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JURNAL BAHASA, SAstra, DAN STUDI AMERIKA
diturunkan dua kali dua kali setahun pada bulan Januari dan Juli. Secara umum, jurnal ini berusaha memuat paper mengenai kajian linguistik, penerjemahan, kesusastraan, dan kajian wilayah Amerika.

Untuk itu, kami mengundang para penulis dari perguruan tinggi lain untuk berpartisipasi dalam tukar-menukar informasi. Dengan demikian, jurnal ini dapat menjadi media yang baik untuk saling melengkapi ilmu pengetahuan kita.
Preface

This volume starts with a discussion on how black women internalize the stereotype of white beauty. This is interesting to discuss since even the black take the concept of beauty from the white. Showing the facts in Toni Morrison’s *The Bluest Eyes*, this article also discusses the consequences of the stereotype to the black, as a minority group in American society.

The second article also discusses the issues of women. This article takes some Hollywood movies as the object of analysis. It focuses the analysis more on how the heroine characters are constructed to take over male positions, but in some ways that are sometimes contradict women’s conservative roles.

The third article comes from the field of interpreting. This article shows how listening competency of an interpreter can be a hindrance when doing his or her job. An interpreter should be able to both restructure and reformulate what they hear into a new text.

The next article discusses the genreification horror movie in Hollywood film industry. It turns out that since the release of *Dracula* (1931), horror genre has gained its reputation.

Finally, this volume is ended with an article from sociopragmatics. It brings an idea to introduce English dirty words into the classrooms as the totality of English language learning.

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Listening as Comprehension and Acquisition: Implications to Interpreting

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Abstract
There is a strong connection between restructuring in listening as acquisition and reformulating in interpreting. The relation between the two lies in the productive aspect that requires students to restructure or reformulate oral text that they have heard into the new text. This kind of practice in the listening class is believed to contribute significantly to the quality improvement of future interpreters and vice versa.

Keywords: input, intake, acquisition, noticing, restructuring, reformulation.

Introduction
With the introduction of listening in the national examination at Senior High Schools all over Indonesia, greater interest has been put on this skill. Listening is no longer a neglected skill and awareness has been stronger on the fact that listening supports the growth of other aspects of language use especially speaking and reading.

In practice however, a more substantial and comprehensive approach of teaching listening to students both in the secondary and tertiary education is needed. Listening has been a subject that most students are likely to show less interest due to its general tendency of being presented as a test rather than a forum to learn new experience. The negative image of listening has made the situation even worse. Students are normally under pressure and nearly frustrated due to their lack of strategies in comprehending the materials and limited access to new experience provided by the materials.

Regarding the class presentation made by the teacher or lecturer, this course has put a high demand on the instructor to operate the equipments and to find a creative solution to the unrevealed frustration of the students due to the difficulties in mastering the subject well. Even for some students, listening has been a nightmare.

In response to that discouraging condition this paper is therefore intended to offer some insights on how to make listening lesson into a more effective and productive activities and to highlight the significant contributions of listening, both listening as comprehension and listening as acquisition, to the improvement of professionalism in interpreting.
Perspectives of Teaching Listening: Comprehension and Acquisition

Listening with a product orientation normally is characterized by a focus on comprehension. The underlying assumption of teaching listening as comprehension refers to the notion in which listening is aimed at extracting meaning from messages. Once meaning has been identified, there is no need to attend to the form of messages. Likewise, learners are taught to use bottom up and top down processes in understanding the message. The former involves recognizing small bits of language such as sounds and words. Bottom up skills are also called micro skills. The latter however focuses on using larger-scale clues such as knowledge of the topic a speaker is talking about, the setting he or she speaking in, or the gestures he or she makes, in order to make deductions about what is being said (White, 1998).

Listening perceived as a process of acquisition however, assumes that noticing is a significant process of learning. In that process of noticing, learners are encouraged to incorporate new linguistic items into their language repertoire. Besides, this perspective of teaching listening sets a noticeable distinction between input (what the learners hear) and intake (what the learners notice). In addition, the perspective of teaching listening as acquisition believes that only intake serves as the basis for language development (Schmidt, 1990). Richards (2004) in contrast, argues that input can best serve as the basis for intake when it contains features not already in the learners' linguistic repertoire and which are at an appropriate difficulty level for his or her communicative needs (pp. 4).

Teaching Listening as Comprehension

According to Richards (2004) listening as comprehension is characterized by following indicators:

- Listening serves the goal of extracting meaning from messages.
- The ability to extract meaning from messages is done by teaching the learners how to use bottom up and top down processes in order to arrive at an understanding of messages.
- Once meaning has been identified from the language of utterances (precise words, syntax, expressions used by speakers) as carriers of meaning, there is no further need to attend the form of messages.

With the above mentioned assumptions in mind, a teacher of listening as comprehension employs a variety of strategies and techniques that include:

- Predicting the meaning of messages
- Identifying keywords and paying less attention to others while listening
- Using background knowledge to facilitate selective listening
- Keeping the broad meaning of a text in mind while listening

In addition, teaching listening as comprehension is also shown by how tasks are designed by the teacher. Tasks employed in classroom materials seek to enable listeners to recognize and act on the general, specific or implied meaning of utterances. These include sequencing, true-false comprehension, picture identification, summary, and dictation-comprehension tasks in which the primary concern is to develop effective listening strategies.

Wolvin and Coakely (1996) have introduced what is called discriminative listening in which listening is meant to distinguish auditory stimuli. According to Richards (2004) however, discriminative listening is generally taught as an initial stage in the listening process in which the ultimate goal is teaching listening as comprehension. He further argues that listening as comprehension discourages learners to recall and recognize words, syntax, and expressions that occur in the input accurately. Such activities would include dictation, cloze exercises, identifying differences between a spoken and written text. The reason why such activities are avoided owe to the fact that they focus on listening for words rather than listening for meaning and they are bottom-up listening rather than top-down oriented.

So far the practice of teaching listening as comprehension has been identified with a typical lesson sequence consisting of pre-listening, while-listening and post-listening. The pre-listening stage prepares students for practice listening for comprehension through activities involving activating prior knowledge, making predictions, and reviewing key words. The while-listening stage covers comprehension through exercises which promote selective listening, gist listening, sequencing etc. The post-listening stage typically involves a response to comprehension and may require students to give opinions about a topic, to identify the writer's position or affiliation etc. According to Field (1998), the flow of phases in a good listening lesson should cover the followings:

Pre-Listening:
Set context to create motivation

While-Listening:
Extensive listening (followed by questions on context, attitude)
Pre-set task/Pre-set questions
Intensive listening
Checking answers

Post Listening:
Examining functional language
Inferring vocabulary meaning

Teaching Listening as Acquisition

Teaching listening as comprehension has been a sacred ritual for teachers of listening and few would question the validity of the above format of listening lesson. A new way at looking into the teaching of listening has been informed by second language acquisition theory in which language acquisition has the role of facilitating second language development. According to Richards (2004), Krashen and other advocates of the natural approach have argued for the role of comprehensible input in language acquisition. However, Richards evaluated that little have been said concerning how comprehension is supposed to facilitate language learning. In contrast, listening to hundreds of hours to Chinese on the radio, for example, will not learn a word of Chinese unless we have some understanding of what is said.

On the other hand, we can all cite examples of people who have a receptive understanding of a language but little productive competence in the language. Some of the expatriates, for example, often complain that while they can understand Bahasa Indonesia, they cannot speak it. The question raised then is that what is the relationship between listening and language acquisition?

Schmidt (1990) offers an answer to the question by drawing attention to the role of consciousness in language learning through an activity called noticing. In his argument he states that language learners will not learn anything from the input they hear and understand unless they notice something about the input. Likewise, Richards (2004:4) is of the opinion that consciousness of features of the input ‘can serve as a trigger which activates the first stage in the process of incorporating new linguistic features into the learners’ competence’. Schmidt (1990:139) further distinguishes between input and intake. Input refers to what the learner hears while intake relates to that part of the input that the learner notices. Only intake can serve as the basis for language development. In a study of his acquisition of Portuguese, Schmidt (1986) found that there was a close connection between noticing features of the input and their later emergence in his own speech.

Richards (2004) observed his own learning of Bahasa Indonesia and French as an adult and found that linguistic complexity is crucial in turning input into intake. He further proposes that input can best serve as the basis for intake when it contains features not already in the learners’ linguistic repertoire and which are at an appropriate difficulty level for his or her communicative needs.

Simply noticing features of the input is believed to be less productive for language development to take place. There should be an extra activity done by the learner to incorporate new linguistic items into his or her language repertoire (Richards, 2004). This involves processes that have been widely referred to as restructuring, complexification and producing stretched output. According to van Patten (1993:436), restructuring refers to

...processes that mediate the incorporation of intake into the developing system. Since the internalization of intake is not mere accumulation of discrete bits of data, data have to ‘fit in’ in some way and sometimes the accommodation of a particular set of data causes changes in the rest of the system.

Meanwhile Tarone and Liu (1995:120-121) suggest that complexification and stretching of output occurs in contexts

...where the learner needs to produce output which the current interlanguage system cannot handle...(and therefore)...pushes the limits of the interlanguage system to handle that output.

In short, learners need to take part in activities which require them to try out and experiment in using newly noticed language forms in order for new learning items to become incorporated into their linguistic repertoire.

This new way of looking into listening as a component of language learning has some implications to the teaching of listening. First, there should be a distinction where comprehension only is an appropriate instructional goal and situations in which comprehension plus acquisition is a relevant focus. Listening comprehension would be more relevant in situations where the ultimate goal of teaching listening is extracting information, for example listening to lecture, listening to announcement, listening to sales presentations or listening to service encounters which is more transactional oriented. On the other hand, in other situations where listening course is a part of a general English course or linked to speaking course, listening as comprehension and listening as acquisition should be the focus. Listening texts and materials can be exploited following two stages, first as the basis for
comprehension, and secondly as the basis for acquisition where productive activities are of the main concern.

With regard to classroom strategies appropriate for the above case, Richards (2004) proposes a two-part cycle of teaching activities as the basis for the listening as acquisition phase of a lesson, namely:

a. Noticing activities
b. Restructuring activities

Noticing activities are done by returning to the listening texts that served as the basis for comprehension activities and using them as the basis for language awareness. For example, students are assigned to listen again to a recording in order to:

- Identify differences between what they hear and the printed version of the text
- Complete a cloze version of the text
- Complete sentences stems taken from the text
- Checking expressions that occurred in the text
- Repeating specific intonation or word stress that reflects attitude of the speaker (my own addition).

Restructuring activities cover oral or written tasks that involve productive use of selected items from the listening texts, namely:

- Pair reading of the tape script in the case of interactional texts
- Completing written sentence tasks with expressions and other linguistic items that occurred in the texts
- Practicing dialogue based on the dialogues that incorporate items from the text
- Playing roles using key language from the text

With the above stages of activities in a listening course where the goals are comprehension and acquisition, a two-part teaching strategy and management of instructional materials are highly recommended by Richards (2004):

**Phase 1: Listening as comprehension**

Follow after the lesson plan and use of materials proposed by Field (1998) above.

**Phase 2: Listening as acquisition**

The listening texts used in phase 1 are now used as the basis for acquisition activities. The teaching activities include the use of noticing and restructuring activities.

Though the explanation and discussion above seem to be substantially clear, some misunderstanding might occur. Teachers might ignore the significance of teaching listening as comprehension and turn it into teaching listening with a testing approach by concentrating too much on accurate identification of the content and language of a text. Besides, Richards and Hull (1986) warned that the noticing and restructuring tasks and exercises would likely create lower motivation once they had been carried out. Exclusive dependence on a single exercise type like a cloze dialogue as the basis for noticing exercises soon became repetitive and tiresome.

**Restructuring and Reformulating: Mutual Support of Listening and Interpreting**

There seem to be a strong connection between restructuring in listening as acquisition and reformulating in interpreting. Both activities require a solid commitment to production in which learners are assigned to tasks that require them to produce another text based on the text that they have been familiar with. The production component in those two different courses has made them mutually supportive in producing a capable learner.

According to Gyle (1997), reformulation as the second phase of consecutive interpreting includes activities of recalling from memory and notes of the speech segment, reading or deciphering the notes, and producing speech based on the initial mental representation of the message. Since restructuring activities in listening as acquisition include oral or written tasks that involve productive use of selected items from the listening text as suggested by Richards (2004), presumably the restructuring of oral tasks based on the listening text contributes significantly to a better performance of an interpreter. Any training of consecutive interpreting should therefore incorporate restructuring oral task of a listening text as one of its main practices. On the contrary, a commitment of assigning learners to reformulate a listening text orally either done in the source language or target language would be beneficial for a better performance in listening as acquisition. Likewise, Weber (1984) recommended that a competence on abstracting and paraphrasing a short expose in the native language as much information as the learner can retain is vital in the training of a professional interpreter.

**Conclusion**

Though most learners found that both listening and interpreting very demanding, a better understanding of the nature of listening as a course and a familiarity to the professional practice of being an interpreter will likely lessen the panic and frustration when teaching or taking those courses. Only with the help of a committed and insightful teachers or lecturers, listening and interpreting classes
would be delightful and full of new experiences encounters that make our students face the world with confidence.

References:


