

# Teacher Strategies in Teaching Listening During Online Classes: Strategi Guru di Pengajaran Mendengarkan Selama Kelas Online

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# Teacher Strategies in Teaching Listening During Online Classes: Strategi Guru di Pengajaran Mendengarkan Selama Kelas Online

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This research discusses the teacher's strategies in teaching listening at a Vocational High School in Indonesia during online class. The aims of the research are to know the strategies teacher in teaching listening and how the implementation of those strategies especially in situation which online class must be conducted in a Vocational High School in East Java, Indonesia. The method used by the researchers is descriptive qualitative research method. The subject of the research is the English teacher in the Vocational High School while the methods of data collection were Observation checklist, interview guideline, and documentation. The data analysis techniques used data collection and documentation. The result of this study indicates that the teaching strategies used by the teacher was Planning, Monitoring, Evaluating, Cognitive, Metacognitive. The implementation of teacher strategies was the teacher looked at the syllabus with the lesson plan, material to teach in the lesson plan must match the class to be taught, the instructions in the listening learning process, then the teacher played the video in learning process. Hopefully, this study might be useful for other researchers as well as teachers who teach English in general and listening in particular.

## Introduction

Cited from Strasser, Teaching strategies is a generalized lesson plan or lesson plan that include the structure, the desire for learning behavior, the objectives of the tactics necessary to implement the strategy [1]. Therefore, teachers should to develop listening in order to achieve learning objectives. The study strategy will encourage and organize learning. Students can be expected to improve their listening skills with a variety of method or techniques, examples of techniques that exist when using Bottom-Up (Data-Driven) and Top-Down (Conceptually-Driven) and using media like song, videos, audio, etc.

After doing observation and interview with English teacher in the Vocational High School in Indonesia, the researchers have the result after collecting data and asking some information about the problem and the strategies teacher in listening comprehension in learning with daring or online class after pandemic COVID-19 came out. The result included; the problem after pandemic came out, the teacher has taken some strategy in his teaching, one of the strategies is using technology in learning English, he utilizes some tools to get effective in teaching process, he stated that using technology in teaching daring is the effective way and the one of easy ways to help the teachers to smooth the course of learning English lesson even more in pandemic condition. On the other side, in his strategy of English

teacher also to increase listening and speaking skill of the students in his study, because the both of skill is important for students in their understanding about English lesson.

learners may find listening comprehension skill difficulties to learn and this requires teachers to change their listening exercises into more effective ones [2]. With the rapid development of



technology, teaching has some many variations to implement for the teaching listening comprehension, with using technology that can be utilized by students can be obtained through gadgets and media. Therefore, it can be the important role to developed their study more effected for students to learn in the field language exactly to learning in the study of English language. In this pandemic COVID-19, Using technology in learning can be more effect for students' motivation especially for improving their listening comprehension. Through utilizing some strategies that has been existing, so this is become a challenge for students, they can be freer to understand, demonstrate, remembering, stimulate, and imitate, after utilize gadget and media in learning English language. This finding indicates that the teachers need to be equipped for strategies in teaching listening comprehension in order to help the learners or students to facing the difficulties in learning English language. In the other side, teachers are encounter several problems in the process learning in listening comprehension after pandemic COVID-19 came out. Any some teachers taught about listening comprehension by how to hearing and remembering.

Based on the problem and some facts above, the researchers are interested to know the strategies in listening comprehension by conducting the research with title "An Analysis in Teachers Strategies in Listening Comprehension.

## Research Method

The type of the research is qualitative method. This research designed is very appropriate for this study since it satisfy the feature of qualitative research. Qualitative research as a form systematic empirical inquiry into meaning [3]. Form systematic means that "structured, planned and organized" following the rules when analyzing qualitative research. And empirical means that this type of inquiry is grounded in the world of experience. Qualitative research involves an interpretive and naturalistic approach [4]: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them". Cited from Conger, Bryman et al, Alvesson, the qualitative research has advantages which are: 1) flexibility to follow unexpected ideas during research and explore processes effectively, 2) sensitivity to contextual factors, 3) ability to study symbolic dimensions and social meaning, 4) increased opportunities, in these advantages can be define; to develop empirically supported new ideas and theories, for in-depth and longitudinal explorations of leadership phenomena, for more relevance and interest for practitioners [5]. Qualitative analysis is that in which the description of inquiry is not common expressed in quantitative term. In this research identify and describe teacher strategies and implementation teaching in listening comprehension.

## Finding and Discussion

Researchers conducted the interview, observation, and documentation to acquire data of strategies the English teacher in teaching Listening comprehension. The data had been gotten by using investigation before and after that doing checklist observation by using interview guideline. The researchers found 4 strategies which same as the theory of Vandegrift and Jack Richard which has stated that there are several strategies and implementations in teaching listening, they are planning, monitoring, evaluating [6] and cognitive, metacognitive [7]. Furthermore, the research's results of teaching listening strategies and implementation that citiced by Siti Nur Hidayah 2019 in empirical studies, are also in the same line with the result that has found by the researchers which elaborated that teaching listening strategies and implementation it's same with Vandegrift and Jack Richard.

### a. The teacher strategies in teaching Listening comprehension

After interviewing the English teacher in the school, the teacher has some strategies so that the learning process is goal-oriented. To ensure that some strategies and implementations are implemented by the teacher in teaching listening comprehension, the researchers did observation 3



times. Afterwards, the researchers has found several results from the data observation that the researchers did through the interview with the English teacher at vocational high school, they figured out that the teacher applied these indicators. Cited from Larry Vandegrift and Jack Richard, there are some strategies in listening, such as planning, monitoring, evaluation, cognitive and metacognitive, that strategies were implement by the teacher [8]. the description of the teacher as follow:

#### *Planning*

After collecting the data with observation checklist and interview guideline, the researchers have found result that the teacher used the following sub-indicators when applying the General Listening Development indicators, such as, the teacher always identifies learning objectives for listening development in his teaching and the teacher always determines ways to achieve these objectives before doing teaching listening. After that, teacher setting a realistic short and long-term goals in his planning. The teacher always seeks opportunities for listening practice in learning process. For the specific listening tasked, following the indicators: The teacher review main ideas before doing study listening and then teacher checking the appropriateness and the accuracy of what is understood and compare it with new information related with the material discuss.

#### *Monitoring*

After making a planning, the teacher used following sub-indicators when applying general listening development indicators, which are the teacher determine how close it is to achieve short and long-term goals in his teaching. In the teaching proces, the teacher also correcting the students' task and see the same mistake in learning process. In the specific listening task, the teacher following indicators such as the teacher checking the understanding students during listening when learning process is running, then, the teacher checking the appropriateness and the accuracy of what is understood and compare it with new information in study listening.

#### *Evaluating*

After doing monitoring, the teacher used following sub-indicators when applying general listening development indicators, which are when the evaluation in his process teaching, the teacher assessing understanding students in the listening progress and the teacher asses the effectiveness of learning and practice in learning process. Not only that, the teacher assessing the appropriateness of learning goals and objectives set. In specific listening task, the teacher always checks the appropriateness and the accuracy of what has been understood about the material discuss and the teacher determining the effectiveness of strategies used the task.

#### *Cognitive*

The description of the teacher was following: the teacher often applies the comprehension process that the teacher has associated with the processing of linguistic and non-linguistic input. However, the teacher always applies the storing memory processes that has been associated by the teacher with the storing of linguistic and non-linguistic input in working memory or long-term memory.

#### *Meta-Cognitive*

The description of the teacher was following: the teacher never assessing the situation: taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources and the constraints of the situation before engaging in a task and the teacher rarely applied monitoring: determining the effectiveness of strategy in one's own or another's performance while engaged in a task. The teacher is not often applying self-evaluating: determining the effectiveness of strategy in one's own or another's performance after engaging in the activity, and the teacher rarely applying self-testing: testing oneself or his self to determine the

effectiveness of strategy. It is Because The teacher does not test the effectiveness of his strategy through himself or with someone but the teacher sees the effectiveness of his strategy through his experience during teaching.

#### b. The Implementation of the Teacher Strategies in Listening Comprehension

Based from the finding out, the teacher prepares some planning then before teaching and explaining the materials. Such as preparing the syllabus, RPP/Lesson Plan what material to starting the study, For the teacher it is very important to plan a Lesson Plan or making learning plan Implementation [9]. In addition, the preparation of syllabus and teaching material in English Course must be accordance with the needs of students in the study program taught [10].

**1** In this strategy the students are required to have brainstorming with the other students or partner, such as discussing vocabulary related topic, or invent a short dialogue relevant to functions such as giving directions or shopping [11]. In his teaching teacher often starting with Brainstorming Technique, this technique is important for the students learn how to generate their minds in learning even more in learning English language. In the use of this technique, the teacher looks at students' attention. Then, in his statement, he often using video to facilitate the process learning, he says the use of video in learning to help increase the student's attention and make more responsive because there's a visual to make interest the students. Videos possess many potentials to be used in teaching listening to improve the acquisition of listening skills [12]. In the next process, the teacher will give an instruction before starting listening learning, the teacher ordered the students to prepare a book and stationery to add the answer, this study little same with filling in the blank. difference in teaching the teacher using video media. In those planning the teacher always relating short and long-term goals in his teaching listening. Which is the teacher determined the short-term goal in teaching listening, in determining short, the teacher promote the familiar sound by using video in his teaching, the main point is in order the students can understood about the word and sentences and how pronounceate, in listening learning by using video. Then in long-term goals the teacher wishes the students can understand the context about the material of the lesson, they can answer the question by the teacher or in the video, the teacher also wants the students can know how the pronounceate the word or sentences that containing in the dialogue on the video.

After that, the teacher did identify learning for listening development to make the process teaching listening, as stated by the teacher, he created the students more responsive and interactive with his friends to implement the material that already discuss before. They can re-watch again about the material, the teacher gave to all students an opportunity to listen again the material on video. Students can to know and imitate the pronunciation of word and sentences in listening learning.

The teacher conducted monitoring strategies for the students and the learning process to ensure the effectiveness of the listening lesson. During monitoring, the teacher checks the students' comprehension as they are listening, when teaching listening in a material, teacher listen to all the contents of the material, then repeat it again by pausing the material that must be explained if the student gets a new pronunciation, word, and sentences. Then when finished, the teacher will appoint students one by one, this is a way so that everyone can understand in the learning. In addition, the teacher check appropriateness and accuracy of teaching listening in his strategy, he giving assignment to the students, the extent to which they can do the assignments well, without cheating from other students. Accuracy can be seen to be able to talk one by one with students, the teacher will understand what students understand, what they have understood well.

Moreover, the teacher evaluates after doing learning process, the assessing several things that has a good evaluation some advantages for the students and the teacher. It is as instrument for measuring student's understanding in learning process especially in listening lesson, the teacher assessing listening learning with look from the task, daily task, and from final examination. Additionally, the teacher assessing the effectiveness of learning and practice for the students by the



score and the task from students, he can measure the understanding from the test, he usually asks one by one with the students and it takes a lot of times because talking with one student that needs more time. On the other side, the teacher assessing the appropriateness of learning and objectives set, the teacher gave individual task, individually task is giving to students practice even more in pandemic condition. The students give listening exercise in listening learning videos from teacher giving, then it supposed by teacher gave students the tasked and gave students some excessive listening. Individual tasked could parameterized the level of students understanding of the material deeply. Individual tasked will give the result of students understanding about the material of listening, they can practice it too.

Furthermore, to learn about the student's listening comprehension, the teacher uses cognitive as a method, associate with the processing of linguistic and non-linguistic input with using media in his teaching like use an audio, video, laptop, and student's phone, then in non-linguistics sometimes I order the teacher look at the book. After that, the teacher associate with assessing memory, to re-read for output, he determined from the task, daily test, then listening score was entered on the evaluation of English skill criteria, and it was added to the score in "rapport" I should be entered on the assumption criteria set of criteria of English subject at the final score at the final score in end of semester.

The teacher used metacognitive as determining the effectiveness his strategy in his teaching even more in teaching listening, the teacher determined the effectiveness of the strategy or students' performance while engaged in a task as in the previous one, namely the brainstorming method, he gave the material, but not everything was explained, students were asked to read, and then asked about the material. Usually the teacher measures verbally only, not measured in writing. After they read, the teacher often inserts a video in the explanation of the material. as in the previous one, namely the brainstorming method, he gave the material, but not everything was explained, students were asked to read, and then asked about the material. Usually the teacher measures verbally only, not measured in writing. After they read, the teacher often inserts a video in the explanation of the material. about the teacher test in oneself or with by himself to determine the effectiveness of the strategies, he didn't that indicator in his teaching, the teacher did not test the effectiveness of his strategy through him alone or with someone but the teacher saw the effectiveness of his strategy through his experience during teaching. He observed during teaching that it was more effective between conventional methods or using media such as visual audio/video, and as a result, many were more interested in teaching using video.

## **Conclusion**

### *Teachers' Strategy in Teaching Listening comprehension.*

The teacher has some strategies such as planning, monitoring, evaluation, cognitive and metacognitive. Where each of indicators have some sub-indicators. The strategies used by the teacher still not maximal because there is indicators and sub-indicators not applied by the teacher, but these indicators and indicators can be change with another way by the teacher.

### *The Implementation of Strategies in Teaching Listening comprehension.*

In planning, the teacher preparing some material then before teaching and explained the material of the lesson, each of material has short-term goals determine that students can identify the common familiar sound heard in their environment, students can understand about the word or sentences, and understood the pronunciation from material discuss with video in listening learning. The long-term goals the teacher is to make the students understand the context of the lesson, and can filling the answer in question that made by me or by video itself, and wish the students understand how to pronounce the word or sentences in the context of video. Then, the teacher let the students to identify what is said in the video containing the dialogue.



In the other side, the teacher identifies learning for listening development with create the students more responsive and interactive with his friends to implement the material that already discuss before. They can re-watch again about the material; the teacher develops their interest to learn about the English language. For ensuring the listening lesson success the teacher check understanding of the students with listen to all the contents of the material, then repeat it again by pausing the material that must be explained if the student gets a new pronunciation, word, and sentences. Then when finished, the teacher will appoint students one by one, this is a way so that everyone can understand in the learning. In his teach planning, the teacher check appropriate and accuracy of teaching listening from giving assignments by the teacher to students, the extent to which they can do the assignments well, without cheating from other students. Accuracy can be seen to be able to talk one by one with students, the teacher will understand what students understand, what they have understood well.

In addition, the teacher evaluates after doing learning process, the assessing several things that has a good evaluation some advantage for the students and the teacher. It is as instrument for measuring student's understanding in learning process especially in listening lesson. It can be look from the task, daily test, and final examination. The teacher assessing the effectiveness of the strategy by the score and the task from students, he can measure the understanding from the test, he usually ask one by one with the students. For determining learning goals to the students, the teacher gave individual task, individually task is giving to students practice even more in pandemic condition. The students give listening exercise in listening learning videos from teacher giving, then it supposed by teacher gave students the tasked and gave students some excessive listening.

In teachers' strategies in listening comprehension, teacher relating the processing teaching with linguistic and non- linguistics input, in cognitive aspect of linguistic I using media in his teaching like use an audio, video, laptop, and student's phone, then in non-linguistics sometimes I order the teacher look at the book. Moreover, the teacher associating his teaching with assessing memory, for Re-read output, the teacher determined from the task, daily test, then listening score was entered on the evaluation of English skill criteria, and it was added to the score in "rapport" I should be entered on the assumption criteria set of criteria of English subject at the final score at the final score in end of semester.

Moreover, the teacher determined the effectiveness of the strategy or students' performance while engaged in a task, in the teacher's teaching, he started by giving understanding first, then asked to read briefly about the material given, then the teacher measured the student's understanding of how well the students understood after being given understanding and given time to read the material that had been given, after that the teacher gave videos related to the material discussed. On the other side, the teacher not test in oneself or with by himself to determine the effectives of the strategies, the teacher did not test the effectiveness of his strategy through him alone or with someone but the teacher saw the effectiveness of his strategy through his experience during teaching. He observed during teaching that it was more effective between conventional methods or using media such as visual audio/video, and as a result, many were more interested in teaching using video.

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