CONTENTS

STUDENTS' PERCEPTIONS IN USING NARROW READING AND NARROW LISTENING IN SPEAKING CLASS AT THIRD SEMESTER OF ENGLISH DEPARTMENT UNIVERSITAS BANDAR LAMPUNG

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Abstract

This research describes the student's perceptions in using narrow reading and narrow listening in speaking class at third semester of English Department Universitas Bandar Lampung. It is to find out the student's perception about narrow reading and narrow listening whether those methods are effective or not to be used in speaking class, and whether those methods could help them in improving their speaking ability or not. The population of this research were the third semester students of English Department Universitas Bandar Lampung. The sample of this research was taken by using purposive sampling method. The instruments used for collecting the data were observation, questionnaire, and interview. The data analysis of this research was qualitative. The result of this research show that the students were very interested in learning and they gave a positive attitude and good response when those methods were implemented in their classes. From the questionnaire and the interview result, it shows that mostly they said that those methods can help them to speak as well as to understand what they should say when they should tell their topic in front of the class. Based on the research, it was found that the use of narrow reading and narrow listening in speaking class was effective and it was very useful and help the students in improving their speaking skill as well as help the students in achieving their goal in learning speaking skill. Therefore, it was suggested to use narrow reading and narrow as a media in teaching English generally and teaching speaking skill particularly.

Keywords: narrow reading, narrow listening, student's perceptions, speaking, teaching speaking.

1. INTRODUCTION

English is one of a language that has become superior in the world in this modern era. Therefore, English is very important because it is reported as a language that can be used to communicate universally (Dharmawan & Saniyati, 2016). Many people use English as a device of communication in the form of spoken or written.

In Indonesia English is positioned as a foreign language (Sukandi, 2015). It is an obligatory subject learned since we were junior high up to university level (Mujiningsih, 2009). In mastering English there are four skills, those are listening skill, reading skill, writing skill, and speaking skill. Those skills are divided based on the types and the communicative process, such as listening and speaking, and reading and writing (Klimova, 2014). Those skills are very important, but speaking is one of important skill that the students should master other than reading, listening, and writing. Mastering speaking skill is the duty for all students (Arung, 2016).

In fact, most students cannot speak English well. It actually happens because of some factors of the difficulties. The first is from internal factors that probably comes from

the students itself. The second probably comes from the teaching technique used in teaching-learning process (Arung, 2016).

Broughton et.al (1980) said that to teach English language we should know first about its context and the teaching technique that we will use. So, English teacher should be creative in creating the teaching technique to teach their students specially to teach students speaking skill.

Therefore, in this research we try to implement narrow reading and narrow listening in speaking class then, we try to find out their perceptions about narrow reading and narrow listening. Narrow reading is the teaching technique that focuses on reading the single topic or one author that the readers interested in. By choosing single author or topic it will help us understand the context and repetition vocabulary also grammar (Krashen, 2004). Meanwhile, narrow listening is the teaching technique where the learners will choose one speaker. By choosing one speaker they will automatically catch a lot of vocabulary from the speaker (Krashen, 1996).

We choose narrow reading and narrow listening because when we teach students speaking skill, we can face any problems. The big problem of the students in learning speaking skill is they did not know what they should say and they did not have enough vocabulary (Arung, 2016). Hopefully, by using those kinds of teaching strategies the students can get more ideas and get some vocabularies when they want to speak and it would make them easy to speak and improve their speaking ability.

2. UNDERLYING THEORY
1. Students' Perceptions
Perception is a biological process as it tells something as an information about something that happens in the world related to the sensory nervous system. It will interpret the sensory information from the environment such as light and behavior (Mardianti, 2018). Additionally, Pramestiya (2013) stated perception as a process about the people's feeling and thinking toward

something.

In teaching learning process, every student has diversity in skill and personalities. We may find many characteristics of students and we should take care about that because it will affect the process and the outcome of the students (Mardianti, 2018). Thus, students' perceptions are needed in teaching learning process in that it gives support in the learning process especially in teaching classroom activities (Pramestiya, 2013). Harnad (1987) as cited in Nursanti (2016) tells that there are two aspects of perceptions. Cognitive aspect emphasizes on understanding of things. It can be measured by seeing the result of how emotion, experiences, and intelligences in understanding and responding something. Furthermore, the second aspect is psychology aspect. It focuses on the relationship of experiences that influences stimulation and the result will influence the perceptions itself.

Walgito (2001) as cited in Nursanti (2016) stated that there are some factors in perceptions that will influence someone's perceptions. It is from internal and external factors. Internal factor is affected by someone's psychological factor, thought, feeling, motivation, and attention. Meanwhile, external factor is affected by the outside factor, for instance stimulus, environment, culture, and believe.

2. Speaking
Nowadays, speaking is considered as one of the important skills that must be practiced orally. By speaking, students are able to communicate with each other and to know about something happened in the world (Dinata & Anggraini, 2017). However, speaking is considered difficult to learn for many students (Hadriana, 2008).

Hornby (1987) as cited in Arung (2016) stated that speaking is a kind of activity in utilizing a language with a voice, expressing the word and producing a word that is used to communicate with others.

Nunan (1998) as cited in Hadriana (2008)

stated that mastering speaking skill is the important aspect in learning second or foreign language, and the achievement can be measured by doing conversation using English language.

3. Teaching Speaking

Nowadays, in Indonesia the teaching EFL of speaking mostly uses communicative language teaching approach. This approach creates an interaction between students in the process of language learning and in the classroom activities. This makes the students interact and make them improve their speaking ability (Ahmad, et.al, 2013).

From the explanation above, it can be concluded that the teacher can help the students in improving their speaking ability by giving the students opportunity to practice, giving the students a chance to speak up more and create their own English.

There are four components in the analysis of speaking process (Dinata & Anggraini, 2017), pronunciation, grammar, vocabulary, and fluency. Ur in Akhyak and Indramawan (2013) as cited in Zuhriyah (2017) stated that the success of speaking activity has some characteristics as follows:
1. The learners are talk so much
2. All the participants of speaking have the opportunity to speak
3. The language learners are highly motivated and have interest in learning speaking
4. The language produced is at the acceptable level.

4. Narrow Reading

Narrow reading is the strategy in learning reading comprehension that focusing on reading one author, book, or single topic that the readers interested in. By choosing a single author or topic it will help them to understand the context and repetition of vocabulary also grammar (Krashen, 2004). It is a reward for the readers or students in acquiring a language acquisition (Krashen, 1981) as cited in Krashen (1996). In other words, when we use narrow reading, we can find various words from the topic and it will help us acquiring a language.

5. Narrow Listening

Narrow listening is one of the alternative ways in learning English language. Through narrow listening, the learners directly will acquire a language (Krashen, 1996).
By using narrow listening the students will listen an audio as much as they want to several brief audios about the topic that they interested in. On the other hand, narrow listening is the teaching technique to teach the listening skill that the learners will choose one speaker. By choosing one speaker they will automatically catch a lot of vocabulary from the speaker (Krashen, 1996).

3. METHODS

This research used a case study research design which is qualitative approach. It used qualitative because this study aimed at providing insight in to the case of students' perceptions about the usage of narrow reading and narrow listening in speaking class. Case study research is qualitative approach in which the researchers explore a case in detail. The cases can be individuals, groups, organization, movement, event, or geographic unit (Neuman, 2014). Therefore, this study used a case study research design which is qualitative approach in order to understand the case of students' perceptions regarding to the method that we used in the speaking class.

The subject of this research is the third semester students of English Education Study Program in Universitas Bandar Lampung. The number of populations is approximately 40 students. The sample of this research was taken by using purposive sampling, which is the researcher took one class as a sample of study. The researchers chose Speaking 3 class because the students still had no idea when they want to speak because they still lack of vocabulary and they did not understand what they should say even they were already in the second year.
In order to get the data, there were three instruments used in this research. They

were observation, questionnaire, and interview. The data were collected by using three indicators; effectiveness, benefit, and achievement.

Then, the data analyze by using thematic analysis to analyze the result of those three instruments. Thematic analysis is such kind of a method in analyzing a qualitative data in order to identify the patterns or to find the themes through the data that has been collected (Braun & Clarke, 2006).

4. RESULT AND DISCUSSION Result
1. Observation Result
In observing the students, we observe the students learning process in the class individually. We observe their attitude or response towards the methods used in the class. We also observe their performance after using those method. It was used 3 indicators in observing the students; they were effectiveness, benefit, achievement.

Based on the result of the indicator of the observation, it can be concluded that, after using narrow reading and narrow listening the students are becoming more interested in learning and it is showed by the attitudes that the students gives when we observe them. Then, by using narrow reading and narrow listening, we can find the students' difficulties in learning speaking. Most students' have difficulties in creating a word in speaking and lack of vocabulary. Then, after using those methods the students have more understanding about their topic easily so they can create many words in delivering their ideas and understanding some vocabularies. Therefore, after using those methods, the students can improve their speaking ability, and they are able to speak in the class easily.

2. Questionnaire Result
The questionnaire consisted of twenty-five (25) questions by using three indicators; effectiveness, benefit, and achievement.

Effectiveness
This part is about how narrow reading and narrow listening method could create a better effectiveness in speaking class. There
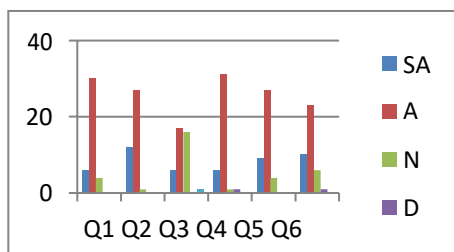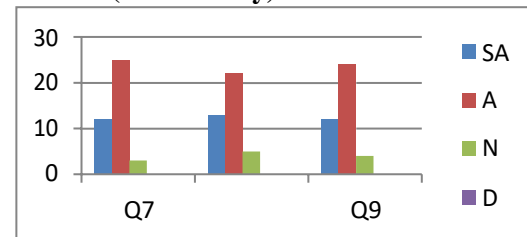
are six questions in this indicator that concerns on how the students' perceptions about to the effectiveness of the methods used in their class, whether those methods are effective and also appropriate to be used in speaking class or not.
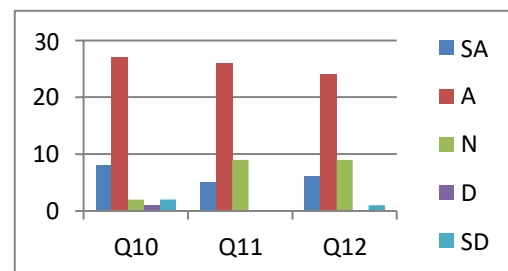
Benefit
This part is about how narrow reading and narrow listening method could give some benefit of the students in speaking class and it divided into some parts such as vocabularies, structure (grammar), organization and content, and pronunciation. There are fourteen questions in this indicator that concern on how the students' perceptions about to the benefit of the methods, whether those methods could give them some benefit in learning English skill especially in learning speaking skill or not.
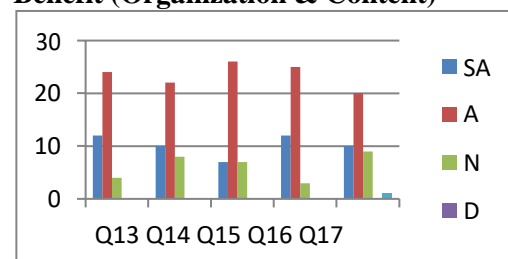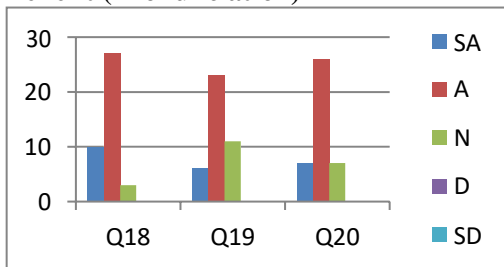
Benefit (Vocabulary)

Benefit (Structure or Grammar)


Benefit (Organization & Content)

Benefit (Pronunciation)

Achievement

This part is about how narrow reading and narrow listening methods could help the students in achieving their goal in learning speaking. There are five questions in this indicator that concerns on how the students' perceptions about the methods used in the speaking class. It is whether those methods help them in achieving their goals in learning speaking or not and how their perceptions about their achievement after using those methods in the speaking class.

Achievement
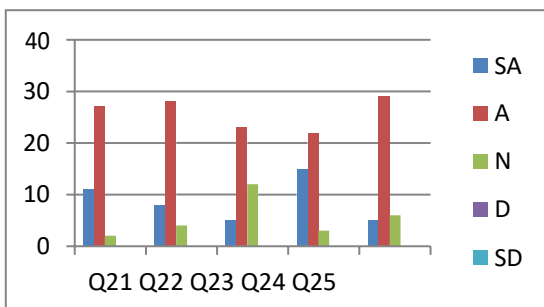
3. Interview Result

We would like to mention and explained the question one by one based on the category. Based on the data collected and data analysis conducted through thematic analysis, the result indicates that most of the students give positive perceptions to the narrow reading and narrow listening. The first question is about "what is your opinion about narrow reading and narrow listening method that is used in speaking class" the answer from the students almost has the same answers so that it can be concluded that narrow reading and narrow listening is a good method that is used in speaking class. It is so useful for them because it helps them to have a better understanding about the topic that they want to share in

the class. It makes them speak more fluently when they want to present their own topic because they have already known well about the topic. Not only can help them in speaking but it also helps them in making a better understanding about how to read and listen effectively.

The second question is about "In your opinion, are narrow reading and narrow listening effective method to be used in speaking class". It can be concluded that narrow reading and narrow listening are an effective and appropriate method to use in speaking class. They can mix the information of the topic from their text and their audio so they can know more about the main idea of their topic, and it helps them when they want to speak in front the class, they feel easy to speak and feel confident because they have already known well about their own topic well. So, those methods are very effective and appropriate to use in their speaking class.

The third question is about "According to you, after you read and listen, did you get some new vocabularies that you never known before". It can be concluded that they can get so many new vocabularies from those methods. When they read and listen to audio or video, they can have more vocabularies, even when they read and listen to the same topic. However, the reading part the listening part have differences in the ideas.

The fourth question is about "after you read and listen, did you understand about the grammar and the structure that is used in the text, audio or video from your topic". It can be concluded that by using those methods, they can understand the grammar and the structure of their topic.

The fifth question is about "after you read and listen over and over again, did you very understand with the content of the texts, audio or video of your topic". It can be concluded that after they read and listen their own topic clearly, they can have more better understanding of their own topic.

The sixth question is about "after you listen an audio or video, did you get some vocabularies and you can also pronounce the words correctly". The answers from the students are somewhat similar. It can be concluded that by doing narrow listening they can know well about the pronunciation of the words because they have already listened repeatedly of the audio or video of the topic.

The seventh question is about "in your opinion, is there any advantages that you have got after learning speaking by using narrow reading and narrow listening". From their answers it can be concluded that there are so many advantages of narrow reading and narrow listening. They can feel it when they were present their own topic in front of the class. They are more fluent in speaking, confident, and can say the words with correct pronunciation and use correct grammar.

Then, the last question is about "whether by using narrow reading and narrow listening methods you can feel the differences from your performance before using those methods". It can be concluded that they feel the differences of their performance in doing speaking in front of the class. After using those methods, they feel that they have more calmly, confidence, and have more knowledge when they delivered their own topic.

Discussion
The research has been done by using three instruments that are suitable for this research. They are: observation, questionnaire, and interview. There are three indicators used; they are effectiveness, benefit, and achievement.

The reason why we emphasized on those three instruments because in this research, we try to find out the students' perceptions in using narrow reading and narrow listening. It is to know whether those methods would give them such kind of improvement in speaking and also makes the learning process more effective. Ryan

and Harrison (1995) and Cashin and Downey (1992, 1999) as cited in Centra and Gaubatz (2005), students' perceptions of learning were highly correlated with their overall ratings of teaching effectiveness.

Miarso (2004) as cited in Rohmawati (2015), said that effective learning is one of the education quality standards that can be measured by the achievement of a learning goal. Hamalik (2001) as cited in Rohmawati (2015), stated that learning is said to be effective when in the learning process we can provide and give such kind of opportunities for students to be able to learn on their own or carry out activities as widely as possible. Then, Vygotsky as cited in Mulyasa (2012) stated that an effective learning process is a measure of the success of a process of interaction between students and teachers, and learning can be said to be effective if during the learning process there is a positive activity from the students such as students give positive responses to the learning process and mastery of a concept. Therefore, the learning process could be said effective if it can achieve the learning goal and have a good response from the students and also, could give some benefit to the students. In this research we use three indicators such as effectiveness, benefit, and achievement because those instruments are related.

Based on the result of the observation, questionnaire, and interview result using 3 indicators about effectiveness, benefit and achievement it can be concluded that most students give a good response toward those methods and give positive perceptions of each indicator used in this research.

5. CONCLUSION
Based on the data, we concluded that the use of narrow reading and narrow listening in speaking class is able to help the students in improving their speaking skill. They have more easily to understand their own topic and also can get some vocabulary from their topic. It also makes them easy to speak and deliver their ideas in front of the class. After conducting the data, we concluded

that the students give a good response towards those methods and they show it by giving a positive attitude when those methods were implemented in their classes. They also give a good response that those methods can help them to speak as well as understand what they should say when they should tell their topic in front of the class. Thus, regarding to their perceptions, it can be concluded that narrow reading and narrow listening are a good teaching method used in speaking class III. Those methods can give them so many advantages, can help them in improving their speaking skill, and can help them in achieving the learning goals.

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