THE IMPLEMENTATION OF WHOLE LANGUAGE APPROACH IN TEACHING LISTENING AT THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM AT STAIN PALANGKA RAYA

THESIS

Presented to the Department of Education of the State Islamic College of Palangka Raya in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam

By:

DEDI SUKENDAR
SRN. 0701120339

THE STATE ISLAMIC COLLEGE OF PALANGKARAYA
THE DEPARTMENT OF EDUCATION
THE STUDY PROGRAM OF ENGLISH EDUCATION
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APROVAL OF THE THESIS ADVISORY COMMITTEE

Title of the thesis : THE IMPLEMENTATION OF WHOLE LANGUAGE APPROACH IN TEACHING LISTENING AT THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM AT STAIN PALANGKA RAYA

Name : DEDI SUKENDAR

SRN : 07011202339

Department : Department of Education

Study Program : Study Program of English Education

Level : S-1

Palangka Raya, January 22th, 2014

Approved by:

Advisor I,   Advisor II,

Dr. H. Abdul Qodir, M. Pd   **Iwan Fauzi, M.A**
ORN. 19560203 199003 1 001   **ORN. 19720408 200112 1001**

Vice Director in Academic Affairs,   The Department of Education Chair

Drs. Fahmi, M.Pd   **Triwid Syafarotun Najah, M.Pd**
ORN. 19610520 199903 1 003   **ORN. 19710914 200312 2 001**

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Palangka Raya, January 22th, 2014

Case : Examination of
       Dedi Sukendar`s Thesis

To Director of the State Islamic College of Palangka Raya
in

Palangka Raya

Peace be unto you and God's mercy and blessing as well.

By reading and analyzing of your thesis's revision, we think that the thesis

in the name of:

Name   : DEDI SUKENDAR

SRN   : 0701120339

Title of the thesis   : THE IMPLEMENTATION OF WHOLE LANGUAGE APPROACH IN TEACHING LISTENING AT THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM AT STAIN PALANGKA RAYA

Can be examined as Partial Fulfillment of the Degree of Sarjana Pendidikan Islam in English Education of the Department of Education STAIN Palangkaraya.

Thank you for your attention.

Peace be with and God's blessing.

Advisor I,   Advisor II,

Dr. H. Abdul Qodir, M.Pd   **Iwan Fauzi, M.A**
ORN. 19560203 199003 1 001   ORN. 19720408 200112 1 001

LEGALIZATION OF THESIS EXAMINING COMMITTEE

This thesis entitles THE IMPLEMENTATION OF WHOLE LANGUAGE APPROACH IN TEACHING LISTENING AT THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM AT STAIN PALANGKA RAYA in the name of Dedi Sukendar and his Student Registration Number is 070 112 0339. It has been examined in the board of examiners of the State Islamic College of Palangka Raya on:

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Dr. Ibnu Elmi AS. Pelu, S.H., M.H.
ORN. 19750109 199903 1 002

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</div>

THE IMPLEMENTATION OF WHOLE LANGUAGE APPROACH IN TEACHING LISTENING AT THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM AT STAIN PALANGKA RAYA

ABSTRACT

The purpose of this study was to describe the implementation of Whole Language Approach in teaching listening and the problems faced by students in learning listening using Whole Language Approach at STAIN Palangka Raya

The problems of the study were: (1) How is the implementation of Whole Language Approach in teaching listening, (2) What are the problems faced by the students in listening using Whole Language Approach.

The writer used qualitative approach with descriptive qualitative method. In collecting the data, the writer used some techniques, namely: (1) Observation, (2) Interview, and (3) Documentation. In analyzing the data, the writer used some techniques, namely: (1) Data collection, (2) Data reduction, (3) Data Display, and (4) Conclusion / Data Verification. The subject in this study was 1 English lecturer that was chosen by purposive sampling. The process of teaching listening by using Whole Language Approach which done by the lecturer were three activities, such as pre-activities, whilst-activities and post-activities. 1) In Pre-activities, there were several activities that were done included: greeting the students, preparing the medium, sound system and the materials, giving presence list, and did the brainstorming. 2) In Whilst-activities, there were some activities included: listening to the text, comprehending the content of the whole text, retelling and discussing the main idea of the text, etc. 3) In Post-activities, the activities such as: concluding the materials, giving opportunity to ask the questions , motivating students, giving the material for next meeting closing the lesson and greeting students. Meanwhile, the integration of language skills which occured through the application of whole language approach in teaching listening showed that the Listening skill was 43%, Writing skill was 14%, Reading skill was 14%, Speaking skill was 29%. From the result of percentage above, the integrated skills between oral and written language can be conclude as follows: listening was the most often skill appearing, writing was the less often appearing, reading was the less often appearing and speaking was the average often skill appearing. Furthermore, the problems faced by the students of using Whole Language Approach in learning listening were: lack of students' cognitive aspect, less comfortable in learning media, and the long duration in learning.

Keywords: whole language approach, teaching listening

PENERAPAN PENDEKATAN BAHASA KESELURUHAN DALAM PENGAJARAN LISTENING MAHASISWA SEMESTER TIGA TBI STAIN PALANGKA RAYA

ABSTRAK

Tujuan dari penelitian ini adalah untuk menggambarkan penerapan pendekatan bahasa keseluruhan dan masalah-masalah yang dihadapi oleh Mahasiswa dalam belajar listening menggunakan pendekatan bahasa keseluhan di STAIN Palangka Raya.

Masalah dari penelitian ini adalah: (1) Bagaimana penerapan pendekatan Bahasa Keseluruhan dalam pengajaran listening, (2) Apa masalah-masalah yang dihadapi oleh Mahasiswa dalam belajar listening menggunakan pendekatan bahasa keseluruhan.

Penulis menggunakan pendekatan kualitatif dengan metode deskriptif kualitatif. Dalam mengumpulkan data, penulis menggunakan beberapa teknik, yaitu: (1) Observasi, (2) Wawancara, dan (3) Dokumentasi. Dalam menganalisis data, penulis menggunakan beberapa teknik, yaitu: (1) pengumpulan data, (2) reduksi data, (3) menampilkan data, dan (4) Verifikasi Conclution /. Subjek dari penelitian ini adalah Dosen bahasa Inggris yang dipilih oleh purposive sampling. Proses pembelajaran listening dengan menggunakan pendekatan bahasa keseluruhan yang dilakukan oleh Dosen adalah tiga kegiatan, seperti pra-kegiatan, kegiatan-tengah dan kegiatan-akhir. 1) Pada pra-kegiatan, ada beberapa kegiatan yang dilakukan meliputi : menyapa siswa, menyiapkan media, sound system dan bahan, memberikan daftar hadir, dan melakukan brainstorming. 2) Dalam kegiatan-tengah, ada beberapa kegiatan yang meliputi: mendengarkan teks, memahami isi teks secara keseluruhan, menceritakan kembali dan mendiskusikan gagasan utama dari teks, dll 3) Dalam kegiatan-akhir, kegiatan ini seperti: menyimpulkan materi, memberikan kesempatan untuk mengajukan pertanyaan, memotivasi siswa, memberikan materi untuk pertemuan berikutnya menutup pelajaran dan menyalam siswa. Sementara itu, integrasi keterampilan bahasa yang terjadi melalui penerapan pendekatan bahasa keseluhan dalam mengajar mendengarkan menunjukkan bahwa keterampilan mendengarkan adalah 43%, keterampilan menulis adalah 14%, keterampilan membaca adalah 14%, keterampilan berbicara adalah 29%. Dari hasil persentase di atas, keterampilan terintegrasi antara bahasa lisan dan tertulis dapat disimpulkan sebagai berikut: mendengarkan adalah keterampilan yang paling sering muncul, menulis adalah keterampilan yang jarang muncul, membaca adalah keterampilan yang kurang sering muncul dan berbicara adalah rata-rata keterampilan yang sering muncul. Selanjutnya masalah yang dihadapi oleh Mahasiswa menggunakan pendekatan bahasa keseluruhan dalam belajar mendengarkan adalah: kurangnya aspek kognitif siswa, kurang nyaman dalam media pembelajaran, dan durasi yang lama dalam belajar.

Kata Kunci : pendekatan bahasa keseluruhan, pengajaran listening

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The writer realizes that the study is still far from the perfect, therefore some constructive critical and suggestions are welcomed. Finally, may Allah always bless us.

Palangka Raya, April 8th, 2014

The writer

DEDI SUKENDAR
SRN. 070 112 0339

DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitles THE IMPLEMENTATION OF WHOLE LANGUAGE APPROCH IN TEACHING LISTENING AT THE THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION PROGRAM AT STAIN PALANGKA RAYA ' is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so, I am ready to

be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, April 8th 2014

My Own Declaration,

<u>DEDI SUKENDAR</u>
SRN. 070 112 0339

DEDICATION

This thesis is dedicated to some special people as follows:

❖ My beloved father (Subari) with His Great Encouragements . My beloved Mother (Haniyah) with her unending Prayer, and all out struggle. Thanks for your Endless love, Motivation, Affection, , and everything you have given to me in finishing this study.

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❖ All of my cousin who always help me to finish my study, special to Yudi Apriadi, ST, thank you so much for everything you have done to me, May Allah SWT reply all of your kindness. Amin

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MOTTO
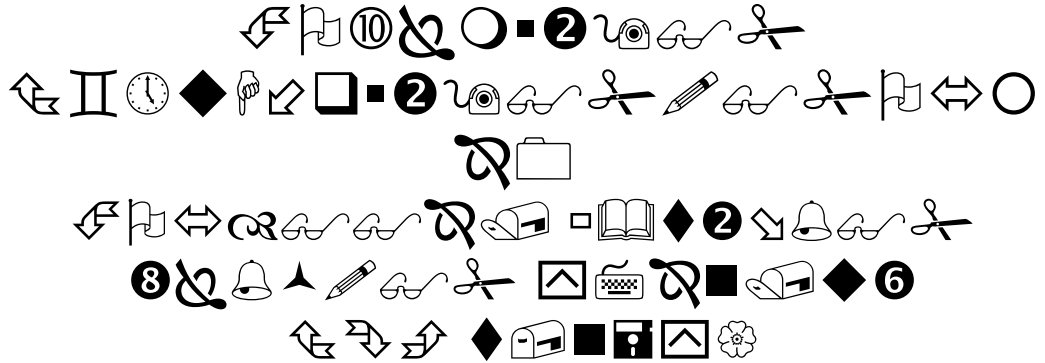
(Dengan menyebut Nama ALLAH)
Proclaim! (or read!) in the name of ALLAH
And
Cherisher, who Created.

Bacalah dengan (Menyebut) nama Tuhanmu
yang Menciptakan.

(QS. Al 'Alaq, verse 1)

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LIST OF ABBREVIATION AND SYMBOLS

STAIN : Sekolah Tinggi Agama Islam Negeri

TEFL : Teaching of English as a Foreign Language

ESL : English Second Language

WLA : Whole Language Approach

CLL : Communicative Language Learning

UK : United Kingdom

LB : Luqman Baehaqi, SS., M.Pd

RM : Rustam

TY : Tiara Yunita

SF : Siti Fatimah

RR : Retno Rahayu

MK : Maryatul Khofsoh

LIST OF APPENDICES

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CURRICULUM VITAE

Dedi Sukendar was born on 1 June 1989 in Muara Teweh . He is the second child from Mr. Subari and Mrs. Haniyah. He has two Sisters and two Brother. His eldest sister is Yeti Haryati, his fourth sister is Indah Pertiwi and the third brother is Andi Saputra and the youngest brother is Fadillah Akbar. He started to educate in Elementary School since 6 years old. He was graduated from SDN Melayu 12 Muara Teweh in 2001. Then, he continued his study in MTsN 1 Muara Teweh and graduated in 2004. Then, continued his studied in MAN Muara Teweh, Central Kalimantan in 2004, graduated in 2007.

After graduating for his study at MAN Muara Teweh, He then continued his study in STAIN Palangka Raya in 2007. In order to be an English Teacher, He chose English Education Program and finished her study for about 6 years. Finally, He got his Sarjana Degree and graduated in 2013, with an expectation he wants to be a professional English teacher in after years.