

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This chapter tells the findings result about (1) language area implementation and activities in helping students to learn and improve listening skill at Darul Hijrah Islamic Boarding School for boys, and (2) the audio recordings and utterances which usually heard by the students of darul hijrah to help students in learning and improving listening skill at Darul Hijrah Islamic Boarding School for boys.

Before going to the main findings in this research the writer found some informations that would be best to know in the first place. Based on the observation and interview on the 22<sup>nd</sup> of february 2016 through 22<sup>nd</sup> of April 2016 it is found that Language area at Darul Hijrah is succesfully implemented by the cooperation of all sector of Darul Hijrah Islamic Boarding School, led by Central Language Council Department (CLCD) empowered by eleven members of highly-skilled teachers chosen by the director of this Boarding School, their duty is to guide, warn and watch over all students who break language rules. Then, there is Central Language Department (CLD) covered under Darul Hijrah Students' Organization (OSDA), they have a smaller authority than Central Language Council Department (CLCD), they only have their duty on students form class one until class four, empowered by 10 students of class sixth (the number change every year considered on the need). Just like

Central Language Council Department, Central Language Department (CLCD)'s duty is also to keep students from breaking language rule.

The language rule at Darul Hijrah Islamic Boarding School is quite simple; students are not allowed to talk in their mother tongue, bahasa indonesia or indonesian interjection such as; yok, nah, tuh, lah, kah ,etc. Moreover, they also not allowed to mix between two languages like mixing English and Arabic.

students who are caught breaking the language rules will be called to the office to enter the language section "court" (as the term is used there) for both CLCD or CLD, where the names will be announced through the announcements after Maghrib tadarus. In addition, instead of calling them to the office the member of language section allowed to give advise directly on the place if they caught students breaking the rule face on face.

Based on the observations and interviews on 22nd February 2016 through 22nd April 2016. It is found that there are some implementation of Language Area and some audio recordings and utterances which is used in Darul Hijrah to help student in listening skill learning and improving. The explanation as follows:

### **1. Language Area Implementation and Activities in Helping Students to Learn and Improve Listening Skill at Darul Hijrah Islamic Boarding School for Boys**

Based on the observation, interview and documentary that the writer conducted in Darul Hijrah. The research aims to look at the implementation

and activities that used in Language Area in helping students to learn listening skill at Darul Hijrah Islamic Boarding School that was held on the 22nd of February 2016 through 22nd of April 2016. here are the explanations:

**a. Implementation of Language Area.**

**1) Creating a Good Language Atmosphere**

Since long time ago Darul Hijrah Islamic Boarding School has been known as a good place for studying, as people know that Darul Hijrah Islamic Boarding School has a very good way to manage their students. Darul Hijrah was very attentive to the development of its students, it has strict rules for everyone within in order to realize a great education, and it has regulations in most fields of life, such as; religious discipline, sport to language.

Even though here the writer will only discuss the regulations related to the Language Area, it needs to be known, that Darul Hijrah Islamic Boarding School have very strict language rules even probably the most stringent rule that they have, they were very attentive to the development of language students as to the CLCD of Darul Hijrah obligate all students to use Arabic or English in every activity they do everyday.

According to the observation that was conducted on the 22nd of February 2016 through 22nd of April 2016, the writer really felt the great atmosphere of language learning in Darul Hijrah Islamic boarding

school, and the writer really felt language atmosphere around the buildings, making language atmosphere around Darul Hijrah environment was a really good and important implementation that Darul Hijrah Islamic boarding school had supported by useful vocabularies put everywhere, when the writer listened to some people in cafeteria, they used formal language. All the things that happen every day must be expressed in formal language there (Arabic or English). Even when students have break time they will listen to English or Arabic music and conversation around the building.

Language atmosphere is an environment that is created by Language Area. It gives a better influence of their language development, because in Language Area territory, speaking in another language is forbidden except English or Arabic. So, while students are still learning and mastering language and vocabulary they also have to be accustomed with the environment of language. With that, students can directly practice with their friends in the same level step by step.

Based on the observation on this Islamic Boarding School, it is found that this *language atmosphere* was regenerated through many things such as; student interaction whether to their friends or teachers that would give a good effect on their speaking and listening, and through the English announcement that could be heard from the mosque which contain many information that will train their listening skill, and even through the reads such as slogan, warning writing and wall magazine

which often they read everyday. This is very interesting knowing that they do most thing by using English that creates this *language atmosphere* can be felt no matter what students do.

## **2) Accustoming Students' Ears**

At the time the writer came along the boarding school while on the observation that was conducted on 22nd February 2016 through 22nd April 2016 the writer found that at Darul Hijrah beside obligating their students to communicate in English they also used English in their announcement. The students will only heard announcements that using their formal language that is English or Arabic which louded through loud speaker, to make students to be accostumed to listen English.

In Darul Hijrah Islamic Boarding School there is a section under students' organization called OSDA (Oganisasi Santri Darul Hijrah) a section which the only one that has the authority to make the announcement so everyone who wants to make an announcement will have to come to them and ask them them to make the announcement, mostly the announcements are about finding things, asking some people to come to some spesific place (calling), announcements about in time agenda, and courts lists are also announced through this so the students really are have to listen to each announcement carefully so that they can know if their names are called or not, this section is supervised by the staffs and watched by language section.

The announcement will always can be heard almost at any time until 22.00 am o'clock excepts in some spesific time such as; study time, praying time, agenda time (the time when they do public speech, scout or any other activity). So those announcements are really taking a great part in helping students to improve their listening.

In addition, based on the interview with one of CLD's member sometime the students also can watch some movies in the weekend. Those movies are prepared by CLD's member in order to train students listening skill as well as giving them some entertaintment, the movies are mostly from the Holywood which used English for example a horror movie named 'one misscalled'. But it is realy rare, in a month they might only have two movies which they can watch. This is happened because it is difficult to find a profer time to watch movies since the sudents have a really thight schedule everyday.

### **3) Providing Students to Learn Unconsciously**

Since most of students of Darul Hijrah Islamic Boarding School are young, providing the students to learn unconsciously might be the best choice for them. It will give a great effect on their mental since it wont give them so much burden as much as learning in the classroom where they need to be always focused on studying lessons and also could work to prevent students to get bored quickly.

Beside the CLCD obligate all students to talk in formal language in every chances, they also made some activities that could support this implementation, which will provide the students some chances to learn English unconsciously such as; listening to songs, public speech, english club and general coversation. This would make students do both learning and practicing their language skill continuously and unconsciously, the students would have themselves studying in every chances even while they are doing sport, praying, eating and even when they are taking a rest. Where this kind of circumstances will be hardly achieved outside language area. By executing this implementation the CLCD hope that that language learning in Darul Hijrah Islamic Boarding School would work effectively and efficientlly and will ease the burden of students in their language learning as much as possible.

**b. Activities.**

**1. Listening to Songs**

Since most of the students at Darul Hijrah Islamic Boarding School are still young learner listening to songs the fun way may be a very good implementation to use, based on the interview that was conducted on the 22nd February 2016 through 22nd April 2016, the writer finds out that the class teachers and the

CLD' member used this activity in many times whether in or outside the class.

In the time of activity, before the students start singing the song, usually the instructor (teachers or CLD's member) played the music firstly and the students must keep silent let them to hear the song by their own, and in the second play the instructor would give the students a paper for each with written lyrics on it and sometime the instructor sing a song by himself to give example of the right pronunciation, to form the mouth style in pronouncing the words and after the song repeated three times, then the students' turn to sing the song. Mostly the songs are in pop genre and slow music so that the students can listen to the lyrics correctly, for example: 'I have a dream' from westlife.

In addition, after all students were considered able to catch the word pronunciation in the song and can sing and pronounce the words correctly then the instructor will explain the grammar that exist in the lyrics, from this activity the language section believed listening to music and singing a song will improve students' ability in listening as well as speaking skill. At least they learnt hearing some more new words which sang by the singer since the singer is also a native speaker of English.

Today, this activity is conducted many times at Darul Hijrah, whether in the classroom or in every afternoon after ashar



prayer in a certain day and for listening to music is usually conducted when the students have a meal time. So, every student has a great and full time to learn the language in pleasure condition.

## **2. Public Speech**

Based on observation and interview result that have been conducted with the members of language center at Darul Hijrah Islamic boarding school for boys on the 22nd of February 2016 through 22nd of April 2016, the writer found another activity of the language Area. The implementation is Public speech.

In this activity, the main goal of the public speech is to accustom student to be more confident, it doesn't matter right or wrong, what matter is the students can stand and speak although they are really afraid and nervous. It is a step that they must face in public speech in order to accustom them to control the situation of their own confidence.

Here is the illustration of public speech in Darul Hijrah. They have three days for practicing. On Thursday night, Friday night and Friday afternoon with three languages; they are Indonesian, Arabic and English. The topic of the speech is made by the students themselves so it is free topic, the students, can make speech in every topic they wanted.

Besides to grow confidence, this activity also has a goal in helping students to learn language skill. This public speech is a

practice that must be done by all students. They have three times in a week, for Indonesian, Arabic and English. In this activity students are divided to some groups with mixed class among class two, three, and four except class one. Each group has twenty to thirty students. All students will get the turn to be speaker, Master of Ceremony, and room cleaner. All students have memorized the text for public speech agenda and the text for being speaker and text for being Master of Ceremony.

In this chance, some students must be a speaker in front of the other students and deliver their text. Besides practicing as a speaker, there are also some students being Master of Ceremony that manage how the agenda run well. This activity actually forced them to memorize the text for being speaker and Master of Ceremony, and train them to be confident to speak in front of another student and in almost the very end time there will be students who are chosen to take the conclusion of their friends speech to guarrantee them hearing the speech along the activity.

The language section here cooperates with another instructor in training and managing each group that they have. Instructors here are the students who were chosen by the language center to act as a trainer and evaluator of their skill in speaking. Before the student speaks in front of their friends, he has to report their instructors first. After text has been fixed they will be ready

to perform in public speech agenda. From this agenda, there are some good ways to make students keep practicing some skills such as writing the text, and looking up the vocabulary in a dictionary, and asking a correction from the instructors they have. The topic or title that they should speak is created by themselves with the correction from the instructors who organize their group. Public speech is an agenda which needs a planning and a goal when it is done. And of course before it is run by language section they have made a management of implementation of public speech in the field; therefore, they talked to managers of each building to cooperate in arranging students for training before performance.

### **3. General Conversation**

Besides daily conversation that students have everyday they also have a *general conversation* that is held by CLD's member. Based on the observation and interviews result that have been conducted at Darul Hijrah Islamic boarding school for boys on the 22nd of February 2016 through 22nd of April 2016, it was found that the students were put in conversation zone. General conversation is held twice in one week. The First on Wednesday after ashar praying and the second is on Sunday morning. According to the interviewee statement that "putting the students to conversation zone or time is a helpful implementation to support

the other strategies such as controlled certain vocabulary, after they get useful and daily vocabulary, they can use the vocabulary in the general conversation to speak with their friends continuously.

General conversation has a goal in helping students to learn language skill greatly impacts on speaking and listening skill since those two are active skill which is used in conversation. This activity was enforced by the language section every Wednesday afternoon and every Sunday morning with different languages. Special for English weekturn, the students were ordered to make a long line with their friends in front. Class one has to make line with class one, and class two with class two until class five. It is possible to speak with different class according to their friends in building. And they are asked to speak with their peer about various topics, like their activities in one week before, and one week after. In this activity the language section assisted by the manager if some students have questions to ask. Such as question related to vocabulary, making sentences, or idiom, all students of Darul Hijrah must follow general conversation. Scheduled conversation begins at 04.20 PM on Wednesday and at 06.30 – 08.00 AM on Sunday.

Before general conversation starts, one member of language section knocked the bell that signs the beginning of the general conversation. All students must get together in front of their

own room and make a line with their peer. They can choose any topic they want that will be discussed by the students with some supporting vocabularies. The students have to speak with the new topic and vocabulary every week on Sunday, and the language section will walk along the line watching the students making conversations opening chance if there are some students who want to ask anything about vocabulary, idiom or grammar for their conversation. This kind of learning implementation is used to train the students to speak fluently, confident, and easily. This implementation makes students feel happy and enjoy in a conversation because it is a very effective implementation for the students who learn English.

#### **4. English Club**

Based on the interviews result that have been conducted at Darul Hijrah Islamic boarding school for boys on the 22nd of February 2016 through 22nd of April 2016, the writer found another activity in language area, and this one is also enforced by CLD, that is building English club. The writer has asked about language club that is conducted for the students of Darul Hijrah. Based on one member of language section's statement that Language club was enforced to the students' need, for instance.

The aim of this English club is to learn even more and learning English and its language skill.

This will give them a better chance in mastering language skill in English, because that have more time and guidance from the older students (language section) to learn English deeper, better and even easier. The member of this English club is from the students who want to learn English deeper, in this language club each student has to use their chance to ask to their tutor about many things, they might ask about the lesson they dont understand, the words they dont know or the grammar thwy want to understand, basically it anthing about learning English. In this activity, the tutor will have a guideline so that the learning will run straight forward. This activity also will give both the tutor and the students something new to learn in term of mastering English.

Actually all the students also have language course from class one until class five, it is enforced by the teaching center section on Monday through Thursday at 2.30 – 3.20 PM, two days for Arabic and two more days for English. On the first place English club was build to emphasize this activity.

## **2. The Audio Recordings and Utterances Which Usually Heard by the Students of Darul Hijrah to Help Students in Learning and Improving Listening Skill at Darul Hijrah Islamic Boarding School for Boys :**

Based on the observation and interview that writer conducted on 22nd February 2016 through 22nd April 2016 there are audio recordings and

utterances which students heard many times at the environment of Language Area, they are:

**a. Songs**

Based on the interview the writer had with respondents, listening to songs became a hobby of most of the students almost all of them like listening to the songs, because they feel enjoyable and comfortable when listening to it besides it will make them to be accustomed to hear English and open up a bigger chance to grow their English sense.

Besides the activity that empowered by CLD, the students also had listening to song in their class sometime with their teacher, based on the interview writer had with a respondent he said that “sometimes our teacher also play a song for us to listen sometimes, and after we listened the song our teacher will bring us to practice to pronounce the words in the song with the correct pronunciation as in the song”. more songs also played in the spare time such as; mealing time and afternoon break after ashar praying.

**b. Announcements**

Announcement is something that will always can be heard everyday in Darul ijrah Islamic Boarding School. Based on the observation that held by the writer on the 22nd of February 2016 through 22nd of April 2016, the writer figured out that announcement is very important for the students since those announcements contained important information. To make it easier to understand, those announcements are classified into three types based on the information that it had:

1) Calling

This announcement contains the message about ordering some people to come to some places. For example: parents who wanted to see their child and because they are forbidden to come into students' dormitory may come to the announcement section and ask their children to come to them. For example; “*assalamualaikum warahmatullahi wa barakaatuh*, hope to be present our friend ..... (student's name) to the front of mosque as quick as possible 2x N/b his parents are waiting”. This type of announcement can be made all time except in sleeping time, studying time and activities time.

2) Courts announcements

Darul Hijrah Islamic Boarding School is having a very strict rule for their students, they have rules almost in every sector such as; language, dicipline, cleanliness, worship, sport, etc. As they have rules, they also have courts where all students who break rules will be called to the staffs' office to get a sanction as an advise for their mistakes. This type of announcements will be heard after *maghrib tadarus* on the mosque. For example; “*assalamualaikum warahmatullahi wa barakaatuh*, here is come the announcement from Central Language Deparment Section. It is hope to be present the name written here to the office of Central Language Department Section as quick as possible, namely, ..... (reading students' name list) 2x N/b do not be late”.



### 3) Finding lost things

Because the majority of the students at the Darul Hijrah were young teenagers, and young teenagers tend to be careless in keeping their stuffs, so sometimes, another students will find some stuff that is not known who the owner is were handed over to the announcements section to be announced. For example; “*assalamualaikum warahmatullahi wa barakaatuh*, here is come the announcement from the announcement section. Who feels the he lost .... (things name) in the ... (place’s name) he can take it in the announcement section’s office right now 2x”

#### c. Speeches

As the students of Darul Hijrah they will have many English speeches that they heard. Based on the observation and interview that writer conducted on the 22nd of February 2016 through 22nd of April 2016. figured out a few speeches that they usually heard:

##### 1. Public Speech

In Darul Hijrah attending public speech is an obligation for all students of Darul Hijrah. It is scheduled three times a week, they even have a competition for this. So surely they listen a lot to those speeches.

##### 2. Religious Sermone

Based on the observation that the writer conducted religious sermone is also deliverd by using English at Darul Hijrah Islamic

Boarding School. The language changes following the language which is used on that week, so in the English week khutbah will be delivered in English. It is delivered by the senior students from class sixth by turns.

### 3. New rules announcements

As in Darul Hijrah have many rules the staff also make progress by renewing those rules, making it to be more valid and reliable. So sometime they will announce that through speaking in front of all students telling the new rule and explaining the reason of why did they made a new rule.

## **B. Discussion**

After conducting research by observing and interviewing some students of Darul Hijrah Islamic Boarding School. The writer found that most of students thought that every strategy and activity which are implemented in Language Area helped them so much to learn any language skill easily and unconsciously.

That is so interesting finding that students admitted that they do not get too much burden with that so many activities and that so strict rules which they had in Language Area. The writer also found that most of students admitted that they do not even realize if that the activities which they had everyday literally helped them in mastering language skill.

This proved theory that telling; research and theory in second language learning strongly recommend that good language learners should use a variety of strategies to assist them in getting new language skill. By implication, less competent learners should be able to improve their skills in a second language through training on strategies evidenced among more successful language learner. That means learning strategies support students for improving their skills. In this research of foreign language learning strongly suggest that good language learner used the variety of strategies by O'malley (1987 p. 133).

Besides, the role of conciousness and unconciousness for students of English Foreign Learner (EFL) is quite essential. The writer found that some Second language theorist are still arguing if that which one is better between learning conciously or learning unconciously, some said that learning conciously is more efficient and can lead to a better result while other said that learning unconciously is more efficient just like a child does with his/her mother tounge. To make it clear, here the writer will only discuss about learning unconciously since it is related to Language area. Many researcher firmly believe if that language learning is essentially unconcious, Seliger claimed that "obviously, it is at the unconcious level that learning takes place" (1983:187).

In this subchapter is intended to discuss the findings result of observation and interview that is conducted by the writer on 22nd february 2016 through 22nd April 2016 and relating it to theory on the second

chapter. It will discuss the implementation of Language Area and the listening passages that used at Darul Hijrah Islamic Boarding School.

### **1. Language Area Implementation and Activities in Helping Students to Learn and Improve Listening Skill at Darul Hijrah Islamic Boarding School for Boys**

In this sub-chapter it is going to discuss about the implementation and activities in helping student listening skill learning and improving, it will be related to theory by some experts. The discussion will be based on the results of the observation on 22nd of february through 22nd of April 2016, here are the discussion:

#### **a. Implementation of language Area**

##### **1) Language Atmosphere**

language atmosphere that is created at language area at Darul Hijrah have goals in order to make a very comfortable environment for students to learn and practice English and also to prevent the students to get bored soon through putting them in the real situation of English using and giving them the activities which also obligate them to use english. For that, the CLCD hope that the student learning will run effectively and unconsciously will improve their language skill because they used English a lot daily.

This implementation supported by constructivism Theory by making students feel like in real situation. It means with the interaction to people around will help students to gain the experience of learning language target. And cognitive strategies, as we know

cognitive strategies is steps or operation for learning process and analyze the students problem according to Rubin and Wenden (1997).

This implementation would help students to master their active language skill (speaking and listening) because in the language atmosphere that they had in Darul Hijrah will make being accustomed to speak or listen English. Harmer (1998, p.134) stated that listening is good for students' pronunciation because the more the students hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. Listening texts are good pronunciation models, and the more students listen, the better they got not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on the ability to speak but also on the effectiveness of the way of listening.

Based on Harmer's statement above, the writer believes that listening skill will have a good influence by the Language atmosphere, because in order to get a well connected interaction the students will have to have a good understanding of speech by having a good listening skill.

## 2) Accostuming Students's Ear

Every announcements at Darul Hijah Islamic Boarding School contained some messages and mostly the announcements are about finding things, asking some pople to come to some spesific place (calling), announcements about in time agenda, and courts lists are also announced through this so the students really have to listen to each announcement carefully so that they can know if their names are called or not, this section is supervised by the staffs and watched by language section.

The announcement will always be heard almost at any time until 22.00 am o'clock excepts in some spesific time such as; study time, praying time, agenda time (the time when they do some must do activities like public speech, scout, courses etc). So those announcements are really taking a great part in helping students to improve their listening

According to Brown in his book stated that there are four types of listening; Intensive, responsive, selective, and extensive listening.

- a) Intensive is listening for perception of the component (phonemes, words, intonation, discourse markers, etc.) of the larger stretch of the language. An intensive listening activities is to raise the learners' awareness of how differences in sound, structure, and lexical choice can affect.

- b) Responsive is listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equality short response.
- c) Selective is listening to the short monologs for several minutes in order to scan certain information (e.g. classroom direction for a teacher, TV, radio, or new item story)
- d) Extensive listening to develop a top down, global understanding of long speech or conversation and it has comprehensive purposes. Example: listening to get the main idea, making inference from all of part of listening.

Furthermore, Listening for English as a foreign language is different from listening English as a native language. For foreign language learner, listening to English language does not seem like listening to his or her own language. They listen not only to get some information or to enjoy what they listen but also has some other meaning for the listener.

According to that theory, Darul Hijrah accustoming their students to listen English covered all that different type of listening. Because not only train their listening in daily activies Darul Hijrah also train their students listening skill through some listening passages such as announcements in English. That is make this is very good since Darul Hijrah train all types of students' listening skill.

### 3) Providing Students to Learn Unconsciously

Implementing this would make students do both learning and practicing their language skill continuously and unconsciously, the students would have themselves studying in every chances even while they are doing sport, praying, eating and even when they are taking a rest. Where this kind of circumstances will be hardly achieved outside language area.

By executing this implementation the CLCD hope that that language learning in Darul Hijrah Islamic Boarding School would work effectively and efficiently and will ease the burden of students in their language learning as much as possible. The writer found that some Second language theorist are still arguing if that which one is better between learning consciously or learning unconsciously, some said that learning consciously is more efficient and can lead to a better result while other said that learning unconsciously is more efficient just like a child does with his/her mother tongue. To make it clear, here the writer will only discuss about learning unconsciously since it is related to Language area. Many researcher firmly believe if that language learning is essentially unconscious, Seliger (1983:187) claimed that “obviously, it is at the unconscious level that learning takes place”. Krashen also believed that learning foreign language is just like language acquisition when a children learn a language, he/she never be



taught it consciously. Instead they heard and experience it directly from the interaction to adults

#### **b. Activities**

The activities created at Darul Hijrah are basically have the same goal it is to; create a good language atmosphere, accustoming students' ear with English and provides the student to learn and practice unconsciously. As this research purposes, in this sub-chapter the writer will only analyze the helps for students to learn listening skill.

Brown in his book stated that there are four types of listening; Intensive, responsive, selective, and extensive listening.

- 1) Intensive is listening for perception of the component (phonemes, words, intonation, discourse markers, etc.) of the larger stretch of the language. An intensive listening activities is to raise the learners' awareness of how differences in sound, structure, and lexical choice can affect.
- 2) Responsive is listening to a relatively short stretch of language a (a greeting, question, command, comprehension check, etc.) in order to make an equality short response.
- 3) Selective is listening to the short monologs for several minutes in order to scan certain information (e.g. classroom direction for a teacher, TV, radio, or new item story)
- 4) Extensive listening to develop a top down, global understanding of long speech or conversation and it has comprehensive purposes. Example:

listening to get the main idea, making inference from all of part of listening.

According to that theory, Darul Hijrah accoustoming their students to listen English covered all that different type of listening. Because not only train their listening in daily activies Darul Hijrah also train their students listening skill through some listening passages such as announcements in English, and it can be concluded that if the students' listening type were been trained in every chances they had by Language Area Implementation through these activities will help their listening skill learning and improving because all types were trained well. For mor spesific explanation here are proves that the activities in darul hijrah islamic boarding school covered all four dufferent type of listening in trainieng their students listening skill.

### **1. Listening to Songs**

Listening to the song is a hobby of most people, since besides it provides people with good instument of music it also bring up some of the feelings inside the song. Therefore, it can be concluded based on that theory of Brown, listening to songs will help the students to improve their intensive listening skill. Because when the students listen to the song and want to understand the feeling and the story of the song they should intensively listen to the words components choiced in the lyrics.

## **2. Public Speech**

Public speech is intended to help the students to their boost confidence and improve students' active language skill, it intended to improve the speaking and listening skill of the students. Since because while some students are demanded to deliver the speech in English the others will have to listen carefully to the speech because in the end of activity they may be asked about the main idea or conclusion of speeches which is delivered by their friend randomly.

It can be concluded when the students are listening to the speech trying to find the main idea they used selective listening skill to scan the main information that they need to be taken as the main idea of the speech. Then they switch it to used extensive listening skill understand those long speeches and take the conclusion from their friends' speeches.

## **3. General Conversation**

General conversation also help students to learn active skill. For listening, when they are talking with their pair they used extensive listening skill to comprehend the talks from their friend and mix it up with the responsive listening skill to respond the question from their pair or to make another question.

## **4. English club**

Basically, English club helps student in learning of any other language skill, and in order to help student to improve listening skill the instructor made some effort in that case, such as; playing a song and

listening it together and after that give them some question related to the song they have just heard.

According to the theory of Brown in his book, at the time the students listen to the song, they used their intensive listening skill to watch over the affection of sound, structure, and lexical choice in the song so that they also can understand the song, then they change it into responsive listening skill when they need to need the answers of the question that have just been given to them.

Beyond all those activities of listening to the music, the students still have to obey the rule of language, so the communication either between the student to students or the students to the tutor still runs in English. So, that makes the tutor have to deliver and explain the lesson in English that also made the students have to watch and understand every words by the tutor, in this case the students are demanded to use their extensive listening skill to keep them understand long speech conversation or explanation from their tutor.

## **2. The Audio Recordings and Utterances Which Usually Heard By the Students of Darul to Help Students in Learning and Improving Listening Skill at Darul Hijrah Islamic Boarding School for Boys :**

Based on the observation and interview that writer conducted on the 22nd of February 2016 through 22nd of April 2016 there are three kind of audio recordings and utterances which students heard most times at the

environment of Language Area, they are; song, announcements and speeches. the discussion as follows:

**a. Songs**

Songs are part of daily life for most people. Who doesn't enjoy music at home, while travelling or studying, or even at work? Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language. There is strong practical evidence supporting the use of music in the English language classroom; there is also a growing body of research confirming that songs are a useful tool in language acquisition. In fact musical and language processing occur in the same area of the brain (Medina, 1993).

Based on the interview the writer had with respondents listening to songs became a hobby most of the students almost all of them like listening to the songs, because they feel enjoyable and comfortable when listening to it besides it will make them to be accustomed to hear English and open up a bigger chance to grow their English sense.

Listening to song is now becoming a very popular method in ESL and EFL class, there are three reasons of why song is good to use for students learning; The affective, cognitive, and linguistic reasons for using songs which follow, are all grounded in learning theory, and provide insights into the benefits of songs in the classroom.

### 1) Affective Reason

The Affective Filter Hypothesis is one of five proposed hypotheses developed by Steven Krashen. Basically, it is an explanation of how the affective factors relate to language learning. It is particularly appealing to teachers because it provides an explanation to why some learners learn and others do not.

Teachers have long recognized the need for students to have a positive attitude in regard to learning. Krashen (1982) explains that for optimal learning to occur the affective filter must be weak. A weak affective filter means that a positive attitude towards learning is present. If the affective filter is strong the learner will not seek language input, and in turn, not be open for language acquisition. The practical application of the Affective Filter Hypothesis is that teachers must provide a positive atmosphere conducive to language learning. Songs are one method for achieving a weak affective filter and promoting language learning. With the affective filter weak, Saricoban and Metin (2000) have found that songs can develop the four skill areas of reading, writing, listening, and speaking. Eken (1996, p.46) states that songs can be used; 1) To present a topic, a language point, lexis, etc. 2) To practice a language point, lexis, etc. 3) To focus on common learner errors in a more direct way. 4) To encourage extensive and intensive listening. 5) To stimulate discussion of

attitudes and feelings. 6) To encourage creativity and use of imagination. 7) To provide a relaxed learning atmosphere. 8) To bring variety and fun to learning

Lo and Li (1998) offer similar suggestions, writing that songs provide a break from learning routine, and that learning English through songs develops a non-threatening learning atmosphere in which the four language skills can be enhanced. They believe that songs provide enjoyment and develop language skills is also noted by several other authors (Adamowski, 1997; Bechtold, 1983; Domoney & Harris, 1993; Griffee, 1992; Guglielmino, 1986; Lems, 1984; Little, 1983; Monreal, 1982). The enjoyment aspect of learning language through song is directly related to affective factors.

## 2) Cognitive Reasons

Songs also present opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom. Gatbonton and Segalowitz (1988, p.473) define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses." Using songs can help automatize the language development process. Traditionally, it was believed that automatization would occur through repetitive exercises in a non-communicative environment.

However, the major shift towards the communicative teaching methodology requires that automatization occur in a different manner. Gatbonton and Segalowitz (1988, p.476) state that we must "place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion." The nature of songs is fairly repetitive and consistent. For example, a song such as "Sailing" by Rod Stewart provides ample opportunities for students to focus on the present progressive tense. The repetitive style of the song lends itself to an activity in which students create their own present progressive sentences based upon their own interest. After listening to the song, students create their own lyrics following the same tune as the song. Lyrics such as: I am writing, I am writing, in my notebook with my friends, are common examples of the type of language that students produce.

### 3) Linguistic Reason

Besides automatization, there is also a linguistic reason for using songs in the learning. Some songs are excellent examples of colloquial English, that is, the language of informal conversation. A song such as "Gotta find you" from Disney Channel is a good example of a song that demonstrates colloquial language use. This song is full of phrases like "Gotta find you." Or "where you are is where I wanna be". Using songs can prepare students for the genuine language they will be faced with.



Finally, two studies, Domoney and Harris (1993) and Little (1983) investigated the prevalence of pop music in the lives of EFL students. Both studies found that music is often the major source of English outside of the classroom. The exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity. If students are exposed to songs which they enjoy, more learning is likely to occur since they may seek out the music outside of the classroom. The repetitive style of songs then helps to promote automatization of colloquial language.

#### **b. Announcements and speeches**

based on the observation, announcements and speeches is include in the utterances that usually heard by the students of Darul Hijrah. In this subchapter announcements and speeches are categorized into one type based on the listening type it is affecting; selective listening and extensive listening.

According to Brown's book selective listening is included in one of type of listening he stated that "Selective is listening to the short monologs for several minutes in order to scan certain information (e.g. classroom direction for a teacher, TV, radio, or new item story)."

Selective listening is a listening technique that filters and summarizes to achieve comprehension. So this listening technique will

be very important for EFL students to have and enhance, this technique will absolutely help them to scan the information from audios or utterances that they heard which they need properly.

Selective listening activities address two separate, yet equally important goals in language development. The first goal concerns listening as an active process of predicting information and then selecting “cues” that surround this information; the second goal concerns becoming familiar with the organization of different types of discourse.

Because listening is an active process, it goes without saying that learners have to participate actively in order to improve their listening ability. Learners can experience how their listening ability is developing when they have opportunities to test the *consequences* of their attempts to listen. This means that to evaluate how well they have understood, learners need to develop their own goals for listening and to evaluate their efforts at reaching these goals.

Because development of listening ability involves increasing our learners’ access to different kinds of listening situations, it is important for us to expose our learners to a range of authentic types of spoken language. However, since most of our learners will *initially* find authentic listening rather frustrating, we can introduce them to authentic language through *selective listening tasks*. Selective listening tasks focus the learners’ attention on *key parts* of the

discourse. By noticing key parts of the discourse, the learners can build up their understanding of the overall meaning by inferring, or “filling in”, what they have missed.