

# TEACHER'S PERCEPTION ON THE USE OF TEACHING STRATEGIES IN ONLINE LISTENING CLASS

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**Abstract:** This study aimed at finding out: (1) what teaching strategy is applied in online listening class? (2) Teacher's perception on the use of teaching strategy to teach listening. The method of this research was descriptive qualitative method. Data of the research were collected through interview and observation. The data was taken from two English listening lecturers in University of islam Malang. The findings of the research revealed that, first both lecturers used metacognitive strategy to teach listening class; second lecturers believed that teaching strategy provide positive influence for students to get the knowledge especially in listening lesson. According to the findings of the research, it is noticed that teacher's perception strongly shape teachers' instructional practices and the selection of the materials that will be the fundamental concepts to develop foreign language teaching.

**Keywords:** *Listening, Teaching Strategy, Perception.*

## INTRODUCTION

Language is the key to communications. Therefore, people use language to communicate with each other and can express their thought and feeling. This world contains many countries that many people living, thus there are many languages that people use in accordance with their country. Nowadays, English becomes an international language that everyone uses to communicate after their mother language. English becomes an international language because it is believed that easy to learn and easy to use by everyone. In Indonesia, English has become a foreign language and is used as a subject in school from the lowest grade like elementary school until the highest like senior high school and university.

In English, there are four basic skills such as listening and reading known as receptive skills, and speaking and writing known as productive skills. In order to learn a language, receptive skills are the core of communicating. Listening plays an important role in language

learning. Listening has an important role in communication so that 40-50% of the total time spent on communication is allocated to listening to Sharaf, Mobaraki, and Nia (2018). It is believed that through listening to people talking frequently, language acquisition can develop.

Listening is one of the most important language skills. Listening is part of communication, which through listening people can share ideas with others. Listening is a language skill that is most often used in everyday life. Bingol (2017) have described listening as "the process of accepting what the speaker is saying, making, and showing meaning, negotiating meaning with the speaker and answering, and creating meaning with participation, creativity, and empathy" (p. 109). The main point is to get the message from the speaker correctly for a proper understanding of the input uttered out. Listening can be defined as a deliberate attempt to listen or pay more attention to something that can be heard to obtain certain information (Rakhman, Tarjana, and Marmanto 2019). In addition, if the goal is to pay more attention, listening is considered to be the way to understand native speech at its normal pace where it involves auditory discrimination, aural grammar, selecting information, memorizing, and linking process between sound and forms of meaning.

Because of the effects of globalization, teaching English has grown substantially in recent years, and everyone is now expected to comprehend English because it is an international language. The growth of English as a result of the globalization influence can also be shown in Indonesia, where English begins to be introduced to young learners sooner. Students should be encouraged to master four abilities when learning English. Speaking, listening, reading, and writing are the skills. Listening is an important ability in English.

Listening ability is one of the most crucial aspects to consider while teaching English. Listening is one of a person's abilities to hear and analyze what the speaker says. As a result, listening includes multiple purposes, including the ability to absorb and collect information, examine the quality of information, and analyze words or phrases. Furthermore, the listening process includes components such as hearing, paying attention, and understanding, remembering, and reacting. Where reacting is primary, hearing is either good or bad.

According to research, listening comprehension consists of numerous steps. First, listeners have to discern between the language's sound, stress, intonation, and pitch. Listeners had to keep the knowledge in their mind so that they could understand it when they were aware of the entirety of what the speakers stated. Then they had to decipher the information

from what they had heard, which was the output or utilization process (Brown, 1995). Clark and Clark (1977) determined that the process of hearing comprehension was divided into three stages, for example, perception, parsing, and usage.

Listeners heard sounds from a speaker and produced a picture in their short-term memory, while learners swiftly transferred information from echoic memory to short-term memory to evaluate the sound for meaning. The parsing mechanism converted the signals into meaningful words that could be saved in short-term memory. Long-term memory was used by listeners to connect the incoming communication to their prior knowledge. Understanding happened when the information could be linked to previously held knowledge.

However, it is not easy for people, especially in Indonesia to use English as a foreign language to learn English, particularly in listening skills. Moreover, listening is the skill that is least understood and the least researched Astuti and Bewe (2020). Many students in Indonesia have problems and difficulties when they learning to listen. The first problem is their difficulty in listening to dialogue because there are many vocabularies that they don't know and in the middle, they did not understand what they say. Second is students must understand and memorize the information that they have heard in their short period of time. In a listening test, many students have to write down what they hear on their answer sheet. Also, many problems make listening skill a difficult skill to be mastered. Teachers in Indonesia often believed that students listen to English all day can improve their listening comprehension. However, this method is ineffective because the students themselves have a problem comprehending the material given by the teacher.

To resolve this problem, the right teaching strategies are needed to help students improve their ability in mastering listening skills. Teacher in Indonesia needs to know what strategies that suit their students. One of the possible alternatives is to provide pleasurable listening activities that students can do at their convenience, anywhere, and anytime. As Pamujia, Waring, and Kurniawan (2019) stated having knowledge of strategies in listening skills can help students to take what they hear and understand the meaning. According to Mianmahaleh (2015) language, learning strategies are divided into three groups, metacognitive, cognitive, and social aspect. Furthermore, a few studies suggest that teachers can use strategy instruction to improve students listening skills.

This study is expected to include both theoretical and practical components. In theory, focusing on teaching tactics will be useful for EFL teachers. Including may be used to expand a teacher's expertise and understanding about listening teaching practices. The findings of this study may aid teachers in improving their listening methods. Practically, if the instructor employs and emphasizes teaching tactics in the listening class, students will be able to comprehend English listening material more readily. Teachers should focus on and stress the use of strategy while teaching English listening in strategy-based teaching.

## **METHOD**

This study used qualitative method. Qualitative research is a type of explanatory research, which tries to gain insight into certain meanings and behaviors experienced in certain social phenomena through the subjective experience of participants Palmer and Bolderston (2006). Descriptive qualitative research design is used by researcher in this term. In the first stage the researcher did interview to get the data. The researcher conducted online observation and interview in pandemic era. The second stage, the researcher collected the data using types of audio/video/handwritten, making documentation and so on to gain the base data. The third stage the researcher analyzedd the data to be form of text transcript.

University of Islam Malang (UNISMA) selected as the place where the researcher will conduct research. It is located on Jalan M.T Haryono 193, Malang, East Java 65144. One of the faculties in University of Islam Malang is Faculty of Teacher training and Education. This faculty has some majors; one of them is English Department. The participants in this study our English lectures in University of Islam Malang (UNISMA), specifically listening lecturers and focusing on English listening class in second semester.

The researcher employed observation and interview as instruments for data collection. The researcher first contacted the instructors to schedule the interview and observation. Second, the researcher observed each lecture class according to the previously established timetable. The researcher used video recording to observe and record all of the actions in the classroom. Third, the researcher conducted a semi-structured interview with each lecturer using a seven-question interview and recorded their responses. Finally, the data was examined by the researcher.

In this research, the necessary instruments and data techniques are used to find the data. The reason of collecting data in this research is to get the necessary material. A data collecting technique that was carried out by the researcher in this study is interview and observation to prove the validity of the data. The interview consisted of 7 questions concerning the definition of teacher strategy, teacher's perception of teaching strategy, the importance of teaching strategy, what are the goals in using teaching strategies, what are the steps in teaching listening, the Difficulties When Using Teaching Strategy, How to Overcome The Difficulty when Implementing Teaching Strategy. The Observation used observation checklist to get data about what strategy that teacher used in teaching listening II. By observing the lecturers and the students in class, the researcher knows what strategy teacher used in listening class.

After conducting the research, the data must be analyzed. The data is the result of interviews conducted by researcher. After that, to analyze the data that has been obtained the researcher do transcription, data organizing, familiarizing, coding and themes the data. Based on (Lacey & Luff, 2009) :

1. Transcription

Nearly all qualitative research involves some level of transcription and data can be recorded from interviews, focus groups, videotapes or hands-on handwritten notes (Lacey & Luff, 2009). This is the first step that researcher did after gain the data from the teachers. Reseachar focused on what teacher said about application used and what kind of strategy that they used in term of online learning.

2. Organizing Data

After making the transcript of the data, researcher numbered the transcript to make it easier to find the data. So this is the second stage that researcher did when analyzed the data.

3. Familiarizing

In the next stage, researcher re-read the data, listen again the audio tape and video tape to make sure the data are correct.

4. Coding

In this stage, the researcher examined and interpreted word by word, sentence by sentence conveyed by the teacher to be summarized and highlighted from a portion of the existing data.

## FINDINGS AND DISCUSSIONS

The researcher collects the data by observation and interview. The observation was conducted with two classes in listening II, and the interview was performed with two lecturers via zoom. Both lecturers received seven questions for data needed by the researcher and recorded the result of the interview in the form of a video.

To answer first question, the researcher conducted observation and interview with the lecturers. Based on the results of the interview, Lecturer 1 and Lecturer 2 almost have the same answer for using metacognitive strategy. The researcher asked lecturers about what step they take in teaching listening.

Data from lecturer 1:

*"I used pre listening, while listening and post listening to teach my students. In pre listening I prepare my material, in this case my material is podcast to teach my students. In listening II every week I, provide a podcast for my students, from BBC learning English and I prepare a listening task. In While listening I ask my students to do exercise. The exercise contain first listen to the podcast that I provide to the students and after that they and answer the listening task in the form of question that and one by one their answer the question. And for post listening, I ask students if there any difficulty in the listening class."*

Data from lecturer 2:

*"of course there should be pre listening, warming up activities and then try to invoke the students to the topic of the listening and then in before coming to while listening I'm trying make my students be aware of listening strategies so sometime I dictated what to do this is related to the listening strategies when they know already about he listening activities so I emphasizes more to the students to take an example for the pictures in order so I ask them to identify the clues for each pictures. So that they put the pictures in order they can easily do it, and then after that the reflection. In reflection is not only talk about discussion the result of the listening I mean the answer of the listening task but also reflection about the use of the strategies. So when we teaching there should be pre-opening, while, and the closing."*

To add to the interview results, the observation was conducted. The observation data shows that both lecturers used pre-listening, whilst listening, and post-listening activities. In pre-listening, both lecturers prepared the material like the audio and the exercise for students and explained today's topic in listening class and brainstorming to the student. Whilst listening, for both giving exercises and answered after they listen to the audio given by the

lecturers. In post-listening, both lecturers checking students' understanding by asking the students problems in their listening comprehension or difficulty while listening to the audio, summarized on today's topic, and informing about the next material.

To answer second question, the researcher conducted interview consist of 5 questions with lecturers. Based on the results of interview there are 5 case related to perception on using teaching strategies to teach listening. The first is related to the definition, the importance, and the goals in using teaching strategies. According to Goldstein, *Sensation and Perception*, Fourth Edition (1984) Teachers use pedagogical knowledge gained through experience to organize information into meaningful units. Teachers simplify the complexity of the classroom by being selective about the events to which they give their attention and differentiating the relevance of classroom occurrences as one approach for dealing with the demands of the classroom. The findings prove that this theory supports that teaching strategy is very important to the lecturers, and all lecturers should have a strategy when teaching. Based on the interview that conducted by the researcher both lecturers were adamant about the usage of teaching strategy in teaching listening. They all agreed on the using teaching strategy can help teacher when they teach their students.

The second is related to the difficulties and how to overcome their difficulties. Based on Elfriana (2021) during online learning, teachers are constrained in their ability to conduct control, very difficult when students not paying attention to the class. The solutions to this problem the teacher should actively asked the students to active in class by tell the students to activate their camera when teaching process. The findings prove that this theory supports that indeed many lecturers have the same problems when teaching listening. One of the biggest problems that happen in the teaching process is the students are not paying attention to the lecturer, and to overcome the problems, lecturers should more assertive towards students. It is proved by the interview conducted by the researcher that both teachers have the same problem when teaching listening, and to overcome their difficulties both lecturers have a same way such tell the students to turn on their camera while learning process.

According to theory Ginting, Situmorang, and Boangmanalu (2019) the researcher believe that the use of listening methods is critical in teaching listening comprehension; there are numerous listening strategies that can be used. The researcher stated to that the used of teaching strategies can also improve students ability in listening skill and for the English

teacher must find the best technique to motivate and persuade pupils to undertake the listening comprehension exercises, which are critical for their soft skills development.

Goldstein stated that Teachers organize material into meaningful units using educational expertise earned through practice. Expert teachers' pay attention to distinct details and analyze data in a different way than inexperienced teachers. Experts frequently integrate concerns about teaching and learning while interpreting classroom occurrences, according to various studies, but novices prefer to focus on surface-level concerns like instructor and student characteristics. One strategy that teachers use to deal with the demands of the classroom is to simplify the complexity by being selective about the events to which they devote their attention and differentiating the significance of classroom events.

## **CONCLUSIONS AND SUGGESTIONS**

Based on the findings presented in the previous chapter, the researcher makes the following conclusion. Regarding to the use of teaching strategy in listening class, participants used metacognitive strategy in teaching listening for 2<sup>nd</sup> semester students. Based on observation and interview conducted by the researcher, both lecturers used 3 steps of, pre-listening, while-listening, and post listening.

Regarding to the teacher's perception on the use of teaching strategy in listening class, all participants strongly believed towards to the use of teaching strategy in t listening class. lecturers belief that teacher strategy is teacher's action to implement teaching plan, meaning the teacher's effort in using several teacher variables like objectives, materials, methods, tools, and evaluations in order to influence students to achieve the goals that have been set, and teaching strategy very importance because it can make teacher understand students more in teaching, and make teaching more easier and organized.

Build upon on the findings and discussion, some suggestions are suggested as follows:

1. For the listening lecturers, the result of this study can be useful for the lectures. By knowing the best practices including the best strategies in teaching, they could help students easily understand the through the strategies one of them is metacognitive strategy. Metacognitive strategies have clear steps that can make lecturers easier to teach listening. Lecturers should use variant teaching strategy so that students can be more interested in the learning

2. For the future researcher, the researcher suggests that future researchers need to have longer time observation and interview be more detailed and depth interview. Further future researcher need to research more about teaching strategies other than metacognitive strategy.

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