

**TEACHING LISTENING FOR ACADEMIC PURPOSES BASED ON  
MATERIAL, MEDIA, AND ASSESSMENT AT THIRD SEMESTER OF  
THE ENGLISH LANGUAGE EDUCATION OF UIN RADEN MAS SAID  
SURAKARTA IN ACADEMIC YEAR OF 2022/2023**

**THESIS**

Submitted as A Partial Fulfillment of Requirement

for the Degree of Undergraduate in English Language Education



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*Assalamu'alaikum wa rahmatullahi wa barakaatuh*

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Thank you for the attention.

*Wassalamu'alaikum wa rahmatullahi wa barakaatuh*

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## RATIFICATION

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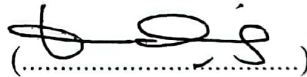
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## **DEDICATION**

*Alhamdulillahirabbil'alamin*, praise thanks to Allah SWT who has given all the blessings. I would dedicate this thesis to people who I love yesterday, now, and tomorrow ever after:

1. Allah SWT
2. My parents as my support system
3. For myself who has survived until this time
4. My beloved almamater, UIN Raden Mas Said Surakarta

## **MOTTO**

“So verily, with every hardship, there is ease.”

(QS. Al Insyirah: 5-6)

“It does not matter how slowly you go, so long as you do not stop.”

- Confucius

“The Best Way to Get Started Is To Quit Talking And Begin Doing.”

- Walt Disney

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled is **“Teaching Listening for Academic Purposes Based on Material, Media, and Assessment at Third Semester of the English Language Education of UIN Raden Mas Said Surakarta in Academic Year of 2022/2023”** is my real masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, 25 May 2023

Stated by,



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Sukoharjo, 25 May 2023

**The Researcher,**



**Anik Septiani**

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## ABSTRACT

Anik Septiani.2023.*Teaching Listening for Academic Purposes Based on Material, Media, and Assessment at Third Semester of the English Language Education of UIN Raden Mas Said Surakarta in Academic Year of 2022/2023*.Thesis.English Language Education, Cultures and Languages Faculty.

Advisor : Dr. Yusti Arini, M.Pd.

This research discusses about analysis in the teaching listening process and what problems faced by lecturers based on material, media and assessment in teaching listening for academic purposes at the third semester of English Language Education of UIN Raden Mas Said Surakarta in the academic year of 2022/2023. The objectives of this research are (1) to describe the implementation of teaching Listening for Academic Purposes based on material, media and assessment at the third semester of English Language Education of UIN Raden Mas Said Surakarta in academic year of 2022/2023, (2) to describe the problems faced by lecturer during teaching Listening for Academic Purpose based on material, media and assessment at the third semester of English Language Education of UIN Raden Mas Said Surakarta in academic year of 2022/2023.

In doing this research, the researcher used a qualitative method. This research was conducted in UIN Raden Mas Said Surakarta and participants of the research were the listening lecturers at the third semester of English Language Education of UIN Raden Mas Said Surakarta. The collecting of the data used observation and interview. The technique of analyzing data used by data reduction, data display, and conclusion or verification and triangulation of source to look for trustworthiness of the data.

The results of this research are (1) all lecturers used authentic material in teaching listening (2) all lecturers used laptop, speaker/earphone, LED TV and internet as media in teaching listening, (3) the lecturers used a type of listening assessment in the form of selective listening tasks. (4) the lecturers faced several problems in implementing material, media and assessment in teaching listening. The problems were the students lack in academic vocabularies, classroom environment is not conducive, problem in signals and there were some students looking for answers on the internet.

**Keywords** : *Teaching Listening, Media, Materials, Assessment*

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Listening is one of the important skills in coaching and learning English because talking without listening first is impossible (Saputra, 2014). According to Nation & Newton (2009) listening gives the learner information from which they develop their knowledge by using language. Listening is one of the English language skills. It is the receptive skill which is the most common communication activity in daily life (Prasetyo *et al* 2014). It is an active activity that involves receiving, understanding, and perceiving a message from a conversation. The significance of English listening according to Richards (2008) emphasizes the importance of listening in language learning, stating that it provides the input necessary for language acquisition and enables learners to engage in spoken communication. Students must therefore receive pertinent and meaningful input through listening in order to display intelligible meaning. This will enable them to fully comprehend the material being stated as well as learn how to articulate it in the proper speaking circumstances. (Prasetyo & Vianty, 2011).

Therefore, one can reveal comprehensibility which means, students need to get relevant and significant input from listening, so that they gather not most effectively a full understanding of the message being spoken however additionally the model to talk them in the precise speaking contexts (M.D.



Prasetyo & Vianty 2011). Not a few students still can not apprehend or even do not recognize words or sentences spoken in English verbally by using their interlocutors. (Hung, 1998) informed that listening passages with known words are easier for learners to understand, even if the theme is unknown to them. His research showed that knowing the meaning of the words might arouse students' learning interest and lead to a positive effect in listening ability.

Next, according to Brown (2001), listening is an important skill in English especially for students because it is a major component of language. It means the importance of listening could know about the students' ability for hearing the English language and find out the information from the information heard. Then, teachers are able to help students develop their skills in listening, they will have to assess the ways that students hear. The students have to practice listening to English as one of the subjects in college since this language will be tested in examination for (TOEFL TEST) and one of the skills that will be tested is listening. Listening is the most important skill for language learning.

Cornering the theories above in UIN Raden Mas Said Surakarta, especially in English Language Education. Listening skills at this college are taught intensively. There are 3 levels in teaching listening in this college, such as listening I, Listening II, and Listening III. Each level learns continuously. Lecturers have 16 meetings each level. There some phenomenon was found based on the interview result with Mrs N on Thursday, November, 24 2022 in Class 3E toward the listening lecture at UIN Raden Mas Said Surakarta. The lecturers give direct listening sections (explicit) and sometimes give simulation

before or implicit listening instructional. Then, the lecturer often used listening comprehension in some format, such as listening close or cloze test, and implemented other gap-filling technique. Then, as resources of material, sometime lecturers used handbooks for listening and so on. Additionally, there were some advantages such as instructions which refer to train students' ability in listening because in instructional it can measure the students' understanding about listening material. Next, students have more spirit because it has clear instruction and engages students for getting more information in listening. Then, it can improve students' achievement or listening score, because it produces the format item to assess listening comprehension. So, it can improve students' motivation and achievement in listening.

Additionally, listening is difficult and feels boring, and also students are still confused about listening material. Students do exercises only required to listen to the audio and answer the question that they have from the lecturer. Therefore, the instruction was clear for avoiding listeners' misunderstandings. Listening had some resemblance to sound or pronunciation (Altman & Taylor, 2013). From the fact, the listening was difficult, so it should use strategy in order the listener can get information and understanding from that voice clearly.

Listening is the most complex skill to assess students than other language skills. It involves verbal input where students have to listen and transfer the information in their mind through their auditory insights. In listening the information is given in spoken text so that students need the greatest effort to

recognize the information or part of what they hear unlike written text where students can read the whole part in written form clearly. Presentation of spoken texts becomes more problematic as evidenced by test takers than relatively simple written input (Elvis, 2014). Listening tasks and items are separated, the spoken text is given orally by the speaker while the items are given in writing. For example, an item is a type of question that is given and the answer is taken from the spoken text so students have to listen to the spoken text and then choose the appropriate answer in each item.

Based on pre research conducted by researcher in Class 3A and interviews with one of the listening lecturers on October 25th, 2022. There are several media used by listening course lecturers such as audio used in learning and also using bundle books as a handbook for students to listen to conversations in audio, audio also uses talk shows as learning activities related to communication interactions that use the media as a means of communication. The listening material used is given from the lecturer. Students are given audio that is sent through the WA group then the students listen through earphones. After the students finished listening, as a listening assessment the lecturer discussed the exercises that have been completed by students. In this case, because media, material and assessment is very important in listening to lessons, the researcher is interested in analyzing the implementation of tools that English lecturers need some support or tools to assist in classroom teaching and strategy selection and which can greatly help

lecturers develop lessons plan and UIN Raden Mas Said Surakarta are places for listening that use this tool

There are several studies that have been studied in this regard, namely the understanding of hearing which is still related to the current research object in the study as follows: The first is Maria Safriyanti (2021) entitled *An English Listening Material Development of Listening Materials Production for University Students*. This research was designed to develop appropriate listening materials based on the students' needs of the English Department of Universitas Riau. The research object was the listening materials development for the first semester students (freshmen) who took listening comprehension class. The similarity of this previous research and this research is about the analysis about listening materials in the English Department.

Second, Hamdi and Agustian Masri (2017) entitled *Problems in Listening for Academic Purposes of English Department Students in Jambi University*. The aim of this study is to describe problems faced by the fifth semester students of the English study program in Listening for Academic Purposes. There are two themes in Students Problems in Listening for Academic Purposes which are external problems and internal problems. The similarity of this previous research and this research is about the analysis of problems faced by students in the English study program in Listening for Academic Purposes.

By those conditions in teaching listening at UIN Raden Mas Said Surakarta, especially in teaching listening for academic purposes at the third

semester of the English Language Education, it was concluded that listening is very important to teach to the students although the facility is not sufficient for the students to do the listening. It means the teacher should have a strategy in teaching listening, especially to prepare them to pass national examinations, in order the students can do listening well. It makes the researcher interested to analyze the lecturer's in teaching listening for academic purposes and consider that school is inadequate. Therefore, the researcher conducted a descriptive study entitled **“Teaching Listening for Academic Purposes Based on Material, Media, and Assessment at Third Semester of the English Language Education of UIN Raden Mas Said Surakarta in Academic Year of 2022/2023”**

## **B. Identification of the Problems**

Based on the background study above, there are several problems which can be identified as follow:

1. After the covid-19 pandemic, learning on campus has changed especially in listening subject
2. In the modern era, lecturers are required to be more creative in teaching listening
3. The lecturers faced problems in teaching listening material because the students lack of academic vocabularies
4. The lecturers faced problems in teaching listening media because problem of signal and the classroom environment is not conducive

5. The lecturers faced problems in teaching listening assessment because there were some students looking for answers on the internet

### **C. Limitation of the Problems**

Limitation of this research aims to avoid misunderstanding and to determine the object. This study discussed analysis in the teaching listening process and what problems faced by lecturers based on material, media, and assessment in teaching listening for academic purposes at the third semester of English Language Education of UIN Raden Mas Said Surakarta in the academic year of 2022/2023. The subjects of this research were two listening lecturers of the third semester of English Language Education of UIN Raden Mas Said Surakarta in the 2022/2023 academic year. There are ten classes in this semester, namely Class 3A, 3B, 3C, 3D, 3E, 3F, 3H, 3H, 3I, and 3J. The study was conducted in Mr H and Mrs N classes. Mr H's is in Class 3A, Class 3B and Class 3C while Mrs N's class is in Class 3E, Class 3F and Class 3G.

First, the researcher concerned in analyzing the material in teaching listening by theory of Hwang (2005) with the authentic and non-authentic materials. Second, the researcher used theory by Russell *at el* (2012) to analyze the media in teaching listening with the Text media, Audio media, Visual media, Video media, Equipment media and Person media. Third, the researcher used theory by Brown (2010) with the type: Discriminative Listening, Comprehension Listening, Intensive Listening Task, Responsive Listening Tasks, Selective Listening Tasks and Extensive Listening Task to analyze the assessment in teaching listening.

#### **D. Formulation of the Problems**

Based on the background of the study, the researcher formulates the problem statement of this researcher are as follows:

1. How is the implementation of teaching Listening for Academic Purposes based on material, media, and assessment at the third semester of English Language Education of UIN Raden Mas Said Surakarta in the academic year of 2022/2023?
2. What problems faced by lecturers during teaching Listening for Academic Purposes based on material, media, and assessment at the third semester of English Language Education of UIN Raden Mas Said Surakarta in the academic year of 2022/2023?

#### **E. The Objectives of the Study**

Based on the formulation of the problem above, this study aims to:

1. To describe the implementation of teaching Listening for Academic Purposes based on material, media, and assessment at the third semester of English Language Education of UIN Raden Mas Said Surakarta in the academic year of 2022/2023.
2. To describe the problems faced by the lecturers during teaching Listening for Academic Purposes based on material, media, and assessment at the third semester of English Language Education of UIN Raden Mas Said Surakarta in the academic year of 2022/2023.

## **F. Benefits of the Study**

There are some benefits that will be gained through this research. The researcher divides the benefits into two categories. Both are theoretically and practically categories.

### **1. Theoretically**

The theoretical significance of this study is that the researcher can give more experience and knowledge for the writer and reader about the implementation of media in teaching listening process based on media, materials, and assessment and problems faced by lecturer during listening learning.

### **2. Practically**

The result of this research aim to give contribution listening lecturers, students of UIN Raden Mas Said Surakarta, researcher herself, and other researchers, as follows:

#### **a. For Listening Lecturer**

Through this research, the researcher hopes that this thesis will be useful for lecturers in increasing their creativity in implementing media, materials, and assessment as a learning tool to teach students. The researcher also hopes that the research results can provide input for language teachers who teach English courses or in schools.

#### **b. For the Students**

Through this research, the researcher hopes that this thesis will be useful for students who are interested in improving their listening skills



by using media as a learning tool and this technique can be practiced to improve students' listening skills in listening to English comprehension.

c. For the Researcher

Hope the researcher can take benefit from this research and someday can choose effective media, materials, and assessment to face the listening subject in the era of industrial revolution and the results of this study will provide information to researchers who wish to discuss similar related studies.

d. For Other Researchers

The result of this research is expected to be useful for other researchers as a reference to their research, especially those who take learning listening topics. It provides explanations about learning media, materials, and assessment to support listening subjects.

## **G. Definition of Key Terms**

Therefore, researchers are trying to list important terms in this study. It consists of the main terms which are necessary to be explained. That is following:

1. Listening

According to (Wilson, 2008:21) listening is an internal skill based on mapping what we hear against our expectations and what we know. Listening is a process of hypothesizing the meaning of an utterance in real-time. (Tyagi, 2013:1) argues that listening is a skill of language which is a key to receiving the messages successfully. He also says that listening is an

arrangement of hearing what others say and physiological involvement with the person who is talking.

## 2. Teaching Listening

Teaching listening is the active process of receiving and responding to spoken language, where the teacher as the speaker and the student as the listener in the process direct learning listening. According to Tarigan (2001), listening is a process that includes the listening activity, to identify, to interpret the meaning of language sound, and then give the value and respond to that message. Teaching listening comprehension is about developing listening comprehension skills in the language classroom.

## 3. Media

Murcia (2001:461) states that the media is a tool or physical object used by teachers to motivate students by bringing a piece of real life into the classroom and by presenting language in its more complete communication complex. Media is a tool used to make communication and interaction between teachers and students more effective in the teaching and learning process. Media is used to support the material provided by the teacher. The use of media can motivate students to learn and can effectively explain and describe the content of a subject.

## 4. Materials

Teaching materials is educational material that teachers use in the classroom to support specific learning objectives, as set out in lesson plan (Lewis, 2016). There are two types of material: authentic and non-authentic.

Authentic materials are the real language; produced for the native speakers; designed without the teaching purposes. (Ji Lingzhu & Zhang Yuanyuan, 2010). While non-authentic material that was created for pedagogical purposes. Created material refers to text books and other specially developed instructional resources.

#### 5. Assessment

Assessment as Brown (2004) states, is an ongoing process that encompasses a wider domain whenever a student responds to a question, offers a comment or tries out a new word or structure, and the teacher subconsciously makes an assessment of the student's performance.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Concept of Listening Skill**

According to Wilson (2008:21) listening is an internal skill based on mapping what we hear against our expectations and what we know. Listening is a process of hypothesizing the meaning of an utterance in real-time. (Tyagi, 2013:1) argues that listening is a skill of language which is a key to receiving the messages successfully. He also says that listening is an arrangement of hearing what others say and physiological involvement with the person who is talking. According to Nunan (2003) listening is an active, purposeful process of making sense of what we hear. It means that listening is an active process in which someone can listen to new languages other than the first language. Listening is the process that aims to understand the meaning of what students are listening to. Listening is very important for an attacker when he or she wants to know what the speaker is talking about in the conversation.

Jou (2017) defines listening as the ability to identify and understand what others are saying, and involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. According to Vandergrift and Goh (2012), listening is an important skill that

enables language learners to accept and interact with language input and facilitates the emergence of other language skills.

From explanation above the researcher concluded that listening is a complex active process of interpretation in which listeners match what they hear with what they already know and listeners have to differentiate the sound, stress, intonation and pitch of the language, understanding a speaker's accent or pronunciation, grammar and vocabulary, and grasping the meaning from the speakers. Then, listeners have to hold the information in their memory until it could be understood and elaborate the information from what they heard.

**a. Process of Listening**

1) Bottom-up Process

According to Flowerdew & Miller (2005:24) states that on the bottom-up process, the listener builds understanding by the smallest unit of the individual sounds or phonemes. Then, they combined into words, which in turn together make up phrases, clauses, and sentences. At last, individual sentences combine to create ideas and concepts.

2) Top-down Process

According to Nation and Newton (2009:40) defines that the key process on the top-down process is inferencing. The listener uses what they know of the context of communication to predict what the message, uses part of the message to validate, correct, or put into this.

### 3) The Interactive Process

According to Flowerdew and Miller (2005:26), the interactive process is the process that involves both bottom-up and top-down processing.

While Tyagi (2013) states that, there are five stages that occur in listening process, they are:

#### 1) Hearing

It refers to the response caused by sound waves stimulating the sensory receptors of the ear.

#### 2) Understanding

To help understand symbols we have seen and heard. Weh must analyze the meaning of the stimuli we have perceived.

#### 3) Remembering

Remembering is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank.

#### 4) Evaluating

These participating listeners should be active. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message.

#### 5) Responding

This stage requires that the receiver complete the process through verbal and or nonverbal feedback.

Based on the explanation above, it is clear that listening comprehension is an active process where the listener should know what sound is, source, topic, meaning and so forth. So, listeners should use their brain for thinking. Listening comprehension is not like listening only without understanding. Thus in listening, the listener actively interprets what he hears, makes use of all available sources of information, including knowledge of the world, and perhaps responds to what he has heard.

## **2. Concept of Teaching Listening**

According to Penny (1998), listening is not only a skill area in language performances, but is also a critical means of acquiring a second language. Listening is a skill that catches the message that was sent by oral language. If the activities were to be calculated. Next according Tarigan (2001:214), listening is a process that includes the listening activity, to identification, to interpret the meaning of language sound, and then give the value and respond to that message. By having a skill to catch the message than including the listening activity, to identification, to interpretation, because if the student can respond to that message of language sound, furthermore, it can increase the ability in listening skill.

Listening is one of the language skills that are rather less ignored and it does not get the right position yet in English teaching. Nababan (1993) said it is proved as resources limited and equipment in which are able to support as guide for the teachers due to in teaching listening

comprehension. Rivers and Temperly said “listening is a complex operation integrating the distinct component of perception and linguistic knowledge”. So that, teaching listening for the students of a foreign language is a very crucial term, in listening one must be prepared to come with a wide range of situations and performances that are outside his control. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, grammar and vocabulary, and grasping the meaning. Teaching listening in this framework is laid on improving hearing habits.

From the explanation above the researcher concluded that teaching listening is a process giving knowledge about listening by teacher to students. Then, this process can make students understand what the speaker says and they also can catch the message from the speaker. It makes them respond well to the message.

### **3. The Elements of Teaching Listening**

According to Edge (2001:35) in Nico (2020), there are several kinds of elements in teaching listening. The elements of teaching listening are as follows:

#### **a. Teacher**

The teacher acts as a facilitator to guide students to understand the lesson. Hall (2007:1) states that one of the teacher's roles in the classroom is as a change agent who is expected to be able to transfer



curriculum components such as objectives, methodologies, materials, and evaluations into practical English class activities.

b. Student

A learner is the center of the teaching and learning process. Khairiani (2006:5) Learners who become listeners in the way of learning have certain characteristics that can affect the learner.

c. Target

Objectives are statements about the desired changes that can be achieved after following a particular teaching and learning process.

d. Material

Material is the amount of information about facts, principles, and concepts needed to achieve a goal. The material used in the teaching and learning process must be in accordance with the subjects studied and also the knowledge of students.

e. Method

The method is a way of providing opportunities for students to get the information needed to achieve goals. A good teacher uses various methods to avoid student boredom.

f. Media

Media is a tool used to convey information to students in order to achieve goals easily.

g. Evaluation

Evaluation is a specific way used to assess the process and its results. This is given to all components of teaching and learning and also provides feedback to components of teaching and learning. In the teaching and learning process, teachers also need to evaluate student achievement. Regarding evaluation in CLT, “A teacher can informally evaluate the performance of his students in his role as advisor or co-communicator. For a more formal evaluation, a teacher tends to use an integrative test that has a real communicative function. Larsen and Freeman (2000:132).

Based on the explanation above, there are kinds of elements that support teaching listening. There are teachers, students, learning targets, learning materials, learning methods, learning media and evaluation. One of the important elements in teaching listening that is discussed in this research is learning media used by teachers. There are several things that teachers can apply to make listening interesting for students. One of them is to use appropriate media for listening learning.

#### **4. The Stages of Teaching Listening Using Teaching Media**

Listening doesn't just consist of turning a tape recorder on and off, or reading text aloud, and giving students a series of True/False or multiple choice questions. Students still cannot understand the meaning because they do not have certain knowledge about the topic, setting, and the relationship between speakers. Regardless of the student's level, it is

advisable to direct them to what they will hear; introduce the theme, pre-press some key words or phrases and tell them what type of listening section they will hear, dialogue, monologue or discussion.

According to Rost (2002) listening activities, in general, should consist of several well-structured pre-, while-, and post-listening stages.

- a. Pre-listening activities, including:
  - 1) The lecturer initiates a discussion on the topic (perhaps based on visuals and titles); where students conclude from what title the topic of conversation is and the lecturer encourages them to exchange ideas and opinions about the topic.
  - 2) Brainstorming; where the teacher asks students to predict the words and expressions that may appear in the listening section.
  - 3) Game; for example imitating words or expressions and guiding questions, asked or written by the lecturer.
- b. Activities while listening include:
  - 1) Filling gaps; when listening to dialogue from a web podcast, students only hear what one speaker says.
  - 2) Detect discrepancies or errors from the listening part; students respond only when they find something different or contradicting what they already know about the topic or speaker.
  - 3) Check items; where students listen to a list of words and categorize their ticks as they hear.

- 4) Information transfer; where students have to fill in grids, forms, lists, maps, plans, etc.
  - 5) Match items that have the same or opposite meaning as what students hear.
- c. Post-listening activities, including:
- 1) Answer multiple choice or true/false questions to demonstrate understanding of the message.
  - 2) A problem solving activity in which students hear all the information relevant to a particular problem and then try to solve it themselves.
  - 3) Summarizing, students are given several possible summary sentences and asked to say which one fits the recording.

Based on the explanation above, three phases of listening activities, such as: pre-listening, while listening and post-listening make students feel confident, relaxed and not threatened in understanding the contents of the spoken text. Pre-listening activities such as activating prior language, making predictions, and reviewing key internal vocabulary can help learners to establish what is already known about the topic, to build the necessary background, and to set listening goals that can facilitate them to listen well. Then, the use of tasks in the while-listening phase can help students to focus on their listening activities. If the teacher gives a well-structured and sufficient listening task, students will be trained and more confident to understand the content of the spoken text. Students also need further

listening activities such as reviewing the entire lesson and discussing students' listening difficulties and solutions so that they will have a good understanding of the lesson and will be able to listen to spoken texts well.

## 5. Type of Listening

According to (Nation and Newton, 2009:40) state that, we can distinguish listening into two broad types, they are:

### a. One-way listening

This type is associated with the transfer of information or commonly called transactional listening. This can be seen in the extensive use of monologues in order to listen to materials.

### b. Two-way listening

This type is associated with sustaining social relations (interactional listening). This type of listening occurs in our everyday interactions.

According to (Brown, 2010) some types of listening as follow:

### a. Intensive Listening

Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc) of a larger stretch of language.

### b. Responsive Listening

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

a. Selective Listening

Processing stretches of discourse such as short monologues for several minutes in order to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, Tv or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, grammatical categories, directions (in a map exercise), or certain facts and events.

b. Extensive Listening

Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. According to Renandya (2011) states that the goal of EL is to offer students much practice in apprehending spoken English. It can be seen that Extensive Listening is a strategy for the students to gain listening proficiency. It also leads to practicing listening to the basic things smoothly. Listening for the gist, for the main idea, and making inferences are all part of extensive listening. Extensive listening is a way the students achieve the direct recognition of a second Language by listening to the vocabulary and grammar that can be processed rapidly. The aim of extensive Listening is not the explicit

learning vocabulary but also the text. Extensive listening has a significant role in the development of the learner's hearing understanding competence.

Based on the explanation above, for all types of listening students need to understand the indicative answers while the teacher has selected task activities with certain types of listening. With judges by combining listening with speaking. Therefore, the selected text assignments in dialogues and monologues should be assessed in a certain type of listening through the formation of activities.

## **6. Problems in Listening Activities**

Yagang (1994) in Anandapong (2001) shows that listening problems are accompanied by the following four factors: message, speaker, listener and physical setting.

### **a. The messages**

Listening comprehension problems can be caused by listening messages or materials. Unfamiliar vocabulary, complex grammatical structures and length of spoken text all contribute to this. In addition, street gossip, proverbs and any situations unforeseen for students can be incorporated into the listening material.

### **b. The Speaker**

Learners get used to their teacher's accent or normal variants of British or American English. They have difficulty understanding

speakers with different accents. Spoken prose is distinguished by even pace, volume, tone, and intonation, as in news broadcasts and reading printed materials. Natural dialogue, on the other hand, is filled with pauses, hesitations, and inconsistent notes. Students who are used to the former type of listening material may find the latter more difficult to understand at times.

c. The Listener

Students learning English as a second language are not sufficiently familiar with clichés and collocations to anticipate missing words or phrases. Foreign language learners often spend more time reading than listening, so they are not exposed to a variety of listening materials. Even our English majors in college receive no more than four hours of regular training per week.

d. The physical settings

Noise can distract listeners from the content of the listening sequence, including background noise on recordings and surrounding noise. Clues to the visual and aural environment are lost when listening to things on tape or radio. The listener's ability to interpret the speaker's intent is hampered by his or her inability to observe the speaker's body language and facial expressions. Poor quality equipment can cause muffled sound, which can be difficult for listeners to understand.



According to Hamouda (2003) problems related to listening texts, listening problems related to tasks and activities, listening problems related to listeners, and teacher methodology are some of the factors that lead to students' listening comprehension.

a. Listening Material

Almost all aspects of life are covered in listening material. It may contain things like street gossip, proverbs, casual dialogue, new products, and situations unfamiliar to the learner. Subsequently, the speaker in a spontaneous conversation regularly switches topics. Listening comprehension problems can be caused by the information itself. Unrecognized words, complex grammatical structures, and lengthy spoken text, in particular, can cause listening difficulties for students.

b. Linguistic features

Brown (1994) in Hamouda (2013) states that there are various linguistic sources that make listening difficult:

- 1) Use colloquialisms and slang
- 2) Use of the reduced forms
- 3) The "Prosodic features" of English Language
- 4) For the odd accent

c. The Failure To Concentrate

Students must be attentive during the listening session as they must process and understand a great deal of newly introduced

information in a short amount of time. Students who cannot concentrate will miss some of the session material, which will ultimately affect their knowledge of the whole session.

d. Psychological Characteristics

According to Yagang (1993) in Hamouda (2013), the process of listening comprehension is also a relatively complex psychological process. In psychology it is stated that when a person is nervous or anxious he may not concentrate. When a person feels uncomfortable, his ability to listen is greatly reduced.

Another barrier to listening comprehension is boredom and dissatisfaction. Boredom and dissatisfaction can influence how much attention is paid to listening. This is due to a lack of stimulation caused by a lack of interest in the topic, lack of encouragement, failure of the teacher to deliver significant material in a stimulating way.

e. The Listener

Students learning English as a second language are not sufficiently familiar with clichés and collocations to anticipate missing words or phrases. Forward language students often spend more time reading than listening, so they are not exposed to a wide range of listening material.

f. Speakers

Listening comprehension problems related to speaking can be seen in natural speech, pronunciation, various accents, and voices heard only on audio cassette recorders without seeing the speaker.

g. Physical Settings

Problems do not only come from messages, listeners or speakers, but also from students' immediate surroundings. According to Bloomfield *et al*, (2010) distortion and noise can have a profound effect on listeners' ability to understand what they hear.

Based on the explanation above, these listening problems have long been ignored and remained unresolved in the conventional teaching of listening. It is imperative to guide and assist learners to process listening tasks more efficiently and effectively in order to overcome obstacles that occur during the listening process. One of the most important ways to help learners achieve successful listening is to guide them to raise their awareness on their listening problems and use effective listening strategies (Chen, 2013).

## **7. Concepts of Media in Teaching Listening**

According to Arsyad (2011) Media from an educational perspective is a very strategic instrument in determining the success of the teaching and learning process. Because its existence can directly provide its dynamics for students. In addition, Murcia (2001:461) states that the media is a tool or physical object used by teachers to motivate students by bringing a piece of real life into the classroom and by presenting language in its more complete communication complex.

Media is a tool used to make communication and interaction between teachers and students more effective in the teaching and learning process. Media is used to support the material provided by the teacher. The use of media can motivate students to learn and can effectively explain and describe the content of a subject.

They are very important in language teaching, especially foreign languages because they facilitate a direct connection between sounds and their symbols and also the words and objects they represent. They help to clearly illustrate the meaning of something because it relates to the materials used by the teacher to improve the quality of his teaching.

On the other hand, Seth (2000:12) defines that learning media refers to the devices and materials used in teaching and learning. This includes hardware such as whiteboards, radios, televisions, tape recorders, video cassettes and recorders and projects; and software such as transparencies, films, slides, and teacher-made diagrams, real objects, cartoons, models, maps, and photographs.

Whatever the definition of media, there are guidelines that can be put forward about media. Media is a tool used by educators to provide subject matter easily, such as tape recorders, tapes, video cameras, video recorders, films, slides, photos, pictures, graphics, and television, computers, in focus, projectors, laptops, speakers and others.

Based on the above definition, the researcher can conclude that learning media are teaching aids in the teaching process of everything that can be used to stimulate the thoughts, feelings, attention and skills or skills of students so that it can encourage the learning process. It should contain a collection of materials or tools and equipment that can be used effectively to transfer, convey, and learn information.

## **8. Type of Teaching Media**

In teaching listening teachers should create a situation that encourages a low filter which includes motivation, self-confidence and low level of anxiety. This can be done by use of different types of media (Muteheli, 2017) There are various kinds of media. According to Ruis, Muhyiddin & Waluyo (2009), the types of instructional media are visual, audio and audio-visual media. In a digital era, many kinds of media are created. The media can be in the shape of multimedia, preventive or interactive. In the listening process, contextual media are required. The media should be relevant with the context and schemata of the students (Sari, 2013). Russell *et al* (2012) divides the media into six types namely: text media, audio media, visual media, video, manipulative, and people.

- a. Text media is an alphanumeric character that may be displayed in any form such as books, posters, whiteboards, and computer screens and so on (Smaldino, Lowther & Russell, 2012).
- b. Audio media is everything that can be listened to like the sound of people, music, mechanical sounds and noise. Types of audio media

according to Loren, Andayani and Setiawan (2017) are records and tapes, radio, other audio devices and sound systems.

- c. Visual media commonly used for teaching English are pictures, real objects, drawings or teacher-made drawings charts, posters, cartoons, and flash cards, black board flannel board, magnetic board, wall chart, flash card, reading, module, picture card, slide, film, OHP (Sari, 2013).
- d. Video media is a media that displays movement including DVD, computer animation, etc. Prasetya, Sukirlan and Suka (2014) state, visual clues, such as pictures and video were discovered to be effective in stimulating background knowledge; thus, improving comprehension. Learners can use video to study how language used, may be employed by age and how the relationship between language used and paralinguistic features, including how to convey moods and feelings (Woottipong, 2014).
- e. Equipment media is a medium that can be touched and held by students (Smaldino, Lowther & Russell, 2012)
- f. Person media can be teachers, students, or field experts. (Loren, Andayani and Setiawan, 2017).

As stated above, the type of media that can be used by UIN Raden Mas Said Surakarta lecturers is in the form of audio media and video media/ audiovisual media that can be used as teaching tools in listening classes.

## **9. Teacher's Problems in Using Media**

Benson (2013) identifies various factors which have an influence on selection and use of media in teaching and learning. He noted that lack of media resources will affect teacher's choice of a particular media, secondly accessibility of media, and teachers' attitudes towards the use of media, and lack of maintenance and repair of electronic media. Bradford (1997) in (Nurchalisa,2019) states several barriers to media education exist. The most significant barrier to using media is lack of time, time constraints as the most significant obstacle to providing media education. The second most significant barrier is lack of materials. Few could argue that there is a lack of resources available to teachers for media instruction. The other barrier to using media in the classroom is unsuitable topics, media often cannot work properly, lack of equipment and software glitches.

Tamrin (2017) reports in their research of problems faced by the teacher in maximizing the use of learning media, most teachers cannot use media with a variety of reasons such as, unavailability of learning facilities and infrastructure, because it would be quickly damaged or depleted. Another reason is the fear of damage because the teachers cannot use the media. It is usually associated with the use of technology-based media such as projector. These issues led to the lack of development of teachers in using the media. Many of the teachers are not able to determine which media can be used to support the delivery of material. In addition, they are also not able to create media that is neither appropriate to the subject matter nor able

to take advantage of technology-based media, from creating slides as well as operating the media. The last reason is there are a lot of activities that teachers have to do. Thus, they do not have time to make learning media.

Based on the above description, it can conclude that there are a lot of problem that face by teacher to use media in classroom such as: unavailability of learning facilities and infrastructure, accessibility of media, teachers lack of ability to use the media, lack of maintenance and repair of electronic media, lack of time and unsuitable topic.

## **10. Concepts of Materials in Teaching Listening**

Foreign language teachers normally apply two kinds of material for instruction; either authentic or simplified and both kinds of texts are valuable (Velazquez, 2007). Hwang (2005) compared authentic materials with textbooks materials, she points out that authentic materials are interactive while textbooks or non-authentic materials are instrumental.

### **a. Authentic Materials**

Baghban (2011) explains, authentic materials are the texts designed for the native speakers which are for real communicative purposes and not initially designed for language learners or teaching purposes. That is why authentic material cannot be found in textbooks and other sources in the pedagogical area, because the material has truly simplified in purpose. Mamo (2013) summarizes, authentic material can be said, the kind of language which is used by different people for



communication orally or in written, and it is not for Second Language teaching and learning purposes.

Woottipong (2014) defines authentic material that can come in all forms of communication. It may be written text, audio recordings of actual communications or video of conversations or dialogue, all containing content not intended to be used for language instruction. Hedge (2000) gives examples of such materials including radio plays, news items, children's stories, travel news, weather forecasts, airport and station announcements, radio talks, debates, extracts from recorded guided tours, relaxation tapes, exercise instructions, interviews, etc. While, Mamo (2013) clarifies at college level, the kinds of authentic listening materials that can be used in the classroom are infinite, but the most commonly used perhaps are songs, films, and recorded conversations, video lectures, public announcements and so forth.

In brief, authentic materials provide real communicative language and originally designed material by native speakers and used for social purposes not for language teaching and learning purposes. authentic material can come in all forms; audio, video or dialogue that recordings of actual communications, news items, announcements, stories, etc. But the kinds of authentic materials for listening at college level it commonly used are songs, films, and recorded conversations, video lecture, public announcements.

### 1) Advantages of authentic material

Although authentic material does not provide for language teaching and learning purposes but it gives many advantages in the language teaching process. As Lin (2004) states the importance of teaching authentic texts in culturally authentic contexts rather than texts designed pedagogically has been emphasized by communicative approaches. She claims that authentic materials taking affective factors such as have a motivating effect, more interesting and stimulating. Many language teachers mentioned in Baghban (2011) they believe that authenticity has proved its beneficial role in language teaching and there is no argument regarding this. As Kelly *et al* (2002) state, when authentic materials are used effectively it will bring the real world into the classroom and to a considerable point can bring life inside the English class. Learners' interest can be raised by exposure to cultural features in material so that they produce a deeper understanding of the topic. On one hand, the students develop their ability to recognize relevant information, they learn how to disregard what is not relevant. Authentic materials are valuable because they contain cultural aspects and show students the real samples of language as used by native speakers. These benefits may range from highlighting comprehension, presenting real language, providing opportunities to

introduce cultural issues, to enhancing motivation, and creating language awareness (Baghban, 2011).

The use of authentic listening materials is an important factor to be taken into consideration when designing listening comprehension materials. By using such materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations. With the use of authentic listening materials, students learn to comprehend double meanings, predict meanings, and make allowances for performance errors committed by other speakers, deal with interruptions, and so on (Mamo, 2013).

However, there are limitations for applying authentic material for pedagogical purposes. In this situation, the teacher has to make sure that the material is suitable for learners' level. There are eight criteria to be considered when choosing appropriate authentic texts. These are: (1) Relevance to course book and learners' needs, (2) Topic interest, (3) Cultural fitness, (4) Logistical considerations, (5) Cognitive demands, (6) Linguistic demands, (7) Quality and (8) Exploitability (McGrath, 2002)

To sum up, the advantages of authentic material have a positive effect on the learner's motivation because it is more interesting than invented text. It provides the real language that is relevant to the real world so students learn the language in the real-

life situation and it informs students about what is happening in the world and provides learners with cultural information about the target language.

b. Non-Authentic Material

Non-authentic material is created for pedagogical purposes. Textbooks are a key component in most language programs. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice for the students. The textbook may serve as a supplement for the teacher's instruction (Richards, 2001). Constructed materials are advantageous because they use more familiar structures and words. These are more appropriate to introduce or reinforce a new grammatical structure. However, there are disadvantages seen for constructed materials such as being less interesting and not introducing real world language to learners (Horwitz, 2008)

In contrast, Berardo (2006) argue, non-authentic materials as having an artificial and unvaried language, concentrating on the point that is to be taught, and including false-text indicators such as sentences which are formed perfectly, questions which are formed by grammatical structures and followed by a full answer. He criticizes non-authentic materials for being unnatural and unlike what learners will encounter in the real world. In addition, many authors in Baghban (2011) conclude that textbook materials are far from reflecting real language use and they

are teacher-centered rather than learner-centered and also provide poor learners motivation.

#### 1) Advantages of Non-authentic material

The use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use. Among the principal advantages are: (Richards, 2001)

- a) Provide structure and a syllabus for a program.
- b) Help standardize instruction. The use of a textbook can ensure that the students in different classes receive similar content and therefore can be tested in the same way.
- c) Maintain quality, students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are placed appropriately.
- d) Provide a variety of learning resources. Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.
- e) Efficiently, it saves teachers time, enabling teachers to devote time to teaching rather than materials production.
- f) Provide effective language models and input.

- g) Can train teachers. If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.
- h) Visually appealing. Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers (Richards, 2001)

## 2) Limitations of Non-authentic material

However, there are also potential negative effects. For example, it may contain inauthentic language:

- a) It may distort content. In order to make textbooks acceptable in many different contexts, controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm.
- b) It may not reflect learners' needs. Since textbooks are often written for global markets, they often do not reflect the interests and needs of students.
- c) The teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by others.
- d) Expensive (Richards, 2001).

Based on the description above, it can be concluded that, non-authentic material has many benefits for education, because it provides a

syllabus, helps to standardize, provides a variety of learning resources, it helps teachers who have limited teaching experience and saves teachers time. But it also provides a serious negative effect such as: expensive, not providing real world language, it does not reflect what learners' needs so its effects to poor learners' motivation.

## **11. Concept of Assessment in Teaching Listening**

### **a. Understanding the Terms “Assessment” and “Test”**

Before specifically considering the topic of assessing listening in particular, a word is in order about two commonly used terms. It is tempting at times to simply think that assessment and test are synonymous, appearing in free variation depending on the whim of the speaker or writer.

Brown (2007) stated a glance at some teacher reference books of 10 or more years ago could bear out such an assumption. However, in recent years, the profession seems to have come to an appropriate consensus that the two terms are, in fact, not synonymous.

Tests are a subset of assessment. Brown (2007) stated assessment is an ongoing pedagogical process that includes a number of evaluative acts on the part of the teacher. When a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an evaluation of the student's performance. A student's written work, from notes or short answers to essays, is judged by the teacher in reading and listening activities, student's responses

are implicitly evaluated. All that is assessment. Technically it is referred to as informal assessment, because it is usually unplanned and spontaneous and without specific scoring or grading formats, as opposed to formal assessment, which is more deliberate and usually has conventionalized feedback.

In considering classroom assessment, then, be prepared to entertain a range of possible pedagogical procedures. One of the first observations that needs to be made in considering assessment is that listening is unobservable. We cannot directly see or measure or otherwise observe either the process or the product of aural comprehension.

## **b. Assessing Types of Listening**

Brown (2004) stated that the assessment of listening comprehension involves two main aspects: language aspects (micro skills) and content understanding aspects (macro skills). What assessment methods (tasks, item formats) are commonly used at the various levels. Consider the following list of sample tasks:

### **1) Discriminative Listening**

It was first developed at a very early age. This task is the most basic form of listening and does not involve understanding the meaning of a word or phrase, but simply producing different sounds. So, discriminatory listening is a basic listening task that is directed to the sound source.



Example: Difference sounds are identified

- a) "I would rank it first" and "I drank it first"
- b) Bat/ bat, bat/bet.
- c) Safe/save
- d) Made/mate
- e) Age/h

## 2) Comprehension Listening

Comprehensive listening (also known as content listening, informative listening and full listening) is built on discriminatory listening. It involves understanding the speaker's message based on different features such as vocabulary, language skills, perception, and nonverbal cues. If you get directions, watch the news, or listen to a talk, you are listening to understand or understand the message being sent.

For example:

On the recording, you will hear:

<b>(Narrator):</b>	Listen to a high school principal talking to the school's students.
<b>(Man):</b>	I have a very special announcement to make. This year, not just one, but <u>three</u> of our students will be receiving national awards for their academic achievements. Krista Conner, Martin Chan, and Shriya Patel have all been chosen for their hard work and consistently high marks. It is very unusual for one school to have so many students receive this award in a single year.
<b>(Narrator):</b>	What is the subject of the announcement?

Picture 2.1

[https://www.ets.org/toefl\\_junior/prepare/standard\\_sample\\_questions/listening\\_comprehension/](https://www.ets.org/toefl_junior/prepare/standard_sample_questions/listening_comprehension/)

In your test book, you will read:

*1. What is the content of the announcement?*

*a. The school will add a new class*

*b. Three new teachers will work at the school*

*c. Several students have received awards*

### **3) Intensive Listening Task**

Intensive listening assessment tests students' ability to recognize phonemes, morphemes, words and their various derivatives, as well as discourse markers and intonation (Brown, 2010). Students must listen carefully to components across a wide range of languages, such as phonemes, intonation, and speech markers. This assessment is good for assessing students with past tense markers and stressed and unstressed word parts.

Example 1: Recognizing Phonological and Morphological Elements

This form of listening assessment assesses students' ability to correctly identify different phonemes and morphemes commonly found in the English language

## Phonemic Pair, consonants

Students hear: (He's from South Korea. She's from South Korea.) Students hear: (We are from the U.S.A. We're from the USA.)

Students hear: (Come here. Come there.)

Students hear: (He is walking. He is working.)

## Phonemic Pair, vowels

Students hear: (Is he living? Is he leaving?) Students hear: (Is he staring? Is he steering?) Students hear: (sitting. Setting.)

## Morphological Pair, -ed ending

Students hear: (I love you very much; I loved you very much) Students hear: (We miss you; We missed you)

Students hear: (We walk to school; We walked to school)

## One word stimulus

Students hear: (read, lead) Students hear: (bad, mad) Students hear: (pass, past)

## Picture 2.2

<http://rbte494assessments.weebly.com/listening.html>

## Example 2: Dictation for Phonological Awareness

(Adapted from McKenna & Stahl, 2009, An Adaptation of Auditory Sound in Words)

Teacher : "I will read the story twice. The first time, I want you to listen. The second time, I'm going to read slowly and I want you to write down the words as best you can. Do you understand?"

If the student answers no, explain again in a different way.

Scoring : If a phoneme is represented, it counts in the scoring. Each phoneme is a point. Spelling does not have to be correct as long as the phoneme is represented.

- 1) Jake woke up late. He missed the bus to school.
- 2) Today is my birthday party. There will be cake and ice cream.
- 3) Sue's mom is very tall. She likes to laugh a lot and hug everyone.

1. Jake woke up late. He missed the bus to school.
2. Today is my birthday party. There will be cake and ice cream.
3. Sue's mom is very tall. She likes to laugh a lot and hug everyone.

Picture 2.3

<https://sites.google.com/site/te494assessmentportfolio/listening-assessments>

#### 4) Responsive Listening Tasks

Responsive listening is another task used in listening assessment. It can be judged in more than one way. This allows students to actively participate and produce language through speaking or writing in response to spoken stimuli (Brown, 2010).

##### Example 1: Open-Ended Response

A less practical but perhaps more authentic way (depending on the question format) is an open-ended response question.

Students will be asked questions such as "How long will it take you to do your homework" and test takers will write or speak their responses.

This format encourages complete and meaningful answers that the individual knows or feels. These questions reflect the knowledge of the test taker and require listening and speaking (also writing if available) skills

You will hear a series of questions. After each one, you will be given time to write down the answers to the questions.

- 1) (Question: What did you eat for lunch yesterday?)
- 2) (Question: What time did you wake up today?)
- 3) (Question: When is your birthday?)
- 4) (Question: Hi! How are you today?)
- 5) (Question: Do you play a sport? Which one?)

Example 2: An appropriate response to a question

This type of assessment focuses on students' ability to understand what is said by responding to a question that has been asked.

*Students hear: (Can you help me, please?)*

*Students respond or choose from 4 choices. The correct one must be verbally given: (yes, I can.)*

## 5) Selective Listening Tasks

The fifth aspect of listening is selective listening. It is when a student listens to a piece of information and has to distinguish certain information.

There are several activities for this task, such as:

- 1) Listening cloze (students fill in the blanks);
- 2) Verbal information transfer (students give MC verbal responses);
- 3) Transfer of image cue information (student chooses a picture);
- 4) Completion of the chart (student fills in the grid);

5) Repetition of sentences (students repeat stimulus sentences).

Example 1: A Listening Cloze task

The Listening Cloze assignment is a popular assessment that requires students to listen to a story, monologue, or conversation. Listening to close assignments can focus on grammatical categories such as verb tenses, articles, prepositions, etc.

Students view a transcript of the passage they are listening to and must fill in the missing information (deleted words or phrases). Students must filter out irrelevant information and retain relevant information.

Students hear a dialogue and input the missing keywords:

Minsu: What time is it, mom?

Minsu's mom: It is \_\_\_\_\_.

Minsu: What \_\_\_\_\_ is it?

Minsu's mom: It's eight.

Minsu's mom: Oh, no. It's \_\_\_\_\_.

Minsu: Nine. \_\_\_\_\_?

Minsu: Oh \_\_\_\_\_! I am late!

Example 2: Information Transfer, Chart Filling

Information transfer is a technique that presents aural information and must be transferred to a visual representation such as a chart or diagram. Students may have to identify an element in a picture, fill out a calendar/ planner, or show routes on a map.

This assessment requires the student to actively listen, filter relevant information, and write the information where appropriate. This assessment forces students to listen carefully to details while writing them down on a chart; it creates an authentic environment where students can learn English practically.

Example:

	Monday	Tuesday	Wednesday	Thursday	Friday
8am	Wake up	Wake up	Wake up	Wake up	Wake up
9am					
10am					

Picture 2.4

<http://rbte494assessments.weebly.com/listening.html>

## 6) Extensive Listening Task

Extensive listening tasks focus on macro listening skills, such as inferring situations, objectives, and participants based on real-world knowledge, distinguishing between implied and literal meanings, and using various listening strategies such as detecting keywords and using context to guess the meaning of a word (H. D. Brown, 2010).

These assignments are used for Advanced English Learners. Extensive listening tasks include lectures, long conversations, and lengthy messages that require the listener to decipher information and derive meaning.

There are several activities for this task, such as:

- 1) Dictation (students listen (usually 3 times) and write a paragraph);
- 2) Dialogue (students hear the dialogue – MC comprehension questions);
- 3) Dialogue (students hear dialogue – open response);
- 4) Lectures (students take notes, summarize and list the main points);
- 5) Interpretation task (students listen to the poem – interpret the meaning);
- 6) Stories, narratives (students retell a story).

#### Example 1: Dictation

Dictation provides a sensible method for integrating listening and writing skills implied in short passages. However, depending on the length of the passage, this method is more taxing on memory and processing of meaning.

Students take this test to listen to a passage of about 50 to 100 words three times (normal speed/slow speed/then normal again). Then, students write down what they hear, which requires good listening and writing skills.

This form of listening assessment assesses students' ability to identify phonemic differences in normal speech.

Students write while the instructor reads a passage.



*First, read at normal speed (students only listen). I can skate. I can ski. Can you swim? Yes, I can. Help! Help! Wait! I'm coming.*

*Second read with designated pauses (students write): (I can/skate. I can/ski. Can you swim? Yes,/ I can. Help! Help! Wait! I'm coming.)*

*Third, read at normal speed (students check their work): I can skate. I can ski. Can you swim? Yes, I can. Help! Help! Wait! I'm coming.*

#### Example 2. Dialogue & multiple-choice comprehension question

An authentic example of extensive listening is “Dialogue comprehension and multiple choice items”. The test taker listens to a monologue or conversation and is then asked to answer a series of comprehension questions.

The sections for this assessment can be created or changed with creativity and originality to make the assessment more meaningful. This assessment allows students to gather information and apply it in their responses. This assessment is used for advanced English learners.

This assessment tests students' ability to gather the information they have just heard and apply it in answering questions.

(Students listen) Okay, students, it's time to get out. Please put on your mitts or mittens and sweater.

You do not want to be cold as we will be outside for some time

Does anyone have any questions? Alright, let's go!

1. What is the weather like outside?

A. hot

B. rainy

C. cold

D. cloudy

Based on the explanation above, for all types of listening students need to understand the indicative answers while the teacher has selected task activities with certain types of listening. In reactive listening the answer focuses on the sound which is heard, intensive listening focus on the language form, responsive listening shows for an understanding, extensive listening focus on longer text with the connecting idea, selective listening taking the important information such as location. Therefore, the selected text assignments in dialogues and monologues should be assessed in a certain type of listening through the formation of activities.

## **B. Previous Related Studies**

Previous research is research that has been done before. Previous studies are used to strengthen and confirm the study of existing theories, so that they will be used as guidelines or references in research to be carried out.

First, Yosi Okta Romania, (2022) A Content Analysis On Listening Materials In English Textbook Based On 2013 Curriculum For The Tenth

Grade Students At Senior High School 04 Bengkulu City. This research focused on listening material in English Textbooks published by Private Publications/Erlangga based on the 2013 Curriculum syllabus and this study aims to determine whether the listening material in English Textbooks for Tenth Grade Students of SMAN 04 Bengkulu City meets the aspects of the curriculum syllabus. 2013. This research is very important for the academic world to make it easier for a student and teacher to choose a good textbook. The method used in this research is Content Analysis. Researchers used two analysis matrices in collecting data. In conclusion, English textbooks published by Private Publications/Erlangga are in the “good” category for students in carrying out the teaching and learning process.

Second, research conducted by Maria Safriyanti (2021) Vol. 7 (2): 217-226 entitled An English Listening Material Development of Listening Materials Production for University Students. This research was designed to develop appropriate listening materials based on the students’ needs of the English Department of Universitas Riau. The Research and Development (R&D) design was applied in this research. The research object was the listening materials development for the first semester students (freshmen) who took listening comprehension class. The researcher did the research starting from analyzing the students’ needs, then collecting and choosing the authentic materials based on some resources and lastly developing the materials and the materials were validated by the

experts. It can be concluded that materials can be used for the learning activities.

Third, research conducted by Nico Febriantyah Eka Setyawan, (2020) with the title "Audio Visual Media Empowerment in Teaching Listening Skills to 7th Grade Students of Muhammadiyah 5 Surakarta Middle School in the 2019/2020 Academic Year". This was done to find out how to empower audio-visual media in teaching listening skills by teachers to students and to find out the challenges faced by teachers in using audio-visual media to teach English. To obtain data, the researcher used a qualitative approach with interviews and questionnaires as data collection instruments. The respondents of this study were two English teachers at SMP Muhammadiyah 5 Surakarta and grade 7 students at SMP Muhammadiyah 5 Surakarta.

The results showed the empowerment of audio-visual media in teaching listening skills by teachers to 7th grade students of SMP Muhammadiyah 5 Surakarta and challenges by teachers using audio-visual media. Based on questionnaire data and interviews conducted by researchers, the two teachers at SMP Muhammadiyah 5 Surakarta empowered audio-visual media in teaching listening skills to 7th grade students very well and both teachers had challenges in practicing technical problems and ideas for making the right materials for students.

Fourth, research conducted by Marwana Ambo Lele, 2018. With the title "Student Perception of Media Used by Teachers in Teaching English

(Descriptive Research on Class VIII Students of SMP Muhammadiyah 12 Makassar)". This study aims to determine the types of media used by the teacher in teaching English and students' perceptions of the media used by the teacher in teaching English. The data were conducted on eighth grade students of SMP Muhammadiyah 12 Makassar from two classes. This study used a qualitative descriptive study. The instruments used were observation and interviews, observation used to observe the teachers of class VIII SMP Muhammadiyah 12 Makassar and the interviews were distributed to class VIII students.

Fifth, the research conducted by Hamdi and Agustian Masri Vol.13 (1): 37-51 (2017) entitled "Problems in Listening for Academic Purposes of English Department Students in Jambi University". The aim of this study is to describe problems faced by the fifth semester students of the English study program in Listening for Academic Purposes. There are two themes in Students Problems in Listening for Academic Purposes which are external problems and internal problems. There are seven problems: Listening Materials, Quality of Media recorder, Accent, Teaching method, Situation of the class, Unfamiliar Vocabulary, and Length and Speed of the Listening. In internal problems: Physical Conditions and Lack of Concentration. This is a case study. The study used an interview with eleven questions. The sample of this study was twelve fifth semester students of an English study program. The findings of this study showed that the most

dominant problems faced by fifth students of English programs are the situation of the class and native speaker accent.

Sixth, research conducted by Mark R. Emerick, (Vol. 25, No. 3, pp. 335-345, 2018) entitled "Explicit teaching and authenticity in L2 listening instruction: University language teachers' beliefs" Temple University. The purpose of this study is to understand university language teachers' beliefs about explicit teaching and authentic materials in second language (L2) listening instruction. Data were collected from language teachers in Spanish and English departments at eight universities in Pennsylvania, United States, through an online questionnaire (N = 60) and semi-structured interviews (N = 6). The results indicated that teachers believe explicit listening instruction is essential for learners to develop competence in L2 listening, but conflate direct strategy instruction, listening practice, and listening assessment. Secondly, most instructors believe that authenticity is a valuable construct for L2 teaching; however, generally instructors considered either linguistic features of the listening text or features of the L2 learning context when selecting materials, not both, illustrating different conceptualizations of authenticity and varied approaches to authentic material selection.

Seventh, the last research conducted by Shimaa M. Hwaider (Vol. 7, No. 6, pp. 140-148, 2017) entitled "Problems of Teaching the Listening Skill to Yemeni EFL Learners" Aligarh Muslim University, India. This paper aims to investigate the most problematic areas in teaching the

listening skill. Two data collection procedures were employed to collect the data for this study; a classroom observation, and a questionnaire for teachers. Fifty teachers of English language responded to the questionnaire and 11 secondary schools in five districts of Aden Governorate were observed for the purpose of collecting data on the teaching of the listening skill. The data were analyzed quantitatively and qualitatively. The findings revealed a set of problems that encounter teachers in teaching listening and consequently contribute to the difficulty of the listening skill.

Table 2.1: Previous Related Studies

No	Name	Title	Similarity	Differences
1.	Yosi Okta Romania (2022)	A Content Analysis On Listening Materials In English Textbook Based On 2013 Curriculum For The Tenth Grade Students At Senior High School 04 Bengkulu City.	<ul style="list-style-type: none"> <li>- The objective of this research have in common about listening materials</li> <li>- Discuss about analysis listening materials</li> </ul>	<ul style="list-style-type: none"> <li>- Focused on listening material in English Textbooks</li> <li>- The research at the senior high school level</li> <li>- Using content analysis method</li> </ul>
2.	Maria Safriyanti (2021) Vol. 7 (2): 217-226	An English Listening Material Development of Listening Materials Production for	<ul style="list-style-type: none"> <li>- The Research in the English Education Department at University level.</li> </ul>	<ul style="list-style-type: none"> <li>- Using Research and Development design</li> <li>- Focus on development</li> </ul>

		University Students.	<ul style="list-style-type: none"> <li>- Discuss about analysis listening materials</li> </ul>	listening material
3.	Nico Febriantyah Eka Setyawan (2020).	"The Empowering of Audio Visual Media in Teaching Listening Skills at 7 Grade Students SMP Muhammadiyah 5 Surakarta in Academic Year of 2019/2020"	<ul style="list-style-type: none"> <li>- Discuss about listening learning</li> <li>- Using descriptive qualitative as research design.</li> </ul>	<ul style="list-style-type: none"> <li>- This study focuses on empowering audio-visual as media in listening</li> <li>- The research at the junior high school level.</li> </ul>
4.	Marwana Ambo Lele (2018).	"The Student's Perception of the Media Used by Teacher in Teaching English (A Descriptive Research at the Eighth Grade Students of SMP Muhammadiyah 12 Makassar)".	<ul style="list-style-type: none"> <li>- Using descriptive qualitative as research design.</li> <li>- Discuss the types of media used in teaching.</li> <li>- The research instrument are observation and interviews.</li> </ul>	<ul style="list-style-type: none"> <li>- Focus on Student's perception of the media used by teacher</li> <li>- The research at the junior high school level.</li> <li>- Focus on media used by teachers in English learning.</li> </ul>
5.	Agustian Masri Vol.13 (1): 37-51 (2017)	Problems in Listening for Academic Purposes of English Department	<ul style="list-style-type: none"> <li>- Discuss about problem in listening for academic purposes</li> </ul>	<ul style="list-style-type: none"> <li>- Just focus on problem in listening</li> <li>- In the conclusion</li> </ul>



		Student in Jambi University	<ul style="list-style-type: none"> <li>- The Research in the English Education Department at University level.</li> </ul>	there are external problems and internal problems in listening for academic purposes
6.	Mark R. Emerick, (Vol. 25, No. 3, pp. 335-345, 2018)	Explicit teaching and authenticity in L2 listening instruction: University language teachers' beliefs" Temple University	<ul style="list-style-type: none"> <li>- Discuss about listening learning</li> <li>- The Research in the English Education Department at University level.</li> </ul>	<ul style="list-style-type: none"> <li>- Focus on the explicit teaching and authentic materials in second language (L2) listening instruction.</li> <li>- The instrument used in this research was a online questionnaire and semi-structured interviews</li> </ul>
7.	Shimaa M. Hwaider (Vol. 7, No. 6, pp. 140-148, 2017)	Problems of Teaching the Listening Skill to Yemeni EFL Learners. Aligarh Muslim University, India.	<ul style="list-style-type: none"> <li>- Discuss about problem in teaching listening</li> <li>- The Research in University Level</li> </ul>	<ul style="list-style-type: none"> <li>- Just focus on problem in listening</li> <li>- The data were analyzed quantitatively and qualitatively.</li> </ul>

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter contains the description of the method employed in this study. The description covers research design, research setting, research subject, data and source of the data, technique of data collection, the trustworthiness of the data technique of data analysis.

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

The design of this research is descriptive with qualitative approach. The researcher raised this theme because of a phenomenon which has been going on until this day. Neergaard et al (in Chen et al., 2020:82) stated that, descriptive qualitative is employed when a research study aims to discover and describe a process, a phenomenon, or the perspectives and views of the participants. Based on Sandelowski (in Chen et al 2020:82), a qualitative descriptive study design offers comprehensive information about an event.

Sandelowski (in Chen et al 2020:82) reinforces that a qualitative descriptive design allows for an understanding of their experience. This data was as naturalist as possible, because descriptive qualitative data came from social events which were taken by researchers to analyze the truth. Qualitative descriptive studies employ the principles of naturalistic inquiry or investigate a phenomenon in its natural state as much as possible, Vaismoradi et al (in Chen et al 2020:82). In addition, to make sure that this

research is in accordance with prevailing rules in descriptive qualitative research. Tong et al (in Chen et al 2020:82) stated that, in terms of quality assurance, the reporting of this study was consistent with the consolidated criteria for reporting qualitative research.

Qualitative research is a general term. It is a way of knowing where a researcher collects, organizes, and interprets information obtained from humans using his eyes and ears as filters. This often involves in-depth interviews and human observations in natural and social settings. Creswell (2014:32) defines that qualitative research is an approach to explore and understand the meaning given by individuals or groups to a social or human problem. In addition, researchers will describe the implementation of the teaching listening process based on media, materials, and assessment at the third semester of UIN Raden Mas Said Surakarta.

In this study, the researcher observed what media, materials, and assessment the teacher used in listening subjects. After that, the researcher described and analyzed the implementation of the media, materials, and assessment used by lecturers in teaching Listening for Academic Purposes. In conclusion, the researcher uses qualitative research because the data are in the form of explanations, descriptions, and implementation of media, materials, and assessment used by lecturers in listening subjects at the third semester of UIN Raden Mas Said Surakarta in the 2022/2023 academic year.

## B. Research Setting

### 1. Setting of Place

This study was conducted in UIN Raden Mas Said Surakarta. The researcher chose UIN Raden Mas Said Surakarta as the place of the study. The study was conducted in Mr H and Mrs N classes. Mr H's is in Class 3A, Class 3B and Class 3C while Mrs N's class is in Class 3E, Class 3F and Class 3G. This research will be conducted at the classes because Mr H and Mrs N use variative media, materials, and assessment in teaching listening for academic purposes at the third semester of English Language Education Study Program of UIN Raden Mas Said Surakarta.

### 2. Setting of Time

This research was conducted in academic year of 2022/2023, the following is described in the form of research table:

Table 3.1 : Schedule of the Research

No.	Activities	Juni 2022	Augt 2022	Sept 2022	Okt 2022	Nov 2022	May 2023
1.	Title Accepted						
2.	Conducting Pre Research						
3.	Writing Proposal						
4.	Consultation and guidance						

5.	Proposal Seminar						
6.	Revise Proposal Seminar						
7.	Collecting and Analyzing data of thesis						
8.	Finish writing Chapter IV-V						
9.	Consultation and guidance						
10.	Report the research/ Munaqosah						

### C. Research Subject

According to Arikunto (2016) stated that the subject of research is to limit the subject of research as an object, thing or person where the data for the research variable is inherent, and at issue. The subjects of this research are two listening lecturers of Listening for Academic Purposes at the third semester of English Language Education of UIN Raden Mas Said Surakarta in the 2022/2023 academic year. There are ten classes in this semester, namely Class 3A, 3B, 3C, 3D, 3E, 3F, 3H, 3H, 3I, and 3J. The study was conducted in Mr H and Mrs N classes. Mr H's is in Class 3A, Class 3B and Class 3C while Mrs N's class is in Class 3E, Class 3F and

Class 3G. This research was conducted at the classes because Mr H and Mrs N use variative media, materials, and assessment in teaching listening for academic purposes.

Purposive sampling is a way to select subjects. Purposive sampling means that the author chooses one class with a specific purpose. According to Bernard (2002) and Ethics (2016) researched that the purposive sampling technique is the selection of participants who is done intentionally because of the qualities possessed by the participants. The technique is included in the nonrandom technique that does not require an underlying theory or a number of participants. Simply put, the researcher can decide what to know and manage to find people who can and are willing to provide information based on knowledge or experience.

#### **D. Data and Source of the Data**

The data in this research are information about the implementation of teaching listening for academic purposes at the third semester of English Language Education. The information is the description of the implementation of media, materials, and assessment used by lecturers in teaching listening for academic purposes in the third semester of UIN Raden Mas Said Surakarta in the 2022/2023 academic year and the result of an interview with two listening for academic purposes lecturers. The form of data was information in word deriving from observation and interview notes that was accumulated from the teaching listening for academic

purposes during the third semester of English Language Education in UIN Raden Mas Said Surakarta. These are three sources of the data :

1. Events

According to Miles in Creswell (2014:293) events are what the subjects will be observed or interviewed doing. The event is in the form of an instructional process that happened in the classes and other activities which is related to the research. The event of this research is teaching listening for academic purposes in the third semester of English Language Education in UIN Raden Mas Said Surakarta.

2. Informant

According to Arikunto (2010) an informant is a person who gives information about the people who provide the information required. Informant descriptive qualitative research is often called as respondents are people who give information for the research. The informants of this research are two listening for academic purposes lecturers at the third semester of English Language Education in UIN Raden Mas Said Surakarta. The data are in the form of interview notes.

## **E. Research Instrument**

The main instrument of this research was the researcher herself, because the research was descriptive qualitative research. In this kind of research, the researcher was the main instrument of the research. Nasution (cited in Winanti, 2017;43) states that the researcher is the main tool to get the information from the subject of the research. The data collection

instruments were observation, interview and documentation. The research instrument is part of the data collection technique. As mentioned by Arikunto (2016) in order to facilitate the researcher, a research instrument is chosen as an assisting tool to collect the data. In collecting the data, this research used some additional instruments; recording, transcript and field notebook.

#### **F. Techniques of Collecting the Data**

Creswell, John W. (2009). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. United States of America: University of Nebraska-Lincoln.

According to Cresswell (2009:178), the techniques of collecting the data in qualitative research consist of three basic types. These are observation, interview, and documentation. The object of this research is teaching writing descriptive text. In this research explains how to collect data in qualitative research as follows :

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

According to Narbuko & Achmadi (2010:70), observation is the tool to collect data which is done by observing and noting down systematically the phenomenon that is inquired. It meant that observation was used to collect the data in a systematic way to understand and interpret actions, interaction or the meaning of events.

This observation is to make notes and some important events in listening class. Notes (field notes) are carried out by researchers. Related



to the formulation of the research problem, this observation is to identify how the listening lecturers implement media, materials, and assessment in teaching listening and real problems faced by lecturers in teaching listening for academic purposes at the third semester of English Language Education in UIN Raden Mas Said Surakarta. The observations are conducted in five meetings in one lecturer's class. It is because of to enrich the data needed by researchers.

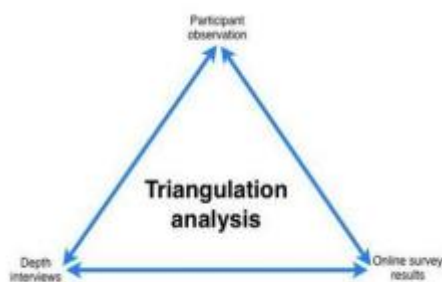
## 2. Interview

An interview is an exchange of ideas or information between two or more people. Interviewing is an important process in a study, especially qualitative research (Rosaliza, 2015). This method is used to obtain initial data as a preliminary study and to obtain research data. According to Esterberg (2002) in Sugiyono (2014) defines an interview as a meeting of two people to exchange information and ideas through question and answer, therefore, meaning can be constructed in a particular topic. Researchers will find out more in-depth things about participants in interpreting situations and phenomena that occur using the interview method, where this cannot be found during observation. Based on the explanation above, the interview is a method of collecting data by exchanging information and ideas through questions and answers between the interviewer and the respondent on a particular topic. In this research, the researcher used structured interviews with two listening lecturers who teach listening subjects.

The researcher conducted the research at third semester students in UIN Raden Mas Said Surakarta. It is easy to get accurate information in this research; an interview is a verbal communication form, like conversation to get information from the respondent. It includes questions that need answers orally if the interview is done by the researcher with a listening lecturers. After that to find out how the implementation of media, materials, and assessment in teaching is used by lecturers and the real problems faced by lecturers in teaching listening subjects.

#### **G. The Trustworthiness of the Data**

In this graduating paper, the researcher used the triangulation technique to examine the data of the research. Triangulation is qualitative cross-validation. Cited in Sugiyo (2017:273) triangulation means the checking of data from any source with multiple techniques and times. Sugiyono states there are three kinds of triangulation, as follows: Triangulation of source, Triangulation of technique, Triangulation of theory.



Picture 3.1

In this research, the researcher focuses on using triangulation of source. Because the data of the research is from multiple sources. There are three sources of this research :

1. Result form interview

In this research, researchers conducted interviews with two listening lecturers. This interview to collect how the listening lecturers implement media, materials, and assessment in teaching listening and real problems faced by lecturers in teaching listening for academic purposes at third semester of English Language Education in UIN Raden Mas Said Surakarta.

2. Result from observation

The researcher observed the state of the process of learning and teaching of listening subjects in the third semester of English Language Education in UIN Raden Mas Said Surakarta. The researcher observed the class activities that were carried out offline. The researcher observed what media, materials, and assessment in teaching listening and real problems faced by lecturers in teaching listening for academic purposes at the third semester of English Language Education in UIN Raden Mas Said Surakarta.

## **H. Technique of Analyzing the Data**

The researcher has finished collecting the data, then in analyzing data the researcher used qualitative research which uses data reduction, data display, and conclusion to arrange and present the data. Based on Miles and

Huberman (in Sari, 2018) they state that qualitative data analysis consists of “three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification”. The explanation of this data analysis technique is as follows:

#### 1. Data Reduction

Data reduction is a process of selecting, focusing, discarding, and arranging data towards drawing conclusions. The data was selected and reduced so that only relevant data is used. In a research, there will be a lot and variety of data, therefore data analysis is needed. Djam'an and Aan (2013) argue that the data obtained and written in the form of reports or detailed data, reports that are compiled based on reduced data, summarized, and taken the main things that focus on the things that are important. This data reduction is done by selecting the data needed in the study.

#### 2. Data Display

Data display is an effort to organize data that has been analyzed so that it is easy to understand and then easy to draw conclusions. The most frequently used in the presentation of qualitative research is the text that is narrative. Data from the interview section and that has been through data reduction will be processed on data display. In this step, the researcher explains the answer to the problem statement. Researchers describe all data obtained from observations in the classes and interviews with the lecturers. Through interviews and observations,

researchers can find out how the lecturers implement media, materials, and assessment in teaching English for students' listening skills and real problems faced by lecturers in teaching listening subjects.

### 3. Drawing Conclusion and Verification

The researcher then derives inferences from the data results after presenting the data. Conclusions are the findings of study that address the research question based on data analysis. According to Djam'an and Aan (2013) an initial conclusion put forward is still temporary, and can change if no strong evidence is found to support the data collected, but if the conclusions put forward at an early stage are supported by evidence valid and consistent when the research returns to the scope of data collection. Accordingly, the conclusions put forward are credible conclusions.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In chapter IV, the researcher displayed research findings and discussion. The researcher discusses the data based on the theory described in chapter II. The purpose of this research is to answer problem statements from the implementation of teaching Listening for Academic Purposes and the problems faced by lecturers based on media, materials, and assessment at the third semester of English Language Education of UIN Raden Mas Said Surakarta in academic year of 2022/2023. First, the researcher described how the lecturers implement the media, materials, and assessment in teaching Listening for Academic Purposes at the third semester of English Language Education of UIN Raden Mas Said Surakarta in the academic year of 2022/2023. Secondly, the researcher described the problems faced by lecturers in teaching listening for Academic Purposes based on media, materials, and assessment at the third semester of English Language Education of UIN Raden Mas Said Surakarta in the academic year of 2022/2023. The subjects of this research was Mr H and Mrs N as the listening lecturers who teach at the third semester of English Language Education of UIN Raden Mas Said Surakarta. The research finding based on the collecting data used by the researcher, namely observation in listening classes and interview with the listening lecturer of English Language Education of UIN Raden Mas Said Surakarta.

## **A. Research Findings**

### **1. Data on the Process of Teaching Listening for Academic Purposes at third semester at the English Language Education of UIN Raden Mas Said Surakarta**

The researcher obtained the data to find out the implementation of teaching Listening for Academic Purposes based on materials, media and assessment through observation and interview.

#### **a. Results of Observation in Mr. H's Classes**

##### **1) Observation I**

The teaching and learning process was carried out on Tuesday, November, 15 2022 in class 3A. There were 27 students who joined the listening class. The lesson started at 10.25 WIB and finished at 11.40 WIB. This meeting was carried out in class P-38. The listening material taught was about "Quizzes"

##### **a) Opening**

The lecturer started the lesson by greeting and asking how the students are doing. In addition, the lecturer thanked to the students for participating in the listening class. The lecturer asked students about the material discussed at last week's meeting and asked about how often students practice listening at home. After that the lecturer began to take student attendance one by one before starting the lesson.

b) Main Activity

The lecturer told the students that the material for the day was a quiz. The lecturer distributed audio and soft file questions via the WA group. Lecturer gave directions to students regarding the quiz that will be done. Lecturers told students to sit in the order of absences in class. There are 30 questions that must be done by students. From these questions there were 3 sessions with different types of questions namely: multiple choice, short conversation and monologue. The lecturer gave about 55 minutes to answer the quiz questions. Students listened to audio through their respective earphones. After the time was up, the students collected answers in the form of a piece of paper to the lecturer.

c) Closing

After the students collected the answers from the quiz given, the lecturer asked the students whether the questions were difficult or easy. The students answered that the questions given were quite difficult. Then the lecturer said that the quiz would be corrected and discussed at the next meeting. After that the lecturer closed the lesson by greeting at 11.45 WIB.

Based on the results of observations, the lecturer used the material in the form of Quiz. The quiz has three types of questions, namely multiple choice, short conversation and monologue. In



teaching listening process the lecturer used a laptop and speaker as learning media. After the quiz was over the lecturer discussed the quiz with the students and was given a score based on the results of the answers from the students.

## **2) Observation II**

The teaching and learning process was carried out on Wednesday, November, 22 2022 in class 3A. There were 27 students who joined the listening class. The lesson started at 10.30 WIB and finished at 11.45 WIB. This meeting was carried out in class P-38. The listening material taught was about “Football in Britain”

### **a) Opening**

The lecturer started the lesson by greeting and asking how the students are doing. In addition, the lecturer thanked to the students for participating in the listening class. The lecturer prepared listening materials and learning media such as laptop and speaker. The lecturer reviewed last week's meeting material. After that the lecturer took students one by one. Then the lecturer began to explain the material that would be presented at today's meeting.

### **b) Main Activity**

The lecturer started material about Football in Britain and the lecturer shared the material in the form of audio and questions to students through the WA group. There are 6 questions in the file

given by the lecturer. After that the lecturer gave students 10 minutes to listen to the audio that had been shared through the WA group. Each student was required to bring earphones for every listening lesson to listen to audio. This was because the class conditions were often not conducive so that it interfered with audio playback when it was played through speaker in class which resulted in students not being able to listen clearly.

When listening to audio, students have to answer questions given by the lecturer. After the time was up, the lecturer discussed the exercises with the students. The lecturer invited students to raise their hands to answer questions. The designated students were welcome to read the questions and answers.

The second session the lecturer gave the second material. The lecturer distributed audio and questions through the WA group, there were 8 practice questions. Students listened using their earphones for 10 minutes. After the time was up the lecturer discussed the audio and questions with the students. The lecturer invited students to raise their hands to read and answer questions from the questions provided.

#### c) Closing

After all the questions have been discussed, before closing the lesson, the lecturer makes conclusions based on the listening material that has been delivered. The lecturer appreciated the

students who had answered the questions correctly and reminded students to play the audio back at home to study. After that the lecturer closed the lesson by greeting at 11.45 WIB.

Based on the results of observations, the listening material taught was about Football in Britain. The lecturer shared the material in the form of audio and questions to students through the WA group. In teaching listening process the lecturer used a laptop, speaker, and earphone by the students as learning media. When listening to audio, students have to answer questions given by the lecturer. After the time was up, the lecturer discussed the exercises with the students.

### **3) Observation III**

The teaching and learning process was carried out on Tuesday, 29 November 2022 in class 3C. There were 26 students who joined the listening class. The lesson started at 07.20 WIB and finished at 08.30 WIB. This meeting was carried out in the Library Literacy Booth. The listening material taught was about the “Olympic Games”.

#### **a) Opening**

The lecturer arrived in the classroom at 07.10 WIB. While waiting for students to arrive, the lecturer prepares listening materials and learning media such as laptop and speaker. After students started arriving, the lecturer opened a listening class

today at 07.20 WIB. The lecturer started the lesson by greeting and asking how the students are doing. The lecturer started the discussion by discussing the situation this morning and discussing random topics. The lecturer also discussed the material at the previous meeting. Before starting learning the lecturer informs students about the schedule and technical implementation of the end of semester exams.

b) Main Activity

The lecturer started material for the Olympic Games and the lecturer shared the material in the form of audio and questions to students through the WA group. There were 6 questions in the file given by the lecturer. After that the lecturer gave students 10 minutes to listen to the audio. After the time was up, the lecturer played the audio using the speaker to discuss the practice questions with the students. The lecturer invited students to raise their hand to answer questions. The designated student was welcome to read and answer the questions. Lecturers asked students such as "What is the content of the audio?", "Where did the Olympic Games take place?", "What are the advantages of the Olympic Games?", "Every how many years the Olympic Games are held?".

In the second session the lecturer gave the second material, namely "Football in Britain". The lecturer distributed audio and

questions through the WA group, there were 8 practice questions. Students listened using their respective earphones for 10 minutes. After the time was up the lecturer discussed the audio and questions with the students. The lecturer invited students to raise their hands to read and answer questions from the questions provided.

c) Closing

After all the questions have been discussed, before closing the lesson, the lecturer makes conclusions based on the listening material that has been delivered. The lecturer asked the students whether there was another class or not. The lecturer also thanked the students for attending this meeting. After that the lecturer closed the lesson by greeting at 08.30 WIB.

Based on the results of observations, the listening material taught was about Olympic Games. The lecturer shared the material in the form of audio and questions to students through the WA group. In teaching listening process the lecturer used a laptop, speaker, and earphone by the students as learning media. When listening to audio, students have to answer questions given by the lecturer. After the time was up, the lecturer discussed the exercises with the students.

**4) Observation IV**

The teaching and learning process was carried out on Tuesday, 29 November 2022 in class 3A. There were 27 students

who joined the listening class. The lesson started at 10.35 WIB and finished at 11.41 WIB. This meeting was carried out in class P-38. The listening material taught was about the “Olympic Games”.

a) Opening

The lecturer started the lesson by greeting and asking how the students are doing. In addition, the lecturer thanked the students for participating in the listening class. The lecturer prepared listening materials and learning media such as laptop and speaker. Before starting learning the lecturer informs students about the schedule and technical implementation of the end of semester exams. The lecturer said that the questions totaled 30-40 questions from the four or five audios that would be played and the audio would only be played twice.

b) Main Activity

The lecturer started material of the Olympic Games and shared the material in the form of audio and questions to students through the WA group. There were 6 questions in the file given by the lecturer. After that the lecturer gave students 10 minutes to listen and answer the exercise. After the time was up, the lecturer played the audio through the LED TV to discuss the practice questions with the students. The lecturer invited students to raise their hands to answer questions. The designated student was welcome to read the questions and answers.

Entering the second session the lecturer gave the second material. The lecturer played audio through the LED TV. But due to network problems, the lecturer distributed audio and questions through the WA group, there were 8 practice questions. Students listened using their earphones for 10 minutes. After the time was up the lecturer discussed the audio and questions with the students. The lecturer invited students to raise their hands to read and answer questions.

c) Closing

After all the questions have been discussed, before closing the lesson, the lecturer makes conclusions based on the listening material that has been delivered. The lecturer appreciated the students who had answered the questions correctly and reminded students to play the audio back at home to study. After that the lecturer closed the lesson by greeting at 11.41 WIB.

Based on the results of observations, the listening material taught was about Olympic Games. The lecturer shared the material in the form of audio and questions to students through the WA group. In teaching listening process the lecturer used a laptop, speaker, and earphone by the students as learning media. When listening to audio, students have to answer questions given by the

lecturer. After the time was up, the lecturer discussed the exercises with the students

#### **5) Observation V**

The teaching and learning process was carried out on Wednesday, 30 November 2022 in class 3B. There were 27 students who joined the listening class. The lesson started at 08.50 WIB and finished at 10.15 WIB. This meeting was carried out in Library Li Booth. The listening material taught was about the “Olympic Games”.

##### **a) Opening**

The lecturer started the lesson by greeting and asking how the students are doing. In addition, the lecturer discussed the rainy conditions this morning. The lecturer regretted the attitude of the students who complained because of the rainy morning conditions, so they asked whether the lecture was offline or online. Then the lecturer told the students about his experiences when he was a student. Even when it rains, he still goes to campus to attend classes. Whereas in the past the place of college was far from home and took the bus. Before starting the lesson, the lecturer encourages students to be more enthusiastic in studying and reduces complaints because of the situation. After that the lecturer informs students about the schedule and technical implementation of the end of semester exams.



b) Main Activity

Lecturer gave an explanation regarding today's listening material about the Olympic Games. The lecturer played the audio through the speaker once. Then the lecturer invited students to discuss the audio heard. The lecturer asked "What did you get from the audio?" Then the students answered the lecturer's questions. After that, the lecturer distributed 6 questions in the form of handouts to students through the WA group.

Then, the lecturer played the audio again using the speaker and students had to answer questions. After that the lecturer discussed the matter with the students. The lecturer invited students to raise their hands to answer questions. The designated student was welcome to read and answer the question.

Entering the second session the lecturer gave the second material namely "Football in Britain". The lecturer distributed audio and questions through the WA group, there were 8 practice questions. The lecturer played the audio using the speaker in the class three times. Then the lecturer discussed the problem with the students. The lecturer invited students to raise their hands to answer questions.

Entering the third question practice session, the lecturer distributed audio via the WA group. Students listened to audio

through earphones for 10 minutes. After the time was up, the lecturer discussed the audio and questions with the students which consisted of 6 questions.

c) Closing

After all the questions were discussed together. The lecturer provided information about the implementation of the end of semester exams. Students were expected to prepare for exams by increasing listening practice at their homes or boarding houses. After that the lecturer closed the lesson by greeting at 10.15 WIB.

Based on the results of observations, the listening material taught was about Olympic Games. The lecturer shared the material in the form of audio and questions to students through the WA group. In teaching listening process the lecturer used a laptop, speaker, and earphone by the students as learning media. When listening to audio, students have to answer questions given by the lecturer. After the time was up, the lecturer discussed the exercises with the students

**b. Results of Observation in Mrs. N's Classes**

**1) Observation I**

The teaching and learning process was carried out on Thursday, November, 24 2022 in Class 3E. There were 24 students

who joined the listening class. The lesson started at 07.35 WIB and finished at 08.40 WIB. This meeting was carried out in class P-35. The listening material taught was about "Learn a new language".

a) Opening

The lecturer entered the class at 07.35 WIB. The lecturer started the lesson by greeting and asking how the students are doing. In addition, the lecturer thanked the students for participating in the listening class. The lecturer prepared listening materials and learning media such as laptop and turned on the LED TV. Before starting the lesson, the lecturer invites students to discuss the material that will be discussed at today's meeting. The lecturer asked the students "What is your favorite, most enjoyable way to learn English?" Then the students answered the question. There was a question and answer session related to the learning material that will be delivered in class.

b) Main Activity

The lecturer started material of How to do London and the lecturer shared the screen material on LED TV. Lecturers also distributed material via the WA group. The lecturer displayed the material through the LED TV. Then the lecturer started the discussion by asking questions with several students at once to check student attendance. Lecturer asked questions like "What is your favorite most enjoyable way to learn English?", "What is

your language learning application/youtube channel?". "Why do you like it?", "How often/when do you use it?" and "Can you think of any new enjoyable way to learn new languages?" The students answered the questions the lecturer asked.

After that the lecturer distributed the exercise through the WA group. The lecturer gave about one minute for students to understand the questions. After that the lecturer played a video that lasted about 8 minutes. Students must pay close attention and answer each question which consists of 10 questions. After the video finished playing, the lecturer explained the contents of the video and asked several questions to students. Then, the lecturer played the video one more time. After the video finished playing, the lecturer asked the students whether they had answered all the questions.

c) Closing

For the closing, because listening class was almost over, the lecturer had not had time to discuss the questions. The lecturer asked the students to listen to the video at their respective homes and complete the questions that had not been done. After that the lecturer closed the lesson by greeting at 08.40 WIB.

Based on the results of observations, the listening material taught was about Learn a New Language. The lecturer displayed the material through the LED TV and distributed material via the WA group. In teaching listening process the lecturer used a laptop and LED TV as learning media. The lecturer distributed the exercise through the WA group. The lecturer gave about one minute for students to understand the questions. After that the lecturer played a video that lasted about 8 minutes. Students must pay close attention and answer each question which consists of 10 questions.

## **2) Observation II**

The teaching and learning process was carried out on Friday, November 25 2022 in class 3G. There were 29 students who joined the listening class. The lesson started at 10.25 WIB and finished at 11.35 WIB. This meeting was carried out in class P-38. The listening material taught was about "Stress".

### **a) Opening**

The lecturer arrived at the class at 10.25 WIB. The lecturer started the lesson by greeting and asking how the students are doing. The lecturer prepared listening materials and learning media such as laptop and turned on the LED TV. Before playing the learning video, the lecturer invites students to discuss the material that will be discussed at today's meeting. The lecturer asked the students "Have you ever experienced stress?" There

was a question and answer session related to the learning material that will be delivered in class.

b) Main Activity

The lecturer started material of Stress and the lecturer shared the screen material on LED TV. Lecturer also distributed material via the WA group. The lecturer displayed the material through the LED TV. Then the lecturer started the discussion by asking questions with several students at once to check student attendance.

The lecturer gave one minute for students to understand the questions before the video was played. After that the lecturer played the video through the LED TV which lasted about 3 minutes. The lecturer only played the video once and there are 20 questions that must be answered by students. Students answered questions through the Quizzes application. After that the lecturer opened the quizzes application to check the students' answers. By using the quizzes application, lecturers can correct answers quickly and can determine the ranking order based on the scores obtained by students. Lecturers appreciated students with the three highest scores in class.

c) Closing

Before closing the lesson, the lecturer made a conclusion based on the listening material that had been delivered. The

lecturer also conveyed the material that would be delivered next week because this class was left behind by other classes that had received new material. The lecturer reminded students, especially male students to attend Friday prayer. After that the lecturer closed the lesson by greeting at 11.26 WIB.

Based on the results of observations, the listening material taught was about Stress. The lecturer displayed the material through the LED TV and distributed material via the WA group. In teaching listening process the lecturer used a laptop and LED TV as learning media. The lecturer played the video through the LED TV which lasted about 3 minutes. The lecturer only played the video once and there are 20 questions that must be answered by students. Students answered questions through the Quizzes application.

### **3) Observation III**

The teaching and learning process was carried out on Monday, November, 28 2022. There were 25 students who joined the listening class. The lesson started at 14.45 WIB and finished at 16.00 WIB. This meeting was carried out in class P-38. The listening material taught was about “How to do London”.

#### **a) Opening**

The lecturer started the lesson by greeting and asking how the students are doing. In addition, the lecturer thanked the

students for participating in the listening class. The lecturer prepared listening materials and learning media such as laptop and turned on the LED TV. Before playing the learning video, the lecturer invites students to discuss the material that will be discussed at today's meeting. The lecturer asked the students "What do you know about London?" There was a question and answer session related to the learning material that will be delivered in class.

b) Main Activity

The lecturer started material of How to do London and the lecturer shared the screen material on LED TV. The lecturer played the video for two minutes and students must pay close attention and record important points in notebooks. After that the lecturer invited students to discuss the video. The lecturer asked the students "How is London based on the video?" Then the students answered based on the contents of the video. To test the students, the lecturer asked the students one by one about "What did you get from the video?" as well as to check student attendance.

After the lecturer asked the students one by one, then the lecturer distributed PDF material via the WA group which contained listening practice questions. The lecturer gave one minute for students to understand the available questions which



total 15 questions. The type of question is in the form of a stuttering sentence. The students had to complete the missing words based on the videos they had listened to. The lecturer played the video "How to do London" twice. After that the lecturer invited 15 students to come to the front of the class to write answers to the 15 questions. After the 15 questions were filled with answers, the lecturer discussed the questions one by one. Not to forget, the lecturer corrected the student's wrong answer. Lecturers gave additional marks to students who have come to the front of the class.

c) Closing

Before closing the lesson, the lecturer made a conclusion based on the listening material that had been delivered. Due to the unfavorable class situation caused by students chatting a lot in class, the lecturer reminded students to focus on learning and reduce chatting when the lecturer explained the material. The lecturer also reminded to do more listening exercises at home. After that the lecturer closed the lesson by greeting at 16.00 WIB.

Based on the results of observations, the listening material taught was about How to Do London. The lecturer displayed the material through the LED TV and distributed material via the WA group. In teaching listening process the lecturer used a laptop and LED TV as

learning media. The lecturer gave one minute for students to understand the available questions which total 15 questions. The type of question is in the form of a stuttering sentence. The students had to complete the missing words based on the videos they had listened to.

#### **4) Observation IV**

The teaching and learning process was carried out on Thursday, December 01 2022 in Class 3E. There were 24 students who joined the listening class. The lesson started at 07.40 WIB and finished at 08.40 WIB. This meeting was carried out in class P-35. The listening material taught was about "How to do London".

##### **a) Opening**

The lecturer prepared listening materials and learning media such as laptop and turned on the LED TV. The lecturer started the lesson by greeting and asking how the students are doing. The lecturer also apologized to the students for being late. Before playing the learning video, the lecturer asked the students "What do you know about London?" There was a question and answer session related to the learning material that will be delivered in class.

##### **b) Main Activity**

The lecturer started material of How to do London and the lecturer shared the screen material on LED TV. The lecturer

played the video for two minutes and students must pay close attention and record important points in notebooks. After that the lecturer invited students to discuss the video. The lecturer asked the students "How is London based on the video?" Then the students answered based on the contents of the video. To test students, the lecturer asks students such as "What is an oyster card?", "What is the characteristic of people in London?", "What is the habit of people in London?", "What is the name of the train?", "What about the car there?" and so on.

Then the lecturer distributed material through the WA group which contains transcripts of material from the video with 15 gaping sentences. The students had to complete the missing words based on the video they had listened to. The lecturer played the video "How to do London" twice. After that the lecturer invited 15 students to come to the front of the class to write answers to the 15 questions. After the 15 questions are filled with answers, the lecturer discusses the questions one by one. Not to forget, the lecturer corrected the student's wrong answer. Lecturers give additional marks to students who have come to the front of the class.

c) Closing

For the closing because the listening class time was running out, the lecturer told the students to play the video back

at each student's home or boarding house. After that the lecturer took student attendance by calling students one by one. The lecturer closed the lesson by greeting at 08.40 WIB.

Based on the results of observations, the listening material taught was about How to Do London. The lecturer displayed the material through the LED TV. In teaching listening process the lecturer used a laptop and LED TV as learning media. The lecturer distributed material through the WA group which contains transcripts of material from the video with 15 gaping sentences. The students had to complete the missing words based on the video they had listened to. After that the lecturer invited 15 students to come to the front of the class to write answers to the 15 questions.

#### **5) Observation V**

The teaching and learning process was carried out on Friday, December 02 2022 in Class 3G. There were 29 students who joined the listening class. The lesson started at 10.37 WIB and finished at 11.20 WIB. This meeting was carried out in class E. 3-4. The listening material taught was about “Learn a New Language”.

##### **a) Opening**

Lecturer arrived at class at 10.37 WIB. The lecturer started the lesson by greeting and asking how the students are doing. The lecturer apologized to the students for being late to

class on Friday. Then the lecturer prepared listening material and learning media such as laptop and turned on the LED TV. Before starting the lesson, the lecturer invites students to discuss the material that will be discussed at today's meeting. The lecturer asked the students "What is your favorite, most enjoyable way to learn English?" There was a question and answer session related to the learning material that will be delivered in class.

b) Main Activity

The lecturer started the material of How to Learn New Language and the lecturer shared the screen material on LED TV. Lecturer also distributed material via the WA group. The lecturer displayed the material through the LED TV. Then the lecturer started the discussion by asking questions with several students at once to check student attendance. Lecturer asked questions like "What is your favorite most enjoyable way to learn English?", "What is your language learning app/yt channel?", "Why do you like it?", "How often/when do you use it?" and "Can you think of any new enjoyable way to learn new languages?". The students answered the questions the lecturer asked.

After that the lecturer distributed practice questions through the WA group. The lecturer gave about one minute for students to understand the questions. After that the lecturer

played a video that lasted about 8 minutes. Students must pay close attention and answer each question which consists of 10 questions. After the video finished playing, the lecturer explained the contents of the video and asked several questions to students.

After that the lecturer played the video one more time. After the video finished playing, the lecturer asked the students whether they had answered all the questions. Due to limited time on Fridays, the lecturer gave a practice quiz consisting of 10 questions. Lecturers instruct students to answer them in the quizzes application and give them one week to complete the assignments.

c) Closing

For the closing, due to limited class hours on Friday, the lecturer gave a quiz to students in the form of 10 practice questions. Before closing class, the lecturer reminds students to submit quizzes that are given within one week on the quizzes application. After that the lecturer closed the lesson by greeting at 11.20 WIB.

Based on the results of observations, the listening material taught was about Learn a New Language. The lecturer displayed the material through the LED TV and distributed material via the WA

group. In teaching listening process the lecturer used a laptop and LED TV as learning media. The lecturer distributed the exercise through the WA group. The lecturer gave about one minute for students to understand the questions. After that the lecturer played a video that lasted about 8 minutes. Students must pay close attention and answer each question which consists of 10 questions.

### **c. Results of Interview**

Based on the results of observation above, the researcher will describe the implementation of teaching listening for Academic Purposes at the third semester of English Language Education of UIN Raden Mas Said Surakarta in the academic year of 2022/2023. The researcher only discusses media, materials, and assessment that are used by lecturers in teaching Listening for Academic Purposes.

#### **1) Materials**

Based on the results of observation carried out in Mr H and Mrs N classes. The researcher saw that the lecturer gave the material about the TOEFL/IELTS as the listening materials in Listening for Academic Purposes. In Mr H classes the lecturer gave materials about Olympic Games, Football in Britain and Quizzes from Longman Textbook while in Mrs N classes the lecturer gave materials about Stress, How to do London, Learning a New Languages from Deborah Phillips Textbook and video Ted Talk from youtube. In Mr H classes the lecturer shared

the materials by WA grup while in Mrs N classes the lecturer shared the material by WA group and shared a screen in the LED TV.

The researcher found all lecturers used authentic material in teaching listening. The findings can be seen in the following question:

What kind of materials that you used in teaching listening?

Based on the result of interview, the lecturers said:

Mrs N said:

*Materials itu materi nya gitu? Oke. Nah, jadi untuk materinya memang sumbernya itu authentic materials. Saya menggunakan beberapa sumber, yang pertama textbook itu dari Deborah Phillips toefl, textbook toefl dan juga toefl itu saya berikan juga link untuk mereka belajar sendiri di rumah. Untuk listeningnya, entah itu link website, entah itu link khusus untuk toefl itu saya berikan untuk mereka memahami sendiri di rumah. Tapi, untuk di kelas saya memang memberikan materi khusus agar mereka enggak bingung. Ya, biar enggak kemana-mana gitu pembahasan kita. Saya memang memberikan materi khusus toefl dari Deborah Phillips gitu termasuk juga semua skill nya kan ada di sana gitu. (Interview on Friday, December 09<sup>th</sup> 2022)*

Supported by the result of interview, Mr H said:

*Baik, materi kemarin yang saya gunakan non-autentik karena itu saya ambil dari TOEFL dan IELTS. Soal dari TOEFL dan IELTS. Nah kebanyakan ke IELTS, karena TOEFL sudah diberikan di TOSA di P2B. Jadi saya lebih banyak ke IELTS, walaupun saya juga menggunakan autentik materi, autentik itu langsung contohnya kan dengan menggunakan video seperti video reporter gitu kan autentiknya gitu kan. Kemudian nanti apa itu, kebanyakan di reporter lah apa itu tentang cuaca ataupun nanti suara dari stasiun, video dari youtube dan lain lainnya bukan cuma youtube ya. (Interview on Monday, February 06<sup>th</sup> 2023)*

In addition Mr H said:

*Longman itu kan juga sebenarnya autentik semuanya soal di TOEFL sama IELTS itu autentik semua jadi itu the daily life conversation. Ya nanti kamu memasukkan apa ya terserah, pada*



*buku, bukunya itu menggunakan autentik.* (Interview on Monday, February 06<sup>th</sup> 2023)

From the explanation above, it can be concluded that all interviewees used authentic materials in teaching listening. Baghban (2011) explains, authentic materials are the texts designed for the native speaker which are for real communicative purposes and not initially designed for language learners or teaching purposes. The two lecturers use listening material sourced from daily life conversations.

## 2) Media

Based on the results of observation carried out in Mr H and Mrs N classes, the researcher found all lecturers used laptop, speaker/earphone, LED TV and internet as media in teaching listening. In Mr H's class used a laptop, speaker/earphone, LED TV and internet while in Mrs N's class used laptop LED TV and internet. The findings can be seen in the following question:

Listening is always *related to the media, so what kind of media do you use in teaching listening?*

Mr H said:

*Dalam pembelajaran media saya gunakan yang pertama pasti laptop kemudian speaker kemudian yang kedua adalah layar. Ya bisa LCD bisa TV screen itu bisa.* (Interview on Monday, February 06<sup>th</sup> 2023)

Supported by the result of interview, Mr N said:

*Seperti yang mbak Anik lihat di kelas ya. Saya menggunakan Laptop, LED TV dengan memanfaatkan wifi kampus ya.* (Interview on Friday, December 09<sup>th</sup> 2022)

It can be concluded that the media used by lecturers in teaching listening were electronic media such as: laptop, speaker/earphone, LED TV and the media that can be accessed by laptop was the internet. As Pangaribuan, Andromeda and Kammer (2017) said, in common usage, the term multimedia refers to an electronically delivered combination including video, still images, audio, text in such a way that can be accessed interactively.

Based on the results of observation, the lecturers use different types of media. Mr H uses the type of audio media while Mrs N uses the type of audiovisual media. Mr H plays audio through a laptop and uses a loudspeaker or sometimes uses an LED TV. In addition, the lecturer also shares audio through the WA Group so that students listen to audio through their earphones. While Mrs. N only uses a laptop and LED TV to display videos using an internet connection.

The findings can be seen in the following question:

*What type of media do you use in listening class?*

Mr H said:

*Audio, visual audio atau audio visual. Mostly kebanyakan menggunakan audio saja. Ya visualnya itu tetap ada tapi tidak sering banget gitu. (Interview on Monday, February 06<sup>th</sup> 2023).*

Supported by the result of interview, Mr N said:

*Ya seperti mbak Anik lihat di kelas, saya menggunakan tipe audiovisual. Saya menggunakan video ted talk seperti yang saya sampaikan tadi. (Interview on Friday, December 09<sup>th</sup> 2022)*

It can be concluded that the lecturers used different types of media. Mr H uses the type of audio media while Mrs N uses the type of video media/audiovisual media. Mr H uses this type of audio media because it is to prepare students if they want to take the TOEFL/IELTS test in the future.

### 3) **Assessment Listening**

Based on the results of observation carried out in Mr H and Mrs N classes, the lecturer used a type of listening assessment in the form of **Selective Listening Tasks**. There are several activities for this task, such as: Listening cloze (students fill in the blanks), Verbal information transfer (students give MC verbal responses), Transfer of image cue information (student chooses a picture), Completion of the chart (student fills in the grid), and Repetition of sentences (students repeat stimulus sentences).

One of the activities for this selective task is the Listening **Cloze Task**. The Listening Cloze Task is a popular assessment that requires students to listen to a story, monologue, or conversation. Listening to cloze assignments can focus on grammatical categories such as verb tenses, articles, prepositions, etc.

The findings can be seen in the following question:

*What type of questions did you use in your listening class assessment?*

Mr H said:

*Untuk penilaiannya ya, berdasarkan jawaban yang benar atau salah itu kemudian kan dari soal yang saya ujikan itu kan ada 3 macam. Ada tiga macam jenis soal yaitu multiple choice, short answer sama essay nah itu. Jadi kalau yang multiple choice itu kan kalau benar ya satu kalau salah ya 0 (kosong). Kalau yang short answer itu jawabannya cuma 2 atau jawabannya cuma Yes I do/ coffee, cuma satu kata atau frase gitu kan. Itu kalau salah ya salah kalau benar ya benar. Kemudian kalau yang essay itu nanti tergantung isinya kalau poinnya dapat walaupun itu jawabannya agak panjang atau dikit tapi poinnya dapat itu nanti saya benar kan, tapi kalau masih kurang dapat itu nanti akan ada nilai yang setengah gitu, kurang sempurna nilainya. (Interview on Monday, February 06<sup>th</sup> 2023).*

Supported by the result of interview, Mr N said:

*Lebih sering ya, kalau untuk harian yang setelah uts kemarin itu saya menggunakan fill in the blank space yang pertama. Yang kedua adalah comprehension quiz. comprehension quiz itu yang video tentang apa? kemudian saya tuliskan mereka ngerti nggak untuk summarize poinnya tuh ngerti atau enggak? Jadi pertanyaan itu terkait dengan rangkuman videonya, gitu. Tapi sebelum UTS saya memang fokusnya ke toefl. Jadi untuk toefl itu mostly semuanya pilihan ganda. (Interview on Friday, December 09<sup>th</sup> 2022)*

It can be concluded that the lecturers used a type of listening assessment in the form of Selective Listening Tasks. The lecturers more often use type os questions such as short answers, dialogues and monologues. This is because listening for academic purposes focuses more on TOEL learning to prepare students if they want to take the TOEFL/IELTS test in the future.

## **2. Data on the problems faced by lecturer during teaching Listening for Academic Purposes at the third semester of English Language Education of UIN Raden Mas Said Surakarta in academic year of 2022/2023**

According to Hamouda (2003) problems related to listening texts, listening problems related to tasks and activities, listening problems related to listeners, and teacher methodology are some of the factors that lead to students' listening comprehension. The researcher obtained the data to investigate the implementation of teaching Listening for Academic Purposes based on materials, media and assessment through observation and interview. Based on the result of observation and interview with Mr H and Mrs N as listening lecturers, the researcher knew that there were several problems in implementing materials, media and assessment in teaching listening. The problems were lack of academic vocabularies in students, classroom environment is not conducive, there were some students looking for answers on the internet.

### **1) Using materials in teaching listening**

#### **Problem in Lack Academic Vocabularies**

The researcher found that there were still many students who had difficulty understanding the words from the audio/video they were listening to. This is because listening in the third semester focuses on TOEFL and IELTS material. So the words used in the

audio use academic vocabulary, so there are still many students who have difficulty capturing the contents of the audio.

Based on observations in Mr H and Mrs N classes, some students still have difficulty capturing the words they hear because of the lack of student practice to listen to academic vocabulary. Besides that, the audio is too fast and the audio uses sources from native native speakers. This resulted in students being confused to capture the meaning of the audio. However, there were some students who were able to capture the vocabulary and intent of the audio.

Based on the result of interview, Mr H said

*Kalau di materi kendalanya kebanyakan mereka kurang familiar dengan audio seperti vocabulary baru, kemudian karena di situ kan menggunakan native speaker jadi interpretasi mereka itu berbeda karena spellingnya atau pronunciation itu kan berbeda. (Interview on Monday, February 06<sup>th</sup> 2023).*

While Mrs N said:

*Untuk mencari materi tidak ada kesusahan ya. Karena sekarang dunia digital ya. Jadi sumber materi listening sangat banyak. Jadi kendalanya lebih challenge ke siswanya ya. Jadi mahasiswa belum terekspos menggunakan academic vocabulary pada semester sebelumnya. Jadi baru di semester tiga ini. Jadi academic vocabularies mereka itu limited. Jadi beberapa vocab yang mereka dengarkan tidak semuanya bisa ditangkap. Mungkin hanya satu atau dua mahasiswa yang mampu menangkap, yang terbiasa mendengarkan berita. Jadi tergantung ekposer masing-masing mahasiswa juga. Tapi sebagian besar mahasiswa masih kesulitan untuk menangkap academic vocabularies ini. (Interview on Friday, December 09<sup>th</sup> 2022)*

From the interview above, there were some students who still lack academic vocabularies. The students are still confused about capturing vocabulary from fast enough audio listening from native speakers. Actually, students are able to follow the lesson, but only a few students can grasp difficult vocabulary such as students who are used to listening to news in English. This can happen because not all students are used to listening to audio that contains academic vocabulary. So, this becomes a problem and prevents students from understanding the overall meaning of the audio they are listening to.

From the explanation above, it can be known that academic vocabularies are a crucial part of teaching listening for academic purposes. Students have to practice listening a lot to improve their ability to understand academic vocabulary such as by listening to the news and practicing listening to TOEFL/IELTS questions. In this problem students must be able to catch the words according to the audio they are listening to.

## **2) Using media in teaching listening**

### **a) Problem in signals.**

Based on observations and interviews in Mr H and Mrs N's classes, because listening is always related to the media, the lecturers use media such as laptop, speaker and LED TVs. Lecturers use LED TV in class to display audio and video. However, the use of LED Tv sometimes requires an internet connection, so the lecturers take

advantage of the wifi signal available on campus. Based on observations on Tuesday, November 29, 2022, in Mr H class, the lecturer uses an LED TV to play audio. In the first session the audio can be played smoothly. However, when entering the second session by playing the second audio, in class P.38 the wifi signal went wrong so audio could not be played using the LED TV. Due to problematic signal interference, the lecturer finally distributed audio via the WA group and students listened to audio using their respective earphones. The use of earphones also experienced discomfort, due to frequent use of earphones for quite a long time, students complained that their ears hurt.

Based on the result of interview Mrs N said:

*Yang pertama sinyal. Kadang saya kan tidak hanya video, kadang videonya tidak saya download tapi langsung dari youtube gitu kan. Nah karena dari youtube itu buffering apa sinyalnya kadang mungkin ada maintenance wifi nya atau kalau ruangnya berbeda sinyalnya juga berbeda gitu ya. Terus kemudian saya juga perlu menggunakan Quizzes juga setelah listening. Saya ada kuis juga. Kuis itu kadang saya menggunakan Quizzes yang butuh sinyal gitu. Nah itu hambatannya di sana. Seringkali anak-anak ketika mau menjawab pertanyaan mereka tahu jawabannya apa, tapi sinyalnya tidak mendukung gitu ya. Maka biasanya itu sih hambatannya.*

(Interview on Friday, December 09<sup>th</sup> 2022)

Based on the results of the interview above, it can be concluded that the signal factor plays an important role in listening courses. Because listening is always associated with the media, while the media used by lecturers needs an internet connection to facilitate



learning. In the digital world, one of the listening lecturers also uses the quizzes application to provide an assessment of listening questions directly, so when the internet signal is constrained, the assessment does not run optimally.

**b) The condition of the classroom environment is less conducive**

Listening is the skill of listening to sound either directly from the lecturer's words in class or through audio recordings from native speakers. Based on observations and interviews in Mr H and Mrs N's classes, lecturers use laptop, speaker, earphones and LED TVs as media to produce sound. Based on observations in Mrs N's class, the lecturer plays the video through the LED TV, so that it relies on the sound coming out of the LED TV. Students can see and hear clearly from the video that is played in class, but sometimes the environmental conditions around the class are not conducive, such as the class next door which is busy, so it is quite disturbing for students' concentration.

Then based on observations in Mr H's class the lecturer distributed audio via the WA group, then students listened using their earphones. This is because sometimes the environment around the class is not conducive as in room P.38, the class next to it is sometimes crowded if there is no lecturer in class. When the conditions around the classroom are quite noisy students cannot hear clearly from the audio recording being played. When the lecturer

plays the audio using the LED TV or speaker, the sound from the next class sounds quite loud. So the lecturer is also worried that playing the audio too loud will also disturb other classes next to it.

Based on the result of interview, Mr H said:

*Di kesulitannya. Nah kesulitannya ini gini, kesulitannya tidak ada ruang lab bahasa itu kesulitannya karena kesulitannya kemarin itu kan kita di kelas. Nah di kelas itu cuma ada TV dan speaker dari TV nya sendiri itu. Nah itu dan ruangnya tidak kedap suara ya ketika diputarkan dari situ suaranya keras dan menggema dan siswa kurang bisa mahasiswa kurang bisa mendengar secara bagus untuk audionya. (Interview on Monday, February 06<sup>th</sup> 2023)*

In addition Mr H said:

*Kemarin sering banget karena kita di kelas gitu. Makanya kemarin saya lebih banyak menggunakan headset, headset itu sendiri pribadi ya. Jadi, audionya saya kasih, kemudian saya kasih pertanyaan kemudian nanti dibahas. Waktu itu sambil ada pertanyaan sendiri yang saya ajukan, jadi saya mengajukan pertanyaan mengetahui siswa itu paham enggak? Bukan cuma bisa menjawab tapi paham enggak tentang isinya. Kalau bisa menjawab kan ada pertanyaan apa kan? Multiple choice kan bisa milih A B C bisa gak begitu atau short answer kan bisa tapi paham gak tentang the whole of the recording itu. (Interview on Monday, February 06<sup>th</sup> 2023)*

Mrs N said:

*Duh, sejauh ini listening yang saya ampu tidak separah itu ya. Cukup kondusif juga ya. Meskipun mereka kalau saya minta diskusi terus diskusinya terus agak kebablasan gitu ya. I need them to pay attention first. Tapi untuk untuk sejauh ini memang cukup kondusif. Cuma mungkin kondisi dari luar kelas kalau ada yang cepat atau bising ya cukup mengganggu. (Interview on Friday, December 09<sup>th</sup> 2022)*

Based on the results of the interview above, it can be concluded that learning listening requires a conducive and calm environment

so that students can concentrate on listening to audio recordings properly. Moreover, in this third semester, the focus is on listening for academic purposes, such as TOEFL/IELTS which uses academic vocabulary which is quite difficult for students to grasp. Therefore, the condition of the listening class environment that is less conducive is one of the problems in learning listening.

### **3) Assessment in teaching listening**

There are a number of factors that we need to assess the students' listening skills. These include considering the test taker and the students' needs, the kind of information about listening skills and the most appropriate ways to assess these skills so the test is appropriate and accurately scored. Listening is a vital skill but it can be challenging to assess.

Listening is the most complex skill to assess students than other language skills. It involves verbal input where students have to listen and transfer the information in their mind through their auditory insights. In listening the information is given in spoken text so that students need the greatest effort to recognize the information or part of what they hear unlike written text where students can read the whole part in written form clearly. Based on observations and interviews in listening classes, the lecturers faced problems in teaching listening assessment because there are some students who cheat the lecturer.

- a) There were some students looking for answers on the internet

Based on observations in Mr H and Mrs N classes, the lecturers distributed listening material through the WA group in the form of question handouts, audio listening files and listening video links from YouTube. According to Mr H, because the lecturers distributed question handouts and audio listening through the WA group, students could search for answers on Google because all the audio that was shared came from Google. Then based on observations in Mrs N's class on November, 28th 2022 in class 3F and in other classes, the lecturer uses listening material in the form of videos sourced from the Ted Talk Channel on YouTube, students can access these videos on YouTube using their handphones. So students can find out the transcript of the video, because on YouTube there is an automatic translation and video transcript in the description of the YouTube channel.

Based on the result of interview, Mr H said

*Kendala dalam pemberian nilai listening kemarin itu, nah itu karena tidak menggunakan di lab bahasa, menggunakan headset itu ada beberapa mahasiswa yang bisa mencurangi dosen. (Interview on Monday, February 06<sup>th</sup> 2023)*

In addition Mr H said:

*Iya di google karena kan itu ada file, itu kan saya tidak bisa memutarakan secara sendiri. Akhirnya saya kasih soal dadakan, soal dan audionya semuanya dan pada waktu itu dadakan. Tapi mereka itu kan tuh gimana caranya, saya enggak tahu bisa mencari jawaban di internet. Itu walaupun jawabannya tidak sama, tapi karena apa ya? Soal saya itu kan semua soal itu hampir bisa dicari jawabannya di internet*

*mereka nyari teksnya, teksnya tahu teksnya bisa di cari di internet.* (Interview on Monday, February 06<sup>th</sup> 2023)

While Mrs N said:

*Mungkin nanti pas UAS ya mbak. Kan ini baru mau UAS kan ya. Kalau untuk UTS saya sudah punya rubriknya, saya sudah punya kriterianya seperti apa. Jadi kriterianya sudah jelas. Namun saat UAS saya harus buat lagi rubriknya karena untuk menilai summary anak-anak, jawaban yang diberikan mahasiswa itu perlu rubrik atau kriteria khusus yang harus saya buat. Sementara sudah saya buat, namun belum fix.* (Interview on Friday, December 09<sup>th</sup> 2022)

Based on the results of interviews with lecturers in taking listening scores, according to Mr H, because the listening course did not use a language laboratory and the material and audio files were distributed through the WA group, there were some students who cheated the lecturer by searching for answers via Google. Based on the results of observations, this also happened in class Mrs N.

However, based on interviews in Mrs. N's class, the listening assessment had problems such as making a rubric for assessment. This was because based on the interview Mrs. N was a new lecturer in teaching listening this semester, so she had to make an assessment rubric for the middle test and final test.

## **B. Research Discussions**

Here, the researcher discussed data from research findings that have been analyzed. The researcher discussed the data by comparing the data with the theory used by the researcher as a reference.

### **1. Data on the Process of Teaching Listening for Academic Purposes at third semester at the English Language Education of UIN Raden Mas Said Surakarta**

In this section, the researcher will be presented the discussion of research about the analysis of teaching Listening for Academic Purposes and the problems faced by lecturers based on media, materials, and assessment at the third semester of English Language Education of UIN Raden Mas Said Surakarta in academic year of 2022/2023.

First is about listening material in Listening for Academic Purposes, the researcher found all lecturers used authentic material in teaching listening. Based on the results of observation carried out in Mr H and Mrs N classes. The researcher saw that the lecturer gave the material about the TOEFL/IELTS as the listening materials in Listening for Academic Purposes. In Mr H classes the lecturer gave materials about Olympic Games, Football in Britain and Quizzes from Longman Textbook while in Mrs N classes the lecturer gave materials about Stress, How to do London, Learning a New Languages from Deborah Phillips Textbook and video Ted Talk from youtube. In Mr H classes the lecturer shared the materials by

WA grup while in Mrs N classes the lecturer shared the material by WA group and shared a screen in the LED TV.

From the description above, it was suitable with the theory of the Hwang (2005) compare authentic materials with textbooks materials, he points out that authentic materials are interactive while textbooks or non-authentic material are instrumental and Baghban (2011) explains, authentic materials are the texts designed for the native speakers which are real communicative purpose and not initially designed for language learners or teaching purposes. The advantages of authentic material are that it has a positive effect on the learner's motivation because it is more interesting than invented text. It provides the real language that is relevant to the real world so students learn the language in the real-life situation and it informs students about what is happening in the world and provides learners with cultural information about the target language. The same thing is done by Nurchalisa (2019) that all lecturers used authentic materials in teaching listening. Commonly the lecturers used audio that they retrieved from internet.

Second is about listening media in Listening for Academic Purposes, based on the results of observation carried out in Mr H and Mrs N classes, the researcher found all lecturers used laptop, speaker/earphone, LED TV and internet as media in teaching listening. In Mr H's class used a laptop, speaker/earphone, LED TV and internet while in Mrs N's class used laptop LED TV and internet. However the lecturers use different types of media.

Mr H uses the type of audio media while Mrs N uses the type of audiovisual media. Mr H plays audio through a laptop and uses a loudspeaker or sometimes uses an LED TV. In addition, the lecturer also shares audio through the WA Group so that students listen to audio through their earphones. While Mrs. N only uses a laptop and LED TV to display videos using an internet connection.

From the description above, it was suitable with the theory that Russell *et al* (2012) divides the media into six types namely: text media, audio media, visual media, video media, manipulative media, and people media. Audio media is everything that can be listened to like the sound of people, music, mechanical sounds and noise. Types of audio media according to Loren, Andayani and Setiawan (2017) are records and tapes, radio, other audio devices and sound systems. The same thing is done by Nurchalisa (2019) that the media used by lecturers in teaching listening were electronic media such as: laptop, speaker, LCD and the media that can be accessed by laptop was the internet.

Third is about assessment listening, based on the results of observation carried out in Mr H and Mrs N classes, the lecturer used a type of listening assessment in the form of Selective Listening Tasks. There are several activities for this task, such as: Listening cloze (students fill in the blanks), Verbal information transfer (students give MC verbal responses), Transfer of image cue information (student chooses a picture), Completion of the



chart (student feels in the grid), and Repetition of sentences (students repeat stimulus sentences).

From the description above, it was suitable with the theory of Brown (2004) stated that the assessment of listening comprehension involves two main aspects: language aspects (micro skills) and content understanding aspects (macro skills) consider the following list of sample tasks: Extensive Listening Task, Selective Listening Tasks, Responsive Listening Tasks, Intensive Listening Task, Comprehension Listening, and Discriminative Listening Tasks. The same thing is done by Normaulida (2022) that there are five types of listening assessment; command, question, conversation, monologue and communicative – stimulus response.

## **2. Data on the problems faced by lecturer during teaching Listening for Academic Purposes at the third semester of English Language Education of UIN Raden Mas Said Surakarta in academic year of 2022/2023**

According to Hamouda (2003) problems related to listening texts, listening problems related to tasks and activities, listening problems related to listeners, and teacher methodology are some of the factors that lead to students' listening comprehension. Based on the result of observation and interview with Mr H and Mrs N as listening lecturers, the researcher knew that there were several problems in implementing materials, media and assessment in teaching listening. The problems were lack of academic

vocabularies in students, classroom environment is not conducive, there are some students who cheat the lecturer and another problem in signals.

The first problem is lack of academic vocabularies. The researcher found that there were still many students who had difficulty understanding the words from the audio/video they were listening to. This is because listening in the third semester focuses on TOEFL and IELTS material. So the words used in the audio use academic vocabulary, so there are still many students who have difficulty capturing the contents of the audio. Based on observations in Mr H and Mrs N classes, some students still have difficulty capturing the words they hear because of the lack of student practice to listen to academic vocabulary. Besides that, the audio is too fast and the audio uses sources from native native speakers. This resulted in students being confused to capture the meaning of the audio. However, there were some students who were able to capture the vocabulary and intent of the audio.

From the explanation above, it can be concluded that the problem of a lack of academic vocabularies was one of the major problems in listening. There were some students who still lacked academic vocabularies. The students are still confused about capturing vocabulary from fast enough audio listening from native speakers. Actually, students are able to follow the lesson, but only a few students can grasp difficult vocabulary such as students who are used to listening to news in English. This can happen

because not all students are used to listening to audio that contains academic vocabulary. So, this becomes a problem and prevents students from understanding the overall meaning of the audio they are listening to.

The second problem is the problem in signals. Based on observations and interviews in Mr H and Mrs N's classes, because listening is always related to the media, the lecturers use media such as laptop, speaker and LED TVs. Lecturers use LED TVs in class to display audio and video. However, the use of LED Tv sometimes requires an internet connection, so the lecturers take advantage of the wifi signal available on campus. Based on observations on Tuesday, November 29, 2022, in Mr H class, the lecturer uses an LED TV to play audio. In the first session the audio can be played smoothly. However, when entering the second session by playing the second audio, in class P.38 the wifi signal went wrong so audio could not be played using the LED TV.

From the explanation above, it can be concluded that the signal factor plays an important role in listening courses. Because listening is always associated with the media, while the media used by lecturers needs an internet connection to facilitate learning. In the digital world, one of the listening lecturers also uses the quizzes application to provide an assessment of listening questions directly, so when the internet signal is constrained, the assessment does not run optimally.

The third problem is that the condition of the classroom environment is less conducive. Listening is the skill of listening to sound either directly

from the lecturer's words in class or through audio recordings from native speakers. Based on observations and interviews in Mr H and Mrs N's classes, lecturers use laptop, speaker, earphones and LED TVs as media to produce sound. Based on observations in Mrs N's class, the lecturer plays the video through the LED TV, so that it relies on the sound coming out of the LED TV. Students can see and hear clearly from the video that is played in class, but sometimes the environmental conditions around the class are not conducive, such as the class next door which is busy, so it is quite disturbing for students' concentration.

From the explanation above, it can be concluded that learning listening requires a conducive and calm environment so that students can concentrate on listening to audio recordings properly. Moreover, in this third semester, the focus is on listening for academic purposes, such as TOEFL/IELTS which uses academic vocabulary which is quite difficult for students to grasp. Therefore, the condition of the listening class environment that is less conducive is one of the problems in learning listening.

The last problem is there were some students looking for answers on the internet. Based on observations in Mr H and Mrs N classes, the lecturers distributed listening material through the WA group in the form of question handouts, audio listening files and listening video links from YouTube. According to Mr H, because the lecturers distributed question handouts and

audio listening through the WA group, students could search for answers on Google because all the audio that was shared came from Google.

From the explanation above, based on the results of interviews with lecturers in taking listening scores, according to Mr H, because the listening course did not use a language laboratory and the material and audio files were distributed through the WA group, so there were some students who cheated the lecturer by searching for answers via Google. Based on the results of observations, this also happened in class Mrs N.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

In this section, the researcher will be presented the conclusion of research about the implementation of teaching Listening for Academic Purposes and the problems faced by lecturers based on media, materials, and assessment at the third semester of English Language Education of UIN Raden Mas Said Surakarta in academic year of 2022/2023. First, the researcher described how the lecturers implement the media, materials, and assessment in teaching Listening for Academic Purposes at the third semester of English Language Education of UIN Raden Mas Said Surakarta in the academic year of 2022/2023. Secondly, the researcher described the problems faced by lecturers in teaching listening for Academic Purposes based on media, materials, and assessment at the third semester of English Language Education of UIN Raden Mas Said Surakarta in the academic year of 2022/2023.

The researcher described how the lecturers implement the media, materials, and assessment in teaching Listening for Academic Purposes. From the results of observations and interviews during the research, first all lecturers used authentic materials in teaching listening for Academic Purposes in the third semester at the English Language Education of UIN Raden Mas Said Surakarta. In Mr H classes the lecturer gave materials about Olympic Games, Football in Britain and Quizzes from Longman Textbook while in Mrs N classes the

lecturer gave materials about Stress, How to do London, Learning a New Languages from Deborah Phillips Textbook and video Ted Talk from youtube.

Second, the researcher found that all lecturers used laptop, speaker/earphone, LED TV and internet as media in teaching listening. In Mr H's class used a laptop, speaker/earphone, LED TV and internet while in Mrs N's class used laptop LED TV and internet. The lecturers use different types of media. Mr H uses the type of audio media while Mrs N uses the type of audiovisual media. Mr H plays audio through a laptop and uses a loudspeaker or sometimes uses an LED TV.

Third, the lecturer used a type of listening assessment in the form of Selective Listening Tasks. The lecturers more often use type os questions such as short answers, dialogues and monologues. This is because listening for academic purposes focuses more on TOEFL learning to prepare students if they want to take the TOEFL/IELTS test in the future.

The researcher knew that there were several problems in implementing materials, media and assessment in teaching listening. The problems were lack of academic vocabularies in students, classroom environment is not conducive, there are some students who cheat the lecturer and another problem in signals.

## **B. SUGGESTION**

After conducting the research and getting conclusions from the research, the researcher gave some suggestions to the listening lecturer, students, and to

the researchers themselves. I Hope that this suggestion can be useful for listening lecturer, students, and for researchers themselves. The suggestions are:

1. For the Listening Lecturers

The lecturers must prepare well and check the media or material before getting to the class.

2. For the Students

The students are encouraged to practice more listening learning such as listening to English news because this Listening for Academic Purposes focuses on academic vocabulary where the vocabulary is more difficult to listen to.

3. For the University

Media give great impact and truly importance in teaching and learning listening it's suggested that the university should give more attention on facilities provided

The researcher hopes that this research can be useful and become a reference in similar research on teaching listening, especially based on materials, media, and assessment used by lecturers. There are many aspects that researcher have not been able to research, so the researcher hopes that other researchers will investigate and explore more deeply some aspects of teaching listening.



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# APPENDIX



*Appendix 1 : Field Note***FIELD NOTE****Observation I**

Day/Date : Tuesday, November 15<sup>th</sup> 2022

Class : 3A

Time : 10.20

Place : P. 3.8

Researcher : Anik Septiani

Lecturer : Mr H

The teaching and learning process was carried out on Tuesday, November, 15 2022 in class 3A. There were 27 students who joined the listening class. The lesson started at 10.25 WIB and finished at 11.40 WIB. This meeting was carried out in class P-38. The listening material taught was about “Quizzes”. The lecturer started the lesson by greeting and asking how the students are doing. In addition, the lecturer thanked the students for participating in the listening class. The lecturer asked students about the material discussed at last week's meeting and asked about how often students practice listening at home. After that the lecturer began to take student attendance one by one before starting the lesson.

The lecturer told the students that the material for the day was a quiz. The lecturer distributed audio and soft file questions via the WA group. Lecturer gave directions to students regarding the quiz that will be done. Lecturers told students to sit in the order of absences in class. There are 30 questions that must be done by students. From these questions there were 3 sessions with different types of questions namely: multiple choice, short conversation and monologue. The lecturer gave about 55 minutes to answer the quiz questions. Students listened to audio through their respective earphones. After the time was up, the students collected answers in the form of a piece of paper to the lecturer.

After the students collected the answers from the quiz given, the lecturer asked the students whether the questions were difficult or easy. The students answered that the questions given were quite difficult. Then the lecturer said that the quiz would be corrected and discussed at the next meeting. After that the lecturer closed the lesson by greeting at 11.45 WIB.

### **Observation II**

Day/Date : Wednesday, November 22<sup>nd</sup> 2022

Class : 3A

Time : 10.20

Place : P. 3.8

Researcher : Anik Septiani

Lecturer : Mr H

The teaching and learning process was carried out on Wednesday, November, 22 2022 in class 3A. There were 27 students who joined the listening class. The lesson started at 10.30 WIB and finished at 11.45 WIB. This meeting was carried out in class P-38. The listening material taught was about “Football in Britain”. The lecturer started the lesson by greeting and asking how the students are doing. In addition, the lecturer thanked the students for participating in the listening class. The lecturer prepared listening materials and learning media such as laptop and speaker. The lecturer reviewed last week's meeting material. After that the lecturer took students one by one. Then the lecturer began to explain the material that would be presented at today's meeting.

The lecturer started material about Football in Britain and the lecturer shared the material in the form of audio and questions to students through the WA group. There are 6 questions in the file given by the lecturer. After that the lecturer gave students 10 minutes to listen to the audio that had been shared through the WA

group. Each student was required to bring earphones for every listening lesson to listen to audio. This was because the class conditions were often not conducive so that it interfered with audio playback when it was played through speaker in class which resulted in students not being able to listen clearly.

When listening to audio, students have to answer questions given by the lecturer. After the time was up, the lecturer discussed the exercises with the students. The lecturer invited students to raise their hands to answer questions. The designated students were welcome to read the questions and answers. The second session the lecturer gave the second material. The lecturer distributed audio and questions through the WA group, there were 8 practice questions. Students listened using their earphones for 10 minutes. After the time was up the lecturer discussed the audio and questions with the students. The lecturer invited students to raise their hands to read and answer questions from the questions provided.

After all the questions have been discussed, before closing the lesson, the lecturer makes conclusions based on the listening material that has been delivered. The lecturer appreciated the students who had answered the questions correctly and reminded students to play the audio back at home to study. After that the lecturer closed the lesson by greeting at 11.45 WIB.

### **Observation III**

Day/Date : Thursday, November, 24 2022

Class : 3E

Time : 07.35

Place : P. 3.5

Researcher : Anik Septiani

Lecturer : Mrs N

The teaching and learning process was carried out on Thursday, November, 24 2022 in Class 3E. There were 24 students who joined the listening class. The lesson started at 07.35 WIB and finished at 08.40 WIB. This meeting was carried out in class P-35. The listening material taught was about “Learn a new language”. The lecturer entered the class at 07.35 WIB. The lecturer started the lesson by greeting and asking how the students are doing. In addition, the lecturer thanked the students for participating in the listening class. The lecturer prepared listening materials and learning media such as laptop and turned on the LED TV. Before starting the lesson, the lecturer invites students to discuss the material that will be discussed at today's meeting. The lecturer asked the students "What is your favorite, most enjoyable way to learn English?" Then the students answered the question. There was a question and answer session related to the learning material that will be delivered in class.

The lecturer started material of How to do London and the lecturer shared the screen material on LED TV. Lecturers also distributed material via the WA group. The lecturer displayed the material through the LED TV. Then the lecturer started the discussion by asking questions with several students at once to check student attendance. Lecturer asked questions like "What is your favorite most enjoyable way to learn English?", "What is your language learning application/youtube channel?". "Why do you like it?", "How often/when do you use it?" and “Can you think of any new enjoyable way to learn new languages?” The students answered the questions the lecturer asked.

After that the lecturer distributed the exercise through the WA group. The lecturer gave about one minute for students to understand the questions. After that the lecturer played a video that lasted about 8 minutes. Students must pay close attention and answer each question which consists of 10 questions. After the video finished playing, the lecturer explained the contents of the video and asked several questions to students. Then, the lecturer played the video one more time. After the video finished playing, the lecturer asked the students whether they had answered all the questions.

For the closing, because listening class was almost over, the lecturer had not had time to discuss the questions. The lecturer asked the students to listen to the video at their respective homes and complete the questions that had not been done. After that the lecturer closed the lesson by greeting at 08.40 WIB.

#### **Observation IV**

Day/Date : Friday, November 25 2022

Class : 3G

Time : 10.35 WIB

Place : E.3.4

Researcher : Anik Septiani

Lecturer : Mrs N

The teaching and learning process was carried out on Friday, November 25 2022 in class 3G. There were 29 students who joined the listening class. The lesson started at 10.25 WIB and finished at 11.35 WIB. This meeting was carried out in class P-38. The listening material taught was about "Stress". The lecturer arrived at the class at 10.25 WIB. The lecturer started the lesson by greeting and asking how the students are doing. The lecturer prepared listening materials and learning media such as laptop and turned on the LED TV. Before playing the learning video, the lecturer invites students to discuss the material that will be discussed at today's meeting. The lecturer asked the students "Have you ever experienced stress?" There was a question and answer session related to the learning material that will be delivered in class.

The lecturer started material of Stress and the lecturer shared the screen material on LED TV. Lecturer also distributed material via the WA group. The lecturer displayed the material through the LED TV. Then the lecturer started the discussion by asking questions with several students at once to check student

attendance. The lecturer gave one minute for students to understand the questions before the video was played. After that the lecturer played the video through the LED TV which lasted about 3 minutes. The lecturer only played the video once and there are 20 questions that must be answered by students. Students answered questions through the Quizzes application. After that the lecturer opened the quizzes application to check the students' answers. By using the quizzes application, lecturers can correct answers quickly and can determine the ranking order based on the scores obtained by students. Lecturers appreciated students with the three highest scores in class.

Before closing the lesson, the lecturer made a conclusion based on the listening material that had been delivered. The lecturer also conveyed the material that would be delivered next week because this class was left behind by other classes that had received new material. The lecturer reminded students, especially male students to attend Friday prayer. After that the lecturer closed the lesson by greeting at 11.26 WIB.

### **Observation V**

Day/Date : Monday, 28 November 2022

Class : 3F

Time : 14.40

Place : P. 3.8

Researcher : Anik Septiani

Lecturer : Mrs N

The teaching and learning process was carried out on Monday, November, 28 2022. There were 25 students who joined the listening class. The lesson started at 14.45 WIB and finished at 16.00 WIB. This meeting was carried out in class P-38. The listening material taught was about "How to do London". The lecturer

started the lesson by greeting and asking how the students are doing. In addition, the lecturer thanked the students for participating in the listening class. The lecturer prepared listening materials and learning media such as laptop and turned on the LED TV. Before playing the learning video, the lecturer invites students to discuss the material that will be discussed at today's meeting. The lecturer asked the students "What do you know about London?" There was a question and answer session related to the learning material that will be delivered in class.

The lecturer started material of How to do London and the lecturer shared the screen material on LED TV. The lecturer played the video for two minutes and students must pay close attention and record important points in notebooks. After that the lecturer invited students to discuss the video. The lecturer asked the students "How is London based on the video?" Then the students answered based on the contents of the video. To test the students, the lecturer asked the students one by one about "What did you get from the video?" as well as to check student attendance.

After the lecturer asked the students one by one, then the lecturer distributed PDF material via the WA group which contained listening practice questions. The lecturer gave one minute for students to understand the available questions which total 15 questions. The type of question is in the form of a stuttering sentence. The students had to complete the missing words based on the videos they had listened to. The lecturer played the video "How to do London" twice. After that the lecturer invited 15 students to come to the front of the class to write answers to the 15 questions. After the 15 questions were filled with answers, the lecturer discussed the questions one by one. Not to forget, the lecturer corrected the student's wrong answer. Lecturers gave additional marks to students who have come to the front of the class.

Before closing the lesson, the lecturer made a conclusion based on the listening material that had been delivered. Due to the unfavorable class situation caused by students chatting a lot in class, the lecturer reminded students to focus on learning and reduce chatting when the lecturer explained the material. The lecturer

also reminded to do more listening exercises at home. After that the lecturer closed the lesson by greeting at 16.00 WIB.

### **Observation VI**

Day/Date : Tuesday, 29 November 2022

Class : 3C

Time : 07.15

Place : Library Literacy Booth

Researcher : Anik Septiani

Lecturer : Mr H

The teaching and learning process was carried out on Tuesday, 29 November 2022 in class 3C. There were 26 students who joined the listening class. The lesson started at 07.20 WIB and finished at 08.30 WIB. This meeting was carried out in the Library Literacy Booth. The listening material taught was about the “Olympic Games”. The lecturer arrived in the classroom at 07.10 WIB. While waiting for students to arrive, the lecturer prepares listening materials and learning media such as laptop and speaker. After students started arriving, the lecturer opened a listening class today at 07.20 WIB. The lecturer started the lesson by greeting and asking how the students are doing. The lecturer started the discussion by discussing the situation this morning and discussing random topics. The lecturer also discussed the material at the previous meeting. Before starting learning the lecturer informs students about the schedule and technical implementation of the end of semester exams. The lecturer said that the questions totaled 30-40 questions from the four or five audios that would be played and the audio would only be played twice.

The lecturer started material of the Olympic Games and the lecturer shared the material in the form of audio and questions to students through the WA group.



There were 6 questions in the file given by the lecturer. After that the lecturer gave students 10 minutes to listen to the audio. After the time was up, the lecturer played the audio using the speaker to discuss the practice questions with the students. The lecturer invited students to raise their hand to answer questions. The designated student was welcome to read and answer the questions. Lecturers asked students such as "What is the content of the audio?", "Where did the Olympic Games take place?", "What are the advantages of the Olympic Games?", "Every how many years the Olympic Games are held?".

In the second session the lecturer gave the second material, namely "Football in Britain". The lecturer distributed audio and questions through the WA group, there were 8 practice questions. Students listened using their respective earphones for 10 minutes. After the time was up the lecturer discussed the audio and questions with the students. The lecturer invited students to raise their hands to read and answer questions from the questions provided. After all the questions have been discussed, before closing the lesson, the lecturer makes conclusions based on the listening material that has been delivered. The lecturer asked the students whether there was another class or not. The lecturer also thanked the students for attending this meeting. After that the lecturer closed the lesson by greeting at 08.30 WIB.

### **Observation VII**

Day/Date : Tuesday, 29 November 2022

Class : 3A

Time : 10.25

Place : P. 3.8

Researcher : Anik Septiani

Lecturer : Mr

The teaching and learning process was carried out on Tuesday, 29 November 2022 in class 3A. There were 27 students who joined the listening class. The lesson started at 10.35 WIB and finished at 11.41 WIB. This meeting was carried out in class P-38. The listening material taught was about the “Olympic Games”. The lecturer started the lesson by greeting and asking how the students are doing. In addition, the lecturer thanked the students for participating in the listening class. The lecturer prepared listening materials and learning media such as laptop and speaker. Before starting learning the lecturer informs students about the schedule and technical implementation of the end of semester exams. The lecturer said that the questions totaled 30-40 questions from the four or five audios that would be played and the audio would only be played twice. After that the lecturer asked the students about the quiz held at last week's meeting, whether it was too difficult or easy.

The lecturer started material of the Olympic Games and shared the material in the form of audio and questions to students through the WA group. There were 6 questions in the file given by the lecturer. After that the lecturer gave students 10 minutes to listen and answer the exercise. After the time was up, the lecturer played the audio through the LED TV to discuss the practice questions with the students. The lecturer invited students to raise their hands to answer questions. The designated student was welcome to read the questions and answers.

Entering the second session the lecturer gave the second material. The lecturer played audio through the LED TV. But due to network problems, the lecturer distributed audio and questions through the WA group, there were 8 practice questions. Students listened using their earphones for 10 minutes. After the time was up the lecturer discussed the audio and questions with the students. The lecturer invited students to raise their hands to read and answer questions.

After all the questions have been discussed, before closing the lesson, the lecturer makes conclusions based on the listening material that has been delivered. The lecturer appreciated the students who had answered the questions correctly and

reminded students to play the audio back at home to study. After that the lecturer closed the lesson by greeting at 11.41 WIB.

### **Observation VIII**

Day/Date : Wednesday, 30 November 2022

Class : 3B

Time : 08.40

Place : Library Literacy Booth

Researcher : Anik Septiani

Lecturer : Mr H

The teaching and learning process was carried out on Wednesday, 30 November 2022 in class 3B. There were 27 students who joined the listening class. The lesson started at 08.50 WIB and finished at 10.15 WIB. This meeting was carried out in the Library Literacy Booth. The listening material taught was about the “Olympic Games”. The lecturer started the lesson by greeting and asking how the students are doing. In addition, the lecturer discussed the rainy conditions this morning. The lecturer regretted the attitude of the students who complained because of the rainy morning conditions, so they asked whether the lecture was offline or online. Then the lecturer told the students about his experiences when he was a student. Even when it rains, he still goes to campus to attend classes. Whereas in the past the place of college was far from home and took the bus. Before starting the lesson, the lecturer encourages students to be more enthusiastic in studying and reduces complaints because of the situation. After that the lecturer informs students about the schedule and technical implementation of the end of semester exams.

Lecturer gave an explanation regarding today's listening material about the Olympic Games. The lecturer played the audio through the speaker once. Then the lecturer invited students to discuss the audio heard. The lecturer asked "What did

you get from the audio?" Then the students answered the lecturer's questions. After that, the lecturer distributed 6 questions in the form of handouts to students through the WA group.

Then, the lecturer played the audio again using the speaker and students had to answer questions. After that the lecturer discussed the matter with the students. The lecturer invited students to raise their hands to answer questions. The designated student was welcome to read and answer the question.

Entering the second session the lecturer gave the second material namely "Football in Britain". The lecturer distributed audio and questions through the WA group, there were 8 practice questions. The lecturer played the audio using the speaker in the class three times. Then the lecturer discussed the problem with the students. The lecturer invited students to raise their hands to answer questions.

Entering the third question practice session, the lecturer distributed audio via the WA group. Students listened to audio through earphones for 10 minutes. After the time was up, the lecturer discussed the audio and questions with the students which consisted of 6 questions. After all the questions were discussed together. The lecturer provided information about the implementation of the end of semester exams. Students were expected to prepare for exams by increasing listening practice at their homes or boarding houses. After that the lecturer closed the lesson by greeting at 10.15 WIB.

### **Observation IX**

Day/Date : Thursday, December 01 2022

Class : 3E

Time : 07.40

Place : P. 2.6

Researcher : Anik Septiani

Lecturer : Mrs N

The teaching and learning process was carried out on Thursday, December 01 2022 in Class 3E. There were 24 students who joined the listening class. The lesson started at 07.40 WIB and finished at 08.40 WIB. This meeting was carried out in class P-35. The listening material taught was about "How to do London". The lecturer prepared listening materials and learning media such as laptop and turned on the LED TV. The lecturer started the lesson by greeting and asking how the students are doing. The lecturer also apologized to the students for being late. Before playing the learning video, the lecturer invites students to discuss the material that will be discussed at today's meeting. The lecturer asked the students "What do you know about London?" There was a question and answer session related to the learning material that will be delivered in class.

The lecturer started material of How to do London and the lecturer shared the screen material on LED TV. The lecturer played the video for two minutes and students must pay close attention and record important points in notebooks. After that the lecturer invited students to discuss the video. The lecturer asked the students "How is London based on the video?" Then the students answered based on the contents of the video. To test students, the lecturer asks students such as "What is an oyster card?", "What is the characteristic of people in London?", "What is the habit of people in London?", "What is the name of the train?", "What about the car there?" and so on.

Then the lecturer distributed material through the WA group which contains transcripts of material from the video with 15 gapping sentences. The lecturer gives students one minute to understand the material provided. The students had to complete the missing words based on the video they had listened to. The lecturer played the video "How to do London" twice. After that the lecturer invited 15 students to come to the front of the class to write answers to the 15 questions. After the 15 questions are filled with answers, the lecturer discusses the questions one by one. Not to forget, the lecturer corrected the student's wrong answer. Lecturers give additional scores to students who have come to the front of the class.

For the closing because the listening class time was running out, the lecturer told the students to play the video back at each student's home or boarding house. After that the lecturer took student attendance by calling students one by one. The lecturer closed the lesson by greeting at 08.40 WIB.

### **Observation X**

Day/Date : Friday, December 02 2022

Class : 3G

Time : 10.30

Place : E. 3.4

Researcher : Anik Septiani

Lecturer : Mrs N

The teaching and learning process was carried out on Friday, December 02 2022 in Class 3G. There were 29 students who joined the listening class. The lesson started at 10.37 WIB and finished at 11.20 WIB. This meeting was carried out in class E. 3-4. The listening material taught was about "Learn a New Language". Lecturer arrived at class at 10.37 WIB. The lecturer started the lesson by greeting and asking how the students are doing. The lecturer apologized to the students for being late to class on Friday. Then the lecturer prepared listening material and learning media such as laptop and turned on the LED TV. Before starting the lesson, the lecturer invites students to discuss the material that will be discussed at today's meeting. The lecturer asked the students "What is your favorite, most enjoyable way to learn English?" There was a question and answer session related to the learning material that will be delivered in class

The lecturer started the material of How to Learn New Language and the lecturer shared the screen material on LED TV. Lecturer also distributed material via the WA group. The lecturer displayed the material through the LED TV. Then

the lecturer started the discussion by asking questions with several students at once to check student attendance. Lecturer asked questions like "What is your favorite most enjoyable way to learn English?", "What is your language learning app/yt channel?", "Why do you like it?", "How often/when do you use it?" and "Can you think of any new enjoyable way to learn new languages?". The students answered the questions the lecturer asked.

After that the lecturer distributed practice questions through the WA group. The lecturer gave about one minute for students to understand the questions. After that the lecturer played a video that lasted about 8 minutes. Students must pay close attention and answer each question which consists of 10 questions. After the video finished playing, the lecturer explained the contents of the video and asked several questions to students.

After that the lecturer played the video one more time. After the video finished playing, the lecturer asked the students whether they had answered all the questions. Due to limited time on Fridays, the lecturer gave a practice quiz consisting of 10 questions. Lecturers instruct students to answer them in the quizzes application and give them one week to complete the assignments. For the closing, due to limited class hours on Friday, the lecturer gave a quiz to students in the form of 10 practice questions. Before closing class, the lecturer reminds students to submit quizzes that are given within one week on the quizzes application. After that the lecturer closed the lesson by greeting at 11.20 WIB.

*Appendix 2 : List of Interview*

**LIST OF INTERVIEW**

**Interview Guidelines**

**An Analysis of Teaching Listening for Academic Purposes at third semester  
at the English Language Education of UIN Raden Mas Said Surakarta**

**I. Jadwal Wawancara**

1. Tanggal, hari :
2. Waktu mulai dan selesai :

**II. Identitas Informan :**

**III. Pertanyaan Penelitian**

**Untuk Data Pre-research**

1. Menurut Bapak/Ibu sebagai dosen Listening, bagaimana posisi listening dibanding dengan keterampilan bahasa inggris yang lain? (paling penting/sangat penting/sama dengan skill yang lain atau bahkan skill yang paling ditelantarkan?)
2. Bagaimana dengan kondisi pembelajaran listening di Indonesia saat ini? (Penting/sama penting/diutamakan/ banyak dipelajari/ bahkan kurang diminati.
3. Apakah di IAIN menurut pengalaman Bapak/Ibu sudah banyak diteliti?
4. Kondisi pembelajaran Listening saat pandemic dan setelah pandemic covid-19

**Materi**

1. Apa jenis materi yang digunakan dalam pembelajaran listening (Authentic / non-authentic materials)
2. Apa keuntungan/kelebihan dari jenis materi yang digunakan?
3. Apakah Bapak/Ibu membuat materi tersebut sendiri? (RPS)



4. Apakah materi yang digunakan mengalami pembaharuan setiap tahun akademik?
5. Apa saja model materi listening yang diberikan? (Conversation, short dialogue, monolog dll)
6. Apakah ada masalah/kendala yang Bapak/ibu hadapi dalam penggunaan jenis materi tersebut? (semisal susah dalam mencari materi yang sesuai)

### **Media**

1. Apakah penggunaan media dalam pembelajaran sangat penting untuk diterapkan? Mengapa?
2. Apa keuntungan yang Bapak/Ibu dapatkan saat menggunakan media dalam pembelajaran Listening?
3. Apa tipe media yang Bapak/ibu gunakan dalam pembelajaran Listening?
4. Mengapa memilih tipe media tersebut?
5. Apa kesulitan dalam menerapkan metode pengajaran Listening menggunakan media? mengapa?
6. Apakah penggunaan media berupa audio dan video mengalami kesulitan/hambatan saat digunakan?
7. Apakah situasi pengajaran yang tidak kondusif membuat media pengajaran menjadi terganggu? Mengapa?

### **Penilaian**

1. Bagaimana persiapan yang dilakukan Bapak/Ibu untuk menilai mahasiswa?
2. Bagaimana prosedur dalam pemberian penilaian Listening terhadap mahasiswa?
3. Apa jenis soal Listening yang Bapak/ibu gunakan dalam pembelajaran listening? (PG/Uraian singkat/essay dll)
4. Apa metode/aplikasi yang digunakan untuk mendukung pemberian nilai kepada mahasiswa?

5. Bagaimana dengan kriteria pemberian nilai kepada mahasiswa? (A, A-, B, B+ dll)
6. Apakah terdapat kendala/masalah dalam pemberian penilaian terhadap mahasiswa? (Kesulitan memberikan nilai mahasiswa)

*Appendix 3 : The Result of Interview*

**THE RESULT OF INTERVIEW**

**Interview I**

Day/Date : Friday, December 09 2022

Time : 11.35 WIB

Place : In the lecturer's room of English Language Education

Lecturer : Mrs N

Researcher : Anik Septiani

The researcher has conducted an interview to Mrs N as one of listening lecturers an the third semester of English Language Education of UIN Raden Mas Said Surakarta in academic year of 2022/2023 The interview is as follow:

*Researcher : Assalamu'alaikum mrs*

*Mrs N : Wa'alaikumsalam*

*Researcher : Saya boleh duduk nggeh mrs?*

*Mrs N : O iya silakan.*

*Researcher : Njenengan apa kabar mrs hari ini?*

*Mrs N : Alhamdulillah baik, cukup cape setelah ngajar. Kemarin saya full. Mbak Anik gimana?*

*Researcher : Alhamdulillah baik mrs. Bisa dimulai wawancaranya sekarang nggeh mrs?*

*Mrs N : Oke, silakan.*

*Researcher : Sebelumnya saya mau bertanya mrs, apakah njenengan berkenan jika saya melampirkan foto dokumentasi di kelas?*

- Mrs N* : *Saya oke ga masalah.*
- Researcher* : *Jadi, saya boleh melampirkan foto njenengan yang kelihatan wajah nya nggeh mrs?*
- Mrs N* : *Nih gimana ya nanti di foto-foto kan? Silakan saja, ga perlu di blur-blur seperti biasa aja.*
- Researcher* : *Hehe, Baik mrs, terima kasih banyak. Saya mulai mewawancarai njenengan nggeh mrs?*
- Mrs N* : *Silakan, jangan banyak-banyak karena mepet waktu jum'atan.*
- Researcher* : *Insya'allah ga banyak mrs. Pertanyaan pertama ini untuk melengkapi data revisi mengenai pre-research di bab I. Menurut njenengan sebagai dosen listening, bagaimana posisi listening dibanding dengan keterampilan bahasa inggris yang lain seperti reading, speaking dan writing? Apakah paling penting/sangat penting/sama dengan skill yang lain atau bahkan skill yang paling ditelantarkan?*
- Mrs N* : *Ya baik untuk mbak Anik. Untuk itu dibandingkan skill yang lain, saya tidak bisa bilang apakah ini lebih penting atau tidak penting karena semua skill itu pastinya semua sama pentingnya gitu ya cuma kalau dilihat dari kesulitannya ya tentu aja beda. Ada perbedaannya. Kalau kita bisa list gitu kan dari yang paling susah sampai yang paling mudah, listening itu biasanya yang dianggap yang paling mudah. Kan jadi, jadi kalau dibilang listening itu penting atau tidak penting? ya sama pentingnya gitu. Namun untuk kemudahannya atau tingkat kesulitannya tentunya listening itu yang paling paling mudah dibandingkan dengan skill yang lain gitu. Seperti itu.*
- Researcher* : *Baik mrs kalauseperti itu terimakasih jawabannya. Jadi kalau di IAIN ini sendiri untuk skill listening apakah sudah banyak diteliti belum nggeh mrs? Kalau menurut pengalaman njenengan menguji di kampus?*
- Mrs N* : *Waduh, kalau sejauh saya menguji listening itu jarang sih, sejauh saya menguji ya. Karena saya juga baru 3 tahun di sini, belum banyak yang saya uji dan saya menguji juga baru satu tahun ini dan sejauh pengalaman saya menguji itu untuk listening bisa*

*dihitung jari sih. Lebih banyak itu writing dan reading. Kalau listening itu emang jarang.*

*Researcher : Baik mrs. Kalau untuk kondisi pembelajaran listening saat pandemi dan setelah pandemi itu perbedaannya seperti apa nggeh mrs?*

*Mrs N : Seperti apa? Nah, itu karena saya baru mendapatkan listening itu semester ini, maka saya tidak bisa memberikan memberikan jawaban yang pasti perbedaannya seperti apa. Gitu, jadi cukup apa ya? Cukup. Saya tidak bisa menjawab itu karena memang dulu waktu pandemi saya tidak mendapatkan mata kuliah listening, baru sekarang saya dapat listening, begitu.*

*Researcher : Oalah nggeh mrs, pertanyaan selanjutnya nggeh mrs. Untuk Limitation the Study saya kan membahas materi, media dan penilaian dalam kelas listening. Yang pertama saya ingin bertanya seputar materi listening nggeh mrs.*

*Mrs N : Baik, silakan.*

*Researcher : Jadi jenis materi apa yang digunakan saat pembelajaran Listening. Nah kalau teori saya kan ada authentic dan non authentic material mrs.*

*Mrs N : Materials itu materi nya gitu? Oke. Nah, jadi untuk materinya memang sumbernya itu authentic materials. Saya menggunakan beberapa sumber, yang pertama textbook itu dari Deborah Phillips toefl, text book toefl dan juga toefl itu saya berikan juga link untuk mereka belajar sendiri di rumah. Untuk listeningnya, entah itu link website, entah itu link khusus untuk toefl itu saya berikan untuk mereka memahami sendiri di rumah. Tapi, untuk di kelas saya memang memberikan materi khusus agar mereka enggak bingung. Ya, biar enggak kemana-mana gitu pembahasan kita. Saya memang memberikan materi khusus toefl dari Deborah Phillips gitu termasuk juga semua skill nya kan ada di sana gitu.*

*Researcher : Kemudian untuk keuntungan atau kelebihan nya mrs. Kalau misalnya pakai authentic materials itu kelebihan nya apa saja mrs?*

- Mrs N* : Nah, oh iya tadi ada satu lagi yang belum saya tambahkan. Jadi ada satu lagi itu saya menggunakan video, Ted talk. Kamu sudah tau ted talk belum?
- Researcher* : Emm, sepertinya belum mrs.
- Mrs N* : Bukan Tik tok ya. Jadi, ted talk itu video yang ada narasumbernya ngomong selama 3 sampai 6 menit tentang suatu topik gitu using formal vocabularies gitu, tahu??
- Researcher* : Belum pernah coba sepertinya mrs.
- Mrs N* : Coba nanti dicari tahu dulu, mbak Anik belum tahu ternyata. Coba tanya sama temannya. Jadi saya menggunakan buku dari Debora Philip dan juga ted talk, karena kan saya ingin memberikan mereka pemahaman vocab. Kalau kemarin mbak anik di kelas saya vocab nya itu kan academic vocabularies. Nah, itu bisa didapatkan di ted talk itu tadi. Jadi ada 2 itu. Jadi tadi yang ditanyakan apa?
- Researcher* : Itu mrs mengenai kelebihan / keuntungan authentic materials?
- Mrs N* : Jadi, kelebihan authentic materials ya tentunya mereka bisa bebas eksplor listening tanpa ada batasan gitu loh. Jadi autentik materialnya enggak cuma saya batasi cuma di textbook saja atau di video saja kan enggak. Tapi mereka saya berikan keleluasaan. Jadi kalian belajarnya itu learning a new language itu menggunakan apa gitu. Dimana ada diskusi soal itu kan dan banyak ternyata mahasiswa ketika di rumah meskipun belum reguler ya belum continue gitu mereka belajarnya mereka menggunakan podcast dan mereka menggunakan youtube gitu. Dan selain itu mereka juga menggunakan aplikasi semacam apa ya kemarin ya, saya lupa namanya yang having a conversation gitu dengan stranger.
- Researcher* : Yang hello talk itu mrs?
- Mrs N* : Oh iya hello talk. Mereka juga sudah menggunakan itu dan mahasiswa tuh jauh lebih mampu memanfaatkan itu ketika kita beri keleluasaan tersebut. Dan untuk di kelas saya memang fokuskan ke ted talk gitu.

- Researcher* : Begitu ya mrs, jadi materinya ini njenengan menyusun sendiri nggeh mrs?
- Mrs N* : Iya betul dari referensi text book dari Deborah Philip dan juga ted talk.
- Researcher* : Kalau model materi listening yang diberikan seperti apa mrs apakah conversation, short dialogue, monolog atau bagaimana?
- Mrs N* : Kalau itu tergantung aktivitasnya. Jadi kalau di listening itu kan ada pre listening, while listening dan post listening. Jadi kalau saya pre-listening itu biasanya diskusi dengan mahasiswa seputar materi. Jadi saya jarang menanyakan pertanyaan seperti “Apa isi video tersebut?” jadi saya jarang menanyakan pertanyaan seperti itu. Saya pre-listening dulu, saya kasih diskusi tentang apa yang akan mereka dengarkan. Jadi saya akan diskusi dengan mereka sampai ketemu dengan vocab yang mungkin akan keluar di video.
- Researcher* : Jadi apakah ada masalah/kendala yang njenengan hadapi dalam penggunaan jenis materi tersebut? semisal susah dalam mencari materi yang sesuai dengan kelas yang di ajar atau yang lainnya.
- Mrs N* : Untuk mencari materi tidak ada kesusahan ya. Karena sekarang dunia digital ya. Jadi sumber materi listening sangat banyak. Jadi kendalanya lebih challenge ke siswanya ya. Jadi mahasiswa belum terekspos menggunakan academic vocabulary pada semester sebelumnya. Jadi baru di semester tiga ini. Jadi academic vocabularies mereka itu limited. Jadi beberapa vocab yang mereka dengarkan tidak semuanya bisa ditangkap. Mungkin hanya satu atau dua mahasiswa yang mampu menangkap, yang terbiasa mendengarkan berita. Jadi tergantung ekposer masing-masing mahasiswa juga. Tapi sebagian besar mahasiswa masih kesulitan untuk menangkap academic vocabularies ini.

***BREAK sebentar mendengarkan adzan Sholat Jum’at***

- Researcher* : Baik mrs, kita lanjutkan nggeh mrs.
- Mrs N* : Baik, silakan

- Researcher* : *Listening itu kan skill yang selalu berhubungan dengan media, jadi media yang digunakan njenengan saat mengajar listening apa saja nggeh mrs?*
- Researcher* : *Seperti yang mbak Anik lihat di kelas ya. Saya menggunakan Laptop, LED TV dengan memanfaatkan wifi kampus ya.*
- Researcher* : *Jadi type media apa yang njenengan gunakan dalam pembelajaran listening?*
- Mrs N* : *Ya seperti mbak Anik lihat di kelas, saya menggunakan tipe audio visual. Saya menggunakan video ted talk seperti yang saya sampaikan tadi.*
- Researcher* : *Nggeh mrs. Apakah penggunaan media dalam pembelajaran listening sangat penting untuk diterapkan nggeh mrs?*
- Mrs N* : *Ya, tentu. Kalau media pastinya penting sebagai elemen utama dalam listening ya. Karena kalau tanpa adanya media atau media hanya textbook saja, otomatis kita enggak bisa tuh untuk apa ya? Untuk meningkatkan critical thinking mahasiswa. Kita butuh berbagai media, enggak cuma satu media saja untuk diterapkan di sini.*
- Researcher* : *Kalau untuk keuntungan atau kelebihan yang njenengan dapatkan saat menggunakan type media tersebut dalam pembelajaran Listening apa saja nggeh mrs?*
- Mrs N* : *Gini. Karena media yang saya pakai itu adalah dari native speaker. Otomatis exposure mahasiswa untuk listening itu jauh lebih lebih tinggi jauh lebih mudah untuk memahami. Karena disini speaker yang saya berikan ke mereka atau sumbernya itu memang dari native speaker langsung bukan dari saya. Kalau saya non native speaker, saya tidak membaca. Kemudian saya tidak minta mereka untuk menganalisa apa yang saya omongkan gitu. Tapi saya memang langsung dari native speaker dan mereka saya minta untuk menganalisa apa nih yang diomongkan oleh native speaker either saya minta untuk mencari frasanya atau mencari katanya gitu. Jadi mereka kelebihannya ada disitu. Jadi kelebihan media yang saya pakai adalah menggunakan native speaker sebagai media sumbernya.*



- Researcher* : Baik mrs. Kalau untuk kesulitan atau hambatan yang njenengan alami saat penggunaan media di kelas apa saja nggeh mrs?
- Mrs N* : Yang pertama sinyal. Kadang saya kan tidak hanya video, kadang videonya tidak saya download tapi langsung dari youtube gitu kan. Nah karena dari youtube itu buffering apa sinyalnya kadang mungkin ada maintenance wifi nya atau kalau ruangnya berbeda sinyalnya juga berbeda gitu ya. Terus kemudian saya juga perlu menggunakan Quizzes juga setelah listening. Saya ada kuis juga. Kuis itu kadang saya menggunakan Quizzes yang butuh sinyal gitu. Nah itu hambatannya di sana. Seringkali anak-anak ketika mau menjawab pertanyaan mereka tahu jawabannya apa, tapi sinyalnya tidak mendukung gitu ya. Maka biasanya itu sih hambatannya.
- Researcher* : Kemudian kalau situasi pembelajar yang tidak kondusif, apakah membuat penggunaan media pembelajaran itu menjadi terganggu saat pembelajaran?
- Mrs N* : Duh, sejauh ini listening yang saya ampu tidak separah itu ya. Cukup kondusif juga ya. Meskipun mereka kalau saya minta diskusi terus diskusinya terus agak kebablasan gitu ya. I need them to pay attention first. Tapi untuk sejauh ini memang cukup kondusif. Cuma mungkin kondisi dari luar kelas kalau ada yang cepat atau bising ya cukup mengganggu.
- Researcher* : Baik Mrs Nah, sekarang untuk penilaiannya nggeh mrs. Untuk persiapan yang dilakukan untuk menilai mahasiswa itu seperti apa?
- Mrs N* : Untuk menilai mahasiswa? Persiapan yang bagaimana nih?
- Researcher* : Contohnya semisal menyiapkan soal atau seperti apa mrs?
- Mrs N* : Kalau untuk penilaian itu sesuai dengan siacad saja saya mbak. Ada 4 komponen kan: absen harian kemudian uts dan uas untuk semester itu saya cuma itu aja ya dan harian itu saya ambil dari diskusi mereka. Kemudian dari exercises yang saya berikan di kelas gitu. Jadi penilaian itu dari sana saja. Tidak ada tugas atau apa. Jadi listening itu benar-benar hanya di kelas saja.

- Researcher* : Kalau untuk prosedur dalam pemberian nilai itu prosedurnya atau tata caranya bagaimana nggeh mrs?
- Mrs N* : Untuk yang mana? Untuk harian atau yang ujian?
- Researcher* : Harian maupun ujian mrs.
- Mrs N* : Untuk harian itu biasanya saya siapkan dulu, sebelum saya mengajar saya siapkan dulu. Pagi ini nilai hariannya apa? Kadang saya juga enggak ambil tuh, jadi enggak tiap minggu saya ambil nilai harian enggak juga. Tapi, hari ini kegiatannya apa? aktivitasnya apa? Misalkan hari ini aktivitasnya saya minta mereka untuk mengisi kuis, mengisi fill the blank space gitu ya. Nah, ya sudah penilaian dari situ saja, siapa yang mau menuliskan jawabannya di papan tulis ya sudah itu nilainya akan saya ambil dari sana gitu. Nah, untuk UTS dan UAS tentu saya punya rubrik sendiri. Penilaian seperti apa, kemudian konversi nilai seperti, apa itu saya punya sendiri.
- Researcher* : Baik Mrs. Kalau jenis soal yang biasanya lebih sering gunakan itu pilihan ganda atau uraian singkat atau essay mungkin yang lebih sering?
- Mrs N* : Lebih sering ya, kalau untuk harian yang setelah uts kemarin itu saya menggunakan fill in the blank space yang pertama. Yang kedua adalah comprehension quiz. comprehension quiz itu yang video tentang apa? kemudian saya tuliskan mereka ngerti enggak untuk summarize poinnya tuh ngerti atau enggak? Jadi pertanyaan itu terkait dengan rangkuman videonya, gitu. Tapi sebelum UTS saya memang fokusnya ke toefl. Jadi untuk toefl itu mostly semuanya pilihan ganda.
- Researcher* : Kalau untuk aplikasi pendukung untuk menilai mahasiswa njenengan menggunakan aplikasi quizzes saja nggeh mrs?
- Mrs N* : Iya betul. Seperti yang mbak anik lihat di kelas. Saya menggunakan aplikasi quizzes namun tidak untuk setiap pertemuan, hanya pertemuan tertentu saja.
- Researcher* : Kalau kriteria pemberian nilai kepada mahasiswa itu bagaimana mrs? Semisal pemberian nilai A+, A-, A, B+ dan seterusnya mrs itu berdasarkan apa saja?

- Mrs N* : Ya berdasarkan jumlah soal yang salah. Kalau toefl yang asli kan sudah ada standar atau konversi nilai tersendiri. Kalau ini kan bukan toefl asli ya. Saya hanya memberi 30 soal saja. Jadi saya buat rubric nilai tersendiri. Jadi untuk mereka yang mendapatkan nilai 4 itu dari 30 soal mereka harus benar semua atau minimal mereka harus salah tiga gitu. Kemudian nilai 3.75 salahnya 4 gitu, kemudian salah 5 berapa dan seterusnya. Jadi tergantung berapa jumlah soal yang salah, baru setelah itu saya konversi dengan nilai yang saya buat sendiri.
- Researcher* : Baik mrs, kalau dalam pemberian nilai apakah terdapat ada kendala yang dialami?
- Mrs N* : Mungkin nanti pas UAS ya mbak. Kan ini baru mau UAS kan ya. Kalau untuk UTS saya sudah punya rubriknya, saya sudah punya kriterianya seperti apa. Jadi kriterianya sudah jelas. Namun saat UAS saya harus buat lagi rubriknya karena untuk menilai summary anak-anak, jawaban yang diberikan mahasiswa itu perlu rubrik atau kriteria khusus yang harus saya buat. Sementara sudah saya buat, namun belum fix.
- Researcher* : Baik mrs, terima kasih atas jawabannya. Sementara itu saja mrs yang saya tanyakan untuk data wawancara.
- Mrs N* : Sudah itu saja? Saya kira banyak. Apakah sudah cukup?
- Researcher* : Insya Allah sudah mrs. O iya mrs. Untuk instrumen penelitian saya kan ada 3 yaitu observation, interview dan documentation. Untuk melengkapi data instrumen documentation, jika njenengan berkenan, apakah saya boleh minta syllabus listening njenengan untuk saya lampirkan di skripsi saya mboten nggeh mrs? Namun jika tidak berkenan tidak apa-apa.
- Mrs N* : Emm, untuk silabus ya. Sebenarnya ada tetapi karena saya baru mengajar listening silabusnya belum jadi.
- Researcher* : Begitu nggeh mrs
- Mrs N* : Begini saja, nanti saya akan hubungi kamu kalau silabusnya sudah fix, soalnya ini belum jadi silabusnya.
- Researcher* : Baik mrs, terimakasih sebelumnya nggeh mrs.

*Mrs N : Ok no problem. Sudah ya ini?*

*Researcher : Sampun mrs, sekali lagi terimakasih banyak nggeh mrs sudah meluangkan waktu dan mempermudah saya dalam mengambil data untuk skripsi saya. Semoga njenengan dilancarkan urusannya kembali.*

*Mrs N : Sama-sama mbak Anik. Saya senang bisa membantu dan tidak merepotkan.*

*Researcher : Baik mrs, kalau begitu saya permisi dulu nggeh mrs. Assalamu'alaikum.*

*Mrs N : Wa'alaikumsalam*

## Interview II

Day/Date : Monday, February 06<sup>th</sup> 2023

Time : 11.35 WIB

Place : In library literacy booth

Lecturer : Mr H

Researcher : Anik Septiani

The researcher has conducted an interview to Mr H as one of listening lecturers at the third semester of English Language Education of UIN Raden Mas Said Surakarta in academic year of 2022/2023 The interview is as follow:

*Researcher : Assalamualaikum Pak.*

*Mr H : Wa'alaikumsalam.*

*Researcher : Terima kasih atas waktunya nggeh Pak. Terus kemarin yang lalu itu saya mohon maaf itu kepercet waktu mau chat njenengan.*

*Mr H : Saya lupa, saya enggak terlalu memperhatikan. Tidak apa apa, enggak penting juga.*

*Researcher : Baik Pak, terimakasih. Saya mulai nggeh Pak untuk wawancaranya.*

*Mr H : Baik, silahkan mbak.*

*Researcher : Terima kasih pak. Nah ini untuk pertanyaan saya. Pengantar dulu ya pak? Ini kan njenengan sebagai dosen listening. Nah ini, bagaimana posisi listening dibandingkan dengan keterampilan bahasa Inggris yang lain. Apakah paling penting? Lebih penting atau seperti apa?*

*Mr H : Ya untuk posisi listening itu kan dalam pembelajaran bahasa Inggris itu kan ada empat kemampuan dasar dari listening, speaking, reading dan writing. Jadi untuk posisi listening sama, posisi listeningnya sama dengan yang lain itu, jadi tidak ada lebih*

*pentingnya itu yang mana semuanya dalam pendidikan itu sama rata. Cuma di dalam listening itu adalah hal pertama yang harus dikuasai oleh siswa jadi listening dulu untuk dikuatkan baru nanti ke speakingnya, reading kemudian writing.*

*Researcher : Gitu ya pak, kalau untuk tingkat kesulitannya. Apakah lebih mudah/lebih sulit dari skill yang lain untuk listening sendiri?*

*Mr H : Listening secara mayoritas, secara mayoritas untuk kesulitan di listening dibandingkan yang lain ya. Saya kira sama, jadi untuk lebih sulitnya untuk mudahnya, itu tidak terlalu ya, tidak terlalu ada yang lebih tinggi ini lebih rendah ini, saya kira sama saja.*

*Researcher : Baik Pak, kemudian kalau di sini kalau listening sudah banyak diteliti belum nggeh pak? Selama njenengan mengajar atau sebagai penguji di kampus?*

*Mr H : Kalau saya listening, kayaknya dua kali di sini. Di sini saja dua kali, sudah dua kali ini terakhir ini.*

*Researcher : Baik Pak. Oh iya pak, ini kan setelah pandemi ya pak, kalau untuk perbedaannya dari saat pandemi terus sesudahnya itu perbedaan signifikan yang Bapak alami apa saja Pak? Kalau di Mrs N niku kan beliau itu enggak mengajar saat pandemi, baru di semester ini mengajarnya.*

*Mr H : Oke. Perbedaannya. Ya berbeda, perbedaannya lebih lebih apa ya. Lebih mudah waktu setelah pandemi yaitu ketika ada di kelas. Karena di kelas itu dosen lebih bisa mengetahui kemampuan siswa secara langsung bisa mengontrol dan yang lain-lain. Tapi kalau yang pandemi itu kan kita cuma memberi audio kemudian nanti kita cek itu, itu secara mengontrolnya kurang baik, karena tidak tahu langsung siswa itu mengikutinya. Apakah bagus atau sambil tiduran ketika online? Itu kan tidak tahu itu masalahnya*

*Researcher : Baik pak. Ini masuk ke limitation study saya nggeh Pak. Untuk limitation study saya itu kan materi, media sama penilaian untuk listening nggeh Pak. Nah ini yang pertama saya mau tanya tentang materi dulu nggeh Pak. Jadi jenis materi apa yang digunakan dalam pembelajaran listening? Untuk teori saya kemarin itu ada autentik dan non autentik materi Pak.*

- Mr H* : Baik, materi kemarin yang saya gunakan kebanyakan ya kebanyakan non-autentik karena itu saya ambil dari TOEFL dan IELTS. Soal dari TOEFL dan IELTS. Nah kebanyakan ke IELTS, karena TOEFL sudah diberikan di TOSA di P2B. Jadi saya lebih banyak ke IELTS, walaupun saya juga menggunakan autentik materi, autentik itu langsung contohnya kan dengan menggunakan video seperti video reporter gitu kan autentiknya gitu kan. Kemudian nanti apa itu, kebanyakan di reporter lah apa itu tentang cuaca ataupun nanti suara dari stasiun, video dari youtube dan lain lainnya bukan cuma youtube ya.
- Researcher* : Kalau yang non-autentik dari text book atau yang lain Pak?
- Mr H* : Kalau textbook listening hampir enggak ada ya, udah itu kamu yang IELTS itu kamu masukkan autentik atau tidak ya monggo silakan
- Researcher* : Kalo yang IELTS itu sumbernya dari mana Pak?
- Mr H* : Kalo itu sumbernya dari Longman, ada punya buku Longman gitu.
- Researcher* : Oh iya. Baik Pak.
- Mr H* : Longman itu kan juga sebenarnya autentik semuanya soal di TOEFL sama IELTS itu autentik semua jadi itu the daily life conversation. Ya nanti kamu memasukkan apa ya terserah, pada buku, bukunya itu menggunakan autentik.
- Researcher* : Baik terima kasih Pak. kemudian kalau kelebihanannya dari jenis materi yang bapak gunakan apa saja nggeh Pak?
- Mr H* : Ya, lebih mudah. Saya selama ini pasti menggunakan yang autentik yang seperti itu, yang teks itu. Gini kalau teks itu kalau dulu yang di semester satu itu kan ada soal, soal kemudian audio gitu. Nah kalau yang autentik itu kan lebih untuk ke siswa mengetahui bagaimana memprediksi atau memperkirakan kata-kata yang tidak bisa mereka ketahui karena di situ adalah daily life conversation.
- Researcher* : Kalau materinya setiap tahun akademik itu biasanya sama ya pak? Dari sumber yang sama seperti itu?

- Mr H* : *Saya ada sumber yang sama, tapi tidak semua akan saya gunakan. Biasanya saya pasti mencari, setiap satu semester walaupun itu di mata kuliah yang sama, pasti ada satu, dua tema atau topik itu yang akan berbeda. Jadi tidak akan sama dan itu nanti pertemuan ini dan pertemuan besok itu pertemuan pertama ini pertemuan kedua ini semester besok yang akan datang, saya di kuliah yang sama itu juga mungkin saya acak.*
- Researcher* : *Kalau modal materi ya biasanya pakai yang short dialogue, monologue, conversation atau bagaimana Pak?*
- Mr H* : *Iya ada semua. Dari short dialogue, monologue, conversation semua pakai.*
- Researcher* : *Kalau untuk kendalanya pak, jadi kalau TOEFL/IELTS pasti memakai academic vocabularies nggeh Pak. Jadi kendalanya apa saja Pak di materi yang digunakan dalam listening?*
- Mr H* : *Kalau di materi kendalanya kebanyakan mereka kurang familiar dengan audio seperti vocabulary baru, kemudian karena di situ kan menggunakan native speaker jadi interpretasi mereka itu berbeda karena spellingnya atau pronunciation itu kan berbeda.*
- Researcher* : *Baik Pak. Saya lanjut ke media ya pak ya kalau media yang di pakai apa saja nggeh Pak dalam pembelajaran listening?*
- Mr H* : *Dalam pembelajaran media saya gunakan yang pertama pasti laptop kemudian speaker kemudian yang kedua adalah layar.*
- Researcher* : *Pakai TV LED itu nggeh Pak?*
- Mr H* : *Ya bisa LCD bisa TV screen itu bisa.*
- Researcher* : *Kalau TV LED di kelas itu harus pakai sinyal wifi ya Pak?*
- Mr H* : *Kalau saya dari tv harus menggunakan kabel kabel hdmi semua bukan wifi.*
- Researcher* : *Jadi tipe pembelajarannya apa ya Pak?*
- Mr H* : *Audio, visual audio atau audio visual. Mostly kebanyakan menggunakan audio saja. Ya visualnya itu tetap ada tapi tidak sering banget gitu.*



*Researcher* : Baik Pak. Kalau untuk keuntungannya atau kelebihanannya memakai tipe audio seperti apa nggeh Pak.

*Mr H* : Karena disini listening sebenarnya kalau lebih, lebih bagus menggunakan audio visual karena bisa mendengar dan melihat gitu . Itu lebih lebih bagus audio visual. Cuma kemarin di kita gunakan, saya gunakan yang IELTS sama TOEFL itu tidak ada videonya jadi ya audio saja. Ya saya praktekan itu karena untuk mempersiapkan mereka besok kalau test TOEFL atau IELTS itu.

*Researcher* : Begitu ya Pak

*Mr H* : Nggak ada videonya, ada tapi hanya beberapa kali.

*Researcher* : Baik Pak. Kalau kesulitan saat menggunakan media di kelas apa saja Pak?

*Mr H* : Di kesulitannya. Nah kesulitannya ini gini, kesulitannya tidak ada ruang lab bahasa itu kesulitannya karena kesulitannya kemarin itu kan kita di kelas.. Nah di kelas itu cuma ada TV dan speaker dari TV nya sendiri itu. Nah itu dan ruangnya tidak kedap suara ya ketika diputarkan dari situ suaranya keras dan menggema dan siswa kurang bisa mahasiswa kurang bisa mendengar secara bagus untuk audionya.

*Researcher* : Jadi kondisi yang tidak kondusif juga mempengaruhi pembelajaran ya pak?

*Mr H* : Ya.

*Researcher* : Seberapa sering Pak?

*Mr H* : Kemarin sering banget karena kita di kelas gitu. Makanya kemarin saya lebih banyak menggunakan headset, headset itu sendiri pribadi ya. Jadi, audionya saya kasih, kemudian saya kasih pertanyaan kemudian nanti dibahas. Waktu itu sambil ada pertanyaan sendiri yang saya ajukan, jadi saya mengajukan pertanyaan mengetahui siswa itu paham enggak? Bukan cuma bisa menjawab tapi paham enggak tentang isinya. Kalau bisa menjawab kan ada pertanyaan apa kan? Multiple choice kan bisa milih A B C bisa gak gitu atau short answer kan bisa tapi paham gak tentang the whole of the recording itu.

*Researcher* : Baik Pak, untuk media saya cukupkan nggeh Pak. Kemudian untuk penilaiannya, ini yang pertama saya ingin menanyakan persiapan yang dilakukan bapak saat menilai siswa itu persiapannya bagaimana pak?

*Mr H* : Persiapan membuat soal itu pasti ada soal penilaian kan? Kalau saya di listening untuk penilaiannya ya, berdasarkan jawaban yang benar atau salah itu kemudian kan dari soal yang saya ujikan itu kan ada 3 macam. Ada tiga macam jenis soal yaitu multiple choice, short answer sama essay nah itu. Jadi kalau yang multiple choice itu kan kalau benar ya satu kalau salah ya 0 (kosong). Kalau yang short answer itu jawabannya cuma 2 atau jawabannya cuma Yes I do/ coffee, cuma satu kata atau frase gitu kan. Itu kalau salah ya salah kalau benar ya benar. Kemudian kalau yang essay itu nanti tergantung isinya kalau poinnya dapat walaupun itu jawabannya agak panjang atau sedikit tapi poinnya dapat itu nanti saya benar kan, tapi kalau masih kurang dapat itu nanti akan ada nilai yang setengah gitu, kurang sempurna nilainya.

*Researcher* : Baik Pak. Saya juga di sini mau nanya prosedurnya pak dalam pemberian nilai itu seperti apa Pak?

*Mr H* : Pemberian nilai, nilai akhir atau nilai tertentu?

*Researcher* : Semuanya Pak

*Mr H* : Nilai akhir ya, jadi prosedur nilai akhir dari saya itu kan saya nilai dari satu, itu kan dari tugas kuis, tugas ulangan tengah semester, midterm test sama final test UAS itu. Nah dari situ nanti, bobot yang tertinggi adalah di ujian akhir. Kemudian nanti yang kedua itu di UTS, kemudian bobot yang rendah itu ada kuis dan tugas ini bobotnya sama jadikan satu dari keempat poin itu saya jadikan satu. Kemudian di SIAKAD itu sudah ada buktinya, jadi tinggal memasukkan ini nilainya saja.

*Researcher* : Kalau di listening ini ada aplikasi untuk penilaian siswa yang digunakan tidak Pak?

*Mr H* : Tidak ada.

*Researcher* : Kalau untuk kriteria pemberian nilai pada mahasiswa itu seperti apa? Seperti nilai A+, A- dan lain-lain?

- Mr H* : *Kriteria pemberian nilai itu berdasarkan skornya. Di situ kan sudah ada nanti di SIAKAD nilai A B C itu kan sudah ada, jadi ada rentang nilainya sudah ada.*
- Researcher* : *Baik Pak. Pertanyaan terakhir ya Pak, kendala pemberian nilai dalam pembelajaran listening apakah ada Pak?*
- Mr H* : *Kendala dalam pemberian nilai listening kemarin itu, nah itu karena tidak menggunakan di lab bahasa, menggunakan headset itu ada beberapa mahasiswa yang bisa mencurangi dosen.*
- Researcher* : *Lihat di google seperti itu ya Pak?*
- Mr H* : *Iya di google karena kan itu ada file, itu kan saya tidak bisa memutar secara sendiri. Akhirnya saya kasih soal dadakan, soal dan audionya semuanya dan pada waktu itu dadakan. Tapi mereka itu kan tuh gimana caranya, saya enggak tahu bisa mencari jawaban di internet. Itu walaupun jawabannya tidak sama, tapi karena apa ya? Soal saya itu kan semua soal itu hampir bisa dicari jawabannya di internet mereka nyari teksnya, teksnya tahu teksnya bisa di cari di internet.*
- Researcher* : *Kalau video di youtube itu juga sama ya Pak?*
- Mr H* : *Video itu dari youtube dari semua video youtube apapun itu video langsung auto teks itu ada aplikasinya. Saya tahu makanya ini kendala yang paling berat kemarin adalah itu karena tidak bisa di lab bahasa. Makanya untuk semester ini saya minta untuk listening di gedung E sana. Jauh dari gedung P, jadi tidak mengganggu kelas lain.*
- Researcher* : *Baik Pak terimakasih. Itu saja pertanyaan dari saya Pak*
- Mr H* : *Bener, sudah ini?*
- Researcher* : *Alhamdulillah sudah semua Pak. Oh iya Pak ini saya juga memakai documentation semisal saya minta RPS listening njenjean apakah boleh Pak? Jadi kurang satu. Saya pakai documentation itu pak.*
- Mr H* : *Kalau RPS minta ke Mrs N saja, udah satu saja dari saya gausah. Satu itu sudah cukup.*

*Researcher* : Baik Pak, kalau begitu nanti saya minta ke Mrs N saja.  
Terimakasih sekali lagi nggeh Pak atas waktunya.

*Mr H* : Iya sama-sama mbak

*Researcher* : Semoga njenengan di mudahkan urusannya. Saya pamit duluan  
nggeh Pak

*Mr H* : Ya, terimakasih mbak

*Researcher* : Assalamu'alaikum Pak

*Mr H* : Wa'alaikumsalam

*Appendix 4 : Documentations*

**DOCUMENTATIONS**

**Mr H's Class**

**Observation I**



Teaching Listening Process in Class 3A (Tuesday, November 15<sup>th</sup> 2022)

**Observation II**



Teaching Listening Process in Class 3A (Tuesday, November 22<sup>nd</sup> 2022)

### Observation III



Teaching Listening Process in Class 3A (Tuesday, November 29<sup>th</sup> 2022)

### Observation IV



Teaching Listening Process in Class 3C (Tuesday, November 29<sup>th</sup> 2022)

### Observation V



Teaching Listening Process in Class 3C (Wednesday, November 30<sup>th</sup> 2022)

### Mrs. N's Class

### Observation I



Teaching Listening Process in Class 3E (Thursday, November 24<sup>th</sup> 2022)

### Observation II



Teaching Listening Process in Class 3G (Friday, November 25<sup>th</sup> 2022)

### Observation III



Teaching Listening Process in Class 3F (Monday, November 28<sup>th</sup> 2022)



### Observation IV



Teaching Listening Process in Class 3E (Thursday, December 01<sup>st</sup> 2022)

### Observation V



Teaching Listening Process in Class 3G (Friday, December 02<sup>nd</sup> 2022)

## DOCUMENTATION OF INTERVIEW

### 1. Interview with Mr H



(Interview on Monday, February 06<sup>th</sup> 2023)

### 2. Interview with Mrs N



Interview on Friday, December 09<sup>th</sup> 2022