

**LECTURERS' STRATEGIES: THE USE OF MEDIA AND
MATERIAL IN TEACHING LISTENING**

THESIS



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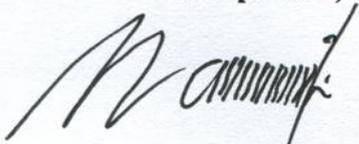
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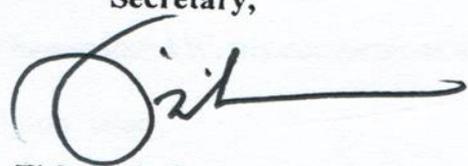
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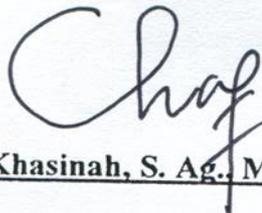
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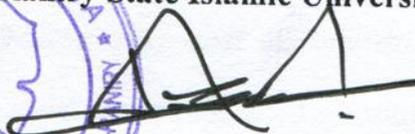
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Menyatakan bahwa sesungguhnya skripsi "**Lecturers' Strategies: The Use of Media and Material in Teaching Listening**" adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya sepenuhnya menjadi tanggung jawab saya.

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Banda Aceh, 31 December 2018

Saya yang membuat Pernyataan,



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ABSTRACT

This research focused on investigated and identify the lecturers' strategies in teaching listening and lecturers' strategies in solving the problems of media and material. The difficulties in listening was a challenge for English lecturers to provided and identify the appropriate strategies. The lecturers need to have effective strategies to overcome the problems that often occurred in listening laboratory cause of the equipment sometimes did not work properly or difficult to adjust material with the students' ability. the questionnaires and interview were distributed to English Language lecturers who teach listening in UIN Ar-Raniry. From the finding, there were several strategies that mostly applied by lecturers in teaching listening such as: cognitive strategy, affective strategy, social strategy and metacognitive strategy. The lecturers found several problems related to media and material. They solved it by brought their own media, found another class which has completed facilities and asked students to performs in the class. To solved the problem of material they searched for suitable material on the internet, did various tricks to made the website could be accessed for free and played the video or audio repeatedly until students catch the information of the material.

Keywords: lecturers' strategies, listening, media, material

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CHAPTER I

INTRODUCTION

A. Background of Study

Teaching is a complex activity that requires a teacher to use a set of integrated skills to inform the message to the students. A teacher must prepare many things before doing teaching activity, including materials, learning tools, and mentality in dealing with students. A teacher as a role player should know various way to achieve an effective teaching in classroom. That's why teachers need strategies in teaching, including in teaching listening.

The definition of strategy in oxford dictionaries (2018) is a plan, method or series of maneuvers, plan of action that is designed to achieve a specific goal or result. While teaching strategies according to Gropper in Uno (2009) is the selection of certain types of exercises that in accordance with the teaching objectives to be achieved. So, teachers' strategies are the different types or styles of plans that teachers use to achieve teaching learning goal. Teaching Strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation.

Teaching strategies in listening help learners tackle learning difficulties. According to Rost (2001:10), listening strategies are conscious plans to deal with incoming speech, particularly when the listener knows he or she must compensate for incomplete input or partial understanding. Teaching listening skill is one of the

most difficult tasks for teachers because listening usually take long period of time to gain and make students experience various of emotions such as from depression and frustration, pleasure and pride. The fact that pronunciation of word is different from the print appears that is one obvious obstacle for students. As Gulec & Durmus (2015) said, listening is not immediately, the process of hearing sounds correctly. It is the whole of mental activities realized in order to understand what is heard.

Listening is demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that message. It means that listening is not as easy as many people think. Therefore, the thing that often happens toward the listening teachers are that they find it difficult to adjust material with the student's ability, they must challenge themselves to provide the material as creative as possible so that learners enthusiast and do not get bored because of the monotonous material. The next problem is inadequate learning media, the problems that often occur in listening laboratory because the equipment sometimes do not work properly.

The success of teaching is associated with certain factors such as strategies of material presentation, innovative, active and talented teachers and also good facilities. Teachers need to recognize and acknowledge the effective teaching, apply some teaching strategies, analyze the appropriate strategies and take action to modify teaching learning process to help students learn in a way that works for them. The difficulties in listening is a challenge for English teachers to provide and identify the appropriate strategies, which assess the effectiveness of the current

teaching style and consider innovative ways to improve the teaching to match students learning styles. Applying appropriate strategies of teaching may establish a better teaching and learning activity. Therefore, the researcher focuses to investigate “lecturers’ strategies: the use of media and material in teaching listening”.

B. Research Question

- 1) What are the strategies used by lecturers in teaching listening?
- 2) What are the lecturers’ strategies in solving the problems of media and material in teaching listening?

C. The Aim of Study

- 1) To find out the strategies used by teachers in teaching listening
- 2) To find out the way lecturers solve the problems about media and material.

D. Significance of Study

Hopefully from the study, the researcher can identify the right strategies in teaching listening, to inspire English teacher to develop appropriate strategies in teaching listening and for the teacher in guiding student to improve their listening skills’.

E. Terminology

1) Listening

Listening has been characterized as a complex process that allows us to understand spoken language (Rost, 2002). As Yukselci (2003) said to understand the complexity of listening, someone must examine the process of listening comprehension, including the types of knowledge involved in listening, bottom-up and top-down processing views of listening comprehension, interactional and transactional functions of language use, and the nature of real-life listening. Basically, an effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate or assess that message, remember what's been said, and respond (either verbally or nonverbally) to information they've received.

2) Strategies in teaching listening

Hamalik (2001) defined teaching strategies as the overall methods and procedures that focus on the activities of students in the teaching and learning process to achieve certain goal. Oxford (2001) classified listening strategies into two types direct and indirect. Direct strategies involve direct learning and use of new language, it is divided into three group: memory strategies, cognitive strategies and compensation strategies. While indirect strategies contribute indirectly but powerfully to learning. It is divided into three groups metacognitive strategies, affective strategies and social strategies. In this study, strategies mean the teaching

method that teacher used in teaching and the method in solving the problems of media and material in listening class.

2) Media

Learning media are all the teaching tools that used to deliver the subject matter in the process of teaching and learning, as to facilitate the achievement of learning objectives that have been formulated. According to Dawes (2001), ICT (information communication technologies) provide opportunities for effective communication between teachers and students in ways that have not been possible before and it has the potential to support education across the curriculum. In this study, media means the tools teachers used to deliver or facilitate subject when teaching in listening class.

3) Material

Teaching materials is educational material that teachers use in the classroom to support specific learning objectives, as set out in lesson plan (Lewis, 2016). There are two types of material: authentic and nonauthentic. Authentic materials are the real language; produced for the native speakers; designed without the teaching purposes. (Ji Lingzhu & Zhang Yuanyuan, 2010). While non-authentic material that material that was created for pedagogical purpose. Created material refers to text book and other specially developed instructional resources. In this study, teaching material means the resources that teachers used to deliver instruction when teaching listening.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review related to this study which contains the following theory: Listening, Problem in listening, Listening strategies, Media and Material.

A. Listening

Listening is one of the basic language skills which plays a significant role in daily communication and educational process. In daily communication, people usually spend around 45% of time in listening, 30% on speaking, 16% on reading, and only 9% on writing (Feyten, 1991). Unfortunately, listening comprehension is the most forgotten skill in second language acquisition. It is supposed that listening comprehension is a passive activity, but actually, it is an active process, the listeners must recognize the differences among sounds, understand vocabularies and the grammatical structures, get the meaning of language input and other prosodic proof from the text, and they must save the information in their mind to analyze the context in which the communication take place (Serri, 2012).

Rost (2002) defines listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and creating meaning through involvement, imagination and empathy (transformative orientation). Jou (2017) defines listening is the ability

to identify and understand what others are saying, and involved understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. So that, listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention, retain and interpret this within the immediate (Guo, 2009).

The listening process is the continuing construction of interpretation to the spoken input, and thus the ability to adjust the interpretation to response new information is especially crucial in the second language/first Language listening (Buck, 2001). First language listeners may process the listening input automatically without much conscious attention to word-by-word input. In contrast, most second language listeners need to consciously decode the details and construct the meaning of the listening input, comprehension usually breaks down easily due to listeners limited working memory and linguistic knowledge (Vandergrift, 2004).

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

B. Problem in Listening

In fact, the process of listening is influenced by many factors that are tackled by many authors. Brown (2001) explains the factors which affect listening

comprehension are include: clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation and interaction. Goh (2000) reports most problems of listening were associated with perceptual processing, such as word recognition and attention failure. According to Hasan (2000) and Graham (2006) as cited in Chen (2013) although having identified listening problems related to factors of text, task, speaker and listener, the main problems were related to the speedy delivery of text leading to failure in identifying and recognizing words. Yan (2006) classifies them into linguistic and non-linguistic factors. For Linguistic factors, they include pronunciation, vocabulary, pattern drills, while the psychological, physiological, cultural factors are the non-linguistic ones. For example, for pronunciation, many people who come from different countries speak English as their second language, and they have particular English accent influenced by their mother tongue which is hard for people to imitate.

Gilakjani & Ahmadi (2011) state seven causes of obstacles to efficient listening comprehension. First, listeners cannot control the speed of delivery. Second, listeners cannot always have words repeated. In the classroom, student cannot make decision whether or not to replay a recording. Teachers decide what and when to repeat listening passages; however, it is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard. Third, listeners have a limited vocabulary. Fourth, listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. In informal situations or

spontaneous conversations, signals are vaguer as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can be missed especially by less proficient listeners.

Fifth, listeners may lack contextual knowledge. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the passage unless they are familiar with the context. Sixth, it can be difficult for listeners to concentrate in a foreign language. Conversation is easier when students find the topic of the listening passage interesting; however, students sometimes feel listening is very tiring even if they are interested because it is difficult to get the meaning.

Seventh, students may have established certain learning habits such as a wish to understand every word. Teachers want students to understand every word they hear by repeating and pronouncing words carefully, by grading the language to suit their level, by speaking slowly and so on. As a result, they tend to become worried if they fail to understand a particular word or phrase and they will be discouraged by the failure (Gilakjani, & Ahmadi, 2011). It can be noted that the most commonly identified problems in listening are speakers' fast speech rate and accent, unfamiliar words perceived by learners, new terminology and concepts, difficulties in concentrating, and problems related to the physical environment.

These listening problems have long been ignored and remained unresolved in the conventional teaching of listening, it is imperative to guide and assist learners to process listening tasks more efficiently and effectively in order to overcome obstacles that occur during the listening process. One of the most important ways

to help learners achieve successful listening is to guide them to raise their awareness on their listening problems and use effective listening strategies (Chen, 2013).

C. Listening Strategies

According to Rost (2001) listening strategies are conscious planned to deal with incoming speech, particularly when the listener knows he or she must compensate for incomplete input or partial understanding. Many researchers have attempted more simplified definitions such as strategies are the conscious actions that learners take to improve their language learning (Anderson, 2005). Oxford (2003) defines learning strategies are specific actions, behaviors, steps, techniques or thoughts that used to facilitate and improve students' progress to make their learning process easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Chilkiewicz (2015) describes strategies as a particular method of approaching a problem or task, a mode of operation for achieving a particular and a planned design for controlling and manipulating certain information. In sum, strategy is a plan or specific actions or technique that used for achieve a particular goal, to facilitate students' learning and make learning process easier.

Learning strategies help learners improve their own perception, reception, storage, retention, and retrieval of language information (Oxford, 2003). This is particular significance in second language learning because without effective strategies, students' listening comprehension becomes challenging, problematic, and ineffective (Mendelsohn, 2006). Cecilia (2012) concludes that good language strategies produce good language learners. Other studies such as Rubin, Naiman,

Fröhlich, Stern and Todesco further concluded that good learning strategies were related to effective listening acquisition skill.

Listening comprehension strategies defined by Goh (1998) can be summary in two listening strategies they are: Metacognitive Strategies and Cognitive Strategies. Among all the strategies for listening, O 'Malley and Chamot claim in (Gilakjani, & Ahmadi, 2011; Gu, Guangwei & Lawrence, 2009; Yaman & Irgin, 2018; Brown, 2007; Rahimi, 2012) the final taxonomy types of strategies consist of: metacognitive, cognitive and Socio-affective strategies. Oxford (1990) provides a complete language learning strategy classification system, strategies are divided in two classes including direct and indirect strategies. Direct learning strategies deal with the new language and incorporate cognitive, memory and compensation strategies. On the other hand, the indirect learning strategies are focused on management of learning without directly involving the target language and include metacognitive, affective and social strategies (Oxford, 2003). Empirical findings show that successful and unsuccessful listeners can be clearly distinguished by the listening strategies (Gu, Guangwei & Lawrence, 2009).

1. Direct Strategies

Direct language strategies permit students to comprehend and produce second language. They assist learners with better and more effective and develop the nature process of acquiring language during meaningful activities (Chilkiewicz, 2015). According to Rahimi (2012) Second language learners research shows many benefits to teach by using various strategies and many researchers recommend direct strategy training over the other one.

a. Memory strategies

Memory strategies allow absorbing and remembering some new part of material. Which provide creating mental linkages process, applying images and sounds, reviewing well and Employing action (Oxford, 1990). Creating mental linkages involves grouping word according to their meaning, associating, and placing new words into a context. For example, organize vocabulary in word maps, or label the picture, then make own story with new words. Applying images and sounds involves association of eyesight, putting words in some situational context, Keyword and Repeating sounds in memory. For example, teacher presents few flashcards, which show different animals and he produces some sound and asks students to guess the number of pictures with right animal. Learners may place new vocabulary in dialogue and then in pairs they can learn the dialogue. Then teacher create some short rhyme with terms, so that student can build linkages between two similar words. (Chilckiewicz, 2015).

Reviewing well, students can monitor their progress and achievements by give opportunities for them to revise what they have learned in regularly and systematical way (Chilkiewicz, 2015). Oxford (1990) argue, this strategy may be employed by having the learners listen to texts more than once. For extensive listening, where learners mostly need listening equipment, then provide learners with listening materials so that they can listen again individually outside the class. employing action involves associating a new expression that has been heard with a physical response or sensation, and using mechanical techniques (Oxford, 1990). Therefore, memory strategies are relating to storage or remembering and retrieval

new information by associate or grouping, using images and sounds, then make it familiar by listen more and do the action.

b. Cognitive strategies

The cognitive strategies are related to comprehending and storing input in long-term memory for later retrieval. They are divides in two aspects, bottom-up strategies and top-down strategies (Buck, 2001; Rost, 2002; Vandergrift, 2004). According to Gu, Guangwei and Lawrence (2009) Cognitive strategies are those used for the cognitive processing of listening, such as inferencing and predicting. Oxford (1990) clarifies, cognitive strategy as practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. The use of cognitive strategies helps students to manipulate learning materials and apply specific techniques to a listening task. Giving listeners opportunities to listen over and over and giving them access to a written script so that they can compare their hypotheses to the actual, it may help second language listeners to feel more comfortable with their listening tasks (Rahimi, 2012). Gu, Guangwei and Lawrence (2009) report, some listeners do more bottom-up or top-down processing than others.

1) Top down

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate

what will come next. Top-down strategies include: listening for the main idea, predicting, drawing inferences and summarizing (Guo, 2009). Top-down processing, refers to the use of larger units such as world knowledge, subject matter knowledge, genre knowledge, contextual knowledge and the schema that has been formed to influence how the smaller units are perceived (Gu, Guangwei & Lawrence, 2009). Richards (2008) states, top-down processing went from meaning to language, learners can try to predict what will utter by the signal.

To sum up, top down is a process of listening to bring the knowledge or prior information to the context of what the listeners hear and predict what will come next. This process, include listening for the main idea, predicting, drawing inferences and summarizing. Top down is very important in listening because the learners may predict what the speaker said based on background knowledge around them to make sense of what they hear whether it is general information or previous experience.

2) Bottom-up

Bottom-up process are text based in which the listener depends on the language in the text, that is, the combination of sounds, words, and grammar that creates meaning and it include: listening for specific details, recognizing cognates and recognizing word-order patterns (Guo, 2009). Bottom-up processing refers to input-based decoding of small incoming units (e.g. sounds, words and phrases) to form larger units of meaning (Vandergrift, 2004). Gilakjani & Ahmadi (2011) state, in

bottom-up processing comprehension begins with the received data that is analyzed the organization sounds, words, as a process of decoding. Learners need mastering vocabulary correctly and have good knowledge of sentences structure to be able to process bottom-up texts: Retain input while is being processed, retain word and clause divisions, recognize key word, recognize key transitions in a discourse, recognize grammatical relationships between key element in sentence and use stress and intonation to identify word and sentence function (Richard, 2008).

Vandergrift (2003) found that the less skilled listeners did a great deal of online translation and bottom-up processing. Richard (2008) clarifies, many traditional listening classrooms activities focus primarily on bottom-up processing with exercises such as dictation, doze listening, the use of multiple-choice questions after a text, detailed recognition and processing of the input. They assume that everything the listener needs to understand is contained in the text. In sum, bottom-up are processing include listening for specific details, recognizing cognates and recognizing word-order patterns. Therefore, listeners need to pay attention to every detail of the language input in order to comprehend the context.

c. Compensation strategies

According to Oxford (1990) compensation strategies can help listener overcome knowledge by use some clues when they do not hear something clearly or they cannot catch all the words by using linguistic clues, listeners can use such

clues like word order, word stress, using synonyms, description, gestures and mimic related to type of vocabulary used that listeners need to be familiar to guess what is beyond the language.

2. Indirect Strategies

Indirect strategies support and manage language learning without directly involving the target language. This category includes: metacognitive, affective and social strategies (Chilkiewicz, 2015).

a. Metacognitive strategies

Metacognitive strategies deal with knowing about learning. It means that learners learn how to learn with metacognitive strategies. With the help of this language learning strategy, learners are involved in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning (Holden, 2004). Metacognition is often seen as a process in the service of strategy use, rather than an overarching process that manages learning. An example of metacognitive experience during listening is when learners realize that they do not recognize the words they hear but remember a similar situation where they managed to solve a word recognition problem. Listeners, confronted with an unknown sound, may recall a strategy that they used before and use it again to manage the new problem (Vandergriff, 2012).

According to Vandergriff (2012) Through metacognitive instruction, learners become more skilled in using the following processes:

1) Planning for the Listening Activity

The planning phase prepares listeners to be proactive in their listening efforts. Proactive listeners decide what to listen for and establish the necessary conditions for successful listening, in order to pay close attention to meaning while listening. To plan for successful completion of the activity. For example: The teacher providing context for the learners through information about topic, text genre, and any relevant cultural information. After learners have been informed of the topic and text type, they predict the types of information and possible words they may hear.

2) Monitoring Comprehension

While listening to the text, listeners monitor their comprehension in light of their predictions and make adjustments. Listeners can evaluate continually what they understand. For example: after predict the types of information, in first listen, learners verify their initial hypotheses, correct as required, and note additional information understood. Then, learners compare what they have understood with a partner, modify as required, establish what still needs resolution, and decide on the important details that still require special attention. A further goal is to set learners up for the second listen. When learners compare listening results with a partner, they prepare themselves to monitor more carefully during the second listen and to determine the parts of the text that need most careful attention.

After the second listen, learners begin by revising and adding new information to their notes. Further discussion between the same partners is

used to make any additional revisions to the interpretation of the text. Once learners have updated their understanding of the text, the teacher leads a class discussion to all members to reconstruct the main points and most salient details of the text (Vandergriff, 2012).

3) Solving Comprehension Problems

As they monitor their comprehension and confront difficulties, listeners must adjust their approach to the text or activate specific strategies. The final verification stage begins with a third listen to the text. This allows learners to listen for information revealed during discussion that they may not have understood earlier. The teacher may also introduce all or part of the text transcript at this point so that learners can follow along for purposes of verifying sound symbol relationships, particularly for points in the text where the sound stream seemed impossible to understand.

4) Evaluating the Approach and Outcomes

Listeners need to evaluate the effectiveness of the approach adopted and make decisions during the listening process after completion of the activity. the teacher encourages learners to evaluate their approach to the activity, the difficulties they confronted, and how they were or were not successful in coping with these difficulties. Setting goals for future listening efforts may also take place at this time.

In brief, metacognitive is an ability to think about our own thinking how we process information for various purposes and manage the way we do it. It's kind of

self-regulated learning which involve planning, monitoring, solving and evaluating the listening process.

b. Affective strategies

Affective strategy involves lowering learners' anxiety, encouraging oneself, and taking learners' emotional temperature. This strategy may be used to overcome obstacles caused by anxiety experienced by listeners. Affective strategies include deep breathing, using music, using laughter, making positive statements, taking risks wisely, rewarding oneself, listening to learners' own body, using a checklist, writing a language learning diary, and discussing learners' feelings with someone else (Oxford 1990).

Affective strategies include asking for clarification, positive self-talking, and confidence building (Chamot, 2004). It was essential for listeners to know how to reduce the anxiety, feel confident in doing listening tasks, and promote personal motivation in improving listening competence (Vandergrift, 2004). Learners need some kind of strategies to help them control, to a certain extent, their emotions, attitudes and values. There are many cases where learners have no problems dealing with technical aspects of the language, but they may experience some personal feelings that may suppress their progress (Hismanoglu, 2000). In conclusion, affective strategy is learning strategy that used to make positive thinking of one-self or learners by reduce their anxiety, encourage and giving them motivation.

c. Social strategies

Social strategy includes asking questions for clarification or verification, cooperating with others, and empathizing with others. Asking questions to clarify and verify whether something has been understood correctly is important for listening. Jigsaw listening activities may help learners to develop the strategy of cooperating with peers whereas developing a cultural understanding provides a great deal of help to the second language listener in comprehending what is heard (Oxford, 1990). Social strategies refer to strategies that learners use to learn by interaction with their classmates and questions that are asked from teacher to understand the special subject (Serri, Boroujeni & Hesabi, 2012; Vandergrift, 2003; Chen, 2013). In short, social strategy is learning strategy that involve asking questions and cooperative with peers, provide increased interaction and more empathic understanding and aid cultural understanding.

D. Media

Teaching and learning are considered complex processes that influenced by different multiple factors, including use of media or instructional aids (Naz & Akbar ,2008). Media plays a significant role in the learners' education. According to Naz & Akbar (2008) media means, the way for transmitting or delivering messages and delivering content to the learners to achieve effective instruction in teaching-learning perspective. Media is a multimedia which helps students to understand and comprehend the topic of listening by analyzing the contextual situation of the story and relate it to their schemata (Sari, 2013).

According to Seth (2009) instructional media refers to devices and materials which a teacher can use to clarify an idea arouse interest and enrich learners' imagination in teaching and learning. It includes hardware like blackboards, radio, television, tape recorders, video tapes and recorders and projectors; and, software like transparencies, films, slides, teacher-made diagrams, real objects, cartoons, models, maps and photographs (Opoku-Asare, 2000). Nyame-Kwarteng (2006) states, instructional media are the various materials that appeal to the five senses-seeing, hearing, touching, feeling and tasting which enhance teaching and learning. Seth (2009) defines, instructional media are some devices are designed to present information of a kind that would not be available in an ordinary school experience. Examples include, films, television, sound recordings. Other types of instructional media have the function to help the learners grasp the underlying structure of a phenomenon. Visual media are primarily for seeing, audio devices for hearing, and multi-sensory materials for use via two or more senses.

Technology is increasingly becoming a part of the English classroom as an instructional and research aid for lecturers and students. In common usage, the term multimedia refers to an electronically delivered combination including video, images, audio, text in such a way that can be accessed interactively (Pangaribuan, Andromeda & Kammer, 2017). However, in teaching listening, the teacher and material are also media. The role of teacher as well as the material are important to help learners in improving their listening ability. It is another factor contributes to the success of listening instruction besides media used to present the listening materials and language laboratory (Brown, 2007). In short, media is a tool or

devices that teachers use to deliver the material of study for learners to make the teaching-learning environment more interesting and effective. It includes visual media for seeing, audio devices for hearing, and multi-sensory materials for more senses.

1. Advantages of Using Media Technology

According to Prasetya, Sukirlan & Suka (2014) the use of teaching media in teaching-learning process can raise new desire and interest, generate motivation and stimulation of learning activities, moreover has an impact on students' psychological effects. Because, when learning with multimedia, the brain must simultaneously encode two different types of information, an auditory stimulus and a visual stimulus. One might expect that these competing sources of information would tend to overwhelm the learner. Psychological research has shown that verbal information in fact better remembered when accompanied by a visual image (Pangaribuan, Andromeda & Kammer, 2017).

The use of instructional technology is more likely to be effective and appropriate if it is integrated into a careful planning process (Zhu & Matt, 2014). As Prasetya, Sukirlan and Suka (2014) state the use of video as teaching media could improve all aspects of micro skill in listening; those are identifying main idea, specific information, reference, inference, and vocabulary. The advantages this tool provides, samples of real-life situations or communication, motivation for language learning, and promoting language acquisition. It also can be entertaining, music and setting elements can make for an enjoyable experience by learners. Video movies provide topics and ideas for learners to discuss (Woottipong, 2014). While, Naz &

Akbar (2008) clarify if media is properly designed, skillfully produced and effectively used have great influence on teaching & learning because it produces impact of: save time, increase interest, hold attention, clarify ideas, reinforce concepts, add tone, prove a point, aid memory. In brief, presenting media in the classroom make students will be able to comprehend the information easily because the visualization of the media can stimulate their mind, feeling, attention, interest and enhance their motivation.

2. Type of media

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

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

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

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

3. Teachers' Problems in Using Media

Benson (2013) identifies, various factors which have an influence on selection and use of media in teaching and learning. He noted that lack of media resources will affects teacher's choice of a particular media, secondly accessibility of media, and teachers' attitudes towards the use of media, and lack of maintenance and repair of electronic media. Bradford (1997) states, several barriers to media

education exist. The most significant barrier to using media is lack of time, time constraints as the most significant obstacle to providing media education. The second most significant barrier is lack of materials. Few could argue that there is a lack of resources available to teachers for media instruction. The other barrier to use media in classroom is unsuitable topic, media often cannot work properly, lack of equipment and software glitches.

Tamrin, Azkiya and Sari (2017) report in their research of problems faced by the teacher in maximizing the use of learning media, most of teachers cannot use media with a variety of reasons such as, unavailability of learning facilities and infrastructure, because it would be quickly damaged or depleted. Another reason is the fear of damage because the teachers cannot use the media. It is usually associated with the use of technology-based media such as projector. These issues led to the lack of development of teachers in using the media. Many of the teachers are not able to determine which media can be used to support the delivery of material. In addition, they are also not able to create media that is neither appropriate to the subject matter nor able to take advantage of technology-based media, from creating slides as well as operating the media. The last reason is a lot of activities that teacher has to do. Thus, make them does not have time to make learning media.

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

to use the media, lack of maintenance and repair of electronic media, lack of time and unsuitable topic.

E. Material

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

1. Authentic Materials

Many authors have defined about authentic materials such as: Carter & Nunan (2001) cites, authentic materials are ordinary texts not produced specifically for language teaching purposes. Baghban (2011) explains, authentic materials are the texts designed for the native speakers which are real communicative purpose and not initially designed for language learners or teaching purposes. That is why authentic material cannot be found in textbook and other sources in pedagogical area, because the material has truly simplified in purpose. Mamo (2013) summarizes, authentic material can be said, the kind of language which is used by different people for communication orally or in written, and it is not for Second Language teaching and learning purposes.

Woottipong (2014) defines authentic material can come in all forms of communication. It may be written text, audio recordings of actual communications or video of conversations or dialogue, all containing content not intended to be used

for language instruction. Hedge (2000) gives examples of such materials include radio plays, news items, children's' stories, travel news, weather forecasts, airport and station announcements, radio talks, debates, extracts from recorded guided tours, relaxation tapes, exercise instructions, interviews, etc. While, Mamo (2013) clarifies at college level, the kinds of authentic listening materials that can be used in the classroom are infinite, but the most commonly used perhaps are songs, films, and recorded conversations, video lecture, public announcements and so forth.

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

a) Advantages of authentic material

Although authentic material not provide for language teaching and learning purposes but it gives many advantages in language teaching process. As Lin (2004) states the importance of teaching authentic texts in culturally authentic contexts rather than texts designed pedagogically has been emphasized by communicative approaches. She claims that authentic materials taking affective factors such as have a motivating effect, more interesting and stimulating.

Many language teachers mention in Baghban (2011) they believe that authenticity has proved its beneficial role in language teaching and there is no

argument regarding this. As Kelly et al. (2002) state, when authentic materials used effectively it will bring the real world into the classroom and to a considerable point can bring life inside the English class. Learners interest can be raising by exposing to cultural features in material so that produce the deeper understanding of the topic. On one hand, the students develop their ability to recognize relevant information, they learn how to disregard what is not relevant. Authentic materials are valuable because they contain cultural aspects and show students the real samples of language as used by native speakers. These benefits may range from highlighting comprehension, presenting real language, providing opportunities to introduce cultural issues, to enhancing motivation, and creating language awareness (Baghban, 2011).

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

However, there are limitation for applying authentic material for pedagogical purposes. In this situation, the teacher has to make sure that the material is suitable for learners' level. there are eight criteria to be considered when choosing appropriate authentic texts. These are: (1) Relevance to course book and learners' needs, (2) Topic interest, (3) Cultural fitness, (4) Logistical considerations,

(5) Cognitive demands, (6) Linguistic demands, (7) Quality and (8) Exploitability (McGrath, 2002).

To sum up, the advantages of authentic material are it have a positive effect on the learner's motivation because it more interesting than invented text. It provides the real language that relevance to the real world so students learn the language in the real-life situation and its informed students about what is happening in the world and provide learners with cultural information about the target language.

2. Non-Authentic Material

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

In contrast, Berardo (2006) argue, non-authentic materials as having an artificial and unvaried language, concentrating on the point that is to be taught, and including false-text indicators such as sentences which are formed perfectly, questions which are formed by grammatical structures and followed by a full answer. He criticizes non-authentic materials for being unnatural and unlike what

learners will encounter in real world. In addition, many authors in Baghban (2011) concludes that textbook materials are far from reflecting real language use and they are teacher-centered rather than learner-centered and also provide poor learners motivation.

a) Advantages and limitations of Non-authentic material

The use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use.

Among the principal advantages are: (Richards, 2001)

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

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

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

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

Based on the description above, it can be concluded that, non- authentic material has many benefits for education, because it provides a syllabus, help to make standardize, provide a variety of learning resources, it helps teachers who have limited teaching experience and saves teachers time. But it also provides a serious negative effect such as: expensive, not provide real world language, it not reflects what learners' needs so its effects to poor learners' motivation.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains several aspects of methodology including research location, research design, research participant, technique of data collection and technique of data analysis.

A. Brief Description About Research Location

This research took place at English Department of Ar-Raniry State Islamic university. UIN is the Islamic university under and administration of the religious ministry affairs. It is located in Ar-Raniry Kopelma Darussalam (Lingkar-Kampus street) Banda Aceh. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry. He has contributed in developing Islamic thought in Southeast Asia, especially in Aceh. This university is currently headed by Prof. Dr. H. Warul Walidin AK., MA. as the rector.

There are nine faculties in UIN Ar-raniry, they are the faculty of Education and Pedagogy, the faculty of Syariah and Law, the faculty of Ushuluddin and Philosophy, the faculty of Science and Technology and the faculty of Economy and Islamic Business. The faculty consists of several department under its authority, one of them is Department of English Language Education or Pendidikan Bahasa Inggris (PBI) where exactly this study was conducted.

Department of English language education which is led by Dr. T. Zulfikar, S. Ag., M. Ed, has a total of 40 lecturers. Most of them were graduated from various

international universities in many countries, including United States, United Kingdom, Australia, Netherlands, Germany, Malaysia and so forth.

B. Research Design

In This study, the researcher used qualitative and quantitative approach. According to Creswell (2014) qualitative research is an approach for exploring and understanding the meaning individuals or groups involves emerging questions and procedures, data typically collected in the participants' setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations the meaning of the data. While, quantitative research focuses on gathering numerical data and generalizing at cross groups of people or to explain a particular phenomenon (Babbie, 2010). Quantitative methods emphasize objective measurements and the statistical, mathematical or numerical analysis of data that collected through polls, questionnaire and surveys or by manipulating preexisting statistical data using computational techniques (Mujis, 2010).

The focus of this research is to investigate and identify the lecturers' strategies in teaching listening and lecturers' strategies in solving the problems in using media and material. This research presented using descriptive analysis. The researcher gained the data using semi structured interview and distributed questionnaire to the lecturers.

C. Participants

Sowell (2001) states, a population refers to a group that has one or more characteristics in common, such as middle school students, first-born children,

freshmen at a university, or teachers in school. Therefore, the population of this study were lecturers in Department of English Language Education of UIN Ar-Raniry. The researcher used purposive sampling as the technique of selecting the sample. According to Griffiee (2012) purposive sampling is a technique based on certain consideration or criterion. The sample of this study were lecturers who teach listening in Department of English Language Education. The researcher selected them because they are more experienced and had more knowledge about teaching listening. Then took three for to be interviewed. One from basic listening classes, one from advanced listening classes and one from begginer lecturer in teaching listening.

D. Data Collection

The method of the data collection used in this study is questionnaire and interview for English lecturers.

1. Questionnaire

The researcher distributed questionnaire to the English lecturers in order to answer the research question related to lecturers' strategies in teaching listening, the use of media and problem in using media, the use of material and problem in using material. The researcher used close-ended questionnaire for this research which consists of thirty-five questions. The questionnaire was adopted from Michalekova (2017) and Bradford (1997).

2. Interview

The interview was aimed to know the lecturer's strategies in teaching listening and lecturers' strategies in solving the problems of media and material.

The researcher interviewed the lecturers using semi structure interview and it consist of five questions. The researcher selected the participant using purposive sampling, therefore, three lecturers were selected: the regular lecturer in teaching advance class, the regular lecturer in teaching basic class and the beginner lecturer in teaching listening.

E. Data Analysis

The data from questionnaire was analyzed by using descriptive analysis technique (percentage). Meanwhile the data from interview were analyzed through descriptive qualitative. The questionnaire was measured and analyzed using the simple statistic formula, in order to find out the percentage from all answer at each question. The data would be presented in the form of frequency distribution table using formula:

$$P = \frac{f}{n} \times 100 \%$$

P = Percentage

f = Frequency

n = Number of Sample

100 = Constant Value

The data from interview was recorded, transcribed and then transcribed more reduced. In data reduction, the researcher separated the useful from the un-useful data, this process aimed to get clear information about the topic to be discussed. The result of interview was sorted in a group to analyzed the research easily. Therefore, the conclusion was determined from the categories of data.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presented overall result of the research and focused on the data analysis of the result from questionnaire and interview. Meanwhile, in the discussion section, the finding of study was discussed.

A. Research Results

This chapter cover the research findings and discussion. First finding focused on what strategies used by lecturers in teaching listening, and the second one was the lecturers' strategies in solving the problems of media and material. In answering the research question of this study, the researcher used questionnaire and interview to collect the data.

1. Questionnaire

The questionnaire was adopted from Michalekova (2017) and Bradford (1997) which contained of 35 statements about lecturers' strategies in teaching listening and how they used media and material. It scaled to rank 1) Strongly Agree 2) Agree 3) Disagree 4) Strongly Disagree. The analysis of questionnaire was into three categories that labeled as (a) strategies in teaching listening (b) Using media in teaching listening (c) Using material in teaching listening. It consisted of 14 statements in strategies aspect and 10 statements for each media and material aspect.

a) Strategies in Teaching Listening

The data analysis of the questionnaire was shown on the following tables:

Table.4.1. Strategies in Teaching Listening

Strategies	Statement	Percentage				Total
		SA	A	D	SD	
Memory	Write down new vocabulary then grouping them in terms of aspects such as part of speech, relation of meaning, synonym and antonym	0	0	80%	20%	(100 %)
	Write a short story to put into a meaningful context of a list new word and expression.	0	0	90%	10%	
Cognitive top-down process	Listen for the main idea what the speaker.	90%	10%	0	0	
	Predict, drawing inference and summarizing what the speaker said.	80%	20%	0	0	
Bottom-up process	Dictation, doze listening and use of multiple-choice or fill in the blank questions after a text.	40%	30%	30%	0	
	Specific detail listening and detailed recognizing word.	0	70%	30%	0	
Compensation	Guess by using clues: word order, word stress and look for synonym when students do not hear something clearly.	0	0	80%	20%	
	Guess gestures and mimic related to type of vocabulary when students do not hear something clearly.	0	0	80%	20%	
Metacognitive	Give reflect on student work and instructions them how to manage their listening comprehension.	30%	20%	50%	0	

	Monitoring and assessing student learning.	20%	30%	50%	0
	Using music, humor and laughter to make student comfortable.	70%	30%	0	0
Affective	Make positive statements, rewarding and encouraging students to be positive about listening class.	70%	30%	0	0
	Using Jigsaw activities or cooperating with peers and group.	50%	20%	30%	0
Social	Student asking questions for clarification or verification.	60%	30%	10%	0

Table 4.1 displayed the result of strategies applied by lecturers in teaching listening. It can be inferred that lecturers applied variety of strategies in teaching listening. It showed that almost all respondents answered strongly agree for top-down strategy, 90% in listen for the main idea item and 80% in predict, drawing inference and summarizing item. The rest 10% and 20% answered agree for these two items. It means this strategy was applied by all lecturers. While in the bottom-up process, 40% of lecturers answered strongly agree and 30% answered agree for dictation, doze listening and use of multiple-choice or fill in the blank of a text and the rest or 30% disagree for this item. In item specific detail listening and detailed recognizing word, 70% lecturers answered agree and 30% answered disagree. It means that not all respondents applied the bottom-up process in teaching listening. from the finding above it showed that cognitive strategy was the most strategy that applied by lecturers in teaching listening especially for top-down process, although a few lecturers disagree to applied bottom-up process teaching listening.

The second strategy most applied by lecturers was affective strategy. It showed 70% of lecturers answered strongly agree in using music, humor, laughter to make student comfortable and make positive statements, rewarding and encouraging students to be positive about listening class. The rest 30% answered agree for these two items. It means that most of lecturers applied this strategy in teaching listening.

The third strategy that applied by lecturers was social strategy. It showed that 50% of lecturers answered strongly agree in 'using Jigsaw activities or cooperating with peers and group'. The rest 20% answered agree while 30% answered disagree for this item. In 'student asking questions for clarification or verification' 60% of lecturers answered strongly agree, 30% answered agree and 10% disagree for this item. It means that many lecturers applied or agree to applied this strategy in teaching listening.

The fourth strategy used was metacognitive strategy. It proved by 30% of lecturers answered strongly agree, 20% answered agree and 50% answered disagree for item 'give reflect on student work and instructions them how to manage their listening comprehension'. in 'monitoring and assessing student learning' 20% answered strongly agree, 30% answered agree and 50% answered disagree for this item. It means that some lecturers applied this strategy but some other were not applied this strategy in their class.

In compensation strategy, lecturers stated 80% disagree and 20% strongly disagree for each item 'Guess by using clues: word order, word stress and look for synonym when students do not hear something clearly' and 'guess gestures, mimic

related to type of vocabulary when students do not hear something clearly'. It means that, majority of lecturers were not applied this strategy in teaching listening.

The last, in memory strategy 80% answered disagree and 20% answered strongly disagree on item 'Write down new vocabulary then grouping them in terms of aspects such as part of speech, relation of meaning, synonym and antonym'. Then, on item 'Write a short story to put into a meaningful context of a list new word and expression' almost all respondent answered disagree (90%) and the rest 10% answered strongly disagree. It means all respondents were not applied memory strategy in teaching listening.

b) Using Media in Teaching Listening

Table. 4.2. Using Media in Teaching Listening

Media	Percentage				Total
	SA	A	D	SD	
Television and radio	10%	30%	50%	30%	(100%)
Internet	70%	30%	0	0	
Media education videos	20%	40%	40%	0	
Laptop / Tablet	70%	30%	0	0	

It showed that 70% of lecturers strongly agree used laptop, tablet and internet as media to used in teaching listening and 30% lecturers were agree used this media in teaching listening. It is means that this media has positive respond from the respondent as an appropriate media to used in teaching listening and has often been used so far. In using 'media education videos' 20% of lecturers answered strongly agree and 40% agree to use this media, while the rest 40% disagree for this item. It means that some lecturers were used media education video to teach listening. Then, media that rarely used by lecturer in teaching listening were

television and radio with only 10% answered strongly agree, 30% answered agree while the rest 50% disagree and 30% strongly disagree to used this media.

Table. 4.3. Problems in Using Media

Media Problems'	Percentage				Total
	SA	A	D	SD	
Lecturers feel inadequately trained to do so.	0	0	30%	70%	
Insufficient time.	0	30%	40%	30%	
Lack of materials.	0	0	70%	30%	
Not an appropriate topic.	0	0	70%	30%	(100%)
Media often cannot work properly.	50%	30%	20%	0	
Lack of equipment	60%	40%	0	0	
Software glitches.	20%	50%	30%	0	

Table. 4.3. reported the result of the problem that may occurred when used media in teaching listening. In item 'lack of equipment' 60% lecturers strongly agree and 40% agree with this statement. It means that all respondent agree lack of facilities in teaching provided by the university was the main problem. In item 'media often cannot work properly' 50% of lecturers stated on strongly agree and the other 30% stated on agree only 20% stated disagree that media often cannot work properly. It means that almost all respondent ever experienced that media was damaged when it used to teach or cannot work properly.

The next problem when using media was 'software glitches' 20% lecturers answered strongly agree and 50% lecturers agree with this statement. While the rest 30% disagree for this item. In 'Insufficient time' 30% agree this item became problem in using media but the rest 40% disagree and 30% strongly disagree Insufficient time was the problem in using media. In item 'lack of materials' and

'not an appropriated topic' 70% lecturers answered disagree and 30% answered strongly disagree for each item. the last, 30% of lecturers answered disagree and 70% strongly disagree that 'lecturers feel inadequately trained to do so' was a problem to used media. It means that lack of materials, not an appropriated topic and lack of lecturers' competency, knowledge and skills to used media not become a problem in using media.

c) Using Material in Teaching Listening

Table. 4.4. Using Material in Teaching Listening

Material	Percentage				Total
	SA	A	D	SD	
Authentic materials	70%	30%	0	0	
Authentic materials improve students' listening ability	60%	40%	0	0	
Authentic materials motivated students to learn more outside the classroom	70%	30%	0	0	
Authentic materials more interesting than non-authentic materials	50%	30%	20%	0	(100%)
Non-authentic materials	0	20%	40%	30%	
Non-authentic materials improved students' listening ability	0	20%	60%	20%	

From the table 4.4. it was indicated almost all lecturers used authentic materials in teaching listening and stated authentic material motivated their students to learn more outside the classroom. It proved by 70% lecturers answered strongly agree and 30% answered agree for each item. in 'authentic materials improve students' listening ability' item 60% of lecturers answered strongly agree and 40% agree. It means that lecturers used authentic material in teaching listening and agree

that authentic materials motivated their students to learn more outside the classroom and improve their listening ability.

In 'Authentic materials more interesting than non-authentic materials' 50% of lecturers answered strongly agree, 30% answered agree and 20% disagree for this item. It means most of lecturers agree that authentic material was more interested than non-authentic material. While, in using 'non-authentic material' 20% agree for this item and the rest 40% answered disagree and 30% answered strongly disagree to used non-authentic material in teaching listening. in item 'non- authentic materials improved students' listening ability' 20% answered agree, but the rest answered disagree (60%) and 20% of lecturers strongly agree that Non- authentic material improved students' listening ability.

Table. 4.5. Problems' in Using Material

Material Problems'	Percentage				Total
	SA	A	D	SD	
Unclear sounds resulting from native speakers	40%	50%	10%	0	(100%)
unclear sounds resulting from a poor-quality CD-player	30%	40%	30%	0	
Too many unfamiliar words or lack of vocabulary.	30%	50%	20%	0	
Speakers speak too fast.	40%	60%	0	0	

Table 4.5. showed that in item 'speakers speak too fast' 40% of lecturers answered strongly agree and 60% answered agree. It means majority of lecturers agree that the problem related to material was the speakers speak too fast, student cannot control or adjust the speed of delivery by native speakers. The second problem most effected to students listening comprehension was unclear sounds

from native speakers. It proved by 40% of lecturers strongly agree, 50% answered agree and only 10% disagree to this item.

In item 'too many unfamiliar words' 30% lecturers strongly agree and 50% answered agree. Almost all lecturers agree that too many unfamiliar words or students lack of vocabulary was one of the problems in teaching listening, only 10% of lecturers disagree for this item. Unclear sounds from a poor-quality of CD-player was a problem in using material that stated by 30% of lecturers who answered strongly agree and 40% answered agree and the rest 30% disagree for this item.

2. Interview

In interview section, there were three participants that have chosen purposively after answered the questionnaire. The researcher took a lecturer who often teaches the advance class, a regular lecturer who teaches basic class and the beginner lecturer in teaching listening. The researcher recorded interviewees' answers and opinion with an audio recorder then transcribed and translated it into English. The data reduced and eliminated the un-useful data. So that the conclusion drawn from the categories of data. Each interviewee spent about 8-10 minutes to respond the questions.

A. Lecturers' strategies in teaching listening

The finding showed that every lecturer applied three or two strategies in teaching listening that they adjust to their students' abilities. The findings can be seen in the following question.

1) What are strategies that you used in teaching listening?

Lecturer 1

"I apply many strategies in teaching listening cooperative learning, there is a top-down and bottom-up strategies, for example when I give speech or before I play audio, I will ask students first to find out their previous knowledge about the material that will give, usually this will make students quickly capture or connect with what speakers says later when audio be played. Then, I prefer to cooperative learning because students will be active not only the lecturers who provide materials but students also participated actively, the other strategy that I ever apply is I like to"

Lecturer 2

"In every meeting for one semester I always used video for teaching listening, I allow students to search or predict what is hidden word in each material, because it will be a clue for them to summarize and draw conclusion even though they don't know the whole story. For me listening class does not make students to able to answer questions but at the end of the class they can adjust their listening skill with various accents, speed and familiar with native speakers. sometimes there was a discussion, for example to test their listening ability to vocabulary and pronouns I play a movie then I asked my student to discuss with their friends to know the storyline or sometime student given opportunity to meet directly with native speakers or instead I bring native speakers to the class"

Lecturer 3

"The strategy that I use to teach listening actually depends on the student's ability, I applied a strategy that was suitable for my student, but I often used top-down and bottom-up strategies, sometime I used metacognitive strategy even though there is a little consideration, is this strategy compatible with todays' material or not"

From the answers of the interview above, it can be seen that the majority of lecturers applied cognitive strategy in teaching listening and all the interviewee applied top-down strategy in teaching listening. It can be concluded that they played the video or audio for students and asked them to inference and summary about the content. They were not focus on the detail of vocabulary or recognized word and

answered the questions. As lecturer 2 said listening class was not focus on answered the questions but at the end of the class, they could adjust their listening skill with various accents, speed and familiar with native speakers.

The other strategies that applied by lecturers were indirect strategy: social and metacognitive strategy. Indirect strategies were managed language learning without directly involved the target language. For example, in metacognitive strategy, lecturers gave their students instruction how they could manage their listening, monitoring, help learners to focused, planed and evaluated their learning processed. In social strategy lecturers provide increased interaction, asking question for clarification, cooperated in peers or group and developed a cultural understanding.

B. Using media in teaching listening

The researcher found all participants used laptop, speakers and internet as media in teaching listening. The findings can be seen in the following question:

- 2) Listening always related with media, then what kind of media you used in teaching listening?

Lecturer 1

"I used laptop, speakers, LCD, internet, sometime paper and marker. If I teach in laboratory, I do not have to bring any media except laptop but if I teach in ordinary class which is not provided media, I usually bring my own speakers"

Lecturer 2

"I used laptop, speakers and internet connection"

Lecturer 3

"since I do not teach in laboratory. I have to bring my own laptop, mini speaker and I need internet connection"

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

- 3) Are you often find the problems with electronic media, sometimes it did not work properly?

Lecturer 1

"sometime I have searched the material and save in my laptop but when I open in the class the material is cannot be open or software glitches. It makes the learning process disrupted. Sometime laptop cannot be connected to an LCD, so it wasted time and I have to borrowed students' laptop to move the data.

Lecturer 2

"the existence of the media become a problem for me, the classrooms that used for listening not provide the media. Every time I play the video or audio, I have to go around to control the students because the seating in the laboratory is set individually and insulated by glass but it does not provide a headset. We have to used small speakers and that is do not optimal for listening class, we need a soundproof room so when I play the audio everyone can pay attention"

Lecturer 3

"So far there have been no problem with the media as long as I have prepared it well from home, for example, I retrieved the material from the internet I have to know what the files' name and where I store it then other tools such as chargers must be carried every time, I check the media if it can work properly before getting to the class"

The result from the interview, lecturers often found the problems with electronic media according to lecturer 1, software glitches and laptop cannot be connected to LCD become a problem, because it wasted time and disrupt the learning process. While, according to lecturer 2 the existence of media was become

the main problem, because lack of equipment that provided by university, it made listening class uncomfortable and not optimal. But lecturer 3 as a beginner lecturer who teach listening said that was no problem with media as long as she has prepared it well and checked it before getting to the class.

4) How do you solve the problems of media in teaching listening?

Lecturer 1

"Usually if the media does not work properly, lecturer or students be the speaker, I ask student to do presentation, at the beginning of class I always said that they would become my tape recorder, so every meeting they had to prepare something to display in the class, for example, sing a song, free talking or speech"

Lecturer 2

"If the media cannot function or it is not provided, we have to try various ways, maybe one or twice we try to search for another class which is more suitable for listening but if that does not happen, I have to take them to the rooms, outside the campus that I already know the facilities"

Lecturer 3

"I check the media if it can work properly before getting to the class" "

According to the result of question before, it found that lecturers often faced the problems with media. To overcome this problem, the teachers did several efforts such as: lecturer 1 solve this problem by getting lecturer or students to be the speaker, she asked student to do presentation in the class. But lecturer 2 who always teach by electronic media, she tried to search for other rooms which was more suitable for listening. For lecturer 3 she who rarely face the problem with media said she must prepared it well and checked the media before used in the class.

C. Using material in teaching listening

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

- 5) What kind of materials that you used in teaching listening? What are the problem that you find relate to material and How do you solve that problems in teaching listening?

Lecturer 1

"I used authentic material, I ever using book but now it is easier to use authentic material, I have to search the suitable material on the internet, so the internet network must be good. The problem related to students is they difficult to adjust the speed of the native speaker so the video or audio must be played repeatedly until they catch the information of the material. But for non-authentic material students get the information faster"

Lecturer 2

"I used authentic material, mostly I retrieved the material from website that have to pay but usually I can solve that problem so the web can be accessed for free, the next problem is the internet connection, if I do well preparation there is no problem so far, I usually check the material before entering the class, but once, I forget and I thought the material already in my laptop, it is impossible to check in the campus because of the bad internet connection"

Lecturer 3

"Commonly I used audio that I retrieved from internet, because it from the internet so the internet network must be good. The problem related to students do not significant because I teach in basic listening class so I used the material for the beginner but they can adjust if I give them the intermediate material"

From the explanation above, it can be concluded that all interviewee used authentic materials in teaching listening. But each lecturer found different problems related to the material. According to Lecturer 1 and 3 they have to search for the suitable material on the internet so it was a must to have a good network. While lecturer 2 said, she had a problem on website accessed because the website need

purchased, to solve this problem, she did various tricks so the website can be accessed for free.

Based on the problem related to students, lecturer 1 said they find it difficult to adjust with the speed of the native speaker so the video or audio must be played repeatedly until they catch the information of the material. According to Lecturer 3 who was the beginner lecturer in listening subject, the problem with the students is not significant because she used the material for the beginner.

B. Discussion

In this section, the researcher intended to discuss the result from both questionnaire and interview based on the data presented above. There were two research questions for this research:

1. What are the strategies used by lecturers in teaching listening?

From the data analysis, it was found that the most strategy used by lecturers was cognitive strategy which divided into two processes: top-down and bottom-up. According to lecturers, this strategy is the most suitable for students in listening comprehension. This statement is supported by Rahimi (2012) who stated that the use of cognitive strategies helps students to manipulate learning material and apply specific techniques to a listening task. The strategy that is usually used by lecturers is asking students to listen for the main idea and then drawing inferences and summarizing what the speaker said. Lecturers rarely focus on vocabulary and detail word recognition. That is why the top-down strategy is often used more than the bottom-up strategy.

Bottom-up process was usually used for more basic students and this process a bit stiffed, in this case lecturers agree student can adjust with the intermediate material, although they teach in basic listening class. It means that college students are more familiar with English because they passed the test to be accepted into the English department. As Rahimi (2012) said, the more basic the learner, the more likely they will rely most heavily upon bottom-up processing. In addition, Richard (2008) clarifies, many traditional listening classrooms activities focus primarily on bottom-up processing with exercises such as dictation, doze listening, the use of multiple-choice questions after a text, detailed recognition and processing of the input. Gu, Guangwei & Lawrence (2009) show that higher language proficiency is more related to top-down processing and that lower proficiency is more related to bottom-up processing.

The other strategies that majority used by lecturers were indirect strategy, which supported and managed language learning without directly involved the target language such as: social strategy, affective strategy and metacognitive strategy. Even though social strategy indirectly involved the target language but it gave great impact on the teaching and learning process. As Serri (2012) said in social strategy learners used to learn by interaction with their classmates and questions that are asked from teacher to understand the special subject and remove or lower their anxiety.

According to the lecturers' answer affective strategy was strongly recommended to be applied in listening class. It allowed students to manage their feelings, it was helpful for them to obtained their optimum level of performance.

As Oxford (2003) said identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to second language proficiency in her research. Although they no longer need affective strategies, perhaps because students' use their own strategies or self-efficacy to overcome this problem, there might be less need for affective strategies as students' progress to higher proficiency.

The last strategy was metacognitive. Some lecturers applied this strategy in teaching listening. Perhaps this strategy was more suitable to be developed by students. Because metacognitive strategies refer to the actions that students used consciously while listening to a spoken text attentively. Metacognitive strategies deal with knowing about learning (Chen, 2013). But to have reflected on student work and instructions, how to manage their listening comprehension was a positive thing that lecturers must apply in their class.

2. What are the lecturers' strategies in solving the problems of media and material in teaching listening?
 - a) Media

The result showed that the appropriate media to use in teaching listening and have often used so far, were electronic media such as: laptop, speaker, LCD and the internet. While, the media that sometimes used by lecturers were education videos. And then lecturers rarely used television and radio as a media in teaching listening. Lecturers often found the problems with media, the most problem was lack of facilities that provided by the university. Lecturers complained it made

listening class uncomfortable and not optimal. The next problem was the media cannot work properly, most of respondent ever experienced this problem, such as: suddenly their laptop or tablet cannot be operated or laptop cannot be connected to LCD. This problem greatly disrupts the teaching and learning process because it wasted time.

The next problem when using media was 'software glitches' lecturer often found that the material cannot be played in the class. The last problem is 'Insufficient time' which a few lecturers agree for this item. Actually, this item was a further problem of the other item. If the media worked normally at teaching processed, the Insufficient time would not be happened but if there an obstacle when operated the media, it would automatically take a lot of time. Besides, the lecturers also have solutions to solve the problems of media in teaching listening. In lack of facilities problems, lecturers bought their own facilities to the class or tried to found another class which more suitable and has completed facilities for listening even though the placed was outside of the university.

In 'media cannot work properly' problem and 'software glitches', lecturers moved the data to the students' laptop to be played and connected to LCD, the problem resolved if this trick success. The lecturer decided to become a speaker or gave students an instruction to performs if the media cannot be repaired. In this case lecturers have to made an agreement with the students during the first meeting. therefore, every meeting student have to prepared something to display in the class, for example, sing a song, free talking or speech. This statement support by Brown (2007) he said in teaching listening, the teacher and material are also media. The

role of teacher as well as the material are important to help learners in improving their listening ability.

b) Material

According to the data from analysis of the lecturers' interview and questionnaire, most of lecturers used authentic material in teaching listening. This result is supported by many language teachers that mention in Baghban (2011) they believe that authenticity has proved its beneficial role in language teaching and there is no argument regarding this. The reason for using authentic material because it was more interesting than non-authentic material, As Lin (2004) stated the importance of teaching authentic texts in culturally authentic contexts rather than texts designed pedagogically has been emphasized by communicative approaches. In addition, many authors in Baghban (2011) concluded that textbook material were far from reflecting real language used and they were teacher-centered rather than learner-centered and also provided poor learners motivation.

The next reason was authentic material improved student's ability and motivated students to learn more outside the class. As Kelly et al. (2002) stated, when authentic materials used effectively it will bring the real world into the classroom and to a considerable point can bring life inside the English class. Learners interest could be raised by exposed to cultural features in material so that produced the deeper understanding of the topic. By using authentic language, the students were given the chance to use language that was commonly found in real situations. The use of authentic material would help students to understand the proper English and the real sample of language as used by native speakers.

In problem related to material, lecturers found it was not difficult to prepared the material, but must be considered to search for suitable material on the internet. The other problem found that some website need purchased. Lecturers must do various tricks to make the website could accessed for free. The problem related to students was they difficult to adjust the speed of the native speaker, unclear sounds from native speakers and many unfamiliar words or students lack of vocabulary were the problems in teaching listening. To solve this problem, the lecturers have to played the video or audio repeatedly until they catch the information of the material. This action supported by Rahimi (2012) Giving listeners opportunities to listen over and over, each time adding to what they have been able to identify and then giving them access to a written script so that they can compare their hypotheses to the actual, it may help second language listeners to feel more comfortable with their listening tasks.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of some conclusions about this study and also gave suggestions to support teaching and learning process.

A. Conclusions

The main purpose of this research is to investigate the strategies used by lecturers in teaching listening and the lecturers' strategies in solving the problems of media and material in teaching listening. Based on the finding in result and discussion, it can be concluded that majority of lecturers applied cognitive strategy in teaching listening and most of lecturers used top-down process than bottom-up process. While, in indirect strategy which is support and manage the language learning without directly involving target language. The lecturers used all of three strategies and the most used is affective strategy than others, then social strategy and some of lecturers used metacognitive strategy in teaching listening.

The lecturers found several problems related to media such as lack of equipment, media often cannot work properly, software glitches and insufficient time. The lecturers solved the problems lack of facilities by bought their own facilities to the class or tried to found another class which more suitable and has completed facilities for listening. In the media cannot work properly problem and software glitches, lecturers moved the data to the students' laptop or the lecturer

decided to become a speaker or gave students an instruction to perform their task in the class.

In problem related to material, the lecturers found it was not difficult to prepare the material, but they must consider to search for suitable material on the internet. The other problem found were some websites need to be purchased. So, the lecturers must do various tricks to make the website could be accessed for free. The problems effected students were that they found it difficult to adjust the speed of the native speaker, unclear sounds and many unfamiliar words or students lack of vocabulary. The lecturers solved this problem by playing videos or audios repeatedly until students caught the information of the material.

B. Suggestion

It is important to identify which strategy that appropriate in teaching listening and to know how lecturers solve the problems of media and material in teaching listening. to complete this study, there are some suggestion which have to put on consideration as follow:

1. Media give great impact and truly importance in teaching and learning listening its suggested that the university should give more attention on facilities provided.
2. The lecturers must do well preparation and checked the media or material before getting to the class.
3. Lecturer should have a good communication and discussion with students to overcome the lack of media in the classroom.

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2 Agustus 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Nurchalisa Putri
N I M : 231324378
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
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Untuk mengumpulkan data pada:

UIN Ar-Raniry, Fakultas Tarbiyah, Prodi Bahasa Inggris

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Lecturers Strategies : The Use Of Media And Material In Teaching Listening

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG.UMUM BAG.UMUM

Kode 8313



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

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Surat Keterangan

Nomor: B-14/Un.08/KP.PBI/TL.00/01/2019

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-8009/Un.08/ TU. FTK/TL.00/08/2018 tanggal 02 Agustus 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Nurchalisa Putri
NIM : 231324378
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Lecturer Strategies: the Use of Media and Material in Teaching Listening.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 09 Januari 2019

Ketua Prodi Pendidikan Bahasa Inggris,

V. Zulfikar

**QUESTIONNAIRE OF LECTURERS' STRATEGIES IN TEACHING
LISTENING THE USE OF MEDIA AND MATERIAL**

Choose each statement with one answer that is in accordance to your heart then give a check list (✓) on the answer.

Note: The respondents' answer will not affect to any judgment and be kept confidential.

A. Strategies in teaching listening

NO.		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I asked my students to write down new vocabulary they hear, then grouping them in terms of common aspects such as part of speech, relation of meaning, synonym and antonym.				
2.	I asked my student to write a short story to put into a meaningful context of a list new word and expression they hear.				
3.	I asked my students to listen the main idea what the speaker said based on background knowledge around them.				
4.	I asked my students to predict, drawing inference and summarizing what the speaker said based on background knowledge around them.				
5	I teach by dictation, doze listening and use of multiple-choice or fill in the blank questions after a text.				
6	I asked my student for specific detail listening and detailed recognizing word.				
7	I asked my student to guess by using such clues like word order and word stress, look for synonym or connecting to the context				

	of the speaker said, when they do not hear something clearly.				
8	I asked my student to guess gestures and mimic related to type of vocabulary when they do not hear something clearly.				
9	I asked my students to reflect on their work and I give my students instructions how they can manage their listening comprehension.				
10	I monitoring and assessing my student learning.				
11	I used music, humor and laughter to make my student comfortable with my class.				
12	I make positive statements, rewarding and encouraging my students to be positive about listening class.				
13	I used Jigsaw activities or asked students to cooperating with peers or group when teaching listening.				
14	I asked my student to asking questions for clarification or verification.				

B. Using Media in the Classroom

NO.		Strongly Agree	Agree	Disagree	Strongly Disagree
15	I teach using television and radio.				
16	I teach using the Internet.				
17	I teach using media education videos.				
18	I teach using laptop or tablet or Cell phone.				

19	I prefer to teach using media less often because I feel inadequately trained to do so.				
20	I prefer to teach using media less often because of insufficient time.				
21	I prefer to teach using media less often because lack of materials.				
22	I prefer to teach using media less often because it is not an appropriate topic.				
23	I think the most significant barrier to media is often cannot work properly.				
24	I think the most significant barrier to media is lack of equipment.				
25	I think the most significant barrier to media is software glitches.				

C. Using Material in the Classroom

NO.		Strongly Agree	Agree	Disagree	Strongly Disagree
26	I prefer to teach by using English video materials rather than use those materials provided in the textbook.				
27	I think authentic materials improve my students' listening comprehension ability more than modified or non-authentic materials.				
28	I think using authentic materials motivated my student to do more listening outside the classroom.				
29	I think the authentic materials that I provide in class are more interesting than				

	non-authentic materials or simplified listening materials.				
30	I prefer to teach by using non- authentic materials rather than use those authentic materials.				
31	I think non-authentic materials improve my students' listening comprehension ability more than authentic materials.				
32	I find unclear sounds resulting from native speakers interfere with my students listening comprehension.				
33	I find unclear sounds resulting from a poor-quality CD-player interfere with my students listening comprehension.				
34	I find my students difficult to understand listening texts in which there are too many unfamiliar words or lack of vocabulary.				
35	I find my students difficult to understand well when speakers speak too fast.				

~ Thank you for the time and your cooperation ~

Interview

1. What are strategies that you used in teaching listening?
2. Listening always related with media, then what kind of media you used in teaching listening?
3. Are you often find the problems with electronic media sometimes it did not work properly?
4. How do you solve the problems of media in teaching listening?
5. What kind of materials that you used in teaching listening? What are the problem that you find relate to material and How do you solve that problems in teaching listening?

AUTOBIOGRAPHY

1. Name : Nurchalisa Putri
2. Place/ date of birth : Sigli/ 10 November 1995
3. Sex : Female
4. Religion : Islam
5. Nationality/ ethnicity : Indonesia/Acehnese
6. Marital status : Single
7. Occupation : Student
8. Address : Jl. T. Lamgugob No. 21, Syiah Kuala
9. Phone Number : 085213225643
10. Educational background
 - a. Primary School : SDNNo. 3 Sigli, Graduated in 2007
 - b. Junior High School : MTSS Jeumala Amal, Graduated in 2010
 - c. Senior High School : SMAN Unggul Sigli, Graduated in 2013
 - d. College/University : English Department of Tarbiyah Faculty of UIN Ar-Raniry.
11. Reg. Number : 231324378
12. Father Name : M. Nur Abdullah
 - Occupation : Civil Servant
13. Mother Name : Nursakdah
 - Occupation : Civil Servant
14. Address : Sigli

Lamgugob, December 31th, 2018

Nurchalisa Putri