

TEACHING LISTENING BY USING ESSAY QUESTION TECHNIQUE

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Abstrak: Menyimak adalah salah satu dari empat keterampilan berbahasa yang harus dikuasai supaya mampu berkomunikasi secara lisan dengan baik. Tujuan dari penelitian ini adalah untuk mengetahui pelaksanaan teknik bertanya pada kemampuan menyimak mahasiswa semester dua program studi Pendidikan Bahasa dan Sastra Indonesia STKIP PGRI Trenggalek pada tahun ajaran 2014/2015. Pertanyaan esai dipilih karena jenis pertanyaan ini cocok dengan tingkat kemampuan mahasiswa dalam pembelajaran keterampilan menyimak. Jenis penelitian ini adalah deskriptif kualitatif. Daftar pengamatan, catatan lapangan dan kuesioner digunakan sebagai alat pengumpul data. Berdasarkan hasil yang diperoleh, pelaksanaan teknik ini sangat berguna. Banyak manfaat yang bisa diperoleh baik oleh dosen maupun mahasiswa. Selanjutnya, hasil isian kuesioner dari 28 mahasiswa membuktikan bahwa 92,86% sangat tertarik dengan pengaplikasian teknik pemberian pertanyaan esai dan 25% mahasiswa menyampaikan cukup tertarik. Tak seorangpun mahasiswa menyatakan tidak tertarik akan pengaplikasian teknik ini. Mereka sependapat bahwa pilihan pengaplikasian teknik ini dan setiap tahapannya sangat menarik dan memotivasi mereka dengan baik untuk mengikuti proses pembelajaran.

Kata kunci: menyimak, pertanyaan esai, bertanya

Abstract: Listening is one of four language skills should be mastered to communicate orally. The objective of this study is to know the application of questioning technique on second semester Indonesian department students of STKIP PGRI Trenggalek in the 2014/2015 academic year. Essay question was chosen since it suits with the level of college students in teaching listening comprehension. The type of research is descriptive qualitative. Observation checklist, field note and questionnaires were used as an instruments to collect the data. Based on the findings, showed that the application of essay question technique was very useful. There are many advantages both students and lecturer can get for the implementation of essay question technique especially in teaching listening. Further, the results of questionnaires of 28 students proved that there were 92.86% of the students who were strongly interested in this technique application and the rest 25% students were enough interested in this technique application. No one of the students had less interesting in this technique application. They agree that the choice of the learning material and every procedure in an essay question technique was interesting and motivated them well to follow the teaching learning process.

Keyword: listening, essay question, questioning

INTRODUCTION

Listening is one of four language skills, used to communicate orally. It is an integrated skill, not separated from the others. So, in the teaching and learning activity there is not any marked division

among the four language skill. Brown (2001:247) stated that listening skill is considered to be important because it has essential role in facilitating learners to the mastery of English proficiency.

In learning English, developing the skill of listening comprehension is really important. Brown (2001:247) states that the students with good listening comprehension skills are better participate effectively in class. Listening is a medium for learners to obtain information and to understand the language. A good listening comprehension supports to produce the words in the form of speaking. The lecturers can be the role of listening to develop the communicative competence in learning a foreign language. It is the lecturer's responsibility to help the students to acquire the skill.

In addition, listening is an absolute part of human activity in using a language to communicate with other people. The ability of listening is a very valuable gift from God. We can imagine if someone does not have an audio aids, the communication, of course, will not run well (Semi, 1996: 59). Skill in listening can help learners participate well in oral communication, for communication cannot take place successfully if the message said is not understood. Knowing that listening is important for the communication, English lecturers should create the student's interest when they follow the listening class.

In major skill, listening is the first skill at which students must have especially when they are not able to read or to write. It is quite clear that everything students hear is the main source of language. If students are able to hear well, it is believed that to speak, to read and even to write are not a hard thing to do.

Moreover, the development of our knowledge, behavior, job and social activity are also influenced by listening skill. People often misunderstand because they do not want to listen to each other. If

we listen carefully to the other people's speech, of course, we will understand their way of thinking and comprehend their reason. Abraham Schitt (in Semi, 1995: 6) states that listening carefully will make harmonic relation. Harmonic relation will help the speaker study and understand our behavior.

Listening is the activities of comprehending information. Goss (1982) states that listening comprehension is a process in which the listener constructs a meaning out of the information provided by the speaker. Listening comprehension is considered as an activity in which listeners employ a variety of mental process in an effort to comprehend information from oral texts focusing on selected aspects of aural input, constructing meaning from passage, and relating what they hear to existing knowledge. While Russel (1982:146) states that listening is hearing with attention or giving attention to someone. Who is talking or to a sound that is heard. It means that listening is one of the language skills that should be mastered by the students because it can help to identify and understand what other people say. Listening is an important skill because of its essential role in facilitating learners to master English proficiency.

Listening involves several competences. When we listen to a new language we use our linguistic competence as well as non linguistic competence (Rivers, 1981:160). The linguistic competence includes vocabulary, grammar and pronunciation. Non linguistic competence includes the situational context and intentions of the speaker.

Rost (2002:2) states that four orientations are provided through the definitions of listening: they are receptive, constructive, collaborative, and

transformative. Receptive orientation defines listening receiving information from other speaker accurately according to what he originally says. Constructive orientation defines listening as meaning construction and representation. Collaborative orientation defines listening as a meaning of negotiation with the speaker, and as a means of response. Then transformative orientation defines listening as the meaning of creation through involvement, imagination and empathy. In order to be effective listeners, they need to take an active role in constructing meaning with the speaker.

Tarigan (1990: 35) states that there are two types of listening, they are extensive listening and intensive listening. Extensive listening emphasizes the activity to general utterance in which listener does not need to understand details deeply. He is expected to hear for pleasure without being threatened of comprehension exercise after hearing the text. This could consist of short stories that can be done through in 10 to 15 minutes session or of longer works either recorded or read by the lecturer in class, radio plays, sound system, etc. In other hand, the intensive listening is a listening activity that demands the listener's capability to understand deeply what the speaker has uttered. It involves: critical listening, concentrated listening, creative listening, explorative listening, interrogative listening and selective listening.

In addition, listening skill can help students to participate well in oral communication. People cannot succeed in communication if the message said is not understandable. However, students may find it is difficult to follow what is spoken to them. Therefore, huge opportunities should be given to the students to listen to

both non native and native speakers of English to train them to use English as a media of communication.

The skill of listening gives much influence to the speaking skill. The students will have low ability in speaking skill if their listening ability is not good. Between listening and speaking activity have a close relation. When someone speaks, the other one listens, and vice versa. Tarigan (1990: 1) states that speaking is usually studied through listening and imitating. Therefore, a good model listened and recorded by the students are very important to master the speaking ability.

The skill of listening also gives much influence to the reading skill. People learn to read after learning to listen and to speak, it is impossible for the people to read fluently and perfectly if they do not have good ability in listening and speaking. Candon 1965,(in Sugeng, 1982: 7) states that listening has a close relation to reading, intellectual ability and achievement index. Further, listening skill also influences writing skill. Someone can write a word, a phrase or a sentence and then make them into paragraph and a good essay because he manages to catch a message from the speaker.

In the teaching of listening, the English lecturer should know students' difficulties in listening. Many students of English as a foreign language encounter more difficulties in listening and speaking than on reading and writing (Lam, 2012:248). They often have difficulties in acquiring this skill, because they are not familiar with native speaker's speech and cannot control the speed of the speaker's speech. The facts of teaching and learning listening often show that the students' achievement in listening is a problem.

When they join the class of listening, they obtain difficulties to understand the speakers' utterances. The problems in listening influence the students' achievement in completing the listening tasks. As a result, their listening achievement is still unsatisfactory.

In designing lessons and teaching materials to develop listening skills, students need to be motivated. If students are continue to be motivated, they clearly need to be interested both in the subject they are studying and in the activities and topics presented (Harmer, 2001:53). Lack of motivation among students may cause lecturers to be less successful in teaching a foreign language. Motivation is defined as some kind of internal drive which pushes someone to do things in order to achieve something (Harmer, 2001:51). Brown (2001:72) added that motivation is a term that is used to define the success or the failure of any complex task. To help the students to be motivated in listening, the lecturer should find an appropriate technique to be applied in teaching listening.

In order to measure students' ability in understanding passages, one of the most effective ways is by questioning them. By giving the students some questions, they are asked to interact with reading passages, comment on them, evaluate them, say everything that have a link about the passages or even students are able to find an interest while reading (Lindsay, 2006: 75). It also can be used to measure students understanding the listening materials they are listened. Lecturer needs to make questions that reflect detail comprehension of students' listening. Unfortunately, many lecturers only apply a valuation that they think is easy to give a scoring for large quantity class, for example using multiple

choice question technique. This technique is only good to minimize the correction time of students' works but actually this is not reflects the true comprehension of students and less accuracy to measure their listening comprehension.

Comprehension in listening means the ability to understand the writer's purpose in an oral form. Lecturer can improve students' comprehension by the way we make essay questions; essay questions allow them to express their knowledge and view on a topic in a much more extensive manner (Carter, 2002 : 323). Essay questions are questions that provide the students' ability with the opportunity to structure and compose their own responses within relatively broad limits (Tuckman, 1975: 111). Essay questions can also help the students to be good listeners. Thus, lecturer will obtain many advantages by using an essay question technique in order to reveal the true proficiency of students in comprehending and advance the students' learning from reading passages. There are four thinking processes in essay question technique; the first is to demonstrate in applying knowledge, the second is to analyze, the third is to synthesize, and the last is to evaluate the problems. Yet, because the Indonesian department students are not learning English as their major, they are given only the two parts of these thinking processes, they are to demonstrate and to analyze. This limitation is made to suit the difficulties in listening material with the ability of the students.

Moreover, essay question technique deals with the genre approach; it is a kind of approach that offers the students freedom to say and write what they want effectively (Feez, 2002: 32). The application of the essay question items

must give chance for the students to express their thought to obtain with their basic knowledge of the listening material. Students are able to set their own logical reasoning using their creative and original thinking. Each answer between one to the other students will be different, because it depends on their personal thought. It will accustom the students not to do cheating and automatically make them enrich their knowledge to become more creative.

Essay questions are a measurement instrument that designed to elicit a specific sample of the individual's behaviors (Bachman, 1990: 20). Indeed, the essay question technique allows the students to create and show their answers depend on their own thoughts and experiences using their own words. It will encourage the students to lead their comprehension of reading passages into written form or words. Essay items enable students to show their ability to apply knowledge and to analyze, to synthesize, and to evaluate new information in the light of their own knowledge (Tuckman, 1975: 111). This four thinking processes are the primary organizational purposes in an essay questions technique.

Further, according to Nuttal (1996: 2) understand the content of the text and obtain information or knowledge from it is included one of three main parts of listening instead of decoding and pronouncing. Questions will help students to find the main purpose for their listening material and catch the speakers' ideas easily. The use of appropriate questions' type will discover how much students know about the subject that measures their absorption of reading material in the given passages (Carter, 2002: 319). In addition, good questions must give an opportunity for students to think actively and develop

their creativities in answering the questions. Thus, good questions are also allowing students to bring their own responses and interpretations to what they read (Kirzsner, 1998: 2).

There are many advantages that can be received by using questions in order to improve students' listening ability, especially for college students. Questions help students to relate the listening material to students' prior experiences, to activate, and to expand the students' content that may affect reading comprehension or interpretation (Richards, 2001: 272). Questions will focus the students' attention in their listening materials. They will make students have purposes in the given listening materials; questions will guide students to find the comprehension by giving them clues that must be accomplished with their knowledge combine with the new information they obtain from the scripts. The use of questions will reveal the students' ability in listening skill or measure whether they are proficient enough to master the listening material or not.

Essay questions technique might be a good way to be given, in order to know the students' ability to think about and use their knowledge to know further about the listening materials. Although essay questions technique needs longer time for solving, but this technique will give opportunity for them to think more creative using their own mind and purpose. Students are able to explore their ability and engage both their thought and the speaker's idea in listening materials.

Essay question technique is easy to be applied for both the student and lecturer, because it is a well-known technique. Lecturers have long use this

technique to guide and monitor students' learning. It has advantages to make the learning activities easier because both the lecturer and student have already known well about the essay question procedure. Even though it is an old model techniques but its effectiveness is still be the priority until recently.

Furthermore, in essay question technique, there are two thinking processes. The first is students are able to apply knowledge (Tuckman, 1975: 111), it means that students are able to describe answers dealing with the real or concrete situations by using their own knowledge or point of view. It requires a judgment according to the student's attitudes (Lubis, 1988). This application items provide the students to be able to use their knowledge to solve problems, it will increase students' listening level by relating their knowledge and the tasks which are needed to solve.

The second is students are able to analyze reading passages, it means that students are able to identify and determine certain elements, the relationships, or organizational principles in the text (Tuckman, 1975: 114). It can also be applied to listening scripts. According to Cambridge Advanced Learner's dictionaries (2008), the word '*analyze*' is meant to study or examine something in detail, in order to discover more about it. Thus, this item provides the students to focus on their knowledge to understand deeper about listening scripts. These two thinking processes in essay question technique are kinds of the listening ability that students need to improve; these aspects will guide the students to think actively in listening materials.

The essential way in applying essay question technique is catching the student's interest. Interest that is generated

by the activity can motivate students' performance and thinking (Ur, 1981: 15), interest will automatically stimulate the students to learn more about the reading materials and show up their thought freely according to their own beliefs. Of course it can be adopted for students listening activities. Then, there will be some steps of essay question that easily bring an interest for students.

First step is to create a kind of question that present a concrete situation and these questions will encourage student to take an action or choice that must be made in the situation (Tuckman, 1975: 112). The second step is to create some kind of questions that contain a situation and response instruction (Tuckman, 1975: 115). Then, the last step is to create some kind of questions that include a follow up. Other questions will follow the first given question, there must be a correlation between opening and ending question (Griese, 1977: 41). This kind of question is usually used in conversation discussion, or as warming-up questions at the beginning of the lesson.

In order to make this type of essay question applied successfully lecturers need to make sure that the students have some background knowledge before they begin listen to the listening materials, it will provide clues to the listening context and achieve a deeper understanding (Spack, 1996: 2). By generating background knowledge will make the students easy to answer essay questions and also develop their creativity in combining the before and after information they obtain.

Furthermore, it is necessary to create a positive and interesting atmosphere and determine the wholesome emotional climate for the students while they learn

(DeBoer, 1970: 176). Lecturers must make sure that the students feel comfort and enjoy with their study environment, it will improve their motivation to listen and build their creativity in composing words in order to answer the essay questions. Lecturers need to set the students free with their own inclination while they are listening, it will maximize their positive emotions to be more enjoy while they do activity.

Moreover, lecturers should create a good lecturers-learners and learners-learners interactions (Lindsay, 2006: 78). Indeed, good interaction is a bridge for the lecturers and students to create a discussion about the problems students obtain from the listening materials. This condition will make students easy to accomplish their essay question, because they can ask about their difficulties when they try to understand the materials. In addition, it will avoid a misunderstanding between lecturers and students purposes. Good interaction also a bridge for students and other students because they can discuss and exchange their opinion while they answer essay questions given by the lecturer.

Lecturers need to focus students' attention on what they are learning and help them to review the content and relate what they have learned to what they already known (Pierangelo, 2006: 208). Generating background knowledge is an important skill that the students' need to have if they are going to answer essay questions. However, it will be difficult to unite and organize them to answer an essay type question. Therefore, lecturers should guide the students to complete their task and monitor their learning process; it will increase students' self confidence to write their responses.

In addition, lecturers need to stimulate the students to think actively that engaging with the materials through noting or highlighting (Carter, 2002: 153). This kind of activities will help the students to answer the essay type question easily, because they have already taken or signed the words needed to support their answer. The students will structure the answer based on the note and highlight they made.

RESEARCH METHOD

This type of research is descriptive qualitative method. Qualitative approach to research is concerned with subjective assessment of attitudes, opinions, and behavior (Kothari, 2004: 5). The research will be conducted according to the fact and the real situation, and then this factual data will be described briefly through written form.

In descriptive qualitative, the researcher does not involve directly in the teaching learning process. The activity will be done by the English lecturer and her students; the activity run naturally as in the reality. The researcher just observes the process when the teaching learning is happening. For example, the researcher sits in the back record and writes the description from the process of teaching learning activity, without interrupt the teaching learning process. In addition, to strengthen this factual description, the researcher will also use some instruments to prove that the condition is based on the real situation and the researcher can responsibly ensure the reader that there is no invalid data in this research. The researcher use three kinds of instruments, they are: observation checklist, field note and questionnaire.

The first instrument is observation checklist; it is a list with some description

points that will help the researcher to know whether every aspect in the observation is illustrated clearly or not. It consists of some criteria to measure students' improvement in listening skill. If the point in the list is match with the aspect that will be observed by the researcher, then the researcher will give check (✓) symbol in this point. This instrument is used to observe the lecturers' activities, the students' activities, and the situation of the class, the technique application, and the learning material. It consist of some criteria to measure students' improvement in listening skill.

The researcher had observed the lecturer's class and gave check to criteria match with the situation. There were 5 main observation objectives in this checklist; the first was lecturer's activities during the class, the second was students' activities during the class, the third was the situation of the class itself, the fourth was the technique application, and the last was the topic of the material. Then, the data gotten from observation checklist had considered the lecturer's succes in applying essay question technique. The more check symbol (✓) for positive item in the list would show the effectiveness of this technique application.

The second instrument is field note. According to Mc.Millan, field notes are detailed written descriptions of what was observed and constitute the raw data that the writer analyzes to address the research problem (1992: 219). The researcher tries to describe the factual condition by noting activities happened in the reality.

The researcher had followed the teaching-learning process and noted the activities during the class. There were three main activities that were described briefly through written form in this field

note, the first was the situation of teaching learning process in the pre listening activities, the second was the situation of teaching learning process in the main listening activities, and the last was the situation of teaching learning process in the post listening activities. Then, the result of of this note would write down to prove the real condition of the teaching learning process and had considered the lecturer's right application of this technique.

The last instrument is questionnaire, it is a form prepared and distributed for the purpose of securing responses (Singh, 2006: 191). The respondents will fill some questions themselves, according to their own condition or practice. So the researcher can find the students' feeling while the teaching learning process. It consist of some criteria to measure students' improvement in listening skill. It had considered the students psychological response when they were treated by using an essay question technique. The more positive response would show the students' satisfaction through this technique.

The researcher shared the questionnaire to the students and then asked them to answer the question on it. There were 10 questions in Indonesia with multiple choice answers. These answers were available in three kinds of responses, the first choice (A answer) was valued three (3) points the more A answer was shown the students' strong interest in the implementation of essay question technique, the second choice (B answer) was valued two (2) points the more B answer was shown students' average interest in the implementation of essay question technique, and the last choice (C answer) was valued 1 point the more C answer was shown the students' less

interest in the implementation of essay question technique. This measurement was adapted from the Bart Simpson role model (Goddard, 1996: 48).

Further, the research took place in the classroom of Yudistira 2 STKIP PGRI Trenggalek. The choice of this class is English subject taught in second semester of Indonesian department. In addition, the English lecturer usually used an essay question technique to teach listening, and this technique was commonly implemented well.

The subject of the study was an experienced lecturer of college, because she had known exactly how the condition of the students was. The research took the second semester of Indonesian department students as the research subject. It consists of 28 students. The source of data was taken according to the material which was chosen by lecturer to give an interesting implementation of essay question, especially to measure two thinking processes in teaching listening. The source of data was the narrative text that was one kind of text which was provided for the second semester students based on the syllabus. The text was entitled 'King Midas'.

Furthermore, the data of this research was taken according to the source of data itself. Some questions were given to the students according to the narrative text's content, and then the data was the students' answers of the questions according to the materials given. There were 18 essay questions for this research and the students should answer all of these questions.

FINDING AND DISCUSSION

The researcher did the observation in the second semester class of Indonesian

department students of STKIP PGRI Trenggalek in 2014/2015 academic year, since English is provided for the second semester students in this department. There are two classes, they are A and B but the researcher took class B only because of the limited of time. This class was consisted of 28 students. There was no non factual data from this observation; it was based on the real situation while teaching learning process. The researcher sat in the back row in the class and noted the entire situation while the implementation of essay question technique ran without disturbing the teaching learning process.

The teaching learning process was divided into three parts; the opening activity, main activity, and closing activity.

The first is opening activity, in this time the researcher saw that the lecturer had prepared for the lesson well. She started the teaching learning process by first greeting the students. For the next activity the lecturer checked the attendance list, and then she had some talks and jokes with the students to make them comfort and enjoy the teaching learning.

After that the lecturer gave the students some warming-up questions to make the students familiar with the learning material. The students were motivated well with this technique and they enthusiastically answered all of the questions. The warming-up questions were: (1) what is narrative text? (2) How many kinds of narrative text? (3) What it tells about? (4) Have you listen or read any narrative text? The dialogues below would illustrate the situation:

Lecturer : "Before we start the lesson, I want to ask you, do you know what narrative text is"

Student 1 : "Yes ma'am. Story about Cinderella, Snow white..."

- Lecturer* : "What else?"
- Student 2* : "King and queen, beauty and the beast.."
- Lecturer* : "Great. Do you know what does the story tells about?"
- Student 3* : "Princess-princess an ma'am. Very menghibur to me"
- Lecturer* : "ha haa it tells about princess. What is menghibur in English?"
- Student* : "Entertain ma'am. It always entertain me after i read or listen to it."
- Lecturer* : "Good. Do you obtain moral value from the story?"
- Student* : "Yes ma'am. Sometimes there is a moral value that we can take."
- Lecturer* : "Could you please give example?"
- Student* : "Don't be greedy, selfish, dll ma'am.."
- Lecturer* : "Etc not dll. Oke great.. today you will listen to the story about a king."
- Students* : "Ookkkay ma'aaam..."

From the illustration above, it could be seen that these warming up questions worked well. The students were motivated to answer the questions from the lecturer, even though the students made some mistakes while they were answering. The lecturer helped the students to activate their thought and corrected their mistakes. Then, the lecturer give leading question to brainstorm students' knowledge. After that, she explain the generic structure of narrative text and continued to lead the students to the learning material by playing the script of listening from PC supported with active speaker.

For the main activity of teaching learning process, the lecturer instructed the students to listen a listening script entitled "**King Midas**". Then the students followed the lecturer's instruction and paid attention

carefully to the listening material. Before the lecturer played the listening script, she explained about the generic structure of narrative text. She just explained that a narrative text must included three parts; orientation, complication, and resolution. The students did not give response to the lecturer's explanation, they just listened the lecturer without asking anything. Because there were no questions from the students, the lecturer gave them comprehension questions. The questions were or example:

1. What is the text about?
2. How many characters are in the story?
3. Who are they?
4. Who is the main character of the story?
5. How is the main character's characteristic?
6. What did the main character's do to reach his wish?
7. Do you think that gold and money will always make someone happy?
8. How is the sequence of events of this story?
9. What do you think the king feels after touching everything and all of think are turned in to the gold?
10. Do you think that the content of this story give you moral value?

The sixth, seventh, ninth and the tenth questions were essay type questions that needed the students to analyze more detail to answer these questions.

Lecturer asked the students to make a discussion through question-answer session so there was a good interaction between lecturer and her students and also good communication between students and the other students. Thus, the lecturer also motivated the students to be active in this discussion time by giving them compliment and by helping them to solve difficulties while they made some errors.

In addition, the lecturer also motivated the students by giving them essay types of question that needed the students to use their background knowledge and also their opinion. As the result, the students were easily understand their lecturer's instruction and her explanation. The students were motivated to find out the answers of all the lecturer's questions, it could be seen while the students participated actively in the discussion time. The students did not feel awkward or shy while they were involving in the discussion. The dialogues below will give brief explanation of the situation.

The illustration of situation for the question-answer session in the classroom:

Lecturer : "Finally, do you think that the content of this story give you moral value?"

Student 1 : " Of course iyes Ma'am.."

Student 2 : "Yes Ma'am.. Don't be greedy! Like X Ma'am. Hahaa..."

Student X : "Enak saja You..."

Lecturer : "Great. Any other else?"

Student : "Gold and money won't always make people happy. Sometimes it will make people in suffer"

Student 3 : " hahaaa gaya you sok wise.."

Lecturer : "Excellent. Ssssh your friends answer was very good. What about your idea?"

Student 3 : " Hahaaa apa ya Ma'am? I'am afraid of making mistakes"

Lecturer : " Don't be afraid of making mistakes."

Student 2 : "From mistakes we can learn something kan Ma'am.."

Lecturer : " Yes, of course you are right, dear..."

After the question-answer session finish, the lecturer instructed the students to make summaries of the narrative text entitled **"King Midas"**. The lecturer asked the students to use their own language and

said to the students that they could make discussion they had already done as a reference. Then the students accomplished their lecturer's instruction, they wrote the summary according to their own understanding and their own language.

At last, for the closing activity the lecturer reviewed the lesson and asked the students if they had some difficulties in understanding the material. The students gave no responses; all of them just said that they had no difficulties or questions about the material. Because there were no questions the lecturer finished the class. Then the lecturer ended the meeting and motivates students to study independently outside the class to make them have broader knowledge that can support their study.

After knowing the result of the implementation of an essay question technique to teach listening narrative text for the second semester students of Indonesian department, it was also important to discuss every essential part of this technique application. The implementation of this technique was successfully treated by the English lecturer. All of the procedure in this technique made the teaching learning process became interesting and the class' situation livelier.

The lecturer began the class with some talks and also jokes, this attitude would make the students felt comfort and enjoy starting the lesson. Interest that is generated by the activity can motivate students' performance and thinking (Ur, 1981: 15), interest will automatically stimulate the students to learn more about the listening materials and show up their thought freely according to their own beliefs. Then the activity was continued by giving the students some warming up

questions related to the material, this kind of activity would be essential to make the students had background knowledge and also helped them to comprehend the material easier.

Then the lecturer started the main activity in implementing this technique; the lecturer gave the students two kinds of question that provided them to be able to apply their knowledge and to analyze the text deeper. Those kinds of questions would help the students to explore their thoughts more; instead of they could comprehend the learning material well. The students' thoughts were improved by using type of question that needed them to apply their knowledge to solve some real problems in their daily life and related it to the listening material. Moreover, type of questions that needed the students to analyze provided the students to be able to understand accurately and catch the essential part of the listening material clearly and more specific. This activity also helped the students to focus on the purpose of listening so the students could achieve their goal.

The lecturer also tried to make a good lecturer-learner interaction, so a positive atmosphere was automatically created. When the students faced a problems in understanding the text the lecturer helped them to solve the problems. Finally, for the last activity the lecturer asked the students to make summaries according to the listening material by using their own language. This activity was important for the lecturer to know the students' comprehension toward the learning material, thus this activity was also important for the students to increase their creativity in combining words. In addition, DeBoer support that it is necessary to create a positive and

interesting atmosphere and determine the wholesome emotional climate for the students while they learn, 1970: 176).

The Students' Responses after the Implementation of Essay Question Technique

The results of questionnaires of 28 students proved that there were 92,86% of the students who were strongly interested in this technique application and the rest 25% students were enough interested in this technique application. No one of the students had less interesting in this technique application. They were agree that the choice of the learning material and every procedure in an essay question technique was interesting and motivated them well to follow the teaching learning process.

The use of essay question technique was simple; this technique did not need to use specific media or tool in this application. Thus, this technique could be a good way to be applied in many classes that the area still had minimum access of technology. Therefore, essay question technique was an interesting technique to solve the students' problems in understanding both the written and oral work. It was proved by the students' answer from the questionnaire that most of the students showed that they were interested.

By using essay question technique, the lecturer could show the students' way of thinking about something and helped the students to think actively. Essay question technique had two thinking processes, they are application and analysis.

First, essay type items could help the students to apply their knowledge and give their judgment to bring solution based on the factual condition. Application; the

essay question type provided the students to be able to apply their ability to the real situation of their daily life. If students did not apply what they learned, the lesson is failure (Duffy, 2009: 56).

Example:

Lecturer : "What do you think the King feels after touching everything and it turn in to gold?"

Student : "Happy ma'am for the first time but sad at last.."

Lecturer : "Sad? Why?"

Student : "Of course... Apa mungkin mau makan, mau mandi bisa sendiri?"

Lecturer : "Great. He must be couldn't do many thing by himself, right?"

Student : "Yes, Ma'am.."

From the example above, even though the students made some mistakes in using the English, but it could be seen that the good point was the students could apply their own knowledge to answer the question.

Second, analysis. The essay questions could provide the students' ability to analyze something deeper, and extended their thoughts' pattern. The essay items would also help the students to be more attentive and think accurately. The students would be able to identify and determine certain elements, the relationships, or organizational principles in the text (Tuckman, 1975: 114).

Example:

Lecturer : "Do you think that gold and money will always make someone happy?"

Student : "Sometime yes sometime no Ma'am.."

Lecturer : "Ahaa.. why yes and why no?"

Student 1 : "Someone can do many things with money and gold is the symbol of prosperity Ma'am.."

Lecturer : "Alright..."

Student 2 : "Not always... orang kaya yang sick tetap tidak bisa enjoy menikmati hartanya kan?"

Lecturer : "Well, the sick people can not enjoy their life even they are very rich.."

From the example above, even though the students made some mistakes in using English, but it could be seen that the good point was the students could analyze the text and gave different kind of answers.

The function of questions was as the stimulation that at the end could lead the students to talk freely about what they had thought. This situation would make the class livelier and enjoyable for both lecturer and students, so it would create good lecturer-learner interactions and learner-learner interactions. Moreover, by using essay questions the students were able to set their own logical reasoning using their creative and original thinking. As the result, each answer between one to the other students will be different, because it depends on their personal thought and their own creativity. The students could show their own knowledge and their personal point of view. This statement was in line with the questionnaire's item that most of the students were agree that they were interested with type of question that needed them to compose their own opinion. The lecturer role was also important, the lecturer has facilitated the students well; she helped the students while they were facing difficulties in teaching learning process.

The use of essay question technique helped the students to comprehend well about the listening material and also increased the students' vocabulary level. In this application of essay question technique, the lecturer instructed the students to make a summary after they

answer the questions. Summarizing is the creation of a brief retelling the text (Duffy, 2009: 153). The students would be challenge to give the brief explanation of the text's content and they needed to use their own language in creating the summaries. Essay question helped the students to find the main points that built the meaning of the text, and the students would be easier in making summaries according to those main points. As the results, the students writing and also speaking would be better.

CONCLUSION

The result of data analysis based on the findings can be considered usefull to be implemented on teaching learning process for other classes. The students' responses through questionnaires showed that 92.86% students were satisfied and motivated well after being treated by using essay question technique.

The first advantage that could be taken from this technique was easy to apply. Essay question technique was quite familiar, so the lecturer could apply this technique easier without explaining how to use this technique anymore and wasting time. This advantage created a positive response that the students felt more comfort in teaching learning process because they did not need to learn the new technique that sometimes even made them confused in how to follow the instruction.

The second advantage was the item itself. Part of lecturers' job in teaching is to provoke intellectual activity by helping them to be aware of construction ideas and concepts which can be resolved for them through still in lecturers' guidance (Harmer, 2007: 84).

The third was giving the students a voice (Duffy, 2009: 11). Through the essay

question technique the students could show their mind orally and more conversational than interrogative.

The fourth was increasing students' creativity. The application of the essay question items gave chance for the students to express their thought to obtain her with their basic knowledge of the listening material. The fifth advantage that could be taken from the essay question technique application was increasing students' motivation in learning process. Essay questions are a measurement instrument that designed to elicit a specific sample of the individual's behaviors (Bachman, 1990: 20). The students loved type of question that was given by their lecturer because it needed their opinion in answering the question.

The last advantage that could be taken from the implementation of essay question technique was increasing the students' writing and speaking ability. The result of the students' summaries also proved that the students' ability was improved well. Through essay question technique the students had a new knowledge and they could apply this knowledge in their summaries, as the result their works improved well. The students became more creative to formulate their own language and so their works became more attractive and not monotonous.

In addition, in order to make this strategy successfully implemented in teaching learning process, the writer formulated some suggestions for the English teachers or other researchers who are going to conduct a research in the same field. In order to make this type of essay question applied successfully, lecturers need to make sure that the students have some background knowledge before they begin listen to the given materials. It will

provide clues to the context and achieve a deeper understanding on listening materials.

Furthermore, it is necessary to create a positive and interesting atmosphere and determine the wholesome emotional climate for the students while they learn (DeBoer, 1970: 176). Lecturers must ascertain that the students feel comfort and enjoy with their learning place, it will improve their motivation to read and build their creativity in composing words in order to answer the essay questions.

Finally, for the other researchers who want to conduct similar research; it will be interesting to study more about two other types of essay question technique instead of to apply knowledge and analysis. The ability to synthesize and to evaluate is also important to increase students' listening ability.

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