

English Teachers' Perception in Teaching Listening

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Abstract. This study is aimed to investigate the English teachers' perception in teaching listening. The English teachers have a different style of teaching. In teaching, the teachers should use three steps of teaching, they are pre-teaching, while-teaching, and closing. The case study was conducted on the seven English teachers of STKIP PGRI Lubuklinggau, South Sumatera province, Indonesia. The questionnaire and interview were used by the researcher for collecting the data. The result of the study showed that they found challenging in teaching listening. The quality of the teaching and learning process should be the important thing because it can achieve the goal of teaching and improve the student's listening comprehension mastery.

Key words: listening; listening comprehension; teaching experience; english teacher education

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INTRODUCTION

There are four skills to learn English; listening, speaking, reading, and writing. Among these skills, listening was one of the most neglected skills in teaching English, especially before the introduction of communicative and student-centered approaches to teaching. EFL learners have serious problems in listening comprehension because universities focus on structure, reading, and vocabulary (Hamouda, 2013). Listening and speaking skills are not important parts of many books and teachers do not consider these skills in class. It is in line with Osada (2004) who pointed out that listening is not very significant for both teachers and learners. Teachers do not teach listening in exams, and learners learn listening rather than listening comprehension. Therefore, it is the most neglected aspect of language teaching. Listening is the activity of giving attention to and trying to understand the meaning of something we hear (Brown, 1991). Meanwhile, Nunan (2003) stated that listening is considered the main source of understandable input. Listening comprehension is not only the process of recognizing sounds but also capturing the thoughts expressed in the spoken text, whether expressed explicitly or implicitly.

Several researchers have investigated the teachers' beliefs and practices in teaching listening. Study findings Sah et al. (2020) stated that the limited of students vocabulary is the biggest obstacle to students' listening comprehension. As investigated by Utomo et al. (2019) discovered the challenges and difficulties in teaching listening, most teachers believe that

time management has become their main challenge in classroom organization. They designed lesson plans, but sometimes they cannot be carried out effectively. Meanwhile, Gilakjani et al. (2016) investigated the listening term, listening comprehension, listening strategies, and listening difficulties. Regarding the issues discussed earlier, this study attempted to investigate how the English teachers teach listening, describing their challenging and difficulties in teaching listening, and providing some suggestions on how to improve the quality of teaching listening.

METHOD

Fraenkel et al. (2012) stated that "qualitative research is research studies that investigate the quality of relationships, activities, situations, or materials". The writer used a case study in exploring phenomena that occur within the individual. The qualitative case study was conducted on the seven English teachers of STKIP PGRI Lubuklinggau, South Sumatera Province, Indonesia.

Instrument

The questionnaire and interview were distributed for collecting the data. The goal of the questionnaire is to describe the teaching and learning activities at STKIP PGRI Lubuklinggau, south Sumatera province, Indonesia. The researchers also interviewed the participants to find out the difficulties and challenges in teaching listening.

Analyzing of Data

The data were analyzed through several steps.

Firstly, the researchers distributed the questionnaire and calculating the percentage of the close-ended questionnaire that was discussed of teaching and learning process of listening class. Secondly, the researchers gave codifying and classifying of qualitative data that showed the difficulties and challenges in teaching listening and trying to give the solution of these problems to increase the students' listening mastery.

RESULTS AND DISCUSSION

The findings reveal that the process of teaching listening to STKIP PGRI Lubuklinggau, South Sumatera province, Indonesia. Listening (I-3) are the courses that have to be taught to first, second, and third-semester students at the university level. The goal of teaching is to keep up the students' listening comprehension mastery.

Table 1 English Teachers' Questionnaire Analysis

Questionnaire Statements (QS)	SD	D	A	SA	Percent
Pre-Teaching					
QS 1 Greeting the students	-	-	-	7	100
QS 2 arranging students by grouping and organizing seats	-	2	4	1	100
QS 3 Making apperceptions by introducing the listening materials	-	-	-	7	100
QS 4 Make sure students are enthusiastic to join the class	-	-	-	7	100
While-Teaching					
QS 5 Preparing the teaching material well	-	-	-	7	100
QS 6 giving the material with clear pronunciation, intonation, and gesture	-	-	-	7	100
QS 7 Giving clear instruction	-	-	-	7	100
QS 8 Creating fun teaching and learning based on its purposes and time allocation	-	-	-	7	100
QS 9 Allowing students to think the definition of unknown sentences	-	-	-	7	100
QS 10 Using the appropriate media and strategies to achieve the goal of teaching listening	-	-	-	7	100
QS 11 Building students' self-confidence and inviting students to be active in class	-	-	-	7	100
QS 12 Inviting the students to ask questions and share their ideas of learning	-	-	-	7	100
QS 13 Discussing the students' difficulties in listening and trying to give the solution	-	-	-	7	100
QS 14 Open-minded of the students' critics to improve the quality of teaching listening	-	-	-	7	100
Closing					
QS 15 Summarizing the lesson with the students	-	-	-	7	100
QS 16 Practicing and pronouncing the words that the students' heard	-	-	7	-	100
QS 17 Giving the follow up of the teaching by sharing the students' activities or homework as the additional task for the students	-	-	-	7	100

All the English teachers conducted teaching listening starting from pre-teaching, whiles-teaching, and closing the class, they have to do their best of activities. In table 1, when they were asking how they start their class, all of the respondents agree to the statements that they greet the students, making apperceptions by introducing the listening materials, make sure students are enthusiastic to join the class. It was proved by 100% agree with the statements. Next, the respondents also prepare students by grouping and organizing seats to make an enjoyable classroom before delivering the materials. It was supported by 57.1% who stated agree, 14.3% strongly agreed to the questionnaire statement 2.

There were 28.6% was disagree, which means that they were not grouping and organizing seats before starting the lesson.

In whiles-teaching, the respondents prepared to teach the material well, gave the material with clear pronunciation, intonation, and gesture, giving clear instruction, creating fun teaching and learning based on its purposes and time allocation, allowing students to think the definition of unknown sentences, using the appropriate media and strategies to achieve the goal of teaching listening, building students' self-confidence and inviting students to be active in class, inviting the students to ask questions and share their ideas of learning, discussing the

students' difficulties in listening and trying to give the solution, open-minded of the students' critics to improve the quality of teaching listening. It could be found in questionnaire statement 5-14 (100%) respondents agree to those statements. Moreover, the findings can be seen QS 15 and 17 stated 100% strongly agreed which means that the English teachers did summarize lessons with the students and giving the follow up of the teaching by sharing students' activities or homework as the additional task for the students. Last, QS 16 stated 100% of the respondents agreed to practicing and pronouncing the words that the students' heard.

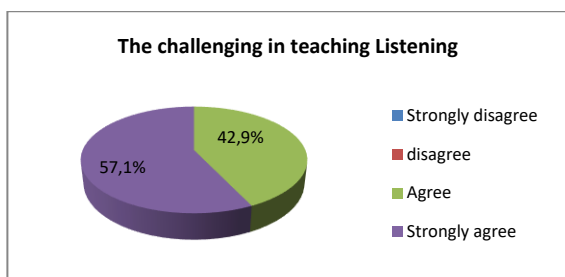


Figure 1. the Challenging in teaching Listening

Concerning the students' difficulties in listening, the low level of students' English proficiency made them difficult in mastering listening comprehension. Most of the students often found it hard in understanding the unfamiliar vocabularies in listening class. It was proved that 57.1% of the respondents strongly agreed and 42.9% agreed to the statements. To overcome the students' problems dealing with many unfamiliar vocabularies in listening class, before starting the lesson, the teachers introduce new vocabularies and have to practice in listening class. The implementation of this idea helps the students to increase the students' vocabulary mastery.

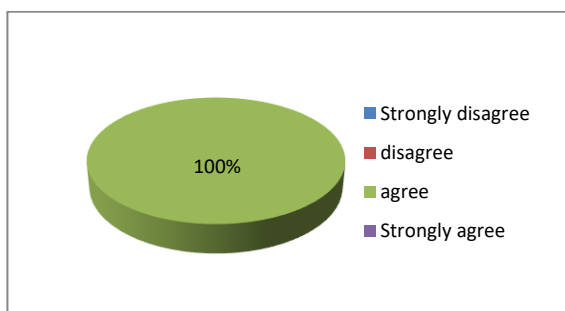


Figure 2. the Students' Physical Setting

Teaching listening was not only done in class but mostly was conducted at the language laboratory. The findings reveal that most teachers

100% agree that the classroom is uncomfortable, disturbing with noises around and the poor conditions of the classroom equipment did not support the listening activities. The classroom is uncomfortable because, for some reason, the class is too large, some microphones and chairs were not in a good condition so the students were not enjoying in listening class. This result is in line with Yagang (1993) who said that the causes of listening come from many sources: the message to be listened to, the speaker, the listener, and the physical setting. Related to the physical setting, the students needed a quiet situation to make them be concentrated on understanding the listening materials.

CONCLUSION

This study attempted to investigate how the English teachers teach listening, describing their challenging and difficulties, and providing some suggestions to improve the quality of teaching English. By understanding students' problems in listening comprehension, teachers could design the listening module based on the students' needs and interests; and giving more practice to the unfamiliar vocabularies. The results of the study suggest that the environment is a very important thing to support the listening activities; it can help the English teachers to find their best teaching result in the future.

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