposed lesson plan, but in practice, teachers might also replace some parts with materials they find helpful. Students like things outside the textbook. The addition of outside updated students' life closely related material from books, disks or internet could make teaching and learning more effective. After all, EFL teachers need to maintain original and creative in the tide of continuous reform with unpredictable change of textbooks.

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