

**AN ANALYSIS ON TEACHERS' STRATEGIES IN TEACHING
LISTENING AT BILINGUAL CLASS OF XI IPA 2 DURING PANDEMIC
ERAAT SMA MUHAMMADIYAH 1 PONOROGO**

THESIS



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OCTOBER 2021

ABSTRACT

Janah, Ulviana Miftakhul. 2021. *“An Analysis on Teachers’ Strategies in Teaching Listening at Bilingual Class of XI IPA 2 during Pandemic Era at SMA Muhammadiyah 1 Ponorogo”*. English Education Department. Tarbiyah and Teachers Training Faculty. State Institute of Islamic Studies Ponorogo. Advisor Winantu Kurnianingtyas SA, S.S.,M.Hum.

Keywords: *teacher strategies, teaching listening, bilingual class, pandemic era, senior high school.*

The Covid-19 pandemic situation made the government closing the teaching and learning process at schools and universities urged them to study at home, and replacing them with online learning to break the chain of viruses. Changing the learning system from conventional to online learning during the Covid-19 pandemic has many challenges. This is challenges for all the teachers, including an English teacher. Especially in teaching listening teachers must be creative in choosing materials and be able to stimulate the interest student. So, in this research the researcher focused on the teachers’ strategies in teaching listening during the pandemic era.

The aims of this study are to know: the teachers’ strategies on teaching listening, the problems found by the teachers on teaching listening, and the way the teachers overcome the problem on teaching listening in bilingual class of XI IPA 2 during pandemic era.

In this research, the researcher applied descriptive qualitative research method. Data collection techniques in this study are observation, interview, and documentation. This research using ethnographic studies method to analyzed the data. The subject of the research is the teacher who teaches in the bilingual class.

The results of the research showed that the teachers’ strategies on teaching listening in bilingual class of XI IPA 2 during pandemic era at SMA Muhammadiyah 1 Ponorogo is top-down strategy. The problems found by the teachers on teaching listening are internet signal, student feel not familiar with listening learning, and the students lack o vocabulary. To overcome the problem on teaching listening the teacher has done are provide sufficient time limit for collection, intensity to listening practices, and start with the easy material first.



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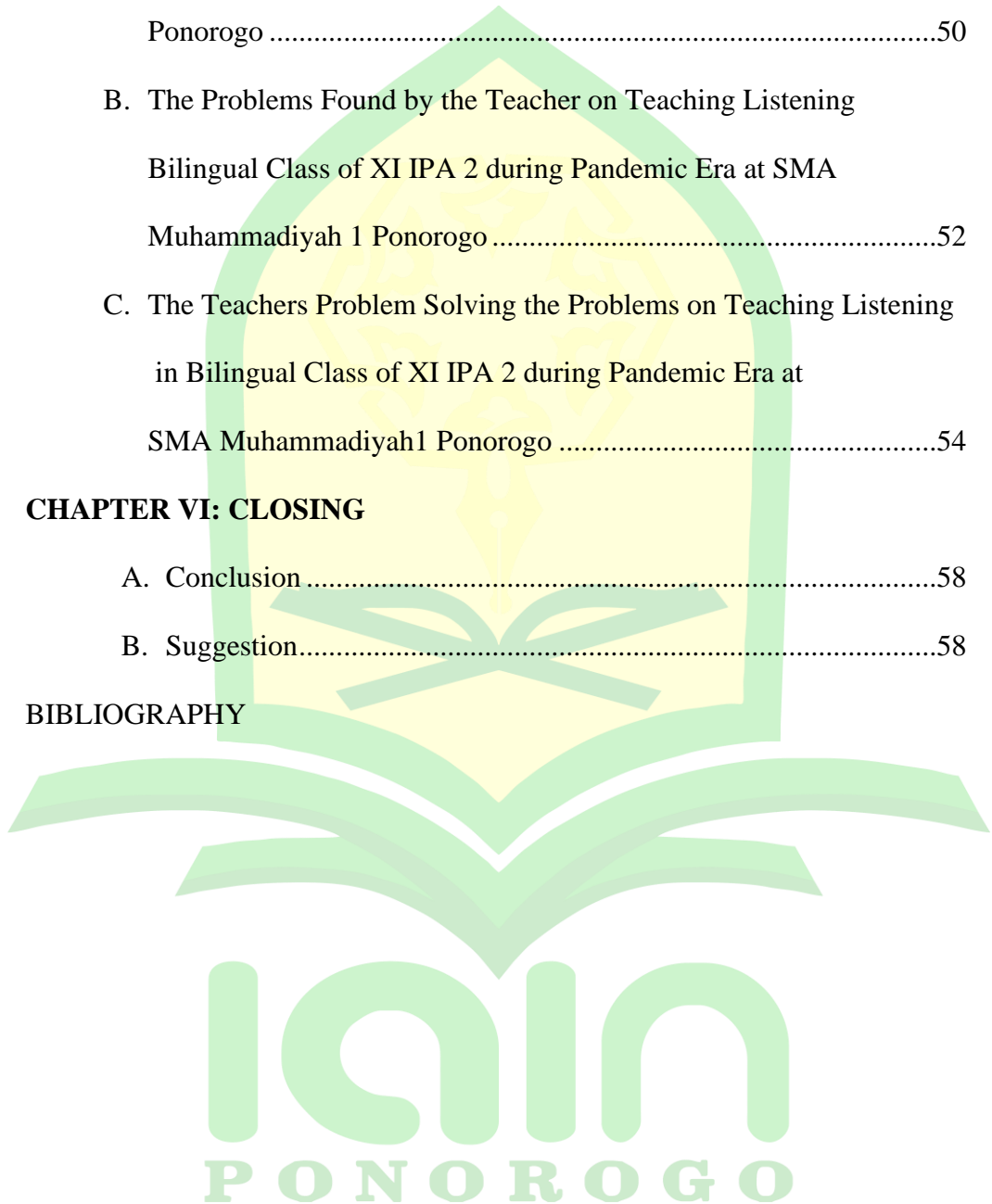
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CHAPTER 1

INTRODUCTION

This chapter discusses about background of the study, research focus, statements of the problem, objectives the study, and significances the study. This chapter also includes the organization of the thesis.

A. Background of the Study

English is an international language. English is widely used as a means of communication all over the world. It is generally known that English comprises of four skills, such as listening, speaking, reading, and writing. All of these skills should be mastered by teachers and students. English also becomes a material for final examination in Indonesia and all of students have to pass it. The role of teacher is facilitator for helping students to learn English. That means learning English as a foreign language is very important especially in the world of education.

In process of education, the teacher is one of many factors influence the successful of learning process. Teachers or lecturers play the most important role in teaching-learning process; they can lead meaningful English learning classroom activities if they are able to overcome or minimize the problem faced by their students.¹ Especially in the English language teaching, teachers' main duty is to direct their students in mastering the macro language skills such

¹Tari Putri U. *An Analysis of Teachers Strategies on English E-Learning Classes during Covid-19 Pandemic*. (Thesis, IAIN Salatiga. 2020).²

as listening, speaking, reading, and writing. The teacher also is the organizer of teaching and partner during the communication with his/her students.

Teaching English is not easy, especially in teaching listening skill since listening skill needs a process to be understood and comprehended so the message will be meaningful information. In listening process need to be understood and comprehended so the message will be meaningful information. In addition, English learners must to have the listening comprehension ability, to get good achievement in listening course. Students with good listening skill comprehension will be able to participate more effectively in communicative situations. But in listening comprehension, many learners faced some problems to understand the speaker's speech.² The students listening comprehension problem can be caused by some factors. Such as, the problems come from the environment, when the students do the listening comprehension practice. A noisy environment when listening will break the students' concentration while listening, so it makes they will forget that they had heard before. The listening problem also can come from the students psychological characteristics, this condition impact the influences of the students listening comprehension. Besides the materials, the problem sometimes come from the listener which cannot listen well especially when they hear the unfamiliar word they will confuse and cannot make relation between the words. Beside that in the listening, the speaker plays the biggest role, when the speaker cannot to speak

²Sherly Argisila Br Ginting, et al. "Teacher's Strategies in Teaching Listening". *English Journal for Teaching and Learning*, 02(December, 2019), 153

or spell the word clearly the listener also cannot to hear the words clearly. The physical settings while listening as the place, time, environment, and the tools in listening also give the effect in listening comprehension result.³

Unfortunately, now education in Indonesia is currently experiencing problems due to the pandemic. Since the end of 2019, the world has been rocked with a corona virus or COVID-19. As a result of the COVID-19 pandemic, the entire system that runs like a government, the economies, including education in Indonesia are disrupted. As of March 11, 2020, the president of the Republic Indonesia adopted a policy of temporarily closing the teaching and learning process at schools and universities urged them to study at home, and replacing them with online learning to break the chain of viruses. Changing the learning system from conventional to online learning during the COVID-19 pandemic has many challenges. Many students live in areas without reliable internet access and/or struggle to get internet signal, such as those studying in hilly areas or higher places; internet quota limitations of students and teachers.⁴

This is challenges for the all teachers, including as an English teacher. Especially in teaching listening teachers must be creative in choosing materials and be able to stimulate student interest. Therefore, the teacher needs to manipulate several strategies to support teaching and learning process. To make the listening class effective and interactive, teacher must have strategies

³ibid 153.

⁴⁴Rasmitadila, et al. "The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia". *Journal of Ethnic and Cultural Studies*. 2 (2020) 90

for teaching listening. Listening strategy is a technique or activities that can help students in develop their listening ability.⁵ Right now, there is an effort to improve the quality of English that is bilingual program. Bilingual program is one of class that has a leaning system and strategy that is different from regular class. This program also becomes breakthrough of English education.

Bilingual education as a school programmed in which some subjects, other than language subjects, are taught in more than one language or a programmed in which the vehicular language is not the same that the language of the community.⁶ In addition, bilingual education has been proved to be beneficial for students because of various reasons, such as the fact that students can reach high levels of competence both in their mother tongue and their first foreign language, they can also develop a sensitive view of other cultures, as well as it has cognitive benefits.⁷ Learning system and strategies used in bilingual classes are usually different from regular classes, as well as strategies for learning listening. In Indonesia, many schools have implemented this program in their learning system. One of the school have bilingual class program is SMA Muhammadiyah 1 Ponorogo. Bilingual class in SMA Muhammadiyah 1 Ponorogo is one of program that very advanced and developed in this school. The teachers who teach in this class have to use an English language and Indonesian language to convey their material, bilingual is implemented in all

⁵Jack, C Richard. *Teaching Listening and Speaking From Theory to Practice*. (New York: Cambridge University Press, 2008), 3.

⁶Ellen Bialystok. "Bilingual education for young children: review of the effects and consequences." *Int J Biling*, (2018).2

⁷Colin Baker and Ofelia G. *Bilingual Education: An Introductory Reader*. (New York: Multilingual Matters LTD, 2006) 773-780

lessons. In bilingual class program, there are many facilities and activities that students can join to improve their English ability. The students of bilingual class have more abilities than regular classes, especially in English lesson. Such as their ability to remember vocabulary and understand the materials of the listening lessons.

So, based on the explanation above, the researcher is interested in observing and finding what strategies used by teachers' in teaching listening in class bilingual, especially in class of XI IPA 2. Therefore, the researchers became curious and try to investigate this with a research entitled "An Analysis on Teachers' Strategies in Teaching Listening at Bilingual Class of XI IPA 2 during Pandemic Era at Sma Muhammadiyah 1 Ponorogo"

B. Research Focus

The researcher focuses to analysis teachers' strategies on teaching listening in bilingual class of XI IPA 2 during pandemic era at SMA Muhammadiyah 1 Ponorogo, the problems faced by the teachers and the way to overcome those problems. The subjects of this study were English teachers who taught in bilingual class of XI IPA 2 at SMA Muhammadiyah 1 Ponorogo during the COVID-19 pandemic.

C. Statements of the Problems

The researcher intends to focus on to how find out the answer of the following question:

1. What are teachers' strategies on teaching listening in bilingual class of XI IPA 2 during pandemic era at SMA Muhammadiyah 1 Ponorogo?
2. What are the problems found by the teachers on teaching listening in bilingual class of XI IPA 2 during pandemic era at SMA Muhammadiyah 1 Ponorogo?
3. How the way the teachers overcome the problem on teaching listening in bilingual class of XI IPA 2 during pandemic era at SMA Muhammadiyah 1 Ponorogo?

D. Objectives of the Study

The research formulated the objectives of the study are:

1. To identify teachers' strategies on teaching listening in bilingual class of XI IPA 2 during pandemic era at SMA Muhammadiyah 1 Ponorogo.
2. To analyze the problems found by the teachers on teaching listening in bilingual class of XI IPA 2 during pandemic era at SMA Muhammadiyah 1 Ponorogo.
3. To identify the teachers solve the problems on teaching listening in bilingual class of XI IPA 2 during pandemic era at SMA Muhammadiyah 1 Ponorogo.

E. Significances of the Study

1. Theoretical significance

This research will give good information related to the teachers' strategies on teaching listening especially at bilingual class. Also this study provides a favorable description for further research that wants to study the same case, so this research becomes helpful information and a useful reference for the next study.

2. Practical significance

a. For the teacher

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

b. For the students

The researcher hopes that students will get enjoyable in the teaching and learning process of listening. The students will not feel forced in learning listening but they will feel happy to learn since they are put in an enjoyable situation.

c. For the readers

The researcher hopes that this research can give more knowledge to the readers, particularly to the students of IAIN Ponorogo.

d. For the researcher

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

F. Organization of the Thesis

As descriptions of the researcher idea design that is poured in this thesis, the researcher organizes the organization of the thesis that is divided into six chapters, as follow:

Chapter one is an introduction. This chapter confirms the background of the study, research focus, statements of the problem, objectives of the study, significances of the study, and organization of the thesis.

Chapter two is the review of the literature. This chapter consisting several explanations based on the title and it concluded the explanation of listening, strategies in teaching listening, problematic in teaching listening, bilingual class, pandemic era, and teaching in pandemic era.

The third chapter is the research methodology. This chapter discusses about the research method that covering research design, researcher's role, research setting, source of data, technique of data collection, technique of data analysis, checking validity, and research procedure.

Chapter four is the research findings. This chapter presents the data of research location and data description involving the strategies of teaching listening and the problem faced in teaching listening during pandemic era at SMA Muhammadiyah 1 Ponorogo.

The fifth chapter is the discussion. This chapter consisting data analysis about the teacher strategies in teaching listening, the problems faced by the teachers and the way to overcome those problems in bilingual class of XI IPA 2 during pandemic era at SMA Muhammadiyah 1 Ponorogo.

The last chapter is closing that tells about conclusion of the research and suggestion for further study make better study in the last chapter.



CHAPTER II

PREVIOUS RESEARCH FINDINGS AND REVIEW LITERATURE

The review of related literature has a goal of providing previous study and information concerning with the research problem including overviews of previous research findings, theoretical background and review of related literature.

A. Previous Research Findings

Before the researcher did the study, the researcher checked the other studies to find whether there are some similar studies or not. The researcher takes reviews from following research findings;

First, the previous research finding that can be a consideration theory is taken from thesis of Satya Wacana Cristian University, by Ainul Yakin with the title “Teachers’ Strategies in Teaching Listening to Students of SMPN 1 Banyubiru”. The research employed qualitative approach. This research focused on describing teachers’ strategies in teaching listening. The researcher analyzed the data using descriptive qualitative research method. He took data from three English teachers of SMP 1 Banyubiru as participants. The result of this study is the teachers in SMPN 1 Banyubiru tended to use bottom-up activities in teaching listening class rather than top-down activities. The tendency of using Bottom-up activities could raise students’ perception that

they should comprehend or understand every single word that was used in the listening activities.⁸

The similarity of this previous research and this research is about the analysis teachers' strategies in teaching listening. Whereas, the differences between the previous research and this research are that the previous research just focused in describe the teacher strategies in teaching listening at the regular class and in the normal situation, while this research observes the teachers' strategies in teaching listening employed at bilingual class and during pandemic era.

Second, the previous research finding that can be a consideration theory is taken from journal written by Sherly Argisila Br Ginting, Nani Lestari Situmorang, Monika Br Boangmanalu, entitled "Teacher's Strategies in Teaching Listening". The researcher analyzed the data using descriptive qualitative research method. The research focused on observed the teachers who teaching English in grade 9th SMPNurcahaya Medan to analyze the strategies in teaching listening comprehension. The result of the study; there are several strategies which used by the English teachers in teaching listening, the strategies are taking note, summarizing and paying attention. The teachers using these three strategies because students feel difficult to do the listening comprehension without the helping tools like the taking note and the summarizing, and students also feel that listening is uninteresting so the

⁸AinulYakin. "Teachers' Strategies in Teaching Listening to Students of SMPN 1 Banyubiru".(Thesis, Universitas Kristen Satya Wacana, 2013) 19-23.

teachers using the paying attention strategies. The teachers do the strategies step by step from the simplest ways.⁹

The similarity of this previous research and this research is about the analysis about teachers' strategies in teaching listening. Whereas, the differences between the previous research and this research is the participants. In previous research analyzed the teachers' strategies at the regular class, while this research will analyze the teachers' strategies in teaching listening at bilingual class.

Third, the previous research finding that can be a consideration theory is taken from thesis written by Tari Putri Utami. The title is "An Analysis of Teachers' Strategies On English E-Learning Classes during Covid-19 Pandemic". The research employed qualitative approach and case study method. The research focused on describing the teachers' strategies on English e-learning classes during covid-19 pandemic era. The researcher took data from English teachers at MTs Sudirman Getasan. The result of this study is the teachers use different strategies because the expected skill output is different, for writing skills the teacher uses 3 strategies namely planning, drafting, and editing. As for listening skills, the teacher applies several strategies such as listening to songs, writing song lyrics, matching lyrics, and finally sing a song. But both of them use the video-based learning model and also virtual education through WhatsApp. Strategies in teaching through e-

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

learning classes during the COVID-19 pandemic greatly assisted teachers in the teaching and learning process to achieve learning goal.¹⁰

The similarity of this previous research and this study is about the analysis teachers' strategies in teaching English skill during covid-19 pandemic era. Whereas, the differences between the previous research and this research are that the previous research analyzed about teachers' strategies in teaching listening, speaking, reading, and writing skill. While, this research focuses only in teachers' strategies in teaching listening during pandemic era.

B. Review of Literature

On this review literature, the researcher presents the theoretical framework of the related literature that relevant to the topic is about the definition of listening, teaching listening, Strategies in Teaching Listening, problematic in teaching listening, bilingual class, pandemic era, and teaching in pandemic era.

1. Listening

a. Definition of Listening

Listening is the ways of people to communicate in order to understand on what speaker deliver to others in daily life, and also is the most important elements in studying of foreign language. It emphasizes that listening requires active participation from the listeners. In the same way, listening is a "receptive skill" where people

¹⁰Tari Putri U. *An Analysis of Teachers Strategies on English E-Learning Classes during Covid-19 Pandemic*. (Thesis, IAIN Salatiga. 2020). 72

get the idea according to what they heard. Basically, listening has different meaning with hearing. Listening involves an active process which requires an analysis of sounds. In contrast, hearing only perceives sounds in a passive way.¹¹ In simple ways the definition of listening is the activity of paying attention and trying to get meaning or information from something we hear.

Listening is one of skills in language and it is the key to all effective communication. In a communication listening take 40-50%, speaking 25-30%, reading 11-16%, and writing 9% spend the time, clearly looked that listening take the biggest part, even than speaking, it means that listening is the most important and significant things in construct a communication.¹² Listening is an active process in which the receiver assumes a responsibility. The psychological process of listening begins with some own awareness or attention to sounds or speech pattern, proceeds through identification and recognition of specific auditory signal and ends comprehension. Listening comprehension is when a people can catch and understand for a word that he/she had heard.

¹¹Jeremy Harmer. *How to Teach English: An Introduction to The Practice of English Language Teaching*. (England: Pearson Education Limited , 2001) 97

¹²Abbas P.Gand Mohammad Reza A. "A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement," *Journal of Language teaching and Research*. 5 (2011) 977-988.

b. Teaching Listening

Teaching is guiding and facilitates learning, enabling the learner to learn, and setting the condition for learning. In another hand, it can defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand.

Teaching a language is essentially taught the communicate. Therefore, language teaching is to improve students' ability to communicate both oral and written forms. But, to be able to communicate well, students must have language skills. Listening is one of the skills in language teaching that should be taught, before speaking, reading, and writing.¹³

Teaching listening is the active process of receiving and responding to spoken where is the teacher as the speaker and the student as the listener in process direct learning listening. According Broughton that listening calls for active participation in the communication between the participants and a receptive skill is involved in understanding the message.¹⁴ Teaching listening comprehension is about developing listening comprehension skills in the language classroom.

¹³J. D O'connor, *Better English Pronunciation Second Edition*. (Cambridge: University of Cambridge, 1998) 1.

¹⁴Geoffrey Broughton, et al. *Teaching English as a Foreign Language*. 2th ed. (New York: Routledge & Kegan Paul Ltd, 1980) 77

c. Strategies in Teaching Listening

Listening strategy is a technique or activities that can help students in develop their listening ability. So, these are some strategies that can develop students' ability in listening skill;

1) Top-down processes

Top-down process refers to the use of background in understanding the meaning of a message. Top-down process refers to the prior knowledge to understand the information received.¹⁵ In the other word top-down processing focus on “big” pictures, big pictures here mean the general meaning of a listening text.¹⁶ Top-down strategies rely on students knowing something about the topic and either knowing how particular exchanges in certain social situation.

Top-down strategies are listener based, the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next Top-down strategies include listening for the main idea, predicting drawing inferences, and summarizing There are exercises that are involved in Top-down listening, use key words to construct the

¹⁵Jack, C Richard. *Teaching Listening and Speaking From Theory to Practice*. (New York: Cambridge University Press, 2008) 4.

¹⁶Vidya Mandarani. “Peningkatan Kemampuan Listening Comprehension Melalui Strategy Top-down dan Bottom-up,” *Jurnal Pedagogi*, 2 (2016) 189-196.

schema of a discourse, construct plans and schema from elements of a discourse, infer the role of the participants in a situation, infer the topic of a discourse, infer the outcome of an event, infer the cause of effect of an event infer unstated detail of a situation, infer the sequence of a series of event, infer comparisons, distinguish between literal and figurative meanings, and distinguish between facts and opinions.¹⁷

2) Bottom-up processes

The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. The bottom-up processing involves constructing meaning from the smallest unit of the spoken language to the largest one in a linear mode.¹⁸ Thus, the learners attempt to understand a spoken discourse by decoding a member of sounds to form words. Next, words are linked to form phrases, which make up sentences these sentences build a complete text, the meaning of which is then constructed by the listeners. In addition to the grammatical relationships, stress, rhythm and intonation also substantially contribute to this data driven

¹⁷Nunan, D. *Approaches to teaching listening in the language classroom*. (Seoul: Paper presented at the Korea TESOL Conference, 1998) 1

¹⁸Ibid 2

processing.¹⁹ Learners can be trained to perform this processing, for instance, by activities that require them to discriminate two sounds or distinguish rising and falling intonations. There are exercises that involve bottom-up listening ; retain input while it is being processed, recognize word division, recognize key word in utterances, recognize key transition in a discourse, use knowledge of word order patterns to identify constituent in utterances, recognize grammatical relations between key element in sentences, recognize the function of word stress in sentences, and recognize the function of intonation in sentences.²⁰

3) The Implementation of Bottom-up and Top-down Strategy in Listening Process

Learning activities divided into three sections, namely pre-listening, while listening and post-listening:

a) Pre-listening

Pre-listening session serve as a preparation of listening. Bottom-up strategy in pre listening session, teachers help students to identify the vocabulary, grammar which is the key of the conversation that are played in audio of listening. While top-down strategy in pre-listening

¹⁹Abbas P.Gand Mohammad Reza A. "A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement," *Journal of Language teaching and Research*. 5 (2011) 977-988

²⁰AinulYakin. *Teachers' Strategies in Teaching Listening to Students of SMPN 1 Banyubiru*.(Thesis, Universitas Kristen Satya Wacana, 2013)

session, students use their knowledge as a context and situation.²¹

b) While listening

While listening is directly related to the text engagement. Bottom-up strategy in while listening process, teachers' direct students through the listening process, monitor the difficulties of listening. While top-down strategy in while listening process, teachers help students in prediction and understand what they have heard.²²

c) Post-listening

Post listening in bottom-up and top-down strategy is an activity in which the teachers gives some questions or evaluates students related to the topic that has been discussed earlier.²³

d. Problematic in Teaching Listening

Listening is an inseparable skill of learning second language without doubt. Though it is very significant, the problems about listening have newly started to be examined. In order to have success in listening, problems about listening in second language should be firstly identified. It can be seen from the general problems in listening to ELT that have been

²¹Vidya Mandarani. "Peningkatan Kemampuan Listening Comprehension Melalui Strategy Top-down dan Bottom-up". *Jurnal Pedagogi*, 2 (2016) 189

²²Ibid 192

²³Ibid 195

identified and can be seen from the category of the group. It is vital to identify these problems confronted by students and to find solutions to these problems. According to Goh the most common problems faced by students in listening in the order of frequency are quickly forgetting what is heard, not recognizing the words they know, understanding the message but not the intended message, neglecting next part while thinking about meaning, enabling to form a mental representation from words heard²⁴.

The problems also come from the environment, when the students do the listening comprehension practice. A noisy environment when listening will break the students' concentration while listening, so it makes they will forget what they had heard before. The listening problem also can come from the students psychological characteristics this condition impact the influences of the students listening comprehension. Besides the materials, the problem sometimes come from the listener which cannot listen well especially when they hear the unfamiliar word they will confuse and cannot take relation between the words. Beside that in the listening, the speaker plays the biggest role, when the speaker cannot speak or spell the word clearly the listener also cannot hear the words clearly.

²⁴Goh, C. *A Cognitive Perspective on Language Learners' Listening Comprehension Problems*, (Elsevier: 2000) 55-75.

The physical settings while listening the place, time, environment, and the tools in listening also give the effect in listening comprehension result.²⁵

2. Bilingual Class

a. Definition of bilingual class

Bilingual education program is an education program for children whose native language is not English. Children are taught for some portion of the day in their native language, with the goal of moving them into mainstream English classes as quickly as possible. Bilingual education is an addition to bilingual and bicultural programs over a long period of time, using two languages in instruction, learning, and communication, with an equal number of students from both language groups integrated throughout or at least half of the school day to meet bilingual, bilateral, academic, and cross-cultural competences. Bilingual is an education system that uses two languages. The first language is English and the second language is the language commonly used in the region or country.

Bilingual education as a school programme in which some subjects, other than language subjects, are taught in more than one language or a programme in which the vehicular language is not

²⁵Sherly Argisila Br Ginting, et al. "Teacher's Strategies in Teaching Listening". *English Journal for Teaching and Learning*, 02(2019), 153-161.

the same that the language of the community.²⁶ In addition, bilingual education has been proved to be beneficial for students because of various reasons, such as the fact that students can reach high levels of competence both in their mother tongue and their first foreign language, they can also develop a sensitive view of other cultures, as well as it has cognitive benefits.²⁷

a. The weakness and advantages of bilingual class

The adoption of a bilingual approach in the classroom has the weakness and advantages. The following are the weakness and advantages of implementing bilingual classes. There are the weakness and advantages of the bilingual class:

a) Weaknesses of Bilingual Education

First, bilingual education can cause speech delays and language disorders (language disorder). This is because children who hear more than one different language will feel confused and eventually cause problems in language development. In bilingualism, there is something called balanced bilingualism, where a person can use two languages fluently. Unbalanced bilingualism is someone who only masters a second language passively. Second, there is a time when the child's ability to use their native language seems to decrease, but their second

²⁶Ellen Bialystok. "Bilingual Education for Young Children: Review of the Effects and Consequences". *Int J Billing* (2018) 1-14

²⁷Colin Baker and Ofelia G. *Bilingual Education: An Introductory Reader*. (New York: Multilingual Matters LTD, 2006) 773

language is also not developing (language imbalance). However, these events will lessen as the child develops because they are a normal process for bilingual children. Children need time to be able to master the two languages that they are learning perfectly. There are times when the child's native language skills decline, while the second language does not develop.²⁸

b) Advantages of Bilingual Education

First, children who learn two languages simultaneously succeed in mastering both using similar strategies. Basically when they learn two different languages, the key to their success is when they can distinguish the two contexts of each language. Second, bilingual children are easier to grasp concept formation and have greater mental flexibility because they are used to learning two languages and overcoming their confusion at the beginning.²⁹ In the other benefit of bilingual education in Indonesia is bilingual education enables students to use of various strategies to foster their understanding, bilingualism does not mean that the role of the first language is neglected and totally ignored.³⁰

²⁸Yulianie Kasari. *Analisis Penerapan Bilingual Class Guna Meningkatkan Kemampuan Bahasa Inggris Pada Siswa*. (Thesis: Universitas Islam Negeri Syarif Hidayatullah Jakarta 2013). 34

²⁹Ibid 36

³⁰Teguh Santoso. "The Benefit of Bilingual Education and its Applications in Indonesia." *Jurnal Pendidikan Penabur*. 6 (2006). 43.

3. Pandemic Era

a. Definition of pandemic era

A pandemic is an epidemic of an infectious disease that has spread across a large region, for instance multiple continents or worldwide, affecting a substantial number of people. A widespread endemic disease with a stable number of infected people is not a pandemic. Widespread endemic diseases with a stable number of infected people such as recurrences of seasonal influenza are generally excluded as they occur simultaneously in large regions of the globe rather than being spread worldwide.

Pandemic hit Indonesia since March 2020. The pandemic has been rocked with a *coronavirus* or COVID-19. This virus was first discovered in Wuhan, Hubei, China. After covid-19 hit Indonesia to minimizing the transmission of infections the disease the government given instruction minimizing activities in a public, and always to social distancing. Social distancing is a term applied to certain actions that are taken by public health officials to stop or slow down the spread of a highly contagious disease.

With this pandemic, the Minister of Education and Culture Nadiem Makarim issued a circular handling of the COVID-19 outbreak. The handling instruction was aimed at the Department of Education at the provincial, district, and city levels, higher education institutions, higher education leaders, and principals

through SE Number 3 of 2020 concerning prevention of COVID-19 on the education unit. From the instruction the education in Indonesia changing the learning system from conventional to e-learning.

b. Teaching in pandemic era

After COVID-19 hit Indonesia in mid-March 2020, in order to reduce the number of COVID19 patients, the provincial government and local governments produced education policies in education that negated the need to learn face to face, and instead replaced it with online learning, both at school and college level. Changing the learning system from conventional to e-learning during the COVID-19 pandemic has many challenges. Many students live in areas without reliable internet access and/or struggle to get internet signal, such as those studying in hilly areas or higher places; internet quota limitations of students and teachers; the gap seen in the whole country and even in Indonesia, only 34% of whom do elearning, according to OECD data. Governments, stakeholders, educational institutions, teachers and students must work together to find the right method to use in the learning process, which is changing as a result of the COVID-19 pandemic. Schools or universities in Indonesia experiencing the COVID-19 pandemic can imitate and adopt the learning system that has

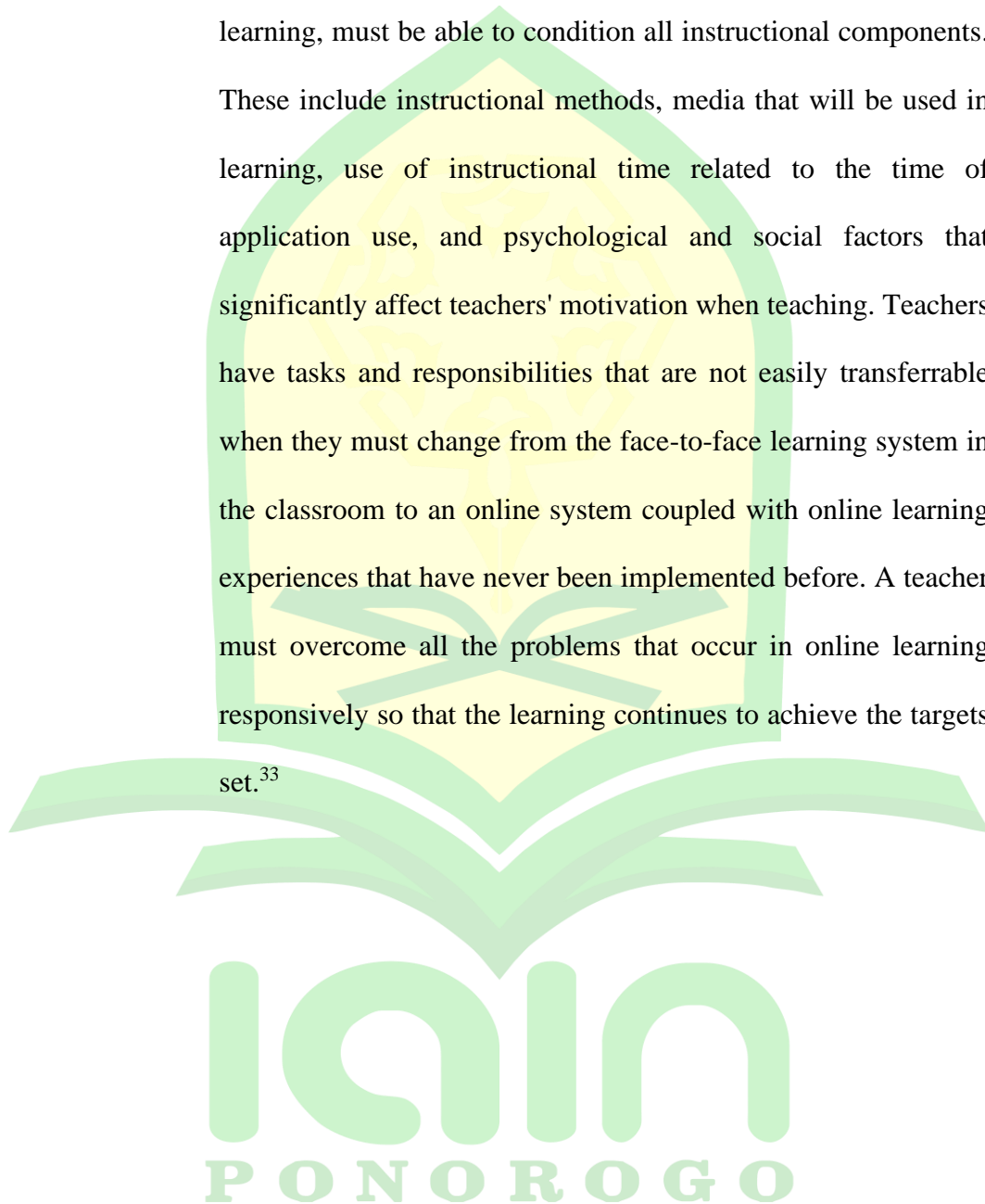
been implemented by the Universitas Terbuka. Thus the learning system that was originally face to face in the classroom or on campus can switch to using e-learning. The learning process of future pandemic demands COVID-19 teachers to be able to take advantage of all the existing digital media to be utilized as learning materials. With the changing learning system, teachers, students in the future will begin familiar with the use of technology in the learning process and not possible future open learning process is no longer done in class or face to face.³¹

The Indonesian government's implementation of large-scale social restrictions has impacted the routines of the community and students in the learning system. Distance learning or using online systems have provided solutions for schools that are starting to implement the School from Home (SFH) system. SFH is a program that migrates the learning process from school to home. Based on the instructions of the Ministry of Education and Culture, schools are to organize online learning to provide a meaningful learning experience for students without being burdened with the demands of achieving all curriculum

³¹Andi Hamzah Fansury, et al. "Digital Content for Millennial Generations: Teaching the English Foreign Language Learner on Covid-19 Pandemic". *Journal of Southwest Jiaotong University*. 3 (2020) 2-4.

requirements. In this, SFH considers the health and safety of students, educators, education staff, and the community.³²

Teachers, as the spearhead of the implementation of online learning, must be able to condition all instructional components. These include instructional methods, media that will be used in learning, use of instructional time related to the time of application use, and psychological and social factors that significantly affect teachers' motivation when teaching. Teachers have tasks and responsibilities that are not easily transferrable when they must change from the face-to-face learning system in the classroom to an online system coupled with online learning experiences that have never been implemented before. A teacher must overcome all the problems that occur in online learning responsively so that the learning continues to achieve the targets set.³³



³²Rasmitadila, et al. "The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia". *Journal of Ethnic and Cultural Studies*. 2 (2020) 90

³³Ibid 93

CHAPTER III

RESEARCH METHOD

This chapter presents the research method that used in this study. The research method covers a set research activities conducted by researcher. The research method has a goal of guiding the research in order to work systematically. The research method involves research design, researcher role, research setting, sources of data, technique of data collection, technique of data analysis, checking validities, and research procedure.

A. Research Design

In this research, the researcher applied descriptive qualitative research method. Qualitative research is the collection, analysis and interpretation of comprehensive narrative and visual (i.e., non numerical) data to again insights into a particular phenomenon of interest.³⁴ Qualitative is a study aimed at doing a description and analysis of a phenomenon, event, social activity, attitude, perception of each individual or in a particular group. This type of research was inductive, where data at the location would be the main source of the phenomenon and problems in the observation process. So it can be concluded that descriptive qualitative trying to describe a social phenomenon in the form of

³⁴ L. R Gay, et al. *Educational Research: Competencies for Analysis tenth Edition*. (USA: Pearson, 2012) 381.

words. The main purpose of descriptive research is to describe the state of view as it exists today. Simply stated, this is a fact-finding investigation. In descriptive research, conclusions can certainly be accepted, but it doesn't build a cause and effect relationship.

In this research, the data was collected naturally by observing the process of teaching listening in bilingual class of XI IPA 2 at SMA Muhammadiyah 1 Ponorogo. This research was conducted by interview with the teacher of XI IPA 2 at SMA Muhammadiyah 1 Ponorogo.

B. Research Role

In this research, the researcher plays a role as an observer and interviewer in the field and then the details analyzed and presented in form of description. The characteristics of qualitative research is the intense and prolonged researched contact with a field or situation. It is role or purpose to obtain a systematic and integrated overview of the data under study. It is the researcher function as the key instrument and its analysis that are in form of word.³⁵

In this research, the researcher became an observer, interviewer and as passive participants. The researcher interaction with the subject to collected the data and organized it well. The researcher collected detail information in this observation. The

³⁵Mathew B. Miles and Michael Huberman. An Expeded Sourcebook Qualitative Data Analysis Second Edition. (California: SAGE, 1994) 6.

researcher also recorded what happens in the setting by writing field notes and collecting other kinds of documentary evidence. The collection of data was analyzed, interpreted, and reported by the researcher as a result.

C. Research Setting

In this research, the researcher chose SMA Muhammadiyah 1 Ponorogo as a place for the study conduct. It is located in Jl. Sultan Agung, Nologaten, Kec. Ponorogo, Kab. Ponorogo, East Java. The researcher's reason choosing the school is to know and understanding teacher strategies on the teaching listening in bilingual class of XI IPA 2. SMA Muhammadiyah 1 Ponorogo is one of the schools that have a bilingual class program in Ponorogo. In this case, the teacher has her own modern strategy of learning to be applied for young students in this era. So the students are able to adapt easier.

D. Data Source

The data is a collection of text, numbers or symbols in raw or unorganised form. In this research, the data was categorized into primary and secondary data as this explanation

1. Primary data

Primary sources are original documents such as correspondence, diaries, reports, etc. These are the direct

outcomes of events or the record of participants.³⁶Using primary data which are data collected for the specific research problem at hand, using procedures that fit the research problem best.³⁷ In this study, the primary data can be gotten originally during the activity of bilingual class (XI IPA 2) at SMA Muhammadiyah 1 Ponorogo. Conducting the primary data of this study, the researcher presented several descriptions on every results of sources like observation, interview and documentations.

2. Secondary data

Secondary data is the data that has already been collected through primary sources and made readily available for researcher to use for their own research. Common examples of secondary sources are history books, articles in encyclopedias personal sources, journal, newspaper, website, and review of research.

In this research to support the primary data, the researcher used documents, book, journal, and articles related about the strategies of teaching listening in bilingual class (XI IPA 2) at SMA Muhammadiyah 1 Ponorogo during pandemic era.

³⁶Donald Ary, et al. *Introduction to Research in Education*. (Wadsworth: Cengage Learning, 2010) 467.

³⁷Joop J.Hox and Hennie R.Boeije “Data Collection, Primary vs Secondary”.*Encyclopedia of Social Measurement*. 1(2005) 593.

E. Technique of Data Collection

In this research, the researcher used some techniques in collecting the data. It aims to get a valid information about the teaching learning listening programs and activities which makes the students active. These are the instrument that used to collect the data:

1. Observation

In this research, the researcher is a passive participant because the researcher only wants to know teachers' activity in the class when they applied the strategy. Observation is a study that involves a systematic recording of a phenomenon or a certain behavior that can be observed in the natural environment. Observation is a method of generating data which involve the research setting and systematically observing dimensions of that setting interactions, relationships, actions, and events.³⁸ On this observation, the researcher observed by join the Google classroom to know process of listening activity.

The researcher observed all activities in Google classroom during the Asynchronous learning process. In observation stage, the researcher observed the teacher how the teacher taught their students about listening comprehension and what

³⁸Alison Mackey, et al., *Second Language Research Methodology and Design*. (New Jersey: Lawrence Erlbaum Associates, Inc, 2005) 175

the strategies that the teacher used in the learning process. In the case, the researcher observed whatever done by English teacher related to the teacher strategies in teaching listening comprehension in the bilingual class(XI IPA 2) during Asynchronous learning process. It was used to investigate the English teaching learning process in the classroom.

2. Interview

Interviews or question and answer sessions are one of the best ways to learn or explore profound information from someone. An interview is a conversation that aims to gather information in a description of the life of the person being interviewed in connection with the interpretation of the meaning of the 'described phenomena. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own word.³⁹

In this research, the researcher used semi structured interview to urge a lot of deeply the data. In process of interview, the researcher asked about what activities they do in pre-listening session and also the activities they used in teaching listening. Before interview, the researcher prepared the questions and took interest conversation to get clear

³⁹Donald Ary, et al. *Introduction to Research in Education*. (Wadsworth: Cengage Learning, 2010) 426.

information and valid data. The researcher interviewed the English teacher of bilingual class (XI IPA 2) at SMA Muhammadiyah 1 Ponorogo. Interviews were conducted to obtain accurate responses and information about the strategies used in teaching listening in bilingual class (XI IPA 2) at SMA Muhammadiyah 1 Ponorogo. The function of the interview in this study is to check the data and ensure that the data is truly valid.

3. Documentation

In carrying out the documentation method, researchers investigate written objects such as documents, minutes of meetings, regulations and so on. In this technique of collecting data which is taken from school documents, such as photos during activity, photos students' assignment or performance, school documents (the structure school, vision mission, teacher's schedule, the school profile), recordings of interviewing both teacher and students, videos during teaching learning process and written sources (field note) that related to research as supported of observation and interview.

The documentation method can be implemented by (a) Guidelines for documentation which contains the outlines or categories for which you want to look up data. (b) Check-list research using this documentation method was used by the

researcher to obtain data in the form of photos which would be evidence that the researcher properly conducts the research. In this case, the researcher made a note, took photographs, and took a screenshot chat as proof of teaching learning activity. The researcher presented the valid documentation to prove that the activity in real-life context based on the research conducted. So, the documentation helped for the researcher on supporting the improvements which this research worth to be observed related to teacher's strategies in teaching listening on bilingual class (XI IPA 2) at SMA Muhammadiyah 1 Ponorogo.

F. Technique of Data Analysis

Data analysis is the most complex phase in qualitative research. The data analysis is a difficult process because typically the researcher faces amount of interview, transcripts, audio recording, field notes, reflection, video data, or information from documents, all of which must be examined and interpreted.

Data analysis in qualitative research is often carried out simultaneously or together with data collection. Data analysis is process searching and arranging the data taken from observation, interview, and documentation. The researcher must to organize what he or she has heard, seen, and read. Also try to make sense of it in order to create explanations, develop theories, or pose new question.

In this study, the researcher tried to find teacher strategies in teaching listening in bilingual class (XI IPA 2) at SMA Muhammadiyah 1 Ponorogo during pandemic era. This research is a qualitative research with the type of ethnographic studies. Ethnography is the in-depth study of naturally occurring behavior within a culture or entire social group. It seeks to understand the relationship between culture and behavior, with culture referring to the shared beliefs, values, concepts, practices, and attitudes of a specific group of people.⁴⁰ Ethnographic research methodology has the following steps:

1. Selecting an ethnographic project

In pandemic era, education in Indonesia is currently experiencing problems. Teaching and learning process at school urged them to study at home and replacing them with online learning. This is challenge for the teachers to be creative in choosing materials and be able to stimulate the students' interest. In listening class the teacher must have strategies to make the listening class effective and interactive.

2. Asking ethnographic questions

Researcher have questions in mind to find out the state of the teaching and learning process at the school during this pandemic. The researcher wants to know how the learning

⁴⁰Donald Ary, et al. *Introduction to Research in Education*. (Wadsworth: Cengage Learning, 2010) 459

system is and what strategies are used in teaching listening. Besides that, the researcher also wants to know the problems that occur during this online learning process and how the teacher solves them.

3. Collecting ethnographic data

To collect data in this study the researcher used several techniques in collecting data. It aims to obtain valid information about listening learning programs and activities that make students active. Data collection techniques that are carried out by researchers are by; observation, interview, and documentation.

4. Making an ethnographic record.

This step includes making field notes and photos of observations that have been made at the bilingual class(XI IPA 2) of SMA Muhammadiyah 1 Ponorogo. Besides that, it also transcribes records from the results of interviews with teachers who teach in bilingual classes.

5. Analyzing ethnographic data

In this research, to get the valid data the researcher need to analyze the data that has been obtained from the results of interviewed and observation that have been made in bilingual class (XI IPA 2) of SMA Muhammadiyah 1 Ponorogo. In this case the researcher used the triangulation technique to

investigate data from the analysis of teachers' strategies in teaching listening.

6. Writing the ethnography

The researcher wrote the results of the research that has been done. The researcher wrote how the strategies used in learning to listen, what problems were found, and how to solve these problems in bilingual class (XI IPA 2) of SMA Muhammadiyah 1 Ponorogo during pandemic era. The researcher writes systematically, clearly, be detail and concretely.

G. Checking validity

Validity is a characteristic that must be owned by the measurement instrument because it is directly related to whether the data can be trusted or not. Data validity is the urgent concept that is renewed from the validities and reliabilities concept.⁴¹In qualitative research may increase the credibility of their research findings by drawing from evidence taken from variety of data research. To get the valid data, the researcher uses the triangulation technique. Triangulation is interpreted as a data collection technique that combines various data collection techniques and existing data sources.⁴²The purpose of the

⁴¹Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung:PT. Remaja Rosda Karya, 2007)171.

⁴²Sugiyono. *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: CV. Alfabeta, 2013) 121

data collection technique with triangulation is to find out the data obtained widespread, consistent, and certain.

In this research, the researcher used triangulation technique with the data source. The researcher used the triangulation technique to investigate data from the analysis of teachers' strategies in teaching listening at bilingual class of XI IPA 2 at SMA Muhammadiyah 1 Ponorogo. According to Danzin's, triangulation has 4 types; the use of multiple methods, multiple sources of data, multiple investigators, and multiple theories to confirm emerging findings.

The researcher selected to use of multiple methods and multiple sources of data in checked accuracy of the findings. The used of multiple methods of data collection, for example; what someone tells in an interview can be checked against by you read the documents relevant to the phenomenon of interest or can check at the result of your observed. Then, the used of multiple sources of data means comparing and cross-checking data collected thought observation at different times or in different places, or interviewed data collected from different people.

H. Research Procedure

There are several procedures in this study:

1. Planning

This procedure includes arranging the research plan, choosing the institution such as class and the teacher which is applied the

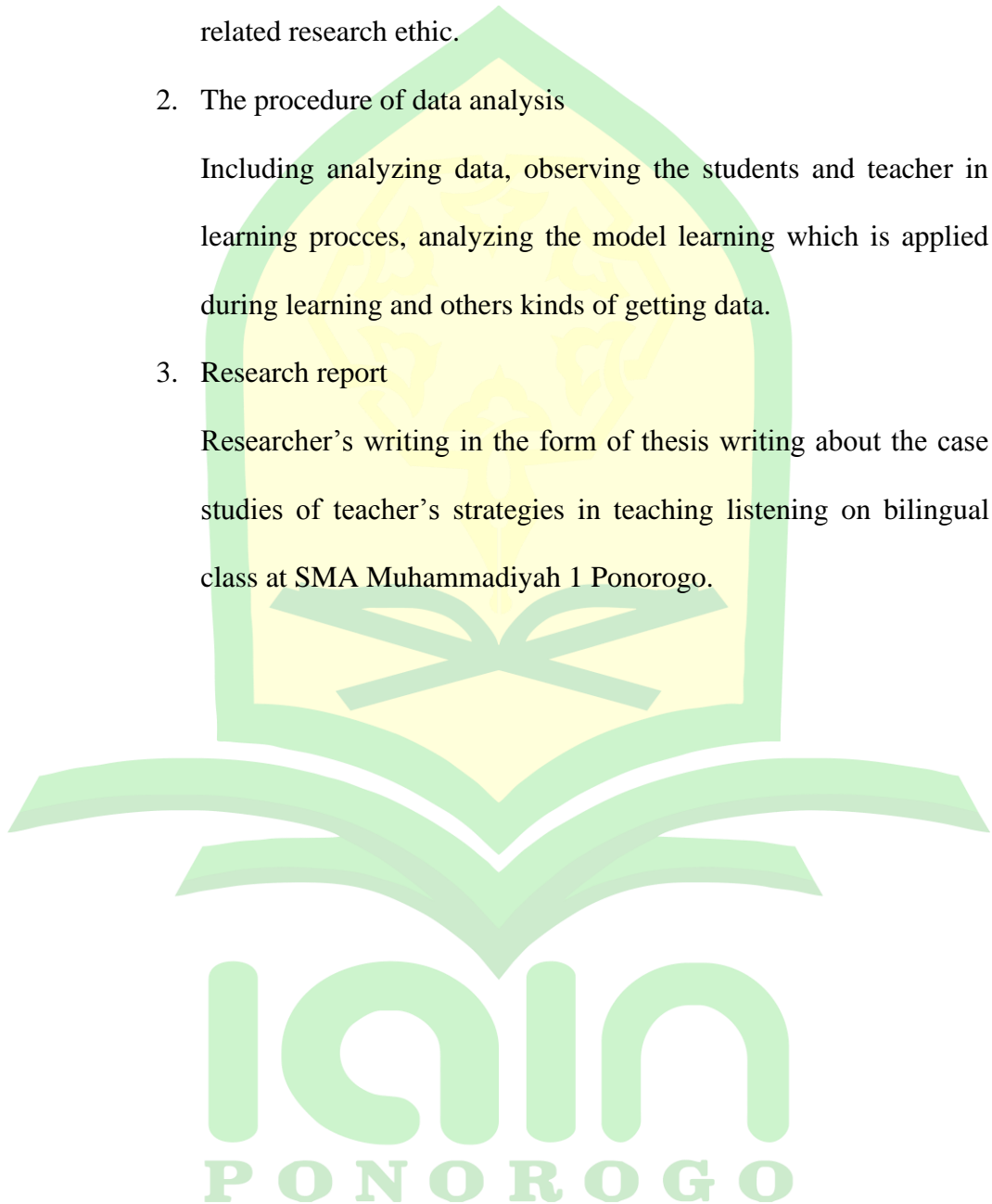
model learning as a object observation, observation the teaching learning procces applied by the teacher, preparing instruments that support researcher's valid data and other procedures that related research ethic.

2. The procedure of data analysis

Including analyzing data, observing the students and teacher in learning procces, analyzing the model learning which is applied during learning and others kinds of getting data.

3. Research report

Researcher's writing in the form of thesis writing about the case studies of teacher's strategies in teaching listening on bilingual class at SMA Muhammadiyah 1 Ponorogo.



CHAPTER IV

RESEARCH FINDINGS

This chapter presents the description data, involving the strategies of teaching listening and the problem faced in teaching listening during pandemic era at SMA Muhammadiyah 1 Ponorogo.

A. General Data

SMA Muhammadiyah 1 Ponorogo is one of the favorite schools in Ponorogo which has a superior program, namely the bilingual class. In the learning process the teacher applies several different methods according to the material being taught. It aims to improve students' understanding of the material being taught. The existing facilities in the study area are also used optimally during the learning process.

A teacher before teaching always prepares everything related to class learning. When delivering material, the teacher always pays attention to his students, to find out how students understand the material. When learning the teacher also provokes students to ask questions and express opinions regarding the material being studied. If in the class there are students who want to ask questions, the teacher always responds to the student's questions with concise and complete answers so that students feel satisfied and understand the material presented by the teacher well.⁴³

⁴³Look at transcript of observation in appendix 06/09/21

The learning process is also carried out in a fun way to motivate students to play an active role in the learning process. The form of student participation in the learning process is when the teacher explains that students pay attention to the teacher and it is not uncommon for students to ask questions related to material that has not been understood. Students also participate in discussions and activities carried out in groups, dare to respond to other students, and answer questions posed by the teacher or other students.

Before the learning process is finished, the teacher always concludes the material that has been presented briefly. This is done to strengthen the material that has been delivered and make it easier for students to understand the material and remember the material that has been studied.⁴⁴

B. Specific Data

The description of sapecific data explains about the most employed the strategies of teaching listening, the problems were found by the teacher on teaching listening, and the teacher solves the problems on teaching listening in bilingual class at SMA Muhammadiyah 1 Ponorogo during pandemic era.

1. Teachers' Strategies on Teaching Listening in Bilingual Class of XI IPA 2 during Pandemic Era at SMA Muhammadiyah 1 Ponorogo.

Strategy is one of the ways in the teaching-learning process. The teacher must have a good strategy for teaching listening to made students understand the material of listening. A good strategy also can help the students to mastery in listening ability.

⁴⁴Look at transcript of observation in appendix 06/09/21

Based on the observations made by the researcher, the researcher found that the listening learning process is as follows; subject matter asking and giving suggestion in the bilingual class. The teacher gives a video that students must observe and listen to. Then, students are asked to take notes from the dialogue in the video according to what they have listened to. The teacher also asks students to make a group of 2 people. After that, the teacher invites students to discuss the content obtained from the video material giving and asking suggestions that has been listened to before. At the end of the discussion the teacher gives the correct dialogue text from the video and asks students to learn the text. At the end of the lesson the teacher gives the task to the students to make a dialogue as exemplified with his friend then upload it on YouTube.⁴⁵ Mr. Ariharsa also said that;

“.....*Listeningkan menyimak jadi sebelum pembelajaran saya biasanya memberikan video kemudian saya meminta siswa untuk menyimak dan mengamati video tersebut. Dan ketika kita melakukan pembelajaran saya akan menanyakan isi dari video tersebut atau menanyakan bagaimana pendapat mereka mengenai video tersebut*” (Listening is listening so before learning I usually give a video then I ask students to listen and observe the video. And when we do the learning, I will ask the content of the video or ask what they think about the video)⁴⁶

After conducting observation and interview, the researcher decided that in teaching listening at SMA Muhammadiyah 1 Ponorogo teacher applied the activities that include in top-down strategies rather than the activities in bottom-up strategies. Top-down strategies are appropriate to

⁴⁵Look at transcript of observation in appendix 06/09/21

⁴⁶Look at interview transcript in appendix (Dian Ariharsa, S.Pd) (16/6/21)

use in teaching listening to the bilingual class (XI IPA 2) of SMA Muhammadiyah 1 Ponorogo. This strategy is used to familiarize the students with the topic of listening activity. The aim of using this activity also to increase the students understanding topic the listening. While applying the top-down strategies teacher used media to help the students understand the material. The media used by the teacher is Video/Youtube, Google Form, and Google Meet. Based on observations, the teacher also applies this strategy in the bilingual class.⁴⁷

2. The Problems found by the Teacher on Teaching Listening Bilingual Class of XI IPA 2 during Pandemic Era at SMA Muhammadiyah 1 Ponorogo.

In teaching listening of bilingual class of XI IPA 2 during pandemic era at SMA Muhammadiyah 1 Ponorogo, teacher found several problems;

1. Internet Signal

The first problem is the internet signal during this pandemic, learning was carried out using internet media such as WhatsApp groups, YouTube, Google Meet, and Google Classroom. Some students from this class live in areas that do not have high speed internet access and often find it difficult to get a signal. In addition, the limited internet quota also affects the learning process during this online class.⁴⁸ It is supported by the teacher of bilingual class, he said that;

⁴⁷Look at transcript of observation in appendix 06/09/21

⁴⁸Look at interview transcript in appendix (Dian Ariharsa, S.Pd) (16/6/21)

“.....permasalahan pertama dalam pembelajaran listening ini adalah sinyal internet. (The first problem in teaching listening is the internet signal.)⁴⁹

2. Students were Not Familiar with Listening Learning.

The second problem is they are not familiar with listening. Students feel not familiar with listening learning. Many teachers prioritize learning reading and writing because they assumed that listening is not tested, even though listening is also one of the skills that must be mastered by students so that when learning listening students feel less familiar.⁵⁰ Based on the interview, the teacher said that;

“.....permasalahan yang kedua adalah siswa merasa tidak akrab dengan pembelajaran listening, karena banyak guru yang melewatkan pembelajaran listening dan lebih mementingkan writing dan reading, karena listening tidak diujikan. (the second problem is that students are not familiar with listening learning, because many teachers skip listening lessons and are more concerned with writing and reading, because listening is not tested.)⁵¹

In addition, students are also not accustomed to using English in everyday life. So, that they feel confused when listening to new English vocabulary. It made difficult for the students to understand the meaning of the vocabulary. Mr. Ariharsa also said that;

“.....mereka tidak terbiasa mendengarkan kata berbahasa inggris dalam kehidupan sehari-hari, (they are not used to listening to English words in everyday life).⁵²

⁴⁹Look at interview transcript in appendix (Dian Ariharsa, S.Pd) (16/6/21)

⁵⁰Look at interview transcript in appendix (Dian Ariharsa, S.Pd) (16/6/21)

⁵¹Look at interview transcript in appendix (Dian Ariharsa, S.Pd) (16/6/21)

⁵²Look at interview transcript in appendix (Dian Ariharsa, S.Pd) (16/6/21)

3. Students are Lack of Vocabulary

The next problem found was the lack of vocabulary mastered by students. Vocabulary is one aspect that must be mastered by students because with the vocabulary we can understand the meaning of a word. So that if students have a little vocabulary, students will automatically have difficulty understanding words, especially when listening. Mr. Ariharsa also said that the problem he faced was the students are lack of vocabulary;

“.....permasalahan yang ketiga adalah mereka sangat kekurangan kosakata, sebenarnya tidak hanya untuk listening tetapi juga untuk writing dan reading. (The third problem is that they lack vocabulary, actually not only for listening but also for writing and reading.)⁵³

3. The Teachers Problem Solving on Teaching Listening in Bilingual Class of XI IPA 2 during Pandemic Era at SMA Muhammadiyah 1 Ponorogo.

Based on the interview and observation the teacher of bilingual class during pandemic era at SMA Muhammadiyah 1 Ponorogo in listening learning, the teacher said that he did some things in the face of the problems that occurred;

1. Provide sufficient time limit for collection

In process of learning during the pandemic the teacher finds several problems experienced by students, one of which is constrained by signals.

To overcome this, the teacher provides sufficient collection time of 3 to 4

⁵³Look at interview transcript in appendix (Dian Ariharsa, S.Pd) (16/6/21)

days.⁵⁴ In addition, the school provides assistance in the form of internet quotas to students. Students who cannot access the internet can also join their friends who have a Wi-Fi network while still complying with health protocols.

2. Intensity to listening practices

Teachers often train students to listen to English. Because when students often practice listening to English, students will get used to it and more easily understand the meaning of English vocabulary. Getting used to listening can be done with the teacher giving instructions in English during the learning process. Besides that, the teacher can also explain the material using English by using vocabulary that is easily understood by the students.

It supported by the statement of Mr. Ariharsa, he said that;

*“.....latihan dan latihan, karena dengan latihan akan membuat sempurna. (Practice and practice, because with practice will make perfect)”*⁵⁵

In addition, when did the exercises a language teacher must create a serious and relaxed learning process because with that the students can enjoy the learning process more and do not feel bored. Mr. Ariharsa also said that:

“.....ketika sedang latihan guru jangan terlalu galak, buatlah suasana yang santai. karena jika guru galak siswa akan menutup diri dan tidak mau memahami materi yang diberikan. (When the teacher is practicing, don't be too fierce, create a relaxed atmosphere. because if the

⁵⁴Look at transcript of observation in appendix 06/09/21

⁵⁵Look at interview transcript in appendix (Dian Ariharsa, S.Pd) (16/6/21)

teacher is fierce, the students will close themselves and don't want to understand the material given)”⁵⁶

In addition to make students familiar with listening learning, a teacher should provide a lot of learning activities. A teacher must also be able to create interesting learning activities, especially in listening learning, this is so that students do not feel bored in the learning process. The teacher must also be able to choose learning activities according to the character of the students he teaches. It supported by the statement;

“.....menurut saya seorang guru harus banyak menyediakan akitifitas listening untuk siswa. Seperti dengan menunjukkan video berbahasa inggris atau mengajak siswa untuk berkomunikasi dengan bahasa inggris, itu akan menjadikan siswa terbiasa dan familiar dengan bahasa inggris. (I think a teacher should provide a lot of listening activities for students. Such as by showing English videos or inviting students to communicate in English, it will make students accustomed and familiar with English)⁵⁷

3. Start with the easy material first

In listening learning, many students still find it difficult because they lack vocabulary. So before the teacher start the lessons, teachers have to knowing and understanding the character of students first. By knowing and understanding the character of students, teachers can determine the right way of teaching for the students they are dealing.

Mr. Ariharsa also said;

“.....saya rasa seorang guru harus mengetahui karakter pesertadidik kita, jadi kita bisa tahu dan menentukan akan bagaimana cara

⁵⁶Look at interview transcript in appendix (Dian Ariharsa, S.Pd) (16/6/21)

⁵⁷Look at interview transcript in appendix (Dian Ariharsa, S.Pd) (16/6/21)

kita mengajar nantinya. (I think a teacher must know the character of our students, so we can know and determine how we will teach later).⁵⁸

After knowing the character of the students, the teacher determines the learning material to be carried out. Learning material is one of the success factors in learning. The subject matter arranged from simple to complex, from easy to difficult. It intended that students will easily understand it. In addition, the subject matter should be in accordance with the level of education or development of students in general. Likewise, in listening learning, the teacher should choose the easiest material first. Such as, the teacher chooses a short record or a simple video first to make it easier for students to understand the material given. This is supported by the results of interviews that have been conducted, the teacher said that;

“.....kita harus memulai dengan yang mudah terlebih dahulu, agar tumbuh rasa suka dalam pembelajaran tersebut. Kita tidak bisa langsung memberikan materi yang sulit, itu akan membuat siswa merasa kesulitan dan tidak suka pembelajaran tersebut. Guru bisa melakukannya dengan selangkah demi selangkah. Begitu juga dalam pembelajaran listening guru bisa memulai dengan teks atau record yang pendek-pendek terlebih dahulu. (We have to start with the easy ones first, so that the love for learning grows. We cannot directly provide difficult material, it will make students feel difficult and do not like the learning. Teachers can do it step by step. Likewise, in listening learning the teacher can start with short texts or records first)⁵⁹

⁵⁸Look at interview transcript in appendix (Dian Ariharsa, S.Pd) (16/6/21)

⁵⁹Look at interview transcript in appendix (Dian Ariharsa, S.Pd) (16/6/21)

CHAPTER V

DISCUSSION

In this chapter, the researcher discussed the result of research based on the statement of problem. The result of the research is taken from the observation, interview, and documentation. The discussion is focusing on the strategies of teaching listening and the problem faced in teaching listening during pandemic era at SMA Muhammadiyah 1 Ponorogo.

A. Teachers' Strategies on Teaching Listening in Bilingual Class of XI IPA 2 during Pandemic Era at SMA Muhammadiyah 1 Ponorogo.

Strategy in teaching listening is a technique or activities that can help students in develop their listening ability.⁶⁰ The teacher used the strategies to achieve the success of the learning process and make the listening class effective and interactive, teacher must have strategies for teaching listening. So the teachers have to good strategies in teaching listening, especially in teaching listening teachers must be creative in choosing materials and be able to stimulate student interest. Therefore, the teacher needs to manipulate several strategies to support teaching and learning process.

In teaching listening at bilingual class of XI IPA 2in SMA Muhammadiyah 1 Ponorogo, the teachers try to create the good learning during this online class. In process of teaching listening, the teacher applied the top down strategy. Based the observation, the teacher applied the activities that

⁶⁰Jack, C Richard. *Teaching Listening and Speaking From Theory to Practice*. (New York: Cambridge University Press, 2008), 3.

include in top-down strategies rather than the activities in bottom-up strategies. Top-down process refers to the use of background in understanding the meaning of a message. Top-down process refers to the prior knowledge to understand the information received.⁶¹ The purpose of using the strategy is to familiarize the students with the topic of listening activity and increase the students understanding the topic of listening. The activities that the teacher does when learning listening likes the teacher ask to the students to listen on part of conversation and infer the topic of the conversations, and then the teacher will give the question to the students relate to the topic.

In applying this strategy in teaching listening at the bilingual class during pandemic era, teacher supported by the Google classroom. Top-down strategies can develop active the students learning by finding their own, investigating themselves, then results obtained will be long-lasting in memory and will not be easily forgotten by the students. Besides that, the strategies can make the students independence and activity.

In developing students' listening skill using top-down strategy, the following activities are carried out: using key words to construct a discourse scheme, summing up the setting of a text, summing up the roles of participants and their goals, inferring details of situations that are not stated, inferring cause or effect, anticipating questions related the topic or situation.⁶² This activities was applied by teacher in teaching listening in bilingual class of SMA

⁶¹Jack, C Richard. *Teaching Listening and Speaking From Theory to Practice*. (New York: Cambridge University Press, 2008), 3.

⁶²Nazla, A. K and Sri, R. L. "An Analysis of Teachers' Strategy in Teaching Listening". *Jurnal Ilmu Pendidikan Nonformal Aksara*. 1 (2019). 3

Muhammadiyah 1 Ponorogo. In learning process the activities divided into three sections, namely pre-listening, while listening, post listening.⁶³ In pre-listening session, students use their knowledge as a provision in the listening process. Then, while listening session teachers help students in prediction and understand the topic was they heard. The teacher and students discussion about the topic that are played in the audio or the video. Then, the post-listening teacher gives some questions to the students related with the topic that has been discussed earlier.

The overall of the discussion and data that has been collected, in teaching listening at Bilingual class of XI IPA 2 at SMA Muhammadiyah 1 Ponorogo teacher used the top-down strategy and to applied this the teacher supported by Video/Youtube, Google Form, and Google Meet during the online class in this pandemic era.

B. The Problems found by the Teacher on Teaching Listening Bilingual Class of XI IPA 2 during Pandemic Era at SMA Muhammadiyah 1 Ponorogo.

In teaching listening on bilingual class of XI IPA 2 during pandemic era at SMA Muhammadiyah 1 Ponorogo, teacher found several problems:

1. Internet signal

The first problem is internet signal. In pandemic era, process of learning is changing to the online class. During this pandemic the learning

⁶³Nazla, A. K and Sri, R. L. "An Analysis of Teachers' Strategy in Teaching Listening". *Jurnal Ilmu Pendidikan Nonformal Aksara*. 1 (2019). 4

process underwent significant changes, the learning process was carried out online. In teaching process teacher used media internet such as Google Classroom, Google Meet, Whatsapp group, and YouTube. So, during this online class the internet signal has a very important influence on the success of the learning system carried out.

Changing the learning system from conventional to e-learning during the COVID-19 pandemic has many challenges. Some students experienced internet signal problems during this online class.⁶⁴ Because not all students live in areas that have speed internet access or have WI-FI at home. This situation can slow down the learning process and achieve success in learning. So, that the internet signal becomes a very significant problem during this online learning.

2. Students were not familiar with listening learning.

The next problem is many students are not familiar with listening learning. Listening is one of skills in language and it is the key to all effective communication.⁶⁵ But unfortunately many students are not used to it. They feel unfamiliar with listening learning. Because some teachers only prioritize learning reading, writing, and speaking. Besides that, students also lack practice listening in their daily lives.

⁶⁴Andi, H.F et al. "Digital Content for Millennial Generations: Teaching the English Foreign Language Learner on Covid-19 Pandemic", *Journal of Southwest Jiaotong University*. 5 (2020) 3

⁶⁵Abbas P Gilakjani and Mohammad R. A. "A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement," *Journal of Language Teaching and Research*. 5 (2011) 977-988.

In the listening process, it is necessary to have a process of understanding and being understood so that the information conveyed can be received correctly. In addition, in learning English one must have listening comprehension skills, to get good achievements in listening courses. So that when students feel unfamiliar with learning English, students feel difficulties that cause success in the learning that is not achieved.

3. Students are Lack of Vocabulary

In the listening learning, the researcher found that the students are lack of vocabulary. In learning foreign language, vocabulary plays an important role. If the students have rich of vocabulary they will be helped to understand and learn new words. Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.⁶⁶ Those show that the vocabulary is the first element that the English learners should to be master well. But in this case, the students still less their vocabularies, so make them difficult to understand what the speaker say when the process of learning listening.

C. The Teachers Problem Solving on Teaching Listening in Bilingual Class of XI IPA 2 during Pandemic Era at SMA Muhammadiyah 1 Ponorogo.

Based on the interview and observation the teacher of bilingual class of XI IPA 2 during pandemic era at SMA Muhammadiyah 1 Ponorogo in listening

⁶⁶Yeni, Ghonivita, et al. "Improving Students' Listening Skill and Vocabulary Mastery Through Contextual Teaching and Learning". *Journal of English Language Teaching and Cultural Studies*. 4 (2021) 13

learning, the teacher said that he did some things in the face of the problems that occurred;

1. Provide sufficient time limit for collection

During this pandemic the learning process underwent significant changes. All learning processes are transferred to online classes. Teachers use internet media in the teaching and learning process of students, as well as with listening learning today. During this online learning, the internet becomes very important in the success of the student learning process. So we need a good internet signal in the current learning process. However, some students had problems with this online class due to poor internet signal.

In overcoming the problems of students who experience internet signals that are not good, the teacher gives some concession to students. As with the teacher giving a deadline for collecting assignments, it is not tight. Teachers usually give a grace period of 3-4 days. In addition, the school also provides free internet quota assistance to all students during this online class. Students can also join friends who have good internet access or have WI-FI at home.

2. Intensity to listening practices

In learning a foreign language, it takes a lot of practice to master the skills in the language, such as listening skills. In listening learning it was found that many students felt unfamiliar in listening learning. In solving the problem of students who are not familiar with listening

learning, the teacher gives a lot of practice regarding listening learning. The exercise aims to make students feel familiar in listening learning. Because when they are used to listening they will be easy to understand the listening material.

In practicing listening the teacher also creates interesting activities so that students do not feel bored. Besides that, students can also practice listening using media such as songs, videos, or films in English language. Students and teachers can use these media to practice listening and increase students' ability to understand what they have listened. In addition, students can also increase the vocabulary of what they have listened.

3. Start with the easy material first

In listening learning, some students have difficulty because of the lack of vocabulary they have. Vocabulary is an important thing that students have, because vocabulary is the initial provision in learning a foreign language. So before starting learning the teacher must know in advance the abilities of his students and understand the character of his students. After that, the teacher can determine the learning strategies and materials that will be given to their students.

In the selection of material, the teacher must adjust to the abilities of the students he teaches. Material selection is important in the success of the teaching and learning process of students in the classroom. The teacher can provide material starting from the easiest first, it aims to make it easier for students to understand the learning being carried out. After it is felt that

students have mastered the material, the teacher can increase the level to be more difficult. In listening learning the teacher gives a short recording or a simple video first so that students are easy to understand.



CHAPTER VI

CLOSING

This chapter presents the conclusion and suggestion regarding result the research. The conclusion drawn from the data findings and the discussion. Then, the suggestion direct further researcher who are interested in conducting similar research.

A. Conclusion

1. Top down strategy is applicable in teaching listening in bilingual class of XI IPA 2 at SMA Muhammadiyah 1 Ponorogo during pandemic era.
2. There are several problems were faced by the teacher in teaching bilingual class of XI IPA 2at SMA Muhammadiyah 1 Ponorogo during pandemic era such us: internet signal, students feel not familiar with listening learning, and students are lack of vocabulary
3. Provide sufficient time limit for collection, intensity to listening practices, and starting with the easy material first are applied by the teacher to overcome the problem in teaching listening in bilingual class of XI IPA 2at SMA Muhammadiyah 1 Ponorogo during pandemic era.

B. Suggestion

1. For the teacher

Teacher is one of many factors influence the successful of learning process. The teacher must be able to create the activity and strategy in

teaching. Especially, in teaching listening teachers must be creative in choosing materials to make the listening class effective and interactive.

2. For the students

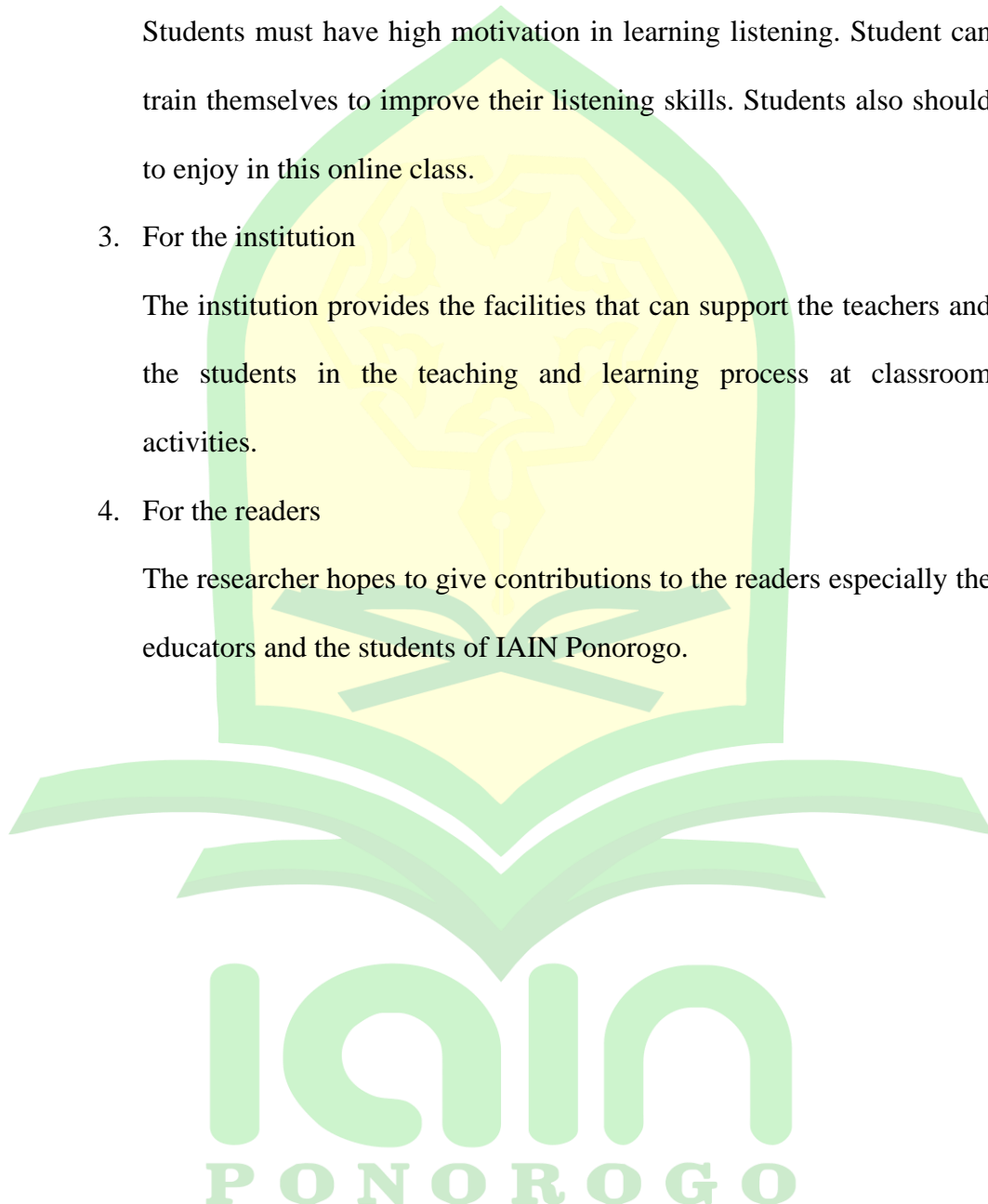
Students must have high motivation in learning listening. Student can train themselves to improve their listening skills. Students also should to enjoy in this online class.

3. For the institution

The institution provides the facilities that can support the teachers and the students in the teaching and learning process at classroom activities.

4. For the readers

The researcher hopes to give contributions to the readers especially the educators and the students of IAIN Ponorogo.



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