**THE STRATEGY USED BY THE ENGLISH TEACHERS IN TEACHING
LISTENING IN SMA NEGERI 18 GOWA**
(*A Descriptive Research*)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar

Muhammadiyah University in Part Fulfillment Of the requirement for the

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Oleh

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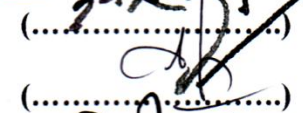## PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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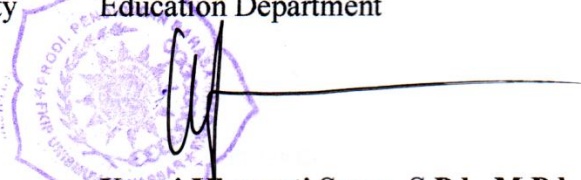
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MOTTO DAN PERSEMBAHAN

Teruslah berDoa dan berusaha, sampai Allah SWT memberi Jawaban.

Kupersembahkan karya ini untuk kedua
orang tuaku, saudaraku, dan sahabatku.
Sebagai ucapan terimah kasih atas segala doa
dan dukungan yang selama ini telah
diberikan. Semoga Allah SWT membalas
kebaikan kalian semua. Aamiin

ABSTRACT

Artika Ayu HB, 2018. *The Strategy Used by the English Teachers in Teaching Listening in SMA Negeri 18 Gowa*. Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supirvised by **Sulfasyah** and **Radiah Hamid**)

This study attempts to investigating the strategies used by teachers in teaching listening at Second Grade Students of SMA Negeri 18 Gowa.

The research design used was Descriptive Qualitative Research, the data obtained through observation and interviews. The subject were the English teacher and the Second Grade Students, that consist 28 students.

The result of this study that the teachers used some strategies in teaching listening, which had been categorized into Bottom-up, and Top-Down. In bottom-up the teacher used audio program and dictation and in top-down used lecturing strategies, live listening, question-answer, visualization and discussion at SMA Negeri 18 Gowa.

Key Words: Teaching, Listening and Strategies

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Makassar, Mei 2018

Artika Ayu HB

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CHAPTER I

INTRODUCTION

A. Background

English as a foreign language in Indonesia necessitates the use of English native speakers utterances as models of pronunciation and as standard of understanding messages in various contexts, be they academic or social. As recently English has developed as an means of communication between people from non- English speaking countries, the role of listening activities in teaching of English cannot be neglected.

Teaching English in Indonesia becomes huge challenge for English teacher because English is considered as foreign language rather than second language. In Indonesia it self, English is one of the compulsory subjects. One of the purposes of teaching English is to develop the ability in communicating with others. Learning English is so important because now a days many Indonesian students have interest to go abroad whether to join events or just for holiday. It is important to for the students to learn English better, they need motivation in order to increase their spirit to learn language skills especially in English. Motivation can be defined as the selection, persistence, intensity, and direction of behavior (Elliot, et.al, 2001).

The role of English as one of the world's international languages results in efforts to find more effective ways of teaching it as a second language. The role of listening comprehension in second language learning

was taken for granted for a long time, little research was done and it was given little pedagogical attention. Listening comprehension was not seen as a specific methodological issue (Khaleeva, 1989). However, listening comprehension is one of the most important components of oral speech communication: about 40-50% of communication time is spent by adults listening (Gilman and Moody, 1984).

Listening is an important skills for students especially in teaching and learning process. It is one of the ways to get information. As Brown says listening is an activity to put the information the people have heard. Therefore, it helps them develop other skills of English, like speaking, writing, and reading skill.

International communication plays a more and more important role. The ever growing needs for fluency in English around the world have given priority to finding more effective ways to teach English. As we all know, listening and speaking are not the only important forms of communication, but also the most direct language activities for people to convey information and express their ideas (Gurses & Saricoban, 2009). Although once label a passive skill, listening plays an important role in communication as it is say that, of the total time spend on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994). Although the teaching of listening comprehension has long been somewhat neglect and a poorly taught, (Mendelsohn, 1994) found that listening now regarded as much more

important in both EFL classroom and SLA research. Listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages, (Nunan, 1998) .

However, most of schools in Indonesia, according to many English teachers, considered listening comprehension as the most difficult language skill to teach than other skill (Erawati,2013). They feel that they have difficulties in finding suitable listening materials for senior high school students, in applying suitable strategies that can make students join full and successful to listen to the material given, and in preparing the equipment needed in teaching listening in the classroom, etc. in this sense, Harmer (2007: 143-135) also says that the teachers will face problems to find listening materials in different genres (text types) in students real life, in the meantime, the teachers should give their students authentic English as soon and as often as the teacher can.

The aim of listening is measuring students listening comprehension. Field stated that measuring listening is a well-established one and, though it may not lead demonstrably to better listening, it is easy to apply. It means that the teacher is easier in measuring listening and they do not need to question whether it is the most effective way of developing the skill in learners.

In process of teaching and learning English, listening is categorized into the last language skill that needs to be mastered by the students. In order to accomplish students' need toward listening. School-Based

Curriculum provides listening as one of the skills that must be taught and learned in Senior High School. Based on the School Based Curriculum (KTSP), for listening skill of Senior High School, there are many basic competences that should be achieved by the second year students of Senior High School.

First, the students are able to identify the meaning of transactional (to get things done) and interpersonal (to socialize) conversation accurately and fluently by involving utterance of introduction and accepting and refusing appointment. Second, it is involving expression of sympathy and giving instruction. Third, the students are able to identify the meaning of monolog text accurately and fluently in recount, narrative and procedure.

SMA Negeri 18 Gowa is using School Based Curriculum KTSP as its guidance in teaching and learning process. English is taught twice a week with duration about 45 minutes and minimum of the score in this school for English subject is 70. According to curriculum of SMA/MA in which Syllabus KTSP (School Based Curriculum) the standard competence of teaching listening is the students understand meaning of the simple text monologue essay fluently and accurately in narrative, descriptive, recount, news item, report, hortatory exposition, spoof and explanation and identify the meaning o functional text for example: Announcement, instruction, etc. so that, listening ability is very crucial to be mastered by the students.

In improving the students listening comprehension needs an appropriate strategy to solve their problems. Learning strategy is very helpful for the teacher in helping students improvement in learning.

, this research will be conducted to investigate teachers' strategies in teaching listening comprehension at senior high school. The researcher formulates the title *"Strategy Used by the English Teacher in Teaching Listening in SMA Negeri 18 Gowa"* .

B. Problem Statement

Based on the problem stated previously, the research formulates problem statement in questions form "What the strategies do the English teacher use in teaching listening comprehension at SMA Negeri 18 Gowa on the second grade students?"

C. The Objective of the Research

The purpose of the study is to find out the strategies that is used by the teacher in teaching listening comprehension at SMA Negeri 18 Gowa.

D. Significance of the Research

The result of the research are expected will be useful for those who participate in the teaching English as a foreign language. Those are the teachers of English, the education officers and the school stake holders who hold and facilitate any kinds of teachers training, the writer of this research, and the other researchers who are interested in conducting the same field of the research. It is also expected that this research contributes

to the development of teaching English generally and specially for teachers' strategies development in the future.

E. Scope of the Research

The scope of the study will be restricted to the strategies used in teaching listening comprehension at Second Grade Students of SMA Negeri 18 Gowa, especially to the teaching dialogue which using Bottom Up, Top Down and Planning and Evaluate Strategies.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

Some researchers have done researches that focus on investigating the teachers strategies in teaching listening. There are some research findings that have close relation to this research.

1. Erawati (2013) in this research entitled "*Investigate the Strategies Used By Teachers' in Teaching Listening Comprehension at One Junior High School in Bandung*". The finding of this research is most of the teacher used teaching phases in listening comprehension were pre, while and post listening. Meanwhile the types of strategies used were bottom-up, top-down and interactive.

2. Jiang (2009) in this research entitled "*Investigate the Strategies in Teaching Listening Comprehension in Qingdao University, China*". The research indicates that potential obstacles the students encounter in listening class. Then, among the many strategies the teacher chooses the prediction strategy and describes it in three stages : pre-listening, while-listening, and post-listening, which effects are tested and proved efficient.

.3. Yekta, *et*.al (2013) in this research entitled "*Investigate the Impact of Teaching Strategies on Iranian EFL are Teenage Learners' Listening Comprehension Ability*", in their research, there are two groups treat by two different strategies. The result of data analysis reveal that teaching strategies help students improve the listening comprehension ability.

The previous researched above have similarity with this research. They mostly describe about the investigating the strategies in teaching listening comprehension. All the researchers above agree that the teacher used teaching phases in listening comprehension were pre, while and post listening. Meanwhile the types of strategies used were bottom-up, top-down and interactive. Meanwhile, this research is focus on the types of strategies used were bottom-up, top-down and meta cognitive strategies.

B. Some Pertinent Ideas

1. The Concept of Learning Strategies

Successful listening can also be looked at in terms of the strategies the listener uses when listening. Does the learner focus mainly on the content of a text, or does he or she also consider how to listen? A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening. Buck (2001:104) identifies two kinds of strategies in listening:

a. **Cognitive strategy**: Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval.

  ▪ Comprehension processes: Associated with the processing of linguistic and nonlinguistic input.

- Storing and memory processes: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory.

- Using and retrieval processes: Associated with accessing memory, to be readied for output,

b. **Meta-cognitive strategy**: Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies.

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

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

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

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

Goh (1997) shows how the meta-cognitive activities of planning, monitoring, and evaluating can be applied to the teaching of listening.

| Planning | This is a strategy for determining learning objectives and deciding the means by which the objectives can be achieved. |

General	listening development Identify learning objectives for listening development.
Listening	Determine ways to achieve these objectives.
Development	Set realistic short-term and long-term goals.
	Seek opportunities for listening practice.
Specific	Preview main ideas before listening.
Listening task	Rehearse language (e.g., pronunciation) necessary for the task.
	Decide in advance which aspects of the text to concentrate on.
Monitoring	This is a strategy for checking on the progress in the course of learning or carrying out a learning task.
General	Consider progress against a set of predetermined criteria.
Listening	Determine how close it is to achieving short-term or long-term goals.
Development	Check and see if the same mistakes are still being made.
Specific	Check understanding during listening.
Listening task	Check the appropriateness and the accuracy of what is understood and compare it with new information. Identify the source of difficulty.
Evaluating	This is a strategy for determining the success of the outcome of an attempt to learn or complete a learning task.
General	Assess listening progress against a set of predetermined criteria.
Listening	Assess the effectiveness of learning and practice strategies.
Development	Assess the appropriateness of learning goals and objectives set.

Specific Check the appropriateness and the accuracy of what has been

     understood.

Listening task Determine the effectiveness of strategies used in the task.

     Assess overall comprehension of the text.

     x

 2. **The Concept of Listening Comprehension**

 a. The Definition of Listening

Mendelsohn (1994) defines listening comprehension as the ability to understand the spoken language of native speakers. O'Malley & Chamot (1989:19) offer a useful and more extensive definition that listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategies resources to fulfill the task requirement.

Mendelsohn (1994) points out that, in listening to spoken language, the ability to decipher the speaker's intention is required of a competent listener, in addition to other abilities such as processing the linguistic forms like speech speed and fillers, coping with listening in an interaction, understanding the whole message contained in the discourse, comprehending the message without understanding every word, and recognizing different genres. Listeners must also know how to process and how to judge what the illocutionary force of an iterance is- that is, what this string of sounds is intended to mean in a particular setting,

under a particular set of circumstances as an act of real communication (Mendelsohn:1994).

Rost (2002) defines listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy. To listen well, must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication.

Listening involves listening for thoughts, feelings, and intentions. Doing so requires active involvement, effort and practice (Shen, et.al, 2007). Brown (2001): to sum up, it is widely admitted that listening comprehension is not merely the process of unidirectional receiving of audible symbols, but an interactive process . In the eight processes of comprehension the hearer, after receiving the information, assigns an literal meaning to the utterance first and them assigns an intended meaning to the utterance. A key to human communication is the ability to match perceived meaning with intended meaning.

b. Listening Comprehension Process

In order to understand how listeners understand spoken language, it is essential to understand the listening comprehension process. There are three distinct stages in the aural reception of an utterance (Underwood, 1989). At the first stage, the sounds go into a sensory store to be organized into meaningful

units based on the listener's existing knowledge of the language. While the sounds remain in this stage for a limited period of time, the listener has trouble understanding what is heard especially for foreign language learners, leading to the listener's missing the incoming new information while he/she is busy with a previous chunk of data. After that, in the second stage, the information is processed by the short-term memory. At this point, words are checked and compared with the informational ready held in the long-term memory from which the meaning is extracted.

However, if the speed of processing is too fast, the actual words might be forgotten, especially when the second chunk of information arrives in the short-term memory before the previous chunk has already been processed. A new language learner may not be able to process fast speech quickly and might fail to extract the meaning from it. At the third stage, after the listener constructs meaning from the utterance, he/she might transfer the information to the long-term memory for later use.

Generally, a listener stores the meaning in a reduced form; the evidence shows that when recalling something from the long term memory, people usually remember the meaning of what is said rather than the exact words. For example, Goh (1997) found that about two-thirds of the students could not remember certain words and phrases they had just heard. Although they could understand what was said when they heard it, they would forget it as soon as they began listening to another part of the message. This is because of the limited capacity of the short-term memory. Clark (1977) elaborates the view of listening

comprehension in the same way. That is, after the listener takes in raw speech and retains a phonological representation of it in "working memory", he or she immediately attempts to organize the phonological representation into constituents, identifying their content and function. As they identify each constituent, they use it to construct underlying propositions, building continually into a hierarchical representation of propositions. Once they have identified the propositions for a constituent, they retain them in working memory and at some points purge their memory of the phonological representation. In doing this, they forget the exact words while retaining the meaning.

Morley (1991) views listening comprehension in a similar way proposing three steps of information processing in listening comprehension. Since comprehension of a message is essentially the internal production of the message, listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand the information. Morley (1991) suggests that the listening comprehension process can be described as a series of steps of information processing which takes advantage of both top-down and bottom-up operations. When raw speech enters the mind as acoustic data, it first enters the sensory store and is taken into short-term memory in the second step. Due to the capacity limitation of the short-term memory, no more than 7 to 12 bits of information can be held in the short-term memory at any 12time during this step, so the listener might fail to understand the passage. The function of the short-term memory is to analysis the aural speech into meaningful propositions and to try to relate what is

heard to other propositions in the short-term memory. If there is no proposition in the short-term memory to which the incoming proposition can be related, then a search of the long-term memory must be initiated. After that a suitable proposition is recalled and related to the new information.

c. Listening Strategies

In terms of language processing, it is now generally accepted that learners need access to both top-down and bottom-up processing strategies. Bottom-up processing strategies focus learners on the individual components of spoken messages, that is, the phonemes, individual words and grammatical elements which need to be comprehended in order to understand the messages. Top-down processing strategies, on the other hand, focus learners on macro-features of text such as the speaker's purpose, and the topic of the message (Nunan, 1998). It was noted by Richards (1990) that an understanding of the role of bottom-up and top-down processes in listening is central to any theory of listening comprehension.

1. Bottom-up Processing

Bottom-up strategies are text/speech based. Listeners rely on the combination of sounds, words, and grammar that creates meaning. According to Hedge (2007), listeners use whatever clues they have available to infer meaning from the developing speech, such as the placement of stress on meaningful words, lexical knowledge to assign meaning to words, knowledge of syntactic structure, etc. Bottom-up strategies include: listening for specific details; recognizing cognates;

recognizing word-order patterns; recognizing noun phrase as agent or object; recognizing verb phrase as action. Based on the use of these strategies, Hedge (2007) claims that memory plays an important role during the process of identifying and imposing structures, recognizing sounds, inferring meaning and sometimes even anticipating idioms and phrasal verbs that my come next.

2. Top-down Processing

Top-down strategies are listener-based. The listener is guided towards ways of tapping into background knowledge of the topic, the situation or context, the type of text, and the language. According to Hedge (2007), this background knowledge activates a set of expectations that help the listener interpret what is heard and anticipate the information that comes next. Top-down strategies include: listening for the main idea or gist; predicting; inferring; summarizing. Such suggestions of bottom-up and top-down strategies clearly mark the focus on smaller units of information versus the focus on higher-level comprehension processes that engage listener's world knowledge.

Hedge (2007) states that top-down listening is the act of inferring meaning from contextual clues and also from making connections between the spoken message and listeners' prior knowledge. This type of prior knowledge is called schematic knowledge (Hedge, 2007) and it is the mental framework learners establish based on their memories, knowledge and opinions.

d. Teaching Listening Activities

There are three activities of teaching listening. Underwood(1989:28) gives following stages of teaching listening: pre-listening stage, while listening stage, post listening stage.

1. Pre-listening stage: In this stage, some kinds of warming up activities are done to familiarize the learners with the text which they are going to listen. It arouse interest and curiosity among them about the text they are going to listen. The activities at this stage could be guessing about the text or dealing with the vocabulary which the students are going to listening the test and so on. Underwood (1989:35) mentions the following activities for pre-listening stage:

   a. Looking at the picture before listening.

   b. Looking at a list of items /thoughts /etc before listening

   c. Making lists of possibilities/ideas/suggestion etc

   d. Reading a text before listening

   e. Reading through question (to be answered while listening)

   f. Labeling a picture

   g. Completing part of a chart

   h. Predicting/speculating

   i. Previewing the language which will be heard in the listening text.

2. While Listening Stage: In this stage, the learners are asked to do some tasks while they are listening to the text. The purpose of while listening activities is to help learners to develop the skill of eliciting message from spoken language. Underwood (1989:53) mentions the following activities for while listening stage.

a. Putting pictures in order

b. Completing pictures

c. Picture drawing

d. Carrying out action

e. Making model/arranging items in patterns

f. Following a route

g. Form/chart completion

h. Labeling

i. Using lists

j. True/False, Multiple choice questions

k. Text completion (gap/filing)

l. Spotting mistakes

3. Post listening stage : It is the last stage of listening comprehension, which is also called evaluation stage. In this stage, the earners check up their answers and relate the activity to other language skills post listening activities are extensions of the work done at the pre and while listening stages. Underwood (1989:81) points out the following activities for post listening stage.

a. Form/chart completion

b. Extending lists

c. Extending notes into written responses

d. Summarizing

e. Using information from the listening text for problem-solving and decision making activities.

f. Jigsaw listening

g. Identifying relationships between speakers.

Types of Listening Harmer (2008:303) mentions the following two types of listening: Extensive Listening and Intensive Listening.

1. Extensive Listening

Extensive listening is a kind of listening in which a person might find himself listening to something in a relaxed way not concentrating on every word but for the content of what is being said. An example might be the experience of listening to an interesting or amusing radio programmers which possesses no particular problems of language difficulty of concepts.

Extensive listening can be used for different purposes: a very basic use is the representation of already known material in a new environment. This could be a recently taught structure or a lexical set which was introduced months before and needs revision. The advantage of exposing the learner o old material in this way is that he sees it in action in a genuine natural environment rather than the classroom context in which it was first presented. Extensive listening can also serve the function of letting the learners hear vocabulary item and structures which are yet unfamiliar to them, Interposed in the flow of language, which his within their capacity to handle. There might be unknown rather technical word or unfamiliar verb forms-for instance, the passive or elementary learners or the subjunctive for the advanced. In this way, there is unconscious familiarization with forms, which will shortly become teaching points in a language lesson.

2. Intensive listening

Intensive listening is the most widely used from of listening practice in modern classrooms. Here, the listeners are asked to listen a passage with the aim of collecting and organizing the information that it contains. The type of passage used usually a little different from that used for extensive listening. It contains more concrete information which may be quite densely packed, and often is not as easy for the students to understand on first hearing. This is because the aim is to give the learners a challenge to allow them to develop listening skill or knowledge of language through the effort they make, guided by the exercise or activities related to the passage. For this reason a passage for intensive listening should be short, not more than a few minutes because they should be played or read several times, straight through or in sections. This is so that the students have that chance to get to grip with the contents and to have several tries at parts that at first hearing they may find difficult. Particularly the passages need to be short in order to be fit within the time limits of a lesson and because of the effort that the students will be expanding in their attempts to make out as much as possible.

C. Conceptual Framework

Table 2.1

Teaching English Listening Comprehension	→	Teaching Strategy
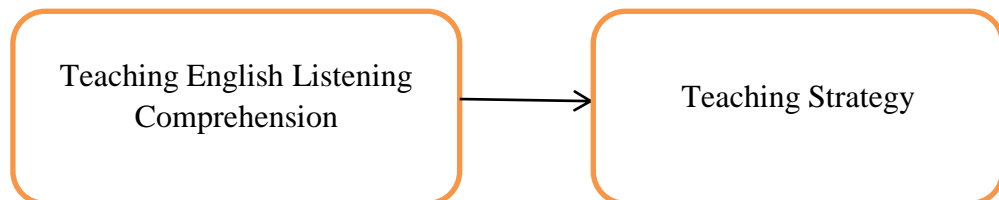
The conceptual framework show. In this study, the writer used *descriptive qualitative* methods. The purpose of this method is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately. This study is carried out to describe the strategies in teaching listening .This study is also intended to know the characteristic of listening strategies and instructional activities that are used by English teacher.

The writer stated about the teaching English listening comprehension, teaching strategy in listening on the Second Grade Students in SMA NEGERI 18 GOWA. It is taken from activities in class directly or learning process in class, it is real and the writer will know and explain.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the writer used *descriptive-qualitative* methods. Qualitative description is a label used in qualitative research for studies that are descriptive in nature. Furthermore, descriptive method determines and report the ways things are and the researcher has no control over the variable that was being researched (Gay,2006).

Research Participants

This research was conducted in SMA Negeri 18 Gowa as the place of the research. The writer used English teachers on the second grade students to be the participant. The consists 28 students.

B. Research Instrument

There were two of instrument that the researcher employed to obtain the data related to this research. They were observation and interview.

1. Observation

One of the instruments that were used to collect the data in this study was through observation. Observation is a systematic and planned monitoring that aims to gain data. The researcher can observe the teacher to find out the strategies used in teaching listening. During the classroom observation the researcher paid attention to the teacher's

presentation, methods, strategies and teacher or students interaction in conducting the classroom activities.

2. Interview

Interview was used to investigate in-depth about the strategies that used by the teacher that cannot be found and clarify in the observation.

C. Procedure of Collecting Data

The intensive classroom observation and interview have conducted four times for each class. During classroom observation, the observer sat among the students observed teacher and students activities, took notes and checklist on the steps taken by teacher. The class have observed carefully the researcher can identify the pattern of teacher's strategies in teaching listening comprehension. During the classroom observation the researcher paid attention to the teacher's presentation, methods, strategies, and teacher or students interaction in conducting the classroom activities.

E. Technique of Data Analysis

The data analysis have conducted regarding to the instruments which is used in this research. The data gain form observation and questionnaire.

1. Analysis data from observation

The are several steps adapted from Dornyei (2011) in analyzing the qualitative data gain from observation.

a. Transcribing the data that meant transforming the recording data (from observation check-list, videotaping, and fields notes) into a textual form.

b. Determining which material might be relevant to the study.

c. Analyzing and classifying the data into some categories based on theories adapted from Brown (2001) in Rost (2002) related to the main focus, that is the strategy in teaching listening comprehension. The central theme is about teaching strategies which is used by teacher.

d. Interpreting the data from observation to address the study and drawing conclusions.

2. Analysis data from interview

The data from interview analyzed through several steps as suggested by Alwasilah (2002) as follow:

a. Transcribing the interview into write-ups

b. Categorizing the write-ups

c. Reducing inappropriate data

d. Interpreting data and drawing conclusions

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter covers all the research findings and discussion of classroom observation and interview.

A. Findings

1. Teaching Strategy

   a. The result of classroom observation

   Classroom observation was conducted for several times for each teacher. Therefore, the finding of classroom observation will be explained in the table below.

   Table 4.1 Teaching strategies (Taken from observation)

Meetings	Categories	Activities
1st	Bottom Up	The teacher uses audio program in teaching listening. The teacher dictates the students in teaching listening.
	Planning	The teacher tells the listening material that will be learned. The teacher tells the objective of the lesson or material to the student.
2nd	Bottom Up	The teacher uses audio program in teaching listening.

		The teacher dictates the students in teaching listening.
	Top Down	The teacher use live listening, question answers, discussion and checking
	Planning	The teacher tells the listening material that will be learned. The teacher tells the objective of the lesson or material to the student.
3rd	Bottom Up	The teacher uses audio program in teaching listening. The teacher dictates the students in teaching listening.
	Top Down	The teacher uses live listening, question answers, discussion and checking.
	Planning	The teacher tells the listening material that will be learned. The teacher tells the objective of the lesson or material to the student.

		Evaluate	The teacher asks to the students about the listening material that the students don't understand or can't answer in listening exercises. The teacher gives explanation about the listening material that the student don't understand.
		Bottom Up	The teacher uses audio program in teaching listening. The teacher dictates the students in teaching listening.
		Top Down	The teacher uses live listening, question answers, discussion and checking.
		Planning	The teacher tells the listening material that will be learned. The teacher tells the objective of the lesson or material to the students.
		Evaluate	The teacher asks to the students about the listening material that the students don't understand or can't answer in

		listening exercises.
		The teacher gives explanation about the listening material that the students don't understand.

Based on the table above. It can be seen that the first teacher was observed for four times. In the first meeting, the teacher used Bottom Up strategy and also involved planning strategy that included in meta cognitive strategy. In the second meeting, the teacher add another strategy, which is Top Down strategy and still using planning strategy. In the third meeting, the teacher still applied two teaching strategy, that is bottom up and top down strategy. But, the teacher add another meta cognitive strategy, which is evaluate strategy in the teaching process. In fourth meeting, the teacher consistently use the same strategy that is used in the third meeting.

From the explanation above, the writer concluded that the teacher used bottom up, top down, planning, and evaluate strategy. The teacher used bottom up strategy indicated by the use of audio program and dictation activity in the learning process. The teacher used top down strategy indicated by the use of lecturing strategies, live listening, question-answer, discussion and checking. The teacher used planning and evaluate strategies indicated by the teacher tell the listening material, tell the objective, tell the sequences activity, ask the students

about the material that the students don't understand and give the explanation about the misunderstanding material.

Finally, the writer concluded that the teaching strategy that is used by the teacher in SMA Negeri 18 Gowa in teaching listening comprehension are bottom up, top down, planning and evaluate strategy.

2. The result of interview

The interview was done at the end of teaching and learning activities in the classroom. the interview aim to gain the teachers' strategy in teaching listening comprehension.

The teaching strategy that is used by the teacher can be seen in the statement below:

Yes, sometimes in teaching listening comprehension I usually applied many teaching strategy in learning process. So, in this case I usually see with the students' condition. Sometimes, I dictate the students based on the script and then distribute the task which is suitable with the script that will be dictated. Even, sometimes I use audio program like tape recorder and the students listen to the audio. At the end of the lesson, I ask the students to repeat again the material that had been learning.

(The data from teacher)

Based on the statement above, it can be concluded that the teacher used bottom up strategy which is indicated by the use of audio program

and also the teacher dictate the students based on the script. Another strategy that used by the teacher can be seen in the statement below :

Sometimes, I divide the students in some group. For instance, there four group. So, I give the time to listen the audio for each group and they discuss about the meaning of the listening material.

*(*The data from teacher *)*

Based on the statement above, the teacher also used top down strategy that which is indicate by the use of live listening, question-answer, discussion and checking.

A. Discussion

The discussion deals with a the interpretation of the findings derived from the result of analysis and also the description of data gained from the observation and interview

1. The teacher strategies.

The term of this strategy in this research refers to series actions or specific actions to carry out a teaching effectively in listening comprehension class. In general, strategy is a planned series of actions for achieving something. According to Brown (2007) strategies are defined as the specific methods of approaching a problem or task, the modes of operation for achieving a particular end the planned designs for controlling and manipulating certain information. Similarly, J.R David (1976) cited in Sanjaya (2011) states that strategy is a plan,

method, or series of activities designed to achieve a particular educational goal. A series of strategies applied by the teacher are discussed in detail, as follows:

a. Bottom Up Strategy. Based on the finding, all the teacher that was observed used bottom up strategy. The teaching activity that included in bottom up strategy are the teacher use audio program in teaching listening, the teacher teach the grammar of listening material, the teacher teach pronunciation of the words, the teacher dictate the students in teaching listening. The teacher used bottom up strategy indicated by the use of audio program, teaching grammar, teaching pronunciation, dictation activity. The teacher used bottom up strategy indicated by the use of audio program and dictation activity in the learning process. Thus, we can concluded that all English teacher in this school used bottom up strategy in teaching listening comprehension.

b. Top Down Strategy. Based on the finding, the teacher use this strategy. The teaching activity that included in top strategy are the teacher use live listening, question answer, discussion and checking and the teacher use lecturing strategies, question-answer, visualization and discussion. The teacher used bottom up strategy indicated by the use of live listening, question answers, discussion, and checking activity. Therefore, we can

concluded that teacher in this school used top down strategy in teaching listening comprehension.

However, not all the activities of top down strategy applied completely by the teacher. Some of them only used two or one of the activity that included in the top down strategy. The teacher only used live listening, question answers, discussion and checking.

    c. <u>Planning and Evaluate Strategy.</u> Based on the finding, the teacher use planning and evaluate strategy. The activity indicated that teacher the used this strategy by telling the listening material that will be learned, the teacher telling the objective of the lesson or material to the students, the teacher ask to the students about the listening material that the students don't understand or can't answer in listening exercises and the teacher give explanation about the listening material that the students don't understand. The use of this strategy become an evidence that the teacher have prepared their material before enter to the classroom and evaluate the students' understanding after explained a listening material.

Finally, the writer can concluded that the English teachers' strategy of SMA Negeri 18 Gowa in teaching listening comprehension are bottom up strategy, top down strategy, planning strategy and evaluate strategy.

2. The Result of Interview

The result of interview, based on the statement of the teacher that the teacher used Bottom Up Strategy and Top Down Strategy in teaching listening. Bottom Up strategy which is indicated by the used of audio program and also the teacher dictate the students based on script. Sometimes the teacher also using Top Down Strategy, the teacher divide the students in some group. Then each group listen the audio and they discuss about the meaning of listening material

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher concluded that:

1. In the teaching listening comprehension class, the teachers applied three strategies to make their class run effectively. The strategies are bottom up, top down, and meta cognitive strategies.

2. The influence of the strategies toward the students performance in listening comprehension is very good. It was proved by the result of their achievement in learning listening comprehension.

B. Suggestions

After finding the result of this research, the writer suggests that:

1. For the English Teacher on the Second Grade at SMA Negeri 18 Gowa

    The teachers are suggested to enhance the using of appropriate strategies that can be applied to help students comprehending listening tasks. The teacher might consider the bottom-up and top-

down. Strategies in bottom-up focus on words, phrases or cohesive devices in order to build up a whole discourse. Thus, teachers should assist the students in recognizing and producing the sounds. While strategies in top-down focus background information to get several view of listening passage. Teachers should help the students to relate their prior knowledge with the topic of listening passage.

2. For other researchers

The research might want to focus on benefit and challenges which are faced by teacher in using those strategies and analyze the students' listening performances since this study only focused on the strategies used by the teacher. It is also suggested to use this thesis as an addition references on related findings.

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Appendix. Result of Interviewing

Me : teremakasih atas waktunya Bu, ketika melakukan pembelajaran listening kegiatan apa yang pertama Bu lakukan dalam kelas?

Teacher : Pertama-tama saya memperkenalkan kepada siswa mengenai bidang mata pelajaran yang akan saya ajarkan misalnya listening comprehension. Jadi saya memperkenalkan seperti apa itu listening , apa yang akan dipersiapkan dalam hal mengikuti pelajaran listening comprehension. Jadi setelah siswa mengetahui maksud dan tujuan kita dalam belajar listening comprehension saya yakin siswa lebih termotivasi dan bisa lebih aktif dalam proses pembelajaran.

Me : Apakah Bu menerpakan strategi pembelajaran dalam mengajar listening? Strategi seperti apa yang digunakan?

Teacher : Ya, dalam proses pembelajaran listening comprehension saya sering menggunakan atau menerapkan berbagai macam strategi pembelajaran. Jadi artinya dalam hal ini saya biasa mengkondisikan keadaan siswa pada saat melakukan pembelajaran listening. Misalnya saya mendikte pelajaran atau berdasarkan dari script kemudian saya memberikan beberapa lembaran kepada siswa. Bahkan saya juga kadang menggunakan audio untuk pembelajaran lalu mereka mendengarkan setelah

mendengarkan saya menyuruh beberapa siswa mengulang akata atau kalimat dari hasil listening mereka.

Me : Bagaimana langkah-langkah strategi pembelajaran tersebut?

Teacher : Biasanya saya membagi beberapa kelompok agar lebih memudahkan siswa saling membantu dalam proses pembelajaran. Tapi sebelumnya saya memberikan bayangan tentang materi pembelajaran agar mereka tidak kesulitan dalam listening.

Me : Apakah kendala yang sering Bu temui dalam menggunakan strategi pembelajran tersebut?

Teacher : Ya, pasti ada kendala di dalam pembelajaran tersebut. Misalnya seperti terkadang siswa apa yang saya ajarkan dalam materi listening ada beberapa siswa tidak mengerti mengenai materi yang saya ajarkan misalnya script yang bagikan dengan audio yang mereka dengarkan belum mampu untuk mengulang pengucapan dari apa yang mereka dengar. Mungkin karena mereka masih kurang dalam memahami atau bahkan vocabulary mereka masih minim.

Me : bagaiman rata-rata kemampuan siswa dalam menerima materi pelajaran?

Teacher : khususnya untuk listening sendiri, siswa yang saya ajar itu mereka lebih tertarik dengan pelajaran listening comprehension menggunakan udio.

Me : bagaimana dengan kemampuan siswa setelah ibu menerapkan strategi tersebut?

Teacher : ya, selama saya menerpakan strategi tersebut dalam pembelaran. Jadi terkadang mereka lebih mampu memahami discation yang saya lakukan secara langsung dibandingkan dengan mendengarkan audio atau native speaker. Jadi kalau saya lihat dari perkembangan siswa selama saya menerpakan startegi ini ya cukup bagus dari segi pendengaran mereka lakukan mengucapkan yang mereka dengar.

Me : apakah siswa pernah mengeluh tentang strateg yang Bu lakukan?

Teacher : ya, terkadang ada siswa yang mengeluh tetapi ada juga yang menyukai. Jadi disini saya hanya melakukan sebisa saya sehingga siswa bisa menerima materi secara mudah. Jadi saya terkadang menggunakan dua strategi dalam pembelajaran yaitu secara dictation atau native speaker.

Me : jadi rencana apa yang akan Bu lakukan kedepannya untuk meningkatkan minat siswa dalam belajaran listening comprehension?

Teacher : InsyaAllah saya akan selalu berinovasi untuk mengadakan proses pembelajaran yang lebih baik lagi. Jadi saya bermaksud memahami kemampuan dan keinginan siswa dalam menerima pembelajaran tanpa adanya tekanan dalam proses pembelajran.

Me   : terimakasih atas waktu yang Bu berikan, semoga apa yang Bu

harapkan dalam pembelajaran listening terwujud

Teacher   : sama-sama

Appendix . The result of observation Checklis

Meeting	Categories	Activities	Yes	No
1st	Bottom Up	The teacher use audio program in teaching listening		
		The teacher teach the grammar of listening material		
		The teacher teach the pronunciation of the words		
		The teacher dictate the students in teaching listening		
		The teacher use mind mapping in teaching listening		
	Top Down	The teacher use lecturing strategies, question-answers, visualization and discussion		
		The teacher use live listening, question-answers, discussion and checking		
		The teacher use dictoglos strategy, question-answers visualization and discussion		
	Planning	The teacher tell the listening material that will be learned.		
		The teacher tell the objective o the lesson or material to the students.		
		The teacher tell the sequence activity that the students will be expected to do in the listening activity.		
	Monitoring	The students monitor their comprehension		
		The students make the decision about the strategy that used by the teacher		
		Students check consistency with their predictions		

	Evaluate	The students evaluate their comprehension with the result of their score in listening exercises.		
		The teacher ask to the students about the listening material that the students don't understand or can't answer in listening exercises.		
		The teacher give explanation about the listening material that the students don't understand.		
2nd	Bottom Up	The teacher use audio program in teaching listening		
		The teacher teach the grammar of listening material		
		The teacher teach the pronunciation of the words.		
		The teacher dictate the students in teaching listening		
		The teacher use mind mapping in teaching listening		
	Top Down	The teacher use lecturing strategies, question-answer, visualization and discussion		
		The teacher use live listening, question-answers, discussion and checking		
		The teacher use dictologs strategy, question-answer, visualization and discussion		
	Planning	The teacher tell the listening material that will be learned		
		The teacher tell the objective of the lesson or material to the students		
		The teacher tell the sequence activity that the students will be expected to do in the listening activity		

		Monitoring	The students monitor their comprehension		
			The students make the decision about the strategy that used by the teacher		
			Students check consistency with their predictions		
		Evaluate	The students evaluate their comprehension with the result of their score in listening exercises.		
			The teacher ask to the students about the listening material that the students don't understand or can't answer in listening exercises.		
			The teacher give explanation about the listening material that the students don't understand		
3rd	Bottom Up		The teacher use audio program in teaching listening		
			The teacher teach the grammar of listening material		
			The teacher teach the pronunciation o the words		
			The teacher dictate the students in teaching listening		
			The teacher use mind mapping in teaching listening		
	Top Down		The teacher use lecturing strategies, question-answer, visualization and discussion		
			The teacher use live listening, question-answers, discussion and checking		
			The teacher use dictologs strategy, question-answer, visualization and discussion		

	Planning	The teacher tell the listening material that will be learned		
		The teacher tell the objective of the lesson or material to the students		
		The teacher tell the sequence activity that the students will be expected to do in the listening activity		
	Monitoring	The students monitor their comprehension		
		The students make the decision about the strategy that used by the teacher		
		Students check consistency with their predictions		
	Evaluate	The students evaluate their comprehension with the result of their score in listening exercises.		
		The teacher ask to the students about the listening material that the students don't understand or can't answer in listening exercises.		
		The teacher give explanation about the listening material that the students don't understand		
4th	Bottom Up	The teacher use audio program in teaching listening		
		The teacher teach the grammar of listening material		
		The teacher teach the pronunciation o the words		
		The teacher dictate the students in teaching listening		
		The teacher use mind mapping in teaching listening		
	Top Down	The teacher use lecturing strategies, question-answer, visualization and		

		discussion		
		The teacher use live listening, question-answers, discussion and checking		
		The teacher use dictologs strategy, question-answer, visualization and discussion		
	Planning	The teacher tell the listening material that will be learned		
		The teacher tell the objective of the lesson or material to the students		
		The teacher tell the sequence activity that the students will be expected to do in the listening activity		
	Monitoring	The students monitor their comprehension		
		The students make the decision about the strategy that used by the teacher		
		Students check consistency with their predictions		
	Evaluate	The students evaluate their comprehension with the result of their score in listening exercises.		
		The teacher ask to the students about the listening material that the students don't understand or can't answer in listening exercises.		
		The teacher give explanation about the listening material that the students don't understand		

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