

**AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING  
LISTENING SKILLS IN THE CLASS AT THE EIGHTH  
GRADE AT SMP NEGERI 7 PESAWARAN IN THE FIRST  
SEMESTER ACADEMIC YEAR OF 2022/2023**

**A Thesis**

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**FACULTY OF TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
1443 H /2023 M**

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**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S-1  
degree**

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## ABSTRACT

Teacher had their strategy when the teacher teaching in the class, it was happened because of the target, goals, and the objectives in each class were different. This condition occurred since the Education Ministry's policy did not include the listening skills in the final examination and teacher had to follow the syllabus provided by the Ministry Education. The aimed of this research: the teacher' strategies on teaching listening, the problems found by the teachers on teaching listening, and the way the teachers overcome the problem on teaching listening in the classroom.

This research used descriptive qualitative was conducted the research in order to described the strategies used by the teacher in teaching listening skills in the class. In this research was observed the process of teaching learning in the class, and understand the strategies used by the teacher in teaching listening skills in the class. Based on the background of the problem, this research focused on the strategies that used by the teacher to teach listening skills in the class. In the other hand, the object of this research was the teacher's strategies in teaching listening skills in the class.

Based on the data analysis the teacher used some strategies as follows the first that the teacher gave a video to the students then the students identify the video to found what material was discussed. The main step was inference which the listener utilized their prior knowledge of the context in communication to guess what the message was contained and then used parts of the message to confirm, or correct this guess. The problem was faced by teacher when teaching listening was the lack of vocabulary in students then unfamiliar words, pronunciation was too fast so students were not understand the pronunciation spoken by the audio and lack of knowledge about listening. The strategy used by teacher was affected the development of students, so teacher are required to have an attitude that was accordance with their professional demands. The first strategy were Bottom-Up Processing Strategy, the second Top-Down Processing Strategy, so the teacher was pursue listening to students from simple to more difficult levels.

**Keywords:** Listening, Teacher, Teaching, Students, Strategy

## DECLARATION

I declare that this thesis entitled “An Analysis of Teacher’s Strategies in the Teaching Listening Skills In the Class at the Eighth Grade At SMP Negeri 7 Pesawaran in the Second Semester Academic Year of 2022/2023” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Pesawaran, October 2022

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## MOTTO

إذا كنت تشعر أنك تفقد كل شيء ، فتذكر أن الأشجار  
تفقد أوراقها كل عام وأن الصلب يقف طويلًا وانتظر  
أيامًا أفضل قادمة

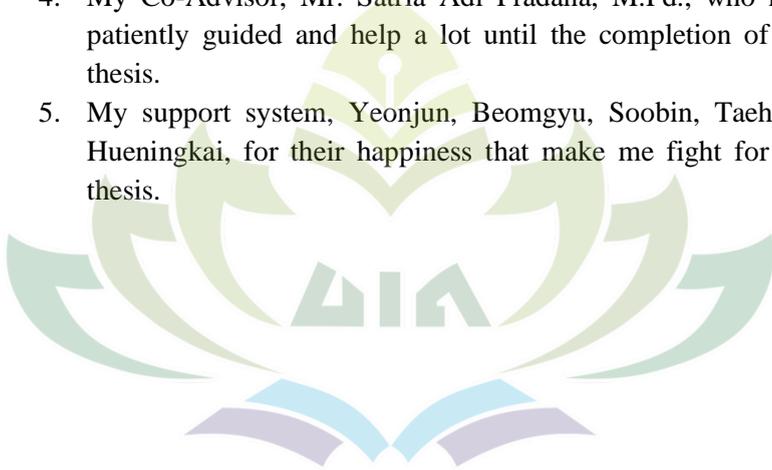
” If you feel you are losing everything, remember that trees loose their  
leaves every year and steel they stand tall and wait for  
better days to come”



## DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved Parents, Mr. Akhmad Toni and Miss Nilawati who always love me and keep on praying for my life and success. Thanks for all motivation.
2. My beloved sister and brother, Shinta Aulia Bifathni and Fadillah Ajie Bifathni who care, support and cheer me up until the completion of this thesis.
3. My Advisor, Dr. Zulhannan, M.A., for his advice and guidance to researcher to finish the thesis.
4. My Co-Advisor, Mr. Satria Adi Pradana, M.Pd., who have patiently guided and help a lot until the completion of this thesis.
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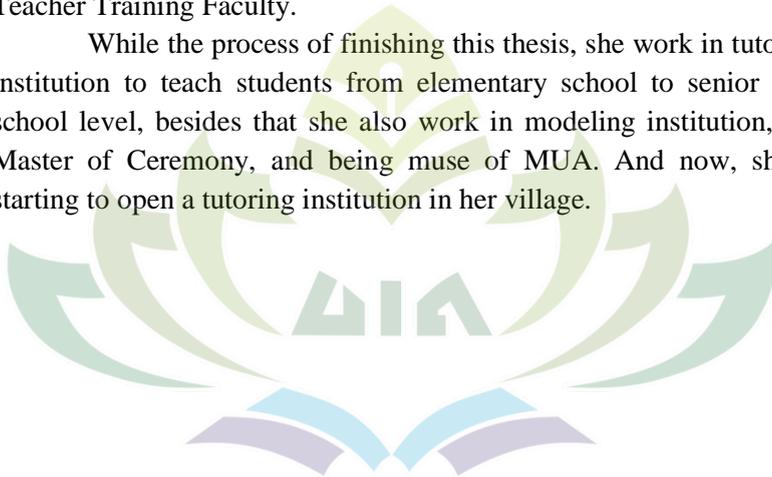


## CURRICULUM VITAE

Deffi Alfina Bifathni. She was born in Roworejo, April 22, 2000. She is the first child of three siblings. Her father named Mr. Akhmad Toni and her mother Miss Nilawati. She has one little sister Shinta Aulia Bifathni and one little brother Fadillah Ajie Bifathni.

In her academic background, she studied in SD Negeri 1 Roworejo and graduated in 2012. Then she went on SMP Negeri 1 Sukoharjo and graduated in 2015. For Senior High School, She went on SMA Muhammadiyah 1 Pringsewu and graduated in 2018. On 2018, she was accepted in State Islamic University Raden Intan Lampung for studying in English Department of Tarbiyah and Teacher Training Faculty.

While the process of finishing this thesis, she work in tutoring institution to teach students from elementary school to senior high school level, besides that she also work in modeling institution, be a Master of Ceremony, and being muse of MUA. And now, she is starting to open a tutoring institution in her village.



## ACKNOWLEDGMENT

Thanks to Allah, the almighty, most merciful, most beneficent, and the most exalted for blessings and mercy to the researcher during his study and accomplishment of this thesis. May peace and salutation also be upon our prophet Muhammad SAW Who has brought and guided us from the darkness to the brightness. This thesis entitled “An Analysis of Teacher’s Strategies in the Teaching Listening Skills In the Class at the Eighth Grade At SMP Negeri 7 Pesawaran in the First Semester Academic Year of 2022/2023” is handed in as compulsory requirements for s-1 degree of English department study program at Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung

The researcher is fully aware that he cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. He wishes to give the sincerest gratitude and appreciation to:

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Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome

Pesawaran, October 2022

The researcher

Deffi Alfina Bifathni

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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

This way is a one of several ways that going through to avoid misunderstanding and the way to more understand about this research and to explain about the tittle of this research is really necessary. The research **entitles** “**AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING LISTENING SKILLS IN THE CLASS AT THE EIGHTH GRADE AT SMP NEGERI 7 PESAWARAN IN THE FIRST SEMESTER ACADEMIC YEAR OF 2022/2023**”. Beside, for a description of some terminology in the title of this research are:

Analysis is the resulted of research, parsing and deciding the difference, classify something into some group based on the relationship and the understanding of the meaning in each requirement.<sup>1</sup>

According to Lawton, Teaching strategies is a general plan for a lesson which contains the structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy.<sup>2</sup> Teacher's strategies are methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets. A teacher will choose the

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<sup>1</sup> Gunawan Wiradi, *Analisis Sosial*, p. 20

<sup>2</sup> J.T Lawton, FH Hooper, SK Wanska, RA Saunders, *A Comparison of Two Early Childhood Instructional Programs Madison Wisconsin Research and Development Center for Cognitive Learning*

strategy most suitable to the topic being studied, level of expertise of the students.

Nunan said that, listening is an active, purposeful process of making sense of what we hear. It means we should interpret the meaning from what we hear.<sup>3</sup> Therefore listening is an active skill. We can say that listening is the ability for identify and understand what others are saying.

Hence, analysis of this research is talking about what are the strategies of the teacher using in the class in teaching listening skills.

## **B. Background of the Problem**

English language is really important for all people in the world. English language got a big part of life for them who want to make their life quality upgrading. Realizing English language is an International language for communication, Indonesian government adding English language to the compulsory subject from Elementary school until University. This is several ways which government done for a better quality of Indonesian Students in English subject. Although, the way of the government improving students quality in English is not as good as we thought, there are many problems, and struggle facing by the government in order to make students quality in English better. The curriculum was made as good as possible for good quality of the students. In the other hand,<sup>4</sup> infrastructure support was really good and makes students easier to learning English successfully.

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<sup>3</sup> Nunan, David, ed. *Practical English Language Teaching*

Even though, the one of solution for English Education in Indonesia is a teacher. Teacher has a big contribution to change student's quality in English. In the hand of teacher how students can grow up with all of struggle things in the class. In teaching English, especially teaching listening skills in the class, teacher must have many problems, method, technique, especially in the use of strategy. According to David, he states that teaching-learning is a plan, method, or series of activities designed to reach certain educational goal.<sup>5</sup> It means that, to achieve a particular goal of the teaching learning process, teacher must set the strategy effectively, and can cover all the students.

Besides, in this case it depends on the teacher, teacher want to use a particular strategy, teacher must be consider several things to decide what kind of strategy that he/she wants to use, because every teacher has their own goals, objectives and target. Each class which teachers teach could be different goals to achieve and it is normal if the teacher want to achieve different target in each class. Raiser and Dick said, teachers can take different strategies of teaching to achieve teaching-learning goals and objectives.<sup>6</sup> It means that, it is normal if the teachers have their own strategy when the teachers teaching in the class, this things happen because of the target, goals and the objectives in each class is different.

Although the teaching of listening has long been somewhat neglected and a poorly taught, Mendelsohn found that listening is now assumed as much more important in both EFL classrooms and SLA research. Listening involves

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<sup>5</sup>Khairuzzanila, *Teachers Strategy in Teaching Listening to Students at Secondary Level*(English

Departmen:Universitas Jabal Ghafur, 2021) p. 19

<sup>6</sup>Agung Ginanjar Anjaniputra, *Teacher Strategies in Teaching Listening to Students at Secondary Level* (Indonesia University of Education) p. 2

an active process of deciphering and constructing meaning from both verbal and non-verbal messages.<sup>7</sup>

In most of junior high school states in Indonesia, learners have English courses during their educational lives. Listening activities are also practiced; however, as to the application of the procedures, it is seen that the students attending those classes do not receive quality information on how to listen or the way to learn how to listen. They only listen to the teachers reading the materials which are mostly written in their course books, and then comprehension questions are asked; such activity is much more like practicing listening rather than teaching listening.

There is only very limited listening activities in their course books provided by Ministry of National Education for 7, 8 and 9 year classes. Therefore, the students do not have any chance to hear the examples of native speakers as a result learners get problems to develop their listening skills. They simply study English grammar presented in reading passages and dialogues, and try to do grammar exercises or write in the language they rarely hear.

There are several problems found at eight grade of SMP Negeri 7 Pesawaran, the practice of listening skill only one time in a month, it made students become unfamiliar with the listening to the English native speakers, the speed of audio makes students difficult to know what the audio talking about, different accent of speakers. Based on preliminary research, the teacher's problem in teaching listening based on the student obstacle in listening. In the other to help students improve their listening class, the teachers have to understand student's listening difficulties in

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<sup>7</sup> Mendelsohn, *Learning to Listen: A Strategy-based Approach for the Second-language Learner*, Doninie Press, San Diego, CA, p.9

class, hence teachers need several strategies to overcome student's problem in listening skill.

The teacher that interviewed is Miss. Jusni Sipatuhar, S.Pd. She is one of English teachers in SMP Negeri 7 Pesawaran and teaching in grade eight A, B, and C. The strategy uses by her like in the pre teaching Miss Jusni always asks her students to praying first, check the attendant list the students, also reviewed the material that has given at the previous meeting, and she gives some brainstorm about the material today. In whilst teaching, she command the students to prepare the note and pen, she will play the listening audio twice, and students write down the information they get from the listening materials, after students listen the audio and make the note taking, Miss Jusni command the students to make the retell with their own words from the note they had wrote. In a post teaching, she will ask student to go in front of the class and retell the listening material, and in the last, Miss. Jusni give some suggestion to the students about material that day and give feedback about student's assignment.

The reason why SMP Negeri 7 Pesawaran as place of this research because SMP Negeri 7 Pesawaran is there are several problem in strategies of teaching listening in this school. In this research, it will only observe grade VIII SMP Negeri 7 Pesawaran. in addition to the reason that grade VIII has two English teachers which makes it find differences in the strategies uses by each teacher, grade VIII is also the right class for observations, because grade IX is busy with the final exam preparation and grade VII is still in the adjustment process because they just graduated not long from Elementary school. The novelty of this research is this research will be conducted in grade VIII, while in the previous study it was carried out in grade IX.

### **C. Focus and Sub-focus of the Research**

Based on the background of the problem, it found the problem of this research:

1. Teacher had a problem while they use the strategies in the class.
2. Teacher had solution to overcome the problem.

Based on the identification of the research, it was focused on the strategy use by the teacher to teach in the class and it also was explained about teacher's problem to teach listening skills in the class.

### **D. Problem Formulation**

This situation has made interested in knowing and deeply observing the teachers' strategies in teaching listening to the students and wanted to know how English teachers cover with very limited listening materials available in the course books provided by the government and how they teach listening. The research questions to be answer are:

1. What are the teacher's strategies in teaching listening to students?
2. What are the problems found by the teacher in teaching?
3. What are the teacher's solutions to overcome the problem when implementing listening strategies in the class?

## **E. Objective of the Research**

The objectives of the research related to the problem formulation are to describe about:

1. To describe what are the strategies used by the teacher to teach listening skills in the class.
2. To describe what are the problems facing by the teacher while using the strategies for teaching listening skills in the class.
3. To describe what are the teachers' solutions to overcome the problem when implementing listening strategies in the class.

## **F. The Significance of the Research**

1. For service teacher

The result of this study hopefully will be useful for the other teacher in applying strategies on teaching listening. So, the teacher can improve teaching and learning listening to become more active, effective, and efficient.

2. For the readers

This research hopefully can give more knowledge to the readers, particularly to the student of UIN Raden Intan Lampung.

3. For the researcher

This research hopefully gives and adds knowledge especially as the candidate of teacher so that as the teacher is ready to entry to the educational world.

## G. Relevant Research

First, the previous research finding that can be a consideration theory is taken from thesis of Satya Wacana Cristian University, by Yakin with the title “Teachers’ Strategies in Teaching Listening to Students of SMP N 1 Banyubiru”. This research focused on describing teachers’ strategies in teaching listening. Yakin analyzed the data using descriptive qualitative research method. He took data from three English teachers of SMP N 1 Banyubiru as participants. The result of this study is the teachers in SMP N 1 Banyubiru tended use bottom-up activities in teaching class rather than top-down activities. The tendency of using Bottom-up activities could raise students’ perception that they should comprehend or understand every single word that was used in the listening activities.<sup>8</sup>

The similarity of this previous research and this research is about the analysis teachers’ strategies in teaching listening. Whereas, the differences between the previous research and this research are that the previous research just focused in describe the teacher strategies in teaching listening, while this research observes the teachers’ strategies in teaching listening.

Second, the previous research finding that can be a consideration theory is taken from journal written by Argisila, entitled “Teacher’s Strategies in Teaching Listening”. Argisila analyzed the data using descriptive qualitative research method. The research focused on observed the teachers who teaching English in grade 9th SMP Nurcahaya Medan to analyze the strategies in teaching listening comprehension. The result of the study; there are

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<sup>8</sup> Ainul Yakin. “*Teachers’ Strategies in Teaching Listening to Students of SMP N 1 Banyubiru*”. (Thesis, Universitas Kristen Satya Wacana, 2013) p. 19-23

several strategies which used by the English teachers in teaching listening, his strategies are taking note, summarizing and paying attention. The teachers using these three strategies because students feel difficult to do the listening comprehension without the helping tools like the taking note and the summarizing, and students also feel that listening is uninteresting so the teachers using the paying attention strategies. The teachers do the strategies step by step from the simplest ways.<sup>9</sup>

The similarity of this previous research and this research is about the analysis about teachers' strategies in teaching listening. The differences between the previous research and this research are the participants. In previous research analyzed the teachers' strategies at the ninth grade, while this research will analyze the teachers' strategies in teaching listening at eighth grade.

## H. Research Method

### 1. Research Design

This research use descriptive qualitative to conduct the research in order to describe what is the strategies used by the teacher in teaching listening skills in the class. Regarding to the taken point above, according to Creswell, argued that qualitative research is interested in process, meaning and understanding gained through word or make a prediction.<sup>10</sup> It means that, in this research will observe the process of teaching learning in the class, and understand

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<sup>9</sup> Sherly Argisila Br Ginting, et al. "Teacher's Strategies in Teaching Listening". *English Journal for Teaching and Learning*. 02(December, 2019), p.153-161

<sup>10</sup> J.W Creswell, *Research design: Qualitative and Quantitative Approach*, (Thousand Oaks, CA:SAGE Publication,1994), p. 8

what are the strategies used by the teacher in teaching listening skills in the class. This research used a qualitative approach which explains the fact, circumstances, and phenomena. This research will analyze the strategies use by the teacher in teaching listening skills in the class.

## 2. Focused of the Research

Based on the background of the problem, this research focused on the strategies that used by the teacher to teach listening skills in the class.

## 3. Research Subject

The subject of this research is the English teacher of SMP N 7 Pesawaran eighth grade. In the other hand, the object of this research is the teacher's strategies in teaching listening skills in the class.

## 4. Data Collecting Technique and Instrument

In order to conduct this research, it needs a source to get the data observation. Data sources are really crucial to conduct the research where the information will get regarding to the research. In this research, it was used two kinds of data sources, those are primary data source, and secondary data source.

- Primary data source

Kothari argued that, the primary data are those which are collected afresh and for the first time, and thus happen to be original in character.<sup>11</sup> The data of this research was taken from direct observation in teaching and learning process of SMP Negeri 7 Pesawaran, interview with the teacher about the reason why the teacher choose a particular strategies in that class.

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<sup>11</sup> Kothari, *Research Methodology*. Method and Techniques. (New Age International) p. 33

- Secondary data source

Given argued that secondary data source is preexisting source that has been collected for a different purpose or by another one than the researcher.<sup>12</sup> It means that, secondary data is a second data used that has been collected before for different purpose before.

In this research, as a primary data had observed the teaching learning process in the class to analyze what are the strategies used by the teacher to teach listening skills in the class. Then, teacher has been interviewed regarding the reason why the teacher used that strategy in that class. As the secondary data, it used some books, journal or other resources to support the primary data.

In data collecting technique is to gain the data intended, it was observed by class observation and interview. Focus of this research on the class observation to knowing the result of the strategies used by the teacher in teaching listening skills in the class. In the other hand, the teacher had been interviewed to get the result about the background or the reason, why the teacher used that strategy in the class. Therefore, the observation was completed.

## 5. Data Analysis

Data analysis technique is the process of when the researcher organized the data collection in order to get the regular of the pattern of form of the research. The purpose of the analyzing data is to find the understanding toward the data and make it able to present the result of the research to the others. In this research, the data has been analyzed by applying the Miles and Huberman

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<sup>12</sup> Lisa M. Given, *Encyclopedia of Qualitative Research Methods*, (Thousand Oaks: SAGE Publication, 2008), p. 803

model to analyze the data that has been collected. The data procedures are:

- Data Collection

In this step, data was collected by using observation and interview. The observation was conducted to get the real information regarding to the strategies used by the teacher in the class in teaching listening skills, and how long the teacher treat the students by using that strategies in teaching listening skills. Interview was conducted to get the information regarding the reasons of the teacher used the strategies in the class.

- Data Condensation

The next step is data condensation. In this phase, there are two processes named living in process and living out process. It means that, the data are included in the needed data and unselected data. Needed data will be stays in living in data, and unselected data will be in living out data. In this research, data condensation was about the information regarding to strategies used by the teacher in teaching listening skills, the reason of the teacher to use that strategies in the class, and the responds of the students toward the strategies. Therefore, unimportant data will reduce.

- Data display

Data display is the process of showing the result of the observation in the form of word, sentences, narrative, table, and graph in order to showing all of the result of the observation. In this research, the data was display consist of the information about the

strategies of the teacher used in teaching listening skills in the classes at SMP Negeri 7 Pesawaran grade eight, the problem found by the teachers in teaching listening, how they overcome those problems.

- Drawing Conclusion

Drawing conclusion is the post of phase where the discussion has been summarized to make the conclusion of the research. After the data display, there is a concluding phase. The result was concluded of the research to answer the research questions.<sup>13</sup>

## **I. Systematic Discussion**

### **1. Chapter I Introduction**

This chapter which is an overview of the research content consisting of: Affirmation of the Problem, Background of the Problem, Identification of the Problem, Formulation of the Problem, Objective of the Problem, The Significance of the Problem, Previous Research and Relevance Study, Research Method, and Systematic Discussion.

### **2. Chapter II Review of Literature**

This chapter which is a literature Review that contains theories related to the research.

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<sup>13</sup> Y. Nadia Cyndi Regina, *tAn Analysis of Students Listening Learning Constraint at the Eleventh Grade in Senior High School Kartikatama Metro*. State Institute for Islamic Studies of Metro: Lampung

### 3. Chapter III Description of the Research

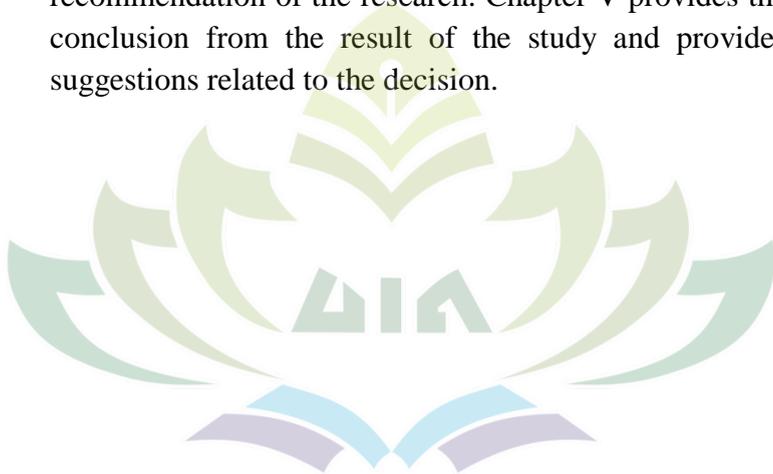
This chapter contains a description of the object of research which content consisting of: an overview of the object and the presentation of facts and research data.

### 4. Chapter IV Research Analysis

This chapter about Research analysis, it will contain data analysis and research finding.

### 5. Chapter V Conclusion and Recommendation

This chapter presents the conclusion and recommendation of the research. Chapter V provides the conclusion from the result of the study and provides suggestions related to the decision.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Listening

Listening is the ways of people to communicate in order to understand on what speaker deliver to others in daily life, and also is the most important elements in studying of foreign language. It emphasizes that listening requires active participation from the listeners. In the same way, Harmer expresses that listening is a “receptive skill” where people get the idea according to what they heard.<sup>14</sup> Basically, listening has different meaning with hearing. Listening involves an active process which requires an analysis of sounds. In contrast, hearing only perceives sounds in a passive way. According to Devine, listening is the primary means by which incoming ideas and information are taken in.<sup>15</sup> Underwood simplified the definition of listening to “the activity of paying attention to and trying to get meaning from something we hear”.<sup>16</sup> Mendelsohn defined listening comprehension as the ability to understand the spoken language of native speakers.<sup>17</sup> O’Malley offered a useful and more extensive definition that listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement. Purdy

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<sup>14</sup> J Harmer, *How to Teach English An Introduction to The Practice of English Language Teaching*, Endinburg Gate, Harlow, Essex CM20 2JE. England: Longman, p.181

<sup>15</sup> T Devine, (2001) *Cultivating Heart and Character: Educating for Life’s Most Essential Goals*. Character Developing Publishing

<sup>16</sup> M Underwood, (1989). *Teaching Listening*, New York: Longman

defined listening as the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings.<sup>18</sup>

Listening comprehension is an inferential process. Linguistic knowledge and world knowledge interact as listeners create a mental representation of what they hear.<sup>19</sup> From some definitions from experts above it wants to base by own research which is about listening strategies used by teachers in SMP Negeri 7 Pesawaran, on those theories. Listening is the most frequently used language skills. Gilbert noted that students from kindergarten through high school were expected to listen to 65-90 percent of the time. Both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication.<sup>20</sup>

Richard said that listening is very much an active process of selecting and interpreting information from auditory and visual clues.<sup>21</sup> In this active process, students receive and construct information.<sup>22</sup> The most surprising truth is that although the significance of listening has been accepted and known very well, it does not overlap what takes place in Teaching English as a Foreign Language (TEFL) classroom. It has not received a great deal of attention until more recent times.

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<sup>18</sup> Michel Purdy and Deborah Borisoff, (1997), *Listening in Everyday Life: A Professional and Professional Approach*, Lanham, MD: University Press

<sup>19</sup> Rost, M. (2002) *Teaching and Researching Listening*. London: Longman.

<sup>20</sup> John K Gilbert, (2005) *Visualization in Science Education*. p.8

<sup>21</sup> Richard R Hake, (2008). *Teaching Listening and Speaking From Theory to Practice*.

<sup>22</sup> Richard R Hake. (2002) *Assessment of Students Learning in Introductory Science Students Learning*. Duke University

Anderson and Lynch, argued that in successful listening, understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means.<sup>23</sup> Rost defined listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy.

To listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication. Listening involves listening for thoughts, feelings, and intentions. In other words, listening is a two ways communication between the listeners and speakers where the listener needs to understand what the speakers communicate, which can be indicated through the response that the listeners give to the speakers.

The importance of listening in classroom instruction has been less emphasized than reading and writing. Nevertheless, it is evident that listening plays a significant role in the lives of people. Nunan said that, Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages of education. Listening involves an active process of deciphering and constructing meaning from both verbal and

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<sup>23</sup> Anderson A & T Lynch, (1998). *Listening*. Oxford: Oxford University Press

non-verbal messages.<sup>24</sup> Thus, the label of passive skills applied to listening is a misnomer.

This misunderstanding may appear from the fact that superficially learners seem to only sit in a language lab quietly, listen to pre-recorded dialogues, and write the answers to some questions related to the oral stimulus. It is evident, then, that listening is not as passive as it has been claimed.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

## **B. Strategy**

Strategy is a plan for achieving something or the target. In the term of teaching learning process, strategy is an activity that should be done both the teacher and the students in order to achieve the goal and the activities become effective. According to Oxford, stated that, the term strategy comes from the ancient Greek word strategy which means generalship or the art of war.<sup>25</sup> It means that, the using of strategy is really needed in the educational system, because strategy will make the teacher easier to teach the students, and strategy is a guide for the teacher in teaching students in the class. Furthermore, Silver et al stated several reasons of

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<sup>24</sup> Nunan, D. (1998). *Approaches to teaching listening in language classroom*. In proceedings of the 1997 KOTSESOL

<sup>25</sup> <https://www.excitant.co.uk/the-origins-of-the-word-strategy-and-variations/>

strategies become an important part in education as follows.<sup>26</sup>

1. Strategies are tools for designing thoughtful lessons and units.
2. Strategy makes the work of differentiating instruction manageable for teachers and motivating for students.
3. Strategies provide the tools needed to bring thoughtful programs alive in the classroom.
4. Strategies build the skills needed for success on state tests.
5. Frequent use of strategies leads to consistent and significant find in student achievement.
6. Strategies build different kinds of knowledge.

Those are the reason of strategies become really important part of teaching learning in the class. Those things prove that how important the used of strategies to teach students in the class in order to achieve the goals of the teacher and the students in the class.<sup>27</sup>

### C. Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. There are three subsuming cognitive processes: bottom-up (data-driven) and top-down

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<sup>26</sup> Ririn Rianingsih, *The teacher strategies in overcoming student's difficulties in speaking at English Intensive Program of MA An-Nur Cirebon*, (Syekh Nurjati State Institute:Cirebon) p. 6

<sup>27</sup> Ibid, p. 7

(conceptually-driven)<sup>28</sup>, and Interactive processing strategy.<sup>29</sup>

### 1. Bottom-Up processing strategy

The bottom-up processing involves constructing meaning from the smallest unit of the spoken language to the largest one in a linear mode. Thus, the learners attempt to understand a spoken discourse by decoding a number of sounds to form words. Next, words are linked to form phrases, which make up sentences. These sentences build a complete text, the meaning of which is then constructed by the listeners.

In addition to the grammatical relationships, stress, rhythm and intonation also substantially contribute to this data driven. Learners can be trained to perform this processing, for instance, by activities that require them to discriminate two sounds or distinguish rising and falling intonations. There are exercises that involve bottom-up listening: retain input while it is being processed, recognize word division, recognize key word in utterances, recognize key transition in a discourse, use knowledge of word order patterns to identify constituent in utterances, recognize grammatical relations between key element in sentences, recognize the function of word stress in sentences, and recognize the function of intonation in sentences.

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<sup>28</sup> J Wong, *English Listening Courses: A Case of Pedagogy Lagging Behind Technology Electronic*, Journal of Foreign Language Teaching, Singapore: Center for Language Studies National University of Singapore, p.23-25

<sup>29</sup> Lisha, *What Do Chinese EFL Listeners Need to Improve: BottomUp Skills or Top-Down Strategies?*, A Cognitive Perspective on Chinese EFL Listeners Root Problems. CELEA Journal, p. 3-13

## 2. Top-Down processing strategy

The top-down processing, on the other hand, refers to interpreting meaning as intended by the speakers by means of schemata or structures of knowledge in the mind. Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include listening for the main idea, predicting, drawing inferences, and summarizing. There are exercises that are involved in Top-down listening; use key words to construct the schema of a discourse, construct plans and schema from elements of a discourse, infer the role of the participants in a situation, infer the topic of a discourse, infer the outcome of an event, infer the cause of effect of an event, infer unstated detail of a situation, infer the sequence of a series of event, infer comparisons, distinguish between literal and figurative meanings, and distinguish between facts and opinions.

## 3. Interactive processing strategy

As the development of language teaching, the listening strategies are now developing. The teacher or instructor combined the two listening strategies above to teach the students, which is called Interactive processing. According to Peterson Interactive processing is the combination of top-down and bottom-up data. In this strategy, the students are required to have brainstorming with other students or partner, such as, discussing vocabulary related to a topic, or invent a short dialogue

relevant to functions such as giving directions or shopping. In the process, they base their information on their knowledge of life (top-down information) as they generate vocabulary and sentences (bottom-up data).

The result is a more integrated attempt at processing. The learners are activating their previous knowledge. Also, according to Richards, the success of listening strategies will depend on the combination of the both, Top-down and Bottom-up Processing. Thus, the combination of the two listening strategies will be very useful for the teacher to teach the Listening course.

#### **D. Obstacle in listening**

Underwood's study, mentions seven causes of obstacles to efficient listening. First, listeners cannot control the speed of delivery. He state that, Many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks. Second, listeners cannot always have words repeated. This is a serious problem in learning situations. In the classroom, the decision as to whether or not to replay a recording or a section of a recording is not in the hands of students.<sup>30</sup>

Teachers decide what and when to repeat listening passages; however, it is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard. Third, listeners have a limited vocabulary. The speaker may choose words the listener does not know. Listeners sometimes encounter an unknown word which may cause them to stop and think about the meaning

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<sup>30</sup> Underwood M. (1989), *EFL Learners' English Comprehension and strategies for improvement*. p. 16

of that word and thus cause them to miss the next part of the speech. Fourth, listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. Discourse markers used in formal situations or lectures such as "secondly," or "then" are comparatively evident to listeners.

In informal situations or spontaneous conversations, signals are vaguer as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can be missed especially by less proficient listeners. Fifth, listeners may lack contextual knowledge. Sharing mutual knowledge and common content makes communication easier. Even if listeners can understand the surface meaning of the text, they may have considerable problems in comprehending the whole meaning of the passage unless they are familiar with the context. Nonverbal clues such as facial expressions, nods, gestures, or tone of voice can also be easily misinterpreted by listeners from different cultures. Sixth, it can be difficult for listeners to concentrate in a foreign language.

In listening comprehension, even the shortest break in attention can seriously impair comprehension. Conversation is easier when students find the topic of the listening passage interesting; however, students sometimes feel listening is very tiring even if they are interested because it requires an enormous amount of effort to follow the meaning. Several students may have established certain learning habits such as a wish to understand every word. Teachers want students to understand every word they hear by repeating and pronouncing words carefully, by grading the language to suit their level, by speaking slowly and so on.

As a result, they tend to become worried if they fail to understand a particular word or phrase and they will be discouraged by the failure. It is necessary for students to tolerate vagueness and incompleteness of understanding.

The Difficulties in Teaching Listening such as External factors which is a problem that comes from individual outside those are; Equipment, it is like teacher's facility in English laboratory, as like computer, sound system, audiotape, microphone, cable act. If one of them does not work that will become factor both teacher and students in listening take a place. Students, it is someone who is learning in the classroom and which can be influential toward teaching process if they cannot follow the role in the class, the environment in which the listeners are what they are dealing with and how the condition there is. Students are accustomed to hearing English from their English teacher. The speaker's various speaking techniques may cause some confusion among the students. "Teacher will not be successful if they merely try to impose a pattern of learner autonomy".<sup>31</sup> Internal factor is a problem that comes from individual inside, such as: teacher's skill, according to Harmer, teacher's skills is "Managing classes, matching task, variety and destination or settings."<sup>32</sup> Teacher voice, how the way he or she speaks and what they sound like have crucial impact on the class, teachers are not motivated in teaching listening, teacher experience in teaching listening comprehension is not enough. Harmer, argue that "Teachers need to be audible, they must be sure that the students at the back of class can hear them just as well as those at the front".<sup>33</sup>

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<sup>31</sup> J. Harmer, *How to Teach English*, Oxford: Ocelot, p.2

<sup>32</sup> Ibid p.28

<sup>33</sup> Ibid p.36

## CHAPTER III

### DESCRIPTION OF THE RESEARCH OBJECT

#### A. General Description of the Object

SMP Negeri 7 Pesawaran is located in Lumbirejo, Negerikaton Pesawaran, has 15 classes that consisting of grade VII A-E, VIII A-E, IX A-E, and it has 596 students. Meanwhile, SMP Negeri 7 Pesawaran has 2 English teachers. In grade VIII, there is English teacher, Miss Jusni Sipatuhar, S.Pd. Miss Jusni Sipatuhar S.Pd. used Bottom-up Processing Strategy and Top-Down Processing Strategy for her teaching learning process in the class.

Bottom-up processing strategy defined as using incoming input as a starting point for interpreting a message at the level to which things are organized-sounds, words, phrases, sentences, and text until meaning is reached.<sup>34</sup> Top-down processing strategy is the process of comprehending the meaning of a communication by drawing on one's prior knowledge. From meaning to language, top-down processing is used. Top-down and bottom-up processing are common in real life listening. The process of interactive processing technique that people use their life knowledge information as the foundation (top-down information) while generating vocabulary and phrases (bottom-up data)

#### B. Facts and Data Display

The subject of this research is an English teacher of SMP Negeri 7 Pesawaran which teaching in grade VIII.

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<sup>34</sup> Richard R Hake, (2008). *Teaching Listening and Speaking From Theory to Practice*.

Miss Jusni Sipatuhar S.Pd. teach in grade VIII A, B and C. The object of this research is the teacher's strategies in listening skills in the classroom. In this research, the table will be used to collect and classify the data. Further, the data will be analyzed in descriptive form.

In this research, there are two kinds of instruments. Each data was described to the data obtained. The instruments consist of observation and interview. The researcher was conducted classroom observation in order to get the data regarding to teachers' strategy in teaching listening skills in the class. According to Narbuko & Achmadi, Observation is the tool to collect data which is done by observing and noting down systematically the phenomenon that is inquired.<sup>35</sup> It means that observation used to collect the data in systematic way to understand and interpret actions, interaction or the meaning of event. The ways in doing observation are:

1. The researcher prepares the observation sheet
2. The researcher joins in the classroom
3. The researcher observes when the teachers teach listening skills in the class.

In the other hand, the researcher used structure interview to get some information from the teachers about her reason to use that strategy in teaching speaking skills in the class.<sup>36</sup> Gay states that, an interview is essentially the oral, in-person, administration of a questionnaire to each member of a sample.<sup>37</sup> Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their

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<sup>35</sup> Abu Achmadi and Narbuko, *Metodologi Penelitian*, Jakarta: Bumi Aksara, p.70

<sup>36</sup> JJ Wilson, *How to Teach listening*, (London, Longman 2008), p. 127

<sup>37</sup> P.W Airasian, G. Mills & L.R Gay, *Educational Research: Competencies for Analysis and Application*, USA: Pearson Education, Inc., p.231

own words. According to Donal Ary there are three kinds of interview as follows:<sup>38</sup>

- a. Unstructured interview, which is a conversational type of interview in which the questions arise from the situation.
- b. Structured interview, scheduled for the specific purpose of getting certain information from the subjects. The questions are structured.
- c. Semi- or partially structured interview, which the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process.

Based on the types above, the researcher used semi structured interview. The researcher went to interview to the respondent by talking and asking in relax situation and friendly way. When conducting interview, the researcher prepare a list of questions as guidance and incidental questions to know the system evaluation that used by the teacher. In collecting the data from interview, the researcher used steps as follow:

1. The researcher prepares some questions that will be asking to selected teachers. The researcher also prepares recorder to record their answer.
2. The researcher asking and talking in a friendly way based on the questions that have been prepared.
3. The researcher recorded their answer.

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<sup>38</sup> Donal Ary, *Introducion to Research in Education(English Edition, United States of America, Wadsworth, p. 438*

Table 1

This table shows the observation plan by the researcher to conducting the research.

Number	Plan	Sub Plan
1.	Observation	Classroom Observation - Observe the strategy use by the teacher from the beginning until the end of the class.
2.	Interview	The question of the interview are follows: - What are the teachers' strategies in teaching listening to students? - What are the problems found by the teachers in teaching? - What are the teachers' solutions to overcome the problem when implementing listening strategies in the class?

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