

Teaching Discourse Analysis through Listening for ESL Learners in Indonesia: A Conceptual Review

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Abstract

This paper will discuss on conceptual review of teaching discourse analysis through listening courses for English as second language learners in Indonesia. The purposes of this paper to give perspective for teachers' strategies in teaching discourse analysis in listening classroom. This paper is a library research, finding the data through analyzing related literature. Teachings listening by discourse analysis are done by analyzing linguistics items, sociolinguistics, strategies and actional acts.

Keywords: discourse analysis, listening courses and teaching strategies

1. Background:

Teaching language is not just teaching how to understand a language, but how to use that language. Methods in teaching language have been developing starting from grammar translation method to the recent method. There is no method which is perfect for all language learners. For years, language teachers are looking for the best method in language teaching and learning (Rifai: 2010). The development of Language teaching and learning methods are still developing till now. Nowadays, discourse takes important roles in teaching and learning process. Teaching and learning process without discourse, will give less impression to learners than using discourse. The success of teaching and learning process is not only based on the method, but also the discourse that uses in that process. Learning discourse, in language teaching and learning process, will be a model for learners how to use the languages in proper and accepted form.

Language has four skills, listening, speaking, reading and writing. From those skills, listening takes important roles in the first step of language teaching and learning process, especially in Indonesia, where English is a foreign language. Listening is a means of successful language learning. It is the most critical for language learning at the beginning (Rost in: 2002 in Baehaqi: 2010). At first, English foreign language learners need model how to pronounce words, how to construct a sentence in acceptance form of English.

Learners at the beginning have to imitated words and sentences based on listening discourse. In Indonesia, English is foreign language; it is difficult to find exposures. Exposures are important for language learners since they need example in using language at real situation as the compliment of designed language which is set up by the teachers according to Edele and Stanat (2016:109). It should be considered that students do relation among grammar, social aspects in a particular strategy to explain their meaning. This activity is done in sending and receiving messages in English as Second Language (ESL) classroom. My experience see knowledge of language especially teaching discourse analysis in listening is commonly seeing differently when understanding grammar and listening. My view on ESL language teaching grammar and listening stand on different stages. That is why listening looks like language from outer spaces. It means listening should be planned by teachers when teaching on ESL classroom.

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When listening, Students convert ideas, meaning and perception into spoken words that is understood for their receivers. Besides when they listen, students are converting the discourse in spoken words into their feelings, perception and ideas on their mind according to Edele and Stanat (2016:108). In Indonesia, ESL learners look discourse in English language using their own perception. Some teachers tell that ESL learners interrelates a text based on Indonesian culture. That is should be considered as reflective ideas on students mind when understanding the English text. In relation to those phenomena, this paper will explain conceptual steps on teaching discourse using listening materials. There are three research questions that will be answered in this paper. Those questions are

- 1) What are the strategies to analyzing the discourse in listening?
- 2) How to plan teaching discourse through listening?
- 3) When social factors should be taught teaching discourse in listening materials?

This paper will give some consideration how to teach discourse in listening. The focus is on English listening materials that are spoken by native speakers of English on ESL classroom in Indonesia.

2. Theoretical Review:

Some people think English grammar is difficult to learn, especially for English second language learners in Indonesia. Most of them stated that they have difficulties in understanding grammatical concepts. When I am teaching in junior high school, I also find similar comments about grammar task. They say, grammar task is difficult, since they have to adapt their knowledge in Bahasa into English. My students said that English grammar has no correlation with grammar in Bahasa. I find similar problem when I was studying in grammar in university. My knowledge in Bahasa gives negative transfer to my English. Gilakjani, et all (2016) conduct since it has different grammar rules. As the commoners know, there is nothing difficult if we know the technique. In my opinion, to learn grammar, drilling to do many exercises is not enough to be a master in grammar. Kamhi, et all (2016) conducts in fact, we don't have appropriate knowledge of basic English grammar, so we have to do a little modification of Krashen ideas in learning grammar.

According to Chomsky (2006:28), every person in this planet has a device to acquiring grammar in brain, called language acquisition device (LAD). In LAD, every language inputs processed into meaningful outputs. When a child born, usually that baby sounds like could not speak. In fact, that baby learns how to use language from the nanny. As time goes by, his speech organ becomes able to be using in produce sounds, he or she tries to mimeo meaningful sounds from the environment. The baby also learns how to use appropriate strategies in using words, phrases, and sentences. When he or she grows up, it is able for him or her to use that language with the appropriateness way to use.

Verlan, et All (2016) describes learners try to acquiring English as second language. Bahasa and English have different set of rules of grammar. The different rules will give negative effect. Students will confuse how to use, since the transfer from first language. But, should learners give up with the differences of set of rules? I said now, since the negative transfer from first language will be transform into positive transfer if students know how to use it.

Chomsky (2006:29) also stated that every person has another tools in brain called universal grammar. Universal grammar means, learners have ability to acquiring languages. It has special abilities to absorb grammar. In LAD theory, learners at the beginning of acquiring Bahasa started from listening and the mimeo what environment does. Universal grammar stated that grammar are acquiring by listening and reading. Besides some perspective comes from process of sending and receiving the messages. When somebody talks to others, he or she actually does two activities, sending and receiving messages in their mind. Understanding and sending messages need language Disourse. According to Canale and Swain (1983) discourse is elaboration linguistics, sociolinguistics that is used by strategies to send and respond message in spoken and written.

Linguistics' competences are competences to make use of knowledge in phoneme, morpheme, syntax, and semantics. Sociolinguistics competences are competences to apply linguistic competences based on social rules and norms. Discourse competences mean the speaker can construct proposition into complete ideas. Those competences need strategy competence that is a competence to send and respond ideas in the written and spoken form.

A boarder concept of competences is more recent which is introduced by Murcia, et. All (1995) add one more competences that is actional competence which means the competence to convey speech act and speech act sets. It could be described as a competence to listen, to speak, to read and to write using appropriate strategies, socio-cultural and discourse competences.

Every person will find discourse and needs strategies to explain their message. They should consider that they are not living in the jungle. Besides speakers should consider the grammar that they are using. It is useful to make sure their language as a communication tools works appropriately. Speakers have an obligatory to make sure that their messages appropriate with speech acts and speech sets.

The acquisition of language competences needs creativity. The speakers should be able to absorb the use of language by people around him or her. They have different strategies in acquiring language competences. Researcher finds three strategies in acquiring language competences. The first strategy, speakers are adopting competences from environment. Speakers absorb directly what they see and what they hear without modification. Secondly, speakers try to construct mosaics of speech acts and speech sets in society to their own strategy. The last, speakers collect facts in society. They prefer which one should be modified or absorbing directly.

Talking about listening means talking about mental activities Clark and Clark (1977:3) states that listening are correlated to mental activities. When somebody tries to sending message orally, person converts feelings, ideas and perceptions into series of meaningful discourse. On the other hand, when listening, that person converts series of meaningful discourses into feelings, ideas and perception. The discourse is understandable when speakers and listeners understand linguistics. It gives an urgency to plan teaching listening materials in schools.

3. Results:

It is widely believed that language has four skills, listening, speaking, reading and writing. From those skills, listening comprehension takes important roles in the first step of language teaching and learning process, especially in Indonesia, where English is a foreign language. Listening is a means of successful language learning. It is the most critical for language learning at the beginning (Rost in: 2002 in Baehaqi: 2010). English foreign language learners need model how to pronounce words, how to construct a sentence in acceptance form of English. Learners at the beginning have to imitated words and sentences based on listening discourse. In Indonesia, English is foreign language; it is difficult to find exposures. Exposures are important for language learners since them needs example in using language at real situation as the compliment of designed language, which is set up by the teachers.

The first steps in analyzing the discourse are analyzing the Linguistics' Items. Those items that should be analyzed are the use of phoneme, morpheme, syntax, and semantics. The next one is sociolinguistics items. The teacher asked students to analyzed the literary works based on social rules and norms. After analyzing social norms and rules teachers and students need to analyzes the strategies that is used by the author to send and respond ideas in the written and spoken form. It could be use through analyzing the main idea, supporting ideas, conclusions and moral values.

The next activates is analyzing the actional acts. Teachers and students find speech act and speech act sets. The character deals with an ability to listen, to speak, to read and to write using appropriate strategies, socio-cultural and discourse competences. Teachers and students write a note on actional acts. Students will find discourse and strategies to explain the message. They have to be taught that living in the world is not living on loneliness. Besides students are analyzing the grammar that is used. There are five steps in planning teaching listening materials in school. Those steps are 1) survey the materials, 2) investigate curricula in school, 3) study of recommended listening materials from professional ,and 4) analyzing what have been done in school. That is a reason since language is not only grammar but also social system and rules.

According to Ritzer (1980:48) society is a social system; every members of society are related by social norms and rules. Some words may appropriate from a society but have different meaning on the other society. By Understanding norms and rules, the member of society will have an arrangement of social believes and social values. The social factors taught when there are words that has different interpretation from different culture.

4. Conclusions

Listening comprehension is important subject in English language teaching, especially for beginners. To start speaking, a person needs model, and by listening, that person will get the example. In fact, listening comprehension materials are difficult to develop. In globalization era, information is changing in every second. To find information about something, just click in search engine like Google, Yahoo and others. When television, radio and internet sites want to update their information, it needs not more than five minutes. In analyzing discourse on listening materials, teachers and students have to be focused on linguistics items, sociolinguistics, strategies and also actional acts. Listening materials be taught when some words have miss leading concept.

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