

TEACHER'S LISTENING COMPREHENSION TECHNIQUE IN THE CLASSROOM: AN INTERVIEW

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Abstract

Listening is an important skill because it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. When students listen to English language, they face a lot of listening difficulties. Relates to the process of teaching listening because in this way, we know how teacher adopts the appropriate approach and suitable technique, to select relevant material and to choose appropriate media to get good result in solving on teaching listening for intermediate class. The purpose of this study was to know the technique used by teacher in teaching listening at the tenth grade of MA Al Rosyid Bojonegoro. By using descriptive qualitative research, we get the data from interview. The findings describe the technique used by teacher in teaching listening. The teacher used English song combined with filling gap in teaching listening to the tenth grade science program class of MA Al Rosyid Bojonegoro. The technique used by the teacher in teaching listening make students understand the material easier, this is important for the teacher to have various technique in teaching listening.

Keywords: *Listening, Listening Comprehension, Teaching Listening, Technique.*

Abstrak

Mendengarkan merupakan keterampilan penting karena memungkinkan pembelajar bahasa menerima dan berinteraksi dengan masukan bahasa dan memfasilitasi munculnya keterampilan bahasa lainnya. Ketika siswa mendengarkan bahasa Inggris, mereka menghadapi banyak kesulitan dalam mendengarkan. Berkaitan dengan proses pengajaran menyimak karena dengan cara ini kita mengetahui bagaimana guru mengadopsi pendekatan yang tepat dan teknik yang sesuai, memilih materi yang relevan dan memilih media yang sesuai untuk mendapatkan hasil yang baik dalam penyelesaian pembelajaran menyimak untuk kelas menengah. Tujuan penelitian ini adalah untuk mengetahui teknik yang digunakan guru dalam mengajar menyimak di kelas X MA Al Rosyid Bojonegoro. Dengan menggunakan penelitian kualitatif deskriptif, diperoleh data dari wawancara. Temuan tersebut menggambarkan teknik yang digunakan oleh guru dalam mengajar menyimak. Guru menggunakan lagu bahasa Inggris yang dikombinasikan dengan mengisi gap dalam pengajaran mendengarkan di kelas X Program Studi IPA kelas X MA Al Rosyid Bojonegoro. Teknik yang digunakan guru dalam mengajar menyimak membuat siswa lebih mudah memahami materi, hal ini penting agar guru memiliki berbagai teknik dalam mengajar menyimak.

Kata Kunci: *Listening, Listening Comprehension, Teaching Listening, Technique.*

INTRODUCTION

Listening is an important skill because it enables language learners to receive and interact with language input and facilitates the emergence of other language skills Vandergrift & Goh (2012). According to Renandya and Farell (2011). Speaking rate is the main problem in listening comprehension. Saniei (2011) states that native speaker is someone who is born in that language country; learns it during childhood; and speaks it as a first language, and also who speaks English with very high proficiency and who is highly educated Aneja (2014). Consequently, students seldom listen to English native speakers and find it difficult to listen.

Relates to the process of teaching listening because in this way, we know how teacher adopts the appropriate approach and suitable technique, to select relevant material and to choose appropriate media to get good result in solving on teaching listening for intermediate class. The teacher uses songs in teaching listening. Shen (2009) says that in fact, ELT (English Language Teaching) can be implemented in a relaxed and enjoyable way by using English songs.

Ross (2006) says that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English. As we know wherever we are, songs always follow us at home, school, cars, and so on. So. We can directly listen to the song and also interest to learn the value language in it. When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitable of the listening material such as the use of song as authentic material. But song is less effective in teaching listening.

According ABC News (2011) using songs in language lessons may bring some trouble. One of them, teachers should be careful when they look for a suitable song. When they make light of selection, they may easily fail, so children will get bored and they will not enjoy the song at all. The teachers should also have a sense of constant observation of the method in the class, so when the children give evident signals of dissatisfaction, the teachers should not prolong this activity and switch into another tasks.

In this study, the writer takes review of related literature from one thesis written by Rohmah (2012). The object of this study to analyzed the technique in writing for first year students at the MTS Salafiyah Kajen Margoyoso Pati. The result of this research is that she finds a technique to teach and the implementation of it. The researcher use descriptive qualitative research to analyze the technique in teaching writing. This research was held in MTS Salafiyah Kajen Margoyoso Pati for the first year students.

The second researcher is Martdiana (2014). The problem of this research is how the implementation of technique that used by teacher to teach speaking. This research focused on the speaking technique for the eleventh grade students of SMA N 1 Sukoharjo. This research used descriptive qualitative method to describe the implementation of technique that used by teacher to teach speaking and to know the problems and solutions that done by the teacher.

The third, the research about teaching speaking had been conducted by many teachers In Surakarta a research was conducted by Novitarini (2005). This research used descriptive qualitative method . Her study was included to describe the methods used by English Teacher in English speaking Club Activity and the strength and weakness of the

methods. The result show that the teacher used CLT during the teaching learning process.

The last research is conducted by Ririn (2006). The research aims to describe the curriculum and technique that focus in teaching speaking, and find out the difficulties faced by the research at the SMA 2 Wonogiri. This research used descriptive qualitative method. The data are the descriptive on the techniques used by the teacher observation, interview, and documentation. research is that she finds a technique to teach speaking in accordance with the curriculum and difficulties faced by the teacher and students in teaching learning speaking.

After reviewing the previous study can understands that inputs and exposures are the most important things in the process of second and foreign language acquisition. The more students get comprehensible inputs and regular exposures, the more they will performed very well in learning and acquiring the target language. But, to be successful learners, students need to master all the language skills including listening. In order to solve the problem of listening difficulties, teacher can design specific learning activities and find a suitable technique to teach listening to the students. To guide the exploration, we posed the following question: what is the technique used by English teacher at the tenth grade of MA Al Rosyid Bojonegoro.

The benefits of this study give some information to other researchers who want to analyze the teaching listening for high school students. It will also useful as the reference for those who want to conduct a research in analyzing teaching listening and This research will be used to inform English teacher that there are many suitable technique that can be used to teach listening especially to preparing the students'

knowledge before facing the National Examination.

METHOD

Arikunto (2006) stated that data resource is classified into three, person, place, and paper. Person that give the data resource to the researcher trough interview. In this research the source of data is given by NS as the English teacher of MA Al Rosyid Bojonegoro.

In this research the interview used for getting the information that sourced from the English teacher. Through the interview the researcher can find the information about the technique that used by the teacher to teach listening. In this research the interview will conduct online.

First, the researcher must prepare the interview text in the form of a questionnaire sent via e-mail to the teacher. The data interview obtained in the form text and voice recording. After the data is collected, the researcher will analyze data an report the result of the data.

In this research, because this research is descriptive qualitative research the instrument of the research is the researcher itself. The other instrument are interview question list and recorder.

FINDINGS AND DISCUSSION

The interview was conducted online, the researcher made a written interview script using the google form and the link was shared to the teacher to fill in, after the data is collected, the researcher will analyze data an report the result of the data. From the interview with the teacher, the researcher found that in teaching listening the teacher used one technique, there is English song combined with filling gap.

Songs provide an occasion for the real language use in a fun and enjoyable situation. Most primary school teachers

generally use songs as a teaching technique, the use of songs and rhymes is also important for learners in foreign language classrooms. We often found this technique used for teaching listening. This technique students have to fill a missing lyrics from the script that given by the teacher. Students listen to the song and they have to find a correct word to answer the missing lyrics.

In this research, English song combined with filling gap, this technique is a common used in teaching listening, students fill some words in a blank paragraph or dialog. The teacher can conduct this technique to listen the oral texts from the teacher or the recorder and fill in the blanks with a correct word. Gap-fills can be used to test a variety of areas such as vocabulary, grammar and are very effective at testing listening for specific words. But in this research, the teacher used filling gap as technique to fill missing words in lyrics of song that played.

The teacher said that she found this technique from her experience course and also from the internet. The reason she choose this technique because it was easy, fun and attracts students to learn. Due to the lack of adequate classroom facilities, teachers usually play songs using a laptop with loudspeakers sometimes using cellphone. Songs that was played a kind of old pop song and also children's song, but more often using pop song. She used this technique exactly one year ago.

According to her, the advantages of using this technique can improve memory and understand vocabulary more effectively. Songs can also help develop pronunciation skills with good intonation. Children will prefer to learn listening quickly because this way of learning create a pleasant atmosphere and not feel bored.

Based on interview the researcher concluded that the implementation of

teaching listening, she explained that she applied this technique to the way she gave students a piece of paper with English song lyrics written with some missing words. Then, she played audio according to the lyrics/songs listed. The students listened and fill in the missing words according to what they heard, after audio playback they discussed the contents of the missing lyrics. Then, they searched the meaning of difficult vocabulary and connected with one grammar theme. The one hour lesson took an estimated 12 minutes to play the song (3 repetitions) the remaining time to answer the missing lyrics and discuss the vocab/grammar.

The teacher said that they live in Islamic College, listening to music makes them very interested because they consider it as one of the intertainment. In practicing itself they followed it well and calmly. Usually when students felt bored teacher starting with a simple conversation inviting them to joke, offering good grades, sometimes also a gift. Based on the explanation from the teacher, after applying this technique there is also an increase in students's grades.

The steps in teaching listening:

1) Opening

The first activity was opening The teacher came to the class and opened the meeting today by saying Basmallah and greet the students by saying "Assalamualaikum" and some greeting "How are you today? Are you ready for the class?". It was routine greeting the students before the class. In the teaching process the teacher used two languages, English and Indonesian language which English is more dominant to stimulate the students' brain. The next activity the teacher was checking the attendance list by calling the students' name one by one.

2) Ice breaking

The second step was ice breaking. The teacher was asking about students' favorite Muslim singer, and the students gave their opinion about it. In this activity the teacher told them that they are going to have a listening session. In this session they will have to filling the missing lyrics from the song that the teacher will play to them. In this case students look really interested on it since they wasn't have a chance to listen the song in the boarding house. After that the teacher gave them some motivation to the students.

3) Main Activity

In this activity the teacher gave the students a paper with the lyrics of the song from Maher Zain entitled "Allahuakbar". In the process of implementing the listening technique, there are some blank space in the lyrics because students have to find the word after they listen the song. Before the teacher play the song, the teacher asked the students to read and comprehend the text of the lyrics. After students read and comprehend the text, the teacher played the song.

The teacher will play the song twice. At the first session, the teacher asked the students to listen it carefully and students have to understand the lyrics. At the second session the teacher asked the students to fill the missing word on the text based on the song they heard before. The next activity is the teacher asked the students to read their answer of the blank lyrics. The teacher was correcting the students' answer and then explain them the correct word to answer the missing lyrics. In this activity the teacher also asked the students what was the meaning of the song and what is the point of it. The teacher explained the answer not only based on the original lyrics but also the pronunciation and the grammar uses.

4) Consulting

The next step was consulting. The teacher asked the students about the difficulties they found. When the students had a problem about learning the material the teacher always give some tips to solve their problem. The teacher also explained the meaning of the song and what is the song about. In this song the teacher told them a moral lesson about Allah is the most powerful creature in the world and we have to realize it. Consulting helped the students to understand the material clearly.

5) Reviewing lesson

The fifth was reviewing lesson. Reviewing lesson is important to make the students memorize the material. Students will remember because the teacher was repeating the material before the class ended.

6) Closing

The last was closing. Before the teacher ended the meeting, the teacher gave some motivation to the students and ask them to study harder. The teacher also gave some motivation about their attitude. The teacher was saying thanks and greet them by saying "Hamdallah" together.

CONCLUSION

The teacher in MA Al Rosyid Bojonegoro used English song combined filling gap technique to teach listening. Songs that play a kind of pop song from old time and also children's song, but more often using pop song. Teachers usually play song using a laptop with loudspeakers sometimes using cellphone. The one hour lesson took an estimated 12 minutes to play the song (3 repetitions) the remaining time to answer the missing lyrics and discuss the vocab/grammar. This technique make the students more talkative, and they can understand the material easier and they more enjoy to mastering the listening skill. After applying this technique there is also an increase in students's grades.

The investigation describes the technique used by English teacher in teaching listening. The teacher should pick another new song so the students will become more attracted to learn the materials and try to apply new techniques that are more interesting so that students do not get bored because in this study the teacher only use one technique in teaching listening. And there should be help from the school to facilitate teachers who teach English to young learners because the teacher only uses her own laptop and cellphone to teach English especially listening.

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