

**PROMPTING AND WILLINGNESS TO LISTEN TO
AS FACTORS IN LANGUAGE ACQUISITION**

**A Thesis Presented to
The Department of English
The Faculty of Letters and Arts
S A N A T A D H A R M A
Teachers' Training Institute**

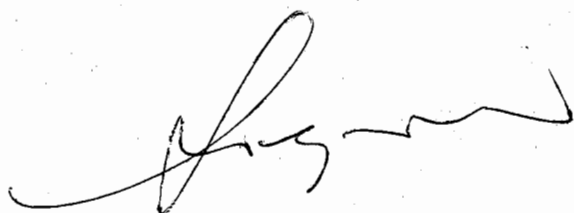


**In Partial Fulfilment
of the Requirements for
Sarjana Degree**

**by
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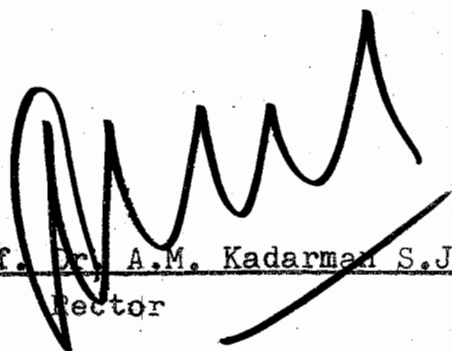
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INTRODUCTION

One of child's developmental tasks is to acquire a language. While growing older a child has to learn a language, without which his development will not be able to progress rapidly. He starts to do the task directly after he is born.

Since the progress of language acquisition is important in child's development, there are many studies carried out to describe how a child acquires a language. The studies result two theories which dominate the western way of thinking. The theories are rationalism and empirism. Those who support the theory of rationalism say that child's language acquisition does not depend on the environment which is emphasized by the empiricists. They believe that innateness of child's mind is the most important thing in the language acquisition process. Since both of them have certain weaknesses, Dr. Poedjosoedarmo proposes a new theory which is based on the six levels in the cognitive domain of Benjamin S. Bloom. The six levels in the cognitive domain are knowledge, comprehension, application, analysis, synthesis, and evaluation.

It is found out in daily life that in acquiring a language children progress in different rates. One learns very fast, another one learn fast enough only. This is caused by several factors which are called variables, such as exposure, explanation, prompting,

willingness to listen to, practice, correction, and the innate brain. Since talking about variables involves many things, only prompting and willingness to listen to will be deeply discussed.

Prompting and willingness to listen to are very important in a child's language acquisition. In acquiring a language, a child has to get a lot of practice to use the language in its real contexts, so that they will be able to speak the language automatically. To achieve the purpose, prompting and willingness to listen to are good ways. They give the child enough opportunities to use the language, because they motivate and encourage the child to speak. Besides, prompting and willingness to listen to can be used as a means of identification by the child or as a means for parents to know a child's language mastery.

There are several forms of prompting and willingness to listen to which can be used to make children speak. The forms are greeting, commanding, asking, criticizing, praising, advising, reminding and so on. In real situations two or three forms can be combined to improve their effectiveness.

Since learning a second language at school students have also to get enough practice in using the language in real situations, teachers have to make special efforts and provide parts of their teaching period to prompt and to 'listen' to their students.

CHAPTER I

THEORIES OF LANGUAGE ACQUISITION

As human beings, men need to communicate with one another. To achieve the purpose of language as a means of communication is needed. Therefore, men have to master a language to be able to send or receive messages. But language does not come to human beings just like that. They have to make efforts to acquire it. They start to acquire language when they are still very young till they are grown up.

There are two kinds of theories concerning language acquisition, namely, empirism and rationalism. Those who are in rationalism group believe that in learning a language children do not depend on the environment which is emphasized by the empiricists. The rationalists stress the innateness of the children's minds.

Empiricism

The theory stresses that environment is more important in language acquisition.

Skinner, one of the empiricists, says that there are two types of behaviour: respondent behaviour and operant behaviour. Respondent behaviour is a type of behaviour which is elicited by a stimulus as the casual agent. Operant behaviour is a type of behaviour when

no stimulus can be designated as the casual agent. Other behaviourists believe that there must be a casual agent that stimulates a response. Therefore, language will not exist without drills, reinforcement, and conditioning which are all stimuli to the production of speech. On the other hand, Skinner believes that the process of child's language acquisition is an operant behaviour. For example, A child feels hungry. He may say 'tata', 'nana' or 'maman'. Through trials and errors, he gets the suitable operant behaviour, that is, when his mother gives him food. It will lead the child to say 'maman' again each time he feels hungry. 'Tata', 'nana', and 'maman' are considered as operant behaviours, since there is no stimulus which can be designated as the casual agent. A child will not say the unsuitable responses anymore and forget them, because he gets a negative response from them (his mother does not give him food).

From the example, it is clear that reinforcements and rewards are very important in the process of a child's language acquisition.

Skinner establishes a functional typology of a language as follows:

- (a). mand (from the word command, demand). Mand is related to the child's need. If he feels thirsty or hungry, he will say 'minik' or 'maman'. If the response is positive and he gets a drink or food, next

time, if he feels hungry or thirsty, he will repeat the successful utterances.

- (b). tact (from the word contact). A child will give a verbal response to a certain situation and continue to make the verbal response when he comes into contact with that situation. For example, A child says thank you at the moment he is given something. Since he gets a positive response at that time, later, at the same situation, he will say thank you again, when a person gives something to him.
- (c). echoic operant. A child is said to have an echoic operant behaviour when he repeats a verbal stimulus of another. For example, A mother says 'That is a train'. Then her son repeats: 'That is a train'.
- (d). textual operant. Textual operant is the response to written or drawn stimulus. For example, A child says or reads aloud when he sees a word or picture.
- (e). intraverbal operant. A child has the intraverbal behaviour if he is able to give a verbal expression as completion of a verbal stimulus. For example,
 gelap - (gulita)
 riang - (gembira)
 The right part is the intraverbal response.

The examples show that a child's language acquisition depends very much on the environment.

Other examples are about a child who has lived in a monkey community and a child who is locked in a room. The first child after living in the monkey community for two years cannot communicate in human language, although before he had learned a particular language for a year. When he is taken back home, he has forgotten his human language. The second child cannot talk at all either when he is set free. Here, the reason is that they have nobody to talk to. They do not get any stimulus from the environment, that they do not get practice to speak or to use the language.

Thus, empiricists believe that a child learns a language through imitation with a lot of practice and the environment has to give reinforcement to the practice.

Rationalism

The theory of empiricists is criticized by the rationalists who believe that language is inherent. The theory does not see the importance of the environment for the development of language acquisition, since a child has an innate capability to learn a language. The development of language acquisition, according to the

theory, does not depend on the environment, but it is mostly based on the biological development.

Lenneberg, a psycholinguist who supports the rationalists' theory, says that the capacities for speech production and related aspects of language acquisition develop according to built-in biological schedules, and language is uniquely human. He writes:

"all the evidence suggests that the capacities for speech production and related aspects of language acquisition develop according to built-in biological schedule."¹

"The noises that animals make seem related to some biological function such as courting, danger signals, anger, and the like. It is apparently impossible to train an animal to switch noises, that is, to use a noise in one situation that would normally be used in another."²

He says that a child acquires his language when the time comes and his language develops in its own pace. For example, from zero to two years old a child will learn the phonological system of the language. By the age of two years, he will master the consonants and vowels. Then he will start to use the language to express objects, relationships, and environmental experiences.

1. Lenneberg, "The Biological Foundations of Language", Readings in Applied Transformational Grammar, P.
2. Lenneberg, "The Capacity for Language Acquisition", Readings in Applied Transformational Grammar, p. 6.

This includes naming, negation, action and object, location, possession and attribute. By four or five he will be able to master most basic structures, but the acquisition of syntax continues till he is at least ten years old.

The evidence that this development is according to a built-in biological schedules and is not the result of environment comes from clinical data. For example, some children who are mentally retarded and live under a bad condition and are rarely spoken to manage to make a good progress. If a child loses the language he has learned because of aphasia, he will be able to learn the language at a faster rate when he starts to learn it again. If the patient is between 4 and 10, he simply picks up where he left off.

Lenneberg concludes the capacities of speech production appear when the time is ripe or when a state of 'resonance' exists. The sensitive period to learn a language extends from about age 2 and age 12.

From the description above, it is clear that environment does not have an important role in a child's language acquisition. Rationalists believe that a child does not learn a language through imitation or by parroting. He learns it through his creativity which is innate. He will make hypotheses of what he has heard, and organize them. Later, he will produce something which is new and

never heard before. So, the ability to organize and to perceive the language is already in his mind. The environment just functions as the stimulus.

Lenneberg also says that language is uniquely human. Though apes or chimpanzees have a limited capability to produce speech sounds and have learned to communicate by sign language, none has developed near the skill of even a four-year old boy. Also we can provide cats or dogs with a rich linguistic environment, but we will never get even a word in return. Parrots can produce certain speech sounds, but they cannot freely combine the words they have learned or produce meaningful new utterances.

Language Acquisition Theory of Dr. Poedjosoedarmo

Knowing the weaknesses of the theories of rationalism and empiricism, Dr. Poedjosoedarmo proposes a new theory which is based on the taxonomy of educational objectives of Benjamin S. Bloom. The bases of this language acquisition theory are the six levels in the cognitive domain.

Dr. Poedjosoedarmo proposes that, when a baby utters the first sounds, environment begins to play a very important role in his language acquisition process. However, the environment does help if the baby has the

innate capacity in his mind to learn a language.

Below is the application of the six levels in the cognitive domain in the theory of language acquisition.

(a). knowledge

Knowledge is the first level of the cognitive domain. In this level, a child should be able to relate symbols with the concepts and referents. The three things have to come from the environment, since they do not exist in his mind. He just has the ability to relate the things.

A child listens to the environment in this stage. He receives all sounds and all vocabulary items only. After a few months, he will start to relate what he has received with the things around him. For example, the word 'maen'. He will think that 'maen' means 'food', so whenever he hears the word, he will give a particular reaction.

Last, in the stage he will be able to understand what is said by his environment. He will nod his head if he agrees to an utterance or shake his head if he disagrees.

(b). comprehension

In this step, the child starts to use the knowledge

he has mastered for communication. He will start to utter some words. In this stage, environment plays a very important role, since he will imitate what it says. Since here the child starts to imitate the environment, the environment should give the right models. If it is found out that he makes mistakes, they should be corrected as soon as possible, otherwise it will become a habit for him to use wrong things. On the other hand, to establish right things, he has to get enough practice in using them. The environment has to talk a lot to give the right models as well as enough practice.

In the early stage, the child will just use one word sentences, such as ma, pa, mam, etc.. As the development continues, he will use them in incomplete sentences.

(c). application

In this stage, the child will not imitate a lot. He starts to use his own creativity in communicating his environment.

Since his language mastery is still limited, to be able to communicate well, the child has to enlarge his knowledge. In this stage, he will give a lot of questions. It is the task of the environment to answer the questions, otherwise, the language acquisition

tion will stop. Besides giving answers to the questions, the environment also has to listen to him, because he needs to be listened to. The environment should correct the mistakes he makes, and give reinforcement to the right utterances, so that the child will forget the wrong ones and use the right ones in the other occasions.

Besides being a listener, the environment should also give opportunities for the child to use the language or make him use it. It should do something to force him to speak. To gain the purpose, the environment can do prompting. Because of prompting, the child is encouraged or forced to speak. The opportunity to use the language will make him accustomed to it, and later he will be able to communicate using the language well.

Thus, the environment has to function as the listener and prompter to give the child practice to apply his knowledge.

(d). analysis

Analysis is the fourth level of the cognitive domain. In this stage, the child starts to identify everything he has received. He will group the nouns, verbs, adjectives, and so on. He makes classifications of the items that come to his mind.

It is possible that, because there are several exceptions in the language, the child makes wrong analyses. The incorrect things are also caused by the limited knowledge and experience of the child.

After being able to ask the analyses from the items he has received, the child will apply them into patterns he has already known.

(e). synthesis

In the fifth level, the child starts to use patterns he knows and to apply his analyses. In this stage, the creativity of the child takes an important role, because he starts to use the language in a real communication. He has to choose the suitable patterns for a certain situation. For example, he has to use the past tense to tell a story or to use present tense to express a usual activity.

In this stage, the role of the environment is still important. At the early stage, it will guide him to do so by giving examples that can be imitated or giving stimuli which elicit him to use a certain pattern. The stimuli can be both linguistic and non-linguistic. Finally, the child will be able to use a pattern in the suitable context in which everything is the result of his own creativity. Here, good imagination is needed.

(f). evaluation

The last and the highest level in the cognitive domain is evaluation. Though it is said the last, it can also be the beginning of a new stage, because before moving to another stage one will evaluate what he has achieved.

Evaluation comes in the late stage because before being able to make an evaluation a child should have known first the correct and incorrect things without which he will not be able to evaluate something. To know both the correct and incorrect ones, he has to have a lot of experiences. So, to be able to evaluate the language used by another person, he has to have enough experience in using the language.

The evaluation can be about the language elements, such as phonology, morphology, syntax and lexicon, and language variants, such as dialects, levels of speech, and styles. For example, an Indonesian boy says: "Bapaknya kemarin gugur di rumah sakit." ('His father died in the hospital yesterday.') His friends who know that the utterance is wrong will correct him. He should not use the word gugur in that sentence. This word is used, if the person is a soldier who died in the battle. In the situation the word meninggal is the suitable one.

The knowledge about the correct and incorrect ones can be got from exposure, explanation, or correction which is given by the environment.

From the description above, it is clear that both innate capacity in human brain and environment are important in the process of a child's language acquisition. The environment provides the data in the forms of symbols, and concepts, such as phonemes, morphemes, vocabulary items, objects, actions, nouns, etc.. On the other hand, the brain provides the ability to identify, hypothesize, group and evaluate the data. Thus, both brain and environment work together in the process of language acquisition, especially in the early stage.

CHAPTER II

VARIABLES IN LANGUAGE ACQUISITION

We see in our daily life that the language mastery of a child is different from the others'. A can speak English very fluently. His sentences are grammatically correct, and the words he uses are easy. It is different from B. She cannot speak English fluently. She sometimes makes grammatical mistakes. Her sentences are long and complicated, and the words she uses are difficult ones. How can it be?

There are several factors which influence the level of one's language mastery. The variables are: innate brain, exposure, explanation, prompting, willingness to listen to, practice and correction.

(1). Innate Brain

Brain is the source of all human activities. Without brain a human being cannot do anything, because it is the brain which controls everything.

In language acquisition, brain is the base, without which human beings will not be able to catch what is meant by others, or express what they are going to convey. In a conversation, a person has to think first before he says something. Also, he has to use the brain to understand the meanings of what he hears. Brain is

the innate capability in acquiring a language.

To be able to master a language, at least the brain must be normal, because it functions as:

(a). a means of accepting

Brain is used to understand the meanings conveyed by a language. In a conversation, what is heard is just a combination of sounds which symbolizes meaning. The sounds should be interpreted to catch the meaning. Brain will decode all the symbols so that the meaning can be understood.

(b). a means of remembering

All the language items which have been accepted will be stored in the brain by the brain, otherwise they will directly go away. Brain functions as the storage of the language items and we can take them out if it is needed.

(c). a means of hypothesizing

Brain will not only store the language items, but it will also process them. The brain will make hypotheses from various data which come into it. Therefore, brain is not passive, but active.

(d). a means of reproducing

When one is saying to someone else unconsciously

he is reproducing what have been accepted. He is conveying what he is going to say in symbols which are already known. Without brain, it is impossible for him to do it, because it is brain which encodes the meaning into language symbols.

(e). a means of correcting

Sometimes one realizes that he is making a mistake. In this case, though his partner does not pay attention to it, his brain will correct it. Therefore, later, since he knows the correct one, he will not make the same mistakes purposely. Besides, the brain will improve the hypotheses which are still imperfect when new data come.

(2). Exposure

Exposure is an opportunity to observe the real use of a language in its real contexts.

Exposure is very important in the process of a child's language acquisition. Because of it, a child is exposed to the real use of a language in its real contexts so that he will see models to be imitated. Without exposure which serves as the models, he will not be able to know how people use it, and the result is that he will not be able to use it either. The result

is reasonable, since imitation plays an important role in a child's language acquisition.

Children, at home, will hear their parents making a conversation with their brothers, sisters, and servants, or they will also see how the other members of the family talking to one another. All of them are the occasions in which the language is used.

At school, the children will also see their teacher explaining something, or making a conversation with students or other teachers. Besides, they can also see their friends talking to one another in the language. Another thing is that the children can also see the written use of the language through books they read or use in the lessons.

Again the children can observe the written use of the language if they go to a library. In the books they read in the library they are able to see sentences' constructions, words, and paragraphs which are used by the writer to convey his ideas in a written way.

The children can observe the oral use of the language in its contexts when they are talking to their friends. While they are playing, they will hear their friends talking to one another in the language which means that they are exposed to the real use of the language.

When their parents ask them to go to a movie, they will also see a form of the real uses of the language in

its real contexts. They will see the actors or actresses exchanging or conveying their ideas in the language.

In all the occasions, it is clear that the children get forms of the real use of the language which they can use or imitate when they are going to say or to express something.

According to Dr. Poedjosoedarmo, language exposed to the children serves the raw data identified, analysed, and then understood by the children's brain. From the exposure they can observe the language elements, such as pronunciation, morphology, sentence constructions, and vocabulary. Besides, they will also get the language variants, such as, styles, dialects, and speech levels.

(3). Explanation

In acquiring a language, children sometimes get things or difficulties which they cannot solve. It is normal, since a language is something new for them. They do not master it well yet, and they are still in the process of learning it. Therefore, there are still many things which are still new coming into their brains. These things will create problems, since sometimes they are very different from those the children have accepted.

In such a condition, an explanation is needed. Sometimes the problems are beyond the children's capability

so that they cannot solve them. They need help from someone else who knows better than they do. The person will clarify the difficult things, so that they become clear, and the children will see the answers or the ways out to their problems.

Since problems cannot be predicted, anywhere and anytime the children get problems, explanation can be given. It is possible that they also get problems at home, in society, or even at school, and it is because language is found everywhere. Wherever there are human beings, there is a language used, because they will communicate using the language. Shortly, human beings cannot be separated from language and the other way round.

According to Lado, explanation can be given in the forms of:

(a). examples

For example, "Pak, sing jenenge komik kuwi kaya apa ta?" ('Dad, what is meant by comic?') His father answers, "Iki lho. Buku kaya ngene iki bisa diarani komik." ('All-right. Here you are. This book can be called comic'). At the same time the father shows the book in question.

(b). definition

To make something clear, a definition can be used. For example, a child does not understand a word. To clarify it, parents can give the definition of the word so that he will know its meaning, and it will not give him

anymore problem.

(c). synonym

Very often children will be able to understand something because its similar things are given. For example, they do not know the meaning of the word 'obvious'. Then to make it clear its synonym which is already known 'clear' is given. Of course, the children will directly know the meaning of 'obvious', because they know 'clear'.

(d). antonym

Since sometimes the children are familiar with the words which have the opposite meanings to the difficult one, to clarify the problem of the word the antonym which they have been accustomed to can be given. For example, the word 'careless' is opposite to 'careful'. Since they know the word 'careful', they will also know its opposite, 'careless'.

(e). pictures

If the description is not enough, pictures can be given. By looking at them, the children will see the things which are represented by the words. Therefore, the words are not problems anymore.

(f). realia

To describe something, its real concrete noun can be shown. For example, parents can show an apple to describe the word 'apple'. The real thing can be shown if the word represents a concrete thing.

(g). dramatization

To describe the word 'sad', for example, parents can dramatize it. They can act as if they are sad, and the children will understand the meaning of 'sad'.

(h). translation

It is possible that the problems come from words of a foreign language. To clarify them, words of the mother-tongue which have similar meanings can be given.

In explaining a problem parents, if necessary, can use two or three types of explanation at the same time. So they can give definition, examples and realia to solve a certain problem.

(4). Prompting

Prompting is a form of language which is uttered by someone to make someone else engaged in a conversation.

(5). Willingness to Listen to

Willingness to listen to is an attitude which shows that a person is willing to be engaged in a conversation. So he is willing to listen to and give responses.

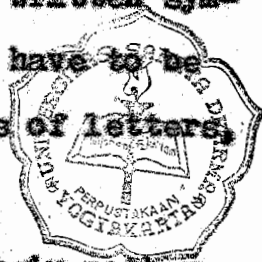
(6). Practice

Since language is a habit formation, to be able to master a language well and to use it automatically, children should have a lot of practice in using it.

Since language is a means of communication, children have to get a lot of practice to use the language in real communication. They have to use it in its real contexts frequently to be able to use it automatically. They have to get a lot of opportunities to speak the language to be able to master it well, or to speak the language fluently.

Language involves speaking, listening, writing and reading skills. Therefore, to be able to master a language well, the practice should also involve the four skills. In a child's language acquisition speaking and listening skills are mostly emphasized. For the skills real conversations are the most suitable ones, since the situations are real, and in the activities there are two persons who have to speak and to listen to. They have to speak when they are expressing their

ideas, and they have to listen to when their friends are still conveying their ideas to be understood. To have a good reading skill, the children should read a lot. They have to read books, newspapers, magazines, or letters frequently, so that later they will be able to grasp the meaning of what they are reading easily. Those are not yet enough. The children have to be able to convey their message to other people in written symbols. To be able to achieve the skill they have to be trained to express their ideas in the forms of letters, written short stories, and so on.



In real life, children in learning their mother tongue get a lot of practice, especially in speaking and listening. Since they were born, they have needed to communicate with their surroundings. Besides, people in their surroundings also communicate with one another. From those things it is clear that in learning the mother tongue, they get a lot of practice. First, they have to communicate with other people which means that they have to speak and listen to, because in communication both parts have to send and receive ideas. Also, since other people are making conversations, unconsciously they will also hear them using the language. Therefore, at that time they get practice in listening. Thus, in acquiring the mother-tongue, children get a lot of practice in speaking and listening from their environment.

(7). Correction

Children sometimes make mistakes. It is possible because in learning a language, children have to accept many things from various sources and they have to identify, analyse, understand them in their brains. Since the capacity of their brains is limited, they may forget some of the things or make incorrect hypotheses. As a result, they make mistakes in using the language.

The mistakes produced by the children are various. The children may mispronounce words, use unsuitable patterns, or choose wrong words in expressing their ideas. It is also possible that they make a conversation in a wrong style or speech level.

To stop the children making the same mistakes, correction is needed. Sometimes they do not realize that they are making mistakes. They think that they speak correctly, or they think that what they have done is correct, though they have made some mistakes. If they are not corrected, they will do the same things again and again. Correction will make them realize that they have made some mistakes, so that later they will know the correct ones, and they will try not to make the same mistakes anymore.

Correction can be given by everybody who knows the correct ones. At home, parents are the ones who usually give the correction to the children, since they know the language better, and they make a lot of conversations with them. Besides the parents, other members of the

family who know the correct ones can give the correction. At school, the teachers will do it, since they are the persons who lead the children. In real conversations, it is possible that their friends or partners will give the correction, since they may have a better knowledge about the language.

Correction can be given by showing the mistakes and then followed by presenting the correct ones.

CHAPTER III

P R O M P T I N G

(1). What is prompting?

Prompting is a form of language which is uttered by a person and that makes the addressee engaged in a conversation.

In daily life, we often see a person saying 'Good morning', and then the addressee who knows that the greeting is for him will directly reply 'Good morning'. Or, we often hear a mother saying to her son 'Come on, John! Take a bath!' The son who realizes that his mother is going to get angry with him soon answers 'Yes, mom. Just a minute!'

From the illustrations above, it can be seen that there are two forms of the using of language. The first one is greeting which is kindly given by the first speaker, and it is responded by the second speaker kindly too with the same greeting. The second one is a command given by a mother to her son which is responded by the son using a kind of utterance which means that he will soon do what is asked by his mother.

It will be a really unpleasant situation if the greeting or command is not responded by the addressees. In the first illustration, it is possible that the first speaker will be insulted or will think that the addressee is a proud man. The first speaker will be suspicious to-

wards him, and regret having greeted him kindly. In the second illustration, the mother may soon get angry with her son, or she may repeat the command using a stronger one, if the son just keeps silent and continues to play. On the other hand, the addressee will feel guilty and uneasy for not answering or responding the greeting. And the son will be afraid, since he realizes that his mother will get angry with him if he does not give any response.

From the illustrations above, we know that such a kind of greeting or command gives a feeling of obligation to the second speaker or addressee to give a response to the first speaker.

We can say that the utterances, like commands and greetings, are forms of prompting. We prompt someone in order to start a conversation. Therefore, we can also say that prompting means starting a conversation, or making the listener engaged in a conversation.

(2). The Importance of Prompting in the Process of Language Acquisition

We already know that learning a language is a process. A child cannot master a language all at once. He needs time. Besides, he also has to practise or to use the language in a real communication through human

interactions, since language is a means of communication. Without knowing and practising the language in daily communication, it is impossible for the child to master it. So the real use of the language as a means of communication plays a very important role in the process of language acquisition of a child.

Since prompting is a form of the real use of the language, or a form of communication in which language is used, its role is also important in a child's language acquisition process.

In using the language as a means of communication, prompting can be used as:

(a). motivator

As it has been mentioned before that if a person says something to someone else which means that he prompts him, he does not get any responses, there will be an unpleasant situation. The first one will feel insulted or angry. On the other hand, the addressee will feel uneasy and guilty.

It does happen with children in learning their mother-tongue. If somebody prompts them and they do not give any responses, both the person and the children will feel uneasy. If they know that they are prompted, there is a kind of obligation in their hearts to give responses. So, they want it or not, they will respond the prompting. It means that they also use the language

as a means of real communication. They are motivated to use the language because of the prompting.

(b). a chance of identification

When children are prompted by their environment, actually, there are some aspects of language accepted by the children, because prompting involves phonology, vocabulary, intonation, syntax and culture. When they are prompted, they will identify the language aspects of the prompting. For example, a father says to his son, "Hello, Dennis! How are you?" After hearing the utterances, Dennis as the prompted son will think automatically about the sentences. He will identify the sentence, such as, the sentence is a greeting. It has a certain intonation which is different from the intonation of a command, the words used are put in a certain arrangement, this greeting is commonly used or spoken in English speaking community.

Therefore, from the prompting the children prompted are able to identify its language aspects, such as, the intonation, vocabulary items, syntax, phonology and culture.

(c). giving practice

Prompting can be used as a means of giving practice to the children in using their mother-tongue. By giving

prompting, parents give practice to their children in two ways, namely, aural comprehension and speaking skill. Prompting will develop those two skills.

It is said by Richard C. Sittler in his article, "Teaching Aural Comprehension"³ that one reason why foreign students cannot understand English well is that they do not get enough practice to listen to people speaking English. So, listening to the real use of English is very important in developing the English comprehension. It is the same with children. They will not be able to understand people speaking in their mother-tongue, if they do not get enough practice to listen to people using the language. Prompting is a good practice for this purpose. When they are prompted, they are forced to listen to and to understand the prompting, otherwise they will not be able to give any responses, or they will give unsuitable ones.

Besides having practice in comprehension skill, they will also get good practice to express what is in their minds. After understanding the prompting, they have to give the suitable response. Giving the response means that they have to express their ideas which are in their minds. Therefore, because of prompting, the children also get practice in expressing the ideas they have which means that, at the same time, develop their speaking ability.

3. FORUM, Volume XIII, Number 1 & 2, 1975.

(d). giving encouragement

When children are prompted and they are able to give a good and suitable response, they will be satisfied. The children are happy, since they feel that they are able to use the language in a real communication. This pleasant feeling makes them like to use the language and their confidence to use the language increases. As a result, the children will be encouraged to use the language whenever it is possible. From this illustration, we can conclude that prompting also gives encouragement to children to use their language in daily communication.

(e). a means of a test

Prompting can also be used to know the language mastery of the children. Though prompting is not a formal test, it can be used to test or to know how far the children have mastered the language.

It often happens that children do not give any responses when they are prompted. Or, they give wrong responses. This situation may be caused by the inability of the children to understand the prompting or to express the response correctly. So, from the response given by the children, parents can understand the ability of the children. Parents will be able to know whether the children are able to understand that a sentence is a command or a greeting. From the response given by the children, parents are also

able to know whether they are able to convey what is in their minds or not. So, through prompting parents can see the pronunciation, grammar, comprehension ability, vocabulary, etc. of the children.

It has been mentioned that the theory of Benjamin S. Bloom that there are three kinds of outcomes which are regarded as the results of educational objectives, namely, cognitive domain, affective domain, and psychomotoric domain. In prompting, these three things can be found out.

When a child is prompted, he will get the knowledge of the prompting and the response, because he has to understand the prompting first, and then express the response. At the same time, psychomotoric skill is also developed, since he gets a practice to listen to and to express the idea of the suitable response. Last, since whenever he gives a correct response he feels satisfied, the feeling will make him like to speak or to communicate in the language.

Below I would like to tell my own experience that proves that prompting plays a very important role in learning a language in general, and learning english in particular. This is about the learning of English by Vietnamese refugees in Pulau Galang Camp.

This is a five week course. The goal of the course is to enable the students to speak in survival English.

Though the time is very limited (three hours a day) which means that they do not have a lot of time to study the language, the result is satisfactory. In the end of the five week course almost all the students can speak well in simple English and they can communicate with the English native speakers well. One of the reasons which makes the result satisfactory is that they get a lot of prompting during studying English there. First, in the classroom the teacher always speaks in English, since they cannot speak Vietnamese. So, in the classroom the teachers will explain, give questions, command, tell stories and so on in English. And the students have to give the response in English too, because if they use Vietnamese the communication will not take place. Outside the classroom they are also frequently prompted and ~~con~~sequently they have to respond the prompting in the target language, too. For example, if a teacher meets them somewhere on the road, he will greet them in English and sometimes he will also give some questions which should be answered. Besides, the students are also prompted by other people, both native speakers and non-native speakers of English. They have to have an interview, get food rations, get oil and water, and buy something in the market. It is in these occasions that they are prompted and they give the response in English. Since the situation is permissible, gradually their confidence that they are able to

use English as a means of communication is increased. This makes them accustomed to using English, and reasonably, in the end of the course they are able to use English well in their daily life.

Contrary to the above situation is the situation of the schools in Indonesia which lack prompting. In the classroom, the teacher does not have enough opportunity to prompt the students, and, of course, the result is that the students rarely give responses in English, too. The teachers just explain and explain the material. Therefore, the students will just listen to them passively. So, prompting activities rarely happen in the classroom. Outside the classroom the teachers will communicate in the mother-tongue with the students, because it is easier. If, for example, a student meets a native speaker of English, he will not have enough courage to engage him in a conversation, since he does not have enough confidence that he is able to use English in a real situation. As a result, both in the classroom and outside classroom students are rarely prompted. Therefore, they cannot speak and communicate well in English. Giving a lot of prompting is one way to overcome the situation.

(3). Who gives the prompting?

Prompting can be given by anybody who is willing to. Both people who are already mature and children who

are in the same age can give prompting to children.

(a). parents and other members of the family.

Everybody in the house can prompt one another, since the level of the language mastery does not indicate that a person can prompt someone else or not. Since it is concerning children's language mastery, parents and elder members should give prompting to the younger ones, since usually the younger ones are too shy to start it.

(b). friends

Since children always play with their friends, they will function as the prompters. With their friends they will make a conversation which is started by one of them.

(c). teachers

At school, children will pay attention to their teachers, since it is the teachers who are the center. As a result, teachers can also be prompters. It is usual if a teacher prompts his students. He has a lot of opportunity to do it at school such as greeting them, giving questions, telling stories, etc..

(d). society

Language lives in the society. So the members of

the society can function as the prompters for children, so that the children will be able to use the language in real situations.

(4). Where and when can prompting happen?

Since language can be used anywhere and anytime we like, we can also give prompting anywhere and anytime needed.

Concerning children's language acquisition, home is the primary place for giving prompting, since children spend most of their sensitive age at home. People at home use language naturally, so it is very good that children will also get the natural prompting. Prompting also frequently happens at home since at home there are some persons living together closely. They communicate with one another, and this gives chances to them to prompt one another.

School is another place in which prompting happens. Children will often be prompted by the teacher or by their friends, because at school human interactions also take place. Children will communicate both with the teacher and their friends at school.

Children do not live at home and at school only. They live outside the house in which they will communicate

with other members of the society. Because of the communication, prompting may also happen in social life.

(5). Kinds of Prompting

To start a conversation, people can use several forms of prompting. The forms which can be used to prompt or engage someone in a conversation are:

(a). greeting

Greeting is a kind of utterance which is given by a person when he or she meets other people. It is possible that the greeting is given to someone whom the speaker has already got acquainted with, but it can also be given to a person who is still strange. Because of the greeting, the relationship between the speakers becomes closer and friendlier.

When a person greets a man or parents greet their children, they give two things, namely, the expression and culture. By listening to the greeting children will learn the expression used to greet someone, and they will also learn that it is very common for people to greet one another, though it is just for courtesy.

A greeting is a form of prompting because, according to the courtesy a greeting should be replied by the addressee. So, because of the greeting, children are obliged to give responses to it, otherwise they will be called impolite. Besides, usually a greeting is completed by the responses. Therefore, there are no serious difficulties for the children to reply it.

The greeting said by someone when he is going to give a speech is not called a prompting, since the response is not needed.

Some common English greetings:

- (a). "Good morning". It would be responded by the addressee using the same utterance "Good morning". This greeting is used in a little bit formal situation.
- (b). "Hello". It is a very common greeting which is used by a person when he or she meets someone he or she already knows. This is an informal one and the usual response would also be "Hello".
- (c). "How are you?" The response may be "Fine, thank you". This is the continuation of the previous ones, after which they can start the real conversations.

(d). commanding

A command is called prompting if it does not make children do what is being commanded in the form of an ac-

tion. So, it must be responded using sentences. For example, "Write your name in this space!" It is not a form of prompting since the response is not verbal, but an action. It will be called prompting if the child response "Yes, sir!"

Norris M. Sanders divides utterances which give the meaning of commanding into several things, namely: (the division is based on the response)

- remembrance

For example : Retell

Illustrate

Describe

- comprehension

For example : Tell me in your own words

Summarize

- interpretation

For example : Describe the relations between

Look for the implications of

Draw the conclusion from the data

- application

For example : Use the information to overcome

Point out the weaknesses of the theory ..

Show me the work of this equipment!

- analysis

For example : Look for the reasons of this failure.

Make the data more specific.

- synthesis

For example : Suppose

Develop your argument

- evaluation

For example : Evaluate the result of

Choose

Decide the proper time to

(c). addressing

This is a form of prompting because in this situation the addresser is not yet sure whether he is right or not, then he gives it to find the sureness. The addressee has to say something so that the first speaker will know whether his guessing is right or not. For example: "Are you John?" The response may be: "Yes, I am." "Are you Debbie's friend?" Its response may be "No, I am not, I am not her friend."

(4). Requesting

It is included in prompting, since it shows that the speaker is requesting or asking for something. Therefore, the addressee should inform the first speaker whether he or she can fulfil the request or not. To inform this, the addressee will use the verbal way, since the first speaker is waiting for the response.

- "May I borrow your book?" The response can be "Certainly!" or "I am sorry, I need it now".
- "May I sit here?" "Sure, please" is one possible response.

(5). asking

Asking can be included in prompting if it is not given writtenly, so that the response will be given orally. Questions which can be answered by nodding or shaking the head cannot be called prompting.

Again Morris M. Sanders divides this kind of utterances into:

- remembrance

For example : Who is she?

When did you meet him?

- comprehension

For example : Why did he go there?

- analysis

For example : What are needed in order to ?

What are the requirements for ?

- synthesis

For example : What would happen if ?

How will you improve this ?

- evaluation

For example : What do you think about?

What is your opinion about ?

Is this correct?

(6). scolding

Scolding is a kind of utterance which shows that the speaker is angry with the person he is speaking to.

A scolding can be called prompting if it is not very strong, since usually a strong scolding will make children afraid and keep silent. If it is so, the purpose of prompting, that is, to make the children engaged in a conversation cannot be achieved. Therefore, such kinds of scolding, the very strong ones are usually cannot be called prompting. The scolding which is not very strong will give a chance to the children to defend themselves or to minimize the anger they get. For example, "You know. I have told you several times not to smoke in the classroom." The response can be "I am sorry. I will not do it anymore".

(7). teasing

Teasing is also a form of prompting. It is rarely found in English. In Javanese or Indonesian, we often

hear it.

It can be called a kind of prompting because a child will be very shy if he is prompted, though sometimes he is happy because of it. The child can be shy and happy at the same time, because teasing shows that there is a feeling of admiration in the speaker's heart. But because Javanese or Indonesian do not like to be admired openly, they give the response towards the teasing prompting to minimize the shyness. Also people will think that they are proud or impolite if they receive the open admiration. For example, "Aduh, cakepnya kamu sore ini." In English it can be "Wow, you look very beautiful this evening."

Javanese or Indonesian girls will be very shy getting such an admiration. Therefore, they may respond: "Ah, kamu ini ada-ada saja. Aku biasa saja kok." ('Oh, no, I am just as usual. You're kidding.')

"Ayo, wingi nonton karo sapa? Pacar, ya?" ('Hey, who was the boy accompanying you going to the movie? Your boy-friend?') This is usually replied: "Duh, kok. Kae kancaku ". ('No, no. He is just my friend.')

(8). Narrating

Narrating can also be used to prompt children, if the story told is interesting and invites a lot of

questions or comments. A story will invite questions if it is interesting and incomplete. Children who are interested will ask about the information which are not yet told. The prompter, in this case, should be very clever in making the story questionable but interesting. For example, "I have been an English teacher in Pulau Galang Refugee Camp for a year. All the students are Vietnamese, who cannot speak Indonesian nor English." The following questions may arise, "What language do you use in teaching?" "Are Vietnamese similar with us?"

(9). exclamation

An exclamation can be used as a means of prompting a child, because an exclamation is an utterance which shows that the speaker is surprised because of something. Because it shows a feeling of surprise which is suddenly said, the child will be attracted, and then he will be eager to know the reason of the surprise, and to get the reason he will ask the speaker or prompter a question. It is very effective, since the attraction caused by the exclamation arises all of a sudden, and consequently the questions will be given spontaneously. For example, "Look, what a beautiful bird that is". The child will suddenly be attracted, and may respond, "Where, where is she? Which one. Oh, yes. She is really very beautiful."

(10). informing

Giving information can also be used to prompt children so that they will speak.

It has been a characteristic of a human being that he always wants to know anything. It also happens when a person informs something to a child. The child is not satisfied with the information he gets, therefore, he asks questions to know the others. In this situation, informing can be called prompting. Also whenever possible, a child will tend to participate in one's conversation if it is permissible. Therefore, a child will give a comment on the information given by his friend in order to participate in his friend's conversation. For example, Joan's father gives the information when Joan is arriving home. "Joan, Gaylord came here looking for you." Joan is very interested in hearing it, and then she asks for more information, since she becomes impatient waiting for her father giving further information. Therefore, she asks, "What time did he come?" and "Did he tell you something?" or "Did he come here together with Debbie?", etc..

"The 'Champ' is a very good film. I saw it last night." To involve in the conversation a child may say, "You're right. It is really touching. I saw it two days ago."

(11). criticizing

Criticizing can also be a form of prompting.

It may be called prompting because:

- it is really unpleasant being criticized, since a criticism shows something bad of the criticized person. To release the feeling he will say something to the prompter.
- the criticized child will say that he agrees with the criticism and he will also express that he is going to improve the condition if the criticism is correct.
- If the criticism is not correct according to him, he will directly reject it in order to defend his self-esteem.

For example, "Alan, you look so untidy wearing a big shirt." Then Alan might say, "Is that right? All right, I will put on another one." Another example, "Hey, who cooked this? It is very salty." The response may be, "I did, I am sorry. I did not taste it."

It is clear in the second example that the criticized child will put forward the reason why he is in such a condition or he does the bad thing, since everybody does not like to accept a criticism.

(12). suggesting

Suggesting can be used to prompt a child, because

suggesting means to give an opinion to the child, and because it is an opinion the child has to show whether he accepts it or not. Besides, suggesting also means giving a light command. Therefore, the child is forced to give a response which shows whether he obeys it or not. Of course, the reasons will be included. For example, "I think it is better for you to go now. It almost rains." The child may respond, "All right, then. Fine, let's go." Another example, "You are not very well. You'd better sit inside." The response may be, "But it is hot inside."

(13). reminding

Reminding is also a form of prompting, because the reminded child will directly give a response. He gives the response to thank the addresser or to inform that he has or has not done the thing reminded. There is a feeling of obligation in his heart to respond the reminder, because the reminder shows that the first speaker pays attention to him. For example, "Mike, do you remember that you promised me to go to the movie tonight?" The response may be, "Yes, I do. But sorry. I am very tired now." Or "Oh, yes. Let's go now."

(6). Things which should be paid attention to
in giving prompting

It has been said that prompting is important in

children's language acquisition process, because it pushes them to speak or to use their language in real situations.

To achieve the purpose effectively, parents, in giving prompting, should pay attention to:

(a). the age of the children

The development of children influences their ability to comprehend utterances or to respond them. It is because the brain also develops as they are growing older. Since the development of the brain indicates the characteristic of their language, parents should pay attention to their age if they want to get a good result from their prompting. Also very young children cannot be asked to think about abstract things. Therefore, parents should not suppose them to be able to give abstract responses.

(b). their language mastery

We can see in our own society that usually children in cities have a better language mastery, since their environment gives them chances to develop their language well. It is different from those who live in villages. They do not get enough facilities to develop their language quickly.

Towards those different groups of children who have different levels of language mastery, parents should



give different prompting. If parents treat them in the same way, it is possible that the village children will get some difficulties in understanding and responding the prompting. If parents also treat children from the cities like they do with the village ones, the first ones will get bored, because the prompting given is too easy for them.

It is also possible that both groups develop in the same speed, but since they live in different situations and environments, their vocabulary will be different. Therefore, in giving prompting, parents should pay attention to their language mastery, otherwise the prompting will be fruitless.

Since the language mastery of the two groups is still limited because of their young ages, the prompting which is suitable for them should be:

- simple

The prompting should be simple both in form and the content. The simple form means that the sentences used are not complex or compound sentences. It will be better if they are also short. This will make the children easier to understand them. The content should not be so difficult. It means that it is not beyond the knowledge of the children.

- challenging

It means that the prompting which is not very dif-

ficult and not very easy either. This will encourage them to give responses, and not make them frustrated or bored.

CHAPTER IV

WILLINGNESS TO LISTEN TO

(A). What is willingness to listen to?

Willingness to listen to is an attitude which shows that someone is ready and willing to be engaged in a conversation.

In our surroundings we often hear a child saying to his father, "Pak, minta uangnya." (Dad, would you give me some money, please?), and the father says, "Untuk apa? Seratus cukup enggak?" ('What for? Is one hundred enough?'). We may often see a child saying to his mother, "Bu, orang itu siapa sih?" ('Mom, who is that man?'). "Oh, dia adalah pamanmu yang baru saja datang dari Jakarta." ('Oh, he is your uncle. He has just come from Jakarta').

In the illustrations above there are two forms of responses which are given by the father and mother. To respond the request of the son, the father gives questions, and in the second situation the mother gives the answer of what is asked by her child. Though the responses are different, since they are suitable for each, they make the first speaker satisfied.

If the request and the question are not repoded, the children will be frustrated, and they will not dare to continue speaking. In the first situation the son will

stop talking or requesting, since he may think that his father is not in a good mood. The father may be angry with him, if he repeats the request. So he will decide to keep silent and delay the conversation. In the second one, if the mother does not answer the question, the child will be sad, since she will think that her mother does not pay attention to her. As a result, she does not want to start a conversation with her mother. If it happens frequently, she will be discouraged to use the language.

The situations will be much different if the father and mother give warm responses to them. The son will answer what his father wants to know, and the daughter may ask further information about the man. If the situation is like this, the conversations will be developed, and it means that real conversations and use of language will take place.

It can be said now that good and sympathetic responses will make children speak more. The conversations will be longer. Therefore, the children get more opportunity to use the language in real situations.

(B). The Importance of Willingness to Listen to
in the Process of Language Acquisition

In acquiring a language children accept many things from various sources. They will hear or read phonemes,

words, sentence patterns, etc.. Besides, since there are many groups of people in the society, they will also get various uses of the language, the informal, refined and common language.

Children are developing. Therefore, they will hypothesize all the language items. They will classify and identify the data they have accepted. Finally, they will make some hypotheses about the language.

They cannot stop there, since they will continue developing. They want to know whether their hypotheses are right or not. As the way out, they will make a conversation with other people. From then they will see whether their hypotheses are right or wrong. To achieve what they want, children need to be listened to and to be responded.

Looking at the essence of willingness to listen to, we can use it as:

(1). motivator

It has been said before that children will stop talking if they do not get any responses. They will think that what they say is meaningless, and people do not want to listen to them. But if the person whom they are talking to gives responses which means that he is listening to them, they will be motivated to speak more.

In the first example (a son and his father),

the son has to speak more. He has to continue the conversation for the responses of the father are questions. He has to answer them.

From the illustration above, it is clear that because of the response, children are motivated to continue the conversation. They are motivated to use the language in its real contexts.

(2). encouragement

It is the characteristic of a human being that he will feel happy and satisfied if he is accepted by others. The acceptance is various. One form of the acceptance is that he is listened to.

It also happens with children in their process of language acquisition. They will be happy and satisfied if people are willing to listen to them. They are satisfied and feel being accepted when people give responses to what they are saying. The satisfying feeling will encourage them to speak more. They will be encouraged to use the language, since from it they get a pleasant feeling. As a result, they will like to use the language.

(3). a chance of understanding

Like prompting, willingness to listen to can be used to give children a chance of identification. The

addressee will give responses to them, and they will look them as models. From them they will be able to identify the patterns, the vocabulary, pronunciation, kinds of sentences (questions, commands, statements, etc.). For example, a child asks, "What time is it?" The response is, "It's ten o'clock. What's the matter? Are you going to go to bed?" From the response, the child will be able to identify that the first sentence is a statement, and the rest are questions. Each of them has a certain intonation, and pattern. He is also able to identify the words used, pronunciation, etc..

(4). practice

If one is willing to listen to, he must also be willing to give responses.

From the response accepted children will get practice both in their comprehension and speaking ability. In a conversation they will pay attention to what the other person is saying, and they will try to understand it. So, because of the response they get practice in comprehending utterances. Sometimes the response forces them to give further information, or speak more, so that they get practice to express what they want to say. Thus, they get practice in speaking.

(5). a means of a test

Willingness to listen to, like prompting, can be

used as a means of a test, though it is not a formal test. Because of willingness to listen to parents can see how far the language mastery of the children is. First, the parents will see their language mastery from the utterances they use to start the conversations. The parents can judge their sentence patterns, pronunciation, words and level of speech. Second, the parents can give responses such as questions, which force them to speak more. Looking at the way they respond, it can be seen whether they understand them and convey their ideas correctly or not.

Besides the parents, the children themselves can see their own language mastery, because of willingness to listen to. From the response given by the addressee, they will see whether their utterances are understandable, whether their pronunciation is correct, and whether their ideas are fully expressed. For example, if the addressee sometimes asks them to repeat their utterances, they will directly see that some aspects of their language mastery are weak. Therefore, to make them good, they have to improve them.

(C). Forms of Willingness to Listen to

Willingness to listen to can be expressed in several forms. Since it is an attitude which shows readiness and

willingness to be engaged in a conversation, it involves the passive and active attitudes of the addressee. These attitudes can be shown in the form of:

(1). listening

To show the attitude of willingness to listen to parents can just keep silent and listen to when a child tries to engage them in a conversation. Though they do not say anything, it is a positive attitude. The child will continue speaking, since from the attitude he will see that the parents pay attention to him, or they give a response. They can show that they are listening to him by making an eye-contact with him.

(2). replying

Replying is also a form of willingness to listen to. When a child greets his parents to start a conversation, they can show that they are willing to be engaged in it by replying the greeting. Because of reply, the child will directly understand that his parents are ready to listen to him. If the greeting is not replied, he will repeat it to attract their attention or delay the conversation, since not replying a greeting means that an addressee is not ready to start a conversation yet. For example, a child greets his father, "Good morning!" To show that he is ready to be engaged in the conversation, the

father should reply, "Good morning!"

Though the child has something else to say, if the greeting is not replied, he will not dare to say it. He will be suspicious about what is going on in his father's head. He will be afraid of him.

It is also possible that the parents will show the reply by doing a certain action. For example, if the utterance is a command or a request, to reply it, they may do what is commanded or requested.

(3). answering

Parents can show that they are willing to be engaged in a conversation by their children by answering questions given by them. Answering is a form of willingness to listen to, because children give questions when they do not know something and want to know it. Giving the answers means giving the fulfilment of what they need. Besides, giving the answers means giving information. Therefore, if the questions are not answered, the conversation will not develop well, because the information which is needed in a conversation is missing. Moreover, answers will make a new utterance appear. If the questions are not answered, the children will not get what they want, and will wait for them. As a result, they will keep silent. Because of the answers they get what they need, and

then they are able to start a new thing.

Since there are five kinds of questions, according to Norris M. Sanders, there are also five kinds of answers, namely:

- remembrance

(Who is the man?) "He is Mr. Dahlan."

(What does he do?) "He is a doctor."

- comprehension

(Why did you do it?) "Because I was angry with him."

- analysis

(What should we do to finish the work?) "To finish the work, we should pay attention to "

- synthesis

(What must we do, if he betrays us?) "We must send him to jail."

- evaluation

(What do you think ?) "I think what he said is correct."

(4). explaining

Explaining is also a form of willingness to listen to if it is a response to what children want to know. It is not a form of willingness to listen to if the explanation comes from the parents' own will, and not

a fulfilment of children's need. For example, a child asks, "Why should I eat a lot?" To respond the utterance, his mother may say, "You should eat a lot, because if you eat a lot your body will be strong, and big. If you are big and strong, you will be able to do anything."

(5). asking

Parents can also show that they are willing to listen to their children by giving questions to them about what they are talking about. For example, after the children finish telling a story, the parents can give some questions. Because of the questions, they will know that they are listened to by their parents. For example, a child is talking about his friend who is close to him. To show that they are listening to him, the parents may ask "Where does he live?", "How old is he?" or "What's his father's name?" and the like.

Because of the questions, the child is forced to give some more information. He has to give the answers. As a result, there will be a warm conversation between the child and his parents.

(6). requesting

A request can show that the person who gives it is

listening to what is spoken by his partner. If a child says something, his father may give a request to respond it. Because of it, he will see that his father is listening to him, since it is impossible for a person to give a request without knowing the context first. So, a request can be a form of willingness to listen to if it is a response to what has been said by the child. For example, in the afternoon a child says to his father who is reading a newspaper, "Dad, your tea is ready on the table." Then the father says, "Would you bring the tea to me?" In this case the request given by the father is a proof that he is listening to his son.

(7). suggesting

By giving a suggestion someone can show that he is listening to someone else. Therefore, suggesting can also be included in the willingness to listen to. For example, a child says to his mother, "Mom, I have a headache." To show that she is paying attention to him, the mother may respond, "You'd better stay inside, and take an aspirin."

From the illustration above, it can be said that suggesting can be included in the forms of willingness to listen to since the suggestion is the response of the first utterance.

(8). commanding

Parents can show that they are paying attention or

willing to listen to their children by giving a command. A command can be a form of willingness to listen to if it is given directly after an utterance and it is the response of the utterance. For example, a child says, "Dad, I have the flu." After hearing the statement, he directly says, "Take an aspirin and go to bed." The child sees that his father is listening to her since the command is the response of her utterance.

(9). praising

When a person gets a success, it is reasonable for us to praise him. It also happens with children. When they are successful in doing something, they will tell their parents about it, and the parents have to show that they are listening to them by praising them. Praising is a means of participating in their happiness.

It is impossible for a person to participate in one's happiness, if he does not understand the happiness. Therefore, praising which proves that the speaker is participating in one's happiness can be included in the forms of willingness to listen to. For example, a child says to her mother happily, "Mom, I got a ten for mathematics." To show that she is paying attention to her daughter, she may say, "Oh, is that right? Very good. You

are really intelligent." This illustration shows that the mother is willing to listen to her daughter, because she will not be able to give the praise unless she listens to what her daughter is saying.

(10). correcting or advising

Correcting and advising can also be a form of willingness to listen to. For example, when a child makes something wrong, it is an obligation of the parents to correct it or to advise him not to do it again. If they just let him do it, and not try to make him better, it means that they do not pay attention to him. They are indifferent. Their indifference will show that they do not listen to him since it is impossible for them to give any advice or correction without listening or paying attention to him first. For example, a child says to his father, "Dad, this morning I hit Tom down in classroom." Since it is not good, the father may advise him by saying, "Oh, that's not good. He is your friend, right? You may not do it again."

This correction shows that the father is listening and paying attention to his son, since he will not be able to give the advice if he does not listen to what the child says. After hearing the correction, it is possible that the child will say more, such as asking the reasons of the advice or giving the reason of his action.

(11). reminding

A child will feel that he is listened to or paid attention to, if once he is reminded to do something. For example, when he is going to school, a child says, "Dad, good-bye. I am going to school." His father may reply, "All right! Don't forget to take your homework."

The reminder shows that the father is not indifferent. He pays attention to his son. Therefore, it can be included in the forms of willingness to listen to. But it is not a form of willingness to listen to, if it is used to open a conversation.

(12). exclaiming

Exclamation is a sign that one hears or sees something surprising. So, it is reasonable for the parents to utter an exclamation when they hear their children saying something surprising. Exclamation is a common way to show the surprise.

Since the exclamation is the response to what has been said by the child, it is a sign that the parents are listening to him, and because of it the child will realize that he is listened to. For example, a child tells his mother that the radio is broken. "Mom, the radio fell off the table. It is broken into

pieces." His mother may respond, "What? The radio is broken!"

The second utterance shows clearly that the mother is surprised hearing the news, as if she does not believe it. The surprise can arise because she pays attention to or listens to her child. Without listening to the child, she will not get surprised.

If the exclamation is given, because she sees something surprising, such an exclamation is not a form of willingness to listen to.

(13). scolding

Scolding is a form of willingness to listen to if it is a response to what has been said before by a child. So, it can be included in the forms of willingness to listen to if it is uttered after the child stops speaking. It is not a form of willingness to listen to if it is used in the beginning of a conversation. For example, a child is asking for some money to his father, "Dad, would you give me some money, please?" His father, who is not in a good mood, may reply, "What? Money? No! I do not have any."

If, for example, the scolding is given by the father because the child has done something impolite, such a kind of scolding cannot be included in the forms of

willingness to listen to.

(14). informing

Informing can also be a form of willingness to listen to. It can be used to respond a child when he wants to know something. It can be included in willingness to listen to if it fulfils the need of the child and it is given after the child asks for it. If it is given before, it is not a form of willingness to listen to, but prompting. For example, a child asks, "Did Mary come here?" Information can be given to respond her utterance, "Oh, yes. She came here telling she is going to leave for Jakarta tomorrow evening."

Because of the information, it is possible that the child will ask for some other information, so that the conversation can go on.

(15). narrating

Narrating something can also show that a person is listening to his partner or paying attention to him. It is possible that a child asks his mother or father to tell a story. For example, a child asks his mother, "Mom, why do people believe that the Indian Ocean is ruled by Nyi Loro Kidul?" To fulfil his need and clarify the belief, the mother may tell a story about Nyi Loro Kidul.

Because of it, he will get what he wants to know, and he will feel that he is listened to.

(D). Things which are Needed in Willingness to Listen to

To be able to listen to well, there are some factors which should be paid attention to. They are important, since they influence the effectiveness of willingness to listen to. It is possible for parents to listen to without paying attention to the children, but the results will be unsatisfactory. Instead of encouraging the children to speak, they can even stop them speaking. By paying attention to the factors, they will be able to choose the right responses, so that they will be able to encourage the children to speak.

The things which should be paid attention to are in expressing willingness to listen to:

(1). kindness

Parents should be kind in listening to and responding their children. It is really unpleasant if kind utterance is not responded warmly. The children as the ones who want to make a conversation are discouraged to speak if their utterances are not fully responded since they will think that their parents do not want to be engaged in a conversation with them.

Kindness encourages the children to speak more. If

parents are kind, they will speak openly, give responses enthusiastically. This will support the children to open a new topic to discuss. Besides, this will also cause the children's doubtfulness to speak to disappear. It is so because the children feel that they are accepted, and the addresses are willing to accept them. As a result, they will be able to speak freely in the conversation.

Kindness will also make parents able to continue speaking warmly, though the things which are talked about are trivial. It is usual that children ask or talk about trivial things. However, they should realize that the children are different from them. Therefore, they should be willing to listen to and to respond them warmly if they want the children to speak more. Without kindness, it is possible that the parents may get lazy or bored to respond their children. If the parents are lazy to talk, the children will think that they do not want to talk and pay attention to them, and they will stop talking though there are still several things in their minds.

(2). patience

Patience is also important to be able to listen to and to give responses well. Sometimes children speak and speak without giving any chances to the parents to give responses. To face this situation, the parents should be patient. They should be willing to give the children enough

opportunity to speak. They should be patient not to interrupt their utterances. If the parents interrupt very often, the result will be the opposite: the children will be discouraged to speak. In this situation, the parents should realize that it is the children who have to speak.

Besides, the parents should also be patient, if they hear the children talking about funny or strange things, or speaking in impolite or incorrect sentences. It is normal, because they do not have enough language mastery and knowledge. They have to study a lot to be able to talk about appropriate things in correct language. Parents should also realize that children develop through mistakes and funny things. Therefore, the parents should be patient to correct their mistakes to understand their situation. If the parents are not patient and do not realize the condition of the children with all the consequences, they will get angry and irritated easily.

Last, parents should also be patient to correct their children's mistakes, though the same things occur many times.

Besides the two things above, in order to be able to achieve the aims of willingness to listen to effectively, parents should also pay attention to:

- the age of the children

While children are growing older, their brains and knowledge develop, too. The ability to comprehend and the

knowledge of five year children will be different from the knowledge and the ability to comprehend of two year children. Therefore, in willingness to listen to, the age of the children should be taken into consideration. For example, it is very difficult for parents to talk about religion, politics, or moral with a young boy, since his comprehension skill and general knowledge is still very limited. Young children will easily understand concrete things only. Because of the limited knowledge and the low comprehension skill, parents sometimes are forced to tell a lie. They have to do it to avoid serious problems. Last it can be said that in giving responses to the children parents pay attention to their ages.

- the linguistic competence of the children

The linguistic competence of the children is influenced by the development of the brains. If the brains are good, they will be able to develop their linguistic competence well.

In willingness to listen to parents have to pay attention to the language mastery of the students, such as their vocabulary and sentence structure. If it is not taken into consideration of the parents, the message conveyed will not be accepted fully by the children. The parents should realize that the vocabulary and sentence patterns mastered by the children are still very limited. Therefore, they have to use simple language in responding

utterances given by the children. They should not give the responses in complex and complicated sentences, or using difficult words because if they do that, the children will not be able to understand them. The sentence constructions used should be simple, and the words should be those which are frequently used by children.

CHAPTER V

PROMPTING AND WILLINGNESS TO LISTEN TO IN LEARNING A SECOND LANGUAGE AT SCHOOL

(A). The Importance of Prompting and Willingness to Listen to

Learning the mother-tongue is different from learning a second language. In learning the mother-tongue, the learners are children who are still in their sensitive period to learn a language, while in learning a second language at school the learners are students who are usually not in the sensitive period anymore. If in learning the mother-tongue everything goes on informally and naturally, in learning a second language everything is planned formally.

Though learning a second language at school is different from learning the mother-tongue, since they are similar, the learning situation at school is made in such a way that students can learn the second language as if they learn their own mother-tongue. A teacher is provided to replace the function of the environment which gives the language stimuli. He gives textbooks, explanation, correction, models and examples. He, like the environment, will also give a chance to the students to practice the language in its real situations.

Since learning a second language is similar with

learning a native one, students will also follow the six levels of the cognitive domain. Their linguistic competence will develop step by step from the stage of knowledge, comprehension, application, analysis, synthesis, and evaluation.

Since the students have to follow the six levels of the cognitive domain, in the third stage, that is, in the stage of application, they will also need to be prompted and listened to. Therefore, in this stage prompting and willingness to listen to are really needed to give the students enough opportunities to use the second language in its real contexts. Prompting and willingness to listen to are needed because ~~without being~~ prompted and listened to purposely the students will not be able to use the language in real conversations. They cannot practice the second language, because the environment of learning a second language at school does not permit them to do that. First, their learning period is very limited. It is about four or five hours a week. In such a very limited time the teacher has to present a lot of material. As a result, he cannot give the students enough chances to speak in the language. Second, outside the learning hours, the society does not give any opportunities to them to use the second language either. People in the society, instead of communicating in the second language, will communicate in the mother-tongue. As a result, the students will also use the mother-

tongue as a means of communication. However, since the practice in using the language is very important, the teacher has to provide opportunities for the students to use the language in its real contexts. To gain the purpose prompting and willingness to listen to are the suitable ways. Because of prompting and willingness to listen to, the students will be motivated and encouraged to speak more. Therefore, because of prompting and willingness to listen to the students are hoped to be accustomed to communicating in the second language. They will gradually be accustomed to it, since prompting and willingness to listen to make them speak in the language. They have to give responses when they are prompted or they will speak more when they are listened to warily.

(B). The Application of Prompting and Willingness to Listen to in Learning a Second Language

In this section learning English as a second language will be taken as the example.

It is said before that in learning a second language, though it is very important in their language learning process, the students do not get enough practice to use the language in its real contexts. Both in the classroom and outside the classroom they just get

limited opportunity to speak in the language. However, since practice will make them accustomed to use the language as a means of communication, the teacher will create chances in which the students can use the language. He will or should try to engage them in a conversation and make them speak more.

In providing the opportunity the problem is the limited time. In the classroom he has to present a lot of material. Outside the classroom the students and the teacher do not have much time to be together, and whenever they meet one another they will tend to use their mother-tongue as a means of communication. To overcome this problem the teacher, purposely, has to force his students to use the language in real conversations. But, due to the limited time, he should be able to do the activities together with other ones, such as explaining, giving correction, or giving practice.

Below are examples of prompting and willingness to listen to activities which are carried out together with other activities.

(1). in the classroom

In the beginning of a lesson period the teacher may prompt the students by greeting them. After they give the response, he may reply it.

T : Do you remember what I explained last week?

S : Yes, I do.

T : What is that about?

S : It is about

T : Give examples, please. etc.

The first utterance given by the teacher is a form of prompting, while the others are forms of willingness to listen to.

In the real presentation period the teacher may also insert some prompting and willingness to listen to activities. For example, the teacher is going to explain about the degrees of comparison. While pointing to a small student he may ask one of the others.

T : How do you say in English: "Si A pendek"?

S : A is small.

T. Good. It's correct.

Then when he is explaining the material, to check whether the students are following him or not, he may say:

T : Do you understand?

S : Yes.

T : All right. B, what are the comparative and superlative of 'tall'?

S : The comparative form of 'tall' is 'taller', and the superlative form is 'tallest'.

Finally, after finishing the material, to make sure whether the students understand the explanation or not, and to review what has been explained, the teacher may also use form of prompting and willingness to listen to. For example,

T : Well, C. When will we use the comparative degree?

S : We use the comparative degree when we

T : Good, D! Make a sentence using a comparative form.

S : I am smaller than Adi.

T : Good. Now, do you have any questions?

If, then, the students give some questions, the teacher should answer them, though some are very easy and funny. It is important, because the students will feel satisfied. They will know that they are listened to and paid attention to by the teacher. If they ask the teacher to repeat the explanation, he should be willing to do it. It is very helpful in encouraging them to speak.

At the end of the period once again the teacher may greet them by saying, "Good-bye. See you tomorrow." Of course, then, the students will reply the prompting using the same utterance.

In doing the activities of prompting and willingness to listen to in the classroom the teacher should try to connect them with the material which is being taught. Therefore, the understanding of the students

will be strengthened.

(2). outside the classroom

It is very different from the situation in the classroom; the situation outside the classroom is not formal. Outside the classroom the teacher may choose the topics which are suitable with the situations. Here, he should pay attention to the material or the time provided.

There are several places outside the classroom in which the teacher can do some activities of prompting and willingness to listen to. He can do this activity at home, in the office, or any other places. For example, the teacher sees a student reading a book in front of the classroom. To engage him in a conversation, he may say:

T : Hey. What are you reading?

S : I am reading a book.

Then, since it is still possible for him to continue the conversation, he may do the activities of willingness to listen to by saying:

T : What is the title?

S : "Cintaku di Kampus Biru". Have you read this book?

T : No, not yet. Is it interesting?

S : Yes, it is. If you want, I lend it to you.

T : Oh, no. Thank you.

Another example is about a student who comes to his office. Here, he should be willing to listen to him well, since he comes to his office on purpose.

S : Excuse me, Sir.

T : Yes, what's the matter?

S : Yesterday I was absent because I was sick. Would you give me a copy of the reading passage you distributed yesterday, please?

T : All right. Here you are.

S : Thank you very much.

T : You're welcome.

From the illustrations above it can be seen that in real situations, the teacher uses three or four forms of prompting and willingness to listen to at a time to give the students opportunities to use the second language. He may use greeting, commanding, or asking at a time.

It is also clear that the teacher in making the students speak uses both prompting and willingness to listen to forms interchangeably. He does not use the prompting forms or willingness to listen to forms only. It is reasonable, since in real conversations both the speakers have to listen to and to speak.

Note

Though there are many forms of prompting and willingness to listen to which can be used to make students speak,

the teacher has to choose the suitable ones. He should pay attention to the characteristics, cultural background and the ages of the students. For example, scolding and criticizing will not make Javanese students speak. If they are scolded or criticized, they will even keep silent, since they will be afraid. Teasing is not suitable either for a shy girl. But praising is suitable for a young child.

Besides, in doing the activities of prompting and willingness to listen to some problems may arise. It is possible that some students just keep silent or respond the utterances in the form of gestures when they are prompted or listened to. To overcome this problem, the teacher should know the reasons. If they do not give any response because they do not understand the prompting or the utterances and they are afraid of making mistakes, the teacher should repeat or change them with the easier ones. If they keep silent because they are lazy to speak, the teacher has to use forms which force them to speak.

The problem may also arise if the number of students is too large or some of them are shy to speak in front of the teacher. To overcome this, the teacher may use a group work. He divides the students into several groups consisting of four or five students each. In groups every student functions both as the prompted and the 'listened to' person and as the prompter and

listener. Therefore, all of them will be active. Since here the teacher is replaced by their own friends and they just make conversations in small groups of students, the shy students will dare to speak. They will have courage to express their ideas.

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