

ABSTRACT

The study attempts to investigate the strategies used by teachers in teaching listening comprehension and to find out the students responses toward the strategies used. The study took place at English Department in One of State Universities, where three lecturers and 107 of 1st semester students from 6 different classes were participated. The study employed descriptive method, where the data obtained through observation, questionnaires, and teachers interviews. The study found that the teachers used some strategies in teaching listening comprehension, which had been categorized into Bottom-up, Top-down and Metacognitive. In bottom up, it was found that teacher 1 used audio program, teach grammar and pronunciation. Teacher 2 also used the same strategies with the addition of dictation, while teacher 3 also used the same strategies as teacher 1 with the addition of mind mapping. In top down, teacher 1 used Lecturing strategy, question-answers, visualization and discussion. Meanwhile, teacher 2 used live listening, question-answers, discussion and checking. Furthermore, teacher 3 used dictogloss strategy, question-answers, visualization and discussion. In metacognitive category, teacher 1 and teacher 2 only used planning and monitoring. However, teacher 3 used planning, monitoring and evaluating. Students' responses toward the strategies used were positive. Teacher 1 gained 71.9%, teacher 2 gained 81.1% and teacher 3 gained 73.7% of positive responses.

Key words: Listening Comprehension, Teachers' Strategies, descriptive

ABSTRAKSI

Penelitian ini bertujuan untuk menemukan strategi yang digunakan para pengajar dalam pembelajaran *Listening*, serta mengetahui respon siswa terhadap strategi tersebut. Penelitian ini dilakukan di Jurusan Bahasa Inggris di Salah Satu Universitas Negeri di Bandung, dimana terdapat tiga pengajar dan 107 siswa semester 1 dari 6 enam kelas yang berbeda turut berpartisipasi. Penelitian ini menggunakan metode deskriptif dimana data penelitian diperoleh melalui observasi, kuisisioner, dan wawancara. Dalam penelitian ini, menemukan bahwa para pengajar menggunakan beberapa strategi dalam pembelajaran *Listening*, yang kemudian dikategorikan menjadi *bottom-up*, *top-down* dan *metacognitive*. Dalam kategori *bottom-up*, ditemukan bahwa Pengajar 1 menggunakan strategi *audio program*, *teach grammar* dan *pronunciation*. Sementara Pengajar 2 dan 3 juga menggunakan strategi yang serupa namun dengan tambahan *dictation* (pada pengajar 2) dan *mind mapping* (pada pengajar 3). Dalam kategori *top-down*, pengajar 1 menggunakan strategi *Lecturing*, *question-answers*, *visualization* dan *discussion*. Pengajar 2 menggunakan *live listening*, *question-answers*, *discussion*, *checking* dan Pengajar 3 menggunakan *dictogloss strategy*, *question-answers*, *visualization and discussion*. Pada kategori *metacognitif*, Pengajar 1 dan 2 menggunakan strategi *planning* dan *monitoring*. Sementara Pengajar 3 menggunakan *planning*, *monitoring and evaluating*. Respon siswa terhadap strategi yang digunakan para pengajar juga positif. Pengajar 1 mendapat 71,9%, pengajar 2 mendapat 81,1% dan Pengajar 3 mendapat 73,3% respon yang positif.

Kata kunci: Menyimak, Strategi Pembelajaran, Deskriptif