

**LECTURERS' ACTIVITIES IN TEACHING LISTENING CLASS
(A Descriptive Qualitative Research in English Study Program of IAIN
CURUP)**

THESIS

**This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education**



By

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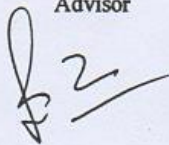
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Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara **FITRI JAYANTI** yang berjudul **"THE LECTURERS' PERFORMANCE IN TEACHING LISTENING CLASS (A Descriptive Qualitative Research in English Study Program of IAIN CURUP)**. Sudah dapat diajukan dalam sidang munaqasah.

Demikian permohonan ini kami ajukan, terima kasih.

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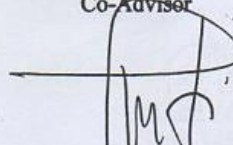


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The researcher finished this research entitled "THE LECTURERS' ACTIVITIES IN TEACHING LISTENING CLASS (A Descriptive Qualitative Research in English Study Program of IAIN CURUP)". This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appropriation to:

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Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

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Curup, Agustus 2018

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Motto and Dedication

Motto:

❖ *“LIVE IS ALL ABOUT THE NEXT STEP...”*

Dedication:

This thesis dedicates to:

- *Institute College for Islamic Studies (IAIN) Curup*
- *My wonderful and beloved family, my father (Mr. Suhardi), my mother (Mrs. Tati Suryani), my twin (Putri Jayanti) and also of all my family that can not be mentioned one by one.*
- *My great advisor Mrs. Jumatul Hidayah, M.Pd and my co-advisor Mr. Paidi Gusmuliana who gave the writer guidance, support and suggestion in finishing this thesis*
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ABSTRACT

Fitri Jayanti, 2018 : “THE LECTURERS’ ACTIVITIES IN TEACHING LISTENING CLASS (A Descriptive Qualitative Research in English Study Program of IAIN CURUP).

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Paidi Gusmuliana, M.Pd

This research was focused on the lecturer’s activities in teaching listening in IAIN CURUP. This research objectives were to find out the lecturer’s activities in teaching listening and what are the students perception about lecturer’s activities in teaching listening. This research is a descriptive research which is presented in qualitative way. Subject of the research are 3 lecturers of listening and students of English study program. The techniques for collecting data was interview and instruments were Interview guidance. In analysis of data, the steps were: data managing, reading/memoing, data classifying, description and interpreting. The result showed: The first, the lecturer’s activities in teaching listening at IAIN CURUP already good, because activities for teaching listening as cited by Wilson in Michael Rost, they have been carrying out and provided to student: the lecturers explain to students before start lesson that why listening is difficult and the role of listening in communicative language teaching, then the lecturers give a texts and explain what are the strategies that ‘good listeners’ use in listening. Next, the lecturers talk to students there are many sources can lecturers use in teaching listening and lecturers can choose what sources want she/he use in teaching listening, Pre-listening skills, While-listening skills and activities includes a discussion of listening for gist versus listening for detail, inferring, and participating, and the last is post listening. Second, students perception about lecturer’s activities in teaching listening is good, and students give a positive perception about lecturer’s activities in teaching listening.

Key word : Lecturer Activities, Teaching Listening

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CHAPTER I

INTRODUCTION

A. Background of the Research

Listening is the process of understanding speech in a first or second language. It means that listening is one of major skill that every English student must had. Listening is an importance skill in every day conversation. Brownell states that the effective communication begins with listening, not speaking. Unless you listen first, you have no way of knowing what to say. By listening people can understand the purpose of others speech and it is hoped that they can gave responses properly. So listening is one of the important skills that should be mastered by english learners, because without having listening ability they will not be able to give responses to spoken English.¹Based on the definition above, the researcher can be concluded that listening is the important skill that should be owned by every person in mastering the language. Because if they are lack in this skill as a result they get trouble to related communication with other people.

Listening is part of the transactional process of communication. The receiver's responses have a direct impact on the direction of the conversation. The key is to become active listeners rather than passive ones. The listener must rely on nonverbal communication and an understanding of the relationship between the speaker and listener to interpret meaning. According to Ronal Carter the term listening is used in

¹Brownell, Judi, *Listening Attitude, Principles and Skill*, (Boston: Allyn and Bacon. 1981), P. 46

language teaching to refer to complex process that allow us to understand spoken language.²From the definiton above that listening is very important skill must be acquired by any language learner. Practically, there are still many people who have lack of listening skill than other skill, especially it is the common problem the mostly ESL students find.

According to Tarigan, the process of listening is divided into five steps, they are: *first*, Hearing, hearing is a process to receive the sounds with ear. We just hear what a native speaker says. In this step, physic inference on the someone hearing sense cause the difficulty hearing we have to keep our ears cause it is very sensitive. If the sounds are slow and soft we will easy to hear.*Second*, Understanding, After we have hearing, the next step understands well what native speaker says. Understanding is process of the giving the meaning of the words we hear appropriate with the message meaning. Understanding is same with comprehending. It is the process of interpreting and difference in order to be more understanding on the spoken language. *Third*, Interpreting, Good listener not satisfied only hearing and understanding what native speaker says. He want to do interpreting what native speaker says. *Fourth*, Evaluating, Evaluating is the process of listener to evaluate what native speaker says, advantage and disadvantage opinion of speaker. *Last*, Responding, Responding is the process of listener to receiveddenied what native speaker says.³

²Ronal Carter And David Nunan, *The Cambridge Guide To Teaching English To Speakers Of Other Language*, (Cambridge: Cambridge University Press, 2001), P. 7

³Guntur Tarigan, *Menyimak sebagai suatu keterampilan mendengar*, (Angkasa. Bandung; 1994), P. 2

Lecturers' is one of the important aspects that influence of teaching and learning process in the class. To be a lecturer's is not an easy task because lecturer's performance has many aspects must have in lecturers'. If lecturer's has a good competency and skill can be good lecturers'. Brown said that good teaching performance used by a lecturers' while teaching the class will build on students perception of the subjects being studied and can have an impact or influence on student learning outcomes, as well as the lecture who taught him.⁴ So lecturers are the most influential on the creation process and the quality of educational outcomes. Therefore, any improvement efforts being made to improve the quality of education will not significantly contribute without being supported by a professional and qualified lecture's.

In teaching learning process, lecturer has important role to transfer material of knowledge. A lecturers' has responsibility toward their job to give their knowledge, make students know, understand and also can practice that knowledge well. In this case as a teacher should have good teaching performance. The researcher gets conclusion about lecturers' performance is the point when the lecturers' teach in class, then for performance there are element has to in lecture performance such as the first, the lecture's has knowledge about study and behavior of human. The second, the lectures' must master teaching material, the third the lecture's has good

⁴Brown G, *Microteaching*, (Great Britain: J. W. Arrowsmith Ltd, Bristol, 1984), P. 9

character to students, friends, lecture's. The fourth, the lectures' has to creative in teaching techniques.

Based on pre-observation, the researcher found the phenomena in students English study program in IAIN CURUP. Another student also states "listening is rather difficult because in answering every question from native speakers we have to have a lot of skill, and that is different skill from every problem that starts from easy to difficult problem. And to facilitate our answer then we must master all skills in answering listening questions". There are some materials delivered by the native speaker is too high, and it makes the students find it difficult to understand what is being delivered, and also the language used is a language that is difficult to understand and sometimes trap.

Some students agree that listening is a difficult course, because to understand what is delivered native speakers need time to think a bit longer, because remembering the language used is a languages that is difficult to understand and sometimes trap or make students confused because the answer is almost the same, so it needs thoroughness and time to think for a bit longer. While listening time is limited so that students feel listening is a difficult course. Besides that listening is sometime boring, because hearing during the learning process will make students feel bored, dizzy, sleepy and it will make the students do not get the desired value and the method that lecturers use also determines the student happy or not in learning.

From the above statement, students feel bored in teaching listening class and sometime they think listening is so difficult subject to understand what the native speaker says. And this visible clear on value 6th semester students in listening 3 that many from they get value low (C) in the lecture listening.

So from this, the researcher is interested to find more information about how the lecturer's activities in teaching listening of English study program in IAIN CURUP.

B. Research Question

Therefore, based on descriptive above, the researcher want inquire this problem in IAIN CURUP because it is interesting. So, that the researcher takes a research questions of this research are:

1. How is the lecturers' activities in teaching listening?
2. What are the students perception about lecturers' activities in teaching listening?

C. Objective of the Research

Based on the research questions above, the objective of this research are :

1. To know the lecturers' activities in teaching listening
2. To know what are the students perception about lecturers' activities in teaching listening

D. Significance of the Research

Significance of this research is to give information about lecturer's activities in teaching listening class in IAIN CURUP. The result of this research will be useful for lecturers: *first*, for knowing what only activity when teaching listening already do and who hasn't done, so to be ingredients evaluation for lecturer increase quality in teaching listening. *Second*, to give effort of improve and also developing their activities in teaching listening for lecturer. *Third*, the researcher can know about lecture activities in teaching listening.

E. Delimitation of the Research

The researcher delimits this research to get more specific data. Delimitation of this research is focused on the area of finding out how the lecturers' activities in teaching listening class. The sample in this research is delimited on English lecturer in listening class and students of English study program in IAIN CURUP.

F. Definition of Key Terms

1. Lecturers Activities

Lecture is a person who helps student to acquire knowledge, competences or values. Lecturer activities is one of part in teaching listening. Activities should build on previous activities and avoid being repetitive, they should enable students to engage with and develop their skills, knowledge and understanding in different ways. The listening activities that accompany this text focus on

listening for comprehension and on understanding details from the passage. However, the text could also be used as the basis for a follow-up acquisition activity.⁵

2. Teaching listening

Teaching is a process of transferring knowledge. Teaching listening is not only teaching to listen but more of it. Comprehension is one of the listening's goals. Listening comprehension is a complex process in which listener plays an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress and finally making use of all the skills mentioned above, and interpreting the utterance within the socio-cultural context.⁶

G. Thesis Organization

The explanation of this research would be organized into five chapters. The first, Chapter one, about background of the research, research question, objective of the research, significance of the research, delimitation of the research, definition of key term and thesis organization. The second, Chapter II, representation of literature review of related theories including general description about theory of perception, lecture's performance in listening class. The third, Chapter III, presents methodology of the research which include of kind of the research, population and also sample,

⁵ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge University Press, New York (USA), 2008, Journal). P. 17

⁶Vandergrift. L, *Facilitating second language listening comprehension: Acquiring successful strategies*. (*ELT Journal* 1999), P. 14

technique of collecting data. The fourth, Chapter IV about consists of finding and discussion then all the data will be analyze in this chapter. The last, Chapter V provide the conclusions and suggestions for the readers.

CHAPTER II

REVIEW OF LITERATURE

A. Lecturers Activities

Lecturers' is one of the important aspects that influence of teaching and learning process in the class. In teaching learning process, lecturer has important role to transfer material of knowledge. A lecturers' has responsibility toward their job to give their knowledge, make students know, understand and also can practice that knowledge well.

Lectures carry a big responsibility in their classrooms; they have a huge impact on their learners either positive or negative and it is the teacher's responsibility to create friendly and supportive atmosphere. Other aspects of the teacher's role that will help their students to become better at listening are to include areas into listening course such as employing strategies used in mother tongue during listening activities, building up knowledge of the cultural background of the target language and helping the learners to accept partial understanding (Underwood).⁷

Understanding foreign speech is a complex activity involving a large number of different skills and abilities. It follows from classroom listening practice is also complex, and that no one type of exercise - nor two, nor half a dozen - can possibly satisfy the needs of most foreign-language students. The lecture should therefore

⁷ Bakalarska Prace. *Teaching Listening*. (Journal: Masaryk University Brno Pedagogical Faculty Department of English language and literature, 2009). P. 20-21

have at her fingertips a large battery of different exercises designed to give practice in most, if not all, of these various skills. Moreover, listening should be practiced very frequently, so that such exercises will be in constant use. This is not quite so time-consuming as it sounds. Most listening activities suggested here can be easily adapted so that they practice lexical, grammatical, or functional-notional material that is being learnt anyway in the class. Finally, to make these activities more effective, they demand feedback.⁸

The listening activities that accompany a text focus on listening for comprehension and on understanding details from the passage. However, the text could also be used as the basis for a follow-up acquisition activity. For example, students could be given the preceding text with some key lexical and grammatical items deleted and the passage used as a cloze listening. Then the students could be asked to work in pairs and rewrite the monolog as a question-and answer exchange between Mike and a friend. Once this was done, the dialog could be used for pair practice. In this way, students would have the chance to acquire for active use some of the vocabulary and grammar used in the text.⁹

Anderson and Lynch distinguish listening become reciprocal and non-reciprocal listening. According to them, the former refers to listening activities which provide the listener with opportunity to interact with the speaker and negotiate the context of

⁸ Máster En Formación Del Profesorado De Educación Secundaria Obligatoria, Bachillerato, Formación Profesional Y Enseñanzas De Idiomas. *The importance of teaching listening and speaking skills*. (Trabajo Fin De Máster. Curso: 2011 - 2012). P. 10, 15, 16, 38, 39

⁹ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge University Press, New York (USA), 2008, Journal). P. 17

the interaction, while the later refers to one-way listening in which the transfer of information is only from the speaker for example, listening to lecture, news, public announcements.¹⁰ In order for teaching listening and learning activities directed and in accordance with the objectives are achieved, lecturers must plan learning activities and learning to be organized carefully.

B. Teaching Listening

Teaching listening means teaching how to identify and figure out what people say. Alexander says that nothing should be spoken before it has been heard.¹¹ Thus, in achieving target language we should have listening skills. The aim of teaching listening skill is to train the students in order to make them able to understand the meaning of sentence or words effectively. We cannot only teach what will be listened but also the situation we deal with. The lecturer teaches listening by bringing the students in certain situation related to the topic thus they have background knowledge about it.

Lecturers should give students the opportunity to listen actively providing different accents, useful and different topics, as well as situations that students can use in their real world. A good teaching method would try to combine both purposes and it is taking this aim into account that this study proposes some activities in the

¹⁰ A. Anderson and T. Lynch, *Listening Oxford*: (Oxford University Press, 1988). P. 6

¹¹ L. G. Alexander, *Com, Exercises in Comprehension and Composition*, (Longman: London, 1978). P. 134

proposed suggested approach. When lecturers' are teaching listening, apart from the purpose, it is very important to follow a pattern.

Lecturers' abilities to organize the classroom and manage their students' behaviors are prerequisites to effective classroom management. Lecturers who are capable of managing their classroom effectively would reassure better educational outcome. This view is supported by Oliver and Reschly who suggested that lecturers' ability to organize and manage students' behaviors would result in positive educational outcomes.¹²Emmer and Stough were of the view that educators who are effective instructors would reduce or minimize highly disruptive classroom behaviors.¹³Conroy, Sutherland, Snyder and Marsh found that students who are engaged in the learning process are less likely to demonstrate problem behaviors and more likely to engage in active and correct responses.¹⁴In any learning activity, there is bound to be healthy competitions between the students. These healthy competitions enhanced leadership spirit and mutual understanding between the winning and losing teams.

The winning team was awarded and the losing team stayed focus and continued with their work. The classroom was well under control. Zapatero, Maheshwari and Chen who examined the effectiveness of the collaborative learning environment in the classroom along with the testing methodologies noted that, there was a dramatic

¹²Oliver and Reschly, *Teaching Quality and Performance Among Experienced Teachers in Malaysia*, (Malaysia, Australian Journal of Teacher Education, 2007) P, 86-90

¹³Emmer and Stough, *Teaching Quality and Performance Among Experienced Teachers in Malaysia*, (Malaysia, Australian Journal of Teacher Education, 2001) P, 86-90

¹⁴Conroy, Sutherland, Snyder and Marsh, *Teaching Quality and Performance Among Experienced Teachers in Malaysia*, (Malaysia, Australian Journal of Teacher Education, 2008) P, 86-90

increase in the engagement level of students by the instructor as the classroom environments were changed each semester.¹⁵ The combination of constructivist-based modifications to the instructional delivery plus the utilization of the tablet PCs within the InkSurvey Tool environment have made it possible and effective in creating a learner-centered, knowledge-centered community of inquiry where students are actively engaged in pursuing knowledge, who examined factors that motivate college students to learn from their perspective found that the lecturers' personalities, teaching methodologies and positive classroom management are the main factors that motivate students to learn.¹⁶

The role of lecturers' has evolved from merely being lecture centered to one that is student centered and the skills required for a quality lecture are changing too. Assessing lecturers' effectiveness will not be a straight forward attempt by solely examining students' achievements or students' perceptions of their lecturers' attributes. A careful examination of the teaching concepts, one as a form of "labor and profession; or the other as a "craft and art" will indicate that it involves lecturer's cognitive ability and interpersonal skills (soft skills) which enhance lecturer's performance in the classroom. Furthermore, the National Framework for Professional Standards has outlined that lecturer's professional value (quality and

¹⁵Maheshwari and Chen, *Teaching Quality and Performance Among Experienced Teachers in Malaysia*, (Malaysia, Australian Journal of Teacher Education, 2011) P, 86-90

¹⁶Siti Rafiah Abd Hamid, Sharifah Sariah Syed Hassan, Nik Ahmad Hisham Ismail, *Teaching Quality and Performance Among Experienced Teachers in Malaysia*, (Malaysia, Australian Journal of Teacher Education, 2012) P, 86-90

professional knowledge and skills) will impact the management of student's learning.¹⁷

Teaching listening comprehension involves bottom-up and top-down processes. The bottom-up process involves reaching the meaning of the utterance from the small components, for example, giving learners an exercise in which they have to listen to a recording and pay attention only to the verbs. On the other hand, when learners use top-down processes, they should listen to the speech and take the general idea of the text. They can use their background knowledge to predict what is going to be said next by the speaker. White and Brown explain that the bottom-up process is related to being able to recognize the small patterns of the spoken text such as words and sounds, and top-down involves applying larger items and prior knowledge of what is been said by the speaker in order to anticipate what he or she going to say next.

Based on the description above, the researcher conclude listening comprehension is a spoken discourse that have two aspects of processing; they are bottom-up and top-down that depend on the instruction of the lecturer which view listening in some detail process of listening. The important of teaching listening is crucial in improving hearing habits that focused on mental and cognitive processes.

¹⁷The National Framework for Professional Standards, *Teaching Quality and Performance Among Experienced Teachers in Malaysia*, (Malaysia, Australian Journal of Teacher Education, MCEETYA, 2003) P, 86-90

C. Activities in Teaching Listening Class

There is mounting evidence that lecturer effectiveness is the single most powerful determinant of student achievement. Based on the delimitation of the research in chapter I which has been planned as the limitation for the teaching performance, the writer emphasizes the English student lecture's teaching performance when they apply their ability to the seven skills of teaching.

Specially, for Spanish speakers, listening and speaking tend to be more complicated than the acquisition of other skills, such as reading or writing, since the former are quite difficult to practice when the student does not live in an English speaking country. According to Lindsay and Knight, people have four different purposes when they listen: We listen for a purpose, but this purpose can be very different depending on the situation: listening for specific details, listening for general meaning, listening for the general idea or gist. There is also a difference between listening: for information; for enjoyment or social reasons; to learn new language.¹⁸ However, from the point of view of Anderson & Lynch, the purpose when we are listening can be either: transactional, where “the main purpose is to achieve a successful transfer or exchange of information”, or it can be interactional, “the use of language for establishing and maintaining social contact”.¹⁹

When we are working listening in the classroom the best option is to think about how we listen in real life. Lecturers should give students the opportunity to listen

¹⁸Lindsay and Knight, *The importance of teaching listening and speaking skills*, (Trabajo Fin De Máster. CURSO Journal: 2006), p. 46

¹⁹Anderson & Lynch, *The importance of teaching listening and speaking skills*, (Trabajo Fin De Máster. CURSO Journal: 1988), p. 15

actively providing different accents, useful and different topics, as well as situations that students can use in their real world. A good teaching method would try to combine both purposes and it is taking this aim into account that this study proposes some activities in the proposed suggested approach.

According by Wilson's *How to Teach Listening* is intended to be very practical: it provides a multitude of examples of published activities and includes a CD-ROM that provides sample audio in addition to textbook illustrations. There are some activities for teaching listening as cited by Wilson in Michael Rost:²⁰

1. The lecturers explain to students before start lesson that why listening is difficult and the role of listening in communicative language teaching. According by Wilson's *listening in the world of language learning* includes a discussion of why listening is difficult and the role of listening in communicative language teaching.
2. Listening texts and listening strategies includes a short discussion of 'authentic' versus 'pedagogic' texts and an overview of twelve strategies that 'good listeners' use. The lecturers give a texts and explain what are the strategies that 'good listeners' use in listening, because if the students have a strategy will be easier to understand what listening about.
3. The lecturers talk to students there are many sources can lecturers use in teaching listening and lecturers can choose what sources want she/he use in teaching listening. Listening sources, listening tasks discusses benefits of

²⁰ Michael Rost, *Teaching and Researching Listening*, (London, New York: Longman is an imprint of PEARSON, 2002) P. 289-291

different sources of listening (teacher talk, student talk, guest speakers, textbook recordings, media – television, video, DVD, radio – songs, internet), including a breakdown of popular genres (news, film clips, advertisements, documentaries, comedy episodes, animation, interviews, game shows) and benefits of using them for listening practice, and types of comprehension exercises in the form of ‘listen and . . .’ (e.g. ‘listen and take notes’).

4. Pre-listening skills and activities includes a general discussion of activating schemata and establishing reasons for listening, comprehension questions, and the value pre-teaching vocabulary. The lecturer creates motivation and students do some activities with the purpose of preparing them for what they will hear.
5. While-listening skills and activities includes a discussion of listening for gist versus listening for detail, inferring, and participating. The lecturers give a listening task and students listen what the native speaker talk about, where learners do the mentioned tasks or find answers. There are two kinds of material and procedure, (a) Authentic Material and (b) Non-Authentic Material.

- a. Authentic Materials

Authentic materials are those that are designed for native speakers. This include: nature speech (unscripted monologue/dialogue), films, tv commercials, cartoons, news, comedy shows, dramas, and soap operas;

radio news, drama, audio, etc. An English newspaper and even an English radio program are examples of authentic English. It is not easy to teach English at first through authentic materials if for but one reason; there is no translations or subtitles. The teacher should select material according to the aims he/she intends to achieve and the students interest. According to Ur, “some authentic material can of course be adapted for classroom use, but usually only after careful selection and editing.”²¹

In authentic material task, Douglas Brown have stated there are four types of task that can be used to assessing the authentic material.²²

- 1) *Notetaking* : taking note on teaching learning process is an aid one’s memory. Students asked to listen or watching the authentic material such as song or movie then they take a note what they have gotten what they listen.
- 2) *Editting* : this task provides both a written and a spoken stimulus and requires the students to listen for discrepancies. To do this task, students read the written stimulus material (e.g news report, English song lyric, etc) then they hear a spoken version of the stimulus, after that they mark or check the written stimulus if they got mistakes or un appropriate word or sentence based on they hear.

²¹ Penny Ur, *Teaching Listening Comprehension*, (Cambridge: Cambridge University, 1984) P. 23

²² Douglas Brown, *Language Assessment*, (London: Longman University Press, 2004) P. 178

- 3) *Interpretative task* : one of intensive listening task described previously was paraphrasing a story or conversation. The students are directed to interpret the stimulus by answering a few questions in open-ended form. It is same like answering the essay question.
- 4) *Retelling* : in a related task, students listen to a story or news event and simply retell it, or summarize it, either orally or in writing.

b. Non-Authentic Material.

A non-authentic text in language teaching terms is one that has been written especially for language students. Such texts sometimes concentrate the language we wish to teach. Non-authentic material is based on curriculum/syllabus that provided in the school. It appears in course book, students worksheet, and students paper that is given by teacher. Course book materials may include scripted dialogue/monologue, simulated lectures, seminar presentations, reports, and semi-scripted listening tasks from course book.

There are various kinds of listening tasks that usually use in non-authentic material and appropriate in textbook. According to Ur, possible and applicable listening tasks should be:²³

²³ Penny Ur. *Teaching Listening Comprehension*, (Cambridge: Cambridge University, 1984) P. 29

- 1) *Dictation exercise* : this is common listening exercise which is usually practices in the earlier years of school education. It requires students an integrative knowledge of the phonological, syntactic and semantic systems of a language. To do this task, lecturers gives students handout, omitting some sentences of the text, then plays the tape and asks students to listen to the text and write the missing sentences down.
- 2) *True/false* : identify whether the statement is true or false based on the listening.
- 3) *Gap-filling* : students are given a passage with several gaps in it, they have to listen and fill in the missing words in the gaps.
- 4) *Pictures* : one picture or a series of pictures may be used. Sts are then asked to identify pictures or components as they are referred to, either naming or ordering them in the order in which they are mentioned.
- 5) *Answering question* : based on the content of the listening, students are required to give longer and full answer to the questions.

On the one hand, extensive reading helps students to acquire vocabulary and grammar and it usually takes place outside the classroom. They do it for pleasure, so that their knowledge of the language improves and it makes students better readers. On the other

hand, intensive listening is what students usually learn in the classroom, through audio CDs and activities such as answering questions, following a route on a map, making notes, etc.

6. The last stage is post-listening, the part where students have the opportunity to check their answers about they have been listening to, to give feedback and consolidate what they have learnt. The lecturers corrected the students answer about listening task. It is useful for lecturers' because it helps to analyze particular difficulties the students could have with the listening activity. Post-listening skills and activities includes a discussion of reflection and types of responses.

Lecturers' commonly use another suitable method by giving tests at the end of each unit on the students' textbook or even listening comprehension tasks and class exams or example exercises which not only involve understanding but also memory and retention. For listening comprehension, it is usually carried out with the help of a recording on audio CD and for tests with the whole class, filling in tables is a common procedure.²⁴

Lecturers' should monitor each activity carefully and give specific feedback if learners have done well or if they have any errors. According to Lindsay and Knight: "Learners need encouragement and they need to know when they are making mistakes that might cause other people not to understand or

²⁴*Ibid*, p. 17-18

misunderstand them”.Lecturers’ should also use the opportunity to praise learners for getting something right, doing something well, trying hard, and showing a positive attitude towards learning. This could be when they produce an accurate sentence, do an amusing role-play, make an interesting contribution to a discussion, or show that they can use a new item of vocabulary. It is more difficult to decide when to correct. Lecturers’ can choose to correct as soon as the mistake is made or at the end of the activity or class. The advantage of immediate correction is that the learner can correct the error and use the corrected language for the rest of the activity. The disadvantage is that it can break the flow of communication and possibly demotivate or embarrass the learner.²⁵

In this section, we will consider the most favorable activities according to which aspect in particular each lecturers’ wants to improve as well as to the characteristics of his or her classroom, treating different suitable activities according to each aim. Listening aims can be varied: sometimes, the main one is to obtain the main idea of a recording and, at times, the opposite happens, when students listen for specific details. Students can also improve their listening skill through activities in which they have to listen, and following a description, they have to complete a task. For example: drawing an object, identifying some pictures or following directions on a map, completing application forms or

²⁵Lindsay and Knight, *The importance of teaching listening and speaking skills*, (Trabajo Fin De Máster. CURSO Journal: 2006), p. 68

correcting a written text with some mistakes. The range of options is wide but the most important thing is listening for fun.

As lecturers', we have to keep in mind that our students will always be tense when we announce that a listening is going to be carried out. We have to explain them that getting the right answer is not always the most important thing because if they do the exercise correctly, it is a clear prompt that they had no difficulty with the task.²⁶ It is also important to tell the students that they do not need to listen to everything to understand the information needed to do the exercise.

In teaching learning process, lecture has important role to transfer material of knowledge. A lectures has responsibility toward their job to give their knowledge, make students know, understand and also can practice that knowledge well. In this case as a lecture should have good performance. Lecture's is one of the important aspects that influence of teaching and learning process. To be a lecture is not an easy task, because lecture has many roles in teaching activities. If teacher has a good competency and skill can be good lecture.²⁷

In the world of education, the term performance is often associated with the term competence, it mean the ability to do something successfully and efficiently. In this course the term competence involves aspect of ability, skills, and capabilities, and capacity. Competence is unanimity mastery of knowledge, skills, and attitude displayed through performance.

²⁶*Ibid*, p. 38

²⁷Syaiful Bahri Djamaran, *Guru Dan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta., 2000), P. 15-16

Brown said that good teaching performance used by a lecture while teaching the class will build on student perception of the subject being studied and can have an impact or influence on student learning outcomes, as well as the lecture who taught him.²⁸

Lecturer effectiveness has attracted particularly close scrutiny as part of the government's drive to raise the quality of teaching and learning and, therefore, school standards. Attempts to define the skills, knowledge and attributes required by effective lecturers to help them review their performance and to support them in their continuing professional development are signs of the government's strategy to manage the teaching force. The research commissioned from Hay/McBer by the, then, Department for Education and Employment (DfEE) was designed to provide a framework describing effective teaching. They set out to develop a clear description of lecturer effectiveness, based on evidence of what effective lecturers do in practice at different stages in the profession.

Effective lecturers in the future will need to deal with a climate of continual change in which distance learning and other teaching media will become more prevalent. The 'star lecturers' of the future will be those who work to make what is now the best become the standard for all. School managers will need to create a school climate that fosters a framework for continuous improvement. One critical dimension is likely to be openness to the integration of good practice from other

²⁸Brown, *How to open my eyes? The performance-lecture as a method within artistic research*. (Networking Knowledge 9(3) Journal), P. 4

lecturer, schools, regions or even countries. This will require a shift in culture so that real team working is valued, and mutual feedback – through lesson observation or other means – is embraced as an essential part of professional development.²⁹

In reviewing the literature related to lecturers' quality models, Harris and Rutledge have concluded that the predictors of lecturers' quality and effectiveness are cognitive ability, personality attributes and educational background.³⁰ For instance, a recent study conducted among new math lecturers in New York found that lecturers' cognitive ability, content knowledge, personality traits, and feelings of self-efficacy are among the determinants of students' outcome (Rockoff).³¹ However, the latest studies have also included elements, namely: teaching from the perspectives of profession, art, and labor. The concept of labor indicates that the work done by lecturers' at university must be accurately assessed by the administrators and school principals. Contemporary lecturers' in the 21st century are geared towards adopting and adapting new teaching theories and external policies and issues. As the policies keep changing and becoming uncertain at times, it is important that lecturers' make fast and good decisions in their teaching instructions. As a profession, teaching can be seen to include the technical knowledge which encompasses professional judgment that requires strong knowledge base or cognitive ability. Harris and Rutledge, in analyzing the lecturers' effectiveness model of the profession,

²⁹ Jeff Jones, Mazda Jenkin, Sue Lord, *Ibid*, P. 4

³⁰ Harris and Rutledge, *Teaching Quality and Performance Among Experienced Teachers in Malaysia*, (Malaysia, *Australian Journal of Teacher Education*, 2007), p. 86

³¹ Rockoff, *Teaching Quality and Performance Among Experienced Teachers in Malaysia*, (Malaysia, *Australian Journal of Teacher Education*, 2008), p. 86-87

elaborated that lecturers who engage themselves professionally are more likely to participate in ongoing improvement. The third model of teaching as “crafts and art”, indicates a focus on lecturers’ student interaction as well as the use of appropriate instructional techniques. This concept reflects the personality of the lecturers’ which emphasizes the lecturers-student relationship. However, the concepts of lecturers’ effectiveness cannot be separated and defined distinctly. Thus, the current study was aimed at investigating the model of lecturers’ quality from three dimensions: labor, profession, and art and craft.³²

D. Perception

Perception is observation in brain until object that we observe is result ability to experience organized.³³ According to Gerungan defines perception is one of process within themselves to objects that they get based on environment stimulus which is received by sense (in means that perception is the response of something directly that they experience).³⁴ It means perception is the opinion that a process receiving of something by the student toward their experience that has been happening or been passed but useful for themselves.

Perception also has the meaning as, “something process by which organism interprets and organize sensation to product a meaningful experience of the word.”³⁵

³² Harris and Rutledge, *Teaching Quality and Performance Among Experienced Teachers in Malaysia*, (Malaysia, *Australian Journal of Teacher Education*, 2007), p. 86-87

³³ Sarlito Wirawan Sarwono, *Psikologi Umum*, (Jakarta: Bulan Bintang, 2008), P. 675

³⁴ *Ibid*, p.36

³⁵ *Ibid*,

Prior to making perception, there are three aspects needed before making a perception to something they are:

- a. Conception. It is process to collect opinion and thinking about an object through information or communication.
- b. Opinion. It is a process to employ direct contact regularly and systematically by doing a research.
- c. Observation. It is an introduction function to understand real object through direct contact.³⁶

So that, from three aspects above can make the perception to something, but between two or more persons are different because determined by individual responses.

Therefore, the researcher can concluding about the perception is the ability is in somebody for understanding something by using senses and also process of think looking bad or good someone and also the perception is experiences about an object event or something else related to what is obtained by summarizing information and interpreting message.

1. Students Perception about Lecturer's Activities in Teaching Listening

In teaching learning process, lecture has important role to transfer material of knowledge. A lectures has responsibility toward their job to give their knowledge, make students know, understand and also can practice that

³⁶ In Irma Putri Ningsih Thesis, *The Perception On English Teachers Toward The Curriculum Of High School Education Unit*, (Unpublished Stain Curup, 2007), P.14

knowledge well. Lecture's is one of the important aspects that influence of teaching and learning process. To be a lecture is not an easy task, because lecture has many roles in teaching activities. If teacher has a good competency and skill can be good lecture.³⁷

Perception is the process of how a person selects, organizes, and interprets information inputs to create a meaningful overall picture. Perception can be defined as a process of categorization and interpretation is selective.³⁸ Perception is the experience of objects, events, or relationships obtained by inferring information and means message.³⁹ So, the student perception of lecture activities in teaching listening is the students collecting process information to interpret the message, the events and experiences of sharing behavior of the lecturer in the learning process through the five senses.

When English lecture can teach with good teaching and the students have a positive perception (good), so that the students can easily absorb the lesson and the students will have better students learning outcomes. However, if the lecturer is teaching the bad teaching and the student have a negative perception that students difficult to absorb the lesson that adversely affect students learning outcomes.

Brown said that good teaching used by a lecture while teaching the class will build on student perception of the subject being studied and can have an impact

³⁷ Syaiful Bahri Djamaran, 2000. *Guru Dan Anak Didik Dalam Interaksi Edukatif*, Jakarta: Rineka Cipta, , P. 15-16

³⁸ Kotler,1995. *Phillip. Marketing Management Analysis, Planning, Implementation & Control*. Prentice Hall Int,

³⁹ Jalaluddin R, 2008. *Persepsi Dalam Psikologi*. Bandung: Remaja Rosdakarya, P. 51

or influence on student learning outcomes, as well as the lecture who taught him. It can conclude that students perception about lecture activities have a relationship toward students learning outcomes.

E. Review of Related finding

There are some related researches that had been done before: the first is “How to Teach Listening” by Nihei, Koichi. The purpose of this research was looked at how to teach listening so that English-as-a-Second-Language students can develop a level of listening ability that is useful in the real world, not just in the classroom. It asserts that if teachers know the processes involved in listening comprehension and some features of spoken English, they can provide students with appropriate advice and effective listening practice. Three chapters focus on the following:(1)"The Current Situation of Teaching Listening in Japanese High Schools" (teaching listening in English classes and recognizing the need for improvement);(2)"The Listening Process for Comprehension and Some Features of Spoken English" (bottom-up and top-down processing, schema theory, reduced forms of spoken English, performance variables and redundancy, and rhetorical markers, and skills for listening); and(3)"Improved Approach" (basic skills for listening comprehension should be taught, schema-building activities should precede the listening activity, students should learn strategies for effective listening, students should listen to a variety of

authentic materials, and post-listening strategies should be integrated with other skills, such as reading, writing, and speaking).

In this research the sample are English teachers in Japanese high school. The result of this research is that examined how to teach listening so that students can develop a level of listening ability which will be useful in the real world, not only in the classroom. In listening lessons, students should be taught how to listen. In light of this notion, the approach I have proposed would be effective because the process of listening comprehension is emphasized and the strategies for effective listening are required. Through this kind of lesson students can learn how to listen, and what they have learned can be applied to real life listening.

The second finding is Dewi Kurniawati in which, they research entitled “The Essence of Classroom Technique and Activities in Teaching Listening as A Foundation Skill for Other Skills in The Early Acquisition of Language”. Based on them research the result showed that a beneficial contribution to the field of teaching process particularly in listening, like: to apply performance classes to the teacher in teaching listening class. This research also gives the solution, how the interactive class will control and make the class be fun and students will understand well what they hear, also how the listening classroom process using interactive classroom techniques. In the other hand, sometimes not all the school has facilitation like electric or electronic media for listening process so the teacher must be can to more active to teach listening, how to make the class be active and run well and also still fun so the students can enjoy it.

There are a number of ways to help children become more conscious of auditory patterns that occur in language. There are so many way to teach listening, but for the students always said that listening subject is the difficult study. As teacher working with children learning English as foreign language, teachers have to try to blend technique designed for EFL learners with those intended for young learner to learn English as their first language.

The third finding are Dara Yusnida¹, Asnawi Muslem, and Abdul Manan, them research entitled “A Study of Teaching Listening”. The objectives of this research were to investigate the process of teaching learning listening at the English Language Education Department of UIN Ar-Raniry in terms of (a) preparation, (b) teaching materials and media used, (c) teaching method/technique/strategy, (d) and evaluation. The subjects of this research were two lecturers who taught listening II classes. The data was collected through observations, interviews and documentation. The collected data was analyzed and interpreted through qualitative procedures by using data reduction, data presentation, verification and drawing conclusions. The results showed that the two lecturers organized and prepared the lesson plans well before starting the lessons in terms of preparing the listening lessons. However, they did not do the same preparation.

The teaching materials were selected from various sources and taken from authentic resources with appropriate media. The teaching methods and techniques used by the English lecturers were various and in accordance with theories for the

teaching of listening. In addition, only one lecturer used a scoring guide to evaluate the listening assignments. Meanwhile, the other one used percentage scoring to evaluate the listening tests. Moreover, both lecturers conducted formative and summative assessments when teaching listening.

Based on the related studies above, the researcher states that this research is different. It will be seen clearly the difference in what the research examined in this study. Theories in terms of so many differences were found. Object and analyzes the data used are also very different. The first research focused on “How To Teach Listening”. The second research focused in “The Essence of Classroom Technique and Activities in Teaching Listening as A Foundation Skill for Other Skills in The Early Acquisition of Language”. The third research focused on “A Study of Teaching Listening”. This research is focused the lecturers’ activities in teaching listening class in IAIN CURUP.

CHAPTER III

RESEARCH OF METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. Creswell states that qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures.⁴⁰ In this research, the research tries to give description about how the lecturers' activities in listening class and what are the students perception about lecturers' activities in teaching listening class at IAIN CURUP.

Creswell, Fraenkel and Norman mention that qualitative research refers to a research which the study investigates the quality of relationships, activities, situations, or materials, which are as the collected data in the form of words or pictures rather than numbers.⁴¹ Thus, the data which are collected by the researcher are in the form of words, they are described by using words or pictures without numerical data.

Furthermore, According to Arikunto⁴² “descriptive research purpose to collect the data of interest factually”.⁴² This research explores the data based on the measurement of the subject. The subject in this research is English lecturers' in teaching listening and students of English study program at IAIN CURUP.

⁴⁰John W. Creswell, *Research Design Qualitative and Quantitative Approaches*, (USA: SAGE Publications, Inc, 1994), P. 145

⁴¹Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (NEW:YORK: McGraw-Hill, 2009), P. 422-423

⁴²Arikunto, *Tuntutan Karya Ilmiah*, Seminar Baru, (Bandung:2001), P. 55

B. Subject of the Research

Spradley explains that in qualitative research, population is called as social situation which includes three elements: place, actors, activity. Sugiyono gives detailed explanation that a qualitative research does not use population term, because the qualitative research is set out from a case which exists in social situation.⁴³ In this research, the place referred to the place of the research. The subject referred to English lecturers and they engaged the activities in listening class.

Furthermore, Sugiyono also says that sample in qualitative research is often called as respondents of the research.⁴⁴ Subject of this research are English lecturers in listening class. There are 3 listening lecturers and students of English study program as subject in this research. Because the total of them less than 100 persons. It is suitable with Suharsimi Arikunto stated “ when the total number of subject less than 100 persons, so that take all of the population research or total sampling”.⁴⁵

C. Techniques of Collecting Data

This research, the researcher uses data collecting for get information of data, there is:

a. Interview

⁴³Sugiyono, *Metode Penelitian Kombinasi*, (Bandung: Penerbit Alfabeta, 2001), P. 297

⁴⁴*Ibid*, P. 298

⁴⁵ Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, (Jakarta: Renika, 2002), p. 108.

One of the substantial techniques of qualitative research in collecting data is interview. Interview is a question-answer activity between one person and another person. Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person. Esteborg in Sugiyono's book says that "interview is a meaning of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about particular topic"⁴⁶.

Interview is used to get information from the lectures. According Sugiyono that interview is directly communication between researcher and sample."⁴⁷ Interview will be done by using the guidelines of interview and also using tape recorder for taken the result interview. To do this interview, the researcher used tape recorder. Catherine said the advantages of using tape recorder are:⁴⁸

1. Can concentrate on listening to what they say.
2. Able to maintain eye contact
3. Have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee
4. Have plenty of useful for report. The recorder data will be changes into written transcript text.

⁴⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D)*, (Bandung: Alfabeta, p,2002), p. 18

⁴⁷ Ibid.,p.66

⁴⁸Ibid., p.174.

D. Instrument of the Research

In this interview strategies that used by the learn listening lecturers as respondent, the interview questions is semi structure interviews the lectures give free answer that has relation with in interview guidance. A semi structured interview is a method of research used in the social science. A semi structure interview is flexible, allowing, new questions to be brought up during the interview as a result of what the interview says. The interview in a semi structured interview generally has a framework of themes to be explored. The researcher choice this interview because researcher need more information about this research. Before do research interview the researcher must make a question about this research in the paper after that, researcher do the interview.

Table 1: Semi Structured Interview

No	Item	Questions	Answer
1	According by Wilson's listening in the world of language learning includes a discussion of why listening is difficult and the role of listening in communicative language teaching.	<ol style="list-style-type: none"> 1. Do you explain to students before start lesson that why listening is difficult? Why? 2. Do you explain to students the role of listening in communicative language teaching? 	
2	Listening texts and listening strategies	<ol style="list-style-type: none"> 3. Do you give a texts listening to students 4. Do you explain what are the strategies that 'good listeners' 	

		use in listening?	
3	Listening sources	5. Do you talk to students there are many sources can lecturers use in teaching listening? 6. What are you use listening sources when teaching listening? Why?	
4	Pre-Listening	7. Do you creates motivation to students in teaching listening? 8. Do you give some activities with the purpose of preparing them for what they will hear?	
5	While Listening a. Authentic Material : Types of task that can be used to assessing the authentic material: 1) <i>Notetaking</i> 2) <i>Editing</i> 3) <i>Interpretative task</i> 4) <i>Retelling</i>	9. Do you give a listening task? 10. Do you give notetaking task in teaching listening task? Why? 11. Do you give editing task in teaching listening task? Why? 12. Do you give interpretative task in teaching listening task? Why? 13. Do you give retelling task in teaching listening task? Why? 14. Does the students enjoyable do listening task by notetaking, editing, interpretative task and retelling? Why?	
	b. Non-authentic Material: Kinds of listening tasks in Non-Authentic Material: 1) <i>Dictation exercise</i> 2) <i>True/false\Gap-filling</i> 3) <i>Pictures</i> 4) <i>Answering question</i>	15. Do you give dictation exercise in teaching listening task? Why? 16. Do you give True/false\Gap-filling task in teaching listening task? Why? 17. Do you give pictures task in teaching listening task? Why? 18. Do you give answering question task in teaching listening task? Why? 19. Does the students enjoyable do listening task by dictation exercise, True/false\Gap-filling, pictures and answering	

		question? Why?	
6	Post-Listening	20. Do you corrected the students answer about listening task?	

E. Technique for Analyzing the Data

After the data was collected from the techniques for collecting data is interview, the researcher continued to analyze the data. Creswell states that for analyzing qualitative data, the researcher can do data managing, reading/memoing, describing, classifying, interpreting and representing the findings in a written report.⁴⁹ Further, Gay argues those are not the steps that lead to understanding and interpretation, but the researcher ability to think, image, hypothesize, and analyze. For analyzing the data in this research, the researcher did these steps:

a. Managing

Before the data from observation and interview were read and able to be interpreted, they were managed by envisioning what the data from observation and interview of the research looked like. The researcher divided the data based on the sources. From checklist / field note, they were saved in one folder, but

⁴⁹ John W. Creswell, *Research Design*, (California : SAGE Publications, 2014), p. 247

interview data were saved in other folders. Besides that, the folders of the data were also divided by the data in which data were gotten.

b. Reading / Memoing

After managing the data, the researcher read the data from interview with using the result of interview. The researcher read the lecturers' activities were used by lecturer's in teaching listening class. Furthermore, the data which are read also depended on the data of doing the interview, so that the researcher looked the data development for each week.

c. Classifying

Classifying data was done after reading the data of interview on every week.

d. Describing

As this research name suggests, the data were analyzed by using words or pictures. In order that, describing data was done by using word in which it was to describe the data that had been classified based on the types. Besides that, the researcher described the interpretation of teaching by lecturers' performance.

e. Interpreting

Data interpreting continuous after data collection, analysis and interpretive stage of a study, interpretation is also a part of process of writing the result of the

study. Interpreting is the reflective and explanatory aspect of dealing with lecturers data.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

For ensuring the information of the lecturers activities in teaching listening. In this research, researcher investigates three of listening lecturers and students of English Study Program at IAIN Curup. Then, researcher did interview with respondent to get the data. The problems were 1) How is the lecturers activities in teaching listening? 2) What are the students perception about lecturers' activities in teaching listening? Based on the finding would be discussed below:

1. The lecturers activities in teaching listening

For finding the lecturers activities in teaching listening. The researcher investigate 3 lecturers of listening at IAIN CURUP as subject for this research. All of them had different activities in teaching listening such as:

a. Lecture A

After interviewing with the lecturer of listening who teach in listening class to know how about how is lecturer's activities in teaching listening class at IAIN CURUP. The lecture of listening would be explained as a lecture A. From the result that researcher got of lecture A, the researcher found some data, that lecture A used some activities for teaching listening as cited by Wilson in Michael Rost. The researcher found some data which will be explained below:

1) Listening in the world of language learning includes a discussion of why listening is difficult and the role of listening in communicative language teaching.

- a. The lecturers explain to students before start lesson that why listening is difficult.

As the researcher got the data from interview of lecture A, before starting lesson first the lecturers not explain to students why listening is difficult, but learning listening is a lot of strategies be learned, so students do not master a lot of strategies then learning listening will be difficult, as she said that:

*“I explain to the students that in listening learning it is a lot of strategies to be learned because there are many listening topics that will be heard, so if you do not master a lot of strategies then learning listening will be difficult”.*⁵⁰

Based on finding above, she applied the activities for teaching listening, although she not direct explain why listening difficult, but she explain to students that in learning listening must have a lot of strategies to easier learning listening.

⁵⁰ Lecture A, interview to the lecturer at IAIN Curup, on 24/05/2018

- b. The lecturers explain to students the role of listening in communicative language teaching.

According to result of interview that the researcher got, the lecture explain the role of listening in communicative language teaching to students, because so that students know the role and does not confused if learning in the class, as she said that:

*“If not explained later the students are confused”.*⁵¹

From that statement she explain to students the role of listening in communicative language teaching.

2) Listening texts and listening strategies

- a. The lecturers give a texts listening to students.

As the researcher got the data from interview of lecture A, she explain that a lot of media can we use in listening learning, not just listening text. So the students can use media which she/he want to learning listening, but she ever give listening task to students although not every meeting is given, as she said that:

⁵¹ Lecture A, interview to the lecturer at IAIN Curup, on 24/05/2018

*“Not for every meeting to provide listening text, because the media used in listening learning that a lot, but I never give to the text listening even though only a few times and not every meeting is given”.*⁵²

Based on finding above, she ever gave listening task to students although not every meeting is given. It can be conclude that she do activities for teaching listening.

- b. The lecturer explain what are the strategies that ‘good listeners’ use in listening.

After interview, the researcher got the data from lecture A, she said that strategy is very important to learning listening, because to make students easy learning or answer the question we must know the strategy how good listeners use in listening, as she said that:

*“I explain to the students for example his strategy like this. You must first understand the choice of new answers to listen to vocabulary and all sorts related to the listening test. If the test is no longer given instructions, go back to the individual students”.*⁵³

From lecture A said above, the researcher can conclude that she explain to students what are the strategies that ‘good listeners’ use in listening.

⁵² Lecture A, interview to the lecturer at IAIN Curup, on 24/05/2018

⁵³ Lecture A, interview to the lecturer at IAIN Curup, on 24/05/2018

3) Listening sources

- a. The lecturers talk to students there are many sources can lecturers use in teaching listening.

As the data that researcher got from interview lecture A, she said there are many media can be used to learn and practice listening skills, and she explain to students before starting learning activity, as she said that:

*“It must be explained first to the students that there are many media that can be used to learn listening and practice listening skills even when at home. For example, video, movie, song, radio, and so forth”.*⁵⁴

Based on finding above, the researcher concluded that lecture A do activities for teaching listening and she talk to students there are many sources can lecturers use in teaching listening.

- b. The lecturers’ can use listening sources: (teacher talk, student talk, guest speakers, textbook recordings, media – television, video, DVD, radio – songs, internet).

Based on interview of lecture A, the researcher got the data that the lecture use media in teaching listening not only one, but some and different in each meeting. Then, not only

⁵⁴ Lecture A, interview to the lecturer at IAIN Curup, on 24/05/2018

media lecture use but can from students and lecture also, as she said that:

*“In teaching listening that is definitely recording it, recording it there are two kinds of authentic the same non-authentic. Sometimes I ask them to listen because in my class there are additional tasks, such as the task at home they should listen to the English news, the movie as well and the conversation of the movie and then there is also a song, then students talk is possible when their friends explain and ask, what the topic. Then his friend explained. Then I'll show you another friend what your friend explained”.*⁵⁵

From statement above, she do activities for teaching listening and use different listening sources in every meeting.

4) Pre-Listening

a. The lecturer creates motivation

As the researcher got the data from interview of lecture A, she explain that motivation is one of students need in learning, because sometime students not always good feeling, and them need a motivation. But she not every meeting give students motivation, just in the first meeting in a semester, as she said that:

⁵⁵ Lecture A, interview to the lecturer at IAIN Curup, on 24/05/2018

*“Not every meeting I motivates my students, because they spend time. Most I give motivation at the beginning of the lecture”.*⁵⁶

Based on finding above, the researcher conclude that she applied activities for teaching listening, although she does not give motivation to students every meeting because she does have much time to give motivation every meeting. So, she give motivation at the first of learning.

- b. The lecturers give some activities with the purpose of preparing them for what they will hear.

According to result of interview, the researcher got the data that she always give students warming up/brainstorming before starting learning on that day, that given is related to what will be learned, as she said that:

*“I do get used before the students go into their material to do the name warming up or brainstorming before starting the learning on that day, and that given is related to what will be learned. The activities related to what will be learned on that day”.*⁵⁷

⁵⁶ Lecture A, interview to the lecturer at IAIN Curup, on 24/05/2018

⁵⁷ Lecture A, interview to the lecturer at IAIN Curup, on 24/05/2018

From lecture A statement above, it means that lecturers give some activities with the purpose of preparing them for what they will hear.

5) While Listening

- a. The lecturers use authentic material task. Types of task that can be used to assessing the authentic material: *Notetaking, Editing, Interpretative task, and Retelling.*

Based on interview of lecture A the researcher got the data, she ever gave all of type of authentic task to students, beside that she also gave task like a make the script. And will be discussion in a class about that, as she said that:

*“From type authentic task, I do use all of them. Beside that sometime I told them to make the script. What he heard them record. That's for the news. Keep it for the authentic, then also in a meeting there are students who have been doing the task for the news, we continue to show the news and transcripts we share to his friends and later the students retell the news about what”.*⁵⁸

From statement above, the researcher conclude that lecture A ever used all of authentic task and give to students although different authentic task she gave in every meeting.

⁵⁸ Lecture A, interview to the lecturer at IAIN Curup, on 24/05/2018

- b. The lecturers use Non-Authentic Material task. Kinds of listening tasks in Non-Authentic Material: *Dictation exercise, True/false, Gap-filling, Pictures, and Answering question.*

After interview the researcher got the data of lecture A, she give all of them type of non-authentic task to students, because there are use the book. Sometime matching also she give to students, as she said that:

*“All there is, because if we are non-authentic who use the book, and all the types are there, so is the matter to match / Matching”.*⁵⁹

Based on finding above, she give all of non-authentic task to students.

6) Post-Listening

- a. The lecturers corrected the students answer about listening task.

As the researcher got the data from interview of lecture A, that in every meeting she give student listening task, and it always she corrected because to check so far students

⁵⁹ Lecture A, interview to the lecturer at IAIN Curup, on 24/05/2018

understand about learning on that day, and the lecture give a student score from them task, as she said that:

*“I always corrected, because to know the extent of the ability or understanding of students to what has been learned on that day”.*⁶⁰

From lecture statement above, the researcher concluded that she always corrected students answer when she given students task, and she do every meeting.

Based on interview of lecture A, the researcher can be conclude that she already do/applied all of activities for teaching listening. It means the lecture A activities in teaching listening already good.

b. Lecture B

After interviewing the lecturer’s activities in teaching listening at IAIN CURUP, the researcher found some data about how is lecturer’s activities in teaching listening. The subject was one of lecturer of listening at IAIN CURUP who teach in listening class. In the next explanation, this lecturer of listening would be explained as lecture B. From the result t hat researcher got of lecture B, the researcher found some data, that lecture B

⁶⁰ Lecture A, interview to the lecturer at IAIN Curup, on 24/05/2018

used some activities for teaching listening as cited by Wilson in Michael Rost. The researcher found some data which will be explained below:

1) Listening in the world of language learning includes a discussion of why listening is difficult and the role of listening in communicative language teaching.

- a. The lecturers explain to students before start lesson that why listening is difficult.

Based on interview of lecture B, the researcher got the data that she not explain to students why listening is difficult, but she make how listening is fun, and she try to give a students the opening activity like warming up to make a student enjoy when learning in a class, as she said that:

*“When the initial entry is listening activities first, but I do not immediately say that listening is difficult. I try to give them the opening activity first or often we are familiar with the warming up or brainstorming. After that just enter why listening is important as one of the skills of the language. But I did not say that listening was difficult. But I make how listening is fun”.*⁶¹

Based on finding above, the researcher conclude she do/applied activities for teaching listening, although lecture B not explain to students why listening is difficult, but she make how listening is fun.

⁶¹ Lecture B, interview to the lecturer at IAIN Curup, on 02/07/2018

- b. The lecturers explain to students the role of listening in communicative language teaching.

As the researcher got the data from interview of lecture B, she said the role of listening in communicative language teaching is important give to students to make the students can follow the learning well in a class, as she said that:

*“Sure before we start that listening I always give the rules to the students how to be able to follow the learning and activities well”.*⁶²

From the lecture B statement, the researcher conclude that she explain to students the role of listening in communicative language teaching.

2) Listening texts and listening strategies

- a. The lecturers give a texts listening to students.

As the data that researcher got from interview, lecture B ever give listening texts to students, but not always because there are types of exercises can we use, as she said that:

“I teach interpretative listening, well if our interpretative listening is a lot to practice, not always just text but also many types of exercises that I love to students,

⁶² Lecture B, interview to the lecturer at IAIN Curup, on 02/07/2018

*such as true false, fill in the blank. But there are also sometimes fill in the blank I make it in the form of text”.*⁶³

Based on statement above, lecture B give a texts listening to students, but not always just text because there are many type exercises can use.

- b. The lecturer explain what are the strategies that ‘good listeners’ use in listening.

After interview lecture B, the researcher got the data that she said to easier learning listening students must have strategies to be good listener. Because, there are some media, task we learning, so we also must have some strategies to be good listene, as she said that:

*“Surely, because that was the name listening for some students is one of the skills that are a bit difficult, so it requires a strategy or also teknik in the process. Therefore I stress them to use certain strategies to make them easier to deal with listening activities”.*⁶⁴

From statement above, the researcher conclude that lecture B explain to students what are the strategies that

⁶³ Lecture B, interview to the lecturer at IAIN Curup, on 02/07/2018

⁶⁴ Lecture B, interview to the lecturer at IAIN Curup, on 02/07/2018

‘good listeners’ use in listening and it means that she do/applied activities for teaching listening.

3) Listening sources

- a. The lecturers talk to students there are many sources can lecturers use in teaching listening.

Based on interview from lecture B, the researcher got the data that she said students ask her what media can be used to learn listening before she explain it. There are many sources can we used to learn listening, like song, movie, speakers, radio, etc, as she said that:

*“Before I explain also students often ask what media can be used to improve listening skills. So I immediately explained that listening is actually not only heard, but also like in the movie, or for students who like to watch the movie if the subtitle cannot be displayed first. Calculate it to train their listening. Movies also not only train them listening but also how to pronounce pronunciation natively. Then from the song can also be used to train students listening skills and much more”.*⁶⁵

Based on lecture statement above, she talk to students there are many sources can use in teaching listening.

⁶⁵ Lecture B, interview to the lecturer at IAIN Curup, on 02/07/2018

- b. The lecturers' can use listening sources: (teacher talk, student talk, guest speakers, textbook recordings, media – television, video, DVD, radio – songs, internet).

As the researcher got the data from interview of lecture B, she use some media and media she used in every meeting is different, as she said that:

*“I use a lot, teacher talk, students talk, then I've also done group work, then pair work, so all the activity was ever used. And most emphasized on individual tests, because they do have a lot of practice in listening”.*⁶⁶

From statement lecture B above, she use many listening sources when teaching listening, then the researcher conclude that she applied activities for teaching listening.

4) Pre-Listening

- a. The lecturer creates motivation

As the data that researcher got from interview of lecture B, she said motivation is important to give to students before starting lesson, because students not always ready to learn, they sometime not good feeling. So, motivation she gave to students is not only at the beginning of learning but also at the end of the lesson, as she said that:

⁶⁶ Lecture B, interview to the lecturer at IAIN Curup, on 02/07/2018

*“Motivation is one of the important things before studying, because it was before the students had good mood first. So one way to build them so that the mood is to provide motivation to them, against their own goals why choice this majors then the consequences have been choosing this department like what. The motivation I give to students is not only at the beginning of learning but also at the end of the lesson”.*⁶⁷

Based on interview above, lecture B creates motivation to students is not only at the beginning of learning but also at the end of the lesson.

- b. The lecturers give some activities with the purpose of preparing them for what they will hear.

Based on interview the researcher got the data, lecture B give warming up to students before start lesson, and it that related to learning to be learned on that day, as she said that:

*“So I do get used before the students go into the material they have to do warming up or brainstorming, that's the purpose so that students focus and also I convey to the students that brainstorming that I do that related to learning to be learned on that day. The activities like we talk about news in the morning and this activity related to what will be learned”.*⁶⁸

⁶⁷ Lecture B, interview to the lecturer at IAIN Curup, on 02/07/2018

⁶⁸ Lecture B, interview to the lecturer at IAIN Curup, on 02/07/2018

Based on finding above, lecture B give some activities with the purpose of preparing students for what they will hear.

5) While Listening

- a. The lecturers use authentic material task. Types of task that can be used to assessing the authentic material: *Notetaking, Editing, Interpretative task, and Retelling.*

As the researcher got the data of lecture B, she said that she do all of type authentic task, but she focus and always gave interpretative task because it is in accordance with their current subjects that interpretative task, but Notetaking, Editing and retelling give to students not always like a interpretative task. As she said that:

“Yes there is authentic and non-authentic material, so I focus them more on authentic, why because it is authentic it is real life close to their lives, so if we learn something closer to their life will be easier enter into their lives. Authentic there are many types of notetaking, editing, interpretative task, and retelling, from the fourth that I often do / use the interpretative task because it is in accordance with their current subjects that interpretative task, so it does a lot of focus to interpretative task. Retelling has also been given, editing ever though only in one semester was only one

*time activities. But it was all done. Notetaking is also quite common”.*⁶⁹

Based on statement above, the researcher conclude that the lecture ever do/ given to students all of type authentic task to students.

- b. The lecturers use Non-Authentic Material task. Kinds of listening tasks in Non-Authentic Material: *Dictation exercise, True/false, Gap-filling, Pictures, and Answering question.*

Based on interview lecture B, the researcher got the data from fifth types non-authentic task, just one she do not is dictation exercise, and the other is never given to students although in every meeting different task she gave, as she said that:

*“There are five types of non-authentic tasks, dictation exercises, true/ false, gap-filling, pictures, and answering question, from the fifth it is just one I do not use that is dictation exercise. But if true / false it often, let alone for individual test. Then gap filling usually I give in the form of text. Then picture and answering question also I have given to students”.*⁷⁰

⁶⁹ Lecture B, interview to the lecturer at IAIN Curup, on 02/07/2018

⁷⁰ Lecture B, interview to the lecturer at IAIN Curup, on 02/07/2018

From statement above, she given to students types task of non-authentic task, like True/false, Gap-filling, Pictures, and answering question, but just one she not give to students is dictation exercises.

6) Post-Listening

- a. The lecturers corrected the students answer about listening task.

After interview the lecture B, the researcher got the data, she always corrected students answer in every meeting and do evaluation then discuss together about difficult answer and looking a solution. It means that she applied one of activities for teaching listening as cited by Wilson in Michael Rost, as she said that:

*“So it is after they practice straight on that day I corrected, why I do it because after that I will do the evaluation why this is difficult. And then from that difficulty we are both looking for a solution, and indeed directly corrected”.*⁷¹

From lecture B statement above, she always corrected students answer when have listening task, it means that she do activities for teaching listening.

⁷¹ Lecture B, interview to the lecturer at IAIN Curup, on 02/07/2018

Based on interview of lecture B, the researcher can be conclude that she already do/applied all of activities for teaching listening. It means the lecture B activities in teaching listening already nice.

c. **Lecture C**

After interviewing with the lecturer of listening who teach in listening class to know how about how is lecturer's activities in teaching listening class at IAIN CURUP. The lecture of listening would be explained as a lecture C. From the result that researcher got of lecture C, the researcher found some data, that lecture C used some activities for teaching listening as cited by Wilson in Michael Rost. The researcher found some data which will be explained below:

1) Listening in the world of language learning includes a discussion of why listening is difficult and the role of listening in communicative language teaching.

- a. The lecturers explain to students before start lesson that why listening is difficult.

As the researcher got the data from interview of lecture C, before starting lesson first the lecturers explain to the students that listening learning is not easy, and must have a lot of strategies be learned, so students must know from the

beginning so they are not confused in learning listening, as she said that:

*“Before starting the course I usually explain to the students that listening learning is not easy, we have a lot to know strategy because many types of listening that we will listen, so students must know from the beginning so they are not confused in learning listening”.*⁷²

Based on finding above, she applied the activities for teaching listening, although she not direct explain why listening difficult, but she explain to students that listening learning is not easy, must have a lot to know strategy because many types of listening that we will listen.

- b. The lecturers explain to students the role of listening in communicative language teaching.

According to result of interview that the researcher got, the lecture explain the role of listening in communicative language teaching to students, as she said that:

*“Of course, because students must know the role in learning listening is like what makes it easier for them to follow the lecture well”.*⁷³

⁷² Lecture C, interview to the lecturer at IAIN Curup, on 29/06/2018

⁷³ Lecture C, interview to the lecturer at IAIN Curup, on 29/06/2018

From that statement she explain to students the role of listening in communicative language teaching, because to makes students it easier for them to follow the lecture well.

2) Listening texts and listening strategies

- a. The lecturers give a texts listening to students.

As the researcher got the data from interview of lecture C, she explain that she ever give listening task to students although not every meeting is given, as she said that:

*“I once gave the student a listening text, but not often, because as we know there are many ways and media that we can use in teaching listening, and that we give to students is not the same at every meeting”.*⁷⁴

Based on finding above, she ever gave listening task to students although not every meeting is given. It can be conclude that she do activities for teaching listening.

- b. The lecturer explain what are the strategies that ‘good listeners’ use in listening.

⁷⁴ Lecture C, interview to the lecturer at IAIN Curup, on 29/06/2018

After interview, the researcher got the data from lecture C, she said that strategy is very important to learning listening, because to make students easy learning or answer the question we must know the strategy how good listeners use in listening, as she said that:

*“Strategy is very important because there are many types of listening that we will learn / listen to, so it needs to be explained to the students what strategies should be learned and mastered in learning listening”.*⁷⁵

From lecture C said above, the researcher can conclude that she explain to students what are the strategies that ‘good listeners’ use in listening.

3) Listening sources

- a. The lecturers talk to students there are many sources can lecturers use in teaching listening.

As the data that researcher got from interview lecture C, she said there are many media can be used to learn and practice listening skills, and she explain to students before starting learning activity, as she said that:

⁷⁵ Lecture C, interview to the lecturer at IAIN Curup, on 29/06/2018

*“There are so many media we can use in learning listening, and that I explain to my students what media we can use. The time that sometimes requires them to do the task outside the class hours. I ask them to choose what media they want to use to increase their knowledge in listening learning”.*⁷⁶

Based on finding above, the researcher concluded that lecture C do activities for teaching listening and she talk to students there are many sources can lecturers use in teaching listening.

- b. The lecturers’ can use listening sources: (teacher talk, student talk, guest speakers, textbook recordings, media – television, video, DVD, radio – songs, internet).

Based on interview of lecture C, the researcher got the data that the lecture use media in teaching listening not only one, but some and different in each meeting. Then, not only media lecture use but can from students and lecture also, as she said that:

*“Lots of what I use, such as student talk, lecture talk, movie, song, radio and more. Why is that so that students do not get bored in learning listening if the media used every week the same”.*⁷⁷

⁷⁶ Lecture C, interview to the lecturer at IAIN Curup, on 29/06/2018

⁷⁷ Lecture C, interview to the lecturer at IAIN Curup, on 29/06/2018

From statement above, she do activities for teaching listening and use different listening sources in every meeting.

4) Pre-Listening

a. The lecturer creates motivation

As the researcher got the data from interview of lecture C, she not every meeting give students motivation, just one or two time because don't have much time to always creates students motivation, as she said that:

"I give students the motivation not often, that is one or two times, because remembering the time is sometimes a little".⁷⁸

Based on finding above, the researcher conclude that she applied activities for teaching listening, although she does not give motivation to students every meeting because she does have much time to give motivation every meeting.

b. The lecturers give some activities with the purpose of preparing them for what they will hear.

⁷⁸ Lecture C, interview to the lecturer at IAIN Curup, on 29/06/2018

According to result of interview, the researcher got the data that she always give students warming up/brainstorming before starting learning on that day, as she said that:

*“Giving warming ups or brainstorming is important, because students need warming so they can open up insights about what they will learn, and check their concert also on readiness in learning”.*⁷⁹

From lecture C statement above, it means that lecturers give some activities with the purpose to check their concert also on readiness in learning.

5) While Listening

- a. The lecturers use authentic material task. Types of task that can be used to assessing the authentic material: *Notetaking, Editing, Interpretative task, and Retelling.*

Based on interview of lecture C the researcher got the data, she ever gave all of type of authentic task to students, as she said that:

⁷⁹ Lecture C, interview to the lecturer at IAIN Curup, on 29/06/2018

*“Listening task I give every meeting to the students. Everything I've given to the student type of the authentic task, although there are not many of these types I give, just a few meetings only”.*⁸⁰

From statement above, the researcher conclude that lecture C ever used all of authentic task and give to students although different authentic task she gave in every meeting.

- b. The lecturers use Non-Authentic Material task. Kinds of listening tasks in Non-Authentic Material: *Dictation exercise, True/false, Gap-filling, Pictures, and Answering question.*

After interview the researcher got the data of lecture C, she give all of them type of non-authentic task to students, because there are use the book, as she said that:

*“If the non-authentic tasks are all I give to the students, because we also have a listening book so students do not always listen to the movie, but the material is also sometimes from the book while the type of task is all there in a book”.*⁸¹

⁸⁰ Lecture C, interview to the lecturer at IAIN Curup, on 29/06/2018

⁸¹ Lecture C, interview to the lecturer at IAIN Curup, on 29/06/2018

Based on finding above, she give all of non-authentic task to students.

6) Post-Listening

- a. The lecturers corrected the students answer about listening task.

As the researcher got the data from interview of lecture C, that in every meeting she give student listening task, and it always she corrected, and the lecture give a student score from them task, as she said that:

*“Of course every listening task I must correct the student work and take the value”.*⁸²

From lecture statement above, the researcher concluded that she always corrected students answer when she given students task, and she do every meeting.

Based on interview of lecture C, the researcher can be conclude that she already do/applied all of activities for teaching listening. It means the lecture C activities in teaching listening already good.

⁸² Lecture C, interview to the lecturer at IAIN Curup, on 29/06/2018

2. Student perception about lecturers' activities in teaching listening

For finding the students perception about lecturers' activities in teaching listening, the researcher investigates students of English study program at IAIN CURUP as a subject for this research:

a. Student 1

After interviewing with the student of English study program to know what are the students perception about lecturers' activities in teaching listening class at IAIN CURUP. The student would be explained as a student 1 and she give perception for lecture A. The researcher found some data which will be explained below:

1) What are the students perception about lecturers' activities in teaching listening?

As the researcher got the data from interview of student 1, she said the lecturers activities in teaching listening already good, as she said that:

"I think lecturer's inner activities teach listening already pretty good, they are already apply all part activity that should be given by lecturer. Although there is some from listening activities that is not always given, like give motivations always lecturer give it when teaching listening. But on a whole lecturers nice activities".⁸³

⁸³ Student 1, interview to the student of English study program at IAIN Curup, on 21/08/2018

Based on statement above, the researcher conclude that lecturers of listening already good activities in teaching listening, Although there is some from listening activities that is not always given, but on a whole lecturers nice activities.

b. Student 2

After interviewing with the student of English study program to know what are the student perception about lecturers' activities in teaching listening class at IAIN CURUP. The student would be explained as a student 2 and she give perception for lecture A. The researcher found some data which will be explained below:

1) What are the students perception about lecturers' activities in teaching listening?

Based on interview of student 2, the researcher got the data, as she said that:

*“In my opinion lecturers activities in listening teaching good, because each lecture their activities give / do it when teach. As explain the role in learn to listen, give listening text , giving motivation , there is pre-listening, while listening and post listening, etc. So that I can conclude lecturer activities in teaching listening already nice”.*⁸⁴

⁸⁴ Student 2, interview to the student of English study program at IAIN Curup, on 21/08/2018

From the statement above, the researcher conclude that lecturers activities in listening teaching good, because each lecture their activities give / do it when teach.

c. Student 3

After interviewing with the student of English study program to know what are the student perception about lecturers' activities in teaching listening class at IAIN CURUP. The student would be explained as a student 3 and she give perception for lecture B. The researcher found some data which will be explained below:

1) What are the students perception about lecturers' activities in teaching listening?

As the researcher got the data from interview of student 3, she said the lecturers activities in teaching listening is good, as she said that:

*“Lecturer's activities in teaching listening I think good, every listening lecturer gives material and activity corresponding with what is learned on that semester. From to six lecturer's activities that they give it with good corresponding with steps based on a theory that has been explain before”.*⁸⁵

⁸⁵ Student 3, interview to the student of English study program at IAIN Curup, on 23/08/2018

Based on statement above, the researcher conclude that from six lecturer's activities that they give it with good corresponding with steps based on a theory that has been explain before, the lecture activities in teaching listening already good .

d. Student 4

After interviewing with the student of English study program to know what are the students perception about lecturers' activities in teaching listening class at IAIN CURUP. The student would be explained as a student 4 and she give perception for lecture B. The researcher found some data which will be explained below:

1) What are the students perception about lecturers' activities in teaching listening?

As the researcher got the data from interview of student 4, she said the lecturers activities in teaching listening good, as she said that:

*“In my opinion a lecturer activities in teaching listening is good. She gives activities that are easily understood by students, then the material taught is in accordance with the material in the book, making it easier for students to understand the material provided. Students are also given the opportunity to ask questions about material and activities while learning to listen ”.*⁸⁶

⁸⁶ Student 4, interview to the student of English study program at IAIN Curup, on 21/08/2018

Based on statement above, the researcher conclude that lecturers of listening already good activities in teaching listening. She gives activities that are easily understood by students, then the material taught is in accordance with the material in the book.

e. **Student 5**

After interviewing with the student of English study program to know what are the student perception about lecturers' activities in teaching listening class at IAIN CURUP. The student would be explained as a student 5 and she give perception for lecture C. The researcher found some data which will be explained below:

1) What are the students perception about lecturers' activities in teaching listening?

Based on interview of student 5, the researcher got the data, as she said that:

*“Lecturers activities have been good in teaching listening, the instructions are clear what to do, and make students understand so that the activity will run well in accordance with the objectives to be achieved. Activities given by lecturers in the list also relate to the material provided”.*⁸⁷

⁸⁷ Student 5, interview to the student of English study program at IAIN Curup, on 21/08/2018

From the statement above, the researcher conclude that lecturer activities in listening teaching already good, and activities given by lecturers in the list also relate to the material provided.

f. Student 6

After interviewing with the student of English study program to know what are the students perception about lecturers' activities in teaching listening class at IAIN CURUP. The student would be explained as a student 6 and she give perception for lecture C. The researcher found some data which will be explained below:

2) What are the students perception about lecturers' activities in teaching listening?

As the researcher got the data from interview of student 6 she said the lecturers activities in teaching listening is good, as she said that:

"I think the lecturer's activities in teaching listening already good, she give some activities in listening class and make students interest enjoy learn in a class".⁸⁸

Based on statement above, the researcher conclude that lecturer of listening already good activities in teaching listening.

⁸⁸ Student 6, interview to the student of English study program at IAIN Curup, on 05/09/2018

Based on statement of student 1, 2, 3, 4, 5, and 6 above, researcher found some students perception about lecturer's activities in teaching listening, and there are from students of English study program. Student 1 said that lecturer's activities in teaching listening is: lecturers of listening already good activities in teaching listening, Although there is some from listening activities that is not always given, but on a whole lecturers nice activities..

According to student 2, she said that lecturers activities in listening teaching good, because each lecture their activities give / do it when teach. As explain the role in learn to listen, give listening text , giving motivation , there is pre-listening, while listening and post listening, etc. So that I can conclude lecturer activities in teaching listening already nice. Next, student 3 said that Lecturer's activities in teaching listening is good, every listening lecturer gives material and activity corresponding with what is learned on that semester. Student 4 said that lecturers activities in teaching listening already good activities in teaching listening. She gives activities that are easily understood by students, then the material taught is in accordance with the material in the book. Next, according student 5 lecturers activities have been good in teaching listening, the instructions are clear what to do, and make students understand so that the activity will run well in accordance with the objectives to be achieved. Then, student 6 said that the lecturers' activities in teaching listening already good activities in teaching listening.

B. Discussion

Based on finding above, it could be seen about the lecturers activities in teaching listening will be explained below:

1. The lecturers activities in teaching listening

Based on the finding of the lecturer A, B and C in lecturers activities. Lecturer A, B and C explain to students before start lesson that why listening is difficult. Then, explain to students the role of listening in communicative language teaching. Lecturer A, B and C implement that, for give a texts listening to students, lecturer A and C not for every meeting to provide listening text, because the media used in listening learning that a lot, and lecturer B not always just text but also many types of exercises that she give. Then, for explain the strategies that ‘good listeners’ use in listening, lecturer A, B and C explain that to students.

Next, lecturer A explained first to the students that there are many media that can be used to learn listening and practice listening skills even when at home. Lecturer B before explain to students what media can be used to improve listening skills, she immediately explained that listening is actually not only heard, but also like in the movie, or for students who like to watch the movie if the subtitle cannot be displayed first, and lecture C explain to student what media we can use in teaching listening. For The lecturer listening sources, lecturer A and C use recording, movie, students talk and

lecturer talk and lecture B use movie, speaker, song, etc. For the lecturer creates motivation, lecture A creates motivation but not every meeting motivates to students, but the lecture B give to students motivation is not only at the beginning of learning but also at the end of the lesson, and lecture C give students the motivation not often, that is one or two times. Then, lecture A, B and C do get used before the students go into their material to do the name warming up or brainstorming before starting the learning on that day, and that given is related to what will be learned. Then, lecture A, B and C every meeting give to the student listening task. Next, lecture A and C use authentic task, *Notetaking, Editing, Interpretative task, Retelling* and non-authentic task *Dictation exercise, True/false\Gap-filling, Pictures, and Answering question*, but lecture B use them except *Dictation exercise*.

For corrected the students answer about listening task, lecture A corrected listening task because to know the extent of the ability or understanding of students to what has been learned on that day, and lecture B and C corrected also because after that she will do the evaluation why this is difficult. Then, from that difficulty we are both looking for a solution, and indeed directly corrected.

According to Wilson in Michael Rost there are some activities for teaching listening such as: lecturers explain to students before start lesson that why listening is difficult and the role of listening in communicative language teaching, listening texts and listening strategies, the lecturers talk to

students there are many sources can lecturers use in teaching listening, Pre-listening, While-listening, and post-listening.⁸⁹

From the finding and the theories above, it can be said the all lecturer activities in teaching listening had been implemented by the lecturer's however not all of them used about all the activities for teaching listening. In short, the lecturer activities were maximal in teaching listening.

2. The students perception about lecturer's activities in teaching listening

Based on the finding of the student 1, 2, 3, 4, 5 and 6 in the students perception about lecturers activities in teaching listening. Student 1 said that lecturer's activities in teaching listening is: lecturers of listening already good activities in teaching listening, Although there is some from listening activities that is not always given, but on a whole lecturers nice activities..

According to student 2, she said that lecturers activities in listening teaching good, because each lecture their activities give / do it when teach. As explain the role in learn to listen, give listening text , giving motivation , there is pre-listening, while listening and post listening, etc. So that I can conclude lecturer activities in teaching listening already nice. Next, student 3 said that Lecturer's activities in teaching listening is good, every listening lecturer gives material and activity corresponding with what is learned on that semester.

⁸⁹ Michael Rost, *Teaching and Researching Listening*, (London, New York: Longman is an imprint of PEARSON, 2002) P. 289-291

Student 4 said that lecturers activities in teaching listening already good activities in teaching listening. She gives activities that are easily understood by students, then the material taught is in accordance with the material in the book. Next, according student 5 lecturers activities have been good in teaching listening, the instructions are clear what to do, and make students understand so that the activity will run well in accordance with the objectives to be achieved. Then, student 6 said that the lecturers' activities in teaching listening already good activities in teaching listening.

According to Wilson in Michael Rost there are some activities for teaching listening such as: lecturers explain to students before start lesson that why listening is difficult and the role of listening in communicative language teaching, listening texts and listening strategies, the lecturers talk to students there are many sources can lecturers use in teaching listening, Pre-listening, While-listening, and post-listening.⁹⁰

From the student perception and the theories above, it can be said the all lecturer activities in teaching listening already good in teaching listening.

⁹⁰ Michael Rost, *Teaching and Researching Listening*, (London, New York: Longman is an imprint of PEARSON, 2002) P. 289-291

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in chapter IV in can be concluded:

The first, the lecturer's activities in teaching listening at IAIN CURUP already good, because activities for teaching listening as cited by Wilson in Michael Rost, they have been carrying out and provided to student: the lecturers explain to students before start lesson that why listening is difficult and the role of listening in communicative language teaching, then the lecturers give a texts and explain what are the strategies that 'good listeners' use in listening. Next, the lecturers talk to students there are many sources can lecturers use in teaching listening and lecturers can choose what sources want she/he use in teaching listening, Pre-listening skills, While-listening skills and activities includes a discussion of listening for gist versus listening for detail, inferring, and participating, and the last is post listening.

Second, students perception about lecturer's activities in teaching listening there are: lecturers of listening already good activities in teaching listening, although there is some from listening activities that is not always given, but on a whole lecturers nice activities. Next, each lecture their activities give / do it when teach. As explain the role in learn to listen, give listening text , giving motivation , there is pre-listening, while listening and post listening, etc. Every listening lecturer gives material and activity corresponding with what is learned on that semester. From

above lecturer's activities that they give it with good corresponding with steps based on a theory that has been explain before.

B. Suggestion

Dealing the result of finding that have been presented above, the researcher would like some suggestion as follow:

1. Lecturer

Lecturers should maintain and improve in performance teaching listening, so students can improve motivation for learn and process as well aim learning will easy achieved. Then lecturer too must often use all types of authentic and non-authentic tasks that task student no bored learn and they happy learn because there many kind of task given.

2. For students

Students should more increase the motivation in learning listening and always train their ear for the English words. The students can gas the sound and meaning of words from the listening.

3. For the further researcher

It will be conduct the research in this area, the writer hopes that the other time, the researchers investigate more about the effectiveness of using some techniques. So the students will be easier in learning text on listening side so it will became new contribution for teaching listening when the school have not facility more.

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Appendix 1

Interview guide to the Lecturer A

Questions	Answers
1. Do you explain to students before start lesson that why listening is difficult? Why? 2. Do you explain to students the role of listening in communicative language teaching?	1. Yes, I explain to the students that in listening learning it is a lot of strategies to be learned because there are many listening topics that will be heard, so if you do not master a lot of strategies then learning listening will be difficult. 2. Yes, if not explained later the students are confused.
3. Do you give a texts listening to students 4. Do you explain what are the strategies that 'good listeners' use in listening?	3. Not for every meeting to provide listening text, because the media used in listening learning that a lot, but I never give to the text listening even though only a few times and not every meeting is given. 4. Yes, I explain to the students for example his strategy like this. You must first understand the choice of new answers to listen to vocabulary and all sorts related to the listening test. If the test is no longer given instructions, go back to the individual students.
5. Do you talk to students there are many sources can lecturers use in teaching listening? 6. What are you use listening sources when teaching listening?	5. Yes, it must be explained first to the students that there are many media that can be used to learn listening and practice listening skills even when at home. For example, video, movie, song, radio, and so forth. 6. In teaching listening that is definitely recording it, recording it there are two kinds of authentic the same non-authentic. Sometimes I ask them to listen because in my class there are additional tasks, such as the task at home they should listen to the English news, the movie as well and the conversation of the movie and then there is

	<p>also a song, then students talk is possible when their friends explain and ask, what the topic. Then his friend explained. Then I'll show you another friend what your friend explained.</p>
<p>7. Do you creates motivation to students in teaching listening? 8. Do you give some activities with the purpose of preparing them for what they will hear?</p>	<p>7. Yes, but not every meeting motivates my students, because they spend time. Most I give motivation at the beginning of the lecture. 8. I do get used before the students go into their material to do the name warming up or brainstorming before starting the learning on that day, and that given is related to what will be learned. The activities related to what will be learned on that day.</p>
<p>9. Do you give a listening task? 10. Do you give notetaking task in teaching listening task? 11. Do you give editing task in teaching listening task? 12. Do you give interpretative task in teaching listening task? 13. Do you give retelling task in teaching listening task? 14. Which one you always give listening task from notetaking, editing, interpretative task and retelling? Why?</p>	<p>9. Yes, every meeting I give to the student listening task. 10. Yes, I once gave a notetaking task. 11. Yes editing task I've also given to students. 12. Yes, never though I do not often give. 13. Yes, although only once activity. 14. Which I often gave to students is interpretative task, because authentic material is indeed close to their lives.</p>
<p>15. Do you give dictation exercise in teaching listening task? 16. Do you give True/false\Gap-filling task in teaching listening task? 17. Do you give pictures task in teaching listening task? 18. Do you give answering question task in teaching listening task? 19. Which one you always give listening task from dictation exercise, True/false\Gap-filling, pictures and answering</p>	<p>15. Yes, I once gave the students a dictation exercise. 16. Yes, I often give true / false task to the students. 17. Yes, I have given even though not in every learning. 18. Yes of course. 19. Answering question and true/false that I always gave to students.</p>

question?	
20. Do you corrected the students answer about listening task?	20. Yes, corrected, because to know the extent of the ability or understanding of students to what has been learned on that day.

Appendix II

Interview guide to the Lecturer B

Questions	Answers
1. Do you explain to students before start lesson that why listening is difficult? Why? 2. Do you explain to students the role of listening in communicative language teaching?	1. Yes, when the initial entry is listening activities first, but I do not immediately say that listening is difficult. I try to give them the opening activity first or often we are familiar with the warming up or brainstorming. After that just enter why listening is important as one of the skills of the language. But I did not say that listening was difficult. But I make how listening is fun. 2. Yes, sure before we start that listening I always give the rules to the students how to be able to follow the learning and activities well
3. Do you give a texts listening to students 4. Do you explain what are the strategies that 'good listeners' use in listening?	3. I teach interpretative listening, well if our interpretative listening is a lot to practice, not always just text but also many types of exercises that I love to students, such as true false, fill in the blank. But there are also sometimes fill in the blank I make it in the form of text. 4. Yes, surely, because that was the name listening for some students is one of the skills that are a bit difficult, so it requires a strategy or also tekhik in the process. Therefore I stress them to use certain

	strategies to make them easier to deal with listening activities.
<p>5. Do you talk to students there are many sources can lecturers use in teaching listening?</p> <p>6. What are you use listening sources when teaching listening?</p>	<p>5. Yes, before I explain also students often ask what media can be used to improve listening skills. So I immediately explained that listening is actually not only heard, but also like in the movie, or for students who like to watch the movie if the subtitle cannot be displayed first. Calculate it to train their listening. Movies also not only train them listening but also how to pronounce pronunciation natively. Then from the song can also be used to train students listening skills and much more.</p> <p>6. I use a lot, teacher talk, students talk, then I've also done group work, then pair work, so all the activity was ever used. And most emphasized on individual tests, because they do have a lot of practice in listening.</p>
<p>7. Do you creates motivation to students in teaching listening?</p> <p>8. Do you give some activities with the purpose of preparing them for what they will hear?</p>	<p>7. Motivation is one of the important things before studying, because it was before the students had good mood first. So one way to build them so that the mood is to provide motivation to them, against their own goals why choose this majors then the consequences have been choosing this department like what. The motivation I give to students is not only at the beginning of learning but also at the end of the lesson.</p> <p>8. Yes, so I do get used before the students go into the material they have to do warming up or brainstorming, that's the purpose so that students focus and also I convey to the students that brainstorming that I do that related to learning to be learned on that day. The activities like we talk about news in the morning and this activity related to what will be learned.</p>
<p>9. Do you give a listening task?</p> <p>10. Do you give notetaking task in teaching listening task?</p> <p>11. Do you give editing task in</p>	<p>9. Yes, every meeting that gives listening task, because sometimes the students were not given training if they are lazy to study at home. Well we anticipate them is that each</p>

<p>teaching listening task?</p> <p>12. Do you give interpretative task in teaching listening task?</p> <p>13. Do you give retelling task in teaching listening task?</p> <p>14. Which one you always give listening task from notetaking, editing, interpretative task and retelling? Why?</p>	<p>meeting must have listening task, because they have to get used to it.</p> <p>10. Yes, Notetaking I often give to students.</p> <p>11. Yes, editing ever though in one semester it's only one time activity.</p> <p>12. Yes, often I do / use because it is in accordance with their course that now interpretative task.</p> <p>13. Yes, Retelling was also given.</p> <p>14. Of the four that I often do / use is interpretative task because it is in accordance with their subjects that now it's interpretative task, so it's a lot of focus to interpretative task.</p>
<p>15. Do you give dictation exercise in teaching listening task?</p> <p>16. Do you give True/false/Gap-filling task in teaching listening task?</p> <p>17. Do you give pictures task in teaching listening task?</p> <p>18. Do you give answering question task in teaching listening task?</p> <p>19. Which one you always give listening task from dictation exercise, True/false/Gap-filling, pictures and answering question?</p>	<p>15. No, I never give dictation exercise to the students.</p> <p>16. Yes, true / false is often, let alone for individual tests. Then gap filling usually I give in the form of text.</p> <p>17. Yes, I once gave pictures task to students.</p> <p>18. Yes, answering question I have also given to students.</p> <p>19. Which I often give is true / false.</p>
<p>20. Do you corrected the students answer about listening task?</p>	<p>20 Yes, so it is after they practice straight on that day I corrected, why I do it because after that I will do the evaluation why this is difficult. And then from that difficulty we are both looking for a solution, and indeed directly corrected.</p>

Appendix III

Interview guide to the Lecturer C

Questions	Answers
<p>1. Do you explain to students before start lesson that why listening is difficult? Why?</p> <p>2. Do you explain to students the role of listening in communicative language teaching?</p>	<p>1. Before starting the course I usually explain to the students that listening learning is not easy, we have a lot to know strategy because many types of listening that we will listen, so students must know from the beginning so they are not confused in learning listening.</p> <p>2. Of course, because students must know the role in learning listening is like what makes it easier for them to follow the lecture well.</p>
<p>3. Do you give a texts listening to students</p> <p>4. Do you explain what are the strategies that 'good listeners' use in listening?</p>	<p>3. I once gave the student a listening text, but not often, because as we know there are many ways and media that we can use in teaching listening, and that we give to students is not the same at every meeting.</p> <p>4. Strategy is very important because there are many types of listening that we will learn / listen to, so it needs to be explained to the students what strategies should be learned and mastered in learning listening.</p>
<p>5. Do you talk to students there are many sources can lecturers use in teaching listening?</p> <p>6. What are you use listening sources when teaching listening?</p>	<p>5. There are so many media we can use in learning listening, and that I explain to my students what media we can use. The time that sometimes requires them to do the task outside the class hours. I ask them to choose what media they want to use to increase their knowledge in listening learning.</p> <p>6. Lots of what I use, such as student talk, lecture talk, movie, song, radio and more. Why is that so that students do not get bored in learning listening if the media used every week the same.</p>
<p>7. Do you creates motivation to</p>	<p>7. I give students the motivation not often, that</p>

<p>students in teaching listening?</p> <p>8. Do you give some activities with the purpose of preparing them for what they will hear?</p>	<p>is one or two times, because remembering the time is sometimes a little.</p> <p>8. Giving warming ups or brainstorming is important, because students need warming so they can open up insights about what they will learn, and check their concert also on readiness in learning.</p>
<p>9. Do you give a listening task?</p> <p>10. Do you give notetaking task in teaching listening task?</p> <p>11. Do you give editing task in teaching listening task?</p> <p>12. Do you give interpretative task in teaching listening task?</p> <p>13. Do you give retelling task in teaching listening task?</p> <p>14. Which one you always give listening task from notetaking, editing, interpretative task and retelling? Why?</p>	<p>9. Listening task I give every meeting to the students.</p> <p>10. Yes,</p> <p>11. Yes,</p> <p>12. Yes,</p> <p>13. Yes,</p> <p>14. Interpretative task,</p>
<p>15. Do you give dictation exercise in teaching listening task?</p> <p>16. Do you give True/false/Gap-filling task in teaching listening task?</p> <p>17. Do you give pictures task in teaching listening task?</p> <p>18. Do you give answering question task in teaching listening task?</p> <p>19. Which one you always give listening task from dictation exercise, True/false/Gap-filling, pictures and answering question?</p>	<p>15. Yes</p> <p>16. Yes,</p> <p>17. Yes,</p> <p>18. Yes,</p> <p>19. True false, and answering question</p>
<p>20. Do you corrected the students answer about listening task?</p>	<p>20 Of course every listening task I must correct the student work and take the value.</p>

Appendix 1V

Interview guide to the Student 1

Question	Answer
What are the students perception about lecturer's activities in teaching listening?	I think lecturer's activities in teaching listening already pretty good, they are already apply all part activity that should be given by lecturer. Although there is some from listening activities that is not always given, like give motivations always lecturer give it when teaching listening. But on a whole lecturers nice activities

Appendix V

Interview guide to the Student 2

Question	Answer
What are the students perception about lecturer's activities in teaching listening?	My opinion lecturers activities in listening teaching good, because each lecture their activities give / do it when teach. As explain the role in learn to listen, give listening text , giving motivation , there is pre-listening, while listening and post listening, etc. So that I can conclude lecturer activities in teaching listening already nice.

Appendix VI

Interview guide to the Student 3

Question	Answer
What are the students perception about lecturer's activities in teaching listening?	Lecturer's activities in teaching listening I think good, every listening lecturer gives material and activity corresponding with what is learned on that semester. From to six lecturer's activities that they give it with good corresponding with steps based on a theory that has been explain before.

Appendix VII

Interview guide to the Student 4

Question	Answer
What are the students perception about lecturer's activities in teaching listening?	In my opinion a lecturer activities in teaching listening is good. She gives activities that are easily understood by students, then the material taught is in accordance with the material in the book, making it easier for students to understand the material provided. Students are also given the opportunity to ask questions about material and activities while learning to listen.

Appendix VIII

Interview guide to the Student 5

Question	Answer
What are the students perception about lecturer's activities in teaching listening?	Lecturers activities have been good in teaching listening, the instructions are clear what to do, and make students understand so that the activity will run well in accordance with the objectives to be achieved. Activities given by lecturers in the list also relate to the material provided.

Appendix XI

Interview guide to the Student 6

Question	Answer
What are the students perception about lecturer's activities in teaching listening?	I think the lecturer's activities in teaching listening already good, she give some activities in listening class and make students interest enjoy learn in a class.



The researcher's name is Fitri Jayanti. She was born in Curup on 01 April, 1995. She is a daughter from best couple Mr. Suhardi & Mrs. Tati Suryani, She has a twin Putri Jayanti. Her hobbies are cooking, travelling and watching. She finished her elementary school at SDN 02 Lebong, continued to junior high school at SMPN 02 Lebong Atas then continued to senior high school at SMAN 01 Lebong Atas. For the next education program, she decided entering Institute College for Islamic Studies (IAIN) Curup and selected English Tadris Study Program as her faculty and she was graduated in 2018. Alhamdulillah, all of her education was passed very well.