

**AN ANALYSIS OF LECTURERS' STRATEGIES IN TEACHING  
LISTENING AT IAIN CURUP**

**THESIS**

**This Thesis Submitted to Fulfill the Requirement for 'Sarjana' Degree in  
English Language Education**



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*Assalamualaikun wr. wb.*

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama Siti Nurhidayah, 14551038 Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul "An Analysis Lecturer's Strategies in Teaching Listening at IAIN Curup" sudah dapat diajukan dalam sidang munaqosah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

*Wassalamalikun wr. wb.*

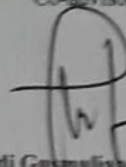
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## PREFACE

The thesis is submitted as a part of the completion for undergraduate degree of sastra 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

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The researcher finished this thesis entitled “An Analysis of Lecturers’ Strategies in Teaching Listening at IAIN Curup”. This thesis is obtainable in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of STAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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Finally, the writer believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for learning speaking performance based on each personality.

*Wassalamualaikum Warahmatullah Wabarokatuh*

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## MOTTO AND DEDICATION

**“Where there is will, there is way”**

**“If other people can, then I'm also able”**

**As long as there is faith, everything will be possible**

Thanks to Allah who given me healthy, so I can finish this thesis as soon as my hope.

In the name of Allah this thesis is dedicated to :

- My best thanks to my advisor, Mrs. Jumatul Hidayah M.Pd and my Co-advisor Mr. Paidi Gusmuliana, M.Pd had given many guidance and big thanks for being my best advisors.
- My lovely parent, emak “Sati’ah” and bapak “Salam” who always remind me, give support to me and work hard for me.
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## **ABSTRACT**

### **Siti Nurhidayah, (14551038) : An Analysis Of Lecturers' Strategies In Teaching Listening At Iain Curup**

**Advisor : Jumatul Hidayah, M.Pd**

**Co-Advisor : Paidi Gusmuliana, M.Pd**

This research investigated, 1) Lecturers' Strategies in Teaching Listening at IAIN Curup. 2) Lecturers implement some strategies such as planning, monitoring evaluation, cognitive and metacognitive. Where each of indicators have some sub indicators. But, there are some differential and similarities in implementation. The strategies used by lecturers still not maximal because there some sub indicators cannot be applied by lecturers. Lecturers strategies still not complete. Lecturers should use some sub indicator in order can get the maximal result for listening.

The Implementation of Strategies in Teaching Listening English at IAIN Curup. In planning both of Lecturers prepare some material then before teaching and explained the clues and each of material have short term goal and the long term goal determine the long term goal by using dictoglass, seek best opportunities for listening practice, then in monitoring Lecturers consider progress against a set of pre-determined criteria by using KKM. In checking and see if the same mistakes are still being made by the students to correct the exercise in discussion, check understanding of the students during listening by giving correction directly. In evaluating asses the effectiveness of practice and learning strategies by making classroom enjoyable by created the cozy atmosphere, check the appropriateness and the accuracy of what has been understood by giving reflection toward the exercise were gave n to students. In cognitive aspect Lecturers associate with the processing of linguistic and non-linguistic input about linguistic grammar in the text and non-linguistic Lecturers measuring students understanding toward information of the text or short answers, and about pronunciation of the word, associate with the storing of linguistic and non-linguistic input in working memory or long-term memory in listening by using students transcript score from the exercise of listening, associate with accessing memory, to be readied for output with enter on assessment of English skill criteria, it was addition score in "KHS". in metacognitive Lecturers did not take stock of conditions surrounding a language tasked by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a tasked, because lecturers focused on listening comprehension exercise. Lecturers cannot determine the effectiveness of one's own or another's performance while engaged in a tasked. However, Lecturers determine the self- evaluation, by giving students the test mainly in individual evaluation. Lecturers used self-testing to know the students weakness in listening.

**Keyword: Analysis, Listenng Strategies and Teaching Listening**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Language is a tool for communication and with the appropriate knowledge of vocabulary students will be able to express their ideas, opinions, and establish a good communication. Communication happens if there is an interaction between the speaker and the listener.<sup>1</sup> It can be said that language is a instruments used for human communication life. It covers some interaction between one and else and as a media foe express the idea or opinion. English lesson cover for basic skills: writing, listening, writing and listening. The objective of English lesson the students are able to develop communication ability orally and in a written form to reach functional level that is able to use language in fulfilling their daily needs such as reading newspaper and read to the direction. But listening is as a receptive skill for learning English too.

According to Coyle listening is more than just perception of sound although is the perception in the foundation. Listening also includeds comprehension of meaning bearing-word, phrase, clues, sentence and connected discourse. Furthermore, listening is an invisible metal process,

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<sup>1</sup> Asher, J. J. The total physical response approach to second language learning. *Modern language Journal*, 58, 23-32. Retrieved from: <http://www.jstor.org/stable/322091>

making it difficult to be describe.<sup>2</sup> It means listening is sound receiving from the speaker to listener or bearing-word, phrase, clues, sentence and connected discourse. Listening is focuses on such thing as: discriminating sounds in words especially phonemic contrast, deducing the meaning of unfamiliar words, predicting content, noting contradictions, inadequate information, ambiguities, differentiating between fact and opinion. It finds out the aiming and meaning of the sound on some form called.

Next, according to Douglas Brown listening is one of important skill in English especially for students because it was a major component of language.<sup>3</sup> It means the importance of listening could know about the students' ability for hearing the English language and find out the information from the information heard. Then, teachers are to be able to help students develop their skills in listening, they will have to assess the ways that students hearing. The students have to practice listening English as one of subject in collage since this language will be tested in examination for (TOEFL TEST) and one of the skills that will be tested is listening. Listening is the most important skill for language learning. It is the most widely used language skill in everyday life, but the teaching of listening comprehension has long been somewhat neglected and poorly taught aspect of English in many EFL programs. Because of all for

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<sup>2</sup> Coyle, D., Hood, P., & Marsh, D. *Content and language integrated learning*, (Cambridge, UK:Cambridge University Press, 2010), p 22

<sup>3</sup>Brown, H.D. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Englewood Cliffs NJ: Prentice Hall Regents, 1994), p. 234.

teaching listening in class is not easy to apply. So as a teacher teacher needs interest our student in the class.

Cornering the theories above in IAIN Curup, especially in English Study Program. Listening skill at this college taught on intensively. There are 4 level in teaching listening in this college, such as listening I, Listening II, Listening III and listening IV. Each of level learns continuously. Lecturers have 16 meeting per each level. There some phenomenon was found based on the interview result toward the Listening lecture at IAIN Curup. The lecturers give direct listening section (explicit) and sometime give simulation before or implicit listening instructional. Then, lecturer often used listening comprehension on some format, such as listening close or Close test, implemented Other gap-filling technique. Then, as resourse of material sometimes lecturers used handbook for listening and so on. Additionally, there were some advantages such as instructions which refer to train students' ability in listening because in instructional it can measure the students' understanding about listening material. Next, students more have spirit because it has clear instruction and engage students for getting more information in listening. Then, it can improve students' achievement or listening score, because it produces the format item to assess listening comprehension. So, it can improve students motivation and achievement in listening.<sup>4</sup>

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<sup>4</sup>interview result at 23/02/2017.

Additionally, listening is difficult and feel boring, and also students still confused about listening material, students do exercise only required to listen the audio and answer the question that they have from lecturer or teacher. Therefore, the instructional was clear for avoiding listeners' misunderstandings. In listening had some resemblance sound or pronunciation.<sup>5</sup> From the fact, the listening was difficult, so it should use strategy in order hearer can get information and understanding from that voice clearly.

Next, when the researcher did pre observation in IAIN Curup, that the lecturers teach listening by the instruction. Lecturer gave task to do based on that instruction based on the handbook. Some activities in intractional for teaching listening such as lecturer measured students' Mid- course and Final test results (listening component only). The format of instruction of items as following: Multiple choice, students listen to a radio interview and are to answer multiple choice questions, students listen to the text and circle the right answer T (true) or F (false).

By those conditions, it was concluded that listening is very important to teach to the students although the facility is not sufficient for the students to do the listening. It means the teacher should have strategy in teaching listening especially to prepare them to pass national examination, in order they can do listening well. It make the researcher is interested to investigate the teacher's strategies in teaching Listening with consider that school has inadequate

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<sup>5</sup> Taylor A. Liss and, Marnie Reed, 2013, *Teaching Not Testing: Approaches For Teaching And Assessing Listening Skills*, MATSOL Annual Conference, p. 40

facilities to do the listening activities. So this research entitled “**An Analysis of Lecturers’ Strategies in Teaching Listening at IAIN Curup**”

#### **B. Research Questions**

The problem that would be investigated in this study was formulated in the following question are :

1. What are the strategies used by lecturer in teaching listening?
2. How the implementation of strategies used by lecturer in teaching listening?

#### **C. Objective of the Research**

Base on the research questions above, this research was investigate:

1. The strategies used by lecturer in teaching listening
2. The implementation of strategies used by lecturer in teaching listening

#### **D. Delimitation of Research**

It is necessary to make limitation in order to clarify the problem. The researcher focused on analyzing of lecturer strategy in listening class of IAIN Curup. It adopted Brown and Larry Vandergrift’s theories. It finds relevance implementation for teaching listing

#### **E. Significant of the Research**

This study is expected to provide some useful information about the teaching and learning English. This research can give contribution for IAIN Curup and to create candidates which has good effect for English lecturer and students in English Study Program. The researcher can use this research as the way to know some steps in doing a research and also to give new knowledge



about motivation when the reader read this research. It is useful for lecturers at IAIN Curup to teach their students' in teaching listening class. For further researchers, the result of this study can be used as a reference for other researchers who are interested in conducting similar study.

## **F. Operational Definitions**

### 1. Lecturers' Strategy

Strategy is a specific method of approaching a problem or task, mode of operation for achieving a particular and planned designs for controlling and manipulating certain information.<sup>6</sup> From this definition the researcher conclude that English teacher strategy is a method of teacher in teaching English.

### 2. Teaching Listening

Teaching is from the word "teach" it means give instructions to give knowledge skill, etc. <sup>7</sup> Meanwhile, listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, grammar and vocabulary, and grasping the meaning. Then, according to Hornby et.al, the words listen in which listening is derived from means try to hear, pay attention<sup>8</sup>. From this definition the researcher conclude that teaching listening is a process of

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<sup>6</sup>H. Douglas Brown, *Principle of Language Learning and Teaching (Fourth Edition)*, San Francisco: State University, Longman, Inc: 2000, p. 127

<sup>7</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*, Cambridge University press, p. 7

<sup>8</sup>As Hornby, *Oxford Advanced Learner Encyclopedia Dictionary*, (New York:Oxford University Press,1987)

teachers in giving their knowledge about listening to students, so that students have ability to identify and understand what the speaker's say and can give the well respond toward it.

## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Review of the Related Theories

##### 1. Teaching Listening

###### a. Definition of Teaching Listening

According to Penny, teaching is from the word “teach” it means give instructions to give knowledge skill, etc. The term listening is used in language teaching, it refers to complex process that allow us to understand spoken language. Listening is not only a skill area in language performances, but is also a critical means of acquiring a second language<sup>9</sup>. Listening is a skill catches the message than was send by orally language. If the activities were be calculated. Next, listening mean as a process that including the listening activity, to identification, to interpretation the meaning of language sound, and then give the valve and respond that message<sup>10</sup>. By have a skill to catch the message than including the listening activity, to identification, to interpretation, because if the student can be respond that message of language sound, furthermore, it can be increase the ability in listening skill.

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p. 7 <sup>9</sup>Penny Ur, *A Course in Language Teaching Practice and Theory*, Cambridge University press,

<sup>10</sup>Djago Tarigan, *Pendidikan Keterampilan Berbahasa*, Universitas Terbuka, p.214

Listening is one of language skills that are rather less ignored and it does not get the right position yet in English teaching. It is proved as resources limited and equipment in which are able to support as guide for the teachers due to in teaching listening comprehension<sup>11</sup>. Rivers and Temperly says “listening is a complex operation integrating the district component of perception and linguistic knowledge”<sup>12</sup>. So that, teaching listening for the students of a foreign language is very crucial term, in listening one must be prepared to come with a wide range situational and performance that are outside his control. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, grammar and vocabulary, and grasping the meaning.<sup>13</sup> Teaching listening in this framework is laid on improving hearing habits. Rost said that it is done by engaging learners in a series of exercises that focused on pronunciation drills, memorization prefabricated patterns and imitation of dialogues.<sup>14</sup>

In other cases, there are five sequential components in listening, each depends on the preceding one, they are as follow:

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<sup>11</sup>Sri Utari S dan Nababan, *Metodologi Pengajaran Bahasa*,(Jakarta:Gramedia,1993), p. 154

<sup>12</sup>Rivers, W.M. and M.S. Temperley, *A Practical Guide to the teaching of English*, (Oxford University,1978), p.62

<sup>13</sup>Howatt, A and J. Dakin, *Language Laboratory materials*,ed. J. P.B. Allen, S.P.bAllen and S.P. Corder. (1974)

<sup>14</sup> Rost, M, L2 Listening, in Eli H. (Ed), *Handbook of research in second language teaching and learning*, (New Jersey: Laurence Elbaum Associates, Inc, 2005), p. 503-527

- a. The ability to distinguish all sounds, intonation patterns, and voice qualities in the second language and discriminate between them and similar sounds in the native tongue.
- b. The perception of an entire message produced by a speaker.
- c. The ability to hold that message in one's auditory memory until it can be processed.
- d. The listener decodes what the speaker has said.
- e. The last stage is the ability to use the message and or store it in the second language<sup>15</sup>.

It can be concluded that if the students want to understand what the speaker said, It means, that the five components of listening one must well, the students are able to take the message produced and the students can distinguish between all the sounds and voice qualities from the native speaker, the students do not have difficult to learn listening skill. Then, from explanation above the researcher concluded that if teaching listening is a process giving knowledge about listening by teacher to students. Then, it process can make students understand what the speaker say and they also can catch the message from speaker it make they can give well respond to the message.

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<sup>15</sup>Chastain,*Developing Second Language Skills*,(Houghton Mifflin Company, 1978), p.287

**b. Principle of Teaching Listening**

There are some principles of teaching listening, teacher must know the principles during teaching listening process. The principle is exposing students to different types of processing information: bottom up vs. top down.<sup>16</sup> The difference between bottom up and top down is based on the learner's way attempt to understand what they read or listen. With bottom up processing, students start with the component parts such as words, grammar, and the like. Whereas, top down processing, learners start from their background knowledge, either content schema (general information based on previous learning and life experience) or textual schema (awareness of the kinds of information used in a given situation). There is also interactive processing, it is a combination of top down and bottom up processing.

In teaching listening, considering text, difficulty, authenticity is important. Spoken languages are very unsimilar from written language. Learners need to exposure to and practice with natural sounding language. When learners talk about text difficulty, the first thing that is usually mentioned is speed that can be a problem. In the other hand, the solution is not to give them unnaturally slow, clear recordings. Those can actually distort the way the language sounds. Any discussion of listening text probably needs to deal with the issue of authentic texts.

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<sup>16</sup> Jack, C. Richard, *Principles for Teaching Listening*, (Cambridge University Press, 2008), p.26

Based on the explanation above, the principle of teaching listening has many steps that must be done to expose the students in the process of learning listening. Therefore, the students should be able to do variety of the task that given by the teacher in learning listening, especially in teaching effective listening learning strategies.

**c. The Purpose of Teaching Listening**

Students listen in different ways based on our purpose. Having a purpose helps us listen more effectively. For example, when listening to a weather report, if our purpose is to decide whether to wear a coat, teacher want to focus on the temperature. In this research, the purpose of teaching listening is get information from what being listened. Listener can know and satisfy if they listen the information. If the teacher wants the students to become successful listeners, that are actively involved, they have to establish a certain context for the words being listened. In order to do this, the teacher must set a purpose for listening. Selecting and designing appropriate language learning materials and activities take into account the age of the students, their interests and language ability. In real situation, teacher seldom listen to somebody without any expectation what teachers are going to hear. It means that teachers usually have preconceived ideas of the content and these ideas are based on our knowledge about the heard

information.<sup>17</sup> These expectations are usually connected with the purpose of listening.

Ur states that the heard information which corresponds with the listener's expectations and needs is more likely to be correctly apprehended and understood than the information that is not relevant or useful.<sup>18</sup> That is why it is important to provide the learners with some information about the content before listening. Brown and Yule divided the purpose into two main categories: interactional and transactional. Interactional purpose conveys social reasons of communication such as chatting at a party whereas transactional is used to express exchange of information such as to follow instruction.<sup>19</sup> It can be concluded that contains natural speech and is highly interesting considering this list of purposes of individual listening as a support for teachers when they are choosing the listening text for their students.

## 2. Strategy in Teaching Listening

Strategy is a way that someone should make something be easier. According to Nunan strategy is a mental process which is employed by someone in doing something<sup>20</sup>. It means that most people have their own strategies in doing something. It is based on their knowledge and

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<sup>17</sup> Penny Ur, *Teaching Listening Comprehension*, (Cambridge: Cambridge University Press, 1984), p. 3

<sup>18</sup> *Ibid.*

<sup>19</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom*, (Oxford: Oxford University Press, 2000), p.9

<sup>20</sup> David Nunan, *Language Teaching Methodology*, practice hall, Singapore, P: 168



experiences. It is also same with teacher when she teaches her students, she always uses a strategy to make her students enjoy and be interest in teaching and learning process. In other opinion strategy is a general plan of students' activities as their effort in learning to get their idea.<sup>21</sup>

Strategies are especially important for language learning because they are tools for active, self-direct involvement, which is essential for developing communicative competence. Therefore, strategies are principle technique or rules that will facilitate the learners to receiving information across situation and setting. It means that strategies help the students in receiving information. Based on some theories above, the researcher can conclude that, strategy is the ways of teachers to make their learning process to be easier, because its can used by teacher as her plans or guides of activities that will be done in the classroom to get the objectives of teaching and learning process.

There are three strategies in teaching listening based on Vandergrift theory, they are as follow:<sup>22</sup>

1. Planning

This is a strategy for determining learning objectives and deciding the means by which the objectives can be achieved. This strategy consists of two parts:

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<sup>21</sup>Syaiful Bahri, et al., *Strategi Belajar Mengajar*, (Jakarta :PT RinekaCipta, 2002), p. 15

<sup>22</sup> Larry Vandergrift, *Teaching and Learning Second Language Listening*, (New York: Routledge, 2012), p.27

- a. General Listening Development
    - Identify learning objectives for listening development
    - Determine ways to achieve these objectives
    - Set realistic short-term and long-term goals
    - Seek opportunities for listening practice
  - b. Specific Listening Task
    - Preview main ideas before listening
    - Rehearse language (e.g. pronunciation) necessary for the task
    - Decide in advance which aspects of the text to concentrate on
2. Monitoring

This is a strategy for checking on the progress in the course of learning or carrying out a learning task. The following are the way of using this strategy:

- a. General Listening Development
  - Consider progress against a set of pre-determined criteria
  - Determine how close it is to achieving short-term or long-term goals
  - Check and see if the same mistakes are still being made
- b. Specific Listening Task
  - Check understanding during listening
  - Check the appropriateness and the accuracy of what is understood and compare it with new information

- Identify the course of difficulty

### 3. Evaluating

This is a strategy for determining the success of the outcome of an attempt to learn or complete a learning task. This strategy consist of:

#### a. General Listening Development

- Assess listening progress against a set of pre-determined criteria
- Assess the effectiveness of learning and practice strategies
- Assess the appropriateness of learning goals and objectives set

#### a. Specific Listening Task

- Check the appropriateness and the accuracy of what has been understood
- Determine the effectiveness of strategies used the task
- Assess overall comprehension of the text

Successful listening can also be looked at in terms of strategies the listener makes use of when listening. Does the learner focus mainly on the content of a text, or does he or she also consider how to listen. A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening.

Buck in Jack Richards, identifies two kinds of strategies in listening:<sup>23</sup>

### 1. Cognitive strategies

Those mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval.

- Comprehension processes: associated with the processing of linguistic and non-linguistic input
- Storing and memory processes: associated with the storing of linguistic and non-linguistic input in working memory or long-term memory.
- Using and retrieval processes: associated with accessing memory, to be readied for output.

### 2. Metacognitive Strategies

Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies.

- Assessing the situation: taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a task.
- Monitoring: determining the effectiveness of one's own or another's performance while engaged in a task.

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<sup>23</sup>Jack. C. Richard, *Teaching Listening and Speaking from Theory to Practice*, p.10

- Self-evaluating: determining the effectiveness of one's own or another's performance after engaging in the activity.
- Self-testing: testing oneself to determine the effectiveness of one's own language use the lack there of.

From some theories about strategies in teaching listening above, the researcher took the Vandergrift theory and Buck's theory in Jack Richards. They are planning, monitoring and evaluating, cognitive and metacognitive strategies.

## **B. Related finding**

The research by Yiguan with title *The Effects Of Explicit Listening Strategy Instruction On The Listening Comprehension Of English As Second Language (Esl) Community College Students*, she tried to find the how the effect of explicit listening strategy instruction used by students. The researcher examined whether the explicit teaching of listening strategies had positive effects on community college ESL students' listening comprehension performance.

After that the research by Lee Jung Soo with the title *Listening Strategies, Listening Proficiency and Gender*, the result of this study reveal that the high proficiency listeners used implicit strategies more frequently than the low proficiency listeners. The use of implicit strategies-in particular implicit memory, cognitive, and compensation strategies-could distinguish the different ability groups. Implicit strategies (implicit memory strategies) could predict some

portions of the students' listening proficiency. This finding might have pedagogical implications for language learners and teacher.

Then the other research by Belilew Molla Gebre and the title is *The Role of Listening Strategy Instruction in Advancing Students' Listening Achievement and Strategy Use*, the major objective of the present study was to determine the effects of listening strategy training on students' listening performance and listening strategy use. Based on the results of the study, the following conclusions and implications were drawn:

Listening strategy instruction is more effective than the conventional approach of teaching the listening skills. Students in the experimental group achieved statistically significant mean difference after the training over students in the control condition. Moreover, listening strategy training brought about statistically significant mean difference in students' listening strategy use. The mean difference from pre to posttest indicated that students in the experimental group progressed significantly. For instance, the mean strategy use of students before the intervention was in the range of medium strategy usage. However, after the intervention, majority of the students' frequency of strategy use fell in the range of high strategy use.

## **CHAPTER III**

### **METODELOGY OF THIS RESEARCH**

In this chapter, the researcher tried to discuss some methodology used to conduct the research. They included the research design, subject the research, technique of collecting data, research instrument, equipment of the research, and technique of data analysis.

#### **A. Research Design**

This research belongs to descriptive research by using qualitative technique. The type of this research was descriptive which will be explained on qualitative ways. According to Hancock. Beverley, descriptive design means which focus on the analysis of textual data.<sup>24</sup> From the quotation above, aim to describe the data or description data about the strategy used by lecturer in teaching listening and the strategy used by lecturer implemented students in teaching listening at English Study Program IAIN Curup

According to Denin Qualitative research was a situated activity that locates the observer. It consists of a set of interpretive, material practices that makes the world visible. qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret some phenomena in the

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<sup>24</sup> Hancock. Beverley, *Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research*, (Trent Focus Group: Retrieved in Research, 1998), p.67.

field.<sup>25</sup> From the statement above, it can be said qualitative way aim to give more the explanation or interpret cases or event about the strategy used by lecturer in teaching listening and the strategy used by lecturer implemented students in teaching listening at English Study Program IAIN Curup. Then researcher explains on systematically. Because there are some phenomenon which different using both of theories and field research

## **B. Subject of the Research**

Subject is an individual in research, they used as a source of information that the collection of research data. Researchers chose listening lecturer at IAIN Curup, they are consist of 4 lecturers. Next, the researcher used total sampling techniques. According to Sugiono total subject is technique where choose all of respondent.<sup>26</sup> The researcher used some consideration by the lecturers experience in teaching listening. In this case, there are 2 listening lecturers had long time in teaching English listening skill at IAIN Curup. In this research, researchers took all of listening lectures in English Study Program IAIN Curup Academic 2018.

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<sup>25</sup> Denzin. *Qualitative Research*, (The elephant in the living room: Or extending the conversation about the politics of evidence, 2009), p. 3.

<sup>26</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2010), p. 112.



### **C. Technique of The Data Collection.**

The techniques of collecting data in this research were, follow

#### 1. Observation

Observation was one of technique for collecting data by analyze the note, documents. The observation used for getting about the location of the field. Using observation could find the problem in the field or place that would be researched. In this research, researcher used direct observation; direct observation means the observing on directly from the first process until the end by observer or researcher. In this way, direct marked the students speaking actively in classroom. So, the researcher could gass what the phenomenon in that location, and especially strategy used by lecturer in teaching listening and strategy used by lecturer in teaching listening at IAIN Curup.

#### 2. Interview

It used semi structured interviews. It aims to get the information about the research problem and it does on face to face of listening lecturers. However, before that the researcher ask the confirmation when and where the listening lecturer be ready for interviewed. This research chosed in depth. interview. In-depth interviews are attempts to achieve a holistic understanding of the interviewees' point of view or situation. It because researcher unsured of what has happened in some issues, researcher want to

enable to talk freely and ask as some questions as possible.<sup>27</sup> Here the researcher made interview guide that questions were to be asked, but could not close possibility there are other question would be arisen to support data. Interview had done one time for teacher.

The researcher prepared to interview some questions about the strategy used by lecturer in teaching listening and how reevance that theories to practice at IAIN Curup.

#### **D. Research Instrument**

To get more data about this research, the research uses an instruments as follow:

##### **1. Checklist Observation**

A Checklist of observation was list of thing that an observer was going to look at when observing when the lecturers teach at classroom. This list may have been prepared by the observer. Observation checklist did not only give an observer a structure and framework for an observation but also served as of understanding with the lecturers, who may as result would be more comfortable, and get all of the classes. The researcher just wrote check ( ) that balance in each subject that was observed.

The researcher just wrote check ( ) that balance in each subject that was observed. It adopted the the Joan Morley's and Commat's theories. The checklist would be given when observer get the indicators in strategy used by

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<sup>27</sup> Catherine Dawson, *Practical Research Methods*, (Cromwell Press. Withlshire, 2002), p. 27-28

lecturer in teaching listening and strategy used by lecturer in teaching listening at IAIN Curup. Where in section have some strategies, each of strategies have some indicators. In the interview table there four version. For example: in variable, variable cover the research question. The strategies covered the types of strategies provided. From some strategies have some indicator which can applied on the item of the research. Then the next column consist of the implementation of the indicators of strategies provided. When some indicators have criteria in implementation observer give checklist on the coulomb “yes category” but if it is not implemented observer would give checklist code in “no category”. The last, field note was probably even when the observing taken place. But before that researcher had design the schedule of checklist observation as following

**Table 4.1**  
**Checklist Observation**

No	Strategies	Indicators	Answer		Notes
			Yes	No	
<b>1</b>	<b>Planning</b>				
	General Listening Development	Identify learning objectives for listening development			
		Determine ways to achieve these objectives			
		Set realistic short-term goals			
		Set realistic long-term goals			
		Seek opportunities for listening pract			
	Specific Listening Task	Preview main ideas before listening			
		Rehearse language (e.g. pronunciation) necessary for the task			
		Decide in advance which aspects of the text to concentrate on			
<b>2</b>	<b>Monitoring</b>				

	General Listening Development	Consider progress against a set of pre-determined criteria			
		Determine how close it is to achieving short-term goals			
		Determine how close it is to achieving long-term goals			
		Check and see if the same mistakes are still being made			
	Specific Listening Task	Check understanding during listening			
		Check the appropriateness and the accuracy of what is understood and compare it with new information			
		Identify the course of difficulty			
<b>3</b>	<b>Evaluating</b>				
	General Listening Development	Assess listening progress against a set of pre-determined criteria			
		Assess the effectiveness of learning and practice strategies			
		Assess the appropriateness of learning goals and objectives set			
	Specific Listening Task	Check the appropriateness and the accuracy of what has been understood			
		Determine the effectiveness of strategies used the task			
		Assess overall comprehension of the text			
<b>4</b>	<b>Cognitive</b>	Comprehension processes: associated with the processing of linguistic and non-linguistic input			
		Storing and memory processes: associated with the storing of linguistic and non-linguistic input in working memory or long-term memory			
		Using and retrieval processes: associated with accessing memory, to be readied for output.			
<b>5</b>	<b>Metacognitive</b>	Assessing the situation: taking			

		stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a task			
		Monitoring: determining the effectiveness of one's own or another's performance while engaged in a task.			
		Self-evaluating: determining the effectiveness of one's own or another's performance after engaging in the activity			
		Self-testing: testing oneself to determine the effectiveness of one's own language use the lack there of.			

## 2. Interview guide

In this research, the researcher used interview guidance as the instrument of this research. Instrument of interview was the researcher did the interview about the strategy used by lecturer in teaching listening and the strategy used by lecturer in teaching listening at IAIN Curup. Next, the researcher wrote the interview items based on the indicators which were in blueprint. In the written interview consisted of items interview, instruction and the time allocation the interview design on essay form.

The researcher chosen the other lecturer at IAIN Curup teacher as validator. The researcher gave the interview to her to get the comment and feedbacks about the interview which had been made. First revision was to

evaluate interview whether there were an interview or some points that should be revised. The researcher would revise the interview based on the suggestions of lecturer has qualification.

For designing the interview guideline, the researcher construct the instrument by adopting the Joan Morley's and Commat's theories. From those theories researcher determined the approaches and subs as implementation for instructional in teaching listening. Where in section had some approaches, each of approaches had some indicators. In the interview table had there four version. For example: in variable, variable cover the research question. The approaches covered the types of approaches provided. From some approaches have some indicator which could applied on the item of the research. Then the next column consist of the implementation of the indicators of approaches provided then from the indicators would find sun indicators then formulate the question of interview guide. Below were blue print of interview:

**Table 2**  
**Interview Guide**

No	Strategies	Questions
1.	Planning	1. How do you plan your listening lesson? 2. Do you define your short term goals? (If yes, how? If no, why?) 3. Do you define your long term goals? (If yes, how? If no, why?) 4. Do you identify learning objectives for listening development? (If yes, how? If no, why?)

		<p>5. How do you determine ways to achieve these objectives?</p> <p>6. Do you seek opportunities for listening practice for the students? (If yes, how? If no, why?)</p> <p>7. Do you preview main ideas before listening? (If yes, how? If no, why?)</p> <p>8. Do you ask the students to rehearse language (e.g. pronunciation) necessary for the task in listening? (If yes, how? If no, why?)</p> <p>Do you decide in advance which aspects of the text to concentrate on? (If yes, how? If no, why?)</p>
2.	Monitoring	<p>9. How do you consider progress against a set of pre-determined criteria?</p> <p>10. How do you determine how close it is to achieving short-term or long-term goals for the students?</p> <p>11. Do you check and see if the same mistakes are still being made by the students? (If yes, how? If no, why?)</p> <p>12. Do you check understanding of the students during listening? (If yes, how? If no, why?)</p> <p>13. How do you check the appropriateness and the accuracy of what is understood and compare it with new information?</p> <p>14. Do you identify the course of difficulty? (If yes, how? If no, why?)</p>
3.	Evaluating	<p>15. Do you assess listening progress against a set of pre-determined criteria? (If yes, how? If no, why?)</p> <p>16. Do you assess the effectiveness of learning and practice strategies for the students? (If yes, how? If no, why?)</p> <p>17. Do you assess the appropriateness of learning goals and objectives set? (If yes, how? If no, why?)</p> <p>18. Do you determine the effectiveness of strategies used for the task? (If yes, how? If no, why?)</p> <p>19. Do you assess overall comprehension of the text? (If yes, how? If no, why?)</p>
4.	Cognitive	<p>20. Do you associate with the processing of linguistic and non linguistic input? (If yes,</p>

		<p>how? If no, why?)</p> <p>21. Do you associate with the storing of linguistic and non-linguistic input in working memory or long-term memory in listening? (If yes, how? If no, why?)</p> <p>22. Do you associate with accessing memory, to be readied for output? (If yes, how? If no, why?)</p>
5.	Metacognitive	<p>23. Do you take stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a task? (If yes, how? If no, why?)</p> <p>24. How do you determine the effectiveness of one's own or another's performance while engaged in a task?</p> <p>25. How do you determine the effectiveness of one's own or another's performance after engaging in the activity?</p> <p>26. Do you test oneself to determine the effectiveness of one's own language use the lack there of? (If yes, how? If no, why?)</p>

### E. Technique of Data Analysis

There was five steps in analyzing the data, for example organizing and preparation data, read the data, coding, description and interpretation data.

#### 1. Organizing and preparing the data for analysis.

It involved transcribing interviews. Optically scanning material. Typing up field notes, or sorting and arranging the data into different types depending on the sources of information.<sup>28</sup> In this research researcher did some organize

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<sup>28</sup> John W. Creswell, *Research. Design. Qualitative. Quantitative. And Mixed Methods Approaches*. Third Edition, (Los Angeles: University Of Nebraska-Lincoln, 2009), p. 185.



and preparation for analyzing data from interview and documentation which covers assessing listening at IAIN Curup.

2. Read the data.

It made a general sense of the information and to reflect on its overall meaning. What are the participant response, and some answering from interview and it from documentation result.

3. Coding

Coding was the process of organizing the material into chunks or segments of text before bringing meaning to information. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term.<sup>29</sup>

4. Description

Researcher gave the description and themes will be represented in the narration based on the research problems. Then, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes.

5. Interpretation

The final step in data analysis involves making an interpretation or meaning of the data. These lessons could be the researcher's personal

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<sup>29</sup> *Ibid.*, p. 185-186.

interpretation, couched in the understanding. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theories.<sup>30</sup> It collaborated the finding of the research to the theories provide in this context.

**Table 4.1**  
**Checklist Observation**

No	Strategies	Indicators	Answer		Notes
			Yes	No	
<b>1</b>	<b>Planning</b>				
	General Listening Development	Identify learning objectives for listening development			
		Determine ways to achieve these objectives			
		Set realistic short-term goals			
		Set realistic long-term goals			
	Specific Listening Task	Seek opportunities for listening pract			
		Preview main ideas before listening			
		Rehearse language (e.g. pronunciation) necessary for the task			
		Decide in advance which aspects of the text to concentrate on			
<b>2</b>	<b>Monitoring</b>				
	General Listening Development	Consider progress against a set of pre-determined criteria			
		Determine how close it is to achieving shor-term goals			
		Determine how close it is to achieving long-term goals			
		Check and see if the same mistakes are still being made			
	Specific Listening Task	Check understanding during listening			

<sup>30</sup> *Ibid.* p. 187-189.

		Check the appropriateness and the accuracy of what is understood and compare it with new information			
		Identify the course of difficulty			
<b>3</b>	<b>Evaluating</b>				
	General Listening Development	Assess listening progress against a set of pre-determined criteria			
		Assess the effectiveness of learning and practice strategies			
		Assess the appropriateness of learning goals and objectives set			
	Specific Listening Task	Check the appropriateness and the accuracy of what has been understood			
		Determine the effectiveness of strategies used the task			
		Assess overall comprehension of the text			
<b>4</b>	<b>Cognitive</b>	Comprehension processes: associated with the processing of linguistic and non linguistic input			
		Storing and memory processes: associated with the storing of linguistic and non-linguistic input in working memory or long-term memory			
		Using and retrieval processes: associated with accessing memory, to be readied for output.			
<b>5</b>	<b>Metacognitive</b>	Assessing the situation: taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a task			
		Monitoring: determining the effectiveness of one's own or another's performance while engaged in a task.			

		Self-evaluating: determining the effectiveness of one's own or another's performance after engaging in the activity			
		Self-testing: testing oneself to determine the effectiveness of one's own language use the lack there of.			

**CHAPTER IV**  
**FINDING AND DISCUSSION**

**A. Finding**

In IAIN Curup, there are two of Lecturers. Here, the researcher found the strategies used by Lecturers in teaching listening and the implementation of strategies in teaching listening English at IAIN Curup. The data had been gotten by using observation before and after that cross check the checklist observation by using interview guideline.

**1. The Strategies Used by Lecturers in Teaching Listening in IAIN Curup.**

English lecturer have some strategies for ensuring the learning process has a goals. Both of lecturers applied some strategies in teaching listening. For ensuring, some strategies and the implementation of the strategies of teaching listening researcher did observation for 4 times. Then, for crosscheck the data from observation the researcher did interview two the English lecturer at IAIN Curup. Both of lecturers applied these indicators. The description of lecturer A was following:

**Table 1**  
**Types of Strategies were Implemented**

No	Types of Strategies	Implementation of strategies
1	Planning	
	General	Lecturer Identify learning objectives for

Listening Development	listening development  Lecturer determine ways to achieve these objectives  Lecturer set realistic short-term goals  Lecturer realistic long-term goals  Lecturer look for best opportunities for listening practice
Specific Listening Tasked	Lecturer preview main ideas before listening  Lecturer teach how to pronounce the difficult words necessary for the tasked  Lecturer suitable aspect of the text to concentrate on

## 2 **Monitoring**

General Listening Development	Lecturer Consider progress against a set of pre-determined criteria  Lecturer determine how close it is to achieving short-term goals  Lecturer determine how close it is to achieving long-term goals  Lecturer correcting the student tasked and see the same mistake
Specific Listening Tasked	Lecturer check understanding during listening  Lecturer check the appropriateness and the accuracy of what is understood and compare it with new information  Lecturer identify the course of difficulty

### 3 Evaluating

General  
Listening  
Development

Lecturer assess listening progress against a set of pre-determined criteria

Lecturer assess the effectiveness of learning and practice strategies

Lecturer assess the appropriateness of learning goals and objectives set

Specific  
Listening  
Tasked

Lecturer check the appropriateness and the accuracy of what has been understood

Lecturer determine the effectiveness of strategies used the tasked

Lecturer assess overall comprehension of the text

Lecturer did not associated with the processing of linguistic and non-linguistic input

### 4 Cognitive

Lecturer did not associated with the storing of linguistic and non-linguistic input in working memory or long-term memory

Lecturer associated with accessing memory, to be readied for output.

Lecturer taking stock of conditions surrounding a language tasked by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a tasked

### 5 Metacognitive

Lecturer determining the effectiveness of one's own or another's performance while engaged in a tasked

Lecturer determining the effectiveness of one's

own or another's performance after engaging in the activity

Lecturer testing oneself to determine the effectiveness of one's own language use the lack there of.

The table above can be explained on some description below:

a. Planning

For applying the indicators of General Listening Development, they were following sub indicators such as: 1) lecturer always identifies learning objectives for listening development. 2) Lecturer always determines ways to achieve these objectives. 3) Lecturer always set realistic short-term goals. 4) Lecturer always set realistic long-term goals. 5) Lecturer always seeks opportunities for listening practice. For the specific Listening Tasked, following the indicators: 1) lecturer often preview main ideas before listening 2) lecturer always rehearse language (e.g. pronunciation) necessary for the tasked. 3) Lecturer very frequency to decide in advance which aspects of the text to concentrate on.

The description of lecturer B was following : in planning, for applying the indicators of General Listening Development, they were following sub indicators such as: 1) Lecturer always identify learning objectives for listening development. 2) Lecturer always determines ways to achieve these objectives. 3) Lecturer always set realistic short-term



goals. 4) Lecturer always set realistic long-term goals. 5) Lecturer always seeks opportunities for listening practice. For the specific Listening Tasked, following the indicators: 1) Lecturer sometimes preview main ideas before listening 2) Lecturer always rehearse language (e.g. pronunciation) necessary for the tasked. 3) Lecturer often to decide in advance which aspects of the text to concentrate on.

b. Monitoring

The description of lecturer A was following: for the sub indicators General Listening Development, the lecturer very frequency to consider progress against a set of pre-determined criteria. Lecturer very frequency to determine how close it is to achieving short-term goals and long-term goals, but lecturer sometimes to check and see if the same mistakes are still being made. Then for the Specific Listening Tasked was following lecturer often check understanding during listening, and sometimes check the appropriateness and the accuracy of what is understood and compare it with new information, and identify the course of difficulty

The description of lecturer B was following: for the sub indicators General Listening Development, the lecturer often considers progress against a set of pre-determined criteria. Lecturer often determine how close it is to achieving short-term goals and long-term goals, but lecturer sometimes to check and see if the same mistakes are still being made. Then for the Specific Listening Tasked was following lecturer sometimes

check understanding during listening, and also sometimes check the appropriateness and the accuracy of what is understood and often compare it with new information, and identify the course of difficulty.

c. Evaluating

The description of lecturer A was following: for General Listening Development such as lecturer very frequency assess listening progress against a set of pre-determined criteria, lecturer always assess the effectiveness of learning and practice strategies. Then often assess the appropriateness of learning goals and objectives set. Next, for Specific Listening Tasked following the indicators: lecturer sometimes check the appropriateness and the accuracy of what has been understood, lecturer rarely determine the effectiveness of strategies used the tasked, but lecturer always assess overall comprehension of the text.

The description of lecturer B was following: for General Listening Development such as lecturer often assess listening progress against a set of pre-determined criteria, lecturer always assess the effectiveness of learning and practice strategies. Then often assess the appropriateness of learning goals and objectives set. Next, for Specific Listening Tasked following the indicators: lecturer sometimes check the appropriateness and the accuracy of what has been understood, lecturer hardly ever determine the effectiveness of strategies used the tasked, but lecturer always assess overall comprehension of the text

d. Cognitive

The description of lecturer A was following: lecturer often apply the Comprehension processes: associated with the processing of linguistic and non-linguistic input. However, lecturer always applied the storing and memory processes: associated with the storing of linguistic and non-linguistic input in working memory or long-term memory. Lecturer always use and retrieval processes: associated with accessing memory, to be readied for output

The description of lecturer B was following: lecturer very frequency apply the Comprehension processes: associated with the processing of linguistic and nonlinguistic input. However, lecturer always applied the storing and memory processes: associated with the storing of linguistic and non-linguistic input in working memory or long-term memory. Lecturer always use and retrieval processes: associated with accessing memory, to be readied for output.

e. Metacognitive

The description of lecturer A was following: lecturer never assessing the situation: taking stock of conditions surrounding a language tasked by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a tasked and monitoring: determining the effectiveness of one's own or

another's performance while engaged in a task. Lecturer rarely applied Self-evaluating: determining the effectiveness of one's own or another's performance after engaging in the activity. Then, lecturer always applied Self-testing: testing oneself to determine the effectiveness of one's own language use the lack thereof.

The description of lecturer B was following: lecturer never assessing the situation: taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a task and monitoring: determining the effectiveness of one's own or another's performance while engaged in a task. Lecturer hardly ever applied Self-evaluating: determining the effectiveness of one's own or another's performance after engaging in the activity. Then lecturer sometimes applied Self-testing: testing oneself to determine the effectiveness of one's own language use the lack thereof.

## **2. The Implementation of the Lecturers' Strategies in Teaching Listening at IAIN Curup.**

For ensuring the implementation of lecturers' strategies in teaching listening at IAIN Curup researcher used interview guideline in order to get the detail information. For make clear, it was explained below:

### **a. Planning**

Planning was one of some strategies in teaching listening. In planning strategies both of lecturers, have different strategies. It was explained below:

"I prepare some material, then before it I explained about the listening section about the procedure to listen. There are some part in teaching listening there such as Picture (determining the statement), question responses, and text like short conversation and short talks (comprehending text, so, students know what will they answer based on the question that has been heard) then filling the gap of the passage (empty some words in the sentences/paragraph then asked them to fill or complete it)".<sup>31</sup>(" I prepare the material and gave some clues or instruction about listening activities".<sup>32</sup>

In short, there some strategies for implement the planning in teaching listening, such as prepare some material about listening and kind of the material used by the lecturer. Both of them have same strategies and implementation for this indicator. The material used have some various such as Picture (determining the statement), question response and text then fill gap filling of the passage. Then also both of lecturers explained about the instruction and clues for helping students understanding about the real instruction for the listening activities. So, different kinds of material have different instruction and way to finished.

Additionally, both of lecturers have defined the short term goal. It was following:

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<sup>31</sup> Lecturer A, Interview result on December 26th, 2018

<sup>32</sup> Lecturer B, Interview result on December 26th, 2018

“Yes, Exactly, each of material I gave short term goal and the long term goal the such as identified the common familiar sounds heard in the home and students can understand about the word or sentences from listening”.<sup>33</sup>

“Yes, I determine the short term goal for produce to students about the common familiar sound in listening and understand about meaning of it”.<sup>34</sup>

It means, both of lecturers determined the short term goal and the long term goal in teaching listening. In determining short, lecturers promote the familiar sound by using dictation the main point is in order students can understand about the word or sentences from the listening section, because this school have or instrument in teaching listening, so the lecturer use dictation.

Up next, for determining the long term goal both of lecturer did some strategies such as in interview bellow

“Yes I identified the long term goal by make students understand the context of the lesson and can answer the question from the listening. In application it is called in. Lecturer discusses about some sentences aspect and grammatical from the listening and finishing of listening exercise.”<sup>35</sup>

“Yes I let students to identify the word missing (filling the blank) and I discussed about structure too”.<sup>36</sup>

In the long term goals, both of lecturers use dictoglass and discussion about the structure and grammatical too. In listening and noting down key words, which are then used as a base for reconstruction? Example

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<sup>33</sup> Lecturer A, Interview result on December 26th, 2018

<sup>34</sup> Lecturer B, Interview result on December 26th, 2018

<sup>35</sup> Lecturer A, Interview result on December 26th, 2018

<sup>36</sup> Lecturer B, Interview result on December 26th, 2018

Learners discuss the Machine. The lecturer then explains the task, and reads a short text on the Machine to the class, who just listen. The lecturer reads the text again, and the learners take notes. In groups, the learners then reconstruct the text.

Additionally, lecturers identified the objective for learning development. It was following:

“I create Students will interact with lecturer in small groups. Read and re-read stories with repeated lines. Dictate stories about classroom experiences. Increase duration of group story time as listening skills develop. Gave all students an opportunity to listen to stories daily.<sup>37</sup> “I develop pictures to match the pictures and the statement. Then I gave them some instruction or clues before”.<sup>38</sup>

In short, the lecturer created a small group. Read and re-read stories with repeated lines. Then lecturer gave all students an opportunity to listen to stories daily. It gave n a picture symbol, student will match picture to concrete object. When presented a picture of an activity (walking, jumping, yawning, etc.), student will imitate activity. Students imitate lecturer’s hand movements. Use picture or object symbol cues when needed.

Additionally, both of lecturers determine ways to achieve these objectives. It was following:

“Learning objectives primarily specify topics to be covered and tend to treat course material as the end. Such as the students should understand and can get some indicators in learning as a student

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<sup>37</sup> Lecturer A, Interview result on December 26th, 2018

<sup>38</sup> Lecturer B, Interview result on December 26th, 2018

outcome. Learning outcomes focus on students' intellectual growth and skill development with course material as the means and understanding after learning process".<sup>39</sup>

"Learning outcomes are one way of articulating the learning goals would like students to achieve. Articulating these goals helps plan the assessments I will need to determine if the goals have been met. This in turn, will help my plan the activities, the amount of practice, and the materials students will need to reach them. Good learning outcomes help me focus in teaching and also help direct and motivate students".<sup>40</sup>

That means, Learning outcomes provide students with guidance for how to direct their learning as well as the language to describe what they are learning. They will help the students know where a course is going. Outcomes can also help students evaluate their progress toward reaching their goals. Learning outcomes in listening should be specific and measurable. Consider using action verbs that specifically demonstrate the abilities the students should achieve as a result of course or program. If lecturer create specific outcomes, it will be easier to measure how well those outcomes have been met. In addition, it will be able to more carefully map the direction or program or course is going

Then, lecturers seek opportunities for listening practice for the students. It was following:

" Yes, I seek best opportunities for listening practice for the students, such as it should on good atmosphere at classroom, the class don't make noise, so the voice can involve whole class".<sup>41</sup>

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<sup>39</sup> Lecturer A, Interview result on December 26th, 2018

<sup>40</sup> Lecturer B, Interview result on December 26th, 2018

<sup>41</sup> Lecturer A, Interview result on December 26th, 2018



“ I applied listening exercise in the first time of learning or first meeting, so the students still be on good concentration” .<sup>42</sup>

Therefore, it can be concluded lecturers seek best opportunities for listening practice for the students. It aims to make the listening section will effective and all of students still on good situation. Lecturer did it by attending the classroom atmosphere and condition. So, the voice can cover whole class. Then preview main ideas before listening. It was proven bellow:

“I have review and warm up about the topic before come to listening section, such as the main information or idea of text listening”.<sup>43</sup>

“Yes, I gave them brainstorming before enter the listening section”.<sup>44</sup>

It other word, the lecturer gave warm up understanding and brainstorming toward the topic will be taught to students. It aims to make students have background knowledge before they do listening exercise at classroom. But sometimes the material or theme of listening, still strengths and unfamiliar for the student. So, the lecturer helps the student by doing warm up activities and brainstorming toward the theme or topic of listening.

Additionally, lecturers asked the students to rehearse language (e.g. pronunciation) necessary for the tasked in listening. It was following:

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<sup>42</sup> Lecturer B, Interview result on December 26th, 2018

<sup>43</sup> Lecturer A, Interview result on December 26th, 2018

<sup>44</sup> Lecturer B, Interview result on December 26th, 2018

“Yes I asked students to pronounce some difficult words at the listening text”.<sup>45</sup>

“I let students to repeat my pronounce, so their ear was familiar toward the difficult words”.<sup>46</sup>

That means, both of lecturer promoted the pronunciation for the strength words to students. It can help students know about the strength word and effort to seek the meaning by open the dictionary. Then lecturer decide in advance which aspects of the text to concentrate on. It was following:

“ Yes, it should be match on our syllabus, so based on the syllabus the text and exercise goal have been cover about the short and long goal in listening”.<sup>47</sup>

“ I make it suitable on syllabus, so based on the syllabus the text and exercise goal have been cover all of the goal in teaching listening”.<sup>48</sup>

So, the lecturer decided aspects of the text to concentrate on, because it based on the syllabus or administration of lecturer planning in teaching. In the syllabus not only listening skill have designed. From that can be known about all of the goal and indicators in teaching listening.

#### b. Monitoring

For ensuring the listening lesson success, lecturer did some monitoring to students and about to the learning process. In monitoring was covering some indicators.

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<sup>45</sup> Lecturer A, Interview result on December 26th, 2018

<sup>46</sup> Lecturer B, Interview result on December 26th, 2018

<sup>47</sup> Lecturer A, Interview result on December 26th, 2018

<sup>48</sup> Lecturer B, Interview result on December 26th, 2018

Additionally, lecturers determine how close it is to achieving short-term or long-term goals for the students. It was proven bellow:

“I determine is to achieving short-term or long-term goals for the students by giving test. Then from the test we can get the result of learning or listening lesson”.<sup>49</sup>

“I gave students exercise, because the short and long goals were students understanding in learning and also gave feedback to students”.<sup>50</sup>

Exercise and evaluation of listening were a strategy based on the permanent assessment of students’ skill level, which is why it is also called formative assessment. That means Exercise and evaluation can be implemented when the students and lecturer have finished sub material. Additionally lecturer, check and see if the same mistakes are still being made by the students. it was following:

When asked about way to correct the exercise in discussion way to correct students’ answers of tasked, homework or exercise gave n to students. It aims to make easy in correcting the students’ answers. Then lecturer provide the correct answers in writing at the whiteboard”.<sup>51</sup> I let students to discuss together in classroom. In order it can be clear about the mistake”.<sup>52</sup>

Based on the interview above, it can be said that the discussion is application in whole class involvement by using discussion. Discussion have implicated on correcting the students essay mainly in correcting listening comprehension exercise. Then also lecturer provided the correct answers and students comment at classroom while discussion.

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<sup>49</sup> Lecturer A, Interview result on December 26th, 2018

<sup>50</sup> Lecturer B, Interview result on December 26th, 2018

<sup>51</sup> Lecturer A, Interview result on December 26th, 2018

<sup>52</sup> Lecturer B, Interview result on December 26th, 2018

Up next, check understanding of the students during listening. It was following:

“When the students show the wrong answers, I gave correction directly. In order the problem and difficulties of the students can be solve directly”.<sup>53</sup>

“I let students gave response directly by asked them orally and gave students feedback from the listening exercise”.<sup>54</sup>

It means that, lecturer gave direct correction by giving the correct form to students. so it can overcome students problem in understanding about the listening comprehension exercise. These activities have advantages for students and lecturer. Lecturer can know about the students’ disabilities for answering the exercise and the students can get direct feedback. It was a correct form or answers from the classroom.

Additionally, lecturers check the appropriateness and the accuracy of what is understood and compare it with new information.

“I let Students rewrite their early exercise Students rewrite it under the guidance of lecturer “.<sup>55</sup>

I explain when the students not understand about the correct and incorrect form and gave ore explanation”.<sup>56</sup>

So, lecturer let students to rewrite the correct form and gave the suggestion for the students. So after the correction the students can know the problem each other. In spite of, lecturer also facilitated the student in listening lesson. Lecturers have facilitated the students when the students

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<sup>53</sup> Lecturer A, Interview result on December 26th, 2018

<sup>54</sup> Lecturer B, Interview result on December 26th, 2018

<sup>55</sup> Lecturer A, Interview result on December 26th, 2018

<sup>56</sup> Lecturer B, Interview result on December 26th, 2018

have problem in answering or correcting the item and the lecturer gave more explanation for students misunderstanding. Then lecturers identify the course of difficulty. It was discussed below:

“I identified the students difficulties from the exercise, such where sub indicator they have difficulties or the major students problem from the exercise”.<sup>57</sup>

“I finding the students problem and difficulties based on their incorrect for answering listening exercise”.<sup>58</sup>

So, lecturers identify the course of difficulty in listening lesson by identified the students mistake from exercise. From that lecturers can concluded where the main problem or difficulties of their student. It is as a reflection section for lecturers to next listening lesson.

#### c. Evaluation

In evaluation, lecturers have some ways. Good evaluation gave some advantages for students and lecturers. It is as instrument for measuring students understanding in learning process especially in listening lesson. Lecturer assess listening progress against a set of pre-determined criteria. It was following:

“In evaluation we have determining the minimum achievement for the students’ achievement. It aimed to get the students standard”.<sup>59</sup>

“I determine the students achieve based on the indicator of the basic standard competence and the indicators of teaching listening based on the syllabus”.<sup>60</sup>

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<sup>57</sup> Lecturer A, Interview result on December 26th, 2018

<sup>58</sup> Lecturer B, Interview result on December 26th, 2018

<sup>59</sup> Lecturer A, Interview result on December 26th, 2018

<sup>60</sup> Lecturer B, Interview result on December 26th, 2018

So, Minimum achievement criterion is a unit targets in the educational attainment of competencies each subject. The criteria used for judging student performance point of assessment, Although lecturer have discussed selecting and describing assessment tasks separately from developing scoring criteria, criteria communicate your goals and achievement standards.

Additionally, lecturers assess the effectiveness of learning and practice strategies for the students.

“I created a cozy atmosphere in the classroom. It should be put forward in creating a fun learning environment. It included the participation students’ participation in the classroom. In addition, for establishing communication with students, lecturers could find out what the students’ weakness. If this situation is not awakened, it could made students would feel awkward to talk with lecturers and communication were not good. As a result, lecturers would also find the difficult the students’ wishes.”<sup>61</sup>

“I should by managing classroom well, because the lecturer should make monitoring the students and learning process”.<sup>62</sup>

From the interview above, Lecturers made classroom enjoyable by created the cozy atmosphere when teaching taken place to make listening section will be effective. The lecturer can created communication well to students by made they had braveness in learning and taking participation

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<sup>61</sup> Lecturer A, Interview result on December 26th, 2018

<sup>62</sup> Lecturer B, Interview result on December 26th, 2018

in classroom. Then also, English lecturer manage the students and learning process.

Additionally, lecturers assess the appropriateness of learning goals and objectives set. It was proven below:

“For determining effective tasked I gave individual tasked. Individually tasked is gave n to students practice more. Students are gave n listening exercises to do at school”.<sup>63</sup> (See data 18 in appendix 1) Then it supposed by the lecturer B gave students the tasked and gave students some excessive about listening”.<sup>64</sup> (See data 18 in appendix 2)

It means that , lecturer gave individual tasked of listening more often gave n to students. So students would be better prepared to study the matter in greater depth. Individual tasked could measure the level of students' understanding of the material deeply. Individual tasked was gave n that students practice-learning material of listening .

Additionally, lecturers check the appropriateness and the accuracy of what has been understood. It was proven below:

“Giving correction for listening exercise, from that we can know about the appropriateness and accuracy of that exercise it was difficult, middle, and easy”.<sup>65</sup>

“By checking the exercise that gave n by lecturer, then lecturer check the appropriateness whether it is included in the difficult, middle, and easy of the exercise”.<sup>66</sup>

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<sup>63</sup> Lecturer A, Interview result on December 26th, 2018

<sup>64</sup> Lecturer B, Interview result on December 26th, 2018

<sup>65</sup> Lecturer A, Interview result on December 26th, 2018

<sup>66</sup> Lecturer B, Interview result on December 26th, 2018

Based on the interview result above, both of lecturers check the accuracy and appropriateness of the exercise by giving reflection toward the exercise were gave n to students. From that, if some students have good score so the exercise middle and essay categories but if most of student have bad score it will be indicated the exercise was difficult.

In spite of determine the effectiveness of strategies used the tasked.

It was below:

“Ensuring the Students are gave n listening exercises to do at school on sportively”.<sup>67</sup>

Let students to finish all items or exercise should be finished on times”.<sup>68</sup>

In short, both of lecturers have strategies for effectiveness of strategies used the tasked, for example let students finish all of the items or exercise gave n. Then, the lecturer gave limited time to students in finishing the work or exercise.

Additionally, lecturer assess overall comprehension of the text. It was following:

“I gave students text listening then let them to finish of the items under the text”.<sup>69</sup>

“I gave listening exercise about text”.<sup>70</sup>

From the finding above, lecturers gave students listening comprehension exercise on text form, where the students should finish the

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<sup>67</sup> Lecturer A, Interview result on December 26th, 2018

<sup>68</sup> Lecturer B, Interview result on December 26th, 2018

<sup>69</sup> Lecturer A, Interview result on December 26th, 2018

<sup>70</sup> Lecturer B, Interview result on December 26th, 2018



item under the text. It is as instrument to measure the students comprehending overall.

d. Cognitive

Cognitive is a strategies used by lecturers where it cover lecturers activities in earning. In order know about the students' listen Cognitive as a strategy to know the students comprehension in listening. Then it also has some indicators. Such as, associate with the processing of linguistic and non-linguistic input. It was following:

“ In cognitive aspect of linguistic lecturer explain about linguistic such in using grammar in the text, then in non-linguistic lecturer measuring students understanding toward information of the text”.<sup>71</sup>

“I assessing about grammar in the text, then in non-linguistic lecturer measuring students understanding toward information of the text or short answers, and about pronunciation of the word”.<sup>72</sup>

From that finding, the lecturer used linguistic and nonlinguistic comprehension process. In linguistic form the lecturer discussed about the grammatical aspect of the listening text. It aims to make students more understanding about grammatical although from listening. Then in nonlinguistic side lecturer gave exercise about information or detail information of the text or short answers. Then, about pronunciation of the words.

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<sup>71</sup> Lecturer A, Interview result on December 26th, 2018

<sup>72</sup> Lecturer B, Interview result on December 26th, 2018

Then lecturers associate with the storing of linguistic and non-linguistic input in working memory or long-term memory in listening. It was following:

“linguistic and non-linguistic can be applied in long term and short term by using students transcript score from the exercise of listening”.<sup>73</sup>

“We make a transcript score from the exercise of listening both of summative and formative exercise”.<sup>74</sup>

From interview above, lecturer applied in transcript of score on summative and formative exercise. Summative assessments can form an independent assignment, final exams, assignments tutorials, and a written comprehensive exam of listening. The formative exam also aims to know definite stage of mastery and progress of SK/KD and indicator of learning material of listening and so take supplementary measures to repair the weaknesses that form on daily form or exercise.

Additionally, associate with accessing memory, to be readied for output. It was following:

“The listening score were enter on assessment of English skill criteria, it was addition score in “Rapport”.<sup>75</sup> “I should be enter on the assumes criteria of English subject at the final score in end of semester”.<sup>76</sup>

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<sup>73</sup> Lecturer A, Interview result on December 26th, 2018

<sup>74</sup> Lecturer B, Interview result on December 26th, 2018

<sup>75</sup> Lecturer A, Interview result on December 26th, 2018

<sup>76</sup> Lecturer B, Interview result on December 26th, 2018

So, lecturers enter on the assumed criteria of English subject at the final score in end of semester as a documentation of students outcome at that semester which will be accounting as KHS reports on score.

e. Metacognitive

Metacognitive is a strategies in giving the tasked. It has some indicators such as assessing the situation, monitoring, self-evaluation, self-testing. For make clear it was following:

“I did not used assessing situation, because the main point is students understanding toward the listening text”.<sup>77</sup> “ I did not use it, because our listening focused on the listening comprehension”.<sup>78</sup>

It can be concluded lecturers did not take stock of conditions surrounding a language tasked by assessing one’s own knowledge, one’s available internal and external resources and the constraints of the situation before engaging in a tasked, because lecturers focus on listening comprehension exercise.

Then, lecturers did not determine the effectiveness of one’s own or another’s performance while engaged in a tasked. It was following:

“it cased less of time in teaching listening, so just several indicators were fulfill”.<sup>79</sup>

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<sup>77</sup> Lecturer A, Interview result on December 26th, 2018

<sup>78</sup> Lecturer B, Interview result on December 26th, 2018

<sup>79</sup> Lecturer A, Interview result on December 26th, 2018

“ I think the schedule of listening was limited so just some aspect has been done for listening”.<sup>80</sup>

So, lecturers cannot determine the effectiveness of one’s own or another’s performance while engaged in a task. Because the listening has limited time and it should be integrated for other skills in the classroom. So, just a few indicators will be a learning target in the classroom.

Nevertheless, lecturers determine the effectiveness of one’s own or another’s performance after engaging in the activity. It was as follows:

“I determine the self-evaluation, by giving students the test mainly in individual evaluation.”<sup>81</sup>)

“Yes, I used it for now and assessing students’ listening comprehension”.<sup>82</sup>

So, the lecturer applied the effectiveness of one’s own or another’s performance after engaging in the activity in assessing students’ listening comprehension. In this case, the lecturer used individual tasks or exercises in order for the lecturer to know exactly about the students’ comprehension toward the listening material. Additionally, lecturers used self-testing. It was as follows:

“I used self-testing to know the students’ weakness in listening”.<sup>83</sup>

“Yes, self-testing aims to know about students’ comprehension toward listening material”.<sup>84</sup>

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<sup>80</sup> Lecturer B, Interview result on December 26th, 2018

<sup>81</sup> Lecturer A, Interview result on December 26th, 2018

<sup>82</sup> Lecturer B, Interview result on December 26th, 2018

<sup>83</sup> Lecturer A, Interview result on December 26th, 2018

So, lecturers used self-testing in teaching listening. It aims to measuring the students comprehending of listening. From that, lecturer can now where the student difficulties in listening.

## **B. Discussion**

### **1. Lecturers' Strategies in Teaching Listening in IAIN Curup.**

Based on the finding, lecturers implement some strategies such as planning, monitoring evaluation, cognitive and metacognitive. Where each of indicators has some sub indicators. But there are some differences and similarities in implementation such in planning for general development: They were following sub indicators such as: 1) lecturer always identifies learning objectives for listening development. 2) Lecturer always determines ways to achieve these objectives. 3) Lecturer always set realistic short-term goals. 4) Lecturer always set realistic long-term goals. 5) Lecturer always seek opportunities for listening practice. In monitoring the lecturer sometimes check and see if the same mistakes are still being made. In evaluating the lecturer sometimes check the appropriateness and the accuracy of what has been understood, lecturer always assess the effectiveness of learning and practice strategies. Then lecturer often assess the appropriateness of learning goals and objectives set. The lecturer always assess overall comprehension of the text. In cognitive, the lecturer always applied the storing and memory

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<sup>84</sup> Lecturer B, Interview result on December 26th, 2018

processes: associated with the storing of linguistic and non-linguistic input in working memory or long-term memory. Lecturer always use and retrieval processes: associated with accessing memory, to be readied for output. The last in metacognitive, lecturer never assessing the situation: taking stock of conditions surrounding a language tasked by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a tasked and monitoring: determining the effectiveness of one's own or another's performance while engaged in a tasked.

But the different of lecturers implementation were lecturer A often preview main ideas before listening, very frequency to decide in advance which aspects of the text to concentrate on, very frequency to consider progress against a set of pre-determined criteria, very frequency in determining achieving short and long terms goals and often checking understanding during listening. Very frequency in assess listening progress against a set of pre- determined criteria. Rarely in determine the effectiveness of strategies used tasked, and often apply the comprehension processes: associated with the processing of linguistic and non-linguistic input. Rarely applied Self-evaluating: determining the effectiveness of one's own or another's performance after engaging in the activity. Then, always applied Self-testing: testing oneself to determine the effectiveness of one's own language use the lack there of.

Then lecturer B often preview main ideas before listening, often to decide in advance which aspects of the text to concentrate on, often to consider progress against a set of pre-determined criteria, lecturer sometime determine achieving short and long terms goals and sometimes check understanding during listening. Often in assess listening progress against a set of pre- determined criteria. Hardly ever in determine the effectiveness of strategies used tasked, and very frequency apply the comprehension processes: associated with the processing of linguistic and non-linguistic input. Hardly ever applied Self-evaluating: determining the effectiveness of one's own or another's performance after engaging in the activity. Then, sometimes applied Self-testing: testing oneself to determine the effectiveness of one's own language use the lack there of.

Based on the theories Successful listening can also be looked at in terms of strategies the listener makes use of when listening. By applying all of indicator and sub indicators of the strategies (planning, monitoring, evaluation, cognitive and metacognitive, Does the learner focus mainly on the content of a text, or does he or she also consider how to listen. A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a tasked and

listeners can be taught effective ways of approaching and managing their listening.<sup>85</sup>

It can be concluded the strategies used by the lecturer still not maximal because there some sub indicators cannot apply the lecturer. The lecturer strategies still not complete. Lecturers should use some sub indicator in order can get the maximal result for listening, although they have poor facility.

## **2. The Implementation of Strategies in Teaching Listening English at IAIN Curup.**

Based on the finding, in planning both of lecturers prepare some material then before teaching and explained the clues and each of material have short term goal and the long term goal. Lecturers have strategies to determine the long term goal by using dictoglass, both of lecturers seek best opportunities for listening practice, then in monitoring lecturers consider progress against a set of pre-determined criteria by using KKM. In checking and see if the same mistakes are still being made by the students to correct the exercise in discussion. Lecturers check understanding of the students during listening by gave correction directly. In evaluating, lecturers check the appropriateness and the accuracy of what is understood by giving reflection toward the exercise were gave n to students. In cognitive aspect, lecturers associate with the processing of linguistic and non-linguistic input about linguistic grammar in the text and

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<sup>85</sup> Larry Vandergrift, *Teaching and Learning Second Language Listening*, (New York: Routledge, 2012), p.27



non-linguistic lecturer measuring students understanding toward information of the text or short answers, and about pronunciation of the word. Both of lecturers associate with the storing of linguistic and non-linguistic input in working memory or long-term memory in listening by using students' transcript score from the exercise of listening. Then both of lecturers associate with accessing memory, to be readied for output with enter on assessment of English skill criteria, it was addition score in "Rapport"

Additionally in metacognitive lecturers did not take stock of conditions surrounding a language tasked by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a tasked, because lecturers focus on listening comprehension exercise. Lecturers cannot determine the effectiveness of one's own or another's performance while engaged in a tasked. But lecturers determine the self- evaluation, by giving students the test mainly in individual evaluation. Lecturer used self-testing to know the students weakness in listening

But lecturer have different in lecturers identified the objective for learning development lecturer A use small groups lecturer read and re-read stories with repeated lines. However, the lecturer be match the pictures and the statement. In monitoring lecturer A determine is to

achieving short-term or long-term goals for the students by giving test. But lecturer B gave students exercise and feedback to students, Lecturer A check the appropriateness and the accuracy of what is understood and compare it with new information by let Students rewrite their early exercise but lecturer B explain when the students not understand about the correct and incorrect form. In assessing the effectiveness of learning and practice strategies for the students lecturer A attending atmosphere in the classroom lecturer B managing classroom well.

Based on the theories Planning: For General Listening Development following: Identify learning objectives for listening development, Determine ways to achieve these objectives, Set realistic short-term goals, Set realistic long-term goals, Seek opportunities for listening practice. For Specific Listening Tasked: Preview main ideas before listening, Rehearse language (e.g. pronunciation) necessary for the tasked and decide in advance which aspects of the text to concentrate on. In Monitoring there are General Listening Development by following: Consider progress against a set of pre-determined criteria Determine how close it is to achieving short-term goals Determine how close it is to achieving long-term goals , Check and see if the same mistakes are still being made. Specific Listening Tasked such as Check understanding during listening, Check the appropriateness and the accuracy of what is understood and compare it with new information and identify the course of difficulty

Evaluation, General Listening Development following: Assess listening progress against a set of pre-determined criteria, Assess the effectiveness of learning and practice strategies, Assess the appropriateness of learning goals and objectives set. Then for Specific Listening Tasked following: Check the appropriateness and the accuracy of what has been understood, determine the effectiveness of strategies used the tasked, Assess overall comprehension of the text. In Cognitive: Comprehension processes: associated with the processing of linguistic and non-linguistic input, Storing and memory processes: associated with the storing of linguistic and non-linguistic input in working memory or long-term memory. And using and retrieval processes: associated with accessing memory, to be readied for output. In Metacognitive there are assessing the situation: taking stock of conditions surrounding a language tasked by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a tasked, Monitoring: determining the effectiveness of one's own or another's performance while engaged in a tasked, Self-evaluating: determining the effectiveness of one's own or another's performance after engaging in the activity, Self-testing: testing oneself to determine the effectiveness of one's own language use the lack there of. <sup>86</sup>

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<sup>86</sup>*ibid.*, p. 26-27

From the theories and finding can conclude in planning both of lecturers have perfect categories because along as for 6 meeting they used it especially in general listening development. However, in specific listening tasked both of lecturers have used in some frequencies. It also in monitoring for general and specific listening tasked both of lecturers just used several times. Then, for evaluation in general listening lecturers just used in several times, in cognitive aspect lecturers applicant several times too. Additionally in metacognitive there 2 indicators did not applied by students just 2 parts were applied but they are on several times.

## **CHAPTER V**

### **CONLUSSION AND SUGGESTION**

#### **A. Conclusion**

##### **1. Lecturers' Strategies in Teaching Listening at IAIN Curup.**

Lecturers implement some strategies such as planning, monitoring evaluation, cognitive and metacognitive. Where each of indicators have some sub indicators. But, there are some differential and similarities in implementation. The strategies used by lecturers still not maximal because there some sub indicators cannot be applied by lecturers. Lecturers strategies still not complete. Lecturers should use some sub indicator in order can get the maximal result for listening.

##### **2. The Implementation of Strategies in Teaching Listening English at IAIN Curup.**

In planning both of Lecturers prepare some material then before teaching and explained the clues and each of material have short term goal and the long term goal determine the long term goal by using dictoglass, seek best opportunities for listening practice, then in monitoring Lecturers consider progress against a set of pre-determined criteria by using KKM. In checking and see if the same mistakes are still being made by the students to correct the exercise in discussion, check understanding of the students during listening by giving correction directly. In evaluating asses the effectiveness

of practice and learning strategies by making classroom enjoyable by created the cozy atmosphere, check the appropriateness and the accuracy of what has been understood by giving reflection toward the exercise were gave n to students. In cognitive aspect Lecturers associate with the processing of linguistic and non-linguistic input about linguistic grammar in the text and non-linguistic Lecturers measuring students understanding toward information of the text or short answers, and about pronunciation of the word, associate with the storing of linguistic and non-linguistic input in working memory or long-term memory in listening by using students transcript score from the exercise of listening, associate with accessing memory, to be readied for output with enter on assessment of English skill criteria, it was addition score in “KHS”. in metacognitive Lecturers did not take stock of conditions surrounding a language tasked by assessing one’s own knowledge, one’s available internal and external resources and the constraints of the situation before engaging in a tasked, because lecturers focused on listening comprehension exercise. Lecturers cannot determine the effectiveness of one’s own or another’s performance while engaged in a tasked. However, Lecturers determine the self- evaluation, by giving students the test mainly in individual evaluation. Lecturers used self-testing to know the students weakness in listening.

**B. Suggestion**

## 1. For lecturers

For lecturers should advise the students in order they can get the description toward how the way in encourage the listening insrtuction of English study program by providing the program of English activities.

## 2. For students

It will be conduct for students to understand the instructional Strategy for listening. It can be covered in lecture process and it also as a references for implement listening skill when they will applied a teaching process for next type.

## 3. For English study program

For students let improve our effort in find out information. As we that nowadays there are many media to make students to active in listening and had some Strategies for teaching listening. Then, it can help the students to facilitate about the students research.

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		Checklist Observation		Notes	
No	Strategies	Indicators	Answer		
			Yes	No	
<b>1 Planning</b>					
	General Listening Development	Identify learning objectives for listening development			
		Determine ways to achieve these objectives			
		Set realistic short-term goals			
		Set realistic long-term goals			
	Specific Listening Task	Seek opportunities for listening pract			
		Preview main ideas before listening			
		Rehearse language (e.g. pronunciation) necessary for the task			
		Decide in advance which aspects of the text to concentrate on			
<b>2 Monitoring</b>					
	General Listening Development	Consider progress against a set of pre-determined criteria			
		Determine how close it is to achieving shor-term goals			
		Determine how close it is to achieving long-term goals			
		Check and see if the same			

mistakes are still being made

Specific Listening Task Check understanding during listening

Check the appropriateness and the accuracy of what is understood and compare it with new information

Identify the course of difficulty

### 3 Evaluating

General Listening Development Assess listening progress against a set of pre-determined criteria

Assess the effectiveness of learning and practice strategies

Assess the appropriateness of learning goals and objectives set

Specific Listening Task Check the appropriateness and the accuracy of what has been understood

Determine the effectiveness of strategies used the task

Assess overall comprehension of the text

### 4 Cognitive

Comprehension processes: associated with the processing of linguistic and non linguistic input

Storing and memory processes: associated with the storing of

linguistic and non-linguistic input in working memory or long-term memory

Using and retrieval processes: associated with accessing memory, to be readied for output.

Assessing the situation: taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a task

## **5 Metacognitive**

Monitoring: determining the effectiveness of one's own or another's performance while engaged in a task.

Self-evaluating: determining the effectiveness of one's own or another's performance after engaging in the activity

Self-testing: testing oneself to determine the effectiveness of one's own language use the lack there of.

**Table 2**  
**Interview Guide**

No	Strategies	Questions
6.	Planning	27. How do you plan your listening lesson? 28. Do you define your short term goals? (If yes, how? If no, why?) 29. Do you define your long term goals? (If yes, how? If no, why?) 30. Do you identify learning objectives for listening development? (If yes, how? If no, why?) 31. How do you determine ways to achieve these objectives? 32. Do you seek opportunities for listening practice for the students? (If yes, how? If no, why?) 33. Do you preview main ideas before listening? (If yes, how? If no, why?) 34. Do you ask the students to rehearse language (e.g. pronunciation) necessary for the task in listening? (If yes, how? If no, why?) Do you decide in advance which aspects of the text to concentrate on? (If yes, how? If no, why?)
7.	Monitoring	35. How do you consider progress against a set of pre-determined criteria? 36. How do you determine how close it is to achieving short-term or long-term goals for the students? 37. Do you check and see if the same mistakes are still being made by the students? (If yes, how? If no, why?) 38. Do you check understanding of the students during listening? (If yes, how? If no, why?) 39. How do you check the appropriateness and the accuracy of what is understood and compare it with new information? 40. Do you identify the course of difficulty? (If yes, how? If no, why?)
8.	Evaluating	41. Do you assess listening progress against a set of pre-determined criteria? (If yes, how? If no, why?)

42. Do you assess the effectiveness of learning and practice strategies for the students? (If yes, how? If no, why?)
43. Do you assess the appropriateness of learning goals and objectives set? (If yes, how? If no, why?)
44. Do you determine the effectiveness of strategies used the task? (If yes, how? If no, why?)
45. Do you assess overall comprehension of the text? (If yes, how? If no, why?)
9. Cognitive
  46. Do you associate with the processing of linguistic and non linguistic input? (If yes, how? If no, why?)
  47. Do you associate with the storing of linguistic and non-linguistic input in working memory or long-term memory in listening? (If yes, how? If no, why?)
  48. Do you associate with accessing memory, to be readied for output? (If yes, how? If no, why?)
10. Metacognitive
  49. Do you take stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a task? (If yes, how? If no, why?)
  50. How do you determine the effectiveness of one's own or another's performance while engaged in a task?
  51. How do you determine the effectiveness of one's own or another's performance after engaging in the activity?
  52. Do you test oneself to determine the effectiveness of one's own language use the lack there of? (If yes, how? If no, why?)



KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN CURUP)

Jln. Dr. A.K. Gani Kotak Pos 108 Tlp. 0732 21010 - 21759 Fax 21010 Curup 3919 Email: staincurup@telkom.net

KEPUTUSAN  
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP  
Nomor 1507/20.02/PP.00 9/12/2017

- Tentang  
PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;  
2. Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;  
3. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 Tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi dan Tata Kerja Kementerian Agama RI ;  
4. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
5. Keputusan Menteri Agama RI Nomor 031 Tahun 2016 tentang STATUTA STAIN Curup ;  
6. Surat Keputusan Menteri Agama RI Nomor B. 11/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

- Menetapkan
- Pertama : 1. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002  
2. **Paldi Gusmuliana, M.Pd** 19840817 201503 1 004
- Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
- N A M A : Siti Nurhidayah  
N I M : 14551038  
JUDUL SKRIPSI : An Analysis Of Teacher Instruction Strategy In Teaching Listening.
- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;  
Terjadi perubahan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
pada tanggal, 21 Desember 2017

Ketua STAIN Curup  
Wakil Ketua I  
  
**Hendra Harmi, M.Pd.**  
NIP. 19781108 200312 1 001

- Tembusan :
- 1 Pembimbing I dan II;
  - 2 Bendahara STAIN Curup;
  - 3 Kasubbag AK;
  - 4 Kepala Perpustakaan STAIN;
  - 5 Mahasiswa yang bersangkutan;
  - 6 Arsip/Jurusan Tarbiyah





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : 0109 /In.34/PP.00.9/01/2019  
Lampiran : Proposal Dan Instrumen  
Hal : Rekomendasi Izin Penelitian

07 Januari 2019

Kepada Yth.  
Rektor IAIN Curup  
Kab. Rejang Lebong

Di -  
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN)  
Curup :

Nama : Siti Nurhidayah  
NIM : 14551038  
Fakultas/Prodi : Tarbiyah / Pendidikan Bahasa Inggris (PBI)  
Judul Skripsi : An Analysis Of Lecturers Instructional Strategy In Teaching Listening  
At IAIN Curup.  
Waktu Penelitian : 7 Januari 2019 s.d 7 April 2019  
Tempat Penelitian : IAIN Curup Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang  
bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.



H. Muhammad Abdu, S.Pd.I., MM  
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KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : SITI NURHIDAYATI  
 NIM : 14551038  
 JURUSAN/PRODI : TARSIYAH / BAHASA INGGRIS  
 PEMBIMBING I : Jiyah Hidayah, M.Pd  
 PEMBIMBING II : Fendi Gusmullians, M.Pd  
 JUDUL SKRIPSI : An Analysis of Lecturers' Instructional Strategy  
 in Teaching Listening at IAIN CURUP

\* Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

\* Ditunjukkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dilakukan dengan kolom yang di sediakan;

\* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : SITI NURHIDAYATI  
 NIM : 14551038  
 JURUSAN/PRODI : TARSIYAH / BAHASA INGGRIS  
 PEMBIMBING I : Jiyah Hidayah, M.Pd  
 PEMBIMBING II : Fendi Gusmullians, M.Pd  
 JUDUL SKRIPSI : An Analysis of Lecturers' Instructional Strategy  
 in Teaching Listening at IAIN CURUP

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,

Pembimbing II,

Jiyah Hidayah, M.Pd  
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No.	TANGGAL	Hal-hal yang Dihceurakan	Paraf Penambahng I	Paraf Malahiswa
1.	1/01/2018	Chapter 1	<i>[Signature]</i>	<i>[Signature]</i>
2.	19/01/2018	Chapter II	<i>[Signature]</i>	<i>[Signature]</i>
3.	15/03/2018	Chapter III	<i>[Signature]</i>	<i>[Signature]</i>
4.	25/5/2018	Chapter III	<i>[Signature]</i>	<i>[Signature]</i>
5.	10/06/2018	Chapter IV	<i>[Signature]</i>	<i>[Signature]</i>
6.	5/11/2018	Chapter IV	<i>[Signature]</i>	<i>[Signature]</i>
7.	20/11/2018	Chapter IV	<i>[Signature]</i>	<i>[Signature]</i>
8.	23/01/2019	Chapter V	<i>[Signature]</i>	<i>[Signature]</i>



No.	TANGGAL	Hal-hal yang Dihceurakan	Paraf Penambahng II	Paraf Malahiswa
1.	17/01/2018	Tambahan 'ker' phenomena	<i>[Signature]</i>	<i>[Signature]</i>
2.	11/03/2018	Chapter I	<i>[Signature]</i>	<i>[Signature]</i>
3.	15/03/2018	Chapter II	<i>[Signature]</i>	<i>[Signature]</i>
4.	10/06/2018	Chapter II	<i>[Signature]</i>	<i>[Signature]</i>
5.	25/06/2018	Chapter III	<i>[Signature]</i>	<i>[Signature]</i>
6.	20/08/2018	Chapter IV	<i>[Signature]</i>	<i>[Signature]</i>
7.	10/09/2018	Chapter IV	<i>[Signature]</i>	<i>[Signature]</i>
8.	23/12/2018	Chapter V	<i>[Signature]</i>	<i>[Signature]</i>



**Siti Nurhidayah** was born in Megang Sakti III on October 10<sup>th</sup> 1994. She came from Lubuk Linggau city. She is the last child or the fifth child of five siblings from a couple of Mr. Salam and Mrs. Sati'ah. She finished her elementary school at SD Skonder VI in 2007. Then she continued her study to SMPN Pagar Ayu in 2010. After that she continued her education in MAS 01 Darussalam Kepahiang, she graduated on 2013. For the next education progress she entered institute college for Islamic studies (IAIN) Curup and selected English Tadris Study Program in Faculty of Teacher Training and education.