

ABSTRACT

Aziz, Mukhlis Abdul (2023) EFL Teacher's Strategies in the Pre-listening Stage of a Listening Class: Students' Perception (A Case Study at One of the Islamic University in West Java-Indonesia)

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In listening class, there is a preparation stage which supports the learners to activate their prior-knowledge related to the topic. The pre-listening activities are meant to prepare the listeners for what they are about to hear. English Education Department students of this university in the second semester have to take the Interpretive Listening class. One of the lecturer of interpretive listening class had implemented various pre-listening activities in order to provide opportunities for the students to activate the students' prior knowledge. This research is aimed to describe the implementation of pre-listening activities in the Interpretive Listening class and to investigate students' perception of the implementation.

This study used a qualitative method. A case study was selected to collect data. The data was collected by the observation, questionnaire, and interview. The observation was taken by observing the class for three meetings. Also using questionnaire and interview, this study explored the students' perception to the pre-listening activities implemented in their listening class. In selecting participants, purposive sampling was employed. Fifty-five were surveyed, and five of them were selected for interview.

The results showed that the lecturer used seven of different pre-listening activities. They were brainstorming, pre-questions, research, reading, guessing themes, sing-along, and games. The data showed that pre-listening activities were beneficial for the students. The students felt that the pre-listening activities increased their comprehension, created positive attitudes, and fostered their motivation. Moreover pre-listening activities helped them overcome their weaknesses and problems in listening section.

This research suggest several pre-listening strategies that can be used by the lecturer in their listening class. Further, the findings of this research assist the lecturer to developing appropriate pre-listening strategies in their listening class.

(Keywords: students' perception, pre-listening activities, interpretive listening)