

**LECTURER'S STRATEGIES IN TEACHING LISTENING FOR THE
FIRST SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION
STUDY PROGRAM AT UIN RADEN MAS SAID SURAKARTA IN THE
ACADEMIC YEAR OF 2022/2023**

THESIS

Submitted as a Partial Requirement

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By:

Saffan Ramadhana

SRN: 183221003

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ADVISOR SHEET

Subject : Thesis of **Saffan Ramadhana**

SRN : **18.32.2.1.003**

To:

The Dean of Culture and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

Assalamualaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisor, we state that the thesis of:

Name : Saffan Ramadhana

SRN : 18.32.2.1.003

Title : **Lecturer Strategies in Teaching Listening For the First Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in the Academic Year of 2022/2023.**

Has already fulfilled the requirements to be presented before The Board of Examiner (*Munaqasyah*) to gain Bachelor Degree in UIN Raden Mas Said Surakarta.

Thank you for the attention.

Wassalamualaikum Wr. Wb.

Sukoharjo, May 26th, 2023

Advisor



Ikke Dewi Pratama, S. S., M. Hum

NIP. 198905132017012136

RATIFICATION

This is to certify the *sarjana* thesis entitled “Lecturer Strategies in Teaching Listening For the First Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in the Academic Year of 2022/2023.” by Saffan Ramadhana has been approved by The Board of Thesis Examiners as the requirements for degree of sarjana in English Language Education Study Program.

Chairman	: Nor Laili Fatmawati, M. Pd.	
NIP.	: 198601092017012156	
Secretary	: Ikke Dewi Pratama, S. S., M. Hum.	
NIP.	: 198905132017012136	
Main Examiner	: Habibi Nur Hidayanto, M. Pd.	
NIP.	: 198006222017011130	

Sukoharjo, ...June 21st 2023

Approved by

Dean, Faculty of Culture and Languages



Prof. Dr. Toto Suharto, S. Ag. M. Ag.

NIP. 197104031998031005

DEDICATION

Alhamdulillahirabbil' alamin, all praise to الله who gives the researcher strength and blessing, I would like to dedicate this thesis to some people who always pray and support me while conducting this research.

1. Letnan Kolonel CZI E. Agustiana Syarif & Mayor CPM (K) Emmy Suhartati, my beloved father and mother.
2. Luthfan Ade Wiratama, my brother.
3. My beloved grandparents and my big family.
4. Syifa Anbiya Rahmadina, S. Psi., my beloved girlfriend.
5. The boys' classmate from high school.
6. Friend who helped conducted this research.
7. All my friend from elementary school until University
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MOTTO

**“So, surely with hardship comes ease. Surely with ‘that’ hardship comes
‘more’ ease”**

(QS. Al-Insyirah: 5-6)

“You don’t need to be amazing to start, but you need to start to be amazing”

(Toyota Ads)

“Algo es algo; menos es nada”

(Unknown)

PRONOUNCEMENT

Name : Saffan Ramadhana
SRN : 18.32.2.1.003
Study Program : English Language Education Study Program
Faculty : Culture and Language Faculty

I hereby sincerely state that the thesis titled “**Lecturer Strategies in Teaching Listening for the First Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in the Academic Year of 2022/2023.**” Is my real masterpiece. The things out my masterpiece this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, May 26th, 2023.

Stated by:



Saffan Ramadhana

SRN. 18.32.2.1.003

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The researcher is sure that this thesis would not be complete without help, support, and suggestion from several sides. Thus, the researcher would like to express his deepest gratitude to all of those who helped, supported, and guided during the process of writing this thesis. This goes to:

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The researcher realizes that this research is far from perfect, therefore, the researcher is open up for constructive comments, critics, suggestion, and advices. Those things will be appreciated. All in all, the researcher hopes this research can be useful for anyone who read this.

Sukoharjo, May 26th, 2023

Sincerely, the researcher



Saffan Ramadhana

SRN. 18.32.2.1.003

ABSTRACT

Saffan Ramadhana, 2023. *Lecturer Strategies in Teaching Listening For the First Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in the Academic Year of 2022/2023*. Thesis. English Language Education Study Program, Cultures and Language Faculty.

Listening is a process of comprehending the sounds that are heard. The listener must not only understand it, but also process the information spoken by the speaker. The term "Teaching strategy" refers to a set of educational techniques, methodologies, or plans designed for the purpose of attaining specific teaching or learning objectives through classroom actions or interactions. The objective of this study are (1) to describe strategies do the lecturer use in teaching listening of English education first semester students at UIN Raden Mas Said Surakarta in academic year 2022/2023 and (2) to understand comprehensively the difficulties that lecturer faced in teaching listening of English education first semester students at UIN Raden Mas Said in Academic Year 2022/2023.

This study is a descriptive qualitative research. The data were collected through observation, interview and questionnaire. In validating the data, the researcher use triangulation method. The researcher compared the data founded by validate the result of the observation with by the result of interview. The data from questionnaire is purposed to add more data regarding to strategies that the lecturer use in teaching listening.

The research discovered that the lecturer is using Bottom-Up processing strategies and Top-Down processing strategies in teaching listening of first semester students. From 8 Bottom –Up strategies, the lecturer use all the strategies. From 8 Top-Down strategies, the lecturer only use five strategies. Lecturer difficulties in teaching listening of the first semester students are; (1) Organize students in class, ; (2)Students are not very active during the class; (3) undisciplined students; and (4) Different Student’s ability in listening.

Keywords : Lecturer, Teaching strategies, Difficulties.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English develops to become one of the most widely spoken languages in the world. According to Mackenzie (2014) estimates that one-third of the world's population, or about 2 billion people, speak English, thus making it the universal language. English has been proclaimed to be the world language in fact because it has the greatest impact on the people. The proof that English is now an international language is that English is used to communicate in global forums. Meanwhile, indication that English is very important in Indonesia is the introduction of English to children as early as possible through school. Furthermore, listening is a significant skill to develop in second language learning (Rost, 2001).

Listening is a process of comprehending the sounds that are heard. The listener must not only understand it, but also process the information spoken by the speaker. Nunan (2003) defines listening as the active, purposeful process in making sense of what we hear. Listening is very important in the era of massive digital information. For example, when someone hear a news story on YouTube, if someone do not have good listening skills, the listener will not understand what the news is about. Furthermore, listening is the most important and significant things in constructing a communication (Gilakjani and Ahmadi, 2011).

Literal listening subject purposed to increase students' ability to understand explicitly non-fiction text that are spoken. In learning outcomes of literal

listening there are two important aspects namely; general and specific aspect. Several important matters in general aspect are; understanding various types of spoken English text, understanding the explicit information of spoken English text, able to identify sounds and vocabulary in English, and able to identify the explicit meaning of spoken information in English. Furthermore, there are also two important things in specific aspect. First, students are able to listen and understand the language expression used in everyday listening and speaking. Second, it aims to help students to be able to develop basic listening skills such as listening for opinion, listening for details, and listening for main ideas (Mapgun, 2021). In English Language education Study Program at UIN Raden Mas Said Surakarta, this subject is conducted in two University credit Units.

Teaching strategy is therefore an educational techniques, method, or plan of classroom action or interaction intended to accomplished specific teaching or learning goals (Ayua, 2017). Meanwhile in teaching listening, Richards (2008) stated that there are two strategy in teaching listening; first, Bottom-Up Processing. It means that listener ability in understanding word, sound, clauses, sentences, is the factor that makes them understand the message convey through an audio. Second, is Top-Down Processing. It refers to background knowledge that listener have used to analyse meaning that contained from an audio.

Transition from school to university can be extremely challenging, both for student and academic staff involved in teaching new cohort (Hassel and Ridout, 2018). Students find it difficult to understand the material presented at the university level. It is because students are still accustomed to the high school atmosphere or are undergoing a transition period to become university students.

Choosing the right strategy is a challenge for lecturer. It is intended that the material taught can be well received by students.

The researcher has done a pre-research by interviewed one of lecturer that teaching listening subject for first semester students of English Language Education department, Mrs. A K on August 29th 2022. The first strategy started from planning. In order to determine planning, lecturer must know the learning goals. Therefore, the lecturer prepared the goal first and then made the learning materials. The activities in the class are carrying out what we had planned from opening class, preparing the class with apperception related to the material that going to be taught, then practice, and the last one is evaluating. Furthermore, the implementation of top-down and bottom-up is depending on the materials that going to be taught. Lecturer have to look at the material, as well as the purposes to determine whether to use top-down or bottom-up. An example of top-down is when students have been given questions before the audio is played. This allows students to understand the context that will be discussed in the audio because they read the questions that have been given by lecturer. For bottom-up is when students are directly given a monologue audio. Students are required to construct word by word, phrase by phrase the audio that they heard to understand the meaning conveyed from the audio.

During the observation, the majority of students could follows the material because the topic was about opening and alphabets and numbers. Therefore, it was still easy to follow. Nevertheless, when researcher was conduct an observation, in one of the classes, when lecturer gave practice questions, many students could not answer the questions correctly. From 20 questions given, the

majority of the students only answer correctly under 10 questions. Students in that classes seem to have difficulty in understanding the questions given by lecturer.

There is a previous study in journal form from Hien (2015), this research study Difficulties and Strategies in Listening Comprehension. The results of this research is listening is very important in language learning. However, sometimes students find it difficult to learning listening. Some of problems faced by students included; insufficient study time in learning the language, inappropriate learning strategies, and inadequate infrastructure for learning listening.

Furthermore, there is also a previous study done by Jannah (2020) that study Tutors' Strategies in Online Teaching Listening of TOSE Preparation in IAIN Surakarta which is similar to this research. The result of this study are Tutor used bottom-up and top-down as their strategies in teaching online listening class. Tutor use bottom-up strategies often. Tutor also has some difficulties in teaching online listening class such as bad signal, passive student, limited interactions, and many more. This research obtained the data trough observation, questionnaire, interview, and documentation. The differences between this research and the previous research is in this research the subject is not Tutor but Lecture at UIN Raden Mas Said Surakarta. In the previous research used theory about teaching listening strategies from brown (2007) as the tool to do the research. However, this research used a theory from Richards (2008) as a main theory to do this research. Furthermore, this research are focused on first semester student of English Language Education Study Program.

Based on the description above, the researcher wants to find out what strategies that lecture used in teaching listening and the difficulties of English Education First Semester Students at UIN Raden Mas Said Surakarta. Therefore, the researcher do this research entitled **“Lecturer’ Strategies in Teaching Listening of English Education First Semester Students at UIN Raden Mas Said Surakarta in Academic Year 2022/2023”**.

B. Identification of the Problem

1. Students are Lack of Vocabularies

Students are lack of vocabularies. It makes the lecturer must think about the appropriate strategies that must be applied to the students in listening classes. So that, students can understand the material that lecturer taught.

2. Students are Lack of Training in Listening

Students are lack of training in listening. First semester students, not all of them have an English background, some of them comes from different educational background. Therefore, lecturer have to consider an appropriate learning material in teaching listening of first semester students of English Language Education Study Program.

C. Limitation of the Problem

The research is focus on Lecturer’ Strategies in teaching listening at first semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in The Academic Year 2022/2023. Researcher will focus on one lecturer from two different classes that teach Literal and Inferential Listening in first semester. This research also concentrated on challenges that lecture face

while teaching listening at first semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in The Academic Year 2022/2023.

D. Formulation of the Problem

From the limitation of the problem above, the issues can be confirmed as follows;

1. What strategies that the lecturer use in teaching listening of English Education first semester students at UIN Raden Mas Said Surakarta in academic year 2022/2023?
2. What are the difficulties that lecturer faced in teaching listening of English Education first semester students at UIN Raden Mas Said in Academic Year 2022/2023?

E. Objectives of the Study

Based on formulation of the problem above, the objectives of the study are;

1. To describe strategies that the lecturer use in teaching listening of English education first semester students at UIN Raden Mas Said Surakarta in academic year 2022/2023.
2. To understand comprehensively the difficulties that lecturer faced in teaching listening of English education first semester students at UIN Raden Mas Said in Academic Year 2022/2023.

F. Benefit of the Study

This research is expected to provide benefit in teaching and learning activities at UIN Raden Mas Said Surakarta both in theoretically and practically, especially in listening class at English language education study program.

1. Theoretically

The results of this study are expected to add insight to the reader on Lecturer' Strategies in teaching listening at first semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in The Academic Year 2022/2023. This research also expected to provide benefits in term of knowing what the difficulties faced by Lecturer in teaching listening at first semester of English Language Education Study Program at UIN Raden Mas Said Surakarta.

2. Practically

a. For the students

This research is expected to make students especially English education first semester student understand comprehensively the strategies used and the difficulties face by lecturer in teaching listening. So that, students and lecturer can collaborate to make the teaching and learning activity in listening subject is easier to do.

b. For the Lecturer

This research can be used as a references for other lecturer to find a suitable strategies in teaching listening of English education first semester students.

c. For the institution

This research can be used as feedback and to improve the quality of instrument that used to teach listening subject at UIN Raden Mas Said Surakarta.

G. Definition of Key terms

The researcher gives some definitions of key terms that used in this research to avoid misunderstanding.

1. Lecturer

UU RI NO.20 in 2003 about National Education System stated that educators (Lecturer) are professionals who are in charge of planning and implementing the learning process, conducting guidance and training, and conducting research and community service, especially for educators in universities.

2. Strategies in Teaching Listening

Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening (Richards, 2008).

3. Difficulty

A condition when hard to do or deal with learning materials (Lodge et al, 2018).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Listening

a. Definition of Listening

Listening is the process of receiving, making meaning from, and answering to spoken and non-verbal messages (Purdy, 1997). It means that listening is when someone is receiving information or knowledge from sounds. The example of source of information in listening are from other people, surrounding sound, and other media such as music, digital gadget and many more.

Lundahl (2012) states that listening is a very important part of language acquisition. Since, the first thing to do when it comes to language learning is listening. After knowing about English, learners can improve others skills such as speaking, reading, and writing. Moreover, the different process involved in listening are difficult to access due to hidden characteristic of the process and the brevity of spoken input (Vandergrift, 2010).

According to Broughton et al. (1980) listening is an active participation in the communication between the participants and receptive skills is involved in understanding the message. Moreover, Goss (1982) stated that listening is a method of understanding what is heard and establishing it into lexical elements to makes it easy for the listener to recognise what the speaker means.

When talking about communication, listening has an important role. Listening takes up 40-50%; Speaking, 25-30%; Reading 11-16%; and Writing,

about 9% (Mendolshom, 1994). Listening helps us to understand the world around us and is one of essential features in creating successful communication (Rost, 2009).

In conclusion, listening is the activity of listening to audio or a conversation to get information. It is very important to know and understand what the interlocutor is saying. Listening has an important role in shaping a person's language skills. That is why when it comes to percentage, listening is the highest than other aspect in language.

b. Process of Listening

There are three aspect in listening process according to Wolvin and Coakley (1994);

1) Receiving

Receiving refers to physiological process of hearing and or visual stimulus. In receiving, aural stimulation or the combination of aural stimulation and visual stimulation by speaker are receive by the listener. Furthermore, the listener will listen and recognize what the speaker saying.

2) Attending

Attending is focusing perception on a certain stimulus. When the listener only focused on the message that speaker convey, it is called attending the message. There are many stimulus around the listener. These stimulus may be external such as speaker's words, noise in the class, or pretty girl in the room, or may be internal for example; headache, thought about something, etc.

3) Assigning Meaning

Assigning meaning is an interpretation or understanding of the stimuli heard and or seen and attended to. In this aspect, the listener's goal is to get the meaning as similar as possible to what speakers say. Moreover, the listener has to know that translating word to word is not necessary because not every word is essential to the message (Littlewood 2010). Listeners only have to look for general meaning to avoid mistakes while understanding what the speaker says.

c. Types of Listening

There are four types of listening according to Kline (2008);

1) Informative Listening

When the listener's main concern is to understand what the speaker says, it is called informative listening. The listener's aim is to be successful in understanding some information as close as possible to what the speaker says. We can find informative listening in all parts of our lives. We learn many things by doing informative learning. For example, we listen to information about material in school or university that is shared by teachers or lecturers. Another example, when we listen to some videos about how to operate some tools so we can operate that tool properly. There are three variables that can improve your informative listening skill; Vocabulary, Concentration, and Memory.

2) Relationship Listening

Relationship listening is purposed either to help people or to develop our relationship with people. This is what professional psychologists usually do. They listen to their patient's problems, then give solutions based on the knowledge they have learned. The goal is to make those patients feel better. Or

as simple as when our friends tell us about the problems they face. This is usually done so that the friend does not carry the problem alone. There are three behaviours that became keys of success in relationship listening; Attending, Supporting, Empathizing.

3) Appreciative Listening

Appreciative is not focused on the message, but focused on responses of the listener. It means that many people have many responses in appreciative listening. For examples, some people are amused when they hear folk music. However, some people are not amused when they hear folk music and prefer dangdut music as music that they listen. Appreciative listening quality depends in large three factors; Presentation, Perception, and Previous Experience.

4) Critical Listening

Having ability in critical listening is essential. Wherever you are, there is no place that considering critical listening unimportant. Critical listening is also important in democracy. There are four factors that are important in critical listening; Etos or Speaker Credibility, Logos or Logical arguments, and Pathos or Psychological Appeal.

2. Teaching Strategies

a. Definition of Teaching Strategies

Sarode (2018) states that teaching strategy is a generalized plan for a lesson (s) which includes structure desired learner behaviour in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy. It means that teaching strategy is a method used by teacher to teach student about particular subject and achieving their learning goals.

Strategy as requirement for choosing and sequencing events and activities within lesson. The strategy is a plan, method, or series of activities design to achieve several education goals (David, 2019). Balachandran (2015), in Fajriah (2017), states that there are some factor that influence teaching strategies. That factors are associated to the teacher, students, surrounding, and the lesson. The factors that related to the academic are information to apply the source, ability to control the class. Also, factors regarding the scholars are magnificent composition, grade level, advantage from positive guidance, and student engagement. Meanwhile, the elements regarding surroundings encompass the sources of learning that assist the learning process.

According to the explanation above, we can conclude that teaching strategies are a technique to overcome problem in teaching. It also can refers to various way that teacher choose to make it easier learning process and help students to achieve their educational goals. The using of teaching strategies depend on the situation around and characteristic of students in the classes.

b. Types of Teaching Strategies

According to Utami (2020) there are five types of teaching strategies;

1) Direct Instruction

This strategy works for determining information or improving skills. This teaching strategy is simple to plan and implement, while the main important deficiency in the developing ability, the process, and the attitude that is needed to help students achieving their goals.

2) Indirect Instruction

Indirect instruction is putting students as a centre in learning activities. The teacher is not being a speaker, but more like facilitator in this strategies. Teacher have to gives students opportunity to be involve during the learning activities. The example of indirect instruction are; inductive, problem-solving, decision-making, and inventing teaching strategies. The benefits of this strategies are; pushing interest of the students, solving problem together, develop student's creativity, etc.

3) Interactive Strategy

The prominence of an interactive teaching strategies is on discussion and share among the students. It will push students to form an alternative point of view when it comes to events, approaches, and forming a new idea. This strategies can help improve student's social skill and ability to make intelligible arguments. The weakness of this strategies depend on creativity that teacher have to arrange and develop group dynamics.

4) Experimental Strategy

Inductive activities are the main focus on this strategies. Students are the main focus in this situation. Their experiences is a planned formulation for achieving context-based implementation. The benefits of this strategies are increase students participation in the class and develop student analytic abilities. However, weaknesses of this strategies are highly cost and take a long time.

5) Independent Strategy

Independent strategy is purposed to create individual initiative, ability to develop by themselves, and active during learning activities. Advantage of this strategy is build students respect while the disadvantage is hard to implement it to young students.

3. Teaching Listening

a. Teaching Listening

According to Douglas (2000:7) teaching is showing or helping someone to learn how to do something giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching English listening is purposed to make students become familiar with English, especially when the speakers is native speakers.

Erisa (2014:20) stated that teaching listening is the process carrying out the students in processing messages as they come, processing what they heard without looking forward. Teaching listening also purposed to stimulate students in processing information in English. In study listening, students is expected can analysed information spoken by the audio that given by the lecturer.

Based on the definition above, the conclusion is teaching listening is the process of understanding the information conveyed by speakers in English. Teaching listening purposes to train students to be able to understand information related to a topic discussed by the speaker. Furthermore, the ability to hear in English can be useful for understanding many things that are happening, because English is an international language or one of the most widely used languages in the world.

b. Principles of teaching listening

In simple way teaching listening can be defined as an activity that the teachers do by plays some recording that infer some information and makes students have to listen it carefully what speakers said during learning activities to understand the information from the audio. These definitions below are related to some expert opinion about principles of teaching listening. First according to Harmer (2007:135) claims that various principles of teaching listening, as follow:

1) Tape recorder as the tools as learning materials.

Teacher have to check tools that going to be use in teaching listening before using it listening . Teacher have to make sure that the audio from the speaker can be heard by the students in the class. Nevertheless, another important feature is the device to play the audio is near to the teacher. So, teacher can be easy to replay the recording for the second time and third times.

2) Preparation is necessary

Before starting the listening class, teacher and students have to be prepared. Teacher need to listen the audio before start the class. So, teacher can anticipate when there are some problem from the audio such as broken audio, some part are missing, etc. teacher also have to make sure that the students re ready for the listening class. Students have to be given brief explanation about the topic and what they going to do about the topic from the audio.

3) Once will not be enough

Almost all teacher play the audio more than one time. Furthermore, Students will want to hear it again to get what they missed in the first time. The

first time listening is often just give students an idea or describe in general information from the audio. When the second time or the third time the audio played, the students will complete the missing information from the audio and can know the messages from the audio.

4) Draw out the meaning

The most important part of listening practice is capturing meaning. It means that students are expected to be able to understand what is meant, what impression it creates after hearing the audio played by the teacher. Not only word for word, students must thoroughly understand the context discussed in the audio

5) Different listening stages demand different listening

In the listening class, teachers need to set different tasks for different listening stages. It means that the teacher have to starts the listening class with strategies that can stimulate students interest in the topic. So that, the students can identify particular information that infer from the audio.

6) Good teacher exploit listening text to the full

After an initial play of tape, the teacher can play it again for several kinds of study before using the subject matter, situation or tape script for a new activity. The listening then becomes an important event in a teaching sequence rather than just an exercise by itself.

Furthermore, Mai (2019:30) states seven principles in teaching listening, they are:

1) Using authentic materials

When teaching listening comprehension, teachers should use real text and present it naturally, with no background noise or interruptions, and different types of voices and intonations.

2) Including various types of text

Include different types of texts, such as dialogues/conversations, jokes, lecturer, press releases, songs, etc. Teachers are encouraged to include them so that students are accustomed to hearing different words and avoid fatigue.

3) Using preliminary meaning based tasks for students

Teachers are encouraged to use values-based pre-assignments for students to complete. At a lower level, some tasks may not be based on meaning, but the long-term goal is to communicate using language.

4) Stating a specific purpose for listening task

The work should be designed for practice or some additional skill (skimming).

5) Introducing a listening task

Before asking students to listen to material, teachers should enter listening tasks so that students can focus while listening.

6) Pre-tech vocabulary

Teachers should first practice only the vocabulary needed to understand the main idea of the text.

7) Timing

Teachers can have students listen to the text multiple times. When a recording is played only once, listeners often do not get the full point of the information that infer from the audio.

In the above theory, we have various principles of listening education, such as checking the ability to record on a tape recorder, preparing before class starts, how many times the teacher should play the recording, emphasizing meaning, and various settings. It can be concluded that there is Work for listeners. At different stages, texts are used for authentic listening, authentic materials are used, listening tasks are introduced, and vocabulary is taught in advance. And these principles are very important for teachers to follow in order to achieve the goals of learning listening.

c. The Importance of Teaching Listening

When practicing communication, teachers can emphasize the importance of listening because students must develop good listening skills. The importance of listening in language learning and teaching requires language teachers to help their students become effective listeners. Veronica (2013:9), states for instance, the school establishes one day in a week to use English language, so the students will be familiar with listening process.

First, teaching listening is important as listening lessons are a tool for teaching elements of grammatical structure and allow new vocabulary items to be contextualizing within a body of communicative discourse (Yildirim, 2016). Then, Cheung (2010:20) states that the importance of teaching listening can be separate into several majors, as follows: First, Listening comprehension sets a foundation for the future acquisition of speaking. Second Emphasis on oral

comprehension training. Next, relaxation of the requirement for oral production in the initial phase of instruction. Then, fosters development of linguistic competence. Last, produces better results than those obtained through intensive oral practice.

Based on the above definitions, it can be concluded that listening training is important because, for example, listening is a tool for teaching elements of grammatical structures and enables the use of new vocabulary units that will be the basis for future oral mastery. . Speech, emphasis on oral speech. Reading comprehension training, weakening oral speech requirements in the early stages of training, and developing language skills give better results than those achieved through intensive oral practice. Listening is educationally very important.

4. Teaching Strategies in Listening

Listening strategies is a method that can help learners in learning English comprehensively. Often, second-language listener perceive something spoken in English very fast (Richards, 2008). The impression of fast or slow is depend on how familiar learners are in listening to English. Furthermore, Richards (2008) states that there are two types of strategies in listening;

a. Bottom-up Processing

Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension starts with receiving data that is analysed as successive level of organization – sounds, words, clauses, sentences, text – until the meaning of the messages is derived. This process is viewed as decoding. It means that the listener identify sounds into word, then word into sentence, sentence into full text, then full text into meaning. Lexical and

grammatical competence that listener have is the main factor in this bottom-up processing. Scanning familiar words and grammatical knowledge is used to understand the message from the speaker.

Bottom-up processing by Brown (2007: 6) tried to make sense of what people heard by focusing on different parts, such as vocabulary, grammatical or functional syntax, and sounds. This theory was the traditional listening theory. Example: You listen to your friend's directions on how to get home. This kind of listening comprehension was achieved by isolating and decoding sounds beat by beat. For example, if you need to find a street name or instructions on how to get on a particular bus, the ability to separate speech streams into separate words becomes more important. Understanding vocabulary and other specific parts of speech was also very important for this kind of listening.

Moreover, Bottom-Up process is a process that involves 19 understanding and parting the speech stream, begins with audithory-phonetic, phonemic, syllabic, lexical, semantic, syntactic, proportional, pragmatic, interpretive (Nation & Newton,2009). It means that the listener can recognize the pronunciation of the word. Then match the words into sentences. Next, put the sentences together into a full text.

Brown (2007) said bottom-up methods focus on sounds, words, intonation, grammatical structures, and other components of spoken language. Bottom-up processing moves from language to meaning. Nation & Newton (2009) stated that a bottom-up process is one in which listeners use speech fragments to assemble message fragments from part to whole.

The focus of Bottom-up processing are on sounds, words, intonations, grammatical structures, and other spoken language component (Brown, 2007). Students need a good vocabulary mastery and good knowledge to process text bottom-up. Traditional listening classroom is using more bottom-up processing in their activities with exercise such as dictation, cloze listening, and multiple-choice question after text, etc.

Furthermore, Richard states that in teaching using bottom-up processing learners need to have a good vocabulary mastery and good skill in structuring sentences. Examples of exercise that using bottom-up processing are dictation, cloze listening, the use of multiple choice, and other similar activities.

The researcher conclude that bottom-up processing is a process of identify sounds until the listener recognize the meaning of what speaker says using ability to identify familiar words and grammatical knowledge. The "bottom-up" strategy also can be identify as a strategy for the listening process to comprehend where higher level parts of speech begin to be heard until reaching sentences or meanings of speech.

b. Top-down Processing

Top-down processing is refers to the use of background knowledge to understand the message from speaker (Richards, 2008). If bottom-up processing is language to meaning, Top-down processing is meaning to language. That is why background knowledge about some topic that speaker convey is important. The more knowledge that listener have about various topic, the easier listener understand about what speaker says. In applying this prior of knowledge about

things, concept, people, and event to a particular utterance can proceed from the top to down.

Top-down processing moves from meaning to language. A successful listener is one who is able to interpret what is heard using both "inside" and "outside" knowledge. Knowledge in the head is not directly encoded into words in what is known as top-down processing (Nunan, 1998). A key process is reasoning. Here, listeners use their basic knowledge of the context of the communication to guess what to include in the message and use parts of the message to add to, verify, or modify it (Nation & Newton, 2009).

Furthermore, According to Brown (2007), top-down methods are about schema activation, semantic extraction, global comprehension, and text interpretation. Richards (2008) stated that these top-down and bottom-up processing typically occur in real-world listening. Yaqin (2013) referred to interactive processing strategy processes that generate vocabularies and sentences based on life knowledge (top-down information) (bottom-up data).

Brown (2008) added that the top-down approach started with a background knowledge of schemas. It can be a content schema (general knowledge based on life experience and previous education) or a text schema (knowledge of the language and content used in a particular situation; the language required in banking differs from the language required when communicating). Further this theory has also been the traditional theory of listening.

There is example, speaker says "I'm going to the stadium to watch Real Madrid in UEFA Champions League Final". According to definition from Richards above, if the listener have a good background knowledge about the

topic, they will know detail about the topic such as date, places, and people who involved in it. And then, they will complete what the speaker says through their background knowledge about topic presented by the speaker. Another example is Example: You hear a friend talking about a terrible rainy season vacation they spent in Thailand. This kind of listening requires using background knowledge to understand the meaning of the message. Background knowledge was organized into context. Have you ever had students anticipate what they're auditioning for by using information about topics or situations, images, or keywords? Then I helped develop a technique to handle from top to bottom.

Richard also stated that the more someone have a good knowledge about anything happen in the world, the more someone understand the topic that imply in a listening material. In applying this strategy the awareness about things, concept, people, and event to a particular utterance can often proceed from the top down.

In short, top-down processing is the opposite of bottom-up processing. It goes from our knowledge about some topic to the full meaning of what speaker say. So, that is why top-down processing requires good background knowledge about some topic to success in fully understand of what speaker says. Moreover, a top-down strategy is a strategy that uses the listener's background knowledge and uses a few key points to guess what message will come out without considering grammatical structures.

5. Difficulty in Teaching Listening

a. Principles of Difficulties in Teaching Listening

Listening is one of the most difficult English skills to learn. Moreover, some teachers still have a hard time learning to listen. Several sources explain the importance of difficulty. Difficulty is one of those conditions where it is difficult for someone to do something, they have to fight to get something, and this is not easy. Most of teachers have their own difficulties in teaching listening. Several experts classify the difficulties in teaching listening. Yukselci (2003) separate that the teachers difficulties in teaching listening, such as: 1) The difficulty of listening materials for students, 2) Dependence on ready-made materials, and 3) a need for richer repertoire of listening activities.

According to Aldama (2017), teachers' difficulties in teaching listening are: 1) Too many students (teaching in a large class). 2) Students' ability to catch the direction from the teacher and to catch the teaching listening was under the average. 3) Lack of the students' interest to learn English specifically listening was one of the teachers' difficulties. 4) Lack of the tool in teaching. 5) Dividing the students into group, it was also the teachers' difficult.

Identifying the difficulties in listening is important to understand the difficulties in teaching listening. One obvious obstacle is the fact that "the pronunciation of words may also differ greatly from the way it printed" (Bloomfield.et. al, 2010). Similarly, "listener, unlike readers, do not have luxury of regular spaces that signal where word begins or end" (Vandergrift, 2007). It means that students have to recognise the words in spite of their unfamiliar pronunciation and students have to decipher which linguistic unit belongs to

which words. Moreover, vocabulary and grammar also tend to be more colloquial and less formal (Osada, 2004).

Another problem is oral text exist in real life and need to be processed quickly; when the text is over, only a mental presentation remaining (Vandergrift, 2004). Not like reading, listening requires instantaneous processing with little or no option to listen something that been heard. Sociolinguistic elements of listening, such as cultural background and student's knowledge about foreign knowledge play an important role in comprehension of the verbal discourse.

Students from a nation who is not familiar with English is difficult to understand listening. Student have to analyse what they hear or listen and then determine the meaning. Goh (1999) states that listening difficulties are the internal and external characteristic that might interrupt text comprehending and daily life processing problems directly related to cognitive procedures that take places at various level of listening comprehensive. Furthermore, the internal factor are interest and purpose, prior knowledge and experience, physical and psychological, knowledge of context, etc. While the external factors are phonological modification, vocabulary, speech rate, accent, accuracy of pronunciation, physical condition, etc.

In short, some of the difficulties faced by learners are; (1) the written word is different from the word heard. Unlike reading, listening requires to recognize an unfamiliar word. Listening happens very quick, knowledge related to the topic that being discussed can help learners in learning listening. (2) There are factors that have an influence in learning listening, namely internal and external. Internal

factors that have an influence in learning listening are the interest about language that been studied, knowledge based on previous experience, knowledge related to the context, physical and psychological. While the external factors that have an influence in learning listening are vocabulary mastery, speech rate, accuracy of pronunciation, etc. Moreover, Some of the challenges teachers face when teaching listening comprehension include: Practical problems of teachers related to text listening and listening tasks, problems of listener response, ready-made problems, the need for a richer listening repertoire, problems of class management (large class and too many students), students can follow the teacher's instructions, students' lack of interest in listening, lack of teaching tools, split students into different groups. Almost any researcher's difficulty in writing is caused by several factors affecting it.

b. Factors of Difficulties in Teaching Listening

Listening is a complex process influenced by many factors. Some experts have described factors that cause learning difficulties in listening. Ur (1996) claim that several difficulties in teaching listening. They are: 1) practical problem related to listening text, it means teacher lack of confidence to improvise their ability on listening text, 2) practical problem related to listening tasks, teacher difficulty in preparing task to raising student motivation and interest and 3) problem related to ongoing listener response, students response during listening activities like sounds from the speaker too fast.

Moreover, teaching in large classes, the students' lack of vocabulary to understand the teacher's instructions and understanding of listening learning, and the lack of teaching aids made the students lack interest in listening learning, and

the students had a different personality. This made it difficult for teachers to divide them into groups (Aldama, 2017).

According to (Aryana & Apsari, 2018) teachers' difficulties divided into several factors, those are internal and external factors. As follows:

1) Internal factors

a) The difficulties in teaching

Listening is classified as difficult to teach. Since English is a foreign language in Indonesia, Indonesian students communicate using their native language. As a result, students feel unfamiliar with English words.

b) Preparing listening materials

Teacher have to search suitable listening materials. It is purposed to make students understand the listening material that the teacher teach. Furthermore, students is expected to reach the learning goals in learning listening.

c) Choosing method, technique, and strategy

The reason is English as a foreign language for students. Sometimes teachers struggle to explain and discuss material when the methods, techniques, and strategies are not appropriate for students. Therefore, teachers must be creative in choosing methods, techniques, and strategies for successful learning.

2) External factors

a) Surrounding

Sounds from environmental or activities such as noise from students or activities around the class except teaching learning activities can distract teachers. Sounds and activities from the environment can disrupt the learning process.

b) Module

Teachers struggled with the module and respondents struggled to prepare the material. Especially in listening education where you need textbooks fully recorded on CD or DVD.

c) Learning Media

Media problems like sound system cable injector to laptop Media problems like speaker injector cable to laptop sometimes cause errors. Sound systems are so important to learning to listen that they can disrupt the learning process.

d) Facility at school

The institution of the school is not complete, such as the English lab, which is not available in the school. Teachers need a lot of time to prepare for it.

e) Electricity

One of the important points in learning to listen is the use of electricity. Sometimes the electricity goes out during the learning process, which prevents us from continuing our learning activities.

Based on the above theories, it can be concluded that there are two types of difficulty factors in teaching listening that is, internal factors and external factors. Intrinsic factors refer to factors that come from the teachers themselves and cause difficulties in learning to listen. For example, teachers struggle to teach listening, prepare listening materials, and choose methods, techniques, and strategies. External factors are factors other than the teacher. Examples include environmental sounds, malfunctioning labs, insufficient student vocabulary, and different student personalities.

B. Previous Related Studies

The researcher took some references to conduct this study. These references are very useful to make the researcher to do the study. The first research is Walker (2014) entitled “Listening: The Most Difficult Skill to Teach”. The study aim dissecting and discussing the reason why the teaching of listening seems to be so complex and consequently intends to report upon possible suggestion for enlightening listening skills in ESL classroom. This research highlights the important of the teaching strategies that should be ever increasingly in the modern foreign language classroom.

The second previous study is from Hien (2015) entitled “Difficulties and Strategies in Listening Comprehension”. The results of this study are difficulties are not only come from the message (the listener or speaker), but also from surrounding environment. If the listening classes was conduct in noise situation, it will impact students ‘study result in listening. The problems also often come from bad audio tape, so students cannot understand well what the speakers says.

The third study is from Jannah (2020) entitled “Tutors ‘Strategies in Online Teaching Listening of TOSE Preparation in IAIN Surakarta Academic Year 2020/2021”. The result of this study are Tutor used bottom-up and top-down as their strategies in teaching online listening class. Tutor use bottom-up strategies often. Tutor also has some difficulties in teaching online listening class such as bad signal, passive student, limited interactions, and many more. This research obtained the data trough observation, questionnaire, interview, and documentation.

The forth previous study is from Mutia (2020) entitled The Lecturer’ Strategies in Teaching Listening Comprehension. In this study, the researcher is

identifying strategies that used by lecturer in teaching listening. Lecturer in this study is doing pre-listening before the class is begin. It helps students to understand about some topics from the audio. Lecturer also is try to make interaction between lecturer and students is going well by asking the students about the material. Lecturer also giving the students an exercise sheet to measure students' knowledge about the material.

The fifth previous study is entitled “Analysing Teacher’s Difficulties in Teaching Listening Comprehension towards The First Grade Students of MAN 3 Bone” by Aldama (2017). The result of the study are teachers have difficulties while teaching a big classes. Student’s low-ability in listening and lack of student’s interest in listening are often become problems for teacher while teaching listening. Teaching tools is also important, teachers have to use suitable tools to make their students understand about the materials that been taught by the teachers.

Table 2.1: Previous Study

NO	Title	Author	Similarity	Differences
1	Listening: The Most Difficult Skill to Teach	Natasha Walker	This research is talking about top-down and bottom-up process	This research is talking about listening and general. There are also some psychologies features such as metacognition, metacognitive regulation,

				knowledge and experiences
2	Difficulties and Strategies in Listening Comprehension	Trinh Vinh Hien	This search is talking about strategies in teaching in listening	This research is talking about problems in teaching listening
3	Tutors 'Strategies in Online Teaching Listening of TOSE Preparation in IAIN Surakarta Academic Year 2020/2021	Miftakhul Jannah	This research is talking about teaching strategies in listening	The subject of the research is tutor in TOSE Test preparation.
4	The Lecturer' Strategies in Teaching Listening Comprehension	Ulan Mutia	This research is talking about teaching strategies in listening	The research used theory from O' Malley and Chamot (1990)
5	Analysing Teacher's Difficulties in Teaching Listening Comprehension towards The First Grade Students of MAN 3 Bone	Bella Aldama	This research is talking about teaching strategies in listening	This research is using theory from brown (2007)

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used was descriptive research within qualitative paradigm. In Sudjana and Ibrahim, (1989) Descriptive research is research that tries to describe a symptom, event, event that is happening at the moment. Descriptive research focuses more on describing a symptom, and event that is happening at the present time. In this study, descriptive research focuses on lecturer' strategies in teaching listening of English language education first semester students. According to Sugiyono (2013) qualitative methods are referred to as artistic methods. This is because the research process is more artistic (less patterned) and the research results are more related to the interpretation of the data found in the field.

The type of research that researcher used is case study. According to Rahardjo (2017), a case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity, whether at the level of an individual, group of people, institution or organization to obtain in-depth knowledge of the event. Usually, the selected events which are hereinafter referred to as cases are real life events, which are taking place, not something that has passed.

B. Research Setting

1. Place

The researcher only focuses on Lecturer' Strategies in teaching listening at first semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in The Academic Year 2022/2023. The setting place of this research was conducted in listening class with English Language Education lecturer at UIN Surakarta in academic year 2022/2023.

2. Time

The time of researcher collected the data was August to November 2022. The first step was asking permission to English Language Education lecturer who teaching listening for 1st semester students to conduct this research. The second, was do the pre-research. Third, collecting the data by interview, observation and documentation about lecturer' strategies in teaching listening at first semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in the academic year 2022/2023. The researcher explains the research time using table, as follows:

Table 3.1: Research Schedule

NO	Schedule	August				September				October				November				December				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	Asking for permission																					
2	Pre-Research																					
3	Conducting interview, questionnaire,																					

	and classes observation																		
4	Analysing the data																		
5	Conclusion drawing																		

C. Research Subject and Informant

Subject of the study were people who used as informant of study. Semiawan (2010) mentioned some characteristics of participants; a) people who have information needed, b) they have the ability to share their experience and the information needed, c) involve in the phenomenon and problem directly, d) readily interviewed, and e) no pressure and aware of what they involve in.

The subject of this study is Mrs A.K as lecturer who teach Literal and Inferential Listening which is the subject of listening for first semester students of English Language Education Study Program in academic year of 2022/2023.

D. Data and Source of the data

1. Data

The data from this study are the strategies that used by lecturer in teaching listening at first semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in the academic year 2022/2023.

2. Source of the Data

The source of the data from this research is the result of an interview with lecturer who teach listening subject at first semester at UIN Raden Mas Said Surakarta related to strategies in teaching listening at first semester of English

Language Education Study Program at UIN Raden Mas Said Surakarta in The Academic Year 2022/2023. In addition, observation in listening classes.

The researcher conducts observations in the listening class held by the lecturer to be studied. The researcher interviewed lecturer who teach on listening at first semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in The Academic Year 2022/2023. The researcher also use questionnaire to clarifying activities used in teaching listening of first semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year of 2022/2023.

E. Techniques of Collecting the Data

The researcher in this study used observation, interview, and questionnaire as a method of collecting data.

1. Observation

According to Narbuko & Achmadi (2010) observation is the tool to collecting data which is done by observing and noting down systematically the phenomenon that is enquired. It is means that observation is used to interpret action, interaction or event in scientifically ways.

In this research, the researcher used naturalistic observation. The researcher joined the listening classes of English language education first semester and observed the lecturer 'strategies in teaching listening of English language education first semester by taking field notes of the important information that the researcher needs during the learning process. The observation will be held in three meeting each lecturer.

2. Interview

Interview is one of the methods that commonly used in qualitative research to collecting data. Opinion, feeling, and belief on some phenomenon is data that researcher can get from the informant using interview methods. Interview can give information that cannot be gathered through observation or interview can be used to verify the observation (Ary et al., 2010). For understanding people's experiences better is the reason researcher using interviews as a collecting data methods. The method that researcher use is one-on-one interviews.

In this research, the researcher will held interview face-to-face. Nevertheless, the researcher will follow wishes of the subject of study regarding through what method the interview will be carried out. The researcher use semi-structured interview method while conducting interview. According to Gaskell (2003) Semi-structured interview is investigating different perspective and point of view about a fact, through the interviewees. It is mean that researcher has the flexibility to back to the previous question, go deeper on a certain topic, or both (Rocha, 2021). Therefore, the researcher prepare some main question and the researcher can develop a new questions during the interview related to the topic.

3. Questionnaire

Questionnaire is a set or a list of mimeographed or printed questions that a respondent fills out to give his opinion (Roopa & Rani, 2012). This research uses close-ended question for the questionnaire. The researcher will conduct the survey to Lecturer that teaching listening of first semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta in The Academic Year 2022/2023. The questionnaire consists of lists of activities that

belongs to bottom-up & Top- Down activities in teaching listening. The questionnaire is in the form of yes/no question.

Table 3.2: Blueprint for Questionnaire

NO	Aspect	Indicators	Numbers
1	Bottom-Up	<ul style="list-style-type: none"> • Using incoming inputs as the basic of understanding the message • Analyse sounds, words, clauses, sentences, and text until the meaning of the message derived • Lexical and grammatical understanding 	1-8
2	Top-Down	<ul style="list-style-type: none"> • Using background knowledge about certain topics • Background knowledge about things, concepts, people, and event to a particular utterance 	9-16

F. Research Instrument

Qualitative research focuses on processes rather than outcomes and most importantly is understanding a phenomenon deeply with natural interaction. The most common research instrument used in qualitative research are observation, interview, and document analysis (Ary et al., 2010). Observation was conducted to find out the strategies that applied by lecturer in teaching listening of first semester student of English Language Education Study Program in academic year 2022/2023. The data gained from observation were strengthened with questionnaire. The questionnaire consists of list of activities reflecting to

bottom-up & top-down strategies in teaching listening. The data obtained from questionnaire were then crosschecked with interview.

G. Trustworthiness of the Data

To exam whether the data is reliable or not, the researcher must check whether the data can be trusted. In qualitative research, triangulation is used to examine the data. Triangulation is described as examining data from multiple sources, and over time. Triangulation is classified into three types, they are triangulation of source, triangulation of techniques, and triangulation of time (Sugiono, 2019). In this study, researchers used a triangulation of techniques. Triangulation of techniques is used to assess the trustworthiness of the data by comparing it to the same source using multiples methodologies (Sugiono, 2019). Thus, the researcher will compare the data obtained from observation, interview, and questionnaire to validate the data.

H. Techniques of Analysing the Data

This study is using the model of Miles and Huberman to analyse the data. In this model, there are three analysis component; data reduction, data display, and conclusion drawing. Those are follows:

1. Data Reduction

Data reduction is a process of selection, interest focus, simplification, abstraction, and transformation of existing data from written record in the field. Reducing data can be done by recording analysis, performing interviews, transcribing interview's result, making transcript codes, and so on.

2. Data Display

Data display is a group of information that arranged well to help researcher to drawing conclusion. In qualitative research data can be displayed using graphic, table, brief description, chart, categorization, and so on. Looking at the data display helps us to better understand what is going on and to take an action based on the understanding (Miles and Huberman, 1994).

3. Conclusion Drawing

After researcher done the data reduction and data display, the last step that researcher have to do is drawing conclusion. This activity is purposed to conclude lecturer 'strategies in teaching listening of English language education first semester students.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

These data findings are correlated to the lecturer strategies in teaching listening of first semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year 2022/2023. Furthermore, these data findings are also related to lecturer difficulties in teaching listening of first semester students. The data were gathered through observations that conducted in November 28th and December 22nd 2022, interviews that conducted in December 15th 2022, and questionnaire that had been distributed in December 14th 2022 to Mrs. A as the lecturer who taught Literal and Inferential Listening, first semester's listening subject.

1. Strategies Applied by The Lecturer in Teaching Listening of First Semester Students

The data from this research were gathered through observations in two different classes and the questionnaire that have been distributed to Mrs. A as the lecturer who taught listening to the first semester students or Literal and Inferential Listening. The researcher conducted the observation three times in two different classes on November 28th 2022 and December 5th 2022 by entering the Literal and Inferential Listening class that conducted by Mrs A. Then met with the lecturer face-to-face to conduct an interview on December 15th 2022. The researcher used semi-structured method in conducting interview. While the questionnaire was given to the lecturer via google form on December 14th 2022.

The form of questionnaire was close-ended and it consist of teaching strategies in teaching listening theory from (Richards, 2008).

Table 4.1

Lecturer activities in teaching listening of first semester students

No	Strategies	Activities
1	B-U	8
2	T-D	5

Note: B-U : Bottom-Up

T-D : Top-Down

a. Bottom-Up Processing Strategies

Bottom-up activities is used by the lecturer in teaching first semester students. The activities that used by the lecturer such as; identified subject, meaning from what speaker says, subject imply from the audio, speakers suggestions. The Bottom-Up processing strategies that the lecturer used in teaching first semester students of English Language Education Study Program is present in the table below:

Table 4.2
Bottom-Up Processing Strategies' Activities

NO	Name of Activities	Applied	Not Applied
1.	Lecturer helps students learn key vocabulary from the audio that being played.	√	
2.	Lecturer helps students learn the grammar used in the audio that being played.	√	
3.	Lecturer monitors vocabulary and grammar difficulties experiences by students in listening lessons.	√	
4.	After students hear the audio that being played, lecturer asks students to name vocabulary that familiar to them.	√	
5.	Lecturer asks student to answer questions related to the audio that being played in the form of multiple choice.	√	
6.	Lecturer asks students to answer questions relate to the audio that being played in the form of dictation questions.	√	
7.	Lecturer asks students to answer questions related to the audio that being played in the form of cloze-listening or fill in the blank.	√	

8.	Lecturer gives students the opportunity to mention vocabulary that appear in the audio that being played along with the meaning	√	
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1) Lecturer helps students learn key vocabulary from audio that being played.

This activity was used by the lecturer because the lecturer wanted to equip students with knowledge and vocabularies regarding to the theme that the lecturer going to teach. During the class observation, the lecturer did this strategies to the students. For example in the 1st class observation, the lecturer gave terms regarding to the topic that the lecturer wanted to teach that day. Then, lecturer asked students to match the phrase that been given and match those phrase with the definition that lecturer provide. In the 2nd and 3rd class observation, the lecturer discuss the audio that have been played with students. In addition, the lecturer also given some highlights to the idiom that appear from the audio. The lecturer was encourage students to find the meaning of idioms that appear from the audio.

"Kayak tadi ya, keterangannya seperti yang tadi. Jadi di pre-activity, kalau saya di pre-activity-nya dulu, kayak kita mempelajari yang akan kita dengarkan nanti terkait dengan tema ini kemudian kosakata yang perlu kalian ketahui, ini ini ini, masuk dalam kegiatan pre-activity."

The finding is strengthened by the lecturer when the lecturer fulfilled the questionnaire by clarifying that the lecturer is helped the students learned the key vocabulary from audio that being played. In the interview, the lecturer said that this activity is used to make students familiar with the topic. Furthermore, this

activity is purposed to introduce some vocabularies that will appear from the theme or topic that lecturer going to be teach. This activity usually done before starting the lesson, which it is why the lecturer categorize it as pre-activity.

2) Lecturer helps students learn the grammar used in the audio that being played.

The lecturer is use this activity, however it is not much. The lecturer only used this activity when it comes to phrasal verbs material. According to the lecturer, the reason why the lecture explain the grammar in the phrasal verbs material is because the lecturer consider that the students are not familiar with the material. Furthermore, grammar is important in phrasal verbs.

Mmmm, iya, tapi menurut saya porsinya tidak terlalu banyak ya yang terkait dengan, kemarin yang paling saya ingat itu terkait dengan phrasal verbs. Itu saya jelasin, Karena itu kan mungkin tidak terlalu familiar ya. Tapi kalau secara grammar saya gak bahas banyak.

The result of the questionnaire that filled by the lecturer is strengthened the findings by clarifying that the lecturer is help students learn the grammar used in the audio that being played. In the interview, the lecturer said that this activity is only used in phrasal verbs material. For other material, the lecturer is not using this activity. During the observation, the researcher not seeing the lecturer using this activity when explaining about idiom in inferential listening.

3) Lecturer monitors vocabulary and grammar difficulties experienced by students in listening lessons.

The lecturer is use this activity as strategy in teaching first semester students in English Language Education Study program. However, the lecturer do not do a lot of this activity in the middle of the lesson because usually the lecturer is already highlight some vocabularies that the lecturer going to teach in

the beginning of the class. When the researcher conduct the observation, the researcher see that the lecturer is discussing the new vocabularies that would appear in the class with the students at the beginning of the lesson.

*"Mmm, Heem (iya), tapi biasanya katanya sudah saya tentukan diawal. Jadi saya tidak, mmm, gimana? Ada kata yang sulit? Bahkan mereka tidak tahu ya itu kata apa. **Jadi kayak saya yang meng-highlight**, kalian tau gak artinya kata-kata ini? Kayak gitu, jadi bukan dari mereka tapi dari saya."*

This finding is strengthened by the result of the questionnaire that fulfilled by the lecturer, clarifying that the lecturer is monitor vocabulary and grammar difficulties experienced by students in listening lessons. In the interview, the lecturer tell the researcher that related to difficulties in vocabularies felt by the students, the lecturer usually explains the new vocabularies that students going to learn in the listening class at the beginning of lesson. Thus, it can make students easier to understand vocabularies that appear during the class. Furthermore, regarding grammars, lecturer rarely discuss it in the class. Except in the phrasal verbs chapter.

4) After students hear the audio that being played, Lecturer ask students to named vocabularies that familiar to them

The lecturer is using this strategies. However, in inferential and literal listening which is the listening subject of first semester students, the lecturer only use this strategies in the beginning of the semester. During the observation, the researcher did not found this activity used by the lecturer because the researcher conduct this research in the end of semester. The result of the questionnaire is strengthened the findings. In the questionnaire, the lecturer clarifying that the lecturer is ask students to named vocabularies that familiar to them after the audio played. Nevertheless, in the interview the lecturer say that this strategies

was applied in the beginning of semester and only about basics thing to introducing literal and inferential listening to first semester students.

5) Lecturer asks students to answer questions related to the audio that being played in the form of multiple choice.

The lecturer is use this strategies in teaching listening of first semester students. However, multiple choice question is not the only exercise that the lecturer use in teaching listening of first semester students. In the observation, the lecture give students a multiple choice exercise. After the lecturer play the audio, students have to choose the right answers.

*”Heem, Soalnya gak Cuma pilihan ganda. **Pilihan ganda ada, tapi soal saya bervariasi ya.** Ada pilihan ganda, ada yang gap filling, ada yang true-false, ada yang matching gitu, jadi soalnya banyak.”*

This finding is strengthened by the lecturer when the lecturer fulfill the questionnaire by clarifying that the lecturer is giving multiple choice exercise after the audio as strategies in teaching listening of first semester students. Although, it is not the only kind of exercise that lecturer use in teaching listening of first semester students. According to the results of the interview, there are many kinds of exercise that the lecturer use such as; multiple choice, gap filling, true-false, and matching.

6) Lecturer asks students to answer questions related to the audio that being played in the form of dictation questions.

The lecturer is use this strategies in teaching listening of first semester students. In the observation, the researcher did not see the lecture use this teaching strategies.

”Dikte iya, ditahap-tahap awal ketika masih emm, literal ya. Literal listening saya pake dictation, kayak missal nama, nomor, alamat, itukan masih sangat efektif kalau pakai dictation.”

The result of the questionnaire that filled by the lecturer is strengthened the findings by clarifying that the lecturer is the is using this teaching strategies in teaching listening of first semester students. However, this teaching strategies is used in the beginning of semester or in literal chapter. In literal chapter it is effective to use this teaching strategies because the lecturer can ask students related to name, number, address, etc.

7) Lecturer asks students to answer questions related to the audio that being played in the form of close-listening or fill in the blank.

The lecturer is use this strategies in teaching listening of first semester students. However, cloze-listening or fill in the blank question is not the only exercise that the lecturer use in teaching listening of first semester students. In the observation, the lecturer give students a fill in the blank exercise.

This finding is strengthened by the lecturer’s questionnaire answer by clarifying that the lecturer is using fill in the blank exercise as strategies in teaching listening of first semester students. Although, it is not the only kind of exercise that lecturer use in teaching listening of first semester students. According to the results of the interview, there are many kinds of exercise that the lecturer use such as; multiple choice, gap filling, true-false, and matching.

8) Lecturer gives students the opportunity to mention the vocabularies that appear in the audio that being played along with the meanings.

This strategies is applied by the lecturer in teaching listening of first semester students. However this strategies is no often use by the lecturer. In the observation, the researcher not see the lecturer ask students regarding to the vocabularies to the students.

“Hmm, Heem tapi gak banyak. Tapi biasanya saya yang udah prepare katanya duluan, gitu.”

This finding is strengthened by the lecturer’s questionnaire answer by clarifying that the lecturer is give students the opportunity to mention the vocabularies that appear in the audio that being played along with the meanings. In the interview, the lecturer said that this strategies is not often used because the lecturer prefer to discuss the vocabularies regarding to the material in the beginning of the lesson rather than in the middle of the lesson.

b. Top- Down Processing Strategies

Top-Down strategies is implemented by the lecturer in teaching listening of first semester students. The strategies used by the lecturer are predicting what speakers says, what speaker infer, reading the news headlines and predicting the full content of the news, etc. The Top-Down processing strategies that the lecturer use in teaching first semester students of English Language Education Study Program is present in the table below:

Table 4.3

Top-Down Processing Strategies' Activities

No.	Name of Activities	Applied	Not Applied
1.	Lecturer chooses audio material whose topics are familiar or known by the majority of the students.	√	
2.	Lecturer helps reconstruct the meaning of the audio that has been heard based on the knowledge that students have.	√	
3.	Lecturer directs students to analyze important information from the audio that is being heard.	√	
4.	Lecturer directs students to focus on unimportant information from the audio they are listening to.		√
5.	Lecturer asks students to focus on important information from the audio they are listening to.	√	
6.	Lecturer asks students to answer questions relate to the audio that being played in the form of a sequences of pictures or events.		√
7.	Lecturer asks students to answer questions related to the audio that being played by		√

8.	telling the students to read about the topic first. Lecturer asks students to conclude the relationships between the characters in the audio that being played.	√	
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1) Lecturer choose audio material whose topics are familiar/known by the majority of my students.

This strategies is applied by the lecturer in teaching listening of first semester students. In the observation, when the lecturer give the material about idiom, the lecturer gives the students familiar idioms.

*“Heem, di the first term. Jadi tuh kan mata kuliah saya kan literal and inferential listening. Yang di first term, first mid-term sebelum mid itu kita literal yang second mid-term itu kita inferential. Nah, **tema-tema yang dekat dengan mereka itu saya gunakan di literal listening sih kebanyakan.** Kalau inferential istening temanya udah sangat bervariasi.”*

The finding is strengthened by the result of the questionnaire that fulfilled by the lecturer that the lecturer is choose audio material whose topics are familiar/known by the majority of my students in teaching listening of first semester students. Moreover, in the interview the lecturer said that choosing familiar topic in teaching is used in the first-term until the mid-term of the semester or in the literal listening. While in the mid to end of the term, the lecturer use more variation topics in teaching listening of first semester students.

2) Lecturer help reconstruct the meaning of the audio that has been heard based on the knowledge that students have.

In teaching listening of first semester students, the lecturer I used this strategies. In the observation, the researcher see that the lecturer sometimes help students in construct meaning from the audio.

“Hmm, heeh, jadi kalau misal habis bahas terus kita, “tadi membahas tentang apa ya, ooo tentang ini” kadang saya juga nggak tanya ke mereka, tapi saya juga memberi mereka tambahan pengetahuan juga.”

This finding is strengthened by the lecturer when the lecturer fulfill the questionnaire by clarifying that the lecturer is help reconstruct the meaning of the audio that has been heard based on the knowledge that students have in teaching listening of first semester students. In the interview, the lecturer said that this strategies is not always used. Sometimes, the lecturer ask the students about the meaning and sometimes the lecturer give an explanation about the meaning to add more insight for the students.

3) Lecturer direct students to analyze important information from the audio that is being heard.

The lecturer is using this strategies in teaching listening of first semester students. In the observation, the researcher see that analyze information from the audio is done by the lecture while teaching listening of first semester students.

“Heeh, biasanya sambil kita membahas soal terus nanti kita bahas, “Tadi di audionya seperti apa, gituu”. Terus ya itu sambil kita membahas soal-soalnya.”

The result of the questionnaire that fill by the lecturer is strengthened this research. The lecturer clarifying that the lecturer is direct students to analyze important information from the audio that is being heard in teaching listening of first semester students. In the interview, the lecturer state that usually the lecture and the students is discussing the information from the audio while discuss about question from the exercise given by the lecturer.

4) Lecturer ask students to focus on important information from the audio they are listening to.

The lecturer is using this strategies in teaching listening of first semester students. It is because the lecturer wants the students to understand the topic that will appear from the audio. In the observation, the researcher see that the lecturer is ask the students to pay attention to the information that will appear and the lecturer give a little explanation about it.

”Heem, jadi sebelum mendengarkan, saya itu selalu meminta mereka untuk “Sebelum kita mendengarkan, kita harus tahu dulu apasih yang kita cari” sehingga mereka harus melihat dulu bentuk latihanny seperti apa. “oooo, bentuk latihannya true-false,ooo misalkan ada fill in the gap”. Itukan mereka ketika mendengarkan beda. Kalau mereka fill in the gap mereka harus intens banget tuh karena mereka akan mencari missing word, tapi kalau yang true-false mereka mungkin tidak perlu mendengar secara detail mereka sudah bisa menangkapnya. Jadi mereka selalu tau apa yang dicari, informasi penting apa yang mereka cari dari soal yang sudah saya berikan sebelumnya.”

The finding is strengthened by the result of the questionnaire. The lecturer clarifying that the lecturer is ask students to focus on important information from the audio they are listening to in teaching listening of first semester student. In the interview, the lecturer always ask the students to focus on important

information that will appear from the audio. It is purposed to make students easier in answering the exercise that the lecturer gives to them.

5) Lecturer asked students to conclude the relationship between the characters in the audio that being played.

The lecturer is using this strategies in teaching listening of first semester students. In the observation, the researcher see the lecturer ask the students to conclude relationship from the audio.

“Ya, heem. Kebetulan **kalau yang semasa literal ya, itukan sering ya konteksnya dirumah, kemudian dengan teman gitu. Jadi mereka bisa menyimpulkan dan kita bisa tahu dengan mudah siapa sih yang terlibat di conversation itu.**”

The findings is strengthened from the result of the questionnaire that filled by the lecturer, clarifying that the lecturer is asked students to conclude the relationship between the characters in the audio that being played in teaching listening of first semester students. Furthermore, in the interview the lecturer said that this strategies is used more in literal chapter. However, in inferential listening, it is rare the lecturer use this strategies.

2. Lecturer’s Difficulties in Teaching Listening of First Semester Students

The researcher conduct the observation on November 28th 2022 and December 5th 2022 then the interview on December 15th 2022 to identify comprehensively the difficulties that the lecturer faces in teaching listening of first semester students of UIN Raden Mas Said Surakarta in Academic Year 2022/2023. Yukselci (2003) postulated that the teacher are faced with numerous impediments while teaching listening skills to students. These difficulties

include, but are not limited to: (1) intricacy of listening materials, which may pose difficulties for the students, (2) reliance on pre-existing learning material, and (3) an insufficiency of a diverse range of listening exercises to enhance the students' skills. Furthermore, as noted by Aldama (2019), teachers encounter various difficulties when it comes to teaching listening skills, including but not limited to: 1) an excessive number of students in the classroom, 2) the subpar capacity of students to comprehend and retain directions and listening instruction, 3) a dearth of student motivation and interest towards English language learning, particularly listening skills, 4) the insufficient availability of teaching resources and materials specifically related to listening skills, and 5) Segregate learners into smaller groups. The result of the observation and the interview can be comprehended in the appendix. The researcher found that the lecturer face some difficulties in teaching listening of first semester students.

a. Difficulties in Organizing the Class

The first difficulties is the lecturer is difficult to organize the class. It is because some students are talking to fellow students, playing mobile phone and not paying attention to the lecturer during the lesson. Furthermore, the lecturer found it difficult to make the students focus on the material that the lecturer give rather focus on other things outside the lesson.

“.....Kalau kesulitannya, itu lebih ke mengatur anak anaknya sih, jadi tidak ke kesulitan membawakan pelajaran. Kayak misal anak anak yang rame, anak anak yang main hape, anak anak yang duduk dibelakang dan tidak memperhatikan kayak gitu”

During the observation, the researcher see this difficulties. Many students are engrossed chatting with fellow students when the lecturer is teaching. Even some students were laughing very loudly during the lesson. Students who sit in behind row also do not pay attention to the explanation about the material by the lecturer. The behind row students were chatting, playing cellphones, even sleeping during the class. According to the theory from Aryana and Apsari (2018), difficulties in organizing the class is categorized as difficulty that come from internal factors.

b. Students are Not Active During The Class

The Second difficulties is the students are not very active during the class. The researcher see this difficulties during the observation. Students tend to be silent when the lecturer ask them about the material that the lecturer teach. Consequently, the lecturer has to ask the students about the material one-by-one. When the lecturer asked the students one-by-one, several students answered the question for a very long time. Furthermore, there are also some students who can directly answer the questions given by the lecturer. Theoretically, students are not active during the class fall under the category of difficulty resulting from external factors (Aryana & Apsari, 2018).

c. Undisciplined Students

The third is undisciplined students. In the observation, the researcher found that some students is undisciplined. The form of the undisciplined are being late to the class and did not do the task that the lecturer gives. When the researcher conduct the observation, the researcher saw that some students came late to the morning class. As a result, the lecturer have to stop her explanation

for a moment while the students who came late enter the classroom. Moreover, the other undisciplined form who became difficulties in teaching listening of first semester students is students did not do the task that the lecture gives. During first class observation, in the idiomatic expression chapter, the lecturer gives some questions to the students about this material. On the other hand, the students says that they do not understand the material because the students have not heard the audio yet. Finally, the lecturer made this chapter as a homework to be discussed at the next meeting. According to the theory put forth by Aryana and Apsari (2018), undisciplined students fall within the category of problems caused by external factors.

d. Different Student's Ability in Listening

The fourth difficulties that the lecturer face in teaching listening of first semester students is student's different ability in listening. While the researcher conduct the interview, the lecturer said that different abilities that students have in listening is become difficulties in teaching listening of first semester students. The lecturer feel that the students from 2 classes are have different ability in listening. It is proofed by the learning achievement that each class have, one class is better than the other class. As a consequence, the lecturer give different approach in each class. The class who have better learning achievement is given more group exercise. Meanwhile, the class who have less learning achievement is given more individual exercise. The reason the lecturer do that it is because the lecturer comprehend that the class who have better result in learning achievement is more responsible than the class who have less learning achievement.

*“Jadikan, karena perbedaan karakter dua kelas ini ya, saya kalau ngasih latihan juga beda mas di dua kelas ini. Jadi kalau dikelas **1 G itu karena anaknya lebih teratur**, secara capaian juga berbeda, mereka lebih bagus ya. Saya itu lebih tenang ketika memberi mereka tugas tugas kelompok, gitu. Karena mereka tuh diskusinya jalan, gitu. Misal, saya pake apa sih pas kamu observasi? Yang aktifitasnya? Paddlet ya kayanya. Itu kalau dikela **G** saya tuh bisa eee, jawabnya berdua atau bertiga gitu. Jadi saya lebih nyaman kalau kerja kelompok itu dikelas **1G**. Kalau kelas **1H** saya berikan tanggungjawab sendiri sendiri, supaya mereka tuh lebih fokus aja lah, semua orang merasa punya tanggung jawab, gitu. Itu terjadi di beberapa case ya. Jadi saya menyiapkan aktifitas yang kadang berbeda antara kelas **1G** dan **1 H**. Dikelas **1H** biasanya saya membuat mereka individual dengan tujuan membuat mereka lebih bertanggung jawab gitu.”*

Furthermore, the researcher see this difficulties while conduct the observation. When the lecturer give the students a TOEFL type exercise, 2 classes that the lecturer teach have different result. The class that the lecturer think have more responsible, and the lecturer said have better learning achievement, most of the students in this class can answer the questions correctly more than 10 out of 20 questions. On the other hand, the class that the lecturer think have less responsible, and the lecturer said have less learning achievement, most of students in this class can only answer the question correctly less than 10 out of 20. According to Aryana and Apsari (2018) different students' listening abilities are classified as difficulties caused by external factors.

B. Discussion

Subsequently explaining the research findings, the next thing that researcher do is give details about the finding in discussion section. The study's problem statements will be discuss, they are; what strategies do the lecturer use in teaching listening of English Education first semester students at UIN Raden Mas Said Surakarta in academic year 2022/2023 and what are the difficulties

that lecturer faced in teaching listening of English Education first semester students at UIN Raden Mas Said in Academic Year 2022/2023.

1. Lecturer Strategies in Teaching Listening of First Semester Students

According to the results of the research findings, the researcher discover that the lecturer is using some activities in teaching listening of first semester students of English Language Education Study Program that defined by Richards (2008), they are; Bottom-Up processing and Top-Down Processing. Based on the research finding, it was known that the lecturer is using both bottom-up processing and top-down processing in teaching listening of first semester students. Although, the researcher found the lecturer is uses all the Bottom-Up processing strategies that provided by the researcher in this research in teaching of first semester students and not use all Top-Down Strategies that provided by the researcher in this research in teaching strategies.

In communicating by using foreign language, the EFL learners in Indonesia need some effort in understanding and responding on the words they have just listen to. (Utomo, 2019). After the explanation above, the researcher conclude the reason why lecturer used all Bottom-Up processing strategies and not used all Top-Down processing strategies in teaching listening of first students it is because that the lecturer have to suit the strategies in teaching listening for the first semesters students of English Language Education Study Program at UIN Raden Mas Said who categorized as EFL learners. Moreover, EFL learners tend to need more time to understand the meaning of words, specifically if they are not in the level of the language competences. (Sulistiyowati, 2019).

In bottom-up processing, the lecturer use this strategies to make students understand the context from audio that being played from word by word to the whole meaning. According to Richards (2008) they recognize the words-classified each words-arranged into sentences-become text-till found out the meaning. It is mean that in bottom-up processing is understand the meaning of the massage of sounds, words, clauses, sentences, until the meaning. The lecturer is using this bottom-up processing almost in all the material in teaching listening of first semester students or in Literal and Inferential Listening subject. In addition, the use of bottom-up processing is mostly found in short audio message or text.

According to the explanation above, bottom-up processing is recognize word to meaning. The lecturer have to prepare strategies to encourage the students in using bottom-up processing in learning listening. The example of bottom-up processing strategies in teaching listening of first semester students are the lecturer help students learn key vocabulary from audio that being played, The lecturer help students learn the grammar used in the audio that being played, The lecturer monitor vocabulary and grammar difficulties experienced by students in listening lessons, After students hear the audio that being played, the lecturer ask students to named vocabularies that familiar to them, The lecturer ask students to answer questions related to the audio that being played in the form of multiple choice, The lecturer ask students to answer questions related to the audio that being played in the form of dictation questions, The lecturer ask students to answer questions related to the audio that being played in the form of close-listening or fill in the blank, and The lecturer give students the

opportunity to mention the vocabularies that appear in the audio that being played along with the meanings. Based on the result of the questionnaire, the lecturer use all the bottom-up activities above.

According to brown (2007), Top-down techniques are more concern on activation of scheme, with deriving meaning, with global understanding, and with interpretation of the text. Top- down processing refers to the use of background knowledge in understanding the meaning of a message. (Richards, 2008). Furthermore, Top-down processing strategy is focus on the full conversation from the audio. In top-down processing background knowledge that listener have about the topic is important. The lecturer have to direct the students to know the outline of the conversation from the audio, and guessing what is the topic. The students have to look to the entire conversation from the audio or text not words by words. Moreover, the use of top-down processing is mostly found in long audio or text. Top-down processing strategies is used mostly in literal listening where the characteristics such as long message and text are founded.

From the explanation above, top-down is understanding message from the audio starting from the whole conversation using listener background knowledge and ending with understand the meaning from the audio words by words. In teaching listening of first semester students, the lecturer had to prepared the accurate teaching strategies to encourage students in using top-down strategies in learning listening. Some examples of top-down processing strategy that the lecturer can use in teaching listening of first semester students are: the lecturer choose audio material whose topics are familiar/known by the majority of my

students, the lecturer help reconstruct the meaning of the audio that has been heard based on the knowledge that students have, the lecturer direct students to analyze important information from the audio that is being heard, the lecturer direct students to focus on unimportant information from the audio they are listening to, the lecturer ask students to focus on important information from the audio they are listening to, the lecturer ask students to answer questions related to the audio that being played in the form of a sequence of pictures or events, the lecturer ask students to answer questions related to the audio that being played by telling the students to read about the topic first, the lecturer asked students to conclude the relationship between the characters in the audio that being played. Although, the lecturer did not use all the top-down strategies mentioned above. According to the result of the questionnaire, from 8 top-down activities, the lecturer did not use 3 teaching strategies, they are; the lecturer direct students to focus on unimportant information from the audio they are listening to, the lecturer ask students to answer questions related to the audio that being played in the form of a sequence of pictures or events, the lecturer ask students to answer questions related to the audio that being played by telling the students to read about the topic first.

There are similarity from the result of this study compared by the result of the previous study done by Jannah (2020). In this research, the researcher found that the lecturer as the subject of this research is used Bottom-Up processing and Top-Down processing strategies in teaching listening. In Jannah (2020), the result of the study also stated that the tutors as the subject of that research are using both Bottom-Up processing and Top-Down processing strategies in

teaching listening. Furthermore, the reason why the subjects of this research and the previous study use more Bottom-Up processing strategy more than Top-Down. The reason why the result of this study is the lecturer use more Bottom-Up processing strategy more than Top-Down it is because the lecturer have to suit her strategies in teaching listening of first semester students who categorized as EFL learners. EFL learners need some effort in understanding and responding on the words they have just listen. Moreover, the reason the result of the previous study stated that the tutors use more Bottom-Up processing strategy more than Top-Down it is because the tutors teaching non-English students. The non-English students are unfamiliar with English.

2. Lecturer Difficulties in Teaching Listening of First Semester Students

According to Hermawan (2012) factors affecting problem in listening is divided into two, they are internal and external. The internal factor is coming from the person who implement the teaching strategies. In this research, the internal factor comes from the lecturer. The external factor is a factor from outside the person who implement the teaching strategies that causing problem when implement teaching strategies. The example are material factors, environment factors, speaker factors, and speaking technique factors. The external factor are more often appear than internal factors while lecturer teaching listening of first semester students. That first year students need to adopt to new learning environment. Moreover, students need (1) Self-dicipline, (2) Ability to work, (3) Support in learning. Although, they are mostly lack of things that mentioned above. Naong (2009). So, that is why the difficulties in teaching listening of first semester students is appear more from external than internal. It

happen because students not used in new learning environmental, lack of self-discipline, lack of ability to work, and lack of support. In the other hand, the lecturer are professional and used to teach students in university level.

The only internal factors that the researcher found is the lecturer is having a difficulty in organizing the class while teaching listening of first semester students. The lecturer cannot fully taking control of the class while teaching. According to the lecturer, it is hard to make the students focus while conducting the listening class. Consequently, the students are not paying attention and do other things that not related to the lesson such as; talking to fellow classmate, playing cellphone, sleeping etc.

The next is external factors. The researcher can find at least 3 external factors that makes the lecturer difficult in teaching listening of first semester students. The first external difficulties is students are not very active in the classroom. Students tend to be silent when the lecturer ask them about the material that the lecturer teach. Consequently, the lecturer has to ask the students about the material one-by-one. The students found it hard to answer lecturer's questions. It is proven by the students take a long time to answer the lecturer's questions.

The second external difficulties that the lecturer face in teaching listening of first semester students is the students re not discipline. The form of the undisciplined are being late to the class and did not do the task that the lecturer gives. The students came late to the morning class. As a result, the lecturer have to stop her explanation for a moment while the students who came late enter the classroom. Moreover, the other undisciplined form who became difficulties in

teaching listening of first semester students is students did not do the task that the lecture gives.

The third external difficulties is student's different ability in listening. According to the lecturer, different abilities that students have in listening is become difficulties in teaching listening of first semester students. The lecturer feel that the students from 2 classes are have different ability in listening. It is proofed by the learning achievement that each class have, one class is better than the other class. When the lecturer gives an exercise, the class with better ability and responsibility can have a better score in the exercise than the class with less ability and responsibility in listening lesson. As a consequence, the lecturer give different approach in each class. The lecturer is giving a different exercise for that 2 classes depend on student's ability in listening and the student's responsibility.

There are some similarities and differences from the results of this study compared by the result of the study of the previous study done by Jannah (2020). The similarities are in this research and the previous study, the result of the study stated that the difficulties are come more from external than internal. Then, the differences of this study and the previous study are in the situation of research and in the details of the difficulties. This study are conducted in post-pandemic COVID 19 and the previous study is conducted during the pandemic COVID 19. Moreover, the external factors in this study only caused by the students. On the other hand, the external factors of the previous study are not only caused by the students. The difficulties is also come from the learning tools, internet network, and unsupported gadget.

In conclusion, the difficulties that the lecturer faces in teaching listening of first semester students are divided into two according to Hermawan (2012); they are internal and external. The internal difficulty that the researcher found is the lecturer is find it difficult to organize the students. Furthermore, the external difficulties that the researcher found while conducting the research are students are not very active during the lesson, undisciplined students, and student's ability in listening class.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the researcher's conclusions regarding lecturer strategies in teaching listening of first semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year 2022/2023. Furthermore, the researcher provides recommendations to the problem statements of difficulties faced by the lecturer in teaching listening of first semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year 2022/2023.

A. Conclusion

According to the results of the study, the lecturer responsible for teaching literal and inferential listening at UIN Raden Mas Said Surakarta incorporated both Bottom-Up and Top-Down strategies in the teaching of listening to students enrolled in the first semester of the English Language Education Program. In the context of pedagogical strategies, the bottom-up processing approach is utilized by the lecturer to facilitate student comprehension of audio content. This method involves a progression from the individual interpretation of words to the comprehension of the entire semantic context. The teacher must devise proper strategies to encourage students to utilize bottom-up processing while acquiring listening skills. The example of bottom-up processing strategies in teaching listening of first semester students are the lecturer help students learn key vocabulary from audio that being played, The lecturer help students learn the grammar used in the audio that being played, The lecturer monitor vocabulary and grammar difficulties experienced by students in listening lessons, After

students hear the audio that being played, the lecturer ask students to named vocabularies that familiar to them, The lecturer ask students to answer questions related to the audio that being played in the form of multiple choice, The lecturer ask students to answer questions related to the audio that being played in the form of dictation questions, The lecturer ask students to answer questions related to the audio that being played in the form of close-listening or fill in the blank, and The lecturer give students the opportunity to mention the vocabularies that appear in the audio that being played along with the meanings. Based on the result of the questionnaire, the lecturer use all the bottom-up activities above.

The top-down approach emphasizes comprehending the entire audio conversation. The listener's prior knowledge about the topic plays a crucial role in top-down processing. The lecturer must guide the students in discerning the main points of the discussion from the audio and making educated assumptions about the subject matter. It is necessary for students to comprehend the overall dialogue in both spoken and written formats instead of focusing on individual words. The application of top-down processing is predominantly observed in lengthy audio or written materials. In situations where lengthy messages or written content are present, top-down processing techniques are primarily employed in a straightforward listening approach. The lecturer is responsible for devising effective methods of instruction that motivate students to employ top-down techniques when acquiring listening skills. Some examples of top-down processing strategy that the lecturer can use in teaching listening of first semester students are; the lecturer choose audio material whose topics are familiar/known by the majority of my students, the lecturer help reconstruct the meaning of the

audio that has been heard based on the knowledge that students have, the lecturer direct students to analyze important information from the audio that is being heard, the lecturer direct students to focus on unimportant information from the audio they are listening to, the lecturer ask students to focus on important information from the audio they are listening to, the lecturer ask students to answer questions related to the audio that being played in the form of a sequence of pictures or events, the lecturer ask students to answer questions related to the audio that being played by telling the students to read about the topic first, the lecturer asked students to conclude the relationship between the characters in the audio that being played. Although, the lecturer did not use all the top-down strategies mentioned above. According to the result of the questionnaire, from 8 top-down activities, the lecturer did not use 3 teaching strategies, they are; the lecturer direct students to focus on unimportant information from the audio they are listening to, the lecturer ask students to answer questions related to the audio that being played in the form of a sequence of pictures or events, the lecturer ask students to answer questions related to the audio that being played by telling the students to read about the topic first. The reason why the lecturer use more bottom-up processing strategies than top down processing it is because that the lecturer have to suit the strategies in teaching listening for the first semesters students of English Language Education Study Program at UIN Raden Mas Said who categorized as EFL learners.

There are two categories of factors that contribute to difficulties in listening, namely internal and external factors. The implementation of teaching strategies is influenced by an internal factor, which originates from the

individual carrying it out. The lecturer is responsible for the internal factor observed in this study. External factors which are beyond the control of the person implementing teaching strategies can create problems during the implementation process. Examples include factors related to material, environment, speaker, and speaking techniques. The only internal problem identified by the researcher is that the lecturer is facing challenges in managing the first-year students' listening class. The researcher can find at least 3 external factors that makes the lecturer difficult in teaching listening of first semester students. The first external difficulties is students are not very active in the classroom. Students tend to be silent when the lecturer ask them about the material that the lecturer teach. The second external difficulties that the lecturer face in teaching listening of first semester students is the students re not discipline. The third external difficulties is student's different ability in listening. According to the lecturer, different abilities that students have in listening is become difficulties in teaching listening of first semester students. The reason why the difficulties in teaching listening of the first semester students predominantly attributed to external rather than internal factors. This phenomenon occurs due to students' lack of acclimation to unfamiliar learning environments, dearth of self-regulation skills, incapacity to cultivate effective work habits, and inadequate access to support resources. On the contrary, the lecturers are highly proficient and experienced in imparting education to students at the university level.

B. Suggestion

Having carried out the research and obtaining the outcome, the researcher would like to offer some insightful suggestion to be taken into consideration. The process of teaching and learning, particularly when it comes to teaching listening of first semester students. The suggestions can be stated in the following manner:

1. For The Lecturer

In teaching listening to first semester students, lecturers are expected to be able to convey learning material in an interesting way so that students pay attention to the lecturer. For example by providing material with games or making competitions between students, and so on. Lecturers are also expected to be firm with students so that students respect lecturers and do not tend to belittle lecturers by playing cellphones during class, sleeping during the lesson, chit-chatting with fellow students and being late for class.

2. For The Students

Students must obey the lecturer. Furthermore, students also have to respect the lecturer. Forms of respect for lecturers include paying attention to lecturers while teaching, being active during lessons, not playing cellphones during lessons, not sleeping during lessons, and coming to class on time.

3. For The Institution

Throughout the student orientation phase, UIN Raden Mas Said, as an affiliated educational institution, is capable of offering coaching sessions to students as a means of ensuring their adherence to regulations and deference toward the lecturer.

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APPENDICES

Appendix 1
OBSERVATION
FIELD NOTES

Field Note

A. 1st Observation

Class : 1H
 Room : Gmeet
 Date : November 20th 2022
 Research Subject : Mrs. A. K.

Observation about Lecturer strategies in teaching listening of first semester student is conduct in *PBI IH* Class. The class is held in google meet because the lecturer is not feeling well today. Lecturer open the class with salam and then asking students condition. After that, the lecturer explain the material that she is going to talk about. The topic is about changing meeting time and false news spread.

In the beginning, the lecturer gives terms regarding to the material. Then, lecturer ask students to match the phrase that been given and match those phrase with the definition that lecturer provide. At first, all students are silence. So, lecturer asking them to match the phrase and definition. Some students can answer the question. While some students take a long time to answer the question or even worst, the just silence and not responding the question because they can figure it out the answer.

After that, lecturer give pre-listening task about phrase that been given and the definition in form of chained questions. Then, lecturer give students an example of conversation. Lecturer enlighten students with some words to help students to understand what the meaning conveyed from the audio. Afterwards, Lecturer explain a little bit a false information spread and students can keep up with the material. It is proven by students can answer lecturer question about the material. Furthermore, the material is slight to idiomatic expression. Nevertheless, students are not understand the material because they didn't play the audio that given to them regarding the material before the class. Audio are not played in the class. In this class only talking about the material regarding to the audio that been sent through WhatsApp. So that, lecturer turns the idiomatic chapter expression into a task that student have to learn individually. In addition, students in this class is noisy.

B. 2nd Observation

Class : 1G
 Room : P.2.4.
 Date : December 5th 2022
 Research Subject : Mrs. A. K.

The next class observation about Lecturer strategies in teaching listening of first semester student is conduct in *PBI IG* Class. The class is held in P.2.4 room. Lecturer open the class with salam then asking about students condition.

Before the class is start, lecturer is checking the audio that will be used in the class by play some audio and ask all of the student whether the audio is heard or not. After making sure that the audio device is good, lecturer reviewing about previous meeting's material. After that, the lecturer explain the material that she is want to explain today. The topic is about idioms in inferential listening.

Furthermore, lecturer give 20 questions for students to answer through WhatsApp group. All the questions is in bottom-up form. Since, the questions is not far from inferring what speaker says, listeners opinion about what the speakers says, and what the speaker imply. After the time is up, the lecturer ask all students to swap their work and let their friends check the work. The lecturer gives the transcript of the audio before students checking the works. When the class discussing about the audio, the lecturer also give highlights to idioms that appear from the audio. However, some students apparently are not understand what the meaning of some idioms. This is proven by, from 20 students in the class, 10 students got 10⁺ correct answer. Then the other 10 students can only answer correctly less than 10.

After this exercise, the lecturer share more materials about idioms. Then, students are divide into groups to discuss about the material. While the lecturer is prepare an exercise through an application called "Padlet". After it is ready, the lecturer send it to WhatsApp group and tell the students to answer with their phones. And then that exercise is discuss in the classes. From 16 idioms that the lecturer give, all students can answer the definitions on the padlet. After the exercise is finish, the lecturer give a little review about all the material that been taught through this semester. In the end, the lecturer says salam to students and close the class.

A. 3rd Observation

Class	: 1 H
Room	: P.3.4.
Date	: December 5 th 2022
Research Subject	: Mrs. A. K.

The last class observation about Lecturer strategies in teaching listening of first semester student is conduct in *PBI 1H* Class. The lecturer open the class with salam and asking students condition. Then, the lecturer is checking the audio device in the class. After making sure that the device is working good, then lecturer reviewing the last meeting's material. Next, the lecturer is giving an information about the material that the class going to learn in today's meeting. The material is "Idiom in inferential listening".

Moreover, lecturer provide 20 questions for students to answer through WhatsApp group. All the questions is in bottom-up form. Meanwhile, the questions is not far from inferring what speaker says, listeners opinion about what the speakers says, and what the speaker imply. After the time is up, the

lecturer ask all students to swap their work and let their friends check the work. The lecturer gives the transcript of the audio before students checking the works. When the class discussing about the audio, the lecturer also give highlights to idioms that appear from the audio. However, the majority of the students in the class are not understand about the material. It is proven from the results of the exercise. Only 4 students from 33 students can answer right more than 10 questions. The others is only have a right answer less than 10.

After doing this exercise, the lecturer gives students explanation about idiom in inferential listening. Then, students are given an exercise by the lecturer and have to do it individually. The exercise is about idioms in inferential listening. The exercise is using an application called "Padlet". After it is ready, the lecturer send it to WhatsApp group and tell the students to answer with their phones. And then that exercise is discuss in the classes. Even though some students are in difficult to explain about the meaning of idioms that given by the lecturer, overall the students can explain pretty well about the idioms that given by the lecturer on the padlet. After the exercise is finish, the lecturer give a little review about all the material that been taught through this semester. Before closing the class, the lecturer gives students insight of what material that appear in the final exam and the technical things regarding the exam. In the end, the lecturer says salam to students and close the class.

APPENDIX 2

Questionnaire

A. Questionnaire

NO	Lecturers Activities	Answers
Bottom-Up Activities		
1.	I help students learn key vocabulary from audio that being played.	Y
2.	I help students learn the grammar used in the audio that being played.	Y
3.	I monitor vocabulary and grammar difficulties experienced by students in listening lessons.	y
4.	After students hear the audio that being played, I ask students to named vocabularies that familiar to them	Y
5.	I ask students to answer questions related to the audio that being played in the form of multiple choice.	Y
6.	I ask students to answer questions related to the audio that being played in the form of dictation questions.	Y
7.	I ask students to answer questions related to the audio that being played in the form of close-listening or fill in the blank.	Y
8.	I give students the opportunity to mention the vocabularies that appear in the audio that being played along with the meanings.	Y
Top-Down Activities		
9.	I choose audio material whose topics are familiar/known by the majority of my students.	Y
10.	I help reconstruct the meaning of the audio that has been heard based on the knowledge that students have.	Y
11.	I direct students to analyze important information from the audio that is being heard.	Y
12.	I direct students to focus on unimportant information from the audio they are listening to.	N
13.	I ask students to focus on important information from the audio they are listening to.	Y

14.	I ask students to answer questions related to the audio that being played in the form of a sequence of pictures or events.	N
15.	I ask students to answer questions related to the audio that being played by telling the students to read about the topic first.	N
16.	I asked students to conclude the relationship between the characters in the audio that being played.	Y

APPENDIX 3
INTERVIEW
TRANSCRIPT

A. Interview

Day/ Date : Thursday/ December 13th 2022

Time : 07.30-07.45 A.M

Interviewer : Saffan Ramadhna

Interviewee: Mrs. A.K. (Lecturer listening subject for first semester students)

Party who involved in this interview are Saffan Ramadhana as interviewer and Mrs. A.K as the interviewee whom lecturer who teach listening of first semester students. This interview was conducted face-to-face at UIN Raden Mas Said Surakarta.

S : Saya rekam ya mrs?

A : Silahkan

S : Oke, saya ingin bertanya. Apa saja kegiatan pre-listening yang mrs lakukan sebelum memulai kelas listening?

A : Oh ya, kegiatan pre-listening. Emm... biasanya saya pemanasan dulu. Itu seringnya saya kasih lagu, nanti mereka kayak melengkap *missing words*-nya gitu di lagu itu. Terus.... Itu sebelum aktifitas ya, nanti kalau masuk aktifitas, sebelum listening saya pake *pre-activity*. *Pre-activity* itu biasanya mempelajari kosakata yang akan kita temui. Misalkan, pas kamu kemaren observasi ya itu kan ada kegiatan *pre-activity*-nya. Itu kita *me-review* kata-kata yang nanti kita akan dengarkan, bisa berupa mmm, kata dan definisinya, kemudian kata dan sinonimnya, kemudian *phrasal verbs*, jadi tergantung apasih yang akan kita dengarkan, gitu. Jadi ya ada *pre-activity* nya.

S : Lalu yang kedua, dari 16 aktifitas yang ada pada kuisisioner kemarin yang saya kirim itu, apa aja kegiatan yang mrs lakukan dan alasan mrs melakukan aktifitas tersebut?

A : 16 tuh apa saja ya kemarin, saya lupa. Coba kamu sebutin.

S : Emmm,

A : Itu masih *me-record* ga?

S : Masih Mrs.

- S : Eeee, kalau yang pertama, saya membantu mahasiswa mempelajari kosakata kunci dari audio yang diputar.
- A : Kayak tadi ya, keterangannya seperti yang tadi. Jadi di *pre-activity*, kalau saya di *pre-activity*-nya dulu, kayak kita mempelajari yang akan kita dengarkan nanti terkait dengan tema ini kemudian kosakata yang perlu kalian ketahui, ini ini ini, masuk dalam kegiatan *pre-activity*.
- S : Terus yang kedua, saya membantu mahasiswa mempelajari tatabahasa yang digunakan dalam audio yang diputar.
- A : Mmmm, iya, tapi menurut saya porsinya tidak terlalu banyak ya yang terkait dengan, kemarin yang paling saya ingat itu terkait dengan *phrasal verbs*. Itu saya jelasin, Karena itu kan mungkin tidak terlalu familiar ya. Tapi kalau secara *grammar* saya gak bahas banyak.
- S : Yang ketiga, saya memonitor kesulitan –kesulitan kosakata dan tatabahasa yang dialami mahasiswa dalam pelajaran *listening*.
- A : Mmm, Heem (iya), tapi biasanya katanya sudah saya tentukan diawal. Jadi saya tidak, mmm, gimana? Ada kata yang sulit? Bahkan mereka tidak tahu ya itu kata apa. Jadi kayak saya yang meng-*highlight*, kalian tau gak artinya kata-kata ini? Kayak gitu, jadi bukan dari mereka tapi dari saya. Saya sudah *prepare* kata-kata baru yang akan mereka dengarkan tuh apa saja, gitu.
- S : Terus, setelah mahasiswa mendengar audio yang diputar saya meminta mahasiswa menyebutkan kosakata familiar bagi mereka.
- A : heem, itu ditahap-tahap awal. Kan mata kuliahnya kan *literal and inferential listening* ya? Hmm, itu saya gunakan ditahap-tahap awal ketika masih *basic-basic* tuh, hmm, saya pake cara itu.
- S : Lalu yang kelima, saya meminta mahasiswa menjawab pertanyaan yang berkaitan dengan audio yang diputar dalam bentuk soal pilihan ganda.
- A : Heem, Soalnya gak Cuma pilihan ganda. Pilihan ganda ada, tapi soal saya bervariasi ya. Ada pilihan ganda, ada yang *gap filling*, ada yang *true-false*, ada yang *matching* gitu, jadi soalnya banyak.
- S : Saya meminta mahasiswa menjawab pertanyaan yang berkaitan dengan audio yang diputar dalam soal bentuk dikte.

- A : Dikte iya, ditahap-tahap awal ketika masih emm, *literal* ya. *Literal listening* saya pake *dictation*, kayak missal nama, nomor, alamat, itukan masih sangat efektif kalua pakai *dictation*.
- S : Lalu yang ketujuh, saya meminta mahasiswa menjawab pertanyaan yng berkaitan dengan audio yang diputar dalam bentuk soal *Cloze-Listening* atau *fill in the blank*.
- A : Udah tadi, udah saya jelasin ya tadi.
- S : Saya memberikan mahasiswa kesempatan untuk menyebutkan kosakata yang muncul dalam audio yang diputar beserta artinya.
- A : Hmm, Heem tapi gak banyak. Tapi biasanya saya yang udah prepare katanya duluan, gitu.
- S : Lalu, saya materi audio yang topiknya akrab atau dikenal oleh mayoritas mahasiswa saya.
- A : Heem, di *the first term*. Jadi tuh kan mata kuliah saya kan *literal and inferential listening*. Yang di *first term*, *first mid-term* sebelum mid itu kita literal yang *second mid-term* itu kita *inferential*. Nah, tema-tema yang dekat dengan mereka itu saya gunakan di *literal listening* sih kebanyakan. Kalua *inferential listening* temanya udah sangat bervariasi.
- S : Lalu, saya membantu merekonstruksi makna dari audio yang sudah didengar berdasarkan pengetahuan yang dimiliki oleh mahasiswa.
- A : Hmm, heeh, jadi kalau misal habis bahas terus kita, “tadi membahas tentang apa ya, ooo tentang ini” kadang saya juga nggak tanya ke mereka, tapi saya juga memberi mereka tambahan pengetahuan juga.
- S : Saya mengarahkan mahasiswa menganalisis informasi yang penting dari audio yang sedang didengarkan.
- A : Heeh, biasanya sambil kita membahas soal terus nanti kita bahas, “Tadi di audionya seperti apa, gituu”. Terus ya itu sambil kita membahas soal-soalnya.
- S : Kalau yang gausah di-*Skip* aja mrs ya? Ini jawabnya tidak soalnya.
- A : Apa coba?
- S : Saya mengarahkan mahasiswa menganalisis informasi yang tidak penting

- A : Tidak, kalau tidak terlalu penting saya tidak terlalu ini...
- S : Lalu yang ke-13, saya meminta mahasiswa fokus pada informasi-informasi penting dari audio yang didengarkan.
- A : Heem, jadi sebelum mendengarkan, saya itu selalu meminta mereka untuk “Sebelum kita mendengarkan, kita harus tahu dulu apasih yang kita cari” sehingga mereka harus melihat dulu bentuk latihannya seperti apa. “oooo, bentuk latihannya *true-false*, ooo misalkan ada *fill in the gap*”. Itukan mereka ketika mendengarkan beda. Kalau mereka *fill in the gap* mereka harus intens banget tuh karena mereka akan mencari *missing word*, tapi kalau yang *true-false* mereka mungkin tidak perlu mendengar secara detail mereka sudah bisa menangkapnya. Jadi mereka selalu tau apa yang dicari, informasi penting apa yang mereka cari dari soal yang sudah saya berikan sebelumnya.
- S : Lalu, saya meminta mahasiswa menyimpulkan hubungan antar tokoh pada audio yang diputar.
- A : Ya, heem. Kebetulan kalau yang semasa *literal* ya, itukan sering ya konteksnya dirumah, kemudian dengan teman gitu. Jadi mereka bisa menyimpulkan dan kita bisa tahu dengan mudah siapa sih yang terlibat di *conversation* itu.
- S : Lalu pertanyaan selanjutnya, kesulitan apa yang dihadapi ketika mengajar listening semester 1?
- A : Kesulitannya, dari dua kelas yang saya ajar itu beda ya tipenya. Kalau kelas yang 1G itu anak anaknya lebih teratur. Kalau kesulitannya, itu lebih ke mengatur anak anaknya sih, jadi tidak ke kesulitan membawakan pelajaran. Kayak misal anak anak yang rame, anak anak yang main hape, anak anak yang duduk dibelakang dan tidak memperhatikan kayak gitu. Kalau kelas 1G paling hanya beberapa anak, tapi kalau 1 H itu membuat mereka diam aja itu udah memakan waktu gitu. Jadi ya kendalanya saya lebih ke bagaimana membuat mereka bisa fokus, gitu.
- S : Sudah mrs, sepertinya itu saja dari saya.
- A : Saya ada tambahan informasi penting.
- S : Apatu Mrs.

A : Jadikan, karena perbedaan karakter dua kelas ini ya, saya kalau ngasih latihan juga beda mas di dua kelas ini. Jadi kalau dikelas 1 G itu karena anaknya lebih teratur, secara capaian juga berbeda, mereka lebih bagus ya. Saya itu lebih tenang ketika memberi mereka tugas tugas kelompok, gitu. Karena mereka tuh diskusinya jalan, gitu. Misal, saya pake apa sih pas kamu observasi? Yang aktifitasnya? Paddlet ya kayanya. Itu kalau dikela G saya tuh bisa eee, jawabnya berdua atau bertiga gitu. Jadi saya lebih nyaman kalau kerja kelompok itu dikelas 1G. Kalau kelas 1H saya berikan tanggungjawab sendiri sendiri, supaya mereka tuh lebih fokus aja lah, semua orang merasa punya tanggung jawab, gitu. Itu terjadi di beberapa case ya. Jadi saya menyiapkan aktifitas yang kadang berbeda antara kelas 1G dan 1 H. Dikelas 1H biasanya saya membuat mereka individual dengan tujuan membuat mereka lebih bertanggung jawab gitu.

S : Terimakasih Mrs.

A : Oke, sudah ya?

S : Sudah mrs.

A : Jika ada yang ingin ditanyakan bisa lewat wa ya.

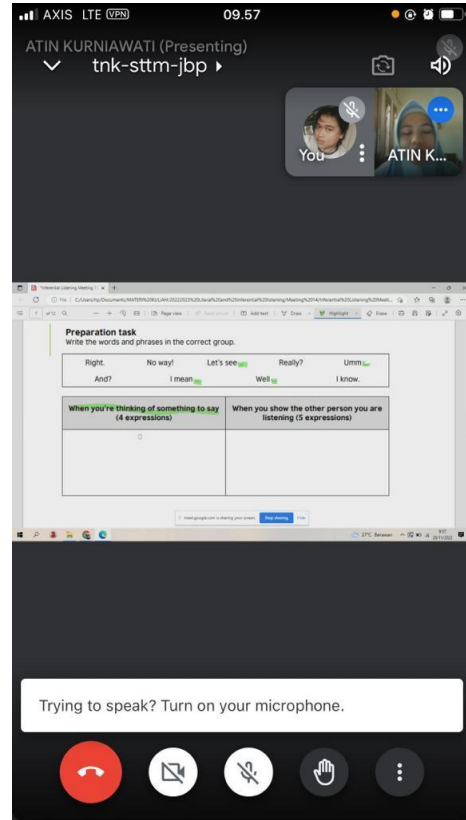
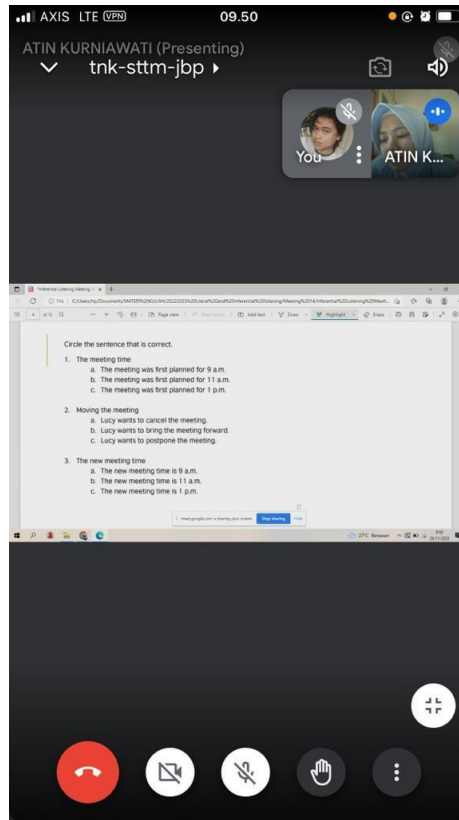
S : Baik Mrs, terimakasih banyak.

Appendix 4

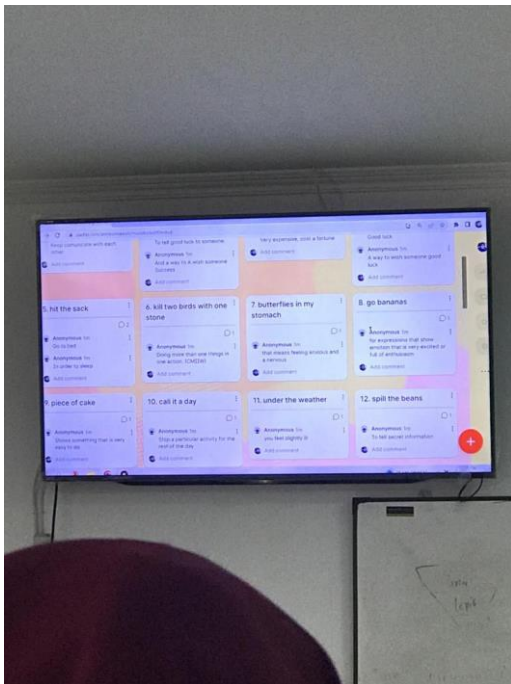
Documentation

A. Observation

1. 1st Observation



2. 2nd Observation



3. 3rd Observation

