

LESS PRODUCT MORE PROCESS ON TEACHING LISTENING

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Abstract: *Perbedaan utama antara “diagnostic approach” dengan “comprehension approach” terletak pada prosedur dan pusat pembelajaran. Diagnostic approach memainkan aktivitasnya dengan cara mendeteksi kesalahan-kesalahan siswa dalam pembelajaran menyimak, sehingga pembelajaran lebih terpusat pada siswa, bukan pada guru. Guru lebih berfungsi sebagai fasilitator dalam mendorong ide-ide siswa. Karena inilah, maka pendekatan ini lebih memprioritaskan proses belajar daripada produk belajar. Sebaliknya, comprehension approach lebih menitikberatkan pada aktifitas pengujian pemahaman akhir siswa terhadap materi menyimak, sehingga pembelajaran lebih terpusat pada guru bukan siswa. Guru mendominasi aktifitas pembelajaran siswa, sedangkan siswa hanya menerima dan menjalankan semua instruksi dari guru tersebut. Oleh sebab itu, maka pendekatan ini lebih mengutamakan produk belajar daripada proses belajar. Sebaiknya, perkecil produk belajar, perbanyak proses belajar dalam pembelajaran menyimak.*

والفرق الرئيسي بين “نهج التشخيص” مع “نهج الفهم” يكمن في إجراء ومركز التعلم. التشخيص أنشطة اللعب النهج عن طريق الكشف عن أخطاء في تعلم الطلاب للاستماع، حتى أن أكثر التعلم المتمحورة حول الطالب، وليس المعلم. تخدم أكثر المعلم كميسر في أفكار الطلاب “. وبسبب هذا، فإن هذا النهج هو إعطاء الأولوية لعملية التعلم بدلا من نتاج التعلم. على العكس من ذلك، فهم نهج أكثر تركيزا على أنشطة النهائية اختبار الفهم المواد الاستماع للطالب، بحيث أن التعلم هو أكثر تركيزا على المدرسين بدلا من الطلبة. المعلم أنشطة الطلاب في التعلم، في حين طالب فقط تقبل وتنفيذ كل تعليمات من المعلم. وبالتالي، فإنه يفضل هذا النهج هو نتاج التعلم بدلا من التعلم. بدلا من ذلك، تقليل منتجات التعلم، وتتضاعف عملية التعلم في التعلم للاستماع.

Keyword: Pendekatan diagnostik, pendekatan proses, menyimak, produk, proses

INTRODUCTION

In Indonesia, although English is neither the first nor the second language, nowadays it has been widely used not only for business, tourism, and many other

fields but also for education. Therefore, English is taught as the first foreign language which has to be learned from elementary school until university level.

The main competence of English subject in Junior High School and Senior High School is to enable students to know, learn, understand, construct, and apply English in transactional and fungsional communication, both in receptive and productive skill. It is stated in the *K 13* that the students are supposed to be able to master four skills, they are listening, speaking, reading, and writing.¹

The target of teaching English, as mentioned in the *K 13*, covers four skills which should be mastered; they are listening, speaking, reading, and writing. Listening and reading belong to receptive skills, while speaking and writing belong to productive skills. Nunan in Nation & Newton states that it has been claimed that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening.² As one of the crucial components of spoken language processing, there is no spoken language without listening. Furthermore, Rost states that listening means catching what the speaker says.³ Listening means decoding the speaker's message. So, listening activity needs integrated skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading.

In teaching listening, there are some factors which determine students' listening skill; among other is teaching approaches. Teaching approaches play a very important role in determining the success of the teaching listening itself since different approaches will give different result and effects to the students. There is not necessarily any right or best approach to teach listening. Furthermore, among many common-used approaches to teach listening, there are two approaches which are interesting to use; they are Comprehension approach and Diagnostic approach. The main focus of Diagnostic approach is on the process, so it tends to be student-centered, while comprehension approach focuses on the product, so it tends to be teacher-centered.

¹ Permendikbud, *Kerangka Dasar dan Struktur Kurikulum SMP/MTs* (Jakarta, 2013), 57-60.

² Nunan in I. S. P Nation, and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), 37.

³ Michael Rost, *Teaching and Researching Listening Second Edition*, (UK: Pearson Ltd, 2011), 2.

COMPREHENSION APPROACH

1. The meaning of Comprehension Approach

Field states that comprehension approach is a method that focuses on the process of understanding the students' comprehension by means of a comprehension exercise. The comprehension approach usually involves a silent period when the learner tries to assimilate the various meanings of the words that make up the target language.⁴ According to Winitz comprehension approach is a method of learning a new language through the process of understanding the meaning of words and expressions in the language as opposed to any other form of language learning. The comprehension approach usually involves a silent period when the learner tries to assimilate the various meanings of the words that make up the target language. How long the silent period lasts depends on the skills of the learner in terms of comprehension ability and general cognitive skills, as someone who has a quick study may be able to quickly grasp the basic concepts of a new language faster than others. During the silent period, the new language learner will try as much as possible to understand what the words mean and how to pronounce them.⁵

From those definitions, it can be concluded that comprehension approach is a method of understanding the meaning of words and expressions in the language by a comprehension exercise.

2. Procedures in Applying Comprehension Approach

It is impossible to provide a stage-by-stage description of how to conduct comprehension approach sessions because the procedures vary considerably from situation to situation. However, the process of comprehension approach can be described in terms according to two related theories.

First, Field has outlined a typical comprehension approach lesson sequence involving three stages as follows.⁶

a. Pre-listening stage

In the pre-listening stage, students are introduced to critical vocabulary, or lexical items vital to understand the message, to assist in comprehending

⁴ John Field, *Listening in the Language Classroom*, (Cambridge: Cambridge University Press, 2008), 26.

⁵H. Winitz, *The Comprehension Approach to Foreign Language Instruction*, (Rowley: Newbury House, 1981), 98.

⁶John Field, *Listening in the Language Classroom*, (Cambridge: Cambridge University Press, 2008), 37-57.

the text. The context of the recording is also provided to activate learner schemata to assist in understanding.

b. Listening stage

In the listening stage, students are asked to listen to the text at two levels: extensive and intensive. In the extensive listening phase, students listen generally to the recording to familiarize themselves with the speakers and the overall context, after which they are asked to answer content questions assessing their global comprehension. Then, in the intensive listening, where the recording is played multiple times to allow students to focus on the details of the text. Students answer pre-set multiple-choice questions designed to gauge their local comprehension.

c. Post-listening stage

In the post-listening stage, students listen to the text and read along with the transcript to identify unknown or misunderstood words or utterances.

Second, Helgesen in Nunan has a useful way to use comprehension approach as follows:⁷

a. A warm-up activity

It integrates top-down and bottom-up data.

b. A main listening task

The listening tasks should be balanced to include a variety of listening types and tasks.

c. A speaking task related to the previous task

Student speaking tasks often take place in pairs or small groups and require learners to listen and respond to each other.

According to the statements above, it can be concluded that the procedures of Comprehension Approach in teaching listening are as follows.

a. A warm-up phase

Students are introduced to critical vocabulary, or lexical items vital to understand the message, to assist in comprehending the text.

⁷Marc .Helgesen ,*Listening*, in David Nunan (ed), *Practical English Language Teaching*, (New York: Mc Graw Hill Companies, 2003), 42-43.

b. An extensive listening phase

Students listen generally to the recording to familiarize themselves with the speakers and the overall context, after which they are asked to answer content questions assessing their global comprehension.

c. An intensive listening phase

Students answer pre-set multiple-choice questions designed to gauge their local comprehension after listening the recording in multiple times.

d. A student speaking task phase

The student speaking tasks often take place in pairs or small groups and require students to listen and respond the multiple-choice questions to each other.

e. A final listening phase

Students listen to the text and read along with the transcript to identify unknown or misunderstood words or utterances

3. Strengths of Using Comprehension Approach

According to Field there are some strengths owned by the comprehension approach.⁸ First, it consists of experience and exposure. Instructors and learners need to expose the natural samples of the target language and have experience in making sense of learners in order to build a message.

Second, by applying this approach, it is a rather more dubious one for an instructor concerns with long-term listening expertise. It enables students to pass exam. International tests of listening tend to adopt the assumption of comprehension approach as well as its methodology in the form of batteries of question about short listening passages.

4. Weaknesses of Using Comprehension Approach

According to Field comprehension approach also has some weaknesses.⁹ First, reading versus listening. It seems reasonable to ask where the established view of how to teach listening originated. The present approach to teach listening misleads us by drawing close parallels between listening and reading on the grounds that both result in something loosely termed comprehension.

⁸ John Field, *Listening in the Language Classroom*, (Cambridge: Cambridge University Press, 2008), 32.

⁹ *Ibid*, 27.

Second, this approach lack of fit between the types of activity that takes place in the language classroom and the listening that a learner might expect to do in the real world. Comprehension approach does not provide learners with survival techniques that equip them for real world encounters.

Third, comprehension approach tends to be teacher-centered. The teacher gives instructions to the students and they just follow the instructions. In the other word, it means the isolation of learners.

Fourth, this approach concerns on the products of listening in the form of correct answers, and not the process. The approach focuses attention upon the product of listening in the form of answers to questions or responses in a task and fails to provide insights into the process by which the product is derived. It also adopts the assumption that there is a single correct answer to each question.

DIAGNOSTIC APPROACH

1. The Meaning of Diagnostic Approach

Hunter states that a diagnostic is essential to effective teaching.¹⁰ It looks for certain stipulated qualities, actions, skills, or elements. The findings are used as a basic for decisions. Furthermore, Valencia says that diagnostic teaching is a method that integrates assessment and instruction.¹¹ It permits us to observe the ways in which different listeners and contextual factors may be influencing a student's listening skill.

Field states that diagnostic approach is a useful way to attend the listening difficulties and practice strategies to diminish them.¹² Diagnostic approach is an approach that works through helping students to learn to detect, understand, and correct misconceptions in their own and their fellow students work. Many students who appear to understand a topic at the end of the teaching unit do not retain that understanding even for a few months.

From those definitions, it can be concluded that diagnostic approach is an effective teaching that integrates assessment and instruction to attend the listening difficulties and practice strategies to diminish them. The purpose of this

¹⁰ Madeline Hunter, "Diagnostic Teaching," *The Elementary School Journal*, volume 80, number 1 (1979), 41.

¹¹ Sheila W Valencia, "Diagnostic Teaching," *The Reading Teacher Journal*, volume 44, number 6 (1991), 420.

¹² John Field, *Listening in the Language Classroom*, (Cambridge: Cambridge University Press, 2008), 79.

approach is to support and help students when they get difficulties in learning something. This approach tests students' listening comprehension, informing them that they fail at certain points, but does little to teach how to listen, that is, to help students understand what went wrong with their listening and how could it be repaired.

2. Procedures in Applying Diagnostic Approach

It is impossible to provide a phase-by-phase description of how to conduct diagnostic approach sessions because the procedures vary considerably from situation to situation. However, the process of diagnostic approach can be described in terms according to two related theories.

First, Vandergrift states that there are five stages in listening instruction. They can explain like as follows.¹³

a. Predicting stage

Once students know topic and text type, they predict types of information and possible words they may hear.

b. First verification stage

- 1) Students verify initial hypotheses, correct as required, and note additional information understood.
- 2) Students compare what they have written with peers, modify as required, establish what needs resolution and decide on details that still need special attention.

c. Second verification stage

- 1) Students verify points of disagreement, make corrections, and write down additional details understood.
- 2) Class discussion in which all contribute to reconstruction of the text's main points and most pertinent details, interspersed with reflections on how students arrived at the meaning of certain words or parts of the text.

d. Final verification stage

Students listen for information that they could not decipher earlier in the class discussion.

¹³ Larry Vandergrift, "Listening to Learn or Learning to Listen," *Annual Review of Applied Linguistics*, 24, (Cambridge University Press, 2004), 11.

e. Reflection stage

Based on discussion of strategies used to compensate for what was not understood, students write goals for next listening activity.

Second, Field illustrates the standard phase of using diagnostic approach as falling into five phases as follows.¹⁴

a. Pre-listening phase

Learners are introduced to more new vocabulary than is strictly necessary to ensure understanding and lead to an extended discussion of the topic of the session, which may even anticipate much of the information contained in the listening passage.

b. Decoding and meaning building phase

Learners are asked to listen the recording multiple replays to allow learners to focus on the details of the text and perform a variety of tasks. Teacher investigates their responses/answers using decoding processes and meaning building processes (e.g. recognizing consonant clusters for decoding; relating syntax to context for meaning building). Instead of simply checking answers, the teacher operates diagnostically, establishing precisely why certain answers (correct or incorrect) have been given. In this way, insights can be obtained into the problems that are being experienced by the learners—insights which enable remedial steps to be taken. Instead of simply providing more and more practice, teacher directs his/her attention to improve the quality of listening that takes place in his/her classrooms.

c. Remedial practice phase

Remedial practice phase tackles and solves problem that may have arisen during the session.

d. Reflective phase

A brief reflective phase in which learners consider individual problems that may have arisen and their likely causes. This serves to heighten awareness of difficulties, to mark them out for future practice and perhaps to give learners a sense that L2 listening is rather more manageable than it sometimes appears.

e. Post-listening feedback phase

¹⁴ John Field, *Listening in the Language Classroom*, (Cambridge: Cambridge University Press, 2008), 83-95.

It encourages learners to classify the problems that have been experienced. It asks them to provide concrete examples of breakdowns of decoding or understanding, thus increasing their awareness of where their weaknesses.

Based on the theories above, it can be concluded that the process of teaching listening using diagnostic approach are as follows.

a. Predicting phase

Students are introduced to know more new vocabulary, topic and text type. They predict types of information and possible words they may hear.

b. Decoding and meaning building phase

Students are asked to listen the recording multiple replays to allow students to focus on the details of the text and perform a variety of tasks.

c. Remedial practice phase

Students and teacher tackle and solve problem that may have arisen during the session.

d. Reflective phase

Students consider individual problems that may have arisen and their likely causes.

e. Feedback phase

Students are encouraged to classify the problems that have been experienced.

3. Strengths of Using Diagnostic Approach

Field states that there are several strengths owned by diagnostic approach.¹⁵ First, diagnostic approach detects students' difficulties in listening. This approach uses incorrect answers to detect students' weaknesses and then designing activities to help the students. The aim is to increase students' awareness of their listening processes and reinforce effective listening behavior they can use when they face these problems again.

Second, diagnostic approach helps students develop a wider range of listening strategies. Effective strategy use does not happen by itself. Although the idea of strategies may seem to be too abstract to students, teacher can help

¹⁵ John Field, *Listening in the Language Classroom*, (Cambridge: Cambridge University Press, 2008), 80.

them appreciate the importance strategies by including activities with a focus on their listening process.

Third, this approach is beneficial to students because the approach focuses more on the various classroom activities. It gives more space for thinking process to happen.

4. Weaknesses of Using Diagnostic Approach

According to Hunter, there are some weaknesses owned by the diagnostic approach.¹⁶ First, it may be time consuming to administer. Furthermore, there is usually a delay between the gathering of information and its availability for use by the teacher because it must be corrected and recorded.

Second, the information may be less precise and although the results are representative for most of the group, they may not be accurate for some members.

Third, its validity depends on the similarity of the present to the past. This validity can range from very low to very high, depending on the teacher's professional, astuteness, and sensitivity.

Finally, based on the theories of Diagnostic approach and Comprehension approach, it can be concluded that the main difference between diagnostic approach and comprehension approach is on the teaching-learning procedure. The main focus of diagnostic approach is on the process by detecting the students' difficulties in listening, so it tends to be student-centered in which teacher functions more as facilitator for the students to explore their ideas. In Diagnostic Approach, students not only learn and receive whatever the teacher teaches in the teaching learning process, but also learn from their own mistakes. This approach uses incorrect answers to detect students' weaknesses and then designing activities to help the students. The aim is to increase students' awareness of their listening processes and reinforce effective listening behavior they can use when they face these problems again.

On the other hand, the main focus of comprehension approach is on the product, so it tends to be teacher-centered since during the listening activities, teacher dominates and control the activities and the content of the lessons. Comprehension Approach focuses attention upon the product of listening in the form of answers to questions or responses in a task, and fails to provide insights into the process by which the product is derived. Teachers focus upon

¹⁶ Madeline Hunter, "Diagnostic Teaching," *The Elementary School Journal*, volume 80, number 1 (1979), 42.

the outcomes of listening, rather than upon listening itself. Comprehension Approach also does not provide learners with survival techniques that equip them for real world encounters. Courses designed in Comprehension Approach present more difficult listening texts and tasks and leave students to their own means to cope with them.

TEACHING LISTENING

1. The Meaning of Listening

It is known that in language learning there are four skills which are acquired one by one. They are listening, reading, speaking, and the last is writing. Listening is a kind of receptive skill, and not productive skill. Rost states that listening means catching what the speaker says.¹⁷ Listening means decoding the speaker's message. Furthermore, Nation & Newton states that listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak.¹⁸ So, it is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Moreover, Helgesen in Nunan defines that listening is an active, purposeful process of making sense of what we hear¹⁹. It means that when people listen information, they will receive and understand the incoming information. When people listen to something, they not only process what they hear but also connect it to other information they already know. Schwartz defines listening is not just hearing and decoding words and phrases. Listening is very active process of constructing meaning from the text and from the listener's background knowledge and knowledge of language.²⁰

¹⁷ Michael Rost, *Teaching and Researching Listening Second Edition*, (UK: Pearson Ltd, 2011), 2.

¹⁸ I. S. P Nation, and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), 38.

¹⁹ Marc. Helgesen, *Listening*, in David Nunan (ed), *Practical English Language Teaching*, (New York: Mc Graw Hill Companies, 2003), 24.

²⁰ Ana Maria Schwartz, "Listening in a Foreign Language," In Grace Stovall Burkart (ed), *Modules for the professional preparation of teaching assistants in foreign languages*, (Washington DC: Center for Applied Linguistics, 1998), 216.

From those definition, it can be concluded that listening is an active process of catching, making sense, and constructing meaning the incoming information, to understand spoken language and speaker's message.

2. The Aspects of Listening

Listening comprehension is a very complex process emphasizing the listener to understand the meaning of the spoken texts. It involves both linguistic knowledge and non linguistic knowledge. Rost describes linguistic knowledge as follows:²¹

a. Speech sounds

Sound perception is the basis of hearing and essential process in listening. Listeners recognize speech as a sequence of phonemes that are particular to a certain language. These phonemes have slightly differing characteristics of length, duration and frequency which help the listeners discriminate between them.

b. Words

Recognizing words is the essential semantic process in listening. In order to recognize a word, listeners have to perform three simultaneous processes: find the most probable 'candidate word' among several possibilities, estimate the best meaning of the word in the context, and find the 'reference' for the speaker's words. Moreover, Buck also mentions that stress and intonation are very important in word recognition. By paying attention on stress and intonation, listeners usually understood the meaning of a certain word, even when they did not catch the actual sounds.²²

c. Parsing speech

One of the essential processes in listening is parsing. It is the process of dividing the incoming string of speech into grammatical categories and relationships. Listeners parse speech by calculating the relationship of words and groups of words to a central theme, or verb.

d. Discourse processing

It refers to the reasoning processes that enable the listeners to understand how language and context function together. In listening, the listeners try to identify relevant information. Often, they must infer missing information.

²¹ Michael Rost, *Introducing Listening*, (London: Penguin Books Ltd, 1994), 9-65.

²² Gary Buck, *Assessing listening*, (UK: Cambridge University Press, 2001), 35-37.

They also form useful conclusions that include the relevant information and make sense in the cultural situation.

Besides, any process of text comprehension presupposes a great deal of general non linguistic knowledge about the world and how things work within it. Buck states that world knowledge is used not only to expand interpretation, but also to restrict it.²³ For the example, when general topic is familiar, knowledge about that topic can be used to interpret the text. Moreover, knowledge of specific facts or knowledge of how things usually happen, can be used to fill in details that are not explicitly stated in the text. Non linguistic aspects in listening related to the world knowledge are inferencing and schema.

a. Inferencing

World knowledge is applied through the process of inferencing. Hildyard and Olson in Buck classify inferences into three types as follows.²⁴

1) Propositional inferences

Propositional inferences are those that follow on logically and necessarily from any given statement.

2) Enabling inferences

Enabling inferences are related to the causal relationship between event or concepts.

3) Pragmatic inferences

Pragmatic inferences provide extra information which is not essential to the interpretation of the text, but which expands on it.

Moreover, inferences are not only made about situation described in the text, but can also be about the motives of the speaker, or the point the text is intended to illustrate.

b. Schema

Rost states that the use of "schemas" for understanding is very important. Schemas are culture –specific patterns of 'background knowledge' that enable listeners to imagine the detail form of description, narrative or social conversation.²⁵ Schema is often called as schemata. According to Buck, schemata are structure for representing knowledge in memory, and are assumed to exist for most things listeners would want to represent

²³ *Ibid*, 19.

²⁴ Gary Buck, *Assessing listening*, (UK: Cambridge University Press, 2001), 18-19.

²⁵ Michael Rost, *Introducing Listening*, (London: Penguin Books Ltd, 1994), 65.

in memory, including general concepts, situations, events, sequences of events, actions, sequences of action etc.²⁶ In listening process, schemata guide the interpretation of text, setting up expectations for people, places or events.

3. The Goals of Teaching Listening

Schwartz²⁷ states that instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

Based on the statement above, to accomplish this goal, instructors should focus on the process of listening rather than on its product like as follows:

- a. Develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.
- b. Allow students to practice the full repertoire of listening strategies by using authentic listening tasks.
- c. Behave as authentic listeners by responding to student communication as a listener rather than as a teacher.
- d. Show students the strategies that will work best for the listening purpose and the type of text when working with listening tasks in class. They explain how and why students should use the strategies.
- e. Have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they're doing while they complete listening tape assignments.
- f. Encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.

²⁶ Gary Buck, *Assessing listening*, (UK: Cambridge University Press, 2001), 20.

²⁷ Ana Maria Schwartz, "Listening in a Foreign Language," In Grace Stovall Burkart (ed), *Modules for the professional preparation of teaching assistants in foreign languages*, (Washington DC: Center for Applied Linguistics, 1998), 201-202.

- g. Encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making announcements, assigning homework, describing the content and format of tests.
- h. Do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill.

Finally, by raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

4. Assessing Listening

The most common task for teaching listening is multiple-choice task. Buck states that constructing multiple-choice item is a high-level professional skill, which takes considerable time and training to do well. They are complex and unpredictable.²⁸ Test-takers hear a short dialogue, and then respond to a comprehension question based on the dialogue. Although they are complex and difficult, multiple-choice items can be used to test a variety of listening sub-skills: from understanding at the most explicit literal level, through combining information from different parts of the text, making pragmatic inferences, understanding implicit meaning, to summarizing and synthesizing extensive section of text.

Multiple-choice tests can be assessed by the discrete-point approach. Buck states that discrete-point tests generally use selected responses. True/false items are quite common, but the three or four options of multiple choice formats has become so closely associated with discrete-point testing.²⁹

The scoring technique for listening skill is objective. Hughes states that test items can be evaluated objectively if there is only one right answer and scorers can mark a test by following an answer key.³⁰

²⁸ Gary Buck, *Assessing listening*, (UK: Cambridge University Press, 2001), 142.

²⁹ *Ibid*, 63.

³⁰ Arthur Hughes, *Testing for Language Teachers*, (New York: Cambridge University Press, 1989), 19.

Listening has some indicators that must be tested. Brown states that listening has some purposes; they are listening for main ideas, listening for details (implicit), and listening for making inferences.³¹ According to Pollard listening sub-skills are: listening for gist (main idea), listening for specific information, and listening for detailed information.³² In line, Buck states that the goals of listening are listening for gist, listening for main idea, listening for specifics and determining a speaker's attitude.³³ From those explanations, it can be concluded that the indicators of listening are to understand main idea, explicit information, implicit information, word meaning, and reference of pronouns.

Rationale

Having examined the nature of the diagnostic approach and the comprehension approach, we find some differences between the two approaches. Related to the focus of teaching learning, in diagnostic approach, the main focus of the teaching-learning is on the process by detecting the students' difficulties in listening. While in comprehension approach, the main focus is on the product. Moreover, diagnostic approach tends to be student-centered in which teacher functions more as facilitator for the students to explore their ideas. On the other hand, comprehension approach tends to be teacher-centered since during the listening activities, teacher dominates and controls the activities and the content of the lessons.

So, it can be stated that the difference between diagnostic approach and comprehension approach is on the teaching-learning center. Diagnostic approach tends to be student-centered, while comprehension approach tends to be teacher-centered. In short, diagnostic approach is supposed to be more effective than comprehension approach to teach listening. Therefore, less product more process on teaching listening, will become the polite statement in teaching English as a foreign language.

CONCLUSION

Based on the statement above, we can assume that Diagnostic approach is more effective than Comprehension approach. Diagnostic approach is beneficial to the students because it focuses more on the various classroom activities. It also focuses on the process of listening itself by detect students' difficulties in

³¹ Steven Brown, *Teaching Listening*, (New York: Cambridge University Press, 2006), 6.

³² Lucy Pollard, *Lucy Pollard's Guide to Teaching English*, (Lucy Pollard All Rights Reserved, 2008), 39-40.

³³ Gary Buck, *Assessing listening*, (UK: Cambridge University Press, 2001), 54.

listening. This approach uses incorrect answers to detect students' weaknesses and then designing activities to overcome that problem.

On the other hand, Comprehension Approach is an approach which the teacher talks much about material to the class. The teacher gives instructions to the students and they just follow the instructions. This approach also focuses attention upon the students' answer without giving explanation why the answer is correct or incorrect. When a learner gives a correct answer, there is no indication as to how that answer has been arrived at. Without establishing why the errors occurred, we have no means of assisting learners to get it right next time. It also adopts the assumption that there is a single correct answer to each question.

Finally, which one is effective, depends on the result of the research that will be conducted by the researcher or the writer.

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