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DEVELOPING BOTTOM-UP AND TOP-DOWN STRATEGIES FOR ACCELERATING EFL STUDENTS' LISTENING SKILL AT MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

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ABSTRACT

This study aims at developing EFL listening materials through Bottom-up and Top-down strategies for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III. Based on the background of the study, the problem is on the limitation of the effective listening instructional materials for the fourth semester students taking Listening III. To overcome this problem, the listening materials through Bottom-up and Top-down strategies have to be developed. For this purpose, the problem of this study could be stated as follows: What listening materials using Bottom-up and Top-down strategies are appropriate for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III? For the research is intended to develop and produce listening materials for the fourth semester students taking Listening III, the appropriate design of the study is research and development (R&D). It starts from administering needs survey, in order to get the actual needs of the learners and teachers and to achieve as practical and effective materials as possible. The second stage is developing listening materials. The third stage is done concerning the draft product. The product is developed to meet specific needs and according to detailed specifications. The result of this study can be summarized as follows: (1) the stages of the development of the listening materials were based on the Hyland's materials development model (2003) which was adapted into the stages employed in this study i.e. needs survey, developing the materials, experts and lecturers validation, revision, try out of the materials, revision, and final product; (2) the product is in the form of printed materials, a students' worksheet, and a lecturer's guide; (3) the product consists of 7 units for semester four i.e. INTRODUCTION: How to Learn Listening Materials; Strategies for Developing Listening Skills; Integrating Metacognitive Strategies; Using Authentic Materials and Situations; Developing Listening Activities; Using Textbook Listening Activities; Assessing Listening Proficiency: TOEFL & IELTS. (4) the criteria of selecting materials were based on the Standard of Content and the criteria proposed by Underwood (1993b) i.e. language, content, style of delivery, length, attractiveness, practicality, level of difficulty and effectiveness. (5) the materials are appropriate for the students since they are relevant to the students' need, interest, and level of students' English ability; (6) the listening activities can improve the students' motivation to learn English. The result of study has driven the teacher-researcher to conduct research on developing EFL listening materials through Bottom-up and Top-down Strategies that aims at improving as well as accelerating listening comprehension skills of fourth semester students of English Department in Maulana Malik Ibrahim State Islamic University of Malang.

Key Words: Bottom-up Strategies, Top-down Strategies, EFL Listening Materials, Developing

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan materi menyimak melalui strategi Bottom-up and Top-down pada mahasiswa UIN Maulana Malik Ibrahim Malang semester IV yang mengambil mata kuliah Listening III. Berdasarkan latar belakang masalah penelitian, diketahui masih terbatasnya materi menyimak secara efektif. Untuk mengatasi masalah ini, maka strategi Bottom-up and Top-down perlu dikembangkan. Untuk mencapai tujuan ini, masalah penelitian diungkapkan sebagai berikut: Materi menyimak apakah yang menggunakan strategi Bottom-up and Top-down yang tepat untuk diterapkan pada mahasiswa semester IV? Karena penelitian ini dimaksudkan untuk mengembangkan dan menghasilkan materi menyimak, desain penelitian yang tepat adalah menggunakan R & D. Prosedur penelitian dimulai dengan mengadakan needs survey untuk mendapatkan informasi apa yang dibutuhkan oleh guru dan siswa pada mata kuliah menyimak untuk menghasilkan materi yang praktis dan efektif. Langkah kedua adalah mengembangkan materi menyimak. Langkah ketiga adalah berkaitan dengan draft materi menyimak. Materi dikembangkan untuk memenuhi kebutuhan pembelajaran. Hasil penelitian dapat dinyatakan sebagai berikut: (1) tingkat pengembangan materi menyimak adalah berdasarkan model pengembangan materi Hyland (2003) yang diadaptasi pada langkah-langkah yang diterapkan dalam penelitian ini, yakni mengadakan survey, mengembangkan materi, validasi dari para ahli dan pengajar lain, revisi, try out dari materi, revisi, and produk akhir; (2) produknya dalam bentuk materi tercetak; (3) hasilnya terdiri dari 7 unit untuk materi menyimak semester IV, mencakup: INTRODUCTION: How to Learn Listening Materials; Strategies for Developing Listening Skills; Integrating Metacognitive Strategies; Using Authentic Materials and Situations; Developing Listening Activities; Using Textbook Listening Activities; Assessing Listening Proficiency: TOEFL & IELTS. (4) kriteria dalam memilih materi didasarkan pada standard isi dan kriteria yang disampaikan oleh Underwood (1993b), yakni bahasa, isi, gaya penyampaian, keluasan materi, daya tarik, kepraktisan, tingkat kesulitan dan efektifitas (5) materinya tepat untuk siswa karena relevan dengan kebutuhan siswa pada materi menyimak dan tingkat dari kemampuan bahasa Inggris siswa; (6) kegiatan menyimak dapat meningkatkan motivasi siswa dalam belajar bahasa Inggris. Secara umum, hasil dari penelitian ini dapat memotivasi siswa untuk mempercepat penguasan keterampilan menyimak bagi siswa melalui strategi Bottom-up and Top-down.

Kata Kunci: Strategi Bottom-up, Strategi Top-down, Materi Menyimak, Pengembangan Materi

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CHAPTER I
INTRODUCTION

This study aims at developing EFL listening materials through Bottom-up and Top-down strategies for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III.

This chapter discusses the background of the study, statement of the problem, statement of the objectives, specification of the product, significance of the study, scope of the study, and definition of key terms.

1.1 Background of the Study

Listening involves physiological and cognitive processes at different levels (Field, 2002; Lynch, 2002; Rost, 2002). Underwood (1989:1), states that "listening is the activity of paying attention and trying to get meaning for something we hear"; this is a complex processes that enables the brain to construct meaning from the sounds heard and understand spoken language. It is also the medium through which people gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Listening is one of the language skills which English learners should learn. Cahyono (1997) states that listening is considered a necessary skill because it has an essential role in facilitating learners to master English proficiency. Skills in listening, for example, can help learners participate well in oral communication, since communication cannot take place successfully if the message is not understood. In that case, learners might find it difficult to follow what is spoken to them. Therefore, opportunities which are given to the students to listen to both non native and native speakers offer chances for practice to train them to understand normal communication in unstructured situations.

In addition, Gebhard (2000) points out that listening is not a passive skill. When people listen during one-way exchanges, for example while listening to lectures, radio, films, TV news and music, they are active at the time they respond what they hear or see, or agree with an idea. For the same case, how students can understand lectures, TV news or films unless they have good listening skills. Therefore, listening skills need to be taught.

Listening is one of the main skill courses offered to undergraduate students of English Department of Maulana Malik Ibrahim State Islamic University of Malang. The course is intended to develop the students' ability to comprehend English discourse in several communicative situations. By the end of fourth semester, the student who takes

Listening Comprehension III course is expected to be able to understand spoken English at advanced level through literal, inferential, and evaluative comprehension of the content, of the rhetorical aspects, and of the language features of various texts by implementing a range of listening strategies (Syllabus of Listening Comprehension III, 2014). However, the listening comprehension remains the most difficult language skill to learn among other language skills.

As the emphasis in EFL textbooks used in the institution in recent years has been on developing Top-down listening processes, the teaching of listening has been relied more on practicing Top-down strategies. Students were frequently instructed to listen for gist, main idea, note taking, etc. There are good reasons for this given that students need to be able to listen effectively even when faced with unfamiliar vocabulary or structures. However, if the students understand very few words from the incoming signal, even knowledge about the context may not be sufficient for them to understand what is happening, and the students can easily get blank in meaning. Indeed, less proficient students may simply not have enough vocabulary or knowledge of the language yet, but teachers will be familiar with the situation in which higher-level students may also fail to recognize known words in the stream of fast connected speech. These situations somehow may lead students to a frustration state and eventually influenced their motivation to improve listening skills.

Therefore, the students need to be taught to raise their awareness of Bottom-up process by finding out their own listening difficulties. The technique focusing students on their listening difficulties can give positive impact in the process of listening comprehension. A process-based approach that requires the student's ability to select the errors by themselves would essentially improve metacognitive awareness and perceptual processing which can affect their listening comprehension (Wilson, 2003: 140). Metacognitive awareness refers to an individual's awareness of thinking and learning (Flavell, 1976, 1979 cited in Goh, 2008). Through the activities English patterns can be familiarized and linguistic knowledge can be developed. The pattern recognition and linguistic knowledge development is important in activating the schemata to comprehend incoming information (Field, 2003: 327).

The previous theoretical considerations have driven the teacher-researcher to conduct research on developing EFL listening materials through Bottom-up and Top-down Strategies that aims at improving as well as accelerating listening comprehension skills of

fourth semester students of English Department in Maulana Malik Ibrahim State Islamic University of Malang.

1.2 Statement of the Problem

Based on the above background of the study, the problem is on the limitation of the effective listening instructional materials for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III. To overcome this problem, the listening materials through Bottom-up and Top-down strategies have to be developed. For this purpose, the problem of this study could be stated as follows: What listening materials using Bottom-up and Top-down strategies are appropriate for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III?

1.3 Statement of the Objectives

In relation to the statement of the problem, the study is aimed to develop appropriate listening materials using Bottom-up and Top-down strategies for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III.

1.4 Specification of the Product

On the basis of the result of the needs survey, the specification of the product which are developed can be formulated as follows: (1) the materials can be used either in the classroom or language laboratory; (2) the materials are developed based on the existing syllabus; (3) the product consists of a teacher's book, a students' work sheet and CD recorded materials; (4) the teacher's book covers the guidelines of how to teach using the materials, the tape scripts, and the answers key; (5) the students' worksheet contains the instruction and the tasks; (6) the tasks are in the form of WH-question, multiple choice, true and false, completion and matching, (7) the product should be practical. The practicality could be seen in the application of the product. To be practical, the product should be easy to prepare and implement in the classroom or laboratory; (8) the product should be effective. In this case, the product should be useful for teaching listening skills; and (9) the product should be suitable with the students' English ability and needs in terms of clarity, attractiveness, and speed of delivery.

1.5 Significance of the Study

For the knowledge development, the result of the study provides the English department with the availability of the EFL listening materials which are appropriate with the English department based curriculum, teachers' need, and students' need.

To the students, the result of the study is expected to make the process of learning listening more communicative and enjoyable so that it can improve their motivation and interest in learning English. Besides it is expected that the materials will improve their listening competence.

To the English lecturers, the result of the study is expected to facilitate the teaching of listening so that it can support the process of the English teaching. Besides, the teachers have appropriate listening materials which are practical and useful to improve the students' listening skills, especially for Listening III.

Meanwhile for other researchers of the same field, the result of this research provides critical view on how a particular technique is implemented in EFL listening class and leads them to find out its effectiveness comparing to other teaching techniques in the language learning development.

1.6 Scope of the Study

This research includes the development of the listening materials. It was limited only on developing listening materials using Bottom-up and Top-down strategies are appropriate for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III.

The development of the materials is an adaptation of the commercially published or unpublished materials in order to suit the need of the students and the teachers.

1.7 Definition of Key Terms

To avoid ambiguity and misunderstanding, it was important to give definition on the terms used in the study. The terms are Bottom-up and Top-down Strategies, EFL Listening Materials, and Developing.

Bottom-up Strategies (BUP); Vandergrift (2002: 2) states that listeners use BUP "when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meaning in order to arrive at the final message".

Top-down Strategies; TDP, in contrast with BUP, is holistic, "going from whole to

part, and focused on interpretation of meaning rather than recognition of sounds, words and sentences. Listeners actively formulate hypotheses as to speaker's meaning, and confirm or modify them where necessary" (Lynch and Mendelsohn, 2002: 197).

EFL Listening Materials are instructional materials which are used to teach listening skills to improve the students' listening competence in a country where English is not used as a means of communication in the society.

Developing is adapting the available materials in the ways of adding, deleting, simplifying, modifying, and reordering the materials.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter works through topics that underline the implementation of the present study. The first part is devoted to the nature of listening; the second is about the strategies for listening comprehension. The next discusses techniques for teaching listening comprehension, types of listening comprehension activities, models of materials development, criteria for the selection of recorded material, and the related studies.

2.1 The Nature of Listening

Listening is an invisible mental process, making it difficult to describe (Vandergrift, 2002). Rost (2002: 7) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know. Mendelsohn (1994: 19) defines listening comprehension as "the ability to understand the spoken language".

Taylor (1981: 16) clarifies the different listening comprehension proficiency levels by distinguishing developmental listening into five stages: 1) stream of sound (zero comprehension of content); 2) word recognition within the stream (minimal comprehension); 3) phrase/formula recognition (marginal comprehension); 4) clause/sentence recognition (minimally functional comprehension); and 5) extended speech recognition (general comprehension). Oxford (1993: 206) claims that listening should include "perception of sounds, comprehension of meaning-bearing words, phrases, clauses, sentences and connected discourses".

O'Malley et al. (1989: 434) enlarge the scope of listening comprehension and give a more extensive definition: 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 strategies resources to fulfill the task requirements.

2.2 The Process of Listening Comprehension

There are two distinct processes involved in listening comprehension: top-down and bottom-up processes. In top-down processing listeners use their background knowledge to determine meaning with respect to prior schemata. Schemata are the directing structures in the comprehension process. Rumelhart (1980: 34) described the schemata as "a data structure for representing the generic concepts stored in memory. It can be used to represent our knowledge about all concepts: those underlying objects situations, events, sequences of events, actions and sequences of actions." The principle of schemata leads to two fundamental modes of information: bottom-up and top-down processing. These two processes intersect to intersect to develop an interactive process.

2.2.1 Bottom-up Processing

Bottom-up process refers to using the information about sounds, word meanings, and grammar to bring together understanding of what is heard one step at a time (Brown, 2006: 2).The listener is expected to at first recognize the words, and then gets the meaning intended by the speaker by combining the words that the listener recognized earlier. The processes combine groups of features: phonemes into syllables, syllables into words, words into clauses, and clauses into sentences (Field, 1999) which emphasized grammatical or syntactic structures. It helps students interpret the meaning of individual words and then recognize words more effectively (Lynch, 1996).

Some researchers had conducted research on bottom-up process. Osada (2001) analyzed local and global questions and idea unit analysis. He analyzed 91 less-proficient EFL listeners from Tokyo and studied whether they tended to rely on bottom-up processing or top-down processing. The results of Osada's study showed that EFL low-proficiency level Japanese learners tended to rely on bottom-up processing, because they may have had a lower tolerance of ambiguity by measuring recalled idea units and answers local and global questions. Hansen and Jensen's study (1994) concluded that low-proficiency level students relied heavily on bottom-up processing skills, because they did not have the ability to process and utilize implicit information.

Vandergrift's (2003) study concluded that less-skilled listeners used direct (word for word) translation for a chunk of text, either at the beginning or the end of a listening segment, paying little attention to connecting the ideas from one segment to another. Vandergrift further indicated that employing top-down processing may have actually prevented less-skilled listeners from developing conceptual frameworks and contractual meanings efficiently.

Other studies show that top-down processing may actually hinder listening comprehension. Hulstijn (2001) argues that top-down processing does not provide adequate linguistic input for L2 listeners. He suggests developing bottom-up processing so that listeners use the components of the acoustic signals to create meaningful units. Familiar topics and easily recognized words increase the frequency of listeners' use of bottom-up processing. When a topic was unfamiliar, many L2 listeners used bottom up processing ineffectively and inappropriately. For example, when listeners pay more attention to vocabulary recognition, they are not able to comprehend the remaining information. This is called bottom-up processing deficiency (Tyler, 2001).

This research concentrates on the improvement of word recognition, a microskill which is considerably related to bottom-up processing. Word recognition is the basis of spoken-language comprehension and is critical for successful listening comprehension (Segalowitz & Segalowitz, 1993; Rost, 2002).

However, word recognition is often the most problematic process in listening, because there are no reliable cues marking every word boundary (Cutler, 1997 cited in Rost, 2002: 25). Field (2003: 329) confirms that breakdown of understanding toward words may be arisen from several causes: a) the words are known but attributed by listener in wrong sense, listener's failure to recognize a phonetic variation of a known word, the word are known in reading but not in spoken vocabulary, and inability of listener to segment the word out of a piece of connected speech. In other words, if a listener 'recognizes' a word but does not know or know little about its meaning, the entire process of word recognition is threatened and the listener must find another strategy for understanding.

Therefore, in order to help students improve word recognition skill the researcher will provide the low-proficiency students appropriate listening materials with interesting topics, relatively familiar words, clear sounds and if possible, expressive speech so that they can gradually improve their comprehension by firstly applying bottom-up processing during listening. Appropriate materials to the student's level of ability allow students to create meaningful units and increasingly adapt with the difference phonological systems of English. Moreover, abundant attention to perceptual processing at this level, as the findings have proved, play significant effect besides giving the students a lot practices of top-down processing skills.

2.2.2 Top-down Processing

Top-down process refers to the use of schemata or background knowledge about certain topics and situations in understanding the meaning of the message (Brown, 2006: 2). To come up meaning, listeners draw from their knowledge to language input. Listeners predict meaning by using contextual clues and combining them with background knowledge. Background knowledge and familiar topics are dominant features of top-down processing.

Listeners initially had the advantage with contextualized knowledge (i.e., background knowledge), they needed top-down schematic knowledge to support decoding information (Tsui & Fullilove, 1998). Schmidt-Rinehart's (1994) showed that "less-proficient students relied more on contextual cues" (Schmidt-Rinehart, 1994: 181). Other researchers suggested that low-proficiency listeners relied heavily on top-down processing in order to compensate for the problem of perception. Wolff (1987) stated that listeners had a tendency to use top-down processing in more difficult tasks instead of bottom-up processing because bottom-up processing was constrained by language deficiencies (i.e., limited vocabulary).

Students use background knowledge to fill up gap of information left by their linguistic knowledge efficiently. Activities suggested to activate less proficient students' background knowledge should be given before actual listening. Understanding related vocabularies and context of the text are best introduced in pre-listening activities. Contextual cues, such as, familiar topics, predictable content or cultural background, are given to help with contextualization and bringing to life the listening situation as well as developing listening comprehension of the language.

2.2.3 Interactive Approach

Interactive approach refers to combination of bottom-up and top-down processes during listening (Brown, 2001: 249). Some studies have stated that the use of bottom-up processing and top-down processing extend simultaneously throughout all listening skill levels. These strategies alone do not help listeners overall improve and understand texts; listeners increase their listening competency using bottom-up processing for easier texts and top-down processing for difficult texts (Field, 2001; Wolff, 1987).

Vandergrift (2003) found that less-skilled listeners were incompetent in keeping up with the coming input and unable to recognize relevant information, and rapidly forgot previously comprehended knowledge whereas more-skilled listeners tended to approach

both bottom-up processing and top-down processing interactively. Because of less-skilled listeners' lack of vocabulary competency, they interact with the listening passages superficially and have a difficult time focusing on new potential information and maintaining old comprehended input.

A recent study conducted by Vandergrift (2003: 467) indicates that "less-skilled listeners tended to segment what they heard on a word-by-word basis, using almost exclusively a bottom-up approach". Therefore to process information effectively, a listener cannot dwell only on single bottom-up or top-down direction. It is important for the listeners to use both bottom-up and top-down simultaneously (Brown, 2001: 260). In practice of combining both bottom-up and top-down strategies, the researcher will concern to two situation: 1) pre-listening steps in which the students are given chance to activate background knowledge related to the text to listen and familiarize them with certain phonological aspects like stress, intonation, and pronunciation; 2) and during reconstructing steps where they cooperate with their peers to discuss difficult process of perception. These activities will be explained in the next section.

2.4 Techniques for Teaching Listening Comprehension

Brown (2001) proposes eleven techniques with different goals. The first five techniques belong to bottom-up exercises: (1) Discriminating between intonation contours in sentences. This goal is marked with one activity, namely listening to a sequence of sentence patterns with either rising or falling intonation then placing a check in column 1 (rising) or column 2 (falling), depending on the pattern the students hear. (2) Discriminating between phonemes. One activity is addressed to this goal, namely listening to pairs of words. Some pairs differ in their final consonant, and some pairs are the same. The students circle the word "same" or "different," depending on what they hear. (3) Selective listening for morphological endings. The activities of this goal are first, listening to a series of sentences then circling "yes" if the verb has an *-ed* ending, and circling "no" if it does not; second, listening to a series of sentences then on the answer sheet, circling the one (of three) verb forms contained in the sentence that the students hear. (4) Selecting details from the text (Word Recognition). Five activities can be carried out for the goal. First, matching a word that the students hear with its picture; second, listening to a weather report, looking at a list of words then circling the words that the students hear; third, listening to a sentence that contains clock time then circling the clock time that the students hear among three choices (5:30, 5:45 and 6:15); fourth, listening to an

advertisement, selecting the price of an item, then writing the amount on a price tag; and fifth, listening to a series of recorded telephone messages from an answering machine then filling in a chart with the following information from each caller: name, number, time, and message. (5) Listening for normal sentence word order. One activity refers to this goal, namely listening to a short dialogue and filling in the missing words that have been deleted in a partial transcript.

The second three techniques belong to top-down exercises: (1) Discriminating between emotional reactions. The activity to reach the goal is listening to a sequence of utterances then placing a check in the column that describes the emotional reaction that the students hear: interested, happy, surprised, or unhappy. (2) Getting the gist of a sentence. The activity referring to this is listening to a sentence describing a picture then selecting the correct picture. (3) Recognizing the topic. For this, three activities can be done. First, listening to a dialogue and deciding where the conversation occurred by circling the correct location among three multiple-choice items. Second, listening to a conversation and looking at the pictured greeting cards then deciding which of the greeting cards is sent by writing the greeting under the appropriate card. Third, listening to a conversation and deciding what the people are talking about by choosing the picture that shows the topic.

The last three techniques refer to interactive exercises: (1) Building a semantic network of word associations. The activity is listening to a word and associating all the related words that come to mind. (2) Recognizing a familiar word and relating it to a category. The activity is listening to words from a shopping list and matching each word to the store that sells it. (3) Following directions. It is done by listening to a description of a route and tracing it on a map.

2.5 Types of Listening Comprehension Activities

There are various ways of classifying taxonomy of comprehension activity types, such taxonomy by listening skill, or by level of difficulty. Ur (1996) classifies listening activities into four.

First, no overt response; in this type the students do not have to do anything in response to the listening; however facial expression and body language often indicate if they are following and understand or not. Three kinds of listening activities can be done for this purpose. (1) *Stories*; the teacher tells a joke or a real-life anecdote, retells a well-known story, reads a story from a book; or plays a recording of a story. If the story is well-chosen, students are likely to be motivated to attend and understand in order to enjoy it. (2)

Songs; the teacher sings a song by himself/herself, or plays a recording of one. When no response is required 'the students may simply enjoy the music without understanding the music. (3) *Entertainment*; *films, theatre, video*; as with stories, if the content is really entertaining e.g., interesting, stimulating, humorous, dramatic, students will be motivated to make effort to understand without the need for any further task.

Second, short responses; it consists of six activities. (1) *Obeying instruction*; students perform action, or draw shapes or pictures, in responses to instruction. (2) *Ticking off items*; a list, text or picture is provided: student should mark or tick off words/components as they hear them within a spoken description, story or simple list of item. (3) *True/False*; the listening passage consists of a number of statements, some of which are true and some are false. The students should write ticks or crosses to indicate whether the statements are right or wrong; or make brief responses ('True! or False !' for example); or they may stay silent if the statements are right, say 'NO! if they are wrong. (4) *Detecting mistakes*; the teacher tells a story or describes something the students have already known, but with a number of deliberate mistakes or inconsistencies. Listeners raise their hands or call out when they hear something wrong. (5) *Cloze*; the listening text has occasional brief pauses, represented by silence or some kind of buzz. Students write down the appropriate missing word. If the text is recorded, the pauses have to be more widely spaced than in a reading one; otherwise there is not enough time to listen, understand, think of the answer, and write it. If the teacher is speaking the text by him/her self, then he/she can more easily adapt the pace of his speech to the speed of student's responses. (6) *Guessing definitions*; the teacher provides brief oral definitions of a person, place, thing, action or whatever, and students write down what they think it is

Third, longer responses; it deals with five activities. (1) *Answering questions*; before the listening activity, one or more questions demanding full responses are given. Because of the relative length of the answers demanded, they are preferred to be given in writing. (2) *Note- taking*; a task of taking brief notes from a short lecture or talk is given to the students. (3) *Paraphrasing and translating*; Students rewrite the listening text in their own words: either in the same language or in another (translation). (4) *Summarizing*; students are asked to write a brief summary of the content of the listening passage. (5) *Long gap-filling*; there is long gap left, at the beginning, middle, or end of a text. Students should guess and write down, or say, what they think might be missing.

Fourth, extended responses; here, the listening activity is only a "jump-off point' for extended reading, writing or speaking: in other words, these are 'combined skills'

activities. Two activities refer to these skills. (1) *Problem-solving*; a problem is described orally; and students discuss how to deal with it, and/or write down a suggested solution. (2) *Interpretation*; an extract from a piece of dialogue or monologue is provided, with no previous information; the students should try a guess from the words, kinds of voices, tone and any other evidence that is going on.

2.6 Models of Materials Development

Some models of developing instructional materials are proposed by experts of instructional design, namely Tomlinson (1998), Richards (1999), Dick and Carey (2001), Finney (2002), and Hyland (2003)

According to Tomlinson (1998) there are seven steps in the process of materials writing. The steps are identification of need for materials, exploration of need, contextual realization of materials, pedagogical realization of materials, production of materials, student use of materials, evaluation of materials against agreed objectives.

In addition, Richards (1999) points out that curriculum development processes in language teaching comprise needs analysis, goal setting, syllabus design, methodology, testing and evaluation.

Dick and Carey (2001) propose a model of instructional design which is called a systematic instructional design. They offer ten steps i.e. identifying instructional goals, conducting instructional analysis, identifying characteristics of the students, writing performance objectives, developing test-items, developing instructional strategies, developing instructional materials, conducting formative evaluation, revising instructional materials and conducting summative evaluation.

Similarly, Finney (2002) describes a framework of instructional materials development consisting of four stages of decision making. The stages are curriculum planning, ends/means specification, program implementation, and implementation in the classroom. She, however, believes that evaluation is not a stage in itself, but as necessary and integral part of each and all of the stages already mentioned.

Hyland (2003) suggests nine steps of materials development related to course materials namely consideration of the students (personal goals, proficiency levels, interest, etc.), consideration of learning context (duration, resources, relationship to other subjects), consideration of the target context (future roles of learners and the text and the tasks they need), establishment of course goals and objectives, planning the syllabus, devising units of work and lessons, creation or evaluation and selection of materials, teaching the course,

evaluation of learners.

All models might be applicable and well employed in developing language instructional materials. However, it is possible to make some modifications in the model of syllabus/materials development to suit particular instructional needs, purposes, and available resources.

In developing instructional materials, needs analysis is the first step that should be done. The intended purpose of conducting needs survey is to gather as much information as possible about the students or people that are involved in the program. Therefore, specifications made for materials should be based on detailed studies of the needs. In concept, according to Hyland (2003), moreover, needs are actually an umbrella that embraces many aspects such as students' goals, proficiencies and kinds of teaching they prefer. Besides, needs analysis is a necessary procedure to follow as it gives contribution in determining what materials to be of interest. To dig out the causes of the gap between the way we ideally think and the way we presently are, needs assessment is required, as it is a problem identification process which focuses on the 'what it is' and 'what should be' in a particular situation.

Conducting needs survey is meant to gather necessary information about the students including their background, needs, motivations, and interest to develop the listening materials. While the institution needs have been stated in the curriculum, then it may not be necessary to conduct need survey of the institution.

In selecting materials, if instructional resources are carefully selected and prepared, they can fulfill the needs and the objectives of instruction. The selection of the materials includes collecting relevant materials, then selecting the compiled materials by using and adapting some criteria of selection of recorded material proposed by Underwood.

Developing materials is the next step in which the selected materials are organized to be presented in the learning experience. The choice and the organization of materials is a big decision. Developing materials in this study refers to the development of listening materials which is based on the result of the needs survey and the consideration on the English curriculum.

The try-out and evaluation of the products in materials development design is meant to collect data to identify problems faced in implementing the materials, to revise the instructional materials, to identify the areas of student difficulties, and to identify portions of the materials that need to be revised. Hyland (2003) identifies that evaluation is conducted to collect data which are used to identify how to improve it.

The final step, which will be the first step in a repeated cycle, is revising the products. Revising of the products is based on the data gathered from the previous steps--the try-out and the evaluation.

2.7 Criteria for the Selection of Recorded Material

It is a good idea to have criteria, before a teacher uses a recorded material for his/her listening class. First, the curriculum is the basis of the materials development. It means that the materials can be used to reach the instructional objectives as stated in the curriculum and syllabus. In addition, two important characteristics of the syllabus, i.e. relevance and consistence should be reflected in the materials. Relevance means that the coverage, depth, level of difficulty, and materials sequencing are appropriate with the physical, intellectual, social, emotional and spiritual development level of the students. Consistence means that there is a consistent relation among basic competence, indicators, materials, instructional activities, learning sources, and assessment (Depdiknas, 2006)

Second, the criteria are related to language, length, content, style, and speed of delivery, the style of delivery and the quality of the recording (Underwood: 1993b). The following is a brief description of the criteria. First, The language of the listening texts should be of the right level, as texts of the right level of difficulty combined with appropriate activities will develop not only the listening skill but also contribute to students' overall language learning. Listening has been identified as a valuable source of 'comprehensible input'; and 'comprehensible input' contributes to the language acquisition. 'Comprehensible input' means the flow of language which contains elements already known plus some which have yet been mastered. It is more important to select listening texts which provide comprehensible input and which are at appropriate level of difficulty than to 'match' listening material with the language being taught at any particular time.

Second is related to length of the texts. For most elementary and intermediate level, students listen attentively for anything more than about two minutes without a break of some sort. Of course it is easier to pay attention longer if the subject matter of the listening text is particularly interesting, or if there is a specific task to do in relation to the text.

However, very short selection of, say, half a minute or less may cause problems as the students have not had enough time to get used to the voice(s) or to tune in the topic before the whole thing is over. There can be no strict rule about the length of listening texts for a particular level. The important thing is that if the teacher has a text which s/he wants to use but finds it rather long, s/he should plan to stop the tape from time to time,

and use it in more manageable sections and introduce pauses to give time to the students to think.

The third one is content. In early stages, it is important to use plain, straightforward content so that this can lessen the students' burdens. The burdens are the problems that the students have to cope with while they are listening. They do not know what sounds will occur, how fast the language is to be spoken, what the intonation signifies, what pauses are used for, or even whether the speaker is angry or pleased. To have plain, straightforward content, for example, texts should be avoided if they jump backwards and forwards in time, deal with very abstract concepts are full of jargon words, or are not logically sequenced, etc.

However, students should not be treated less mature intellectually. For example, adult learners should not use the same textbooks as young children and not expected to follow childish stories and make childish utterances.

Material should involve the students and make them want to listen. Funny stories and amusing pictures can be exploited to give great effects on language teaching but they should not be the only type of the material used. Moreover, it is not only the material that should be interesting to carry out the listening work, but also the teacher that should be creative so that students also enjoy what they are doing.

In association with style of delivery, at least in the early stages of their learning, students should not be faced with too many varieties of styles or ways of speaking at once. They should at first be presented with listening texts which are spoken without excessive or sudden changes in speed or pitch or volume. It is suggested that the selected text for early stages is the one spoken by a person whose natural speed of speech is quite slow and deliberate, but who has a pleasant tone and varied pitch.

Next, related to speed of delivery Underwood (1993b) suggests that words of the texts should be spoken in normal speed, not slowed down in an attempt to help the students. It is better to have speakers who naturally speak slowly than to have a speaker whose natural speech is fast but tries to slow down for the sake of foreign listeners. More important than the speed of uttering the words is the length or pauses between groups of words. With the pauses students will have time to sort out the part of the message just received and to prepare to receive the next part. So, teachers should select listening texts already having appropriate pauses or give pauses while playing the tape for the students.

The last aspect that should be considered is the quality of the recording. The tape should be clear enough for the students to hear. The background sounds which give an

indication of the context are often helpful to the listeners, and give a much more realistic listening situation. But teachers should avoid recording where the background is distracting, or so loud as to be confused with the voice to be listened to.

In her other book, Underwood (1993a) states" most teachers are not able to choose what material to use. But if you are in a position to make that choice, be sure to listen to as large of any recording as you can before making up mind" (Underwood, 1993a). Here is a simpler and more practical list of criteria proposed to be taken into consideration: (1) the recording is really clear, not just for one person to listen to but for use in a large class; (2) it is at the right level for the students; (3) it is easy to use with clear divisions between exercise and sections and so on, that the teacher can find the part needed easily; (3) the links between the recorded material and related printed material are straightforward; (4) it generates good language work; (5) the content is suitable; (6) it is culturally appropriate; (7) it is interesting; (8) the students will find it motivating.

Moreover Underwood (1993a) suggests teachers to use the checklist when choosing recorded material for their classes (See Table 2.1). This checklist will facilitate the teachers in evaluating their listening materials.

In summary, the criteria listed could be used as guidelines in developing a set of listening materials for teaching English. By giving attention to the list, it is expected that good, appropriate and applicable materials will be provided.

Table 2.1 Checklist for the Selection of Audio Recording

Features to consider	Yes/No	Comments
▪ Clarity of recording		
▪ level of content		
▪ Practicality to use		
▪ Links with book		
▪ Quality of language work		
▪ Content Appropriateness		
▪ Cultural acceptability		
▪ Attractiveness		
▪ Variety of voices		

2.8 Related Studies

Segalowitz and Segalowitz (1993) maintain that automatiation of word recognition skills, i.e., fluent bottom-up processing, is critical for successful listening comprehension.

Motivated by this theoretical premise, Poelmans (2003 cited in Vandergrift, 2004) investigated the effects of training in top-down comprehension skills over against bottom-up recognition training. Contrary to expectations, she found no significant differences between the two groups in the final comprehension measure. Poelmans attributes this finding to a discrepancy between contents and exercises of the training and testing condition, as well as insufficient training. Training in word recognition skills that acknowledges the contextual nature of listening is another area for further research.

However, Osada (2001) attributes lack of success in listening to an overemphasis on bottom-up skills. Based on his analysis of answers of questions and idea unit analysis, he found that low-proficiency Japanese learners of English tended to adopt a mental translation approach to listening. He argues for more emphasis on a top-down approach because, given the constraints of working memory, beginner-level listeners cannot construct meaning when they process connected speech on a word-by-word basis only. Responding to Osada's finding, I argue that Japanese EFL learners may not have similar experience with EFL Indonesian learners as phonological system of both languages is quite difference to the target language, English.

Listening Comprehension material has been proposed by Hartani (1999), who developed teaching materials based on a proposed English Listening Comprehension Syllabus for Secretary Academy Students. She concluded that in making the students attain the listening proficiency, the teaching-learning materials should be well prepared.

Kasbollah et al. (1989) conducted a survey on the use of language laboratory in Public Senior High Schools in East Java. The study concluded that most of the language laboratory in East Java is still in operation although only a few are in good condition. It is also concluded that the installment of the language laboratory has not been well planned. Moreover, the lack of the appropriate software and the unavailability of the spare-parts are the disadvantageous factors that might cause the inefficiency of the language laboratory. However, the findings showed that both high school students and teachers have found out that the English instruction in the language laboratory is interesting.

The study which will be conducted by the writer namely development research or research and development (R & D). The products of the study, however, will be different since the study is carried out to answer the problem on the limitation of the effective listening instructional materials for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III.

CHAPTER III
METHODOLOGY

This chapter discusses the description of the setting, the research design, and the stages taken in developing the listening materials for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III. The stages include needs survey, developing materials, experts and teachers validation, and try-out of the product.

3.1 The Description of the Setting

The research is carried out at Listening III class in English Department of Maulana Malik Ibrahim State Islamic University of Malang in seven classes with the total number of 150 students. Besides, the English Department has a good English laboratory and a library with audio visual equipment which can be used as a language laboratory. The subjects of the study are the students of the fourth semester taking Listening III at Class Ak, Bk, Ck, Dk, Ek, Fk, and Gk and the three lecturers teaching listening III in which the researcher is one of those lecturers.

3.2 Research Design

For the research is intended to develop and produce listening materials for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III, the appropriate design of the study is research and development (R&D).

The key purpose of R&D efforts is not to formulate or test theory but to develop effective products for use in English Department. Products produced by R&D efforts include Lecturer-training materials, learning materials, sets of behavioral objectives, media materials, and management systems. R&D efforts are generally quite extensive in terms of objectives, personnel, and time to completion. R&D cycle does result in quality products designed to meet educational needs (Gay, 1990).

3.3 The Stages of the Study

R&D design is used in this study as the foundation of the research covering a number of stages. It starts from administering needs survey, in order to get the actual needs of the learners and teachers and to achieve as practical and effective materials as possible. The result of the needs survey is beneficial to give information to the development of the

product, namely the listening materials for the fourth semester students taking Listening III.

The second stage is developing listening materials. Following Hyland's model (2003), the development of the materials includes the processes in modifying the available sources by adapting in the ways of adding, deleting, modifying, simplifying, and reordering the materials.

The third stage is done concerning the draft product. The product is developed to meet specific needs and according to detailed specifications. Once completed, the product is validated by the experts and teachers, and then to be revised. After that, the lecturer tries out in the small class to see the clarity of the recorded materials, attractiveness, delivery speed, level of difficulty, practicality and effectiveness of the product. Then, it is followed by revision on the product to reach the determined criteria (See Figure 3.1).
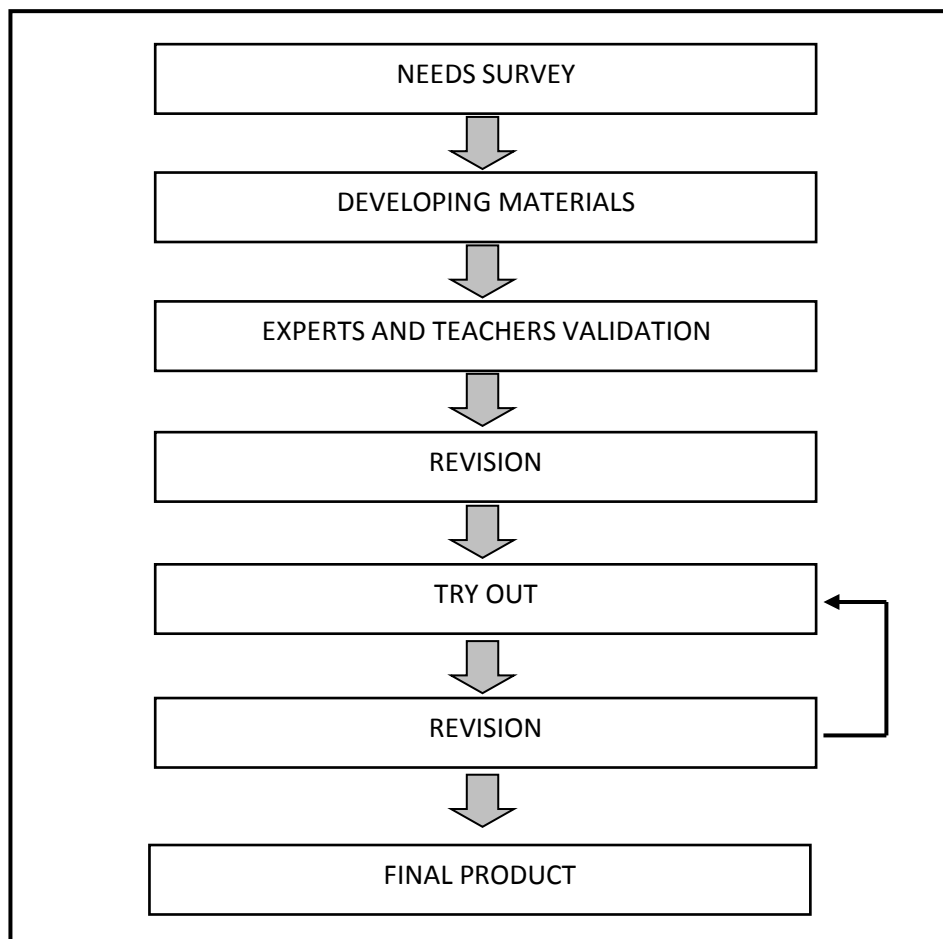

Figure 3.1 Stages in Materials Development adapted from Hyland (2003)

3.3.1 Needs Survey

Procedures used to collect information about learners' needs are known as needs survey (Richard, 2001). Needs survey in language teaching may be used for a number of different purposes, for example to find out what language skills a learner needs in order to perform a particular role, to help determine if an existing materials adequately address the needs of the students, to identify a gap between what students are able to do and what they need to be able to do, and to collect information about a particular problem learners are experiencing.

In this study, needs survey is conducted to obtain as much information as possible in any given situation in the field. The information from the students and the teachers which is related to the area of the study is needed to develop the materials suitable for the students and the teachers. It includes the situation and condition of English learning-teaching in the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III. The result of the survey is displayed as a sub section of needs survey.

To collect the data in needs survey stage, three instruments are used. The instruments consist of questionnaires, interview guide and field notes. The questionnaires are distributed to the fourth semester students taking Listening III and to the listening lecturers. Next, an interview is carried out with the lecturers. It is intended to obtain the information on the learners' and lecturers' need of listening materials. The questionnaires for the students are aimed at gathering the students' backgrounds including their experience in learning listening skill, and their opinion about the listening activities they needed.

The purpose of the questionnaires for the teachers/lecturers is to get information about the need of listening materials. Two kinds of questions are used in the questionnaires, namely close-ended questions and open-ended questions.

The interview with the teachers is done using the interview guide. The instrument is used to get information about the availability of listening materials, and the need of the listening materials.

Observation is done to get the factual picture of the teaching-learning process by taking notes on some important information as the basic line to develop the materials. For this, the researcher uses field notes.

In relation to the data analysis obtained from needs survey, the researcher presents them in different ways. The data from the questionnaires given to the students are

calculated in percentage.

Furthermore, the data from the questionnaires and interview from the teachers and field observation are described in qualitative way in which all the data from the teachers are presented descriptively.

3.3.2 Developing Materials

The second procedure of the study is developing the listening materials. For this purpose, first, the researcher constructs the map of the materials. The map contains a unit topic, objectives, indicators, main activities, and extension activities. The topics are taken from the Standard of Content and the existing syllabus. The objectives are formulated based on the standard of competence and basic competence stated in the Standard of Content. The indicators are the reformulation of those stated in the syllabus. Main activities are set up based on the teachers' and students' suggestion. And extension activities are added to relate the listening activities to the other language skills based on the characteristics of the materials.

Second, based on the map of the materials, a number of available listening materials are collected. When the materials are already gathered, the recorded materials are played and listened to carefully. It is administered to select the appropriate ones. The appropriateness of the materials is based on the Standard of Content, the syllabus, and the result of needs survey.

Five ways (Hyland, 2003: 99) are administered to develop the materials. They are as follows: (1) adding; it consists of supplementing or extending what the textbook offers with extra readings, tasks, or exercise; (2) deleting; it deals with omitting repetitive, irrelevant, potentially unhelpful or difficult items; (3) modifying; it concerns with rewriting rubrics, examples, activities, or explanations to improve relevance, impact, or clarity; (4) simplifying; it focuses on rewriting to reduce the difficulty of tasks, explanations, or instructions; and (5) Reordering; it is in parallel with changing the sequence of units or activities to fit more coherently with course goals.

Before developing the draft of the listening materials, the selected recording materials are labeled and given the identity. The written draft is constructed based on the selected materials, and the recorded materials are then rerecorded in such a way in line with the written ones, then the students' worksheet is developed. After that the teacher's book containing the direction how to teach using the materials is developed.

In developing the listening materials, the proposed materials are arranged based on the Standard of Content and the format is mainly made into topics based on the language

functions or functional texts in the Standard of Content. Each topic is accompanied by tasks.

The listening materials are developed on the basis of the result of the questionnaires on the needs of the students and the teachers, the Standard of Content, the English syllabus and the adapted criteria on selecting and developing recorded materials proposed by Underwood (1993b).

Eleven aspects are taken into consideration in developing the listening materials. The aspects are language, length, content, style of delivery, delivery speed, suitability with the curriculum, practicality, clarity of the recording, level of difficulty, attractiveness, and effectiveness.

3.3.3 Experts and Teachers Validation

After the materials are developed, they are given to the experts and teachers to be validated. They are given a validation form for their evaluation and comments. They are required to put a checklist on each aspect to be validated. The aspects are content, language and style. The result of the validation is in the form of quality comments on each aspect which consists of three ranges, namely poor, fair, and good.

Two English lecturers teaching Listening III in other classes validate the materials in terms of suitability with the curriculum, length, and speed of delivery. Their quality comments are put in a validation form by giving a checklist to one of the ranges, namely good, fair, and poor.

In addition, free space is prepared both for the experts and teachers to give free comments on each aspect for the improvement of the materials. The data from the experts and teachers validation are used to see whether the materials already meet the criteria of good materials. The criteria which are asked to the experts to get their judgment are as follows: (1) content: the text should lessen the students' burden; texts which jump backwards and forwards in time, deal with very abstract concepts, are full of jargon words or not sequenced logically should be avoided; materials should involve the students and make them want to listen; (2) language: listening texts should be of the right level; as texts of the right level of difficulty combined with appropriate activities will develop not only the listening skill but also the students' overall language learning; (3) style: the text should not be presented with too many varieties of styles or ways of speaking at once; it should be spoken by a person whose natural speech is deliberate, but who has pleasant tone.

The criteria which are asked to the teachers to judge are (1) the suitability of the

materials with the curriculum: It is related to the coverage and the objective; (3) speed: the words of the text should be spoken in normal speed, not slowed down in attempt to help the students, it is better to have speakers who naturally speak slowly than to have ones whose natural speech is fast but tries to slow down for the sake of foreign listeners, besides, the selected texts should already have appropriate pause between groups of words; (4) length: a text is said to be short or long depending on how interesting the text is for the students and what specific tasks are employed in relation to the text; it also deals with the teacher's management in operating the tape.

In line with the data obtained from the experts and teachers validation, the researcher analyzes them in qualitative way. Each aspect to be validated is weighed using the quality level based on the determined criteria. The level is poor, fair, and good. The validation from the experts and teachers are presented descriptively. The materials will need revising if the experts and teachers judge them in the quality of poor. The open comments are also presented descriptively and used as the basis of revision.

3.3.4 Try-out

The purpose of the try-out of the materials is to know the product's practicality, effectiveness, clarity of the recording, attractiveness, speed of delivery and level of difficulty of the materials. By trying-out the draft materials, the necessary data concerning the aspects above can be elicited. By so doing, the data obtained are useful to identify the problems and hindrances in applying the materials.

The subjects of the try-out are the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III of the academic year of 2015/2016. There are seven classes. Each class consists of more or less 25 students. There are 150 students. For the reason of practicality, the try-out is conducted in a small class consisting of 10 students. The ten students are selected from one class. To select the class, a simple random sampling is employed. For this purpose, each class is given a label by using alphabets A to G. Then, one class is selected by a lottery. By using this way, one class is selected. Next, ten students are taken from this class by a stratified random sampling. The stratification is based on the level of the students' English competence. The students are categorized into five levels i.e. very clever, clever, fair, poor, and very poor. Two students are taken from each level randomly by lottery.

The listening lecturers of English Department are involved in this study due to the fact that the lecturers play a very important role in teaching and learning process. For this

study, one English lecturer tries out the materials to the students. S/he is selected based on the agreement among the English lecturers teaching Listening III. To see whether the teachers' book could be understood and implemented, s/he is not trained how to teach listening using the developed materials.

During the try-out, the researcher observes the implementation of the draft product to obtain information on the practicality and effectiveness of the materials. For this purpose, field notes are used.

After the try-out of each topic, questionnaires are distributed to both the teacher and students to find out their opinion on the materials. The questions which are asked to the students dealt with (1) the clarity of the recording: the recording should be clear enough both for the teachers and students; (2) the attractiveness of the materials: the materials should be interesting not only for the teachers but also for the students. It means that the materials should be related to the students' world; and (3) speed of delivery. The questions which are asked to the teacher deal with the practicality and effectiveness in implementing the product. Practicality deals with the ease to prepare and the ease to use and effectiveness deals with the usefulness of the materials to teach listening skill.

Concerning with the level of difficulty, the data employed are the students' scores obtained from the students' tasks. The data are analyzed quantitatively based on the frequency count basis. In that case, the materials will not be necessarily revised if 80% of the students have already got the score of at least 60 (the minimum standard of the students' passing grade).

The data obtained from the questionnaires to the students are analyzed quantitatively using percentage. There are three aspects which will be analyzed using this way i.e. the clarity of the recording, the attractiveness, and the speed of delivery. If 80% of the samples judged that each aspect is at least fair, the products will not need revising.

Furthermore, in relation to the data obtained from observation and the questionnaires from the teacher in terms of practicality and effectiveness, the researcher presents and analyzes them descriptively and qualitatively.

CHAPTER IV
THE RESULT OF THE DEVELOPMENT

This chapter discusses the result of the development. It consists of eight sections, i.e. the result of the needs survey, the developed materials, the experts and teachers validation, revision, the data and analysis of the try-out, revision, the second try out, and the final product.

4.1 The Result of the Needs Survey

Pertinent to what listening materials are appropriate for the fourth semester of English Department students in Maulana Malik Ibrahim State Islamic University of Malang (UIN Malang), a number of findings can be utilized for the development of the materials. First, according to the teachers, most of the students had poor listening skills although they already learned English and experienced in listening activities before entering university. It was due the fact that most of the students were the private Islamic senior high schools' graduates; they tended to learn more on Arabic (see Appendix 4).

Second, the lecturers stated that the materials had to be completed with the lecturers' guide containing the objective, suggested pre, whilst, and post listening activities, and an answer key for each task. Besides, the material handout/ the text had to be provided in order that they could have good preparation before teaching the materials.

Third, the lecturers and the students suggested a number of listening activities. Six activities were considered appropriate by the lecturers i.e. finding the main idea, making inferences, drawing conclusions, summarizing, looking for clue words to find author's purpose, and identifying the characteristics of each listening text types. The students proposed seven activities. They are multiple choices, answering questions, finding the main idea, making inferences, drawing conclusions, summarizing, and looking for clue words to find author's purpose (see Appendix 4).

In addition, seven chapters were considered appropriate for the fourth semester students by the lecturers. They are INTRODUCTION: How to Learn Listening Materials; Strategies for Developing Listening Skills; Integrating Metacognitive Strategies; Using Authentic Materials and Situations; Developing Listening Activities; Using Textbook Listening Activities; Assessing Listening Proficiency: TOEFL & IELTS

4.2 The Developed Materials

The result of the developed materials consisted of seven units. The topics of the units were taken from the syllabus and they were arranged based on the syllabus too. The materials were prepared in the form of printed handout materials, lecturer's guide, and students' worksheet. The lecturer's guide contained the direction how to use the materials, the map of the materials, and the units. The map covered the topic of each unit, objectives, indicators, main activities, and extension activities (see Table 4.1). Each unit on the lecturers guide was completed with the suggested pre, whilst, post listening and extension activity, and answers key. The students' worksheet contained the tasks and instructions of the tasks.

Table 4.1 Map of the Materials of Draft 1

UNIT	TOPICS	OBJECTIVES	INDICATORS	MAIN ACTIVITIES	EXTENSION ACTIVITIES
1	INTRODUCTION: How to Learn Listening Materials	• To build the students' recognition of Listening Comprehension Strategies. • To give the students practice at Listening Comprehension Strategies.	Students are able to • understand the concept of Listening Comprehension Strategies. • practice at Listening Comprehension Strategies.	• Listening passages using practice at Listening Comprehension Strategies. • Identifying main ideas, supporting ideas, and concluding sentence using Listening Comprehension Strategies.	Listening • In pairs the students understand listening passages.
2	Strategies for Developing Listening Skills	• Focus on discourse: Drawing inferences • Free advanced listening texts • Popular social science texts	• Finding out how and why something happens in the text • Identifying implicit idea of the text	• Listening the text • Inferring from the text • Working in group or in pairs	Listening • In pairs the students infer listening passages.
3	Integrating Metacognitive Strategies	• To build the students' knowledge of how to Look For Clue Words To Find Author's Purpose. • To give the	Students are able to • look For Clue Words To Find Author's Purpose. • get information about topic	• Identifying topic sentence (topic and controlling idea) • Writing the author's purpose	Listening • Individually the students write the topic sentence and author's purpose from the given

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		students practice at predicting title of passages to identify the writer's purpose.	sentence and the writer's purpose.		listening passages
4	Using Authentic Materials and Situations	• To find main ideas from various listening passages. • To make inferences as well as draw conclusion from various listening passages. • To summarize listening passages.	Students are able to • find main ideas from various listening passages. • make inferences as well as draw conclusion from various listening passages. • summarize listening passages	• Main ideas • Inferences • Conclusions • Summarizing	Listening • Individual and group work is asked to find main ideas, drawing inferences, conclusions, and summarizing
5	Developing Listening Activities	Listening texts taken from Academic lectures, Talk shows, News on television or radio, Conversation with natural speech and gift-giving, Popular music	• Comprehending the content of texts in listening tests • Answering the listening comprehension questions of listening tests correctly • Finding out strategies applied in the listening tests	• Identifying listening texts on Academic lectures, Talk shows, News on television or radio, Conversation with natural speech and gift-giving, Popular music • Doing the listening tests	Writing • Individually the students identify the type of the given listening text.
6	Using Textbook Listening Activities	• Listening texts with advanced level of difficulty	• Understanding the author's point of view • Finding out the main idea • Guessing unfamiliar words through the context • Identifying the supporting details • Finding specific and general information • Understanding the relationship of ideas in the text	• Listening the texts • Discussing the texts in group or in pairs • Answering comprehension questions • Summarizing and taking notes	Listening • In pairs the students understand the organization of the given listening texts.

			• Taking notes • Summarizing		
7	Assessing Listening Proficiency: TOEFL & IELTS	• To engage the students in a listening for evaluation & class discussion through TOEFL & IELTS exercises	Students are able to • understand the concept and identify the TOEFL & IELTS exercises	• Getting the main points • Understanding implied meanings	Listening • In pairs the students understand the organizationo f the given TOEFL & IELTS exercises

4.3 Expert and Lecturer Validation

The developed listening materials were given to the expert as well as English lecturer to be validated. The English lecturer (or the expert) teaching Listening Comprehension III in another class validates the materials in terms of suitability of the materials with the curriculum (syllabus), clarity of the learning instruction, and complexity level (language and content). A form of validation was given to the validator for their validation (Appendix 5). The English lecturer (or the expert), however, is given a right to give free comments or suggestion for the improvement of the materials.

4.3.1 Expert Validation

The expert considered that in general the materials and the tasks were good for listening activities as a part of English teaching and learning. Therefore, the expert suggested that after being revised the materials could be tried out to the students directly without being brought back to him.

For the validation on the content (Appendix 5), the expert judged it good for 6 units and judged it fair for 1 unit. Moreover, according to him unit 6 that is on Using Textbook Listening Activities needs more exploration for students' project like asking them to find related articles to motivate their listening practices.

Pertinent to the language (Appendix 5), the expert did not judge it poor, fair or good. He, however, considered that the language was okay. In addition, he suggested that some of the language instructions should be revised in order that they became brief and clear. In conjunction with the style of delivery, the expert did not judged it poor, fair or good. He thought that the style was alright. He, however, questioned whether the materials were written as EFL or ESL.

Besides giving their judgment on the content, language, and style, the experts gave general comments or suggestion for the improvement of the materials. Their suggestions

can be described as follows: (1) there should be more exercises for listening activites; (2) listening materials should be more creative and innovative; (3) situational background is important to be added; (4) the language instruction should be clearer; (5) It would be better to give examples for each task; (6) map of the materials need to be rearranged in order not to make the listeners confused; (7) grammatical errors should be revised.

4.3.2 Lecturers validation

The lecturers considered that the listening materials were quite good. The printed materials were clear enough. In addition, the first lecturer considered that the materials were appropriate for the students. However, he thought to add one more material/ topic in the first meeting that is on various listening strategies. It is considered important to be given to the students in order that they can understand the listening passages fast and accurately. The second lecturer suggested that the materials should be more popular and brief for the students.

Concerning the suitability with the curriculum (the Standard of Content and Syllabus) (Appendix 6), both the lecturers judged it good for all units; all the units have matched with the curriculum and syllabus. In conjunction with the length (Appendix 7), the first lecturer judged it good for 6 units and fair for 1 unit as he thought that the materials in unit 2 are long enough; they need to be simplified to make balance as other units. The second lecturer judged it good for all the units.

4.4 Revision

Based on the expert and lecturers' comments, judgments, and suggestion most of the materials, some sentences on the lecturers note, and some tasks need to be revised. In relation to the materials, the revision was done in terms of the length of the materials and the relationship of the materials with the students' context. In this case, the materials which were too long were shortened to make them brief. In addition, the materials which were not related to the students' context were changed with those related to the students' experiences. Moreover, some situational backgrounds were added to some texts to make them clearer to the students.

Some more exercises/ tasks were also added in such a way to give more exposure for students e.g. (1) asking students to find related articles for listening; (2) giving some short stories to students to analyze and present in the classroom. For the details of the revision see Table 4.2.

Map of the materials were rearranged in a such a way that it was easier to read. Besides, time allotment of each unit was added in the map in order that the lecturers knew how much time they needed to teach the materials of each unit.

Table 4.2 The Map of the Revision on the Materials of Draft 1

UNIT	REVISED UNIT	TOPIC	TYPE OF REVISION
1	1	INTRODUCTION: How to Learn Listening Materials	The topic is not set in the syllabus; it is the lecturer's initiative to introduce listening strategies for the sake of students' listening skill improvement
2	2	Strategies for Developing Listening Skills	The materials are long enough; they should be simplified. More practices or exercises to implement note-taking in listening should be given to the students
3	3	Integrating Metacognitive Strategies	The learning instruction should be clearer enough to avoid ambiguity for students' comprehension. The students should be given more practices to really comprehend the distinction in finding the main idea, making inferences, drawing conclusions, and summarizing
4	4	Using Authentic Materials and Situations	No revision
5	5	Developing Listening Activities	No revision, the materials as well as learning instructions are well-organized.
6	6	Using Textbook Listening Activities	The lecturers should ask students to find related articles for listening to improve their listening skill and motivation as well.
7	7	Assessing Listening Proficiency: TOEFL & IELTS	The lecturers should give more various with the different level of complexity for TOEFL and IELTS practices.

4.5 The Data and the analysis of the Try out

The tryout of the materials consisted of a number of steps. The steps were preparation of the try out, the try out, and evaluation and revision.

4.5.1 Preparation of the Try out

All the English lecturers were invited to discuss which of them would try out the materials. Based on their agreement, the lecturer who would try out the materials was the one who was teaching the fourth semester students taking listening comprehension IV. The reason of the decision was that the lecturer knew the students well. Therefore, he did not need much time to adapt with the atmosphere of the teaching and learning process in the classroom.

The materials which were prepared in the form of printed materials, lecturer's guide, and students' worksheets were given to the lecturer. He was told to read the lecturer's guide before trying out the materials. He was not trained how to teach the materials since the researcher wanted to know whether the lecturer's guide was understandable and easily implemented. However, the discussion to make the schedule of the try out was done by the lecturer and the researcher. Considering the time allotment designed by the researcher and the real explanation time of the printed materials of each unit, the try out was scheduled to be conducted in 4 days/ meetings (see Table 4.3).

4.5.2 The Try out

The try out was conducted from May 16 to June 6, 2016. Following another lecturer's suggestion, the try out was carried out in the classroom after the school hour in order not to disturb the regular teaching and learning process. During the try out, the researcher observed the process of the teaching and learning. It was done to find out whether the printed materials and the lecturer's guide were practical and whether the materials were effective to teach listening.

The data obtained from the try out were divided into four parts i.e. from the observation, from the students' opinion on the materials, from the lecturer's opinion, and from the students' grade of the tasks.

Table 4.3 The Schedule of the Try out

DATE	UNIT	TOPIC	TIME ALLOTMENT
16 May 2016	1	INTRODUCTION: How to Learn Listening Materials	30 minutes
	2	Strategies for Developing Listening Skills	35 minutes
23 May 2016	3	Integrating Metacognitive Strategies	35 minutes
	4	Using Authentic Materials and Situations	40 minutes
30 May 2016	5	Developing Listening Activities	40 minutes
	6	Using Textbook Listening Activities	30 minutes
6 June 2016	7	Assessing Listening Proficiency: TOEFL & IELTS	25 minutes

4.5.2.1 Data Obtained from the Observation

A number of important things which showed that the materials were effective to teach listening and that the printed material and the lecturer's guide were practical were noted as follows: (1) all of the participants were seriously joining the listening session, (2) in the process of teaching and learning, the lecturer implemented the steps suggested in the lecturer's guide easily; the extension activity, however, was not implemented, (3) the lecturer could explain the listening materials easily, (4) the students were brave enough to ask the lecturer when they found difficult words, (5) the students learned the listening materials more enthusiastically because they could have various listening passages, and (6) when the try out was completed, they said that they wanted to have listening class regularly.

4.5.2.2 The Students' Opinion on the Materials

The students were asked to answer the questions about the materials in terms of clarity of the listening materials, attractiveness, and learning instruction after having finished learning each topic.

Appendix 8 shows that the listening materials were appropriate for the students. No students considered that the materials were poor. Pertinent to the clarity of the listening materials, the attractiveness and learning instruction, all the students considered that the materials were very good.

4.5.2.3 The Result of the Students' Tasks

The students' work of the tasks of each unit was collected from the try out. Based on the agreement of the school stakeholders, the minimum passing grade of English subject which consists of four language skills i.e. listening, speaking, listening, and writing is 60. It means that a student is considered having achieved the individual learning mastery if he/she already masters 60% of the materials.

In addition, the classroom learning mastery should also be taken into consideration.

It is approved by the lecturers that if 80% of the students in a classroom already gain the minimum passing grade, the materials are considered appropriate for the students in terms of difficulty level and the classroom learning mastery is achieved. However, the students who have not achieved the minimum passing grade should join the remedial program.

From the result of the students' tasks, it was found out that most of the materials of Draft 2 have achieved the criteria of the appropriate materials for the students in terms of difficulty level. None of the topics were considered too difficult for the students. Therefore, all the units do not need revising in terms of difficulty level.

4.5.2.4 The Lecturer's Opinion

After trying out each topic, the lecturer was given an evaluation form of the product. He gave his opinion on two aspects i.e. the practicality and the effectiveness of the materials. The practicality is indicated by the ease of preparing and implementing the materials and the effectiveness is indicated by the usefulness of the materials for teaching listening skills.

All topics in terms of practicality and effectiveness were considered good by the lecturer. He said that the printed materials were easy to prepare and implement. In addition, he said that the lecturer's guide was quite useful to direct him how to conduct the teaching and learning process in the classroom. In term of effectiveness, he said that the materials could increase the students' motivation to learn English.

4.6 Revision

Based on the data obtained from the try out, it could be considered that the materials did not need revising in terms of clarity of the printed materials, attractiveness, learning instruction, practicality, and effectiveness. In term of the difficulty level, no units were necessary to be revised since the tasks of these units were not too difficult for the students.

The revision was done by adding more various listening activities. For chapter VII, the revision was in the form of adding some various TOEFL and IELTS exercises with different level of complexity to be practiced by students.

4.7 The Second Try out

The second try out was carried out only for chapter VII after they were revised. The try out was conducted on June 13, 2016. The result of the try out indicated that most of the students already achieved the minimum passing grade. It means that the classroom learning mastery was achieved. For unit I-IV, all the students achieved the minimum passing grade. From all the units were considered appropriate for the students in term of the difficulty level. Therefore, no revision was needed.

4.8 The Final Product

The final product was presented after being validated by the expert and the lecturers, revised based on the suggestions and comments from them, tried out, and revised accordingly. The product is prepared for semester 4 for English Department Students taking Listening Comprehension III. It consists of 7 units.

The product is in the form of one printed materials, one lecturer's guide, and the students' worksheet. The printed materials (learning book) contain the various listening passages of each unit/ chapter along with related exercises. Accordingly, the printed materials are practical since the students can learn them autonomously.

The lecturer's guide has 40 pages consisting of 7 units. Its cover has a picture of the students having listening class in the language classroom. It is 21 cm wide and 29.7 cm long. It contains the preface, list of contents, the general direction and specific direction of how to teach listening using the prepared materials, map of the materials, 7 units with the objectives, pre-listening activity, whilst-listening activity, post-listening activity, extension activity, and answers key in each unit. Map of the materials contains a topic, time allotment, objectives, indicators, main activities, and extension activity of each unit. Extension activity suggests that the activity of speaking or writing be integrated with the listening activity.

The suggested pre, whilst, and post listening activities were developed following the principles of listening comprehension class. Some of the principles are (1) it is suggested that students make listening the primary channel for learning new material; (2) it is good to activate top-level skills by having a discussion which call up students' background knowledge; (3) before the students begin to listen, they should understand clearly what they are expected to do and (4) the students listen to a text with a specific purpose.

With complete specification, the lecturer's guide can facilitate lecturers to conduct the process of teaching listening. They will not be burdened with complicated preparation which often makes them reluctant to teach listening.

The students' worksheet having 40 pages is designed not to be costly to be photocopied by the students. Therefore, each unit is printed on not more than two pages on A4-sized-paper. It is due to the fact that most of the students come from the family of low economic level.

The worksheet contains a listening activity or task of each unit. The listening activity or task is designed to suit the junior high school students' English level. The

materials were developed based on the Standard of Content and the existing English syllabus in English Department of UIN Malang. Besides, they were developed based on the context of university students. In this case, the selected themes although not stated explicitly were around the youngsters' world or experiences such as school activities, school environment, animals, hobbies, activities at home and something which is considered important for the students' life. Therefore, the materials are considered appropriate with the university-based -English curriculum and the needs of the students.

Table 4.5 The Content of the Students' Worksheet

UNIT	TOPIC	NUMBER OF PARTS	ACTIVITY/TASK	THEME
1	INTRODUCTION: How to Learn Listening Materials	1	• Listening passages using practice at Listening Comprehension Strategies. • Identifying main ideas, supporting ideas, and concluding sentence using Listening Comprehension Strategies.	Listening • In pairs the students understand listening passages.
2	Strategies for Developing Listening Skills	1	• Listening the text • Inferring from the text • Working in group or in pairs	Listening • In pairs the students infer listening passages.
3	Integrating Metacognitive Strategies	1	• Identifying topic sentence (topic and controlling idea) • Writing the author's purpose	Listening • Individually the students write the topic sentence and author's purpose from the given listening passages
4	Using Authentic Materials and Situations	1	• Main ideas • Inferences • Conclusions • Summarizing	Listening • Individual and group work is asked to find main ideas, drawing inferences, conclusions, and

				summarizing
5	Developing Listening Activities	1	• Identifying listening texts on Academic lectures, Talk shows, News on television or radio, Conversation with natural speech and gift-giving, Popular music • Doing the listening tests	Writing • Individually the students identify the type of the given listening text.
6	Using Textbook Listening Activities	1	• Listening the texts • Discussing the texts in group or in pairs • Answering comprehension questions • Summarizing and taking notes	Listening • In pairs the students understand the organization of the given listening texts.
7	Assessing Listening Proficiency: TOEFL & IELTS	1	• Getting the main points • Understanding implied meanings	Listening • In pairs the students understand the organizationof the given TOEFL & IELTS exercises

CHAPTER V
SUMMARY AND RECOMMENDATIONS

Chapter five presents the summary of the study and the recommendations for the use of the listening materials in this study.

5.1 Summary

The discussion and the result of this study can be summarized as follows: (1) the stages of the development of the listening materials were based on the Hyland's materials development model (2003) which was adapted into the stages employed in this study i.e. needs survey, developing the materials, experts and lecturers validation, revision, try out of the materials, revision, and final product; (2) the product is in the form of printed materials, a students' worksheet, and a lecturer's guide; (3) the product consists of 7 units for semester four i.e. INTRODUCTION: How to Learn Listening Materials; Strategies for Developing Listening Skills; Integrating Metacognitive Strategies; Using Authentic Materials and Situations; Developing Listening Activities; Using Textbook Listening Activities; Assessing Listening Proficiency: TOEFL & IELTS. (4) the criteria of selecting materials were based on the Standard of Content and the criteria proposed by Underwood (1993b) i.e. language, content, style of delivery, length, attractiveness, practicality, level of difficulty and effectiveness. (5) the materials are appropriate for the students since they are relevant to the students' need, interest, and level of students' English ability; (6) the listening activities can improve the students' motivation to learn English.

5.2 Recommendations

A number of recommendations are presented in this part which might be taken into consideration for those who will conduct a similar study as well as for the lecturers who will use the product. They are as follows: (1) other researchers can conduct further study to develop listening materials for Listening Comprehension I and II course by employing the same model since this study focuses on the listening materials for Listening Comprehension III course; (2) the lecturers who use the product of this study should make sure that each time the students listen to the materials, they have a specific purpose for listening; (3) the lecturers should encourage the students to carry out all listening tasks without putting too much emphasis on the quality of the presentation of the response; (4) the lecturers should motivate the students not to worry if they do not understand every word since a listening task can be completed even when they miss some of the words.

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APPENDICES

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Appendix 1 Questionnaire to the Students in Needs Survey

AGUS EKO CAHYONO

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PETUNJUK : 1. Jawablah pertanyaan di bawah dengan jelas!

2. Tuliskan jawaban anda di lembar soal ini!

3. Anda tidak perlu menuliskan identitas anda!

1. Apakah anda berasal dari SMA, SMK atau MA (Fullday school, International School, atau tidak sama sekali)?

2. Sejak kapan anda mulai belajar bahasa Inggris?

3. Kapan dan dimana saja anda belajar bahasa Inggris (formal dan nonformal)?

4. Seberapa sering anda belajar listening (bahasa Inggris)? (Pilih salah satu)
   Sering   (   )
   Kadang-kadang   (   )
   Jarang   (   )
   Tidak pernah   (   )

4. Strategi apa sajakah yang pernah anda terapkan dalam pembelajaran listening?

5. Kegiatan listening apa yang anda sukai? (Boleh memilih lebih dari satu)
   Melengkapi teks   (   )
   Menjodohkan   (   )
   Menjawab pertanyaan   (   )
   Latihan menyimak   (   )
   Membuat ringkasan   (   )
   Menentukan pernyataan yang salah dan benar   (   )
   Pilihan ganda   (   )

Appendix 2 Questionnaire to the Lecturer in Needs Survey

1. Apa pendidikan Bapak yang terakhir?

   Jurusan   :

   Program/Jenjang   :

   Fakultas   :

   Perdosenan Tinggi   :

2. Apa status Bapak di kampus ini? (pilih salah satu)

   A. Dosen Negeri
   B. Dosen tidak tetap (GTT)
   C. Dosen yang diperbantukan (DPK)
   D. …………..

3. Pada tahun pelajaran 2013/2014 Bapak ditugaskan mengajar di semester berapa?

4. Apakah Bapak mengajarkan keterampilan menyimak kepada para siswa?
   A. Ya.

          1 kali seminggu   ( )

          1 kali dua minggu   ( )

          1 kali tiga minggu   ( )

          1 kali sebulan   ( )

          Lainnya (sebutkan)   ( )

   B. Tidak
      Alasan:

5. Apa kendala-kendala yang Bapak hadapi dalam mengajarkan keterampilan menyimak? (Boleh memilih lebih dari satu)

Materi menyimak tidak ada, saya harus mencari sendiri   ( )

Materi menyimak tidak sesuai dengan kurikulum   ( )

Materi menyimak terlalu sulit bagi siswa   ( )

Materi menyimak terlalu mudah bagi siswa   ( )

Materi tidak jelas   ( )

Materi menyimak tidak dilengkapi dengan latihan soal   ( )

Materi menyimak tidak dilengkapi dengan petunjuk dosen   ( )

Materi menyimak tidak dilengkapi dengan kunci jawaban   ( )

Lainnya (sebutkan)   ( )

6. Apakah materi menyimak harus dilengkapi dengan petunjuk dosen?

A. Ya.
   Alasan:

B. Tidak.
   Alasan:

7. Apakah materi menyimak harus dilengkapi dengan kunci jawaban?

A. Ya.

   Alasan:

B. Tidak.

   Alasan:

8. Kegiatan menyimak yang mana yang sesuai dengan Listening Comprehension III?
   (Boleh memilih lebih dari satu)

   Melengkapi teks   ( )

   Menjodohkan   ( )

   Menjawab pertanyaan   ( )

   Latihan pengucapan   ( )

   Menentukan pernyataan yang salah dan benar   ( )

   Pilihan ganda   ( )

   Membuat summary   ( )

9. Topik-topik apa yang sesuai untuk materi Listening Comprehension III?   (Boleh
   memilih lebih dari satu)

   Personal Identification   ( )

   Family Life   ( )

   School Life   ( )

   Daily Needs   ( )

   Professions   ( )

   Hobbies   ( )

   Things around Us   ( )

   Shopping   ( )

   Lainnya (Tolong disebutkan)   ( )

Appendix 3 Interview Guide in Needs Survey

PEDOMAN WAWANCARA UNTUK DOSEN BAHASA INGGRIS

1. Bagaimana menurut Bapak tingkat keterampilan listening mahasiswa semester IV dalam bahasa Inggris?

2. Apakah Bapak pernah mengalami kesulitan dalam menentukan materi listening?

3. Pernahkah Bapak menyusun dan mengembangkan sendiri materi listening?

4. Perlukah ada pre listening activity sebelum suatu materi diberikan?

5. Perlukah ada post listening activity setelah suatu materi diberikan?

6. Dalam pre listening activity dan post listening activity, apakah keterampilan berbahasa lainnya (speaking, listening, writing) perlu diintegrasikan?

7. Apakah dalam materi perlu dicantumkan petunjuk untuk dosen dan kunci jawaban untuk latihan?

8. Kegiatan apakah yang sesuai untuk pengajaran listening?

9. Saran bapak/lbu untuk penyusunan materi listening:

Appendix 4 The Students' Background and Experience in Learning English (31 students)

Table 1 The School Origin, Experience in Learning English

School Origin			Type of School		
SMA	SMK	MA	Full Day School	International School	Neither Both
9	-	18	-	-	-

Table 2 Starting Time of Learning English

Kindergarten	Elementary School	Junior High School	Senior High School	No answer
7	17	-	-	-

Table 3 The Students' Experience in Having Listening Class

Frequently	Sometimes	Rarely	Never	Total
3	16	7	-	-

Table 4 The Students' Preference of Types of Listening Activities

Completion	Matching	Answering Question	Pronunciation Practice	True-False	Multiple Choice	Summarizing
4	11	13	15	15	22	6

Appendix 5 Experts Validation Form

VALIDATION FORM

A. Evaluation on the content

UNIT	TOPIC	JUDGEMENT			NOTES
		POOR	FAIR	GOOD	
1	INTRODUCTION: How to Learn Listening Materials	-	-	√	
2	Strategies for Developing Listening Skills	-	-	√	
3	Integrating Metacognitive Strategies	-	-	√	
4	Using Authentic Materials and Situations	-	-	√	
5	Developing Listening Activities	-	-	√	
6	Using Textbook Listening Activities	-	√	-	
7	Assessing Listening Proficiency: TOEFL	-	-	√	

B. Evaluation on the language

UNIT	TOPIC	JUDGEMENT			NOTES
		POOR	FAIR	GOOD	
1	INTRODUCTION: How to Learn Listening Materials	-	-	-	
2	Strategies for Developing Listening Skills	-	-	-	
3	Integrating Metacognitive Strategies	-	-	-	

4	Using Authentic Materials and Situations	-	-	-	
5	Developing Listening Activities	-	-	-	
6	Using Textbook Listening Activities	-	-	-	
7	Assessing Listening Proficiency: TOEFL & IELTS	-	-	-	

Appendix 6 The Teachers Validation on the Suitability with the Curriculum

UNIT	TOPIC	JUDGEMENT		NOTES
		Teacher 1	Teacher 2	
1	INTRODUCTION: How to Learn Listening Materials	Good	Good	
2	Strategies for Developing Listening Skills	Good	Good	
3	Integrating Metacognitive Strategies	Good	Good	
4	Using Authentic Materials and Situations	Good	Good	
5	Developing Listening Activities	Good	Good	
6	Using Textbook Listening Activities	Good	Good	
7	Assessing Listening Proficiency: TOEFL & IELTS	Good	Good	

Appendix 7 The Teachers Validation on the Length

UNIT	TOPIC	JUDGEMENT		NOTES
		Teacher 1	Teacher 2	
1	INTRODUCTION: How to Learn Listening Materials	Good	Good	
2	Strategies for Developing Listening Skills	Fair	Good	
3	Integrating Metacognitive Strategies	Good	Good	
4	Using Authentic Materials and Situations	Good	Good	
5	Developing Listening Activities	Good	Good	
6	Using Textbook Listening Activities	Good	Good	
7	Assessing Listening Proficiency: TOEFL & IELTS	Good	Good	

Appendix 8 The Students' Opinion on the Materials

	Aspect	Students' Response	UNIT									Total	Percentage
			1	2	3	4	5	6	7	x	x		
1	Clarity of Material	Very good	9	9	4	4	4	4	2	x	x	90	50.00
		Good	1	1	6	5	5	5	6	x	x	73	40.56
		Fair	0	0	0	1	1	1	2	x	x	17	9.44
		Poor	0	0	0	0	0	0	0	x	x	0	0.00
Percentage to choose fair and up			100	100	100	100	100	100	100	x	x	180	100
2	Attractiveness	Very good	6	3	2	2	2	5	3	x	x	43	23.89
		Good	4	7	6	5	6	3	4	x	x	107	59.44
		Fair	0	0	2	3	2	2	3	x	x	30	16.67
		Poor	0	0	0	0	0	0	0	x	x	0	0.00
Percentage to choose fair and up			100	100	100	100	100	100	100	x	x	180	100
3	Learning Instruction	Very good	5	5	0	1	3	2	1	x	x	43	23.89
		Good	2	4	5	6	5	2	4	x	x	74	41.11

	Fair	3	1	5	3	2	6	5	x	x	63	35.00
	Poor	0	0	0	0	0	0	0	x	x	0	0.00
Percentage to choose fair and up		100	100	100	100	100	100	100	x	x	180	100

Appendix 9 Draft of the Book

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CHAPTER I
INTRODUCTION:
How to Learn Listening Materials

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Listening is the language modality that is used most frequently. Adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another.

Often, however, language learners do not recognize the level of effort that goes into developing listening ability. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures.

Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them. Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. Given the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. In the communicative approach to

language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom. Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than wordby-word comprehension.

Passive or Active?
- Is listening a passive or active skill?
- Listening is considered to involve the active
  selecting and interpreting of information coming
  from auditory clues so that a listener can identify
  what is happening and what is being expressed.
- -Richards, JC. 1983. "Listening Comprehension: Approach, design, procedure." *TESOL Quarterly* 17:2.

What does listening involve?
- Identifying information
- Searching memories
- Relating that information to those memories
- Filling it in the proper spot (or)
- Creating a new place for it
- Using it when needed

Effective listeners
- monitor comprehension
- associate new information with background knowledge
- make inferences about unknown words
- continue listening even if they don't understand certain words
- have metacognitive knowledge about the task
- manage to get the main idea rather than listen word-for-word

What interferes with listening comprehension?
- Unfamiliar vocabulary
- Grammar
- Text too long
- Several people talking
- Unfamiliar Context
- Lots of details
- Topic not interesting
- Theme not clear
- Accent
- Speed
- Idiomatic speech
- Task too difficult
- Unprepared for the discussion
- Not prepared for the format
- A lack of background information

Principles of teaching listening comprehension
- Let students understand how foreigners speak English and build students' sensitivities.
- All we can do is give them some guidelines, provide an opportunity for **meaningful** practice and trust they will learn these things for themselves. (Buck, 1995)
- Buck, G., 1995. How to become a good listening teacher.
  In Mendelsohn and Rubin 1995. *A guide for the teaching of second language listening.* San Diego: Dominie Press. 113-130.

Involve ss in focused listening
- Make it relevant to ss (interesting)
- Provide background knowledge
- Pre-listening exercise to activate content
- Use a variety of activities

Listening activities (with focus) to overcome the difficulties
- giving them charts / categories
- asking questions ahead of time
- showing pictures/charts
- discussing the topic first
- describing the context
- role playing the situation
- providing key word list
- brainstorming (situations / pros / cons)

- Predicting
- Doing follow-ups that allows them to connect directly with their lives

Other listening activities
- Follow-up activities
  - ☐ More listening
  - ☐ Writing activities
  - ☐ Role –playing
- Use activities to wake up ss
  - ☐ Jazz chants
  - ☐ Jokes
  - ☐ Puzzles
  - ☐ poems

CHAPTER II
Strategies for Developing Listening Skills

Bottom-up Strategies
Top-down Strategies
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
•summarizing
Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.
Bottom-up strategies include
•listening for specific details
•recognizing cognates
•recognizing word-order patterns
Listening for Meaning
To extract meaning from a listening text, students need to follow four basic steps:
•Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
•Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
•Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
•Check comprehension while listening and when the listening task is over.
Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

Bottom up strategies 1: *words*
1. Counting **syllables** by using a rubber band
2. Teaching word **stress**
   - ☐ circling stressed syllable
   - ☐ underlining unstressed syllable
   - ☐ circle the most stressed word in a sentence
   - ☐ using noise maker (or a flute) so that students can understand the sound and stresses (focus on the movement)

Bottom up strategies 2: *words*
1. **Pronunciation**
   - ☐ minimal pair practices
     - ☐ lice / rice   pin / pen   pin/pin/pen (choose)
   - ☐ present tense or past tense
     - ☐ They share the food. They shared the food.

        ☐ pronunciation change / blurred speech
          ☐ What do you mean? Where's the boy?
  2. Teach **intonation**

Bottom up strategies 3:
words-phrases
Top-down Strategies 1:
(thinking strategy)
- Get students to determine:
  - ☐ The setting
  - ☐ Interpersonal relationships
  - ☐ Topic
  - ☐ Mood
  - ☐ Main idea

Top-down Strategies 2:
(thinking strategy)
- Help them to
  - ☐ hypothesize
  - ☐ predict
  - ☐ Infer
- Example: Give them one/two words
  - ☐ Let students make inference and guess what the story is about to develop the guessing ability
- Example: Guess the answers as soon as they see the multiple choices

Dictation Activities
- Single word dictation
- Line-by-line dictation
- Full-text dictation
- Student-centered dictation

Dictation (for both strategies):
Single Word dictation
1. Students have to match the words with the pictures.
2. Students have to choose the word they hear.
3. Students have to write down the word they hear. (or write down the word when they hear the definition.)
4. Students have to do "odd-man-out".
5. Students have to make word association. (Circle two words that are associated with the new vocabulary word.)
6. Students have to make a sentence out of the word they hear.
7. Students have to write words in groups or columns according to pronunciation differences. The words may be read alone or in complete sentences.
8. Students have to write words read out by the teacher. They need to put the words in groups or column according to their characteristics.

Dictation (for both strategies):
Line-by-line dictation
1. Students respond to the line/sentence by
   - ☐ Filling in the word or the verb
   - ☐ Doing multiple-choice exercise
   - ☐ Correcting errors (deleting unnecessary words, for example)
   - ☐ Putting scrambled words in order

2. Students each have a line from a text. **They dictate their line to the teacher** in the order they think is appropriate. The teacher writes exactly what they say, as they say it, including mistakes. The class then adjust and correct as necessary.
3. Teacher reads out the text **line by line**. After each line, students pass their paper to their right, and correct any errors before continuing the dictation.

Dictation (for both strategies):
Full text dictation-1
1. Students read a list of sentences and check whether the sentences are **true or false** when listening to the text.
2. Students have **a multiple-choice exercise**.
3. Students have an incomplete version of the text with **gaps to fill in**.
4. Students **respond to the text** by answering the questions. (Short answers or complete sentences)
5. Students write down the **content word** in the blanks.
6. Students **reorder a list of scrambled sentences** when listening to the text.

Dictation (for both strategies):
Full text dictation-2
7. Students draw what the teacher describes. They may color it, complete it, etc.
8. Teacher reads out the text. Students have a copy of the text with errors, missing words or extra words added. They correct the text to make it the same as the teacher's.
9. Students write down the whole text.
10. Teacher reads out the text very quickly while students write down what they can. Then, in groups, they try to reconstruct the text. In the end, they compare with the original text.
11. Students write a summary of the text after listening to it.

Dictation (for both strategies):
Student-centered dictation
1. **Information gap**: students work in pairs, each on having an incomplete version of the text, with gaps in different places. Not allowing to look at each other's text, they read out what they have, each completing their own text.
2. **Information Hunting**: Students work in groups of 3. The text for each group is put on the other side of the room. S1 goes to the text, reads and memorizes a section, returns to the group and says what is remembered. S2 writes it down and S3 checks what S2 has written. They may then change roles and continues.

Sample of Listening activities
- Information Gap (pair work)
- Predicting
- Listening Comprehension
- Phantom of the Opera

CHAPTER III
Integrating Metacognitive Strategies

Before listening: Plan for the listening task
•Set a purpose or decide in advance what to listen for
•Decide if more linguistic or background knowledge is needed
•Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)
During and after listening: Monitor comprehension
•Verify predictions and check for inaccurate guesses
•Decide what is and is not important to understand
•Listen/view again to check comprehension
•Ask for help
After listening: Evaluate comprehension and strategy use
•Evaluate comprehension in a particular task or area
•Evaluate overall progress in listening and in particular types of listening tasks
•Decide if the strategies used were appropriate for the purpose and for the task
•Modify strategies if necessary
Sample of Listening activities:
A. Personal Security Theft in the Park
I. Pre-Listening Exercises [Top]

What images come to mind when you read the title of this conversation, "Personal Security: Theft in the Park"? What people might be involved: men, women, and/or children? What time of day is it? What is stolen? Write down your ideas.

The script (for teacher)
Man: Yes, I'd like to report a theft.

Police Officer: Okay. Can you tell me exactly what happened.

Man: Well, I was walking home from work two days ago, enjoying the nature all around me . . . the birds, the frogs, the flowing stream . . . [Okay, Okay] when this woman knocked me right off my feet, grabbed my stuff, and ran off through the trees. [Hmm]. I was so surprised by the ordeal that I didn't go after her.

Police Officer: Yeah. Can you describe the woman for me?

Man: Yeah. He was about a hundred and ninety centimeters tall . . .

Police Officer: Wait. You said a woman robbed you.

Man: Well, I'm not really sure. [Hmm]. You see, the person was wearing a white and black polka dot dress, a light red sweater over it, and she . . . or he . . . was wearing a pair of basketball shoes.

Police Officer: Humm. What else can you tell me?

Man: Okay. Like I said, the person was about 190 centimeters tall, heavy build, with long wavy hair. She . . . or he . . . was probably in his or her late 30's. I didn't get a good look at the person's face, but well ... uh ....

Police Officer: What? Was there something else?

Man: Well, the person . . . had a beard.

Police Officer: Ah! What was, uh, taken . . . exactly?

Man: Well, just my left shoe. Bizarre, isn't it?

Police Officer: Ah. The "bearded woman" has struck again!

Man: The "bearded woman"?

Police Officer: Yeah. It's this man who dresses up like a woman and, for some unknown reason, removes the left shoe from his victims. He's really quite harmless, though, and he usually returns the shoe to the crime scene a couple of days later.

Man: Hey, he can keep my shoe, and I'll just take off my left shoe every time I walk through the park.

III. Post-Listening Exercises [Top]

Discuss these questions in a small group:
Have you ever been in a situation where something was stolen from you? What happened and were your possessions ever recovered?
What can people do to protect themselves from theft at home or in public?
Are there any special precautions tourists should take when traveling to another country?

Question

1. What was the man doing when he was robbed?
A. fishing by the stream
B. birdwatching in the park
C. coming home from work

2. What was the thief wearing?
A. a black striped dress
B. a light red sweater
C. tennis shoes

3. How tall was the thief?
A. about 170 cm
B. about 180 cm
C. about 190 cm

4. What did the thief take from the man?
A. his shoe

B. his leather briefcase
C. his hat

5. Who is the "bearded woman"?
A. a man who dresses up like a woman
B. a woman who robs men in the park
C. a man who lives in the park

http://www.examenglish.com/IELTS/IELTS_listening.htm (free IELTS)

B. Picnic Preparations
I. Pre-Listening Exercises [Top]

Imagine you have been asked to organize a picnic? Where would you hold the picnic and what food, appetizers, and drink would you buy? Make a list and discuss it with a partner.

Question
1. When is the picnic?
A. on Thursday
B. on Friday
C. on Saturday
D. on Sunday

2. Where is the picnic being held?
A. at a park
B. at the beach
C. at Dave's house
D. by a river

3. How many packages of hot dogs do they decide to buy?
A. six
B. seven
C. eight
D. nine

4. Why has Kathy been so busy lately?
A. She has been working a lot recently.
B. She has been taking care of her sick mother.
C. She has been taking two night classes.
D. She has been looking for a new job.

5. What does Dave suggest Scott make for the picnic dessert?
A. cherry pie
B. chocolate cake
C. oatmeal cookies
D. fudge brownies

Script (for teacher)

Scott: Dave. I'm going to the supermarket to pick up food and drink for Saturday's picnic later. Any suggestions?

Dave: Well, everyone has been talking about having a barbecue down by the river, so why don't you pick up some hamburger and hot dogs?

Scott: Okay, but how much hamburger meat are we going to need? And hot dogs too?

Dave: Uh, I don't know. How about three pounds of hamburger and a couple packages of hot dogs?

Scott: Oh, that's not going to be enough. Do you remember the last picnic we went on? Your roommate, Jim, ate about ten hamburgers by himself!

Dave: You're right. Let's see. I'd better write this down. Uh, let's see about nine pounds of hamburger meat and, uh . . . , seven packages of hot dogs.

Scott: And you better pick up some chicken for those who don't like hamburger or hot dogs.

Dave: Okay. How about five or six bags of potato chips?

Scott: Humm. Better make that eight or so.

Dave: Alright. Oh, and we're gonna [going to] need some hamburger and hot dog buns. How about five packages a piece? I think that sounds about right.

Scott: Yeah, you better pick up some mustard, catchup, and mayonnaise too.

Dave: Okay. What else? Uh, we're gonna [going to] need some soft drinks. How about ten of those big 2-liter bottles?

Scott: Sounds fine, but be sure to buy a variety of drinks.

Dave: Okay. And what about dessert?

Scott: Well, maybe we could ask Kathy to make a few cherry pies like she did last time.

Dave: Well, I wouldn't mind that, but you know, she's been very busy working two jobs, so I'd hate to ask her, [Oh, hum . . .] and uh . . . Hey, why don't you whip up some of your oatmeal cookies? [Well . . .] Hey, you could even ask, uh . . . , what's her name . . . yeah that new girl, Susan, the one that moved in across the street! [Well . . .] I bet she'd be willing to help you! [I don't know . . .] She's a real knockout!

Scott: Nah, I don't think I could ask her . . .[Ahh!] I don't know her phone number, plus . . .

[Door bell rings . . .]

Dave: Hey, you don't need to. She's at the door!

Scott: What do you mean?

Dave: Well, I thought you two would hit it off, so I called her up saying I was you, and I invited her over to watch a movie.

Scott: You did what???

Dave: Wait, wait, wait . . . [uhhhhh . . .]

Key Vocabulary [Top]

supermarket (noun): a place where you buy food or other household goods, also grocery store
- She went to the supermarket to buy food for dinner.

talk about (phrasal verb): discuss
- Let's get together after class to talk about tonight's party.

pound (noun): a common measure of weight in the US, also 16 ounces
- The turkey weighs over 25 pounds, so there should be enough to feed all our guests.

package (noun): a container often used for food
- He said he bought three packages of cookies to feed the kids an afternoon snack.

you better (modal of advice): informal for "you had better" or "you'd better" and is generally used when there could be a negative consequence or result if the advice isn't followed
- I told her that she better make enough food for 20 people, or some of the guests won't be happy or satisfied.

whip up (phrasal verb): prepare quickly
- There's no time to fix a big dinner, so I'll just have to whip up a simple salad.

bet (verb): strongly believe or have faith in
- This cake has a nice flavor. I bet she added some cinnamon to the recipe.

knockout (noun): a very attractive or beautiful woman
- Hey, you'll love her roommate. She's a real knockout, and she isn't dating anyone.

nah: informal for "no"
- Nah, I don't want to go out to eat. Let's just eat something easy at home.

hit it off (phrasal verb): get along well
- I thought they would hit it off and go on another date, but it turns out that they didn't have much in common.

IV. Post-Listening Exercises [Top]

Plan a picnic or barbecue with a friend or classmate. Where would you have your picnic? What foods would you buy or prepare for the picnic? What activities or games would you plan to entertain your friends? Share your ideas with your class.

One-Way Communication
Materials:
•Radio and television programs
•Public address announcements (airports, train/bus stations, stores)
•Speeches and lectures
•Telephone customer service
Recordings
Procedure:
•Help students identify the listening goal:
to obtain specific information; to decide whether to continue listening; to understand most or all of the message
•Help students outline predictable sequences in which information may be presented: who-what-when-where (news stories); who-flight numberarriving/ departing-gate number (airport announcements); "for [function], press [number]" (telephone recordings)
•Help students identify key words/phrases to listen for
Two-Way Communication
In authentic two-way communication, the listener focuses on the speaker's meaning rather than the speaker's language. The focus shifts to language only when meaning is not clear. Note the difference between the teacher as teacher and the teacher as authentic listener in the dialogues in the popup screens.
Sample of Listening activities:

SELF-STUDY

PLAN MY VACATION

Think of your coming holiday for this semester. What places do you want to visit? Why do you want to go there?

Part A. Listen to Charles help Maya to plan her vacation. What cities has Charles visited?

1st city:

_____

2nd city:

_____

3rd city:

_____

Part B. Listen again. What is each city like?

Positive	*Negative*

Positive	*Negative*

	Positive	*Negative*

It's a very exciting place.

You are going to listen to a conversation between Carmen and his friend. Answer the following questions based on their conversation.

1. Where is Carmen from?
2. What are the positive sides of the city?
3. How is the living cost there?
4. How big is the city?
5. Is the man going to go there? Why?

What Should I See There?

Listen to the conversation about Mexico City.

Is the city recommended to visit?

_____

Make a brief description of the city based on the information from the dialogue.

_____
_____
_____
_____
_____
_____
_____

B. Phone Message

1. What is the name of the caller?
A. Nick
B. Nate
C. Neil

2. According the girl, her father:
A. is not home.
B. is on another line.
C. can't come to the telephone.

3. What is the man's telephone number?
A. 598-7482
B. 587-4728
C. 589-7248

4. The man tells the girl:
A. that he will call again sometime after 7:00 PM.
B. to ask her father to call him later.
C. that he will drop by around 8:30 PM.

5. What does the girl refuse to tell the caller?
A. her age
B. her name
C. her address

TRANSCRIPT for the teacher

Little Girl: Hello.
Caller: He, he.., hello? Uh, yeah. Is . . . uh . . . your dad home?
Little Girl: Just a minute please.
Older Sister: Hello.
Caller: Uh . . . yeah . . . uh hello? Yeah, um . . . is . . . uh . . . Nick home please?
Older Sister: Oh, he can't come to the phone right now.
Caller: Okay, well, um, yeah, I need to talk to your dad. Um, yeah, could you . . . um . . . take a message?
Older Sister: Yeah.
Caller: Yeah. This is . . . my name's Nick Johnson. And if . . .
Older Sister: The phone number?
Caller: Yeah if you could tell him. Yeah, the phone number is 589 [*Uh-huh*] 7248.
Older Sister: 589-7248?
Caller: Yeah, right and if you could tell him to call me tonight between 7:00 and 8:30?
Older Sister: Okay.
Caller: Alright, and uh. Now, I think . . . are you his daughter?
Older Sister: Yeah.
Caller: Yeah, now what's your name?
Older Sister: I . . . I'm not supposed to tell that.
Caller: Ah, that's really smart. Alright, well just tell him I called.
Older Sister: (O)kay.
Caller: Okay, bye.
Older Sister: Bye.

CHAPTER V
Developing Listening Activities

Define the activity's instructional goal and type of response.
1. Identification: Recognizing or discriminating specific aspects of the message, such as sounds, categories of words, morphological distinctions
2. Orientation: Determining the major facts about a message, such as topic, text type, setting
A. Main idea comprehension: Identifying the higher-order ideas
B. Detail comprehension: Identifying supporting details
C. Replication: Reproducing the message orally or in writing
Check the level of difficulty of the listening text.
1. How is the information organized?
2. Does the story line, narrative, or instruction conform to familiar expectations?
3. How familiar are the students with the topic?
4. Does the text contain redundancy?
5. Does the text involve multiple individuals and objects?
6. Are they clearly differentiated?
7. Does the text offer visual support to aid in the interpretation of what the listeners hear?
Use pre-listening activities to prepare students for what they are going to hear or view.
1. assess students' background knowledge of the topic and linguistic content of the text
2. provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess
3.clarify any cultural information which may be necessary to comprehend the passage
⬜⬜make students aware of the type of text they will be listening to, the role they will play, and the purpose(s) for which they will be listening
Use pre-listening activities to prepare students for what they are going to hear or View.
4. provide opportunities for group or collaborative work and for background reading or class
discussion activities
Use pre-listening activities to prepare students for what they are going to hear or view.
6. Sample pre-listening activities:
A. looking at pictures, maps, diagrams, or graphs
B. reviewing vocabulary or grammatical structures
C. reading something relevant
D. constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
E. predicting the content of the listening text
F. going over the directions or instructions for the activity
G. doing guided practice
Match while-listening activities to the instructional goal, the listening purpose, and students'
proficiency level.
1. If students are to complete a written task during or immediately after listening, allow them to read through it before listening.
2. Keep writing to a minimum during listening.
3. Organize activities so that they guide listeners through the text.
4. Use questions to focus students' attention on the elements of the text crucial to comprehension of the whole.

5. Use predicting to encourage students to monitor their comprehension as they listen.
Match while-listening activities to the instructional goal, the listening purpose, and students'
proficiency level.
5. Give immediate feedback whenever possible.
Encourage students to examine how or why their responses were incorrect.
Sample while-listening activities
A. listening with visuals
B. filling in graphs and charts
C. following a route on a map
D. checking off items in a list
E. listening for the gist
F. searching for specific clues to meaning
G. completing cloze (fill-in) exercises
H. distinguishing between formal and informal
Registers

Sample of Listening activities:
A. Filling the blanks
President Obama Marks 100 Days in Office

This is IN THE NEWS in VOA Special English. This week we look at President Obama's first one hundred days in 1………………….

The tradition of 2………………… the first one hundred days of a 3…………………
president 4………………… with Franklin Delano Roosevelt. He was sworn-in as
president seventy-six years ago 5………………… the Great Depression -- the worst
economic 6………………… in the country's history.

In his first one hundred days in 7…………………, President Roosevelt 8…………………
with Congress to 9………………… a series of measures. They were 10…………………
to re-build trust in the American economy, and 11………………… the unemployed and
those in danger of 12………………… their homes and farms.

Since then, the first three months of a 13………………… have been 14…………………
to Roosevelt's. Presidents are judged on their 15………………… to quickly
16………………… leadership and win congressional 17………………… of their
proposals.

The media and political 18………………… have spent a lot of time 19…………………
Mister Obama's first one hundred days in 20………………… But many of them
21………………… the one hundred day mark is a meaningless number. Others say it is
too soon to be judging the 22………………… of the president.

On Wednesday, Mister Obama 23………………… his one hundredth day by speaking at a
school in the 24………………… of Missouri. He said he is 25………………… of the
successes, but that more has to be 26………………….

BARACK OBAMA: "Now, after one hundred days, I am pleased with the
27………………… we have 28………………… But I am not 29………………… I am

confident in the future. But I am not 30…………………. with the present – not when there are 31………………. who are still out of jobs, families who still cannot 32…………………. their bills."

Mister Obama has dealt with many 33…………………. since becoming the nation's first African-American president on January 34…………………. He has 35…………………. economic problems and 36…………………. to strengthen 37…………………. with other countries. Congress 38…………………. his seven hundred eighty-seven billion dollar economic recovery 39………………….. The president has also taken 40…………………. to rescue the struggling 41…………………. and automotive industries.

Since taking 42…………………., Mister Obama has 43…………………. the closure of the American detention 44…………………. at Guantanamo Bay, Cuba. He set a time 45…………………. for withdrawal of most American 46…………………. from Iraq, while 47…………………. the number of troops in Afghanistan.

Mister Obama also 48…………………. efforts to improve America's international 49………………….. He received criticism from the Republican Party for offering 50…………………. with Iran and Cuba. Republicans also 51…………………. him for shaking the hand of Venezuelan President Hugo Chavez.

The party 52…………………. his plan to cut taxes for middle class Americans and use of government 53…………………. to increase economic activity. Party 54…………………. warn that will result in a huge 55…………………. in the national debt. 56…………………. studies show Mister Obama's public approval 57…………………. is above sixty percent. The president also 58…………………. his support in the Senate this week. Long-time Pennsylvania Senator Arlen Specter announced he is 59…………………. the Republicans to 60…………………. the president's Democratic Party.

And that's IN THE NEWS in VOA Special English, written by Brianna Blake. I'm Steve Ember.
(Script for the teacher)
President Obama Marks 100 Days in Office
This is IN THE NEWS in VOA Special English. This week we look at President Obama's first one hundred days in **office**.
The tradition of **marking** the first one hundred days of a **new** president **began** with Franklin Delano Roosevelt. He was sworn-in as president seventy-six years ago **during** the Great Depression -- the worst economic **crisis** in the country's history.
In his first one hundred days in **office**, President Roosevelt **worked** with Congress to **pass** a series of measures. They were **designed** to re-build trust in the American economy, and **help** the unemployed and those in danger of **losing** their homes and farms.
Since then, the first three months of a **presidency** have been **compared** to Roosevelt's.
Presidents are judged on their **ability** to quickly **demonstrate** leadership and win congressional **approval** of their proposals.
The media and political **observers** have spent a lot of time **examining** Mister Obama's first one hundred days in **office**. But many of them **admit** the one hundred day mark is a meaningless number. Others say it is too soon to be judging the **work** of the president.
On Wednesday, Mister Obama **marked** his one hundredth day by speaking at a school in the **state** of Missouri. He said he is **proud** of the successes, but that more has to be **done**.

BARACK OBAMA: "Now, after one hundred days, I am pleased with the **progress** we have **made**. But I am not **satisfied**. I am confident in the future. But I am not **content** with the present – not when there are **workers** who are still out of jobs, families who still cannot **pay** their bills."

Mister Obama has dealt with many **issues** since becoming the nation's first African-American president on January **twentieth**. He has **faced** economic problems and **worked** to strengthen **relations** with other countries. Congress **passed** his seven hundred eighty-seven billion dollar economic recovery **plan**. The president has also taken **steps** to rescue the struggling **financial** and automotive industries.

Since taking **office**, Mister Obama has **ordered** the closure of the American detention **center** at Guantanamo Bay, Cuba. He set a time **limit** for withdrawal of most American **troops** from Iraq, while **increasing** the number of troops in Afghanistan.

Mister Obama also **made** efforts to improve America's international **image**. He received criticism from the Republican Party for offering **talks** with Iran and Cuba. Republicans also **criticized** him for shaking the hand of Venezuelan President Hugo Chavez.

The party **opposes** his plan to cut taxes for middle class Americans and use of government **spending** to increase economic activity. Party **leaders** warn that will result in a huge **increase** in the national debt.

Yet studies show Mister Obama's public approval **rating** is above sixty percent. The president also **increased** his support in the Senate this week. Long-time Pennsylvania Senator Arlen Specter announced he is **leaving** the Republicans to **join** the president's Democratic Party.

And that's IN THE NEWS in VOA Special English, written by Brianna Blake. I'm Steve Ember.

B. TEXT OF COMPLETION
HOTEL RESERVATION
Vocabulary and Expressions

Inn (n)	Complete (adj)	Reserve (v)
Kitchenette (n)	Check (v)	Sauna Bath (n)
Book (v)	View (n)	Suite (n) = Kamar
How much …	Available (adj)	Tax (n)
Expensive (n)	Spell (v)	Either … or …
Look forward to (v)	Smoke (v)	Last name (n)
Unless (con.)	21st vs 21	Fine (adj)

Could I have your name, please….

Questions
1. What is the name of the Inn?
2. What is the facilities provided for the only room on March 21st?
3. How much is the room on March 21st with the tax?
4. What is the man's problem with room on March 21st?
5. The man makes a reservation finally for which day?
6. What kind of room does the man prefer, smoking or non-smoking?
7. How much is the preferred room with the tax?
8. What is the name of the man?

TEXT OF COMPLETION
Hotel Clerk : Hello. Sunnyside Inn. May I help you?
Man : Yes, I'd like to (1)… a room for two on the 21st of March.
Hotel Clerk : Okay. Let me check our (2)… here for a moment. The 21st of May, right?

Man	: No. March, not May.
Hotel Clerk	: Oh, sorry. Let me see here. Hmmm.
Man	**:** Are you all booked that (3)…?
Hotel Clerk	**:** Well, we have one (4)… available, complete with a kitchenette and sauna bath. And the view of the city is great, too.
Man	**:** How much is that?
Hotel Clerk	: It's only $200 dollars, plus a 10% room (5)….
Man	: Oh, that's a little too expensive for me. Do you have a (6)… room available either on the 20th or the 22nd?
Hotel Clerk	: Well, would you like a smoking or non-smoking room?
Man	: Non-smoking, please.
Hotel Clerk	: Okay, we do have a few rooms available on the 20th; we're full on the 22nd, (7)… you want a smoking room.
Man	: Well, how much is the non-smoking room on the 20th?
Hotel Clerk	: $80 dollars, plus the 10% room tax.
Man	: Okay, that'll be (8)….
Hotel Clerk	: All right. Could I have your name, please?
Man	**:** Yes. Bob -----------.
Hotel Clerk	**:** How do you (9)… your last name, Mr. -----------?
Man	**:** 10...
Hotel Clerk	**:** Okay, Mr. -----------, we look (11)… to seeing you on March 20th.
Man	**:** Okay. Goodbye.

C. Multiple Choice
STUDYING IN THE US: HELPING FOREIGN STUDENTS FEEL AT HOME
A. Choose the best answer below based on the short talk.
1. What do you feel when you become a new student?
   a. happy   b. enjoy   c. scary   d. funny
2. What can we do if we want to know more about our new college?
   a. brows information in the internet
   b. come to university's student office
   c. call our parents at home
   d. ask the lecturers to give information about the college
3. What is the main topic on this week discussion?
   a. support services for international students
   b. support services for local students
   c. support finances for international students
   d. support finances for local students

B. Answer the following questions below based on the short talk.
4. How many students are there in University of Southern California this year?
……………………………………………………………………………………
5. Give an example to help international students in University of Southern California!
……………………………………………………………………………………
6. With whom do international students want to spend their free time?
……………………………………………………………………………………
7. Where do students mostly come from to study in USA?
……………………………………………………………………………………
8. What can family members take when they are in USA?
……………………………………………………………………………………

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9. The Office of International Services also organizes other activities. Give the example!

…………………………………………………………………………………………

…………………………………………………………………………………………

STUDYING IN THE US: HELPING FOREIGN STUDENTS FEEL AT HOME
(Script for the teacher)

This is the VOA Special English Education Report.

Being a new student in school can be a little scary. Being a new student in a new country can be even scarier.

A college or university's international student office is a good place to start getting to know the school and the country. This week in our Foreign Student Series, we talk about support services for international students in the United States.

Our example is the University of Southern California in Los Angeles. U.S.C. has had the most international students of any American college or university for the past seven years. So says the Institution of International Education in New York.

U.S.C.'s Office of International Services says the number of students this year is about seven thousand five hundred. The University of Southern California has more than thirty-five thousand students total.

The Office of International Services helps explain student life at the university. It also organizes programs to help foreign students feel more at ease in their new surroundings. For example, there are trips to explore the Los Angeles area.

Most American colleges and universities have a similar office that helps international students. These offices look for ways to get students involved in school life and make American friends. Their job is not always easy. International students often want to spend their free time with friends from their own country or group.

India, China, South Korea, Japan and Canada sent the most students to the United States during the last school year. Next came Taiwan, Mexico, Turkey, Saudi Arabia and Thailand.

The office at U.S.C. also assists family members who come to the United States with international students. The family members can take English classes and go on trips to places like museums.

The Office of International Services also organizes other activities. For example, a State of the World Seminar takes place each semester. A group of international students and a professor discuss current social and political issues and take questions from the audience. The most recent seminar, held earlier this month, dealt with the Israeli-Palestinian conflict.

And that's the VOA Special English Education Report, written by Nancy Steinbach. Our series on studying in the United States will continue next week. Earlier reports are at voaspecialenglish.com. Click on Foreign Student Series. You can write comments and read what other people are saying. I'm Steve Ember.

D. Listening to a lyric

HEAL THE WORLD
(by Michael Jackson)

There's a place in your heart, and I know that it is…. .(1) And this place could be much brighter than ………... (2)
And if you really………..(3), you'll find there's no need to ………..(4)

In this place you'll feel, there's no hurt or ……………(5)

There are ways to get there
If you care enough for the living
Make a little…………(6), make a better ……………..(7)

* Heal the world make it a better place
for you and for me and the entire human race
** There are people …………. (8) if you care enough for the……………(9)
Make a better place for you and for me

If you want to know ………….(10) , there's a love that cannot lie
Love is ………….(11), it only cares for joyful giving
If we try we shall see in this bliss, we cannot feel
fear or dread
We stop……………..(12)and start living
Then it feels that always love's enough for us growing
So make a better world, make a better world
[Repeat * , **]

And the …………….(13) were conceived in will reveal a joyful face
And the world we once believed in will shine again in grace

Then why do we keep strangling life wound this earth crucify Its soul
though it's plain to see this world is heavenly be God's glow

We could fly so…………..(14) let our spirits never ………..(15)
In my heart I feel you are all my brothers
Create a world with no fear
Together we'll cry happy tears
See the nations turn their swords into plowshares

We could really get there if you cared enough for the living
Make a little space, to make a better place

Activities
1. Choose 3 best words from the blanks and write their meanings.
2. Write 3 sentences about environment using those words.

Heal The World lyrics (script for the teacher)

little girl talking

(I think about the generations, and they say they want to make it, a better place for our
children and our children's children
so that they they they know it's a better world for them, and I think they can make it a
better place)

There's A Place In - Your Heart - And I Know That It Is **Love**

And This Place Could - Be Much Brighter Than **Tomorrow**
And If You Really **Try** - You'll Find There's No Need To **Cry**
In This Place You'll Feel There's No Hurt Or **Sorrow**

There Are Ways To Get There - If You Care Enough For The Living
Make A Little **Space** - Make A Better **Place**

**Chorus:
Heal The World - Make It A Better Place - For You And For Me
And The Entire Human Race
There Are, People **Dying** - If You Care Enough For The **Living**
Make A Better Place - For You And For Me

If You Want To Know **Why** - There's A Love That Cannot Lie
Love Is **Strong** - It Only Cares For Joyful Giving
If We Try - We Shall See - In This Bliss We Cannot Feel
Fear Or Dread - We Stop **Existing** And Start Living

Then It Feels That Always - Love's Enough For Us Growing
So Make A Better World - Make A Better World...

**

And The **Dream** We Were Conceived In Will Reveal A Joyful Face
And The World We Once Believed In Will Shine Again In Grace
Then Why Do We Keep Strangling Life Wound This Earth
Crucify Its Soul - Though It's Plain To See - This World Is Heavenly
Be God's Glow

We Could Fly So **High**
Let Our Spirits Never **Die** - In My Heart - I Feel You Are All My Brothers
Create A World - With No Fear - Together We'll Cry Happy Tears
See The Nations Turn Their Swords Into Plowshares

We Could Really Get There - If You Cared Enough For The Living
Make A Little Space - To Make A Better Place...

**

**

**

There Are People Dying - If You Care Enough - For The Living
Make A Better Place - For You And For Me

There Are People Dying - If You Care Enough - For The Living
Make A Better Place - For You And For Me

CHAPTER VI
Using Textbook Listening Activities

Integrating Listening Strategies
With Textbook Audio and Video
1. Plan for listening/viewing
2. Preview the tape/video
3. Listen/view intensively section by section.
4. Monitor your comprehension
5. Evaluate your listening comprehension progress

Sample of Listening activities:

A. Growing Crops With Less Water (Script for the teacher)

Researchers are developing plants that use less water or use it better, or both. *Transcript of radio broadcast:*
21 March 2009

This is the VOA Special English Development Report.
Scientists are working to develop crop plants that can reduce the amount of water used for agriculture. Almost sixty percent of the world's freshwater withdrawals from rivers, lakes and other water resources go toward irrigating fields.
Scientists are using biotechnology as well as traditional breeding methods to develop water-saving crops to feed a growing world.
Thomas "Tommy" Carter is a plant scientist in North Carolina. He works for the Agricultural Research Service in the United States Department of Agriculture. He leads Team Drought, a group of researchers at five universities. They have been using conventional breeding methods to develop and test soybeans that can grow well under dry conditions.
Tommy Carter started working on drought-resistant soybeans in nineteen eighty-one. His research has taken him as far as China, where soybeans have been grown for thousands of years.
Farmers in the United States, however, have grown soybeans for only about a century. Tommy Carter says the soybeans they grow are for the most part genetically similar. More differences, or diversification, could better protect crops against climate changes that can reduce production. Those changes include water shortages which could increase from global warming.
The Agriculture Department has a soybean germplasm collection, a collection of genetic material passed from one generation to the next. Members of Team Drought studied more than two thousand five hundred examples from the collection.
They looked at ones from the ancestral home of soybeans, Asia. They searched for germplasms that could keep plants from weakening and wilting during hot, dry summers in the United States.
Tommy Carter says they found only five. But these slow-wilting lines, he says, produce four to eight bushels more than normal soybeans under drought conditions. The yield depends on location and environment.
Scientists are also working on other plants that either use less water or use it better, or both. For example, companies like Monsanto, DuPont and Syngenta have been developing corn with reduced water needs. Monsanto expects to be ready in a few years to market its first corn seeds genetically engineered to resist drought.
And that's the VOA Special English Development Report, written by Jerilyn Watson. You can find transcripts, MP3s and podcasts of our reports -- and write comments -- at voaspecialenglish.com. I'm Steve Ember.

Questions:
1. What are developed by scientists to reduce the amount of water used for agriculture?
2. What methods are developed by scientists to reduce the amount of water used for agriculture?
3. Who is a plant scientist in North Carolina who works for the Agricultural Research Service in the United States Department of Agriculture and leads Team Drought and what plant is tested?
4. What companies have been developing corn with reduced water needs?
5. What is the text talking about?

B. Cosmetic or plastic surgery (script for the teacher)

Cosmetic or plastic surgery often evokes images of famous personalities wanting to alter their appearances through elective surgical procedures. However, reconstructive surgery is a procedure that makes a similar, but different impact on the lives of many around the world, and many of these patients suffer from either congenital defects like a cleft palate or from injuries sustained in accidents or as a result of animal bites. Some disfigurements can also be due to the effects of disease or infection. Yet, the individual with such defects often bares more than just outward physical marks: loss of hope and self-worth as well as acceptance are commonplace.

In the past, such procedures were only available in developed countries where the medical expertise and financial resources were available to afford such operations. However, a number of worldwide organizations made up of volunteers make regular visits to developing countries to provide reconstructive surgery to those who could not otherwise receive such care. In addition to the care they provide, these volunteer specialists also provide training to health care workers in these procedures so that local hospitals, nurses, and doctors can become self-sufficient.

The end results of such efforts have transformed lives: the patient now can live with some normalcy and hope for the future with less fear of being ostracized by neighbors and family, and the health care worker who performs the procedure perhaps feels a greater understanding and compassion for those who suffer from such defects.

There are many ways for people to assist in supporting these volunteer efforts. Although most people do not have the medical expertise to perform reconstructive surgery, they can still donate time, money, and supplies to such organizations. A quick search on the Internet can get you started.

Key Vocabulary
- evoke *(verb)*: bring up, call to mind
  - Seeing children in need of reconstructive surgery often evokes feelings of sympathy and concern.
- alter *(verb)*: change
  - The woman thought she could alter her looks and personality by undergoing plastic surgery.
- congenital *(adjective)*: present at birth
  - Some congenital defects can be corrected with reconstructive surgery.
- disfigurements *(noun, also a verb, "disfigure")*: a part of the body that has been damaged
  - The fire in the crash left her face and hands disfigured, and now she is seeking cosmetic surgery to repair the damage and give her more mobility to her fingers.

- afford *(verb)*: have the financial means to do something
  - A great number of people around the world are in need of reconstructive surgery to improve their lives, but they can't <u>afford</u> the expense of such procedures.
- self-sufficient *(adjective)*: able to provide for your own needs
  - Many health care workers in developing countries are still learning to become <u>self-sufficient</u> in terms of handling the medial needs of their people.
- ostracize *(verb)*: expel or cast out from a group
  - The local community <u>ostracized</u> the young boy and his family because of his medical condition.

Questions:

- 1. According the mini lecture, which situation was NOT mentioned as an example for reconstructive surgery?
  - ○ A. A young child is severely burned in a house fire.
  - ○ B. A woman isn't satisfied with the shape of her stomach.
  - ○ C. A man lost part of his ear in a boating accident.
- 2. What other effects do physical deformities have on the individual who bears them?
  - ○ A. a lack of self-worth
  - ○ B. inability to find work
  - ○ C. fewer educational opportunities
- 3. What other services do volunteers provide to the country where they perform reconstructive surgery?
  - ○ A. fund-raising activities
  - ○ B. physical therapy
  - ○ C. local health care training
- 4. How does this volunteer work benefit the providers of such surgical procedures?
  - ○ A. These experiences give doctors and nurses valuable in-field training opportunities.
  - ○ B. Volunteers establish connections for future medical research.
  - ○ C. Health care workers develop deeper understanding of the sufferings of others.
- What is one way everyday people can help such causes?
  - ○ A. educate themselves on the issues
  - ○ B. make financial contributions
  - ○ C. adopt unwanted children

C. Travel arrangements:
Script for the teacher:
Travel Agent: Freedom Travel. How may I help you?
Caller: Yes, I'd like to make a flight reservation for the twenty-third of this month.
Travel Agent: Okay. What is your destination?
Caller: Well. I'm flying to Helsinki, Finland.
Travel Agent: Okay. Let me check what flights are available?. [*Okay*] And when will you be returning?
Caller: Uh, well, I'd like to catch a return flight on the twenty-ninth. Oh, and I'd like the cheapest flight available.
Travel Agent: Okay. Let me see. Um, hmm . . .
Caller: Yeah?
Travel Agent: Well, the price for the flight is almost double the price you would pay if you leave the day before.
Caller: Whoo. Let's go with the cheaper flight. By the way, how much is it?
Travel Agent: It's only $980.
Caller: Alright. Well, let's go with that.
Travel Agent: Okay. That's flight 1070 from Salt Lake City to New York, Kennedy Airport, transferring to flight 90 from Kennedy to Helsinki.
Caller: And what are the departure and arrival times for each of those flights?
Travel Agent: It leaves Salt Lake City at 10:00 AM, arriving in New York at 4:35 PM, then transferring to flight 90 at 5:55 PM, and arriving in Helsinki at 8:30 AM the next day.
Caller: Alright. And, uh, I'd like to request a vegetarian meal.
Travel Agent: Sure, no problem. And could I have you name please?

Key Vocabulary
- **destination** *(noun)*: the place a trip ends
  - We'll reach our destination by 3:00 PM.
- **available** *(adjective)*: not busy, ready for use
  Are there any seats available on the next train?
- **catch** *(verb)*: get
  - You can catch a taxi outside of the hotel lobby.
- **go with** *(phrasal verb)*: choose something
  - I think I'll go with the budget tour to Hawaii on this trip.
- **transfer** *(verb)*: change to a different transportation line
  - You'll need to transfer to a city bus when you arrive at the train station.
- **departure** *(noun)*: the act of leaving
  - Passengers should check in two hours before their departure time.
- **vegetarian** *(noun)*: one who eats little or no meat, fish, or animal products
  - Although Charles considers himself a vegetarian, he sometimes eats chicken.

Questions:
1. What is the man's destination?

⭕ A. Salt Lake City, USA

⭕ B. New York City, USA

⭕ C. Helsinki, Finland

⭕ D. Stockholm, Sweden

2. When is the man's departure date?

○ A. the twenty-first

○ B. the twenty-second

○ C. the twenty-third

○ D. the twenty-fourth

3. What is the flight number for the second half of his journey?

○ A. 555

○ B. 90

○ C. 1070

○ D. 830

4. How long is the man's layover between flights?

○ A. less than an hour

○ B. less than two hours

○ C. less than three hours

○ D. more than three hours

5. What request did the man make regarding his flight?

○ A. He asked for a specially-prepared dinner.

○ B. He wanted an aisle seat.

○ C. He requested a bassinet for his baby.

○ D. He asked for a seat near the front of the plane.

D. Pen Friends
Script for the teacher:

Hi. My name's Greg, and I'm originally from Denver, Colorado, but my family moved to Arizona when I was about 3, so I grew up in there. I graduated from high school about three years ago, and I am currently attending a university in my city. I'm a junior, and I am majoring in economics with a minor in Spanish. I also work part time as a cashier at a grocery store. Life is really busy, but I enjoy hiking, reading, and hanging out with friends in my free time. When I graduate, I want to work for a company in this area.

1. What is the man's name?

○ A. Craig

○ B. Greg

○ C. Gary

2. Where was the man born?

○ A. Arizona

○ B. Kansas

○ C. Colorado

3. Which sentence best describes his university studies?

○ A. He is a third-year student.

○ B. He is majoring in Spanish.

○ C. He really enjoys his studies.

4. Where does the man work?

○ A. at a bookstore

○ B. at a restaurant

○ C. at a supermarket

5. What is one thing the man like to do in his free time?

○ A. reading

○ B. jogging

○ C. camping

CHAPTER VII
Assessing Listening Proficiency: TOEFL & IELTS

Use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. It must have a purpose other than assessment. It must require students to demonstrate their level of listening comprehension by completing some task.

To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a nonclassroom situation.

Sample of Listening activities:

A. TOEFL

Section 1 1
Listening Comprehension

In this section, you will demonstrate your skills in understanding spoken English. There are three parts in the Listening Comprehension Section, with different tasks in each.

Part A

DIRECTIONS: In Part A you will hear short conversations between two speakers. At the end of each conversation, a third speaker will ask a question about what the first two speakers said. Each conversation and each question will be spoken only one time. Therefore, you must listen carefully to understand what each speaker says. After you hear a conversation and the question, read the four selections and choose the one that is the best answer to the question the speaker asked. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter for the answer you have chosen. Blacken the space completely so that the letter inside the space does not show.

Listen to the following example.

On the recording, you hear:

Sample Answer
Ⓐ Ⓑ Ⓒ ●

(Man)	Does the car need to be filled?
(Woman)	Mary stopped at the gas station on her way home.
(Narrator)	What does the woman mean?

In your test book, you will read:

(A) Mary bought some food.
(B) Mary had car trouble.
(C) Mary went shopping.
(D) Mary bought some gas.

From the conversation you learn that Mary stopped at the gas station on her way home. The best answer to the question "Does the car need to be filled?" is (D), "Mary bought some gas." Therefore, the correct answer is (D).

Now let us begin Part A with question number 1.

1. (A) Professor White holds advanced classes.
   (B) Professor White's students have graduated.
   (C) Students have great respect for Professor White.
   (D) Students are taking Professor White's seminar.

2. (A) You have to be careful in the desert.
   (B) You shouldn't eat so many sweets.
   (C) May I offer you some dessert?
   (D) Can you help me with the sweets?

3. (A) He never has any money.
   (B) He has no money on him.
   (C) He is out getting cash.
   (D) He has been out of work.

4. (A) The machine shouldn't be left running.
   (B) Turn on the copying machine when you leave.
   (C) The machine has to be turned around.
   (D) You made enough copies already.

5. (A) Tom passed up a Latin course.
   (B) Tom was expected to fail Latin.
   (C) He's surprised Tom is late.
   (D) Tom's Latin class is last.

6. (A) She buys exotic clothes.
   (B) She bought a $115 dress.
   (C) She spent $210.
   (D) She has a new house.

7. (A) The new engineering building is far from here.
   (B) The building is not what I thought it would be.
   (C) I don't know what I expected the engineer to do.
   (D) They are building a new house for the engineer.

8. (A) The man has put off going to a dentist.
   (B) The man likes getting his teeth cleaned.
   (C) She is not happy that the man went to a dentist.
   (D) Everyone should have their teeth cleaned regularly.

9. (A) The rent for the hall is high.
   (B) The wedding hall is for rent.
   (C) The hall is too small.
   (D) There are not enough guests.

10. (A) She can cash the check.
    (B) Only the manager can cash the check.
    (C) Traveller's checks cannot be cashed there.
    (D) A thousand dollars is a large sum of money.

11. (A) They worked together as a team.
    (B) The windows and carpets are beautiful.
    (C) They now have clean windows and rugs.
    (D) They are always cleaning their house.

12. (A) She got lost one more time.
    (B) She didn't know what to say.
    (C) She is learning many new words.
    (D) She had less than the price of the book.

13. (A) He is staying in this hotel.
    (B) He keeps going to bed late.
    (C) He lives by himself in this house.
    (D) He started early and finished late.

14. (A) Ronald won't travel this summer.
    (B) She doesn't know to what country Ronald is going.
    (C) She wants to travel with Ronald.
    (D) Ronald wants to travel out of the country.

1 1 1 1 1 1 1 1

15. (A) They can't deliver her dress.
(B) They don't know where she lives.
(C) They didn't touch her dress.
(D) They aren't familiar with the city.

16. (A) We'll be there on time.
(B) We'll be late.
(C) We'll take the next turn.
(D) The turn is forty miles away.

17. (A) Only a third of the students are enrolled in the business school.
(B) The third enrollment prediction for the business school was accurate.
(C) The enrollment is three times higher than what was predicted.
(D) The enrollment figures are about 66 percent lower than expected.

18. (A) He likes to sing old songs.
(B) The rumors about him are unbelievable.
(C) To start singing at his age is unusual.
(D) You shouldn't talk about him this way.

19. (A) He doesn't feel good, and he won't go to class.
(B) He couldn't hear the lecture because students were talking.
(C) Students don't pay attention to what he says.
(D) In this class, the same thing happens every day.

20. (A) They passed the river.
(B) They went for a walk.
(C) They visited her sister.
(D) They were looking at the sunset.

21. (A) Stand in line
(B) Try to order tickets
(C) Go to the game
(D) Call their office

22. (A) She doesn't need another phone.
(B) She is not as busy as it seems.
(C) They can't afford another line.
(D) They have to use the phone less.

23. (A) The man administers math placement tests.
(B) The woman should take a math course.
(C) The woman has to take the placement test.
(D) The woman can transfer her math credit.

24. (A) A florist
(B) A gardener
(C) A barber
(D) A custodian

25. (A) Listening to the radio
(B) Watching a contest
(C) Repairing a car battery
(D) Attending a conference

26. (A) An insurance company
(B) A car rental agency
(C) A real estate agency
(D) An apartment complex

27. (A) The man shouldn't attend the exam.
(B) The instructor isn't proctoring the exam.
(C) In this situation, the man should stay home.
(D) She doesn't know what the man should do.

28. (A) She is a demanding person.
(B) She is sympathetic to the man.
(C) She doesn't fault the course.
(D) She got out of the course.

29. (A) A bookstore
(B) A publishing house
(C) A craft show
(D) An art exhibition

30. (A) He walked ten miles.
(B) He came here first.
(C) He won a ski competition.
(D) He lives across the country.

GO ON TO THE NEXT PAGE. ➡

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Part B

DIRECTIONS: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Remember, you are not allowed to take notes or write in your test book.

Listen to the following example:

You will hear:

You will read:

Sample Answer

Ⓐ Ⓑ ● Ⓓ

(A) He has changed jobs.
(B) He has two children.
(C) He has two jobs.
(D) He is looking for a job.

From the conversation you learn that Tom has taken an additional job. The best answer to the question "Why is Tom tired?" is (C), "He has two jobs." Therefore, the correct answer is (C).

31. (A) In a movie theater
    (B) In a baseball stadium
    (C) At the man and woman's house
    (D) At a concession stand

32. (A) Corn on the cob
    (B) Four types of oil
    (C) A cooking pot
    (D) A small heater

33. (A) They are not good for you.
    (B) They are cheap.
    (C) They were invented by settlers.
    (D) They need moisture.

34. (A) It's necessary.
    (B) It adds calories.
    (C) It's good for you.
    (D) It tastes terrible.

35. (A) The liquid coats the corn.
    (B) Oil puffs up the corn.
    (C) It makes the kernel explode.
    (D) Moisture expands at the seams.

36. (A) You could eat the corn all day long.
    (B) The corn kernels would burn.
    (C) The kernels will expand from heating.
    (D) The corn would have more kernels.

37. (A) It's many times larger.
    (B) It's comparatively small.
    (C) It's hard to measure.
    (D) It grows steadily.

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Part C

DIRECTIONS: In Part C you will hear short lectures and conversations. At the end of each, you will be asked several questions. Each lecture or conversation and each question will be spoken only one time. For this reason, you must listen carefully to understand what each speaker says. After you hear a question, read the four selections and choose the one that is the best answer to the question the speaker asked. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter for the answer you have chosen.

Answer all questions according to what is stated or implied in the lecture or conversation.

Listen to this sample talk.

You will hear:

Now listen to the following example.

You will hear:

You will read:

Sample Answer

Ⓐ ● Ⓒ Ⓓ

(A) By cars and carriages
(B) By bicycles, trains, and carriages
(C) On foot and by boat
(D) On board ships and trains

The best answer to the question "According to the speaker, how did people travel before the invention of the automobile?" is (B), "By bicycles, trains, and carriages." Therefore, the correct answer is (B).

Now listen to another sample question.

(Narrator) Approximately how many people are employed in the automobile service industry?

Sample Answer

Ⓐ Ⓑ ● Ⓓ

You will read:

(A) One million
(B) Ten million
(C) Twelve million
(D) Ninety million

The best answer to the question "Approximately how many people are employed in the automobile service industry?" is (C), "Twelve million." Therefore, the correct answer is (C).

You are not allowed to take notes during the test.

38. (A) Course assignments
(B) Course policies
(C) Class participation
(D) Writing projects

39. (A) By the time the paper is due
(B) Over a three-day period
(C) Before the end of the term
(D) During the week assigned

40. (A) Assign more homework
    (B) Take class attendance
    (C) Give a makeup test
    (D) Send in a notice

41. (A) By informing the speaker of the circumstances
    (B) By talking to their advisers about the class
    (C) By handing in assignments
    (D) By taking makeup tests they have missed

42. (A) Special circumstances may arise at any time.
    (B) No reasonable excuse will ever be accepted.
    (C) Assignment grades will be lowered otherwise.
    (D) Urgent matters must be taken care of in any event.

43. (A) The spread of disease
    (B) The flu epidemic
    (C) Flu symptoms
    (D) Disease variations

44. (A) The multiplying of viruses
    (B) Viruses transported by air
    (C) Drops of contaminated water
    (D) The regular breathing of air

45. (A) By adhering to droplets in the air
    (B) Only by tactile contact
    (C) Similarly to viral infections
    (D) Frequently through complications

46. (A) People who have overt flu symptoms
    (B) Humans who seek contact
    (C) Persons who are not self-aware
    (D) All those infected with a virus

47. (A) Product manufacturers
    (B) Opinion researchers
    (C) Restaurant owners
    (D) Commodity traders

48. (A) Time
    (B) Money
    (C) Fast-food restaurants
    (D) Household services

49. (A) Lawns
    (B) Fast-drying paints
    (C) Looks
    (D) Disposable goods

50. (A) To stay healthy
    (B) To improve their appearance
    (C) To become energetic
    (D) To satisfy personal creativity

➤STOP◄

This is the end of Section 1.

Read the directions for Section 2.
Do not read or work on any other section of the test.
Look at the time now before you begin work on Section 2.
Use exactly 25 minutes to work on Section 2.

B. IELTS

Test 1

SECTION 1 *Questions 1-10*

Questions 1-5

Complete the form below.
Write NO MORE THAN ONE WORD OR A NUMBER for each answer.

VIDEO LIBRARY
APPLICATION FORM

EXAMPLE ANSWER

Surname	*Jones*
First names:	Louise Cynthia
Address:	Apartment 1,72 (1)......................................Street
	Highbridge
Post code:	(2)...
Telephone:	9835 6712 (home)
	(3)..............................(work)
Driver's licence number:	(4)..
Date of birth:	Day: 25th Month: (5)...................Year: 1977

Questions 6—8

Circle THREE letters A-F.

What types of films does Louise like?

A   Action
B   Comedies
C   Musicals
D   Romance
E   Westerns
F   Wildlife

Questions 9 and 10

Write NO MORE THAN THREE WORDS for each answer.

9   How much does it cost to join the library?

10   When will Louise's card be ready?

SECTION 2   Questions 11-20

Questions 11-13

Complete the notes below
Write NO MORE THAN THREE WORDS for each answer.

Expedition Across Attora Mountains

Leader: Charles Owen

Prepared a   (11)..for the trip

Total length of trip   (12)..................................

Climbed highest peak in   (13)..................................

Questions 14 and 15

Circle the correct letters A-C.

14   What took the group by surprise?

A   the amount of rain
B   the number of possible routes
C   the length of the journey

15   How did Charles feel about having to change routes?

A   He reluctantly accepted it.
B   He was irritated by the diversion.
C   It made no difference to his enjoyment.

Questions 16—18

Circle THREE letters A-F.

What does Charles say about his friends?

A   He met them at one stage on the trip.
B   They kept all their meeting arrangements.
C   One of them helped arrange the transport.
D   One of them owned the hotel they stayed in.
E   Some of them travelled with him.
F   Only one group lasted the 96 days.

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Questions 19 and 20

*Circle **TWO** letters A-E.*

What does Charles say about the donkeys?

A   He rode them when he was tired.
B   He named them after places.
C   One of them died.
D   They behaved unpredictably.
E   They were very small.

SECTION 3   *Questions 21-30*

Questions 21-25

Complete the table below.
*Write **NO MORE THAN THREE WORDS** for each answer.*

	TIM	JANE
Day of arrival	Sunday	(21).................
Subject	History	(22).................
Number of books to read	(23).................	(24).................
Day of first lecture	Tuesday	(25).................

Questions 26-30

*Write **NO MORE THAN THREE WORDS** for each answer.*

26   What is Jane's study strategy in lectures?

27   What is Tim's study strategy for reading?

28   What is the subject of Tim's first lecture?

29   What is the title of Tim's first essay?

30   What is the subject of Jane's first essay?

SECTION 4   Questions 31-40

Questions 31-35

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

Course	Type of course: duration and level	Entry requirements
Example Physical Fitness Instructor	**Six-month certificate**	None
Sports Administrator	(31)	(32) .... in sports administration
Sports Psychologist	(33)	Degree in psychology
Physical Education Teacher	Four-year degree in education	(34) ....
Recreation Officer	(35)	None

Questions 36-40

Complete the table below.

Write the appropriate letters A-G against Questions 36-40.

Job	Main role
Physical Fitness Instructor	(36) ....
Sports Administrator	(37) ....
Sports Psychologist	(38) ....
Physical Education Teacher	(39) ....
Recreation Officer	**(40)** ....

MAIN ROLES

A   the coaching of teams

B   the support of elite athletes

C   guidance of ordinary individuals

D   community health

E   the treatment of injuries

F   arranging matches and venues

G   the rounded development of children

Appendix 10 SYLLABUS

	DEPARTEMEN AGAMA **UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG** **FAKULTAS HUMANIORA DAN BUDAYA** *BSI-Terakreditasi "A" dari BAN-PT Nomor: 005/BAN-T/Ak-X/S1/II/2007* *BSA-Terakreditasi "A" dari BAN PT Nomor: 013/BAN-PT/Ak-X/S1/VI/2007* Jalan Gajayana 50 Malang, Telepon (0341) 570872, Faksimile (0341) 570872, Kode Pos 65144

SYLLABUS

Course   : Listening III
Code   : 732203
Credit/Hour : 2/2
Prerequisite : Listening II
Classification :
Semester   : 4

Standard of Competence
Understanding spoken English at advanced level through literal, inferential, and evaluative comprehension of the content, of the rhetorical aspects, and of the language features of various texts by implementing a range of listening strategies

Basic Competence	Topic(s) and Subtopics	Learning Experience	Indicator(s)	Assessment	Time Allotment	Learning Sources/ Instruments/ Media
To understand spoken English in formal situations through literal,	1. Academic lectures 2. Interviews about, e.g.: a. Job description	1. Listening for main points 2. Listening to unfamiliar subject	1. Getting the main points of spoken English with rapid	1. Comprehe nsion questions 2. Summary	5 x 100 minutes	Ref. 1b

inferential, and evaluative comprehension	b. Responsibilities 3. Talk shows 4. News on television or radio	3. Note-taking 4. Summarizing	speech 2. Evaluating an argument and information	writing		
To understand spoken English in informal situations through literal, inferential, and evaluative comprehension	1. Conversation with natural speech and gift-giving 2. Films 3. A radio drama 4. Popular music 5. Children's jokes	1. Identifying topics 2. Listening for general idea 3. Listening for specific information 4. Understanding rapid speech 5. Predicting 6. Note-taking 7. Summarizing 8. Catching the words of a song 9. Catching the point of a joke	1. Getting the main points of spoken English with rapid speech 2. Understanding the implied meaning 3. Understanding reasons 4. Evaluating information	1. Comprehension questions 2. Questions for evaluating information 3. Scanning 4. Skimming	5 x 100 minutes	Ref. 1a Ref. 1b Ref. 2
To comprehend any kinds of listening tests	1. IELTS 2. TOEFL	1. Listening for evaluation 2. Class discussion	1. Getting the main points 2. Understanding implied meanings	1. IELTS List. test 2. TOEFL List. test	6 x 100 minutes	Ref. 1c Ref. 1d

References

1. Required
   a) Doff, Adrian, & Jones, Christopher. (1991). *Listening 4*. Cambridge: Cambridge University Press
   b) Nunan, David. (2003). *Listen in 3*. Boston: Heinle
   c) IELTS
   d) TOEFL

   2. Suggested
Recordings from TV or radio

Disetujui oleh
Koordinator konsorsium
Rumpun MK Bahasa Inggris

Mengetahui
Ketua Jurusan Bahasa dan Sastra Inggris

Rohmani Nur Indah, M.Pd
NIP 150327258

Dra. Hj. Syafiyah, MA
NIP 150246406

Appendix 11

PERNYATAAN ORISINALITAS PENELITIAN

Kami yang bertanda tangan di bawah ini:

Nama   : Agus Eko Cahyono, M.Pd

NIP   : 19820811 201101 1 008

Pangkat /Gol.Ruang   : Lektor/ III-b

Fakultas/Jurusan   : Humaniora/ Bahasa dan Sastra Inggris

Jabatan dalam Penelitian : Peneliti

Menyatakan dengan sebenar-benarnya bahwa dalam penelitian ini tidak terdapat unsur-unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat oleh orang lain, kecuali yang secara tertulis disebutkan dalam naskan ini dan disebutkan dalam sumber kutipan dan daftar pustaka. Apabila dikemudian hari ternyata dalam penelitian ini terbukti terdapat unsur-unsur penjiplakan dan pelanggaran etika akademik, maka kami bersedia mengembalikan dana penelitian yang telah kami terima dan diproses sesuai dengan peraturan perundang-undangan yang berlaku.

Malang, 31 Agustus 2016

Ketua Peneliti

Materai

(Agus Eko Cahyono, M.Pd)

(NIP 19820811 201101 1 008)

Appendix 12

PERNYATAN TIDAK SEDANG TUGAS BELAJAR

Yang bertanda tangan di bawah ini, Saya:

Nama   : Agus Eko Cahyono, M.Pd

NIP   : 19820811 201101 1 008

Pangkat/Gol.   : Lektor/ III-b

Tempat; Tgl. Lahir   : Kediri, 11 Agustus 1982

Judul Penelitian   : DEVELOPING BOTTOM-UP AND TOP-DOWN

STRATEGIES FOR ACCELERATING EFL STUDENTS'

LISTENING SKILL AT MAULANA MALIK IBRAHIM

STATE ISLAMIC UNIVERSITY OF MALANG

dengan ini menyatakan bahwa:

1. Saya TIDAK SEDANG TUGAS BELAJAR

2. Apabila dikemudian hari terbukti bahwa saya sedang tugas belajar, maka secara langsung saya menyatakan mengundurkan diri dan mengembalikan dana yang telah saya terima dari Program Penelitian Kompetitif tahun 2016.

Demikian surat pernyataan ini, Saya buat sebagaimana mestinya.

Malang, 31 Agustus 2016

Yang membuat pernyataan,

Bermaterai

(Agus Eko Cahyono, M.Pd)

(NIP 19820811 201101 1 008)

Appendix 13

PERNYATAAN KESANGGUPAN MENYELESAIKAN PENELITIAN

Kami yang bertanda tangan di bawah ini:

Nama   : Agus Eko Cahyono, M.Pd

NIP   : 19820811 201101 1 008

Pangkat /Gol.Ruang   : Lektor/ III-b

Fakultas/Jurusan   : Humaniora/ Bahasa dan Sastra Inggris

Jabatan dalam Penelitian   : Peneliti

Dengan ini menyatakan bahwa:

1. Saya sanggup menyelesaikan dan menyerahkan laporan hasil penelitian sesuai dengan batas waktu yang telah ditetapkan (31 Agustus 2016);

2. Apabila sampai batas waktu yang ditentukan saya/kami belum menyerahkan laporan hasil, maka saya sanggup mengembalikan dana penelitian yang telah saya terima.

<div align="center">

Malang, 31 Agustus 2016

Peneliti

Materai

(Agus Eko Cahyono, M.Pd)

(NIP 19820811 201101 1 008)

</div>

Appendix 14

JADWAL KEGIATAN PENELITIAN

Focus Group Discussion (Seminar Progress Penelitian I): Needs Survey & Developing Materials for Teaching Listening
Sabtu, 25 Juni 2016
12.00-15.00

Waktu	Materi	Narasumber
12.00-15.00	Tujuan dan Manfaat Penelitian & Presentasi Pengembangan Bahan Mengajar Listening	Agus Eko Cahyono, M.Pd

JADWAL KEGIATAN PENELITIAN

Focus Group Discussion (Seminar Progress Penelitian II): Try out & Promoting Model and Strategies for Teaching Listening
Sabtu, 16 Juli 2016
12.00-15.00

Waktu	Materi	Narasumber
12.00-15.00	Try out Model Pengajaran Listening & Presentasi Model dan Strategi Mengajar Listening	Agus Eko Cahyono, M.Pd

Peneliti,

Agus Eko Cahyono, M.Pd

Appendix 15

CURRICULUM VITAE

IDENTITAS DIRI

Nama   : Agus Eko Cahyono, M.Pd
NIP/NIK   : 19820811 201101 1 008/ 3506061108820001
Jenis Kelamin   : Laki-laki
Tempat dan Tanggal Lahir   : Kediri, 11 Agustus 1982
Agama   : Islam
Golongan / Pangkat   : Penata/ III-c
Jabatan Fungsional Akademik : Lektor
Perguruan Tinggi   : UIN Maulana Malik Ibrahim Malang
Alamat   : Jl. Gajayana 50 Malang
Telp./Faks.   : 0341 551354
Alamat Rumah   : Jl. Borobudur Agung Timur VI/ 3 Mojolangu-Lowokwaru-Mlg
Telp./Faks.   : 085106347330
E-mail   : cahyonoaguseko@gmail.com

PENDIDIKAN

Jenjang	Nama Perguruan Tinggi	Tempat	Jurusan/ Minat
S1	UIN Malang	Jalan Gajayana 50 Malang	Bahasa dan Sastra Inggris
S2	Universitas Negeri Malang (UM)	Jalan Semarang 5 Malang	Pendidikan Bahasa Inggris
S3	Universitas Negeri Malang (UM)	Jalan Semarang 5 Malang	Pendidikan Bahasa Inggris

PENGALAMAN PENELITIAN (5 tahun terakhir)

Tahun	Judul Penelitian	Jabatan	Sumber Dana
2012	Strategi Pembelajaran Vocabulary Melalui Menulis	Peneliti ke-2	DIPA UIN Malang
2013	Merevitalisasi Pembelajaran Mandiri untuk Meningkatkan Motivasi dan Kompetensi Bahasa Inggris bagi Mahasiswa Non Jurusan Bahasa Inggris di UIN Maliki Malang	Peneliti Tunggal	DIPA UIN Malang
2014	Developing EFL Reading Materials for English Department Students at Maulana Malik Ibrahim State	Peneliti Tunggal	DIPA: 025.04.2.423812/2014; Fakultas Humaniora UIN Maliki Malang

	Islamic University, Malang		
2015	The Need of Materials for EFL Students Taking Advanced Reading At Maulana Malik Ibrahim State Islamic University of Malang (R & D)	Peneliti Tunggal	DIPA: 025.04.2.423812/2015; Fakultas Humaniora UIN Maliki Malang

KARYA TULIS ILMIAH (5 tahun terakhir)

Buku

Tahun	Judul	Penerbit
2013	Character Building in English Language Teaching	Oktober 2013; ISBN 978-602-17072-9-6; Naila Pustaka
2014	Cepat & Tuntas Kosakata Bahasa Inggris	Mei 2014; ISBN 978-602-1290-08-8; Naila Pustaka
2016	Reading Activities for Early Readers	Januari 2016; ISBN 978-602-1290-24-8; Naila Pustaka
2016	Writing Exposure for Beginners	Januari 2016; ISBN 978-602-1290-25-5; Naila Pustaka

Jurnal

Tahun	Judul	Penerbit
2015	National Exam in Indonesia and its Implication to the Teaching and Learning of English	Hepi Jurnal Penelitian dan Evaluasi Pendidikan (Volume 19, Nomor 2, Desember 2015)
-	-	-
-	-	-

Prosiding Seminar

Tahun	Judul	Penerbit
2011	Berefleksi pada Sejarah Linguistik dan Sastra untuk Perkembangannya di Masa Depan	Seminar Linguistik & Sastra di Universitas Trunojoyo. Penerbit: ITS Press & UNIJOYO, 11 halaman, Tahun Terbit: 2011, ISBN: 978-979-8897-90-0
2012	Idiomaticity as an Approach to the Translation of Humor for Subtitling	Konferensi TEFLIN. Penerbit: Universitas Widya Mandala, 12 halaman, Tahun Terbit: 2012
2014	Enhancing Accuracy in Listening Comprehension by Identifying Ame and Bre Phonological Disparities in the Speech Production	Seminar Internasional "The Multifaceted Dimensions of Linguistics, Literature, and Language Teaching" (November 2014; ISBN 976-602-1290-01-9; Naila Pustaka)

PELATIHAN PROFESIONAL

Tahun	Pelatihan	Penyelenggara
2011	Diklat Prajabatan Golongan III	Balai Diklat Keagamaan Sby
2012	Pelatihan Peningkatan Kompetensi Pedagogi Dosen	LPM UIN Maulana Malik Ibrahim Malang
-	-	-
-	-	-

Appendix 16

HANDOUT MATERI

FOCUS GROUP DISCUSSION (Seminar Progress Penelitian I)

Sabtu, 25 Juni 2016

DEVELOPING BOTTOM-UP AND TOP-DOWN STRATEGIES FOR ACCELERATING EFL STUDENTS' LISTENING SKILL AT MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

Oleh:

Agus Eko Cahyono, M.Pd

Background of the Study

Listening is one of the main skill courses offered to undergraduate students of English Department of Maulana Malik Ibrahim State Islamic University of Malang. The course is intended to develop the students' ability to comprehend English discourse in several communicative situations. By the end of fourth semester, the student who takes Listening Comprehension III course is expected to be able to understand spoken English at advanced level through literal, inferential, and evaluative comprehension of the content, of the rhetorical aspects, and of the language features of various texts by implementing a range of listening strategies (Syllabus of Listening Comprehension III, 2014). However, the listening comprehension remains the most difficult language skill to learn among other language skills.

As the emphasis in EFL textbooks used in the institution in recent years has been on developing Top-down listening processes, the teaching of listening has been relied more on practicing Top-down strategies. Students were frequently instructed to listen for gist, main idea, note taking, etc. There are good reasons for this given that students need to be able to listen effectively even when faced with unfamiliar vocabulary or structures. However, if the students understand very few words from the incoming signal, even knowledge about the context may not be sufficient for them to understand what is happening, and the students can easily get blank in meaning. Indeed, less proficient students may simply not have enough vocabulary or knowledge of the language yet, but teachers will be familiar with the situation in which higher-level students may also fail to recognize known words in the stream of fast connected speech. These situations somehow may lead students to a frustration state and eventually influenced their motivation to improve listening skills.

Therefore, the students need to be taught to raise their awareness of Bottom-up process by finding out their own listening difficulties. The technique focusing students on their listening difficulties can give positive impact in the process of listening comprehension. A process-based approach that requires the student's ability to select the errors by themselves would essentially improve metacognitive awareness and perceptual processing which can affect their listening comprehension (Wilson, 2003: 140). Metacognitive awareness refers to an individual's awareness of thinking and learning (Flavell, 1976, 1979 cited in Goh, 2008). Through the activities English patterns can be familiarized and linguistic knowledge can be developed. The pattern recognition and linguistic knowledge development is important in activating the schemata to comprehend incoming information (Field, 2003: 327).

The previous theoretical considerations have driven the teacher-researcher to conduct research on developing EFL listening materials through Bottom-up and Top-down Strategies that aims at improving listening comprehension skills of fourth semester students of English Department in Maulana Malik Ibrahim State Islamic University of Malang.

Statement of the Problem

Based on the above background of the study, the problem is on the limitation of the effective listening instructional materials for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III. To overcome this problem, the listening materials through Bottom-up and Top-down strategies have to be developed. For this purpose, the problem of this study could be stated as follows: What listening materials using Bottom-up and Top-down strategies are appropriate for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III?

Specification of the Product

On the basis of the result of the needs survey, the specification of the product which are developed can be formulated as follows: (1) the materials can be used either in the classroom or language laboratory; (2) the materials are developed based on the existing syllabus; (3) the product consists of a teacher's book, a students' work sheet and CD recorded materials; (4) the teacher's book covers the guidelines of how to teach using the materials, the tape scripts, and the answers key; (5) the students' worksheet contains the instruction and the tasks; (6) the tasks are in the form of WH-question, multiple choice, true and false, completion and matching, (7) the product should be practical. The practicality could be seen in the application of the product. To be practical, the product should be easy to prepare and implement in the classroom or laboratory; (8) the product should be effective. In this case, the product should be useful for teaching listening skills; and (9) the product should be suitable with the students' English ability and needs in terms of clarity, attractiveness, and speed of delivery.

Significance of the Study

For the knowledge development, the result of the study provides the English department with the availability of the EFL listening materials which are appropriate with the English department based curriculum, teachers' need, and students' need.

To the students, the result of the study is expected to make the process of learning listening more communicative and enjoyable so that it can improve their motivation and interest in learning English. Besides it is expected that the materials will improve their listening competence.

To the English lecturers, the result of the study is expected to facilitate the teaching of listening so that it can support the process of the English teaching. Besides, the teachers have appropriate listening materials which are practical and useful to improve the students' listening skills, especially for Listening III.

Meanwhile for other researchers of the same field, the result of this action research provides critical view on how a particular technique is implemented in EFL listening class and leads them to find out its effectiveness comparing to other teaching techniques in the language learning development.

METHODOLOGY

The Description of the Setting

The research is carried out at Listening III class in English Department of Maulana Malik Ibrahim State Islamic University of Malang in seven classes with the total number of 150 students. Besides, the English Department has a good English laboratory and a library with audio visual equipment which can be used as a language laboratory. The subjects of the study are the students of the fourth semester taking Listening III at Class Ak, Bk, Ck, Dk, Ek, Fk, and Gk and the three lecturers teaching listening III in which the researcher is one of those lecturers.

Research Design

For the research is intended to develop and produce listening materials for the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III, the appropriate design of the study is research and development (R&D).

The key purpose of R&D efforts is not to formulate or test theory but to develop

effective products for use in English Department. Products produced by R&D efforts include Lecturer-training materials, learning materials, sets of behavioral objectives, media materials, and management systems. R&D efforts are generally quite extensive in terms of objectives, personnel, and time to completion. R&D cycle does result in quality products designed to meet educational needs (Gay, 1990).

The Stages of the Study

R&D design is used in this study as the foundation of the research covering a number of stages. It starts from administering needs survey, in order to get the actual needs of the learners and teachers and to achieve as practical and effective materials as possible. The result of the needs survey is beneficial to give information to the development of the product, namely the listening materials for the fourth semester students taking Listening III.

The second stage is developing listening materials. Following Hyland's model (2003), the development of the materials includes the processes in modifying the available sources by adapting in the ways of adding, deleting, modifying, simplifying, and reordering the materials.

The third stage is done concerning the draft product. The product is developed to meet specific needs and according to detailed specifications. Once completed, the product is validated by the experts and teachers, and then to be revised. After that, the lecturer tries out in the small class to see the clarity of the recorded materials, attractiveness, delivery speed, level of difficulty, practicality and effectiveness of the product. Then, it is followed by revision on the product to reach the determined criteria (See Figure 3.1).
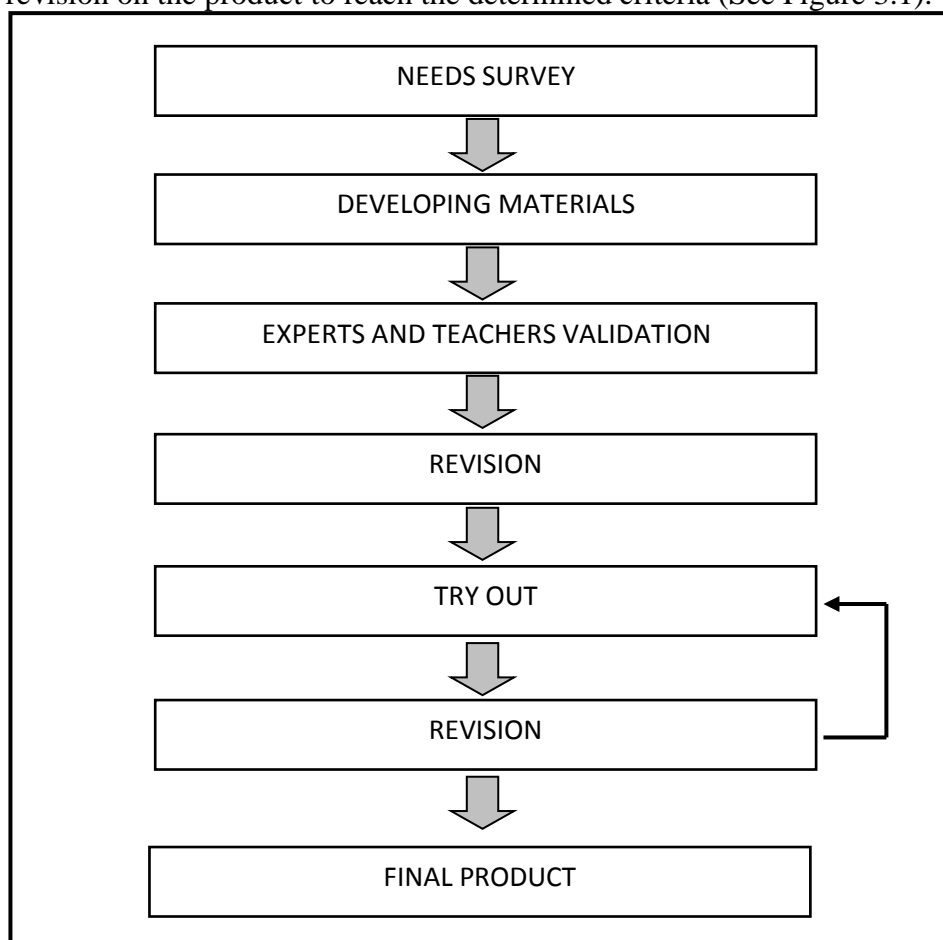

Figure 3.1 Stages in Materials Development adapted from Hyland (2003)

Needs Survey

Procedures used to collect information about learners' needs are known as needs survey (Richard, 2001). Needs survey in language teaching may be used for a number of different purposes, for example to find out what language skills a learner needs in order to perform a particular role, to help determine if an existing materials adequately address the needs of the students, to identify a gap between what students are able to do and what they need to be able to do, and to collect information about a particular problem learners are experiencing.

In this study, needs survey is conducted to obtain as much information as possible in any given situation in the field. The information from the students and the teachers which is related to the area of the study is needed to develop the materials suitable for the students and the teachers. It includes the situation and condition of English learning-teaching in the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III. The result of the survey is displayed as a sub section of needs survey.

To collect the data in needs survey stage, three instruments are used. The instruments consist of questionnaires, interview guide and field notes. The questionnaires are distributed to the fourth semester students taking Listening III and to the listening lecturers. Next, an interview is carried out with the lecturers. It is intended to obtain the information on the learners' and lecturers' need of listening materials. The questionnaires for the students are aimed at gathering the students' backgrounds including their experience in learning listening skill, and their opinion about the listening activities they needed.

The purpose of the questionnaires for the teachers/lecturers is to get information about the need of listening materials. Two kinds of questions are used in the questionnaires, namely close-ended questions and open-ended questions.

The interview with the teachers is done using the interview guide. The instrument is used to get information about the availability of listening materials, and the need of the listening materials.

Observation is done to get the factual picture of the teaching-learning process by taking notes on some important information as the basic line to develop the materials. For this, the researcher uses field notes.

In relation to the data analysis obtained from needs survey, the researcher presents them in different ways. The data from the questionnaires given to the students are calculated in percentage.

Furthermore, the data from the questionnaires and interview from the teachers and field observation are described in qualitative way in which all the data from the teachers are presented descriptively.

Developing Materials

The second procedure of the study is developing the listening materials. For this purpose, first, the researcher constructs the map of the materials. The map contains a unit topic, objectives, indicators, main activities, and extension activities. The topics are taken from the Standard of Content and the existing syllabus. The objectives are formulated based on the standard of competence and basic competence stated in the Standard of Content. The indicators are the reformulation of those stated in the syllabus. Main activities are set up based on the teachers' and students' suggestion. And extension activities are added to relate the listening activities to the other language skills based on the characteristics of the materials.

Second, based on the map of the materials, a number of available listening

materials are collected. When the materials are already gathered, the recorded materials are played and listened to carefully. It is administered to select the appropriate ones. The appropriateness of the materials is based on the Standard of Content, the syllabus, and the result of needs survey.

Five ways (Hyland, 2003: 99) are administered to develop the materials. They are as follows: (1) adding; it consists of supplementing or extending what the textbook offers with extra readings, tasks, or exercise; (2) deleting; it deals with omitting repetitive, irrelevant, potentially unhelpful or difficult items; (3) modifying; it concerns with rewriting rubrics, examples, activities, or explanations to improve relevance, impact, or clarity; (4) simplifying; it focuses on rewriting to reduce the difficulty of tasks, explanations, or instructions; and (5) Reordering; it is in parallel with changing the sequence of units or activities to fit more coherently with course goals.

Before developing the draft of the listening materials, the selected recording materials are labeled and given the identity. The written draft is constructed based on the selected materials, and the recorded materials are then rerecorded in such a way in line with the written ones, then the students' worksheet is developed. After that the teacher's book containing the direction how to teach using the materials is developed.

In developing the listening materials, the proposed materials are arranged based on the Standard of Content and the format is mainly made into topics based on the language functions or functional texts in the Standard of Content. Each topic is accompanied by tasks.

The listening materials are developed on the basis of the result of the questionnaires on the needs of the students and the teachers, the Standard of Content, the English syllabus and the adapted criteria on selecting and developing recorded materials proposed by Underwood (1993b).

Eleven aspects are taken into consideration in developing the listening materials. The aspects are language, length, content, style of delivery, delivery speed, suitability with the curriculum, practicality, clarity of the recording, level of difficulty, attractiveness, and effectiveness.

Experts and Teachers Validation

After the materials are developed, they are given to the experts and teachers to be validated. They are given a validation form for their evaluation and comments. They are required to put a checklist on each aspect to be validated. The aspects are content, language and style. The result of the validation is in the form of quality comments on each aspect which consists of three ranges, namely poor, fair, and good.

Two English lecturers teaching Listening III in other classes validate the materials in terms of suitability with the curriculum, length, and speed of delivery. Their quality comments are put in a validation form by giving a checklist to one of the ranges, namely good, fair, and poor.

In addition, free space is prepared both for the experts and teachers to give free comments on each aspect for the improvement of the materials. The data from the experts and teachers validation are used to see whether the materials already meet the criteria of good materials. The criteria which are asked to the experts to get their judgment are as follows: (1) content: the text should lessen the students' burden; texts which jump backwards and forwards in time, deal with very abstract concepts, are full of jargon words or not sequenced logically should be avoided; materials should involve the students and make them want to listen; (2) language: listening texts should be of the right level; as texts of the right level of difficulty combined with appropriate activities will develop not only the listening skill but also the students' overall language learning; (3) style: the text should not be presented with too many varieties of styles or ways of speaking at once; it should be

spoken by a person whose natural speech is deliberate, but who has pleasant tone.

The criteria which are asked to the teachers to judge are (1) the suitability of the materials with the curriculum: It is related to the coverage and the objective; (3) speed: the words of the text should be spoken in normal speed, not slowed down in attempt to help the students, it is better to have speakers who naturally speak slowly than to have ones whose natural speech is fast but tries to slow down for the sake of foreign listeners, besides, the selected texts should already have appropriate pause between groups of words; (4) length: a text is said to be short or long depending on how interesting the text is for the students and what specific tasks are employed in relation to the text; it also deals with the teacher's management in operating the tape.

In line with the data obtained from the experts and teachers validation, the researcher analyzes them in qualitative way. Each aspect to be validated is weighed using the quality level based on the determined criteria. The level is poor, fair, and good. The validation from the experts and teachers are presented descriptively. The materials will need revising if the experts and teachers judge them in the quality of poor. The open comments are also presented descriptively and used as the basis of revision.

Try-out

The purpose of the try-out of the materials is to know the product's practicality, effectiveness, clarity of the recording, attractiveness, speed of delivery and level of difficulty of the materials. By trying-out the draft materials, the necessary data concerning the aspects above can be elicited. By so doing, the data obtained are useful to identify the problems and hindrances in applying the materials.

The subjects of the try-out are the fourth semester students of Maulana Malik Ibrahim State Islamic University of Malang taking Listening III of the academic year of 2013/2014. There are seven classes. Each class consists of more or less 25 students. There are 150 students. For the reason of practicality, the try-out is conducted in a small class consisting of 10 students. The ten students are selected from one class. To select the class, a simple random sampling is employed. For this purpose, each class is given a label by using alphabets A to G. Then, one class is selected by a lottery. By using this way, one class is selected. Next, ten students are taken from this class by a stratified random sampling. The stratification is based on the level of the students' English competence. The students are categorized into five levels i.e. very clever, clever, fair, poor, and very poor. Two students are taken from each level randomly by lottery.

The listening lecturers of English Department are involved in this study due to the fact that the lecturers play a very important role in teaching and learning process. For this study, one English lecturer tries out the materials to the students. S/he is selected based on the agreement among the English lecturers teaching Listening III. To see whether the teachers' book could be understood and implemented, s/he is not trained how to teach listening using the developed materials.

During the try-out, the researcher observes the implementation of the draft product to obtain information on the practicality and effectiveness of the materials. For this purpose, field notes are used.

After the try-out of each topic, questionnaires are distributed to both the teacher and students to find out their opinion on the materials. The questions which are asked to the students dealt with (1) the clarity of the recording: the recording should be clear enough both for the teachers and students; (2) the attractiveness of the materials: the materials should be interesting not only for the teachers but also for the students. It means that the materials should be related to the students' world; and (3) speed of delivery. The questions which are asked to the teacher deal with the practicality and effectiveness in

implementing the product. Practicality deals with the ease to prepare and the ease to use and effectiveness deals with the usefulness of the materials to teach listening skill.

Concerning with the level of difficulty, the data employed are the students' scores obtained from the students' tasks. The data are analyzed quantitatively based on the frequency count basis. In that case, the materials will not be necessarily revised if 80% of the students have already got the score of at least 60 (the minimum standard of the students' passing grade).

The data obtained from the questionnaires to the students are analyzed quantitatively using percentage. There are three aspects which will be analyzed using this way i.e. the clarity of the recording, the attractiveness, and the speed of delivery. If 80% of the samples judged that each aspect is at least fair, the products will not need revising.

Furthermore, in relation to the data obtained from observation and the questionnaires from the teacher in terms of practicality and effectiveness, the researcher presents and analyzes them descriptively and qualitatively.

HANDOUT MATERI

SEMINAR PROGRESS PENELITIAN II

Sabtu, 16 Juli 2016

DEVELOPING BOTTOM-UP AND TOP-DOWN STRATEGIES FOR ACCELERATING EFL STUDENTS' LISTENING SKILL AT MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

Oleh:

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The Process of Listening Comprehension

There are two distinct processes involved in listening comprehension: top-down and bottom-up processes. In top-down processing listeners use their background knowledge to determine meaning with respect to prior schemata. Schemata are the directing structures in the comprehension process. Rumelhart (1980: 34) described the schemata as "a data structure for representing the generic concepts stored in memory. It can be used to represent our knowledge about all concepts: those underlying objects situations, events, sequences of events, actions and sequences of actions." The principle of schemata leads to two fundamental modes of information: bottom-up and top-down processing. These two processes intersect to intersect to develop an interactive process.

Bottom-up Processing

Bottom-up process refers to using the information about sounds, word meanings, and grammar to bring together understanding of what is heard one step at a time (Brown, 2006: 2).The listener is expected to at first recognize the words, and then gets the meaning intended by the speaker by combining the words that the listener recognized earlier. The processes combine groups of features: phonemes into syllables, syllables into words, words into clauses, and clauses into sentences (Field, 1999) which emphasized grammatical or syntactic structures. It helps students interpret the meaning of individual words and then recognize words more effectively (Lynch, 1996).

Some researchers had conducted research on bottom-up process. Osada (2001) analyzed local and global questions and idea unit analysis. He analyzed 91 less-proficient EFL listeners from Tokyo and studied whether they tended to rely on bottom-up processing or top-down processing. The results of Osada's study showed that EFL low-proficiency level Japanese learners tended to rely on bottom-up processing, because they may have had a lower tolerance of ambiguity by measuring recalled idea units and answers local and global questions. Hansen and Jensen's study (1994) concluded that low-proficiency level students relied heavily on bottom-up processing skills, because they did not have the ability to process and utilize implicit information.

Vandergrift's (2003) study concluded that less-skilled listeners used direct (word for word) translation for a chunk of text, either at the beginning or the end of a listening segment, paying little attention to connecting the ideas from one segment to another. Vandergrift further indicated that employing top-down processing may have actually prevented less-skilled listeners from developing conceptual frameworks and contractual meanings efficiently.

Other studies show that top-down processing may actually hinder listening comprehension. Hulstijn (2001) argues that top-down processing does not provide adequate linguistic input for L2 listeners. He suggests developing bottom-up processing so that listeners use the components of the acoustic signals to create meaningful units. Familiar topics and easily recognized words increase the frequency of listeners' use of bottom-up processing. When a topic was unfamiliar, many L2 listeners used bottom up processing ineffectively and inappropriately. For example, when listeners pay more attention to vocabulary recognition, they are not able to comprehend the remaining information. This is called bottom-up processing deficiency (Tyler, 2001).

This research concentrates on the improvement of word recognition, a microskill which is considerably related to bottom-up processing. Word recognition is the basis of spoken-language comprehension and is critical for successful listening comprehension (Segalowitz & Segalowitz, 1993; Rost, 2002).

However, word recognition is often the most problematic process in listening, because there are no reliable cues marking every word boundary (Cutler, 1997 cited in

Rost, 2002: 25). Field (2003: 329) confirms that breakdown of understanding toward words may be arisen from several causes: a) the words are known but attributed by listener in wrong sense, listener's failure to recognize a phonetic variation of a known word, the word are known in reading but not in spoken vocabulary, and inability of listener to segment the word out of a piece of connected speech. In other words, if a listener 'recognizes' a word but does not know or know little about its meaning, the entire process of word recognition is threatened and the listener must find another strategy for understanding.

Therefore, in order to help students improve word recognition skill the researcher will provide the low-proficiency students appropriate listening materials with interesting topics, relatively familiar words, clear sounds and if possible, expressive speech so that they can gradually improve their comprehension by firstly applying bottom-up processing during listening. Appropriate materials to the student's level of ability allow students to create meaningful units and increasingly adapt with the difference phonological systems of English. Moreover, abundant attention to perceptual processing at this level, as the findings have proved, play significant effect besides giving the students a lot practices of top-down processing skills.

Top-down Processing

Top-down process refers to the use of schemata or background knowledge about certain topics and situations in understanding the meaning of the message (Brown, 2006: 2). To come up meaning, listeners draw from their knowledge to language input. Listeners predict meaning by using contextual clues and combining them with background knowledge. Background knowledge and familiar topics are dominant features of top-down processing.

Listeners initially had the advantage with contextualized knowledge (i.e., background knowledge), they needed top-down schematic knowledge to support decoding information (Tsui & Fullilove, 1998). Schmidt-Rinehart's (1994) showed that "less-proficient students relied more on contextual cues" (Schmidt-Rinehart, 1994: 181). Other researchers suggested that low-proficiency listeners relied heavily on top-down processing in order to compensate for the problem of perception. Wolff (1987) stated that listeners had a tendency to use top-down processing in more difficult tasks instead of bottom-up processing because bottom-up processing was constrained by language deficiencies (i.e., limited vocabulary).

Students use background knowledge to fill up gap of information left by their linguistic knowledge efficiently. Activities suggested to activate less proficient students' background knowledge should be given before actual listening. Understanding related vocabularies and context of the text are best introduced in pre-listening activities. Contextual cues, such as, familiar topics, predictable content or cultural background, are given to help with contextualization and bringing to life the listening situation as well as developing listening comprehension of the language.

Interactive Approach

Interactive approach refers to combination of bottom-up and top-down processes during listening (Brown, 2001: 249). Some studies have stated that the use of bottom-up processing and top-down processing extend simultaneously throughout all listening skill levels. These strategies alone do not help listeners overall improve and understand texts; listeners increase their listening competency using bottom-up processing for easier texts and top-down processing for difficult texts (Field, 2001; Wolff, 1987).

Vandergrift (2003) found that less-skilled listeners were incompetent in keeping up with the coming input and unable to recognize relevant information, and rapidly forgot previously comprehended knowledge whereas more-skilled listeners tended to approach both bottom-up processing and top-down processing interactively. Because of less-skilled listeners' lack of vocabulary competency, they interact with the listening passages superficially and have a difficult time focusing on new potential information and maintaining old comprehended input.

A recent study conducted by Vandergrift (2003: 467) indicates that "less-skilled listeners tended to segment what they heard on a word-by-word basis, using almost exclusively a bottom-up approach". Therefore to process information effectively, a listener cannot dwell only on single bottom-up or top-down direction. It is important for the listeners to use both bottom-up and top-down simultaneously (Brown, 2001: 260). In practice of combining both bottom-up and top-down strategies, the researcher will concern to two situation: 1) pre-listening steps in which the students are given chance to activate background knowledge related to the text to listen and familiarize them with certain phonological aspects like stress, intonation, and pronunciation; 2) and during reconstructing steps where they cooperate with their peers to discuss difficult process of perception. These activities will be explained in the next section.

Techniques for Teaching Listening Comprehension

Brown (2001) proposes eleven techniques with different goals. The first five techniques belong to bottom-up exercises: (1) Discriminating between intonation contours in sentences. This goal is marked with one activity, namely listening to a sequence of sentence patterns with either rising or falling intonation then placing a check in column 1 (rising) or column 2 (falling), depending on the pattern the students hear. (2) Discriminating between phonemes. One activity is addressed to this goal, namely listening to pairs of words. Some pairs differ in their final consonant, and some pairs are the same. The students circle the word "same" or "different," depending on what they hear. (3) Selective listening for morphological endings. The activities of this goal are first, listening to a series of sentences then circling "yes" if the verb has an *-ed* ending, and circling "no" if it does not; second, listening to a series of sentences then on the answer sheet, circling the one (of three) verb forms contained in the sentence that the students hear. (4) Selecting details from the text (Word Recognition). Five activities can be carried out for the goal. First, matching a word that the students hear with its picture; second, listening to a weather report, looking at a list of words then circling the words that the students hear; third, listening to a sentence that contains clock time then circling the clock time that the students hear among three choices (5:30, 5:45 and 6:15); fourth, listening to an advertisement, selecting the price of an item, then writing the amount on a price tag; and fifth, listening to a series of recorded telephone messages from an answering machine then filling in a chart with the following information from each caller: name, number, time, and message. (5) Listening for normal sentence word order. One activity refers to this goal, namely listening to a short dialogue and filling in the missing words that have been deleted in a partial transcript.

The second three techniques belong to top-down exercises: (1) Discriminating between emotional reactions. The activity to reach the goal is listening to a sequence of utterances then placing a check in the column that describes the emotional reaction that the students hear: interested, happy, surprised, or unhappy. (2) Getting the gist of a sentence. The activity referring to this is listening to a sentence describing a picture then selecting the correct picture. (3) Recognizing the topic. For this, three activities can be done. First, listening to a dialogue and deciding where the conversation occurred by circling the

correct location among three multiple-choice items. Second, listening to a conversation and looking at the pictured greeting cards then deciding which of the greeting cards is sent by writing the greeting under the appropriate card. Third, listening to a conversation and deciding what the people are talking about by choosing the picture that shows the topic.

The last three techniques refer to interactive exercises: (1) Building a semantic network of word associations. The activity is listening to a word and associating all the related words that come to mind. (2) Recognizing a familiar word and relating it to a category. The activity is listening to words from a shopping list and matching each word to the store that sells it. (3) Following directions. It is done by listening to a description of a route and tracing it on a map.

Types of Listening Comprehension Activities

There are various ways of classifying taxonomy of comprehension activity types, such taxonomy by listening skill, or by level of difficulty. Ur (1996) classifies listening activities into four.

First, no overt response; in this type the students do not have to do anything in response to the listening; however facial expression and body language often indicate if they are following and understand or not. Three kinds of listening activities can be done for this purpose. (1) *Stories*; the teacher tells a joke or a real-life anecdote, retells a well-known story, reads a story from a book; or plays a recording of a story. If the story is well-chosen, students are likely to be motivated to attend and understand in order to enjoy it. (2) *Songs*; the teacher sings a song by himself/herself, or plays a recording of one. When no response is required 'the students may simply enjoy the music without understanding the music. (3) *Entertainment*; *films, theatre, video*; as with stories, if the content is really entertaining e.g., interesting, stimulating, humorous, dramatic, students will be motivated to make effort to understand without the need for any further task.

Second, short responses; it consists of six activities. (1) *Obeying instruction*; students perform action, or draw shapes or pictures, in responses to instruction. (2) *Ticking off items*; a list, text or picture is provided: student should mark or tick off words/components as they hear them within a spoken description, story or simple list of item. (3) *True/False*; the listening passage consists of a number of statements, some of which are true and some are false. The students should write ticks or crosses to indicate whether the statements are right or wrong; or make brief responses ('True! or False !' for example); or they may stay silent if the statements are right, say 'NO! if they are wrong. (4) *Detecting mistakes*; the teacher tells a story or describes something the students have already known, but with a number of deliberate mistakes or inconsistencies. Listeners raise their hands or call out when they hear something wrong. (5) *Cloze*; the listening text has occasional brief pauses, represented by silence or some kind of buzz. Students write down the appropriate missing word. If the text is recorded, the pauses have to be more widely spaced than in a reading one; otherwise there is not enough time to listen, understand, think of the answer, and write it. If the teacher is speaking the text by him/her self, then he/she can more easily adapt the pace of his speech to the speed of student's responses. (6) *Guessing definitions*; the teacher provides brief oral definitions of a person, place, thing, action or whatever, and students write down what they think it is

Third, longer responses; it deals with five activities. (1) *Answering questions*; before the listening activity, one or more questions demanding full responses are given. Because of the relative length of the answers demanded, they are preferred to be given in writing. (2) *Note- taking*; a task of taking brief notes from a short lecture or talk is given to the students. (3) *Paraphrasing and translating*; Students rewrite the listening text in their own words: either in the same language or in another (translation). (4)

Summarizing; students are asked to write a brief summary of the content of the listening passage. (5) *Long gap-filling*; there is long gap left, at the beginning, middle, or end of a text. Students should guess and write down, or say, what they think might be missing.

Fourth, extended responses; here, the listening activity is only a "jump-off point' for extended reading, writing or speaking: in other words, these are 'combined skills' activities. Two activities refer to these skills. (1) *Problem-solving*; a problem is described orally; and students discuss how to deal with it, and/or write down a suggested solution. (2) *Interpretation*; an extract from a piece of dialogue or monologue is provided, with no previous information; the students should try a guess from the words, kinds of voices, tone and any other evidence that is going on.

Models of Materials Development

Some models of developing instructional materials are proposed by experts of instructional design, namely Tomlinson (1998), Richards (1999), Dick and Carey (2001), Finney (2002), and Hyland (2003)

According to Tomlinson (1998) there are seven steps in the process of materials writing. The steps are identification of need for materials, exploration of need, contextual realization of materials, pedagogical realization of materials, production of materials, student use of materials, evaluation of materials against agreed objectives.

In addition, Richards (1999) points out that curriculum development processes in language teaching comprise needs analysis, goal setting, syllabus design, methodology, testing and evaluation.

Dick and Carey (2001) propose a model of instructional design which is called a systematic instructional design. They offer ten steps i.e. identifying instructional goals, conducting instructional analysis, identifying characteristics of the students, writing performance objectives, developing test-items, developing instructional strategies, developing instructional materials, conducting formative evaluation, revising instructional materials and conducting summative evaluation.

Similarly, Finney (2002) describes a framework of instructional materials development consisting of four stages of decision making. The stages are curriculum planning, ends/means specification, program implementation, and implementation in the classroom. She, however, believes that evaluation is not a stage in itself, but as necessary and integral part of each and all of the stages already mentioned.

Hyland (2003) suggests nine steps of materials development related to course materials namely consideration of the students (personal goals, proficiency levels, interest, etc.), consideration of learning context (duration, resources, relationship to other subjects), consideration of the target context (future roles of learners and the text and the tasks they need), establishment of course goals and objectives, planning the syllabus, devising units of work and lessons, creation or evaluation and selection of materials, teaching the course, evaluation of learners.

All models might be applicable and well employed in developing language instructional materials. However, it is possible to make some modifications in the model of syllabus/materials development to suit particular instructional needs, purposes, and available resources.

In developing instructional materials, needs analysis is the first step that should be done. The intended purpose of conducting needs survey is to gather as much information as possible about the students or people that are involved in the program. Therefore, specifications made for materials should be based on detailed studies of the needs. In concept, according to Hyland (2003), moreover, needs are actually an umbrella that embraces many aspects such as students' goals, proficiencies and kinds of teaching they

prefer. Besides, needs analysis is a necessary procedure to follow as it gives contribution in determining what materials to be of interest. To dig out the causes of the gap between the way we ideally think and the way we presently are, needs assessment is required, as it is a problem identification process which focuses on the 'what it is' and 'what should be' in a particular situation.

Conducting needs survey is meant to gather necessary information about the students including their background, needs, motivations, and interest to develop the listening materials. While the institution needs have been stated in the curriculum, then it may not be necessary to conduct need survey of the institution.

In selecting materials, if instructional resources are carefully selected and prepared, they can fulfill the needs and the objectives of instruction. The selection of the materials includes collecting relevant materials, then selecting the compiled materials by using and adapting some criteria of selection of recorded material proposed by Underwood.

Developing materials is the next step in which the selected materials are organized to be presented in the learning experience. The choice and the organization of materials is a big decision. Developing materials in this study refers to the development of listening materials which is based on the result of the needs survey and the consideration on the English curriculum.

The try-out and evaluation of the products in materials development design is meant to collect data to identify problems faced in implementing the materials, to revise the instructional materials, to identify the areas of student difficulties, and to identify portions of the materials that need to be revised. Hyland (2003) identifies that evaluation is conducted to collect data which are used to identify how to improve it.

The final step, which will be the first step in a repeated cycle, is revising the products. Revising of the products is based on the data gathered from the previous steps-- the try-out and the evaluation.

Criteria for the Selection of Recorded Material

It is a good idea to have criteria, before a teacher uses a recorded material for his/her listening class. First, the curriculum is the basis of the materials development. It means that the materials can be used to reach the instructional objectives as stated in the curriculum and syllabus. In addition, two important characteristics of the syllabus, i.e. relevance and consistence should be reflected in the materials. Relevance means that the coverage, depth, level of difficulty, and materials sequencing are appropriate with the physical, intellectual, social, emotional and spiritual development level of the students. Consistence means that there is a consistent relation among basic competence, indicators, materials, instructional activities, learning sources, and assessment (Depdiknas, 2006)

Second, the criteria are related to language, length, content, style, and speed of delivery, the style of delivery and the quality of the recording (Underwood: 1993b). The following is a brief description of the criteria. First, The language of the listening texts should be of the right level, as texts of the right level of difficulty combined with appropriate activities will develop not only the listening skill but also contribute to students' overall language learning. Listening has been identified as a valuable source of 'comprehensible input'; and 'comprehensible input' contributes to the language acquisition. 'Comprehensible input' means the flow of language which contains elements already known plus some which have yet been mastered. It is more important to select listening texts which provide comprehensible input and which are at appropriate level of difficulty than to 'match' listening material with the language being taught at any particular time.

Second is related to length of the texts. For most elementary and intermediate level, students listen attentively for anything more than about two minutes without a break of

some sort. Of course it is easier to pay attention longer if the subject matter of the listening text is particularly interesting, or if there is a specific task to do in relation to the text.

However, very short selection of, say, half a minute or less may cause problems as the students have not had enough time to get used to the voice(s) or to tune in the topic before the whole thing is over. There can be no strict rule about the length of listening texts for a particular level. The important thing is that if the teacher has a text which s/he wants to use but finds it rather long, s/he should plan to stop the tape from time to time, and use it in more manageable sections and introduce pauses to give time to the students to think.

The third one is content. In early stages, it is important to use plain, straightforward content so that this can lessen the students' burdens. The burdens are the problems that the students have to cope with while they are listening. They do not know what sounds will occur, how fast the language is to be spoken, what the intonation signifies, what pauses are used for, or even whether the speaker is angry or pleased. To have plain, straightforward content, for example, texts should be avoided if they jump backwards and forwards in time, deal with very abstract concepts are full of jargon words, or are not logically sequenced, etc.

However, students should not be treated less mature intellectually. For example, adult learners should not use the same textbooks as young children and not expected to follow childish stories and make childish utterances.

Material should involve the students and make them want to listen. Funny stories and amusing pictures can be exploited to give great effects on language teaching but they should not be the only type of the material used. Moreover, it is not only the material that should be interesting to carry out the listening work, but also the teacher that should be creative so that students also enjoy what they are doing.

In association with style of delivery, at least in the early stages of their learning, students should not be faced with too many varieties of styles or ways of speaking at once. They should at first be presented with listening texts which are spoken without excessive or sudden changes in speed or pitch or volume. It is suggested that the selected text for early stages is the one spoken by a person whose natural speed of speech is quite slow and deliberate, but who has a pleasant tone and varied pitch.

Next, related to speed of delivery Underwood (1993b) suggests that words of the texts should be spoken in normal speed, not slowed down in an attempt to help the students. It is better to have speakers who naturally speak slowly than to have a speaker whose natural speech is fast but tries to slow down for the sake of foreign listeners. More important than the speed of uttering the words is the length or pauses between groups of words. With the pauses students will have time to sort out the part of the message just received and to prepare to receive the next part. So, teachers should select listening texts already having appropriate pauses or give pauses while playing the tape for the students.

The last aspect that should be considered is the quality of the recording. The tape should be clear enough for the students to hear. The background sounds which give an indication of the context are often helpful to the listeners, and give a much more realistic listening situation. But teachers should avoid recording where the background is distracting, or so loud as to be confused with the voice to be listened to.

In her other book, Underwood (1993a) states" most teachers are not able to choose what material to use. But if you are in a position to make that choice, be sure to listen to as large of any recording as you can before making up mind" (Underwood, 1993a). Here is a simpler and more practical list of criteria proposed to be taken into consideration: (1) the recording is really clear, not just for one person to listen to but for use in a large class; (2) it is at the right level for the students; (3) it is easy to use with clear divisions between

exercise and sections and so on, that the teacher can find the part needed easily; (3) the links between the recorded material and related printed material are straightforward; (4) it generates good language work; (5) the content is suitable; (6) it is culturally appropriate; (7) it is interesting; (8) the students will find it motivating.

Moreover Underwood (1993a) suggests teachers to use the checklist when choosing recorded material for their classes (See Table 2.1). This checklist will facilitate the teachers in evaluating their listening materials.

In summary, the criteria listed could be used as guidelines in developing a set of listening materials for teaching English. By giving attention to the list, it is expected that good, appropriate and applicable materials will be provided.

Table 2.1 Checklist for the Selection of Audio Recording

Features to consider	Yes/No	Comments
▪ Clarity of recording ▪ level of content ▪ Practicality to use ▪ Links with book ▪ Quality of language work ▪ Content Appropriateness ▪ Cultural acceptability ▪ Attractiveness ▪ Variety of voices		

Appendix 17

Undangan Presentasi

Kepada

Yth. Bapak/Ibu/Mahasiswa

Di Tempat

Assalamu'alaikum Wr. Wb.

Berkenaan dengan acara Kegiatan Penelitian Fakultas Humaniora, maka kami mengundang Bapak/Ibu/Mahasiswa pada:

    Hari   : Sabtu

    Tanggal   : 25 Juni 2016

    Waktu   : 12.00 s.d. 15.00 WIB

    Tempat   : Ruang Galeri Fakultas Humaniora

    Acara   : Focus Group Discussion (Seminar Progress Penelitian I: Needs Survey & Developing Materials for Teaching Listening)

Demikian, atas perhatian Bapak/Ibu/Mahasiswa disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Malang, 10 Juni 2016

Agus Eko Cahyono, M.Pd
NIP. 19820811 201101 1 008

Kepada

Yth. Bapak/Ibu/Mahasiswa

Di Tempat

Assalamu'alaikum Wr. Wb.

Berkenaan dengan acara Kegiatan Penelitian Fakultas Humaniora, maka kami mengundang Bapak/Ibu/Mahasiswa pada:

Hari   : Sabtu

Tanggal   : 16 Juli 2016

Waktu   : 12.00 s.d. 15.00 WIB

Tempat   : Ruang Galeri Fakultas Humaniora

Acara   : Seminar Progress Penelitian II (Try out: Promoting Model and Strategies for Teaching Listening)

Demikian, atas perhatian Bapak/Ibu/Mahasiswa disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Malang, 10 Juli 2016

Agus Eko Cahyono, M.Pd
NIP. 19820811 201101 1 008

Appendix 18

Daftar Hadir

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI (UIN)
MAULANA MALIK IBRAHIM MALANG
Jalan Gajayana 50 Malang 65144, Telepon 0341-570872, Faksimile 0341-570872
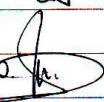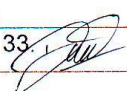
DAFTAR HADIR

KEGIATAN : SEMINAR PROGRES PENELITIAN I
HARI/TGL/BLN/TAHUN : SABTU 25 JUNI 2016
JAM : 13.00 S/d 15.00
BAGIAN/ TEMPAT : RUANG SIDANG SMA SHALAHUDDIN

NO	NAMA	TANDA TANGAN	
1	Achmad Maulana Wildhan	1.	
2	Laras Noriyanti		2.
3	Muhammad Rizaldi Hendriawan	3.	
4	Mardina Eka Nuria		4.
5	Mellyn Arinda V	5.	
6	Ayu D. Puspitasari		6.
7	Ulma Farida	7.	
8	Yonie Maulana A.R		8.
9	Zandiar Anjarsoch	9.	
10	Zarkasih Suryawan		10.
11	ZAKARIA	11.	
12	TOMI MARTIN		12.
13	MUHAMMAD IRFAN	13.	
14	VARA MEGA YUNIAR		14.
15	NOVIA SARI	15.	
16	Jazuli ZIHKRY		16.
17	Muhammad Iqbal Assegof	17.	
18	Lusi Liana N		18.
19	Elok Faiqotul H	19.	
20	Wahyu Siwiana P.		20.
21	Lavita Anastasia	21.	
22	Andini Putri Ningsih M		22.
23	FIRSTDOMANAN IN	23.	
24	Enggar Yogys P		24.
25	Donny Achmad R	25.	

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NO	NAMA	TANDA TANGAN	
26	Edo Bofonmantu	26. &	
27	RIDHO SADEWO B		27.
28	ANGGIETA INDAH PUTRI PRAMONO	28.	
29	Rizka Fenny Aisyah		29.
30	Linda tri Lestari.	30.	
31	Aris Pertiwi		31.
32	Andita Riska Retnowati	32.	
33	David Jonas B		33.
34	Azzahrotun Nafisah	34.	
35	Nabilatur Sholikah		35.
36	Gita Faradilla	36.	
37	Rendi M. Ainul Yaqin		37.
38	Nibro'as fuadx	38.	
39	wan Erlangga kuswanto		39.
40	Galong Sahom B	40.	
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DAFTAR HADIR

KEGIATAN : SEMINAR PROGRESS PENELITIAN II
HARI/TGL/BLN/TAHUN : SABTU, 16 JULI 2016
JAM : 12.00 s.d 15.00
BAGIAN/ TEMPAT : RUANG SIDANG SMA SH.ALAHUDDIN

NO	NAMA	TANDA TANGAN	
1	Achmad Maulana Wildhan	1.	
2	Laras Noviyanti		2.
3	Muhammad Rinaldi handrawan	3.	
4	Mardina Eka nuria		4.
5	Mellyn Arindo V	5.	
6	Ayu D. Puspita Sari		6.
7	Ulma Farida	7.	
8	Yonie Maulona A .R		8.
9	Zandiar Anjarsoch	9.	
10	Zarhasih Suryanan		10.
11	ZAKARIA	11.	
12	Tomy MARTIN		12.
13	Muhammad Irfan	13.	
14	VARA MEGA YUNIAR		14.
15	novia sari	15.	
16	Jazuli Zihkry		16.
17	M. Iqbal Assegaf	17.	
18	Lusi Liana N		18.
19	Eloic Faiqotul H	19.	
20	Wahyu Silviana P		20.
21	Lavita anastasia	21.	
22	Andini putri Ningsih M		22.
23	FIRSTDOHANAN IN	23.	
24	Enggar yogys P		24.
25	Donny Achmad R	25.	

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NO	NAMA	TANDA TANGAN	
26	Edo Resurmanto	26. El	
27	RIDHO SADEWO B		27.
28	ANGGIETA INDAH PUTRI PRAMONO	28.	
29	Riska Fenny Aisyah		29.
30	Linda Tri Lestari.	30.	
31	'Aris pertiwi		31.
32	Andita Riska R.	32.	
33	David Jonash E		33.
34	Azzahroun Nafiisah	34.	
35	Nabilatus Sholihah		35.
36	Gita Faradilla	36.	
37	Rendi M. Ainul Yaqin		37.
38	Nibro'as fuad7	38.	
39	A Iron Erlangga Kuswandi		39.
40	galang Saham B	40.	
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Appendix 19

DOKUMENTASI SEMINAR PROGRESS PENELITIAN I (25 JUNI 2016)

DOKUMENTASI SEMINAR PROGRESS PENELITIAN II (16 JULI 2016)