

Exploring EFL Lecturer's Strategies and Challenges in Teaching Critical Listening for the Third-Semester Students of English Education Study Program at PGRI University of Palembang

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Abstract

This study aimed at determining: (1) strategies in teaching Critical Listening; (2) implementation of strategies in teaching Critical Listening; (3) challenges in teaching Critical Listening; (4) solutions for teaching Critical Listening. This study was a qualitative using case study method. The respondent was the lecturer of Critical Listening. Data collection technique were observation, interview, questionnaire and documentation. Data analyses technique were data collection, data display, conclusion and review. The findings showed that (1) strategies used were Bottom-Up and Top-Down, and Direct Strategy. (2) this strategies used to guide students comprehend meanings from audio, understand vocabularies, know the outline of conversation from audio, build students' confidence in sharing their critical thoughts about topics. (3) challenges were time allocation, unsupported media, lack of understanding vocabularies, students' low motivation in improving listening skill. (4) solutions were manage time allocation, improving learning environment of listening skill, adapting, improving students' vocabularies and using various strategies.

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INTRODUCTION

Lecturers play an important role in giving motivation to learn and adopting effective ways of teaching English as a foreign language to students who are not native English speakers when performing their function as students at higher education institutions. As is well known, English is a world language that is spoken practically everywhere in the world. Teaching English as a foreign language needs the employment of specific and effective ways to assist students in understanding English.

Teaching strategies are the principles and methods used to teach. The teaching approach or tactics utilized are heavily influenced by the knowledge or skills being taught, as well as the student's learning style, aptitude, talents, and excitement. Teaching strategies are ways used to help students acquire the desired subject knowledge and set goals that can be reached in the future

(Armstrong et al. 2021). Besides that, Teaching strategies are methods that lecturers employ for a certain lesson and its specific goals. It should be noted that strategies that perform well with one set of materials could not work well in another context (Hayati, Afriani, and Akbarjono 2021).

The learning objectives required by lecturers are typically not met properly during the process of learning English, resulting in low student accomplishment. In fact, various variables influence this process, including lecturers who continue to struggle with selecting appropriate methods and strategies to utilize and students who struggle with learning English because they do not grasp foreign languages in their surroundings in society. Teaching languages will involve an extensive variety of different aspects. As we know that English has four basic skills (Munfadhila 2022). There are listening, speaking, reading and writing. One of the most important skill in learning English is Listening. Listening is an essential part of the communication process. However, certain students are unable to fully understand or even comprehend the words or sentences spoken in English by the person to whom they are speaking. This suggests that students listening skills are still inadequate, and their vocabulary is still poor.

To support this research, the writer provide some previous studies related to this study. The first is a study that held by Sofia (Purnama 2016) at English Language Education Department, University of Muhammadiyah Malang , by the title of "Strategies of Teaching Listening Comprehension Used by Lecturer for Second Semester at University of Muhammadiyah Malang". This study focused on describing the kinds of strategies used by the lecturer in listening comprehension, how lecturer applied the strategies of teaching listening comprehension for second semester, the problems faced by lecturer in employing the strategies, and the ways the lecturer solve the problems in applying strategies of teaching listening comprehension.

The second relevant study is entitled "An Analysis of Lecturers' Strategies in Teaching Listening at IAIN Curup" and was conducted by (Nurhidayah, Hidayah, and Gusmuliana 2019). This research investigated, 1) Lecturers' Strategies in Teaching Listening at IAIN Curup. 2) Lecturers implement some strategies such as planning, monitoring evaluation, cognitive and metacognitive. Where each of indicators have some sub indicators. But, there are some differential and similarities in implementation. The strategies used by lecturers still not maximal because there some sub indicators cannot be applied by lecturers. Lecturers strategies still not complete. Lecturers should use some sub indicator in order can get the maximal result for listening.

Additionally, the same thing also occurred for the third-semester students attending a critical listening course at the English Language Education Study Program at PGRI University in Palembang. Since there are many pronunciation or sound similarities in listening, it can be challenging for them to understand. In order to help them listen the sound and receive clear information, lecturer must employ strategies because teaching listening is quite

challenging. Therefore, the main objectives of this study are to identify kinds of strategies used by EFL lecturer in teaching Critical Listening, describe the implementation of strategies used in teaching Critical Listening, explain challenges in teaching Critical Listening and figure out how to deal with those challenges in teaching Critical Listening for the third-semester students of English Education Study Program at PGRI University of Palembang.

RESEARCH METHODOLOGY

The methodology of this research applied a qualitative method with case study approach to gain data about strategies used by EFL lecturer in teaching Critical Listening subject, some challenges found in during teaching Critical Listening subject and how the EFL lecturer applied the strategies to deal with some challenges in teaching Critical Listening subject to the third-semester students of English Education Study Program at PGRI University of Palembang. The object of this study was Mrs. EP M.Pd as the lecturer who teach the subject of Critical Listening to the third-semester students of English Education Study Program. The data collection used in this study were observation, interview and documentation; (1) Observation, in this research, the writer used naturalistic observation. The researcher joined the Critical Listening class and observed the lecturer 's strategies in teaching Critical Listening by taking field notes of the important information that the writer needs during the learning process. (2) Interview, this research employed semi-structured interview in which the participant was asked a set of questions that had been prepared before hand. The researcher held interview face-to-face. The researcher use semi-structured interview method while conducting interview. Therefore, the writer prepared some main questions and can also develop new questions during the interview related to the topic. (3) Documentation, the researcher collected documentation through pictures or other related writing systems to see the significant progress of Critical Listening teaching and learning process at English Education Study Program.

The data analyses research model used was the Miles and Huberman in (Sugiyono 2015), as follow; (1) Data Reduction, in the process of reducing the data, the writer selected all of data collected which were needed and related to the strategies and challenges in teaching critical listening subject. (2) Data Display, in displaying the data, the writer presented the data through description briefly to see the relationships between kinds of strategies and its implementation in CL teaching and learning process, and also identified several challenges which were faced by the lecturer during teaching process and the ways how to solve those challenges. (3) Conclusions and Review, in this study, the writer analyzed the data in three steps. First, the writer conducted data reduction from observation, interview, Questionnaire and documentation. Second, the writer displayed the data as the result of this research. Third, the writer conducted the conclusion verification from the whole data analyses based on the factual obtained.

RESULT AND DISCUSSION

Result

Based on the data conducted from this study, here are the results of data analysis about Exploring Lecturer's Strategies and Challenges in Teaching Critical Listening for the third-semester of English Education Study Program at PGRI University of Palembang.

Observation

Based on the data description above which the writer had conducted the observations for two meetings to the teaching and learning process of the third-semester students, the result of data analysis were as follow :

Pre-Teaching

1. The lecturer prepared the students by grouping and organizing the seats
The lecturer opened the class with greetings and then asked about students' conditions and the attendance list was filled in by the students before beginning the class.
2. The lecturer doing apperceptions by introducing the materials
The lecturer used supported media for teaching listening, such as laptop, tape recorder, LCD, TV, computers, speaker, and headset to deliver the learning material. The lecturer checked the audio that would be used.

While Teaching

1. The lecturer delivered the material, the lecturer showed a picture through pdf format or e-book and asked the students to think about what had happened on the picture.
2. The lecturer prepared the material well, the lecturer had prepared the course agreement and topics from e-book to be taught in the teaching and learning process.
3. The lecturer gave instruction clearly, the lecturer guided the students to listen to the audio and looked at the pictures from e-book to be discussed and analyzed by their own critical thoughts.
4. The lecturer delivered the material well by using clear language and gesture, the lecturer emphasized the statements to make sure that students follow the instruction clearly and easy to be comprehended.
5. The lecturer managed the quality of voice to make the students listen to the lecturer's voice, the quality of lecturer's voice when explaining the topics was good and could be listened clearly by all of the students in the lab.
6. The lecturer did not managed the teaching and learning based on the time allocation, the time allocation when beginning the teaching and learning process was not on time. It took such a long time to begin the class. It was happened mostly because lack of students' disciplined when enter the English Laboratory and also some students joined other activities outside the learning schedule. Therefore, it caused undisciplined environment.

7. The lecturer used media as learning sources appropriately and effectively, the lecturer used media such as laptop, speaker, tape recorder, LCD, Computer, speaker, Headset as learning resources appropriately and effectively.
8. The lecturer used media based on the teaching material, the lecturer used media such as laptop, speaker, tape recorder, LCD, Computer, speaker, Headset based on the teaching material.
9. The lecturer gave students chance to participate, the lecturer guided students and gave them chances to share their opinions from the pictures or audio after listening in order to identify and analyze what had happened or discussed through the topic.
10. The lecturer showed open attitudes to students' critics, the lecturer showed open attitudes to all of students' statements about the topics and guided them carefully in the correct order and understanding the vocabularies or grammatical used.
11. The lecturer created students' fun and enthusiasm for learning environment, during the teaching and learning process, the lecturer also created students' fun learning or jokes and built enthusiasm in order to decrease boring moments.
12. The classroom activities support the listening activities, the activities in the English lab support the listening activities for example most of the students in the laboratory could easily deliver their thoughts because of clear instruction and materials that handed in.
13. Lecturers gave instruction to the students to actively and attentively listen to a wide range of audio materials, including music, spoken word and environmental sounds, for instances, the lecturer guided the students to listen to the story and put a checklist as the best summary after listening the sub-topic about "Good news and Bad news". After that the students were asked to choose the best answer choice and explained it to the class together.
14. Lecturer guided students to identify, paraphrase, stated and implied main ideas, for example, before students listened again, the lecturer asked and guided students to identify some pictures in the correct order about the events happened, analyzed and evaluated the information, stated their main ideas, then listened again to the audio to check the answers.
15. Students have difficulties in understanding vocabularies, some students still had difficulties in understanding vocabularies from what they had been listened after listening (misunderstood). Sometimes, when they tried to analyze the information that they had just listened, the meaning of vocabularies were not as correct as what the speaker said.
16. Lecturer helped students to expand new vocabularies from audio materials, the lecturer guided students expand their vocabularies through finding the appropriate synonyms of each phrase that was included in the materials. After that, the lecturer also discussed or explained more about the meaning

of vocabularies from audio materials and with its grammatical functions in a statement.

17. Lecturer gave instruction to the students to analyze and respond to the oral argument and other types of authentic discourse, when delivering the material as well as giving instruction clearly to the students to listen to the story about "A Trip" based on the pictures. After that the students thought critically about what was happening to the story.
18. Lecturer asked students to critically analyze and evaluate information in social and scientific situation from audio recordings, the students were listening to the audio to know about the story from the picture. While listening to the audio, the students were also asked to identify, analyze, and evaluate information through "True or False statements" based on the information they had listened.
19. Lecturer asked students to identify strengths, weaknesses, and providing constructive feedback, the lecturer always asked and guided the students to provide constructive feedback to see about the connection between pictures in the e-book and what the speaker were saying.
20. Limited time allocation in listening activities, during the listening activities, the time allocation was limited that the process of teaching and learning listening did not take a long time. It took about 45 minutes for this lecture.

Closing

1. The lecturer did reflection and made conclusion based on the students' involvement, at the end of teaching and learning process, the lecturer did reflection and stated conclusion about the topic that had been discussed based on the students' involvement.
2. The lecturer made follow up by using clear instruction, students' activities or remedial as additional assignment, the lecturer made follow up by reminding the students to study for the next topic. Before closing the teaching and learning process, the lecturer stated important information for MID Test next meeting. The students were asked to make a group for doing the project of CL such as video and listening script by themselves.

Interview

Based on the interview result with the lecturer of CL, the writer analyzed the result of interview from the lecturer's responses, as follow :

1. How many Credit Semester System for Critical Listening subject ?
Based on the statement from lecturer, there are two Credit Semester Systems in this third-semester especially for critical listening subject.
2. How many classes for the Critical Listening ?
Based on the statement from lecturer, for this academic year there is only one class for the third-semester of English Education Study Program which also has Critical Listening subject.
3. What are the main objectives for Critical Listening subject ?

Based on the statement from lecturer, the main objectives for CL subject is to increase students' listening skill especially for advanced level because this is the last level for the third-semester.

4. What is the difference between listening comprehension and critical listening from the previous year ?

Based on the statement from lecturer, due to the implementation of new curriculum, it is known as "MBKM" started from three years ago. Therefore, there are some subjects including critical listening that previous years it was known as listening comprehension 3 subject but now its name has been changed into critical listening subject. In addition, other listening subjects for instance, in previous years there were listening two that has been changed into interpretative listening and listening one that has now been changed into literal listening. However, actually she said that it is the same between listening comprehension 3 as Critical Listening. The main goal is to improve the students' listening skill in the preparation for their English Proficiency Test or TOEFL later.

5. What kind of activities do you take in Critical Listening class ?

Based on the statement from lecturer, in CL class there are various activities to improve students' listening skill. There are different topics or materials with each title for every meeting need to be discussed. For instances, the first activity they discussed about "Jackpot". So, in this activity they focused on certain topic but it was divided into some parts. In every part has different rules to answer. The first step the lecturer prepared pictures and the students have to share their ideas about what these pictures discussed or what events had happened, what activities had happened. Of course, it is not only by using pictures but the students also listen to audio that related to the texts that are included through the pictures. So, based on the pictures and there are texts, the students are able to catch the meanings or not.

6. What are the steps do you take in Critical Listening activities ? and what do you prepare start from pre-teaching until after teaching ?

Based on the statement from lecturer, she stated that the steps of learning process is actually the same as other subjects. First, in pre-teaching of course the lecturer prepares pre-activities such as delivered the attendance list to see who comes at that time, present the time, after that stimulate first. The lecturer gives the topic or title for the first time based on what they want to learn at that time. After that the lecturer observes what actually the title they talk about in the contain meeting. It is the same as after pre-activity we discussed about what is the content or materials discussed. Finally, the lecturer draw conclusion related to the materials that have been discussed together with all of students.

7. How do you evaluate the activities ?

Based on the statement from lecturer, After question and answer step, they usually evaluate by repetition the text of what they have listen

previously. Therefore, they are able to identify why this is as the best answer.

8. Do you always prepare, select, monitor, and orchestrate various strategies ?

Based on the statement from lecturer, she stated that there are so many strategies that can be implemented in teaching listening especially critical listening subject. For example in this class, firstly, the lecturer implements the strategy, which is named as "Direct Strategy". In Direct strategy sometimes the students do not have to prepare papers but they just focus on their listening, so they can answer by using their listening skill. By using direct strategy we can know that the students are able to improve their listening skills or not.

Second, Bottom-Up and Top-Down Processing Strategies. For Bottom-Up strategy, the lecturer helps students learn key vocabulary from audio that is being played, helps students learn the grammar used in audio that is being played, checks vocabulary and grammar difficulties experienced by students in Critical Listening subject, asks students to named vocabularies that familiar to them after they listen to the audio that is being played, and gives students the opportunity to mention vocabularies that appear in the audio that is being played along with the meanings. For Top-Down strategy, the lecturer applied both familiar and unfamiliar topics to the students for CL activities. The topics that had been discussed using broad topics that it would help increase the students' knowledge about information related to daily activities, helps students to comprehend the meaning of the audio that has been listened based on the knowledge that students have, directs students to analyze critically and evaluate information from the audio that is being played, directs students to identify, paraphrase stated and implied main ideas of the topic from audio recordings, and asks students to answer questions related to the audio that is being played by telling the students to read about the topic first by showing some pictures to the students, then they had to arrange the correct order based on the situations provided from the pictures and after that the lecturer asked students to tell about the topic firstly.

9. Do you use background knowledge to understand the topic, the situation of the context and type of the text and also the language ?

Based on the statement from lecturer, the lecturer handed the critical listening guide book as e-book format for students, other supported teaching media such as tape recorder, laptop, projector, etc. By having the guide book, they can correlate between what the students listen through audio and what they see from the book pages or pictures.

10. Do you use group discussion to improve students' understanding while studying CL subject ?

Based on the statement from lecturer, the lecturer seldom to create group discussions in ever meeting due to the schedule time for this materials only enough for five meetings. Then, the lecturer further stated

that she has planning after MID semester test to make groups which it will focus on text that must be answered by using questions and for next group, the lecturer will prepare such kinds of blank texts that have to be answered in the form of blanks text. It is also for another group the lecturer will prepare some pictures that related to what they have listened before.

11. How do you implement the direct strategy in teaching CL in this class ?

Based on the statement from lecturer, first, the lecturer handed in guide book, so the students will know the materials before discussed. In the beginning of class, the lecturer can directly ask the questions that relate in tapes to the students. So the student listening the audio that related to the title of topic. While listening to the audio, the students directly answer the questions. During this process, who can answer the questions correctly, the students will get more scores from their lecturer.

12. What are the goals of using that strategy in teaching CL?

Based on the statement from lecturer, the goals of using direct strategy in teaching critical listening subject is to compete students' confidence in sharing their critical thoughts or analyses about the topics. Therefore, for those who wants to get the best scores than others so they must be very active in participation during learning process. If the students can not increase, they will not get the best score from their lecturer.

13. What are the problems in using strategies for the third-semester ?

Based on the statement from lecturer, during her experience in teaching listening process especially for this third-semester there are many challenges by using direct strategy. so it will make the students compete, but sometimes the students do not master the materials in listening, so she or he feels lazy to focus to the questions that the lecturer had prepared before.

14. Do you have any problems of students' low motivation ? and How do you solve the problems ?

Based on the statement from lecturer, the students actually realize that their comprehending of English words or sentences are still low. So it will impact to their low final score. In addition, the lecturer always try to suggest them to increase listening practices by listening more English sounds and learn more vocabularies in order to increase and make them easy to understand to prepare for the TOEFL test.

15. Do you have any problems of number of the students in the classroom ? and How do you solve the problems ?

Based on the statement from lecturer, it is not regarded as problem for a number of students who attend the lecture in every meeting. In every meeting, a number of students who attends the class are not certainty. It may be because of unhealthy condition, having problems from home. The process of teaching and learning is still running well, except most of students do not attend the lecture, maybe it will not support the learning process maximum.

16. Do you have any problems of using varied strategies ? and How do you solve the problems ?

Based on the statement from lecturer, every strategy has problems. The way the lecturer solves the problem such as the lecturer will use various strategies or different strategies in based on the materials and learning objectives to increase listening skill not only direct strategy in every meeting but the lecturer also try other strategies to support teaching and learning process.

Interview

The documentation had been conducted in the form of pictures, videos, audio recording during conducting the data in English laboratory and in the form of writing documents such as the course agreement and e-book of critical listening subject. The research conducted aimed to investigate kinds of strategies used by EFL lecturer in teaching Critical Listening, the implementation of strategies used in teaching Critical Listening, the challenges in teaching Critical Listening and solutions for those challenges in teaching Critical Listening for the third-semester students of English Education Study Program at PGRI University of Palembang. The study focused on strategies and challenges in teaching Critical Listening subject. The results of the research indicated that the lecturer used both bottom-up processing and top-down processing in teaching Critical Listening in line with the theory from (Gao 2018), the data found for kinds of strategies used by EFL Lecturer in teaching Critical Listening were :

1. Bottom-up processing.

The lecturer used this strategies to make students comprehended the meanings from audio recording that was being performed to understand the vocabularies. Additionally to understand the meanings of what are being said, words, sentences, and vocabularies. The lecturer helped students learn keywords from audio that was being played, The lecturer also monitored the difficulties in understanding word for word or vocabularies. After students listened to the audio that was being played, the lecturer asked the students to named vocabularies that sounds familiar to them.

2. Top-down processing strategy.

It is focused on the full conversation from the audio. The lecturer chose audio material whose topics were known by the majority of my students, the lecturer helped reconstruct the meaning of the audio that had been listened based on the knowledge that students have, the lecturer directed students to analyze important information from the audio that is being heard.

3. Direct Strategy.

In teaching critical listening subject is to compete students' confidence in sharing their critical thoughts or analyses about the topics.

Several challenges faced by EFL Lecturer in teaching Critical Listening; Time Allocation, Unsupported Media, Lack of Understanding Vocabularies, Students' Low Motivation in Improving Listening Skill.

Discussion

This study was in line with the theory from Richards in (Ramadhana and Pratama 2023), that bottom-up processing strategies in teaching Critical Listening such as the lecturer helped students learn keywords from audio that was being played, The lecturer guided students to learn the grammatical function that had been discussed. The lecturer also monitored the difficulties in understanding word for word or vocabularies. After students listened to the audio that was being played, the lecturer asked the students to named vocabularies that sounds familiar to them, and gave students the opportunity to mention the vocabularies that appear in the audio that was being played along with the meanings. While for the top-down strategy, the lecturer directed students to focus on unimportant information from the audio they are listening to, the lecturer asked students to focus on important information from the audio they are listening to, the lecturer asked students to answer questions related to the audio that was being played in the form of a sequence of pictures or event.

Furthermore, (Mutia 2020) stated that Direct strategy works for determining information or improving skills. This teaching strategy is simple to plan and implement, while the main important deficiency in the developing ability, the process, and the attitude that is needed to help students achieving their goals. The EFL Lecturer also used the direct strategy in teaching Critical Listening which is to compete students' confidence in sharing their critical thoughts or analyses about the topics.

The implementation of Strategy in Teaching Critical Listening, as follow : The lecturer showed a picture through e-book and asked the students to think about what had happened on the picture (Sudirman et al. 2023). Almost every student had tried to share their opinions to guess what activities happened on the picture with enthusiasm, after that the lecturer play the audio in order to be listened by the students for the explanations of the picture showed. After listening and understanding what the speaker had been said, then, the lecturer asked the students to match the beginning of each sentence with its ending to find the appropriate meanings. The lecturer asked and guided the students tried to number the pictures in the correct order about the events happened, analyzed and evaluated the information, then listened to the audio to checked the answers.

When delivering the material as well as giving instruction clearly to the students to listen to the story based on the pictures. After that, the students were asked to think critically about what was happening to the story. While listening to the audio, the students were also asked to identify some true or false statements based on the information they had listened. The lecturer allowed students to give their comments and stated their critics about the topic

after listening to the audio. In line with the theory from (Ramadhana and Pratama 2023) about teaching challenges, the following are some challenges that the researcher found in Critical Listening subject, such as:

1. Time allocation for beginning the lecture was not on time, it took some minutes to begin the class, because lack of students' disciplined when join this subject and mostly joined another activity out of the Critical listening schedule.
2. Unsupported Media, the use of media for teaching and learning listening in English laboratory such as Headphone, raise hand devices, some keyboards did not function well at all.
3. Lack of Understanding Vocabularies, some students still had difficulties in understanding vocabularies from what they had been listened after listening (misunderstood). Sometimes, when they tried to analyze the information that they had just listened, the meaning of vocabularies were not as correct as what the speaker said.
4. Students' Low Motivation in Improving Listening Skill, every student has different ability in CL. The students may realize that their listening skill do not increase well and also it can be seen from the result of their low scores.

However, lecturers provide a number of suggestions for ways to deal with the challenges. In line with the theory from Hamouda in (Saraswaty 2018), the researcher also found the solutions to deal with teaching challenges for Critical Listening subject, as follow :

1. Manage Time Allocation, before beginning the lecture, the lecturer can previously check and manage the available tools in English laboratory. Then, remind the students to always come on time or earlier to the lecture in order to make the allocation of time running well as plan.
2. Improving the Learning Environment of Listening Skill, the effectiveness of instruction and the acquisition of listening skills are greatly influenced by the listening laboratory, which is the learning environment for listening skills in addition to recordings on cassettes, tape recorders, and printed listening materials.
3. Adapting and Improving Students' Vocabularies, the lecturer must select and modify listening materials to fit the interests of students. It is important that lecturer supply them with many new keywords required for understanding what they are listening to.
4. Using Various Strategies, lecturer can use various strategies or different strategies in based on the materials and learning objectives to increase listening skill not only direct strategy in every meeting but the lecturer also try other strategies to support teaching and learning process.

CONCLUSION

Based on the results of the study, it can be concluded that the strategies used by EFL Lecturer are Bottom-Up and Top-Down Strategies, and Direct Strategy. In bottom-up processing, the lecturer used this strategies to make students comprehended the meanings from audio recording that was being performed to understand the vocabularies. Additionally to understand the meanings of what are being said, words, sentences, and vocabularies. Top-down processing strategy focused on the full conversation from the audio. In top-down processing, the lecturer had to direct the students to know the outline of the conversation from the audio, and guessing what was the topic discussed about. Direct strategy in is to compete students' confidence in sharing their critical thoughts or analyses about the topics. Some challenges that were faced by EFL Lecturer such as Time Allocation, Unsupported Media, Lack of Understanding Vocabularies, Students' Low Motivation in Improving Listening Skill. The ways to solve the problems are Manage Time Allocation, Improving the Learning Environment of Listening Skill, Adapting and Improving Students' Vocabularies and Using Various Strategies.

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