DESIGNING MODEL OF LISTENING STRATEGY-BASED INSTRUCTION BOTH IN THE SYNCHRONOUS AND ASYNCHRONOUS CONTEXT

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ABSTRACT

Objective: Listening is categorized as the basic skill of language that needs to be given priority to understand since it is the receptive skill. It is the input for everyone who wants to learn a language. However, many students feel difficult to master it. Therefore, the solution to this problem is highly significant. As a respond for this situation, a study on designing a model of listening strategy-based instruction for the tenth grade students of senior high school students is made. It aims to increase students' awareness of listening strategies and to help students master listening skill.

Methods: The study utilized Research and Development which covered five main stages: Need Analysis, Product Development, Experts Validation, Field Testing Product, and Final Product Development. A need analysis was done in the tenth graders of MA Bilingual Batu, Indonesia which aims to collect the data needed as the basis for developing product. It is done in both synchronous and asynchronous context.

Results: The finding shows that the students did not aware of the listening strategies. They learned listening only by listens and answers the questions in the worksheet. Therefore, most of them perceived listening skill as difficult skill to master. The presence of listening strategy-based instruction model is developed to fulfill their need. This is the main urgency of doing the research.

Conclusion: In the end of the research, we can conclude that the students are interested in this product. The conclusion is based on the result of this study and the students' feedback. Besides that, they believe that the product can help them to master listening skills since it provides various strategies which enable the students mastering Listening through numerous strategies.

Keywords: Strategy-based-instruction (SBI), Model of listening strategies, Synchronous and asynchronous context, Listening skills.

INTRODUCTION

The conventional teaching style or specifically teacher-centered instruction has been dominating for many years in many schools. However, the paradigm has shifted into students-centered learning. During the past few decades, teacher-centered teaching style has been replaced by learner-centered teaching style in higher education [1,2]. Duckworth [3] aforementioned that teacher-centered learning actually prevents students' educational growth. In contrast, in a learner-centered classroom, students are actively learning and they have greater input into what they learn, how they learn it, and when they learn it. This means that students take responsibility of their own learning and are directly involved in the learning process. Learner-centered teaching style focuses on how students learn instead of how teachers teach [2,4].

In a learner-centered classroom, teachers abandoned lecture notes and PowerPoint presentations for a more active, engaging, collaborative style of teaching [4]. Huba and Freed [5] added that students are actively involved in the teaching and learning process. In constructivism, the learners are learning by doing and experiencing rather than depending on the teachers' wisdom and expertise to transmit knowledge [6].

In Indonesia, the traditional paradigm about learning has also been replaced by student-centered approach. Learner-centered learning approach is clearly stated in Ministry of Education Policy Number 81A about implementation of 2013 curriculum. Furthermore, in Ministry of Education Policy No. 70 in 2013 was stated that the mindset of learning must be shifted from one-way interaction into interactive interaction. Isolated learning is also replaced by network learning which enable students to learn from many kinds of sources. Besides that, passive learning is also changed into active learning. Student-centered learning become an obligatory approach in 2013 curriculum which precede students interest and students' ability in learning. Intellectual abilities of each student are different. Most students can learn independently by listening, reading, viewing, watch videos, follow certain skills demonstrations, etc.

Based on this evidence, students need to have learning strategy to be a good learner. Strategy in learning also needed in studying language. Based on the finding, language learning strategy has significant role on the language mastery. For example, Some students were asked to make a Blog to improve their ability. It is used as one of strategies in learning writing skill. However, the teacher said that he did not find the good and systematic strategy that can be used in studying listening skill. Listening skill becomes a big challenge for them. Moreover, the students today must be autonomous. This is the same as statement stated by Macaro [7] "Second language listening has historically proved to be a difficult skill." The challenges that listening comprehension in the second language (L2) poses for learners have long been highlighted [8,9]. The evidence that it induces anxiety in learners, because the pressure it places on them to process input rapidly [10].

Although listening is difficult to learn, we should not stop to learn about it because listening is an important skill in learning a language. As stated by Cheung [11], research suggests that listening should be the primary skill in learning a new language. There is evidence that promoting listening comprehension results in increased acquisition of the other language skills and consequently leads to acquisition of the target language. It is
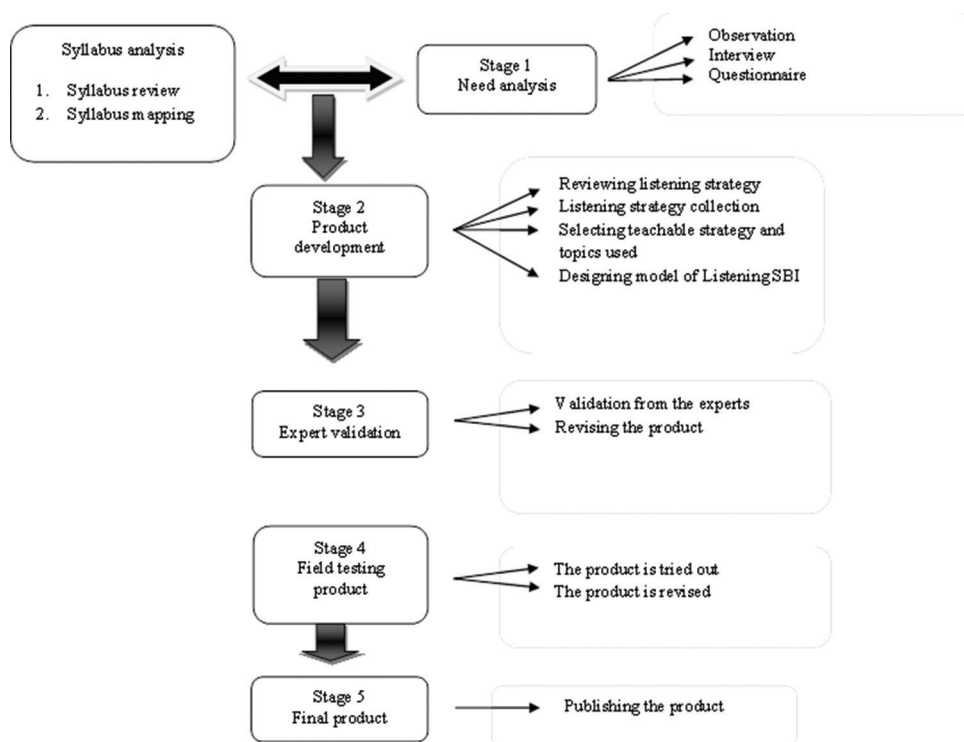
only logical that one cannot give an output (speak) correctly unless one comprehends the input (listening comprehension). Listening is the most frequently used language skill of the four language skills [12]. According to Rubin [13], "For second language/foreign language learners, listening is the skill that makes the heaviest processing demands because learners must store information in short-term memory at the same time as they are working to understand the information."

As a result from the discussion above, listening should be mastered because it is an important skill in language. However, listening is not an easy skill to learn. Therefore, students need strategy to learn it. Chamot [14] defines that the learning strategy is the process or procedures consciously taken to tackle the learning tasks or problem on learning language. On the other hand, successful learners can achieve their goals through the awareness and application of language learning strategies. Therefore, strategy-based instruction (SBI) cannot be overlooked [15,16] because it helps to improve language learning [17], and learners will own their own learning process [18].

The model of listening strategies based instruction for the students is searched. Internet website, journals were read and some bookstores were visited. Unfortunately, it cannot be found what was looked for.

METHODS

This research is focused on developing listening strategies based instruction for the tenth grade students at senior high school. Therefore, research and development (R&D) is used because its appropriateness with the purpose of doing this study. Based on Godin (2001), R&D is "Creative work undertaken on systematic basis to increase the stock of scientific and technical knowledge to device new application." There are 10 major steps in the R&D cycles as proposed by Borg and Gall [19]. Those are research and information collecting, planning, developing preliminary form of product, try out, main product revision, operational product revision, operational field testing, final product revision, dissemination, and implementation. Its model is also similar with the model of Dick and Carey [20] which also present 10 steps in developing a product. The model of both is very similar because Borg and Gall also stated that Dick and Carey's model is one of the most popular models which is adapted to develop a product.

Based on the appropriateness of the need and the product that is developed, the researcher proposes five steps in making a product. Those are conducting need analysis, product development, expert validation, field testing product, and final product of development. This study did not include dissemination and implementation because both need long processes and those did not involve in the developing product. In addition, both processes need collaboration with publisher and other institution. Therefore, in this study, the processes are modified to be five stages. These are Needs Analysis, Product development, Expert validation, Field testing product, and Final product.

Another method used is observation. Observation is done to collect information as a basis to develop a product. This activity involves identifying the potential problem related with listening strategies used in the classroom, observing the teaching and learning process, especially when listening lesson. The focus of the observation in this research is to observe whether the teacher teaches strategies or students use strategies during listening activity. It is done to know whether the students' listening strategies are optimally done or it needs some improvement in the process of learning listening. In addition, interview with English teacher and questionnaire are also used.

Having finished doing need analyses, the researcher reviewing listening strategies. Some studies were explored to gain the information about listening strategies. This activity is intended to look for the strategies that is appropriate to be used in the product. The strategies which are reviewed are strategies proposed by Oxford [21]. The strategies divided into two main parts. Those are direct strategy and indirect strategy. In this study, the strategies used are focus on direct strategy. Next, the researcher collects strategies that can be used in learning listening. The collection of strategies was gotten from the review of listening strategies. The collection of strategy was based on the suggested strategies by the expert. The strategies were chosen based on the idea of Oxford [21]. Those are explained about the strategies that are appropriate to be implemented in the listening activity. In addition, the finding of Hidayati, 2013, which was studying about listening strategies applied by Indonesian senior high school students.

After collecting the strategies, the researcher needs to select the teachable strategies that can be implemented as a model of listening

strategies based instruction because this model was intended to be developed as strategy-based instruction. It aimed to enable students to use the strategies independently. There are five strategies that should be selected as a model of listening SBI for the 1st year of senior high school students. When the strategies were collected, the topics in the students' textbook were selected. It is done to implement the strategies based on the level of the students. The book used is second semester book of tenth grade of senior high school.

Having finished the previous steps, the researcher began to design the model of listening SBI. The model developed based on the strategies and the topics which appropriate with the school book and curriculum that were selected in the previous steps. After finishing all the steps above, the researcher developed the product. In the process of developing the product, the product was validated by experts validators to check the applicability of the product. it is done to get suggestions or comments from them. Those comments and suggestions are used as reference in revising the product. Next, try out for the users or students was conducted to get feedback from the users. This process aimed to make the final product of this research meet the demand from the users.

RESEARCH FINDINGS

The need analysis was carried out at MA Bilingual Batu. It was conducted by observing the teaching and learning process during listening class, distributing the questionnaires to the tenth grade students, and interviewing the teacher. The purpose of need analysis is to get information about students' and teacher's need, expectation, and problem during teaching and learning process. It is also intended to get information about learning strategy used in the school. The result of need analysis is used as foundation of developing listening strategies for the tenth grade of senior high school students. The data of need analysis covered some information about the result of questionnaire from students and interview from the teacher about strategies used during learning listening skill.

Having finished the observation, several situations were identified. First situation was dealing with teacher's awareness on teaching or reminding the strategies that suggested to be used during listening activity. The teacher directly explained the topic and played the audio and asked the students to answer the questions in the book. The audio repeated for 4 times. Then, the teacher gave instruction to the students to exchange their book with their friends in that class.

Next, the teacher played the audio again and explained the correct answer to the students. They were also asked to check their friends answer and wrote the number of correct and wrong answer in their friends' book. After that, all books were collected, and teacher gave them score. Finally, the listening class ended.

There is no explanation or direction from teacher about the strategy that suggested to use during the class. Next, in another day of observation, the researcher found that the teacher asked the students to listen the songs and filled in the blank and asked students to answer correctly. After that, the teacher translated the songs. Having finished the songs, the teacher finished the class. There is no recommendation, suggestion, or explanation about learning listening strategies. In addition, there were not students that questioning about learning strategies in listening skill. From those conditions can be concluded that there was not awareness on learning strategies during learning listening.

The adaptation of Likert scale model of questionnaires was used in the study. The first was questionnaires which deal with the students' need in learning listening. It is done in the beginning of the research to know the demand from students. Based on the result of observation, it found that students learning listening directly listen to the audio and answer the questions. There is no indication that students use listening strategies. Therefore, in the first questionnaire, the questions focused on gaining information about students' awareness and students need to the listening strategies. The finding in this activity showed that the students still feel difficult and did not maximum in learning listening because they cannot get the information but they did not know how to overcome the problem.

In addition, the teacher did not teach them strategies in learning listening. Therefore, they did not aware to the listening strategies. Actually, the students need to know and aware on the listening strategies because they realize that the strategies can overcome their weaknesses in learning listening. Hence, from the questionnaire, it can be concluded that the listening strategies are demanded by students. Therefore, a model of listening strategy based instruction is developed to fulfill their need.

From the interview, it was found that the English teachers did not teach strategies in mastering listening. Teacher directly uses the textbook in teaching listening. In teaching listening, the teacher usually played audio and asked the students to answer the questions in the textbook

Table 1. The Result of Questionnaire (Students' responese toward the product after Try-out) *(Adopted from Richard 2001)*

No	Statement	SA	A	D	SD
		f %	f %	f %	f %
1	I never use any strategy in learning listening	0 0	2 6.9	18 62.1	9 31
2	After using this strategy, I feel easier in learning listenig.	10 34.5	13 44.8	4 13.8	2 6.9
3	I can overcome my problem in facing high speed audio by using these strategies.	0 0	2 6.9	1 65.5	8 27.6
4	I really need to implement these strategies because these are helpful for me in learning listening.	5 17.2	21 72.4	2 6.9	1 3.4
5	By the use of these strategies, I can catch the informtion from speakers in the audio although I did not understand every word they say.	26 89.7	3 10.3	0 0	0 0
6	The strategies help me to get the point by getting the clues.	13 44.8	16 55.2	0 0	0 0
7	I can still answer the questions although the speakers' in the audio speak quickly	10 34.5	19 67.9	0 0	0 0
8	I really need to implement these strategies because these are helpful for me in learning listening.	8 27.6	16 55.2	5 17.2	0 0
9	I belive I can improve my listenig skill by the use of these strategies.	25 86.2	4 13.8	0 0	0 0
10	I think I can increase my listening score if I use these strategies.	29 100	0 0	0 0	0 0
11	I am going to use strtegies in learning listenig and I will try to use strategies in lerning other skills.	29 100	0 0	0 0	0 0

Table 2: Topics and Strategies Used In The Product

"Using other clues"	Greeting, Introducing, and Parting Expressions
"Taking Notes" and "Using Keywords"	Expression of Happiness, Sympathy and Showing Affection
"Recognizing and Using Formula and Pattern" and "Getting the idea quickly"	Invitation, Appointment and Instruction
"Recognizing and Using Formula and Pattern"	Recount
"Getting the Idea Quickly" and "Using other clues"	Procedure

or play songs and asked the students to fill in the blank. The teacher explained that they never ask students to use any strategies during listening activity in the classroom because she thought that the students have their own strategies in learning listening. Besides that, the teacher did not know many strategies that suitable to be used in the learning listening. Unfortunately, the result of questionnaires from students has shown that almost all students did not know strategies in learning listening.

In the end of the interview, the teacher explained that she believed that the use of strategies is helpful but the teacher did not know how to teach strategies to the students. Therefore, the existence of the audio is expected to help students to understand listening easier, more efficient and effective. Therefore, listening strategies for the tenth grade students of senior high school are really recommended.

The model of listening strategies was developed by doing several steps. Those steps are the result of reviewing listening strategies, the result of collecting listening strategies, selecting teachable strategy, and topics used designing model of listening SBI. The result of all steps mentioned will be explained clearly in the following explanation.

After collecting the strategies, the researcher select the teachable strategies for listening. From the strategies mentioned above, six strategies were decided to be used in the model of listening strategy. Those are "guessing intelligently using linguistic clues," "guessing intelligently using other clues," "taking notes," "using keywords," "recognizing and using formula and pattern," and "getting the idea quickly." When the strategies were collected, the topics in the students' textbook were selected. The topics are greeting, introducing, and parting expression, expression of happiness, sympathy and showing affection, invitation, appointment and instruction, recount, and procedure. When the strategies and the topics were selected, the process will be continued into the next step. It is designing model of listening strategies based instruction.

Having finished the product, the researcher came to the experts to validate the product. This is aimed at knowing whether the material is valid or need some revisions before being applied in the classroom. The product given is listening strategies for the tenth grade students of senior high school to get feedback and suggestion from them.

Product was revised based on experts comments and suggestions. It is needed to be done to make the strategies better, more useful, effective, attractive, and appropriate for the students' need. First revision was about the additional information related with the strategies used in the product. Based on first validator suggestion, the product was completed with the explanation of each strategies used to help users to be easier in understanding them.

The second revision was done after trying out the product, students' judgment and teacher suggestion become consideration for the researcher to revise the strategies. The purpose of this second revision is to make the listening strategies better before being applied in real classroom activity. Fortunately, the response from students in the questionnaire said that the product was perfect and do not need any revisions and some students say that it was perfect but if the researcher wanted to make any improvement is better. The teacher also gave

positive feedbacks toward the product. She appreciated on the product. She only suggested to produce the product for public and the researcher suggested to promote the product in many schools.

Final product in this research is in the form of listening SBI completed with its material, explanation of the theories, and the history of the development of SBI for the tenth grade students of senior high school. The product is ready after following several steps of designing materials development. This listening strategies are made by the best effort of researcher to suit with students' and teacher's need.

This product is ready to be used to by the seventh grade students of senior high school to enhance their listening skill. The product consist of ten topics and five strategies. Those are done to improve students' knowledge, skill, and interest in learning listening.

CONCLUSION

The product developed in this study was a model of SBI for listening skill. It focusing on the listening skill for the tenth grade students of senior high school. The product developed based on some references such as book, textbook, curriculum, and journal. The strategies were adapted from Oxford (1990) focusing on the direct strategies while the model of instruction were adapted from Chamot (1998).

This product was completed with the explanation of learning strategy and SBI, the explanation of each strategies used in the product, the history of listening instruction development, and materials. There are several topics that are used in this product. Those are expression of greeting, introduction, parting, happiness, showing sympathy and affection, invitation, appointment, recount, and procedure text. The strategies used in this research are "Using other clues," "Taking Notes," "Using Keywords," "Recognizing and Using Formula and Pattern," and "Getting the idea quickly."

The presence of this product can give several benefits to the students. First, by implementing the strategies, the students can be more confident during listening activity. Second, the strategies can help students overcoming their weaknesses in learning listening. For example, some students who have lack vocabulary can get the information from the speakers in the audio by implementing "getting the idea quickly" strategy. The third, students can learn to be autonomous learners using this product. They can implement the strategy individually outside classroom.

However, this product has some weaknesses. First, the strategies used in this product were only five strategies because it was only a model of SBI. Therefore, it was not mention all the strategy. Besides that, the limitation of the time and opportunity from schools make the product only use five strategies. Second, the product has not tried out in many schools in Indonesia because the time allocated for the research did not enough to implement or doing field testing in many schools. The third, the product is less practical.

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