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*Secondly*, the researcher himself thinks that learning listening until nowadays is difficult to do. As he experienced from semester I up to now (semester VIII) to learn English listening skill is not easy. To listen, comprehend and interpret English listening whether it is form radio, tape recorder, television, and even directly from the native speakers themselves still need the process. Because as a matter of fact, the duration of learning listening lesson is not intensive and perpetual, English is a foreign language, to learn it well, we need skillful lecturers or native speakers who are capable enough of teaching listening well. But he is sure that he or anybody else someday will comprehend and interpret well the listening materials if they do the process.

*Thirdly*, some students of English Education Department said that they felt difficult to catch every word, sentence and dialogue or expression in listening. Concerning with this case, the researcher is highly motivated to raise the problems which emerge in English listening. He decides to choose PBI students of semester II as the subject of the study because the listening materials of













**Principle 2: *Help students prepare to listen***

Students need to be made ready to listen. This means they will need to look at the pictures, discuss the topic, or read the questions first, for example, in order to be in position to predict what is coming. This is not just so that they are in the right frame of mind (and are thinking about the topic), but also that they are engaged with the topic and the task and really want to listen.

**Principle 3: *Once may not be enough***

There are almost no occasions when the teacher will play an audio track only once. Students will want to hear it again to pick up the things they missed the first time – we may well want them to have a chance to study some of the language features on the tape. In the case of live listening, students should be encouraged to ask for repetition and clarification when they need it.

The first listening to a text is often used just to give students an idea of what the speakers sound like, and what the general topic is, so that subsequent listenings are easy for them. For subsequent listening, we may stop the audio track at various points or only play extracts from it. However, we will have to ensure that we don't go on and on working with the same audio track.

**Principle 4: *Encourage students to respond to the content of a listening, not just to the language***

An important part of listening sequence is for teachers to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students. Questions such as, "*Do you agree with what*





Another strategy of listening which based on listeners' background knowledge is top-down strategy. In this strategy, the listeners use his prior knowledge or background knowledge and contextual clues to interpret what they heard in listening. They have to create an appropriate interpretation by linking what is said with what is known and then inferring, or interpreting, the message as well as what will come next. As a result, they may have good comprehension about what they heard by combining previous knowledge and experience which result in new input. So the listeners have to use three sources of knowledge for top down strategy that are needed: schematic or background knowledge, context and systemic knowledge.

Top-down strategy is a strategy from meaning to language which emphasizes on context. Hedge recommends the following strategies for top-down listening:

- a. Listeners will work out the purpose of the message by considering contextual clues, the content and the setting.
- b. Listeners will activate schematic knowledge and bring knowledge of scripts into play in order to make sense of content
- c. Listeners will try to match their perception of meaning with the speaker's intended meaning, and this will depend on many different factors involved in listening, both top-down and bottom-up.

















2. **Build Prior Knowledge.** Teachers can provide the appropriate background information including information about the speaker, topic of the presentation, purpose of the presentation, and the concepts and vocabulary that are likely to be embedded in the presentation. Teachers may rely upon the oral interpretation to convey the meanings of unfamiliar words, leaving the discussion of these words until after the presentation. At this stage, teachers need to point out the role that oral punctuation, body language, and tone play in an oral presentation.
3. **Review Standards for Listening.** Teachers should stress the importance of the audience's role in a listening situation. There is an interactive relationship between audience and speaker, each affecting the other. Teachers can outline the following considerations to students:
  - a. Students have to be physically prepared for listening. They need to see and hear the speaker. If notes are to be taken, they should have paper and pencil at hand.
  - b. Students need to be attentive. In many cultures, though not all, it is expected that the listener look directly at the speaker and indicate attention and interest by body language. The listener should never talk when a speaker is talking. Listeners should put distractions and problems aside.
  - c. "Listen to others as you would have them listen to you."







### 3. Reduced forms

While spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. Reduction can be phonological (“*Djeetyet*” for “*Did you eat yet?*”), morphological (contractions like “I’ll”), syntactic (elliptical forms like “*When will you be back?*” “*Tomorrow, maybe*”), or pragmatic (phone rings in a house, child answers and yells to another room in the house, “*Mom! Phone!*”). These reductions pose significant difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language.

### 4. Performance variables

In spoken language, except for planned discourse (speeches, lectures, etc.), hesitations, false starts, pauses, and corrections are common. Native listeners are conditioned from very young ages to weed out such performance variables, whereas they can easily interfere with comprehension in second language learners. Everyday casual speech by native speakers also commonly contains ungrammatical forms. Some of these forms are simple performance slips. For example, “*We arrived in a little town that there was no hotel anywhere*” is something a native speaker could easily self-correct. Other ungrammaticality arises out of dialect differences (“*I don’t get no respect*”) that second language learners are likely to hear sooner or later.























teaching listening applied by their lecturer interesting or not, the teaching strategies applied give them progress and comprehension in listening skill or not.

*Finally*, he will conclude the result of his research which will be presented whether the teaching strategies of listening skill applied by the lecturer is applicable or not, the lecturer find the solutions or not concerning with the difficulties encountered by him in teaching listening skill and whether the students' responses to the strategies of teaching listening applied by their lecturer are interesting, very interesting, or even boring.

## **CHAPTER IV**

### **RESULT OF ANALYSIS**

#### **4.1. Strategies of Teaching Listening Skill**

Having done several observations during the class and interview with the lecturer, the researcher saw that the lecturer used some strategies in teaching listening skill on three stages of listening. The application of these strategies as follow;

##### **a. *Observation I (May, 18, 2010)***

###### **1) Pre-listening**

The lecturer firstly asked one or two students to explain and introduce the material which would be given and the students noticed the explanation. In this case, they explained about "*past continuous tense*", what past continuous tense is, what are the examples, and the function of it, if there was something the students didn't understand, the lecturer let them discuss one another about the material presented. Then he explained clearly the material to them about the words, functions etc., asked them to give examples in accordance with the material in the book on the title "*what were they doing?*", for the example, the lecturer asked them to give the examples of past continuous tense in sentences by asking what they were doing last night, last weekend, on New Year's





**b. Observation II (May, 25, 2010)****1) Pre-listening**

It was the same as in observation I, the lecturer firstly asked one or two students to explain and introduce the material which would be given and the students noticed the explanation. It was about “*simple past tense*”. They had to explain what simple past tense was, what are the examples and function of it. If there was something the students didn’t understand, the lecturer let them discuss one another about the material presented, he asked them to correct the incorrect sentences in the book and discuss together the answers.

After discussion, he asked some of them to explain the function of grammar in order to measure their understanding to the material and then he explained the material clearly before going into the main activity.

**2) While listening***Activity I*

The lecturer switched on the tape three times and the students listened carefully to the tape about “*why did they do that?*”, answered the questions and predicted the answers based on the pictures (what happened next, where the conversation took a place, etc.). Then he checked students’ answers from what they listened on the tape.









to give examples based on the material on the book “*what were they doing?*”. For example, he asked them about what they were doing last night, last weekend, etc.

In this case, the lecturer applied *bottom up strategy* because he emphasized on grammar as led-in before getting into the next stage of listening. Moreover, the lecturer on this stage applied indirectly one of listening principles of Hedge’s to make the students focus on the material; *Principle 2: Help students prepare to listen*. It meant that by asking the students to present the material firstly and others noticed the explanation, the lecturer basically helped them discuss the topic to be engaged to it.

On while-listening of observation I, in activity I the lecturer switched on the tape twice and the students listened to it carefully as guessed the activities and answered the questions on the book about “*what were their friends doing in the past*”, he would switch the tape again and again to make them comprehend what they listened.

In activity II, the lecturer asked them to predict the activities on the pictures of the book by switching on the tape three times and the students listened carefully to the tape as numbered the activities on the pictures. Finally, he asked them to discuss the answers and switched on the tape several times as reinforcement. The researcher considered his strategy on this stage is *top down strategy* because he involved the

students to be active in predicting the activities on the pictures they listened on the tape and it resembled the strategy of Hedge's.

In the meantime, he applied indirectly two principles of listening of Hedge's; *Principle 3: Once may not be enough* because he always switched on the tape several times in activity I and II to help them some get good answers during listening and *Principle 4: Encourage students to respond to the content of a listening, not just to the language* because he asked the students in activity I and II to predict the activities on the pictures and give him the answers which were suitable with the context.

On post-listening, the lecturer switched on the tape several times to measure their comprehension to the material concerning with the pronunciation of words, meaning of words, idioms and expression on the tape as well. For example, the word "*flat tire*" which the meaning was "*wheel of car or other vehicles which are broken*" on the picture, but the lecturer gave them the other meaning that no one knew it; the meaning was "*stupid*". The change from predicting the activities on the pictures on while-listening to predicting the words, sounds, and idiom on post-listening was called *interactive strategy* as Hedge introduced in his theory. So the lecturer also applied this in his teaching.

On pre-listening of observation II, the lecturer did the same thing as in observation I; asking one or two of them to give presentation about "*simple past tense*", letting them discussion the material and explaining

it clearly as led-in to the next stage. The strategy he applied was same as Hedge's strategy and one of his listening principles; *Principle 2: Help students prepare to listen.*

In activity I of while-listening, the lecturer applied *bottom up strategy* which was same as Hedge's strategy because he asked the students to predict the answers based on the pictures as listened to tape by giving correct sentence relating to "simple past tense". In the meantime he applied one of listening principles; *Principle 3: once may not be enough* because he switched on the tape three times to make them comprehend much the material about "why did they do that?".

In activity II of while-listening, the lecturer applied *interactive strategy* because he combined top down strategy and bottom up one on this stage and *Principle 3: once may not be enough* because he switched on the tape three times to make them comprehend the material, *Principle 4: encourage students to respond to the content of a listening, not just to the language*, it was proven when the lecturer asked the students to listen carefully to the tape about "what was it about?", he asked them to number the pictures in the correct order and predict what happened on the pictures (considered as *top down strategy*). Furthermore, he asked them to fill in the blanks the sentences using correct simple past tense (considered as *bottom up strategy*).

On pre listening of observation III which the material was about “*question tag*”, the lecturer applied *bottom up strategy* as in observation I and II because it was the presentation done by the students based on his instruction while others noticed the explanation, in which the presentation consisted of material, the examples of it, and the function of it. Then the lecturer explained the material more clearly. In addition, he applied *Principle 2: help students prepare to listen* because he let them present and discuss the material firstly before his clearer explanation about it.

In activity I of while-listening, the lecturer applied *interactive strategy* of Hedge’s because he asked the students to listen to the tape about the dialogues “*I’m not really sure*” based on the pictures in the book, he also applied *Principle 3: once may not be enough* because he switched on the tape three times to make them comprehend the material, and *Principle 4: encourage students to respond to the content of a listening, not just to the language* because he asked them to check (√) the correct answers, and predict the activities on the pictures (considered as *top down strategy*). Besides, he also taught them to pronounce the question tag. For example, “*Did you?*” the pronunciation was “*Did ju?*”, “*aren’t you?*” became “*aren’t cu?*”, and “*could you?*” became “*could ju?*” (Considered as *bottom up strategy*).

In activity II of while-listening, the lecturer applied *interactive strategy* of Hedge's because he asked the students to listen to the tape about the dialogues "*Reasonable doubt*", students had to predict what happened on the picture and check (√) the subject they talked about (considered as *top down strategy*). Then they had to fill in the blanks the sentences which had to do with the previous activity (considered as *bottom up strategy*).

The lecturer said that even though he used to apply *top down strategy*, *bottom up strategy* and *interactive strategy* in teaching listening of semester II, he preferred apply *bottom up strategy* to another strategy because it was easier for the students to comprehend the material well and construct their ability in listening than other strategies which activated their background knowledge to interpret the material.

Based on the statement above, the researcher saw that the lecturer used another strategy which he liked most, it meant that he preferred apply one of the strategies; *bottom up strategy* to another strategy and it was suitable with the strategy of J. Rubin & D.J. Mendelshon called *metacognitive strategy* in which this strategy chosen after monitoring and evaluating what he taught among students, then he decided that *bottom up strategy* was better for him to applied than another one.









Having been asked many times they were able to comprehend the dialogue on the tape easily during listening, there were 4 of them were able to do that once, 15 of them were able to do that twice, 8 of them were able to do that three times, and 11 of who were able to do that several times (more than three times), 4 of who caught it very difficultly.

Concerning with *bottom up strategy* (predicting words, sounds, and syntactic structures to create meaning) the lecturer applied during the class, 24 of them sometimes were able to guess the meaning of words, sounds, clauses, and sentences of the dialogue easily on the tape during listening class, 5 of them were always able to guess the meaning of words, sounds, clauses, and sentences of the dialogue, 5 of them weren't able to guess the meaning of words, sounds, clauses, and sentences of the dialogue , and 4 of them were not able to guess the meaning of words, sounds, clauses, and sentences of the dialogue at all.

In syntactic structures or grammar which were in listening materials, 21 of them sometimes were able to explain grammatical functions found in the material when the lecturer ordered them to do so, 5 of them were always able to do that way, 8 of them were not able to do that way, 4 of them were not able to do that way at all.

In *top down strategy* (predicting the message heard using their background knowledge) the researcher found that there were 16 of them were always able to guess the activities or the situations of pictures or conversations given by the lecturer, 13 of them sometimes were able to guess the activities or



Their ability to comprehend the materials on the tape was different from one another; it was clear how they differed one another to be able to comprehend the dialogue on the tape during listening. 4 of them who were able to do that once because they were used to listen anything on the tape and had good input so that they caught the material on the tape very easily, 15 of who were able to do that twice because they listened anything on the tape sometimes, so that they caught the material on the tape easily, 8 of who were able to do that three times because they need more times to catch the material gradually so that they caught what they listened difficultly, and 11 of who were able to do that several times (more than three times) because they weren't used to listen anything on the tape, so that they caught it very difficultly. After all, it depended on how often they trained their listening to English materials outside the class and got used to them.

Concerning with *bottom up strategy* (predicting words, sounds, and syntactic structures to create meaning) the lecturer applied during the class, 24 of them sometimes were able to guess the meaning of words, sounds, clauses, and sentences of the dialogue easily on the tape during listening class, 5 of them were always able to guess the meaning of words, sounds, clauses, and sentences of the dialogue because they used to listen anything on the tape and guess the meaning of them outside the class, 5 of them weren't able to guess the meaning of words, sounds, clauses, and sentences of the dialogue because they were difficult for the students to do, and 4 of them were not able to guess the

meaning of words, sounds, clauses, and sentences of the dialogue at all because they didn't use to train their listening ability and didn't have background knowledge of them.

In explaining the syntactic structures or grammar, 21 of them sometimes were able to explain grammatical functions found in the material when the lecturer ordered them to do so, because they were a little bit difficult for them to explain, 5 of them were always able to do that way because they have ever learned about them before, 8 of them were not able to do that way because they didn't understand them too much, 4 of them were not able to do that way at all because they got confused and needed to learned them much.

In predicting the message heard using their background knowledge, there were 16 of them always were able to guess the activities or the situations of pictures or conversations given by the lecturer because they were able to relate the context (activities or situations) to what they listened from the tape easily, 13 of them sometimes were able to guess the activities or the situations of pictures or conversations given by the lecturer because they didn't directly comprehend the activities of the pictures, but needed more time to comprehend and guess, 6 of weren't able to do that way because it was difficult for them to do, and 3 of them weren't able to do that way at all because it was very difficult for them and made them bored to listen.

In explaining the activities on the pictures or in the dialogue given, 20 of them sometimes found difficulties to do that because they were not confident

in and afraid of explaining the activities on the pictures or in the dialogue given, 10 of them always found difficulties to do that because they lacked vocabularies to explain the activities on the pictures or in the dialogue given, 8 of them didn't find difficulties to do that because it was easy for them to do and they felt confident in explaining the activities on the pictures even though they found mistakes in their explanation.

Having been asked about their preference in top down strategy to bottom up one, there were 22 of them preferred top down strategy to bottom up one because they contented that top down strategy was easier to do, more comfortable, and could increase listening skill especially in conversation. Furthermore, they could write everything they had in mind relating to the material, felt enjoyable and could catch the material easily, and felt no bored during listening in the class, 6 of them preferred bottom up strategy to top down one because they thought that they could measure their listening ability, be enjoyable with it, it was easier to do than top down, and even it challenged them more, 5 of them liked both of them because these two strategies were both easy to do, and they could enhance their listening skill, and 5 of them had no comment on bottom up or top down strategies and both of them without any reason they wrote on the sheet.









- ii. Never give them the topic that makes them confused to interpret, because they will feel bored, not focus on the topic and even it will make you try hard to explain the topic several times. Give them interesting game relating to the topic on pre-listening stage to make them focus on it easily.
  - iii. Sometimes ask them to look for some listening sources which are suitable for them individually or in group. Perhaps, you are going to compete them in group once based on the listening sources they have, to know which group has better sources than others have, aiming at improving their ability of listening and being more active in the class while the lecturer acts as friend or observer and monitor.
- b. Bottom up strategy (which has to do with the combination of sounds, words, phrases, clauses, and sentences to create meaning) I give the lecturer some suggestions as follow;
- i. If you think that the materials of listening are not formal as the materials of reading, try to find formal materials of listening in some books or in internet. Yet, informal materials will be needed as the additional references in teaching listening.
  - ii. Always be creative in teaching listening and make lively atmosphere during the class. Perhaps, you can stimulate them by some quizzes and small grammar games on pre-listening to make







