

**THE STRATEGIES USED BY THE TEACHER IN TEACHING ENGLISH
LISTENING COMPREHENSION
(A STUDY AT THE ELEVENTH GRADE OF SMA NEGERI 1 BANTAENG)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in part Fulfillment
Of the Requirement for the Degree of
Education Of English Departement*

NIAR IKA RAMADANI

10535549013

**MUHAMMADIYAH UNIVERSITY OF MAKASSAR
FACULTY OF TEACHERS TRAINING AND EDUCATION
ENGLISH DEPARTEMENT**

2017



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama **NIAR IKA RAMADANI, NIM: 10535 5490 13** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar **Nomor: 018 Tahun 1439 H / 2018 M**, tanggal **24 Jumadil Awal 1439 H / 10 Februari 2018 M**, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Senin tanggal 12 Februari 2018**.

Makassar, 30 Jumadil Awal 1439 H
16 Februari 2018 M

PANITIA UJIAN :

Pengawas Umum : Dr. H. Abdul Rahman Ranim, SE., MM.

Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D.

Sekretaris : Dr. Khairuddin, S.Pd., M.Pd.

Dosen Penguji :

1. **Dr. Hj Andi Tenri Ampa, M.Hum.**

2. **Muh. Astrianto Setiadi, S.Pd., M.Pd.**

3. **St. Asriati AM, S.Pd., M.Hum.**

4. **Yasser Mallapiang, SS., M.Pd**

Disahkan Oleh :

Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib S.Pd., M.Pd., Ph.D.

NBM: 860 934



Terakreditasi Institusi



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

APPROVAL SHEET

Title : THE STRATEGIES USED BY THE TEACHERS IN
TEACHING ENGLISH LISTENING COMPREHENSION
(Study at Eleventh Grade of SMAN 1 Bantaeng)
Name : NIAR IKA RAMADANI
Reg.Number : 10535 5490 13
Program : English Education Department Strata 1 (S1)
Faculty : Faculty of Teacher Training and Education

Makassar, Februari 2018

Approved By :

Consultant I

Consultant II

Dr. Hj. Andi Teuri Ampa, M.Hum

Amar Mayuk, S.Pd., M.Hum.

Dean of FKIP

Makassar Muhammadiyah University

Head of English

Education Department

Erwin Akib, S.Pd., M.Pd., Ph.D.

NBM: 866934

Ummi Khaerati Syam, S.Pd., M.Pd

NBM: 977807



Terakreditasi Institusi

AN-PT

ABSTRACT

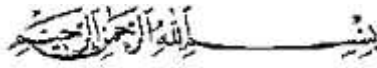
NIAR IKA RAMADANI.2018. *The strategies used by the teachers in teaching English Listening Comprehension Study at eleventh grade of SMAN 1 Bantaeng*. Thesis, English Education Departement, Faculty of Teacher training and education, Muhammadiyah University of Makassar. Supervised by Andi Tenri Ampa and Amar Ma'ruf.

The study attempted to investigate the strategies used by the teachers in teaching English listening comprehension and to find out the students' responses toward the strategies used by the teachers. The study employed descriptive qualitative method. The data were obtained through classroom observation to investigate strategies used in classroom and questionnaire was used to know the students' responses toward the strategies used by the teachers. The research subject were 2 English teachers and 57 students of SMAN 1 BANTAENG.

This research found that the teachers used strategies in teaching English listening comprehension, those were Bottom-Up and Top Down strategy. In Bottom Up the teachers used the strategies: dictation, demonstration and media strategy. Top-Down strategy, the teachers the strategies used: Question and answer, discussion and lecturing or checking and the strategies used: demonstration strategy, imaginative strategy and role playing. Students responses toward the strategies used by the teachers gained agree responses from the students because the usage of the strategy can motivated to study, while the explanation of the material clear and easy to understand by the students.

Keywords : Strategy, descriptive , Top-Down, Bottom-Up , students' respond.

ACKNOWLEDGMENT



By reciting Bismillahirrahmanirrahim, the writer praises her highest gratitude to Allah SWT who has given her blessing and mercy in completing this thesis. Salam and Shalawat are due to the highly chosen Prophet Muhammad SAW, his families and followers until the end of the world.

The writer realizes that this thesis would have never been completed without the assistance of a number of people. Therefore, she would like to express her deepest appreciation and thanks to those people who have helped and involved in completing this thesis, particularly to:

1. My beloved parents, H.Amir and Hadisah and all my siblings who always pray, support and gave financial for my education.
2. Special thanks are given to Muhammadiyah University of Makassar because of giving an opportunity to the writer in getting undergraduate education and Dr. H. Abd. Rahman Rahim, S.E., M.M as the Rector of the Muhammadiyah University of Makassar
3. Erwin Akib, M.Pd., Ph.D, the dean of FKIP Unismuh Makassar.
4. Ummi KhaeratiSyam, S.Pd.,M.Pd, the head of English Department of FKIP Unismuh Makassar, also to all lectures who have though me during the years of my study.
5. My high appreciation and great thankful are due to Dr. Hj. Andi Tenri Ampa, M. Hum as my first consultant and Amar Ma'ruf , S.Pd.,M.Hum as

my second consultant, who have been very kind and patient in giving me guidance, suggestion, correction, great motivation, and support to finish my study generally and my thesis especially.

In the process of this work, many friends also help the writer by collecting sources of information and making some best moments in her boring time.

1. Thanks to all of my friends in C class of English department 013. You have taught me the meaning of togetherness.
2. My beloved brothers and sisters (Reinaldi wijaya, Mar'atusholihah, nur ilmi diniyah, nur ainun alkifayah and others) always give me support and advise for being several times.
3. My beloved friends (irnawati, nurul azisah idris, annisa kalsum, mutmainnah ali tunru and the others) who always in beside me.
4. Personal thanks also given to her special Firmansyah who give spirit, support and always beside me.

May almighty Allah bless all the persons who have helped me in preparing and completing for this thesis. Amin.

Finally, by reciting AlhamdulillahRobbilAlamin, the writer has been success to finish his work or research according to the target of time and also target of the research, nothing left or forgotten to do.

Makassar, September 2018

The writer

TABLE OF CONTENT

COVER

TITLE	i
APPROVAL SHEET	ii
CONSELLING SHEET	iii
SURAT PERNYATAAN	iv
SURAT PERJANJIAN	v
MOTTO	vi
ACKNOWLEDGMENTS.....	vii
ABSTRACT	x
TABLE OF CONTENT	xi
LIST OF FIGURE.....	xiv

CHAPTER 1 INTRODUCTION

A. Background	1
B. Problem Statement.....	2
C. Objective of the Research.....	3
D. Significant of the Research.....	3
E. Scope of the Reasearch	3

CHAPTER II LITERATURE REVIEW

A. Teaching and learning Strategies.....	5
B. The strategies in teaching English listening comprehension	20
C. Conceptual Framework	42

CHAPTER III RESEARCH METHOD

A. Research Design	43
B. Research Subject.....	43
C. Data Collection	44
D. Data Anlysis.....	46

CHAPTER IV FINDINGS AND DISCUSSION

A. Finding..... 49
B. discussion..... 52

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 59
B. Suggestion..... 60

BIBLIOGRAPHY

APPENDICES

CHAPTER 1

INTRODUCTION

A. Background

The listening skill is crucial in the development of one's proficiency in any language as listening is the key that unlocks the communication pathway of a language. However, listening is not an easy skill to be acquired as it demands a host of active information-processing intertwined with background knowledge and language proficiency. Therefore, teaching listening skills is one of the most complex tasks for any ESL teacher. This is because successful listening skills require the usage of effective strategies. learners are seldom taught how to approach or manage listening as despite numerous listening activities conducted in the classrooms, learners are still left to develop their listening on their own without explicit instruction from their teachers. This may be due to the reason that teachers themselves are unsure of how to teach listening in a principled manner Therefore, it is rather frustrating for these teachers because there are no rules in teaching listening as in grammar and comprehending listening becomes worse if students already have problems dealing with the language competency.

A good listening comprehension seems to develop easily for first language listening, but it requires more effort in listening to second or foreign language. Consequently, student who learn English as second or foreign language might found difficulties in listening comprehension. According to Ur (1984) there are several

problems found by the students during listening comprehension. The students sometimes : (1) do not understand the certain English sounds . (2) do not know how to cope with the redundancy and “noise”. (3) can not predict the language meaning because they are not familiar with the pattern of words. (4) do not understand the colloquial vocabulary. (6) have difficulties in understanding another accent. (7) have lack ability of how to use environmental clues to get meaning. Moreover, it was found that the students are poorly equipped with strategies and activities to help them improve their listening comprehension.

In the line with the previous explanation that listening comprehension is necessary in language learning but the EFL or ESL students and teachers are confronting some problems in the process of listening comprehension. There is a great interest for reaserach to investigated what strategies that are used in teaching listening comprehension especially in English department where the listening comprehension as a course is being taught.

B. Problems statements

Based on the background above, the researcher formulates, the following problems statements:

1. What strategies are used by the teachers in teaching English listening comprehension?
2. What are the students' responses towards the strategies used by the teachers?

C. Objective of the research

The objectives of the study are to find out :

1. The strategies that is used by the teacher in teaching English listening comprehension in class.
2. The students' responses toward the strategies used by the teacher in teaching English listening comprehension.

D. Significances of the research

The result of the study are expected to give some benefits to the following people:

1. The teachers in guiding the students to improve their English listening comprehension's skill.
2. The students in improving their awareness of strategies used for better understanding in the processes underlying in English listening skill.
3. The other researcher who investigate the teaching strategies in English listening comprehension.

E. Scope of the Study

This study attempts to investigate the teachers who teach English listening comprehension at eleventh grade student of SMAN 1 BANTAENG. More specifically, this study is only limit to describe the teacher strategies use in

teaching English listening comprehension in pre-listening , while-listening and post-listening and students' responses towards the strategies used by the teacher.

CHAPTER II

LITERATURE REVIEW

A. Teaching and learning strategies

Learning strategies are procedures that facilitate a learning task. Strategies are most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task. Once a learning strategy becomes familiar through repeated use, it may be used with some automaticity, but most learners will, if required, be able to call the strategy to conscious awareness. Learning strategies are important in second language learning and teaching for two major reasons. First, by examining the strategies used by second language learners during the language learning process, we gain insights into the metacognitive, cognitive, social, and affective processes involved in language learning. The second reason supporting research into language learning strategies is that less successful language learners can be taught new strategies, thus helping them become better language learners (Grenfell & Harris, 1999). Numerous descriptive studies have addressed the goal of understanding the range and type of learning strategies used by good language learners and the differences in learning strategy use between more and less effective learners. However, until relatively recently there have been fewer studies focusing on the second goal of trying to teach language learning strategies in classroom settings. Learning strategies are sensitive to the learning context and to the learner's internal processing preferences. If learners perceive, for example, that a task like vocabulary

learning requires correct matching of a new word to its definition within a specified period of time (as in a test), they will likely decide to use a memorization strategy. Their choice of which memorization strategy to use will depend on their understanding of their own learning processes and on which strategies have been successful in the past (Hsiao, 2004). A different task, such as being able to discuss the theme of a short story will require strategies different from memorization—such as making inferences about the author’s intended meaning and applying the learner’s prior knowledge about the topic. The interpretation of a language learning task is closely related to the goals advocated within each learner’s cultural context, for a learning strategy valued in one culture may be deemed inappropriate in another (Olivares-Cuhat, 2002; Wharton, 2000). A particular learning strategy can help a learner in a certain context achieve learning goals that the learner deems important, whereas other learning strategies may not be useful for that learning goal.

The teaching and learning strategies are used to engage students in the resilience, drug and road safety content of this resource. The strategies have been bolded within the text of a learning experience (see illustration). Teachers should refer to this section of the resource for an explanation of the purpose and how to implement the strategy with their class.

The teaching and learning strategies have been linked to learning experiences described in each unit of this resource. Teachers are encouraged to use their professional judgement to review the suggested strategies and then decide on the most appropriate for meeting the needs of their students and deliver the essential

content in either a resilience, drug or road safety context. Teachers should also consider the appropriateness of the strategies for students after reading the Scope section and the Principles of Learning, Teaching and Assessment of the Curriculum Framework.

The learning strategies linked to learning experiences are a suggestion only. As teachers know their students learning styles and needs they may need to select alternative teaching and learning strategies or adapt those suggested to deliver the content. For example:

- a think-pair-share has been suggested as a speaking out strategy in this resource. It can easily be adapted for students to use when sorting out or reflecting on information gained during a learning experience.
- a placemat has been suggested as a Finding out strategy in this resource. It can also be used to tune students into a new concept or to consider information when making decisions.

When teachers are asked to cater for individual differences it does not mean that every student must be given an individual work program or that instruction must be on a one-to-one basis. When teaching and learning is individualized it is reflected in classroom organization, curriculum and instruction. Teaching and learning strategies can include a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve some degree of success. After considering

students' needs, learning styles and levels of achievement in relation to the learning outcomes, it is important to select strategies: focusing on the development of knowledge, skills and attitudes, that will assist students to engage in the essential content, that will support and extend learning, that will enable students to make progress in their achievement and maximize their accomplishment of the learning outcomes. All students are able to learn. However, the learning rate for students with disabilities or severe learning difficulties may be influenced by nature, the severity of their disability or their access and interaction with the environment. Individualised educational programs may be needed in order for these students to demonstrate particular outcomes.

Early L2 listening research had an interest in a theory that being merely exposed to comprehensible input would improve listening skills and promote language acquisition, and it overlooked the processing of this input (Krashen, 1985). L2 listening research in recent years has, however, shifted to focus on how learners manipulate this input. Therefore, understanding the strategies second language learners tend to use to cope with the difficulties they experience while listening had become an integral part of L2 listening research. L2 listening research has been increasingly directed to clarifying listener's mental processes and identifying facilitative strategies (Mendelsohn, 1995; Thompson & Robin, 1996; Vandergrift, 1999).

The interest in listening comprehension strategies has evolved in a number of studies (O'Malley, Chamot, & Walker, 1987; Oxford & Crookall, 1989; Wenden

& Robin, 1987). Oxford (1990) defines language learning strategies as the techniques that learners utilize to improve the use of the target language information. O'Malley and Chamot (1989) categorize strategies into two groups: cognitive, metacognitive. However, a third category, socio-affective, was added to describe the learning that takes place when learners interact with classmates, ask the teacher for clarification, or use specific techniques to lower their anxiety. Previous research has also revealed that the learner proficiency is one of the main factors that determine the choice of a strategy (Conrad, 1985; O'Malley & Chamot, 1990; Rost & Ross, 1991). Skilled learners were found to use more strategies than their lessskilled counterparts. Also there were differences in the types of strategies skilled and less-skilled learners used. Let us now talk about each type of these strategies separately, and in the next section, I introduce some of the studies that had explored the listening comprehension strategy use by skilled and less-skilled learners.

1. Cognitive Strategies

Cognitive strategies are problem-solving techniques that learners use to handle the learning tasks and facilitate the acquisition of knowledge or skill (Derry & Murphy, 1986). An article which “presents findings from research into listening strategies of ESL learners” offers the following definition:

Cognitive strategies are more directly related to a learning task and involve direct manipulation or transformation of the learning materials (Brown and Palincsar, 1982; O'Malley and Chamot, 1990). Language learners use cognitive strategies to help them process, store and recall new information (Goh, 1998, p. 124). Two broad

types of cognitive strategies have been the subject of L2 listening research: bottom-up and top-down. Bottom-up strategies include word-for-word translation, adjusting the rate of speech, repeating the oral text, and focusing on prosodic features of the text. Top-down strategies, on the other hand, include predicting, inferencing, elaborating and visualization. Previous research has revealed that advanced learners employ more top-down strategies than beginners (Clark, 1980; Conrad, 1985; Tsui & Fullilove, 1998; O'Malley, Chamot, & Kupper, 1989). Among the cognitive strategies, four strategies will be analyzed here.

The first cognitive strategy, trying to comprehend without translating, is used when the listener attempts to understand the L2 input without translating to the L1. This strategy is useful because oftentimes, many words do not have equivalents in one of the languages, tendering the comprehension process more difficult. This strategy, therefore, directs the listener's attention to the meaning and structure of the target language.

The second cognitive strategy is focusing on the main words to understand the new words. The listener creates meaning by applying his/ her knowledge of words from the target language to sentences. This strategy is very useful, especially for beginning listeners, who rely on their small vocabulary repertoire to build their comprehension.

The third cognitive strategy is relying on the main idea to comprehend the whole text. This strategy helps the listeners locate the theme first and details later on. One of the techniques that this strategy involves is skimming. The learner who uses

this strategy locates the main idea quickly and understands the L2 aural input very rapidly.

The fourth cognitive strategy is guessing the meaning by relying on any clues (contextual or linguistic). Listeners use this strategy when they do not know all the words, or they do not understand the overall meaning of the sentence. Both native and non-native speakers use this strategy either when they have not listened well enough or when the meaning is not clear.

2. Metacognitive Strategies

Metacognitive strategies are management techniques employed by learners to have control over their learning through planning, monitoring, evaluating, and modifying (Rubin, 1987). For example, for metacognitive planning strategies, listeners would clarify the objectives of an anticipated listening activity and attend to particular aspects of the aural language input or situational details that facilitate the comprehension of aural input. According to Oxford (1990), the conscious use of metacognitive strategies helps learners get back their focus when they lose it. However, learners do not use metacognitive strategies very frequently despite importance of self-monitoring and self-evaluation. Baker and Brown (1984) identified two types of metacognitive ability: knowledge of cognition (i.e., knowing what) and regulation of cognition (i.e., knowing how). The first type is concerned with the learners' awareness of what is going on, and the second type relates to what learners should do to listen effectively. Empirical studies have found that an important distinction between skilled and less skilled L2 listeners lies in their use of

metacognitive strategies (e.g., Bacon, 1992; Goh, 1998, 2000; O'Malley & Chamot, 1990; Vandergrift, 1998, 2003).

O'Malley et al. (1989) found that skilled listeners use more repair strategies to redirect their attention back to the task when there is a comprehension breakdown, whereas less skilled listeners give up and stop listening. Vandergrift (2003) found that skilled listeners used twice as many metacognitive strategies as their less-skilled counterparts. Among the metacognitive strategies, two strategies will be analyzed here. Focusing on what the speaker is saying is a strategy that enables the listener to focus his/ her attention on the speaker's message without being distracted by any distractors. This strategy is very useful in participating in the classroom, watching TV, listening to the radio, or talking to other people. The second metacognitive strategy is deciding in advance what to pay attention to. Listeners employ selective attention as a technique to facilitate the comprehension process. For example, some listeners choose to focus on pronunciation and accents as a way to understand the spoken language with different accents. However, focusing too much on accents can have a negative impact on comprehension because it can be a distracter, leading to misunderstanding.

3. Socio affective Strategies

The last category of strategies is socio-affective, which encompasses the attempts to create and promote positive emotional reactions and attitudes towards language learning (Chamot & O'Malley, 1987). Vandergrift (2003) defined socio affective strategies as the techniques listeners employ to collaborate with others, to

verify understanding, or to lower anxiety. According to Gardner & MacIntyre (1992, 1993), the affective strategies used to control learning experiences are very important because the learning context and learners' social-psychological factors (i.e., how learners feel about the learning experience) are directly related. Aneiro (1989) found a significant correlation between low anxiety and high listening performance, which suggests that using affective strategies could facilitate and enhance listening. O'Malley & Chamot (1987) found that among the four strategies of management, cognitive strategies, social strategies, affective strategies in listening comprehension, social and affective strategies influenced the learning context immediately.

Teaching strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components.

Defining teaching is not a simple thing to do. Although many teachers have almost similar methods in teaching, they might have different perceptions on what teaching is for them. Some may believe that teaching is solely transferring knowledge to learners. Others may think that teaching is promoting learning. Harmer (2007, p.107) revealed that "...being democratic and letting learners participate in decision-making takes more effort and organization than controlling the class from the front." It implies that teaching is not only controlling learners but also promoting learners'

participation. In spite of the diverse beliefs, most teachers would agree that teaching strategies are important in determining a success in learning. A brilliant lesson will not be successfully understood by learners if teachers do not apply appropriate teaching strategies. Orlich, Callahan, Harder, Trevisan, and Brown (2010, p.4) defined a teaching strategy as “thoughtful planning to do something”. In addition, Franzoni and Assar (2009, p.19) defined teaching strategies as *the elements given to the learners by the teachers to facilitate a deeper understanding of the information. The emphasis relies on the design, programming, elaboration and accomplishment of the learning content. Teaching strategies must be designed in a way that learners are encouraged to observe, analyze, express an opinion, create a hypothesis, look for a solution and discover knowledge by themselves.* Therefore, teaching strategies can be defined as a plan used to deliver a lesson which covers teaching goals and planned procedures in implementing the strategy. Various teaching strategies have been proposed and applied in language classroom to help both teachers and learners achieve learning goals. Those strategies have also been proven through a number of studies. Wehrli and Nyquist (2003) mentioned some teaching strategies that can be applied :

1. Brainstorming

Brainstorming is a strategy in which learners think of ideas or solutions towards a problem. It is usually done to lead learners to the materials that will be taught, so the learners get initial knowledge on what they are going to learn. Conklin (2006) pointed out that brainstorming enhances learners’ teamwork and productivity. It also

allows learners to generate as many ideas as possible in a short period of time. Brainstorming can be done in small groups and let learners share their ideas either in a written form or in an oral one.

2. Problem solving strategy

Leading learners to critical thinking as well as improving their speaking fluency can be done through problem-solving learning. Problem solving strategy enables learners to work collaboratively as a team to solve a problem raised by the teacher. It also increases learners' motivation. Through the use of English to solve real-life problems, learners are encouraged to practice speaking, which will lead to learners not only to think critically, but also to learn as a team with others (Conklin, 2006).

3. Simulation

Simulation is a good strategy to improve oral fluency. In a simulation, learners play as themselves in a particular situation, for instance, attending a business meeting, reserving a table in a cafeteria, and many other. Harmer (2007) pointed out three advantages of bringing simulation in the classroom: it is fun and motivating, it helps reluctant learners to speak, and it provides a wider range of language as it is used in the world outside the classroom. Through this strategy, learners can actively practice their English.

4. Demonstration

Wehrli and Nyquist (2003) stated that demonstration can be in a form of performing an activity so that learners can observe how it is done in order to help learners prepare transferring theory to practical application. This particular teaching

strategy enables learners to visualize what they are going to learn. For example, learners can experiment on making something and explain it to their classmates and teacher. With the use and exposure of English, it will likely enhance their speaking skills.

5. Games

In the last decade, many teachers use learning games as a medium to teach a lesson to learners. Through the use of games in learning, both teachers and learners can create learning games, which can be helpful in language class. Harmer (2007, p.349) revealed that games “aim to get learners talking as quickly and fluently as possible”. They can also create fun learning. With a good awareness on the language items taught through games and the appropriate selection on the kinds of games, teachers can promote learning in a non-threatening way. Brewster, Ellis, and Girard (2002) claimed that games for teaching encourage learners to participate and motivate shy ones to speak. Also, learning through games offers practice in fluency which is dominated by learners rather teachers.

6. Large group discussion

Discussion is a teaching strategy, which is appropriate to be applied in learner-centered learning. It can be prepared and unprepared as Harmer (2007, p.351) stated that “some discussion just happen in the middle of lessons; they are unprepared for by teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes”. By participating in a large group discussion, learners can articulate their ideas and feelings as well as listen to others’ perspective.

7. Lecturing

Lecturing is a conventional teaching strategy and tends to be regarded as an old teaching method. However, some teachers still apply this teaching strategy. Wehrly and Nyquist (2003) asserted that lecture is “primarily didactic presentation of information, usually to a large group and often with the use of audiovisual aids to transmit information.”

8. Role-play

Learning a language means learning how to use it in a real-life situation. Therefore, role-play can be a proper teaching strategy used in a language classroom. Harmer (2007, p.352) stated that role-play is very effective “to encourage general oral fluency or to train learners for specific situations”, for example becoming a receptionist, seeing a doctor, and so on. In a role play, learners are prepared to encounter situations where they must use English in the real world (Thornbury, 2005).

9. Direct-contact

Direct-contact teaching strategy means that classroom teachers invite a guest speaker while teaching. In language learning, direct contact with native speakers of the target language offers an experience for learners as well as becomes a trigger to form a good attitude towards a target language and its speakers (Bartram, 2010). To promote speaking, teachers can invite English native speakers so learners can practice their English with the native speakers.

10. One-to-one strategy

Harmer (2007, p.122) explained that teaching one-to-one means “an individual learner working alone with a teacher over a period of hours or weeks”. It is usually called ‘private classes’. As in one-to-one class a teacher focuses only on one learner, the learner has a greater chance to do all the speaking rather than in a large class in which the teacher must share his attention to more than one learner. In addition to the above strategies, Franzoni and Assar (2009, p.19) mentioned other teaching strategies. As the basic reference in conducting this research, the teaching strategies used in this research are the ones proposed by Wehrli and Nyquist (2003), which are brainstorming, learning based on problem solving, simulation, demonstration, games, large group discussion, lecturing, role play, direct contact, and one-to-one teaching.

The definition of teaching strategy proposed by Stewart-Dore (1993) which is a planned procedure, used systematically by teachers, to enable learners to achieve learning goals. Strategies are commonly employed by the teachers to achieve learning objectives. Barry and King (1998) support Stewart-Dore’s view and add that a teacher should be able to choose strategies which are suited to the background of the learners, the learning objectives and the content of texts.

Strategies commonly employed by the teachers to achieve learning objectives are: drill and practice, demonstration, imaginative strategy, guided discovery, media, exposition strategy, group discussion and simulation games. Each of these strategies will be further defined below:

The drill and practice strategy is based on repetition. It may be used before, during and after reading or listening activities. A drill and practice strategy is not used frequently in EFL in tertiary education in Indonesia since learners do not need to rely on memory primarily. Since they are able to locate unknown words in a dictionary. This strategy is more common in elementary, junior and senior high school but it is not used normally in EFL tertiary education since tertiary learners are encouraged to become critical readers and this strategy promotes rote learning (Paul, 1991)

Demonstration strategy is used when the teacher models the type of behavior learners are required to perform. This strategy is most useful in elementary to second year of senior high school in Indonesia since the teacher models the L2 but, normally, it does not stand alone. It may be integrated with other strategies such as the media or exposition strategy.

Imaginative strategy is a process whereby the teacher encourages learners' original thought and the expression of that thought through movement. This strategy may be used to encourage critical thinking in Indonesia, it can be from elementary to senior high school since it aims to develop learners' own thought and creatively. For example learners may create a new and original story in the L2 and depict that story through mime or movement to music, when using this strategy, learners develop higher order thinking skill which may be translated to the critical context.

The guided discovery strategy assisted learners to solve problem and understand ideas or concepts. It is especially applicable for teaching mathematics,

When using this strategy, the teacher follows three steps: establish setting (the setting should be suitable for the topic) explore the case, and discuss the problem or question.

The media strategy is a planned procedure for teaching in which various kinds of visual aids such as video-cassettes, pictures or any form of visual information for learning are used. The objectives of the media strategy are to develop and enrich learners' knowledge and skill. Learners gain knowledge through real-life situation. The strategy consists of three main steps: setting the scene, broadcasting, and following up after the activities.

Exposition strategy is used to decode information as quickly and meaningful as possible. Learners are involved by responding to the questioning. There are four major steps in the exposition strategy: setting the scene by giving background knowledge about the text, presenting the material, providing an engaging activity, and checking learners' understanding and encouraging learners' transfer of material to real life.

Group discussion is frequently used in EFL since learners are able to practice, to debate and to exchange ideas with their peers. This strategy has four major steps: organizing the group, setting the tasks, discussion, and presentation of findings. The simulation games may be used occasionally to re-create, as closely as possible, a real life experience. The simulation games strategy has four steps: setting the scene, preparing to play the simulation, playing the simulation and summary or post game discussion to draw out important principles, values, or understandings.

B. The strategies in teaching English listening comprehension

One of the methods learners can become actively involved in controlling their own learning is by using strategies. Vandergrift (1999) showed Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses. High school ESL students were randomly assigned to receive learning strategy training on vocabulary, listening, and speaking tasks and the result indicated strategy training can be effective for integrative language tasks.

Rivers (1983) in her discussion of speech perception identifies three stages. First, the listener must recognize that the sounds are an actual message and not just noise. This recognition means to the listener that the sounds are elements of the language system. In the second stage the listener identifies sounds along with lexical and syntactic forms by segmenting and grouping them. The third stage involves recoding in order to retain the auditory message in long-term storage. These stages are necessarily rapid and overlapping. Whether the process of listening comprehension is as described above or in some other form, it is certainly an active process involving cognitive processing

Native speakers and highly proficient second language learners complete the complex process of speech comprehension smoothly. Second language learners at lower levels of language proficiency whether it be due to a lack of auditory experience with varying accents, limited vocabulary, imperfect control of the

syntactic and semantic structure of the language, or other limitations with regard to the elements necessary for communicative competency need to rely on listening strategies to assist them in comprehending the aural communication.

Listening strategies are technique or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener process the input. There are two subsuming cognitive process: bottom-up and top-down strategy.

1. Bottom-Up Processing Strategy

The bottom-Up processing involves constructing meaning the smallest unit of the spoken language to the largest one in a linear mode (Nunan,1998). Thus the learners attempt to understand a spoken discourse by decoding a number of sound to form words. Next, words are linked to form phrases, which make up sentence. These sentences build a complete text, the meaning of which is then constructed by the listeners. In addition to the grammatical relationship, stress, rhythm and intonation also substantially contribute to this data driven processing (van duzer,1997 as cited in Abbas and Muhammad,2011). Learners can be trained to perform this processing, for instance, by activities that require them to discriminate two sounds or distinguish rising and falling intonation. There are excises that involve bottom-up processing: retain input while it is being processed, recognize word division, recognize key words in utterance, recognize key transition in a discourse, use knowledge or word order patterns to identify constituent in utterances, recognize grammatical relations between key element in

sentences, recognize the function of word stress in sentence, and recognize the function of intonation in sentence.

2. Top-Down Processing Strategy

The top-down processing strategy, on the other hand, refers to interpreting meaning as intended by the speakers by means or schemata or structures of knowledge in the mind (Nunan, 1998). Top-down strategies are listener based: the listener taps into background knowledge of the topic, the situation or context, the type of the text, and the language. This background knowledge activates a set of expectations that help the listener to interpret that is heard and anticipate what will come next. Top-down strategies include listening for main idea, predicting, drawing inferences and summarizing. There are exercises that are involved in top-down listening: use key words to construct the schema of a discourse, construct plans and schema from elements of a discourse, infer the role of the participants in a situation, infer the topic of a discourse, infer the outcome of an event, infer the sequence of a series of event, infer comparisons, distinguish between literal and figurative meanings and distinguish between facts and opinion.

3. Interactive Processing Strategy

As a development of language teaching, the listening strategies are now developing. The teacher or instructor combine the two listening strategies above to teach the students, which is called interactive processing. According to Peterson (2001). Interactive processing is the combination of top-down and bottom-up data. In this strategies the students are required to have brainstorming

with other students or partner, such as ,discussing vocabulary related to a topic, or invent a short dialogue relevant to functions such as giving direction or shopping. In the process, they base their information on their knowledge of life (to-down information) as they generate vocabulary and sentence (bottom-up data). The result is a more integrated attempt at processing. The learners are activating their previous knowledge. Also, according to Richards,(1990) the success of listening strategies will depend on the combination of the two listening strategies will be very useful for the teacher to teach the listening course.

Fundamental to an understanding of comprehension processes are the distinction between bottom-up and top-down processing, the types of knowledge each process applies to the emerging interpretation of a message, and the interaction between these processes.

Bottom-up processing involves segmentation of the sound stream into meaningful units to interpret the message. It is a rather mechanical process in which listeners segment the sound stream and construct meaning by accretion, based on their knowledge of the segmentals (individual sounds or phonemes) and suprasegmentals (patterns of language intonation, such as stress, tone, and rhythm) of the target language. Listeners gradually build meaning from phonemes to words to increasingly larger units of meaning (full sentences and larger chunks of discourse). This component of listening, seen as a decoding process, assumes that the comprehension process begins with information in the sound stream, with minimal contribution of information from the listener's prior knowledge of the world.

Listeners draw primarily on linguistic knowledge, which includes phonological knowledge (phonemes, stress, intonation, and other sound adjustments made by speakers to facilitate speech production), lexical knowledge, and syntactic knowledge (grammar) of the target language. Used alone, this approach to comprehension is not adequate, because listeners cannot keep up with the sound stream.

Top-down processing, on the other hand, primarily involves the application of context and prior knowledge to interpret the message. Listeners who approach a comprehension task in a top-down manner use their knowledge of the context of the listening event or the topic of a listening text to activate a conceptual framework for understanding the message. Listeners can apply different types of knowledge to the task, including: prior (world or experiential) knowledge, pragmatic knowledge, cultural knowledge about the target language, and discourse knowledge (types of texts and how information is organized in these texts). These knowledge sources are stored in the listener's long-term memory in the form of schemata (complex mental structures that group all knowledge concerning a concept). This top-down component of listening, seen as an interpretation process, assumes that comprehension begins with listener expectations about information in the text and subsequent application of appropriate knowledge sources to comprehend the sound stream. Used alone, this approach to comprehension is not adequate either, because listeners may not have all the prior knowledge required, or share enough of the speaker's perspective on the subject matter to interpret accurately. In reality, top-down and bottom-up processes

rarely operate independently. Research in L1 speech perception provides evidence for the interactive nature of these processes, particularly regarding how information from top-down processing drives and constrains interpretation (Davis & Johnsruide, 2007). Linguistic information gleaned from the decoding process and prior knowledge applied during the interpretation are processed in parallel fashion as listeners create a mental representation of what they have heard (see the next chapter for a more complete description of this parallel processing). The degree to which listeners may use one process more than another will depend on their purpose for listening. A listener who needs to verify a specific detail such as the price of an item or driving directions, for example, may engage in more bottom-up processing than a listener who is interested in obtaining an overview of what happened at a particular event. Research on these cognitive processes suggests that L2 listeners need to learn how to use both processes to their advantage, depending on the purpose for listening, learner characteristics (e.g., language proficiency, working memory capacity, age) and the context of the listening event.

Most classroom listening instruction uses non-participatory, one-way listening. This kind of listening is primarily transactional in nature: the goal is to obtain information for some kind of communicative purpose and there is no opportunity to intervene for purposes of clarification. An important goal for many L2 learners, however, is competence in interactive listening, which is the ability to interact with speakers of the target language in social situations, such as conversations. The goal of this kind of listening can be transactional, interactional, or

purely social, to foster social relationships. Learning how to handle the cognitive and social demands of these kinds of listening events is an important component of listening competence. For this reason, we include the unique features of interactive listening in our discussion of L2 listening competence. While the cognitive processes are common to both types of listening, there are also some important differences related to flow of communication, listening function, communication goal, strategy use, social demands, and cognitive demands,

Cognitive processing is fundamental to the listening process, regardless of context. Listeners engaged in one-way listening or interactive listening events use top-down and bottom-up processing and, concurrently, engage in perception, parsing, and utilization to understand what their interlocutor is saying. In both contexts they use metacognitive knowledge to control these processes as efficiently as possible. While they are processing what their interlocutor is saying, listeners involved in interactive listening access the same knowledge sources as in one-way listening. They draw on their mental lexicon for the linguistic knowledge necessary to parse the input, and on their bank of prior, pragmatic, and discourse knowledge to interpret the overall intended meaning of their interlocutor within the context of the interaction. Although one-way and interactive listening share many characteristics, they are also different in important ways. First, in interactive listening, speaker and listener share a common communicative goal, listening context, or life experience. Second, interactive listeners have the opportunity to act in the dual role of listener and speaker: they can clarify meaning or ask their interlocutor to slow down or repeat

what was said. In this regard, a number of reception strategies are available to listeners to facilitate listening in these contexts. This makes interactive listening less demanding.

On the other hand, there are factors in interactive listening that can make it equally more demanding. First, listeners in these contexts are expected to reply: they must prepare and formulate a response as they process the speech of their interlocutor. This adds significantly to the cognitive load, because they must begin to formulate a response while at the same time attending to the speaker's message. Second, depending on the relationship between a listener and interlocutor, the social and affective demands of the listening task may be very high, thereby constraining working memory resources. We will now consider separately the role of each of these factors in L2 listening competence.

In a classroom study on interactive listening strategies used by students during seminar discussions, Lynch (1995) observed two broad categories. The first includes old information questions for clarification of an earlier comprehension difficulty—responses characterized by a backward orientation. The second includes new information questions or receipt tokens that carry the discourse forward or ask the interlocutor to elaborate further—responses characterized by a forward orientation.

The strategies for listening, The cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval. They are investigated from the aspects of bottom-up strategies, top-down strategies. For bottom-up processing, it refers to using the incoming input as the basis

for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. For bottom up strategies. On the other hand, top-down processing went from meaning to language (Richards, 2008). Learners can try to predict what will utter by the signal. Listening comprehension was neither only top-down nor bottom-up processing. Simultaneously, that the scholars believed the listeners not only utilized bottom-up but also top-down processing models. The effects of meta-cognitive and cognitive strategy instruction on the listening comprehension performance of American university students learning Russian. They found that the subjects who received strategy instruction in listening to video-recorded texts improved significantly over those who had received no instruction.

According Vandergrift's (2007) definition. The term is used to refer to the strategies that listeners consciously or unconsciously use in order to understand, analyze, and interpret a text. The use of these strategies can make authentic texts more accessible in the early stages of learning a language, so that the process becomes more relevant and interesting to the learners. Useful listening strategies are developed when teachers provide students with abundant opportunities to practice listening outside the evaluation conditions.

There are 3 steps in strategies in teaching English listening comprehension are Pre-listening, While Listening and and Post-Listening.

1. Pre-Listening

Students need to understand how to recognize the purpose of the listening message, and make connections about the topic or tone to tune in as preparation for processing the information in the pre-listening stage. Teachers can use TPR directions, vocabulary competition, film watching, or description of drawing sketches to tune their brain in the second language listening. The following are some relevant activities.

a) Mixed-Up Charades

This activity is designed to inhibit the listener's impulse to immediately answer questions, and to help him or her to learn to adjust to the situation while he/she responds to the speaker without internal distractions.

Teaching steps to follow:

- Invite four students to come to the board and write down a series of actions in different places. The one who writes the most wins the game.
- Work in pairs. Every pair needs some space to use their body gestures.
- The activity continues until one student does the wrong thing. They then switch partners. Students should listen carefully and try to change activities smoothly and quickly.
- After the activity, each student comes back to the seat and writes down the reflection.

Teacher's Feedback: Mix-up charades is a great activity to mix up students thinking and body movements. For those who like to think by doing, it's indeed a complex and interesting activity. The key point to conduct this activity successfully is that the teacher has to clearly demonstrate for students and set a relaxing atmosphere for them to practice in.

b) Problem solving: "Who ate the cookies?"

This active listening activity aims to train students to listen to remember, listen for details, and listen for implied meaning. Students listen to a series of mini-conversations about the topic "Who ate the cookies?" provided by the teacher. They attempt to understand various aspects of the talk, cross out the irrelevant clues, and jot down the right one in a chart.

Teaching steps to follow:

- Before listening to the conversation, students study the chart in small groups.
- Students cross out the irrelevant clues while listening.
- Students discuss, share opinions, and fill out forms.
- The teacher reads aloud the conversations three times and then checks the answer with the whole class. Those who get the right answer win the points.

This activity requires the active listening process and collaborative inquiry which is indeed a challengeable but joyful means of second language

acquisition. Whether the answer is right or wrong is not the crucial thing; instead, when the teacher provides enough time for students to participate in discussion, most of them will pay more attention to the listening in order to clarify their ideas. This act

c) Film Watching: Hearing Ears:

The purpose of this activity is to explore what students hear and what they remember, and then to build their listening and memorization skills. Then, students will develop a strong desire to learn how to take notes and how to pay attention in listening.

Teaching steps to follow:

- Ask students to fill in the “performance checklist for listening comprehension” while they listen to a short passage three times to get the gist of the listening.
- Every student shares their feedback to check their performance for the listening comprehension.
- Explain to students that the teacher will read a short passage and they need to record the key words they hear in the column marked “was heard”.
- Discuss what was not heard and ask students to share their feedback.

d) Vocabulary competition

Learning new vocabulary is vital for EFL learners to understand the key words in the listening. However, it's essential to teach only five to ten words before listening or the new words will distract listener's concentration in getting the main idea. Thus, this activity uses a form of competition to allow students learn to find out the most important words from the text cooperatively instead of learning passively.

2. While-Listening

In this part, the teaching task will mainly focus on note taking skills. While practicing this skill, students will learn to identify main ideas and predict the details of the listening. In the listening process, effective listeners understand the main ideas and implications, but EFL learners need to be taught and encouraged to actively think about what they're listening to. In order to teach EFL learners to think when listening, focusing on note-taking skills is a good way of helping learners to concentrate and to look for clues in what they're listening to.

Before playing the listening script, students learn to ask questions as they see a picture cue related to the listening paragraph. Then, they take notes as they listen. The tape record is played three times. As for the format of the notes, they can be a rough outline, a graphic organizer, a chart, or a story map. Students work in small groups to clarify what they hear, make predictions, and make inferences after listening to the scripts all the time. By practicing these listening tasks, students will prepare themselves to listen effectively in most situations.

a) Note taking Skills

Taking notes is the most fundamental training approach for listeners to listen actively and effectively. It helps EFL students learn to work at listening. There are four important elements to successful note-taking: language, speed, organization, and accuracy. The first thing is to take notes in the language in which the person needs to use the notes. That is, if the lecture is spoken in English, the note taker needs to take notes in the same language. This will help the note taker to remember precise terms and the context, and further develops his or her English skills. The second thing is about the speed of taking notes. An effective note taker is required to record information quickly. Thus, students will need to learn to use abbreviations, initials, shorthand, key words, or symbols to represent the ideas more quickly and clearly. The third thing is to use outlines, a mind-map, or graphic organizers to organize the notes. That is, the notes should neatly reflect the lecturer's main ideas and detailed examples. In general, clear, organized notes require practice. If students are familiar with the note-taking process, they can use it whenever.

b) Identifying main ideas

The purpose of this practice is to teach students to explore implied meanings as they take notes on the lecture. A speaker might signal a main idea through some important rhetorical questions, the repetition of key words, emphasis, or the pace of a speech. (Berman, 2003) Thus, students will learn to identify main ideas from different reading sections in this strategy.

c) Making predictions

The purpose of making predictions is to teach students to figure out implied meanings texts in different contexts.

Teaching steps to follow:

- Explain the meaning of the expression “reading between the lines” –when people read between the lines they construct meaning that is implied rather than stated.
- Guide students to discuss the different meanings people may infer when they hear the same words. Use expressions that may have different meanings, such as “wicked”, or “How are you?”
- In small groups, have students explore implied meaning using tone of voice, facial expression, and posture. One student selects a statement and says it to his or her partner. The partner explains his or her analysis of the implied meaning.
- When sufficient examples have been provided, ask students to reflect on the reasons why meanings are different. Consider, for example, meanings that vary depending on age groups or cultural groups, the purpose of the speaker, and the intention of the hearer.

3. Post-Listening

EFL students need to act upon what they have heard to expand their thinking, and a well-planned post-listening activity is a useful device for them to speak and

think about links between the lecture and their life experiences. The following are some post-listening activities for the teachers to take as a reference.

a) Oral summary: Chain of Love

After the listener has understood the message, it's important for them to think aloud by telling someone what they have heard. Therefore, giving an oral summary is necessary for students in EFL classroom.

Teaching steps to follow:

- Put students in pairs. Person A pretends to be a neighbor of the main character, Joe's friend, and asks him about the topic. Person B pretends to be Joe.
- Students need to be good conversationalists, and take turns to create a short dialogue. Pairs rehearse the dialogue.

b) Song & Stress: Practice Stress and Intonation

learners can improve their listening and speaking abilities by being aware of how to use stress and intonation consciously and the best way to teach stress and intonation is to use a song.

Teaching steps to follow:

- Students get in two large groups and listen to a song, Tom's Diner.
- Then, they learn to highlight all the important words in each line.
- After that, students learn to read aloud with the stresses that they have highlighted already, and practice the song and rhythm.

- The teacher plays the song again, and students sing along. In the end, volunteers will be invited to sing the song.

c) **Song & Stress: Practice Stress and Intonation**

learners can improve their listening and speaking abilities by being aware of how to use stress and intonation consciously and the best way to teach stress and intonation is to use a song.

Teaching steps to follow:

- Students get in two large groups and listen to a song, Tom's Diner.
- Then, they learn to highlight all the important words in each line.
- After that, students learn to read aloud with the stresses that they have highlighted already, and practice the song and rhythm.
- The teacher plays the song again, and students sing along. In the end, volunteers will be invited to sing the song.

1. Components of Listening Comprehension

According to Chastain (1988), listening comprehension is divided into four components. The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language. The second is the understanding of the whole message uttered by a speaker. Rivers (1981) said that the understanding of spoken messages depend on comprehension of semantic meaning, moving from what one comprehends in the sound sequence with respect to the knowledge of syntax only when the

meaning is not understandable. The third is the ability to hold that message in one's auditory memory until it can be processed. To develop the learners' auditory memory, teachers should know that they hear as much language as possible. This means that most of the class time should be carried out in the language being taught. The speed of presentation and difficulty level of the content must be adjusted to the learners. Language activities that are comprehensible increase auditory memory. The significant point here is the idea of improvement. The improvement from the simpler to the more intricate sentences should be slow and continuous. The speed of delivery should be increased based on the learners' ability to understand.

Comprehension is the speech reception at the syntactic, lexical, pragmatic, and discourse levels. Thus the last component is comprehension. It involves different steps. The first step is to establish the context. Real language happens within a communicative framework and the listener should know the framework to recreate the speaker's message. The second step is to activate related background knowledge and use it to predict the ideas the message may have. The third step is to anticipate the general content of the message. Skilled listening requires that listener look ahead in anticipation of what is coming. They are checking the received material as opposed to trying to make an unexpected and immediate interpretation. The fourth step is to sample the important meaning carrying components of the material. Listeners should expend more energy to understand material about unfamiliar topics and they rely more on linguistic clues to make up for their lack of background knowledge. The last step is to use the samples to confirm or reject the formerly made anticipations. When

the samples are in line with listeners' anticipations, they accept them as being correct. When the samples do not comply with their anticipations, they should reconsider either their anticipation or the material as they look for making the message meaningful.

2. Teachers' Role in Listening Activities

According to Harmer (1991) and Machackova (2009), there are some roles for teachers. They are as follows:

a) A teacher as an Organizer

Teachers should explain what their learners want to do, give clear instructions and useful feedback to them. Teachers should prepare the listening lesson and give guidance to their learners.

b) Teacher as a Controller

A teacher accomplishes the whole lesson. It is a teacher's responsibility to arrange what learners do, when they should speak, and what language they should use. Teachers specify what learners should do in the listening stages.

c) A Teacher as an Evaluator

Teachers evaluate their learners and give them the necessary feedback on their performance. They should evaluate the level of their learners.

d) A Teacher as a Resource

Teachers give their learners the necessary advice and help them solve their problems particularly unfamiliar vocabulary or grammatical patterns.

e) Teacher as a Tutor

Teachers act as a coach and help their learners to develop ideas. Teachers should help their learners towards predicting missing information.

f) A Teacher as a Prompter

Teachers motivate their learners and give recommendations toward activities that are done by their learners. Teachers should support their learners during every stage of listening activity so that they can be successful.

3. General Principles in Teaching Listening Comprehension

According to O'Morley and Lawrence (1971), there are general principles for teaching listening comprehension. They are as follows:

- a) Listening comprehension lessons should have definite goals and they should be clearly stated.
- b) Listening comprehension lessons should be constructed with careful step by step planning. This suggests that listening activities move from the simple to the more complex ones; that the learners know what the activities are and are given directions as to “what to listen for, where to listen, when to listen, and how to listen.”
- c) Listening comprehension structure should demand active overt student participant. That is, the most overt student participant includes his written answer to listening comprehension material and immediate feedback on performance helps keep learners' interest and motivation.
- d) Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. This necessity should come from

the lesson. This is done by giving the learners the writing assignment before they listen to the material.

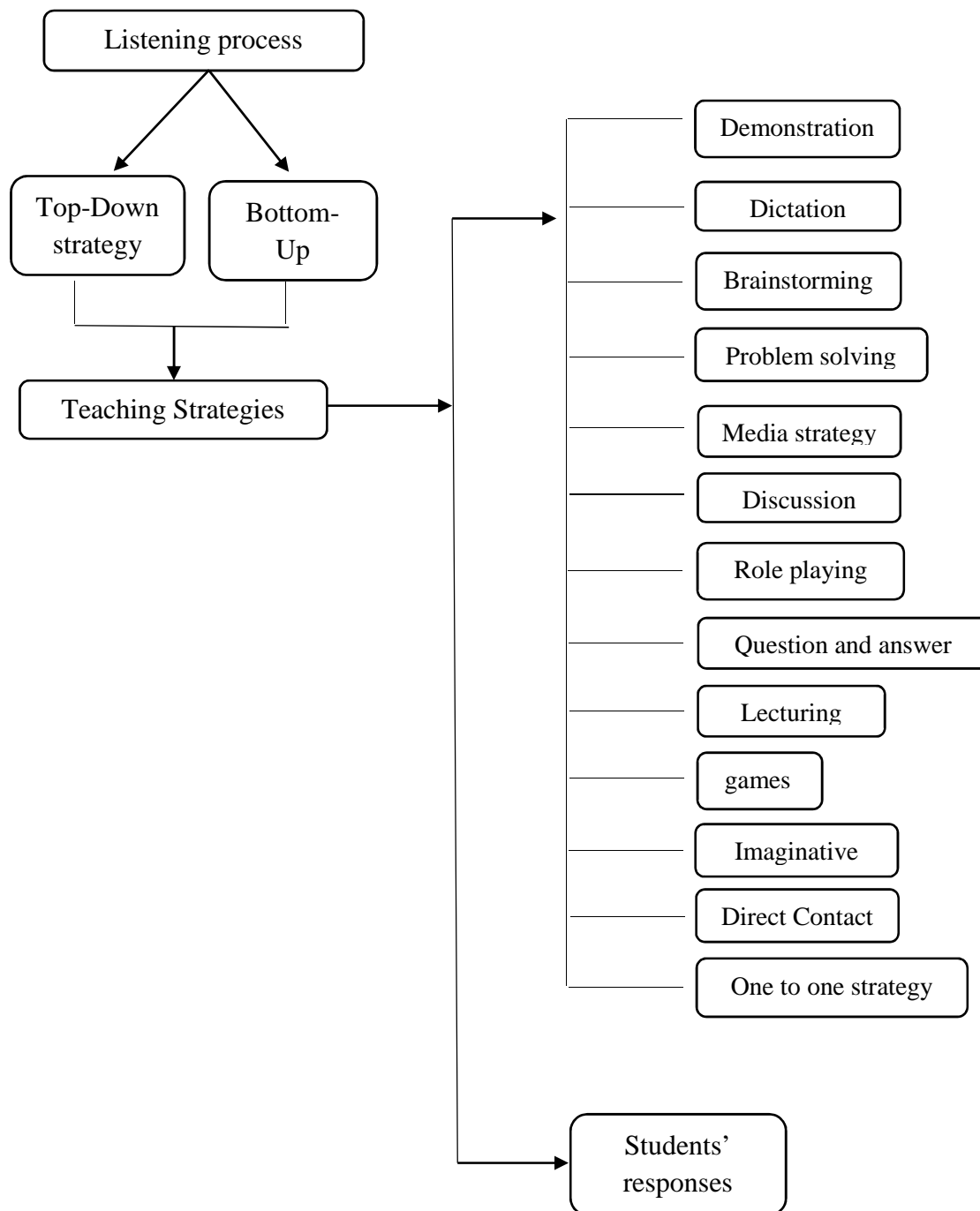
- e) Listening comprehension lessons should emphasize conscious memory work. One of the objective of listening is to strengthen the learners' immediate recall to increase their memory spans. It means that listening is receiving, receiving needs thinking, and thinking needs memory; there is no way to separate listening, thinking, remembering.
- f) Listening comprehension lessons should "teach" not "test." It means that the goal of checking the learners' responses should be viewed only as feedback, as a way of allowing the learners understand how they did and how they are progressing. There should be no pass/fail attitude related with the correction of the exercises.

Vandergrift's (2007) . The term is used to refer to the strategies that listeners consciously or unconsciously use in order to understand, analyze, and interpret a text. The use of these strategies can make authentic texts more accessible in the early stages of learning a language, so that the process becomes more relevant and interesting to the learners. Useful listening strategies are developed when teachers provide students with abundant opportunities to practice listening outside the evaluation conditions. The listening skill has not been fully investigated in the field of foreign language acquisition mainly because listening processes are difficult to explore. It is easy to cover up the mistakes of comprehension. Smiling or nodding could mislead the teacher and wrongly make him/her believe that his students are

following him. In situations where accurate comprehension is needed, teachers discover that listening is an active skill.

The teacher can facilitate the development of listening ability by creating successful listening lessons that guide the learner through three stages: pre-listening, while-listening and post-listening tasks. When planning a listening class the teacher must think over the pre-listening activities which are especially efficient in groups with a beginner or intermediate level. The teacher gives the title of the message and discusses the topic using the words and terms related to it. Thus, using their background knowledge students may guess the context of the message to be heard. When dealing with the term background knowledge one should not confuse it with imagination or fantasy. The background knowledge in its turn may be structural and contextual. Contextual prediction is based on the awareness of the topic, while the structural one is based on the good command of different grammatical structures, collocations, idioms and phrasal verbs.

C. Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Research design

This study employed descriptive design. Best and Khan (1989) cited in Jannatun (2013) state that descriptive method is the method that describes, records, analyses, and interprets conditions that exist in certain group. Furthermore, descriptive method determines and report the ways things are the researcher has no control over the variable that was being researched In addition, the term the descriptive also utilize both elements of qualitative method within the same study since it involved data collection and data analysis using that method (AECT, 2007).

The descriptive study was used to investigate the teachers' strategies in teaching English comprehension. Hence, it done by investigate behavior and attitudes that happened in classroom and describe the students' responses towards strategies use by the teachers. it means data were describe to see the answer to regarding quality of students responses that gained through questionnaire.

B. Research Subject

The selection of population and sample in this study was purpose or it is well known as cluster random sampling. The population this study are the teachers of SMAN 1 Bantaeng. Which are consist 4 teachers who teach in SMAN 1 Bantaeng.

The samples of this study are 2 english teacher in SMAN 1 Bantaeng and two classes are XI.MIPA 1 consist of 30 students and XI SOCIAL 1 consist of 27 students from eleventh grade students of SMAN 1 Bantaeng as a respondent. So the number of the samples are 57 students.

C. Data collection

The data was gathered from the two main sources the data sources are classroom observation and questionnaire.

a. Classroom Observation

Instrument used in this study is classroom observation. It to collect the data through observation. During the observation, the researcher observe the teachers and students activity and pay attention to the teachers' presentation, strategies, and the teachers or students interaction in conducting the classroom activities.

Table 3.1 Observation framework

No	Listening process	Strategy	Teacher A	Teacher B
1	Top-Down strategy	dictation		
		brainstorming		
		problem solving		
		demonstration		
		games		
		discussion		
		lecturing		

		role playing		
		direct contact		
		one to one strategy		
		Question and answer		
2	Bottom-Up strategy	dictation		
		brainstorming		
		problem solving		
		demonstration		
		games		
		discussion		
		lecturing		
		role playing		
		direct contact		
		one to one strategy		
		Question and answer		

b. Questionnaire

The questionnaire was used to get some information of students' responses toward the strategy used by the teacher in teaching listening comprehension.

Table 3.2 Questionnaire framework

No	Listening Strategy	Item Number
1	Top-Down strategy	1,3,5,6,9
2	Bottom-Up strategy	2,4,7,8,10

The form of questionnaire was close ended, where the respondents should choose between the answer. Thus, the respondents were required to put a check or tick () in the place that best reflects their opinion or beliefs about statements that had been given in the questionnaires.

The questionnaire in this study uses Likert Scale closed ended questions. Likert Scale is a set of several items, not a single item, where the participants' responses were described with the items chosen.

D. Data analysis

The data analysis was conducted regarding to the instrument use in this research. First, the data gained by observation and the second is gained from questionnaires.

a. Data analysis observation

- 1) Transcribing the data that means transforming the data from observation check-list into a textual form.
- 2) Analyzing and classifying the data into some categories based on the theories related to the main focus that is the strategies used by teachers in teaching English listening comprehension.
- 3) Interpreting the data from observation to address the study and drawing conclusions.

b. Data analysis from questionnaire

The descriptive quantitative data analysis is applied to find the respondents' tendency on perception, opinion and judgment. It was used to analyze the students' responses toward the strategies used by the teacher by using questionnaire. The data were analyzed by calculating percentage which refers how often something occurs. The steps were as follows:

- 1) The students' responses on the questionnaire.
- 2) Interpreting the data from observation to address the study and drawing conclusion.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the findings of the research about the strategies used by the teachers in teaching English listening comprehension at eleventh grade of SMAN 1 Bantaeng.

A. Findings

This study was investigated what strategies are used by the teachers in teaching English Listening comprehension and what are the students' respond toward the strategies used by the teacher. The data gained from the classroom observation and questionnaire to students. The research observed two teachers of SMAN 1 Bantaeng in teaching in XI.MIPA 1 and XI.SOCIAL 1. The teacher A names is Mr.Asdar S.S and the teacher B is Mr.Ikbal S.Pd.

1. The strategies used by the teachers in teaching English listening Comprehension

Based on the observation the strategies used by the teachers in teaching English listening comprehension the researcher observation in the two meetings. From these twice observation the researcher investigated the strategies used by the teachers in teaching in classroom. The strategies used by the teachers in these observations will describe in the tables below:

No	Teacher	strategy	characteristic
1	Teacher A	Bottom-Up	dictation the text about the invitation
			using picture and text of formal invitation
			give a fill the blank about an invitation text
			The students answer the fill the blank accordance the sound of the word they have listened.
			The students create an invitation text to pay attention to the word pattern and grammatical sentence.
	Teacher B	Top-Down	Teacher explain the material about the narrative text
			Live listening about an example story of narrative text
			Students prediction the type of the text, situation and context and meaning of the text
			Students drawing inference or conclusion and summarize the text
2	Teacher A	Bottom Up	The teacher used the conversation about the expression of asking and giving opinion
			The teacher explain the material about the expression of asking and giving opinion
			The students determine the expression accordance the intonation used in conversation.
			The students determine the key words of sentence to identify the expression in conversation.
	Teacher B	Top Down	The teacher give an example of the report text and explain in detail about the text
			The teacher divide the students into group and give a topic for each group
			The students discuss about the topic and make a report text with their group
			The students presentation the result of the discussion in front of the class

Table 4.1 the strategies used by the teachers

From the table above, the teacher A the strategies used in Bottom-Up strategy: focus on the grammatical structure conclude: grammar, intonation and word pattern the teacher strategies used: dictation, media strategy. While in Top-down strategy, focus on the meaning and knowledge. The strategies used question and answer and lecturing or checking strategy. The teacher B different with the teacher A used Bottom Up, bottom up focus on predict the main idea of the text and summarized the text. The teacher B just in Top-Down strategy, the teacher B just tell the text about the narrative text with live listening to the students. From the table above in observation 2, the teacher A the strategies used in Bottom-Up strategy: focus on the grammatical structure conclude: grammar, pronunciation, and word pattern the teacher strategies used: media strategy, demonstration and question and answer . The teacher B the strategy used Top-Down Strategy used: media strategy, discussion the topic and presented the result of the discussion.

2. Students' responses toward the strategies used by the teacher in teaching English Listening Comprehension.

To more credibility, the researcher used the questionnaire as a tool of investigation and gathering the data. The questionnaire design for the students of eleventh grade of SMAN 1 BANTAENG to knew the students' responses toward the strategies used by the teachers in teaching English listening comprehension. the teacher A the strategies used in

Bottom-Up strategy: focus on the grammatical structure conclude: grammar, pronunciation, and word pattern the teacher strategies used: dictation, media strategy the students' responses from the students agree with the strategies. Which means the students' responses toward these strategy because used media to supporting the lesson so the students can study easily and the explanation of the teacher in dictation or read a text about the material. The teachers got the responses agree with the strategies. The teachers in teaching the material and the strategies used by the teacher almost all students agree and motivated to study. The teacher monitoring the students while in lesson process and corrected their task. The teacher B different with the teacher A used Bottom Up, bottom up focus on the main idea of the text, predict, drawing conclusion and summarized the text. The teacher B just in Top-Down strategy, the teacher B just tell the text about the narrative text with live listening to the students, the teacher retell the story. The strategies used by the teacher were demonstration, imaginative story and the second the teacher strategies: discussion and presentation with used the media. the teacher demonstrated the material and retell the story Also some students don't agree from this strategy because, They were most have not a self confidence in speaking and suggest their opinion or judgment to other. Some the students brave and have confidence to suggest their opinion and represent their discussion in front of the class.

B. Discussion

From the problem statements, the researcher investigated what are the strategies used by the teacher in teaching English listening Comprehension and the students' respond toward the strategies used by the teacher. The teachers have strategies in teaching English listening comprehension, the point realized only when used the appropriate strategies and the material, so the teachers' way of teaching English listening comprehension affected students' enhancement and that appear in students' listening skill.

1. The strategies used by the teachers in teaching English listening comprehension

The researcher investigated what are the strategies used by the teacher in teaching English listening Comprehension and the students' respond toward the strategies used by the teacher as much as twice. The first observation, the strategies used by the teacher in teaching English listening comprehension.

In Bottom-Up strategy, the teacher A the strategies used: dictation and media strategy. In classroom the strategies used by the teacher A in Bottom-Up listening strategy. Recall (Nunan,1998) the learners attempt to understand sound to form words. Next, words are linked to form phrases, which make up sentence. Teaching listening skill with using bottom-up processing is starting from the grammatical structure of the word, sentence, or the whole text to reach the point of explaining the meaning of that structure. According to Jack

C. Richards that to understand the incoming input students should have a good competence in mastering grammar and lexical aspects. This statement emphasizes that knowing grammatical rules is condition for recognizing such word meaning. The process focus on listening for details. The listener relies on the language in the message and focuses on understanding at a word level. The students have to decode the combination of sounds, words and grammar to create meaning.

In classroom, at first beginning, the teacher greets the students and ask about their condition and mention their name in attendance. Start to the lesson, the teacher dictating the material or read the text or information of formal invitation, dictation refers to a person reading some text aloud so that the listener can write down what is being said. The students to write down what is said by the teacher word for word, later checking their own text and correcting the errors made by the students. The teacher A dictating the material about text of formal invitation from the books. So the teacher A used the media strategy in this process, media strategy was provide the picture or visual information to teach in classroom. Using the picture in book as media can make the students easy to earn in this class. The teacher monitoring the students in lesson process to check their participant in class, the teacher give paper task with fill the blank to each students, The teacher dictation the other text of formal invitation while the teacher read the text the students much pay attention in the text were listened. The students answer the fill the blank

accordance word they have listen. The task can improve their vocabulary and can focus in the key word in each sentence in text so can know and understand the meaning the text.

The second Observation, the researcher observe the activity in the classroom and focus in the strategies used by the teacher in teaching in classroom. in beginning the class, the teacher give some question about the students' condition and already to study, the review the previous material in last week. Give evaluation before the next material to teach. the teacher tell the material today about the expression, asked the students what did they were know about the expression .The teacher explain definition of expression and the example of expression, then the teacher connect to the material or lesson about the asked and giving opinion expression. Explain the definition, purpose and the usage in daily as well as an example of the expression. The teacher give some example conversation of asking and giving opinion. Determine which one the expression of asking and giving opinion. After giving example of this expression, the teacher asked to the students to pay attention in the text because the teacher will read the conversation and the students determine the expression asking and giving opinion accordance the intonation of question and the example of the expression, identify the expression in asking or giving the expression in this conversation. The teacher give three conversation to identify the expression. Next in the last class the teacher asked to students to

make two conversation about tasking and giving opinion, the exercise will input in the next meeting in class.

In top-Down strategy, Top-Down process in listening primarily involves the application of context and prior knowledge to interpret the message. Listeners who approach a comprehension task in a top-down manner use their knowledge of the context of the listening event or the topic of a listening text to activate a conceptual framework for understanding the message. Listeners can apply different types of knowledge to the task, including: prior (world or experiential) knowledge, pragmatic knowledge, cultural knowledge about the target language, and discourse knowledge (types of texts and how information is organized in these texts). Top-Down listening process focus on the general meaning of listening text, used background knowledge of a topic and expectation of what might hear to help the students understand or fill in any gaps. The other hand, Top-Down process were listening for the main idea, prediction about the text, drawing the inferences and summarized.

From the twice observation the teacher B teach kind of text, the first meeting the teacher teach narrative text and second the teacher teach report text, but the way of his teaching was different the first just give live listening about narrative text in individual work to made a narrative text of the werewolf and the second the teacher just give a topic about the report text and the students divide into group and discuss about report text.

In classroom, the teacher B explain the material about the narrative text, purpose and the general structure of this text. then the teacher tell the example of the text with the live listening or retell the story of werewolf directly. The teacher tell the story with aloud and the students listened the story. The students predict the main idea to know the start the story, predict the text in generally. And determine the context and situation in the story. After the teacher tell the story, the teacher asked to the students to identify the main idea and type of the text and situation. The teacher asked to the students to draw the conclusion or inference of the text to evaluate their listening with draw what they have listened. Last the students summarized the story in individual and input to the teacher.

The second observation, the teacher beginning the classroom with greets from the students and pray together for start the lesson. The teacher give some question about the students' condition and already to study, the teacher evaluated the previous the material in last meeting and give conclusion about the material. To begin the lesson the teacher remember about the kinds of the text. The purpose this text is presenting the information about something or things. The teacher give an example of the text. Explain the definition, purpose and the general structure of the text. So the teacher divide the students into a group include three students of each group. So the teacher give some topic to each group for to discuss with their group or partner. The group made the report text about the topic that the teacher gave. After the

student made the text, they were present their report text in front of the class delegation of each group. The group presented their observed. From the teachers strategies the teacher teach with media to support their material so the teacher can explain easily. The students can understand the material and remember the material that gave by the teacher.

2. Students' responses toward the strategies used by the teachers in teaching English listening comprehension

The strategies used by the teachers in teaching English listening comprehension, they were gained a positive responses from the students. The questionnaire consist of statements items. We noticed that teachers replies on teaching, the teacher show the normal teaching basically same to the others teachers. All the strategies used by the teachers gained agree responses from the students because the teacher used the normal strategy like the other teacher teach in the classroom, so the students can accustomed to the way of learning process and enjoyable study in the classroom. In the Top down strategy gained agree from the students it gained because the teacher in the lesson the students and the teacher just listening the text from the books and do answer the questions. The teacher explain the material with demonstration with the demonstration the teacher explanation clear and easy to understanding so the students can motivated to study. Given the question and answer in classroom, the students given question by the teacher and the

students answer it , the teacher give a questions related with the material or topic teach in classroom. Same to the first strategy it was agree responses because the students like the strategy because the students can understanding easy get the knowledge or the material. They can asking and interacted with the teacher and their classmate in social just make prediction and summarized they have listen. So the teacher gained the students responses gained its agree responses from the teacher because the students most like normal study. Every statement almost the students' checklist agree or yes.

The strategies used were different and material and strategy in classroom. The students must agree and like the strategy like used media in teaching the material and how to teach toward the strategy in classroom. The students can remember and understanding the material by demonstration strategy used by the teacher. The teacher can explain the material and give question and answer to the students. The explanation of the teacher can easy to understand and remember by the students. While the listening process the teacher monitoring the lesson process. Begin in pre listening until the post listening. The students also like the story and role play and because their can motivated and enjoyable to study in classroom. The way of explanation and the monitoring the lesson process can the learning process goes well, the teacher can monitor the students' participant in class and guide the students to focus on the learning process. Used discussion and presenting the material in classroom lack motivated because need a spoken or oral language. The

students difficult in speaking because lack of vocabulary and have not self-confidence to suggest their opinion or statement. But The teacher gained agree responses from the students, the strategies usage and choosing the strategy important to lesson process so the students can motivated, they can better in listening and can evaluated their listening comprehension with the teachers' strategies used in classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter delicates the conclusion and suggestions of this research. The conclusion are formulated from the research findings, and the suggestions presents the recommendation for the English teacher and the further research.

A. Conclusions

Based on the research, the researcher concluded that what are the strategies used by the teachers. The strategies used by the teacher were categorized into cognitive strategy were Top-Down and Bottom-Up strategy and the students' respond toward the strategies used by the teachers.

1. In Bottom-Up strategy, the teacher A used 3 strategies; dictation, demonstration and media strategy. The students responded positively toward the strategy. The Bottom-Up focus on the grammatical structure and pronunciation. The teacher B did not used the strategies in Bottom-Up strategy. The teacher B just focus on the top-Down listening process. In Top-Down Strategy focus on the knowledge meaning, meaning and the idea. The teacher' strategies used : question and answer related the text , discussion the text and question, and lecturing and checking the errors words in answer. It gained agree responses from the students such as they could predict the meaning and they could listen to main idea of the listening text. Meanwhile, the teacher B were give a live listening recognizing and predicting the

topic. The strategies used: demonstration the material think share to other classmates or teacher, imaginative strategy refers create the story in original or new story according their hear.

2. Students respond toward the strategy, the teachers used the different material and strategy, the students responses ordinary agree or like the the strategies used by the teacher in teaching in their class. The teacher A and B used the strategies were in Bottom-Up strategy: dictation, media strategy and demonstration gained almost all agree responses from the students. Same to the Top-Down process the teachers gained agree responses and almost all the students agree with the strategies used by the teachers.

B. Suggestions

Several suggestions are given for some elements including English teacher and further research in teaching English listening comprehension.

For English teacher, they should pay attention on appropriated strategies that can be applied to help students comprehending listening task. Hence teacher might consider the strategies aspect in teaching listening comprehension. Strategies in metacognitive should be applied by the teachers, which means they should be plan, monitor and evaluate the English listening teaching and learning process in classroom. Strategies in cognitive divide into two were bottom up focus in words, phrase and cohesive device. While top down focus on general view of listening passage. And the social, the teachers build the interaction with

the students. In addition, teachers might find and use other strategies for teaching listening comprehension for making students interested in learning listening comprehension.

Finally, further research might want to focus on benefit and challenge which are faced by the teacher in using these strategies and analyze the students' listening performance. Since this study only focused on the strategies used by the teacher and students' responses towards the strategies used by the teacher.

BIBLIOGRAPHY

- Aat Jannatun. 2013. *Teacher strategies in teaching listening comprehension*. Skripsi. Universitas pendidikan Indonesia. repository.upi.edu
- Ahmadi Sayedeh. 2016. *The Importance of Listening Comprehension in Language Learning*. (online). www.ijreeonline.com *International Journal of Research in English Education Vol. 1, No. 1; 2016*: at 8:16 +0430 on Friday July 7th 2017
- Al-Alwan, A., Asassfeh, S., & Al-Shboul, Y. (2013). EFL Learners' Listening Comprehension and Awareness of Metacognitive Strategies: How Are They Related? *International Education Studies*, 6(9), 31-39. <http://dx.doi.org/10.5539/ies.v6n9p31>
- Alsamaani, A.S. (2012). Assessing Saudi learners' beliefs about English language learning. *International Journal of English and Education*, 1 (2)
- Aneiro, S. (1989). *The influence of receiver apprehension in foreign language learners on listening comprehension among Puerto Rican college students*. (Unpublished doctoral dissertation). New York University: New York.
- Bacon, S. M., & Swaffar, J (1993). Reading and listening comprehension: Perspectives on research and implications for practice. In A. H. Omaggio (Ed.), *Research in language learning: Principles, processes, and prospects*. Lincolnwood (pp. 124- 145). IL: National Textbook.
- Barry, K and King, L. 1989. *Beginning teaching: a development text for effective teaching*. Katoomba: Hogbin Poole.
- Baxter, D. (2007). Teaching strategies for adult learners. *Rivier Academic Journal*, 3 (2), 1-3
- Brewster, J., Ellis, G., and Girard, D. (2002). *The primary English teacher's guide*. Essex: Pearson Education Ltd.
- Chastain, K. (1971). *The Development of Modern Language Skills: Theory to Practice*. Philadelphia: Center for Curriculum Development

- Dewinda mazita priatna putri.2015.*A study of listening comprehension achievement of the seventh year high achiever students by using video at SMPN 3 Jember*.Skripsi.jember:Jember university.
- Derry, S. J., & Murphy, D. A. (1986). Designing systems that train learning ability: From theory to practice. *Review of Educational Research*, 56, 1-39.
doi:10.3102/00346543056001001
- Franzoni, A. L., & Assar, S. (2009). Learner learning styles adaptation method based on teaching strategies and electronic media. *Educational Technology & Society*, 12 (4), 15–29.
- Grenfell.M and Harris. V . (1999).modern languages and learning startegies: in theory and practice.London.Routledge.
- Harmer, Jeremy. (2007). *The practice of English language teaching*. Longman: Pearson Press
- Hesabi akbar and Boroujeni. 2012.*Cognitive, Metacognitive, and Social/Affective Strategies in Listening Comprehension and Their Relationships with Individual Differences*. Theory and Practice in Language Studies, Vol. 2, No. 4, pp. 843-849. ACADEMY PUBLISHER Manufactured in Finland.
- Holden, W.R. (2004). Facilitating Listening Comprehension: Acquiring Successful Strategies. *Bulletin of Hokuriku University*, 28, 257-266.
- Hsiao. T.-Y.(2004).Testing a social psychological model of strategy used with students of English as a foreign language. *Psychological Reports*,95,1059-1071.
- Kassem Hassan.2014.*the relationship listening startegies used by Egyptian EFL college sophomores and their listening comprehensionand self-Efficacy*.English language teaching; Vol.8 No.2 2015. Canadiant center of science and education. URL: <http://dx.doi.org/10.5539/elt.v8n2p153>
- Khuziakhmetou,Anwar and Porchesku.(2006).*teaching listening comprehension: bottom-up approach*. international journal of environmental and science education.Vol.11.No.8
- Krashen, S.D. (1985). *The input Hypothesis: Issue and Implications*. London: Longman.
- Liao Stella.*Listening Strategies and Applications in EFL Classroom*.
KeelungMunicipalZhongShanSenior High school

- Mendelsohn, D. (1995). Applying learning strategies in the second/ foreign language listening comprehension lesson. In D. Mendelsohn & J. Rubin (Eds.), *A guide for the teaching of second language listening* (pp. 132-150). San Diego: Dominie Press.
- Nahed Mohamed.2013.English Language Teaching:*the listening comprehension strategies used by college students to cope with the aural problem in EFL classes:an analitical study*, (online) ,Vol. 6, No. 2; [www.ccsenet.org/elt/English Language/](http://www.ccsenet.org/elt/English%20Language/) diakses 23 mei 2017
- O'Malley, J.M. and Chamot, A.U., (1990). Learning strategies in second language acquisition. London: Cambridge University Press
- O'Malley, J., Chamot, A., & Kupper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied Linguistics*, 10, 418-437.
- O'Malley, J .M. & Chamot, A.U. (2001). *Learning Strategies in Second Language Acquisition*. Shanghai: Shanghai Foreign Language Education Press.
- Olivares-Cuhat.G.(2002).Learning strategies and achievement in the Spanish writing classroom.: a case study.foreign language annals,35(5).561-570
- Pourhossein Gilakjani, A., & Ahmadi, M. R. (2011). *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*. Journal of Language Teaching and Research, 2(5), 977-988.
- Pourhosein, G. A., & Ahmadi, S. M. (2011). The Effect of Text Familiarity on Iranian EFL Learners' Listening Comprehension. *Journal of Language Teaching and Research*, 2(4), 783-789.
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*. English Language Teaching, 9(6), 123-133.
- Richards, J. C. (2008). *Teaching Listening and Speaking*. Cambridge, England: Cambridge University Press.
- Salataci, R. (2002). Possible Effects of Strategy Instruction on L1 and L2 Reading. *Reading in a Foreign Language*, 14(1).
- Steward-Dore, N.1993.19 July. What is a teaching startegies ? australia.pp.5-7

- Vandergrift, L. (1999). Facilitating second language listening comprehension: acquiring successful strategies. *ELT Journal*, 53(3), 168-176.
- Vandergrift, L. (2007b). Recent developments in second and foreign listening comprehension research. *Language Teaching*, 40: 191-210.
- Vandergrift, L. (2003). *Listening: theory and practice in modern foreign language competence*. Retrieved January 4, 2009, from <http://www.llas.ac.uk/resources/gpg/67>
- Vandergrift, L., (1997). The strategies of second language (French) listeners. *Foreign Language annals* 30(3), 387-409.
- Vandergrift, L., (2003). Orchestrating Strategy Use: Toward a Model of the Skilled Second Language Listener. *Language Learning* 53(3), 463–496.
- Vandergrift, Larry.(2009).*recent development in second and foreign language listening comprehension research*. Cambridge journal.
- Wehrli, G., and Nyquist, J.G. (2003). Creating an educational curriculum for learners at any level. *AABB Conference*. Retrieved from <http://www.tulane.edu/som/ome/upload/ComparisonOfTeachingMethodologies.pdf>
- Wilson, M. (2003). *Discovery Listening—Improving Perceptual Processing*. <http://dx.doi.org/10.1093/elt/57.4.335>

Appendix A

Observation check list

Observation 1

No	Listening process	Strategy	Teacher A	Teacher B
1	Top-Down strategy	dictation		
		brainstorming		
		problem solving		
		demonstration		
		games		
		discussion		
		lecturing		
		role playing		
		direct contact		
		one to one strategy		
		Question and answer		
		Media strategy		
		imaginative strategy		
2	Bottom-Up strategy	dictation		
		brainstorming		
		problem solving		
		demonstration		
		games		
		discussion		
		lecturing		
		role playing		
		direct contact		
		one to one strategy		
		Question and answer		
		Media strategy		
		imaginative strategy		

Appendix A

Observation check list

Observation 2

No	Listening process	Strategy	Teacher A	Teacher B
1	Top-Down strategy	dictation		
		brainstorming		
		problem solving		
		demonstration		
		games		
		discussion		
		lecturing		
		role playing		
		direct contact		
		one to one strategy		
		Question and answer		
		Media strategy		
		imaginative strategy		
2	Bottom-Up strategy	dictation		
		brainstorming		
		problem solving		
		demonstration		
		games		
		discussion		
		lecturing		
		role playing		
		direct contact		
		one to one strategy		
		Question and answer		
		Media strategy		
		imaginative strategy		

APPENDIX B

Questionnaire of Students' responses toward the strategies used by the teachers in teaching English listening Comprehension.

The teacher A : XI.MIPA 1

No	Pernyataan	Pilihan sikap	
		Ya	Tidak
1	Guru dalam mengajar membacakan suatu bacaan atau teks		
2	Guru menggunakan teks atau gambar		
3	dengan adanya teks atau gambar materi mudah diingat dan dimengerti		
4	dengan menggunakan teks dan gambar, kalian bersemangat untuk belajar		
5	dalam mengajar guru memberikan beberapa pertanyaan kepada siswa		
6	pertanyaan yang diberikan berhubungan dengan materi		
7	guru memantau proses dalam pembelajaran		
8	siswa senang belajar menggunakan audio visual		
9	dengan menggunakan audio visual, kalian bersemangat untuk belajar		
10	dengan adanya audio siswa mudah mengingat dan paham tentang materi		
11	guru menjelaskan materi dengan jelas		
12	materi yang di jelaskan mudah dimengerti dan dipahami		

The teacher B: XI.SOCIAL 1

No	Pernyataan	Pilihan sikap	
		Ya	Tidak
Observation 1			
1	guru menjelaskan materi dengan jelas		
2	materi yang di jelaskan mudah dimengerti dan dipahami		
3	pertanyaan yang diberikan berhubungan dengan materi		
4	guru menceritakan tentang kisah,dongeng atau sejarah		
5	dengan bercerita siswa termotivasi dalam proses pembelajaran		
6	guru meminta untuk memainkan peran dalam suatu kegiatan atau profesi		
7	dengan bermain peran siswa lebih termotivasi dalam kegiatan bermain peran		
Observation 2			
8	guru menggunakan teks atau gambar		
9	dengan menggunakan teks dan gambar, kalian bersemngat untuk belajar		
10	dengan adanya teks atau gambar materi mudah diingat dan dimngerti		
11	guru memberikan topic untuk di diskusikan		
12	kalian senang belajar dengan berkelompok untuk mendiskusikan suatu topik		
13	dengan diskusi, siswa menambah wawasan dan menyelesaikan soal		
14	mempersentasikan materi membuat kalian berani berbicara didepan kelas		
15	dengan diskusi kalian lebih mudah untuk mengemukakan pendapat		

Students' responses toward the strategies used by the teacher in teaching English listening comprehension in XI.SOCIAL 1 of SMAN 1 Bantaeng

Note : = Setuju
 - = Tidak setuju

items	1	2	3	4	5	6	7
Jumlah Siswa							
1				-			-
2						-	-
3		-					-
4				-			-
5						-	
6							
7							
8							
9						-	-
10		-		-		-	-
11					-		
12					-	-	
13		-					
14							
15					-		
16		-		-			
17					-		
18							
19							
20		-					
21		-					
22							
23							
24		-					
25							
26					-		
27		-		-			
28							
29							-
30			-				-

Students' responses toward the strategies used by the teacher in teaching English listening comprehension in XI.MIPA 1 of SMAN 1 Bantaeng

items	1	2	3	4	5	6	7	8
Jumlah Siswa								
1								
2								
3								
4				-				
5						-		-
6				-				
7	-							
8	-		-					
9								
10								
11								
12								
13		-						-
14								-
15					-			-
16								
17								
18		-						-
19		-						
20								
21								-
22					-			-
23		-						
24								
25		-						
26		-						-
27								
28								-
29								-
30					-			-

L

A

M

P

I

R

A

N