



## Teacher's Strategies in Teaching Listening

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**Abstract** In the teaching and learning process, listening is not just a difficult skill to learn but also has its own challenge to be taught, therefore the researcher tries to carried out the strategy used by the English teachers in teaching listening especially for grade 9<sup>th</sup> students at SMP Nurcahaya Medan. The method was used in this study was qualitative method. Two English teachers were selected to be the participant in the class observing, not-taking and strusted-interview instruments. The result of the study showed that the biggest difficult in listening in the class, came from the students which think that listening wasn't attractive, and to solved it, the English teachers used some strategies like, applying the note taking, summarizing, and also the pay attention strategies. The teachers also upgrade the creative media for listening and persuasive students to doing the listening practice.

**Keywords:** Listening Comprehension; Teaching Listening; Teaching Strategies; Note Taking; Summarizing.

**Abstrak** Dalam proses belajar mengajar, *listening* bukan hanya keterampilan yang sulit untuk di pelajari namun juga memiliki tantangan tersendiri untuk diajarkan, oleh karena itu penulis mencoba mengkaji strategi yang digunakan oleh guru bahasa Inggris dalam mengajarkan *listening* khususnya untuk siswa kelas 9 di SMP Nurcahaya Medan. Metode yang digunakan adalah metode penelitian kualitatif. Dua orang guru bahasa Inggris dipilih untuk menjadi partisipan dalam penelitian ini. Observasi ke dalam kelas, membuat catatan kaki hasil observasi, dan wawancara terstruktur adalah instrumen yang digunakan dalam penelitian ini. Hasil dari penelitian ini menunjukkan bahwa kesulitan terbesar dalam keterampilan mendengar di kelas, datang dari peserta didik yang beranggapan bahwa keterampilan mendengar itu tidak menarik, dan untuk memecahkan masalah itu, guru bahasa Inggris menggunakan beberapa strategi seperti, membuat catatan, membuat ringkasan, dan strategi mengambil perhatian adalah strategi yang digunakan. Dan guru juga meningkatkan kreatifitas media ajar nya serta mempengaruhi siswa untuk terus melakukan latihan mendengar menyimak.

**Kata Kunci :** Keterampilan Menyimak; Mengajar Keterampilan Menyimak; Strategi Mengajar; Catatan; Merangkum.

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## **INTRODUCTION**

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, purposefull 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.

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 fixation of Brown and Yule (1983), asserts that the situation which can to 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 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. The basic linguistic problem perceived by learners also become the big

trouble in listening comprehension. When the native speaker use 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 forgot what they had heard before. The listening problem also can coming 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.

Listening is the important part in construct 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, 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 speaker's 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 parts we don't understand to guess what we don't understand before.

According to the four point had explained above, the researcher want to explain the problem about teacher's strategy in teaching listening at SMP Nurcahaya Medan.

## **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 Nurcahaya's students and English teachers 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 SMP Nurcahaya medan. Before do this research, the researcher do the observation at this school. And after the observasion, the researcher choose that the focus of research is the teachers who teaching English in grade 9<sup>th</sup> at this school to analyze the strategies in teaching listening comprehension used by the English teachers at this school.

In this study the researcher use 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's 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 instrumets namely, observation and interview, the next step, the researcher will analyze the data, the step of analyze the data is : (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.

## **RESULT AND DISCUSSION**

The data were gathered through class observation and structured-interview with two participant which is the English teacher's in grade 9<sup>th</sup> at SMP Nurcahaya Medan. 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.

**Table 1**  
**Interview Result with Participant One**

Penulis	Apakah anda menerapkan skill listening sesuai materi yang berjalan?
Partisipan 1	Ya, saya menerapkan listening sesuai dengan materi yang seharusnya, untuk beberapa minggu ini bagian listening yang ada adalah listening short dialog
Penulis	Adakah kesulitan yang anda hadapi dalam mengajar listening?
Partisipan 1	Listening merupakan skill yang penting dalam bahasa Inggris, namun sulit dalam pelaksanaannya, karena pada kenyataannya di lapangan siswa tidak begitu tertarik dengan listening dengan berbagai alasan
Penulis	Boleh kiranya di jelaskan kendala kendala terbesar nya?
Partisipan 1	Kendala terbesar sebenarnya datang dari siswa yang menganggap bahwa listening itu terlalu sulit sehingga mereka lebih memilih untuk mengabaikannya, kebanyakan siswa ini memiliki penguasaan konsentrasi yang sangat minim yang juga menambah masalah dalam listening, siswa akhirnya menemukan bahwa semua kata2 itu asing bagi mereka, mereka bahkan tidak dapat mendengar dengan jelas kata apa yang diucapkan sehingga mereka otomatis tidak tahu arti dari kata tersebut
Penulis	Jadi, untuk mengatasi hal ini adakah strategi yang anda gunakan?
Partisipan 1	Kita tahu bahwa ada begitu banyak strategi dalam listening, hanya saja tidak semua dapat kita terapkan begitu saja sebagai guru kita tetap harus menyesuaikan strategi yang kita gunakan dengan medan yang kita jalani, untuk anak2 yang saya hadapi strategi yang saya gunakan ada beberapa, diantaranya adalah penerapan strategi note taking atau pengambilan catatan penting yang dilakukan oleh siswa selama proses listening dan juga menerapkan sisten ringkasan, dimana siswa akan membuat ringkasan agtas materi listening yang baru saja ia dengar dan mampu menceritakan kembali isi dari materi yang baru saja ia dengar.

The researcher using three instruments in collecting data for every participant, the instruments namely: class observation and note-taking. From this two instruments with the participant one, the researcher got the results that:

The participant one use two strategies in teaching listening in the classroom, this 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. And 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.

**Table 2**  
**Interview Result with Participant Two**

Penulis	Apakah anda menerapkan skill listening sesuai materi yang berjalan?
Partisipan 2	Saya menjalankan materi kelas sesuai dengan RPP yang saya miliki begitu pun dengan penerapan skill listening ini
Penulis	Adakah kesulitan yang anda hadapi dalam mengajar listening?
Partisipan 2	Kesulitan tentu ada selain yang telah di jabarkan oleh partisipan 1, kesulitan lain yang juga saya alami adalah mengenai fasilitas dalam mengajar listening
Penulis	Boleh kira2 di jelaskan kendala kendala terbesar nya?
Partisipan 2	Kendala terbesar tetap terletak pada siswa, tingkat kemauan siswa dalam belajar bahasa asing sangat rendah alasan kosa kata yang sulit selalu menjadi senjata mereka untuk tidak memberikan perhatian kepada materi Bahasa Inggris termasuk listening.
Penulis	Jadi, untuk mengatasi hal ini adakah stategi yang anda gunakan?
Partisipan 2	Saya lebih menekankan pada penggunaan pay attention strategies, pay attention di sini lebih saya terapkan melalui peningkatan kreatifitas penyajian bahan ajar saya. Saya tidak hanya menggunakan audio, melainkan juga video atau bahkan cuplikan film yang sesuai dengan materi yang saya bawakan, dengan demikian siswa aakn lebih tertarik untuk mengikuti latihan listening

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 two , 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 participant two use this 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 one, use the pay attention strategies when deliver the listening theory and when do the listen ing practice. The participant two using this strategies because she faced the problm 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.

In this part, the researcher will explain about the finding above. From the class observation with participant one and participant two, the reseacher 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 reseracher 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. The students also doesn't have the ability to explain or retell the content from the diaogue because they can't catch the item of the listening dialogue.

To solve this problems, 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

important point more longer. After it, the participant one also persuasive students to make their own summarize about the listening content, with their own word. The students also can to make the summarize from the keyword, that is the note taking they had do before. This strategies aims that vstudents can to understand all the content in the listening dialogue and cake to retell the content with their own words.

According to participant one, the step to operate this strategies is : (1) Teacher command students to prepare the note paper and the pen. (2) Teacher will play the listening twice, while listening students also write down the information they get from the listening materials. (3) After listen the audio twice and make the note taking, participant one command the students to make the retell of the material with their own word from the note they had wrote before. (4) The last step teachers will ask students to go in front of the class and retell the listening materials with their own word.

According to the researcher, from the class observation, this strategy is works to improve not only the students listening ability, but also, the students vocabulary mastery from the note-taking, and students speaking ability when do the retell.

From all the instrument, the researcher got the result from participant two like :

The second participant use the pay attention strategies in teaching listening in the class, from the class observation, note-taking, and the interview, the researcher got that the second participant use the pay attention strategies because she faced that students interesting in listening is so bad, students often ignored the listening section and do nothing during the listening class. So, to solve this problem the second participant using the pay attention strategies, this strategies aims, so that students will more interesting in listening section.

For the practice of the pay attention strategies the second participant choose the way to improve her materials creativity. According to the second participant, the students will be more interesting in listening section if they doesn't just listening buat maybe also watch, from the audio-visual students will more attenting about this materials.

According to the interview's results, the English teacher using the more interesting medias to pay students attention in listening, the English teacher using not only an audio player, but also the video player and films to make students more interesting to listen and can practice the native speakers pronunciation while they listen to the words.

Then the English teachers also try to persuasive students to listen from the native speaker, in order to students can listen the words clearly with the right pronunciation, when they listen to the sound, they can looking to the native speaker's pronunciation, and 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.

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.

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, the chosen of the strategies is according to the difficulties they faced in teaching listening comprehension in the class. Khoirunnisa et.al (2018) have found that digtogloss is an strategy for teaching listening because it can improve students' ability in listening skill. The students more active and communicative after the teacher applied this strategy.

Then, Zhen Zhou from the foreign language school, Nanchang Normal University, Nanchang, Jiangxi, China from his journal have do a research about the affecting factors and the teaching strategy of English Listening Comprehension in China, according to the Zhen Zhou, there are several factors which affecting listening comprehension like : Motivation, Zhen said the biggest things which affected people to do something is their inner desire, likewise with do the listening comprehension, the inner desire like motivation take a big affect for people are they want to listen or not, this is why giving motivation is very important in listening comprehension, specially for students. An English teacher should find the right way to motivating and persuading students to do the the listening comprehension which is so important for their soft skills.

Then, is Anxiety. According to Zhen, some people including the students in the school get an anxiety what is listening for? Is it important or not?, Zhen said that th is anxiety feeling is so worst, some people maybe think that learn about the listening compreehnsion is useless specially for students in the foreign language, they will think that English isn't their

language so it will become an useless things even they are mastery in English skills including the listening skills.

The last but taking the biggest problem, is Fake Listening, what is fake listening? In simple word fake listenin g is an situation when someone can't catch one or many words that someone said, it is happen because, maybe the word is unfamiliar for the listener, the error pronunciattion, or maybe the bas vocabulary mastery from the listener so trhey can't catch the word or maybe catch it as another word which similiar with or maybe catch some alphabet arrangement but haven'y any meaning in English. (this situation happen soo many times in listening).

And, according to the Kornelius Ujang Sabinus journal with title " Increasing Students Listening Comprehension By Using English Video" got the result that using English video in teaching listening comprehension is recommended because it can provide enjoyable activities for the students in the teaching learning process. Its enable the students to improve their listening skill especially for their real life situation. Using video can give the studengts opportunity to see the world in the classroom. They are enthusiastic with the activities and the teacher able to achieve his goal. By applying video the students will get something new as their new experience in learning English is interesting, therefore, the students' English prificiency is hoped to be better.

Looking to this issue so the researcher make this study to looking for the truth of the theory and looking for the learning English situation in SMP Nurcahaya Medan specially in listening comprehension section, and got the resulty that the pehenomenom in the school is also same that the biggest problem in English teaching specially the listening section is come from the students, about their ability, their enthusiastic and their vocabulary mastery.

From the result above we also get the situation in the place of study have the same situation with the case which research by Kornelius U. S. That students will be more interesting and enthisiastic in listening comprehension if the English teacher's can presenting the materials and do the practical section in more creative packaging like using video or maybe the movie trailer. This way also can to persuasive students to do the listening exercise out of the school schedule

## **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

because students feel difficult to do the listening comprehension without the helping tools like the taking note and the summarizing, and students also feel that listening is uninteresting so the teachers using the paying attention strategies. The teachers do the strategies step by step from the simplest ways.

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