

The implementation of listening and speaking learning using the integrated learning method in the faculty of language and culture UNTAG Semarang

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Abstract

This research was conducted based on the background of the problem that in English language learning, four Basic English skills, such as speaking, listening, writing, and reading, are taught separately, especially in the English Department. In fact, in specific skills, two or more can be taught in an integrated manner together even though they focus on one skill only, for example, listening and Speaking. Teaching listening and speaking can be done by listening to audio then the lecturer assigns students to retell English speaking. The author views that listening teaching methods can be combined with speaking or other basic skills. This research reveals the application of listening and speaking teaching using the Integrated Learning method at the Faculty of Language and Culture, 17 August 1945 Semarang University, and the obstacles faced in its application. The aim is to implement the integration of this method effectively, and in the future, it can be a reference for curriculum renewal to the community's wishes. This research uses a research and development (R&D) design. Researchers collected data using listening tests and recordings of students' English speaking from listening to materials/tests. After that, the researcher conducted interviews with students as input for the application of this integration. The recordings were then transcribed and analyzed using a qualitative description. From the discussion, most of the students agreed with the application of integrated, but a small number disagreed. From the experiment, the method of teaching the Listening test combined with the English/Speaking assignment in the first semester can be integrated/blended. The result will be that students' Speaking ability will be better and more effective because only 3 out of 20 students answer only a few sentences not representing the content of the test. Two students answered in Bahasa Indonesia. Most of the others responded well.

Keywords: *Integrated Learning, Speaking ability*

1. Introduction

Learning English involves four basic skills: speaking, listening, writing, and reading. In the implementation in educational institutions, especially language, these four skills in the academic curriculum are taught separately in separate courses. In fact, in specific skills, two or more can be trained integrated even though they focus on one skill only, for example, listening and Speaking. Teaching listening and speaking can be done by listening to audio then the lecturer assigns students to retell English speaking. It means that the teaching of listening also includes the teaching of speaking courses carried out simultaneously.

Speaking is important aspect in learning English. It is used to express ideas and communicate with each other orally. Rao (2019) argues that by mastering good speaking ability, students are able to perform well in real life situations. It implies that speaking plays important roles in communication which is needed by the students. By acquiring good mastery in English, people will indicate that the students also have good English knowledge (SBH and

Susanti, 2021: 146). Moreover, Tahir (2015: 174) says that students can be considered successful in learning language when they are able to speak it.

Nowadays, the conditions of the transition period to regular times after the Covid-19 pandemic, learning is also experiencing a transition. In the conditions of the pandemic transition to normal, inevitably, all components must prepare a different way of learning from the previous semester. In terms of mastering speaking skills for undergraduate English students at Universitas 17 August 1945 Semarang in Speaking courses, first-semester students have not been encouraged. From the observation, the first-semester students in S1 English Study Programme are not optimal when practicing speaking English. They have not been able to express sentences according to a good language structure in speaking English. It can be said that the first semester students lack mastering speaking skills in the Speaking course.

According to Collin and Dixon (1991), Integrated learning occurs when an authentic event or topic exploration is the curriculum's driving force. Furthermore, it can be explained that its implementation can involve students actively exploring topics or events, learning processes, and content (material) of more than one field of study/course simultaneously. In connection with Collin and Dixon's theory, what the author means by the term Integrated learning in this study is learning that combines various learning methods, ideas, and teaching dimensions. The author views that listening teaching methods can be combined with speaking

The author views that listening teaching methods can be combined with speaking or other basic skills. This research reveals the application of teaching Listening and Speaking using the Integrated learning method at the Faculty of Language and Culture, Universitas 17 August 1945 Semarang, and the obstacles faced in its application. From the background above, the author took the research title: Application of Teaching Listening and Speaking using Integrated Learning Method at the Faculty of Language and Culture, Universitas 17 August 1945 Semarang. The aim is to apply the integration of the method effectively. It can be a future reference for curriculum renewal following the community's wishes.

From the background stated above, the problem in this study can be formulated as how to implement Listening and Speaking using the Integrated Learning Method. What obstacles are faced in applying the Integrated learning teaching method in Listening and Speaking?

2. Theoretical Framework

Communication has two dimensions: speaking (expression) and listening (reception). Speaking has been the form of communication regarded as the most important for most of Western Civilization. The first books on communication were about how to be an effective speaker. Listeners were recognized, but only as they were important to the purpose of the speaker. In fact, speaking has been championed as the way to success throughout Western history. We give honors and awards to great speakers, but how many people do you know who have been recognized for their listening talents? There is even a popular speaking course that aims to teach "how to win friends and influence people". The road to success is not through listening, they suggest.

Language is a means of communication, when communication takes place there is speaking. Speaking is a way to communicate with each other (Kadamovna, 2021: 28). It is a tool to express ideas orally and convey message through the words of mouth (Leong and Ahmadi, 2017:34). Speaking as one of main skill in learning English are taught in every level of education in Indonesia. The purpose is to give students ability to utilize English language in communication correctly and effectively. When it comes to speaking, a lot of practice and repetition are needed. The more students practice their speaking, the faster they are able to develop their communication skill in language learning. The ability in speaking is equivalent with knowing the language (Bailey and Savage in Gilakjani, 2018: 57).

There are many definitions of “speaking” word that have been defined by many researchers. Brown (1994) suggest that speaking is an interactive process of making meaning that includes: producing, receiving and processing information. Channey (1998) mentions that speaking is process to make meaning While Bygate (1987) concludes that speaking is the production of auditory signals to produce different verbal responses in listeners. Speaking is to say words orally, to communicate by talking, to make request and speech (Nunan, 1995: 593).

There are some factors hindering students to speak English well, such as: not practice enough, little knowledge about vocabulary, and little interest in learning the language. Students may feel lazy to practice speaking English by their own, moreover they do not know how to speak it. They also feel less interested in learning due to the teaching method in the classroom. Lecturers must consider these factors while doing teaching and learning process, therefore the objective of the lesson can be achieved well.

Marleni (2019: 359) states that teachers or lecturers are expected to an engaging strategy to make students able to explore their ideas and then to make them able to express it orally. It is in line with Anjaniputra (2013: 2), stating that classroom activity should have various number of speaking teaching strategies. In another word, it is a must for teachers or lecturers to conduct an interesting atmosphere in the teaching and learning process. Thus, students will feel eager to learn more about the lesson. Students are indeed need engaging situation in which they can actively participate in the speaking activity.

Today we know differently. Listening can provide interaction with others in personal and professional situations, but the listening that has power must be a conscious listening, listening with self-conscious awareness. We all learn to listen naturally with little striving as we mature, but learning to listen consciously takes extra effort. Becoming a conscious listener will make you more sensitive to the needs of the listener (audience) and hence, improve your competence as a speaker. It will also make you more sensitive to the needs of people in general.

It is impossible to overemphasize the immense need the human have to be really listened to, to be taken seriously, to be understood. Listen to all the conversations of our world, between nations, as well as those between couples. They are for the most part dialogues of the deaf (Powell, 1969).

Implementation is not an event. Implementation is “a specified set of activities designed to put into practice an activity or program” (Fixen, Naoom, Blase, Friedman, & Wallace, 2005). These activities occur over time in stages that overlap and that are revisited as needed. Implementation involves multiple decisions, actions, and corrections to change the structures and conditions necessary to implement and sustain new practices and programs successfully. The required decisions and actions are accomplished through a set of Implementation Stages.

The term Integrated learning has long been recognized in the world of education. Integrated learning can be interpreted as integrated learning. According to Collin and Dixon (1991), Integrated learning occurs when an authentic event or topic exploration is the curriculum's driving force. Furthermore, it can be explained that its implementation can involve students actively exploring topics or events, learning processes, and content (material) of more than one field of study/course simultaneously.

Meanwhile, according to Atkinson (1989), integrated learning is an application of one of the learning strategies based on an integrated curriculum approach that aims to create or make the learning process relevant and meaningful for students. Concerning Collin and Dixon's theory, what the author means by the term Integrated learning in this research is learning that combines various learning methods. In teaching certain skills, two or more can be taught in an integrated manner together even though they are focused on one skill only, for example, teaching Listening and Speaking or other skills. Integrated learning in this study is learning

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3. Research Method

This study used a research and development (R&D) design. The research and development (R&D) approach aims to develop and validate educational products, for example, a curriculum that suits the needs. The ultimate goal of this R&D research is a language curriculum that can be used to achieve learning objectives effectively and efficiently when learning is held. This study uses a research and development (R&D) design by taking data from conventional teaching and combining two education between Listening and Speaking.

Judging from the method or technique, data collection in this research can be done using (1) listening text tests and (2) recording. The researcher also interviewed students who attended Listening lectures to ask for input on applying Integrated listening and speaking. This research was located at the Faculty of Language and Culture, Universitas 17 August 1945 Semarang. The participants of this study were 20 first-semester students of the S1 English study program at FBB 17 Semarang. The implementation was during the Listening For General Purposes course. The research began with data collection using the TOEIC Track 20 test, recording answers, and followed up with follow-up interviews to ask for things that students need to clarify.

The research begins with data collection using the TOEIC Track 20 test, recording answers, and follow-up interviews to ask for things students need to clarify. Data analysis in this study uses a mixed method, namely combining qualitative and quantitative analysis methods by explaining and describing in words. Answers from recorded students were then transcribed and assessed whether they were close to the correct answers. Test and interview answers were analyzed descriptively. Then the results of this analysis are described and explained in the descriptive form of narratives. Descriptive analysis is to describe factually and objectively the application of this integrated. The research flow is described as follows:

Data → Quantitative and Qualitative → Analysis → Conclusion

4. Result and Discussion

This study aims to determine the application of listening and speaking integrated taught together. The data collection results in this study can be done in the order of (1) test listening

texts and (2) recording. This experiment was limited to 20 first-semester students conducted in the Listening course. The researcher used test listening texts. The researcher gave the task to students by playing audio track 20 to listen well. Then students retell the content in a good English sentence structure from the audio that is played. The researcher used the TOEIC Track 20 experiment: Unit 5: Listen to the audio carefully! And then retell (speak) about Short Talks from Audio. In this task, two short talks were given to students to listen to. The researcher recorded the students' retold answers and then transcribed them for assessment. The assessment of the results of the retelling delivered by students by speaking English includes English structure, understanding the content of short talks, and fluency skills.

Audio playback is done repeatedly 3 to 4 times so that students can remember the audio material that has just been played. After that, students, one by one, answered in English. From here, the author recorded the answers of each student. The more listening, the students will understand the contents of the short talk played.

In addition to conducting listening and recording tests, researchers conducted follow-up interviews with students to provide input in integrating listening and speaking at the Faculty of Language and Culture UNTAG Semarang. From interviews with 20 students who attended Listening lectures, feedback was obtained; most students agreed with integrating, but a small number disagreed. Most enjoy the integrated model. 2 out of 20 students, or only 10% of students, are less comfortable applying this learning. From the trial method of teaching, Listening tests combined with English speaking/Speaking assignments in the first semester can be integrated. The results will show that students' Speaking skills will be better and more effective because there are only 3 out of 20 students, or only 15% of students, who answer less / little because only a few sentences do not represent the content of the text in the test. There were two students, or 10%, who answered in Indonesian. Most (16 students), or 80% answered well, with details of 7 students answered. Most (16 students), or 80%, answered well, with details of 7 students answering almost perfectly or very well, like the answers requested in Test TOEIC track 20. The remaining nine students answered well according to the content of the short talks but not perfectly. Of course, this is encouraging because these English-speaking answers are recorded, which tends to make most students feel nervous and less natural.

Overall, the conclusion of the recorded answers from 20 students after being transcribed shows that only a small number are not good at understanding the content, language structure, and speaking fluency. This may be due to the fact that the audio was played more than twice. Most students unconsciously enjoy this integrated learning method, so this method can motivate students to listen more seriously to the audio played. Students were motivated because of the task of being forced to retell the story by understanding the content of the short talk played and, at the same time, being able to practice speaking English. Of course, this recorded student retelling proves that listening courses can be combined with speaking courses in a one-course hour.

The steps or stages in the application of integrated learning are applied in accordance with the theory put forward by Trianto (2010: 125 states that there are three stages, namely: 1) the planning stage. 2) the implementation stage. 3) Evaluation stage. These three steps in practice have been applied at the Faculty of Language and Culture UNTAG Semarang and allow to be applied in the future, but there is no introduction to the application in the curriculum, and they are only limited to discourse. At the initial stage, the teacher should form an inter-subject team to select the concepts, skills, and attitudes that will be taught in a certain semester for several subjects / subject areas, for example, listening and speaking, listening and writing. The next step is chosen to deliver lesson plans for several concepts, skills, and attitudes that have a close connection and overlap between several courses/subject areas. Delivery of lesson plans by verbal, audio, or motion. The focus of integration is on a number of skills that

the teacher wants to teach in a learning unit for material achievement. The third stage is evaluation through formal or informal.

The obstacle to the implementation of integrated learning at the Faculty of Language and Culture UNTAG Semarang is that there is no introduction to the implementation of integrated learning in the curriculum, and it is only limited to discourse. This means that there are no academic rules that strengthen the application of integration between listening and speaking. The technical obstacles are almost the same as the previous conventional method, namely, when students are late for listening lectures, they cannot answer questions / retell the audio material given by the lecturer because they did not listen from the beginning. Lecturers usually have to repeat playing the audio again, and obviously, this is not effective in terms of time for other students who come on time. Common technical obstacles often occur power failure and audio that suddenly cannot be heard and turns itself off. Whereas when applied to online learning, the obstacles are internet signals that are sometimes unstable, and students are often not on camera. The advantages of this integrated learning method do not require additional time with other teachers, and teachers do not need to repeat the material that is considered overlapping, thus achieving learning efficiency and effectiveness.

5. Conclusion and Suggestion

Based on the discussion above, it can be concluded that the test listening teaching method combined with English speaking tasks from listening to the Listening teaching text will show that students' Speaking ability will be better and more effective than the previous teaching methods. In terms of time, it will be more efficient because usually, two-course meetings can be combined into one session to get two courses at once. The advantages of this integrated learning method do not require additional time with other teachers, and teachers do not need to repeat the material that is considered overlapping, thus achieving learning efficiency and effectiveness.

From the conclusions of the research obtained, it is suggested for other researchers to try to follow up by trying to make a new applicable curriculum using integrated methods in listening and speaking skills. It is also suggested that it can be applied to incorporate other courses.

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