



The Importance of Teaching Listening Strategies in English Language Context

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Abstract

Learning listening will assist us in improving another targeted skill considerably. People demand to hear several types of English repeatedly and continuously if they want to communicate appropriately, meaningfully, and naturally. The objective of this paper is to explore. The importance of listening strategies, the strategies in teaching listening, and listening processes, especially Bottom-up and top-down strategies. Another purpose of writing this paper is to show teachers how they can influence students' learning process— notably, using strategies to make it easier for students to learn listening.

Keywords: Listening, Strategies, Teaching Strategies, Teaching Listening, ELC

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INTRODUCTION

Listening stands between writing, reading, and speaking as practical skills widely used in daily life. Learning listening will assist us in improving another targeted skill considerably. People demand to hear several types of English repeatedly and continuously if they want to communicate appropriately, meaningfully, and naturally. Listening provides language input because it refers to receptive skills. As cited by Coakley & Wolvin in Saraswati (2018), listening is essential for students' progress across all levels of educational development.

Nevertheless, considering how important it is for future learning teaching, the learner faces many difficulties. Bloomfield, Wayland, et al. (2010) reviewed many studies focusing on factors affecting second language listening comprehension. They summarized the factors into three categories: characteristics of the listener, characteristics of the passage, and characteristics of the testing condition. The listener characteristics that made listening difficult were weak working memory, unawareness of using strategy, low proficiency, and anxiety. The passage characteristics that affected listening comprehension included length, complexity, organization, and auditory features. Equally important, testing conditions that influenced listening comprehension covered time limits, multiple hearings, and note-taking. More recently, some studies confirmed by Bloomfield, Wayland, et al. (2010) figured out that students encountered some problems in listening, such as recognizing vocabulary, rapid speech rate, and linking sounds between words (Chen, 2013; Li & Renandya, 2012).

In order to overcome those difficulties above, we need to look for an appropriate strategy in teaching-learning listening. Where it has proposed by Renukadevi (2014) about listening strategy, she argues that listening strategies are approaches or activities that help people remember what they have heard. In recent years, various listening strategies have been developed to match a variety of listening situations. As a result, language learners are aided in adapting their listening behavior to deal with various situations, types of input, and listening purposes when learning listening skills.

Teaching listening can sometimes be a challenge for EFL teachers. Nishimaki (2014, p. 5) stated that spoken language exists only in seconds. Therefore it may not be easy to capture its parts and direct the learners' attention to them in the same way as a reading lesson. Commonly, teachers give some audio materials to be listened to and then check comprehension questions, something more of testing than teaching (Chen, 2013, p. 82; Field, 2002, p. 246).

The instructor should help the students to develop their listening strategies and match the suitable strategies for each listening situation. Listening strategies are techniques or actions that the students or listener uses to comprehend and recall listening input. The listening strategies can be classified by how the students or listener processes the listener's input and taps into the background of the topic, context or situation, type of text, and language background information that they heard to interpret and anticipate what will appear next. In order to listen effectively, it is essential to state the purpose of listening to itself. Before getting into the lesson, teachers need to tell the students what to achieve from the listening activity. It helps them to focus on the target of the lesson.

Mejila et al. (2014) classified listening strategies based on the input processes of the learner. The first is the top-down strategy (listener-based), and the second is the bottom-up strategy (text-based). Both language learners and teachers might prefer some strategies to others. It increases concerns about identifying the most efficient and less efficient listening strategies to teach listening skills (Mahmoud Ghoneim, 2013). These strategies need to be taught to enable the language learners to deal with their speech, mainly when comprehension is incomplete (Yukselci, 2003). Thus, this study aims to determine the strategies used in teaching listening skills.

Yaqin (2013) found that teachers used primarily bottom-up process activities in the listening class. The problems faced by the participants were the limited available listening materials and the low level of students' basic English proficiency. To overcome those problems, teachers made their listening materials and emphasized vocabulary teaching as pre-listening activities.

As learners, they have to find out how listening can be improved and what exercises help the students utilize those strategies to overcome their problems. It shows how the importance of the strategy of listening.

Topic of Discussion

This paper focuses on important listening comprehension issues in English language teaching. It starts with a definition of listening comprehension, a discussion of the importance of listening, the difficulties in Listening Comprehension, the strategy in teaching listening, and The implementation and the process of Bottom-up and top-down strategy in the English language context.

The literature review identifies that learners can improve their listening comprehension through the help of teachers, using suitable materials and activities, and practicing a lot.

DISCUSSION

The Nature of Listening comprehension

According to Field (2009), listening is a skill that will impact in specific ways on the classroom context in general and students in particular. Listening is also essential in a foreign language classroom. As quoted by David Nunan, Rost stated that listening is essential in language because it will provide input for students (Rost in Jack, 2002). From the explanation above, it can be concluded that students who have information from listening will make them prepare themselves before reading something or a conversation. In other words, listening becomes a skill of greater importance in foreign language classes. Students can gain knowledge and understanding of language by listening.

Listening comprehension is one of the essential skills in the foreign language learning process because a person must fully know what he/she hears and then provide appropriate feedback for it. Listening is the most critical skill which is endlessly used in everyday life. However, teachers usually do not consider listening skills because they practice listening skills (Gilakjani, 2011).

In addition, listening is one of the four language macro skills (the others are reading, speaking, and writing). Nevertheless, the vital thing to understand is that there is no such thing as "listening in real life." There are several types of listening, which are called sub-skills. The following are three sub-skills of listening that are primarily applied in language classes:

- a. Listen to the point. This session is when students listen to something to get a general idea of what the speaker is saying. They do not want or need to see every word. For example, they listened to a summary of today's news via audio.
- b. Listen to specific information. It is where students listen to things because they need to find words. Students know in advance what they plan to discover. Students can ignore words that do not interest them. Example: listening to news about weather reports to find out about the weather in a specific part of the city or country.
- c. Listen in detail. It is where students listen carefully, focus on every word and try to make an effort to understand as much information as possible. For example, a student listens to the teacher's statement. More specifically, when students listen to English, they face many difficulties.

Perceptual challenges in listening skills sometimes occur due to insufficient background information from students. In addition, students are usually not ready to recognize well-known vocabulary in related discourse or specific contexts.

Different authors have defined listening comprehension. According to Gilakjani and Ahmadi (2011), listening comprehension is a dynamic process where people focus on specific sections of auditory input, build the passage's meaning, and connect what they hear to prior knowledge. In addition, According to Richard and Schmid (2002), listening comprehension refers to the process of comprehending communication in a native or foreign language. According to Rost (2002), listening appreciation is a complex communicative process in which audiences participate in the active production of meaning. The conclusion is that listening comprehension is receiving information from the ears and identifying it in the brain. The listener can understand what he/she heard.

The Importance of Listening

According to Nunan (2003), listening is likened to Cinderella in second language learning, in which her elder sisters ignore her statement). It means that listening is a fundamental skill that plays a prominent role in communication and that communication cannot be adequately done without listening skills. These abilities are necessary for effective communication, which involves both the speaker and the listener. Further, Nunan (2003) added that listening assumes more significant and greater importance in the foreign language classroom. It relies on several facts, including the role of input from listening. This ability allows learners to obtain helpful information from what they hear directly or indirectly from native and non-native speakers. Learning cannot begin until the input is understood. As a result, listening is essential in developing spoken language skills. Listening exercises allow students to create a new vocabulary, grammar, and interaction patterns in their language.

The Element of Listening

There are two elements of listening: macro and micro-skills cannot be separated. Macro skills are easier to comprehend since it simply means comprehending what is being said. However, micro-skills are a little more complicated to understand. It is not only about understanding as a whole, but we should consider things like choice of vocabulary, intonation, attitude, deeper meanings, and a lot more.

Moreover, Brown (2004: 158) argues that micro-skills involve understanding what someone says to us. The listener should retain chunks of language in short-term memory and distinguish among the distinctive sounds in the new language. Furthermore, it recognizes stress and rhythm patterns, tone patterns, and intonational contours. It recognizes reduced forms of words, discriminates word boundaries, recognizes typical word-order patterns, and recognizes vocabulary. Next, it finds keywords, such as those identifying topics and ideas, guess the meaning from context, and detects sentence constituents such as subject, verb, object, and prepositions. Meanwhile, Tyagi (Ulum, 2015) mentioned that the elements of listening are discriminating between sounds, recognizing words, and understanding their meaning. He also explained identifying grammatical groupings of words, expressions, and sets of utterances that act to create meaning, connecting linguistic cues to non-linguistic and paralinguistic cues, using background knowledge to predict and confirm meaning, and recalling essential words and ideas.

Listening consists of some critical components. This means that in order to have good listening skills, students have to (Tyagi, 2013) :

- a. Discriminate between sounds
- b. Recognize words and understand the speakers meaning
- c. Identify grammatical groupings of words
- d. Identify expressions and sets of utterances that act to create meaning
- e. Connect linguistic cues to non-linguistic and paralinguistic cues.
- f. Use background knowledge to predict and confirm meaning
- g. Recall essential words and ideas.
- h. Without having those components, students will not be able to have good listening skills.

Difficulties in Listening Comprehension

In understanding what a native or English speaker says, a learner has to process complex activities in the brain to start receiving the message. It refers to connecting with the existing knowledge until they understand. Hence, many learners discover more difficulties in listening than in reading and writing. Otherwise, listening and speaking are involved as a

packet of spoken language. Learners must be helped with any practical listening course (Richard & Renandya, 2010). Quality material for a listening task should further guide the learners to communicate effectively in the target language.

Some internal factors and external ones cause difficulties in listening. Internal factors arise from inside the learners who involve attentiveness, motivation, interest, and knowledge of the listening topic. The external factors are from the material of reading. It is such a piece of information served in the recording and then expressing apply by the native speaker both in the recording and real-life Watson & Smeltzer (1985) in Casey and Upton (2008). These have to be involved in considering that an appropriate method or strategy would be implemented to improve students' motivation.

In addition, Hammond (2013) researchers discover some difficulties in learning listening skills. The result is about the comprehension issues learners face, such as rapid pronunciation speed, insufficient vocabulary, speakers' accents, lack of concentration, anxiety, and impaired recording quality. It related to the statements above about listening difficulties, which included external and internal factors. Students' anxiety, lack of vocabulary, and poor concentration were significant the listening problems regarding by EFL students. Meanwhile, several extern aspects like speed delivery of speaking (fluency), pronunciation, accent, and low recording quality can also make students challenging to understand the spoken text. We know that English has many accents and different ways of pronunciation: American, Australian, and British. It brings challenges for both EFL and even ESL learners.

Moreover, the impaired quality of tape will also influence students' comprehension. A lousy recording will produce faint sounds, and the listeners cannot get the apparent meaning. Despite all difficulties, there must be appropriate strategies that can guide learners to overcome any problems in mastering listening skills.

Kind of Listening

According to Nation (2009), there are two kinds of listening:

- a. One-way listening is typically associated with the transfer of information (transactional listening)
- b. Two-way listening is typically associated with maintaining social relations (interactional listening)

Traditionally, listening was associated with the transmission of information, and it is the One-way of listening. We can see this in the extensive use of monologues in older listening materials.

Meanwhile, it is fine if it relates primarily to listening in academic contexts. For example, it fails to capture the richness and dynamics of listening as it occurs in our everyday interactions (two-way listening). Most contemporary materials reflect this re-emphasis with a move towards natural-sounding dialogues.

Types of Listening

Listening comprehension is one of the essential skills in the foreign language learning process because a person must fully know what he/she hears and then provide appropriate feedback for it. Listening is the most critical skill which is always and endlessly used in everyday life. However, teachers usually do not consider listening skills because they practice listening skills (Abbas Pourhossein Gilakjani, 2011).

In addition, listening is one of the four language macro skills (the others are reading, speaking, and writing). However, the critical thing to understand is that there is no such thing

as "listening in real life." There are several types of listening, which are called sub-skills. The following are three sub-skills of listening that are primarily applied in language classes:

- a. Listen to the point. This session is when students listen to something to get a general idea of what the speaker is saying. They do not want or need to see every word. For example, they listened to a summary of today's news via audio.
- b. Listen to specific information. It is where students listen to things because they need to find words. Students know in advance what they plan to discover. Students can ignore words that do not interest them. Example: listening to news about weather reports to find out about the weather in a specific part of the city or country.
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Perceptual challenges in listening skills sometimes occur due to insufficient background information from students. In addition, students are usually not ready to recognize well-known vocabulary in related discourse or specific contexts.

The Strategy in Teaching Listening

Principles of Teaching Listening

Teaching listening requires a little more for the teacher than the learner. One of the principles of teaching listening should be "the material does not have to be visually displayed first ." Suitable listening lessons go beyond the main listening task with related activities before and after the listening. It means that the teaching of listening should extend beyond the understanding and then the action (Permatasari, 2013). According to Brown (2007), the teacher should know some principles of teaching listening skills.

- a. First, listening should receive primary attention in the early stage of ESL instruction. It means that to learn English, students should be familiar with the listening process.
- b. Second, listening learning processes should use learning materials relevant to the students' real life. It can make students know how important the material is in real life.
- c. Third, listening should maximize authentic language because students are challenged to understand if the teacher uses a problematic word.
- d. Fourth, listening should vary the materials regarding speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The principle aims to get students interested in the material they are learning to capture the material's content quickly.
- e. Fifth, the teacher should always ask the students to listen and show their comprehension of a task. It can drill their listening skill.
- f. Sixth, the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first. Furthermore, the teachers have to pay attention to the principles of teaching and listening. As mentioned in the listening teaching principle above, the teacher should always ask the students to listen for listening purposes. So, the students can learn to listen more effectively if they already know the purposes of listening. One way to do that is to use a simple dialogue in order to show how they might listen differently depending on their goals.

Teaching Listening Materials

To help children overcome their difficulties with listening comprehension, teachers must develop effective listening strategies for them. According to Hamouda (2013), teachers can at least give students with appropriate listening materials, background, and language knowledge, enabling skills, pleasant classroom environments, and practical exercises. Here are a few helpful ideas:

- a. They are adapting and improving listening materials.

Because a lack of vocabulary is a serious challenge to students' listening comprehension, teachers must provide students with a list of key terms required in listening content. It is preferable to activate students' vocabulary by asking them to guess the meaning of words used in the listening context before explaining the meaning to them. Students are more likely to listen better or more effectively when they can relate what they already know to what they are supposed to listen to something.

- b. Using different kinds of input

Lectures, radio news, films, TV plays, announcements, ordinary conversation, interviews, storytelling, English songs, and other input forms should all be provided to learners.

- c. Using visual aids

Teachers use visual aids or draw illustrations and patterns relevant to the listening topics to assist students in guessing and imagining actively. Visual aids engage learners' attention, improve their interest in the topic, and assist them in relating to the content of the spoken text, allowing them to overcome challenges such as unfamiliar vocabulary and limited pairs of words.

- d. Accents

Make students aware of the many accents used by native speakers. Strong regional accents are not suitable for listening instruction. However, native speakers do have particular accents in spontaneous speech. Furthermore, the American accent differs significantly from the British and Australian. As a result, learners must be allowed to deal with various accents, particularly during extended listening.

- e. Pronunciation

Speakers' pronunciation is also a problem for the students comprehending listening material. Therefore, teachers are required to help students explore themselves and get familiar with the precise pronunciation of native speakers. By doing that, the students' pronunciation capacity is much more improved, which will help students find listening to native speakers effective and efficient. Many teachers suppose that students' accurate pronunciation is of great help for them in listening acquisition. They also believe that one of the ultimate results of listening acquisition is to train students to produce accurate pronunciation.

- f. Connected speech

Connected speech is characterized by weak forms, contractions, elision, and assimilation, which are considered the big challenge for beginning EFL learners in spoken English acquisition. Hence, the task of teachers is to inform their students about these distinctive characteristics of spoken language at any time convenient so that the students do not feel the suspense and surprise when they listen to authentic listening materials.

- g. It is activating or building students' prior topical and linguistic knowledge.

It also activates schemata by increasing the learners to think and discuss what they already know about the content of the listening text. Teachers can also provide the background needed for them to understand the text, and it can help them concern attention to what to listen to something. Consequently, students begin to predict what they

might hear and make connections with what they already know, increasing the relevance of the information.

- h. It arouses interest and motivates students to attend to the spoken message.

Students will be more eager to listen actively to what the speaker says if they are able to relate the listening experience to their own lives. Besides that, teachers can create an environment conducive to listening and improve effective listening behaviors that are needed for lifelong skills.

- i. Encouraging prediction

This technique can be employed in the pre-listening or while-listening stages. Students are asked to predict what the text is about or what the speaker will say next. In order to increase students to imagine and predict what they are going to hear, the teacher may explain something about the topic of the listening text or something about the speaker(s). Besides, students can be asked to predict the grammar structures likely to be used in the listening text or make a list of words and phrases that refer to the topic and may appear in the listening text. This way, they can familiarize students with critical concepts and vocabulary before listening to spoken text. When students have a particular vocabulary in mind, they will be more self-confident and ready to listen effectively.

- j. Using a slow rate of speech

It has been a common belief in L2 teaching that a slower speech rate would facilitate listening comprehension for a learner. Lecturers need to be explained how to make their speech rate slow to the appropriate level for their students.

- k. Providing and trying to gain as much feedback as possible

During the course, the teacher should fill the gap between inputs and students' feedback and between the teacher's feedback and students' reaction to making listening objectively. It not only promotes error correction but gives improvement as well. It can facilitate students heighten their confidence to overcome listening problems. Students' feedback can help the teacher evaluate where the class is going and how it should be instructed.

- l. Improving the learning environment of listening skill

A learning environment for listening skills is a listening laboratory besides cassette tapes, tape recorders, and written listening texts, which are a vital key influence on the quality of both learning and teaching listening skills. Students argue that it still provides an inadequately equipped listening laboratory; consequently, the students find it challenging to concentrate while listening. Therefore, the essential thing to upgrade the recent laboratory so all of the students can have equal and much chance to study listening skills involves being motivated in their environment to improve their listening skills.

The Strategy Used in Teaching Listening

A listening strategy is a technique or activity that can help students develop their listening ability. So, these are some strategies that can develop students' ability in listening skills, according to J. Richard's (2008) theory:

- a. Bottom-up Processes

The listener uses the process to collect the information piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing is about perceiving and parsing the speech stream at an encouraged. Moreover, it is a more considerable step or level. Therefore, it begins with auditory-phonetic, phonemic, syllabic lexical, syntactic, semantic, propositional, pragmatic, and interpretative.

Listeners begin interpreting the meaning of the audio texts by first determining the meaning of individual words and later aggregating upwards to larger units of meaning.

Bottom-up processing trains listeners to incorporate word-for-word translation, adjusting to the speech rate, oral text repetition, and focusing more on prosodic features of the text (Abdalhamid et al., 2012). Intentional listening is necessary for language learning, and it employs strategies for identifying sounds and constructing meaning from the speeches (Mejila et al., 2014).

b. Top-down Processes

This process involves the listeners' prior knowledge. Further, the listeners use their prior knowledge or knowledge about a specific context of communication to predict what information they will receive. In addition, it uses parts of the message to confirm, correct or add to this. The key, the process of this, is about inference.

On the contrary, listeners who often use schematic knowledge in analyzing and giving meaning to the texts are applying top-down processing. They are drawing upon information in memory or analyzing text meaning for comprehension. Graham (2003) adds that by utilizing top-down processing, the learners use real-world schematic knowledge to develop expectations of the text meaning. It includes predicting, inferencing, elaborating, and visualization. A study by Abdal Hamid (2012) exposes that advanced listeners employed more top-down strategies than intermediate listeners.

The Implementation of Bottom-up and Top-down Strategy in Listening

Mandarani's (2016, p.192) learning activities are divided into three sections: pre-listening while listening and post-listening.

a. Pre-listening

Pre-listening sessions serve as preparation for listening. The bottom-up strategy in pre-listening sessions is that teachers help students identify the vocabulary and grammar, which is the key to the conversation in audio listening. While top-down strategy in the pre-listening session, students use their knowledge as a context and situation

b. While listening

While listening is directly related to text engagement. Bottom-up strategy in the while listening process, teachers direct students through the listening process and monitor their listening difficulties. While top-down strategy in the while listening process, teachers help students predict and understand what they have heard.

c. Post-listening

Post listening in bottom-up and top-down strategy is an activity in which the teachers give some questions or evaluate students related to the topic that has been discussed earlier.

The Process of Bottom-up and Top-down Strategy in Listening

According to (Nation & Newton, 2009), some listening processes are as follows:

a. Bottom-up Processes

These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly more significant levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretive (Field, 2003: 326).

b. Top-down Processes

Top-down processes involve the listener going from the complete their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain

and uses parts of the message to confirm, correct, or add to this. The essential process here is inferencing.

According to Vishwanath Bite, The process of listening occurs in five stages. They hear, understand, remember, evaluate, and respond as follows:

- a. Step-1 Receiving (Hearing): Hearing it is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is the perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an essential requirement for compelling listening.
- b. Step-2 Understanding (Learning): Understanding this step helps us understand the symbols we have seen and heard. We must analyze the meaning of the stimuli we have perceived. Symbolic stimuli are not only words but also sounds like applause and sights like a blue uniform with symbolic meanings; the meanings attached to these symbols function our past associations and the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.
- c. Step-3 Remembering (Recalling): Remembering is a vital listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. Listening to our attention is selective, and so too is our memory- what is remembered may be quite different from what was initially being seen or heard.
- d. Step-4 Evaluating (Judging): Evaluating only active listeners participate at this stage in Listening. At this point, the active listener weighs evidence, sorts facts from opinion, and determines the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message. As a result, the listening process ceases.
- e. Step-5 Responding (Answering): Responding to the stage requires that the receiver complete the process through verbal and/or nonverbal feedback. Due to the speaker having no other way to determine if a message has been received, this stage becomes the only overt means the sender may determine the degree of success in transmitting the message.¹²

From the explanation above about the types and processes, listening is to have social relationships with people around us. We can do many things because the conversation has many functions, one of which we can mingle with everyone. The purpose of the listening performance is not necessarily to look for global or general meanings but to comprehend designated information. Students can improve their listening skills and gain valuable language input through extensive and intensive listening material and procedures.

Advantages and Disadvantages of the Implementation of Bottom-up and Top-down Strategy in Listening

Tarigan in Mandarani (2016, p.194) argue that the implementation of bottom-up and top-down strategies in listening are some advantages of this strategy. The strategy can help students who have difficulties in listening by building knowledge in the context presented from the audio listening and facilitating students to understand the meaning conveyed from what they have heard. As for the disadvantages of both these strategies, students will find it difficult if they cannot understand the context of what they have heard, such as identifying vocabulary, grammar, and the meaning of a word.

Especially in the English language context, both processes contribute to operating the process of listening. Without understanding input appropriately in the listening process, learning cannot get any improvement. In addition, without listening skills, no communication can be reached.

Renukadevi (2014) argues that regarding language skills comprehension when we communicate, we receive 45% of language competence from listening, 30% from speaking, 15% from reading, and 10% from writing. Listening has to be considered a language learner with the highest percentage of involvement in exchanging information and ineffective communication. Listening, unlike the other language skills, it is felt comparatively have many challenges by the learners. There are many sub-skills included in listening. They are receiving, understanding, remembering, evaluating, and responding. Nevertheless, with the arrival of the English language, teaching has to be crucial, and proficiency and listening become a thing that must be highlighted. On the other hand, listening is not entirely integrated that can be operated or integrated into the curriculum and required much attention in that setting.

CONCLUSION

Based on the explanation and discussion above, it can be concluded that the importance of teaching listening strategies in the English language context. A bottom-up strategy is helpful to increase linguistic knowledge such as auditory discrimination, word recognition skill, perceptual processing, etc. While the Top-down strategy helps improve the students' previous knowledge, such as students' listening comprehension, their confidence can increase, interpret what is being spoken about and what will probably follow, etc. Especially in the English language context, both processes contribute to operating the process of listening. Without understanding input appropriately in the listening process, learning cannot get any improvement. In addition, without listening skills, no communication can be reached.

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