Listening as one of four basic skills has an essential role in facilitating the learners in order to master the English proficiency. As others lessons, learning listening need systematic and well-planned teaching. Syllabus is a document which could bring the need of systematic and well-planned teaching come into the real class. Related with the statement above, this study is focused on the implementation of Listening II English Department syllabus of University of Muhammadiyah Malang in the real class. This study also describes the difficulties which might be faced by the lecturers in implementing the syllabus.

In line with statement before, the writer used descriptive qualitative research as an appropriate research design. She took two Listening II lecturers who were teaching in English Department of University of Muhammadiyah Malang academic year 2005/2006 as the research subject.

After conducted the research, the writer found that both of Listening II lecturers did not implement the Listening II English Department syllabus, in fact they were creating their own syllabus. She also found five difficulties faced by both lecturers in implementing the syllabus, they were: the material did not fulfill the students’ need, some materials were not supported by language laboratory equipment, some materials were too difficult, some materials spent a lot of time to be presented and the material were not up to date.

At last, hopefully the result of this study could give benefit for the lecturers, English Department, and the future researchers. It is also suggested that the lecturers could be active, communicative and they are also recommended to search and explore more literature. The English Department also should re-evaluate the syllabus continuously and involving all the lecturers in constructing the syllabus. Cause of the limitation of this study, the future researchers are badly suggested to continue the more specific research on measuring the suitability of the materials, activities, objectives, and evaluation used in the syllabus compared with the students’ level and students’ need.