

DELINEATING STUDENTS' ENGAGEMENT BASED ON LECTURER'S TEACHING STRATEGIES IN LISTENING COURSE

Hustiana

Universitas Sulawesi Barat

hustiana@unsulbar.ac.id

Ahyadi

Universitas Sulawesi Barat

ahyadi@unsulbar.ac.id

Asdar

Universitas Sulawesi Barat

asdar@unsulbar.ac.id

ABSTRACT

This study delineated the lecturer's teaching strategies in listening for general communication course and described the impacts of those strategies in listening for general communication course toward the students' engagement in the class. The participants were the first semester students in English Education Department, Faculty of Teacher Training and Education, Universitas Sulawesi Barat that consisted of five classes which contained of 135 students. While the lecture became a part of the research process itself. The technique of data collecting consisted of doing observation in learning process and also giving open ended questionnaire for the students. While technique of data analysis consist of transcribing data from recorded classroom observation and open ended question into written text. In brief, it could be concluded that in this class, the lecturer applied two types teaching strategies namely autocratic style and permissive style. In autocratic style the lecturer applied lecturing strategy and in permissive style the lecturer applied Question answer strategy, Group discussion, Role playing, and Independent study. Based on the research, the most effective strategies in listening for general communication course were question answer strategy, role playing, and Independent study because those strategies made the students contributed in learning process like asking a question, giving opinion, tutoring their friends, and giving feedback whether in written or spoken form after listening the audio. While lecturing and group discussion were not appropriate for listening course because the students be more passive with less engagement. Therefore, it was suggested for the lecturer to modify the way in using lecturing and group discussion strategies in listening for general communication course, in order those strategy be more effective in the other class session.

Key words: Students' engagement, Lecturer's strategy, Listening

INTRODUCTION

Listening skill is a fundamental component of interpersonal communication skills that must be mastered by the EFL students, moreover the candidate of teacher. Listening is a process that escort someone to acquire new vocabulary and to understand about grammar. Thus, it is very useful to master the other skills. In spite of, the other skills like speaking, reading, and writing are noteworthy to upgrade language competence, listening contributes primarily for language expertise.

Listening is a receptive skill that first develops by human being. Learning to listen to the target language improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening. To understand the nuances in a particular language, one must be able to listen. As we get to understand spoken language by listening it is easier to improve the other skills and gain confidence (Renukadevi, 2014).

One of subject in English Education Department, Faculty of Teacher Training and Education, West State University is listening for general communication. This subject's goals is to communicate with others after listening the certain topic. The topic which is delivered in the class is familiar audio for the students' daily life.

Nevertheless, it is a skill which is difficult to conquered. Based on the result of interview with the students in the first meeting, it found that there were many of them grouched that listening is the most difficult skill in english. One of the reason, because they do not suffice with vocabularies. They also is not still adept in pronuciation, thus they are difficult to understand what the speaker in the audio conveyed. Furthermore, they still percieve lack in grammar, so that they bereave the main poin of the audio.

Those students' complaints can obstruct the goals of the subject itself namely they cannot communicate as well as the result of listening activity. To engender the case, it is needed the lecturer teaching strategies as facilitator in the classroom. Though teaching listening especially for university students is regarded as the interesting and challenging activity, the lecture must modify the class well to create an appropriate strategy. In this case, the lecture's teaching strategy can help the students to be active in the class. As known, the involvement of the students in the class in learning process is the prominent case. Their involvement can be a sign that they enjoy the class. When the students enjoy the class, they will convey the notion in their mind, share the knowledge with friend, ask a question to the lecturer and many others. Those impact will optimize their learning. A successful learner is not the one who instantly master the language by her/himself and picks up the language easily from the learning process in the classroom, however, mastering and picking up the language from the teaching and learning process are influenced by a lot of factors, such as teacher, learning materials, teaching methods, learning strategies, learning environment, and learner`s need (Alfian, 2019). Based on the previous explanation, the main objectives of this research were:

1. To delineating the lecturer's teaching strategies in listening for general communication course
2. To describe the impacts of the lecturer's teaching strategies in listening for general communication course toward the students' engagement in the class

REVIEW OF LITERATURE

Students Engagement

Engagement can be said as involvement. It is structured of individual attitudes, thoughts, and behaviors as well as communication with others. Student engagement means that they put their time, spirit, feeling, thought, effort, into learning process. There are many people who give opinion about what students' engagement is. First, according to Ginting (2021) student engagement, in general, refers to active participation in a variety of academic and co-curricular or school-related activities, as well as a commitment to achieving learning objectives. The other opinion said that students' engagement refers to the effort the learner makes to promote his or her psychological

commitment to stay engaged in the process of learning in order to acquire knowledge and build his or her critical thinking (Dixon, 2015). While, Handelsman et al. in Savory et al., (2012) commented that student engagement is considered an important predictor of student achievement, but few researchers have attempted to derive a valid and reliable measure of college student engagement in particular courses. As addition, Xiang stated that students' engagement refers to students' inner interests and motivation in academic learning, including participation in activities, group work and discussions (Nurlisa et.al., 2020). This indicates that when learners are encouraged to revisit and revise their learning activities more than once and they persist in their effort to learn, they develop their learning skills effectively which is also associated with their engagement and success in the course (Rajabalee et al., 2020).

Based on the defenition above, it can be concluded that students engagement is students commitment that the result of inner interest to participate in the class in achieving learning objectives.

There are different models to measure learner engagement in learning contexts, they are:

- a. Kuh (2003) developed National Survey of Student Engagement (NSSE) benchmarks to evaluate students' engagement through their skills, emotion, interaction and performance, applicable mainly to the traditional classroom settings
- b. Classroom Survey of Student Engagement (CLASSE) developed by Smallwood. CLASSE is an adaptation of the NSSE survey for use in an individual classroom setting. The CLASSE survey comprises two parts. Students complete one version and the instructor completes an accompanying version. Being able to contrast student responses to the instructors allows for a unique comparison of perceptions (Savory et.al., 2012)
- c. The Student Course Engagement Questionnaire (SCEQ) proposed by Handelsman et.al., (2005) uses the psychometric procedure to obtain information from the students' perspective in order to quantify students' engagement in an individual course.
- d. Roblyer & Wiencke (2004) proposed the Rubric for Assessing Interactive Qualities of Distance Courses (RAIQDC) which was designed as an instructive tool, to determine the degree of tutor learner interactivity in distance learning environment.

- e. Dixson (2010) developed the Online Student Engagement (OSE) scale model using the SCEQ model of Handelsmann et al. (2005) as the base model. It aimed at measuring students' engagement through their learning experiences, skills, participation, performance and emotion in an online context.

Factor affecting students' engagement

According to Ginting (2021) Student motivation, attentiveness, and related elements, engagement and active learning, and level of academic challenge and intellectual work are categorized into four categories that affecting students' engagement. This overview of the literature focuses on each of the four aspects of student engagement among online students.

Student Motivation

Motivation is the primary characteristic that encourages students to participate actively in their studies (Ginting, 2021). According to Hustiana (2021) motivation is the desire and effort which drive people to do anything act to achieve the goal. Motivation is an essential factor in learning because it has an influence toward students' success or failure as language learners.

Attention, Interest, and Self-Regulation

The ability to focus on a single task is referred to as attention (Ginting, 2021). Attention can be a motivator for a student to learn. When students are highly motivated, they devote their attention for the lesson. While Interest is something that is liked by a person. Each person has a different interest, weather in language, art or sport. A student who has interest in language, they will have a good attention in that aspect. When a students sustain attention through good emotions caused by their interest in the learning activities, the engagement is more likely to continue. The last is Self-regulatory which refers to one's ability to control one's own actions (Ginting, 2021). Students that can regulate their self can motivate their self.

Engagement and Active Learning

There are some example of engagment and active learning of the students, they are the participation in the class, attendance in every meeting, and direct connection with lecturers and. Engagement is one of the most dependable predictors of student success in higher education Tinto in Ginting (2021). The more students participate in numerous events on campus in diverse contexts, the more fresh experiences they will gain, such as conversations, presentations, and group collaborations. This one-of-a-kind experience has a positive impact on student engagement in the classroom and the overall learning experience (Lundberg & Seridan, 2015).

Level of Academic Challenge and Intellectual Efforts

The students' engagement can occur based on the level of academic challenge and intelectual effort. If the students feel challenged in learning process, the will engaged well.

Teaching Strategies

Teaching strategies is created by a lecture. It is one of external factor that gives big impact for the students' achievement. This opinion relates to what Kistner dkk., (2015) said that besides teaching subject related knowledge and skills, one important thing that teachers are expected to do in their classrooms is provide students with knowledge of how to learn: they may teach them how to motivate themselves to start preparing for a test, what steps to take to solve a complex problem, how to monitor their own learning process, etc. According to Lawton in Rashid (2004) the teaching strategy is a generalized plan for a lesson (s) which include sructure, desired learners behaviour, in term of goals of instructions and an outline of planned tactics necessary to implement the strategy. He adds that teaching strategies can be classified under the following two types:

Table 1. The Classification of Teaching Strategies

Autocratic stye	Permissive style
Lectures	Question answer strategy
Demonstrations	Heuristics
Tutorials	Project strategy
Program instructions	Group discussion
	Role playing
	Assignment
	Computer assisted instruction
	Brain storming
	Independent study
	Sensitivity training
	Leadership group or T-Group

Besides that, Fajriah (2017) argue that there are some types of teaching strategies such as expository strategies, cooperative learning, inquiry, contextual teaching and learning and problem based learning. All of those strategies are not fit for all the material. It depended on the context. One strategy might fit to one particular topic but it does not certainly fit to the other topic so that the teacher has to have the ability to choose the best one.

Listening Skill

Listening skill is the ability to interpret information from the hearing sense which has a prominent role in upgrading the language proficiency. Listening is a multidimensional construct that consists of complex (a) cognitive processes, such as attending to, understanding, receiving, and interpreting messages; (b) affective processes, such as being motivated and stimulated to attend to another person's messages; and (c) behavioral processes, such as responding with verbal and nonverbal feedback (e.g., backchanneling, paraphrasing) (Jones, 2011). While acording to Larry Vandergrift in Liubinienė (2009) emphasizes that listening is a complex, active process of interpretation in which listeners match what they hear with what they already know. The other

opinion from Argawati & Suryani (2016) said that listening is an activity of processing and decoding sounds from the smallest meaningful units into the complex one in order to be able to interact with the speaker to construct meaning from something we hear. Listening activities generally induces the anxiety and stress among the learners as it involves the interpersonal and interpretive modes of communication in which he/she has to actively participate. (Renukadevi, 2014). Thus, listening is a *collaborative* process in which the listener has the goal of understanding the goals and meanings of the message source, the source has the goal of facilitating the listener's goals, and behavior by both parties typically unfolds in support of their reciprocal, complementary goals. Throughout the listening process, the listener may employ a variety of behaviors, both verbal and nonverbal, to signal the message source about the degree of understanding obtained about a message and the kind of help that the source can provide to improve this degree of understanding (Bavelas & Gerwing, in (Burlison, 2011).

Based on some opinions above, it can be concluded that listening skill is an ability that needs cognitive processes to understand, to receive, and to interpret a messages from the smallest meaningful units into the complex one in order to be able to communicate with others. Therefore, it is necessary to develop listening skill in the initial stage of learning in order to become a good speaker (Woottipong, 2004). Finally, Listening comprehension provides the right conditions for language acquisition and the development of other language skills (Krashen in Woottipong, 2004) since listening exercises help to draw a learner's attention to new forms in the language i.e. vocabulary, grammar and interaction patterns.

There are three main reasons to support the importance of listening in foreign language learning. *The first*, a new language learner should learn listening at the initial stage of language learning in the same manner as a child learns a mother language (Buck in Woottipong, 2004). This is because listening is a first skill that must be through by a person before trying to master the other skills. *The second*, listening can enhance speaking skill. Spoken language provides a means of interaction for the learner. People with good oral communication skills:

- Can relate well to colleagues and customers at work
- Are able to get the information they need from organizations and individuals
- They have to deal with
- Can explain things clearly and make a case for themselves
- Have a reduced risk of experiencing conflict and aggression from others
- Have more productive relationships with other people
- Are more successful in their careers (Cole dkk., 2007)

According to Nunan in (Woottipong, 2004) there are some models of listening process. They are Bottom up, top down and interactive processing. Bottom-up processing strategies emphasize the

individual components of spoken messages: the phonemes and individual lexical and grammatical elements which need to be understood in order to understand the messages. Bottom-up strategies are to:

- Concentrate on specific details while listening
- Recognize word-order patterns. (Renukadevi, 2014)

While, Top-down processing strategies emphasize the macro-features of text such as the speaker's purpose and the topic of the message.

- Top-down strategies are for listening for the main idea
- predicting
- drawing inference
- summarizing (Renukadevi, 2014)

The last is interactive processing is the mix of bottom up and top down process. It means that the listeners have to combine many types of knowledge like phoneme, lexical, word meanings or grammatical structures, and the influence of the listener's expectation and background knowledge, the particular situation and the topic itself all contribute to the listeners ability to comprehend spoken messages. In other words, listeners use whatever information they possess to interpret what a speaker is saying.

Yagang in (Renukadevi, 2014) argues that the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. The problems were believed to cause by the speech rate, vocabulary and Pronunciation. Flowerdew & Miller in Renukadevi (2014) assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. The main reasons why the learners feel listening difficult are:

- Lack of effort to understand each and every word while listening. Especially in L2 acquisition they are unable transfer their L1 skill easily to a second language.
- Failure or laziness to build up their vocabulary gradually and this greatly reflects in their listening and keeps them low spirited in acquiring the language skills.
- Listeners problem with different pronunciation, accents as they stick to one particular articulation.
- Listener's concentration power or listening stamina greatly influences their listening skills, which is not so in the case of acquiring the other language skills (reading, speaking and writing) even when they are carried for a longer period of time.
- Distraction by the physical setting or the environment in which listening is to be carried out. This becomes an added challenge for an average learner and a main confront even for good listeners.

METHOD

In this study the researcher tried to delineating the students' engagement based on the lecturer's teaching strategies in listening for general communication course toward students' communication skill in English Education Department, Faculty of Teacher Training and Education, Universitas Sulawesi Barat. The research came of six meetings through observation and also the result of the students' assignment and mid term.

The participants were the first semester students in English Education Department, Faculty of Teacher Training and Education, Universitas Sulawesi Barat that consist of five classess or 135 students. While the lecture being a part of the reserch process itself. The technique of data collecting consisted of doing observation and giving open ended questionnaire that consisted of two indicators, they are students engagement and cognitive skills using Classroom Survey of students engagement (CLASSE) which developed by swallowed (Savory et.al., 2012). This questionnaire was given used geogle form after all the meeting ended. While technique of data analysis consist of transcribing data from observation result and open ended questionnaire.

FINDINGS AND DISCUSSION

The Lecturer's Teaching Strategies in Listening for General Communication Course

Based on the learning process for seven meetings in listening for general communication course, the leacture applied some teaching strategies, they were autocratic style and permissive style. In autocratic style the lecture applied lecturing strategy and in permissive style the lecture applied Question answer strategy, Group discussion, Role playing, and Independent study. Those strategies will be elaborated below:

Table 2. The Lecturer's Teaching Strategies in Listening for General Communication Course

Teaching style	Teaching strategies	Meeting
Autocratic Style	1. Lecturing (the lecture explained the material to introduce some vocabularies and some sentences which related to the content of the audio that will be listened. The goal of this strategy was to help the students developing habit of concentration.	a) The second meeting: Personal information In this topic, the lecture introduced about personal information that was familiar for the students like name, age, address, phone number and occupation. The lecture also gave some questions that related to the topic like <i>"May I have your name? What is your occupation, where do you live?"</i> etc.
		b) The fourth meeting: Describing people In this topic, the lecture introduced about the adjective that can be used to describe about people appeareance by giving some pictures and example. For instance, <i>Bert has long and black hair, Dorris is not fashionable at all, Nathan is in the middle aged, etc.</i>
		c) The fifth meeting: Giving direction In this topic, the lecture introduced the questions that can be used to ask about

		direction like "where is the?.", "can you show me the way go to?" "Do you know where is the.....?" etc. Besides, the lecture also introduced about the vocabularies that can be used in giving direction like "go stright, turn left, turn right," etc.
Permissive style	1) Question answer strategy (The lecture applied question and answer strategy in the third and the fourth meeting. After lecturing the vocabularies, the lecture played the audio three until five times. After that, the lecture gave some questions that related to the content of the audio. The students must be ready to answer the question fast. This step is related to what socrates suggest in Rashid (2004) that the structure of question answer strategy are: To prepare question and arrange them in a logical sequence, to present the questions in such a way that curiosity arises among the learners, to ask new questions by linking with the learners responses.	<p>a) The third meeting: the class rule</p> <p>In this part, the lecture prepared some questions in essay form and true or false statement that would be answer by the students orally after listening to the audio. The example of question were:</p> <ul style="list-style-type: none"> • What is the teacher's name? • What room is the class in? • What days is the class? • The teacher's name is Lindsay Black (T/F) • The class is in room 14 (T/F) etc. <p>b) The fourth meeting: describing people</p> <p>In this part, the lecture also gave some question based on the audio that the student listened, such as:</p> <ul style="list-style-type: none"> • Who is Nathan? • Who is bert? • What does Dorris look like? Etc.
		<p>a) The second meeting: personal information</p> <p>In this meeting, this strategy was applied after lecturing. The lecture played an audio while the students were sat in small group. They were given an uncomplete transcript, then they must fill the blank. They must discuss with their friend to find the best answer. It is needed a team work.</p>
	2) Group discussion (The lecture divided the class before playing the audio)	<p>b) The fifth meeting: Giving direction</p> <p>In this meeting, the lecture splitted the class in some small groups. There were two activities in this topic that related to group discussion. The first activity was listening an audio that contain of asking and giving direction. After that, the lecture asked the students to draw the suitable map based on the content in the audio. The second activity was listening the other students to give direction for the certain building. The lecture gave a blank map for each group. Then, a representative of each group must come in front of the class to give direction, than the others must discuss the apaproprate building which was described by the representative and write down on their map.</p>
	3) Role playing This course's goal was to communicate with other after listening. Thus, role playing strategy is suitable applied in the class. This strategy applied at the end of the class after the students	<p>a) The second meeting: personal information</p> <p>Ini this session, the students worked in pairs, one of them acted as a costumer and the other acted as a costuner service. In this part, the students would be reliable to use questions like, <i>can I help</i></p>

listened to the audio and finished all the activities.

you, could I have your name, please, How do you spell it?, Where do you live, Please give me your telephone number! and, What is your occupation?

b) The fourth meeting: describing people. In this case, the students acted as students who described his family and the other acted as a teacher who asked the student to describe his family. In this part, the students would be reliable to use a question such as, *could you please, describe your family? What does your Aunt Doris look like? What about your uncle? How old is he? Can you describe your brother for me? How about his height?* And alsin the usage of statement such as *She is pretty tall and thin. She has short gray hair, she is in late 40s, Uncle Nathan has wavy brown hair, He is fairly short, He is also middle aged His hair is long and black, etc.*

c) The sixth meeting: the usage of prepositional phrase. After listened the audio, the students played a role to use preposition of place in daily conversation. They worked in pairs and made a short video. In this part, the students would be reliable to use a statement that related to prepositioan of place such as *I think they're on the bottom shelf, between the computer disks and the copy paper, I'd keep the black file cabinet over there in the corner of the room, the printer section over there on the other side of that computer, etc.*

d) The seventh meeting: buying T-Shirt. In this meeting, after the students written down the transcript, they come forward to play a role as a costumer and a seller. In this part, the students would be reliable to use a question such as, *What's wrong with it? Why don't you try it in a larger size? Where are the man shoes? How much are those black boots and also the gray one? Why do you like the gray ones better?etc*

4) Independent study (the lecture just played the audio, then the students listen carefully and answer the question by own self. There are some activities that forced the students to finished by ownself)

a) The third meeting: The Class rules. After listened to the audio, the students must find out the true and the false statement. Those statement were:

- This is an English course (T/F)
- There are three classes every week (T/F)
- The class begins in May (T/F)
- There is a book for the course (T/F) etc.

b) The fourth meeting: Describing people In this part, the students must retell the content of the audio using their own words.

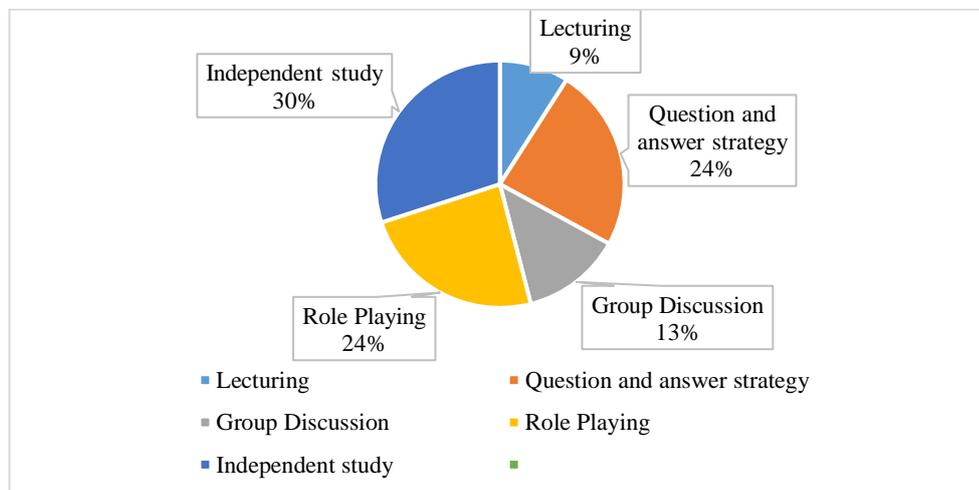
c) The sixth meeting: The usage of prepositional phrase.

	In this part, after listened to the audio, the students must make the transcript about the audio.
d)	The seventh meeting: buying a T-Shirt. Before making a transcript about the audio completely, the lecture asked the students individually to clasified the word that they listened based on their part of speech.

The Impacts of the Lecturer’s Teaching Strategies in Listening for General Communication Course Toward the Students’ Engagement in the Class

Based on the strategies that applied by the lecture in the class, there were some impacts toward the students’ engagement. In this part, the reseracher used Classroom Survey of students engagement (CLASSE) which developed by swallowed that consisted of some aspects, they are: Engagement activity, cognitive skill, class atmosphere and other educational practices (Savory et.al., 2012). However, in this reserach, the researcher attempted to use two indicators, namely Engagement activity and cognitive skill. Both aspects were connected with the teacher learning strategies in listening for general communication course. The result of the reserach were:

Figure 1. Students’ Engagement



Based on the diagram pie above, it found that the most effective strategies for the students’ engagement in listening course was independent study which had score 30%. The second effective strategies were role playing and question and answer srategy which had score 24%. The third effective strategy was group discussion which had score 13% and the less effective stategy was lecturing which had score 9%. Those results were accumulated from 135 students. The description for each strategy will be elaborated below:

Autocratic Style

1. Lecturing Style

In lecturing style, the lecture had a big role to explain the topic that will be listened by the students. As Jones (2011) stated that Listening is a multidimensional construct that consists of

complex (a) cognitive processes, such as attending to, understanding, receiving, and interpreting messages; (b) affective processes, such as being motivated and stimulated to attend to another person's messages; and (c) behavioral processes, such as responding with verbal and nonverbal feedback (e.g., backchanneling, paraphrasing). Thus, lecturing must be applied in the class before audio was played in order the students had prior knowledge about the words that have possibility occurred in the audio.

Based on the Classroom Survey of students engagement (CLASSE) that modify in observation method, it found that when the lecture explained the material, students engagement was started. In this part, the those engagement can be listed below:

Table 3. Lecturing Style

Survey of students engagement (CLASSE) Indicators	Sub Indicator that found in the class	Information
Engagement activity	Asked questions during the class	The students asked the lecture about the usage of the certain word like in the third meeting (Class Rules): <i>What is the difference between at, in and on?</i> And also in the fifth meeting (asking and giving direction): <i>What is the difference between near and beside?</i> <i>How to pronounced "Direction"?</i>
Cognitive Skill	Memorizing facts, ideas, or methods from the course	The students memorize the vocabularies that have been introduced

Based on the research, the application of lecturing made the students more passive. While the lecture was explaining, just one until two students for each class to asking question to the lecture, than the others just listened. Thus, they did not contributed to a class because the students just engaged 9% from 135 students.

Permissive Style

1. Question Answer Strategy

This strategy was applied in the third and the fourth meeting for the topic "Class rules" and "describing people". Based on the research, this strategy was very effective to upgrade the students engagement in listening class. This strategy made the students to look for the specific information in the audio. The other word, question and answer strategy applied top down strategy. It is in line with what Renukadevi, (2014) said that top-down strategies are listening activity for the main idea, predicting, drawing inference and summarizing. By giving them question based on the audio, they were enthusiasm to answer the the question. It involves the students participation toward the subject matter and in teaching act. It means that, they were easier to memorize the certain information from what they listened. This strategy took 24% from 135 students. The students activity that occurred in the application of this strategy were:

Table 4. Question Answer Strategy

Survey of students engagement (CLASSE) Indicators	Sub Indicator that found in the class	Information
Engagement activity	1. Contributed to a class	<ul style="list-style-type: none"> When the lecture gave a question based on the content of the audio, the students race to come in front of the class to convey what they have listened
	2. Prepared the answer of the lectures question basen on the content of the audio	<ul style="list-style-type: none"> Sometimes lecture gave true and false statement. The students participated well to decided the true or the false statement based on the content of the audio.
	3. Worked with other students on projects during the class	<ul style="list-style-type: none"> The student work with their friend in the class to find out the best answer of the lecture's question
	4. Put together ideas or concepts from different courses when completing assignments or during class discussions in the class	<ul style="list-style-type: none"> The students connected the listening topic with the grammar poin or pronuciation course. For instance: in single noun, the verb must get addition "s/es" like in sentence Nathan always wears a black cap (Describing people). As addition, the students also differentiate how to pronounced a word "where" and "were"
	5. Tutored or taught other students in the class	<ul style="list-style-type: none"> The students assisted their friend to figure out the answer of the lecture's question The students used smartphone to look for the certain word that they have listened
	6. Used an electronic medium (list-serv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment in the class	<ul style="list-style-type: none"> The students convey the content of the audio weather in written form or in oral form based on the lecture instruction.
	7. Received prompt written or oral feedback on your academic performance	<ul style="list-style-type: none"> The students made a big effort to answer the lecture's question eventhough the audio must be palyed many times.
	8. Worked harder than you thought you could to meet your expectations	
Cognitive Skill	1. Memorizing facts, ideas, or methods from the courses	<ul style="list-style-type: none"> The students memorize the certain information from the audio.
	2. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<ul style="list-style-type: none"> The students analyze the certain information like date, year, origin, etc.

2. Group Discussion

Based on the application of group discussion in listening course, the researcher argued that there were many students acted passive in their group. They did not contributed to a class discussion. Eventhough, they had a freedom to express theirsself in their group and can be developed habit cooperation expecially in listening course, but they just counted on their friend. This strategy took 13% from 135 student who engaged in the learning process. The students' engagement could be elaborated below:

Table 5. Group Discussion

Survey of students engagement (CLASSE) Indicators	Sub Indicator that found in the class	Information
Engagement activity	<ol style="list-style-type: none"> 1. Worked with other students on projects during the class 2. Used an electronic medium (chat group, Internet, instant messaging, etc.) to discuss or complete an assignment in the class 	<ul style="list-style-type: none"> • The students who have high cognitive ability have a big role in the group than others. Thus, the other students just counted their friend to finish the assignment. • The students used internet to assist themselves to find out the related topic with the content of the audio.
Cognitive Skill	<ol style="list-style-type: none"> 1. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components 	<ul style="list-style-type: none"> • The students analyze the certain information from the audio

3. Role Playing

Role playing strategy was suitably applied in listening class. This role play strategy applied at the end of the class after the students listened the audio and finished all the activities. Based on the result of research, it found that the students liked to play a role and took 24% percentage of the engagement. A role play was useful to upgrade their proficiency in communication. It was found that role playing is one of strategy that called as learning by doing. The students will understand fast when they become an actor who conducted that activity.

Table 6. Role Playing

Survey of students engagement (CLASSE) Indicators	Sub Indicator that found in the class	Information
Engagement activity	<ol style="list-style-type: none"> 1. Contributed to a class 2. Worked with other students on projects during the class 3. Tutored or taught other students in the class 4. Received prompt written or oral feedback on your academic performance 	<ul style="list-style-type: none"> • In this part, the students worked with their friend to practice the content of the audio in front of the class.
Cognitive Skill	<ol style="list-style-type: none"> 3. Memorizing facts, ideas, or methods from the courses 	<ul style="list-style-type: none"> • The students memorize the transcript of the audio.

4. Independent Study

This strategy took 30% percentage of the students engagement. In this case, the lecture just played the audio, then the students listened carefully and answered the question by own self based on the lecture's instruction. In this case, for listening class, this is an effective way, because the students made an effort to concentrate well to the audio and contributed to the class.

Table 7. Independent Study

Survey of students engagement	Sub Indicator that found in the class	Information
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(CLASSE)		
Indicators		
Engagement activity	<ol style="list-style-type: none"> 1. Contributed to a class 2. Prepared the answer of the lectures question basen on the content of the audio 3. Put together ideas or concepts from different courses when completing assignments or during class discussions in the class 4. Tutored or taught other students in the class 5. Used an electronic medium (chat group, Internet, instant messaging, etc.) to discuss or complete an assignment in the class 6. Received prompt written or oral feedback on your academic performance 7. Worked harder than you thought you could to meet your expectations 	<ul style="list-style-type: none"> • In this part, the students work individually, thus they have to make an effort to listeni well without counting on their friends.
Cognitive Skill	<ol style="list-style-type: none"> 1. Memorizing facts, ideas, or methods from the courses 2. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components 	<ul style="list-style-type: none"> • The students memorize the certain information from the audio. • The students analyze the certain information like date, year, origin, etc.

CONCLUSION

Concerning with the result of the finding and the discussions of the study, it can be concluded that the lecturer's teaching strategies in listening for general communication course gave different effects for the students' engagement in the class. In this class, the leacture applied applied two types teaching strategy namely Autocratic style and permissive style. In autocratic style the lecture applied lecturing strategy and in permissive style the lecture applied Question answer strategy, Group discussion, Role playing, and Independent study. Based on those strategies, the most effective way for listening corse were Question answer strategy, Role playing, and Independent study because they were active to give opinion after listening the audio. They also more enthusiasm to look for the answer of the question or finish the instructuon from the lecture. While lecturing and group discussion were not appropriate for listening course because the students be more passive with less angagement. It also can be assumed that in listening course the students must challenge. This research can be a guidance for the other lectures who held listening course, because it is known that listening course need full practices in the class. Thus, the lecture also need some strategies to face it. Further research on teaching strategies in listening course needs to be conducted to provide recommendations for future study.

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