

Teaching Process of Listening Comprehension: How to Make Students Having Proper Listening Skills

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ABSTRACT

Listening is one of the important skills that needs to be mastered by students who want to learn English. There are many effective strategies and techniques to teach listening to students. The objectives of this study are to describe the teaching process and strategies used in teaching listening skills in the Language Development Unit class and the differences at each level. The methodology used in this study is descriptive qualitative by involving 3 teachers and 3 students representing high, middle and low classes as participants. Researchers used observation and interview methods to collect data. The results show that the high and middle classes use the same strategy, namely CLT and TBLT, but the way they are used is different. Meanwhile, lower grade teachers use repetition and note taking strategies in teaching. It can be concluded that there are similarities in the use of strategies but with different teaching methods or processes at each level.

Keywords: Listening skill, Language Development Unit, Teaching process

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INTRODUCTION

When students want to comprehend a language, particularly English, they must master listening skills. It is a receptive skill that is particularly important in foreign language classes because it offers input for the students; students can produce language such as speaking and writing by using vocabulary that they have learned via listening. Being able to claim knowledge of a foreign language entails being able to speak and listen in that language for the vast majority of people (Richard & Renandya, 2002; Ramadhani et al., 2021).

Listening can be taught using a variety of tactics and approaches, including answering questions based on the text, using a tape recorder, listening to and rewriting songs, viewing TV, video movie clips, or CD-Rom, listening to the radio, and employing dictation, among others (Sarte et al., 2021; Adam et al., 2022). The teacher tries to utilize the best strategy to help the students comprehend their lesson better, and they can use it to improve other English abilities like speaking, reading, and writing.

O'Malley et al. (1985) stated that there are three basic strategies in teaching listening comprehension, namely cognitive, metacognitive, and social/affective strategies. In cognitive, students infer the meaning of unfamiliar vocabulary according to the context. In metacognitive, students assess and check their understanding of listening texts through prior knowledge (Rahman et al., 2022). And social/affective refers to student interaction as a listening learning method (Rahman & Ja'afar, 2018; Nengsih et al., 2022). Rubin (1994) states that five factors affect listening comprehension, including: (1) The characteristics of the text such as speech rate, hesitation, level of perception, stress, the rhythm of the text, L1 and L2 differences, redundancy, the complexity of morpheme, the order of words, discourse markers, visual support, and modification of syntax; (2) The characteristics of speakers such as language proficiency and gender; (3) The characteristics of the task such as task type; (4) The characteristics of listeners such as their memory, age, gender, attention, level of language proficiency, background knowledge, and learning disability in L1; and (5) The characteristics of the process such as "top-down, bottom-up, and parallel processing, listening strategies, and negotiation of comprehensible input".

Teng (1998) in his research describes 10 listening strategies that are often used in teaching. These include: Paying attention, Translating, Transferring, Delaying speech production to focus on listening, Using other clues, Taking risks wisely, Using linguistic clues, Semantic mapping, Repeating, and Formally practicing with sounds and writing systems. Most of these techniques are mostly cognitive and metacognitive. "Paying attention" and "translating" are the most frequently used strategies in listening learning. However, teaching listening skills require a lot of time and practice, and routine. Moreover, there are some difficulties experienced in listening learning, such as complicated grammar, unfamiliar accents, vocabulary, Length, and Speed of Listening, misinterpretation in listening, speech context, lack of cultural knowledge, etc. (Samosir, 2019; Sicam et al., 2021). That's why teaching literacy is a difficult skill for most English

teachers. This is not to say that there are no ways of improving listening skills; however, they are difficult to quantify.

There are several effective strategies for teachers in teaching listening according to Hamouda (2013), including Adapting and Improving Listening Materials, Activating Students' Vocabulary, Using Authentic Materials and Visual Aids, Making Students Familiar with Native-speaker different Accent and Pronunciation, Activating and Building Students' Prior Topical and Linguistic Knowledge, Arousing Interest and Motivating Students to Attend to the Spoken Message, Encouraging Prediction, Connected Speech, Using Slow Rate of Speech, Providing and trying to Gain as Much Feedback as Possible, and Improving the Learning Environment of Listening Skill. In addition, Gilakjani and Sabouri (2016) explain that in teaching listening, teachers should be appropriately trained in speaking skills, encourage their students to develop listening strategies (predicting, asking for clarification, and using non-verbal cues), and also use body language such as pointing and facial expressions to reinforce oral messages in their students (Simatupang et al., 2020; Handrianto et al., 2022).

Gilakjani and Ahmadi (2011) also mention several methods that can improve students' listening comprehension skills, including Cultivating Students' Listening Skills, Textbook-based Learning, and Other Listening Contexts, Passing on Cultural Knowledge in Language Teaching, Combining "Intensive Listening" with "Extensive Listening" (Focusing on Listening), Combining Listening with Other Skills. Sheerin (2014) in her article explains that there are several things that teachers need to do when teaching listening, such as the techniques used (prediction and interpretation by analogy), supporting tools (visual support and transcripts), adequate tests (authentic), providing appropriate feedback. positive (error analysis and remedial action), and teaching notes.

Renukadevi (2014) mentions that there are two effective strategies in teaching listening, namely Top-down and Bottom-up. The top-down strategy focuses on listening to the main idea, predicting, drawing inferences, and summarizing. While the bottom-up strategy focuses on linguistics such as the combination of sounds, words, and grammar to determine the message. Listeners must use prior knowledge and linguistic knowledge to understand the message or information from what is heard. Nor (2014) mentions that there are six techniques used by an English teacher in teaching listening to the tenth-grade students, those techniques are: Information Transfer, Paraphrasing and Translating, Answering Questions, Summarizing, Filling in Blanks, and Answering to Show Comprehension of Messages.

Alkarim (2016) in his research states that Listening activities in Spine 5 book (conversations, stories, songs, and tongue twisters) can be used as effective teaching materials because the activities are interesting, well organized, and relevant to real-life situations. According to Mukhdar and Melda (2019), the factors influencing students' listening comprehension at the English Study Program of UNISI are reduced form, colloquial language, and rate of delivery. the researchers suggested that students should hear many examples of listening material through the internet so that they can be familiar with idioms and slang. Furthermore, in the research conducted by Syakur (2020) stated that the use of text dictation strategies was able to improve students' listening comprehension skills. It is explained that dictation is a strategy that involves one's hearing in identifying what the other person is saying. Therefore, the selected text must be familiar to students' ears, read it aloud and clearly, and use more movement in dictating to help students develop their listening comprehension skills.

Maulida`s et al. (2022) research said that not-taking, summarizing, and paying attention are effective in teaching listening. In this strategy, students write down important information from what they are listening to so that it is easy to understand. The teacher also advises the students to write some vocabulary that is considered difficult and look for the translation to make it easier for them in the next listening learning. According to Sari and Rahmawanti, (2022), using English songs as one of the listening activities is recommended for teachers to improve students' listening comprehension skills. Music can be a means to increase students' motivation to improve language skills, creativity, concentration, and memory (Rahman et al., 2021; Simatupang et al., 2022).

Based on the explanations of several studies above, it can be concluded that the purpose of this research is to find out about the process of teaching listening in a class and the techniques or strategies used to improve students' listening skills. The basic difference from the current research is the study took place in the Language Development Center (LDC) class, especially in the English class. LDC is a language-specific teaching program at the university level, and this program is specifically for first-year students. This program includes 100 classes with different language proficiency levels (upper to lower level) based on the results of the student placement test. This is different from previous studies which focused on junior high or senior high school levels. Therefore, the researchers describe the research question as: (1) How are the teaching process and the strategies used in teaching listening skills in the Language Development Center

class? and (2) Are there differences in processes and strategies for teaching listening skills at each grade level in the Language Development Center class?

METHOD

This study uses descriptive qualitative as the method (Creswell: 2009) because the researcher describes the data from the results obtained. The research setting is in 3 UPB/LDC classes at UIN Antasari Banjarmasin. Each class represents 3 levels: Lower, Mid, High class. Each researcher will observe the activities and process of teaching listening in 3 different classes based on their level. After that, the researcher will interview the teacher and one student in the class about their opinions on listening teaching strategies during learning (Handrianto et al., 2021; Ibrahim et al, 2021). The instrument used is an interview with a semi-open question format. The data obtained from observations and interviews were described by the researchers according to existing theories and strategies regarding the process of teaching listening comprehension skills.

FINDINGS AND DISCUSSION

The data were collected through class observation and structured-interview with three Teachers (high, middle, and low class) at Language Development Unit UIN Antasari Banjarmasin. This class observation means analyzing the strategies used by the English teacher and the students' perspectives.

1. High Class

Data 1. Interview Result with Teacher 1

Researcher: *What kinds of activities do you take in listening comprehension class?*

Teacher 1: *I involve my students in a discussion.*

Researcher: *What are the steps you take in listening comprehension activities?*

Teacher 1: *I will play a video with a good story, they will try to understand it, then in the middle of the video, they will explain what will happen based on their perception.*

Researcher: *How do you evaluate the activities?*

Teacher 1: *I will evaluate their explanation, if they can connect the story in the video with their perception, it means they understand well the video.*

Researcher: *Do you always prepare, select, monitor, and orchestrate various strategies?*

Teacher 1: *Yes*

Researcher: *Do you use background knowledge to understand the topic, the situation of the context and type of the text, and also the language?*

Teacher 1: *No*

Researcher: *Do you use group discussion to improve students' understanding while listening comprehension?*

Teacher 1: *Sometimes I use collaboration strategies but sometimes I ask my students to work individually*

Researcher: *Based on your activities, what are the strategies applied in teaching listening comprehension?*

Teacher 1: *this is TBLT and CLT*

Researcher: *What are the goals of using strategies in teaching listening comprehension?*

Teacher 1: *They can understand well the story from authentic materials.*

Researcher: *What are the problems in using strategies for your students?*

Teacher 1: *sometimes, they are cheating because of the use of the internet, such as using google translate and they try to search for the real story which is the target of the task they have to think on their own. There was a day, two or three students have the same ideas with similar words to explain what happen in the next video based on their perception.*

Researcher: *Do you have any problems with students' low motivation? How do you solve the problems?*

Teacher 1: *Yes, they tend to use google translate, it makes them not learn properly. In addition, when they are discussing, they avoid using English. I always remind them that they cannot do it because of their lack of English skills.*

Researcher: *Do you have any problems with the number of students? How do you solve the problems?*

Teacher 1: *Yes, one of the problems is the number of files that must be checked by me.*

Researcher: *Do you have any problems with using varied strategies? How do you solve the problems?*

Teacher 1: *Yes, I always use a combination of strategies and provide plan B when I teach*

Data 2. Interview Result with Student 1

Researcher: *What do you think about how your teacher teaches listening in UPB class?*

Student 1: *When I was in the UPB 1, my teacher taught me to listen to the native speaker by showing a video of TED Talk. He always talks in English and he's a native speaker too. So, in this way, I have listening when I was in the class.*

Researcher: *Is the listening teaching strategy used easily to understand?*

Student 1: *Yes, it is. I found it makes me easy to learn how native speakers talk.*

Researcher: *Are there any difficulties with yourself in learning listening skills in UPB class?*

Student 1: *For me, it was kind of hard to listen to the TED Talk and else at that time because I haven't any listening skills better than now. The vocabulary and accent make it a little harder.*

Researcher: *How did your teacher overcome the difficulties you experienced during listening teaching at UPB?*

Student 1: *After he showed the video, he asked us about what did we understand from the video, and after that, he gave us the true answer or context of the talk. He also explained it more, so we can understand it better than ourselves before.*

From the result of the interview with the teacher and students in high class, the researcher got the results that: The teacher in high class used two strategies in the listening comprehension learning process in the highest grade. The strategies used are TBLT and CLT strategies. So, in this strategy, the teacher will play a video with a good story, the students will try to understand it, then in the middle of the video, they will explain what will happen based on their perception. Then, the teacher will evaluate their explanation, if they can relate the story in the video with their perception, it means that they understand the video well.

Then the Teacher 1 with the first student, the researcher got the results that: Student 1 the teacher used Discriminative Listening Strategy. They learn to use Discriminative Listening Strategy to listen to native speakers by showing a TED Talk video, this activity aims to make it easier for them to understand what native speakers are saying and the videos shown are always in English moreover he is also a native speaker. So, in this way, the teacher has been listening when his students are in class. After the teacher shows the video, then asks the students what they understand from the video. Then the teacher gives the answer or the actual context of the conversation. The teacher also explained more, so they could understand it better than before. From structured interviews with the first Teacher, the researcher obtained the results that: The first Teacher used a discriminatory listening strategy.

2. Middle Class

Data 3. Interview Result with Teacher 2

Researcher: *What kinds of activities do you take in listening comprehension class?*

Teacher 2: *Before I decide to teach, I have a pre-test for my students. Based on the pre-test, I understand that my students lack vocabulary.*

Researcher: *What are the steps you take in listening comprehension activities?*

Teacher 2: *Therefore, when I teach listening skills, I always provide them with several vocabularies to be memorized by them. After that, I show the youtube or audio from British Council, then they will try to understand it.*

Researcher: *How do you evaluate the activities*

Teacher 2: *At the end, I provide them with a task, and the results will be my evaluation form. In addition, I also check their understanding by asking them to answer my questions to them spontaneously.*

Researcher: *Do you always prepare, select, monitor, and orchestrate various strategies?*

Teacher 2: *Yes, I always prepare it.*

Researcher: *Do you use background knowledge to understand the topic, the situation of the context and type of the text, and also the language?*

Teacher 2: *Yes, I do*

Researcher: *Do you use group discussion to improve students' understanding while listening comprehension?*

Teacher 2: *I don't put my students in group discussions, I just make them work individually. This is because their level is still too low. If they are mingling, I am afraid they will use their mother tongue, which will influence the studying process.*

Researcher: *Based on your activities, what are the strategies applied in teaching listening comprehension*

Teacher 2: *My strategy tend to TBLT for individual students.*

Researcher: *What are the goals of using strategies in teaching listening comprehension?*

Teacher 2: *The goals affect learners' strategies on listening comprehension in realizing and understanding the authentic language more effectively and help learners develop implicit knowledge of the language that will enable them to participate easily and naturally in the Listening section.*

Researcher: *What are the problems in using strategies for your students?*

Teacher 2: *The problem in applying it is the students still lack vocabulary, therefore they are not ready for the lesson. I already teach them vocabulary but most of them still forget about most of the vocabulary.*

Researcher: *Do you have any problems with students' low motivation? How do you solve the problems?*

Teacher 2: *I think I will try to use more authentic audio for teaching my students in the future class such as a song or part of a comic. I hope it will be more enjoyable.*

Researcher: *Do you have any problems with the number of students? How do you solve the problems?*

Teacher 2: *No, I don't have.*

Researcher: *Do you have any problems with using varied strategies? How do you solve the problems?*

Teacher 2: *Yes, I have a problem with the obstacle in implementation to students, So they are not ready to take a lesson. Same with my solution for students has low motivation: I think I will try to use more authentic audio for teaching my students in the future class such as songs or part of comics. I hope it will be more enjoyable.*

Data 4. Interview Result with Student 2

Researcher: *What do you think about how your teacher teaches listening in UPB class?*

Students 3: *The teachers' teaching is very fun. He is friendly and inspires learning in the classroom.*

Researcher: *Is the listening teaching strategy used easily to understand?*

Student 3: *Yes the strategies were very easy to understand and make me easy to learn in listening class.*

Researcher: *Are there any difficulties with yourself in learning listening skills in UPB class?*

Student 3: *I think I don't have any problems in listening class but sometimes I have insecurity even though I don't know the answer.*

Researcher: *How did your teacher overcome the difficulties you experienced during listening teaching at UPB?*

Student 3: *She usually comes to the students one by one and asks the students which one we still don't understand and give motivation.*

From the result of the interview with the teacher and the students in the middle class, the researcher got the results that the teacher in the middle class used 2 strategies in the process of teaching listening comprehension. Pretest strategy and communicative. The pretest strategy is carried out before the audio listening is played by providing some vocabulary to remember. This activity aims to find out and understand more of the vocabulary they will hear when the audio is played.

Then the communicative strategy of this activity is carried out after students listen to the audio given. This activity aims to determine student understanding by asking students to answer directly the questions given by the teacher based on the audio they listen to. From

interviews with middle class participants, the researchers found that teachers in the middle class used 2 strategies, there are Pretest and communicative strategies. So based on students' answer the strategies used by the teacher was not easy to understand because the audio recording to fast for their understanding.

3. Lower Class

Data 5. Interview result with Teacher 3

Researcher: *What kinds of activities do you take in listening comprehension class?*

Teacher 3: *the type of activity that I do when teaching listening comprehension, the first thing I do is listen to the audio to students, repeat the audio several times, and then ask students to mention the pronunciation of the sentence related to the audio.*

Researcher: *What are the steps you take in listening comprehension activities?*

Teacher 3: *The first thing I did was give instructions on what to do in listening class, then play the audio listening to the students, and after that see the students' answers one by one.*

Researcher: *How do you evaluate the activities?*

Teacher 3: *I went to the student seats to check their answers, then asked which part they thought was the most difficult and asked them to name their respective answers so I would know which one was wrong and which one was right, so I could fix the students who still got a lot wrong.*

Researcher: *Do you always prepare, select, monitor, and orchestrate various strategies?*

Teacher 3: *Yes, I always prepare, select, monitor listening learning, and always use various other strategies during the learning process*

Researcher: *Do you use background knowledge to understand the topic, the situation of the context and type of the text, and also the language?*

Teacher 3: *yes, I use the background, as well as the situation of the text and also the language to understand the topic*

Researcher: *Do you use group discussion to improve students' understanding while listening comprehension?*

Teacher 3: *yes, I sometimes create discussion groups to improve students' understanding of listening learning*

Researcher: *Based on your activities, what are the strategies applied in teaching listening comprehension?*

Teacher 3: *One by one student were asked to state what they heard, indirectly I was also able to analyze their pronunciation as a repetition to do exercise.*

Researcher: *What are the goals of using strategies in teaching listening comprehension?*

Teacher 3: *The goals are so that they better understand the lesson in terms of pronunciation, if something is not quite right, I will continue to improve the pronunciation until they can all pronounce it one by one.*

Researcher: *What are the problems in using strategies for your students?*

Teacher 3: *Nothing, because all students are easy to work with*

Researcher: *Do you have any problems with students' low motivation? How do you solve the problems?*

Teacher 3: *yes there is, I will always give encouragement face-to-face or in the WhatsApp group so that they are enthusiastic to continue studying and pay more attention to students so they don't lose motivation in learning*

Researcher: *Do you have any problems with the number of students? How do you solve the problems?*

Teacher 3: *Yes, the lack of students makes it difficult to make group discussions, the way to overcome this, group 95 continues to back up students so that they remain enthusiastic in UPB English class*

Researcher: *Do you have any problems with using varied strategies? How do you solve the problems?*

Teacher 3: *yes, some students are a little bit difficult to use various strategies. The way to overcome this is to use games that can only be used by a few people so that they are excited*

Data 6. Interview Result with Student 3

Researcher: *What do you think about how your teacher teaches listening in UPB class?*

Student 3: *The teacher's teaching is very fun. He is friendly and inspires learning in the classroom.*

Researcher: *Is the listening teaching strategy used easily to understand?*

Student 3: *Yes the strategies were very easy to understand and make me easy to learn in listening class.*

Researcher: *Are there any difficulties with yourself in learning listening skills in UPB class?*

Student 3: *I think I don't have any problems in listening class but sometimes I have insecurity even though I don't know the answer.*

Researcher: *How did your teacher overcome the difficulties you experienced during listening teaching at UPB?*

Student 3: *She usually comes to the students one by one and asks the students which one we still don't understand and give motivation.*

From the result of the interview with the teacher and students in the lower class, the researchers got the result: The teacher in the lower class used three strategies in the teaching process listening comprehension on the lower class, namely Repetition strategies, Note-Taking strategies, and also Games into group strategies (Herwanis et al., 2021; Arwin et al., 2022). The repetition strategies will do during the listening practice. The students will hear from the audio played. This activity aims to make students easy to understand what native speakers say (Sesti & Syuraini, 2018; Simatupang et al., 2021). Then, the Note-Taking strategies will do during the listening section too, the students will write down the important information and write the question answered. This activity aims to make students able to work on the usual practice question and can pronoun will the teacher ask they pronoun one by one. The last strategy used by the teacher is game. This activity will do after two activities have been done (Khairunnisa et al., 2022; Pernantah et al., 2022). This strategy is used for evaluating and checking how is understanding the students when the listening section, this activity will find out which students are still wrong, and also the teacher come to students one by one for asking what their problem when listening time and give motivation for students with low motivation. And based on the results of interviews, the students said that the strategies used by the teacher was easy to understand and more effective for lower class.

CONCLUSION

Based on the findings that have been described, the researchers conclude that there are similarities in the use of strategies but with different teaching methods or processes at each level. At a high level, teachers use Communicative and Task-Based, teachers also use authentic materials such as TED Talk videos and they are asked to explain the results they watch and hear based on their respective perceptions. At the secondary level, the teacher uses Task-based and Communicative strategies. The teacher prepares a pre-test at the beginning and gives some vocabulary to remember. Then the teacher gives questions to students based on the audio they hear. At the lower level, the teacher uses a different strategy from the previous two teachers, namely Repetition and Note-taking strategies. The teacher focuses the students on practicing their pronunciation and writing down the important information they can base on the audio they hear.

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