LECTURERS' STRATEGIES IN TEACHING ADVANCED LISTENING DURING COVID-19 AT UIN AR-RANIRY

THESIS

Submitted by:

<u>GHIFFARY AN-NUR</u>

NIM. 170203082

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2022 M/1443 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fufillment of the Requirement for

The Bachelor Degree of Education in English Language Teaching

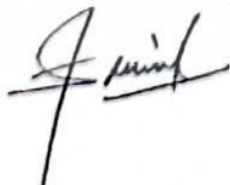By:

GHIFFARY AN-NUR

NIM. 170203082

Student of *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

Approved by:

Main Supervisor   Co Supervisor

(Dr. phil. Saiful Akmal, MA.)   (Mulia, S.Pd.I.,M.Ed.)

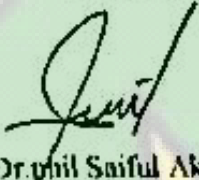Date: 22/4/2022   Date: 22/4/2022

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Friday,   22 June 2022
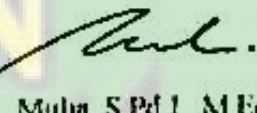   22 Zulkaidah 1443 H

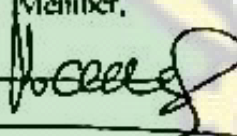In Darussalam, Banda Aceh

Board Examiner,

Chairman,

Dr. phil Saiful Akmal, M.A

Member,

Muhm, S.Pd.I., M.Ed.

Member,

Dr. Muhammad AR, M.Ed.

Secretary,

Muntasir, MA. TESOL.

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Ghiffary An-Nur

NIM : 170203082

Tempat/Tanggal Lahir : Banda Aceh, 15 November 1999

Alamat : Kampung Laksana, Jalan Muskana, Lorong

Tongkol, Kecamatan Kuta Alam, Banda

Aceh, Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Lecturers' Strategies in Teaching Advanced Listening during

COVID-19 at UIN Ar-Raniry

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi**

yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan

di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 1 Juni 2022
Saya yang membuat surat pernyataan,

Ghiffary An-Nur

ACKNOWLEDGEMENT

Alhamdulillahi rabbil 'alamin, the researcher expresses his highest gratitude to Allah SWT for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. Peace and salutation be upon the prophet and messenger, Muhammad PBUH, who has taught a greatest lecture of Islam as Rahmatan lil 'alamin. The undergraduate thesis entitled Lecturers' Strategies in Teaching Advanced Listening during COVID-19 at UIN Ar-Raniry is submitted as the final requirement in accomplishing undergraduate degree at Department of English Language Education in *Fakultas Tarbiyah dan Keguruan*, UIN Ar-Raniry Banda Aceh.

In arranging this thesis, many people have provided motivation, advice, and support for the writer. In this valuable chance, the researcher intended to express his gratitude and appreciation to all of them. First, the researcher's deepest appreciation goes to his beloved parents, his mother, Wardiana and his father, Agus Mudhaffar, S.T. for the endless love, pray, and support. Furthermore, this study also dedicates his thanks for unaccountably for beloved siblings, Qulja Al-Haq, and Jihan Jasmin for their supports and love encouraging him to complete this thesis as good as it should.

The researcher presents his sincere appreciation goes to his supervisor who has helping him in conducted this study. The researcher would like to express the sincere gratitude to his supervisors, Dr. phil. Saiful Akmal, MA. and Mulia,

S.Pd.I.,M.Ed. for their invaluable help, guidance, encouragement, motivation, and suggestion. Also, the researcher wants to thank to all of English language education lecturers who have inspired, lectured, and assisted him during the study in this department. May Allah grant them heaven and ease their way.

Lastly, the researcher would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Banda Aceh, 1 Juni 2022
The Writer,

Ghiffary An-Nur
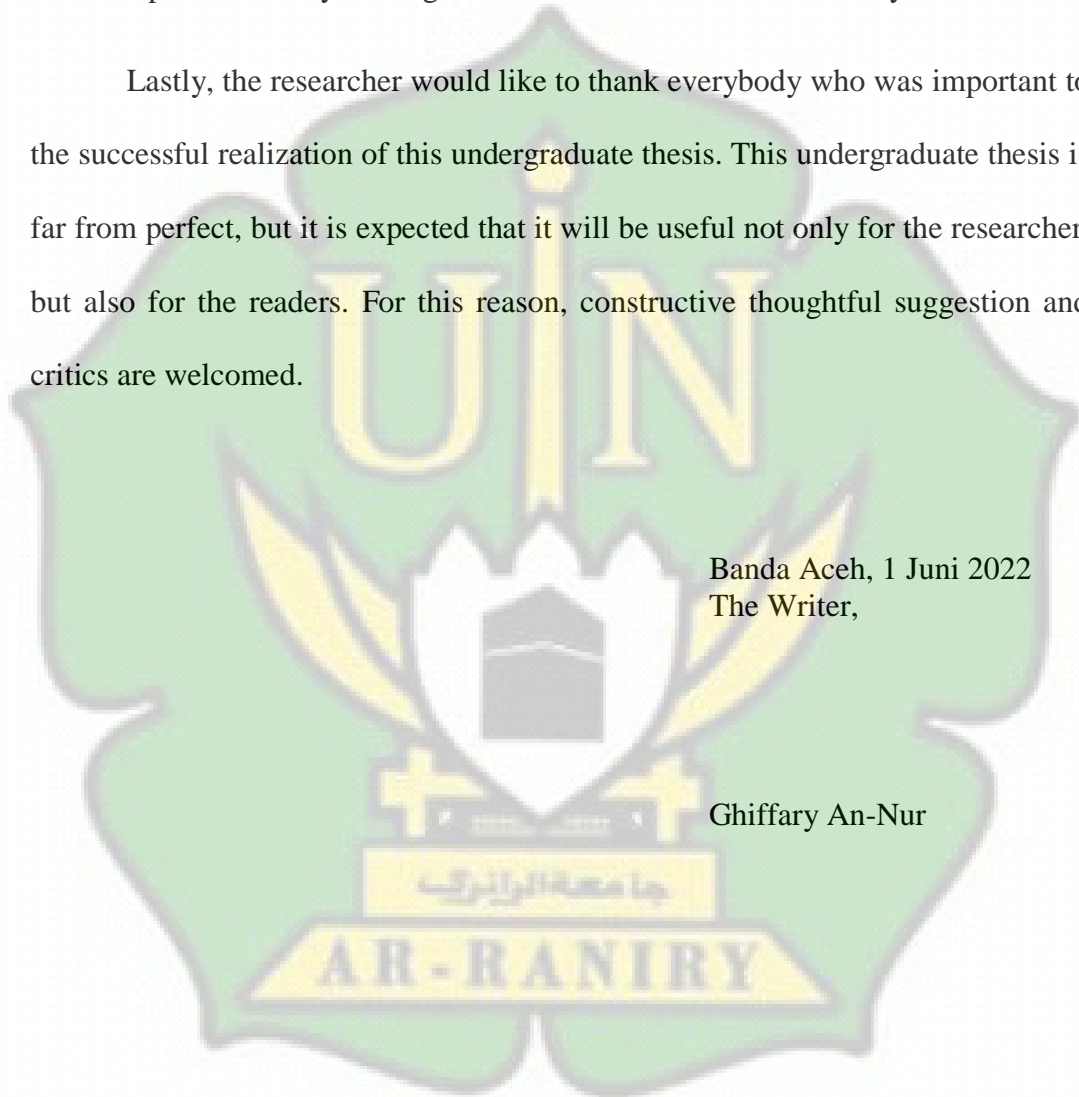
ABSTRACT

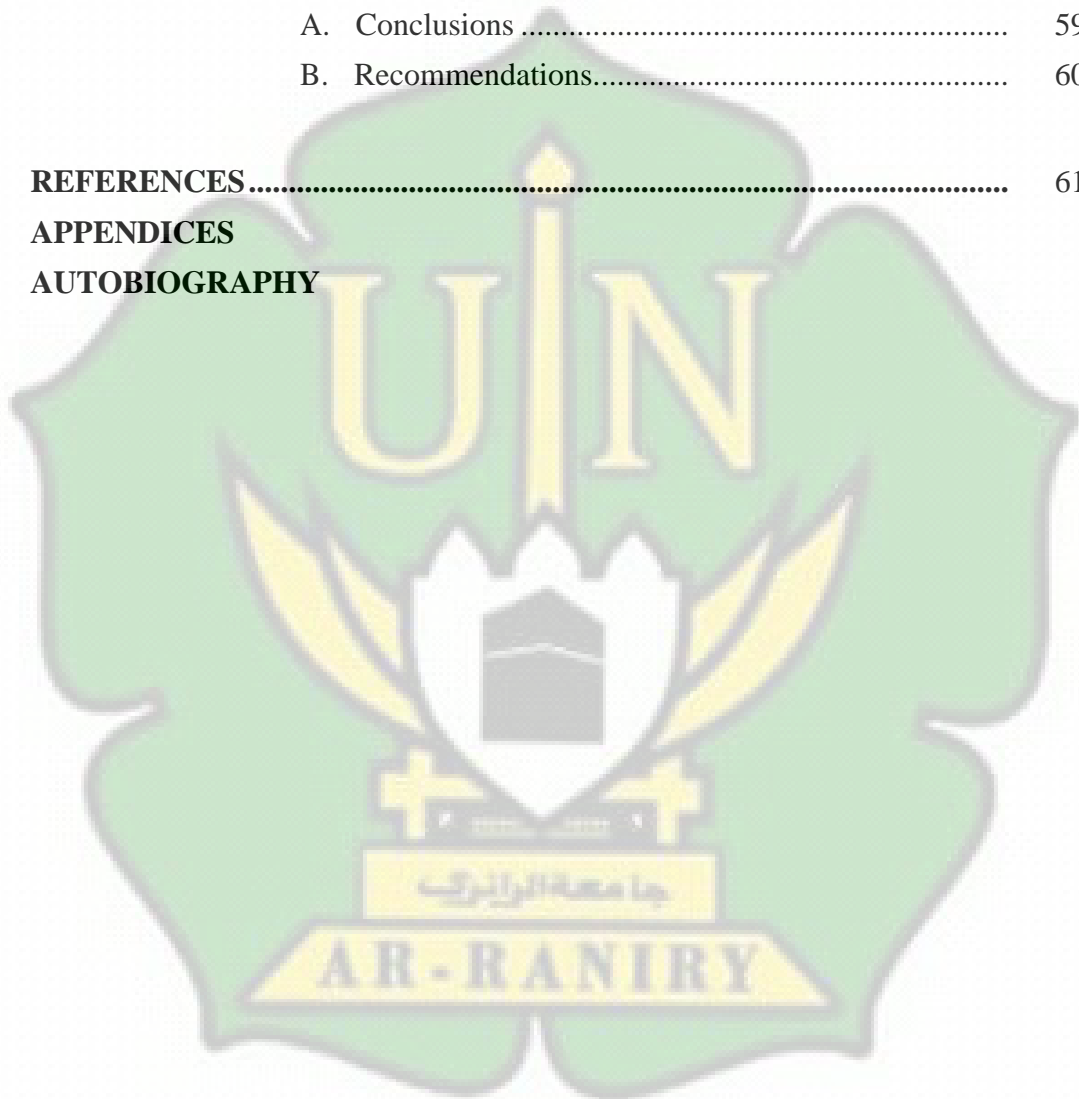Name   : Ghiffary An-Nur
NIM   : 170203082
Faculty   : *Fakultas Tarbiyah dan Keguruan*
Major   : Department of English Language Education
Thesis Working   : Lecturers' Strategies in Teaching Advanced Listening during COVID-19 at UIN Ar-Raniry
Main Supervisor   : Dr. phil. Saiful Akmal, MA.
Co-Supervisor   : Mulia, S.Pd.I., M.Ed.
Keywords   : Teaching Strategies, Advanced Listening, COVID-19

In the process of learning English, listening is one of the 4 sub-skills in English that needs to be learned. A learning will be more effective when using the right learning strategies. In this pandemic period, the use of appropriate learning strategies is needed so that learning is more optimal. The purpose of this research is to find out what strategies do lecturers need and use in teaching advanced listening during COVID-19 at UIN Ar-Raniry and to find out how do lecturers apply and implement the strategies in teaching advanced listening during COVID-19 at UIN Ar-Raniry. The researcher used Email and WhatsApp as the media. The data collection method used in this study is a qualitative method using a narrative qualitative approach. In collecting data, the researcher also used data collection techniques using the semi-structured interview type. In analyzing the data, the researcher used data reduction such and written summarization. In data analysis, the researcher uses the concept of qualitative research. This study involved 3 permanent lecturers and 1 substitute lecturer in the Department of English Language Education of Ar-Raniry State Islamic University. The sample was chosen by using purposive sampling who fulfilled specific criteria. The results of this study indicate that by using the right strategy in the learning process, it will produce effective learning. All participants can investigate their right thoughts, opinions, and arguments including any aspect of listening teaching strategies.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter describes about background of the study, research questions, research aims, significance of study, and terminology.

A. Background of Study

Velavan (2020) stated that on January 30, 2020, the World Health Organization (WHO) announced a state of emergency in China due to an increase in the notification rate of cases with an emergency status. The COVID-19 virus has become a pandemic that has shocked the world, especially in early 2020. COVID-19 is a virus that originates from Wuhan, China. Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases. Symptoms of the virus are almost like flu symptoms in general. This is certainly very influential in various matters relating to routine, especially in terms of education. With the existence of adequate technology as well as new strategies, this can be handled with a variety of newer and more effective learning strategies, even though the strategies are old strategies but have been adjusted according to development era. Lee (2010) explained that teachers who master a good understanding of English learning strategies can help students in developing the English learning process. Teachers are asked to be more reliable and sensitive in overcoming this problem by creating new strategies are more effective in the learning process, especially during the current pandemic. A learning process will be easier to implement if have appropriate and efficient teaching strategies and

methods, especially in listening teaching which researcher will discuss in this study.

Listening is one of the skills found in English especially when learn about English. Listening is an activity in which how people scan a voice or another person's speech to get information from the speaker or interlocutor. Listening seems to be quite relevant not only in the humanities and applied sciences such as linguistics, education, business and law, but also in social sciences such as anthropology, political science, psychology and sociology (Rost, 2013). Listening is an important point in learning English, it is not only important in learning English but also in daily activities. According to Bao (2017) listeners try to match some of the words heard to identify the meaning of the individual words. Listening is not only about listening but there are other aspects that support it such as focus, extensive knowledge, and also mastery of large and good vocabulary. Listening is important in daily activities because when the recipient of information wants to get information in interacting (giving information), it will be easier for those who receive information to get this information if the recipient of the information has good listening skills, focus, extensive knowledge, and also mastery of large and good vocabulary. Miscommunication and misunderstanding will be avoided if have good listening, hearing, and understanding.

Advanced listening is one of the subjects taught at the teacher faculty of the English study program at UIN Ar-Raniry. Listening learning is divided into 3 levels, namely basic listening, intermediate listening, and advanced listening. Smentek (2010) stated that in the last few decades, there has been some

improvement in the science of learning foreign languages, especially at the advanced level. Learning at the advanced level, the material taught becomes more academic and higher. A learner who want to study advanced level learning, must first pass the previous level courses, namely the intermediate level. The purpose of listening learning at the advanced level is to help learner master high-level listening skills.

Teaching is a process of a teacher's activity in conveying knowledge to learners. Not only conveying knowledge and teaching material but also must have a good responsibility from within and when delivering the learning material. Teaching can also be interpreted as a complex activity. Learning and teaching are two complementary components and must have the responsibility of both in order for learning to run well and be successful (Gunduz, 2016). This activity does not only apply to one side, but both sides must try to implement a good and effective learning (teacher and student). Also Gunduz (2016) there is a great responsibility that is carried by teachers in teaching, if the teacher cannot be responsible for teaching then the teacher cannot motivate students to achieve success. A teacher who cannot be responsible for the material that has been taught cannot be called a teacher, because that person has no responsibility in him/herself, especially when providing knowledge and learning material. In every learning process, there must be some good strategies to simplify and make the learning process more effective.

There are many obstacles that students often encounter in learning listening. Some students consider learning listening to be a burden in learning it. Some of the obstacles for students who want to learn listening include inadequate

sound speakers and do not make clear voices, lack of mastering English vocabulary and also lack of concentration in learning listening. In facing obstacles, it is better to use certain strategies to solve the obstacles. Sepeng (2013) stated that before the learning process occurs, it is necessary to know the factors that become obstacles for students in understanding learning. Different obstacles have different strategies needed to solve them. Strategies are needed to help complete or make a process more effective and easier.

Strategy can be defined as a way to do something by having certain ways to do it effectively and easily. By having a good and effective strategy, will be very helpful in doing certain things. Specific strategies will be different for everyone who will implement them, such as strategies in listening, strategies in learning, strategies in teaching, strategies for understanding, etc.. Teaching listening also has 2 strategies that are easy to apply when teaching, including top-down and bottom-up. Renukadevi (2014) stated that metacognitive strategy for monitoring, planning, and evaluating are used by strategic listeners in their listening activities. Metacognitive strategies are self-directed strategies such as having extensive knowledge skills, better vocabulary mastery, control, focus, etc.. Learning listening does not always require face-to-face activities between the teacher and students, because learning listening is more concerned with focus, listening acuity, and audio. Therefore, learning listening during this pandemic is not too difficult to learn. In this period, not only lecturers but also students are expected to be able to adapt to new learning strategies also with the attention to each other, learning will be easily achieved.

In this valuable opportunity, especially in this ongoing pandemic, it is very important and it should be noted that more effective learning strategies are needed to support students' interest in learning materials. Lee (2010) stated that the way to find out if a lesson is successfully understood by students and the learning is effective is to correctly understand the strategies used in the learning. As a teacher, a more efficient teaching strategy is needed to improve good and effective teaching performance so that the learning process will take place better.

In learning English, the advanced level is the highest level in learning English. Advanced listening courses are only available in higher education institutions where lecturers serve as teachers, facilitators, and mentors in studying the material. Lecturers are also tasked with controlling the class, taking full control, and determining effective learning strategies in the learning process. Therefore, researchers used lecturers as samples in this study in order to find out the answers to the research questions of this study.

B. Research Question

Based on the background of the study above, it can be concluded that the research question to be carried out is as follows:

1. What strategies do lecturers need in teaching advanced listening during COVID-19 at UIN Ar-Raniry?

2. How do lecturer apply the strategies in teaching advanced listening during COVID-19 at UIN Ar-Raniry?

C. The Aims of Study

By following the research questions already mentioned above, the aims of the study are:

1. To find out what strategies do lecturers use in teaching advanced listening during COVID-19 at UIN Ar-Raniry.

2. To find out how do lecturers apply the strategies in teaching advanced listening during COVID-19 at UIN Ar-Raniry.

D. Significance of Study

The significance of the study of this research is as follows:

1. Lecturer

Lee (2010) stated that by using strategies can help the learning process successfully. This research is very significance for lecturers and teachers in implementing more effective teaching strategies during COVID-19. Not only implementing the strategies that researcher will discuss but researcher also hope this research can help lecturers to find newer and more new effective strategies for the future.

2. Learner

Frymier (2000) stated that good relationship between teachers and students is very important to support more effective learning outcomes. This research is not only significance for lecturers and teachers but also for students or learners. By having knowledge, understanding, good contacts, and good relationships between learners and teachers about the

strategies to be applied, these strategies will be easier and more effective to apply and to implement in the learning process itself.

The researcher use the title LECTURER STRATEGIES IN TEACHING ADVANCED LISTENING DURING COVID-19 AT UIN AR-RANIRY to explain in more detail about the strategies used during the pandemic. Tileston (2004) explained that teaching strategies will have the greatest impact on students' progress. The material contained in this research is very useful in the future in the world of education. The material to be presented in this study will greatly assist teachers in implementing new and more efficient strategies in the learning process. Not only implementing the strategies that researcher will describe, but researcher also hope that it can help the teachers find newer and more effective strategies to apply in the learning process in the future. It is also certain that this research was conducted to explore the strategies used by the listening lecturer of the English Department of Ar-Raniry State Islamic University (UIN), Aceh, Indonesia.

E. Terminology

To avoid misunderstandings about the terms that include the research title, researcher will explain the following terms:

1. English Lecturer

Leibowitz et al. (2009) defined that a good lecturer is one who can facilitate the progress of student development to become better. A good teacher or lecturer is a teacher or lecturer who can be responsible for the material taught to

students in the learning process. English lecturers are teachers who teach in depth and in detail about English in a university environment. In contrast to English teachers who only teach English in general in the school environment. English lecturers not only teach English in general but also teach in more detail about 4 sub skills such as listening, reading, writing, speaking and also additional matters related to English such as literature, culture, taboo words, and other things related to learning English in more detail. Lecturers who teach in the realm of higher education are teachers who have completed their master's education. However, there are also lecturers who have a bachelor's certificate who become substitute lecturers or core lecturer assistants.

2. **The differences between approaches, strategies, methods, and techniques in learning.**

In learning, the selection and use of approaches, strategies, methods, and techniques is very important. With the right approaches, strategies, methods, and learning techniques, learning activities become more interesting, fun and able to arouse curiosity for students. A teacher should use appropriate approaches, strategies, methods, and techniques in order to create an effective and efficient learning process.

A person's method of organizing and employing a certain set of skills to learn material or complete other activities more quickly and effectively in academic and non-academic environments is known as a learning strategy (Schumaker & Deshler, 1992). Learning strategies are the means through which a

teacher will select and use learning resources to make it simpler for students to receive and comprehend learning materials, thereby effectively achieving the goals of competency and learning outcomes. The approaches and methods utilized during the learning process are described in the learning strategy. In contrast to methods and procedures, learning strategies have a broader definition. This indicates that the learning strategy includes learning procedures, methods, and strategies.

A learning approach is a strategy or a pattern used to organize classroom instruction. In other words, it is a model or pattern for planning that we may use to develop face-to-face teaching strategies in the classroom and to choose the learning resources, such as books and media (films), that will be used (Tahir, 2012). The strategy demonstrates a broad perspective on the issue or study subject. The approach picked will serve as a guide when selecting other learning elements, particularly learning strategies and methodologies. While the method places more emphasis on implementation technique, the approach places more emphasis on planning strategy. One strategy that may be used in a lecture is the application of the process through a variety of approaches.

The technique is a popular strategy to teach lessons to pupils or put acquired theory into practice in order to accomplish objectives. In order to learn the information offered by the teacher, the approach therefore refers to a way that gives pupils convenience. As a result, one factor that strongly affects the conditions that are created during learning activities is the approach. While the technique is the approach employed and is implementable, the learning method is

more procedural in nature and has a set of steps. In other words, although each adopted the same approach, they employed distinct strategies. A strategy can be thought of as a plan of action to accomplish something, while the approach is a means to an end. In this way, the teaching strategy incorporates the teaching method as one of its components. Reaching learning objectives can be done by taking the method seriously and putting it into practice. As stated by Patel and Jain (2008: 71), "Method is the process of planning, selection and grading language materials and items, techniques of teaching, etc.". The importance of method in the educational system is crucial. The strategy is carried out according to the manner.

Teachers employ techniques to guide students' actions toward the desired outcomes. Techniques might be paths, tools, or media. A person's manner of implementation is referred to as their technique. A teaching technique is the next phrase in education, and it is actually a derivative of methods, strategies, and approaches. The emphasis when learning techniques is mainly on the methods' trick. Also Tahir (2012) stated that the term "technique" refers to a style, way, or effort that teachers employ to carry out face-to-face instruction in the classroom in order to serve and consolidate the learning materials and achieve the learning objective. So, at this point in the execution of teaching, the technique is implementation and the occurrence (presentation and stabilization). It is clear that the technique is a strategy or method of learning used by teachers to carry out teaching and learning activities in order to achieve the best outcomes.
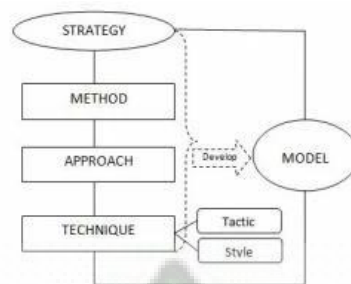
Figure 1: Plot of strategy, method, approach, technique, and model

3. Advanced Listening

Stæhr (2009) claimed that general test for advanced listening level is a test that tests different listening skills and contains various types of texts, different target languages, and with higher levels. From the test conducted by Stæhr, we can know that advanced listening is the final and highest level in listening learning. Learners at the advanced level are fluent in mastering and applying the use of English in everyday life, although sometimes still have problems with new vocabulary. The aim in advanced listening learning is to help learners understand what other people are saying in English better and correctly.

4. COVID-19 Disease

Gandhi et al. (2020) claimed that "Four out of seven CoVs cause mild upper respiratory tract infections". COVID-19 is a virus that originated in Wuhan, Hubei province, China. COVID-19 is short for CO (corona) VI (virus) D (desease) December 2019 (19), which attacks the respiratory tract and will cause serious / chronic disease. People who have low immunity and other complicating diseases will be more susceptible to contracting COVID-19. The transmission of COVID-19 itself is through direct contact with people who were infected first or

from sneezing and coughing from people infected with COVID-19. Transmission from COVID-19 itself is a very fast spread, so that the virus became a pandemic that shocked the world. Symptoms caused by this virus include flu, cough, high fever, and headaches. The WHO urges humans to always wash their hands, maintain personal hygiene, and always wear a mask when doing activities such as socializing, shopping, cleaning the environment, and other activities that require contact with people / objects that can doubt the presence or absence of the virus. This is urged to prevent and not become a chain of the virus itself.
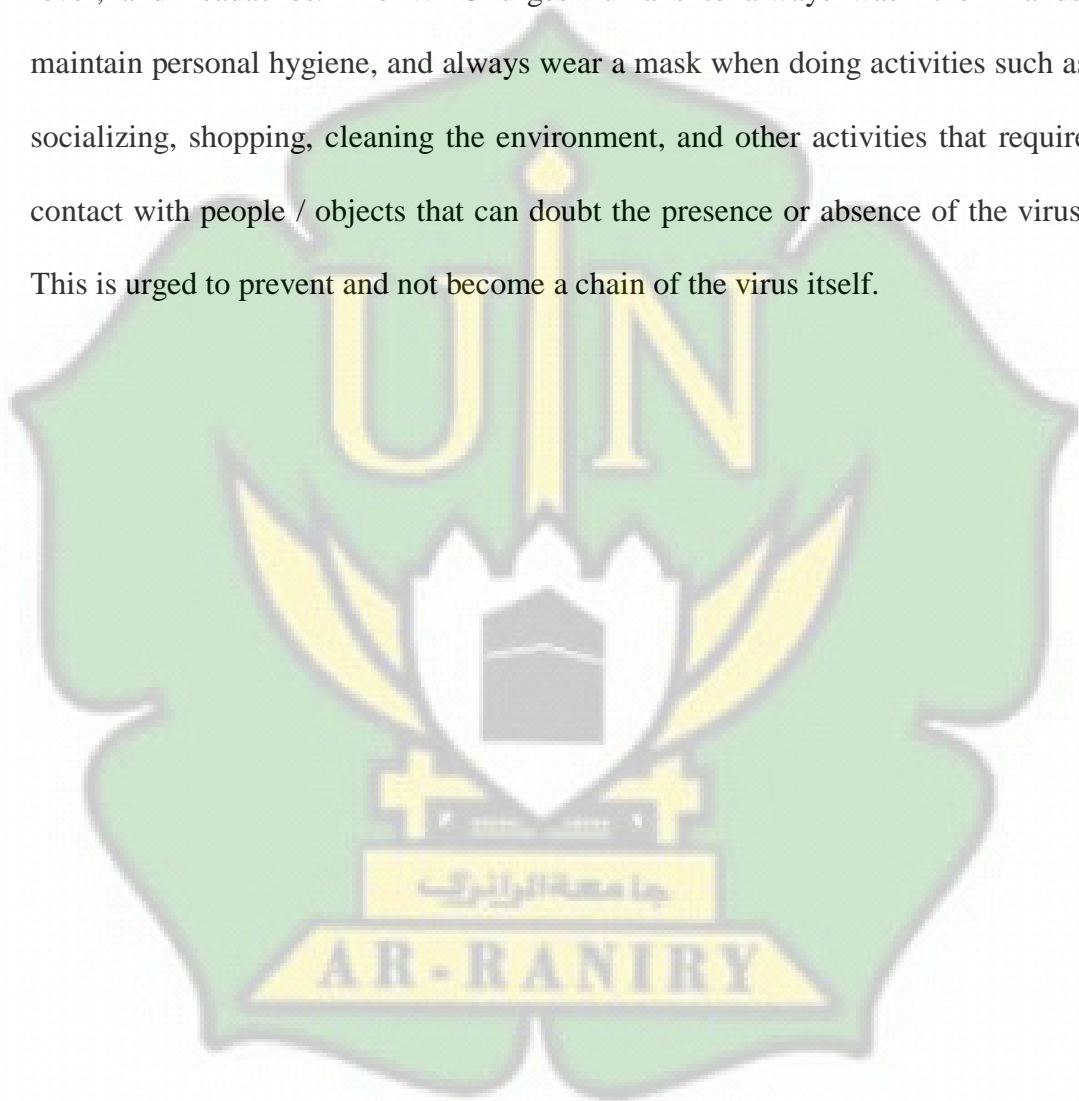
CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher literally provides an overview and theoretical definition from previous research. This chapter discusses the definition and aspects of listening teaching strategies. This chapter also discusses the learning situation during COVID-19.

A. Definition of Teaching

Teaching is a process of teach and transferring knowledge/experience from the teacher to the learner. In this process, it requires contact between the teacher and the learner. Educational outcomes and the learning process are likely to be relevant to the nature of teacher-student contact (Korthagen, 2014). Also Doyle (2006) stated that the central role of contact is to demonstrate and maintain discipline in the classroom. The contact between the teacher and the learner will create more effective learning and will support the relevant learning process. Contact between the instructor and the leaner is very much needed. Contact will foster a relationship between the teacher and learner which will support a good learning process. Relationships will grow with so many contact moments (Korthagen, 2014).

Teaching is a process that involves a great responsibility. In teaching, of course, there are teachers and learners. Teaching is a process in which there is a responsibility to provide and transfer knowledge needed by the learner. According to Timperley et al. (2008) teaching is a complex activity. Timperley et. Al (2008,

p.6) also stated an explanation that there are several factors that are formed from teacher decisions from time to time about the content and learning process such as how learners learn, teachers' knowledge and beliefs about what will be taught, and how to manage behavior. learner behavior. Teaching also does not only rely on complex teaching, but also requires responsibility by the teacher. It is very important a teacher's sense of responsibility because a teacher is required to have a sense of responsibility, not only formally, but also required to have determination and have the effort to invest in work-related tasks even without external control and supervision (Lauermann 2014; Lauermann and Karabenick 2011, 2014). The responsibility that is borne by the teacher is the responsibility if the material being taught is not appropriate and the teacher can also take risks if the material being taught deviates from the things taught. Therefore, teachers cannot arbitrarily teach teaching materials that have no source and basis to learners.

B. Definition of Listening

Listening is a skill that requires not only good hearing, but also good understanding and a wide range of knowledge. In learning English, listening is included in one of the important skills of the other 3 skills (reading, writing, speaking). Many experts define listening in several definitions. The most important part of communication is listening because in giving a response that is substantial and meaningful, it is what makes listening important (Renukadevi, 2014). According to Lynch and Mendelsohn (2010, p.180) listening involves understanding spoken language and is accompanied by sound and visuals and is

assisted by prior knowledge of the discussion or topic being listened to. Argisila, Situmorang, and Boangmanalu (2019) also added that the process of understanding the sound that is heard is the understanding of listening. Listening is very important in life. Listening is not only needed in academics, but also in various other fields. According to Rost (2013, p.1) listening has links in the humanities and applied sciences such as linguistics, education, business, law, and social sciences.

Listening is at the heart of effective communication. Listening involves not only hearing, but also understanding what the listener is hearing. By relying only on hearing and not having knowledge about the topic being heard, the information that will be heard will not be fully understood. Yurko and Styfanyshyn (2020) stated that the basis of listening is about us understanding and obtaining new information. Listening is very important for someone who wants to get audio information. Not only getting information in the academic field, but also information about everyday life. In socializing, listening is one of the most important things. According to Yurko and Styfanyshyn (2020) the way to increase productivity, ability to negotiate, and ability to avoid conflict and misunderstanding is to be a good listener.

According to Purdy (1997, p.3) someone who masters the art of good listening skills will make it easier in personal and professional life, those who are able to master it will be considered to be a positive person. Having good listening skills will have its own advantages, such as making it easier to socialize, responding well to others according to the topic being discussed, and getting important information. Yurko and Styfanyshyn (2020) also stated that successful

communication, comfort in unfamiliar environments, greater productivity, intensive listening awareness, and familiarity with dialects and accents are some of the main benefits of more effective language listening that have been found. In mastering English listening, there are 3 levels that must be mastered, including basic, intermediate, and advanced levels. The advanced level is the last or highest level which after mastering that level, the learner will be fluent in English listening.

Richard (2017) mentioned that levels that included in English proficiency are basic, intermediate, and advanced levels. In learning English, there are 3 levels that must be mastered in order to be fluent in English. The learning levels include basic, intermediate, and advanced levels. Vialle et al. (2021) explained that advanced learning is describing student learning with speed and ability that exceeds other students in one or more fields. The material contained in each level is certainly different. After the word advanced which means high or difficult level, the material at the advanced level is high learning material and with a higher level of difficulty. Learners who have completed or are proficient at the advanced level, they are able to apply English in everyday life smoothly and well.

C. Types of Listening

According to Brown (2006), the types of listening are divided into 4 types, including:

1. Intensive

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

2. Responsive

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

3. Selective

   Selective process is the process of making a short monologue-like discourse to scan certain information. The goal is not always to seek general meaning, but also to understand information specified in a longer context.

4. Extensive

   The extensive type is for listening development using a top-down strategy. The extensive type works by listening to long lectures or conversations so as to obtain a comprehensive goal or message. The aim is to make the main idea and conclusion of the topic being listened to.

   According to Tyagi (2013), the types of listening are divided into several types, including:

Table 1.1 Types of listening according to Tyagi (2013)

1	Active listening	Listening in a way that demonstrates interest and encourages continued speaking.
2	Appreciative listening	Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure, such as

to music.

3	Attentive listening	Listening obviously and carefully, showing attention.
4	Biased listening	Listening through the filter of personal bias e.g the person hears only what they want to listen.
5	Casual listening	Listening without obviously showing attention. Actual attention may vary a lot.
6	Comprehension listening	Listening to understand. Seeking meaning (but little more).
7	Critical listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
8	Deep listening	Seeking to understand the person, their personality and their real and unspoken meanings and motivators.
9	Discriminative listening	Listening for something specific but nothing else (e.g a baby crying).
10	Empathetic listening	Seeking to understand what the other person is feeling. Demonstrating this empathy.
11	Evaluative listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
12	Inactive listening	Pretending to listen but actually spending more time thinking.
13	Judgmental listening	Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
14	Partial listening	Listening most of the time but also spending some time day-dreaming or thinking of a response.
15	Reflective listening	Listening, then reflecting back to the other person what they have said.
16	Relationship listening	Listening in order to support and develop a relationship with the other person.
17	Sympathetic listening	Listening with concern for the well-being of the other person.

18	Therapeutic listening	Seeking to understand what the other person is feeling. Demonstrating this empathy.
19	Total listening	Paying very close attention in active listening to what is said and the deeper meaning found through how it is said.

The purpose of knowing the types of listening described above is to find out the types of listening. Gu (2018) in a study conducted under the title "Types of listening" explained that "Informed choices should be made based on a careful analysis of who the students are, which type of listening skills the learners need, and what the listening is for. No matter which type of listening task the teacher decides to focus on, it is important to remember that listening is much more than comprehension". Making choices about types in listening must be based on a careful analysis of what types are used and needed by students in listening learning. Students must discuss whatever style of listening is utilized with the teacher, who is in charge of selecting which type of listening will be used in the student's learning.

D. Components of Listening

There are components that support and are important for achieving more effective learning in a complex learning process. Purdy (1997: 8-10) claimed that once we've defined what we're talking about, we can talk about the key components of the listening process, which are summed up in the seven steps to becoming a better listener. Steps to becoming an effective listener:

1. Want to listen

A person must want or wish to listen in order to be able to listen.

2. Focus your attention

   Listening well necessitates paying close attention. Learners are more likely to overlook vital information if their minds wander or if they jump ahead anticipating what the speaker could say.

3. Be aware (perceptive) as you listen

   All aspects of the message, speaker, and context must be considered. This also indicates that learners must be responsive to other people's messages.

4. Keep in mind that listening process involves interpretation (inculding both verbal and nonverbal cues)

   Understanding is part of the interpreting process. Learners naturally make sense of a message in terms of our own experiences when interpreting it. This implies that understanding a message is a creative process; it also says that our experience limits them.

5. Consciously work to remember what you hear

   Learners often recall things without putting up any effort. However, in many crucial listening circumstances, they must intentionally and actively employ listening skills that aid in the retention of what they have heard.

6. Make a habit of responding with feedback

   The requirement for reaction, as a sixth component, is critical to completing the process of good listening.

7. Care about the relationship as you listen

Learners must constantly be open to the personal factor when listening. People are the most valuable resource in both their personal and professional lives. Listening should validate and empower people, resulting in stronger bonds.

E. Strategies in Teaching Listening

Carrying out activities using certain strategies will facilitate and help achieve an achievement or goal in the implementation of the activities. Nickols (2012) stated that strategy is the link between high-level goals on the one hand and real tactics on the other. Strategies are not only used in daily activities, but are also used in academic activities. In teaching listening, there are also strategies that can be used and applied to help learners in the learning process. Strategies in teaching listening can be interpreted as a listening teaching technique using certain methods to get more effective learning. The strategies used in listening lessons can be divided into 3 strategies, namely top down and bottom up, metacognitive, and student-centered strategies.

1. Top-down and bottom-up

Top-down strategy is a strategy that relies on the listener's previous abilities such as the type of text and knowledge of the topics to be discussed in helping to predict or interpret the topic that you want to know, discuss, and listen to. According to Renukadevi (2014), the top-down strategies are for:

1. Listening for the main idea

The listener tries to acquire a general understanding of what is being stated when they listen for primary themes. It's crucial to understand what the other person is trying to communicate if you know how to listen for the essential point. The major point of the passage is the most important topic or argument.

2. Predicting

Prediction is a task that students do before listening to a topic in which they predict what they will hear. They anticipate the terminology they will hear, as well as the feelings the speaker may have experienced. They listen in order to corroborate their assumptions.

3. Drawing inference

Listening and making inference are two reasons for listening. Speakers aren't always clear about what they're saying. That is, sometimes crucial components of meaning are indicated rather than stated. To find out what is really being said, listeners must "listen between the lines." Drawing inference describe as inference-making as a strategy in which a listener employs acoustic, vocal, lexical, or contextual information from the listening material, as well as his prior knowledge, to guess the message's meaning or compensate for missing information.

4. Summarizing

Listening in order to utilise other people's thoughts is one of the most significant parts of listening for academic research. This is critical because

you must demonstrate that you comprehended the information you heard and that you can apply their ideas and discoveries in your own way. Summaries are of particular relevance because they illustrate the organizational processes in topic understanding more directly.

On the other hand, the definition of a bottom-up strategy is a strategy that rests on the context of language knowledge in knowing the vocabulary contained in the text that will be listened to or discussed in listening learning. Also according to Renukadevi (2014), bottom-up strategies are used to:

1. Concentrate on specific details while listening

   Listening aids in the comprehension of facts and concepts. Listening, on the other hand, necessitates attention, or the ability to focus on the job at hand despite interruptions. It necessitates attention, or the focusing of your mind on a single topic. A person who actively listens combines listening with focus.

2. Recognize word-order patterns

   The goal of this activity is to help students grasp the grammatical structures employed in sentences so that they can make sense of the listening material they hear.

Both of these strategies can help and make it easier for learners to achieve their goals in learning listening comprehension. These strategies can be applied in listening learning which does not require direct contact between teachers and students. However, these strategies basically only help and make it easier for

students to master listening comprehension, these strategies will not help students if students lack self-awareness and take the time to practice listening. Roehl et al. (2013) stated that students can develop thinking skills and high creativity through learning that uses the right strategies.

Christine and Goh (2002) stated that it is very important for teachers to increase learners' knowledge of vocabulary and grammar in listening strategies. Strategy development is very important for students in guiding and assessing their performance in ongoing learning. Strategies are ways in which learners can manage tasks and can be taught affective ways of managing them. Also Huy (2015) defined listening strategies as steps taken by learners to help them use information of learning given by the teacher. Language learning strategies are techniques or steps that learners use to help and improve the use of information in learning.

Newton (2009) stated that listening strategies can be taught in the learning process and can increase understanding of the listening. Also Newton (2009) stated that there are two types of listening comprehension strategies, namely: communication strategies and learning strategies. Oxford (1990) mentioned that language learning strategies are the steps and techniques used by learners to simplify and improve the use of target language information in listening learning. The strategies contained in learning listening comprehension are techniques and steps which aim to simplify and improve the learner's understanding of listening.

2. Metacognitive

According to Vandergrift and Goh (2012), the types of listening strategies are divided into 3, namely cognitive strategies, metacognitive strategies and socio-affective strategies.

a. Cognitive strategies

Vandergrift (2012) mentioned that there are several factors in cognitive strategies, including linguistic knowledge (vocabulary and syntactic knowledge), discourse knowledge, pragmatic knowledge, metacognitive knowledge, prior knowledge, first language. Cognitive strategy is a strategy to solve problems related to short-term or long-term understanding in learning activities and make it easier for students to understand knowledge.

Vandergrift (2012) stated that cognitive strategies were grouped into practicing, reviewing or sending massage, analyzing or reasoning and summarizing.

Practicing is divided into several stages, including recognizing using formulas and patterns, and repeating, it helps the learner to retrieve accurate and precise information from long-term memory.

Sending and receiving messages which help learners get ideas quickly by focusing on main ideas and detail ideas while listening.

Analyzing and reasoning is used to compare words or expressions between the target language and mother tongue which aims to make it easier for students to learn listening comprehension.

Creating structure for input and output is divided into 2 strategies, namely recording and summarizing, it aims to help learners combine two ideas into one.

b. Metacognitive strategies

Metacognitive strategy is one strategy that is considered important because learners become more proficient in learning a second language by using this strategy. Vandergrift (2012) explained that control in metacognitive strategies involves the use of cognitive processes such as planning, problem solving, monitoring, and evaluating to regulate and facilitate understanding in learning listening. So, metacognitive strategies can be interpreted as learning techniques used by learners to understand and control learning through planning, checking, assessing and changing.

Metacognitive knowledge is the generally stable knowledge that human thinkers have about their own and others' cognitive processes. Wenden (1998) claimed that learners who apply metacognitive strategies in learning have their own advantages, including the following:

1. Learners use these learning strategies.

2. Learners understand learning materials faster, easier, and can combine ideas in an extraordinary way.

3. Learners are able to act as constant recipients and can handle all problem situations while understanding learning carefully and well.

4. Learners have the confidence to accept help from teachers, friends, and family when it is needed.

5. Learners can evaluate and observe the reasons they become prosperous learners.

6. Learners can handle and think carefully when something goes wrong in the ongoing learning.

According to Cross and Paris (1988), metacognition is the awareness of and control over one's own thinking or learning processes. In a different sense, metacognition refers to the learner's capacity to organize, direct, assess, and think critically about their own learning in order to develop independent learning techniques, set learning objectives, and determine the next steps. A learner with strong metacognitive skills will be able to anticipate their level of understanding of what they are learning and what needs to be done to increase the effectiveness of their learning.

c. Socio-affective strategies

Vandergrift (2012) explained that there are several factors in socio-affective, namely motivation, anxiety, and self-efficacy. Socio-affective strategies refer to strategies used by learners to learn through interaction with classmates and some questions posed by teachers to understand specific learning materials or to reduce learners' anxiety during learning.

The socio-affective strategy relates to the learner's attitude towards learning and their interaction with the interlocutor or other speaker. According to Huy (2015), it is very important for learners to know how to reduce anxiety in the listening learning process and must be able to feel confident and increase personal motivation in improving listening skills. Socio-affective is a technique used by learners or listeners in collaborating with the interlocutor or other people, increasing understanding, reducing anxiety, and increase self-confidence during the learning process.

3. Student-centered

In order to address the unique learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students, a wide range of educational programs, learning experiences, instructional approaches, and academic-support strategies are referred to as "student-centered learning". Student-centered learning, also referred to as active learning, prioritizes the needs of the students and downplays the teacher's contribution to language learning. Emaliana (2017) stated that in a student-centered classroom, teachers constantly promote active learning by taking into account the needs of the students, both as a group and as individuals.

The principles based on Lynch (2010) are assuming accountability for students' education, including them actively in the learning process, and promoting social skills like cooperation, meaningful communication, choice, and collaboration. Here are some of these principles:

1. Students should develop their own knowledge by communication, critical thinking, and problem solving.

2. Instead of learning irrelevant materials, students could have this opportunity to learn directly related materials to their real life. Mostly, teachers have no answer on facing this question "why do I have to know this".

3. In Traditional Method, students' performance is assessed based on a test. Some students are well on testing with average in school and some are weak test takers but well on their curriculum. While these factors are not considered in teacher-led learning, it is a positive tool to "promote and diagnose learning assessment in student-led learning".

4. Providing opportunities for students to use target language in order to negotiate meaning with teacher and other students in a group work, project work, also task-based interactions while providing guidance, modeling, and feedback about progress.

F. Learning Situation during COVID-19

In December 2019, a disease was discovered that attacks the human respiratory tract and has become a large-scale pandemic for mankind at this time. McArthur et al. (2020) stated that with covid-19 already a pandemic, there are millions of confirmed cases and several thousand deaths from this virus in 210 countries and territories. The World Health Organization (WHO) stated that the source of the disease is believed to have come from a local market in central

China, Wuhan city, Hubei Province. WHO named this large-scale disease outbreak as COVID-19 which stands for Corona Virus Disease 2019. COVID-19 itself is a mutated disease that was previously known to attack the respiratory system, called SARS-CoV-2.

Humans infected with COVID-19 will experience minor respiratory problems such as shortness of breath, coughing and sneezing. Velavan (2020) stated that in infected patients, the symptoms of the disease will usually be less than a week consisting of cough, fever, nasal congestion, and other signs of respiratory infection. The elderly and people who have complications such as diabetes, shortness of breath, and cancer will be more easily infected. Calder (2020) also stated that the immune system will protect against pathogenic organisms in the form of bacteria, fungi, viruses, and parasites. Immune resistance becomes a shield to prevent this disease from spreading to the body. Not only the elderly and sufferers of complicated diseases will develop this disease, but also young people who have low immune resistance do not rule out contracting this disease.

According to Barua (2020, p.4) the center of the pandemic is moving very quickly because the number of infected cases is increasing rapidly globally. The spread and transmission of the COVID-19 disease is very fast, because this disease can spread through the air. Therefore, it is better to maintain good etiquette when sneezing and coughing, such as sneezing on a bent elbow. WHO stated that until November 2020 in Indonesia there were 4.617 cases to 538.883 cases, 450.518 patients recovered, and 16.945 patients died. The data from WHO

really proves that this disease is very dangerous and fast to spread. Lockdowns and closures of several objects where people gather for social interaction, such as tourist attractions, pubs, cafes, markets and schools are enforced. WHO also appealed to always maintain personal hygiene such as washing hands, wearing masks, and maintaining distance when communicating or interacting with other people. Daily activities will be disrupted during this COVID-19 pandemic. Not only daily activities, but also learning activities and the learning process will be disrupted.

The COVID-19 is very easy to spread when someone is in a crowd, it is not possible for learners to attend the face-to-face learning process which is usually carried out in schools with this ongoing pandemic. Therefore, the government recommends conducting online learning processes. Risalah et al. (2020) stated that the application of the online learning policy that has been set by the ministry of education and culture is a form of preventing the virus from spreading in Indonesia and the solution given is in the form of recommendations for distance learning such as online model lectures and the provision of various tasks that must be done at home. An online learning system is a learning system that uses internet media as a tool to help the learning process take place such as Google Classroom, Zoom, YouTube and so on. As for some schools using the offline learning system but still adapted to the health protocol that has been recommended by the government.

The learning process carried out during the COVID-19 pandemic is not the same as the learning process carried out on normal days. The learning process is

still maximized by the teachers, but there are some obstacles in the process. Aminullah et al. (2021) describe some of the obstacles faced when online learning is carried out, including the lack of maximum student activity in the ongoing learning process, limited facilities when conducting online learning processes, and limited ability of teachers to use and utilize technology to fulfill the online learning process. Risalah et al. (2020) explained that most of the learning activities that take place in schools can run well, but others still encounter several obstacles in the process such as the limited ability of teachers in mastering information technology to support the learning process, inadequate facilities and infrastructure, and limited internet access. There are several obstacles in the online learning process carried out during the pandemic such as limited internet access and the limitations of teachers in mastering technology that supports the learning process.

According to Herliandry et al. (2020) learning solutions that can be done to support the learning process at home are by utilizing various kinds of supporting facilities that are able to support the process. Aminullah et al. (2021) also explained that the implementation of the online learning process is carried out by utilizing social media as a learning tool or an interaction tool between learners and teachers, online media used include Google, YouTube, WhatsApp, etc. Distance learning or online learning is certainly needed by all students from elementary school to college level. This fact is not only happening in Indonesia, but also throughout the world. Learning activities and processes can be carried out anywhere, even though the conditions and situations

currently being faced are not conducive to face-to-face learning. However, nowadays there are so many technologies that can support the online learning process, so there is no longer a time limit and geographic location for learning. Distance learning or online learning can be done by utilizing and maximizing the use of available facilities and technology.

G. Previous Study

Research conducted by Argisila et al. (2019) entitled "Teacher's Strategies in Teaching Listening" states that teaching listening has its own challenges. The research was conducted to find out the difficulties of students in learning listening and what strategies are suitable to be used in teaching listening. The research was conducted on 9th grade students at SMP Nurcahaya Medan. The method used in this study is a qualitative method in which two English teachers are participants in the interview process conducted during the study. The results obtained by this study indicate the greatest difficulty for students in learning listening comprehension. Other results obtained from the study were notes, and summaries, and several strategies used by teachers in overcoming students' difficulties in learning listening comprehension. The teacher also improves learning creativity which can influence students to continue to learn listening comprehension. From this research, I as a researcher found some similarities in researching the strategies used in learning listening comprehension.

Research on learning during COVID-19 Risalah et al. (2020) explained about the dangers of COVID-19 and how COVID-19 affects the learning process. The study states that the government prohibits all activities that are direct contact

between two individuals, including learning activities that are usually carried out in schools. Therefore, the purpose of this study was to determine the effect of the COVID-19 pandemic in learning activities. The research was conducted in Bojonegoro, Lamongan, Sidoarjo and Surabaya. The school where the research was conducted is not clearly stated, but the participants in the study were elementary school/MI students. The research method used was a qualitative method which used data collection techniques by interview and documentation. From the results obtained by the study, it is explained that social media acts as a bridge to help the online learning process, but social media can also have a negative effect on elementary school age children. The study also explains the importance of the role of parents in supervising and guiding children during the online learning process so that the unexpected does not happen.
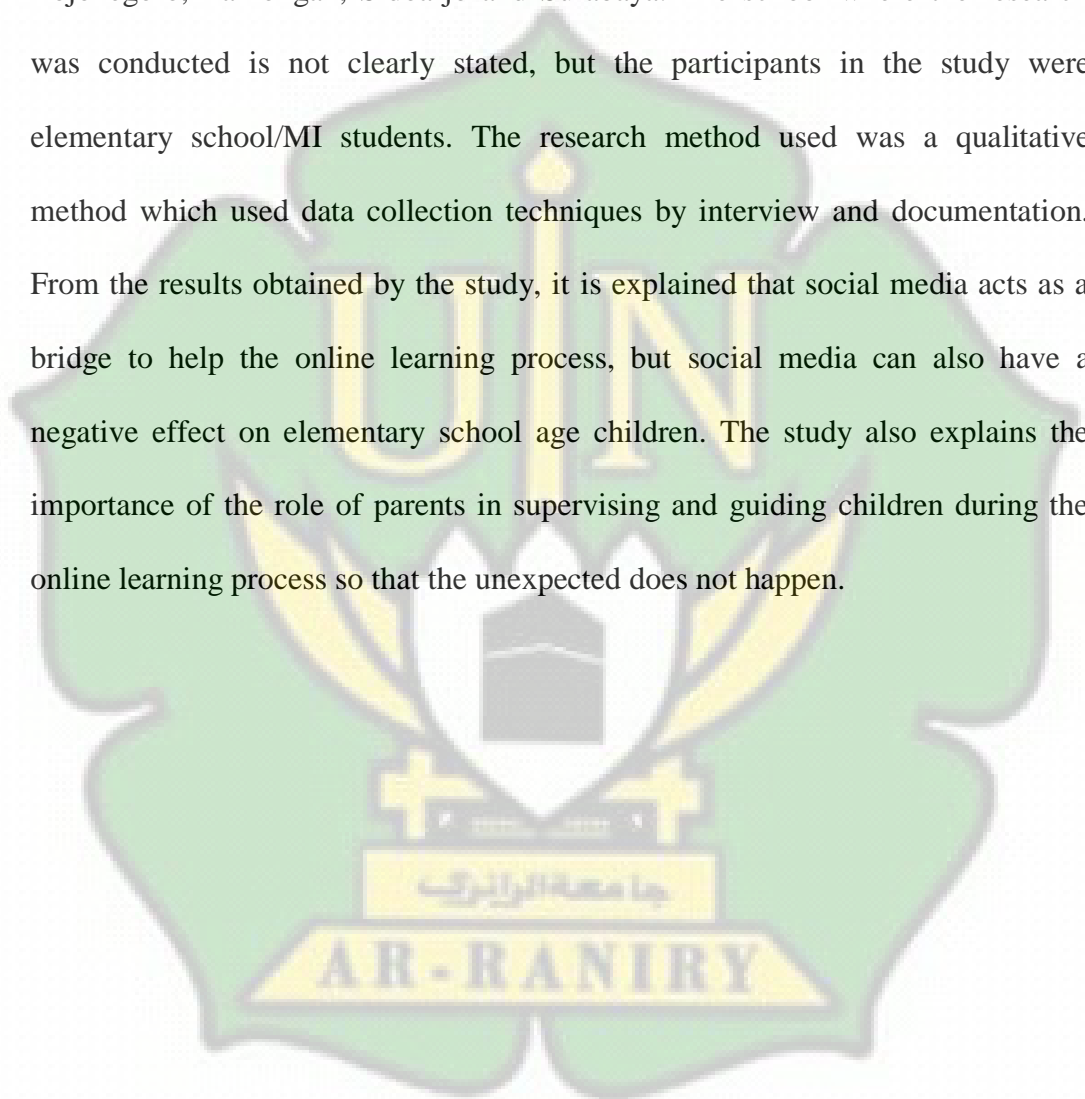
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explained about the research design, the research method, location of the research, population and samples, techniques of collecting data and data analysis.

A. Research Design

Research design is a procedure that guides researcher in obtaining results from research in a valid, objective, and accurate. According to Van wyk (2012) stated that research design is the process of designing the data used and needed to collect and analyze data, and how the researcher collects all answers from the research questions that have been prepared. The purpose of the research design is to seek and get an answer or research result that is valid and reliable.

The research method used in this research is a qualitative method. The qualitative method is a non-numerical research method for understanding, collecting data, and taking opinions or experiences from several trusted sources or participants. Qualitative research aims to identify and develop an understanding of the experiences, problems, and phenomena that or are being faced. Asper (2019, p. 151) stated that qualitative research focuses on the meanings and motivations underlying personal experiences, phenomena, and detailed understanding. Another reason for the purpose of this study is to find out what listening teaching strategies the lecturers used in teaching during COVID-19 and how these strategies were implemented.

On this occasion, the approach used by the researcher was a qualitative narrative approach. A qualitative narrative approach is an approach that requires trusted participants to get stories, experiences, and data from these participants. Riessman (1993) explained that narrative research shows that in conducting research by getting individual stories from interviewees who will become data in research. The purpose of the researcher using a qualitative narrative approach is to make it easier for researcher to collect research data from expert and trusted sources.

B. Population and Sample

Klassen et al. (2012) said that "the sample is a subgroup of the target population that the researcher plans to study for the purpose making" (p.142). In this research, the participants were lecturers in the English Education Department of UIN Ar-Raniry Banda Aceh who specifically taught advanced listening. Researcher will prioritize participants who are more familiar with the use of online learning media, because the learning used during COVID-19 is online learning. Researcher will collect data from these participants who will be the source and subject of this research. For the sample in this study researcher used purposive sampling technique.

Purposive sampling technique is a sampling technique that logically represents the participants. Etikan et al. (2016) also stated that purposive sampling or data collection techniques are techniques which select qualified participants and non-random techniques that do not require a basic theory. Therefore, the researcher used purposive sampling technique to select and determine the participants

themselves with the criteria determined by the researcher, such as participants who mastered listening teaching strategies and permanent lecturer and active status at UIN Ar-Raniry.

Etikan (2016) stated that the purposive sampling technique is to free the researcher to choose participants in the research conducted by the researcher, but the selected participants must meet the criteria and qualities required by the researcher. Purposive sampling technique is used to find suitable participants for this research. The criteria for the participants who will be interviewed in this study are lecturers at UIN Ar-Raniry majoring in English education who teach advanced listening. Clark (2012) explained that the sample is a subset of the target population that the researcher intends to analyze in order to come up with a hypothesis. A research participant often known as a human subject, experiment, trial, or study participant or subject, is a person who willingly participates in human subject research after providing informed consent. Researcher selected 3 lecturers who will be samples in this study. Lecturers who will be the sample in this study can be mentioned with the initials and ages of AL (40), AZ (45), HJ (35), and FT (45). The sample was taken because it met the criteria required by the researcher and also only 4 lecturers who teach Listening courses in the Department of English Language Education at UIN Ar-Raniry. The purpose of the researcher interviewing the participants was to find out what strategies they used in learning during COVID-19 and how they implemented them in the learning process during COVID-19. Participants' identity will be explained below with the following table:

Table 2.1 Participants' identity

No	Name (Initial)	Age	Gender	Teaching Experience (at UIN Ar-Raniry)	Subjects Taught
1	AL	40 years old	Female	2013 – now (8 years)	Public speaking, advanced speaking, speaking skills, english for tourism, listening, English for business, basic language skills.
2	AZ	45 years old	Female	2008 – now (13 years)	Basic, intermediate, advanced listening and speaking.
3	HJ	35 years old	Female	2014 – now (9 years)	Intermediate and advanced listening.
4	FT	45 years old	Female	2008 – now (13 years)	Listening 1, Listening 2, listening 3, listening 4, basic listening, intermediate listening, advanced listening, academic listening.

In addition, based on the technique used by researcher in conducting this study, 4 participants were chosen from the population using several criteria for the research participants:

- Lecturers who are active at UIN Ar-Raniry.

- Lecturer who teaches listening course at UIN Ar-Raniry.

C. Data Collection

In data collection, researcher will use semi-structured interview. Qu and Dumay (2011) stated that the interview research method is one of the important qualitative data collection techniques and the technique has been widely used in various research and ethnographic studies, although it is not the main data collection technique but the interview technique is often used as an initial data collection study before it is designed. The interview technique in collecting qualitative data is a technique that uses a question and answer process between the researcher and the participants involved to obtain data relevant to this research.

Semi-structured interview is one in which the interviewer just asks a few predefined questions and the rest of the questions are not scheduled ahead of time. Research that uses semi-structured methods is very helpful for researcher in collecting data. Kallio et al. (2016) defined that in qualitative research, semi-structured interviews are a typical data collection approach, and the quality of the interview guide has a significant impact on the study's outcomes. The benefits of the research method using the semi-structured interview method are Interviewers can plan ahead of time to assist manage the conversation and keep respondents on track, allows participants to respond with open-ended questions for more in-depth information, and encourages the exchange of information in both directions. The purpose of the semi-structured interview method is to collect qualitative data, to

investigate participant thoughts, feelings, and opinions about a certain topic, and to delve deeply into personal and often sensitive matters. Semi-structured interview is an excellent data collection strategy.

Qu and Dumay (2011) also explained that interviews are often considered as nothing more than everyday conversations by some researchers, but when compared to philosophical dialogue or everyday conversation, research using the interview method can be characterized as a power asymmetry in which the researcher is responsible for the questions given to interview participants. In the interview process, the researcher will give participants the freedom to use the language used during the process. In addition, during the interview process the researcher will record audio and take notes so that the data is conveyed properly and clearly.

The data for this study was gathered through interviews with lecturers from the English Education Department. This study used a semi-structured interview to gather the information needed. According to DeJonckheere and Vaughn (2018), the researcher can collect data and investigate human feelings and thoughts about a topic through a semi-structured interview. Furthermore, the semi-structured interview was employed in this study to explore the participants' views and beliefs about the tactics they used in their experience. During the interview, ten questions were asked that focused on the research questions. The focus of this study is on what advanced listening learning tactics are employed during COVID-19 and how they are applying COVID-19 learning. To avoid misinformation in data analysis, the interview was conducted face-to-face and

with a voice recorder. The interview was conducted at the convenience of the participants, with an average duration of 15 to 25 minutes.

D. Data Analysis

Data analysis is a process and method in selecting, classifying, and collecting data with the intention of making the data shorter, clearer, and to seek and formulate conclusions on the results that have been obtained. Analysis is a process in which the researcher conducts an investigation of a research by reducing a number of data so that the data becomes more dense and clear. Data analysis is the process of reducing some of the data so that it is easy to understand (leCompte, 2000).

The steps that the researcher uses in analyzing the data are in accordance with the concept of qualitative data analysis by Miles and Huberman. Miles and Huberman (1994, p.156) explain that the concept of qualitative data analysis is divided into three concepts. The concept of analyzing qualitative data includes:

1. **Data reduction**. In the first step in analyzing data, the researcher prepares the data for analysis. Then reduce some data that are not important and select relevant data for this study. Reducing data is a simplification of the data that has been obtained, so that the data becomes more relevant and clear.

2. **Data Display**. After carrying out the initial steps above, the researcher presents and compiles the data that has been obtained in such a way as to

obtain relevant data. These two steps were taken to make it easier for researcher to draw conclusions later.

3. **Draw conclusions**. In the final step of analyzing the data, the researcher will draw conclusions from the data that has been obtained using the previous steps. The conclusion is the idea and the final result of this research.

Interview questions based on research questions will be listed below:

Table 2.2 Interview question for participants

No.	Questions
1	What strategies did you use when teaching advanced listening before COVID-19?
2	What strategies did you use when teaching advanced listening during COVID-19?
3	How do you apply those strategies in the learning process?
4	What facilities do you use to help make the learning process easy and effective?
5	What obstacles did you face in using this strategy during the learning process? Please explain!
6	How do you anticipate those obstacles?
7	Please mention and explain the positive and negative impacts of the strategy you use!

The researcher used data reduction and data display techniques, such as interview transcripts, in this study. Coding and written summaries would be used to organize it. In addition, the results of the semi-structured interview will be examined in order to answer the research question. The questions that arise are outlined in the experiences experienced during teaching. The goal is to find out what strategies are used and how to implement them in teaching advanced listening during COVID-19 at UIN Ar-Raniry.
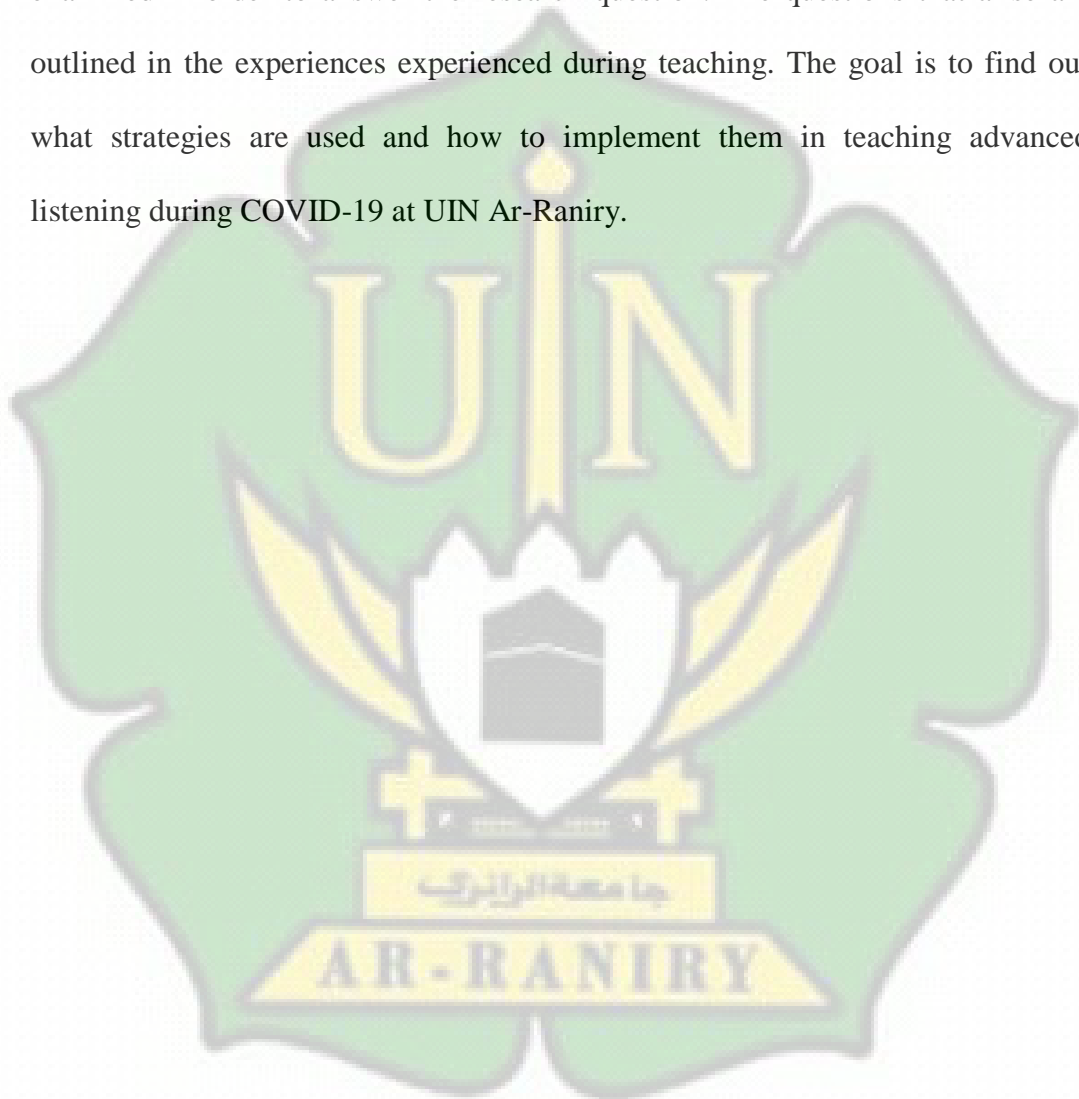
CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter contained the findings from the research interviews as well as a discussion of the findings. The result is information gathered from the field through the interview method, while the study conclusions are reached through discussion. The finding and discussion would be explained as follows:

A. Findings

Four lecturers from UIN Ar-Raniry Banda Aceh, aged 35 – 45 years old, were questioned in depth about their strategies and how implement the strategies in teaching advanced listening during COVID-19 at UIN Ar-Raniry based on the research questions. The researcher conducted this investigation from December 8 to December 27, 2021. Furthermore, all words of the guideline, interview questions, and participant responses were explained in a mixed language, namely Indonesian and English, throughout the study. Also in this study, participant AL did not teach advanced listening, but only taught basic language skills during COVID-19.

Basic language skills are one of the new courses at UIN Ar-Raniry. Basic language skills courses are courses which teach basic skills from 4 sub-skills in English, such as reading, writing, speaking, and listening in one course. Thus, in conducting interviews with participant AL, the researcher only ask pertinent listening matters from participant AL. Participant HJ only taught advanced

listening during COVID-19 and only taught intermediate listening before COVID-19. So, the researcher only collects interview data related to the research title.

A semi-structured interview was used to support and clarify the findings of this study. All interviews were conducted in English and Indonesian to facilitate the interview process and to avoid misunderstandings. The significant parts of the interviews were put into this part to show a more relevant result. This data was gathered through a semi-structured interview. All of the questions are associated with their perceptions of strategies in teaching advanced listening during COVID-19 at UIN Ar-Raniry. As a result, the researcher asks ten questions (see table 2.2), and the participants take about 15-25 minutes to answer all the questions. The aim of the researcher to collect data using the semi-interview method is to answer the research question. The following are the specific elaborations:

1. *The lecturers' strategies in teaching advanced listening during COVID-19 at UIN Ar-Raniry*

In this part of interview, researcher wanted to know what strategies lecturers use to teach advanced listening course during COVID-19. There are several strategies that are used to help and support the learning to be more effective and easier. These strategies include:

1.1 Student-centered

SCL (Student-Centered Learning) is a teaching technique that emphasizes the importance of students as learning subjects. This strategy

enables pupils to learn more actively and freely, as well as to apply and comprehend learning materials based on their unique talents. Student-centered learning (SCL) is a type of learning that encourages students to take an active role in developing their knowledge, attitudes, and behaviors.

Students have the opportunity and facilities to construct their own knowledge in the Student-centered Learning process, which allows them to get a deeper understanding and so increase their quality. Students are expected to be able to participate actively, be constantly challenged to have critical power, be able to analyze, and be able to solve their own problems through the use of student-centered learning (Karsen, 2008).

The answers to the second question, participant AL explained that in teaching advanced listening, she uses a student centered learning strategy which aims to increase student activity, independence and understand learning materials according to each individual ability. Below is the proof of the transcript of answers from participant AL: *(see appendix B)*

> For the strategy that I use in teaching listening is to use self-record and student center method instead of teacher center. So, it is as if the lecturer is only their guide in extracting information from the material provided and to sharpen their thinking. **[AL]**

1.2 Top-Down and Bottom-Up

Bottom-Up processing refers to the process of interpreting information through sound analysis, word meaning, and grammar, whereas Top-Down processing refers to the application of schemata or learner

knowledge to grasp the information received. The Top Down and Bottom Up technique is one strategy that can aid in comprehending Listening Comprehension in the classroom, which is still a huge challenge for English learners.

Participant HJ explained that she not only used metacognitive strategies but also asked students to use bottom-up strategies in learning advanced listening. Below is proof of the transcript of answers from participant HJ: *(see appendix B)*

> …But, I also asked them to do a bottom-up-like strategy. **[HJ]**

Participant FT answered the first question by explaining that she used top-down, bottom-up, and metacognitive strategies in their teaching before COVID-19. In addition, the following sections of the participant's FT transcript were used as evidence: *(see appendix B)*

> I am used to applying top down, bottom-up strategies, together with, metacognitive strategies. **[FT]**

1.3 Metacognitive

A metacognitive technique is a learning strategy in which students are challenged to consider reflecting, analyzing, and comprehending their own thought processes in order to make better decisions and solve problems. Metacognition is also the ability to develop methods for accomplishing learning tasks, take the necessary actions to solve issues, analyze and evaluate findings, and adjust one's approach as needed.

Furthermore, when metacognitive theory is utilized in education, it has the potential to influence the development of an independent attitude, an honest attitude, and the bravery to attempt on students.

Participant HJ explained during the interview session that she used metacognitive strategies in teaching advanced listening. In the explanation given by HJ participants, Participant HJ explained that the use of metacognitive strategies can help students to be more independent and more active in learning advanced listening.. In addition, the following sections of the participant's FT transcript were used as evidence: *(see appendix B)*

> …But, in generally, I asked them to do more practice on listening. So, it can be said that it is a cognitive strategy, they do it by themselves, according to the notion of metacognitive strategy. **[HJ]**

Participant FT also used this strategy in teaching advanced listening before COVID-19. Whereas the learning strategies used during COVID-19 that based on interview's questions, participant FT only used metacognitive strategies to help students understand the material provided and organize the material to be taught. In addition, the following sections of the participant's FT transcript were used as evidence: *(see appendix B)*

> I am used to applying top down, bottom-up strategies, together with, metacognitive strategies. Well, in my opinion Metacognitive strategies are one of the strategies in language learning that helps students in managing and understanding their own learning. It can build their self-awareness of the way they learn. These strategies tend to be appropriate in

learning because they can minimize the problems in relation to online learning. **[FT]**

2. ***The way lecturers' implement and apply the strategies in teaching advanced listening during COVID-19 at UIN Ar-Raniry***

In this part of interview, researcher wanted to know the way lecturers implement and apply the strategies in teaching advanced listening during COVID-19 at UIN Ar-Raniry. There are several ways for lecturers to implement and apply these strategies. These methods include:

2.1 Explain the materials

In the advanced listening learning conducted during COVID-19, the provision of good and correct teaching materials is something that must be considered in great detail. This must be considered so that there is no wrong teaching material and so that there is no misunderstanding between lecturers and students in the learning process. Not only providing teaching materials to students, but also lecturers must explain the teaching materials well so that they are easily understood by students. In distance learning, the provision and the explanation of teaching materials is supported by supporting media so that the teaching materials can be given by the lecturer to their students properly and correctly.

In explaining and providing teaching materials about advanced listening during COVID-19, all lecturers used the same strategy, by explaining and providing teaching materials using supporting media. All lecturers use supporting media, namely Google Classroom to explain and provide the advanced listening teaching materials during COVID-19. Below is a proof transcript from the interview: *(see appendix B)*

> The strategy is that I usually explain the teaching material class (Google Classroom)… **[AL]**
>
> I send audio materials to Google Classroom… **[AZ]**

While participant HJ and participant FT, they not only used Google Classroom but also used Google Meet in explaining advanced listening teaching materials. The following is a transcript of evidence from participant HJ and participant FT: *(see appendix B)*

> So, we only do with Google classroom and we do the conference (explanation) with Google meet. **[HJ]**
>
> I used Google Classroom chat and sometimes Google Meet to discuss and explain the materials with the students. **[FT]**

2.2 Give more practice and assignment

In collecting research data on how lecturers teach advanced listening during COVID-19, the researchers found that only AL and participant HJ explained clearly about giving practices and assignments. Participant AL explained that she provided teaching materials and practiced using supporting media (Google Classroom). As evidence, here is a transcript of the interview from participant AL:

> The strategy is that I usually explain the teaching material and then practice it a little in class (Google Classroom) then I ask them to assign a lot of assignments. **[AL]**

Participant HJ explained that according to the strategy that she used (metacognitive strategy), she asked students to do a lot of practice in listening by themselves. As evidence of interview transcripts: *(see appendix B)*

> But, in generally, I asked them to do more practice on listening. So, it can be said that it is a cognitive strategy. **[HJ]**

Participant AZ did not explain in detail about giving practice and assignments. Participant AZ only explained that it only provided video and audio and asked students to listen as practice. As evidence from the interview transcript: *(see appendix B)*

> I send audio to Google Classroom,…I send videos and ask them to listen then like before. **[AZ]**

Meanwhile, Participant FT also did not explain in detail about giving practice and assignments. Participant FT explained that students listened to the recordings given and answered the answers given by the lecturer in Google Classroom media. The following is evidence of interview transcripts from participant FT: *(see appendix B)*

> They listened to the recording and answered the questions I'd already sent to Google Classroom. **[FT]**

2.3 Make a self-report or self-record

One of the approaches used in cognitive behavioral therapy is the self-record or self-report method. Self-recording, self-evaluation, and self-reinforcement are all part of this technique (Safaria, 2004). Children are taught to simply undertake self-recording through questions linked to the child's hyperactive behavior, which is commonly equated with the terms self-observation or self-monitoring.

Participants AL and AZ gave similar answers for question 1. The answer to the interview part of questions 1 is by giving assignments and asking students to complete assignments and sending the assignments in the form of reports and self-records. The following is evidence of interview transcripts from AL and AZ participants: *(see appendix B)*

> …I asked them to fulfill the task by meeting strangers and doing self-record. From the assignment that used the self-record, I asked the students to bring the self-record to watch with other students for learning purposes and also to answer the problems that occurred when the task was done… **[AL]**

> …I asked them to listen to the news and asked them to re-report what they had heard. **[AZ]**

In making self-record and self-report, only 2 out of 4 participants (participant AL and participant AZ) used this method in teaching advanced listening during COVID-19. In the process of collecting data through the interview method conducted by the researcher, participant AL explained that she asked students to record a video of themselves and asked students

to submit the results of the record into Google Classroom media. The following is evidence of interview transcripts from participant AL: *(see appendix B)*

> From that assignment, I asked them to record a video of themselves about the presentation of the task. From the record, I asked them to submit it to Google Classroom. **[AL]**

While the data obtained by the answers from participants AZ, participants AZ send videos and ask students to listen to the audio or video that has been given and ask students to report back. In addition, the following sections of the participant's AZ transcript were used as evidence: *(see appendix B)*

> I send videos and ask them to listen then like before, report back. **[AZ]**

2.4 Discussion

In an effort by researchers to find out about how lecturers implement and apply advanced listening teaching strategies during COVID-19, only participant FT explained that there were discussions during advanced listening lessons during COVID-19. In the discussion conducted by participant FT, participant FT used supporting media, namely Google Meet. The following is evidence of interview transcripts from participant FT: *(see appendix B)*

> I used Google Classroom chat and sometimes Google Meet to discuss and explain the materials with the students. **[FT]**

Participant FT also explained that the effort to conduct discussions was to help students in solving their own problems. In addition, the following

sections of the participant's FT transcript were used as evidence: *(see appendix B)*

It helped them to solve their own problems. [FT]

Based on all participants' answer in this section, researcher can find out how participants apply the strategies used in teaching advanced listening during COVID-19 through opinions, stories, and experiences experienced by participants. The explanation that has been explained by the researcher above shows that all lecturers who are participants in this study are more likely to use metacognitive and student-centered strategies which focus on students to be active in the classroom/learning process and help students think.

B. Discussion

This paper presents the findings of lecturers' strategies and implementation in teaching advanced listening during COVID-19 at UIN Ar-Raniry. To answer the research topic, the researcher effectively collected data utilizing a narrative qualitative approach and a semi-structured interview as tools. The research question is about what strategies are used and how they are implemented during COVID-19 at UIN Ar-Raniry. It was answered through interview activity and self-experience questions.

After the interviews were conducted, it was found that there were 4 strategies mentioned and used in listening learning during COVID-19 which could help students understand and participate in learning effectively. All participants in the interview activities that have been carried out, they can provide opinions and

stories about their experiences while teaching using the strategies they used in listening learning during COVID-19.

From interviews that have been conducted by researcher to obtain data and answers from participants, researcher get answer data from the strategies used by each participant and how they implement it in advanced listening learning during COVID-19. The researcher obtained data that the strategy used by participant AL was a self-record or self-report strategy and a student-centered learning strategy, participant AZ used a self-record or self-report strategy, participant HJ used bottom-up strategy and metacognitive strategy, and participant FT used bottom-up and top-down strategies and metacognitive strategy. The strategy used by the participants was the strategy of teaching advanced listening during COVID-19.

In collecting data that has been carried out by researcher using the interview method, researcher find out how the participants implement these strategies in advanced listening learning during COVID-19. The researcher also found that all participants implemented the strategy assisted by facilities that support the strategy, so that it can run effectively in advanced listening learning during COVID-19. The researcher found that participant AL implemented self-record or self-report strategy and student-centered learning strategy using the help of Google Classroom facilities. Participant AL implemented this strategy by providing material through Google Classroom. In providing an explanation of learning materials through Google Classroom, participant AL asked students to be more active and independent in the learning process (student-centered learning). From the learning that has been done through Google Classroom, participant AL

also gave assignments from the material that had been studied. From the tasks that have been given, participant AL asked each student to work on and collect the assignment in the form of a video recording (self-report or self-record).

Participant AZ used self-record or self-report strategy in teaching advanced listening during COVID-19. The facilities used by participant AZ to support the use of this strategy are Google Classroom and WhatsApp. Participant AZ used the same way as participant AL in implementing advanced listening learning strategy. In implementing the strategy, Participant AZ sends material in the form of audio to Google Classroom or WhatsApp and then asks students to make a report about the audio that has been provided by participant AZ in the form of video (self-report).

Participant HJ used bottom-up strategy and metacognitive strategy in teaching advanced listening during COVID-19. Participant HJ explained that the facilities used to support the implemented strategy were Google Classroom and Google Meet facilities. The use of Google classroom by participant HJ is to provide teaching materials, while the use of Google Meet is only used for conferences between lecturers and students. In implementing this strategy, participant HJ gave a task in the form of a different listening test for each test and discussed the students' answers together. Participant HJ also asked students to practice a lot about listening comprehensively.

Participant FT used bottom-up and top-down strategies and metacognitive strategies in teaching advanced listening during COVID-19. Facilities that support

the strategy used by participant FT are Google Classroom, Google Meet, and YouTube. Participant FT used the same method as participant HJ, by providing teaching materials and assignments through Google Classroom and asks students to collect answers. After that, discuss the answers that have been collected together. It can help students in solving their own problems. Participant FT also used video material from YouTube for learning.

Distance learning or online learning is an obstacle for all participants. Lecturers are very difficult to directly monitor the learning activities carried out between lecturers and students. Very often miscommunication and misinformation occur between lecturers and students, making learning difficult to understand. Giving an assessment of student assignments is also a problem for lecturers, because lecturers cannot know whether they are doing it honestly or not. The way the lecturers overcome these problems is by providing easy-to-understand teaching materials, explaining the teaching materials as easily as possible, asking students to practice more about the material being taught, providing opportunities for students to ask questions if there are things or materials that are not understood by students, and the last is to give confidence to students in the task of doing the assignment.

In this study, the results of interviews showed that the use of appropriate strategies can help students in solving problems, organizing, planning in learning and improving understanding skills. The use of appropriate learning strategies is very important in the learning process so that the learning process runs effectively. It is very difficult for lecturers to control students using online learning.

Therefore, appropriate strategies such as metacognitive and student-center strategies are very effective in using today's online learning conditions. Pham (2012) stated this teaching strategy "can accommodate a wide range of students who are either at a low level and need intensive support or at a high level and need their skills sharpened" (p. 17). Whereas the student-center strategy, it is a learning process that aims to encourage students to be actively involved in building knowledge, attitudes and behavior. Lightweis (2013) explained that because of the success of this student-centered model, higher education institutions were able to replicate it in their own classrooms.
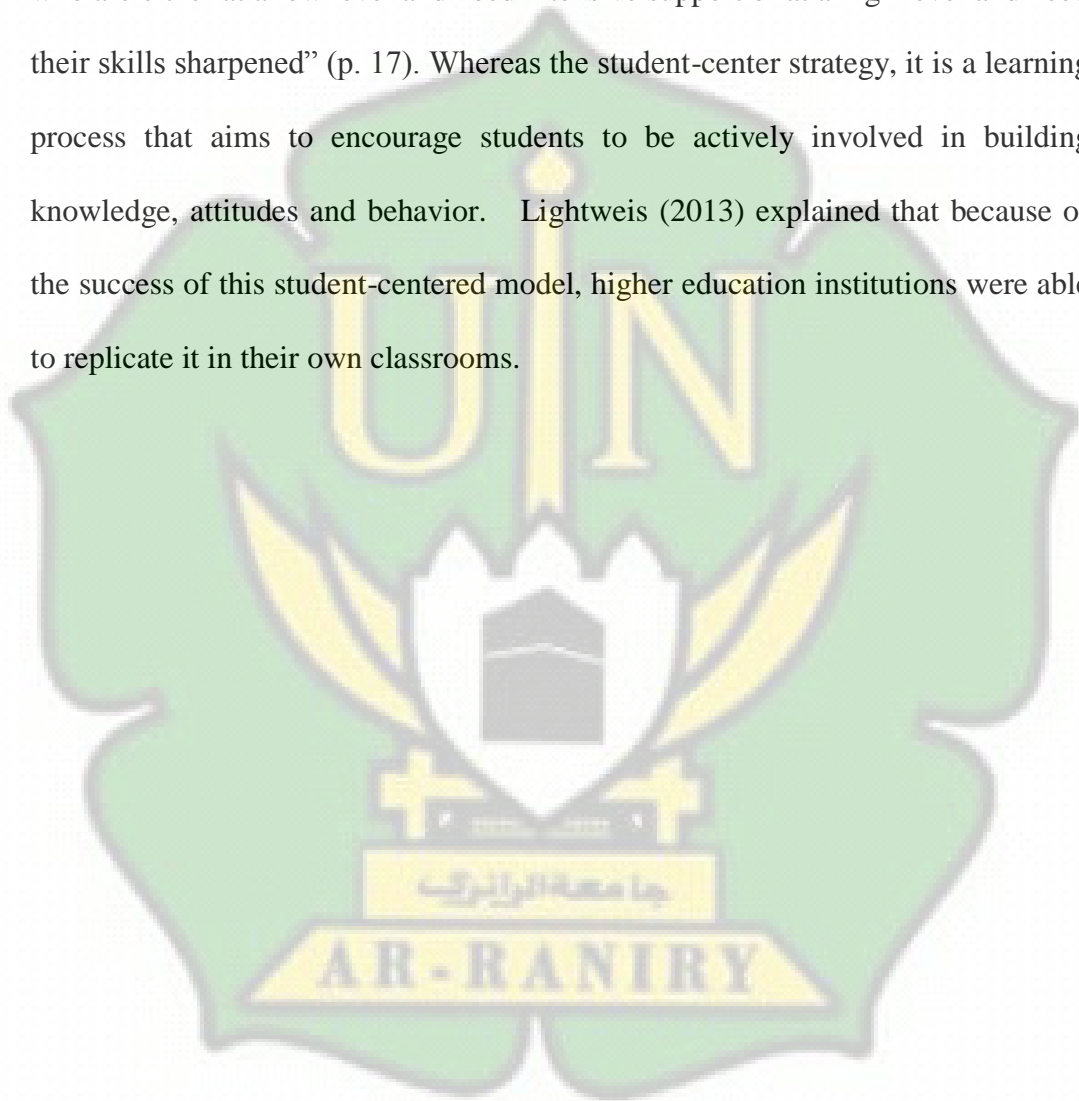
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The study's result is presented in this final chapter. The conclusion is based on the previous chapter's research findings and discussion. The data analysis and discussion will be reported in this section, and the recommendations will be useful to future researchers.

A. Conclusions

The purpose of this research is to find out what strategies are used and how lecturers implement these strategies in teaching advanced listening during COVID-19. Therefore, based on the findings from the discussion of the previous chapter, the researcher will present the results obtained from the research results. In research questions, researcher find out what strategies are used by lecturers and how lecturers apply these strategies in order to create an effective and appropriate learning process by conducting interviews with lecturers who are participants in this study. It can be concluded from the results of the study that the right strategy in conducting online learning is to apply metacognitive strategy, student-center learning strategy, bottom-up strategy, and top-down strategy. These strategies are used to hone students' thinking power in learning and to assist students in preparing lesson plans.

Therefore, the researcher asked the participants to explain what strategies were used and how the participants applied them based on experience when teaching advanced listening courses. The main point of the strategy used by the

participants in teaching advanced listening during COVID-19 is that learning is required to focus on students and lecturers as guides in directing learning materials. These strategies are used so that students can be more independent and can help students think critically. The statement from all participants were collected by asmall discussion and noted by the researcher.

B. Recommendations

The researcher presents some recommendations for future researchers that can investigate deeply related to listening skills teaching strategies in university by using the right strategies to create effective learning and also use adequate facilities to support the use of the strategy. On the other hand, the researcher hopes that this research will provide useful information that can help individuals become more aware of the application of strategies in the listening learning process. The researcher also hopes that as a result of this research, all course teachers will be more aware of the use of learning strategies and methods to improve students' ability to understand the material in class.

For lecturers, researchers hope that the results of this study can provide accurate information for lecturers to use the right strategy in teaching listening courses and other courses that are supported by media or supporting facilities. Lastly, for students, the researcher hopes that students can practice harder and try to improve their ability to understand learning materials with suitable strategies. The use of strategies in learning will make it easier to organize and understand teaching materials.

REFERENCES

Aminullah, A., Ikram, I., Chandra, F., Fitriani, N., Wasna, W., Misna, M., & Elihami, E. (2021). Proses Pembelajaran Selama Masa Pandemi Covid-19 (Studi Pelaksanaan PLP Dasar). *MASPUL JOURNAL OF COMMUNITY EMPOWERMENT*, *3*(1), 21-26.

Argisila, S., Situmorang, N. L., & Boangmanalu, M. B. (2019). Teacher's Strategies in Teaching Listening. *English Education: English Journal for Teaching and Learning*, *7*(02), 152-163.

Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative sociology*, *42*(2), 139-160.

Bao, X. (2017). A study on listening strategies instructed by teachers and strategies used by students. *International Journal of English Linguistics*, *7*(2), 186-195.

Barua, S. (2020). Understanding Coronanomics: The economic implications of the coronavirus (COVID-19) pandemic. *SSRN Electronic Journal https://doi org/10/ggq92n*.

Brown, S. (2006). *Teaching listening* (Vol. 5, No. 1, pp. 36-39). New York: Cambridge University Press.

Calder, P. C. (2020). Nutrition, immunity and COVID-19. *BMJ Nutrition, Prevention & Health*, *3*(1), 74.

Christine, C. M. (2002). Learners' self-reports on comprehension and learning strategies for listening. *Asian Journal of English Language Teaching*, *12*, 45-68.

Cross, D. R., & Paris, S. G. (1988). Developmental and instructional analyses of children's metacognition and reading comprehension. *Journal of educational psychology*, *80*(2), 131.

DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: a balance of relationship and rigour. *Family Medicine and Community Health*, *7*(2).

Doyle, W. (2006). Ecological approaches to classroom management. In C. Evertson, & C. Weinstein (Eds.), Handbook of classroom management: Research, practice, and contemporary issues (pp. 97e125). New York: Erlbaum.

Emaliana, I. (2017). Teacher-centered or student-centered learning approach to promote learning?. *Jurnal Sosial Humaniora (JSH)*, *10*(2), 59-70.

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, *5*(1), 1-4.

Frymier, A. B., & Houser, M. L. (2000). The teacher-student relationship as an interpersonal relationship. *Communication education*, *49*(3), 207-219.

Gandhi, S., Srivastava, A. K., Ray, U., & Tripathi, P. P. (2020). Is the collapse of the respiratory center in the brain responsible for respiratory breakdown in COVID-19 patients?. *ACS chemical neuroscience*, *11*(10), 1379-1381.

Goh, C. C., & Vandergrift, L. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.

Gu, Y. (2018). Types of listening. *TESOL Encyclopedia of English language teaching. Hoboken, NJ: Wiley. Electronic publication ahead of print version. Published online*, *18*.

Gunduz, M. (2016). What Are the Teaching Responsibilities of Being a Teacher?. *Educational Research and Reviews*, *11*(8), 623-629.

Herliandry, L. D., Nurhasanah, N., Suban, M. E., & Kuswanto, H. (2020). Pembelajaran pada masa pandemi covid-19. *JTP-Jurnal Teknologi Pendidikan*, *22*(1), 65-70.

Huy, L. H. (2015). An investigation into listening strategies of EFL students. *Asian Journal of Educational Research*, *3*(4), 21-34.

Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of advanced nursing*, *72*(12), 2954-2965.

Klassen, A. C., Creswell, J., Clark, V. L. P., Smith, K. C., & Meissner, H. I. (2012). Best practices in mixed methods for quality of life research. *Quality of life Research*, *21*(3), 377-380.

Korthagen, F. A., Attema-Noordewier, S., & Zwart, R. C. (2014). Teacher–student contact: Exploring a basic but complicated concept. *Teaching and Teacher Education*, *40*, 22-32.

Lauermann, F., & Karabenick, S. A. (2011). Taking teacher Responsibility into account(ability): Explicating its multiple components and theoretical status. Educational Psychologist, 46(2), 122–140.

Lauermann, F. (2014). Teacher responsibility from the teacher's perspective. International Journal of Educational Research, 65, 75–89. doi:10.1016/j.ijer.2013.09.005.

LeCompte, M. D. (2000). Analyzing qualitative data. *Theory into practice*, *39*(3), 146-154.

Lee, C. K. (2010). An overview of language learning strategies. *Annual Review of Education, Communication & Language Sciences*, *7*.

Leibowitz, B., Van Schalkwyk, S., Van der Merwe, A., Herman, N., & Young, G. (2009). What makes a good first-year lecturer.

Lightweis, S. K. (2013). College success: A fresh look at differentiated instruction and other student-centered strategies. *College quarterly*, *16*(3), n3.

Lv, F., & Chen, H. (2010). A Study of Metacognitive-Strategies-Based Writing Instruction for Vocational College Students. *English Language Teaching*, *3*(3), 136-144.

Lynch, T., & Mendelsohn, D. (2010). Listening. *An introduction to applied linguistics*, 180-196.

McArthur, L., Sakthivel, D., Ataide, R., Chan, F., Richards, J. S., & Narh, C. A. (2020). Review of burden, clinical definitions, and management of COVID-19 cases. *The American journal of tropical medicine and hygiene*, *103*(2), 625-638.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.

Mulyono, H., Suryoputro, G., & Jamil, S. R. (2021). The application of WhatsApp to support online learning during the COVID-19 pandemic in Indonesia. *Heliyon*, *7*(8), e07853.

Newton, J. M., & Nation, I. S. P. (2020). *Teaching ESL/EFL listening and speaking*. Routledge.

Nickols, F. (2012). Definitions & Meanings. *Distance Consulting*, *200*, 2-10.

Osada, N. (2001). What Strategy Do Less Proficient Learners Employ in Listening Comprehension?: A Reappraisal of Bottom-Up and Top-Down Processing. *Journal of Pan-Pacific Association of Applied Linguistics*, *5*(1), 73-90.

Oxford, R. L. (1990). *Language learning strategies-What every teacher should know*. Heinle & Heinle.

Patel, M. F., & Jain, P. M. (2008). *English language teaching*. Sunrise Publishers and Distributors.

Pham, H. L. (2012). Differentiated instruction and the need to integrate teaching and practice. *Journal of College Teaching & Learning (TLC)*, *9*(1), 13-20.

Purdy, M. (1997). What is listening. *Listening in everyday life: A personal and professional approach*, *2*, 1-20.

Qu, S. Q., & Dumay, J. (2011). The qualitative research interview. *Qualitative research in accounting & management*.

Renukadevi, D. (2014). The role of listening in language acquisition; the challenges & strategies in teaching listening. *International journal of education and information studies*, *4*(1), 59-63.

Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy and performance. *RELC Journal*, *48*(1), 7-30.

Riessman, C. K. (1993). *Narrative analysis* (Vol. 30). Sage.

Risalah, A., Ibad, W., Maghfiroh, L., Azza, M. I., Cahyani, S. A., & Ulfayati, Z. A. (2020). Dampak pandemi COVID-19 terhadap kegiatan belajar mengajar di MI/SD (studi kbm berbasis daring bagi guru dan siswa). *JIEES: Journal of Islamic Education at Elementary School*, *1*(1), 10-16.

Rost, M. (2013). *Teaching and researching: Listening*. Routledge.

Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning strategies. *Journal of Family & Consumer Sciences*, *105*(2), 44-49.

Schumaker, J. B., & Deshler, D. D. (1992). Validation of learning strategy interventions for students with learning disabilities: Results of a programmatic research effort. In *Contemporary intervention research in learning disabilities* (pp. 22-46). Springer, New York, NY.

Sepeng, P. and Sigola, S. (2013). Journal of Social Sciences 4325-333.

Smentek, M. (2010). Beyond C1: Focus on advanced listening. *BEYOND PHILOLOGY*, 351.

Stæhr, L. S. (2009). Vocabulary knowledge and advanced listening comprehension in English as a foreign language. *Studies in second language acquisition*, *31*(4), 577-607.

Tahir, S. Z. B. (2012). Redefining Terms of Teaching and Learning Strategy Methods, Approach, Technique, and Models. *English Department of the University of Iqra Buru*.

Tileston, D. W. (2004). *What every teacher should know about effective teaching strategies* (Vol. 6). Corwin Press.

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2008). *Teacher professional learning and development* (Vol. 18). International Adacemy of Education.

Tyagi, B. (2013). Listening: An important skill and its various aspects. *The Criterion An International Journal in English*, *12*, 1-8.

Van Wyk, B. (2012). Research design and methods Part I. *University of Western Cape*.

Velavan, T. P., & Meyer, C. G. (2020). The COVID-19 epidemic. *Tropical medicine & international health*, *25*(3), 278.

Vialle, W., Stoeger, H., & Ziegler, A. (2021). Advanced Learning. *Frontiers in Psychology*, *12*.

Wenden, A. L. (1998). Metacognitive knowledge and language learning1. *Applied linguistics*, *19*(4), 515-537.

Yurko, N., & Styfanyshyn, I. (2020). Listening skills in learning a language: the importance, benefits and means of enhancement. *Collective monographs.*
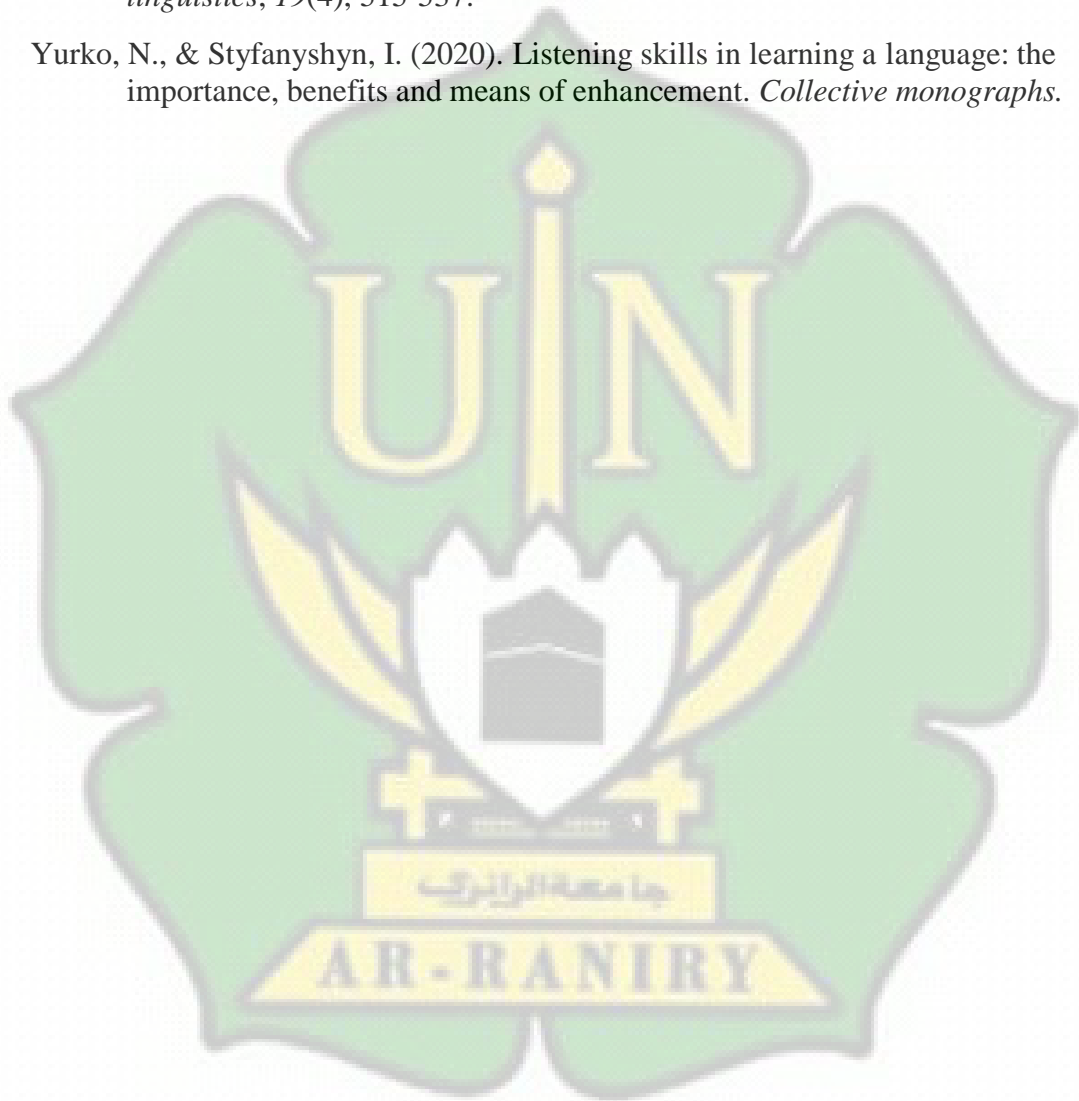
APPENDIX A

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-11100/Un.08/FTK/KP.07.6/7/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia, Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2021

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-11100/Un.08/FTK/KP.07.6/7/2021 tanggal 30 Juli 2021

KEDUA : Menunjuk Saudara:
1. Dr.phil. Saiful Akmal, MA — Sebagai Pembimbing Pertama
2. Mulia, M.Ed — Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Ghiffary An-Nur**
NIM : 170203082
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : Lecturers' Strategies in Teaching Advanced Listening During Covid 19 at UIN Ar-Raniry

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 30 Agustus 2021
An. Rektor
Dekan

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Interview Transcript

Participant AL:

* Participant AL does not teach advanced listening course, but teaches basic language skills course which include basic listening learning materials. Therefore, the researcher conducted interviews according to the listening learning strategies that the participant taught and experienced during the listening learning process during COVID-19.

Question 1 : What strategies did you use when teaching listening before COVID-19?

Answer   : Listening in class automatically uses media ya…, such as recording, nah… in the recording there are materials that are taught, especially the basic ones. The big point is, I ask students to find and communicate with foreigners who have different accents, for example such as Chinese people, Africans, English people, Indians, and before carrying out any communication activities with foreigners, students must know linking words. Because, when a foreigner speaks, of course they will use a linking word. For example, African Americans speak, *what's up dude?, how you do guys?*. Nah…, if they don't know this, it will be difficult for them to communicate with the foreigner. If we talk about strategy, the strategy used is in the form of a special theme according to the

syllabus, nah…. However, from this theme, it will be further developed widely according to the conditions of student understanding. The most important thing from this point is that students must be able to find and communicate with foreigners from various backgrounds and personalities to be able to listen and learn different accents. And also, I asked them to fulfill the task by meeting strangers and doing self-record. From the assignment that used the self-record, I asked the students to bring the self-record to watch with other students for learning purposes and also to answer the problems that occurred when the task was done. What's the problem… like that…

Question 2 : What strategies did you use when teaching listening during COVID-19?

Answer   : For the strategy that I use in teaching listening is to use self-record and student center method instead of teacher center. So, it is as if the lecturer is only their guide in extracting information from the material provided and to sharpen their thinking.

Question 3 : How do you apply those strategies in the learning process during COVID-19?

Answer   : The strategy is that I usually explain the teaching material and then practice it a little in class (google classroom) then I ask them to assign a lot of assignments. From that assignment, I asked them

to record a video of themselves about the presentation of the task. nah… From the record, I asked them to submit it to Google Classroom.

Question 4   : What facilities do you use to help make the learning process easy and effective?

Answer   : If in learning listening, of course you must have media such as a recorder ya…, projector, monitor and google classroom.

Question 5   : What obstacles did you face in using this strategy during the learning process? Please explain!

Answer   : There are so many obstacles… first, from the student population in the class which is very large up to 40 people, then their ability to speak English is very diverse and minimal, then they don't understand my style of teaching. When I was a little fast in teaching they might be a little confused and I think this basic language skills course is not very suitable to be applied on campus, more suitable in tutoring places. And for the biggest obstacle in PBI ya… the media is not sufficient. We should have a special room that has internet access in it…. So we can search videos about accents from various regions such as Chinese, Indian, and African accents. The internet can also be used during online learning in class. So we can invite various people from around the world as speakers in the study to find out what their accent is.

Because after all a language, you know, if there is no practice, it will not be optimal. For example, a student who can memorize more than a thousand vocabularies but cannot know where the structure is in a sentence due to lack of practice. Nah… therefore campuses should provide adequate and supportive media. The second is that we must have connections with tourists or foreigners. Lastly, I really hope that students will have savings to go abroad, so they can travel abroad to practice what they have learned in class.

Question 6   : How do you anticipate those obstacles?

Answer   : Ya… as I explained earlier … I ask them to practice and do more or less tasks. Because, the essence of language learning is that it is not enough just to study the material given by the lecturer but it is also very important to practice.

Question 7   : Please mention and explain the positive and negative impacts of the strategy you use!

Answer   : If the negative impact, students must be tired ya… hahaha… the reasons for students are many, many assignments, this and that. This may have a negative impact. But the positive impact is that when they have practiced the material that has been taught, they come to know this is my ability… so they can find out their reasons for studying the material, so the positive impact far

outweighs the negative impact. Because, basically language skills are individual skills. Because we will know someone is great from the individual skills possessed by that person.

Participant AZ:

Question 1   : What strategies did you use when teaching advanced listening before COVID-19?

Answer   : Before COVID ya…? Umm…, do you still have this course? Ohiya it's still there ya…, but now as far as I know the course has been renamed to advanced language skills which includes all English sub skills with advanced level, umn… if before COVID I forgot a little because it's been a long time ya hahaha…, umm if before COVID, I prefer… I have forgotten the name of the strategy, I prefer to play audio and I ask students to listen and sometimes I play speeches and then ask students to listen and make their own speech. But when it comes to TOEFL questions, I play the audio and ask them to answer the questions (advanced) there are no more questions like fill in the blank, in other words they have to be able to master high-level skills (advanced). I asked them to listen to the news and asked them to re-report what they had heard.

Question 2   : What strategies did you use when teaching advanced listening during COVID-19?

Answer : For the name of the strategy, I little bit forgot, because it has been a long time since the course was replaced with an advanced language skills course, I usually send video, audio, and record then I ask students to report back in Google Classroom or WhatsApp group. I also teach my own listening material, because it is difficult to send the material contained in the book.

Question 3 : How do you apply those strategies in the learning process during COVID-19?

Answer : Well, that's hard ya… hahaha…, because to teach advanced listening during COVID, I used 2 media in the learning process, such as Google Classroom and WhatsApp group. So when I send audio to Google Classroom, sometimes students find it difficult to open the file (error). Therefore, sometimes I use WhatsApp groups or sometimes I send videos and ask them to listen then like before, report back. But sometimes I'm a little difficult for this problem, because it's a little difficult to operate the media/application. Due to the ongoing COVID situation, sometimes it's a little difficult for me to discuss the material because miscommunication often occurs. Because I send the audio to them, so it's easier for them to repeat the audio. So in the assessment, they are better than learning directly in class, they cannot repeat the audio and have to answer directly in class.

Question 4 : What facilities do you use to help make the learning process easy and effective?

Answer   : Ya…. as explained earlier, namely Google Classroom and WhatsApp groups.

Question 5   : What obstacles did you face in using this strategy during the learning process? Please explain!

Answer   : umm… for the obstacles ya… for the obstacles usually more to errors that often occur in the media and miscommunication and misinformation between me and students. Sometimes the audio and material or questions are out of sync due to misinformation and errors that occur. Another problem I found was that if the material was from a book, I couldn't send it to students, so I sent my own listening material.

Question 6   : How do you anticipate those obstacles?

Answer   : Umm… the way I anticipate it is by asking them to always update the material and meet online. And if there are questions or materials that are not understood, I suggest them not to be shy to ask questions during class meetings.

Question 7   : Please mention and explain the positive and negative impacts of the strategy you use!

Answer   : Hmm…., Due to the current situation, I prefer learning that is easy to understand and understand between me and them to be more effective. Maybe the positive impact is that they can find out new things, because the videos I send are native speakers. So they can learn new things from native speakers. As for the negative, they may run out of a lot of cellular data quota to take online classes and download video materials and questions, it's definitely hard for them to do that. But for me it is effective in the sense that they are willing to work and study.

Participant HJ:

* Participant HJ only taught advanced listening during COVID-19, before COVID-19 only taught intermediate listening. Therefore, the researcher conducted interviews according to the listening learning strategies taught and experienced by the participants during the listening learning process during COVID-19. The researcher also asked several questions regarding what strategies are useful and effective in teaching listening.

Question 1   : What strategies did you use when teaching advanced listening before COVID-19?

Answer   : Well actually, I got advanced listening during COVID-19, but before that I didn't teach advanced listening, I only get intermediate listening class. So, we do face to face classroom…

Question 2 : What strategies did you use when teaching advanced listening during COVID-19?

Answer : …but, for advanced listening, we do learning through Google classroom. So, we only do with Google classroom and we do the conference (explanation) with Google meet. So, I just attach some material or audio to listen that related to TOEFL and IELTS. So, we focus with that skill.

Researcher : In learning advanced listening during COVID-19, did you ask them to do a self-report or self-record?

Answer : I actually didn't ask them to do a self-record or self-report. I sometimes only provide authentic material and also some IELTS materials.

Question 3 : How do you apply those strategies in the learning process during COVID-19?

Answer : Well, actually, because I teach the material about listening in IELTS, of course I told them the strategy to listen comprehensively. But, in generally, I asked them to do more practice on listening. So, it can be said that it is a cognitive strategy, they do it by themselves, according to the notion of metacognitive strategy. But, I also asked them to do a bottom-up-like strategy.

Question 4 : What facilities do you use to help make the learning process easy and effective?

Answer : Because it's during COVID-19, I only use Google classroom and Google meet for the conference. I don't use any tools. However, it is also difficult to see or observe them while they are doing/practicing listening. Maybe during Google meet, we only listen for some questions, but I only observe for a whole. So I don't have special facilities in the study, only Google meet and Google classroom, we don't use Zoom.

Question 5 : What obstacles did you face in using this strategy during the learning process? Please explain!

Answer : Especially for bottom-up strategy, I only see them virtually, I cannot observe them. So, it's lil a bit tough, I cannot see them do the process of the listening and you know… I just check their result of the listening, like this is correct and this is not. So, I just check that one but I cannot know how they do the process, it's hard…. Because in Google meet, we just meet for a while… we cannot use Google meet in whole meeting, we just do the conference like 6-8 meeting. The rest, I only attach the audio and they listen and give them the exercise. So, probably when they listen/do the exercise, I usually set the time for them to do the task and I ask them to send the answer to Google form or something like that… but, I don't

know the way they do the task hahaha… maybe they can

cheating… I don't know… hahaha…

Question 6   : How do you anticipate those obstacles?

Answer   : I think, the way I anticipate how they do, uhm… I don't think that really work. Because, basically I do a lot practice for listening, we don't discuss much about theoretical material and we only discuss tricks and tips for listening or the strategy, such as this and that, for example, we have to be very carefully and understand the context. I have to trust them hahaha… maybe some of them can be check and don't. so, I don't have special way to anticipate, but I have to trust my students and give them some more practice every day about listening. I think that can improve their skills in listening. I give them a different task every test and I think that can improve, and we discuss and analyze the answer from the task or test.

Question 7   : Please mention and explain the positive and negative impacts of the strategy you use!

Answer   : I think the positive one uhm… Perhaps, I don't think all the students apply this strategy that I said before, but I also ask them to discuss and analyze the material and the task's answer. Maybe some of them want to follow that strategy, but most of them have their own strategy, I mean they are free to use any kind of the strategy as long as they comfortable with that strategy. The

important thing is, in listening we have to understand the speaker said and the context. We should understand the vocabulary, we should understand with some collocation. So, I think that really help them to understand in listening. The positive impact is they want to follow my strategy and it helps them in listening and make them easy to understand. For the negative, I think, my strategy that I ask them to follow don't have a negative impact. Because, I don't force them to follow my strategy, they can do anything with the strategy as long as that can suit them and help them to understand the listening. If you're okay with bottom-up one, you can use that strategy and if that strategy can't suit you, you can use other strategy, so, I think there is no the negative one, I give them more freedom to choose the strategy that can make them easy to understand in listening.

Participant FT:

Question 1   : What strategies did you use when teaching advanced listening before COVID-19?

Answer   : I am used to applying top down, bottom-up strategies, together with, metacognitive strategies

Question 2   : What strategies did you use when teaching advanced listening during COVID-19?

Answer   : Well, in my opinion Metacognitive strategies are one of the strategies in language learning that helps students in managing and understanding their own learning. It can build their self-awareness of the way they learn. These strategies tend to be appropriate in learning because they can minimize the problems in relation to online learning.

Question 3 : How do you apply those strategies in the learning process during COVID-19?

Answer   : Well… I applied metacognitive strategies during online learning. I used Google Classroom as the learning platform. I used Google Classroom chat and sometimes Google Meet to discuss and explain the materials with the students. After the discussion, which aimed to prepare the students with planning before listening, they listened to the recording and answered the questions I'd already sent to Google Classroom. After that, we discussed about the answers. If the students gave wrong answer, then I would ask them to analyze the part of the listening that they had missed. It helped them to solve their own problems. Moreover, I also used Youtube videos, and some materials provided by Google to assist them in understanding the materials.

Question 4   : What facilities do you use to help make the learning process easy and effective?

Answer : The University asked the lecturers to use Google Classroom. I also use youtube and online material to teach the students.

Question 5 : What obstacles did you face in using this strategy during the learning process? Please explain!

Answer : I think the problem was more from the students, such as laziness. Some of them were unwilling to participate in class discussion during online teaching learning process.

Question 6 : How do you anticipate those obstacles?

Answer : Umm… the way I anticipate it is by asking students to always ask questions when they find problems or material that they don't understand. But that's how it is… students are a little lazy in asking questions, in the end they find it difficult themselves….

Question 7 : Please mention and explain the positive and negative impacts of the strategy you use!

Answer : Umm… there is no impact for students ya…, they can actually improve their listening skills by using metacognitive learning strategies, if the negative impact is that the lecturer cannot control students optimally because the learning used is distance learning, and the time for discussion is very short.