

ABSTRACT

Vina Verina (2021): Investigating Teacher's Strategy in Activating Students' Prior Knowledge in Online Listening Lessons. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

Listening is a valuable skill in language because through listening students can produce language like speaking and writing by vocabulary they gain from listening. However, listening is one of the challenging skills for some EFL learner because they still struggling in comprehend the topic and content of the audio. Therefore, this study is intended to investigating the teachers' strategy in activating students' prior knowledge in online listening lessons. This study is aims to observe the teacher's strategy in activating students' prior knowledge and students' responses toward the teacher's strategy in activating students' prior knowledge in online listening lessons.

This study uses case study design of qualitative method. A case study was implemented because this study investigated teacher's strategy in activating students' prior knowledge and students' responses toward the teacher's strategy in activating prior knowledge in online listening lessons. This study was conducted with 9 students of English Education department in UIN Sunan Gunung Djati Bandung. To obtain the data, the researcher conducted observation and interview.

The research findings showed that the teaching strategy applied by the lecturer in activating students' prior knowledge in online listening lessons is *ask specific or general question* strategy. Moreover, the researcher found the following responses from the students toward the teacher's strategy in activating their prior knowledge in online listening lessons: 1) The students thought activating prior knowledge before learning is useful for some reasons; help them to do the task and comprehend the topic easily, make easier for student to follow the lesson, and measure the understanding of the material, 2) The students felt positively toward the instructor and the course, 3) the students tried to participate actively during the course and did their best in doing the task, and 3) The students rated this activity as a useful course.

In conclusion, this research shows that using the teacher's strategy in activating students' prior knowledge is appropriate because it is beneficial for students in comprehending the topic and helping them do the task. This research is suggested to be carried out for those who want to improve listening skills.