

ARTIKEL

**THE STRATEGIES OF TEACHING LISTENING APPLIED
BY THE ELEVENTH GRADE ENGLISH TEACHER
AT SMKN 1 PURWOASRI KEDIRI**



Oleh:

KAMALIATUR ROHMAH

13.1.01.08.0127

Dibimbing oleh:

- 1. Sulistyani, M.Pd.**
- 2. Yunik Susanti, M.Pd.**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2017

SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2017


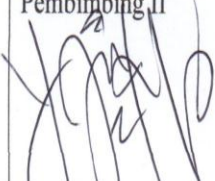

Yang bertanda tangan di bawah ini:

Nama Lengkap : Kamaliatur Rohmah
NPM : 13.1.01.08.0127
Telepon/HP : 0856 4537 0270
Alamat Surel (Email) : liachildish70@gmail.com
Judul Artikel : The Strategies of Teaching Listening Applied by the
Eleventh Grade English Teacher at SMKN 1 Purwoasri
Kediri
Fakultas – Program Studi : FKIP – Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jl. KH. Achmad Dahlan No. 76, Mojoroto, Kediri

Dengan ini menyatakan bahwa:

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 22 Januari 2018
Pembimbing I  Sulistyani, M.Pd. NIDN. 0701056803	Pembimbing II  Yunik Susanti, M.Pd. NIDN. 0718017801	Penulis,  Kamaliatur Rohmah NPM. 13.1.01.08.0127

THE STRATEGIES OF TEACHING LISTENING APPLIED BY THE ELEVENTH GRADE ENGLISH TEACHER AT SMKN 1 PURWOASRI KEDIRI

Kamaliatur Rohmah

13.1.01.08.0127

FKIP - Bahasa Inggris

liachildish70@gmail.com

Sulistiyani, M.Pd. dan Yunik Susanti, M.Pd.

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Listening is not only a difficult skill to learn but also to teach among the other language skills. Pronunciation, vocabulary, and grammar are the main factors that make listening are difficult to teach in the classroom. Therefore, the strategy of teaching listening in the classroom is needed to facilitate students with good listening comprehension. The aims of this research are to find out the types of strategies that the teacher used in teaching listening and to identify the benefits of each strategy that the teacher used in teaching listening. This is a qualitative study with case study design. The subject of the research was an eleventh grade English teacher in SMKN 1 Purwoasri Kediri. The result of the research showed that teacher used three strategies in teaching listening namely bottom-up strategy, top-down strategy, and interactive strategy. Bottom-up strategy is helpful to increase linguistic knowledge; top-down strategy is useful to improve the students' previous knowledge; and interactive strategy is useful for both linguistic knowledge and previous knowledge. So, it is suggested that other English teachers can use those strategies to solve students' listening difficulties.

KEYWORD : Strategies, Teaching Listening

I. INTRODUCTION

Listening is the basic skill in first language acquisition. It is proved by the fact that a new baby born starts to acquire a language by listening to the voices around his or her environment before he or she starts to speak and learn either to read or write. According to Rost (2002: 279), listening is mental process of constructing meaning from spoken input. He also adds that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the

right level, any learning simply cannot begin.

By listening, students can understand spoken language. Listening is the most widely used language skill in normal daily life (Morley, 2001; Rost, 2002), and it develops faster than three other language skills, which in turn suggests that it can facilitate the emergence of the other language skills (Oxford, 1990). It means that listening is an important skill, it enables language learners to receive and

interact with language input and facilitates the emergence of other language skills.

In listening it is necessary to consider listening components such as understanding of the accent, the way words are pronounced, grammar rules, and learning vocabulary which helps us to understand the whole meaning of what the emitter is saying in context. Effective listening depends entirely on the relationship between these components. A disconnection among these factors would make listening less effective.

In spite of its importance in foreign language learning, the teaching of listening comprehension has long been somewhat neglected and poorly taught aspect of English in many EFL programs (Mendelsohn, 1994: 9). Besides, Bingol (2014) indicates that most of the educators focus more on improving speaking proficiency as the target in learning a foreign language than listening. This is suitable with the facts that the researcher found in the classroom that the portion of speaking tasks is more than listening tasks. Many teachers think that speaking is more important than listening as a result in a teaching course.

Improving listening comprehension is not easy for the students. The students often find some problems in learning listening comprehension. According to

Hamouda (2013), listening problem such as accent, pronunciation, the speed of speech, insufficient vocabulary, the different accent of speakers, lack of concentration, anxiety, and bad quality of recording file are the major listening comprehension problems. Based on informal observation, the researcher found that students have low performance in listening skill based on her observation during practicum and internship program at Muhammadiyah schools in Kediri.

From the statement above, it means that listening skill in school is still problematic. Listening seems to be difficult skill to learn among the other skills for some language learners in learning English. So, teaching listening is not easy. In order to help students improve their listening comprehension, the teachers have to understand students' listening difficulties in comprehending spoken texts. Thus, the strategy of teaching listening in the classroom is needed.

Then, Brown (2007: 119) states that strategy are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. So, strategy is a detailed plan for achieving success in teaching process. As professional teacher, the English teacher

should have their own strategies in teaching listening to make students easier understand the material well.

In reality, the researcher found that problem in strategies of teaching listening is complex. The fact is the teachers only teach the basic and general English in vocational high school. It can be said that they only repeat the previous materials that have been taught in elementary or junior high school. Another problem, teaching listening needs more hours in order to make students understand and improve their listening skill. But the fact, listening is only done in limited time per week which make students' listening skill do not optimally trained.

In addition, Sanjaya (2008) cited in Amir (2014: 1) defines teaching listening strategies as a plan that consists of sequence of activities in order to reach specific teaching and learning goal. While Wilson (2008: 60-110) states that teaching listening strategies can be carried out in three stages, namely pre-listening, while-listening, and post-listening. Within these stages, there are two processes: bottom-up process and top-down process (Wong, 2005: 26). Those are teaching and learning of listening by focusing on identifying single words, phrases and sentences which called bottom-up processes; and the other by focusing on the main ideas or meaning

called top-down processes. The two processes can be used together which is called interactive strategy (Shelton, 2004 as cited in Lisha, 2007: 5).

Thus, this research is investigated to find out the types of strategies that the teacher used in teaching listening and to identify the benefits of each strategy that the teacher used in teaching listening process. The purpose of this research is give model to the teachers from other schools about appropriate strategies in teaching listening in order to contribution to the students' success or get a better achievement in listening comprehension. Then, the researcher is interested to conduct this research in listening because Indonesian students' especially vocational high school students do not be able to spoken English in real life if they can't understand what is said by the speaker. So, it is common if some students feel that listening English is very difficult.

In addition, there are previous studies in similar issue with the strategies of teaching listening. First, previous study conducted by Jiang (2009: 93) found that among the many strategies the teacher chooses the prediction strategy and describes it in three stages: pre-listening, while-listening, and post-listening which effects are tested and proved efficient. Second, previous study conducted by

Yekta, et. al. (2013: 108) revealed that teaching strategies help students improve their listening comprehension ability. Third, previous study conducted by Erawati (2013) found that teachers used some strategies in teaching listening comprehension, they are bottom-up, top-down, and metacognitive. Meanwhile, the students' responses toward the strategies used were positive.

Then, previous study conducted by Yaqin (2013) found that teachers used mostly bottom-up process activities in the listening class. The problems faced by the participants were the limited available listening materials and the low level of students' basic English proficiency. To overcome those problems, teachers made their own listening materials and emphasized on the teaching of vocabulary as pre-listening activities. The last, previous study conducted by Amir (2014) found that the most used teaching phases in listening comprehension were pre-listening, while-listening, and post-listening stage. Meanwhile, the types of strategies used were bottom-up, top-down, and interactive. Among them, the bottom-up strategy was frequently used because bottom-up strategy was not only easy to present but also simple to prepare.

Based on the previous study which have stated, this research has similarities

and differences with those previous studies above. The similarity is this research also seeks for the strategies of teaching listening applied by the teacher. The difference is this research conducted to seek the benefits of each strategy that the teacher used in teaching listening which has not been done in previous researches.

Here, the researcher conducts the research on the eleventh grade English teacher at SMKN 1 Purwoasri. The researcher chooses vocational high school because listening is one of important subject that should be mastered by the students to gain communicative skills. Besides, SMKN 1 Purwoasri is one of the favorite vocational high schools in Kediri regency. This school is said to be a favorite school because students attend from various regions and they choose this school even though their home also near with another vocational high school.

As the subject, the eleventh grade English teacher at SMKN 1 Purwoasri has been chosen. The researcher is interested with this teacher because the teacher often uses the audio recording by local speakers in teaching listening. Besides, the teacher uses the video while teaching listening process. It makes the students easy to understand with what the speaker says in the recording. Also, it makes the students excited and interested to pay attention to

the material in teaching listening. Moreover, most of the students feel comfortable in the class because the teacher involves the students' participation actively and communicatively in teaching learning process.

From the explanations above, the researcher is interested to investigate how does the strategies of teaching listening applied by the eleventh grade English teacher at SMKN 1 Purwoasri? Therefore, this research focused on the types of strategies that the teacher used in teaching listening and the benefits of each strategy that the teacher used in teaching listening process.

II. RESEARCH METHOD

This researcher used qualitative approach with case study design. The case in this research is the teacher often uses the audio recording by local speakers in teaching listening. Besides, the teacher uses the video while teaching listening process. It makes the students easy to understand with what the speaker says in the recording. Also, it makes the students excited and interested to pay attention to the material in teaching listening. Moreover, most of the students feel comfortable in the class because the teacher involves the students' participation

actively and communicatively in teaching learning process.

In this research, the researcher became a key instrument in collecting the data. Based on Ary, et. al. (2010: 424), "In qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data". It means that the researcher acted as a human instrument and data collector at once. This research took place in SMKN 1 Purwoasri which is located at Jl. Raya Mranggen, Ds. Mranggen, Kec. Purwoasri, Kab. Kediri. The researcher has chosen this school because SMKN 1 Purwoasri is one of the favorite vocational high schools in Kediri regency. The researcher had done the research from August until December in the first semester academic year 2017/2018.

For collecting the data, in this research used observation, interview, and documentation. Observation and interview used by the researcher to get the data about types of strategies that the teacher used in teaching listening and benefits of each strategy that the teacher used in teaching listening. Documentation such as take pictures, video recording, lesson plan, and students' worksheet are also used to support data from observation and interview. After the data had been collected, then the researcher analyzed it through three stages.

They were data reduction, data display, and conclusion drawing.

In order to check the validity of the data, the researcher used triangulation technique. This technique is commonly used and has known as the best way to check the research finding validity. In this research, the researcher used triangulation by method or methodological because it used more than one method in the pursuit of the objective such as observations, interviews, etc. In this research, the researcher used three methods, they were observation, documentation, and interview. So, the data which the researcher needed to analyze the data would be complete. Also, the findings were accurate and credible.

III. RESULT AND CONCLUSION

In this point, the researcher would like to write about the result and conclusion related to the research. It will describe about the fact that happened in the field.

A. Result

Based on the observation and interview result, the teacher applied some strategies in teaching listening to help the students solve their listening difficulties. They are as follows:

First is bottom-up strategy. The teacher focused on identifying single word, phrases, and sentences. Besides, the

teacher also focused on identifying the sound because students are often wrong in the pronunciation and the writing of the spoken text which was heard. Here, the teacher gave students the correct pronunciation and writing when they wrong pronunciation with the word that has played. Then, the teacher asked the difficult word to the students and asked to identify phrases (verb phrase, noun phrase, adjective phrase, etc.). After that the teacher asked the students to know the purpose of oral text which has heard.

Second is top-down strategy. The teacher focused on interpretation of meaning rather than recognize of sounds, words, and sentences. Also, the teacher used their students' background knowledge or previous knowledge of the situation, context, and topic to experiences in order to anticipate, predict, and infer the meaning. Here, firstly the teacher asked the students should understand the meaning and the teacher also recall of previous knowledge her students with use the listening material that have already known (familiar).

Third is interactive strategy. This strategy both previous knowledge and linguistic knowledge are used to understand the message. Bottom-up requires linguistic knowledge and top-down occurs when background knowledge

comes into play. Here, the teacher asked the students to identify the sounds, words, phrases, and sentences. Then, the teacher also used the previous knowledge of her students by using the familiar material.

Besides, according to interview result, each of strategy that used by the teacher in teaching listening has its own benefit. There are: 1) Bottom-up strategy is helpful to increase linguistic knowledge such as auditory discrimination, word recognition skill, perceptual processing, etc. 2) Top-down strategy is useful for improving the students' previous knowledge such as students' comprehension and their confidence can increase, interpret what is being spoken about and what will probably follow, etc. 3) Interactive strategy is also useful for both linguistic knowledge and previous knowledge such as students more easy to understand from the oral text which has played, students easier to interpret the material, and the lower-level student can understand an oral text especially when they lack proficiency in vocabulary or syntax of the second language.

B. Conclusion

The purpose of the research is to explain about the types of strategies that the teacher used in teaching listening and the benefits of each strategy that the teacher used in teaching listening. Based

on the result, it can be concluded as follows:

First, the researcher concluded that teacher applied strategies in teaching listening. The teacher used three strategies in teaching listening which were bottom-up strategy, top-down strategy, and interactive strategy. In bottom-up strategy, the teacher focused on identifying sounds, words, phrases, and sentences. Then, in top-down strategy the teacher focused on interpretation meaning rather than recognize of sounds, words, and sentences. The last, in interactive strategy the teacher used both linguistic knowledge and previous knowledge.

Second, the researcher concluded that each of strategy has its own benefit. There are: 1) Bottom-up strategy is helpful to increase linguistic knowledge. 2) Top-down strategy is useful for improving the students' previous knowledge. 3) Interactive strategy is also useful for both linguistic knowledge and previous knowledge.

So, teachers are suggested to use bottom-up strategy, top-down strategy, or interactive strategy to solve students' difficulties in teaching listening process. The teacher should stimulate and motivated students to show the ability and pay attention to them who have difficulties.

IV. BIBLIOGRAPHY

- Amir, J. 2014. *An Investigation of Teacher's Strategies in Teaching Listening (A Case Study at One Junior High School in Bandung)*. Thesis. Not published. Bandung: Faculty of Language & Arts Education Indonesia University of Education.
- Ary, D., Jacob, L., C., Sorensen, C. & Razavieh, A. 2010. *Introduction to Research in Education (8th ed)*. Canada: Wadsworth, Cengage Learning.
- Bingol, M. A., Celik, B., Yildiz, N. & Mart, C. T. 2014. Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class. *Journal of Educational and Instructional Studies in the World*, 4 (4): 1-6.
- Brown, H. D. 2007. *Principles of Language Learning and Teaching (5th ed)*. United States of America: Pearson Education, Inc.
- Erawati, A. J. 2013. *Teachers' Strategies in Teaching Listening Comprehension (A Descriptive Study at English Department in One of State Universities in Bandung)*. Bandung: Faculty of Language & Arts Education Indonesia University of Education.
- Hamouda, A. 2013. An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development*, 2 (2): 114-155.
- Jiang, Y. 2009. Predicting Strategy and Listening Comprehension. *Asian Social Science*, 5 (1). China: Qingdao University of Science and Technology.
- Lisha, M. 2007. What Do Chinese EFL Listeners Need to Improve: Bottom-Up Skills or Top-Down Strategies? A Cognitive Perspective on Chinese EFL Listeners Root Problems. *CELEA Journal*, 30 (30): 3-13.
- Mendelsohn, D. 1994. *Learning to Listen- A Strategy based Approach for the Second Language Learner*. San Diego, CA: Dominic Press.
- Morley, J. 2001. Aural Comprehension Instruction: Principles and Practices. In Celce. M. M. (Ed.), *Teaching English as a Second or Foreign Language (69-85)* Boston: Heinle and Heinle.
- Oxford, R. L. 1990. *Language Learning Strategies: What Every Teacher should Know*. New York: Newbury House.
- Rost, M. 2002. *Teaching and Researching Listening*. London: Longman.
- Wilson, J. J. 2008. *How to Teach Listening*. Malaysia: Pearson Limited Education.
- Wong, J. 2005. English Listening Courses: A Case of Pedagogy Lagging Behind Technology Electronics. *Journal of Foreign Language Teaching*, 2 (2): 25-43. Singapore: Center for Language Studies National University of Singapore.
- Yaqin, A. 2013. *Teachers' Strategies in Teaching Listening to Students of SMP N 1 Banyubiru*. Thesis. Not Published. Salatiga: Faculty of Language & Literature Satya Wacana Christian University.
- Yekta, H. et. al. 2013. The Effect of Teaching Strategies on Iranion Teenage EFL Learners' Listening Comprehension Ability. *Asian Journal of Social Sciences & Humanities*, 2 (1).