



TEACHING EXTENSIVE

LISTENING DEVELOPING RECOUNT PARAGRAPH WRITING

An integrated Learning to Meet the Intention, Preference and Benefit for Students of English Study Program FKIP Unpatti Ambon.

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ARTICLE INFO

Article History:
Accepted 14-03-2018
Available online 16-04-2018

Keywords:
Integrated approach,
recount paragraph writing,
and Intention and Preference
of Students.

ABSTRACT

This study aimed to facilitate students in an integrated learning approach to meet the purpose of teaching and learning. This listening–writing integrated teaching data was a survey research design, to identify the intention, preference and benefit of students. The study aimed also to identify the case of theoretical proposition and the field practice. The data was taken from 58 English education study program students of 4th semest, those who were in the treatment of the teaching approach. Students' responses to the questionnaires was in order to answer 2 research questions: what are students intentions, preference, and the benefits, and other suggestions of students toward the teaching approach. The data of research provided in approaching of Likert's scale in the range of 1 (strongly agree) to 5 (strongly disagree). However the questionnaires were designed more in positive view points towards the implementation rather than in negativesites. The questionnaire data was analysed using descriptive statistical operation to see the average number of students' responses and the frequency toward each of three points. By data analysis, the result shows that, 30 student (51,7%) strongly agree, 25 students (43,1% agree) 2 student 3,4% neutral, 1 student (1,7%) disagree to the intention. There were also 20 students) 34,5% strongly agree, 33 (56% agree), 5 (8,6% neutral and none disagree for preferences, while, 12 (20,7% strongly agree, 41 students (70,7%) agree, 5 students (8,6%) neutral and none dis/or strongly agree with the benefit.

Even in a quite strong data, but there were also great number of students complain in their hand writing note data. The complains are in the cases that (a) writing is difficult so, it should not be in parallel with listening, (b) writing created boringness, and their proportion of changing this (integrated) approach. From the two data, the possible conclusion is that there was benefit for the integrated listening-writing but a fully and detail explanation should have than become the concern on the awareness of student.

INTRODUCTION

Students' writing is considerably more problematic for English language learners compared to other subjects. Simply, there are two major reasons on lecturer's experience to be the challenge in students writing. The first reason runs to theoretical concept, that writing is more process rather than product. Writing as in process, the information in the thought are complicatedly processed in the brain of what must be the choice then transferred to human neural network or within our neural network (Hitchings, 2011: 12). The idea in line with Hitchin, Havelock (1973), Parry (1971), Goody and Watt (1968), Innis (1951), and McLuhan (1964) have also strengthened that 'invention of the alphabetic writing system altered the nature of the knowledge which is stored for reuse, organization of knowledge, and cognitive processes of people who use that written language' (in Smith and Pellegrini, 2001: 3). Havelock at all's statement may have been in the second reason, that writing as process, it is very much depending on writer's personality means students are less in practical writing activities.

The problematic of teaching writing which is aimed to guiding students to be capable in particular target level has urged writing instructors in various adaptations. The activities of adoption and comparing and or combining the types of teaching approaches, methods and techniques in teaching writing are still in concern. Brown for instance, argues to teach writing as if guiding an old person who supposed to be an illiterate in technological use (2009). The suggestion of Brown, might have almost become common knowledge for all academicians, and moreover for those who act as writing advisors and whole writing observers or attentioners.

Considering the problem in students writing, and the suggestions of the experts, this research was designed in an integrated approach of teaching extensive listening developing students' recount paragraph writing was taken as one of solution. This approach was based on philosophical practical activity of extensive listening which tends to free guidance listening materials, to manipulate the activities into students' writing. The manipulating activities aims to the suggestion of Coffin et al, that teaching of writing needs to integrate with "teaching of discipline-specific content area" (2003: 9). This integrated listening and writing was hoped to be able to train the

listening of students in listening content and context, and transferring the understanding information of students, their thought in to writing. This re-context and textualising knowledge of students on peaces of paper will be in a free creative approach to develop accepted information structurally on recount paragraph writing in its function to retelling experience.

From the activity of of listening and writing, students were expected to a step by step of embedding their habitual and psychological sense in their practical writing activities. Eventhough, in final evaluation of listening will be more conserning only on the undestandung of listening text. In writing, the consern was on structural manage of information in paragraph writing components. By the activity, the questionnaires followed to get the acceptability of student in terms of thair intentions, preferences and benefits to be an evaluation. The prediction to students' respond would have than analysed to be the data, and another diferent data from satudents hand note to be academic information, such as the simplification case of Brown's survey method (2009: 92).

TEORITICAL LITERATURE

Integrated Learning

Integrated learning is defined as a “practical guide that can be used by the education sector and employers alike. An integrated resource, applicable to all involved work in integrated learning, it will also appeal to pro-vice-chancellors of teaching and learning, work integrated learning coordinators, careers services, and all those involved with standards and competency” Orrell et al (2010:2). While, in terms of teaching, they (Orrell et all) stress on universty levels, that teaching in an integratd porpose enternalizing in part of lecturers' preparing of ‘activitis and responsibilities” to the students, or related to the work places (p. 94). However, they have also clearly higlighted that the concept of teaching needed to be differentiate between in education and in work place. Billet in Orrall et al (ibid) adds the difergent of integrated learning or work in university and work place is not only in philosophical perspective but also in that word-terms. University uses the terms such as supervisors, field instructors, coordinators, practicum advisors or preceptors, and the terms: coaches, mentors or supervisors are used in work places. The terms for those who are on the in charge.

By the explanation and definition of the term *integrated* teaching and or learning, the practice of teaching extensive listening developing students recount writing has been in its mechanisms. The mechanism refers to the treatment of a class teaching approach starts from selecting and providing listening materials, the reving and the setting of exploring an accepted parts or ideas from listening on to peaces of paper. Henning terms this process as the knowing and the perform. He says “writing and knowing as the two sides of a coin”, Henning (2005: 87). In the part of performing, students were guided to perform their ability in writing, the process of writing from designing and seleting logical and acceptable topic, designing logical

and acceptable topic sentence through outlining and how to develop an orderly simple paragraph) based on what or the items that have been planned. Even at the end, every one needs to realise that learning to write is a challenging and multiskilled process (McGraw, 2006).

Paragraph Writing

Tomaselo (2010: 8) defines paragraph as groups of related sentences, it is one of the most important organizing unit for legal writing. Henning (2005: 36) describes paragraphs such as “the type of words, the way sentences are constructed and linked, the way paragraphs are formed”. Quinley (2005) define paragraph as a group of sentences about one idea. While Linder (1998) paragraph is unified collection of sentences by one idea. Furthermore Quinley adds that a good paragraph needs at least three sentences to support the topic sentence, and these supporting sentences make up the body of a paragraph.

According to Henning, paragraph is developed following its types and structure. She examines types of paragraph into: purpose, showing the unity, development and coherence. The types of paragraph following characteristic of paragraphs, and different in to which focus. She (Henning) classifies paragraph into:

1. *Expository*, presents information, opinions or ideas, it expresses something about the topic.
2. *Argumentative*, seeks the reasons on some view points or opinions.
3. *Narrative*, the paragraph that tells the details of particular event or story, and and
4. *Descriptive*, paints a picture, using words, about what a person, place, or thing is like.

In terms of the types of paragraph, there are differences in statement or classifying types of paragraphs. The classification of the types of paragraph is following the classification of the types of the text, and the focus to particular character of the text. Noviani (2015) for instance, highlighted the types of paragraphs such as: Descriptive, recount, news item, procedures, report, spoof, exposition, and narrative. Furthermore, the description of each of the types of paragraphs are as below:

1. *Description*: to describe a particular person, place or thing.
2. *Recount*: to retell event for the purposes of informing.
3. *News items*: to inform the readers, listener or viewers about event of the day with are considered news worthy or important.
4. *Procedure*: to tell someone do something and how to do it. Besides that, procedure is also to describe how something is accomplishing through a sequence of action or steps.
5. *Report*: to describe the way things are with reference to arrange of natural, made and social phenomena in our environment.

6. Spoof: to retell an event a humorous twist.
7. Exposition: to argue for or against a social issue.
8. Narrative: to tell a story that something goes wrong.

Crafting a paragraph writing

In crafting the paragraph, there are many approaches provided in almost all writing sources as a whole and the academic writing. This logical approach is following the one that is from Henning's (ibid), who states about three purposes:

- To compose the paragraph,
- To write paragraph that show unity, development and coherence,
- To create structure in a section of an essay that cohere.

By the purposes, the four options are provided (1) from cohesive to coherent and unified paragraph, (2) paragraphs are as cluster of meaning, (3) topic sentence as centres of meaning, and (4) writing functional paragraph. The cohesive to coherent and unified paragraph in the first, gives a sense as a piece writing starts from the *topic*, so, topic should be placed in a broader framework. The further step is introduction, designed in invoking general information regarding the topic. From the topic, the idea of the discussion need to narrow down to a more specific area, to which the thesis statement is situated. The introduction also to allude an essay structure to present temporary preview toward and outline of the essay. Then, the enclosure of this part need also to summarize what to be planned in terms of the literature, mechanisms, and the outcomes. This means that when the literature review have sets the suitable and relevant thematic the writing is going through and running in its scope.

The second point—paragraphs are as cluster of meaning aims to understand a paragraph as unit of organisation that provide the ‘chunk’ in the thought and are grouping the writing. In a metaphoric destined approach to a trip for fishing, the writers should have known what kind of fish he wants to catch and with the type and the ways he uses for the fishing kits. Therefore, writing process will be going directly to the aims as the theme is easily to control and so, minimising the loss of orientation or focus.

In part of topic sentence as centres of meaning, there is one sentence in each of the paragraphs becomes the leading function of the paragraph. That sentence does not mean the first one or first sentence, however many writers suggest to be nearest to the opening paragraph for the purpose to be easily controlled and assist and exist for the readers to focus.

The fourth and as the last point is a functional writing of paragraph, stresses on a directed and clear paragraph writing to the easiness of readers in getting the point of the writer—the point of view of the writer and for the argument and explanation is rational. The argument and rational include the notions of *unity* of thought and style, *coherence* of ideas, and *development* of ideas which are addressed to:

- When reading a paragraph the reader should have conceptually linked each of the sentences to *topic sentence* in terms of paragraph unity to group of ideas.
- The serving mechanism to promote coherence; means a paragraph is coherence if it is linked one another technically and conceptually. It also known as paragraph *unity*.
- The *dependent* of though of a paragraphs; this means the expressing knowledge in the beginning and in the end of paragraph must not be equal. At the beginning, the knowledge and ideas are more in the sense of what is known as thesis statement. Usually it provide in a more specific focus. While, in the middle to the end is more to explanation, claims and example from literature.

Recount Paragraph

Recount text is a text that retells series of events or experience in the past. Its purpose is either to inform or to entertain the audience with no complication. The none complication is to differentiate recount and narrative. Another purpose presented by Hyland is that "... as starting point from which students can understand grammatical features and pattern of organisation that allow them to write for different purpose" (2010:87). Hyland (in *ibid*) provide also the general features of recount is for *social purpose* and *structural organisation*. As social purpose recount "tell what happened" or factual recount. Another purpose is to tell sequence of event so that it entertain. There are points of recount's structure as:

- An orientation providing information about 'who', 'where' and 'when'
- A record of event usually recounted in chronological order;
- Personal comment and/or evaluative remarks, which are interspersed throughout the record of event;
- Orientation which 'rounds off' the sequence of events.

Recount text has also its common grammatical pattern which include:

- Use of noun and pronoun to identify people, animals, or things involved;
- Use action verbs to refer to events;
- Use of past tense to locate the events in relation to speaker's or writers' time;
- Use conjunction and time connectives to sequence the events;
- Use adverbs and adverbial phrases to indicate place and time; and
- Use adjective to describe nouns

(The boards of study, 2007b: 287, in Hyland, 2010:88)

Related Studies

The teaching and learning in relation to the integrated teaching, there are accessible every where in electronic and printed sources. Some of them such as: Brown (1994:222) which are indicating that (integrated teaching) term as the based indicator with his four major underlined principles in automaticity, meaningful, and intrinsically motivated. Feez & Joyce, (1998:29) RELO U.S. Embassy promoting

integrated teaching to develop primary language learners' skills in India, Martha W Dolan (Available at: <https://doi.org/10.9707/2168-149X.176>) in Integrating, Speaking, Reading and Writing. However the sources do not provide for specification to teaching listening (or extensive listening) developing writing (or recount paragraph writing). Even though to be realising that an integrating teaching specific other aspect become the recent teaching approach and method.

RESEARCH QUESTION

The data of this study was design to get through the following formulated research question:

1. What are the intentions, preferences and benefits that students have in listening –writing integrated teaching?
2. What are the other suggestions of students in considering the listening–writing integrated teaching and learning activity?

METHODOLOGY

The objective of this study was to get the data or information regarding the intentions preferences, and benefit of students. Integrated teaching on extensive listening–writing became an extra solution to promote students' writing while they are listening. The 58 students of English study program worked to fulfill the 14 questionnaires which tended to cover the ideas of students from positive sides in teaching, and the additional notes of what in their mind in considering that teaching implementation. This implementation, since it was targeting to identify particular conceptual domain to provide any contemporary alternative to language teaching, Baldwin, Kroesen, Trochim, & Bell. 2004, in Kane and Trochim, 2006) in Creswell (2008: 174) suggest it to be one of a Survey method. Moreover, Creswell adds when the data provides in quantitative or numeric description of trends, attitude, or opinion of population by studying a sample of population (in *ibid*). While Sahu says:

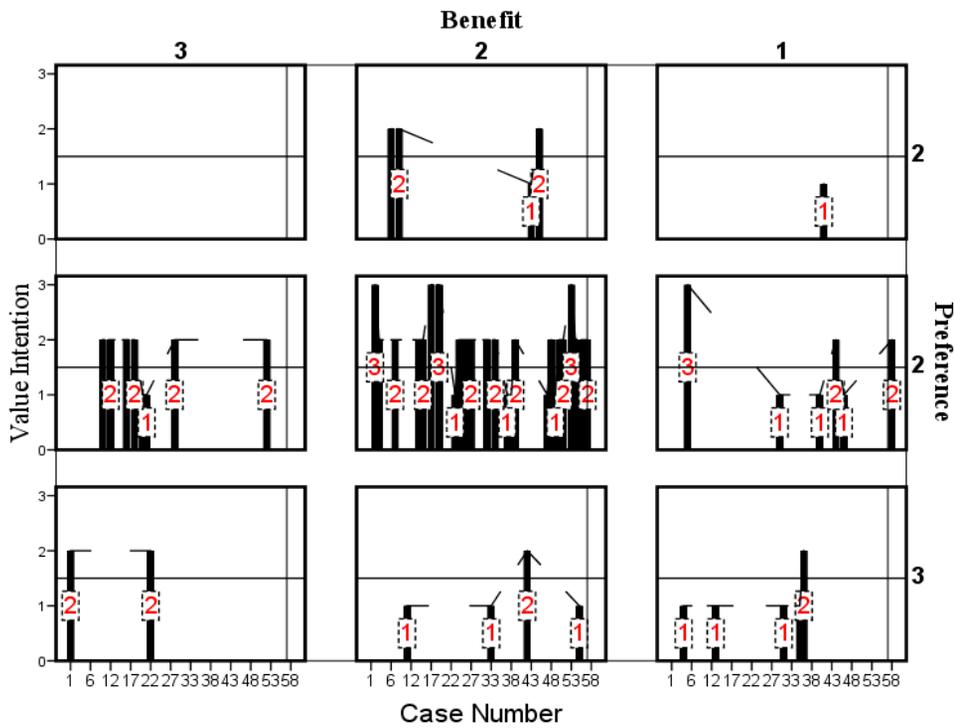
“ once a problem is conceptualized, it should be checked and cross-checked for its possible acceptance or nonacceptance in the light of the scientific inquisitiveness. Extensive survey of literature should be done so as to have a comprehensive idea about not only the theoretical aspects but also the operational aspect of the program to be undertaken. A survey of research on theoretical aspects will help a researcher in fine-tuning a research program”. (Kumar Sahu, 2013: 16)

FINDINGS

The result of the data shows that from the total number of students, 30 student (51,7%) strongly agree with , 25 students (43,1% agree) 2 student 3,4% neutral, 1 student (1,7%) disagree to the intention. This data is regarding the the intention, which covers key point of questions that both extensive listening and paragraph writing aim to lead students to become independent learners, therefore to strengthen

their paragraph recount writing are acceptable in an integrated teaching. By the integrated teaching of Extensive listening and recount paragraph provide great chances for student in the parts that became one of their weaknesses to develop. There were also 20 students) 34,5% strongly agree, 33 (56% agree), 5 (8,6% neutral and none disagree for preferences. These data mean that their inability to make good planning in specifying the topic, writing logical and acceptable topic sentence, and knowing the way to explore paragraph planning into paragraph development. while, 12 (20,7% strongly agree, 41 students (70,7%) agree, 5 students (8,6%) neutral and none dis/or strongly agree in the case of benefit. This meant that there was tendentious of this treatment (integrated teaching) provide beneficial in students' paraprag writing while listeng. However, the data found also students complain regarding the difficulties in process and, teaching less providing the the enjoyability. Furthermore, the discription of the data above are as presented as in the following chart (chart of data), the chart about the intention, preference and benefit of students.

Chart of data.



The provided chart (chart of data) represents the data considering from the three options. Those options are students' intention, preferences, and the benefit. Each of the three points shows the data in reflecting to the value and the case number. Value refers to level of measurement that was ranging from 1 to 5, divided by Likert's scale into two sides, positive (advantages) and negative (disadvantages) which was centralised in range option number 3 (the neutral) means abstain or decide not to use

the vote. Focusing on the presented data of the chart, the value tabulating the data in its vertical and horizontal position (from left to right side and bottom-up position) to cover the over whole parts of boxes. The case number presents the students who were in their choices toward the options. Therefore, around the total of nine (9) boxes of data, first box in the upper left with its row presents none of value of data frequency meaning there were 3,4% students of total number of students choose option number 3 (neutral) and with 98,3 cumulative % of student were in choice of 1 and 2 (strongly agree and agree) in terms of the questionnaires (questionnaire number 1 to 5), around the intention with the most frequency was 2 (agree) then followed by 1 (strongly agree).

The second column from left to right and its row refers to students' responses giving to questionnaire in the cases that were considered to benefitting students in developing their competency in developing recount paragraph writing. The benefit itself covers the four areas; each students' personal process, the receiving experiences from other student in the class and out of the class, the previous students, from each of students' personally discussion in personal conference and from class discussion of some student's inaccuracy on paper writing that were existed during conference. The last activity was quite a great activity because of discussing students' problem covered the sections from: students' unfocused and or broad creating of topic and way how to consider a topic, the inaccuracy of breeding a topic down to a topic sentence, the whole structural organisation of planning, and the view towards a paragraph development. In other words students felt that they found quite many other additional experiences in their listening-writing activities. This data found the frequency of 8,6% in neutral means 5 students of 58 were in none voting, none in dis or strongly disagree. The tendencious data was agree 70.7% and followed by strongly agree 34,5%. For the total.

The final data, the data that represented questionnaires number 6 to 9 to identify the preference of student. Those preferences were around how students pictured on their targets toward both as students who learned extensive listening and so do, to paragraph writing. For writing, those activities became some of the basic pattern of learning how to be able to write effectively. When students grasped all the content and the practical of these activities, they would have been supposed to be easy going in their writing. The different will be only found in types of the texts and the sizes of writing (from paragraph, longer paragraph/essay to other research writings. These presenting data are the all data that answer research question number one, and research question number two linked the data which was taken from students notes as questionnaire number 15 in questionnaire options.

In answering research question number 2, there were only 2 students work without responding the last point, students' note hand writing. Other 56 students worked to fulfill their notes. In their note of those who were in the 56 student, each one came up to write many things, from showing expressing of thanking till the note with their complaining. The thanking people explore their feeling in the activities interms of the benefit or experiences they achieved. In different cases the complainer were writing the note related to the densens of the activities, the difficulty, and their

propotions to deal listening and writing separately regarding those difficulties. According to them, they got hard concentration in listening and thinking of how to find particular view points to write at the same time. There was even they complaining but almost of them were also responding to agree with the application in terms of the benefits.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the fiding of data above, the proposed conclusion to this research was that, even almost all students were positively agree to this teaching approach in their responding to research questions, however, the instructor should have needed to prepare additional activity to tackle students' feeling of boring. One of the reason that students felt being linked with the difficulties and they had no time to learn enjoyably because the teaching was more highlighting the writing target level acheivement rather than listening in students' mind.

Recommendation

By this integrated teaching approach and reconsidering to the conclusion the main recommandation is that, teaching instructor needs to clarify and giving detail explanation related to the purpose of the teaching approach, and for the instructor, do never hasitate supporting students to develop thair awareness. Another additional recommandation of this research is for the further application, that additional or extra activities will be needed to break the gap in students' learning and to their assignments, or the activities of writing be adapting to listening with quite a long range distances.

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