

English Teachers' Strategies in Teaching Listening Comprehension for Senior High School in MAN Serdang Bedagai

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Abstract

The article deals with the teachers' strategies in teaching listening comprehension for Senior High School in MAN Serdang Bedagai. The aims at knowing the teachers' strategies in teaching listening comprehension, the problems are found by the teachers and how they overcome the problems. The research was conducted by using qualitative method. Techniques used to collect the data are observation, taking note and interview. The researcher selected two participants which is the English teacher's in grade 12th at MAN Serdang Bedagai. The results of the study are The participant one use note-taking strategies and summarizing strategies and the participant two, use the pay attention strategies when deliver the listening theory and when do the listening practice. Based on the research finding, the conclusion is that there are several strategies which used by the English teachers in teaching listening, the strategies are taking note, summarizing and paying attention.

Keywords : *Teaching Strategies, Listening Comprehension*

Abstrak

Artikel ini membahas tentang strategi guru dalam mengajar pemahaman menyimak untuk SMA di MAN Serdang Bedagai. Tujuan dari penelitian ini adalah untuk mengetahui strategi guru dalam mengajarkan pemahaman menyimak, masalah yang ditemukan oleh guru dan bagaimana cara mereka mengatasi masalah tersebut. Penelitian ini dilakukan dengan menggunakan metode kualitatif. Teknik pengumpulan data yang digunakan adalah observasi, pencatatan dan wawancara. Peneliti memilih dua orang partisipan yang merupakan guru bahasa Inggris kelas 12 di MAN Serdang Bedagai. Hasil penelitian adalah partisipan satu menggunakan strategi mencatat dan strategi meringkas dan partisipan dua menggunakan strategi memperhatikan saat menyampaikan teori menyimak dan saat melakukan praktik mendengarkan. Berdasarkan temuan penelitian, kesimpulannya adalah bahwa ada beberapa strategi yang digunakan oleh guru bahasa Inggris dalam mengajar mendengarkan, strategi mencatat, meringkas dan memperhatikan.

Kata Kunci : *Strategi Guru, Pemahaman Menyimak*

1. Introduction

Listening is one of skills in language and it is the key to all effective communication. In a communication listening take 40-50%, speaking 25-30%, reading 11-16%, and writing 9% spend the time, clearly looked that listening take the biggest part, even than speaking, it means that listening is the most important and significant things in construct a

communication (Gilakjani and Ahmadi, 2011). In listening process, the listeners need to comprehend the information they have in the listening comprehension is the act of understanding oral message. Oral message that have listened in order to understand the meaning of the information. As Rizvi (2005:70) states that been caught in listening process need to be understood and comprehended so the message will be meaningful information. In addition, English learners must to have the listening comprehension ability, to get good achievement in listening course. Students with good listening skill comprehension will be able to participate more effectively in communicative situations. The basic linguistic problem perceived by learners also become the big trouble in listening comprehension. When the native speaker applies the colloquial and also the slang in the conversation, the students won't able to catch the word and also the meaning of the word too. Then the problem also come from the environment, when the students do the listening comprehension practice. A noisy environment when listening will broke the students' concentration while listening, so it makes they will forget what they had heard before. The listening problem also can come from the students' psychological characteristics, this condition impact the influences of the students listening comprehension. Besides the materials, the problem sometimes come from the listener which can't listen well especially when they hear the unfamiliar word they will confused and can't make relation between the words. In listening, the speaker plays the biggest role, when the speaker can't to speak or spell the word clearly the listener also can't to hear the words clearly. The last is the physical settings while listening the place, time, environment, the tools in listening also give the effect in listening comprehension result. According to the points had been explained above, the researcher want to explain the problem about teacher's strategy in teaching listening at MAN Serdang Bedagai. The research questions to be answered here are :

1. What are the teachers' strategies in teaching listening to the students of MAN Serdang Bedagai?
2. What are the problems found by the teachers in teaching listening and how they overcome the problems?

2. Literature Review

2.1 Listening

Listening is a process of understanding the sounds that is being heard. The listener do not only need to understand it, but then process the information that is spoken by the speaker. Similarly, Nunan (2003:24) defines listening as the active, purposeful process in making sense of what we hear. Nunan also mentioned that as people who listen, they process not only what they hear, but also connect it to other information they already know. As they find any connection between what they are listening and what they are known before, the listeners will understand about what they had listened. The fixation of Brown and Yule (1983), asserts that the situation which can be called with listening comprehension is when a people can catch and understand for a word that he/she had heard. Rost (2002) and Hamouda (2013) said that an interactive process in which listeners and involved in constructing meaning is called listening comprehension. The discrimination sound, previous knowledge, grammatical structures, stress and intonation and also the other linguistic or non-linguistic clues can be the way of listeners to comprehend the oral input. In listening comprehension, many learners faced some problems to understand the speaker's speech. On his research Hamouda (2013:124) mentioned that students listening comprehension problem can be caused by some factors. The mostly problem in listening come from the problem related to the listening materials, the difficulties in listening materials make students feel more confused and can't catch the listening materials in listening comprehension.

2.2 Listening Strategies

Listening is the important part in a communication. The people's ability to catch, identify and understand what the other people said called listening. Several features in learning listening strategies. In listening of English as a foreign language, the most important features can be defined as: paying attention, note taking, using the dictionary, summarizing and guessing. Paying Attention refers to the most important things we can do while listening is to "pay attention" we should focus on listening and we should try to understand what speakers are saying, this is the very significant point in the process of listening. Note Taking came when we are listening to something, we should try to do some dictation. This may help us to discover our accuracy in listening. Sometimes we think that we understand something because we think only about the general meaning. Using the Dictionary is a great way to discover new vocabulary words when we listen to something. Using a dictionary can help us to understand our listening and it can help us learn from the listening. Summarizing is also significant point in the process of listening. According to the researcher's opinion, when we understand something that we listen before, we can write down a summary of what we

had listened too. Guessing happened when listeners should use the information around the part that we don't understand to guess what we don't understand before.

3. Method

In this research, the researcher using the qualitative method. Purpose of this qualitative research is to analyze the object in the natural condition, the object is analyzed without any manipulation. The condition and situation of students and English teachers in high school MAN Serdang Bedagai will be presented as they are. There will be no change that is given by the researcher to the object. In addition, the qualitative research design is the logic that the data to be collected. In this research, the researcher will do the research in MAN Serdang Bedagai. Before do this research, the researcher do the observation at this school. And after the observation, the researcher choose that the focus of research is the teachers who teaching English in grade 12th at this school to analyze the strategies in teaching listening comprehension used by the English teachers at this school. In this study the researcher applies three kinds of instrument in collecting data there are: Observation, Taking note and Interview. The researcher will do the observation in the class to look the teachers teach first, after it, the researcher will give the interview question to the English teacher about their strategies in teaching listening comprehension. For technique of collecting data, the researcher will do three steps there are :

(1) Observe to the class, in this steps, the researcher will sit in the classroom during the English class to look when the teachers teaching listening,

(2) Taking note, During do the class observation, the researcher will taking note about the strategies which used by the English teachers during teach the listening materials,

(3) Interview. After class observation and taking note, the researcher will do the interview section with the English teachers about their strategies in teaching listening in the class. From the data which had collected from the two instruments namely, observation and interview, the next step, the researcher will analyze the data, the steps of analyzing the data are : (1) The researcher identify and select the data which is most suitable with the research according to the research problem, (2) After select data, the researcher construct the data into right sentences, (3) After processing the data, the conclusion will be drawn.

4. Result and Discussion

4.1 Result

The data were gathered through class observation and structured-interview with two participant which is the English teachers in grade 12th at MAN Serdang Bedagai. This class observation means to analyze the strategies which used by the English teacher and this interview means is to collect the difficulties in teaching short dialogue in listening comprehension from the teachers' point of view.

Data 1. Interview Result with Participant 1

Researcher : Do you teach listening skill based on materials taught ?

Participant 1 : Yes I do, I teach listening based on the materials given on that day, recently the listening material that I teach is short dialogue.

Researcher : is there any difficulties you face when teaching listening?

Participant 1 : Listening is an essential skill in learning English, yet it is still hard to teach it because the students in the real fact are not really interested in listening skill.

Researcher : Would you like to tell me the biggest challenge you face during teaching listening?

Participant 1 : The biggest challenges is learning listening in English is very hard to study so they tend to ignore to learn listening. Most students also have a very lower concentration in which it leads to make all the problems faced by students being harder, it can be seen from they cannot understand the

words they heard because all the words heard are very difficult for them, the worst thing happened they cannot catch the idea from the dialogue listened.

Researcher : What will you do to overcome this problem?

Participant 1 : We know that there are many strategies that can be used to teach listening. Yet, all those strategies can be applied easily, as the teacher we are really expected to be able to adapt with materials taught to the students. Based on my experience, I apply several teaching strategies to my students, such as; note taking that can be done during listening process, and making summary through asking the students to sum up the materials they have listened, and the students are also asked to present their own summary in front of the class.

The researcher using three instruments in collecting data for every participant, the instruments namely: class observation and note-taking. From these two instruments with the participant one, the researcher got the results that: The participant one use two strategies in teaching listening in the classroom, these two strategies namely: note-taking strategies and summarizing strategies. The note-taking strategies will do during the listening practice, the students will write down the important information they heard while listening, this activity aims to make students able to work on the usual practice questions after listening. Then, the summarizing strategies will do after the listening activities, this activity aims to make students able to retell the listening materials with their own word. The participant use this two strategies in every listening practiced. The participant one use this strategies to make the students more focused in listening section. From the structured interview with participant one, the researcher got the results that: The participant one, use the note-taking and summarizing strategies because the participant one faced the problem that the student's focused in listening is too low, they can't catch word to word from the native speaker, and this situation makes the students can't understand the meaning from the word.

Data 2. Interview Result with Participant 2

Researcher : Do you teach listening skill based on materials taught ?

Participant 2 : I teach all the materials based on lesson plan that I design, so I teach listening skill as well as I planned.

Researcher : is there any difficulties you face when teaching listening?

Participant 2 : The difficulties that I face are similar with the difficulties faced by participant 1, yet another difficulty is about the facilities supporting teaching listening

Researcher : Would you like to tell me the biggest challenge you face during teaching listening?

Participant 2 : The hardest difficulties is about the students' willingness to study English is very low, it is because the lower vocabulary mastery. The students believe that the lower vocabulary really affects on the way them to fully pay attention

Researcher : What will you do to overcome this problem?

Participant 2 : I tend to apply pay attention strategy, in which it can be applied through the creativity in delivering and explaining the materials. In this case, I don't only use audio stuffs, but also videos, such as; the scene of movie clips that are relevant to the materials I teach, therefore, the students seem more interested in completing listening tasks.

The researcher using three instrument in collecting data for every participant, the instruments namely : class observation and note taking. From this two instruments with the participant 2, the researcher got the results that: The participant two use one strategies in teaching listening in the class, the strategy namely: pay attention strategies. The participant two uses this strategy in every listening practiced and listening theory (in explaining the listening theory

in the class). The participants 2 use strategies to make the students more interesting with listening materials and practice and also to keep the students attention for listening section. From the structured interview with participant two, the researcher got the results that: The participant two, use the pay attention strategies when deliver the listening theory and when do the listening practice. The participant two using this strategies because she faced the problem in the class, that most of the students are ignoring the listening even it is the theory or practice. So, to solve this problem, the participant two choose to using the pay attention strategy. She treat this strategy with increase the material creativity like using not only dialogue, but also, song, video and also a film's trailer which suitable with the listening materials.

4.2 Discussion

Based on the result of the research. the researcher got the result in note-taking form, and the interview. From all the instrument, the researcher got the result from participant one like : The first participant use the note taking and summarizing strategies in teaching listening comprehension, from the class observation, note-taking and the interview the researcher got that the first participant using this two strategies because the participant faced that students feel difficult to catch and remember what they had heard in the same time, the first participant said that the students concentration in listening is too low.

If students get the instruction to catch the word clearly they will forgotten it just a few minutes later, even when the teacher ask them about it a moment after the listening they had been forgotten it. But if students get the instruction to catch what is the listening content talking about, the students may be can to do it, but they can't catch the dialogue from the listening clearly. It is also similar with the result of the research by Risnawaty et all (2020) which listening as well as writing skills need to taught interactively. The students also don't have the ability to explain or retell the content from the dialogue because they can't catch the item of the listening dialogue. To solve this problem, the first participant use the two strategies namely note-taking and summarize, not-taking strategies aims so that students can to write all the important word or information that they heard from the listening, so the students will remember the English teacher also persuasive students to make their own note taking, in order to they can got and remembered the information from what they listen. The last things teachers also persuasive students to make their own little dictionary in order to, students can write down the unfamiliar words they had heard and then looking for the meanings, it is also helpfully to upgrade students vocabulary mastery It will be more meaningful if the teachers give the feedback (Wariyati&Asnawi, 2020). According to the finding and the instrument results above, it shows that listening is the important things to teaching for students at the school. When the students learn about listening in the same time they also can learn about speaking, writing and also the vocabulary mastery. From one practice in listening students can gets more than one knowledge, listening practice also training the students to keep their focus when listen or thinking about a problem solving (Estetis&Hasibuan, 2021; Zulfitri, 2021). In teaching listening comprehension, using the listening strategies is so important, there are so much listening strategies in listening comprehension we can use. But, in using the listening strategies in teaching listening comprehension in the class, the English teachers should choose the suitable strategies to treat in their class by mixing the language during teaching learning process (Ramadhani&Selina, 2021), the chosen the strategies is according to the difficulties they faced in teaching listening comprehension in the class.

5. Conclusion

From all the discussion above the researcher take the conclusion that : There are several strategies which used by the English teachers in teaching listening, the strategies are : taking note, summarizing and paying attention. The teachers using these three strategies

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