



LECTURER'S STRATEGIES IN TEACHING LISTENING

**(A Case study on 4th semester lecturer who teach listening class of English
Department Students of STKIP SOE)**

Submitted as partial fulfillment for Sarjana Pendidikan

by

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DECLARATION OF ORIGINALITY

Hereby I declare that this journal entitle “Lecturer Strategies in Teaching Listening” (a case study 4th semseter lecturer who teach listening class of English Department students of STKIP SOE)” is original and definitely the researcher own work. The researcher completely responsible for all the contents. Other writer’ opinions or findings included in this journal are quoted and cited in accordance with ethical standard.



APPROVAL SHEET

LECTURER'S STRATEGIES IN TEACHING LISTENING

(A Case on the 4th semester lecturer who teach listening class of English Department of STKIP SoE)

Approving that, this final project has been approved, examined, and defended in the Final Examination on August 31st, 2020.

SoE, August 31st, 2020

Approved by

Examiners team

Signature

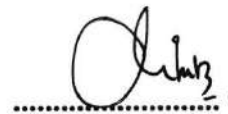
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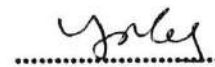
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SOE, August 31st 2020

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TABLE OF CONTENT

COVER.....	
Declaration of Originality	i
Approval Sheet.....	ii
Acknowledgement	iii
Table of Content	iv
Topic	1
Abstract	2
Keywords	2
Introduction	2
Research Methodology	2
Findings	2
Discussion	3
Conclusion	6
Suggestion	7
References	7
Appendix	8

LECTURER'S STRATEGIES IN TEACHING LISTENING

(A Case on the 4th semester lecturer who teach listening class of English Department in STKIP SOE)

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ABSTRACT

This research is conducted to identify lecturer's strategies in teaching listening. The participant of this study is one lecturer of English department of STKIP SoE who teach listening class. The Qualitative method is apply to collect the data with semi-structured interview as the instrument . The result of this research revealed that from the problems appeared in listening class such as lack of vocabulary, different English background, being unfamiliar with the words, difficult in creating material and students' lack of confidence can be overcome by teaching the students using the brainstorming, giving exercise in listening class, and play the recording for several times as the lecturer's strategies in teaching listening.

Keywords : Listening, Teaching Strategy

INTRODUCTION

Listening is the ability to receive and interpret messages accurately in the communication process. Listening is not only about hearing something but also to know what people say. According to Hsu, et al. (2013) among these aspects, listening is an important capability of social interactions, and it has been found that people receive new messages more efficiently via listening than reading.

According to Yusnida, et al. (2017) Listening is one of the skills that need to be mastered by university students. The ability to listen and understand a person talking in English to communicate with other people is important. Students who are good at listening will understand more about what the speaker says. It means that listening is like a sequential process in which after listening to someone then the listeners should respond what the speaker is talking about.

However, there are some difficulties faced by the learners who are learning English especially in listening. The difficulties are lack of vocabulary, different English background, being unfamiliar with the words, difficult in creating material and students' lack of confidence in learning listening. The problems also supported by Hamouda (2013) stated that there are three difficulties in listening class. They are first, pronunciation, second, lack of vocabulary, and the

Appendix

Interview Questions

Adapted From Bao (2017)

1. Do you have any difficulties in teaching listening
2. What do you think the most problems that found in teaching listening.
3. What kinds of problems that occur in students learning listening.
4. What problems that students experience during the listening class.
5. What is your opinion about your strategy in teaching listening?
6. What are the strategies that Lecturer's use in teaching listening to overcome the difficulties?
7. What are the strategies the Lecturer's commonly use and rarely use in teaching listening?
8. What is the relationship between Lecturer's strategies and students' strategies?
9. Do your students can follow your teaching strategies in teaching listening?
10. Is there any good improvement in your teaching strategies?