



UIN SUSKA RIAU

EXPLORING PRE-SERVICE ENGLISH TEACHERS' LISTENING COMPREHENSION : A CASE STUDY AT ISLAMIC UNIVERSITY OF RIAU

A THESIS

Intended to Fulfill One of the Requirement for the Award of Education Magister at
Islamic Education Concentration on English Education Department



UIN SUSKA RIAU

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**POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY
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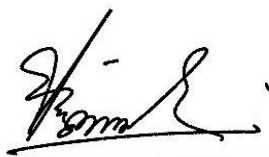
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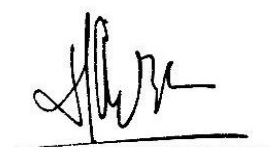
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Gracious and the Most Merciful

Praise belongs to Allah Almighty, the Lord of the universe. Regard and pray to our Prophet Muhammad, Peace Be upon Him.

This thesis is written and intended to submit a partial of the requirements for the master program in English Education major at the postgraduate program of State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled “Exploring Pre-Service English Teachers’ Listening Comprehension : A Case Study at Islamic University of Riau”.

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ABSTRACT

Nina Novayana (2020) : Exploring Pre-Service English Teachers' Achievement, Difficulties And Strategies In Improving Listening Comprehension : A Case Study At Islamic University Of Riau

The research was aimed at finding out pre-service teachers' achievement, difficulties and strategies in improving listening comprehension. The subject of this research was is the fourth semester of English pre-service program in Riau University. The research was carried out using a qualitative data collection. The sample technique used purposive random sampling technique. The data were collected by using a set of interview, and documentation. The collected quantitative data were analyzed statistically while the qualitative data were analyzed through data reduction, data presentation/display and the conclusion drawing/ verification.

The results of the analysis by percentages showed that pre-service teachers' difficulties in improving academic listening comprehension are language and non-language difficulties. Language difficulties is vocabulary, grammatical structures, pronunciation, and the length of the spoken passages. Non-language difficulties is quality of Audio, lack interest in academic listening, and lack of practice academic listening. The result of this research also conform that the pre-service teachers' basically had used Memory, Cognitive, Compensation, Metacognitive, Affective, and Social Strategies. The result of middle semester test was excellent (7,14 %), good (28,57 %), fairly good (61,90%), poor (2,28 %), and Very poor (0 %). The majority of English pre-service teachers is in fairly good. Moreover, the result of middle semester test was excellent (0 %), good (59,52 %), fairly good (35,71 %), poor (4,76 %), and Very poor (0 %). The majority of English pre-service teachers is in good. The pre-service teachers still low. So, the lecturer and pre-service teachers need to give more effort init.

Keywords : pre-service teachers' achievement, difficulties and strategies in improving listening comprehension.



ABSTRAK

Nina Novayana (2020) : Mengeksplorasi Pencapaian, Kesulitan dan Strategi Guru Bahasa Inggris Prajabatan dalam Meningkatkan Pemahaman Mendengarkan : Studi Kasus di Universitas Islam Riau.

Tujuan dari riset ini adalah untuk mengetahui pencapaian, kesulitan, dan strategi guru pra-jabatan dalam meningkatkan pemahaman mendengarkan. Subjek penelitian ini adalah mahasiswa semester empat program studi Bahasa Inggris di Universitas Riau. Penelitian ini dilakukan dengan menggunakan pengumpulan data kualitatif. Teknik sampel menggunakan teknik purposive random sampling. Data dikumpulkan dengan menggunakan seperangkat wawancara, dan dokumentasi. Data kuantitatif yang dikumpulkan dianalisis secara statistik sementara data kualitatif dianalisis melalui reduksi data, penyajian / tampilan data, dan penarikan kesimpulan / verifikasi. Hasil analisis dengan persentase menunjukkan bahwa kesulitan guru pre-service dalam meningkatkan pemahaman mendengarkan akademik adalah kesulitan bahasa dan non-bahasa. Kesulitan bahasa adalah kosa kata, struktur tata bahasa, pengucapan, dan panjang bagian yang diucapkan. Kesulitan non-bahasa adalah kualitas audio, kurang minat mendengarkan akademis, dan kurangnya praktik mendengarkan akademik. Hasil penelitian ini juga sesuai bahwa guru pre-service pada dasarnya telah menggunakan strategi Memori, Kognitif, Kompensasi, Metakognitif, Afektif, dan Sosial. Hasil tes tengah semester sangat baik (7,14%), baik (28,57%), cukup baik (61,90%), buruk (2,28%), dan Sangat buruk (0%). Mayoritas guru bahasa Inggris pra-jabatan cukup baik. Selain itu, hasil tes tengah semester sangat baik (0%), baik (59,52%), cukup baik (35,71%), buruk (4,76%), dan Sangat buruk (0%). Mayoritas guru bahasa Inggris pra-jabatan baik. Guru-guru pra-jabatan masih rendah. Jadi, dosen dan guru pra-jabatan perlu memberi lebih banyak upaya di dalamnya.

Kata kunci: prestasi guru pra-jabatan, kesulitan dan strategi dalam meningkatkan pemahaman mendengarkan



المخلص

نينا نوافيانا: (2020) استكشاف إنجازات معلمي اللغة الإنجليزية ما قبل الخدمة والصعوبات الاستراتيجية في تحسين فهم الاستماع: دراسة حالة في الجامعة الإسلامية في ريو

يهدف البحث إلى اكتشاف إنجازات المعلمين قبل الخدمة ، والصعوبات والاستراتيجيات في تحسين فهم الاستماع. كان موضوع هذا البحث هو الفصل الرابع من برنامج ما قبل الخدمة للغة الإنجليزية في جامعة ريو. تم إجراء البحث باستخدام جمع البيانات النوعية. استخدمت تقنية العينة تقنية أخذ عينات عشوائية هادفة. تم جمع البيانات باستخدام مجموعة من المقابلات الوثائق. تم تحليل البيانات الكمية التي تم جمعها إحصائياً بينما تم تحليل البيانات النوعية من خلال تقليل البيانات عرض/ عرض البيانات ورسم الاستنتاج /التحقق.

أظهرت نتائج التحليل بالنسب المئوية أن الصعوبات التي يواجهها المعلمون قبل الخدمة في تحسين فهم الاستماع الأكاديمي هي الصعوبات اللغوية وغير اللغوية. الصعوبات اللغوية هي المفردات والتراكيب النحوية والنطق وطول المقاطع المنطوقة. الصعوبات غير اللغوية هي جودة الصوت ، وعدم الاهتمام بالاستماع الأكاديمي ، ونقص الاستماع الأكاديمي. تتطابق نتيجة هذا البحث أيضاً مع أن معلمي ما قبل الخدمة قد استخدموا في الأساس استراتيجيات الذاكرة ، والمعرفية ، والتعويضات ، وما وراء المعرفية ، والعاطفية ، والاجتماعية. كانت نتيجة اختبار الفصل المتوسط ممتازة (14،7%) ، وجيدة (57،28%) ، وجيدة إلى حد ما (61،90%) ، وسيئة (28،28%) ، وسيئة جداً (0%). غالبية معلمي اللغة الإنجليزية ما قبل الخدمة في حالة جيدة إلى حد ما. علاوة على ذلك ، كانت نتيجة اختبار الفصل المتوسط ممتازة (0%) ، وجيدة (59.52%) ، وجيدة إلى حد ما

(35.71%) ، وسيئة (4،76%) ، وفقراء جداً (0%). غالبية معلمي اللغة الإنجليزية ما قبل الخدمة في حالة جيدة. معلمو ما قبل الخدمة ما زالوا منخفضين. لذا ، يجب على المحاضر والمعلمين قبل الخدمة بذل المزيد من الجهد في ذلك. الكلمات الرئيسية: إنجازات المعلمين

قبل الخدمة ، والصعوبات والاستراتيجيات في تحسين فهم الاستماع.



CHAPTER I INTRODUCTION

1.1. Background of the Study.

English is one of dominant language for communication in the world. Most of scientific books are written in English and moreover information technology uses English as a method for correspondence reverse to communicate among people. It is became the lingua franca, the language that use to communicate among people from different nations. Most of nations, Including Indonesia, make English as foreign language and second language to their curriculum.

In Indonesia, the success of English teaching and learning significantly depends on the qualification of English teacher. According regulation No.14 year 2005 chapter I section 1 verse 10 about teachers and lectures, competence is a set of a lot of information, attitudes, and practices that must be claimed, disguised, and controlled by an instructor, teacher, and lecturer during their professional assignment.

Teachers' competence includes pedagogic competence, interpersonal competence, social competence, and professional competence that are acquired via professional education. The teacher's competencies are displayed at table I.1



Table 1.1

The teacher's competencies

No	Competencies	Description
1	Pedagogic competence	The capacity to plan the teaching learning process. This competence conclude of the capacity to format teaching and mastering program, the potential to execute the teaching plan, the interplay or manipulate the studying process, and the capacity to make gorgeous assessment.
2.	Interpersonal competence	The capacity to serve the students. This competence includes teachers' interpersonal and attitude. It shows from authoritative personality. The teacher can shows good example for their students, especially dealing with attitude.
3.	Professional competence	The capacity of mastered the materials which is available in curriculum. overall so that the students can reach the standards of competence that have been set.
4.	Social competence	The capacity to communicate with the others. It includes the way of communication to the students, the students' parents, and the social communities effectively and efficiently.

In conclusion, teacher competence is a competence (a unity of potential, knowledge, skill, and attitude) that teacher belong and to be able to implement it in their professional career.

The teachers are expected to have professional competence and so do English teacher. The English teacher must have good English pre service program. Richard (1990) says that language pre service teacher have to be exclusive from teacher training in universal because it does not only require the trainer to have pedagogical information however also linguistics and the target language culture.



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Language English teacher training in university have to supply pre-service instructors with a learning environment which caters for views of person as an input-output system, character with self-agency, individual as a constructivist, and individual as a social being (Roberts, 1998). Therefore, Johnson (2009) advises that pre-service instructors need to have a perspective about “Teachers as a learner of teaching.” During the system of education, the Pre-Service English Teachers want to get possibility on learning to educate so they can make feel of and share experiences with others.

According to Robert (1998), to be a correct language teacher the Pre-Service English Teachers should have six sorts of expertise for English Teacher. First, Content Knowledge – it is related to the pre-service mastery of the target language. The pre-service language teacher should have desirable capacity in listening, reading, speaking, and writing. Second, Pedagogic Content Knowledge this understanding related with the capacity of the trainer to be aware of the target language. Third, General education data – it's regarding the way to teach the target language, which needs the Pre-Service English Teacher to understand regarding schoolroom management, schoolroom activities, techniques of teaching, and then forth. Fourth, Curricular Knowledge – it implies that a Pre-Service English Teacher ought to have smart understanding of syllabus, teaching materials, and assessment. Fifth, discourse data – it's regarding understanding of encompassing atmosphere, which needs teacher to create smart social



relations. Last, method data – It refers to the teacher understanding of her/ his profession and the way it ought to be developed over time.

The English pre service teacher they are expected to master language skills as the content knowledge skills. Experts divided language into four forms of language skills. These include listening, reading, speaking and writing. Brown (2007) Clarify that “For extra than six decades now, research and exercise in English language teaching has identified the four skills; listening, speaking, reading, and writing.

This research focused on Listening comprehension. Listening is essential skill for the pre-service English teachers. Listening is part of English teachers’ competences. So, they will need it when they become in-service teacher. Listening objective is to comprehend of the words, phrases, statements, sentences and associated talk too. The objective of listening action is listening understanding. So, the speaker can catch the whole idea of listening material that they hear.

The way toward listening perception once thought to be a uninvolved movement is currently commonly portrayed as a unique interpretive procedure comprising of a progression of complex intuitive preparing stages that an audience experiences (Call, 1985; Murphy, 1991; O’Malley, Chamot & Kupper, 1989; Richards, 1983; Rost, 1990). As referenced there are numerous translations of these procedures and various creators cause their own differentiations in degree and the rank request where a few procedures to happen. It is beyond the realm of imagination to expect to



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investigate all the contentions since the worry here is with how an educator may move toward the instructing of tuning in to help students with issues.

Buck (2000, 55) argues “Listening comprehension is involved comprehending the component of social action (conversational listening), listening for information, academic listening (lectures), listening for pleasure (radio, movies, television).” Many efforts are needed to develop listening comprehension. The students have difficulties to comprehend the native speaker words. The students are far from what they are expected in listening comprehension.

Listening becomes one of the main subjects In English Study Program at Islamic University of Riau. Students get Interpretative listening, listening comprehension, and Academic listening subjects. In the other words, English Study Program at Islamic University of Riau facilitated the student to get good listening comprehension. The listening materials which have to be taught to the students consist of understanding of English conversations and monologue texts in academic purposes.

Listening subject is difficult to most of Indonesian students including Pre-Service English Teacher at Islamic University of Riau students. Based on preliminary study observation and interview to the listening lecturers which is conducted on 6th January 2019, it was found that the students still had low achievement in listening comprehension. Osada (2004) claimed that listening is priority in Language classroom. Both teachers and learners did not focus on this skill. Not all language comprehension test give specific test in listening. It makes not all the teacher teach



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listening adequately. Moreover learners learn listening not to interest in getting listening comprehension. Subsequently, it remains the most disregarded part of language instructing.

Islamic University of Riau facilitated Pre-Service English Teacher to achieve the listening comprehension. The listening syllabus consist of Listening comprehension, interpretive listening, and academic listening. The academic listening subject is skills to comprehend academic situation. Academic listening curriculum involves the reception and understanding of spoken material with an educational purpose. The Academic listening covers many forms of listening items, including academic talks, debates and seminar presentation, and regularly utilizes a high level vocabulary and structures related to academic purposes. For this reason, many students are easily able to understand daily conversations, but many of them have difficulties in understanding an academic listening material.

Because expectation for English teacher candidates' competent in secondary schools in Indonesia, in general, is, it is important to conduct a research about difficulties and strategies In Improving Listening Comprehension. This will further ensure that "essential consideration, development, and treatment" on listening comprehension of English teachers and their students within educational system of a country be maintained.

Academic listening improvement and scholastic talk/lecture listening appreciation as a rule, have significant level techniques utilized which is applicable to scholarly purposes. The fundamental commitment of listening systems is controlling



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and changing the verbally expressed info, coordinating and managing subjective procedures, controlling feelings, and applying pertinent assets to encourage understanding (Vandergrift & Goh, 2012).

The Pre-service English Teachers' also have to developed their academic listening comprehension. It will help them to understand the English materials. It has been proved that better listening comprehension bring success of academic goal (Jeon, 2007). The Pre-service English Teacher will need this skill when they become an English teacher in the future. Academic listening activity is divided into various ones, like listening to teachers' explanation in lectures or courses, assignments or listening in to colleagues' inquiries, reports, and making outlines, which are remember for undivided attention understanding abilities. Tuning in to addresses is the most significant 1 prerequisite for English students, which is a serious testing expertise for the vast majority of the understudies because of their possible unimportant general English capability level and troubles in appreciating and recollecting and understanding the substance of talks (Huang and Finn, 2009).

Also, there are otherregularly obstaclethat can bring difficulties in listening is in general. Hybels and Weaver (2007) stated that, "The difficulties of listening can be most people are not ready to listen well, physically, mentally, and behaviorally" what's more, includes that a few people are too apathetic to even think about listening, some keep away from eye to eye connection while tuning in, and some have a limited capacity to focus" (p. 88).



Listening difficulties could be encountered by using listening strategy.

Various research studies have established a few elements which ought to be considered in seeing how students endeavor to get familiar with a second language. Vandergrift (1999) claims "Listening procedure improvement is significant for listening perception since methodologies are cognizant methods by which students can manage and assess their own appreciation and reactions.

Thompson and Rubin (1996) inspected the impacts of metacognitive and subjective procedure guidance on the listening execution of college understudies learning Russian. The result was the students were taught by using strategy get higher score compare the students were not. The same result also found by Ozeki (2000) who investigated the effects of listening strategy for English as Foreign Language in Japan. The results showed that the experimental group overall reported using strategies more frequently gained the higher score. Carrier (2003) led listening procedure guidance with a little gathering of ESL secondary school understudies. The consequences of listening pre-test and post-test indicated that understudies had essentially improved their listening comprehension.

Based on the previous explanations, it is necessary to find out the Pre-Service English Teacher's difficulties and Pre-Service English Teacher strategy to get comprehensive point of view of listening academic in research entitled "Exploring Pre-Service English Teachers' Achievement, Difficulties and Strategies in Improving Listening Comprehension : A Case Study at Islamic University of Riau".



1.2 Statement of Problem

This research explores about achievement, difficulties and strategies in improving listening comprehension. Listening is essential skill for the pre-service English teachers. Listening is part of English teachers' competences. So, they will need it when they become in-service teacher. Listening one of the ways to get information. Listening to lectures to is the most basic necessity for English students particularly pre-administration English educators, which is itself a significant testing territory for the greater part of the them because of their reasonable insufficient general English capability level and challenges in grasping and recollecting the substance of talks. (Huang and Finn, 2009). In fact, the pre-service English teachers got low score in listening. Most of them cannot comprehend academic listening purposes.

1.3 Limitation of the Problem.

Listening curriculum in English department Islamic University of Riau involves of Interpretative listening and Academic listening subjects. Despite of limitation time and resources, this research is focus on Academic listening. Moreover, academic listening is the lowest listening score compare to the other two subjects. It shows that the Pre-service English Teachers still have huge difficulty in comprehend it.

1.4. Research Question.

According to the limitation of the problem, the research questions are formulated as the following questions:

- 1.4.1. What are Pre-Service English Teachers' difficulties in improving academic listening comprehension ?



I.4.2. What are Pre-Service English Teachers' strategies in dealing with the difficulties to improve academic listening comprehension?

I.4.3 How is the achievement of Pre-Service English Teachers' academic listening comprehension?

1.5. The Purpose and Objective of the study

The purpose of this study was to analyse the students' academic listening comprehension at English Study Program at Islamic University of Riau. The study was done to fulfil the objectives that can be stated as follows;

I.5.1. To find out Pre-Service English Teachers' difficulties in improving academic listening comprehension.

I.4.2. To find out Pre-Service English Teachers' strategies in dealing with the difficulties to improve academic listening comprehension.

I.4.3 To find out the achievement of Pre-service English Teachers' academic listening comprehension?

1.6. Significant of the Research

The results of this study are expected to give advantages to Pre-service English Teachers, listening lecturers, University and the stake holders. The Pre-service English Teachers need to have information in getting better listening comprehension. As the student, they still have 5 semesters which challenge them in listening process. They also need it when they become English in-service teachers.

In addition, listening lecturers would get information about the view of the students' listening perception and its factors especially at English Study Program, Islamic University of Riau. The lecturers will get information about listening. They can consider the listening syllabus and lesson plan which are suitable to students' need. They also should train the students to use face their own challenge and perception in listening comprehension.



The University through English Study Program and stake holders would get better information to make curriculum and syllables could match the students' needs.

1.7. Definition of the Key Terms

To avoid misunderstanding to happen, the key terms are defined as follows:

A. Pre-Service English Teachers

Instructor applicant, this term is utilized to depict understudy educator who are engaged with educator planning system and moving in the direction of educator accreditation. They administered field-based showing encounters with the help and mentorship of college staff totally. (Colin :2000)

B. Case study

Observational request that researches a contemporary wonder inside and out and inside its genuine setting, particularly when the limits among marvel and setting are not plainly clear. (Yin, 2009 : 18)

C. Listening comprehension

Listening cognizance is the capacity to recognize and comprehend what others are stating. This includes understanding a speaker's intonation or elocution, his punctuation and his jargon, and getting a handle on his meaning. Howatt and Dakin (1999:9).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Listening Comprehension.

Listening comprehension is an immense region of study getting commitments from an incredible assortment of scholastic research and hypothesis (Rost, 1990). Witkin (1990, in Dunkel, 1991) described the words utilized in listening the field as being 'diffuse' and discovered research results 'regularly opposing'. What might be significantly more diffuse than the wording utilized is the variety found in meanings of listening comprehension. In two separate examinations (Wolven&Coakley, 1988 and Glenn, 1989, in Dunkel 1991) in which a sum of 50 layouts of the develop of L 1 listening understanding were broke down, then authors of the two investigations presumed that there gave off an impression of being 'no by and large endless supply' of listening. (Dunkel 1991:433).

One of the aspects of listening that a listener should concern about is comprehension. Listening comprehension is not only related to the language and culture aspects, but also related to the physiology aspect. Hornby (1986:81) defines that comprehension is the mind's act of power of understanding. Research from language intellectual improvement has demonstrated that listening comprehension is more than separating importance from approaching utterance. It is a procedure getting meaning and understanding speech with listeners and speakers. So, both of the side



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Already know about the topic. In listening comprehension, the listener not only has to hear the topic without catching the idea. The listener has to understand fully the topic in order to identify the idea. Then, the listener, the speaker and the idea have close connection because listening requires not just hearing but also thinking.

Listening comprehension is divided into several types. Rixon (1986: 67) finds that there are two types of listening comprehension: extensive and intensive listening. In extensive listening allows the students to listen for joy or enthusiasm without putting forth an extraordinary attempt to beat phonetics troubles and those in which they have to give more consideration to substance and language. In this sort, they are not approached to accomplish language chip away at what they hear however have the fulfilment of a practically complete, direct comprehend of something worth to hear, for example: tuning in to a short sonnet, joke or stories. Conversely, in serious tuning in, the understudies are approached to tune in to a section with the point of gathering and sorting out the data. It likewise contains increasingly solid data that might be thickly stuffed and frequently it is difficult for the understudies to comprehend of first hearing. The point of this listening is to give a test, to permit them to create listening aptitude or information on language through the endeavors they make, guided by exercises or activities relate to the passage.

Since what a language learner hears or listens may function as input for learning, comprehension may serve as a basis for the learning of a new form of



language, or a new use of a familiar form: Krashen in Anderson and Lynch

(1988:52) explains:

“... comprehension could be at the core of the language procurement process: maybe somebody can get the language by understanding the others' utterance that is "a little past' our present degree of ability. This is finished with the guide of more than semantic setting and our insight into the world.”

The listening consists of several main principals. Widdowson in Anderson and Lynch (1988:62) states that the two principals sources of data/information comprise during the time spent understanding: (1) orderly or phonetic (information on phonological, syntactic, and semantic part of the language framework), and (2) schematic or non-etymological data/information.

Moreover, Morley (1991: 90) states that, “listening comprehension is an act of information processing in which the listener is involved in two – way communication, one-way communication or self-dialogue communication”. It means that listening comprehension is a process when the listener can respond appropriately to the speaker in two-way communication, respond by talking to himself in one-way communication, and respond to himself in self-dialogue communication.

Therefore, Listening is an undetectable mental procedure, making it hard to portray. Audience members must segregate between sounds, get jargon and linguistic structures, decipher pressure and aim, hold and decipher this inside the quick just as



the bigger socio-social setting of the articulation. Byrne in Vandergrift (2002:92) clarifies when audience members know the setting of a book or an expression, the procedure is encouraged extensively in light of the fact that audience members can actuate earlier information and make the suitable deductions fundamental to appreciating the message.

Then, Rost (2002: 59) emphasizes that comprehension is the only goal of listening. He also points out that, "Comprehension is the unification of the information followed by the text with information and concepts which has known by the listener (Rost: 2002, 60)." In conclusion listening comprehension is a mental process of processing of understanding spoken information and converting the meaning and idea from the spoken information by connecting it to the listeners' background knowledge.

Moreover, the listening has a few sorts. Earthy colored (2004: 120-121) distinguishes sorts of listening execution into: an) Intensive: listening in for view of the parts, for example, phonemes, words, inflection, talk markers, and so forth of a bigger stretch of language. b) Responsive: listening in to moderately short stretch of language, for example, welcoming, questions, order, cognizance check, and so on so as to make similarly short reaction. c) Selective: handling getting the data and talk, for example, short monologs for restricted time so as to filter for certain data. d) Extensive: tuning in to build up a worldwide comprehension of communicated in language. Tuning in for significance, the principle thought, and making inferences.



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As indicated by Vandergrift (1999), listening perception is a mind boggling process in which audience members assume a functioning work in separating between sounds, getting jargon and linguistic structures, deciphering pitch and stress, lastly, utilizing all the aptitudes referenced above, deciphering the articulation inside the socio-social setting. Listening aptitudes are definitely not simple to ace. For some ESL/EFL students, listening is the thing they feel generally baffled with. One the one hand, they can't control the speed of discourse and they will in general experience issues interpreting sounds that don't exist in their native language.

In short, listening comprehension is a mental process of reconstructing meaning from the spoken input. The process includes forming structure and activating the listeners' background knowledge. Moreover, based on the description, the writer indicates the components of listening comprehension that should be mastered by the students, they are understanding the topic, identifying the speakers, understanding supporting details, identifying the setting, and making inference.

2.2 Achievement

Achievement is last appraising of understudies controlled by educator through point framework, communicated by a letter grade". (Earthy colored et al, 1989). Another is characterized as the exhibition of the understudies in the subject they concentrate in the school (Pandey 2008 in Kamble 2009). And afterward, (Nuthanap 2007) Academic achievement has been one of the most significant objectives of the



instructive procedure. It is likewise a significant objective, which each individual is required to act in all societies.

Travers (1970: 447) states that achievement is the consequence of what an individual has gained from some instructive encounters. Besides, Tinambunan (1988: 149) characterizes accomplishment as the understudy's grip of some collection of information or capability in specific aptitudes. Plus, Garrison, Kingston, and McDonald (1955-1964: 331) avow the meaning of achievement as the advancement students make toward the objectives and destinations of the educational program, they at that point affirm further about the definition that achievement might be the one's capacity or the degree of his/her insight in a particular substance area.

Annie Ward; Howard W. Stoker; Mildred Murray-Ward (1996) expressed that academic achievement is normally estimated through assessments or nonstop appraisals yet there is no broad concession to how it is best assessed or which angles are most significant procedural information, for example, abilities or explanatory information, for example, realities.

Megawati, Mustafa, and Ys (2016) stated achievement is the thing that the students have done of criticalness at work which has profited their scholarly accomplishments. These are the victories that they have had up until this point. Maybe they have recently breezed through your driving assessment, or possibly after numerous long periods of endeavoring, you they have learnt. This is an



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accomplishment as it is something they have buckled down for, and at long last the outcomes have been fruitful.

Moreover, Ziedner, Mosche (1998) expressed there are uncertain outcomes over which individual factors effectively anticipate scholarly execution, components, for example, test nervousness, condition, inspiration, and feelings require thought when creating models of school accomplishment. Presently, schools are accepting cash dependent on its understudies' academic achievement. A school with more scholastic accomplishments would get more cash than a school with less academic achievement.

Academic achievement (scholarly) execution is the result of instruction — the degree to which an understudy, instructor or foundation has accomplished their instructive objectives. Scholarly accomplishment could be characterized as self-observation and self-assessment of one's target scholastic achievement. Scholarly accomplishment for the most part demonstrates the learning results of understudy. Accomplishment of those learning results requires a progression of arranged and composed understanding.

In education area, achievement is as a standard of learners' success in learning. It is determined with scores decided by the institutional of education itself. This achievement is given in the end of teaching and learning process based on



students' performance during study, especially in the school; the achievement is given by the teachers.

Based on the opinions above the writer concludes that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

2.3 Listening Difficulties.

Listening performs an important function in second language instruction for quite a few motives (Rost, 1994). In the event that you can't hear it appropriately you will find it trying to talk or potentially you can't sidestep your listening assessment for example. Truth be told, understudies normally misinterpret when listening and this leads them to the poor outcome. It should be referred to that the student's comprehension of their listening trouble and techniques can influence their appreciation each decidedly and contrarily (Wenden, 1986). In this way, so as to help understudies get extended with their listening expertise, it is required finding out their listening issues which rationale challenges to them. As indicated by Yagang (1994), the difficulties in listening had been went with the four after variables: the message, the speaker, the audience and the physical setting. Moreover, a quantities of query have been done to pick out the trouble in listening. The troubles were accepted to intention by utilizing the discourse rate, jargon and articulation (Higgins, 1995). As



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Flower dew& Miller (1996) accepted that the difficulties of the understudies had been for the pace of conveyance, new wording and idea, issue in centering and the physical condition. As Nguyen Ngoan referenced in his article "tuning in to VOA: focal points, troubles and arrangements" the understudies need to confront these three challenges. Most importantly, the understudies find it trying to catch adequate names as they have never found out about it. As it were, they have no foundation ability about what they are listening. The second is accepted to upward shake from the new, uninteresting and too long listening which bodes well abnormal, debilitated and exhausted of what they are hearing. A definitive one is thought to be about the sound associations and pitch spoken by methods for local speakers with explicit accents.

There were a few difficulties looked by the students, for example, the absence of jargon, getting structure, incapable to understand common spoken, lose certainty, looking after fixation, awful account. As Hamouda (2013) expressed that components causing understudies listening cognizance issue are classified into various sources including issues identified with the listening content, listening issues identified with errand and exercises, audience members issues identified with the audience and educator's strategy

The listening appreciation forms and the design is to know about these issues and attempt to fathom them. A portion of these challenges are as follow;

1. Quality of Recorded Materials



In certain classes, instructors utilize some recorded materials that don't have high caliber. The nature of sound framework can affect the fathoming of students' tuning in (AzmiBingol, Celik, Yidliz, &Tugrul Mart, 2014).

2. Cultural Differences

Students ought to be acquainted with the social information on language that significantly affects the students' understanding. In the event that the listening task includes totally unique social materials, at that point the students may have basic issues in their appreciation. It is the obligation of educators to give foundation information about the listening exercises ahead of time (Azmi,Celik, Yidliz, &Tugrul, 2014)

3 Accent

Munro and Derwing (1999) communicated that too many emphasized discourse can prompt a significant decrease in perception. As per Goh (1999), 66% of students referenced a speaker's intonation as one of the most critical variables that influence audience perception. New inflections both local and non-local can cause significant issues in listening appreciation and commonality with an emphasize helps students' listening understanding. Buck (2001) demonstrated that when audience members hear a new complement, for example, Indian English just because subsequent to concentrating just American English will experience basic troubles in tuning in. This will absolutely intrude overall



listening appreciation process and simultaneously a new emphasize makes

perception outlandish for the audience members.

4. Unfamiliar Vocabulary

As indicated by AzmiBingol, Celik, Yidliz, and Tugrul Mart (2014), when listening writings contain known words it would be extremely simple for understudies to them. On the off chance that student know the importance of words this can excite their advantage and inspiration and can positively affect the understudies' listening understanding capacity. A great deal of words have more than one importance and on the off chance that they are not utilized fittingly in their proper settings understudies will get confounded

5. Length and Speed of Listening

Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) expressed that the degree of understudies can have a noteworthy job when they tune in to long parts and keep all data in their brain. It is hard for lower level understudies to listen over three minutes in length and complete the listening assignments. Short listening entries make simple listening understanding for students and lessen their tiredness. As indicated by Underwood (1989), speed can make listening entry troublesome. On the off chance that the speakers talk too quick understudies may have significant issues to comprehend L2 words. In this circumstance, audience members can't



control the speed of speakers and this can make basic issues with listening comprehension.

According (1989), there are a few troubles to accomplish to compelling listening appreciation process. To begin with, audience members can't control the speed of discourse. The most concerning issue with listening perception is that audience members can't control how rapidly speakers talk. Second, audience members can't have words rehashed and this can cause basic challenges for them. Understudies can't replay a chronicle segment. Educators choose what and when to continue listening writings and it is exceptionally hard for instructors to know whether their students comprehended what they have heard. Third, audience members don't have high jargon information. Speakers may choose words that audience members don't have any acquaintance with them. Audience members may confront a new word which can stop them and consider the significance of that word for some time and miss the following piece of the discourse. Fourth, audience members may need logical information. Common information and recognizable writings can make correspondence simpler for audience members. Audience members can at times grasp the surface importance of an entry yet they can have considerable issues in understanding the entire significance of a section except if they know about it. Fifth, it isn't simple for audience members to focus on the listening content. Here and there a most brief break in consideration can forestall cognizance. In the event that the listening section is intriguing for audience members, focus will be simple for them.

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Graham (2006) said that there are some different components that expansion students' listening appreciation troubles, for example, limited jargon, poor language, and misinterpretations about listening undertakings. As per Seferoglu and Uzakgoren (2004), some other listening cognizance issues are identified with the sort of listening materials.

As per some past research from Hamouda (2013), Abidin (2013), Anadapong(2011) who finished the related examination, they inferred that so as to assist understudies with improving their listening capacity, language teacher needed to comprehend students' listening challenges in appreciating listening content, and educate viable listening techniques to assist the understudies with solving their listening troubles. Just as the speaker knows their students' challenges, understudies as subject have significant job in building up their tuning in. Understudies effective in listening rely upon how they can know and settle their troubles. On the off chance that the understudies realize the issues impact their tuning in, it is anything but difficult to track down the arrangement. They will concentrate hard so as to improve their tuning in. Besides, Nurpahmi (2015) found that enacting students' earlier information can improve students' listening ability.

Hasan (2000) showed that new words, troublesome linguistic structures, and the length of the verbally expressed entries and sounds are the most significant variables that cause challenges for students' listening perception. He proceeded with that lucidity, absence of intrigue, and the interest for complete responses to



listening understanding inquiries are the genuine challenges of understudies' listening appreciation. Yagang (1994) said that there are four hotspots for listening cognizance issues. They are the message, the speaker, the audience, and the physical condition.

Boyle (1984) expressed that audience, speaker, medium, and condition factors are the primary segments that influence listening cognizance. As per Teng (2002), there are four components called audience factors, speaker factors, boost elements, and setting factors that sway understudies' listening perception.

As indicated by Chaudron and Richards (1986:114), the capacity of a talk is to educate by passing on data so that an intelligent assemblage of data is introduced, promptly comprehended and recollected. Be that as it may, as an arranged and fundamentally instructive sort of language, addresses share certain properties with different kinds of composed writings (Flowerdew and Millar, 1997:33). For instance, the phonological limits are stamped outwardly in the composed content (Flowerdew, 1994:10) by methods for accentuation marks. In the verbally expressed content, then again, the audience is guided by sound examples to perceive such limits. Since scholastic talks are generally not remembered and conveyed yet composed and read, they contain what Tannen (1982, as referred to in Hansen and Jensen, 1994:245) sees as "oral highlights, for example, delays, reluctances, misspeaks and disfluencies. These highlights mirror the quick pace and brief nature of spoken talk. What's more, addresses display a more prominent level of syntactic intricacy and contain more artistic jargon than is typically found



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in casual discourse circumstances, because of the arranged nature and convention of the talking event (Hansen and Jensen, 1994:245).

Based on Boyle (1984) Divided the listener become active listener and inactive listener when they face the listening challenge. Based on Common Listening difficulties for students are :

1. Subject or speaker is uninteresting or boring.

In the listening process, the active listener will listens closely for information that can be important and useful. However inactive listener will becomes distanced from the listening experience loses focus, daydreams, chats or sleeps.

2. Criticizing the speaker's delivery.

In the listening process, the active listener will pays attention to the content and reserves judgment until the talk is over. Although inactive listener will criticizes the speaker's voice or delivery and decides the speaker won't say anything important.

3. Disagreeing with the speaker's message.

In the listening process, active listener will writes down what they disagree with for later discussion and continues to listen. However inactive listener will becomes so involved with contradicting the speaker and stops listening.



4. Listening only for facts.

In the listening process, active Listener will listens for main ideas and themes and notes the facts that support them. However, inactive listener will focus only on facts and believes the rest of the speaker's talk is only opinion.

5. Trying to outline the talk.

In the listening process, Active Listener will Listens for the main ideas and organizes them once the speaker has finished. The inactive Listener will Loses main ideas and themes because time is spent trying to organize and find a pattern.

6. Faking attention.

In the listening process, Active Listener will Continually refocuses attention on the speaker knowing that attention may sometimes wander. However, Inactive Listener - Is present in body but not mind.

7. Allowing distractions.

In the listening process, Active Listener will Filters out distractions and concentrates on what's being said. Although, inactive listener will uses distractions as an excuse to stop listening.



8. Evading or avoiding difficult material.

In the listening process, active listener will desires to learn something new and is not afraid of complicated ideas. But Inactive Listener will Gives up when material is complicated and tunes out the speaker.

9. Letting emotion-laden words throw off focus.

In the listening process, Active Listener will listens very carefully to understand the speaker's point of view before challenging what is said. However, inactive Listener –will gets upset at words which trigger certain emotions and stops listening.

2.4. Listening Strategies

(Nation, 1978) in Nation & Newton (2008,44) has already described listening strategy is a way of guiding early listening and for developing the listening skill. Listening strategy are mental strategy that language students are associated with request to comprehend the oral writings (Vandergrift, 1999). These psychological strategy incorporate choosing input, building meaning and relating existing information to performing undertakings (O'Malley et al., 1989; Rost, 2002). What's more, students are not latently getting input while tuning in, rather, they have to effectively pick, utilize and assess their listening procedure use to accomplish fruitful appreciation (Rubin, 1995). Over the previous decade, investigate on L2/FL students' listening techniques in an assortment educate language instructing with a superior



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comprehension of what listening methodologies have been utilized during listening undertakings, and the distinctions in system use among powerful and insufficient students (e.g., Goh, 1998, 2002; Graham, 2003; O'Malley et al., 1989; Vandergrift, 1997, 2003a). In any case, numerous illustrative examinations have found to address the issue that how to overcome any issues among fruitful and ineffective audience members, corresponding to listening methodology.

Listening system explore has for most part dependent on its hypothetical structure on look into on language learning methodologies (Bacon, 1992; Vandergrift, 1997; Macaro et al., 2007). Therefore, in past segments highlights of language learning techniques and scientific classifications of language learning systems whereupon this investigation draws were talked about. In this area listening procedure types and research led on listening system will be dealt with in a steady progression. In examining listening technique types, Oxford's (1990) ordering framework is embraced for authoritative purposes.

Oxford (2002) found that Oxford's scientific classification, can portray students 'methodology use. Her scientific categorization, otherwise called Strategy Inventory for Language Learning (SILL) is partitioned into direct methodologies, which are the strategy legitimately including the objective language, for example memory, subjective and pay methodologies, and roundabout techniques, which give circuitous help for language learning, for example meta-psychological, full of feeling



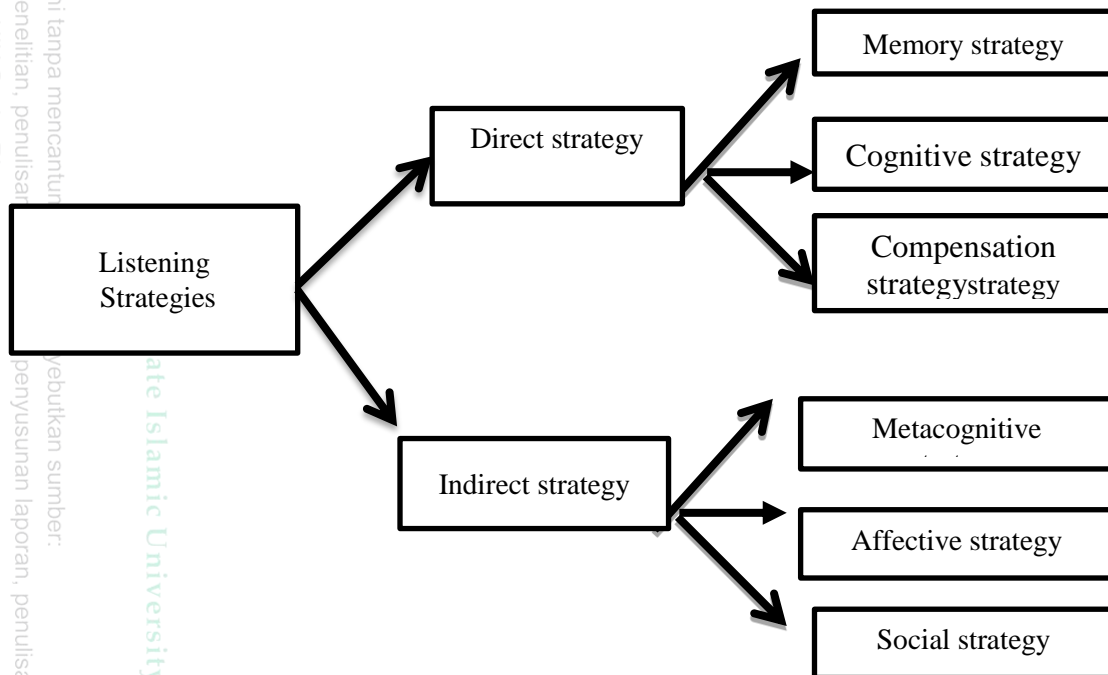
and social techniques. The analyst picks Oxford's (1990) taxonomy for listening technique.

2.3.1 Types of Listening Strategies

According to Oxford (1990) there are two general types of listening strategies: *direct strategies* and *indirect strategies*.

Histogram II.1

The type of listening strategy



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II.3.1.1 Direct Listening Strategies

Direct listening strategies are divided into three subcategories : Memory, Cognitive and Compensation Strategies.

2.2. 3.1.1.1 Memory Strategies

Memory strategy helps the student store new data in memory and recover it later.

They are especially supposed to be valuable in jargon realizing which is "the most sizeable and unmanageable segment in the learning of any language" (Oxford, 1990:39). Memory systems help audience members (for example understudies who are getting the hang of listening abilities in an unknown dialect) by making them store verbal material and afterward recover it when required for correspondence. Masterminding things all together, making affiliations and looking into are straightforward standards of memory techniques. These standards all include meaning. Making mental connection age, applying pictures and sounds, exploring admirably and utilizing activity are sole procedures which assist students with putting away in memory the significant things they hear in the new dialect, along these lines developing their insight base.

A. Making mental linkage: Listeners can utilize these procedures by gathering, partner/explaining and utilizing setting system types.



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- a. Grouping - Listeners can utilize this memory procedure by characterizing or renaming what is heard into significant gatherings. Along these lines the audience decreases the quantity of inconsequential components (Oxford, 1990).
- b. Associating/expounding This memory system includes partner new things heard with recognizable ideas definitely known.
- c. Placing new words into a setting This technique includes new words or articulations that have been heard into significant settings, for example, spoken or composed sentences as a method of recalling that them.
- B. Applying pictures and sounds: The accompanying four techniques for applying pictures and sounds are valuable for recalling new articulations that have been heard.
- a. Using symbolism This procedure is a decent method to recall what has been heard (in an unknown dialect) is to make a psychological picture of it.
- b. Semantic mapping-This memory methodology includes orchestrating ideas and connections on paper to make a chart in which the key ideas heard are featured and all are connected with related ideas by means of bolt or lines.
- c. Using watchwords This procedure consolidates sounds and pictures with the goal that students can all the more effectively recall what they hear in the objective language
- d. Representing sounds in memory-This procedure help students recollect what



they hear by making sound-related as opposed to visual portrayals of sounds.

Rhymes are a notable case of speaking to sounds in memory.

- C. Exploring great: Structured looking into is helpful to recall new thoughts and ideas heard in the objective language.
- D. Utilizing activity: It incorporates two memory procedures: physical reaction or sensation and utilizing mechanical strategies.
- E. Physical reaction or sensation-These techniques help students to recollect new words/expressions or articulations by truly showcasing another articulation that has been heard.
- F. Utilizing mechanical procedures To recollect what has been heard mechanical strategies are now and then supportive. For instance, cheat sheets, composing another word (heard in a listening content) and its importance on various sides of it, is both natural and helpful.

2.2.3.1.1.2 Cognitive Strategies

The second division of direct systems are the psychological listening methodologies. As indicated by look into results (e.g., O'Malley et al., 1989; Oxford, 1990; Bacon,1992) intellectual procedures are the most well-known kind of systems utilized by learners. To Oxford (1990) psychological listening techniques can be arranged under four sets: working on, accepting and sending



messages, breaking down and thinking, and making structure for info and yield. Each arrangement of system is additionally grouped into various procedures.

A. Rehearsing: Strategies for rehearsing are among the most significant cognitivelisting systems. This set contains four listening techniques: rehashing, formal rehearsing with sounds and composing frameworks, perceiving and utilizing equations and designs, and rehearsing naturalistically.

- a. Repeating-One utilization of this methodology is over and again tuning in to local speakers of the new dialect on a tape or recorder, with or without quiet rehearsal(repeating the words to oneself intellectually). Reiteration may include saying or composing something very similar a few times (Oxford, 1990).
- b. Formal rehearsing with sounds and composing frameworks – This system, in tuning in, is normally utilized for view of sounds (articulation and inflection) as opposed to on cognizance of significance.
- c. Recognizing and utilizing recipes and examples Recognizing and utilizing routine equations and examples in the objective language extraordinarily improve understudy's listening understanding. On the off chance that understudies utilize these schedules appropriately, they will assist them with building their self-assurance and increment their listening appreciation.



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d. Practicing naturalistically-In tuning in, this learning methodology includes grasping the significance of the communicated in language in as naturalistic setting however much as could reasonably be expected.

B. Getting and sending messages: This set comprises of two procedures for example getting the thought rapidly, and utilizing assets for accepting and sending messages.

a. Getting the thought rapidly This listening system help students to concentrate on what they need to comprehend from a listening content. The two strategies associated with this methodology are skimming and checking. Skimming includes looking for the focal thought the speaker needs to get over, while filtering implies scanning for explicit subtleties important to the audience

b. Using assets for getting and sending messages-This procedure includes utilizing assets to discover the significance of what is heard in the objective language. For better comprehension of what is heard, printed assets, for example, word references, sentence structure books, Encyclopedias and so forth can give significant foundation data with the goal that students can all the more likely comprehend the communicated in language. Non-printed assets like TV, tape, video tapes and radio are among different assets.



C. Examining and thinking: This arrangement of techniques help

students (audience members) to utilize

legitimate deduction to comprehend and utilize the sentence structure rules and jargon to comprehend listening writings (in the objective language) better. This arrangement of techniques.

D. Examining and thinking is additionally separated into five listening systems: thinking deductively, breaking down articulations, dissecting contrastively, deciphering, and moving (Oxford, 1990).

a. Thinking deductively-This system assist students with inferring theory (surmises) about the importance of what is heard by methods for general principles (of the objective language) the student definitely knows.

b. Dissecting articulations This system causes audience members to appreciate something communicated in the objective language by separating another word, expression, sentence or on the other hand even section into its important segments.

c. Dissecting contrastively-This listening technique includes examining components (sounds, words, sentence structure) of the objective language to decide likenesses and

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contrasts in examination with the student's primary language .

d. Interpreting - As long as it is utilized with care, this system can be useful in early language learning

e. Transferring - This technique includes legitimately applying foundation information to encourage getting the hang of listening aptitudes in the objective language. Moving can include applying semantic information from the student's first language to the target language or reasonable information starting with one field then onto the next or starting with one expertise then onto the next.

D. Making structure for info and yield: This set comprises of three systems: taking notes, summing up, and featuring. These systems assist students with arranging and sort out data heard in the objective language that comes their direction. In addition, these systems permit understudies to show their listening understanding substantially for utilizing it for composing and speaking (Oxford, 1990).

a. Taking notes-This is a critical system for tuning in. The focal point of taking notes ought to be on comprehension, not composing.

b. Summing up This is making consolidated, short form of the first listening entry or content. It is the other procedure that helps audience members new info and show they comprehend the listening content they heard.



c. Featuring This is the other system that advantage students by enhancing notes and rundowns. It centers around indicating the major or most significant focuses heard in a sensational manner like through shading, underlining, capital letters, beginning capitals, strong composition, stars, circles and so on.

Be that as it may, since listening is an intuitive and interpretive procedure where audience members utilize both earlier information and phonetic information to comprehend the approaching message, understudies are relied upon to utilize the two systems in like manner (Rost, 1994; Nunan, 2002). How much audience members utilize the one procedure or the other will rely upon their insight into the language, commonality with the subject or the reason for tuning in. For instance, tuning in for substance includes essentially top-down preparing and procedures, while tuning in for explicit data, as in a climate communicate, includes basically base up techniques to grasp all the ideal subtleties.

2.2.1.1.3 Compensation Strategies

If used effectively, compensation strategies can help learners to overcome knowledge restrictions when they don't hear something unmistakably or can't catch all the words. They are likewise valuable when students face with a circumstance in which the significance is just verifiable or deliberately obscure. At the point when students are gone up against with obscure articulations or words, they can make utilize an assortment of pieces of information in order to figure the



significance of those articulations or words. In this way, Oxford (1990) considers these techniques as the devices for 'speculating shrewdly in light of the fact that audience members don't need to perceive and see each and every word as long as they can figure 'deliberately' through utilizing pieces of information, for example,

- A. Utilizing semantic pieces of information Learner's experience information on the objective language, her/his own language or some different dialects can give etymological insights to the significance of what is heard (Oxford, 1990). Audience members can utilize such signs like word request, word arrangement (for example recognizing additions and prefixes) and word worry to encourage their listening perception. Despite the fact that a few theories can be founded on halfway information on the objective language, students need to have adequate syntactic Knowledge of the objective language to fill-in holes when they tune in to 'untidy articulation'
- B. Utilizing different pieces of information These are signs from different sources – barring hints coming simply from information on language. Thus, a portion of these signs are identified with the kind of jargon utilized that audience members should be comfortable with so as to think about what is 'past' the language. For instance, audience members can make a decent conjecture about the societal position of specific members (individuals in the listening content) from the manner in which they tended to, for example, 'Mrs.' and 'Miss'. As it were, "Types of address, for example, titles or monikers, assist students with speculating the significance of what



C. they hear" (Oxford,1990: 92). In addition, the speaker manner of speaking, which shows their sculptures of brain, makes it feasible for the audience to accurately decipher what is heard

2.3.1.2 Indirect Listening Strategies

The second type of Listening Strategies, Indirect Listening Strategies, comprises of three subcategories: Metacognitive, Affective, and Social Strategies.

2.2.3.1.2.1. Metacognitive Strategies

Metacognitive strategy includes the utilization of listening understanding exercises and use singular observations to assist audience members with expanding their degrees of listening perception. Metacognitive techniques go past the psychological gadgets and give an approach to students to organize with their own learning procedure. Considering this (Oxford, 1990:135) contends that "Metacognitive strategies allow learners to control their own cognition-that is to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating." At the end, these techniques help audience members (who are picking up listening abilities in an unknown dialect) arrange their own learning procedure. They happen pre-tuning in, during tuning in and post-tuning in, and they increment audience members' degrees of listening cognizance and better build up a consciousness of tuning in. Metacognitive methodologies comprise three



sets: focusing one's getting the hang of, masterminding and arranging one's learning, and assessing one's.

A. *Focusing one's getting the hang of: Centering for learning or finding a center is a critical issue in getting the hang of listening aptitudes in an unknown dialect (Oxford, 1990).*

B. *Masterminding and arranging one's learning: This arrangement of metacognitive procedure centers around researching the idea of language getting the hang of, arranging to master building up points, considering task purposes , making arrangements for assignments ,and searching for opportunities to work on tuning in (Oxford, 1990).*

Similar to the case, all things considered, circumstances, students, who are getting the hang of listening aptitudes in an unknown dialect, need to set a reason for tuning in so as to set the correct channels for consideration. In addition to other things, if objectives and targets are set appropriately before, students may have chances to self-screen their learning and self-assess their listening progress. Therefore, setting a reason assist them with being more ready before listening since they will most likely have a sort of mental arrangement to follow (Bacon, 1992). Arranging incorporate seing mindful of what should be practiced in a listening errand and creating suitable designs to defeat listening challenges.



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C. Assessing your learning: Self-observing and self-assessment are the two system types in this arrangement of metacognitive listening procedure. They identify with observing one's own mistake and assessing one's general advancement in picking up listening aptitudes (Oxford, 1990).

a. Self-observing - Listeners should act naturally cognizant while tuning in to have the option to screen their understanding. As such, audience members can screen their understanding as they keep tuning in as long as they can notice their mistake or any off base speculations and attempt to enhance them.

b. Self-assessment After the listening action is finished, a few audience members assess their general understanding advance and survey how well they have done. Oxford (1990) brings up that any self-assessment must contemplate the trouble of the circumstance or the language and that students should attempt to be as explicit as workable for an exact assessment. Subsequently, audience members are relied upon to be increasingly sensible in assessing their listening understanding (Bacon, 1992).

2.3.1.2.2 Affective Strategies

Despite the fact that it is hard to portray full of feeling space inside determinable cutoff points, to Brown (2002), it incorporates such ideas as confidence, perspectives, inspiration, tension, culture stun, restraint, chance taking, and resistance of uncertainty. Oxford (1990:140) claims that "the full of feeling side of the student is



likely one of the greatest impacts on language learning achievement or disappointment." Knowing how to control one's feelings and perspectives about learning may impact the language learning process emphatically since it will make the learning progressively powerful and agreeable. It is additionally realized that negative inclination filter ruin progress. Great language students regularly realize how to control their feelings and perspectives about learning (in the same place). There are numerous cases where students have no issues managing specialized parts of the language. For instance, understudies may impeccably comprehend a listening content, however they would not have the option to play out the listening task effectively if the content is socially hostile. The command over such factors is increased through the control of full of feeling methodologies (Bacon, 1992).

As per Oxford (1990) there are three arrangements of full of feeling techniques: bringing down one's nervousness, empowering oneself, and taking one's passionate temperature.

A. Bringing down one's tension: Anxiety may have a weakening impact in getting the hang of listening abilities in an unknown dialect. Students may have a sentiment of being not able to perform listening errands and exercises in an unknown dialect homeroom when unknown dialect uneasiness develops (Horwitz et al., 1986).

Unknown dialect homeroom uneasiness is a situational explicit type of language nervousness instigated by the need to perform study hall assignments and



exercises in another dialect. Bringing nervousness is useful down to be successful in performing listening assignments and exercises. Techniques, for example, utilizing dynamic unwinding, profound breathing or intercession, tuning in to calming music (before the listening content), and utilizing chuckling (for example Viewing an entertaining film, listening to muscle heads, etc) help students to bring down their tension either at home or in the classroom (Oxford, 1990).

B. Empowering oneself: notwithstanding other people groups' support "the most potent consolation and the main accessible support in numerous free language taking in circumstances - may originate from inside the learner" (Oxford, 1990: 143). By and large tuning in an unknown dialect is an individual movement did by singular students. Therefore, self-consolation systems ought to be considered in getting the hang of listening aptitudes since they are approaches to keep students spirits up and save as they attempt to fathom listening writings. Self-support listening procedures incorporate saying positive proclamations to oneself, goading oneself to face challenges shrewdly, and giving compensations to oneself

C. Taking one's enthusiastic temperature: According to Oxford (1990) this arrangement of emotional systems includes connecting with sentiments, perspectives and inspiration through an assortment of ways. Audience members are relied upon to consider these full of feeling procedures with the goal that they begin to apply some authority over them. This set incorporates explicit emotional listening techniques, for

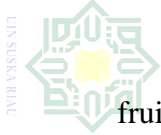


example, tuning in to your body, utilizing an agenda, composing a language learning journal, and examining your sentiments with others.

2.3.1.2.3 Social Strategies

Since language is a type of social conduct, it includes correspondence between and among individuals. In learning circumstances, there are blended capacity bunches inside which students can build up some suitable procedures for sharing thoughts and requesting help. Social listening systems empower language students to learn with others by utilizing procedures, for example, posing inquiries (for example requesting explanation or confirmation), helping out others, and understanding others (Oxford,1990). Their suitable use is critical since they decide the idea of correspondence in a learning setting.

- A. Requesting explanation or check: As audience members, students can request explanation when they need the speaker, who could be the educator or other increasingly capable speaker, to back off, rehash or clarify something. They can request that confirmation watch that they have comprehended something heard accurately.
- B. Helping out others: As language in all viewpoints is a social action, students get the opportunity to gain from their friends. In the event that they are given into bunches something to do on a specific listening task, there is a likelihood that less effective audience members utilize a portion of the methodologies utilized by



fruitful audience members as they cooperate agreeably and see how their companions figure out how to succeed.

C. Sympathizing with others: Understanding a listening content includes sympathy with others, especially with people from the objective culture. Understudies' experience information on the new culture regularly help them for better comprehension of what is heard in the new dialect. What's more, "getting mindful of vacillations in considerations, and sentiments of specific individuals who utilize the new dialect assist students with seeing all the more plainly what is conveyed (what is said and what is left inferred)" (Oxford, 1990:173). This thusly help audience members, as students, to turn out to be increasingly mindful of the outlook of others.

2.5 Listening of Academic Lecture

It has been uncovered that acceptable listening perception contributes essentially to scholarly achievement (Jeon, 2007). There are various main academic activities like listening to instructors clarifying courses and assignments or tuning in to schoolmates' inquiries, reports, and rundowns, which are reliant on undivided attention cognizance aptitudes. Tuning in to addresses is the most fundamental necessity for English students, which is itself a significant testing territory for the greater part of the understudies because of their feasible deficient general English capability level and troubles in fathoming and recalling the substance of talks (Huang and Finn, 2009).



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The talk, as a verbally expressed classification, shares particular highlights with different kinds of spoken language. In any case, addresses share properties with composed messages also, as they are planned and utilize essentially an educational sort of language. The talk type itself brings its own specific and potential regions of trouble for understudies, as it expects of them to have the option to focus on and see extended lengths of talk without the chance of participating in the encouraging elements of intelligent talk, for example, requesting redundancies and haggling of significance (Benson, 1994:189)

In a talk circumstance listening is by all accounts a disengaged aptitude, not associating with other language abilities (Oxford, 1993:205). Understudies much of the time experience troubles in tuning in and grasping in their own dialects. It can, thusly, be normal that they will encounter significantly more trouble in tuning in a subsequent language. Besides, regardless of the acknowledgment that scholastic listening aptitudes are fundamental for scholarly achievement, generally little research has been done into ESL tuning in (Flowerdew, 1994:7).

As indicated by Chaudron and Richards (1986:114), the capacity of a talk is to educate by passing on data so that a rational collection of data is introduced, promptly comprehended and recollected. In any case, as an arranged and fundamentally instructive kind of language, addresses share certain properties with different sorts of composed writings (Flowerdew and Millar, 1997:33). For instance, the phonological limits are stamped outwardly in the composed content (Flowerdew, 1994:10) by



methods for accentuation marks. In the verbally expressed content, then again, the audience is guided by pitch examples to perceive such limits. Since scholarly talks are normally not remembered and conveyed yet composed and read, they contain what Tannen (1982, as referred to in Hansen and Jensen, 1994:245) sees as "oral highlights, for example, delays, reluctances, misspeaks and disfluency. These highlights mirror the quick pace and transitory nature of spoken talk. Furthermore, addresses display a more prominent level of syntactic intricacy and contain progressively abstract words than is typically found in casual discourse circumstances, because of the arranged nature and convention of the talking event (Hansen and Jensen, 1994:245).

As per Flowerdew and Millar (1997:32), it is commonly acknowledged that while various kinds of communicated in language share a lot for all intents and purpose, they may change as per logical parameters. These parameters can be how much they are arranged or spontaneous and whether they are instructive/included or express/situationally needy. From one perspective, addresses that are enlightening will in general be led monologically and pass on true data unequivocally.

General language capability and listening capacity are considered among the most significant factors in scholarly achievement. Albeit general tuning in and scholastic listening appear to infer unmistakable classes, the two offer numerous essential highlights (Goh, 2008). Fulcher (1999) in his conversation contended that EAP testing had focused a lot on subject information and this has prompted



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deemphasizing language information, aptitudes, or capacities. He further highlighted inquires about that have uncovered that fluctuation in EAP test scores had been generally because of language capability as opposed to subject information. It is inferred from his conversation that the general capacity to tune in the objective language would greaterly affect by and large scholastic listening execution than particularity in the topic. In this manner, scholastic material authors and analysts ought to know about conversation when all is said in done outside/second language tuning in and its suggestions for scholarly listening instructional method (Goh, 2008).

2.6. Pre-Service English Teacher

Most of English preservice teacher in Indonesia goes to English apartment in the Universities. he division is liable for giving secondary schools in the region with skilled English educators. 'Skilled' implies the alumni understudies meet certain models as for language and educational aptitudes before they show English as an extra language model to Indonesian school secondary level. To support them become able, it is important to guarantee feasible improved ELT rehearses in the establishment, which thusly keeps up exceptionally qualified alumni understudies who will bring proceeded with progress in English language instructing at secondary school in Indonesia.

Pre-service trainer programs intention to prepare graduates to grow to be pleasant instructors geared up with educational practices that will serve to fulfill the



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developing needs connected with the showing occupation (Bransford, Darling-Hammond, & LePage, 2005). Over a definitive decade, the focal point of consideration on developing extraordinary educators has obtained improved enthusiasm for instruction (Barber & Mourshed, 2009; Bransford et al., 2005; Hattie, 2004). Subsequently, tried to bridle the outing of educators' as of now instructing qualities tutoring in resources by method of the utilization of their data to illuminate pre-administration mentor training programs. As these educators have directed Pre-Service English Teachers themselves, they moreover have some discernment into the strategies where Pre-Service English Teacher preparing programs set up Pre-Service English Teachers to train with a qualities center. Maybe above all, the way that these instructors are as of now teaching with a qualities center in their school room each day potential that they know about the skills required, the difficulties that emerge, and the advantages that originate from teaching with a qualities center. Accordingly, they are one imperative gracefully of skill when pondering how to adjust pre-administration teaching ranges so as to capacity our future educators in values training. By tuning in to the recollections of cutting edge educators teaching with a qualities center, and utilizing the discoveries to pre-administration showing degrees, they may likewise be powerful sellers for advancing exchange pre-administration teacher training.

Ellis (1986) suggests that pre-service trainer education should cover two components: consciousness elevating and experiential learning. The first one refers to



the principles of language teaching and some sensible strategies to be used in the classroom. The second is associated to proper teaching, for example, in instructing exercise or peer teaching. Therefore, in Pre-Service English Teacher schooling emphasis on both understanding of the knowledge base and preparation for the experiences they might also meet in the classroom. In teacher schooling programs, experiences in instructing are very vital for Pre-Service English Teachers are very vital to enhance their educating skills. Richards (1990) states that there are two sorts of instructing experiences: micro teaching, referring to exercise in a short lesson or section of a lesson; and teaching in the real classroom, such as in the practicum. Another structure of ride is that Pre-Service English Teacher ought to have opportunities to observe skilled teachers, so they recognize and admire what is going on in the classroom.

Such inadequacy in English teacher preparation can impact on the graduates teaching performance within the future. they would feel insecure in teaching a language that they themselves are struggling with; or, they enjoy doing it because they demonstrate a sound understanding of English pedagogy and an adequate JEELS, Volume 5, Number 2, November 2018 150 level of English proficiency.

Abrar (2017) points out that proficiency in, for instance, using English orally are often achieved on condition that adequate amount of meaningful exposures to English use further as language tuition are accessible within the formal and



informal educational settings. within the following section, the context of the current study is made public.

2.7. The Previous Study

There are some related studies in this research; the related studies were taken from some research as done by some researchers around the world. They are:

1. **Maryam Rahimirad and Mohammad Raouf Moini (2015)** carried out the research entailed “**The challenges of listening to academic lectures for EAP learners and the impact of metacognition on academic lecture listening comprehension**” This examination researches the difficulties of tuning in to scholarly talks and the effect of related metacognitive systems on scholastic talk listening appreciation on a gathering of Iranian students in an EAP workshop. Fifteen scholarly staff who partook in two unblemished classes at the University of Qom, Iran, were haphazardly doled out to treatment (N = 8) and control (N = 7) gatherings. The treatment bunch got 16 hours of metacognitive procedure guidance dependent on the models proposed by Vandergrift during scholarly listening guidance, while the benchmark group was simply presented to scholastic talks with no unequivocal system guidance. The scholarly listening areas of the British International English Language Testing System (IELTS) were used to quantify the listening perception of the two gatherings when the treatment. The consequences of the



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information investigation confirmed that the exploratory gathering altogether beat the benchmark group in the listening posttest. The meetings when the treatment uncovered subtleties of difficulties in scholastic talk cognizance and furthermore shed light on the view of the students in regards to metacognitive procedure guidance and the recurrence of principle metacognitive methodologies utilized in appreciating scholarly talks.

This research only focused on the metacognitive strategy. However, it didn't take account another strategy such as memory strategy, cognitive strategy, compensation strategy, and social strategy. This research focus on the strategy without calculating the students' perception and challenges.

2. **Valerija Malavska (2016)** carried out the research entailed “**Genre of an Academic Lecture**” Article planned for researching the trademark highlights of a scholarly talk by taking a gander at the discoveries of the schools of Genre studies and examining the likely full scale structure of a talk. The thought supporting the examination was to discover the regular highlights and eccentricities that are trademark to contemporary talks conveyed in English as most widely used language to global understudies paying little heed to the field of their investigation with the further down to earth use of talk auxiliary models in the improvement of the proficiency of non-local talking teachers' talk or planning forthcoming and fledgling instructors. Kind by SFL specialists is thought of: social since individuals take an interest in types with



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others, objective arranged in light of the fact that they use classifications to complete things, organized on the grounds that it generally finds a way to arrive at individuals' objectives. The analyst explored various methods of the investigation of the large scale structure of the scholastic talk and has built up a four – stage model that involves moves, including 1. heating up, 2. setting up the talk system, 3. placing the point in setting and 4. finishing up the talk. The examination of 7 genuine scholarly talks indicated that a few moves and steps may repeat and rehash, despite the fact that, when in doubt, a very much organized college address follows the model where every one of the four phases are available and tail each other.

This research only focus on the steps for teaching listening. It is not directly applied in the classroom. So, it didn't give the real situation of student difficulty and challenge on the listening activity.

3. **AnnisaKhaldi** (2013) carried out the research entailed “**Listening to Academic Lectures: Investigating Students’ Strategies and Comprehension**”. The research present contextual analysis centers around scholarly talk appreciation. It endeavors to explore whether EFL first-year understudies at Tlemcen University (Algeria) have the fundamental systems which assist them with fathoming their talks. For this reason, a survey is managed to reveal the procedures of the members, notwithstanding a test to quantify their appreciation of talks. The outcomes show that the subjects don't

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utilize the vital procedures, and their presentation on the test is poor. Along these lines, it is proposed, toward the finish of the article, that college understudies ought to be told into address appreciation procedures in order to help them to adequately comprehend their scholastic talks. To summarize, the discoveries of the poll plainly infer that the gathering had some talk understanding techniques. This backings the normal view in the writing that EFL students typically have some language learning systems. They frequently utilize them in their primary language, and move some of them to unknown dialect learning (Mendelsohn, 1994). Nonetheless, the consequences of the factual estimates likewise showed that the subjects had a couple of number of talk appreciation methodologies.

This research only focus on the strategy and listening lectures. Therefore, this research didn't not display the students problem during the listening. So, it didn't give the whole analysis, why listening comprehension is difficult for students.

4. Musan Chow (2015) carried out the research entailed "**The Influence of Topics on Listening Strategy Use for English for Academic Purposes**" the aim of this study was to investigate what strategies were adopted to listen to general and subject-specific English material. Furthermore, the study examined the process of listening comprehension in relation to the effectiveness of strategy use. The study was carried out with 92 Taiwanese final-year university students taking EAP courses. Questionnaires, listening



comprehension questions, and retrospective interviews were used. The results showed that strategy use varied markedly between the two types of listening materials. The effectiveness of certain strategy adoption was influenced by topical familiarity and personal experience. Listening to EGAP and ESAP materials involved a different degree of strategy adoption to facilitate the process of word recognition and the efficient mapping of words, grammar, schemata, and contexts. While strategies were used in a versatile and flexible manner in EGAP listening, the lack of relevant language and topical knowledge limited the cognitive processing in comprehending subject-specific contents. As a result, listening instruction should focus on a bottom-up approach to reinforce the lexicon in subject-specific domains to help learners reduce the problem of word segmentation and recognition in a exclusively extraordinary language and just later proceed onward to a top-down methodology that causes train tuning in to a higher-request of metacognitive procedure including arranging, checking, and reflecting semantic and non-phonetic data. In spite of the fact that the current investigation has yielded discoveries that have both hypothetical and academic ramifications, its structure isn't without blemishes. To start with, the generalizability of the outcomes to another EFL populace might be restricted. Furthermore, the members' language capability and social foundation can impact their decisions of technique use and language preparing. Different confinements include utilizing various kinds of undertakings, gatherings of

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language students with various social foundations, and that effective and ineffective audience members plainly need further investigation. In spite of the impediments, the aftereffects of this investigation give proof on which listening procedures were utilized to understand general and subject-explicit points in an EAP setting, in this way revealing insight into the adequacy of technique appropriation, and have suggestions for instructing ESAP tuning in to EFL students with middle of the road English capability.

This research only focused on the listening strategy. However, it didn't take account another factors which is also influence the listening comprehension. However the research jurged the successful and unsuccessful listeners clearly need without further exploration on the others' factors.

5. Fereshteh Eslahkonha and Behdokht mall-amiri (2014) carried out a research entailed **“The correlation between English language listening comprehension ability, and listening strategy use among Iranian TEFL junior university students.”** The purpose of this study was to discover the relationship between Iranian TEFL (Teaching English as a Foreign Language) students' listening comprehension and the listening strategies they used. The research design was Correlational study. The subject of this study was 70 junior TEFL university undergraduate students at Alborz University in Qazvin, Iran were randomly selected. The Oxford Placement Test developed by Allen (1992), was employed to identify the students' listening



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comprehension ability, and a Listening Strategy Questionnaire developed by Vandergrift (1997), was used to identify the strategies they employ in listening situations. The collected data were analyzed through Pearson Correlation formula. The results of which revealed that there was a statistically significant relationship between the listening strategies (meta-cognitive, cognitive and, socio-affective) employed by advanced, intermediate and, lower-intermediate TEFL students and their listening comprehension ability level.

6. **Kaledmoradi (2013)** carried out the research entailed “**The impact of listening strategy instruction on academic lecture comprehension: A case of Iranian EFL learners**”The present study was carried out to determine the effect of listening strategy instruction on a group of Iranian EFL learners’ listening comprehension of academic lectures. Two groups of male and female English majors (N = 58) participated in the study. In one group (the treatment group) the participants received 14 hours of listening strategy instruction consisting of the presentation, practice, and review of listening strategies. In the other group (the control group), the students did not receive any explicit strategy instruction. The analysis of the data revealed that the students in the treatment group significantly outperformed those in the control group in listening comprehension tests. The results of the present study shed more light on the influence of listening strategy instruction on listening comprehension. Another pedagogical implication is that it is better to students



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be given training and actual guided practice in using specific strategies to improve their listening comprehension. More exposure to the strategies is not sufficient. Teachers must train our students to develop a proactive response to overcome deficiencies in their listening comprehension. Given the findings and limitations of the present study, the following recommendations are suggested for further research. First, because quantitative and qualitative methods each have their strengths and limitations, a combination of methods is necessary to develop multifaceted insights into language strategy use and provide a clearer picture of the process of language teaching and learning.

This research only focused on the listening strategy. However, it didn't take account another factors which is also influence the listening comprehension. However the research jurged the fruitful and ineffective audience members plainly need moving along without any more investigation on the others' variables.

7. Ai-Hua Chen (2010) carried out a research entitled **“Effects of Listening Strategy Training for EFL Adult Listeners”** The research design was experimental study. This study examined the effects of listening strategy training for EFL adult listeners, both on their listening processing and production. The participants were two classes of Taiwanese college students; one class received a 14-week strategy training integrated into their EFL listening class, whereas the other served as a comparison group. The data



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were collected via multiple measurements. Listening proficiency tests, a self-rated listening proficiency scale, a listening strategy questionnaire and a listening learning activity questionnaire were pre-tested and post-tested with both groups. In addition, reflective journals were employed in the treatment group to explore learners' strategy development over time. The results showed that there were significantly positive changes in using listening strategies and in their engagement in self-directed learning activities for the treatment group. Although no significant differences were found in listening proficiency tests results, treatment group students self-rated themselves as having gained significantly more in their listening performances than those in the control group. Furthermore, the treatment group also reported better orchestration of their strategy use in dealing with their listening tasks and learning processes. Discussions on these multiple measurements and their results were also presented. This study demonstrated that strategy training can bring positive effects both on learners' learning process and to their listening performance, and its findings may shed light on listening.

8. Cheng Chang Tsai (2013) carried out a research entitled "**The Effects On Listening Strategies And Listening Anxiety By Listening Training Program Among EFL Senior High School Students In Taiwan.**" The study mainly focused on investigating English as Foreign Language (EFL) listening anxiety and listening strategy comparing genders and language



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proficiency levels. The participants chosen for the study were 124 participants from a highly competitive senior high school in Taiwan. The data collection was carried out in two stages. The first investigation was conducted at the beginning of the semester. The final investigation was conducted at the end of the semester after the participants had received the listening comprehension strategy training. The participants were asked fill out the Foreign Language Listening Anxiety Scale (FLLAS) and Listening Comprehension Strategy Inventory (LCSI) questionnaires to explore the differences between the pre-test and post-test. The results of this study have stated that the scores participants got from FLLAS and LCSI were statistically negatively correlated. Regardless of gender group, the conclusion was that the degree of listening anxiety had been reduced and that their listening strategy levels had improved after receiving the listening comprehension strategy instruction. Also, the listening strategy instruction did have an impact on all of three metacognitive, cognitive, and socio-affective strategy uses and reduced the listening anxiety for the lower and intermediate proficiency level students. With respect to the high proficiency level students, results also showed no statistically significant difference on FLLAS. Results also showed a statistically significant difference on LCSI at the high proficiency level in the cognitive, socio-affective domain respectively, but not for the metacognitive domain. Implications for EFL educators to recognize the directions of instructional practices for enhancing listening comprehension are presented.



9. **ElinaKetonen** (2012) carried out the research entailed “**Do situational academic emotions predict academic outcomes in a lecture course?**” This study explored the relationships between situational academic emotions, self-study time, and learning outcomes in a lecture course. The participants were 107 Finnish first-year teacher students in a student-activating educational psychology lecture course. Interest and exhaustion were positively related, whereas anxiety was negatively related to the grade awarded for the course. These three situational scholastic feelings clarified generally 29% of the course evaluation they despite everything anticipated huge fluctuation in grades even with the impacts of self-revealed self-study time controlled. At last, an intercession examination uncovered that premium intervened the connection between self-study time and learning results.

This research only focus on the emotion in lectures' course. The students have fluctuate emotions in every time. This research didn't review about the problem and the student challeges to support their learning outcome.

10. **ÖmerKutlu^a and AshihanErmanAslano** (2009) carried out the research entailed “**Factors affecting the listening skill**” this investigation is to characterize the components that influence fifth grade understudies' listening abilities. In this examination so as to gather information, Listening Comprehension Test, Students Characteristics Questionnaire, In-class Listening Tasks Scale, Out-of-class Listening Tasks Scale, and Students'

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Views on Listening Skill Scale were utilized. Toward the finish of the investigation it was discovered that "number of adolescent books at home", "number of books at home", "time spent understanding books", "time spent understanding paper" and "time burned through tuning in to radio" effectsly affect fifth grade understudies' achievement in their listening execution.

As another conspicuous finding of the examination, it is uncovered that all through class listening errands assume a critical job in understudies' listening perception accomplishment. This discovering underscores the way that the school organization at the school, yet in addition the guardians out of the school should give cautious consideration to the improvement of listening aptitude. As a result, the discoveries of the examination recommend that the two factors that have the most huge impacts on understudies' listening understanding aptitudes are "the quantity of the books at home" and "the quantity of books read inside one month". Further research on listening appreciation ability might be directed for a bigger scope including open primary schools and repeating the examination on different evaluations. Incorporating interviews with educators, understudies and guardians into the anticipated research may realize increasingly far reaching results,yet additionally progressively suitable choices on the listening ability.

This investigation is to characterize the elements that influence fifth grade understudies' listening aptitudes. This examination center just huge impacts



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around understudies' listening perception aptitudes from "the quantity of the books at home" and "the quantity of books read inside one month".

This examination didn't survey about the issue and the understudy challenges to help their listening ability.

11. SarimahShamsudin, MasdinahAlauyahMdYusof and Abdul Halim

Abdul Raof (2012) carried out the research entailed “**Lecture Language in Malaysian Engineering Lecture Corpus**” . The project focuses on lecturing style in which various pragmatic features are being analyzed.

This paper presents an investigation of the utilization of talk language found in the MASE corpus. The talk contains different types of talk language that could assist understudies with understanding the progression of the talk. Talk language comprises of articulations that mark the theme and plan of a talk, as well as articulations that signal another or change of thoughts. At present, a verbally expressed scholarly corpus of Malaysian designing talks (MASE corpus) is being created in a jointm venture between UniversitiTeknologi Malaysia and Coventry University. this investigation uncovers how Malaysian building instructors direct their talks. Right off the bat, they utilize different ways and various sorts of articulations to start a talk and ordinarily use conversional markers, for example, 'alright' and 'okay' to start a talk. Also, they are found to end their talks suddenly, again with the marker 'alright' shaping piece of the articulation utilized. Thirdly, there were not many



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utilization of transitional talk language and in any event, when it was utilized, the capacity was not as a transitional marker. Lastly, there was an assortment of language articulations found in different segments of the designing talks including Introducing a Topic, Stating a Lecture Plan, and Making a Comparison. A portion of these are basic ones as utilized by different speakers however a couple are explicit to building teachers, for example, those utilized in Stating a Lecture Plan.

The project centers around addressing style in which different logical highlights are being investigated. The words Okay, alright, are the pre-owned articulation. This examination didn't survey about the recognition and the understudy difficulties to help their listening ability.

12. Mohammad Reza Dalman (2016) carried out a research entitled “**The Relationship between Listening Anxiety, Listening Comprehension Strategies, and Listening Performance among Iranian EFL University Students**” The study was conducted to explore the relationship between listening anxiety, listening strategies, and listening proficiency among Iranian EFL university students. A total number of 110 EFL language learners participated in this study. Three instruments were used in this study. The instruments were comprised of: (a) Foreign Language Listening Anxiety Scale (FLLAS), (b) Listening Strategy Questionnaire, and (C) an original TOEFL IBT test by ETS. Based on the results, it was found out that EFL



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language learners use Meta-cognitive listening strategies the most followed by affective strategies, memory strategies, compensation strategies and cognitive strategies. Moreover, it was found out that all listening strategies were negatively correlated with listening anxiety, which means that as the anxiety level of the participants increases they use listening strategies less and vice versa. In addition, it was found out that compensation and meta-cognitive category of listening strategies positively correlated with listening proficiency, while cognitive category negatively correlated with listening proficiency, suggesting that more proficient participants use more compensation and meta-cognitive strategies but less cognitive listening strategies. In other words, as listening proficiency increases, compensation and meta-cognitive listening strategy use increases and cognitive strategy use decreases. Finally, it was found out that listening is an anxiety-inducing skill and listening proficiency plays a key role in determining the level of anxiety. In other words, as listening proficiency increases, the listening anxiety decreases.

13. Mehmet Gonen (2009) carried out a research entitled **“the relationship between FL listening anxiety and FL listening strategies: the case of Turkish EFL learners”** It is assumed that learners may feel anxious while listening in the target language due to many factors such as the authenticity of the listening text, incomprehensibility of the listening material and



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environmental factors. In this respect, developing effective listening strategies may help to overcome many problems related to target language listening. It is then of interest for researchers to investigate whether there is a relationship between FL listening anxiety and FL listening strategies. In the Turkish EFL context, studies concerning this issue are scarce. This study aims at filling the gap in the recent literature on listening anxiety and listening strategies in Turkish EFL context. For this purpose, 60 students at the intermediate English proficiency level participated in the study. Both quantitative and qualitative findings indicated a negative association between FL listening anxiety and strategy use. The results of the study were discussed in the light of the recent literature and it has been put forward that investigation of anxiety and strategy use for listening skill is crucial for improving effective listening in the classroom context.

14. **MinooPourfarhad, Farah Liyana Ahmad Azmey, Leila Hassani**(2012) carried out the research entailed **Perceptions of International Students on Academic Literacy Focusing on Speaking and Listening Skills in Malaysia'** This paper investigated academic literacy focusing on speaking and listening ability of international students in Malaysia involving Power Point Presentation (PPP). In addition, this research explored perceptions of international students in Malaysia with regards to their way of speaking and listening in PPP. Questionnaires and interviews were applied to gather and



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validate data from 30 MA and PhD international students. The results revealed that more than 80% of the international students had problems in applying the appropriate speaking and listening skills and more than 90% agreed that language proficiency was a key to effective presenting. Based on the descriptive analysis, pronunciation and voice quality were essential requirements for PPP. Effect of mother tongue, culture shock due to new environment, pronunciation and accent were their basic problems. According to the examination of the meetings, the scientists arrived at a few resolutions. Above all else, thought that for understanding the idea of scholarly education, being associated with a scholastic network was important. "Learning academic literacy involves engaging in a range of academic social practices; this effort entails much more than learning to speak or write in a new language. Rather, gaining academic literacy involves negotiating various academic discourses in multiple circumstances.

This research focus on understanding the concept of academic literacy is involved in an academic purpose and listening and speaking. This research was too theories. This research didn't review about the problem and the student challenges to support their listening skill.

15. Moghadam, Ghanizadeh, Pazhouhesh(2016) carried out athe research entitle" **Scrutinizing Listening Strategies among Iranian EFL University Students**". This study was conducted to found out the important aspect of



language teaching, the significance of teaching listening, and skill needed for constructing and communicating meaning. The main goal of this study was to examine the listening strategies employed by university students. The researchers aimed to find to what extent university students use listening strategies in their EFL listening process, and which kind of strategies is more employed in this level of language learning among Iranian English students. It administered to 130 university students in Mashhad. It measures the perceived use of the strategies and processes underlying three factors including, cognitive strategies (i.e. linguistic inference, and problem solving), metacognitive strategies (i.e. planning, and monitoring listening comprehension), and affective strategies (i.e. Motivation, and anxiety). The results showed that they employed cognitive and metacognitive strategies more than socio-affective strategies in their listening sessions. A total of 130 university English students were recruited to participate in this study. The students were all native speakers of Persian who live in Mashhad. They were at intermediate and upper intermediate level of English, studying at Imam Reza, Khayam, and Farhangian University.

16. Ghasemi, Mohammadkhani, Hosseini, (2014) conducted a research entitled **“test anxiety and listening strategy: a report of questionnaire”** This paper called into question whether there is a relationship between foreign language listening anxiety and FL listening strategies. The current study aimed at filling the gap in the contemporary research on this issue in Iranian English as a



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Foreign Language context. To fulfill the purposes, 60 intermediate-level language learners attended the survey. Test Influence Inventory (TII) and Listening Strategy Questionnaire were administered to the participants. Results, both from quantitative and qualitative aspects, indicated a negative relation between FL listening anxiety and strategy use. The present finding might have important implications for decision makers to involve further successful methodologies just as for educators to prepare understudies about utilizing them while tuning in to an unknown dialect.

17. **Mary RosaneCeronia, BereniceCarpigianib, Maria Porto**

Castanheiraa, AdilsonAderito da Silvaca (2016) carried out the research entailed “**The perception of teachers about students’ potentialities and difficulties**” The main objective of the inquire about is to recognize the regular truth of undergrad in the study hall, and the particular targets are to distinguish educator's impression of understudy's challenges in the study hall and instructor's view of explicit circumstances hidden understudy's possibilities and troubles understudy in the homeroom. The outcomes showed which from the instructors' point of view, the impacts of liquor/drugs affected emphatically the learning troubles and the wrong conduct which additionally is influenced essentially by the Learning Difficulties. At last, it was discovered that the learning troubles and improper conduct demonstrated negative affected on the understudies' latent capacity. This exploration expects



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to examine effect of the new University's profile in the instructing learning relationship about circumstances hidden understudy's possibilities and challenges in the studying process.

18. **Abid carried out the research entailed “Indonesian Pre-Service English Teachers’ Perceived Challenges In Improving English Oral**

Communication Skills” The findings has been recommended that the English Teacher at school need application that may need to carry out a certain evaluations of the teacher education program, specifically within the region of coaching oral communication abilities. In spite of being efficiently enrolled into the application, among the PST who graduated from the surrounding high faculties persisted to stand troubles related to oral English communication for numerous motives as they launched into the English training program. The program desires to make certain that, so as for the PSTs to be successful in getting to know English, addressing the PSTs’ “cognitive and affective domain names” on the onset of their 4-year have a look at inside the program need to additionally be facilitated (Abrar, 2017, p. 221). As an organization that prepares English instructor candidates from ELT praxis, the English training software would possibly gain from developing an recognition of psychological challenges, which would have compromised



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A success English language teaching getting to know. different dimensions, which includes teachers' competency, teaching and getting to know resources, and the contemporary English training curriculum might also need to be reexamined to locate gaps that could make it difficult for the program's said dreams to be performed.

19. **Jairo Enrique Castañeda-Trujillo^a and Ana Jackelin Aguirre-Hernández** carried out the research entitled “**Pre-Service English Teachers' Voices About the Teaching Practicum**”. Pre-service English educators' appearance permit us to show signs of improvement see a few issues related with the experience of being inside the pre administration instructors' instructing practicum without precedent for the first. The results show that, for pre-administration English , data their very own study room is one of their basic concerns; notwithstanding, acting from their guides and accomplices permit them to reexamine the manner in which they see the talk room, the systems they use to prepare, the job they play as educators and the effect they could have on their researchers' lives. Pre-administration English teachers racket for having more opportunity to rate their audits to enable their own practicum notwithstanding that in their partners. Presently not having reflection exercises where they can do in the projects Their genuine discernments about their understudies, the setting where they are training, their feelings of dread and inconveniences inside



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the study hall, could develop to be a poor issue when they might be confronting their directions. At that point, guides are the ones who're in cost of urging pre-supplier educators to triumph over not best their real talk room issues yet the instructive situations when they understand they are presently not arranged enough for language teaching. In expressions of ways pre-administration English teachers see language training, we will complete that there might be a generalization of the language that conduces to reify instructing and contemplating. accordingly, language particularly in remote one and training are seen by means of pre administration language teachers as instruments that have just been structured by method of another person, and which they can not direct or challenge. Accordingly, instructing a language turns into a specialized enthusiasm for expense of transmitting guidelines and controlling becoming more acquainted with by means of pre-introduced strategies and methods this reality requires that English educator preparing applications update their educational programs and permit understudies to have unmistakable points of view of what language training way. this may make commonly gigantic commitments to having more prominent collegestudents who ought to propose procedures inside a local mentality. This close by point comprises of numerous fundamental perspective that some Pre-Service English Teachers expressed in their own. Reflections: looking at adolescents as individuals who have the correct of being heard and considered in the showing strategy, and furthermore to peer themselves as a subjective issue, ready to examine and



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anticipate that unique circumstances and capable should are looking for opportunities for change by

means of training. From the scientists edge, one of the initial steps to change fundamental educator instruction isto tune in to theones legitimately engaged with the procedure, explicitly the Pre-Service English Teachers. along these lines, we resolved to assemble a couple of effect from an assortment of pre-supplier language educators with the aim of uncovering their data in their own special school room, the gaining from their guide or teacher, and their learning the craft of language training in vogue, Bearing in considerations what Pre-Service English Teachers shared of their appearance, one sees that getting "a super study hall" falls in the regular examples wherein students must be sitting before the teacher observing each single expression and development the teacher makes and adhering to directions in an extremely wary and deferential way. Consequently, severing with the conventional systems and practices would be a mandatory issue to be reevaluated in single steps that accessible in the entirety of the Bachelor programs. at long last, we can complete that pre-administration English teachers' investigations are a tremendous flexibly of realities that wants to be considered in the educational program structure. Expecially they need to contributes in Particularly with respect to the structuring of new regions for instructing practicum which of developing expertly.



20. **Nida Mufidah** (2019) carried out the research entitled “**The Development of Pre-Service English Teachers’ Teaching Performance in the Teaching Practice Program at English Department of State Islamic University of Antasari Banjarmasin.**”

The result of the research is the teaching practice program helped the Pre-Service English Teacher to increase their teaching performance through getting the feedback from the supervisor. The students’ capability to plan a lesson used to be improved week by week. They knew how to shape the lesson and write proper lesson plan. In explaining the lesson, some common troubles placed on their pronunciation and grammar skills. Some also needed to recognize the way to manage and engage the students, and to shut the lesson. The Pre-service instructors had been capable to use various media but they want to have better guidance to use them. In time period of method used, CA, GTM, and ALM were common methods used with the aid of the students to educate various topics/ skills. They college students gave advantageous comments for the educating exercise program.

21. **Hilda Izzati Madjid, Amelia Rahmawati, Elvi Rahmawati, and Eva**

Ihda Farihatunnisa (2019) carried out the research entitled “**The Correlation Between Pre-Service English Teachers’ Listening Habit and Pronunciation Awareness**” The discovering of this research disclose that the listening habit of pre-service English instructor have a correlation with their pronunciation awareness. Students of PPL 1 class English

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Teacher Education Department in State Islamic University of Sunan Ampel Surabaya who have excessive time to listening English also have excessive pronunciation awareness. They enjoy to hear to English song or movie to and they locate it hard to understand English via English news. It can conclude that informal context is the easier way to apprehend English instead than formal context. The result of the pronunciation awareness check indicates that the imply score is 67,9 which in truthful. . So their pronunciation awareness is nonetheless want to be increased due to the fact they are an English instructor in the future.

22. **Demet Yayli (2009)** carried out the research entailed “**Reflective practices of pre service teachers in a listening skill course in an ELT department**” The findings of the present learn about indicate that the pre service teachers developed a effective attitude toward journal writing and the usage of it in their future teaching however in their journal entries they failed to include dialogic or critical reflection. This may also have stemmed from countless factors. Although the contributors obtained education on reflective journal writing, they had been no longer trained on the sorts of reflection provided. It is certain that crucial thinking requires express education and a lengthy time to develop. Another element might be that students need to now not be left on my own in their engagement with journal writing. They must work together with instructors in collaborative speak journal writing . However at the present study, I did now not take part in the writing process collaboratively, only the



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individuals have been urged to reflect collaboratively three times. These can also have hindered vital and dialogic reflection. In other words, dialogue journal writing in which a student works with a extra equipped different. would possibly make a contribution extra to the improvement of pre service teachers' descriptive reflection into imperative reflection. And such reflective writing activities ought to be designed to extend integral and dialogic questioning particularly in Pre-Service English Teachers who are supposed to prepare comparable activities in their real teaching. In phrases of the participants' responses to the survey questionnaire, the fine views are in line with the previous literature on the benefits of journal writing. The solely terrible comment which used to be typically expressed was once that journal writing grew to be repetitive after certain time for the participants. Therefore, the dispensed time might be problematic if college students are no longer prompted to produce greater dialogic and quintessential thinking. Students may additionally make a contribution to the empowering of students as which means makers but an active participation increases the motivation for getting to know as well. In sum, by using collaborating in journal writing collaboratively and retaining periodic individual conferences with students, instructors may enhance extra dialogic and crucial wondering.

23. **Amanda G. Mergler and andRebecca Spooner-Lane (2012))carried out the research entailed** "This article affords findings from a case learn about that explored currentteachers' perceptions of the abilities pre-service instructors want to train values



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training effectively. Teachers who presently educate with a values center of attention highlighted that Pre-Service English Teacher training levels want to encourage an ongoing dedication to continual learning, fundamental reflection and boom in Pre-Service English Teachers, along with tremendous questioning and listening skills. Further, they argued that pre-service instructors want to be professional in recognising and responding to student diversity. This article ends through arguing for some modifications that want to show up in pre-service trainer schooling in order for teachers to teach correctly with a values focus, along with the need for more advantageous connections between pre- carrier and skilled teachers. What Pre-Service English Teacher need to know to be effective at value based Education” The teachers in the existing study supplied an insider’s perspective of what Pre-Service English Teachers need to comprehend in order to be fantastic at values-based education. These teachers advocate that being a reflective practitioner is important for a number of reasons including: the modeling instructors express in the classroom, consistency between spoken beliefs and behavior, the capacity to respond sensitively and compassionately to their students and their capability to engage students in meaningful and notion provoking gaining knowledge of experiences. These findings assist cutting-edge literature that suggest pre-service instructors turning into reflective practitioners. Furthermore, the existing find out about suggests skills such as questioning, active listening and recognizing and assisting various student

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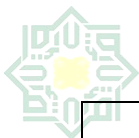
material they teach, their students, and how they would possibly adapt curriculum materials to decorate scholar getting to know outcomes. It would appear that more experienced instructors are in an terrific position to mentor pre-service instructors as they try to create a democratic classroom. Pre-service instructors need to be uncovered to expert others who can mannequin the teaching ‘performance’ to a excessive standard As instructors beliefs about their capacity to educate effectively and shape meaningful connections with their college students are formed early in their instructing career it is critical that they are mentored by skilled instructors in values training early in their degrees.

2. 8 Research Framework

The research framework is a main element to avoid misunderstanding and misinterpretation from the research in carrying out this research.

Table 2.5
Research Framework

ITEMS	INDICATOR
1. Achivement	1.1.The pre-service English teacher’s academic listening quiz scores. 1.2.The pre-service English teacher’s academic listening mid test’s scores.
2. Listening difficulties	2.1. Unfamiliar words (vocabulary) 2.2. Difficult grammatical structures



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	<p>2.3. The length of the spoken passages 2.4. Quality of Audio</p> <p style="text-align: right;">Hasan (2000)</p>
<p>3. Listening strategy</p>	<p>1. Memory Strategy: store new information and retrieve it latter</p> <ul style="list-style-type: none"> • the students create the mental linkages by associating, grouping, etc • the students apply images and sounds • the students review the structure well • the students employ action such as physical response or sensation <p>2. Cognitive strategy: control the language material in direct ways</p> <ul style="list-style-type: none"> • The students practice the target language such as sounds and writing system, formula and pattern. • The Students receive and send the message. • The students do analysis and reasoning deductively, contrastively • The students create structure for input and output such as taking notes, summarizing, etc.



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3. Compensation strategy : help the student to finish the missing

- The students use guessing strategies
- The students overcome the restrictions in talking and composing, for example, changing to first language, utilizing signals or or mime, etc.

4. Metacognitive strategy: manage the language learning

- the students focus their learning by outlining and connecting with definitely known material, focusing and paying attention, etc
- the students arrange and plan the learning such as organizing, setting the goal, etc
- the students evaluate the learning by using self-monitoring and self-evaluating.

5. Affective strategy :identify one's mood and anxiety and control emotion



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- The students make the anxiety lower by taking deep breathing, using music, etc.
- The students encourage themselves by positive statements, etc
- The students take their emotional temperature by writing a language learning diary, discussion about feeling, etc.

6. Social strategy: develop strategy for sharing ideas, asking for help and working in group.

- The students ask question for verification and correction.
- The students cooperate with others of proficient users' new language.
- The students emphasize with others culture, thought and felling

Oxford (1990)

CHAPTER III

RESEARCH METHODOLOGY

This chapter is concerned to research methodology that includes method, participant, technique, selecting sample, instruments, data collection, data analysis, and other mater related or covered in this chapter.

3.1. Research Design.

This study is used qualitative approach. Snape and Spencer (2003: 2) states that qualitative research is a naturalistic/interpretative approach concerned with understanding the meaning people give to the phenomena within their social setting. The researcher builds a complex, holistic picture, analyzes words, report detailed views of information, and conducts the study in a natural setting. As a qualitative study requires participant respective, the researcher focused on study on listening academic lecture comprehension.

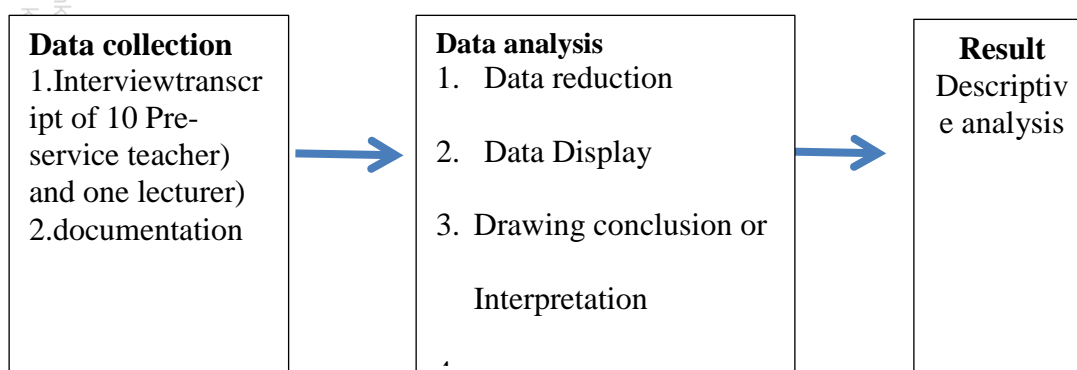
Creswell (2013) says that there are many method types with qualitative research, five types have been identified across a wide range of qualitative research; *Narrative, Phenomenology, Ethnography, Case Study and Grounded Theory* (p.187). this research utilized the contextual investigation examine plan. Contextual analysis examine centers around the occasions encompassing one case in a contemporary setting or setting. Creswell depicts the subjective way to deal with a contextual analysis with the agent concentrating on at least one case after some time



through point by point, inside and out information assortment including various wellsprings of data (Creswell 2013). He included that contextual investigations are a system of request wherein the specialist investigates inside and out a program, occasion, movement, procedure, or at least one people. They are limited by time and action, and specialists gather point by point data utilizing an assortment of information assortment methods over a supported timeframe. It also supported by (Gay: 2008) stated A case study is a holistic research method that uses multiple sources of evidence to analyze or evaluate a specific phenomenon or instance. Most contextual analysis explore is interpretive and looks to enliven a case. It regularly, however not solely, happens in a characteristic setting.

Diagram III.1

Research design diagram



3.2. Place and Time

This research was conducted in Islamic Riau University. The subject of this research is the fourth semester students of English Study program at Riau University of Riau. The researcher conducted the research at November 1st 2019.

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3.3. Population and Sample

Based on Creswell (2012) “ Population is a group of individuals who have the same characteristic.” Population refers to the establishment of boundary conditions that specify who shall be included in or excluded from the population. The population of this research is the fourth semester of Pre-service program in Riau University in class B. The number of the students is 42. The researcher did not take all of the students as the sample. The sample was representative group of all population to serve as respondents. Creswell (2013) expressed "An sample is a subgroup of the objective population that the analyst intends to get for making speculations regarding the objective population. "The examination term utilized for subjective inspecting is intentional testing. In deliberate inspecting, scientists purposefully select people and destinations to learn or comprehend the main phenomenon. One lecturer and 10 Pre-service was taken as the sample for getting Pre-service teachers’ difficulties and English pre-service teachers’ strategies data. The sample is adequate enough to get the data.. 42 Pre-service teachers’ middle semester test and final semester test were used for the achievement of Pre-service teachers’ academic listening comprehension data. It was used to get the accurate scores.



3.4 Sources of Data and Data Collection Technique

3.4.1. Sources of Data

The term data refers to the rough material the researcher collect from the world they the studying; they are the particulars that form the basis of analysis (Bogdan and Biklen, 1998:106). Data in this research were a qualitative data. Data that are in form of information are gotten by researcher from:

- 1) interview transcript (result of interview with Academic Listening lecturer), 2) lesson plan and syllabus,
- 3) list of students score, These data are the important aspect in conducting the qualitative research.

In this research, the researcher classified subject of data sources into 2 subjects:

A. Informant

Participants have implications for both data collection and the data that are available for analysis and helps to define the limit for generalizing the findings. The researcher will take the academic listening lecturer of English department at Islamic Riau University and 25 of the fourth semester students of English department Islamic Riau University that will be interviewed. The researcher interviewed Sitikhadijah, S.Pd, M.Pd as the informant. She is the Academic listening lecturer at English department Islamic University of Riau.



B. Documentation

Document is any substance that gives information about the investigated phenomenon and exists independently of the researcher's actions. In this research, the documents as the source of the data. In this research the document is consist of the students quiz when they take Academic Listening subject. There are 2 sets of academic listening lecturer tests which was given by lecturer.

3.4.2. Data Collection Technique

The method of collecting data is the way the researcher do for collecting data in the research. In this research, the researcher used some methods of collecting data. Those were interview and documentation.

A. Interview

Interview is the technique of collecting data based on the intensive interviewing which has the purpose. Interview has a purpose to gain the data from the students or mixed up with students' activity. In this study, the researcher will interview the students after they do the listening academic lectures comprehension test.

The interview is a form of data collection in which questions are asked orally and subjects' responses are recorded, either verbatim or summarized (Mc Milan, 2012: 167). According to (Ary, 2006: 438) there are three kind of interview, namely:

1. Unstructured interview, interview which is a conversational type of interview in which the questions arise from the questions. The interview is not planned in detail a head.



2. Structured interview, interview that the schedule for the specific purpose of getting certain information from the subjects. The questions are structured.
3. Semi structured interview, interview in which the area of interest is chosen and question are formulated but the interviewer many modify the formal question during the interview process.

Based on the ideas above, this research used semi interview. Applying this technique in interview was to create relax and flexible situation to gain the information about listening academic lecturer. The researcher used procedure as follows:

1. The researcher prepared the concept of questions that would be asked to the selected lecturer. The researcher also prepared recorder to record informants' answers.
2. The researcher asked and talked in a friendly way according to the concept of question that had been prepared based on the interview guide.
3. The researcher recorded interviewees' answer.
4. The researcher wrote interview transcript based on the results of recording

B. Documentation

Documentation refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records and memorabilia of all short that can be used as supplemental information as part of study whose fundamental information source is member perception or meeting (Bogdan and Biklen, 1998: 57). In this way, documentation strategy is a method of gathering information that is in a round about



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way given to inquire about subject. Arikunto, (2002:133) clarifies, "In the execution of documentation techniques, scientist exploring the composed things, for example, books, magazines, documentations, guidelines, meeting minutes, journals, and so forth".

This opinion is supported by Moleong, (2010:280) who says that documents is a kind of source data involve anything notes aimed to examine a research. The documentation that was gotten in this research were: lesson plan, syllabus, and list of the students 'scores.

3.5. Data Analysis Technique.

The gathered information got from the aftereffect of meeting, perception, and Documentation were dissected to reach inferences According to Meleong (2010:280) data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit.

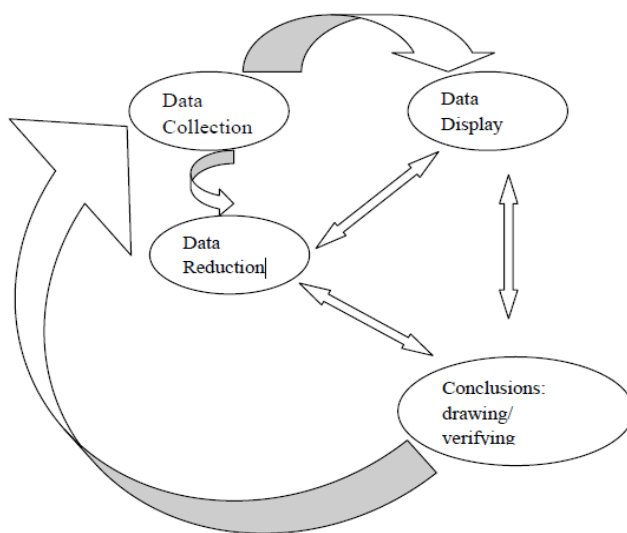
From the explanation above, it can be synthesized that data analysis is the process of organizing and putting the data into the right pattern, category, and the basic unit, so we can find the theme and formulate hypothesis as suggested by the data. The gathered information got from the aftereffect of meeting, perception, and Documentation were dissected to reach conclusion..

In this research, in breaking down the information, the specialist utilized subjective information investigation inqualitative data analysis. The qualitative data of this research is analyzed by using inductive analysis method. This technique is

Used to find the data after coming the real filed. Then making conclusion from the data.

Based on Sugiono (2008:245-246)There are some processes in data analysis; the first process is recording their speaking to know find there are some errors or not. Information examination on the field was done when gathering information and in the wake of gathering the information. The exercises on the subjective information were done intelligently and proceed until complete. There are three exercises on data analysis; data reduction, data display, and conclusion drawing/ verification

Nevertheless, the data analysis in this study can be broken down into three stages; they are Data Reduction, Data Display, and Drawing Conclusion or Interpretation (Sugiono, 2012: 91). Those can be explained as follows:



(Sugiono, 2012: 91)



1. Data Reduction

Information decrease is the way toward diminishing the information happening over and over. Diminishing the information implies summing up, picking the primary concern, concentrating on the significant things, finding the point and the structure (Sugiono, 2009: 92). The information decreased in this examination were information found in the meeting transcript. The decreased information were those which were out of subjects in this investigation, or which had no connection with material, technique, media, system, and assessment utilized. In this exploration the meeting transcript is utilized.

2. Data Display

Information decrease the subsequent stage in examining the information is information show. It is the way toward showing information as table or exposition so it gets progressively reasonable. Miles and Huberman as referred to in Sugiono (2009: 95) express that seeing presentations help use to comprehend what's going on and to accomplish something further examination or alert on that comprehension. In this examination, the analyst utilized exposition in showing the information, since it is most normal information show utilized in subjective research. Miles and Huberman (1984) state "the most successive type of show information for subjective research information in the past has been account content" (Sugiono, 2009:95). After this progression, the specialist can go to the last advance in investigating subjective information.



3. Drawing Conclusion or Interpretation

This was the last advance of information investigation that was making inference or understanding. From the beginning of the information assortment, the subjective examination is starting to choose what things mean-is taking note of guidelines, designs, clarification, potential setups, causal streams and relational word (Miles and Huberman:1994:11) The end in subjective research was another disclosure that can be an answer of the exploration issue. The end was as depiction of the object of this investigation. At long last, in this progression the analyst could get the outcome and finish of the examination.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

There are two parts in this chapter. The first part presents the conclusion of the research. Meanwhile, the second part presents some recommendations for the improvement to find implementations in teaching listening of Pre-service English Teachers.

5.1 Conclusion

1. Researcher found Pre-Service English Teachers' difficulties in improving academic listening comprehension are language and non-language difficulties. Language difficulties is vocabulary, grammatical structures, pronunciation, and the length of the spoken passages. Non-language difficulties is quality of Audio, lack interest in academic listening, and lack of practice academic listening.
2. The result of this research conform that the Pre-Service English Teachers' basically had used Memory, Cognitive, Compensation, Metacognitive, Affective, and Social Strategies. The Academic Listening lecturer had given the various listening strategy, so Pre-service English Teachers choose the strategy which suit them.



3. The result of middle semester test was excellent (7,14 %), good (28,57 %), fairly good (61,90%), poor (2,28 %), and Very poor (0 %). The majority of Pre-service English Teachers is in fairly good. Moreover, the result of middle semester test was excellent (0 %), good (59,52 %), fairly good (35,71 %), poor (4,76 %), and Very poor (0 %). The majority of Pre-service English Teachers is in good. The Pre-Service English Teachers still low. So, the lecturer and Pre-Service English Teachers need to give more effort in it.

Listening comprehension has been discarded in numerous English language programs. Listening comprehension is a confounded procedure. The methodologies of listening comprehension should be utilized at the same time. We should secure the content as we focus on it, save the information in memory, blend it in with what follows and modify our fathoming of what we hear by means of past skill and next data. Speaker need to instruct the Pre-Service English Teachers reasonable listening procedures. There is no an ideal methodology that fits a wide range of English classes. Listening activities be masterminded from essential to extra confounded as the new kids on the block accomplish in English language. This audit of writing showed the components that hastened some difficult issues for students' listening understanding and furthermore provided some valuable recommendations for instructors and understudies to improve their listening cognizance capacity. It is

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trusted that the discoveries of this get some answers concerning add to the improvement of instructing and concentrating in listening perception

In conclusion, listening is basic not just in language adapting anyway moreover in step by step correspondence. Be that as it may, the Pre-Service English Teachers appear to have issues with tuning in. Here are the most continuous issues assembled from the students: the time they spend on examining themselves is too little to even think about improving the aptitude, the unseemly strategies of student would be a prevention for their listening perception. The difficulties are moreover caused from the tuning in scholastic settings. To secure an alluring listening aptitude, understudies themselves have a lot more noteworthy exposure to assortment of tuning in. All the while, they become familiar with the proposals or methodologies through everything about becoming acquainted with themselves. Speakers play a fundamental capacity in educating first year recruits techniques and how to tail them into the listening task. These are proposal to determine the issues as appropriately as to improve the listening expertise for understudies in University of Riau.

5.2. Recommendation

Based on the result finding of research, some recommendations can be recommended to all stakeholders involving in the process of Pre-service English Teachers' development in Academic listening, even at campus or out of campus give more attention toward the ways to improve or increase students listening strategy and decrease the Pre-service English Teachers students' listening difficulty.



This research has completed discovering the common troubles which the Pre-service English Teachers need to get in listening perception in academic listening. In view of the truth and figure, an assortment of procedures are likewise guided to help them with higher tuning in. To affirm what have been composed above and researcher contemplations about the response to improve the listening capacity of the Pre-service English Teachers, it can be concluded that with these ideas:

1. Lecturer

In research finding, the lecturer can be aware that the success of lecturer in teaching can be seen from the independence of students to arrange their study, so that, lecturer could produce independent, creative, active, and innovative Pre-service English Teachers.

Moreover, since the results revealed reading difficulties caused Pre-service English Teachers low academic listening scores, it seems reasonable to suggest that reducing difficulties may positively affect their listening comprehension in general. In order to help Pre-service English Teachers improve their listening comprehension in academic listening, lecturers must be able to understand their Pre-service English Teachers' listening difficulties which might vary from one individual to another.

In every listening lesson, the lecturer should display his/her understudies the techniques in each phase of listening understanding. By and large, there are three phases: pre-tuning in, while-tuning in and post-tuning in. Moreover, the person in



question will propose their understudies with the prospectus they can self-learn at home. To put it plainly, this exploration doesn't point of convergence on how teachers raise out their exercise however it is an opportunity to capture more prominent about the understudy's issues. As (Willis, 1981) prompted that directly here are the smaller scale abilities that required.

2. Students

The Pre-service English Teachers would be more sensitive to remaining listening difficulties and listening strategy in academic listening. Second, in terms of their listening academic listening comprehension, the Pre-service English Teachers would be more motivated because they would be more aware of listening strategy and listening difficulties in listening process. Pre-service English Teachers must spend an awful part additional time on rehearsing. They should focus on a scope of subjects so as to get acquainted with them. Subsequently, the legacy aptitude will be improved as pleasantly as the expertise. Also, the Pre-service English Teachers need to comprehend to apply appropriate systems to each kind of listening literary substance so as to get the best result. However, the capacity of Pre-service English Teachers will now not be quickened the top of the line aside from instructors. Instructors play such an enormous in working up their aptitude.



3. Government

The writer recommends to the stakeholders who teach at English education program in Islamic University of Riau and all stakeholders/ government involving the process of Pre-service English Teachers in learning process or out of the campus to give more attention to academic listening subject. English stakeholders/ government should make program to develop and train the students' listening strategies and consider the students' difficulties in academic listening. So, the Pre-service English Teachers can comprehend the reading academic listening better. Furthermore, Pre-service English Teachers listening strategies take an essential place for successful of students in learning English. In this case, it gives awareness toward students that listening strategy is very important.

The stakeholders also should be creative and innovative to create strategies that appropriate to Pre-service English Teachers' need. in order to improve Pre-service English Teachers listening academic test performance.

4. Further Researcher

Considering the obtained results and recognizing the restrictions of the investigation, a few rules for the future research could be recommended. The future examinations should concentrate focus on Pre-service English Teachers different educational backgrounds.

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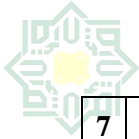
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS ISLAM RIAU**

1	Nama Mata Kul :	Academic Listening
2	Kode Mata Kulia :	IG 23010
3	Semester :	2
4	Bobot (sks) :	3 SKS
5	Dosen Pengampu :	Dra. Syofianis Ismail, M.Ed. Sitti Hadijah, M.Pd.
6	Deskripsi Matakuliah :	This course is designed to enable students to employ systematic and accurate listening to take notes, outline, and evaluate original, spoken English at advanced level: comprehending main ideas and details of literal, inferential, critical, and evaluative dialogues as well as narrative, descriptive, expository, academic, and argumentative discourses, and more advanced speech of various types, styles, and functions, in order to understand authentic English Speech for refined communication.

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Capaian Pembelajaran Matakuliah

: Softskill

A. Sikap

- a. Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religious.
- b. menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika.
- c. Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila.
- d. Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa.
- e. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain.
- f. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan.
- g. Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara; h. menginternalisasi nilai, norma, dan etika akademik.
- h. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri.
- i. Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.

Hardskill

B. Pengetahuan

- a. Menguasai konsep, prinsip, teknik dan prosedur pada pembelajaran academic listening.
- b. Menguasai konsep teoritik bidang keilmuan lain yang serumpun pendukung penguasaan bidang keilmuan academic listening
- c. Menguasai konsep teoritik pedagogi, inovasi pembelajaran Listening di Sekolah
- d. Menguasai konsep dan teknik pengembangan perangkat pembelajaran, penyajian (Metode dan Prosedur), pengelolaan, dan evaluasi pada pembelajaran listening yang mendidik.

C. Keterampilan

Keterampilan Umum

- a. Menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora pada program studi pendidikan bahasa Inggris
- b. Menunjukkan kinerja mandiri, bermutu, dan terukur
- c. Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan dan teknologi yang

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- d.
- e. memperhatikan dan menerapkan nilai humaniora sesuai dengan bidang ilmu pada program studi pendidikan bahasa inggris berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni
- f. Menyusun deskripsi saintifik hasil kajian pada bidang ilmu pendidikan bahasa inggris dalam bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi
- g. Mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang ilmu pendidikan bahasa inggris, berdasarkan hasil analisis informasi dan data
- h. Memelihara dan mengembangkan jaringan kerja dengan pembimbing, kolega, sejawat baik di dalam maupun di luar lembaga program studi pendidikan bahasa inggris.
- i. Bertanggung jawab atas pencapaian hasil kerja kelompok dan melakukan supervisi serta evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggung jawabnya.
- j. Melakukan proses evaluasi diri terhadap kelompok kerja yang berada di bawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri
- k. Mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi.

Keterampilan Khusus

- a. Menerapkan konsep, prinsip, teknik dan prosedur pada pembelajaran academic listening.
- b. Menerapkan konsep teoritik bidang keilmuan lain yang serumpun pendukung penguasaan bidang keilmuan academic listening
- c. Menerapkan konsep teoritik pedagogi, inovasi pembelajaran Listening di Sekolah
- d. Menerapkan konsep dan teknik pengembangan perangkat pembelajaran, penyajian (Metode dan Prosedur), pengelolaan, dan evaluasi pada pembelajaran listening yang mendidik.

8 Bahan Kajian :

1. Character
2. Time
3. Home
4. Size
5. Patterns
6. Speed
7. Vision
8. Extremes
9. Life
10. Work
11. Nourishment
12. Community
13. Space
14. Scale
15. Success

9. Rencana Kegiatan Perkuliahan

Min gu ke-	Kemampuan Akhir yang Diharapkan	Bahan Kajian	Strategi/ Metode Pembelajaran	Alokasi Waktu	Pengalaman Belajar Mahasiswa	Kriteria (Indikator) Capaian	Instrumen Penilaian /Assesment	Bobot Penilaian	Pustaka/ Literatur
1	2	3	4	5	6	7	8	9	10
1	Mahasiswa memahami tentang CP mata kuliah dan cara pencapaian dalam satu semester. Memahami informasi	Character: Birth order and personality (Psychology) Temperament (Child Development)	Pemaparan di kelas Questioning and Answering Technique	3x 50 menit 3x 60 menit	Mendengarkan penjelasan dosen tentang CP Mata kuliah Praktek Listening (Listening Practice)	Tes Tertulis : Menjawab pertanyaan yang terkait dengan informasi yang dituturkan oleh native speaker secara lisan. Observasi	Tes Scoring Rubric	10	

1. Diwajibkan menyebutkan sumber.

1. Diwajibkan menyebutkan sumber.
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
1	yang terkait dengan : Listening for main ideas Listening for reasons					<p>si: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan mahasiswa dalam menentukan pendapat mereka terkait dengan info 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>Undang-Undang No. 11/2012 tentang Peningkatan Mutu Pendidikan Tinggi sebagian atau seluruh karyanya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>1. Undang-Undang No. 11/2012 tentang Peningkatan Mutu Pendidikan Tinggi milik UIN Suska Riau State Islamic University of Sultan Syarif Kasim Riau</p>					<p>Observasi terhadap kegiatan belajar mahasiswa dalam proses pembelajaran di setiap tahun. Observasi terhadap kegiatan belajar mahasiswa dalam proses pembelajaran di setiap tahun.</p>			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
						una n dan kep edu lian dal am mel aks ana kan ko mu nik asi di dal am dan di luar kel as.			
2.	Memah ami inform asi yang terkait dengan : Listeni ng for results Using questio ns to predict main idea.	Time Circadia n Rhytm (Biolog y) Investig ating the effect of the moon	Questio ning and answeri ng techniq ue	3 x 50 men it 3x 60 Me nit 3 x 60 men it	<i>Praktek Listenin g (Listeni ng Practic e)</i>	Tes Tertulis : Menjaw ab pertany aan yang terkait dengan informa si yang dituturk an oleh native speaker	<i>Tes Scorin g Rubric</i>	10	

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>Yg Undang-Undang milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>secara lisan.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan mahasiswa dalam menuntuturkan pendapat mereka terkait 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>den gan info rma si yan g mer eka den gar.</p> <ul style="list-style-type: none"> • Obs erv asi terh ada p kes ung guh an sis wa dal am pro ses pe mb elaj ara n di seti ap tah apa n. • Obs erv asi terh ada 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
						<p>p kes ant una n dan kep edu lian dal am mel aks ana kan ko mu nik asi di dal am dan di luar kel as.</p>			
3	Memah ami inform asi yang terkait dengan : Listening for special terms Predict	Home Multi- generati onal homes (urban plannin g) Less is more (Archite chture)	Questio ning and Answer ing Techniq ue	3 x 50 men it 3 x 60 men it 3 x 60 men	<i>Praktek Menden garkan (Listeni ng Practic e)</i>	Tes Tertulis : Menjaw ab pertany aan yang terkait dengan informa si yang	<i>Test Scoori ng Rubric</i>	10	

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min inggu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 103/2014 tentang Standar Nasional Pendidikan Tinggi Undang-Undang</p> <p>Undang-Undang</p> <p>keputusan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.</p>					<p>mer eka terk ait den gan info rma si yan g mer eka den gar.</p> <ul style="list-style-type: none"> • Obs erv asi terh ada p kes ung guh an sis wa dal am pro ses pe mb elaj ara n di seti ap tah apa n. • Obs 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
						erv asi terh ada p kes ant una n dan kep edu lian dal am mel aks ana kan ko mu nik asi di dal am dan di luar kel as.			
4.	Memah ami inform asi yang terkait dengan : Predict ing	Size Wallsca pes (Media Studies) Miniatu re medical	Quest ionin g and Answ ering Tech nique	3 x 50 men it 3 x 60 men it	Praktek Listenin g (Listeni ng Practic e)	Tes Tertulis : Menjaw ab pertany aan yang terkait	Test Rubrik Peneli aan	10	

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ggu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
1	content from interview questions. Listening for advantages and disadvantages	devices (Medicine)		3 x 60 menit		dengan informasi yang dituturkan oleh native speaker secara lisan. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan mahasiswa dalam menuturkan			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>ngi Undang-Undang tipe sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>pendapat mereka terkait dengan informasi yang mereka dengar.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>ngi Undang-Undang</p> <p>utip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>apa n.</p> <ul style="list-style-type: none"> • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
5 Undang-Undang tipe sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.	Memahami informasi yang terkait dengan : Listening for explanation and examples Listening for main ideas of a talk	Patterns Graphology (Forensic Science) Flocks, schools, and swarms (Zoology)	Questioning and Answering Technique	3 x 50 menit 3 x 60 menit 3 x 60 menit	Praktek Listening (Listening Pratek)	Tes Tertulis : Menjawab pertanyaan yang terkait dengan informasi yang dituturkan oleh native speaker secara lisan. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan	Tes Rubrik Penilaian	10	



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Diha rakan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>ngi Undang-Undang tipe sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>n ma hasi swa dal am me nut urk an pen dap at mer eka terk ait den gan info rma si yan g mer eka den gar.</p> <ul style="list-style-type: none"> • Obs erv asi terh ada p kes ung guh an sis wa dal am 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>Undang-Undang No. 12 Tahun 2012 tentang Pembelajaran di Masa Depdiknas dan Kemendiknas Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>proses pembelajaran di setiap tahun.</p> <ul style="list-style-type: none"> Observasi terhadap pelaksanaan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
						kel as.			
6	Memah ami inform asi yang terkait dengan : Listeni ng for tone of voice Listeni ng for block organiz ation	Speed It is fun to be scared (Psycho logy) The race to be the slowest (Urban studies)	Questio ning and Answer ing Techniq ue	3 x 50 men it 3 x 60 men it 3 x 60 men it	Praktek Listenin g (Listeni ng Practic e)	Tes Tertulis : Menjaw ab pertany aan yang terkait dengan informa si yang dituturk an oleh native speaker secara lisan. Observa si: (penila ian yang bertuj uan untuk memb erikan balika n secara lebih cepat)	Tes Rubrik Penili ana	10	

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>Undang-Undang No. 12 Tahun 2012 tentang Pembukaan dan Pelaksanaan Tugas Belajar Pendidikan Tinggi State Islamic University of Sultan Syarif Kasim Riau</p>					<ul style="list-style-type: none"> • Observasi terhadap tindakan mahasiswa dalam menuturkan pendapat mereka terkait dengan informasi yang mereka dengar. • Observasi terhadap 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>ngi Undang-Undang</p> <p>itip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>kes ung guh an sis wa dal am pro ses pe mb elaj ara n di seti ap tah apa n.</p> <ul style="list-style-type: none"> • Obs erv asi terh ada p kes ant una n dan kep edu lian dal am mel aks ana kan ko mu 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaia n	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
						nik asi di dal am dan di luar kel as.			
7	Memah ami inform asi yang terkait dengan : Recogn ising differe nt types of number s Listeni ng for transiti on questio ns	Vision Our world, our senses (Biolog y) Dans Le Noir (Culinar y art)	Questio ning and Answer ing Techniq ue	3 x 50 men it 3 x 60 men it 3 x 60 men it	<i>Praktek Listenig (Listeni ng Practic e)</i>	Tes Tertulis : Menjaw ab pertany aan yang terkait dengan informa si yang dituturk an oleh native speaker secara lisan. Observa si: (penila ian yang bertuj uan untuk memb	<i>Tes Rubrik Penila ian</i>		

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>erikan balika n secara lebih cepat)</p> <ul style="list-style-type: none"> • Obs erv asi terh ada p tind aka n ma hasi swa dal am me nut urk an pen dap at mer eka terk ait den gan info rma si yan g mer eka den gar. 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>Undang-Undang</p> <p>milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<ul style="list-style-type: none"> • Observasi terhadap pelaksanaan proses pembelajaran di setiap tahun. • Observasi terhadap pelaksanaan dan kepedulian dalam 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
						mel aks ana kan ko mu nik asi di dal am dan di luar kel as.			
8	Memah ami inform asi yang terkait dengan : Listeni ng for words used to classify items Listeni ng for main idea	Extrem e Ultimat e memory (Neurosc ience) Extrem e Environ emtns (Enviro mental skills)	Questio ning and Answer ing	3 x 50 men it 3 x 60 men it 3 x 60 men it	<i>Praktek Listenin g (Listeni ng Practic e)</i>	Tes Tertulis : Menjaw ab pertany aan yang terkait dengan informa si yang dituturk an oleh native speaker secara lisan. Observa si: (penila ian yang	<i>Tes Rubrik Penila ian</i>	10	

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
1	Undang-Undang No. 11 tahun 2002 tentang Pemerintahan Daerah Kabupaten dan Kota					bertujuan untuk membalikan secara lebih cepat) <ul style="list-style-type: none"> • Observasi terhadap tindakan mahasiswa dalam menentukan pendapat mereka terkait dengan informasi yang 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
						edu lian dal am mel aks ana kan ko mu nik asi di dal am dan di luar kel as.			
9	<i>Mid Semester</i>								
10	Memah amii makna yang terkait dengan : Listeni ng for main idea Listeni ng to stories Listeni ng for	Life A Life lesson (literary Studies) Heifer Internati onal (Anthro pology)	Questio ning and Answer ing Techniq ue	3 x 50 men it 3 x 60 men it 3 x 60 men it	<i>Praktek Listenin g (Prakte k Listenin g)</i>	Tes Tertulis : Menjaw ab pertany aan yang terkait dengan informa si yang dituturk an oleh native speaker secara lisan.	<i>Tes Rubrik Penila ian</i>	10	

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
1	past and present time signals					Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan mahasiswa dalam menentukan pendapat mereka terkait dengan			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>ngi Undang-Undang</p> <p>itip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>info rma si yan g mer eka den gar.</p> <ul style="list-style-type: none"> • Obs erv asi terh ada p kes ung guh an sis wa dal am pro ses pe mb elaj ara n di seti ap tah apa n. • Obs erv asi terh ada p kes 			

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
						ant una n dan kep edu lian dal am mel aks ana kan ko mu nik asi di dal am dan di luar kel as.			
11	Memah ami inform asi yang terkait dengan : Listeni ng for main idea Listeni ng to list	Work Love your job (human behavio r) Job skills for the future (Econo mics)	Questio ning and Answer ing Techniq ue	3 x 50 men it 3 x 60 men it 3 x	Praktek Listenin g (Listeni ng Practic e)	Tes Tertulis : Menjaw ab pertany aan yang terkait dengan informa si yang dituturk an oleh native	Tes Rubrik Penila ian	10	

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
1	Listening for the structure of the talk.			60 menit		<p>speaker secara lisan.</p> <p>Observasi: (penilaian yang bertujuan untuk membalikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan mahasiswa dalam menuturkan pendapat mereka terk 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>Undang-Undang No. 12 Tahun 2012 tentang Pembentukan dan Pembagian atau seluruh karyanya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>1. Undang-Undang No. 12 Tahun 2012 tentang Pembentukan dan Pembagian atau seluruh karyanya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p> <p>2. Undang-Undang No. 12 Tahun 2012 tentang Pembentukan dan Pembagian atau seluruh karyanya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>					<p>ait den gan info rma si yan g mer eka den gar.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahun. • Observasi terhadap 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
						ada p kes ant una n dan kep edu lian dal am mel aks ana kan ko mu nik asi di dal am dan di luar kel as.			
12	Memah ami inform asi yang terkait dengan : Predict ing Listeni	Nourish ment Brain food (Health and Nutritio n) Emotio nal Nourish	Questio ning and answeri ng techniq ue	3 x 50 men it 3 x 60 men it	<i>Listenin g Practic e (Prakek Listenin g)</i>	Tes Tertulis : Menjaw ab pertany aan yang terkait dengan informa si yang	<i>Tes Rubrik Penila ian</i>	10	

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
1	<p>ing for main ideas</p> <p>UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>ment (Psycho logy)</p>		<p>3 x 60 men it</p>		<p>ditutur kan oleh native speaker secara lisan.</p> <p>Observa si: (penila ian yang bertuj uan untuk memb erikan balika n secara lebih cepat)</p> <ul style="list-style-type: none"> • Obs erv asi terh ada p tind aka n ma hasi swa dal am me nut urk an pen dap at 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ngu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>ngi Undang-Undang</p> <p>itip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>mer eka terk ait den gan info rma si yan g mer eka den gar.</p> <ul style="list-style-type: none"> • Obs erv asi terh ada p kes ung guh an sis wa dal am pro ses pe mb elaj ara n di seti ap tah apa n. • Obs 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
						erv asi terh ada p kes ant una n dan kep edu lian dal am mel aks ana kan ko mu nik asi di dal am dan di luar kel as.			
13	Memah ami inform asi yang terkait dengan : Listeni	Commu nity Commu nity Service (Social Studies) A	Questio ning and Answer ing Techniq ue	3 x 50 men it 3 x 60 men it	<i>Praktek Listenin g (Listeni ng Practic e)</i>	Tes Tertulis : Menjaw ab pertany aan yang terkait	<i>Tes Rubrik Penila ian</i>	10	

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ggu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
1	<p>ng for exampl es</p> <p>Listening for details</p> <p>UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>	<p>differen t kind of commu nity (Current affair)</p>		<p>3 x 60 men it</p>		<p>dengan informa si yang dituturk an oleh native speaker secara lisan.</p> <p>Observa si: (penila ian yang bertuj uan untuk memb erikan balika n secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan mahasiswa dalam menentukan 			



Minggu ke-	Kemampuan Akhir yang Diharapkan	Bahan Kajian	Strategi/ Metode Pembelajaran	Alokasi Waktu	Pengalaman Belajar Mahasiswa	Kriteria (Indikator) Capaian	Instrumen Penilaian /Assesment	Bobot Penilaian	Pustaka/Literatur
1	2	3	4	5	6	7	8	9	10
	<p>Undang-Undang</p> <p>milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>pendapat mereka terkait dengan informasi yang mereka dengar.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap 			

ditip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min gu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaia n	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
						<p>apa n.</p> <ul style="list-style-type: none"> • Observasi terhadap peserta undangan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. 			
14	Memahami informasi yang terkait	Space Work Soace (Design)	Questioning and Answering Techniq	3 x 50 menit	Praktek Listening (Listening Practic	Tes Tertulis : Menjawab	Tes Rubrik Penilaian	10	

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Min ggu ke-	Kema mpuan Akhir yang Dihara pkan	Bahan Kajian	Strateg i/ Metode Pembel ajaran	Alo kasi Wa ktu	Pengal aman Belajar Mahasi swa	Kriteri a (Indika tor) Capaian	Instru men Penila ian /Asses sment	Bob ot Penil aian	Pust aka/ Liter atur
1	2	3	4	5	6	7	8	9	10
	<p>dengan : Listening for main idea</p> <p>Listening for reasons</p> <p>Listening for time signals</p>	Urban Sprawl (Urban Planning)	ue	<p>3 x 60 men it</p> <p>3 x 60 men it</p>	e)	<p>pertany aan yang terkait dengan informa si yang dituturk an oleh native speaker secara lisan.</p> <p>Observa si: (penila ian yang bertuj uan untuk memb erikan balika n secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan mahasiswa dalam 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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1	2	3	4	5	6	7	8	9	10
	<p>ngi Undang-Undang</p> <p>itip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>me nut urk an pen dap at mer eka terk ait den gan info rma si yan g mer eka den gar.</p> <ul style="list-style-type: none"> • Obs erv asi terh ada p kes ung guh an sis wa dal am pro ses pe mb elaj ara 			

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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15	Memah ami	Scale	Questio ning	3 x 50	<i>Praktek Listenin</i>	<p>n di seti ap tah apa n.</p> <ul style="list-style-type: none"> • Obs erv asi terh ada p kes ant una n dan kep edu lian dal am mel aks ana kan ko mu nik asi di dal am dan di luar kel as. 	<i>Tes</i>	10	

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1	2	3	4	5	6	7	8	9	10
	informasi yang terkait dengan : Listening for main idea Listening for comparison Listening for contrast State Islamic University of Sultan Syarif Kasim Riau	Buildin g Big (Design and technol ogy) Big Bussine ss (Bussine ss Studies)	and Answer ing Techniq ue	3 x 60 men it 3 x 60 men it	g (Listeni ng Practic e)	Tertulis : Menjaw ab pertany aan yang terkait dengan informa si yang dituturk an oleh native speaker secara lisan. Observa si: (penila ian yang bertuj uan untuk memb erikan balika n secara lebih cepat) • Obs erv asi terh ada p tind aka n	Rubrik Penila ian		

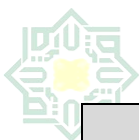
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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1	2	3	4	5	6	7	8	9	10
	<p>Undang-Undang No. 11 Tahun 2002 tentang Sistem Pendidikan Tinggi sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>1. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. 2. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> <p>3. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>					<p>mahasiswa dalam menentukan pendapat mereka terkait dengan informasi yang mereka dengar.</p> <ul style="list-style-type: none"> • Observasi terhadap ada p kesungguhan siswa dalam pro 			



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1	2	3	4	5	6	7	8	9	10
	<p>Yogi Undang-Undang Himpun sebagai bagian atau seluruh kanya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>milik UIN Suska Riau</p> <p>State Islamic University of Sultan Syarif Kasim Riau</p>					<p>ses pe mb elaj ara n di seti ap tah apa n.</p> <ul style="list-style-type: none"> • Obs erv asi terh ada p kes ant una n dan kep edu lian dal am mel aks ana kan ko mu nik asi di dal am dan di luar kel 			



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1	2	3	4	5	6	7	8	9	10
16						as.			
<i>Semester Test</i>									

10. Daftar Pustaka Utama

Catatan :

1. Minggu untuk melaksanakan ujian termasuk dalam 18 kali pertemuan
2. Ujian Tengah Semester dan Ujian Akhir Semester dilaksanakan pada minggu 9 dan minggu 18
3. Minggu efektif tatap muka sebanyak 16 kali pertemuan

Penilaian:

- Kehadiran minimal 80% merupakan prasyarat bagi kelulusan mata kuliah.
- Pembobotan penilaian didasarkan pada:
 - a. Absensi : 10%
 - b. Tugas : 40%
 - c. UTS : 20%
 - d. UAS : 30%

Nilai Akhir	
86 – 100	= A
80 – 85	= A-
76 – 81	= B+
70 – 75	= B
66 – 69	= B-
60 – 65	= C+
56 – 59	= C
50 – 55	= C-
45 – 49	= D
< 44	= E

Daftar Pustaka

Baker, Lida & Gershon, Steven. 2012. *Skillful Listening & Speaking Students' Book 1*. London: Macmillan.

Bohlke, David, and Lockwood, Robyn Brinks. 2013. *Skillful Listening & Speaking Students' Book 2*. London: Macmillan.

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Foley, BarbaraH. 1998. *Now Hear This! Listening Comprehension for High Beginners and Intermediates*. London: NewBury House Publishers.

Hutchins, Lisa A and Jack C Richards. 2004. *Developing Tactics for Listening 2nd Edition*. New Yourk:



UIN SUSKA RIAU

Oxford University Press.

Richard, Jack C and Grant Trew. 2010. *Developing Tactics for Listening 3rd Edition*. New Yourk: Oxford University Press.

Richard, Jack C. 2005. *Developing Tactics for Listening 2nd Edition*. New Yourk: Oxford University Press.

Ditelaah oleh Tim Penjaminan Mutu Prodi

Pekanbaru, 3 Nopember 2016
Koordinator Dosen Pengampu

Sri Wahyuni, M.Pd.
NIDN.1022098901

Sitti Hadijah, M.Pd
NIDN. 1020048803

Mengesahkan
Ketua Prodi,

Miranti Eka Putri, S.Pd., M.Ed.
NIDN. 1005068201

NILAI UJIAN AKHIR SEMESTER GENAP TA 2018/2019

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS ISLAM RIAU

Program Studi	Pendidikan Bahasa Inggris
Mata Kuliah Kode Mata Kuliah/SKS	Academic Listening IG23010/ 3 SKS
Semester/Kelas	2 /D
Dosen	Sitti Hadijah, S.Pd., M.Pd.

S K S	=	3	=	16	Kali Pertemuan
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Kriteria Penilaian

A b s	=	10 %	UT S	=	# #	100%
T u g a s	=	40 %	UA S	=	# #	

No	Nama	Abs	Nilai	Nilai	U	Nil	U	Nil	Nilai Akhir Kuliah
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Dilindungi Undang-Undang

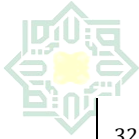
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(1)	(2)	(4)	(5)	(7)	(8)	(9)	(10)	(11)	Angka	Huruf	AM	Nilai Kualitatif
1	Aldo Fernando Andreas	14	8.75	27.3	69	13.8	70	21	70.88	B	3,00	BAIK
2	Alexanda Salsabila	14	8.75	30	60	12	65	19.5	70.25	B	3,00	BAIK
3	Amira Hilmy	16	10.00	28.5	65	13	70	21	72.53	B	3,00	BAIK
4	Annisa riandhani	16	10.00	27.3	60	12	60	18	67.33	B-	2,67	CUKUP BAIK
5	aulia De La Rosa	13	8.13	32.8	95	19	85	25.5	85.43	A-	3,67	BAIK SEKALI
6	Bella Aryanti Pasaribu	16	10.00	26	56	11.2	65	19.5	66.70	B-	2,67	CUKUP BAIK
7	Budi Setiawan	13	8.13	27.5	82	16.4	65	19.5	71.49	B	3,00	BAIK
8	Devi Oktaviani Devvari	15	9.38	26.7	60	12	60	18	66.04	B-	2,67	CUKUP BAIK
9	Dian Safitri	13	8.13	30.7	60	12	60	18	68.79	B-	2,67	CUKUP BAIK
10	Dimas Angga Syahputra	8	5.00	28	60	12	65	19.5	64.50	C+	2,33	CUKUP
11	Ely Puspita	16	10.00	26.7	60	12	60	18	66.67	B-	2,67	CUKUP BAIK
12	Fermita Yuliasma	15	9.38	29.3	65	13	75	22.5	74.21	B	3,00	BAIK
13	Fijlyani	16	10.00	28	48	9.6	65	19.5	67.10	B-	2,67	CUKUP BAIK
14	Fitri Rahayu	16	10.00	26.7	60	12	60	18	66.67	B-	2,67	CUKUP BAIK
15	Inayatur Rahmi	16	10.00	28.1	65	13	75	22.5	73.63	B	3,00	BAIK
16	Intan syazwina Salsabila	16	10.00	26.7	65	13	75	22.5	72.17	B	3,00	BAIK
17	Jamiatul Khoiriah HSB	15	9.38	28	60	12	60	18	67.38	B-	2,67	CUKUP BAIK
18	Jenna Audia	16	10.00	28	60	12	69	20.7	70.70	B	3,00	BAIK
19	Jenny Salsabila	15	9.38	26.7	74	14.8	75	22.5	73.34	B	3,00	BAIK
20	Kristina Simbolon	16	10.00	30.7	95	19	80	24	83.67	A-	3,67	BAIK SEKALI
21	Kurnia Meilia Sari	16	10.00	26.7	60	12	70	21	69.67	B-	2,67	CUKUP BAIK
22	M Arif Fadillah	13	8.13	28	60	12	60	18	66.13	B-	2,67	CUKUP BAIK
23	M Surya Naufal Ahdi	8	5.00	28	40	8	40	12	53.00	C-	1,67	KURANG BAIK
24	Marliansyah	15	9.38	32	80	16	80	24	81.38	A-	3,67	BAIK SEKALI
25	Marliyana	15	9.38	28	60	12	60	18	67.38	B-	2,67	CUKUP BAIK
26	Monica Aprila	14	8.75	29.3	77	15.4	80	24	77.48	B+	3,33	BAIK
27	Nadila Atika Putri	16	10.00	28	52	10.4	65	19.5	67.90	B-	2,67	CUKUP BAIK
28	Nur Azizah	16	10.00	28.9	61	12.2	70	21	72.13	B	3,00	BAIK
29	Nur Isna Wanti	16	10.00	29.3	65	13	70	21	73.33	B	3,00	BAIK
30	Nurmala	16	10	28	60	12	60	18	68	B-	2,67	CUKUP BAIK
31	Nurul Yatu Sholekhah	16	10	28	60	12	60	18	68	B-	2,67	CUKUP BAIK



32	Nuzul Elviera Fajrhama	16	10	32	78	15.6	80	24	81.6	A-	3,67	BAIK SEKALI
33	Resthania D Shansa	16	10	30.4	61	12.2	75	22.5	75.1	B	3,00	BAIK
34	Resti Maria Panjaitan	16	10	30.7	60	12	50	15	67.667	B-	2,67	CUKUP BAIK
35	Rizka Fatma Yulfianda	14	8.75	32	74	14.8	80	24	79.55	B+	3,33	BAIK
36	Rizsa Anjarinanda Damanik	16	10	28	60	12	60	18	68	B-	2,67	CUKUP BAIK
37	Sri Ramadanti W	14	8.75	26.7	60	12	60	18	65.417	C+	2,33	CUKUP
38	Siti Saudah Elisawati	16	10	28	69	13.8	70	21	72.8	B	3,00	BAIK
39	Sri Rezki Mulyani	16	10	28	60	12	70	21	71	B	3,00	BAIK
40	syarifah Sandra Nirwana	16	10	25.3	65	13	75	22.5	70.833	B	3,00	BAIK
41	Viona Malia Ahgnessia	15	9.375	26.7	60	12	60	18	66.042	B-	2,67	CUKUP BAIK
42	Widya Khaerani	15	9.375	28	60	12	65	19.5	68.875	B-	2,67	CUKUP BAIK

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Diketahui Oleh
 Ketua Program Studi

Pekanbaru, 5 Juli 2019
 Deosen Pengampu Mata Kuliah

Miranti Eka Putri, S.Pd., M.Ed

Sitti Hadijah, M.Pd.

LECTURER INTERVIEW'S TRANSCRIPT

Interviewer : good afternoon, ms

Lecturer : good afternoon.

Interviewer : thank you in advance for your willingness and your time for sharing you experience as a English Lecturer. i have some questions dealing with listening class, especially at UIR

Lecturer : yes

Interviewer : How long have you been teaching “Academic listening Subject”?



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Lecturer

:hmm actually teasing listening... I been starting teaching listening since 2015 and then every semester i get listening subject for my student and then, yeah there are two times in semester, there are two listening subject in one year for interpretative listening and also academic listening

Interviewer
class?

:Doyou apply various teaching techniques in the listening

Lecturer

:yes, such as i ask my students at the very beginning, usually i will ask some question to my student related to the topic that they are going to listen, and then after that i will ask the student to listening the video or audio for several times and then they have discussion with their friends, after they have discussion in small group we are going to have class discussion. And then, i also ever applied like hmm i forget the name like i assign the student to find out their own audio based on the topic that i have decided, and then they have to write down their own transcript of the audio, and then after that they are present it in front of the class.

Interviewer
class?

: what strategy do your student use in academic listening

Lecturer

:I teach them to use various listening technique such as memory, cognitive, compensation, metacognitive, affective, and social strategy. So, whatever strategy they used, its depend of them.

Interviewer

:What are the goals of academic listening subject?

Lecturer

:of course academic subject students are expected to be able to comprehend information in academic context, for example i provide materials for my students to comprehend

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Riau

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Interviewer

Lecturer

Interviewer

Lecturer

Interviewer

Lecturer

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the information about science, the various topic about science or about biology, about ... about .. the universe something like that and then we discuss about the material, as some question and proved some exercises for the student.

: Do the students have reach the goals?

:honestly, I am not satisfied yet dealing with my students' achievement in academic listening.

:How is the student's academic listening achievement?

:hmm..... i can say that the students, not all the students can achieve the targets. But what i appreciated from the teaching learning process happen in the class the students were showing their enthusiastic to improve their English, their listening especially, and also they know what to do to improve, because you know when we teach listening it is not like hmm we cannot directly make the students to be able to comprehend the information but it needs process. So what is see there, every time i come to the class i can see improvement of the students competence. They cannot understand all of the information but at least, they can get some idea form what they have listen.

:According to you, what factors are caused listening difficulties among adult students especially in University?

:because they did not have enough practice, like i said before that they did not have experience enough, proper experience in listening class. When they were senior high school they mostly practice reading, speaking or sometimes writing, but very rarely practice listening. Moreover, they have less interest especially in developing listening skill.



UIN SUSKA RIAU

Interviewer

:According to you as a language lecturer, what are the causes behind these?

Lecturer

:I think lack of practice is the main issue.

Interviewer

:What are the difficulties that your students face academic listening?

Lecturer

:When they are coming to the university they still not familiar with listening subject, and listening skill that they have to improve. So that is the challenge that I have to pass. And then, because of the,,, not all my students have good English. They still have problem with vocabulary, grammar, pronunciation. So those are the causes.

Interviewer

: How do you help your students' to minimize academic listening difficulties?

Lecturer

:I teach them to use various listening technique such as memory, cognitive, compensation, metacognitive, affective, and social strategy. Sometimes, I used more attractive and interesting media. sometimes the students also listen to the songs depend on the topic that am going to present, ya i ask the student to listen and comprehend the song.of course academic subject students are expected to be able to comprehend information in academic context, for example i provide materials for my students to comprehend the information about science, the various topic about science or about biology, about ... about .. the universe something like that ant then we discuss about the material, as some question and proved some exercises for the student.

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PRE SERVICE ENGLISH TEACHERS' INTERVIEW TRANSKIP

STUDENT 1

1. Do you like listening? Yes, I like listening.
2. What Difficulties do you have regarding listening comprehension? I don't understand listening.
3. Do you have difficulties in academic listening? Yes.
4. What are the causes of academic listening difficult? The speaker speak fast and unclear.
5. What kind of listening materials do you consider difficult? speech. All of material are difficult.
6. Which one of them did you find most difficult? Answer the question
7. Do you have difficulty regarding vocabulary problems? Yes, I have. What is your major problem? Forget vocabulary that I learn
8. Do you have difficulty regarding grammatical structures? Yes. What is your major problem? They don't speak in good grammar. They speak with many contractions.
9. Do you have difficulty regarding the length of the spoken passages? Yes. What is your major problem? IHave difficulty in grasping the main idea of text
10. Do you have difficulty regarding Quality of Audio? Yes. What is your major problem? The sound is small.
11. What strategies do you use in listening academic material? I do elaborate, infer, predict or summarize while listening
12. When you do not understand a listening academic material, what will you do? I ask the lecturer.
13. What do you do if you cannot answer the question about academic listening ? I make guesses.
14. What is your academic listening semester score ? **A**



STUDENT 2

1. Do you like listening? No.
2. What Difficulties do you have regarding listening comprehension? I don't understand.
3. Do you have difficulties in academic listening? yes
4. What are the causes of academic listening difficult? Many unfamiliar words.
5. What kind of listening materials do you consider difficult? Lecturer.
6. Which one of them did you find most difficult? Long lecturer
7. Do you have difficulty regarding vocabulary problems? Yes. What is your major problem? Limited vocabularies
8. Do you have difficulty regarding grammatical structures? Yes. What is your major problem? idiom
9. Do you have difficulty regarding the length of the spoken passages? Yes. What is your major problem? Some times, it is very long.
10. Do you have difficulty regarding Quality of Audio? Yes. What is your major problem? Not clear.
11. What strategies do you use in listening academic material? I hear a new word, I connect the sound of the new word and an image or picture on the word to help me remember the word.
12. When you do not understand a listening academic material, what will you do? **I discuss it with my friends.**
13. What do you do if you cannot answer the question about academic listening ? When I can't think a word meaning during listening conversation, I imagine the speaker's gesture.
14. What is your academic listening semester score ? I am forget.

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STUDENT 3

1. Do you like listening? yes
2. What Difficulties do you have regarding listening comprehension? I don't have difficulties
3. Do you have difficulties in academic listening? No, I don't
4. What are the causes of academic listening difficult? I think it is easy
5. What kind of listening materials do you consider difficult? Nothing.
6. Which one of them did you find most difficult? There is no difficulty.
7. Do you have difficulty regarding vocabulary problems? No.
8. Do you have difficulty regarding grammatical structures? No.
9. Do you have difficulty regarding the length of the spoken passages? yes
10. Do you have difficulty regarding Quality of Audio? Actually it is good enough. But it will be better if the campus have better audio equipments.
11. What strategies do you use in listening academic material? While listening, I try to translate words into Indonesian language to understand better
12. When you do not understand a listening academic material, what will you do? I repeat English words which I do not understand several times.
13. What do you do if you cannot answer the question about academic listening ?
I try to make a summary of information that I hear to understand the whole text
14. What is your academic listening semester score ? I got A

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STUDENT 4

1. Do you like listening? No, I don't.
2. What Difficulties do you have regarding listening comprehension? I can't understand all I heard
3. Do you have difficulties in academic listening? yes
4. What are the causes of academic listening difficult? Vocabulary is hard
5. What kind of listening materials do you consider difficult? All of them are difficult
6. Which one of them did you find most difficult? Listening to the speech.
7. Do you have difficulty regarding vocabulary problems? Yes. What is your major problem? I cant not understand difficult word.like medical words, engineering words, etc.
8. Do you have difficulty regarding grammatical structures? Yes. What is your major problem? Apostrophe. Short S with comma. Because it is different meaning.
9. Do you have difficulty regarding the length of the spoken passages? Yes. What is your major problem? It too long. I cant remember all.
10. Do you have difficulty regarding Quality of Audio? Yes. What is your major problem? It is unclear.
11. What strategies do you use in listening academic material? I translate into Indonesia when I am listening.
12. When you do not understand a listening academic material, what will you do? I ask my friends.
13. What do you do if you cannot answer the question about academic listening ? I ask my friends.
14. What is your academic listening semester score ? B.

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STUDENT 5

1. Do you like listening? No.
2. What Difficulties do you have regarding listening comprehension? All of material
3. Do you have difficulties in academic listening? yes
4. What are the causes of academic listening difficult? It has difficult words.
5. What kind of listening materials do you consider difficult? All of them is difficult.
6. Which one of them did you find most difficult? All of materials
7. Do you have difficulty regarding vocabulary problems? Yes. What is your major problem? I don't understand what speaker said
8. Do you have difficulty regarding grammatical structures? Yes. What is your major problem? Connotation sentences
9. Do you have difficulty regarding the length of the spoken passages? Yes. What is your major problem? They are long and boring
10. Do you have difficulty regarding Quality of Audio? Yes. What is your major problem? Unclear
11. What strategies do you use in listening academic material? I translate into Indonesia when I am listening.
12. When you do not understand a listening academic material, what will you do? I ask my friends
13. What do you do if you cannot answer the question about academic listening ? I ask my friends
14. What is your academic listening semester score ? B

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STUDENT 6

1. Do you like listening? No
 2. What difficulties do you have regarding listening comprehension?
Vocabulary,
 3. Do you have difficulties in academic listening? yes
 4. What are the causes of academic listening difficult? It is too long.
 5. What kind of listening materials do you consider difficult? lectures
 6. Which one of them did you find most difficult? Academic lectures
 7. Do you have difficulty regarding vocabulary problems? Yes. What is your major problem? It has difficult words.
 8. Do you have difficulty regarding grammatical structures? Yes What is your major problem? idioms
 9. Do you have difficulty regarding the length of the spoken passages? Yes. What is your major problem? It is long
 10. Do you have difficulty regarding Quality of Audio? yes What is your major problem? It is not load enough.
 15. What strategies do you use in listening academic material? ? I translate into Indonesia when I am listening.
 11. When you do not understand a listening academic material, what will you do? I aks the lecturers
 12. What do you do if you cannot answer the question about academic listening ? I guess
 13. What is your academic listening semester score ? A
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STUDENT 7

1. Do you like listening? No, I don't.
2. What difficulties do you have regarding listening comprehension?
Vocabulary, the speaker to fast.
3. Do you have difficulties in academic listening? Yes, I do.
4. What are the causes of academic listening difficult? The speed of speaker
5. What kind of listening materials do you consider difficult? speech
6. Which one of them did you find most difficult? Speech in lectures
7. Do you have difficulty regarding vocabulary problems? Yes, I do. What is your major problem? Low frequency vocabulary.
8. Do you have difficulty regarding grammatical structures? Yes. What is your major problem? Tenses.
9. Do you have difficulty regarding the length of the spoken passages? Yes. What is your major problem? Yes, it is too long.
10. Do you have difficulty regarding Quality of Audio? Yes. What is your major problem? It is unclear.
11. What strategies do you use in listening academic material? I pay attention to conversations to guess its meaning.
12. When you do not understand a listening academic material, what will you do? I ask my friends.
13. What do you do if you cannot answer the question about academic listening ?I ask the lecturer for clarification of what I do not understand.
14. What is your academic listening semester score ? A

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STUDENT 8

1. Do you like listening? No, I don't.
2. What Difficulties do you have regarding listening comprehension? The vocabulary, the audio, and question.
3. Do you have difficulties in academic listening? Yes, I do.
4. What are the causes of academic listening difficult? The voice of speaker.
5. What kind of listening materials do you consider difficult? Speech and lectures.
6. Which one of them did you find most difficult? Long lecturer
7. Do you have difficulty regarding vocabulary problems? Yes. What is your major problem? The words with multiple meaning.
8. Do you have difficulty regarding grammatical structures? Yes. What is your major problem? Stuctures of sentences.
9. Do you have difficulty regarding the length of the spoken passages? Yes. What is your major problem? It is too long.
10. Do you have difficulty regarding Quality of Audio? yes. What is your major problem? Audio is not good.
11. What strategies do you use in listening academic material? While listening, I consciously pay attention to the information I need
12. When you do not understand a listening academic material, what will you do? I ask my friends.
13. What do you do if you cannot answer the question about academic listening ? I ask my lectures.
14. What is your academic listening semester score ? A

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STUDENT 9

1. Do you like listening? No, I don't
 2. What Difficulties do you have regarding listening comprehension? The sound is unclear
 3. Do you have difficulties in academic listening? yes
 4. What are the causes of academic listening difficult? The vocabulary
 5. What kind of listening materials do you consider difficult? Speech and lecturers
 6. Which one of them did you find most difficult? Academic lecturers
 7. Do you have difficulty regarding vocabulary problems? Yes. What is your major problem? I don't know the meaning of vocabularies.
 8. Do you have difficulty regarding grammatical structures? Yes. What is your major problem? The slang sentences.
 9. Do you have difficulty regarding the length of the spoken passages? Yes. What is your major problem? The speaker speak to fast.
 10. Do you have difficulty regarding Quality of Audio? Yes. What is your major problem? The Audio is not clear
 11. What strategies do you use in listening academic material? I use situational context (e.g. noise, speaker's voice,...) in order to understand the material
 12. When you do not understand a listening academic material, what will you do? I make guess.
 13. What do you do if you cannot answer the question about academic listening ? I ask the lecturer
 14. What is your academic listening semester score ? A
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STUDENT 10

1. Do you like listening? no, I don't.
 2. What Difficulties do you have regarding listening comprehension? sound
 3. Do you have difficulties in academic listening? yes
 4. What are the causes of academic listening difficult? The speaker is fast
 5. What kind of listening materials do you consider difficult? All of the material
 6. Which one of them did you find most difficult? lectures
 7. Do you have difficulty regarding vocabulary problems? Yes. What is your major problem? I don't know all the vocabulary
 8. Do you have difficulty regarding grammatical structures? Yes. What is your major problem? It used complicated sentences
 9. Do you have difficulty regarding the length of the spoken passages? Yes. What is your major problem? Too long
 10. Do you have difficulty regarding Quality of Audio? Yes. What is your major problem? I cant hear it well.it is unclear.
 11. What strategies do you use in listening academic material? While listening, I pay attention to the information I need.
 15. When you do not understand a listening academic material, what will you do? I ask the lecturer
 16. What do you do if you cannot answer the question about academic listening ? I ask the lecturer
 12. What is your academic listening semester score ? B.
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CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Nina Novyanti
 Language Development Center : Language Development Center
 State Islamic University of SUEKKA Riau : State Islamic University of SUEKKA Riau
 ID Number : 21790125624
 Date of Birth : November 18, 1995
 Sex : Female
 Test Form : Paper Based Test
 Language Development Center : Language Development Center
 State Islamic University of SUEKKA Riau : State Islamic University of SUEKKA Riau

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 52
 Structure & Written Expressions : 52
 Reading Comprehension : 52
 Overall Score : 52

Expiry Date : March 4, 2020

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Language Development Center
State Islamic University of SUEKKA Riau



The Head of Language Development Center



Drs. H. Kalayo Hasibuan, M. Ed- TESOL
 NIP: 196510281997031001

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SERTIFIKAT
ARABIC PROFICIENCY TEST
DIBERIKAN KEPADA

Nina Novayana

Nomor ID : 21790125624
Jenis Kelamin : Perempuan
Tanggal Lahir : 18 November 1993

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الاستماع	54 :
القواعد	56 :
القراءة	51 :
النتيجة	537 :

Berlaku Hingga : 30 April 2021



Maniyudin Syukri, M. Ag
The Head of Language Development Center



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Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmpstsp@riau.go.id

Kode Pos : 28126

REKOMENDASI

Nomor : 503/DPMPSTSP/NON IZIN-RISET/24215
TENTANG



032010

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1315/Un.04/PPs/PP.00.9/2019 Tanggal 3 Juli 2019**, dengan ini memberikan rekomendasi kepada:

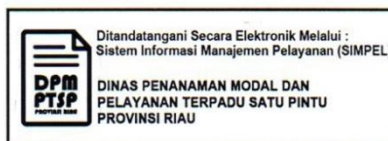
1. Nama : **NINA NOVAYANA**
2. NIM / KTP : **21790125624**
3. Program Studi : **PENDIDIKAN AGAMA ISLAM**
4. Konsentrasi : **PENDIDIKAN BAHASA INGGRIS**
5. Jenjang : **S2**
6. Judul Penelitian : **EXPLORING PRE-SERVICE ENGLISH TEACHERS' DIFFICULTIES, STRATEGIES AND ACHIEVEMENT IN IMPROVING LISTENING COMPREHENSION : A CASE STUDY AT ISLAMIC UNIVERSITY OF RIAU.**
7. Lokasi Penelitian : **PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS UNIVERSITAS ISLAM RIAU**

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1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
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3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 11 Juli 2019



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Disampaikan Kepada Yth :

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2. Ketua Prodi Pendidikan Bahasa Inggris Universitas Islam Riau
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yano Bersanokutan



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THE GRADUATE PROGRAMME

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Pekanbaru, 3 Juli 2019

Nomor : 1315/Un.04/PPs/PP.00.9/2019
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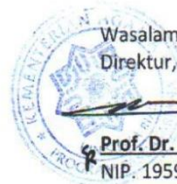
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Dengan hormat,
 Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Sau-dara untuk
 mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Nina Novayana
NIM	: 21790125624
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: IV (Empat)
Judul Tesis	: Exploring Pre-Service English Teachers' Difficulties, Strategies and Achievement in Improving Listening Comprehension : A Case Study at Islamic University of Riau.

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang
 diperlukannya dari Program Studi Pendidikan Bahasa Inggris Universitas Islam Riau.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
 Direktur,

Prof. Dr. Afrizal M, MA
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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Promotor	Keterangan
1.	7/7/2020	Konsultasi & Revisi masalah penelitian RQ, etc		
2.	11/01/2020	Konsultasi dan Revisi		
3.	18/10/2020	Konsultasi background, RQ, limitation, Chapter I-overall		
4.	15/11/2020	Chapter I, II, III Revisi		
5.	23/12/2020	Revisi Analisis & Definition		
6.	18/12/20	Finalis game		

Catatan :
*Coret yang tidak perlu

Pekanbaru, 18-1-2020
Pembimbing I / Promotor

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Co-Promotor	Keterangan
1.	9/7/19	Konsultasi materi tes, Sesuaikan penulisan dengan buku Panduan Kualitatif tentang		
2.	15/10/19	Konsultasi Bab III		
3.	15/11/19	Instrumen, frame work Revisi		
4.	25/12/19	Konsultasi Bab IV		
5.	27/12/19	Revisi Bab IV dan Bab V		
6.	28/12/19	Tesis Approved		

Catatan :
*Coret yang tidak perlu

Pekanbaru, 20-1-2020
Pembimbing II / Co Promotor*



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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
 PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Nisa Harayana
 NIM : 21790125629
 PROGRAM : Pascasarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	23 / 2018 / 1	The Effect of Using Summarizing technique of English Teaching of students' reading Comprehension and Students' Motivation at SMP		Resty Nelsia Septi
	23 / 2018 / 2	Comparative study of think pair share strategy and numbered head together Strategy toward students' reading Comprehension at SMPN 4 Tambang.		Lois Febrina Putri
	23 / 2018 / 3	The Influence of producing electronic portfolio as additional task on Students' Speaking Performance at MAN 2 Pekanbaru.		Hariani Septi
	23 / 2018 / 4	English Teacher Perception of the Implementation of the Curriculum 2013 in English Teaching-Learning process at SMA in Sungai Apit District.		Ahmad Mujajri

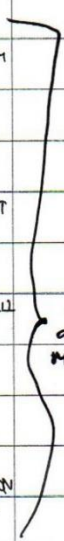
Pekanbaru, 23 Juli 2018
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

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 Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : NINA NOVATANA
 NIM : 21790125629
 PROGRAM : PASCASARJANA
 PRODI : PENDIDIKAN AGAMA ISLAM
 KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET	
1	8 APRIL 2019	INVESTIGATING STUDENTS' ACADEMIC LISTENING COMPREHENSION :		NINA NOVATANA	
2	SEMIN	A CASE STUDY AT ENGLISH STUDY PROGRAM AT ISLAMIC UNIVERSITY OF RIAU .			
3					
4		EXPLORING LEISURE READING HABITS ENGLISH TEXTBOOK :			NURMANA FITRI
5		A CASE STUDY AT STUDENTS ACHIVTMENT JUNIOR HIGH SCHOOL BEMEL .			
6					
7		INVESTIGATING TEACHING SPEAKING SKILL			ZALIA UJATI
8		A CASE STUDY OF ENGLISH TEACHERS ACHIVT AT MAN 1 PEKANBARU			
9					
10		EXPLORING BOTTOM UP AND TOP DOWN STRATEGIES IN LISTENING COMPREHENSION			FIALATU RAHMI
11		A CASE STUDY AT SENIOR HIGH SCHOOL IN DUNAI			
12					
13					
14					
15					

Pekanbaru, 8 MARET 2019
 Direktur,

Prof. Dr. H. Afrizal M, MA
 NIP. 19591015 198903 1 001

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Nina Novayana
 NIM : 2190125624
 PROGRAM : Pascasarjana
 PRODI : PAI
 KONSENTRASI : PAI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	21/03/2019	The Influence of Reading Interest and Self-Efficacy on Students'		M. Ramadhan Arif
2	Kamis	Reading Comprehension of the Text Grade at Islamic Senior High School As-Safa Pekanbaru .		
3				
4				
5		The Contribution of Part of Speech knowledge and Syntactical Comprehension toward Students' Ability of writing Narrative Essay at English Education Department of UIN Suska Riau .		Husni Fadli
6				
7				
8				
9		A comparison Between The Effect of Using Paired Reading Method and Repeated Reading Method on Students Reading Comprehension. at Suk Karsa Pekanbaru		Fitriani
10				
11				
12		The Teacher Strategies in Error Correction of Writing at Senior High School in Pekanbaru .		Tiara
13				Ramadhan
14				
15				

Pekanbaru, 20.
 Direktur,

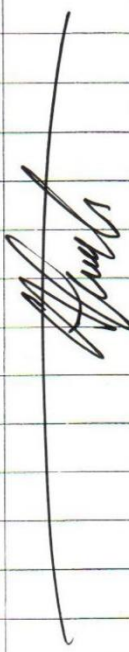
Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : MIMA NOVATANA
 NIM : 21790125629
 PROGRAM : PASCASARJANA
 PRODI : PAI
 KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	12 Mei 2018	Konsep pendidikan Islam dalam kitab Adab Muallimin karya Ibnu Sirhan, tahun 202 H.		Saban
2				
3		Manajemen Pengembangan Kurikulum Pendidikan Islam di SMP II Kota Pekanbaru.		Etriza
4				
5		Pengaruh Kompetensi Kepribadian dan Kompetensi Sosial guru Islam terhadap Absensi Peserta didik SMA di Kota Pekanbaru		Zainal Saputra
6				
7		Implementasi Pendidikan Informal dan Nonformal dalam pendidikan agama Islam menurut Buya Hamka (telah atau lembaga tt.d.p "Karya Hamka")		Dwi Roshana
8				
9				
10		Manajemen Pendidikan Islam dalam pandangan Hasi Abul Malik Amrullah (Hamka) 1908 - 198)		Anita.
11				
12				
13				
14				
15				

Pekanbaru, 12 Mei 2018
 Direktur,





Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Nina Noviyana
 NIM : 21790125624
 PROGRAM : Pascasarjana
 PRODI : Pendidikan Agama Islam
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1	14 Januari 2019	The relationship between Students' Perception on Teaching Listening by Using Storytelling and Their Listening Skill at SMK Farmasi Kkasari Pekanbaru.		Yohanes Dita Ardree
		Student Anxiety in Speaking Performance (A case study at MA Darul Hikmah Pekanbaru)		Banti Yumarta
		The Implementation of Scientific approach in Teaching English. A case study at SMA Cerdana Pekanbaru.		Made Anas Fitri
		The Effect of Using Jigsaw and level of Participation in the class on Students' Reading Comprehension		Ahlika Retni

Pekanbaru, 14 Januari 2018
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : NINA NOVAYANA
NIM : _____
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PENDIDIKAN BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1	Jumat 14 September 2018	The Effect Think-Pair-Share (TPS) Technique toward Students' Speaking Skill and Their Motivation at Grade X of SMAN 12 Pekanbaru.	<i>Jh</i>	Herlina Aranda
2		English Camp Community Program as a Strategy to Improve Speaking Skill of Students in Poltekadmir LP31 Bandung - Pekanbaru Campus	<i>Jh</i>	Tuti Astuti
3		The Investigation of Students Reading Comprehension of Academic Journal Case Study English Study Program at UIR	<i>Jh</i>	Maya Sari Yusti

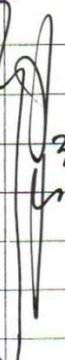

Pekanbaru, 14 September 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

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Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : NINA NOVAYANA
 NIM : 21790125824
 PROGRAM : PASCASARJANA
 PRODI : PAI
 KONSENTRASI : BAHASA INGGRIS

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis	Optimalisasi Pengelolaan Dana Zakat Dalam Upaya Pengentasan Kemiskinan di Kabupaten Kampar (Studi pada Baznas kab. Kampar)		M. Sulfi
2	31 Mei 2018			
3				
4	31 Mei 2018	Analisis Pemikiran Fopenasi Bung Hatta Menurut Perspektif Ekonomi Syariah		Putri Ariyani
5	.			
6				
7	31 Mei 2018	Analisis Reaksi Pasar Akibat Perubahan Kebijakan Loan to Value pada Perusahaan Properti di Jakarta Islamic Index 2015 - 2019		Setyanri
8				
9				
10				
11				
12				
13				
14				
15				

Pekanbaru, 31 Mei 2018
 Direktur,


Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Nina Nuryana
 NIM : 21750125624
 PROGRAM : Pascasarjana
 PRODI : Pendidikan Bahasa Inggris
 KONSENTRASI : _____

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1	14 Januari 2019	Analisis Pengaruh dana Pihak ketiga nonperforming financing dan financing to Deposit Ratio terhadap Pembiayaan non mudharabah pada Bank UIN Syariah di Indonesia tahun 2013 - 2019		Uddy Nairiko
2	14 Januari 2019	Analisis Implementasi Standar Akuntansi Keuangan (SAK) Syariah Dalam Pembiayaan Gadaai Emas di Pegadaian Syariah Cabang Pegadaian Syariah Pekanbaru.		Erme
3	14 Januari 2019	Analisis Efisiensi Barbel Mat Westmuis di Kota Pekanbaru.		Zubaidah
4	14 Januari 2019	Kreativitas Motivasi dan sistem Jual Beli Pedagang, dari keturunan Cina menurut perspektif Syariah di kabupaten Bengkalis.		Fitri
5	14 Januari 2019	Analisis Sistem Pelayanan Part dan akalakat terhadap minat konsumen mengunjungi hotel Pesona Syariah dikota Pekanbaru.		Henry Martin

Pekanbaru, 14 Januari 2018
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

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