

ABSTRACT

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In learning English, listening ability is important that students must be able to master because in the future it is very useful for aspects of future life. But there are still many students still lacking confidence about their abilities. This is caused by listening teaching media that are not attractive to students. As a result, students prefer to be passive during the listening process. Therefore, in this paper, the authors advise teachers to use the English TV Series as a medium for teaching listening. By using English TV Series, students get new experiences in their learning, so students will get new motivation to identify what was discussed by someone on TV Shows.

•Introduction

English is used by most people in the world and becomes one of the international languages. Facing the global era like nowadays, every daily activities uses English, especially for bussiness, science, health, tecnology, culture, educational etc. Because of the importance of English language education in our country, the government applies English including compulsory lessons that must be taken by students. Entering the current era of globalization, the learners are required to have good english skills to advance a quality of English language education in our country. Listening skill is important because it is basic from others skills. "Listening is an active, purposeful process of making sense of what we hear", as Nunan (2003:24) said that if students want to master abilities as a speaking, reading and writing, then students must master ability to listening first. students have low motivation to listen, because the media of teaching listening is not interesting to them. In the end the students are more likely to be passive during the listening learning process. To keep students interested in the listening process is very hard because the teachers only teach the listening skill with radio and tape recorder, so the students get bored easily. Because of this reason, teachers need to use many different kinds of media or technology for teaching listening skill. In order to make the learners enjoy their class. Nowadays, there are many choices of media and technology that can be applied during

the learning process of listening skills. One of them is Using English TV Series. English TV Series that is usually called as TV show is serial of television that is aired continually every week. Television is media communication that provides a various of updated information, and pass it to the audience. “Television is the result of high-technology products that deliver messages in the form of audiovisual motion”, as stated by Baksin (2006: 16). Mental thought patterns and individual actions can be influenced by the contents of audiovisual motion messages that have a very high power as an attraction for people interest. That's why TV serial have many kinds of genre in accordance with the audience's age. According to Sue Lyon-Jones at (<http://www.esolcourses.com/content/topics/tv/tv-show-genres.html>) the types of television show or TV genre are sport, reality show, talk show, cartoon, news, drama, music, lifestyle, kids/children, cooking etc. English TV Series is useful for giving input to students because the students have to be given new things for media of listening skill. Many students like to watch TV Series and can learn and develop a foreign language by watching English TV series. Based on (Ching & Tjhong, 2015) that many students claim that they are able to learn Korean or Japanese language by just watching TV dramas every night. This paper wants to illustrate not only the advantages but also the TV Serial procedures for teaching listening in class.

B. The Definition of Listening Skill

Listening is an act that is carried out attentively. In listening classes, students are usually given listening exercise, but they are not really through listening. According to Richard and Renandya (2002: 235) say “Listening skill could be acquired through exposure but not really taught.” In mastering the listening skills we can get from various aspects not only in school but also in real life communication. Based on quoted statement, the writer assumes that listening skills is a ability to hear various sounds and our capability to understand what some talking about. In mastering the listening skills we can get from various aspects not only in school but also in real life communication, effectively with the other like family and friends.

1. Importance of Listening Skill

Listening is a very important thing universally. Either at school, at work, at church or in public, etc. When students need to understand teacher's instructions to success in examinations, employees need to understand work instructions in order to function effectively. Listening is as important to the boss or employer as it is to employees, students or teachers. It is because verbal communication is used everywhere and more often than written, and it completes the chain of verbal communication. Unlike written communication, verbal communication does not have documentation for reference; another reason why listening is very important.

2. Components of Listening Skill

Listening skill have some component in it. According to Babita (2013:1) mention the key components of listening skill, there are:

- a) discriminating between sounds
- b) recognizing words and understanding their meaning
- c) identifying grammatical groupings of words,
- d) identifying expressions and sets of utterances that act to create meaning,
- e) connecting linguistic cues to non-linguistic and paralinguistic cues,
- f) using background knowledge to predict and to confirm meaning and
- g) recalling important words and ideas.

Based on components above, the student should be reached the components for the successful of listening skill learning.

3. Problems in Listening

From various studies that have been carried out by experts who study the language seen from Listening learning have difficulties associated with learning other supportive skills. According to Underwood (1990: 15) they can understand the contents of the message. When they can restore one message, at that moment the lost message is lost. (2) The

listener does not have the opportunity to invite my speaker to repeat or clarify the message delivered, for example when listening to the radio, watching TV, so the listener must be able to understand what is there

(3) The limitation of the vocabulary words needed by the listener, making the listener unable to access the contents of the text they hear can even make them bored and frustrated

(4) The failure of the listener to be understood and understood 'signs' sent by the speaker that causes the listener to incorrectly interpret the contents of the message received

(5) Mistakes in interpreting messages that are received received, So the contents of the message conveyed thus received or interpreted differently by the listener

(6) Not able to facilitate because of various things, for example, topics that are not interesting, physical exhaustion, noisy environment and so on.

(7) Lack of differences in methods and materials sent by teachers with material heard through audio devices or native speakers of English.

Yagang (2011: 2) looks at the difficulty of listening to others from a different perspective. Yagang said that understanding oral text is more difficult than understanding written text, because oral text is received in a short time, so the contents of the message delivered are received or interpreted differently by the listener, then disappear from hearing while the written text can be read repeatedly according to the wishes reader. In addition, oral texts include matters relating to all facets of life, even in conversation often the speaker moves to talk about one

topic to another. On various occasions the listener cannot predict what the speaker will say. Yagang added that in listening skills in English, another factor that makes it difficult to understand the contents of oral texts is linguistic factors such as liaison (combining the final sound of a word with the initial sound of the next word if the second word starts with a vowel for example an hour / @ naw @ r and elision (eliminating one or more sounds in a word for example because it is pronounced / koz / in the condition of the speaker speaking fast. This phenomenon will make it difficult for listeners, especially for English learners who lack training. So that it will cause difficulties it is different for them to recognize each word in a series of sounds. Other difficulties that also often arise is if students listen to listening material about everyday conversation, in these conversations will appear say colloquial language such as stuff for material, guy for man or slang (a language used by certain circles, usually young people in America). For this reason, students need not only know formal language but also non-formal language, because when speaking in nervous conditions or in a hurry the speaker sometimes uses language with incorrect grammar by eliminating some elements or using excessive language expression. Often what is said by the speaker is not understood by those who hear it. A more complete opinion was conveyed by Case (2012). Case states the reasons why students have difficulty in listening, namely: (1) they try to understand each word,

what they should do is understand the contents of the message delivered in general and some specific information. For that they do not need to understand the meaning of the words one by one, because it is indeed difficult to do. (2) students do not use their understanding of words that have been learned to understand new listening texts, so that students feel unfamiliar with the text they hear even though they have already known the words that exist in the text they heard in previous texts . (3) Students do not know which words are important and which are not important to hear. Actually this can be anticipated by the teacher or by explaining the difficult words that will come out in the listening text that students will hear during pre-listening, so that the difficult words in the text can already be known by students. (4) Students cannot distinguish words that sound similar or the same. For example between the sounds of the words / l / and / r / in "led" and "red", or words with the same sound as "there", "their" and "they're". (5) Students have problems with the accent used by the speaker, for example English with an American, English, Australian, Chinese, Korean, Indian accent and so on. This is where teachers are required to present material with various English accents so that they are accustomed. (6) Physical fatigue that often occurs in students when they listen to texts. (7) Myths and worries about the difficulties that will be experienced in listening to English texts. (8) Disturbances originating from the surrounding environment, recording unclean

material, or from poor audio equipment will cause other difficulties for students. (9) Most students today cannot understand the context of listening without the help of multimedia. Not only without multimedia, even they also cannot understand body language and other signs to help their understanding of the text being played. (10) Students have problems with their listening, especially regarding noise from the text being heard, (11) Students cannot tell the difference between different sounds. A voice that is heard very clearly the difference for native speakers will sound confusing for foreign speakers (learners). From the description above it can be seen that so many factors make it difficult for someone to understand spoken language. These factors are internal factors, namely the difficulty factor that arises from the listener himself. Internal factors raised by the experts above such as the limitation of the vocabulary owned by the listener and the lack of grammar knowledge possessed by the listener in physical condition, unable to concentrate for a long time is clearly seen as a factor causing difficulty in listening. While external factors that make it difficult for listeners to listen or understand spoken language can be grouped into three groups, namely: (1) Speakers. In his capacity as a listener, then a listener cannot control the speaker in conveying his message. The listener cannot control the speed of the speaker in conveying the message, the listener also cannot clarify a message that he does not understand to the speaker,

and if the dialect used by the speaker is also not understood by the listener, there is no way for the listener to facilitate him in understanding the contents of the message conveyed. In this case the listener must make his own effort to understand the message conveyed. (2) Linguistic knowledge. If a listener has limited ability in vocabulary, grammar and other linguistic elements, then this will make it difficult for the listener to understand spoken language. For example, if it is vocabulary the words they have are limited when compared to the speaker's vocabulary in delivering messages, of course this will make it difficult for listeners to understand the message conveyed. (3) Media. In oral communication many media are used by the speaker to convey his message to the listener. In everyday conversation, where the speakers and listeners can interact, the influence of the media is not much. If the listener does not understand the message delivered, then the listener can ask the speaker to repeat it. But if communication takes place only in one direction, then the role of the media can help listeners understand.

C. Teaching Listening at Senior High School

In teaching English language skills, listening is one of the skills that are considered difficult but neglected, when compared to other language skills such as speaking, reading and writing. This is because in teaching English in schools teachers tend to prioritize the teaching of speaking, reading and writing skills. In addition, this condition is exacerbated by the assessment of the community who assume that if someone is able to speak well, then it is a reflection that the person is also able to communicate well. The ability to speak well is an important component in successful communication, but good listening skills are also an important component in communicating. In the community there is an assumption that a person's success in communication is determined by his ability to speak. They are focused on a belief that someone who learns a language especially a foreign language can be seen or measured by his ability to speak, write and read, which can be directly observed. But it is very rare for people to see that someone's actual language skills are also determined by their ability to understand spoken language (listening ability). The ability of a person to understand spoken language is one of the important factors in language learning, because in reality in daily life the most common language activity a person does is listening activity. Schwartz (2004: 2) says that adults use half of their communication activities to listen, while students receive 90% of information at school from listening

both from the teacher and from others. But if you see the reality in the process of learning English starting from elementary, junior high and senior high school levels, teaching of listening skills does not get a balanced portion with the teaching of other language skills such as speaking, reading and writing. In curriculum english teaching for senior high school it is stated that one of the goals is for students to develop communication competencies in oral and written forms to achieve information literacy levels. In teaching listening a teacher asked to apply three stages of teaching, namely pre-teaching, while-teaching and post-teaching or other terms now better known as the exploration, elaboration and confirmation stages. This is in accordance with what was recommended by Underwood (1990) and Davis et al. (2000) so that teachers in listening listen to the three stages of teaching, each of which has its own goals and types of activities but is integrated in a series of teaching processes. The pre-teaching phase aims to prepare students with material to be played. This stage also functions to explore as much knowledge or experience of students associated with the material to be studied (the exploration stage). So that the knowledge and experience they already have can bridge them to master the new material to be taught. Wilson (2008) said that with the pre-teaching stage students get ample opportunity to be able to do a variety of listening exercises that will be given by the teacher at the whilst-teaching stage well. This is because in this pre-teaching stage

the teacher usually activates the student schemata so that students can predict the listening material that they will hear. In this way students are expected to have expectations about the material to be heard, both expectations in general and specifically. This stage is believed to be more helpful for students to understand the material they will hear. Activities that the teacher can do in the pre-listening stage include; asking questions, discussing English TV videos that have been seen, asking students to tell experiences that are relevant to the topic to be taught, exploring ideas or vocabulary related to the material to be taught. In addition, the teacher can also ask students to predict the information they will hear, and write questions. With this activity, the teacher has focused the attention of students on a particular topic, so students can connect their knowledge or experience with the material that they will hear at the (whilst-listening) stage. The second stage that must be done by the teacher is the whilst-teaching stage where the teacher is currently delivering listening material. At this stage the teacher hears oral texts that have been prepared in accordance with the learning design. This stage aims to help students understand the text they hear. In principle, in teaching listening, when students listen to the text, they do not need to understand the meaning of each word. They may be asked to understand the information they hear in general, or understand specific information. Other activities that can be done by the teacher at this stage are marking or checking in the space

provided, arranging randomized images in the right order, identifying topics, writing certain information, answering questions, completing sentences, tables, maps or pictures, comparing information oral and written and find differences in information on the two types of information. The material that the teacher will use for the while listening stage can be authentic material taken from various sources such as the internet, television or radio in accordance with the syllabus. By presenting this authentic material the teacher has familiarized the students with real listening situations, which they will encounter in understanding verbal information in their daily activities. The final stage in teaching listening is post-listening. This stage aims to help students connect between what they hear their own ideas or experiences. At this stage the teacher can carry out several activities such as asking students to retell the information they have heard, provide responses or opinions, play roles, write simple reports and discuss. Here it can be seen that the teacher can integrate listening skills with other language skills such as speaking, reading and writing. By carrying out these three stages of listening teaching, what students expect from teaching listening skills can be realized.

D. Using Technology in Improving Students Listening Ability

To teaching listening skill, the teacher has to support by media technology for getting English native speaker, such as radio, cassette, film, TV, video, and game. Based on (Flowerdew; John: 2005) Technology is useful to teach listening because each type of technology provides opportunities for students to explore their ranges of listening strategies. In other word, media of technology used to students for giving the new experience of their listening skill. With media technology, the teacher can develop the students listening ability. Based on explanation above that technology in improving listening skill is very important. And the writer sees rare using TV English serial as media to improve listening skill. That's why the writer is going to introduce about Teaching Listening Using TV English Serial.

E. Definition of English TV Series

TV Series that usual called as TV show is serial of television or television programme is aired by global television every day or every week. Television is media communication that provides a lot of updated information, and pass it to audience. According to Kuswandi(2008:99) explained that along with its development , television is no longer a need for the public tertiary but rather as a

necessity that must be met every day . At least about two hours per day, everyone takes the time to watch television.

Entertainment needs of audiences will be simple and inexpensive can be obtained simply by watching television. With a variety of reasons that television is very suitable to be the main goal for everyone in fulfilling the need for information.

Based on declaration above, English TV Series is interesting to give to student for media of listening skill, not only for their listening ability, but also for the information.

F. Types of TV Serial

English TV series have many types of genres according to the age of the audience because Mental thought patterns and individual actions can be influenced by the contents of audiovisual motion messages which have very high power as an attraction for people's interests. According to (Mittel, Jason; 2004), the television genre is best understood as a categorization process that is not found in media texts, but operates in the realm of media industry culture, audiences, policies, criticisms, and historical contexts. So, we as adults must be able to choose the right genre for mental thinking, and individual actions. English TV Series programs suitable for teaching listening to senior high school are cooking programs such as 'Street Food: Asia' programs. This miniseries focuses on the nuances of street food in

Asia. Instead of focusing on a place, each episode highlights a different city so the audience is invited to learn the secrets behind the famous Singapore chicken rice recipe or okonomiyaki in Japan. Each exploration of one type of dish is given enough airtime, so viewers can practice how to cook it at home armed with only a number of basic knowledge. Besides being able to sharpen their hearing ability, they can also see and directly practice how to cook according to the cuisine in the 'street food: Asia' event. This media is very effective for students besides eliminating their boredom, they can also be entertained when teaching listening takes place.

G. Advantages and disadvantages of using English TV Series

in learning According to Harmer (2001:282), there are advantages why English TV Series is a special:

a) Seeing language-in-use, the students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.

b) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

From the explanation above, we know that English TV Series has many advantages if we use in teaching learning process. English TV Series not only has advantages in teaching learning process but also

has disadvantages too. According to Harmer (2001:283), there are disadvantages when we use English TV Series in teaching learning process:

- ‘nothing new’ syndrome

The uses of English TV Series are not only switching on the monitor in the classroom and then watching English TV Series. The teachers should provide activities before viewing,when viewing and after viewing English TV Series to encourage the students to speak so it is not just like watching television at home.

- Poor quality tapes and disks In selecting the video of English TV Series,

the teacher also should judge the quality of English TV Series that will be given to the students whether the video is sufficiently good to attract the students interest.

- Poor viewing conditions

It is important for the teachers to make sure that the students can see and hear the of English TV Series. The monitor must big enough for the students who sit at the back to see the screen clearly

H. Procedure of Teaching Listening Using English TV Series

Procedure of teaching listening using English TV Serial has three steps. They are preparation, activity, evaluation.

a) Preparation

Before teacher starts the class, teacher has to look for the material or media. And now the teacher tries to using English TV Series for presenting their material, such as when the teacher wants to give material about dialoge, the teacher can take English TV Serial is like soap opera for the media and some questions for supporting the media. The teacher can use school's facilities like TV cable. But if the school doesn't have that facility, the teacher can streaming or download via internet. The teacher can take one episode for teaching 1 or 2 weeks.

b) Activities

1. Teacher starts the class
2. Teacher gives warming up with introducing the material
3. Teacher presents English TV Series as the media to the student
4. Teacher asks students to listen the media without providing them the subtitle
5. Students answer the questions in front of the class
6. Teacher discusses with students about what has been shown on the television
7. Teacher presents the media again with the subtitle to correct the students answers

c) Evaluation

To know succeed or not teaching listening using English TV Series, teacher has to do evaluation by doing assessment or scoring. For assessment or scoring, has six aspects assessment for listening skill. Based on (Hughes, Arthur : 2003) mentioned that aspect assessed on listening skills are distinguish phonemes discrimination, identify stress and intonation, identify the meaning of words, sentences , and utterances, respond speech in the interpersonal or transactional discourse, identify the meaning of the dialogue short discourse, respond to the monologues discourse.

And from six aspects assessment above, the teacher can choose the assessment or scoring according to their purpose of teaching.

I. Conclusion

Teaching listening using English TV Series is one of alternatives or solutions for the teachers in Senior High School in order to have a new variation in their teaching. While the students' listening skill will improve because they have a new experience and motivation to know the meaning of the show that presented by the teacher. The student will enjoy listening skill learning. English TV Series can be the media of learning listening skill because now many young people like watching TV, such as Soap Opera, Reality Show, and Music. And in fact, those TV Series attract them to learn English.