

## Handle the world by Mastering English in Four Language Skill (Listening, Speaking, Writing and Reading)

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### **ABSTRACT**

*The modern living needs the development of education. How to be success in the future is of course by knowledge. And it can be reach in many ways. One of it is by mastering English because people know that English is an International language. English contribute in every case of live such as; education, media, communication, furniture, etc. especially in communication English can transfer easily to give some idea, argument, statement even just say hello to another people around the world. And being the success person has to master the four skills in English such as listening, speaking, reading and writing. In which listening is a major component in language learning and teaching, from a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. The interaction between these two modes of performance applies especially strongly to conversation. Reading ability will be developed best in association with writing, listening and speaking activities. Especially the reading-writing connection, here reading must be considered in interactive language. Why don't people learn to write “naturally”, as they learn to talk? here to master the writing of English need the step of a good writing and enough practicing. By mastering the four English skill people believe that every case happens in this live is easily to be face.*

**Keywords:** *handle, mastering, language skill*

## Introduction

English may have a complicated past, but it has a bright future. Because so many people can speak the language, it helps connect us in a global world. It can also help you in your personal and professional life.

Reasons to learn English

The following are a few of the most common reasons why people around the globe learn English:

- People who speak English have more job opportunities. Businesses need employees who can communicate fluently with English-speaking partner and clients. In addition, entrepreneurs can access a far wider range customer online by using English. In the U.S. or other English-speaking countries, people who can't speak English are at a real economic disadvantage.
- Since English is the language of science and technology, English speakers have more opportunities to work with others in these fields and to share ideas and innovations.
- When their children are learning English in school, parents who speak English are in a better position to help and even communicate with their children. In families who are living in an English-speaking country, the children often grow up speaking better English than their parent's language.
- Being able to speak English makes it easier to travel. Because English is spoken as a first or second language in so many different countries, it is always easy to find English speakers as well as printed information in English, especially at hotels and in areas frequented by tourists.
- The English language gives students access to information and research. Since many of the top academic journals are published in English, students and academics need strong English reading and writing skills. Moreover, for a research study or other publication to get sufficient attention, it should be published in English.

## Problem Study

The problem is learning English is not so simply because of many factors, such as: The four English skills in that we should master by different ways for each. Different skills have different concentration in it.

## Method

To master the four language skills of course will be need special ways.

### 1. Master the listening

Listening as a major component in language learning and teaching first hit the spotlight in the late 1970s with James Asher's (1977) work on Total Physical Response. In TPR the role of comprehension was given prominence as learners were given great quantities of language to listen to before they were encouraged to respond orally. Similarly, natural Approach recommended a significant "silent period" during which learners were allowed the security of listening without being forced to go through the anxiety of speaking before they were "ready" to do so.

### 2. Master the Speaking

#### 1. Conversational discourse

When someone asks you "Do you speak English?" they usually mean: can you carry on a conversation reasonably competently? The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language.

#### 2. Teaching pronunciation

There has been some controversy over the role of pronunciation work in a communicative, interactive course of study. Because the overwhelming majority of adult learners will never acquire an accent-free command of a foreign language, should a language program that emphasizes whole language, meaningful contexts, and automaticity of production focus on these tiny phonological details of language? The answer is "yes" but in a different way from what was perceived to be essential a couple of decades ago.

#### 3. Accuracy and fluency

In the mid to late 1970s, egged on by a somewhat short-lived anti-grammar approach, some teachers turned away from accuracy issues in favor of providing a plethora of "natural" language activity in their classrooms. The argument was, of course, that adult second language acquisition should simulate the child's first language learning processes. Our classrooms must not become linguistics courses but

rather the locus of meaningful language involvement, or so the argument went. Unfortunately, such classrooms so strongly emphasized the importance of fluency-with a concomitant playing down of the bits and pieces of grammar and phonology-that many students managed to produce fairly fluent but barely comprehensible language. Something was lacking.

4. Affective factors

One of the major obstacle's learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. Because of the language ego that informs people that "you are what you speak," learners are reluctant to be judged by hearers. Language learners can put a new twist on Mark Twain's quip that "It's better to keep your mouth closed and have others think you are ignorant than to open it and remove all doubt. " our job as teachers is to provide the kind of warm, embracing climate that encourages students to speak, however halting or broken their attempts may be.

5. The interaction effects

David Nunan (1991b:47) notes a further complication in interactive discourse: what he calls the interlocutor effect, or the difficulty of a speaking task as gauged by the skills of one's interlocutor. In other words, one learner's performance is always colored by that of the person (interlocutor) he or she is talking with.

3. Master the reading

1. Bottom-up and top-down processing

Led by Goodman's (1970) work. The distinction between bottom-up and top-down processing became a cornerstone of reading methodology for years to come. In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals. These data-driven operations obviously require a sophisticated knowledge of the language itself.

Top-down, or conceptually driven, processing in which we draw on our own intelligence and experience to understand a text.

2. Schema theory and background knowledge

Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories...skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.

3. The role of affect and culture

The autonomy gained through the learning of reading strategies has been shown to be a powerful motivator (Bamford & Day 1998), not to mention the affective power of reading itself. Similarly, culture plays an active role in motivating and rewarding people for literacy. We cannot simply assume that cognitive factors alone will account for the eventual success of second language readers (Fitzgerald 1994).

4. The power of extensive reading

A current issue in pedagogical research on reading is the extent to which learners will learn to read better in a *laissez-faire* atmosphere of enriched surroundings or in an instructed sequence of direct attention to the strategies of efficient reading.

5. Adult literacy training

Teaching literacy is a specialized field of research and practice that derives insights from a number of psycholinguistic and pedagogical domains of inquiry.

4. Master the writing

Some characteristics of written language, from the perspective of the reader:

1. Permanence
2. Production time
3. Distance
4. Orthography
5. Complexity

6. Vocabulary
7. Formality

### **Conclusion**

The important of English is already shown in many fields of live. Such as: education, business, entertain, and the most important thing is in communication. Many people like for knowing more about English language. So that in many ways people learns more about English. English is not only taught in formal institution but also in informal institution such as a course. In many cases teacher of English has shown the crucial thing is student or people can master the English well. In which they can handle the world because by using English actively we don't have to confuse or doubt of international language. Why English? These questions already answer from point three that because English take the important role in this world. English is the first international language.

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