



Innovative Learning in Teaching Listening Comprehension

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Abstract. *The concept of innovation is about something new; something different from what was practiced in teaching English all this time. Listening is one of the competencies that must be possessed in learning English. Along with the development of the times, teaching methods also developed. Educators are required to be able to develop teaching methods that can adjust to what is needed for this age, including in an effort to improve students' listening comprehension in learning English. Most of children have problems in listening. One of the listening's problems is comprehension the speed of delivery is beyond the control of listeners. Besides, it is not always possible for learners to have words repeated. This is a main problem in learning situations. The small size of the learner vocabulary frequently impedes listening comprehension. The speaker does not always use words the listener knows. Sometimes when listeners encounter a new word, they stop to figure out the meaning of that word, and they therefore, miss the next part of the speech. Listeners may not recognize the signals that the speaker is using to move from one point to another especially if the learner is listening to a radio where he cannot see the facial expressions of the speaker. It can also be very challenging for listeners to concentrate in a foreign language. From this reason, educators should have an innovative way to overcome the problem. Students rarely listen to anything without an expectation of what's coming next. So the innovative way to solve those problems is students need a bit of preparation before they get stuck into a listening task and they need a reason to listen. If the students have Internet access teacher can set longer listening tasks as homework. They can listen to extracts of 20 minutes or so in preparation for a class discussion the following lesson. Although students do sometimes become anxious when they hear the unfamiliar, texts downloaded from the Internet are easy for the students to access by themselves for personal study at another time.*

Keywords: *Innovative Learning, Teaching, Listening Comprehension*

Abstrak. Konsep inovasi adalah tentang sesuatu yang baru; sesuatu yang berbeda dari apa yang dipraktikkan dalam pengajaran bahasa Inggris selama ini. Listening merupakan salah satu kompetensi yang harus dimiliki dalam pembelajaran bahasa Inggris. Seiring dengan perkembangan zaman, metode pengajaran juga berkembang. Pendidik dituntut untuk dapat mengembangkan metode pengajaran yang dapat menyesuaikan dengan kebutuhan zaman ini, termasuk dalam upaya meningkatkan pemahaman menyimak siswa dalam pembelajaran bahasa Inggris. Sebagian besar anak memiliki masalah dalam mendengarkan. Salah satu masalah mendengarkan adalah memahami kecepatan penyampaian yang berada di luar kendali pendengar. Selain itu, tidak selalu mungkin bagi pembelajar untuk mengulangi kata-kata. Ini adalah masalah utama dalam situasi belajar. Ukuran kecil kosakata pelajar sering menghambat pemahaman mendengarkan. Pembicara tidak selalu menggunakan kata-kata yang diketahui pendengar. Kadang-kadang ketika pendengar menemukan kata baru, mereka berhenti untuk mencari tahu arti kata itu, dan karena itu mereka melewatkan bagian pidato selanjutnya. Pendengar mungkin tidak mengenali sinyal yang digunakan pembicara untuk berpindah dari satu titik ke titik lainnya, terutama jika pelajar sedang mendengarkan radio di mana dia tidak dapat melihat ekspresi wajah pembicara. Ini juga bisa sangat menantang bagi pendengar untuk berkonsentrasi pada bahasa asing. Oleh karena itu, pendidik harus memiliki cara yang inovatif untuk mengatasi masalah tersebut. Siswa jarang mendengarkan apa pun tanpa mengharapkan apa yang akan terjadi selanjutnya. Jadi cara inovatif untuk memecahkan masalah tersebut adalah siswa memerlukan sedikit persiapan sebelum mereka terjebak dalam tugas mendengarkan dan mereka membutuhkan alasan untuk mendengarkan. Jika siswa memiliki akses Internet, guru dapat menetapkan tugas mendengarkan yang lebih lama sebagai pekerjaan rumah. Mereka dapat mendengarkan kutipan selama 20 menit atau lebih sebagai persiapan untuk diskusi kelas dari pelajaran berikutnya. Meskipun siswa kadang-kadang menjadi cemas ketika mereka mendengar yang tidak dikenal, teks yang diunduh dari Internet mudah diakses sendiri oleh siswa untuk belajar pribadi di lain waktu.

Kata Kunci: Pembelajaran Inovatif, Pengajaran, Pemahaman Mendengarkan

INTRODUCTION

Language skills (Longman Dictionary of Language Teaching and Applied Linguistics (p.322)) also skills (in language teaching) is the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/ productive skills and reading and listening, the passive/ receptive skills. Often the skills are divided into subskills, such as discriminating sounds in connected speech, or understanding relations within a sentence.

Here, this article discusses one of those language skills, that is listening. When students are able to listen to texts in English and get the sense of them, they feel a real sense of achievement. But how can teacher train their students to listen without them feeling overwhelmed? In this article you find out what to have students listen for and which activities make for an engaging listening lesson (Michelle Maxom: *Teaching English as a Foreign Language For Dummies*, p.195).

Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Morley, 1972 as cited in Pourhosein Gilakjani & Sabouri, 2016). Rost (2009) told that listening is an active mental ability. It helps us to understand the world around us and is one of the necessary parts in making successful communication (as cited in Pourhosein Gilakjani & Sabouri, 2016). Pourhossein Gilakjani and Ahmadi (2011) stated that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice.

According to Song (2008) listening in English is an active skill requiring listeners to deal with a variety of complicated tasks, such as discriminating between sounds and interpreting stress and intonation. Listeners use a variety of mental processes to give meaning to the information they listen to. These mental steps can be broadly described as listening comprehension strategies. As indicated by Song (2008), listeners often do not handle listening tasks in an effective way utilizing these strategies successfully. They are not aware of listening strategies. Chamot (2005) pointed out that less successful language learners do not have the knowledge needed to select appropriate strategies. Goh (2000) emphasized the importance of these strategies by arguing that learners' awareness is related to effective learning in all learning contexts. Taguchi (2005) drew attention to the specific context of listening and claim that strategies have a direct and positive influence on listening performance. Osada (2004) and Sharma (2007) also indicated that one of the distinctive features differentiating successful listeners from unsuccessful ones is their use of listening comprehension strategies and they

supported the idea that analyzing the role of these strategies in listening helps listeners to approach the listening task more effectively.

Every experts has different definitions of term “listening comprehension.” Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (Nadig, 2013 as cited in Pourhosein Gilakjani & Sabouri, 2016). According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. O’Malley, Chamot, and Kupper (1989 as cited in Pourhossein Gilakjani & Ahmadi, 2011) said that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.

According to Longman Dictionary of Language Teaching and Applied Linguistics (p.344), Listening Comprehension is the process of understanding speech in a first or second language. The study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener’s expectations, the situation and context, background knowledge and the topic. It therefore includes both top-down processing and bottom-up processing. While traditional approaches to language teaching tended to underemphasize the importance of teaching listening comprehension, more recent approaches emphasize the role of listening in building up language competence and suggest that more attention should be paid to teaching listening in the initial stages of second or foreign language learning. Listening comprehension activities typically address a number of listening functions, including recognition (focusing on some aspect of the code itself), orientation (ascertaining essential facts about the text, such as participants, the situation or context, the general topic, the emotional tone, and the genre), comprehension of main ideas, and understanding and recall of details.

In the essence of listening there are several components that we must know because listening is an attempt to hear the teaching that uses the five senses. then for our hearing to be organized then components below will help us in answering the understanding of listening itself.

According to Chastain (1988), listening comprehension is divided into four components. The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the

native language. The second is the understanding of the whole message uttered by a speaker Chastain (1988). Rivers (1981) said that the understanding of spoken messages depend on comprehension of semantic meaning, moving from what one comprehends in the sound sequence with respect to the knowledge of syntax only when the meaning is not understandable.

The third is the ability to hold that message in one's auditory memory until it can be processed. To develop the learners' auditory memory, teachers should know that they hear as much language as possible. This means that most of the class time should be carried out in the language being taught. The speed of presentation and difficulty level of the content must be adjusted to the learners. Language activities that are comprehensible increase auditory memory. The significant point here is the idea of improvement. The improvement from the simpler to the more intricate sentences should be slow and continuous. The speed of delivery should be increased based on the learners' ability to understand (Chastain, 1988).

The fourth step is to sample the important meaning carrying components of the material. Listeners should expend more energy to understand material about unfamiliar topics and they rely more on linguistic clues to make up for their lack of background knowledge. When the samples do not comply with their anticipations, they should reconsider either their anticipation or the material as they look for making the message meaningful (Kaspar, 1984). Lund (1991) says, "An interesting paradox connects second language listening and reading: listening has enjoyed a theoretically eminent, if not preeminent, place in virtually all approaches to language teaching since audiolingualism, but research efforts have been devoted largely to reading" (p. 196). For a long time, researchers believed that comprehension is a general construct that applies to both reading and listening. However, it is now realized that listening is a set of skills in its own right, and that research may not automatically transfer from reading to listening. A unique characteristic of listening comprehension is that "it exists in time, rather than space — it is ephemeral in nature" and that "the sound system of the second language poses a significant problem" (Lund, 1991, p. 201). Thus, we have to bear in mind that listening comprehension requires substantially different skills from those required for reading comprehension this is according to Lund).

THEORETICAL FRAMEWORK

Features of spoken language

Spoken language is very different from written language. Buck (2001) points out that there are three characteristics of speech that are particularly important in the listening comprehension construct: (a) speech is encoded in the form of sound; (b) it is linear and takes

place in real time, with no chance of review; and (c) it is linguistically different from written language (p. 4). Let us explain each of these characteristics one by one.

Then, in English, the words of the function usually have two pronunciations, namely the strong form and the weak form. This form or modification is like the pronunciation that is in rapid speech, especially informal speech, so widely that almost all are severely affected. Stress and intonation are also important features in spoken language. The speaker who emphasizes the words they think is important. Then, the intonation of pattern when in speech, that is closely related to the structure and meaning of the text, is very important. Thus, the prosodic feature of spoken language is important even in a very fast speech, and although many individual voices may sound vague or lost. Second, the real-time nature of spoken language is also an important component in building understanding for our hearing. The speech takes place in real time because the text is only heard once and then disappears except when the listener asks the speaker to repeat what is said. Therefore, in most of these circumstances or cases, the listener must process the text at the speed determined by the speaker, which is in fact quite fast, and cannot refer back to the text so that what is left or recorded by our brain is only memory from what he says, which is often imperfect. Thirdly, both speech and writing are a form of the same linguistic system, but differently linguistically. In speaking, especially in informal situations, people are usually always met not speaking in sentences but speaking with short sentences or clauses, so-called idea units, vocabulary and grammar that we often hear also tend to be more colloquial and less formal. There are some words and phrases that are only used as in speech, never heard in writing.

Buck (2001) summarizes major linguistic differences between spoken and written language as follows:

- In spoken language idea units tend to be shorter, with simpler syntax, whereas written idea units tend to be more dense, often using complex syntax, such as dependent and subordinate clauses, to convey more information (Buck:2001).
- In spoken language idea units tend to be strung together by coordinating conjunctions (and, or, but etc.), whereas written idea units tend to be joined in more complex ways.
- Spoken language usually has hesitations: pauses, fillers, and repetitions that give the speaker more thinking time, as well as repairs, such as false starts, corrections in grammar or vocabulary, and afterthoughts (Buck: 2001).
- Spoken language tends to have more non-standard features such as dialect, slang, and colloquialisms, whereas written language tends to be far more formal, conservative and 'correct' (Buck: 2001).

• Spoken language tends to be far more personal, with more emotional involvement and much less precision. Speakers tend to indicate their feelings more, with expressions such as ‘I think’ or ‘I mean,’ or by making direct reference to the listener. They also tend to be content with gross approximations, or use overstatements and exaggerations. (pp. 10-11) It must be noted, however, that such differences are a matter of degree. It is argued that texts can be ranged along an oral-literate continuum, with oral texts at one end, having more characteristics of spoken language that are typically associated with casual conversation, and literate texts at the other end, having more characteristics of written language that are especially associated with expository written prose (Tannen, 1982, 1985 cited in Buck 2001).

Even though listening comprehension has held an important place in language teaching, most second or foreign language research into comprehension has been concerned with reading (Lund 1991). Many researchers assumed that comprehension was a general construct and that the principles of reading comprehension also applied to listening (Anderson, 1983, 1985; Flowerdew, 1994; Lund, 1991; O’Malley, Chamot, & Küpper, 1989). Although there is an overall high correlation between reading and listening comprehension abilities, it has recently been shown that listening involves a set of skills in its own right (Long, 1989). As Flowerdew (1994) points out, the distinctive features of listening comprehension can be grouped under two main headings: real-time processing and phonological and lexico-grammatical features (also in Buck, 1991, 1992; Lund, 1991; Rost, 1990).

In other circumstances, the boundaries of words and phrases are not so clearly marked in spoken language. The listeners themselves must also emphasize the flow of talk about recognizing the pause pattern; errors that often occur are doubts, stress, and intonation. Apart from the phonological features, the spoken text also has its own distinct lexico-grammatical feature, requiring the application of a particular set of knowledge from the listener. Furthermore, Thompson (1995) says that it should be able to estimate the special effects that aural media possess on this listening comprehension. The listeners here are not like readers, should understand the text as they listen, but store the information into memory, but integrate it with circumstances and keep adjusting their understanding of what they hear is knowledge-based. This process greatly produces a heavy cognitive load on the listener. And also, when people are told to remember it will be less information from listening than reading in terms of quantity and quality. According to Lund (1991), low-level listeners benefit less from listening than re-reading a text. It is a low comprehension because it is repetitive means his auditory presentation will not be very helpful for low-level listeners, while more advanced audiences will always tend to benefit from hearing several times in speech. One last thing is when the

heavy processing loads imposed on the listener cause them to lose concentration quickly. Thompson and Rubin (1996) reported that this auditory material that hears more than 2.5 minutes is too long for the less advanced listener so that they are unable to maintain full concentration, and the optimum length appears in the range of about 30 seconds to two minutes.

Problems of Listening

Underwood (1989) Doff & Christopher (2004), Piolat, (2008), and Sharma (2006) outlined potential problems that could hinder listening comprehension: First, the speed of delivery is beyond the control of listeners. Second, it is not always possible for learners to have words repeated. This is a main problem in learning situations. Third, the small size of the learner vocabulary frequently impedes listening comprehension. The speaker does not always use words the listener knows. Sometimes when listeners encounter a new word, they stop to figure out the meaning of that word, and they therefore, miss the next part of the speech.

Fourth, listeners may not recognize the signals that the speaker is using to move from one point to another especially if the learner is listening to a radio where he cannot see the facial expressions of the speaker. Fifth, it can be very challenging for listeners to concentrate in a foreign language. It is generally known that in listening, even a slight break or a wander in attention can impede comprehension. When the topic of the listening passage is interesting, it can be easier for listeners to concentrate and follow the passage; however, students sometimes feel that listening is very challenging even when they are interested in the topic because it requires a lot of effort to figure out the meaning intended by the speaker. Sixth, the learning habits which teachers emphasize in the classroom such as the desire to understand the meaning of every word could impede the use of top down strategies in listening. Teachers want students to understand every word they encounter while listening by pronouncing and repeating words clearly and carefully, and by speaking slowly and so forth. As a result, students tend to feel worried when they fail to recognize what a particular word means. Seventh and last, comprehension problems arise when students lack contextual knowledge Underwood (1989) Doff & Christopher (2004), Piolat, (2008), and Sharma (2006) .

And even if students can understand the main idea of the text, then they still find it difficult to understand the whole meaning of the text. To solve this hearing comprehension problem, see the strategy described below. According to Freeman (2004) and Lin (2006), understanding of hearing on understanding and input, understanding of inputs then this list of topics can be grouped by how the input listener proceeds. it is the activation of a set of expectations that helps the listener to interpret what is being heard and anticipate what will happen next. A text-based bottom-up strategy; the listener depends on the language in the

message, the combination between sound, words, and grammar that creates meaning. Listeners also use metacognitive strategies in planning, monitoring, and evaluating their hearing. Listening to this strategy also refers to the decision making operations learned by a learner in processing the task of listening. This strategy is defined by content tasks, and by content issues, by situational constraints, as well as prior knowledge and experience that the listener possesses and must be able to bear in every task. (Sakai 2009). As Faerch and Kasper (1980) point out, the development of cognitive theory has shifted from linguistic analysis to psycholinguistic studies of the underlying process. However, very little data exists to enlighten researchers and also teachers about the cognitive processes involved in listening in a foreign language.

Approaches to Listening

(Vandergrift & Tafaghodtari, 2010) A review of the literature on listening reveals a significant divergence, in views about the process, that is rooted in different theoretical assumptions of how to derive meaning from a string of language signs and of those elements that are considered crucial for achieving comprehension. These approaches can be grouped in three categories:

- 1- A linguistic approach: it aims to determine how the listener arrives at a structural description of the utterances based on the phonological, lexical, syntactic, and semantic aspects of language (Vandergrift & Tafaghodtari, 2010).
- 2- A communicative approach: it sees comprehension primarily as the result of an interaction between speaker and listener. Comprehension is achieved when the listener has successfully identified what the speaker intended to communicate with his utterances (Vandergrift & Tafaghodtari, 2010).
- 3- A psycholinguistic approach: it tries to identify and classify the mental steps and cognitive strategies used by the listener. These strategies are taxonomized from a process-oriented perspective, that is, by taking into account the processes underlying their use rather than their product or linguistic outcome (Vandergrift & Tafaghodtari, 2010) .

The psycholinguistic definition offered by Faerch and Kasper (1980:60) describes communication strategies as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular goal". This definition relates to problems experienced by the learner in speech reception. Communication strategies are the product of cooperation between two speakers. This implies that both the problem and its solution must somewhat surface in the performance. Corder (1982), and Ellis (1986) in their discussions of strategies of communication, believe that there is lack of research and knowledge in the area

of 'receptive strategies. Research is mainly concerned with the production processes because the researcher needs the support of the learner's actual utterances to guide his research results.

METHOD

This research was conducted through a case study that involved a structured approach, which began by explaining the problems encountered in understanding listening. Existing problems are collected for further detailed and in-depth follow-up using strategic analysis arranged in a logical sequence involving various sources of information that are rich in context. This is done with the aim of identifying the characteristics of the research subject, so as to provide valuable information for further research and serve as a basis for other research applications. Next, the researcher presents insights and then convincing arguments to support the solution to the problems in this study. The researcher presents already available information by conducting interviews to collect data and then generates new insights in a coherent and conclusively convincing case study.

RESULTS AND DISCUSSION

Listening is the gateway to understanding and communicating. The problem with listening instruction is that it is commonly thought to be boring and passive; students simply sit and listen. Building listening comprehension is essential, but can be quite difficult to achieve! So, it is needed to create engaging and interactive lessons that focus on listening. There are, of course, many factors involved in how we engage our students in this kind of work. One is the most needed is its innovative ways. (In *Systems of Innovation: Technologies, Institutions and organizations* p. 1) Innovations are new creations of economic significance. They may be brand new but are more often new combinations of existing elements. Innovations may be of various kinds (e.g., technological and organizational). Although varied, interestingly all of the innovations concern the how of teaching; the what of teaching is not explicitly addressed.

According to Michelle Maxom, an English as a Foreign Language teacher and trainer, on her book entitle: *English Language as a Foreign Language for Dummies* (p. 195-208). Here is the innovative ways to improve the students' listening comprehension.

1. Finding material from the real world

Teacher rarely listen to anything without an expectation of what's coming next. So students also need a bit of preparation before they get stuck into a listening task and they

need a reason to listen. (The upcoming 'Motivating students to listen' helps with expectations)

2. Choosing the material from course books

Listening texts made especially for EFL are:

- ✓ Easily accessible.
- ✓ Appropriate to the level.
- ✓ Focused on the target grammar and structures.
- ✓ Free of slang, distractions and interruptions.
- ✓ Labour saving.
- ✓ The right length for the lesson.
- ✓ Usually accompanied by a tape-script.

3. Using CDs and DVDs for authentic listening

If students have Internet access, teacher can set longer listening tasks as homework. They can listen to extracts of 20 minutes or so in preparation for a class discussion the following lesson. Although students do sometimes become anxious when they hear the unfamiliar, texts downloaded from the Internet are easy for the students to access by themselves for personal study at another time.

4. Accommodating accents

When teacher model pronunciation, students actually want to speak like teacher or as similarly to the teacher as possible. When teacher expose students to other accents, however, teacher help them to get used to the reality of English as a diverse and global language. Accents are different from dialects, which feature entirely different vocabulary and grammatical structures. Correctness in pronunciation is all to do with whether or not people understand easily. By demonstrating a range of accents students become more accepting of this.

5. Coping with colloquial language

If students are likely to need the slang words in future, teach them how to use these appropriately. If, on the other hand, the students only need the slang words to understand this text, just provide a glossary for them and leave it at that. Authentic listening texts give students a chance to hear how normal, natural intonation really sounds. Sometimes students make so much effort that they sound rather over the top. Or alternatively they make no effort and sound dead pan. Films with robots such as the 'Terminator' series help students to hear the effect of flat intonation.

6. Whetting Students' Appetites

In the real world listeners usually have a sense of purpose for listening. So before play text, teacher need to prepare students. Motivating students to listen. Before teacher turn on the machine, provide some information on:

- ✓ Context and background: Talk to the class about the speakers, the situations referred to, the time period, location and so on. Not only does this generate interest but it reduces the amount of work the students have to do. With some basic questions about the text already answered, they focus more on the specific task you set.
- ✓ Type of listening text: As there's a vast array of text type to choose from, try giving the students a multiple choice task by asking them, for example, to identify whether they're listening to a poem, story or play. Teacher can also talk about general features of the genre teacher's dealing with so that students can pay particular attention to word play such as rhyme and alliteration. They can also listen out for the way the structure identifies the genre.
- ✓ The language in the text: Teacher may want to remind them of what a particular tense sounds like with its contractions. If the text contains tricky words, get them out of the way beforehand by giving the students a list of the words and a dictionary.

7. Running through some pre-listening tasks

In this section, There are some examples of what students can do in the pre-listening stage.

Predicting

When students predict the answers to specific questions or overall content it really raises their curiosity. If students have an exercise where they need to fill in the gaps, they should first of all try to predict what kind of word is missing. For example, is the word a noun or a verb? Is it a place, a number or a name? This helps them to listen for a few words.

Brainstorming

Teacher can give students a time limit, say two minutes, and then get them to jot down all the words they know on a particular topic. Actually, they can write them straight up on the board for teacher.

Discussing

Class, group or pair discussions introduce the topic and feed the imagination.

8. Questioning

Teacher can ask students to make a personal connection to the topic. For example, if they're going to hear a short lecture on shark, teacher can ask, 'What would you personally like to know about this creature?'

9. Repeating the Text

In most cases teacher play listening texts twice within the lesson. The first time students get the idea of what the text is about and on the second occasion they listen for more detail.

Listening for the basic idea

Listening activities should practice just that, listening. Avoid trying to test reading or writing skills at the same time by using complicated grammatical structures or unnecessarily difficult vocabulary in the questions. Allow students to get the point through what the speakers infer rather than what they say explicitly, as long as it's not too subtle.

Listening for detail

After the students have a chance to listen to the text once and get the gist of it, teacher can prepare to go a bit deeper by setting a more detailed listening task for the students to tackle while listening to the recording a second time.

10. Planning Follow-Up Activities

Round off lesson with a follow-up activity. This helps to conclude the lesson in a balanced way because not everyone is good at learning through listening and some may not appreciate your chosen listening text as much as other classmates. After all, students have different styles of learning.

CONCLUSION

In helping listening comprehension in class, which is still a big problem for English learners in Indonesia, some of the strategic steps offered in the research are one of the strategies that can help in understanding Listening Comprehension. This strategy refers to the use of schemata or learner knowledge to understand the information received and refers to the process of understanding information through sound analysis, word meanings, and grammar. In practice, the ability that is built is that students can connect the context of what is heard with the background. Learners are also able to predict what is important and what is not important to pay attention to so that it encourages students to understand what they hear. In addition, students are encouraged to respond to what they hear. The entire learning activity must be evaluated so that it is expected to improve listening comprehension skills

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