STRATEGIES OF TEACHING LISTENING AT ENGLISH EDUCATION DEPARTMENT OF IAIN SUNAN AMPEL SURABAYA

THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
in Teaching English

PERPUSTAKAAN
IAIN SUNAN AMPEL SURABAYA
No. KLAS T-2010 035 PBI
No REG : T-2010/PBI/035
ASAL BUKU :
TANGGAL :

By :

ABDUL GHAFUR
D05206041

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL
SURABAYA
2010

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

APPROVAL SHEET

KEMENTERIAN AGAMA
PERPUSTAKAAN
SURABAYA
IAIN SUNAN AMPEL

Thesis by :

Name : Abdul Ghafur

NIM : D05206041

Title : STRATEGIES OF TEACHING LISTENING AT ENGLISH EDUCATION DEPARTMENT OF IAIN SUNAN AMPEL SURABAYA

Accepted and approved to be examined

Surabaya, July, 31, 2010

Advisor,

Dr. Muhammad Salik M.Ag.
NIP. 196712121994031002

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

EXAMINERS' LEGITIMATION SHEET

This thesis by :
Name : Abdul Ghafur
NIM : D05206041
Has been approved by the Board of Examiners as the requirement for the degree of *Sarjana Pendidikan Islam* (S. Pd. I) in English Education Department.

Surabaya, August, 26, 2010
Approved by,

Dean of Tarbiyah Faculty

Dr. H. Nur Hamim, M. Ag
NIP. 196203121991031002

Chair,

Dr. Muhammad Salik, M. Ag
NIP. 19671212994031002

Secretary,

Siti Asmiyah, S. Pd.
NIP. 197704142006642003

Examiner I,

Dra. Irma Soraya, M. Pd
NIP. 196709301993032004

Examiner II,

Masdar Hilmy, MA. Ph.d
NIP. 197103021996031002

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

SURAT PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Abdul Ghafur

NIM : D05206041

Semester : VIII

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah

Alamat : Jl. Raya Simpang Tiga Ketapang Barat, Ketapang-Sampang 69261

Dengan ini menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul STRATEGIES OF TEACHING LISTENING AT ENGLISH EDUCATION DEPARTMENT OF IAIN SUNAN AMPEL SURABAYA adalah asli dan bukan hasil dari plagiat, baik sebagian maupun seluruhnya.

Demikian pernyataan ini dibuat dengan sebenar-benarnya, apabila pernyataan ini tidak sesuai dengan fakta yang ada, maka saya bersedia dimintai pertanggung jawaban sebagaimana peraturan perundang-undangan yang berlaku.

Surabaya, 26 Agustus 2010

Abdul Ghafur
NIM. D05206041

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

ABSTRACT

This thesis is the result of the observation to answer the questions of: What are the teaching strategies of listening skill applied by the lecturer to PBI students of semester II? What are the difficulties encountered by lecturer in teaching listening skill? How do the students respond the teaching strategies of listening applied by the lecturer?

The Data is arranged by doing documentation, observation, interview, questionnaire and analyzed by describing the data (descriptive qualitative).

The research concludes that Teaching strategies applied by lecturer in listening skill were *top down strategy, bottom up strategy, and interactive strategy*. The difficulties encountered by the lecturer during teaching listening were in *top down strategy* the lecturer felt difficult in giving understanding about the context to the students when the topic was not common enough in Indonesia, in applying *bottom up strategy,* the lecturer said that some of materials in listening were not formal forms, which were quite different from teaching reading based on academic purpose that must be formal, concerning with *interactive strategy* the lecturer said when *bottom up strategy* he used didn't run well based on planning he turned into *top down strategy* during the class.

The response of students about the lecturer' teaching strategies during the class that many of them said that the lecturer's teaching strategies were interesting and made them enjoyable in listening because according to them the lecturer was attractive, smart, open-minded, patient, funny (gave them little joke to make them interested in his material). Furthermore, he taught listening well, sometimes gave them new words, idiom and other difficult words they never knew before, explained the material clearly, shared his experience the way learn listening to all the students. Some of them said that they were boring because the strategies applied by the lecturer were, less interesting, and less colorful. Most of them prefer top down strategy to bottom up one, some prefer bottom up strategy to top down one, and some liked both of them.

Abdul Ghafur, 2010, *TEACHING STRATEGIES OF LISTENING SKILL FOR PBI STUDENTS OF SEMESTER II AT IAIN SUNAN AMPEL SURABAYA*

Advisor: Dr. Muhammad. Salik, M.Ag,

Key Words: Teaching Strategies Of Listening Skill

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

TABLE OF CONTENTS

TITLE SHEET i
APPROVAL SHEET ii
EXAMINERS' LEGITIMATION SHEET iii
MOTTO iv
ABSTRACT v
ACKNOWLEDGEMENTS vi
TABLE OF CONTENTS viii

CHAPTER I : INTRODUCTION
1.1. Background of Study 1
1.2. Problem of Study 5
1.3. Objective of Study 5
1.4. Scope and Limitation 6
1.5. Significance of Study 6
1.6. Definition of Key Term 7

CHAPTER II : REVIEW OF RELATED LITERATURE
2.1. The Definition Of Listening 8
2.2. Three Stages Of Listening Process 8
2.3. Listening Principles 9
2.4. Strategies Of teaching Listening 12
2.5. The Difficulties In Learning Listening 24
2.6. The Difficulties Encountered by The Teacher in Teaching Listening 27

CHAPTER III : RESEARCH METHOD
3.1. Research Design 30

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3.2. Research Location And Subject 30
3.3. Population And Sample 31
3.4. Research Instrument and Data Collection 31
3.5. Data Analysis Technique 34

CHAPTER IV : THE ANALYSIS ON STRATEGIES OF TEACHING LISTENING AT ENGLISH EDUCATION DEPARTMENT OF IAIN SUNAN AMPEL SURABAYA

4.1. Teaching Strategies Of Listening Skill 36
a. *Observation I* 36
b. *Observation II* 39
c. *Observation III* 40
4.2. The Difficulties Encountered By The Lecturer In Teaching Listening 48
4.3. Students' Responses to Teaching Strategies Applied by The Lecturer in Teaching Listening 50

CHAPTER V : CONCLUSION AND SUGGESTION

5.1. Conclusion 56
5.2. Suggestion 58

BIBLIOGRAPHY
APPENDIXES

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

KEMENTERIAN AGAMA PERPUSTAKAAN

CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is means of communication among people in many countries around the world; it is used to communicate with other people to express the ideas either in oral or writing. English as one of languages in this world has significant role and good position nowadays, most of countries throughout the world use this language as lingua franca to communicate with others in some aspect such as politics, economics, culture etc. After all, it has been considered as international language for its utility and progress.

So does Indonesian country, Indonesian government use English as a media of communication such as to cooperate with another country, build good relationship in some aspect of life concerning with government businesses. Even concerning with education, government have applied English teaching system in many schools and have included it in educational curriculum by aiming at preparing young generation from elementary schools up to universities to be skillful at practicing English and use it as medium to communicate with foreigners or other people in other countries.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

There are some significant skills to master English proficiency; speaking, writing, reading and listening, if somebody can master them altogether, he or she is considered as master of English.

However, one more significant thing that everybody unconsciously neglects is listening skill, at glance they think that listening is more difficult than the other skills (speaking, reading and writing) that is why listening has been assumed for long time as neglected skill even though it is actually a fundamental skill rather than the other skills. Yet, the exact reasons for the nearly total neglect of listening are difficult to access, as Morley only assumed " *perhaps an assumption that listening is a reflex, a little breathing, listening seldom receives overt attention in one's native language has masked the importance and complexity of listening with understanding in a non-native language*". Furthermore, Weaver commented *"after all, listening is neither so dramatic nor so noisy as talking. The talker is the center of attention for all listeners. His behavior is overt and vocal and he hears and notices his own behavior, whereas listening activity often seems like merely doing nothing".*[1]

After all, listening skill began to be voiced in the mid-1960s and early 1970s, listening skill gradually accepted and no longer neglected because the linguists saw the importance of listening skill, as Chastain states: *"listening comprehension is at least as important as any of the other skills, perhaps more so.*

---

[1] Murcia-Marianne Celce,2001,*"Teaching English as a Second or Foreign Language"*, USA, Heinle & Heinle Thomson

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The phonological system of the language is acquired by listening and oral communication is impossible without a listening skill that is more highly develop than the speaking skill".[2]

From the explanation above, listening skill is not totally easy to master and comprehend, a teacher has to have good ways or strategies to teach students listening skill. Of course, he or she will encounter some difficulties and hindrances whether from the students themselves, the environment, and even from the materials he or she has. However, the extensive learning and further teaching of listening is really needed because to comprehend a language is very difficult, particularly English as a second or foreign language.

The significance of listening and its complexity arouses the researcher's curiosity and interest to do research and know deeply about listening skill especially the listening taught in classroom, what the strategies of teaching listening are applied in the class, how the students respond the strategies of teaching listening skill applied by their teacher or lecturer in the classroom, what the difficulties are encountered by the Teacher or lecturer in teaching listening.

The researcher decides to do research at State Institute of Islamic Studies Sunan Ampel Surabaya because of some reasons as follow:

Firstly, he chooses IAIN Sunan Ampel Surabaya because he is still studying in this campus and it is easier for him to do research. Furthermore, he

---

[2] Chastain Kenneth, 1967, *Developing Second Language Skill: Theory to Practice*, USA: Rand Macnally College, Publishing Company

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

obtains a lot of experiences and insights of Islamic studies since studying at IAIN Sunan Ampel Surabaya because this institute maintains the Islamic values which make it different from other institutes in East Java, students can do research about anything concerning with the Islamic studies which possibly will contribute some new progress, enlightenment, insight etc. to this institute itself and students in general. So, students don't have to do research outside the campus and go to subject of study too far spending a lot of money.

Secondly, the researcher himself thinks that learning listening until nowadays is difficult to do. As he experienced from semester I up to now (semester VIII) to learn English listening skill is not easy. To listen, comprehend and interpret English listening whether it is form radio, tape recorder, television, and even directly from the native speakers themselves still need the process. Because as a matter of fact, the duration of learning listening lesson is not intensive and perpetual, English is a foreign language, to learn it well, we need skillful lecturers or native speakers who are capable enough of teaching listening well. But he is sure that he or anybody else someday will comprehend and interpret well the listening materials if they do the process.

Thirdly, some students of English Education Department said that they felt difficult to catch every word, sentence and dialogue or expression in listening. Concerning with this case, the researcher is highly motivated to raise the problems which emerge in English listening. He decides to choose PBI students of semester II as the subject of the study because the listening materials of

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

semester II constitute intermediate level in which they will learn the higher level of listening than what they learned in the previous semester. He wants to know how they respond the teaching strategies applied by the lecturer in the class.

1.2 Problem of Study

The problems are to be discussed in this research as follow;

1. What are the strategies of teaching listening applied by the lecturer to PBI students of semester II?
2. What are the difficulties encountered by the lecturer in teaching listening?
3. How do the PBI students of semester II respond the teaching strategies of listening applied by the lecturer?

1.3 Objective of Study

1. To investigate the strategies of teaching listening applied by the lecturer to PBI students of semester II.
2. To investigate the difficulties encountered by the lecturer in teaching listening.
3. To investigate the responses of PBI students of semester II about the strategies of teaching listening applied by the lecturer.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

1.4 Significance of Study

1. The result of the research will be able to give little contribution about the importance of listening skill as actually fundamental skill rather than the other skills.
2. The result of the research will be beneficial for the English lecturers of English Education Department especially listening subject lecturer.
3. The result of the research will be also beneficial for all the students of English Education Department, especially semester II students to increase their ability in listening skill and convince them that listening skill is the basic skill to master English.

1.5 Scope and Limitation of Study

The researcher will do an experimental research on the scope and limitation below;

1. This research will be implemented to PBI students of semester II in listening subject.
2. The researcher chooses and emphasizes more on listening skill than the other English skills because it is very significant for him to apply.
3. The researcher is going to know further about strategies of teaching listening applied by lecturer in semester II.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

1.6 Definition of Key Term

The researcher attaches some definition of key terms to help the readers to understand the thesis easily, as follow;

1. ***Teaching*** is the work of a teacher or that which is taught,[3] and also teaching is the only major occupation of man for which we have not yet developed tools that make an average person capable of competence and performance. In teaching we rely on the "naturals," the ones who somehow know how to teach.[4]
2. ***Strategies*** are particular plans for winning success,[5]they are also specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information[6]
3. ***Listening*** is An active activity that involves receiving, deciphering, and perceiving a message with intent to respond. Planning ahead for a conversation improves a receiver's ability to listen to a message.[7]
4. ***Skill*** is Proficiency, facility, or dexterity that is acquired or developed through training or experience.[8]

---

[3] Hornby A. S., 1995, *Oxford Advanced Learner's Dictionary of Current English*, Oxford New York: Oxford University Press
[4] Drucker Peter, http://www.brainyquote.com/words/te/teaching228435.html, *the definition of teaching*
[5] Summers Della, 2000, *Longman Handy Learner's Dictionary of American English*, Pearson Education
[6] Brown H. Douglas, 2000, *Principles of language learning and teaching*, Fourth Edition, San Francisco University: Pearson Education Company
[7] http://www.toolingu.com/definition-950120-54367-listening.html, *the definition of listening*
[8] http://www.thefreedkillictionary.com/s, the definition of skill

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Definition Of Listening

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. Furthermore, listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically, he says.[9]

2.2 The Three Stages Of Listening Process

We can divide listening process into three stages:

1. The pre-listening phase prepares students for both top-down and bottom-up processing through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary.

[9] Austin S. (1970). *Speaking & Listening: A Contemporary Approach.* Harcourt, Brace & World, Inc. USA

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. The while-listening phase focuses on comprehension through exercises that require selective listening, gist listening, sequencing, etc.
3. The post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic. However, it can also include a bottom-up focus if the teacher and the listeners examine the texts or parts of the text in detail, focusing on sections that student could not follow. This may involve a microanalysis of sections of the text to enable students to recognize such features as blends, reduced words, ellipsis, and other features of spoken discourse that they were unable to process or recognize.[10]

2.3 Listening Principles

There are several principles of teaching listening that should be concerned by a teacher to facilitate the students in listening comprehension, as follow:

Principle 1: *Encourage students to listen as often and as much as possible*

The more students listen, the more they get at listening – and the better they get at understanding the pronunciation and at using it appropriately themselves. One of our main task, therefore, will be to use as much listening in class as possible, and to encourage students to listen as much English as they can (via the internet, podcast, CDs, tapes, etc.)

[10] Richards Jacks C., 2008, *Teaching Listening And Speaking: From Theory To Practice, USA: Cambridge University Press*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Principle 2: *Help students prepare to listen*

Students need to be made ready to listen. This means they will need to look at the pictures, discuss the topic, or read the questions first, for example, in order to be in position to predict what is coming. This is not just so that they are in the right frame of mind (and are thinking about the topic), but also that they are engaged with the topic and the task and really want to listen.

Principle 3: *Once may not be enough*

There are almost no occasions when the teacher will play an audio track only once. Students will want to hear it again to pick up the things they missed the first time – we may well want them to have a chance to study some of the language features on the tape. In the case of live listening, students should be encouraged to ask for repetition and clarification when they need it.

The first listening to a text is often used just to give students an idea of what the speakers sound like, and what the general topic is, so that subsequent listenings are easy for them. For subsequent listening, we may stop the audio track at various points or only play extracts from it. However, we will have to ensure that we don't go on and on working with the same audio track.

Principle 4: *Encourage students to respond to the content of a listening, not just to the language*

An important part of listening sequence is for teachers to draw out the meaning of what is being said, discern what is intended and find out what impression it makes or the students. Questions such as, *"Do you agree with what*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

they say?" and *"Did you find the listening interesting? Why?"* are just important as questions like *"What language did she use to invite him?"*. However, any listening material is also useful for studying language use and range of pronunciation issues.

Principle 5: *Different listening stages demand different listening tasks*

Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages. This means that, for a first listening, the task (s) may need to be fairly straightforward and general. That way, the students' general understanding and response can be successful – and the stress associated with listening can be reduced. Later listenings, however, may focus on detailed information, language use on pronunciation etc. it will be the teacher's job to help students to focus in on what they are listening for.

Principle 6: *Good teachers exploit listening text to the full*

If teachers ask students to invest time and emotional energy in a listening text – and if they themselves have spent time choosing and preparing the listening sequence – then it makes sense to use the audio track or live listening experience for as many different applications as possible. Thus, after an initial listening, the teacher can play a track again for various kinds of study before using the subject matter, situation or audio script for new activity. The listening then becomes an important event in a teaching sequence rather than just exercise by itself.[11]

[11] Hedge Tricia, 2000, *Teaching And Listening In The Language Classroom*, New York: Oxford University Press

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2.4 Strategies of Teaching Listening

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input:

1. *Bottom-up strategy*

Traditionally, listening had been treated as a receptive skill, similar to reading, as both require processing input. Hence models of listening followed the same strategies as reading, namely bottom-up and top-down strategies. In the 1950s listening was consisted of three separated points of the language that was the sounds, words and structures. They were a parts-to-whole approach according to Hedge where the listener combined sound, grammar and vocabulary to create meaning. In this case, the learner has to use knowledge of language and ability to process clues they listen in order to create meaning. She further said that someone has to "elucidate language into clear sounds and impose a structure which consists of words, phrases, clauses, sentences and intonation patterns." Because someone can create meaning of what he or she listen and predict implied message of a text if he or she pays attention much to lexical references, stress of words or phrase intonation of text.

2. *Top-down strategy*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Another strategy of listening which based on listeners' background knowledge is top-down strategy. In this strategy, the listeners use his prior knowledge or background knowledge and contextual clues to interpret what they heard in listening. They have to create an appropriate interpretation by linking what is said with what is known and then inferring, or interpreting, the message as well as what will come next. As a result, they may have good comprehension about what they heard by combining previous knowledge and experience which result in new input. So the listeners have to use three sources of knowledge for top down strategy that are needed: schematic or background knowledge, context and systemic knowledge.

Top-down strategy is a strategy from meaning to language which emphasizes on context. Hedge recommends the following strategies for top-down listening:

a. Listeners will work out the purpose of the message by considering contextual clues, the content and the setting.
b. Listeners will activate schematic knowledge and bring knowledge of scripts into play in order to make sense of content
c. Listeners will try to match their perception of meaning with the speaker's intended meaning, and this will depend on many different factors involved in listening, both top-down and bottom-up.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. *Interactive strategy*

Hedge thinks that if someone tends to the only one strategy will be less interesting and boring. He may not always depend on background knowledge and contextual clues and neglect the text, the words, grammar and intonation/stress. Therefore, he has to use both bottom up strategy and top down one to make teaching process in the class lively. Because Hedge said that both strategies are mutually dependent each other simultaneously. This strategy is called interactive strategy which combines the use of bottom up and top down strategies independently.[12]

There are two strategies of listening in which students can improve their listening skill;

1. Extensive Listening

Extensive listening is the strategy where a teacher motivates students to choose for themselves the materials for their listening class and they can enjoy listening during the class. The materials of listening can be obtained from many sources such as cassettes, CDs, etc. so that they can provide the different sources of listening individually or in group, be more active in good competition to better at listening class one another.

The teacher in this strategy will be a monitor or observer for whoever is active, passive, and even distractive during the class. Furthermore, we can

[12] *Zerin Alam 1, Begum Shahnaz Sinha 1, 2009, Developing Listening Skills for Tertiary Level Learners, The Dhaka University Journal of Linguistics, Dhaka University,*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

have students make and perform their own tasks and let them to answer and solve the problems they find in their listening sources.

2. *Intensive Listening*

This is the strategy where a teacher talks to the students in the class, it means that this strategy will encourage the students to practice face-to-face interactions and use some formulaic expressions such as (*Sorry? What was that? I didn't quite catch that, etc.*), rising intonation such as (*She didn't like the...?*), rephrasing such as (*You mean she said she didn't know anything?*)

Intensive listening can take the following forms:

I. Reading aloud

The teacher will read aloud to class as the students will listen a clear spoken of written text, to make them more enjoyable, the teacher has to read with expressions and conviction. Perhaps, he has to use Total Physical Response or act out the written text to make them know him well that the teacher is able to act in different settings.

II. Story-telling

In this activity, the teacher will be a story-teller, he will tell stories to the students, as the consequence, they have to predict what will come next of the story, describe the character in the story, and give a comment on it.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

III. Interviews

One of the most motivating listening activities is the live interview, particularly where the students determine the questions for themselves rather than imitate other people's questions.

IV. Conversations

If we can ask a colleague to come to the class, we can make conversations with them about English or any other subject.[13]

There are three strategies of teaching listening for second language use;

1. *Metacognitive Strategy*

   This strategy involves planning, monitoring, and evaluating comprehension to the materials

2. *Cognitive Strategy*

   This strategy is used to manipulate information. Examples of cognitive strategy are rehearsal, organization, summarization and elaboration.

3. *Socioaffective Strategy*

   It has been less studied but it is considered to be particular important when the listening are is two way and meaning can be negotiated between speaker and listener in conversation. Examples of it are cooperative

[13] Harmer, Jeremy, *The Practice of English Language Teaching* (Fourth Edition), Pearson Longman, UK

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

learning, questioning for clarification, and managing one's emotions in the learning situation.[14]

Some helpful strategies of teaching listening effectively during the class;

1. *Acknowledging*

This strategy used to let the speaker that he or she has been heard, it is the interaction between the speaker and listener, for example;

Listener: (nods in agreement)

Listener: "I hear you"

Listener: Hmmm...

Listener: "That' makes perfect sense"

Listener: "Thanks for telling me about this"

Listener: uh huh...

2. *Buying time*

Buying time is a strategy which lets the speaker know you realize that the problem is an important thing; you need time to think it over before respond it or talk it over in the future. These are the examples;

Listener: "I want you to know that I hear everything you said, and I want to consider it carefully. Can you let me have some time to

[14] Murcia, Celce Marianne, *Teaching English As a Second or Foreign Language (Third Edition)*, Heinle & Heinle – Thomson Learning

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

think about it and get back to you within....." (insert time period such as couple of hours, days, etc.)

Listener: "I'd like just a little time to think about what you said before I respond. Okay?"

If the communication occurs in public and is somewhat confrontational, this language is useful;

Listener: "I want you to know that I heard what you said, but I'd like to talk to you further in private. Okay? "

3. *Mirroring*

In this strategy, the listener tries to slow down the conversation so that he or she can repeat what the speaker said, the listener can change the pronoun if he need to do that in context. For examples;

Speaker : "I've been really upset about the grade you gave on my last paper, and..., and..., and..."

Listener : "Do you mind if I slow your conversation down a little so that I can make a certain I've heard your concerns correctly? I think you said that you've been really upset about the grade I gave you on your last paper. Is that right? (Wait for speaker to acknowledge that you have heard him or her correctly,) Is that more?"

Before using the mirroring strategy with others, you might want to ask permission, as shown in this example;

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Speaker : "I've been upset with you recently, and..., and..., and..."

Listener : "I really want to make a certain that I understand your concerns better if you allow me to listen to what you have to say one piece at a time and then rephrase it to see if I have heard you correctly. Would you be willing to try this with me?"

4. *Rephrasing*

It is used to summarize the content of the message using different words without adding or reducing any important content. Here is the example;

Speaker : "I don't understand why I got the grade I did on this essay. You haven't written very many comments, so I'm confused. I don't really know what you expect from us. Why I got a C? You give us assignments, we do them, and then you grade the assignment on things you never tell us about."

Listener : "So, let me see if I understand. I think you said that you got the grade you did and that you think that didn't provide you with enough information about how I grade. Is that right?"

5. *Reframing*

It used to give different message context; it means the focus of it is to change the negative message to positive one, here it is the example;

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Speaker : "These instructions are confusing us. We've read the instructions several times, but we're so confused. We can't figure out what you want us to do." (The "don't want" component of the students' message is that the students don't want to be confused)

Listener : "It sounds like that you the instructions to be as clear as possible so you can do your best"

6. *Questioning*

It is used to elicit additional specific information about a speaker's experience, it help the listeners involved and participate actively in conversation with the speaker, the listeners are supposed to show their curiosity and interest so that the question-answer is running well between speaker and listeners.[15]

In addition, there are several strategies that students and their teachers can use to prepare for a listening experience. They can:

1. **Activate Existing Knowledge**. Students should be encouraged to ask the question: What do I already know about this topic? From this teachers and students can determine what information they need in order to get the most from the message. Students can brainstorm, discuss, read, view films or photos, and write and share journal entries.

[15] Palmer, Adrian & Mary Ann Christison, 2007, *Seeking The Heart of Teaching*, The University of Michigan, USA

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. **Build Prior Knowledge**. Teachers can provide the appropriate background information including information about the speaker, topic of the presentation, purpose of the presentation, and the concepts and vocabulary that are likely to be embedded in the presentation. Teachers may rely upon the oral interpretation to convey the meanings of unfamiliar words, leaving the discussion of these words until after the presentation. At this stage, teachers need to point out the role that oral punctuation, body language, and tone play in an oral presentation.
3. **Review Standards for Listening**. Teachers should stress the importance of the audience's role in a listening situation. There is an interactive relationship between audience and speaker, each affecting the other. Teachers can outline the following considerations to students:
   a. Students have to be physically prepared for listening. They need to see and hear the speaker. If notes are to be taken, they should have paper and pencil at hand.
   b. Students need to be attentive. In many cultures, though not all, it is expected that the listener look directly at the speaker and indicate attention and interest by body language. The listener should never talk when a speaker is talking. Listeners should put distractions and problems aside.
   c. "Listen to others as you would have them listen to you."

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

4. **Establish Purpose.** Teachers should encourage students to ask: "Why am I listening?" "What is my purpose?" Students should be encouraged to articulate their purpose.

   a. Am I listening ***to understand***? Students should approach the speech with an open mind. If they have strong personal opinions, they should be encouraged to recognize their own biases.

   b. Am I listening ***to remember***? Students should look for the main ideas and how the speech is organized. They can fill in the secondary details later.

   c. Am I listening ***to evaluate***? Students should ask themselves if the speaker is qualified and if the message is legitimate. They should be alert to errors in the speaker's thinking processes, particularly bias, sweeping generalizations, propaganda devices, and charged words that may attempt to sway by prejudice or deceit rather than fact.

   d. Am I listening ***to be entertained***? Students should listen for those elements that make for an enjoyable experience (e.g., emotive language, imagery, mood, humor, presentation skills).

   e. Am I listening ***to support***? Students should listen closely to determine how other individuals are feeling and respond appropriately (e.g., clarify, paraphrase, sympathize, encourage).

   Before a speaker's presentation, teachers also can have students formulate questions that they predict will be answered during the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

presentation. If the questions are not answered, students may pose the questions to the speaker. As well, students should be encouraged to jot down questions during listening.

5. **Use a Listening Guide.** A guide may provide an overview of the presentation, its main ideas, questions to be answered while listening, a summary of the presentation, or an outline. For example, a guide such as the following could be used by students during a presentation in class.

   a. Situation:

      Speaker's name:

      Date:

      Occasion:

   b. What is the general subject of this talk?

   c. What is the main point or message of this talk?

   d. What is the speaker's organizational plan?

   e. What transitional expressions (e.g., firstly, secondly, in contrast, in conclusion) does the speaker use?

   f. Does the speaker digress from the main point?

   g. Write the speaker's main point in no more than three sentences.

   h. What is your personal reaction to the talk? [16]

[16] http://www.sasked.gov.sk.ca/docs/xla/ela15b.html, *Teaching Listening Strategies in the Inclusive Classroom*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2.5 The Difficulties In Learning Listening

There are eight characteristics of spoken language adapted from several sources which make listening process difficult for learners:

1. **Clustering**

   In spoken language, due to memory limitations and our predisposition for *"chunking"* or **"clustering"**, we break down speech into smaller group of words. Clauses are common constituents, but phrases within clauses are even more easily retained for comprehension. In teaching listening comprehension, therefore, you need to help students to pick out manageable clusters of words; sometimes second language learners will try to retain over long constituents (a whole sentence or even several sentences), or they will err in the other direction in trying to attend to every word in utterance.

2. **Redundancy**

   Spoken language, unlike written language, has a good deal of redundancy. The next time you are in conversation, notice the rephrasings, repetitions, elaborations, and a little insertions of *"I mean"* and *"you know"*. Such redundancy helps the hearer to process meaning by offering more time and extra information. Learners can train themselves from such redundancy by first becoming aware that not every new sentence or phrase will necessarily contain new information and by looking for the signal of redundancy.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. Reduced forms

While spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. Reduction can be phonological (*"Djeetyet" for "Did you eat yet?"*), morphological (contractions like "I'll"), syntactic (elliptical forms like *"When will you* be *back?" "Tomorrow, maybe"*), or pragmatic (phone rings in a house, child answers and yells to another room in the house, *"Mom! Phone!"*). These reductions pose significant difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language.

4. Performance variables

In spoken language, except for planned discourse (speeches, lectures, etc.), hesitations, false starts, pauses, and corrections are common. Native listeners are conditioned from very young ages to weed out such performance variables, whereas they can easily interfere with comprehension in second language learners. Everyday casual speech by native speakers also commonly contains ungrammatical forms. Some of these forms are simple performance slips. For example, *"We arrived in a little town that there was no hotel anywhere"* is something a native speaker could easily self-correct. Other ungrammaticality arises out of dialect differences *("I don't get no respect")* that second language learners are likely to hear sooner or later.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

5. Colloquial language

Learners who have been exposed to standard written English and/or "textbook" language sometime find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced form, and shared cultural knowledge are all manifested at some point in conversations. Colloquialism appears in both monologues and dialogues.

6. Rate of delivery

Virtually every language learner initially thinks that native speakers speak too fast! Actually, the number and length of pauses used by a speaker is more crucial to comprehension than sheer speed. Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses. Unlike reading, where a person can stop and go back to reread, in listening the hearer may not always have the opportunity to stop the speaker. Instead, the stream of speech will continue to flow!

7. Stress, rhythm, and intonation

The prosodic features of English language are very important for comprehension. Because English is stressed time language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points. The sentence *"The PREsidents is Interested in eLIMinating the EMBARgo,"* with four stressed syllables out of eighteen, theoretically takes about the same amount of time to utter as *"Dead man wear*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

plaid." Also, intonation pattern are very significant not just for interpreting straightforward elements such as questions, and emphasis but for understanding more subtle messages like sarcasm, endearment, insult, solicitation, praise, etc.

8. Interaction

Unless a language learner's objective is exclusively to master some specialized skill like monitoring radio broadcasts or attending lectures, interaction will play a large role in listening comprehension. Conversation is especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn-taking, and topic nomination, maintenance, and termination. So, to learn to listen is also to learn to respond and to continue a chain of listening and responding. Students need to understand that good listeners (in conversation) as are good responders. They know how to negotiate meaning (give a feedback, to ask for clarification, to maintain a topic) so that the process of comprehending can be complete rather than being aborted by insufficient interaction.[17]

2.6 The Difficulties Encountered By The Teacher In Teaching Listening

There are several difficulties in teaching listening skills that all teachers have to overcome at some point:

[17] Brown H. Douglas, 2001, *Teaching by Principles: An Interactive Approach To Language Pedagogy*, Second Edition, New York: Pearson Education

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

KEMENTERIAN AGAMA PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA

1. **Family Listening**

Most families teach children to listen by modeling listening. However, some parents and family members don't treat their children with the same respect. When a child has never been listened to, she is going to have difficulties learning how to listen. If a family situation is such that each member must scream to make himself heard, children are going to lack essential listening skills, and it will be difficult to teach them those skills in the future.

2. **Rewards**

Some children are taught that they deserve rewards for each thing they do. While this may help them set goals in the long run, it doesn't show them how to do things without getting something in return. Listening is a passive activity; students aren't going to get a treat for listening to directions. If students are conditioned to want a reward for what they do, they may not see the importance of listening because they don't see the reward that goes along with it. Teachers need to impress on students that the information gathered while listening is actually the reward that this positive behavior brings with it. They can do this by speaking softly and mentioning casually that if students follow a certain direction they may indeed get some type of reward. Doing this occasionally will help students hone their listening skills and show them that even when there is no apparent reward, it is worthwhile to listen closely.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. Disruptive Students

It is hard enough to teach a classroom full of quiet students why they should be learning listening skills. Students who are already disruptive, or who have a tendency to disrupt certain classroom activities, are going to be even harder to teach to listen. Teachers can deal with disruptive students in several ways. Trained aides can be used to help calm and quiet students with behavioral or mental issues that prevent them from being quiet. Students who are extremely disruptive despite having the capacity to control themselves may need to be removed from the room if the disruptions continue, until they can learn to be quieter. Teachers can also develop other strategies, such as speaking to small groups of students at a time, or repeating information once the disruption has stopped.

4. Impaired Students

Students with visual or auditory impairments, or students with mental impairments, are going to be more difficult to teach in any situation. When students have actual impairments that keep them from listening in general, it is going to be even harder for them to learn how to use those listening skills. In this case, it may become necessary to find an aide or someone else who is capable of helping students with difficulties learn new skills.[18]

[18] *an eHow Contributing Writer,2007, An Article: The Difficulties In Teaching Listening Skills,*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher uses descriptive qualitative design, a kind of research that is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem, it also does not use a statistical procedures or mathematics to analyze and collect the data. As Donald Ary states: *"qualitative researchers seek to understand the phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric of analysis data".*[16]

3.2 Research Location and Subject

Place or field is the main factor to do a research because we will find a lot of things have to do with our research, such as atmosphere of place, the phenomenon happens, facts which are exist and so on. Though we can formulate and solve the problems we find on location of research. In this case the researcher chooses State Institute of Islamic Studies Sunan Ampel Surabaya as location to do

---

[16] Ary Donald, 2002,*Introduction to Research in Education,* Sixth Edition, USA: Wadsworth Thomson Learning

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a research because he thinks that it is easier to find the data which will support his research in IAIN Sunan Ampel Surabaya, and he focuses the subject on the lecturer and PBI students of semester II of Tarbiyah Faculty because he is sure that they will give him valid and reliable data of his research.

3.3 Population and Sample

The researcher chooses only English Education Department at State Institute of Islamic Studies Sunan Ampel Surabaya as the population and the sample is students of semester II in his research to get the data easily because he only investigates strategies of teaching listening in English Education Department which involves only the lecturer and students of semester which are consist of two classes for listening class.

3.4 Research Instruments and Data Collection

The researcher chooses four instruments in collecting all the data, they are documentation, observation, questionnaire and interview

1. *Documentation*

   This instrument is used to collect data from the source of non-human; it means that the researcher will collect the data from the written data and records which are available in the location or to a person whom the researcher intends to see. The researcher may ask the lecturer about lesson plan he uses in teaching listening, references to support his teaching during the class,

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

perhaps the notes of the lecturer if he allows the researcher to know lecturer preparation in applying his strategies of teaching listening in the class.

2. *Observation*

The observation is used to recognize how the condition of class, how the lecturer carries out teaching process during the class, how the students pay attention to the lecturer's explanation, how they respond to every question and instruction from their lecturer and so on. There are some steps which the researcher will conduct:

Firstly, the researcher will come to lecturer to take permission to do research, explain to him that he will not take a part in teaching learning process in the class; he is just an observer and non-participant in the class.

Secondly, he will take a look at the class where he will do research to know how English teaching of listening runs and what kinds of teaching strategies the lecturer applies during in the class.

Then he will conduct the descriptive observation which will describe about the condition of the class, and he will narrow his focus of observation on teaching strategies of listening applied by the lecturer, the responses of students of semester II towards the strategies of listening applied by lecturer and what the difficulties are encountered by the lecturer in teaching listening. The observational notes will be needed to make anything clear on the field and focused on the problem of study.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Questionnaire

This instrument is used by researcher to recognize PBI students of semester II, it is the time for the researcher to interact with them, because they are going to support him to find out the data through questionnaire sheet shared by him. First of all, the researcher will use this instrument after several observations conducted in the class, then he will give the questionnaire sheets to all PBI students of semester II after the class is over which consists of some questions such as how the lecturer teaches them in listening skill during the class, how their responses to the teaching strategies of listening skill applied in the class and so on. This instrument used to get the factual data or information as the researcher wants from the students.

3. *Interview*

To get the data accurately and support the observation conducted previously, the researcher will come to the location of research, then he asks permission to the lecturer firstly, tells him his purpose clearly and makes an appointment with the lecturer to discuss when the interview will be carried out and where the interview will take a place, the interview will be conducted after the observation.

The questions of interview are about what are the strategies of teaching listening applied in the class, how the students' response of the teaching strategies during the class, whether they feel interested, enjoyable or bored and so on, and the difficulties encountered by the lecturer in teaching

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

listening during the class, the researcher will use a tape recorder to gain the data and information from the lecturer and as reference to re-check the result of interview that will be conducted This research will be held for three weeks in order to get the data more accurately and clearly.

3.5 Data Analysis Technique

Having collected the data based on the three instruments conducted by the researcher, he will analyze the result of the research; in this case the researcher will analyze some aspects such as teaching strategies of listening applied in the class, the difficulties encountered by the lecturer in teaching listening and the students' response to the teaching strategies during the class. To analyze the data and information found during the class, it will be conducted by using descriptive way. There are three steps the researcher uses as follow:

Firstly, the researcher will combine the observational notes with the documentation (lesson plan, references, lecturer's notes etc.)and the result of interview which consists of interview sheet, and tape recorder to recognize whether the strategies of teaching listening applied by the lecturer in the class are running well or not, and what the difficulties are encountered by the lecturer in teaching listening in the class.

Secondly, he will combine the observational notes with the result of questionnaire to know whether the responses of students to the strategies of

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

teaching listening applied by their lecturer interesting or not, the teaching strategies applied give them progress and comprehension in listening skill or not.

Finally, he will conclude the result of his research which will be presented whether the teaching strategies of listening skill applied by the lecturer is applicable or not, the lecturer find the solutions or not concerning with the difficulties encountered by him in teaching listening skill and whether the students' responses to the strategies of teaching listening applied by their lecturer are interesting, very interesting, or even boring.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER IV

RESULT OF ANALYSIS

4.1. Strategies of Teaching Listening Skill

Having done several observations during the class and interview with the lecturer, the researcher saw that the lecturer used some strategies in teaching listening skill on three stages of listening The application of these strategies as follow;

a. ***Observation I (May, 18, 2010)***

1) Pre-listening

The lecturer firstly asked one or two students to explain and introduce the material which would be given and the students noticed the explanation. In this case, they explained about *"past continuous tense"*, what past continuous tense is, what are the examples, and the function of it, if there was something the students didn't understand, the lecturer let them discuss one another about the material presented. Then he explained clearly the material to them about the words, functions etc., asked them to give examples in accordance with the material in the book on the title *"what were they doing?"*, for the example, the lecturer asked them to give the examples of past continuous tense in sentences by asking what they were doing last night, last weekend, on New Year's

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Eve, etc. The lecturer said *"even though it was not structure class, the mastery of grammar would be very helpful to comprehend the information during listening"*.

2) While listening

Activity I

Having explained the material in pre listening stage, the lecturer switched on the tape twice concerning with the material in the book and the students listened carefully to the tape as they guessed the activities and answered the questions in the book, then he asked the students to check and discuss together the answers from what they listened on the tape about *"what were their friends doing in the past"*. If they were still confused, he would switch the tape once more time to have good answers.

Activity II

In another activity the lecturer asked them to predict the activities on the pictures of the book, he switched the tape three times and the students listened carefully to the tape as numbered the activities on the pictures regularly about *"how was your trip?"*. After all, he asked them to discuss the answers together and switched the tape several times to reinforce them.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3) Post listening

In this stage the lecturer also switched the tape several times to measure in what extent the students really understand the materials concerning with the pronunciation of words, meaning of words, idioms and expression on the tape. For the example, he asked them the word *"flat tire"*, some of them knew the meaning was *"wheel of car or other vehicles which are broken"*, yet the lecturer gave them the other meaning by giving an example in sentence that they never knew before. Nobody knew the meaning of it and he told them the meaning of *"flat tire"* was *"stupid"*. Then he gave the students task at the end of meeting concerning with the material they had learned.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b. *Observation II (May, 25, 2010)*

1) Pre-listening

It was the same as in observation I, the lecturer firstly asked one or two students to explain and introduce the material which would be given and the students noticed the explanation. It was about *"simple past tense"*. They had to explain what simple past tense was, what are the examples and function of it. If there was something the students didn't understand, the lecturer let them discuss one another about the material presented, he asked them to correct the incorrect sentences in the book and discuss together the answers.

After discussion, he asked some of them to explain the function of grammar in order to measure their understanding to the material and then he explained the material clearly before going into the main activity.

2) While listening

Activity I

The lecturer switched on the tape three times and the students listened carefully to the tape about *"why did they do that?"*, answered the questions and predicted the answers based on the pictures (what happened next, where the conversation took a place, etc.). Then he checked students' answers from what they listened on the tape.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Activity II

In this activity, the lecturer switched on the tape again for three times and the students listened carefully about *"what was it about?"* as numbered the pictures in the correct order, predicted what happened on the pictures and filled in the blanks in the sentences using correct simple past tense based on his instruction. He checked students' answers and discussed together the material. After all, he reinforced students several times to listen to the tape to have correct answers.

3) Post listening

The lecturer motivated the students to learn more, reminded them to submit the task and the class was over.

c. ***Observation III (June, 1, 2010)***

1) Pre listening

As in observation I & II, the lecturer asked one or two students to explain the material and the students noticed the explanation. It was about *"are they or aren't they?"*. It talked about *"question tag"*, so they had to give little presentation of this material, examples, and function of it, other students could ask anything which had to do with the material. Then the lecturer explained the material more clearly and asked them to give some examples based on their knowledge and answer some questions in the book concerning with *"question tag"* to make them comprehend more.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2) While listening

Activity I

The lecturer switched on the tape and the students listened to the tape carefully about the dialogues *"I'm not really sure"* based on the pictures in the book and checked (√) the correct answers. Then he asked the students to answer the dialogues based on the pictures and switched the tape again, asked the them about the activities on the pictures till they got correct answers. The lecturer also taught them to pronounce the question tags. For example, *"Did you?"* the pronunciation was *"Did ju?"*, *"aren't you?"* became *"aren't cu?"*, and *"could you?"* became *"could ju?"*

Activity II

The lecturer switched on the tape and the students listened carefully to dialogues on the tape about *"reasonable doubt"*, it took three times to listen and the students had to predict what happened on the picture and check (√) the subject they talked about. After listening the dialogues, the lecturer checked and discussed their answers with class. But the class felt confused, so he switched the tape twice and they understood what happened on the picture and where it took a place. In meantime, the lecturer asked them to fill in the blanks in the sentences which had to do with the previous activity.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3) Post listening

The lecturer reinforced them the material about question tag and motivated them to prepare themselves for final term test to get good score and the class was over.

After doing observation for three times in the class, the researcher considered the strategies applied by the lecturer during the class were same as the strategies of Hedge's in **"Developing Listening Skills for Tertiary Level Learners"** by Zerin Alam & Begum Shahnaz Sinha; top down (which has to do with the use of background knowledge to interpret the message from the pictures and what someone listened from dialogues on the tape), bottom up (which has to do with the combination of words, phrases, sentences, and grammar to global message or to create meaning), and interactive strategies (the combination of both strategies). Moreover, the lecturer indirectly applied one or two listening principles of Tricia Hedge's in his teaching during the class.

It was proven in observation I how the researcher saw the lecturer asked one or two students on pre listening to explain the material and other students noticed the explanation about *"past continuous tense"*, the function of it, and the examples in sentences, he let them discuss the material and then he explained the material more clearly as asked them

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

to give examples based on the material on the book *"what were they doing?"*. For example, he asked them about what they were doing last night, last weekend, etc.

In this case, the lecturer applied ***bottom up strategy*** because he emphasized on grammar as led-in before getting into the next stage of listening. Moreover, the lecturer on this stage applied indirectly one of listening principles of Hedge's to make the students focus on the material; *Principle 2: Help students prepare to listen.* It meant that by asking the students to present the material firstly and others noticed the explanation, the lecturer basically helped them discuss the topic to be engaged to it.

On while-listening of observation I, in activity I the lecturer switched on the tape twice and the students listened to it carefully as guessed the activities and answered the questions on the book about *"what were their friends doing in the past"*, he would switch the tape again and again to make them comprehend what they listened.

In activity II, the lecturer asked them to predict the activities on the pictures of the book by switching on the tape three times and the students listened carefully to the tape as numbered the activities on the pictures. Finally, he asked them to discuss the answers and switched on the tape several times as reinforcement. The researcher considered his strategy on this stage is ***top down strategy*** because he involved the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

students to be active in predicting the activities on the pictures they listened on the tape and it resembled the strategy of Hedge's.

In the meantime, he applied indirectly two principles of listening of Hedge's; *Principle 3: Once may not be enough* because he always switched on the tape several times in activity I and II to help them some get good answers during listening and *Principle 4: Encourage students to respond to the content of a listening, not just to the language* because he asked the students in activity I and II to predict the activities on the pictures and give him the answers which were suitable with the context.

On post-listening, the lecturer switched on the tape several times to measure their comprehension to the material concerning with the pronunciation of words, meaning of words, idioms and expression on the tape as well. For example, the word *"flat tire"* which the meaning was *"wheel of car or other vehicles which are broken"* on the picture, but the lecturer gave them the other meaning that no one knew it; the meaning was *"stupid"*. The change from predicting the activities on the pictures on while-listening to predicting the words, sounds, and idiom on post-listening was called ***interactive strategy*** as Hedge introduced in his theory. So the lecturer also applied this in his teaching.

On pre-listening of observation II, the lecturer did the same thing as in observation I; asking one or two of them to give presentation about *"simple past tense"*, letting them discussion the material and explaining

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

it clearly as led-in to the next stage. The strategy he applied was same as Hedge's strategy and one of his listening principles; *Principle 2: Help students prepare to listen.*

In activity I of while-listening, the lecturer applied ***bottom up strategy*** which was same as Hedge's strategy because he asked the students to predict the answers based on the pictures as listened to tape by giving correct sentence relating to *"simple past tense"*. In the meantime he applied one of listening principles; *Principle 3: once may not be enough* because he switched on the tape three times to make them comprehend much the material about *"why did they do that?"*.

In activity II of while-listening, the lecturer applied ***interactive strategy*** because he combined top down strategy and bottom up one on this stage and *Principle 3: once may not be enough* because he switched on the tape three times to make them comprehend the material, *Principle 4: encourage students to respond to the content of a listening, not just to the language*, it was proven when the lecturer asked the students to listen carefully to the tape about *"what was it about?"*, he asked them to number the pictures in the correct order and predict what happened on the pictures (considered as ***top down strategy***). Furthermore, he asked them to fill in the blanks the sentences using correct simple past tense (considered as ***bottom up strategy***).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

On pre listening of observation III which the material was about *"question tag"*, the lecturer applied ***bottom up strategy*** as in observation I and II because it was the presentation done by the students based on his instruction while others noticed the explanation, in which the presentation consisted of material, the examples of it, and the function of it. Then the lecturer explained the material more clearly. In addition, he applied *Principle 2: help students prepare to listen* because he let them present and discuss the material firstly before his clearer explanation about it.

In activity I of while-listening, the lecturer applied ***interactive strategy*** of Hedge's because he asked the students to listen to the tape about the dialogues *"I'm not really sure"* based on the pictures in the book, he also applied *Principle 3: once may not be enough* because he switched on the tape three times to make them comprehend the material, and *Principle 4: encourage students to respond to the content of a listening, not just to the language* because he asked them to check (√) the correct answers, and predict the activities on the pictures (considered as ***top down strategy***). Besides, he also taught them to pronounce the question tag. For example, *"Did you?"* the pronunciation was *"Did ju?"*, *"aren't you?"* became *"aren't cu?"*, and *"could you?"* became *"could ju?"* (Considered as ***bottom up strategy***).

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

In activity II of while-listening, the lecturer applied ***interactive strategy*** of Hedge's because he asked the students to listen to the tape about the dialogues *"Reasonable doubt"*, students had to predict what happened on the picture and check (√) the subject they talked about (considered as ***top down strategy***). Then they had to fill in the blanks the sentences which had to do with the previous activity (considered as ***bottom up strategy***).

The lecturer said that even tough he used to apply ***top down strategy, bottom up strategy*** and ***interactive strategy*** in teaching listening of semester II, he preferred apply ***bottom up strategy*** to another strategy because it was easier for the students to comprehend the material well and construct their ability in listening than other strategies which activated their background knowledge to interpret the material.

Based on the statement above, the researcher saw that the lecturer used another strategy which he liked most, it meant that he preferred apply one of the strategies; ***bottom up strategy*** to another strategy and it was suitable with the strategy of J. Rubin & D.J. Mendelshon called ***metacognitive strategy*** in which this strategy chosen after monitoring and evaluating what he taught among students, then he decided that ***bottom up strategy*** was better for him to applied than another one.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

4.2. The Difficulties Are Encountered By the Lecturer In Teaching Listening

During interview, the lecturer told the researcher about the difficulties he found during teaching listening in semester II, whether he used top down, bottom up, or interactive strategy, the difficulties the lecturer encountered were not the same with the difficulties as the researcher has had in review of related literature. After all, the researcher broke down the difficulties based on the strategies applied during the class, as follow;

a. *Top down strategy*

In top down strategy, the lecturer felt difficult in giving understanding about the context to the students, when the topic was not common enough in Indonesia, it was very difficult for students to catch, the lecturer had to explain the material again and again. In addition, he felt difficult when he gave them visualization on pre listening stage as an illustration for them before getting into while listening such as the visualization about the greatest museum in the world where it is in France *"La musee' du louvre"*. He hoped the students were able to describe a little bit about the situation or anything in the museum, aiming at they could tie what they listened and the context. But they failed to do that because basically they didn't have background knowledge of it, on the consequence, they wouldn't be interested in joining the material and he had to give them a

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

clue and let them make a guessing, when he failed to do that, he tried to give them little information about the visualization.

b. ***Bottom up strategy***

The lecturer said that some of materials in listening were not formal form, teaching listening materials from radio or something else informing the activities of somebody or daily life were more informal and quite different from teaching reading based on academic purpose that must be formal. For example he had to try hard to give the students understanding about the use of some idioms, slangs, speaker's words or expressions which were not pretty right grammatically.

Sometimes there was formal form of listening materials that it was informal, for example, the use of idioms which we consider whether a word or phrase was in idiomatic context or not like *"flat tire"*. They tried to differentiate whether it was the real meaning or idiomatic context, *"flat tire"* in real meaning was *"the broken wheel of car of vehicles"*, but in idiomatic context was *"stupid"*.

And the solution, he tried to give the topic they liked most such as music, movies, love, etc. not such as politics, law, government affair, etc. because they were difficult enough for them.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c. ***Interactive strategy***

The lecturer used to do this strategy, he said when bottom up strategy he used didn't run well based on planning he turned into top down strategy to create interesting atmosphere of learning among students.

In general, the difficulties encountered by the lecturer during teaching listening were not same as the difficulties encountered by the teacher in the researcher's review of literature. So, the researcher found new other difficulties in the lecturer's strategies of teaching listening rather than what he attached in review of related literature, they were really different from one another in teaching listening during the class.

4.3. Students' Responses to Teaching Strategies Applied By the Lecturer In Teaching Listening

Concerning with the students' response towards teaching strategies applied by the lecturer in the class, the researcher found clear description based on the questionnaire sheets he shared to all PBI students of semester II in listening class, as follow;

Concerning with the strategies of teaching listening applied by the lecturer, there were 28 persons of them considered lecturer's strategies of teaching listening interesting and 5 of them considered them very interesting, 5 of them had no comment.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Having been asked many times they were able to comprehend the dialogue on the tape easily during listening, there were 4 of them were able to do that once, 15 of them were able to do that twice, 8 of them were able to do that three times, and 11 of who were able to do that several times (more than three times), 4 of who caught it very difficultly.

Concerning with *bottom up strategy* (predicting words, sounds, and syntactic structures to create meaning) the lecturer applied during the class, 24 of them sometimes were able to guess the meaning of words, sounds, clauses, and sentences of the dialogue easily on the tape during listening class, 5 of them were always able to guess the meaning of words, sounds, clauses, and sentences of the dialogue, 5 of them weren't able to guess the meaning of words, sounds, clauses, and sentences of the dialogue , and 4 of them were not able to guess the meaning of words, sounds, clauses, and sentences of the dialogue at all.

In syntactic structures or grammar which were in listening materials, 21 of them sometimes were able to explain grammatical functions found in the material when the lecturer ordered them to do so, 5 of them were always able to do that way,8 of them were not able to do that way, 4 of them were not able to do that way at all.

In *top down strategy* (predicting the message heard using their background knowledge) the researcher found that there were 16 of them were always able to guess the activities or the situations of pictures or conversations given by the lecturer, 13 of them sometimes were able to guess the activities or

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the situations of pictures or conversations given by the lecturer, 6 of them weren't able to do that way, and 3 of them were not able to do that way at all.

In explaining the activities on the pictures or in the dialogue given, 20 of them sometimes found difficulties to do that, 10 of them always found difficulties to do that, 8 of them didn't find difficulties to do that.

In interactive strategy in which the lecturer used both bottom and top down strategies, there were 22 of them preferred top down strategy to bottom up one, 6 of them preferred bottom up strategy to top down one, 5 of them liked both of them 5 of them had no comment on bottom up or top down strategies and both of them.

Having analyzed the questionnaire sheet from the students of semester II, the researcher could elucidate the result of the questionnaire, as follow;

Concerning with the lecturer's strategies of teaching listening, about 28 persons considered lecturer's strategies of teaching listening interesting and 5 of them considered them very interesting because according to them the lecturer was attractive, smart, open-minded, patient, funny (gave them little joke to make them interested in his material). Furthermore, he taught listening well, sometimes gave them new words, idiom and other difficult words they never knew before, explained the material clearly, shared his experience the way learn listening to all the students. Yet, 5 of who had no comment and considered them boring because the strategies applied by the lecturer were boring, less interesting, and colorful.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Their ability to comprehend the materials on the tape was different from one another; it was clear how they differed one another to be able to comprehend the dialogue on the tape during listening. 4 of them who were able to do that once because they were used to listen anything on the tape and had good input so that they caught the material on the tape very easily, 15 of who were able to do that twice because they listened anything on the tape sometimes, so that they caught the material on the tape easily, 8 of who were able to do that three times because they need more times to catch the material gradually so that they caught what they listened difficultly, and 11 of who were able to do that several times (more than three times) because they weren't used to listen anything on the tape, so that they caught it very difficultly. After all, it depended on how often they trained their listening to English materials outside the class and got used to them.

Concerning with *bottom up strategy* (predicting words, sounds, and syntactic structures to create meaning) the lecturer applied during the class, 24 of them sometimes were able to guess the meaning of words, sounds, clauses, and sentences of the dialogue easily on the tape during listening class, 5 of them were always able to guess the meaning of words, sounds, clauses, and sentences of the dialogue because they used to listen anything on the tape and guess the meaning of them outside the class, 5 of them weren't able to guess the meaning of words, sounds, clauses, and sentences of the dialogue because they were difficult for the students to do, and 4 of them were not able to guess the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

meaning of words, sounds, clauses, and sentences of the dialogue at all because they didn't use to train their listening ability and didn't have background knowledge of them.

In explaining the syntactic structures or grammar, 21 of them sometimes were able to explain grammatical functions found in the material when the lecturer ordered them to do so, because they were a little bit difficult for them to explain, 5 of them were always able to do that way because they have ever learned about them before, 8 of them were not able to do that way because they didn't understand them too much, 4 of them were not able to do that way at all because they got confused and needed to learned them much.

In predicting the message heard using their background knowledge, there were 16 of them always were able to guess the activities or the situations of pictures or conversations given by the lecturer because they were able to relate the context (activities or situations) to what they listened from the tape easily, 13 of them sometimes were able to guess the activities or the situations of pictures or conversations given by the lecturer because they didn't directly comprehend the activities of the pictures, but needed more time to comprehend and guess, 6 of weren't able to do that way because it was difficult for them to do, and 3 of them weren't able to do that way at all because it was very difficult for them and made them bored to listen.

In explaining the activities on the pictures or in the dialogue given, 20 of them sometimes found difficulties to do that because they were not confident

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

in and afraid of explaining the activities on the pictures or in the dialogue given, 10 of them always found difficulties to do that because they lacked vocabularies to explain the activities on the pictures or in the dialogue given, 8 of them didn't find difficulties to do that because it was easy for them to do and they felt confident in explaining the activities on the pictures even though they found mistakes in their explanation.

Having been asked about their preference in top down strategy to bottom up one, there were 22 of them preferred top down strategy to bottom up one because they contented that top down strategy was easier to do, more comfortable, and could increase listening skill especially in conversation. Furthermore, they could write everything they had in mind relating to the material, felt enjoyable and could catch the material easily, and felt no bored during listening in the class, 6 of them preferred bottom up strategy to top down one because they thought that they could measure their listening ability, be enjoyable with it, it was easier to do than top down, and even it challenged them more, 5 of them liked both of them because these two strategies were both easy to do, and they could enhance their listening skill, and 5 of them had no comment on bottom up or top down strategies and both of them without any reason they wrote on the sheet.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Having analyzed the data about *"teaching strategies of listening skill"* which consisted of three points of objective study, the researcher concluded that;

1. Teaching strategies applied by lecturer in listening skill were *top down strategy, bottom up strategy, and interactive strategy*. It was proven in observation I how he applied *bottom up strategy* when he asked them about what they were doing last night, last weekend, etc. based on the material on the book *"what were they doing?"* and he did the same thing in observation II about *simple past tense*, in observation III he also did the same thing as in observation I and II about *question tag*. He applied *top down strategy* in observation I when he asked them to predict the activities on the pictures of the book by switching on the tape three times and the students listened carefully to the tape as numbered the activities on the pictures. In *interactive strategies,* he applied it in observation II when he asked the students to listen carefully to the tape about *"what was it about?"*, he asked them to number the pictures in the correct order and predict what happened on the pictures (considered as *top down strategy*). Furthermore, he asked them to fill in the blanks the sentences using correct simple past tense (considered as *bottom up*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

strategy), observation II he asked the students to listen to the tape about the dialogues *"I'm not really sure"* based on the pictures in the book, asked them to check (√) the correct answers, and predict the activities on the pictures (considered as *top down strategy*). Besides, he also taught them to pronounce the question tag. For example, *"Did you?"* the pronunciation was *"Did ju?"*, *"aren't you?"* became *"aren't cu?"*, and *"could you?"* became *"could ju?"* (Considered as *bottom up strategy*)

2. The difficulties encountered by the lecturer during the class were in those strategies, as follow;

   In *top down strategy* the lecturer felt difficult in giving understanding about the context to the students when the topic was not common enough in Indonesia and felt difficult when he gave them visualization on pre listening stage as an illustration for them before getting into while listening.

   In applying *bottom up strategy,* the lecturer said that some of materials in listening were not formal forms, which were quite different from teaching reading based on academic purpose that must be formal.

   Concerning with *interactive strategy* the lecturer said when *bottom up strategy* he used didn't run well based on planning he turned into *top down strategy* during the class.

3. The response of students about the lecturer' teaching strategies during the class that many of them said that the lecturer's teaching strategies were interesting and made them enjoyable in listening because according to them

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the lecturer was attractive, smart, open-minded, patient, funny (gave them little joke to make them interested in his material). Furthermore, he taught listening well, sometimes gave them new words, idiom and other difficult words they never knew before, explained the material clearly, shared his experience the way learn listening to all the students. Some of them said that they were boring because the strategies applied by the lecturer were, less interesting, and less colorful. Most of them prefer top down strategy to bottom up one, some prefer bottom up strategy to top down one, and some liked both of them.

5.2 Suggestion

There are some suggestions that the researcher wants to give, as follow;

1. To the lecturer
   a. In top down strategy (which has to do with the use of background knowledge and contextual clues to interpret what someone heard from the tape and what is coming next) I give the lecturer some suggestions as follow;
      i. give the students the appropriate and common materials not the difficult ones to make them comprehend easily what they listen during the class, begin from the easy level of listening to the difficult one to measure the extent of their comprehension to listening class.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

ii. Never give them the topic that makes them confused to interpret, because they will feel bored, not focus on the topic and even it will make you try hard to explain the topic several times. Give them interesting game relating to the topic on pre-listening stage to make them focus on it easily.

iii. Sometimes ask them to look for some listening sources which are suitable for them individually or in group. Perhaps, you are going to compete them in group once based on the listening sources they have, to know which group has better sources than others have, aiming at improving their ability of listening and being more active in the class while the lecturer acts as friend or observer and monitor.

b. Bottom up strategy (which has to do with the combination of sounds, words, phrases, clauses, and sentences to create meaning) I give the lecturer some suggestions as follow;

i. If you think that the materials of listening are not formal as the materials of reading, try to find formal materials of listening in some books or in internet. Yet, informal materials will be needed as the additional references in teaching listening.

ii. Always be creative in teaching listening and make lively atmosphere during the class. Perhaps, you can stimulate them by some quizzes and small grammar games on pre-listening to make

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the students enjoyable to your teaching before turning into next stages.

iii. Enrich yourself many words, idioms, expressions, etc, that will be worthy for the students, you can give them to the students at the end of class, if it is necessary give them words with the pronunciation of words relating to the topic that will be given.

c. Interactive strategy (the combination of top down and bottom up strategies) I give the lecturer some suggestions as follow;

i. Make the improvisation if the strategy you apply can not run well. Perhaps, you can apply only one strategy in one meeting whether top down, bottom up or interactive strategy and then another strategy in another meeting to know the students' comprehension in listening class.

ii. Sometimes, ask them to watch short time movie together based on their classes, and then ask them what they get after watching movie, whether it is about the word, expressions, pronunciation of words, meaning of the context, main idea of movie, etc.

2. To the students

If you feel interested in your lecturer's teaching, prove that you can increase your listening skill well, always active in every task which will be given by your lecturer and then your lecturer will be proud of you. However, if you think that you feel bored and uncomfortable with your lecturer's

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

teaching during the class, keep respecting your lecturer and tell him your problem when the class is over, probably you can learn listening in private to him so that your lecturer will pay you more attention to teach you listening skill. Remember, listening is not totally easy to comprehend, it needs more times and patience to learn, be active inside and outside the class, then you will get something worthy for you, don't be always passive because you will get nothing on and on.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

BIBLIOGRAPHY

an eHow Contributing Writer, 2007, An Article: The Difficulties In Teaching Listening Skills,

Ary Donald, 2002,*Introduction to Research in Education,* Sixth Edition, USA: Wadsworth Thomson Learning

Austin S. . (1970). Speaking & Listening:A Contemporary Approach. Harcourt, Brace & World, Inc. USA

Brown H. Douglas, 2000, *Principles of language learning and teaching*, Fourth Edition, San Francisco University: Pearson Education Company

Brown H. Douglas, 2001, *Teaching by Principles: An Interactive Approach To Language Pedagogy*, Second Edition, New York: Pearson Education

Chastain Kenneth, 1967, *Developing Second Language Skill: Theory to Practice,* USA: Rand Macnally College, Publishing Company

Drucker Peter, http://www.brainyquote.com/words/te/teaching228435.html, *The sDefinition Of Teaching*

Harmer, Jeremy, *The Practice of English Language Teaching* (Fourth Edition), Pearson Longman, UK

Hedge Tricia, 2000, *Teaching And Listening In The Language Classroom*, New York: Oxford University Press

Hornby A. S., 1995, *Oxford Advanced Learner's Dictionary of Current English*, Oxford New York: Oxford University Press

http://www.sasked.gov.sk.ca/docs/xla/ela15b.html, *Teaching Listening Strategies in the Inclusive Classroom*

http://www.thefreedkillictionary.com/s, *The Definition Of Skill*

http://www.toolingu.com/definition-950120-54367-listening.html, *The Definition Of Listening*

Zerin Alam 1, Begum Shahnaz Sinha 1, *2009, Developing Listening Skills for Tertiary Level Learners, The Dhaka University Journal of Linguistics,* Dhaka University

Murcia-Marianne Celce,2001,*"Teaching English as a Second or Foreign Language"*, USA, Heinle & Heinle Thomson

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Palmer, Adrian & Mary Ann Christison, *Seeking The Heart of Teaching*, 2007, The University of Michigan, USA

Richards Jacks C., 2008, *Teaching Listening And Speaking: From Theory To Practice, USA: Cambridge University Press*

Summers Della, 2000, *Longman Handy Learner's Dictionary of American English*, Pearson Education

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id