

Procedures in Teaching Listening without Using Language Laboratory in A State Senior High School of Mojokerto

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Abstrak

Listening menjadi kegiatan yang lebih penting dan menantang bagi peserta didik dalam komunikasi sehari-hari dan proses pendidikan. Untuk membuat siswa mendapatkan pemahaman yang lebih baik dalam praktek bahasa, seorang guru haruslah mengatur dan menyajikan langkah-langkah yang tepat, aktifitas, media, materi, teknik, atau metode yang sesuai dalam proses pembelajaran. Pada proses belajar dan mengajar, sumber belajar memainkan peran penting pada proses pembelajaran bahasa. Laboratorium dan ruang kelas adalah contoh dari sumber belajar dalam jenis lingkungan. Meski begitu, sebenarnya masih banyak sekolah di Indonesia yang tidak memberikan standar kualitas laboratorium bahasa yang baik. Terkait dengan situasi diatas, peneliti tertarik untuk mengetahui dan mengamati secara mendalam prosedur dalam pengajaran *listening* tanpa menggunakan laboratorium bahasa di sebuah SMA Negeri Mojokerto. Penelitian ini bertujuan untuk menjelaskan (1) hasil dari proses belajar dan mengajar *listening* tanpa menggunakan laboratorium bahasa (2) respon siswa pada pembelajaran *listening* tanpa menggunakan laboratorium bahasa. Penelitian ini dirancang sebagai penelitian studi kasus yang menggunakan analisis kualitatif. Objek penelitian ini melibatkan 38 siswa dan salah satu guru bahasa Inggris. Untuk mengumpulkan data, instrumen yang digunakan adalah observasi dan wawancara. Data kualitatif berupa catatan lapangan dan transkrip wawancara. Studi ini menemukan bahwa guru menggunakan langkah-langkah yang hampir serupa, meski tidak dalam urutan yang tepat dalam setiap pertemuan. Ini juga menunjukkan bahwasannya guru mengikuti pola saat mengajara *listening*. Pelaksanaan kegiatan belajar mengajar *listening* dan rencana pembelajaran terkadang dapat direvisi tergantung pada situasi kelas, sumber belajar yang sesuai, tersedianya media pembelajaran, beragam tugas dari *listening*, teknik, metode dan lain-lain. Berdasarkan hasil dari observasi dan wawancara, respon siswa terhadap pembelajaran *listening* dapat dikategorikan dalam respon positif dan respon negative.

Kata Kunci: Listening, Mengajar Listening, Respon siswa

Abstract

Listening is becoming more important and a challenging activity for the learners in daily communication and the educational process. In order to make the students get a better understanding in their language practice, the teacher have to arranged and present appropriate procedures, suitable activities, the suitable media, materials, techniques, or the method of teaching-learning process. In the teaching-learning process, the learning resource plays the significant role in the language learning. The laboratory and classroom are the examples of learning resources in types of environment. Nevertheless, in fact, there are still many schools in Indonesia which do not provide a good standard quality of language laboratory. Related to this situation above, the researcher interested in knowing and deeply observing the procedures in teaching listening without using language laboratory in a state senior high school of Mojokerto. This study aimed to explain (1) the result of teaching-learning process of listening without using language laboratory (2) the students respond to learning listening without using language laboratory. This study was designed as case study research which employed qualitative analysis. The object of the study was involved 38 students and one of English teacher. In this study, the data were obtained from the observation and interview. Moreover, to collect the data, the researcher used some instruments in this study. The instruments of this study were in the form of field notes and the interview transcripts. This study found out that the teacher used steps were almost similar, even though did not in proper sequence in each meeting. It also indicates that the teacher follows a pattern when teaching listening. The implementation of teaching-learning activities of listening and the lesson plan sometimes can be revised depending on the class situations, suitable learning resources, available the learning media, varied listening task, technique, method and etc. In addition, based on the observation result and the interview result, the students respond towards the teaching-learning listening can be categorized in the positive and negative response.

Keywords: Listening, Teaching Listening, Students Response.

INTRODUCTION

The government has chosen English as the foreign language that to be taught in the school. English as one of the foreign language is needed in teaching and learning particularly in the educational institution such as the elementary school up to the university. There are four main skills in English that to be developed properly such as speaking, listening, reading, and writing (Harmer, 2007). Listening is becoming more important and challenging activity for the learners in daily communication and the educational process. Thus, the use of learning resources is very helpful to support the teaching-learning of listening activities to the students, in order to make them familiar with the sound and to get a better understanding in their language practice. The learning resources are everything that can be utilized to facilitate the learning process. There are many types of learning resources; human, material, environment, tools and equipment, and the activities (Gariach, Vernon, Donald, & Ely, 1971). For example, the environment type of learning resources such as the laboratory, the classroom and etc. The classroom should be prepared well to make the class became more active, conducive and improve the students' response to learning activity (Lowery, 2005). Moreover, when the teacher makes a good way in teaching and learning listening, it can be supported by the students respond which makes the learning process become successful in the classroom or the language laboratory. The teachers have to arranged and present appropriate procedures, suitable activities, suitable the media, materials, techniques, or the method of teaching and learning process.

There are some studies which focus on the listening skills improvements. Saputro (2005) promoted the listen and draw technique to teaching listening of descriptive text. Fajri (2014) found that the students response in the implementation of an audio-lingual method in listening narrative class. Those studies conducted in the classroom. In contrast, Subekti (2009) found that the effectiveness of the media used in teaching listening. Muniroh (2013) found that the teaching and learning listening through language laboratory was more effective than the classroom. The language laboratory is something that very common in Indonesia to enhances the student's experiences of learning listenig in the school. The language laboratory gives more advantages than the classroom in order to practice interactions and communication between teacher and the students (Huntley, 1998). Nevertheless, the fact is, there are still many schools in Indonesia which do not provide a good standard quality of the language laboratory.

Yuwana (2016) found that there is some condition of language laboratory in several state senior high school in

Surabaya. Furthermore, the news reported that many of language laboratory schools in a small town still do not have a good quality to support the teaching and learning listening. For example, one of the schools at Paya Bakong, Aceh. It is known that the implementation of the national examination in the school, especially on the listening test was only used the speakers. Moreover, there are still many schools in small town-East Java, which do not optimally used the laboratory in the process of teaching and learning such as some of the junior and senior high schools in Mojokerto, Bojonegoro and the other small town in Indonesia (Sambo, 2007). Yuwana (2016) found that the frequency used of the language laboratory to teach listening in SMA in Surabaya was low.

Based on the field observation by Kemendikbud in *Panduan Pemanfaatan Pengelolaan Laboratorium Bahasa* (2015), there are various reasons why the language laboratory is still not used optimally in the school. For instance, some of the teachers often resisted used language laboratory because most of the facilities are broken, old and needed to be upgraded. Some of the teachers do not pay more attention to teach listening in their classes. This means that the teaching-learning process of listening in the schools do not get enough portions.

From the whole information above, the researcher did informal observation conduct in one of state senior high school in small town, Mojokerto-East Java. The researcher found that the school has a language laboratory and the condition of language laboratory are needed to be upgraded. This situation has made the researcher interested in knowing and deeply observing the teacher's way in teaching listening to the students in the learning process. The researcher wanted to explain how the teacher teaches listening, "Are there any similar steps in each meeting of teaching listening? Are those steps in proper sequence?".

Furthermore, the research questions of this research are; (1) How does the teacher teach listening without using language laboratory in a state senior high school of Mojokerto? (2) How do the students respond to learning listening without using language laboratory in a state senior high school of Mojokerto?

Based on the research questions above, the objectives of this study were: (1) to explain the teaching and learning process of listening without using language laboratory in a state senior high school of Mojokerto (2) to explain the students respond to learning listening without using language laboratory in a state senior high school of Mojokerto.

Brown (2000) states that the listening is the main components in language learning process. Listening also

plays an important role in daily communication. Listening takes up 40-50%, 30% in speaking, 16% in reading, and the last 9% in writing (Adler, R., & L., 2001). Moreover, in the process of listening there are six stages [rocess. Those are hearing, attending, understanding, remembering, evaluating and the last is responding (Nunan, 2001). In the listening process, there are six principles (Harmer, 2007).

Furthermore, the teachers should think about the several procedures that should be done in their classes. It is through the pre-listening stage, while-listening stage, and post listening stage. In addition, pre-listening, while-listening, and post-listening activities can consist of a whole range of steps conducted by the teacher (Underwood, 1989). Teaching and learning activities would work well if it is supported by the learning factors. One of the factors is the learning resources. Learning resources are absolutely necessary and useful to facilitate the students in receiving and looking for the subject matter. Moreover, there are many types of learning resources (Gariach, Vernon, Donald, & Ely, 1971). The use of learning resources in language learning process is very needed to the students. Not only to avoid the boredom atmosphere during the teaching and learning process. But also, to motivates and attract the students' attention and make the learning activities become more interesting, effective.

RESEARCH METHODS

This study was designed as case study research which employed qualitative analysis. The case study has characteristics. The research focused on the certain phenomenon or the activities which conducted an intensive, detailed, and a depth focused on the single unit such as one group, one institution, one individual, one organization, and etc (Ary, Jacobs, Sorensen, & Razavieh, 2010). Based on the research questions and the purpose of this study, this research is case study because of its characteristics. This research tries to explore and explain the certain information about the case of the subject. So, the case of this research which is the phenomenon of the phenomenon of the procedures in teaching listening without using language laboratory and the result of students' response towards on it. Furthermore, this research uses the qualitative analysis which produces the written descriptive data of the study that the possibility to be observed by the researcher.

The researcher involved the English teacher and the students in one of state senior high school in of one of the small town, Mojokerto-East Java. The subject of this study was the students of tenth-graders consist of 38 students and the teacher.

In this study, the data were obtained from the obaservation and interview. The observation was done by looking on the field notes about the sequence of teaching and learning process that contains some points from the teacher's actions and the students' activities from the beginning until the ending of it. Then, to support the observation result, the researcher also gets the data from the interview several students and the teacher.

Moreover, the researcher conducted the observations during the teaching-learning process. After that, the researcher took some of notes related to the students' response, which is focused on the student's activities and student's interest during the learning process, and also the teacher's actions in the listening class. The researcher collected the data by using field note as the result of observation and the interview transcripts to support the observation result. The data were analyzed through several steps. In order to answer the first research question, the first step is the researcher did an observation to teaching and learning activities. The researcher observed and took notes of anything that was happening in the teaching and learning process in listening class by using field notes. After getting the data from the field notes, the researcher classified the relevant data such as the words or the phrase from the field notes that show about the teaching and learning activities of listening. Then, the researcher interprets the result all of the field notes data. Related to the teacher's procedures in teaching listening, the researcher concluded that there were any similar steps in each meeting of teaching-learning process and those steps are in proper sequence or not.

After that, in order to support the observation result, the researcher interview the teacher and several students. The researcher used the audio recording and transcribed the audio. The result of the interview was recorded into to the interview transcripts. Next, the researcher classified the teacher's and students answer that relevant to the research questions. Then, the researcher analyzed all of the data that has been classified and then interprets the data. The last is, the researcher concluded the result of students respond towards the teaching-learning activities.

RESULT AND DISCUSSION

The Result of the Study

In this part, the researcher elaborates the result of the observations and interview. It described how the teacher teaches listening. Furthermore, the first is, to explain the teaching and learning process of listening and tthe second is, to explain the result of the students respond

towards on it. Furthermore, the researcher gives a brief description of the observations as shown below:

a. The First Meeting

On Monday, February 20th, 2017, the researcher arrived at the school at 08.00 a.m. The researcher met the English teacher in the teacher's office. The researcher had previously contacted through short messages with the English teacher at the day at 06.00 am. Therefore, the day, the English teacher remembered and prepared that the class X MIA-2 would be observed by the researcher. After that, the teacher welcomed the researcher to follow her to class. The teacher and the researcher start to entered the class. The teacher greeted the students by saying: "Good morning, students how are you today?" and then she asks the class leader to lead the prayer. After praying together, the teacher asks the students whether they had studied in the previous night or not. After that, the teacher started to give the background information about the "recount text". The teacher and the students discussed the recount text such as, the generic structure of recount text, the purpose of recount text and what the tenses used in the recount text. Although the researcher found that two male students who sit in the back booth did not pay good attention to the teacher, they did not hear the voice and the instruction from the teacher.

The teacher asks the students to read and write notes related to the recount text in their book. Then, the teacher gives some questions to students and giving feedback about their experience related to the material lesson in order to stimulate the students. After that, the teacher started to explain the while listening task by using the worksheet. The teacher gives a worksheet to all of the students. The teacher always asks the students to listen carefully while the teacher read the instruction on the worksheet. The teacher organizes the activities be interesting and challenging for the students. The teacher used mix language, Indonesian and English to explain the listening material. The teacher gave an explanation about what should be done by the students in their worksheet. They have to fulfill the blank words consider to what the speaker said and to what the students heard. Then, in second part instruction, the students have to listen and then choose A, B, C, D, or E for one of the correct answer. After giving the instruction, the researcher looked most of the students that concentrate and focus on the recorder would be played on the big speaker on the top corner in language laboratory because of the headphone, microphones were dysfunctional. The teacher starts to plays the audio and the students are ready to have listening class. The researcher found that one of the male students were sometimes cheated his friends answer. The teacher pauses the recording. The teacher asks that students be calm and focus on the listening the text. Moreover, the teacher also asks all the students problems during the pause time, the teacher tried to know whether the students have the difficulties or not.

The researcher realized that the teacher tried to giving feedback to the students whenever as possible if they needed to listen again or not. So, the teacher

usually played the audio twice for the students. After the listening task that was finished, the teacher asks the students to check their answer and then discussed together what speaker said. Then, the teacher asks the students to demonstrate their answer one by one even though some of the students did not pay attention well to the questions. Some of the female students did not pay attention well to the question and they did not have the answer to the questions. It was time for correcting and discussing the work. The researcher asks all of the students to submit their worksheet and took the score. The teacher asks what the students learned from the text. The researcher found that some of the students answered, and some of the students also did not answer. At the end, the bell rang. This means that the English lesson especially the listening class that day had ended. The teacher giving homework to the students to make an example of recount text based on their own experience. The teacher said that their homework would be discussed at the next meeting. The teacher said goodbye to the students.

It is concluded that the teacher had done applied eleven steps, without the activity to identify the pictures or the video. The materials of the teaching listening process were about the recount text. The researcher realized that the teacher tried to asks about the generic structure of recount text directly, and some students do not know the correct answer. Therefore, the teacher asks them to write their notes on the papers.

b. The Second Meeting

On the second meeting was held on February 27th, 2017. The class was started at 09.45 am. As always, the teacher greeted all of the students. Then, checked the student's attendance list and asks the class leader to lead the prayer. Then, the teacher said a good morning to the students and asked them whether they were ready to join the lesson that day or yet.

After that, the teacher prepared the material of the lesson. The teacher turned on the big screen of LCD and the loudspeaker in the classroom. Then, the teacher started the lesson. First of all, the teacher always was giving background knowledge to the students. Procedure text that was taught in the listening lesson that the day. The teacher showed some pictures of the food related to the example of procedure text. The researcher realized that the students of the class paid a good attention enough to the big screen of LCD. Therefore, the atmosphere of the class became conducive and active during the learning process. The teacher asks some questions like "Have you ever tried to cook something?", "What have you cooked by yourself?" The researcher looked some of the students who sat in the back did not hear the voice and the questions from the teacher very clearly.

After that, the teacher played an example video of procedure text; the teacher gives the video about how to make a banana pancakess. The students got more conducive when the video was being played. Some of the students said that they still do not understand the pronunciation of they were heard in the video well. The

teacher gave the chance to a pause at some of the important points to the students. Then, the teacher explained the part of procedure text such as goal, material, and steps/methods. The teacher told the students to take notes on the important point of the procedure text and the point of the video because some of the information would be useful to answer the questions on the worksheet. After showing the example video, the teacher tried to ask the students “Apakah kalian pernah memakan banana pancakes?” “Atau bahkan pernah membuatnya dirumah?” The teacher explained what the procedure text is. The teacher and the students discuss the topic.

Next, the teacher gave a worksheet to the students. The teacher explained the students should fulfill their worksheet completed. The teacher plays the video again until the students understand and catch the general information from the video. After that, the teacher asks the students to answer the question on their worksheet related to the video. The researcher realized that the teacher tried to make a challenging activity to the students. The teacher gives the students 20 minutes to work on their worksheet. The researcher found that two of the male students sometimes cheated his friend answers. This time to correcting and discussion, the teacher asks the students to submit their worksheet to the teacher. Then, the teacher shuffled their worksheet and then gave it back to them. The teacher asks the students one by one to write their answer on the whiteboard. After that, the teacher gives the correct answer to the students. This time is the correction session. The next steps, the teacher asks some students to retell the procedure video using their words in front of the class and got the score. After the correction session, the teacher played the video once time to reviews what the students have learned in the class and concluded the material of the lesson that the day. And after the bell rang, the teacher ends the lesson and said goodbye.

It can be seen that the teacher had done used nine steps in teaching listening. In the second meeting, the researcher figured out the teacher had done used nine steps and the steps were proper sequence exactly same as the theory which provided twelfth steps in order to apply the pre-listening, while-listening and post-listening activities. Different with the first meeting, the teacher showed the video for the teaching materials. The teacher asks the students to watch the example video entitled “How to Make Banana Pancakes”. The researcher realized that the students were interested and enthusiastic in watching the video. As the result field notes, the researcher played the video twice for the students.

c. Third meeting

The third meeting was held on March 13th, 2017. The teacher and researcher entered the class. This time, all of the students had already sat on their chairs. Then, the teacher asks the class leader to lead pray together before the lesson that day was started. After praying, the teacher checked the students’ attendance while asked

about their condition. The teacher gave some questions to opening the lesson that day “How are you today, my students?”, “Tadi malem sudah belajar?” “Masih inget ndak di pertemuan sebelumnya kita belajar tentang text apa?” The researcher realized that the teacher tried to asks about how the students felt of listening lesson previously. Then, the teacher asks the students were ready to join the lesson that day “Ok students, Do you feel that you like listening lesson is better now?” The teacher told the students that the material of the day is listening to the song.

The teacher prepared the laptop, LCD, the speaker, and the song. The teacher asks the students to pay attention and make a good atmosphere during the teaching and learning process. After that, the teacher started the listening lesson. As always, the teacher giving the background information related to the material that is learned that day was the song video the title “Just the Way you are”. The teacher asks the students to discuss the topic includes about who is the singer of the song, what the meaning of the title, and so on.

The teacher gave the students listening task on the worksheet. One student had one worksheet. After all the students received their worksheet, the teacher started to explain how the instruction of the worksheet. The researcher realized that the teacher tried to explain the while listening activities to the student. The English teacher explained that the first part of the question is completion the blank of lyrics, the second part was finding the meaning of the words, and the last work made a group to describe what the song talking about and what is the moral value of the song.

Before doing the task, the teacher asks the student to read the lyrics of the song in their own worksheet and tried to find the difficult words. Based on the observation, the researcher found that students asked the several questions related to the difficult vocabularies in their worksheet. The teacher does not answer their questions, but the teacher led the other students to answer the students’ questions. Then, the teacher asks the students to pay attention and concentrate to listen the audio when the teacher played. The teacher asks the student to make a good atmosphere when listening to.

Furthermore, the teacher played the song twice to make sure the students caught all the information in that song. As researcher known while the song played, some of the students also sang the song and enjoy it. Then, the teacher re-play the song with pause time to make the students easier find the correct answer, and the students easier to complete the questions. The teacher tried to offering help to the students if they have problems in catching the meaning of words. The teacher also reminds the students who did not finished the work to fulfil their worksheet without cheat the other friend’s answer.

The time is continued for correcting and discussing. The researcher knows that some of the students looked still did not believe in their answer. The teacher asks the student to check their answer before submitting their worksheet to the teacher. After finished to check their

work, the students asked the students to submit their worksheet. Then, the teacher shuffled the worksheet and gave it back to the students. Nevertheless, the time to correcting and discussion the correct answer was ended. Therefore the teacher asks the students to submit their worksheet again. The teacher said that she has no much time to continue the discussion, but the teacher promised that it would be continued in next meeting.

It can be seen that the teacher had done used also nine steps in teaching listening. In the third meeting, the researcher figured out the teacher had done used nine steps and the steps did not in proper sequence exactly same as the theory which provided twelfth steps in order to apply the pre-listening, while-listening, and post-listening activities. Different with the previous meeting, the teacher showed the song for the teaching materials. The researcher realized that the teacher no has much time to continue the lesson. So, the continued steps would be complete at the next meeting. In the third meeting, the students looked very enthusiast and with a good feeling to listen by using the song, the students felt interested in working on the task about the music. As the researcher found that the class became quieter than in the previous meeting, especially when the audio song was being played. The students even worked on the listening tasks tried to fast and well.

d. Fourth meeting

The teaching and learning were held on March 16th, 2017. The teacher entered the class and greeted the students. After that, the teacher checked the students' attendance list by calling the students name one by one, in order to know who was absent on that the day. The students who were called their name have to raise their hands and loudly saying "present". The researcher realized that the students looked so interested and enthusiastic about the learning listening today.

After that, the teacher giving background knowledge related to the materials that were conducted at the previous meeting, in order to remind and refresh their memory about what the students have learned in the previous meeting. Some students answered and some did not answer the simple questions from the teacher. The teacher gave a little discussion about the topic of the song in the previous meeting. Based on the observation, the researcher knew that the students' response was good enough because all of the students still remember about their lesson in the previous meeting and it was a good atmosphere to beginning the lesson at the day. While the teacher asks the students to make their own group consists of 4-5 members in each group. Next, the teacher gave back the students' worksheet that was submitted by the students in the previous meeting. The teacher asks help to the class leader to spread their worksheet. The researcher found that one male student asked the teacher related to the worksheet that was not scored. Then, the teacher said that the worksheet would be corrected and scored at this meeting.

Then, the teacher started to explain the while-activity that the students would listening to the audio

song only once to review their correct answer and took the score from the students' worksheet in this meeting. After that, the teacher played the song once. The researcher looked the student more pay attention and relax to pay attention to the audio song. According to the observation, the researcher looked that most of the students have completed the answer on their worksheet. So, they only need a little time to correct their answer again. One of the students directly said thank you to the teacher because she has a chance to make her answer better.

After finished to the works, the teacher made a correcting and discussing session. The teacher asks the students to demonstrate their answer in front of the class. Based on the observation, the students were very enthusiastic wanted to answer it. In the last session of the teaching and learning process at that the day, the teacher asks the students to make a little review about what the moral value from the song or what they have learned from the material in the previous meeting and that day with their own words. While the teacher played the video of the song using the LCD to relax and enjoy the song and looked the correct lyric. Finally, after the bell rang, the teacher ended the lesson and said goodbye.

It can be seen that the teacher had done used nine steps again in teaching listening. In the fourth meeting, the researcher figured out the teacher had done used nine steps and the steps did not in proper sequence exactly same as the theory which provided twelfth steps in order to apply the pre-listening activity, while-listening activity and post-listening activity. Based on the observation above, the researcher realized that the English teacher tried to find fresh and interesting learning media such as the songs that could be found easily on the internet in order to avoid the boredom atmosphere in teaching-learning process of listening. As researcher knows, the teacher use LCD supports the teaching and learning activities of the listening. So, the students can watch the video of the song better and clearer in the last lesson.

Related to the result above, it is known that there were any similar steps in each meeting of the lesson, even though those steps did not in proper sequence same as the theory which provided twelfth steps in order to apply the pre-listening, while-listening, and post-listening activities.

Based on the details of teaching-learning activities of listening above, as well as the procedures in teaching listening, the researcher also conducted the interview in order to achieve the clearer information if they have a positive response or negative response in learning listening. The researcher interviews some students of class X MIA-2. It can be seen that S_1 (*Female student*) claimed that she "like" towards learning listening even the sound is unclear to her. She asks the teacher to give the second chance to listen the audio. Then, Based on the transcripts, it also indicates that the student₂ "less interested" related to the quality of the listening facilities. He claimed that the school does not have the adequate listening equipment. Fortunately, the student

could be completed his worksheet. The teacher always played the audio or video twice or three times until the students understand and catch the general information from the audio or video.

Furthermore, the other transcripts showed that the interest of student with the English lesson, especially listening lesson. It is known that she felt “challenged” when learning listening. It can be concluded that S_3 shows also the positive response. The student also gives good response towards the learning material and media used which is applied by the teacher. It is known that the student₁₄ felt “satisfied” during the teaching and learning activity of listening. It is known clearly that the student₆ also stated that he is like when the teacher taught listening. It also indicates that the teacher’s way in teaching listening process was good enough, even though the facilities are needed to be upgraded. But the learning process was not stopped by that problem. The teacher and the students tried to make good communication and interaction during the learning process.

The students₁₃ (*Male student*) also explain the problem that often the students met during the learning listening such as the sound of the speakers was not clear enough and the condition of the class was noisy. It is known the student claimed that the assignment is “less easy” to him. Based on the observation result and interviews’ transcripts, the researcher found that the students sometimes showed the negative attitude during the teaching and learning process. Moreover, the researcher realized that most of the student’s dominant hope that the teaching and learning listening in the future is better than before such as about the facilities, learning equipment, the suitable material, the suitable source of learning or media, the portion of the listening lesson, and etc.

The Discussion of the Study

From the observation and interview result, the researcher found some of the findings in this research. The first is, related to the procedures in teaching listening; the teacher applied staged procedures in teaching and learning process of listening. There are any similar steps in each meeting of the lesson, even though those steps did not in proper sequence. It was accrued from the first meeting up to the fourth meeting. The researcher also identify the learning pattern that used by the teacher, it was the teacher and media learning pattern. This means that role of teacher and the media are not dominating to each other in teaching and learning process. When the teacher teaches listening, it is very important to follow a pattern (Buano, Madrid, & McLaren, 2006).

Pre-listening would be the first stage, whereas the teacher and the students need to be prepared for listening. The teacher motivates the students to do some activities. In this study, the teacher always providing background information to the students in the pre-listening stage. The purpose of this stage, to gain the students attention and focus on the following while-listening stage. In addition, there are two kinds of

processing in the listening, top-down and bottom-up (Richards, 2008). Based on the observation result, the teacher applied the top-down processing which requires the students to go to the listening lesson with their prior knowledge of the topic, the type of text. It starts by giving the students some clues, for instance; showing the pictures, video, audio and etc. In the while-listening, the teacher giving the task and the students find the answers. It helps the students to improve their knowledge of the language learning and make it better than before. In the post-listening stage, the students asked to check their answer about they have been listening to. Then, the teacher and the students discuss and concluded what they have learned together. It helps the teacher to analyze the student’s difficulties could have in the listening activity.

Secondly, the teacher also follows some of the listening principles in teaching listening (Harmer, 2007). The first principle is, to encourage the students to listen as often and as much as possible. This means that besides the learning activity conducting in the classroom, the students should be more practice in the language laboratory. The second principle is, the teacher also should help the students to prepare themselves for a listening process, in order to stimulate their knowledge before the listening time. The students need to look at the pictures, video discussed the topic, or read the relevant questions first. The third principle is, the teacher plays the audio two or three times until the students understand and catch the general information from the audio or video. So, when the teacher plays the audio/video only once, the students may be want to hear it again because they missed the first time. At the first time of listening is often used to give the students a general idea of what the listening material sounds.

The fourth principle is the teacher and the students review and discusses what they have learned from the material in every meeting such as the topic of the audio/video, the moral value, and so on. The fifth principle is related to the difference listening stages based on the learning objectives. Moreover, the different listening stages demand the different listening task. This means that, for the different things what the teacher and student to do with the listening text, they need to set the different task for the different stages. The last principle is related to the three main elements (vocabulary, grammar, and pronunciation) in language learning.

Some of the teachers find their students are often busy talking and chatting with others and do not concentrate on the listening lesson (Thomson, 2005). According to the result of observation and interview, some of the students have a problem with their concentration and find some difficulties. Sometimes, the researcher found out that male students were more dominant actively to answer the teacher’s questions. However, most of the students basically tried to fairly pay attention and concentrate on their teacher’s explanation and the learning materials which delivered by the teacher. Then, some of the students confidently to answer the questions and demonstrate their works.

Furthermore, related to the condition of language laboratory in the school. According to Strasheim (1968), the use of language laboratory is effective when it is met at least five the elements; (1) the teacher, (2) teaching materials, (3) the testing and grading programs, (4) the student practice sessions, and the last is (5) the equipment. Based on the observation result, the school has a language laboratory. Nevertheless, the fact appears that the students did not get adequate equipment in their language laboratory.

CONCLUSION AND SUGGESTION

Conclusion

From the results and discussion, two conclusions can be drawn. The first, the researcher found out that the teacher used steps were almost similar, even though did not in proper sequence in each meeting. It also indicates that the teacher follows a pattern when teaching listening. The implementation of teaching and learning activities of listening and the lesson plan sometimes can be revised depending on the class situations, suitable learning resources, available the learning media, varied listening task, technique, method and etc

In the second conclusion, the students respond towards the teaching and learning listening can be categorized in the positive and negative response. It can be seen from the result of interview and observation. There are several students who stated that like, interested and satisfied with the learning activities. Based on the observation and interview results, the average of the students' answer was good enough which indicates the positive attitude to the student's response towards the learning activities. However, the researcher realized that the student's response toward the facilities that were used to learning listening in the classroom or even the language laboratory by the teacher was less applicable to the students. Therefore, the use of the language laboratory also does not use as the proper it should be used. But the teaching and learning process was not stopped by that problem.

Suggestion

The researcher offers some of the suggestions for the teachers, the government, and the future researcher. For the English teachers, they should pay more attention to the portions of teaching listening in their classes. The teacher should be more creative and active in teaching and learning activities using a variant media or sources of learning, suitable techniques, appropriate materials, cooperative to have a clear procedure and suitable method in teaching and learning process. In order to increase the student's response, the teacher would be better to more prepare and organizes the whole of teaching-learning activities in the clear lesson plan, although the implementation in the class can be always

revised depending on the atmosphere of the students' response.

For the government, the researcher wants to share some information to the Education Authorities, as one of the policymakers, in order to be more concern about the condition and distribution of facilities in school's language laboratory. Then, they would provide more seminars or training to English teacher and the laboratory technicians on how to optimize the use of language laboratory to support the teaching and learning listening in the schools.

For the future researcher who wants to conduct the research which might have the same idea or topic, hopes that this research could be as one of a reference to expand the findings of the better researcher in the future.

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