

SUGGESTED ACTIVITIES DONE IN THE PRE-LISTENING STAGE
TO IMPROVE THE LISTENING SKILL ACHIEVEMENT
OF STUDENTS WITH INTERMEDIATE LEVEL OF ENGLISH

THESIS



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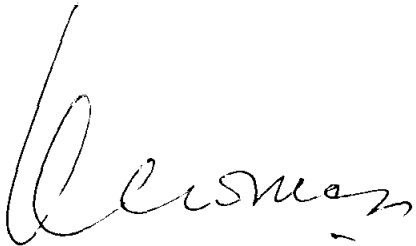
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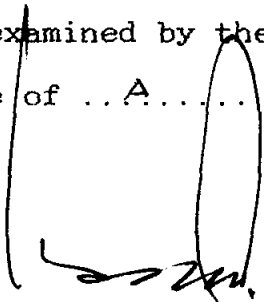
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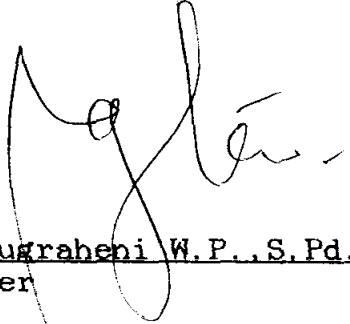
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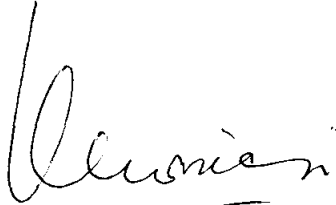
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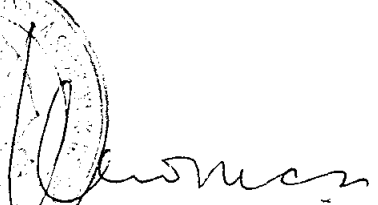

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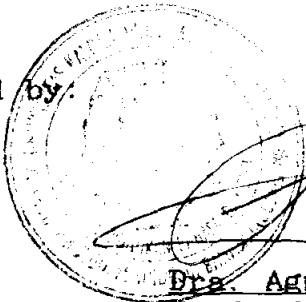


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One thing that the writer has learned during the time of conducting this study is that the Lord's promise is always fulfilled. In Mathew 28:20, He said, "I am with you always", and indeed He always walks with the writer especially during her hard times. Therefore, above all, in completion of this study, the writer gives praise to the Lord Jesus Christ.

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ABSTRACT

Floris, Flora Debora: "Suggested Activities Done in the Pre-Listening Stage to Improve the Listening Skill Achievement of Students with Intermediate Level of English".

Listening skill is crucial to the learning of English as a second or foreign language. It is because (1) listening is the basis for the development of other language skills, (2) listening is important to communicative interaction, (3) listening is used to broaden people's knowledge, (4) listening is a tool of "therapeutic value" (Nichols and Stevens, 1957:31) and (5) listening is used far more than other language skills (Rankin as quoted by Nichols and Stevens (1957:6), Rivers as quoted by Morley (1991:82), Rubin and Thompson (1994:85)). Automatically, teachers have to pay attention to listening skill. They also have to help their students achieve high level of listening proficiency.

Theoretically, in teaching listening, teachers need to administer three stages namely: pre-, whilst- and post-listening stages (Rixon, 1986:65-73, Underwood, 1989:30-75 and Yagang, 1993:16-18). However, most teachers only administer the whilst and post-listening stages (Sheerin, 1987:126 and Yagang, 1993:16). The pre-listening stage is often neglected and considered not important.

The writer of this study realizes that perhaps most of the listening teachers have not figured out the importance of conducting the pre-listening stage. Based on this reason, the writer conducts a library study to find out the nature and the teaching of listening with the focus on the pre-listening stage. To make her explanation clearer, she also provides some examples of the application of the pre-listening stage activities.

From this study, it is concluded that listening is a complex skill: its process is passed over three stages and there are some parts involved in each stage. Another conclusion is that real-life listening is different from listening in a classroom or language laboratory.

Some experts suggest the teachers conduct a pre-listening stage. The advantages of conducting this stage are: (1) the students get a general description of the coming materials, (2) the students elicit their prior knowledge relevant to the coming material, (3) the students

reduce their anxiety and frustration and (4) the students increase their attention and motivation. In short, the pre-listening stage may encounter the potential difficulties that may occur. There are nine activities that may be applied namely (1) looking at and discussing a picture (Underwood, 1989:35 and Nation, 1985:819); (2) making list of possibilities, ideas (Underwood, 1989:37); (3) looking at the title, list of items/thoughts and discussing them (Rixon, 1986:65, Burbidge, 1986:10 and Underwood, 1989:36); (4) pre-viewing the questions (Underwood, 1989:39 and Yagang, 1993:18); (5) labelling a picture or completing a chart (Nation, 1985:20-21 and Underwood, 1989:40-41); (6) previewing the vocabulary (Underwood, 1989:42); (7) story-telling; (8) listening to or singing a song and (9) playing a game. Of course, there is a set of general guidelines in administering the pre-listening stage. There are also some sets of guidelines viewed from the major instruments used and how the activities run.