

AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING LISTENING AT TENTH GRADE OF SMA N 2 BLORA

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Abstract

Teaching English to students is not easy because the materials that conveyed is not the mother tongue of the students so the teachers need strategies when teaching English, especially in teaching listening skill. This study aims to determine the strategies used by teachers of tenth grade at SMA N 2 Blora. In addition to knowing the teacher's strategies, this study aims to identify what obstacles that teachers faced when teaching listening and how the teachers deal with the challenges that they faced. This research method is qualitative using a qualitative descriptive approach. Data collection uses interviews and questionnaire method. The informant in this study is tenth grade English teachers at SMA N 2 Blora, Academic Year 2021/2022 and the students who were randomly selected to answer the questionnaire provided by the researcher. The results of this study are in the form of strategies used, obstacles faced and solutions to solve these challenges when teaching listening skills. Teachers at SMA N 2 Blora have almost the same strategy, namely teachers use media (videos and songs) and interpretation methods. Teaching English listening skills with media is very helpful for teachers in conveying and explaining the material. There are many advantages and disadvantages to using media when teaching listening skills. This can make it easier for teachers to use media to teach listening activities. The challenges faced by teachers are when students do not understand what native speakers say, students lack knowledge about vocabulary and students do not concentrate in listening. And the final result is that the solution used by the teacher when facing this problem is to use advanced media and translating.

Key Words: *Teaching, Learning Strategies, Listening*

Abstrak

Mengajar bahasa Inggris kepada siswa bukanlah hal yang mudah, karena materi yang disampaikan bukan bahasa ibu atau bahasa yang digunakan siswa sehari-hari sehingga guru membutuhkan strategi dalam mengajar bahasa Inggris khususnya dalam mengerjakan keterampilan menyimak. Penelitian ini bertujuan untuk mengetahui strategi yang digunakan oleh guru kelas 10 di SMA N 2 Blora. Selain itu, untuk mengetahui strategi guru, penelitian ini bertujuan untuk mengidentifikasi hambatan apa yang dihadapi oleh guru saat menghadapi tantangan yang dihadapinya. Metode penelitian ini adalah metode penelitian kualitatif dengan menggunakan pendekatan deskriptif. Pengumpulan data menggunakan metode wawancara dan angket. Informan dalam penelitian ini adalah guru bahasa Inggris kelas 10 SMA N 2 Blora Tahun Pelajaran 2021/2022 dan siswa yang dipilih secara acak untuk menjawab angket yang diberikan peneliti. Hasil dari penelitian ini yaitu berupa strategi yang digunakan, tantangan yang dihadapi dan solusi untuk menghadapi tantangan tersebut ketika mengajar keterampilan listening. Guru di SMA N 2 Blora memiliki strategi yang hampir sama, yaitu guru menggunakan media (video dan lagu) dan metode interpretasi. Pengajaran keterampilan listening bahasa Inggris dengan media sangat membantu guru dalam menyampaikan dan menjelaskan materi. Ada banyak keuntungan dan kerugian dalam menggunakan media saat mengajar keterampilan listening. Hal ini dapat membuat guru lebih mudah dengan menggunakan media untuk mengajar kegiatan listening. Tantangan yang dihadapi oleh guru yaitu ketika siswa tidak paham dengan apa yang native speaker ucapkan, kurangnya pengetahuan siswa tentang vocabulary dan siswa kurang berkonsentrasi dalam mendengarkan listening. Dan hasil terakhirnya yaitu solusi yang digunakan oleh guru ketika menghadapi masalah tersebut adalah menggunakan media yang canggih dan translating atau terjemahan.

Key Words: *Mengajar, Strategi Belajar, Listening*

INTRODUCTION

English learning has grown altogether in the learning scene, because of the impact of globalization. In which everyone is required to understand of English, because English is the international language spoken by people in general. The development of English from the impact of globalization can also be seen in the country of Indonesia, where it is being taught to young learners. There are four skills the students must master in learning English. It is speaking, listening, reading, and writing. According Gilakjani and Ahmadi (2011), of all four existing english skills, listening is the most important. Homouda (2013) said that listening is fundamental for acquiring an agreement input. Learning will not happen if no input is received.

Listening is process of receiving an oral language by listening to voice either in person or in other ways. The listening process involved senders, messages and recipients. Basically, listening is considered the simplest and easiest process, because the listening skill requires only a short amount of time. The listening process has been done since we were a baby, from before we understand the words to understand it, but listening is a rather complex interpretation process in which listeners must align what they hear with what they already know (Rost, 2002 as cited in Gilakjani & Sabouri, 2016).

So it requires understanding in listening to English. The purpose of listening is to understand and know the rules of language and

the interpretation of the message desired by the speaker (Iskandarwassid & Sunendar, 2013).

In the world of education, teachers are one of the factors that play a most important role in influencing the success of students in the learning process. According Hardiah (2017) state, that the teacher's role is also very important in teaching listening skills, teachers must be able to act as designers and learning guides that are in accordance with the abilities of their students. A teacher must have a strategy in teaching a lesson to students. And there are various strategies a teacher uses to teach a subject. The strategy used will certainly different from one lesson to the next. As in teaching English, especially listening, for in the listening teacher lesson must use media in delivering the material, such as a laptop, a speaker and content of the media to teaching in class. In addition, the teacher should also look for the audio used in their class.

In addition, Sanjaya (in Amir, 2014) defines teaching listening strategies as a plan that consisting of a an activity sequence to accomplish specific teaching and learning process. While Wilson (2008) states that teaching listening strategies can be carried out in three stages, namely pre-listening, while-listening and post-listening.

Previously, researcher had made a brief observation with a 10th grade English teacher at SMA N 2 Blora, related to what strategies the teachers used in teaching listening in class. Based on the results of short interviews, the teacher usually explains the materials using

two languages (bilingual), namely reading in English first then translating into Indonesian. This method aims to make it easier for students to understand the meaning of the materials being taught.

As mentioned earlier, listening skills are needed in learning a language but some students are experiencing some problems in the process of listening skills. From this situation researchers want to know and explore thoroughly the study with tittle “An Analysis of Teachers Strategies in Teaching Listening at SMA N 2 Blora”.

METHODS

Based on the type of data, the research approach used in this study is a qualitative approach. Qualitative research is research aimed at understanding what phenomena the subject is experiencing, by describing in the form of words and language, in a special context that is naturally based. The kind of approach to this research is descriptive. Qualitative is a study aimed at analyzing and describing related to events, phenomena, social activities, attitudes and perceptions of each individual or group (Gay, 2012).

The type of qualitative descriptive research used on this study is intended to obtain information regarding An Analysis of Teacher's Strategies in Teaching Listening at SMA N 2 Blora in greater depth and comprehensive.

The study focuses on knowing the teacher's strategies used in teaching listening in English. Researchers will be conducting a study in 10th

grade of SMA N 2 Blora, which consist an English teacher.

In the study, researcher using primary data sources and secondary data sources to search and collect data sources for processing.

The data collection techniques used in the research are interview and questionnaire. An interview is a meeting between two people to exchange information and ideas through a question and answer, thus constructing a sense in a particular topic (Esterberg in Sugiyono, 2010). While, According to Arikunto (2010), questionnaires are several written questions used to obtain information from a responder that means a personal report known to the respondents.

The analysis data isa systematic search and compiling of data obtained from interviews, field notes and documentations by organizing data into categories, defining units, synthesizing, grouping into patterns, choosing what is more important and what is to be learned, and drawing conclusions that are so easily understood by yourself and others (Sugiyono, 2010).

Miles and huberman suggests that the activity in qualitative data analysis is interactive and continues continuously, leaving the data saturated. Activity in data analysis is reduction, display data, and conclusion drawing/verification (Sugiyono, 2010).

FINDING AND DISCUSSION

In this research finding, the researcher have clasified several points that become problems that become problems in the study. Namely starting from the strategies used by the

teachers when teaching listening, the obstacles faced by the teachers and then solutions in dealing the problems that the teachers faced. There are 2 informants related to this research, namely the tenth grade of English teachers from SMA N 2 Blora. In addition, the reasearcher also presented data in the form of a chart of the results of the questionnaire taken from 8 students from tenth grade of SMA N 2 Blora who were randomly selected to represent the results of the questionnaire.

1. Interview

a. The strategies

There are several strategies that used by teachers in teaching listening at tenth grade of SMA N 2 Blora:

1. Using Media

The results interview with the first teacher, the strategies usually teacher used when teaching listening is using media audio visual, such as Youtube. Because, the media do much role to help students understand a material and also attract the students' attention.

As in the descriptive text, students are shown a video, so they will see the visual images and listen at once, so that students will be more helpful for students not only listening but also being able to see the visual. The teacher usally use this media (Youtube) for 1 month 1 time, this is aim to students do not feel bored with the monotonous way of teaching during listening activities.

The result interview with the second teacher, the strategies usually teacher used when teaching listening is audio. Such as in teaching song, students were given a text of the song and they had to fill out the sentence that blank. So the students really have to listen carefully to the song in order to fill out a sentence that blank.

Based on interview above, the researcher concluded that the first teacher using audio-visual media (Youtube), which is intended to attract the attention and interest of the students to study, so the students who are taught do not easily become bored when receiving the learning materials. Because many students do not know the vocabulary of what native speaker says. The second teacher also used media, but the media used by second teacher is audio (song). The aims of this is students must thoroughly listen to audio in order to capture the words and meaning spoken by native speaker. But of there is difficulty because of the lack of vocabulary then the teacher will surely help her students. And the teachers also play the role of speaker, not only listening to native speaker.

2. Interpretation

The two of teachers also used the same method, namely translation or interpretation an English text into

Indonesian. It is aims to students can more understand what the teachers are saying.

This is conducted with study by Febriningsih (2018), that competency improvement students' listening skill using the dictation metode and interpret the affectiveness of use method of dictation and interpreting in improving listening skills.

b. Teachers' Obstacles

There are various factors that make students sometimes not understand what native speaker says that the teacher has to repeat :

1. The lack of vocabulary

The lack of vocabulary in English is one of the factors that many students experience, thus being able to influence students to understand the topic being taught by teachers. Nunan (2018) concludes that the most factor or components that influences students listening ability is limited of vocabulary that contributes in students while they are in listening activities.

2. Not catching what native speaker said

English spoken by native speakers is very difficult for students to understand and it makes students feel lazy to listen carefully. It is make the teachers reason that she is face when teaching listening.

This is related to Aldama (2017), that the ability of students to catching listening comprehension is still lacking. This is due to lack of vocabulary mastery owned by students. Students' ability to understanding listening comprehension is the reason that teacher face difficulties in teaching listening because teacher must work harder to teach listening to the learning objectives achieved.

3. The lack of concentration.

When listening lessons take place, students often lose concentration, many things are done such as talking to friends and others, and when listen to listening material students have difficulty to concentration. This certainly makes the learning delivered by the teacher not well received. This related to Darti and Asmawati (2017), students find the difficulty to concentrate while listening and answer at the same time.

c. Teachers' Solutions

There are several solution that teachers use when teaching listening:

1. Using Advanced Media

Teachers play video from youtube or others media and the students pay attention to the video. Mujianto, (2019) the purpose of youtube learning asa learning medium is to create exciting, fun and interactive conditions and settings of learning.

2. Translation

For students to understand and understand more clearly what is said or meant by the speaker, then students must understand by the meaning of the word mentioned. According to Al-Musawi (2014) translation can be used as an effective medium for developing the learners' communicative competence and for teaching properties and types of meaning underlying semantic relationships, communicative language functions, sentential information structure, and discourse values.

3. Questionnaire

In this questionnaire, the researcher used a Likert scale of 1-5. With the use of this scale aims to measure attitudes, opinions and perceptions of people or groups about a phenomenon (Sugiyono, 2014).

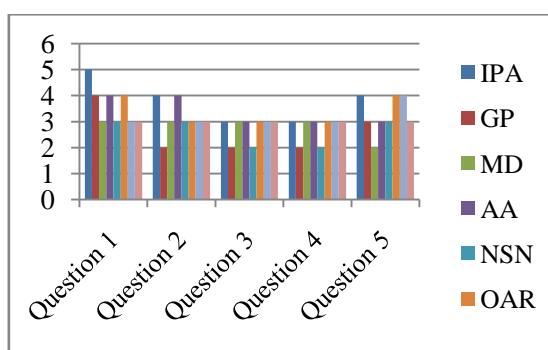


Figure 4.1 The result of the questionnaire

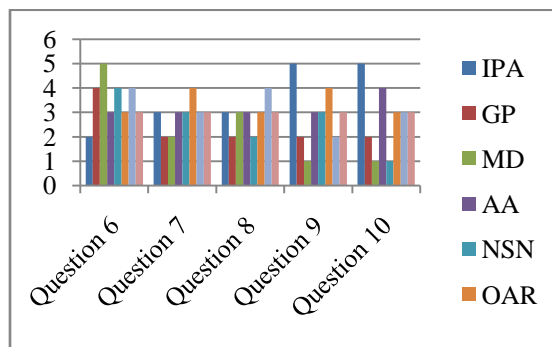


Figure 4.1 The result of the questionnaire

According to the table of the data, the researcher concluded:

First question, the average is 62,5% of student neither likes nor dislikes English; second question, 75% of students feel that English is does not easy subject; third question, 75% of students are does not really like listening skills; fourth question, 75% of students feel listening skill is does not an easy matter to understand; fifth question, 50% os students feel the methods used by the teacher are easy to accept and understand; sixth question, 50% of students feel bored when listening lessons; seventh question, 62,5% of students understand with the explanations given by the teacher when listening activities in the class; eight question, 75% of students feel increased their vocabulary when listening activities; ninth question, 37,5% students feel understand about grammar when listening activities; tenth question, 50% of students feel fluent in speaking English.

CONCLUSION

Based on the result of the research, it can be concluded that the researcher finds strategies in teaching listening skill and advantages in each strategies.

In teaching listening skill learning, the teachers at SMA N 2 Blora have similar strategies, the teachers use media and interpret methods. Teaching English listening skill using media really helps teachers when delivering and explaining material. There are many advantages and disadvantages by using media when teaching listening skill. It can make teacher easier by using the media to teaching the listening activities.

Listening is not only a scheduled activity, but listening can applies in daily life. Such as, when the teacher explains the material, the students still listens to the teacher speaking in

English and Indonesian. For this method, students feel benefited because this activity makes easier for students to accept and understand the material that presented.

The obstacles faced by teachers there are 3. Namely, lack of vocabulary, so the students difficult to understand what words are spoken by native speaker. Students can not catch what native speaker are saying because there are various reasons such as speed that is too fast or the accent of the language used makes students confused. And the last is lack of concentrated when listening to the lesson.

After facing the obstacles when teaching listening, the teacher looking solution to the solves the problems faced by teachers when teaching listening, such as using advanced media with the capacity that is more frequent than before and by using translation methods to students.

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