



Teachers' Perception on Teaching Listening in Senior High School

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Abstrak

Bahasa Inggris merupakan bahasa internasional yang digunakan hampir diseluruh aspek kehidupan, seperti komunikasi sehari-hari, bisnis, dan pendidikan. Pemerintah Indonesia memiliki sistem pendidikan yang mewajibkan siswa untuk menguasai bahasa Inggris. Meskipun kemampuan mendengar yang merupakan salah satu kemampuan yang memerlukan pemahaman lebih, mendengarkan menjadi kemampuan yang kurang diperhatikan dan jarang diajarkan oleh guru. Oleh karena itu, penelitian ini dilakukan dengan tujuan untuk mencari tahu tentang pendapat guru-guru bahasa Inggris terkait pengajaran mendengar di sekolah menengah atas, dan menyajikan pengalaman-pengalaman guru dalam mengajar kemampuan mendengar. Koresponden dari penelitian ini adalah 10 guru bahasa Inggris yang mengajar sekolah menengah yang ada di wilayah Kediri. Penelitian ini merupakan penelitian kualitatif yang menggunakan kuesioner terbuka. Hasil penelitian menunjukkan bahwa guru-guru bahasa Inggris di Kediri memiliki pendapat yang positif tentang pengajaran mendengar, hal ini dikarenakan kemampuan mendengar diujikan dan terdapat dalam kompetensi dasar. Walaupun demikian beberapa guru masih menemui kesulitan dalam menentukan materi pembelajaran yang sesuai.

Kata Kunci: *Mendengar, Mengajar, Pendapat Guru*

Abstract

English has become a world language or a global lingua franca that is the world's most used language in communication, business, and education. Indonesian government has an education system that requires the students to master English. However, listening skill, which is one of the receptive skills in learning a language, becomes ignored and is rarely taught by the teacher. Thus, this study is conducted to investigate teachers' perception on teaching listening in senior high school and present the experience of the teachers. The subjects of this study were ten teachers who teach English in the senior high school of Kediri. In this study, qualitative research is used to analyze the data from an open-ended questionnaire. The results revealed that senior high school teachers in Kediri believed that listening skills is important on teaching since it is tested and based on basic competence. However, some teachers have difficulties finding the material for teaching listening.

Keywords: *Listening, Teachers' Perception, Teaching*

INTRODUCTION

Since English is an international language in this global world, people were required of being able to use English (Desta, 2019). It was why learning English as an international language was essential. On the other hand, teaching and learning English was not as easy as expected. In learning English, we have to master the language skills, which were reading, writing, listening, and speaking. Among those language skills, listening is an essential skill in learning a language as it was crucial for people to have effective communication (Shariyevna & Atxamovna, 2020). Listening skill played a central role in life since people listen to understand and responded to it. People needed good input and various English words repeatedly to communicate in the target language properly and naturally. It meant learning listening skills helped people improved their speaking skills and acquired the language.

According to Goss (1982) and Rost (2016), listening was a process of receiving what was heard and analyzing it into verbal units where meaning was then applied. There were five listening processes: receiving, understanding, remembering, evaluating, and responding. Receiving was the process when our ears heard the sounds. It could happen when the wave of sounds hit the eardrums, so we listened to something. If we physically heard a sound, in listening, we could heard the messages that the speakers sent. In the understanding stages, listeners determined the messages that the speakers sent. It occurred when listeners determine the context and meaning of the speaker's words. To get a better understanding, the best tactic to use was to question what the speakers said. The remembering stage was when the listeners received and understood messages were held on mind. The listeners could strengthen their memories by taking notes or tape recording the messages. The evaluation stage was when the listeners understand what the speaker was trying to say and judged or evaluated the messages. Listeners needed to distinguish the facts and opinions in evaluating stage. The last was the responding stage, when the listeners provided verbal or non-verbal reactions or responses based on their memories in the listening process.

Therefore, teaching listening skill needed more concern so that language learners can developed their language skills. In the language classroom, listening is considered the most difficult language skill for the learners because it needed more attention and concentration to understand the materials of listening, which are like monologue text and dialogue text. It meant that listening is a complex process that happened simultaneously inside the mind.

However, the teacher held an important role in the learning process. The teacher had the ability and entitlement to manage the students and the class condition. Teaching listening is an obligation for English teachers to help their students be good listeners. On the other hand, Graham (2017) said that listening was frequently tested but rarely taught. This statement implied that listening skills

lack attention and was rarely taught by the teacher. Listening was considered the most challenging skill of the four English skills (Ulum, 2015). Listening skills became the basis in learning English besides reading skills. It was called receptive skill, where learners did not produce the language. They received and understand it. Despite the difficulty, listening skill got less attention than the other English skills. Moreover, some studies only focused on the material and teaching strategy used in teaching listening, and less research talked about teachers' perception of the importance of teaching listening (Yeldham, 2016; Wah, 2019; Siegel, 2018).

As the teacher, teaching properly and making the students understand the material was necessary; this could be done by pre-teaching. Preparing a teaching-learning activity before class needed the teacher's perception to ensure that the strategy the teacher was chosen was suitable to the student's situation. In order to receive the class information, the teacher used a sensory system and then interpreted the sensory information directly. It was in accordance with Gibson's theory which argued that perception was a bottom-up process which meant sensory information was analyzed directly (Gibson, 1969). The other research stated that perception is a process when the teachers recognized and organized their students' ability in the teaching-learning process (Millikan, 2002). There was enough information in the class environment to support the teacher's perception intended to make an interactive, lively class.

Meanwhile, the process of listening skills was not well understood, ignored, and the teachers were unaware of teaching listening. English language teachers had a positive, strong belief about the importance of teaching listening skills, but they did not implement it properly (Yenesew, 2019). Some teachers rarely taught listening skills. Thus, this research recommended teaching listening skills the same when teaching the other skills. As the result, the followings were the aims of the research:

1. To investigate the importance of teaching listening in senior high school
2. To present the experiences that the teachers have when they teach listening

METHODOLOGY

Qualitative research was used in this study to achieve the goal that was to investigate teachers' perceptions on teaching listening in senior high school. The researcher used an introductory interpretive study to collect the data that explored the teachers' perception and experience on teaching listening. The study took place in three public senior high schools in Kediri where similar research had never been conducted. The participants of this study were ten teachers who teach English. The researcher used purposive sampling to determine the participants that used to identify the potential participants who experienced the phenomenon under the study. The criteria of the participants

chosen were an English teacher at a public senior high school in Kediri and teaching listening as one of the English skills in the K13 curriculum.

The researcher used open-ended questionnaire that facilitated the researcher to collect the data. The researcher adopted the questionnaire from Kusumawati (2012) which have been revised before using. The researcher used an online open-ended questionnaire through *Google form* to collect the data in discussing the objectives. The total number of questions in the questionnaire was ten questions. The first research question consisted of three main questions and seven questions related to teachers' experiences. Later, the result was transcribed.

Then, all the data gathered was continued to analyze and used essential interpretive study. In analyzing the data the process was broken down into three key stages which were organizing and familiarizing, coding and reducing, interpreting and representing (Ary et al., 2014). The first, researcher managed the data by reading and highlight the key words. Then, analyzing and classifying the key words to generate categories was in coding and reducing stage. The last was interpreting where reporting the data.

RESULTS AND DISCUSSION

The research framework below showed how the data were justified. In English language teaching (ELT), there was teachers' perception and teachers' experiences that affected the success of teaching-learning process. At the same time, teachers' perception contained the importance of teaching listening from the teachers' point of view. According to the data, there were research findings ready to be presented as follows.

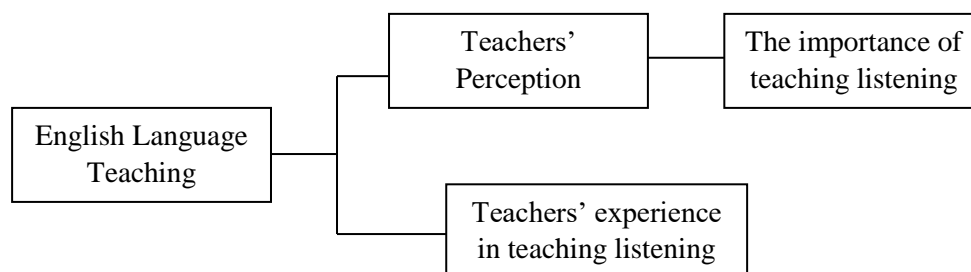


Figure 1: Research framework

Teachers' Perception on the Importance of Teaching Listening

The teacher was the one who knew the students' circumstances and the class environment. The fourth and fifth participants as the representative revealed that there was listening skills in basic competence to be attained by the students. It showed that the ten teachers in Kediri agreed that listening skills is importance. The ten teachers from three different schools taught their students according to the Indonesian government curriculum, which was the 2013 curriculum. To achieve the national education goal in the Indonesian curriculum,

every school needed to pass the standard competence, which consisted of some skills qualifications: attitudes, knowledge, and skills (Ministry of Education and Culture Indonesia, 2016). Through the questionnaire, the teachers stated that listening skill needed to be taught since it existed in basic competence and was a skill that students have to accomplish as a learning outcome. The teacher's perception affected the success of the teaching and learning process.

The participants mentioned that listening was one of the competences in English skills that the learners should master if they wanted to be conversant in English. Listening was considered a receptive skill that was an active process in receiving information and needed more attention to get the point of certain sounds' meaning. Goss (1982) and Thomlison (1984) stated that listening was considered as input in the process of learning languages. It supported the reasons from the teachers that listening was an important skill from the other English skills, which were reading, writing, and speaking. Then, listening was tested in senior high school as a final test for English courses. The teachers said that it was important to teach the listening skill to the students because the students will have a final test in their last year, which also became a score that will be considered when they entered university or college.

Nevertheless, the participants believed that the teachers should taught listening skills in the class. It was also important for the students to master listening skills outside the classroom activities. It helped the students improved their English ability more than only learning it in the class. If the students have already mastered the listening skill, they quickly had mastered speaking skills, where it helped them in international communication using English as an intermediary. If the students had mastered listening skills perfectly, it became the basis for them speaking fluently.

According to the teachers' opinion, as stated in the questionnaire, the researcher concluded that teaching listening in senior high school was important. The teachers from three different schools had various reasons to substantiate how important teaching listening was in senior high school. All the teachers agreed that teaching listening in senior high school was important, and nine out of ten teachers said that teaching listening was not difficult, but it had its own challenges. Some teachers had problems choosing suitable strategies and materials for the students. The teachers were expected to be more creative in teaching listening, especially for the 10th-grade teacher where the students were from different backgrounds knowledge.

Teachers' Experience on Teaching Listening

9 out of 10 teachers had been teaching English for over 13 years. It indicated that the teachers already had considerable experiences in teaching listening. In 13 years or more, they should had several experiences teaching listening. The teachers had a better understanding of which strategies were appropriate to use in the teaching-learning process that was suitable for students'

conditions. Those who had teaching experience for 13 years or more had been through a trial and error period. That period helped the teachers evaluate the teaching-learning process and gave better knowledge to apply the appropriate strategy in the next meeting.

The long term of teaching did not determine whether the teachers were familiar with the concept of listening and how to teach listening correctly. The first participant stated that the listening strategy was a way that the teacher used in teaching listening that helped the learners to improve their ability. The fifth participant assumed a similar meaning of listening strategy, which was a strategy that helped the students to achieve basic competence. The teachers explained listening strategy as a way, activity, and strategy that helped the learners captured and formulated meaning to achieve primary competence goals. The teachers recognized the meaning of the listening strategy; occasionally, they were delicate in choosing the effective teaching strategy and material for teaching-learning activities.

According to Alrawashdeh & Al-zayed (2017), there were many problems in teaching listening, which came from the teachers' proficiency, educational environment, and the lack of resources, teaching aids, and supporting materials. Similar problems had also been felt by the English senior high school teachers in Kediri that they had difficulties finding the materials. The teachers in Kediri only use the textbook from the government, including the audio material and *YouTube*, as other sources. The obstacles came since finding listening materials was not that easy; the teachers needed to identify the students' needs, levels, and interest (Suryanto, 2019).

Moreover, the listening skill was crucial since, through listening, the students received information and gained new insight. In teaching listening, some teachers stated that they often used the three-phase technique, and the others chose the strategy based on basic competence and indicator. The first participant chose the familiar and more accessible strategy in teaching by listening to the students. He believed that students' comprehension in listening was the most important. He explained that sometimes he did not think about teaching listening strategy; he focused on students' understanding although the materials were limited.

The other teachers often used the three-phase technique in teaching listening. They explained three stages in the three-phase technique: pre-listening, whilst listening, and post-listening. The similar stages was also stated in Field (2009) which are pre-listening, listening, and post-listening. In every stage of the three-phase technique used, the teachers had some activities to do in teaching-learning.

Table 1. Activities that is used in teaching listening

Stages	Activities
Pre-listening	<ol style="list-style-type: none"> 1. Preparing the material 2. Introducing the material 3. Picture description 4. Guessing the topic
Whilst-listening	<ol style="list-style-type: none"> 1. Fill in the blank 2. Complete the song 3. True or false 4. Finding that is not stated
Post-listening	<ol style="list-style-type: none"> 1. Discussion 2. Summarizing 3. Retell the text

In using the three-phase technique, the teachers applied some stages. The first was pre-listening, where the teachers briefly stated the topic of the text and prepared the students by asking them to read the text. There were some activities stated by teachers in pre-listening that were preparing the material, introducing the material, picture description, and guessing the topic. Pre-listening activities have two primary goals: to activate students' prior knowledge and establish the necessary background for the particular listening task (Gilakjani & Ahmadi, 2011).

The second stage was whilst-listening, where the students listened to the next two or three times and grasped the meaning of the text. In this stage, students' background knowledge was important because they will easily catch the meaning of the text if they had good background knowledge, in other words, vocabulary. During the listening experience, the students interpreted based on what they heard; they revised it if it did not correspond with their prediction. This stage aimed to develop students' critical thinking and response to the idea and familiarized the speaker's organizational patterns to students (Gilakjani & Ahmadi, 2011).

The last stage was post-listening, where the teachers and the students collaborated in discussing the text and making a summary of the text. The post-listening activity could be integrated with the other language skills, like speaking and writing, as a form of students' comprehension of listening skills. The activities that the teachers used in this stage are discussion, summarizing, and retelling the text. This step was important for the teachers to assess students' comprehension and extend students' listening skills (Gilakjani & Ahmadi, 2011).

CONCLUSION

In conclusion, mastering a listening skill was not that easy, especially for the teachers teaching listening skills to the students. Based on the research done about the teachers' perception of teaching listening in senior high school, the teachers stated that teaching listening skills is vital since listening was tested. It

will help the students in mastering English for interpersonal relations. On the other hand, there were many limitations in the material in teaching listening that made the teachers struggle to develop the teaching-learning process. To sum up, English senior high school teachers in Kediri had positive awareness of listening skills despite limited sources that can be used.

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