THE TEACHING LISTENING PROCES AT THE FIRST YEAR STUDENTS OF ENGLISH DEPARTMENT OF UIN AR-RANIRY BANDA ACEH

[1*]Dara Yusnida

[1] English Education Department, Iskandarmuda University, Banda Aceh, Aceh, Indonesia

*Corresponding author: dara_yusnida@yahoo.co.id

Abstract

The researcher tried to investigate the process of teaching learning listening at the first-year students of English Department of UIN Ar-Raniry in terms of (a) classroom activities, (b) the using of media, (c) strategy used, and (d) feedback. This study employed a descriptive qualitative method. Two English listening lecturers had been chosen as the subjects of this study. Observation and interview were used to collect the data. Then the researcher analyzed and interpreted through qualitative procedures by using data reduction, data presentation, verification and conclusion drawing. The finding displayed that the two lecturers had different styles of teaching activities in the classroom and teaching media have been selected by them. The teaching strategy used by the English lecturers were various and agreed with the theories of the teaching of listening. Both of the lecturers provided appropriate feedback and corrections.

Keywords: *Teaching, Listening, Process.*

1. Introduction

According to Nurgiyantoro (2010) listening has meaning to listen with good comprehension and attention. Furthermore, Brown (2006, p. 3) asserts that listening is not same with reading. For instance, to get the good idea students can skim a text quickly, but in listening, they cannot do it.

The ability of lecturer who teaches listening plays an important role. A lecturer should know how to teach listening that meets the objectives of the curriculum. A lecturer should do various kinds of strategies to increase students' achievement in listening. In short, teaching listening process in the classroom should be based on appropriate methods, techniques, strategies and procedures.

The language learner who unable to process information quickly can be a stressful activity to make sense of what is said (Goh and Taib, 2006. P. 1). It can be worst when the strategy is not suitable in teaching listening. Some lecturers only test

students by asking the questions and giving the materials. They do not explain more and deeply about the comprehension of the information sharply. The fact, it is only a test out for students. Therefore, the idea to use the laboratory appeared.

For many learners ESL or EFL, listening is the thing they feel most frustrated with. On the one hand, they have some difficulties related to the speech control and decode sounds that do not familiar with their mother tongue. Reduced English sounds or lazy speech and contractions are the examples. Besides that, they frequently have problems of interpretation due to a lack of vocabulary even when they hear sounds correctly. The difficulty of interpretation was caused by English slang.

Iskandarwassid and Sunendar (2013) point out that an educator, to make his teaching becomes effective, should be able to acknowledge the natures and the strategies of teaching and learning. So, the professional and qualified educators that will be able to develop the method in the classroom are very important for the effectiveness in the teaching listening process. Hence it needs a special attention from foreign language educators. In the teaching learning process at university level, lecturers have a great role in teaching and motivating students.

Actually, several studies about listening have been conducted previously. The writer takes three of them as the basic knowledge in doing this research, they are:

The first study was conducted by Andyani (2012) entitled Using Fun Activities to Improve Listening Skill. Classroom action research was the design of this study. The aim was to improve the ninth-grade students' listening skill using fun activity in the form of games at MTsN Mojokerto.

Next, a research conducted by Reddy (2013) entitled Effective Listening: A Very Important Skill to Acquire in Today's High-Speed World. In his journal shows that listening is a very essential part of the process of communication. Effective listening enhances the communication quality. It helps build relationships, solve problems, ensure understanding, resolve conflicts, and improve accuracy. Effective listening is an art that can be mastered with practice. The communications effectiveness depends hugely on good listening, it is high time for all to pay attention and developing these skills.

Then, a research conducted by Loren (2017) entitled The Use of Learning Media on Listening Skill in Teaching Indonesian to Speakers of Other Language (TISOL). In this research displayed about the using of learning listening media skills in TISOL at integrated Language Service Unit Universitas Sebelas Maret was done with two patterns, namely using media inside and outside the classroom. Learning media outside the classroom is further divided into individual learning media, group learning media, and mass media learning.

This research is different from the previous studies above. The research by Andyani was about the implementation of fun games in teaching listening skill to improve students' ability, and the research by Reddy focused on the important of listening as a communication skill then, research by Loren displayed that the media using in teaching listening in TISOL. Here, the writer tries to find out several

important aspects required in teaching a lesson including in teaching listening, namely the classroom activities, teaching media, teaching strategy, and the feedback of teaching listening in the classroom. This study is located at The English Language Education Department of UIN Ar-Raniry Banda Aceh. Therefore, it is essential to investigate the proper implementation of those aspects in teaching listening.

The present research focused on two different English lecturers at UIN Ar-Raniry Banda Aceh who were teaching English listening in the second semester. Besides, the researcher intended to analyze the lecturers' classroom activities, (b) media used, (c) teaching strategy, and (d) feedback through observation sheets, and interview.

2. Literature Review
2.1 Listening Activities

Listening skill has been known as a passive activity. It is, on the other hand, in active activity, listener must distinguish among sounds, understand the words, grammatical, construed intonation, and save information as long as possible to construe the context. According to Nunan (2001, p. 23), listening has a six-staged process, namely consisting of hearing, attending, understanding, remembering, evaluating and responding.

This one shows the basic listening process stages and their functions proposed by Nunan. It is possible to apply vary pre-listening activities. They are; looking at pictures before listening, looking at a list of items before listening, making lists of ideas, reading text and through questions before listening, labeling a picture, completing part of a chart, and generating interest.

In teaching listening, the lecturer should be creative to get students' attention to learn foreign language. When the lecturer gets students' attention, the teaching learning process will run well or at least students give their contribution in the teaching learning process.

2.2 Listening Media

Listening media is learning aids that used for support teaching learning process. Wilson (2008, p. 40) states that teacher talk, student talk, guest speakers, textbook recordings ie; talking books, tape recordings, television, video, DVD, radio and the internet are the sources of media listening.

Lectures or teachers are free to select the source of teaching media that they prefer to work with, even to develop the materials they like based on the lesson plan and students become better listeners when they are motivated by the selection of the materials by the lecturers.

2.3 Listening Strategy

Listening strategy can be categorized by how the process of the listener input. Guo (2008, p. 4) defines listening input is that listening strategies are activities that contribute to the comprehension directly. Lecturers or teachers have a crucial role in

teaching listening. Lecturers are not there simply to check answers, but rather to actively guide learners through the processes of listening, monitoring their listening difficulties, and reshaping classroom tasks to provide maximum opportunities for students' involvement and to develop a better awareness of how to listen.

It is important to teach learners specific strategies that can assist students comprehend the processes underlying listening, so that gradually they can assume greater control of their own learning. Nunan in Richards (2002, p. 239) explains there are two views of listening since the early 1980s. These are the bottom-up processing view and the top-down interpretation view.

2.4 Feedback

Ur (2008, p. 242) defines that feedback is the way the teacher provides learners with information related to their learning activity in order to develop their skill. Ellis (2009, p. 1) adds that positive feedback refers to when learners respond to an activity which is correct. Besides that, negative feedback refers to learners' utterance which lacks veracity or is linguistically deviant. Furthermore, feedback is a tool used by teacher to inform students' learning performance, process and progress in achieving the goal of learning.

Students and lecturers are continually receiving and giving feedback. Feedback can reinforce existing strengths, keep goal-directed behavior on course, clarify the effects of behavior, and increase recipients' abilities to detect and remedy errors on students own.

3. Research Method

3.1 Research Design

The research was conducted at the English Language Education Department of UIN Ar-Raniry which was known as PBI (Pendidikan Bahasa Inggris). This university is the Islamic University under the authority of the Department of Religious Affairs which is located in Darussalam, Banda Aceh. This Department focused on teaching English as a foreign language and prepared its graduates to be teachers in schools or professional lecturers in a university. The English Language Education Department concentrates on education and teacher training particularly in educating the candidates of professional English teachers in Islamic schools and in state schools as well.

The subject of this study consisted two different English lecturers who taught listening II at English Language Education Department of UIN Ar-Raniry. The research was conducted on the first-year students. It was purposive sampling. Thus, the two lecturers were chosen as the subject to be observed and interviewed because of their experience in teaching listening II for some years. Ary, Jacobs, Sorensen and Razavieh (2010, p. 428) add that qualitative researchers are purposeful in selecting participants and settings. It was assumed to be sufficient to provide maximum insights

and understanding of the objectivity of this study since Listening II was given to the students as a special drill.

3.2 Data Collection Technique

1. Observation

Observation was designed to collect some data during the teaching listening process in the classroom. Ary at al. (2010, p. 432) state that the qualitative researcher's goal is a complete description of behavior in detail rather than a summary of numeric. The researcher conducted observations for two meetings in each class, with the total four meetings of observation with different lecturers. The researcher spent considerable time observing the lecturers, students and class activities, the use of media, methods and techniques, lecturers' problem during the teaching learning process, etc. During the observation, the researcher also took notes of additional points such as the topic discussed, the strategy, teaching media, lecturers' instruction, etc. Photographs were also taken during the observation.

The observation was conducted from the class start until the end. The researcher observed directly by looking, examining, and observing in the real situation in the English classroom. She acted as a participant observer, such as joining the class, sitting at the back and paying attention for observing the lecturers, students, and class activities. The researcher paid attention to the way the lecturers managed the teaching learning activities such as how the lecturers opened the class, techniques they applied, the textbook used, the lecturers' instruction, media, feedback and closing activity.

Throughout the observation, field notes also were written to record what has occurred in the setting such as the behaviors, activities, techniques and other features. Through field notes, the researcher was likely able to describe the experiences while participating in the observation. The researcher also used a camera to catch some photos on what was occurring during the teaching learning process.

2. Interview

Interview was used to obtain the data required in this research. Ary at al. (2010, p. 438) state that interviews are used to gather data from people about opinion, beliefs and feelings about situation in their own words. Interviews may provide information that cannot be obtained through observation. Here, the interview was directly face to face between the respondents and researcher. In this case, two respondents were the English lecturers as the interviewees. The researcher believed that it was important to meet the lecturers to ask questions face to face to obtain some data and to get deep insights about the phenomena.

However, the questions that would be asked were in line with the interview guide. In the interview, the writer gave 15 questions to the lecturers to answer concerning English teaching such as the technique, teaching media and resources, and the feedback on students' achievement.

To avoid losing important information during the interview, a recorder was provided to record what the respondents said. It involved a set of questions that covered all aspects of the lecturers' behaviors, experiences, beliefs related to listening instruction, especially on how they prepared the teaching activities, how they taught listening, what strategy they used in teaching listening and how to give feedback in listening class.

4. Results and Discussion
4.1 Result of Research

Lecturer 1
1. Classroom Activities

According to lecturer 1, in the class, most students were very active in the listening process. She stated, "I have to think how to make the class active and the students follow the rule". Lecturer 1 also guided them actively by placing them in groups. She just controlled them, asked them to share and discuss the material and the students interacted with each other. She used students centre in the teaching learning process. If the students were not active in the learning process, the lecturer stimulated them by asking questions. The process of learning was active and interactive.

2. Media

In teaching listening, the lecturer said that she made a good preparation on the material to be taught before coming to class and chose interesting and authentic materials to build up student's motivation. She asserted:

I prepare my students to listen authentic materials, because it's more natural and real life for them. Yeah, I took them from the Internet, such as news, movies, and songs. The Internet itself plays an important role for preparing teaching learning materials.

The lecturer also combined the teaching materials resources from textbooks and other resources, such as news, movies, songs, etc. She distributed the material to the students. On the other hand, she used media in teaching listening, such as a tape recorder, laptop and projector. The lecturer pointed out, "Sometimes I use a tape recorder. Sometimes I use a laptop, a projector, [and] yeah a computer".

3. Teaching Strategy

According to lecturer 1, she used many strategies in teaching listening. The lecturer likes to combine the strategies to avoid students' boredom. The teaching techniques that the researcher observed were so interesting. She created comfortable atmosphere and situation. The lecturer added that students were interested to study English when she applied communicative approach and used pair work, group work, discussion, and role play as the techniques in teaching listening. She also usually used games to make the students more interested in learning listening. In listening class, the students participated actively while the lecturers led and controlled them during the listening activities.

4. Feedback

The lecturer cooperatively interacted with students and students gave good feedback as a response to the teacher. For instance, when the lecturer asked the students questions about the lesson, the students responded enthusiastically, even though some were less interested. The lecturer was interacting with individual students as he/she needed personal explanations and the lecturer did the same to the groups as well. The lecturer made a good eye contact and spoke clearly both when giving instructions and when explaining the lesson. The lecturer also smiled a lot, appreciated, told jokes in some occasions for making the class more relaxing and gave praise when the students responded correctly.

Lecturer 2

1. Classroom Activities

Based on the data of observation, lecturer 2 had good interactions and made eye contact with her students. She was always ready to give information they needed and gave a brief explanation or instruction of the tasks. The lecturer used student-centre in the classroom teaching learning process. The student-centered built up the spirit in the classroom, in which the students were more active than the lecturer. The lecturer was walking around and monitoring all groups and giving the information needed.

2. Media

Based on the result of interview with lecturer 2, she prepared the material to be taught. The lecturer made preparations about the course or selected the material to be used in the teaching process based on the lesson plan and syllabus. The materials she selected for teaching listening were taken from the Internet. She also prepared authentic materials to support the students in learning listening such as current issues, because it was familiar to the students. She stated:

Yeah, the current issue, whatever the famous at that moment is going be a great thing for teaching. You know, if we taught something with something old issue didn't we have the student elaborate thing. Because you know, what written about language how we pronounce it, how we deliver the language. They can't do anything because less or are not familiar with the topic is gonna be the hardest part of teaching English.

During the listening class, she also combined the materials with other resources suitable with Acehnese students, so it must be familiar to them. She said, "I do have the textbook all-inclusive for listening because I brought it from the United States. But again, some of them we cannot use it here because it's not familiar to them".

In addition, the lecturer liked to use media because it is very helpful in teaching listening. She stated, "If we keep talking all the day, all we give like handout it's a boring stuff either". She also varied the techniques and media either such as bringing a foreigner as the speaker to the class. The native speaker can be as a media

too. She asserted, "When they can listen to somebody speaking English with their accent, it is more worth it than having more media in the classroom".

3. Teaching Strategy

The methods she chose were students' active learning and the techniques were pair work and group work. She asserted:

It's all the material supposed to be- they have, you know, they have to respond to all things that we have in the classroom. Students must be more active than teachers. They have to do it.

The lecturers used a variety of techniques and activities so that students did not feel bored in learning. The lecturer implied that the teaching methods that she often used were communicative learning. Most of the time, she encouraged the students to work in groups or in pairs. Moreover, the students with low competency would benefit a lot from others. In the listening class, the students participated actively while the lecturers led and controlled them during the listening activities.

4. Feedback

The researcher saw that the lecturer provided appropriate feedback and corrections. It started with a compliment, moved on to the problem, then ended on a high note. The lecturers corrected the students' mistakes but did not interrupt their talks directly. She gave positive feedback to the students. The lecturer began by providing comments on specific strengths, identified specific areas of improvement to make changes and concluded with positive comments. The students always held a discussion in the group work. All the reactions were positive generally from the lecturer.

4.2 Discussion

Classroom Activities

The classroom activities observed were interesting. The lecturers created a good atmosphere to the classroom, so the learners enjoyed and felt comfortable to learn in the class. In every meeting the lecturers used different activities in teaching listening. A good lecture is creatively responsive in the classroom, but certainly she needs to have a destination to reach as well. Harmer (2001, p. 56) states that the best techniques and activities will not have much point if they are not, in some ways, integrated into a program of studies.

The lecturer used student-centre in the classroom for the teaching learning process. The student active learning approach built up the spirit in the classroom, in which students were more active than the lecturer. A classroom environment which is student-centered fosters student participation in the process of learning. The lecturer showed effective listening by giving attention to what the students were saying. The students participated actively and criticized a lot in the class, while the lecturers controlled them during the activities. The lecturer was walking around and monitoring all groups and giving the information needed. Here, the lecturer had a good interaction with the students. According to Tokeshi (2003), interactive listening

is a process collaborative between speaker and listener would enhance comprehensibility and promote the communicative language ability.

The Use of Teaching Media

Preparing the media is the next step that the lecturers do in the preparation phase. The lecturer directly put the media on the place and asked the students to see and listen to her carefully. Language laboratory, for instance, can be applied to provide language learners with various models of utterances spoken by native speakers and a means to record their own voices in order to be able to compare them with native speaker voices (Brown, 2001).

Teaching media would motivate students since the media attract students' interest and curiosity. The lecturer provided the media such as diagram, chart, cassette, tape recorder, VCD, audio recorder, computer, projector, CDs, and sound system for all subject matter learning.

Based on the observation, both of the lecturers used some medias in listening classroom. They used a computer, projector and sound system and also the native speaker to play the materials for the teaching learning process. The media were well functioned at the first until the end of semester. The teaching materials also with media would be more explicit that the students could comprehend easily. And students are exposed to more activities such as observing, demonstrating, etc. not only hearing something.

Teaching Strategies Used by the Lecturers

From the observation and interview, the researcher found that the lecturers used a variety of strategies and activities, so learners did not feel bored in learning. Most of the time, the lecturers encouraged the students to work in groups or in pairs. Moreover, the students with low competency would benefit a lot from others.

The students enjoyed the teaching-learning process and actively participated in the class activity because the lecturers always motivated and encouraged them in learning. Both of the lecturers varied the activities and techniques as well as avoided students' boredom, ie, pair work, group work, sister group and information gap.

They also gave homework to encourage students to try their best. The English lecturers described that they realized listening cannot be separated from speaking. In teaching listening, both of the lecturers combined speaking and listening skill so that if the students have a good listening skill, automatically they would be good at speaking too.

Finally, it can be summed up that the listening strategies used by both the English lecturers are suitable with theories of teaching listening and the lecturers varied the techniques in teaching the listening class. Furthermore, it is concurred (Yukselci, 2003) that group work may also involve other strategies, such as taking notes, paying attention, or semantic mapping.

Feedback

Feedback and correction are very crucial in language learning and plays an important part in improving students learning. It depends on the nature and promptness of feedback. Feedback is the lecturers' corrections, comments, suggestions, criticisms and praise during the listening process. However, lecturers at the university need to provide feedback. It is also supported by Machackova (2009) who said that self-reflection and students' feedback are provided after each lesson plan. She found this way very useful as her reflections and the students' evaluation helped to realize the importance of listening in language teaching.

Meerah and Halim (2010, p. 635) stated giving feedback should be immediately, so that students were able to refresh the previous mistake and, they can lose interest what they have done if it is too long. It means lecturers must diagnose students' mistakes much earlier without holding on too long on students' assignments. Through the observation, the researcher also saw that the English lecturers provided appropriate feedback and corrections. It started with a compliment, moved on to the problem, and then ended on a high note. The lecturers corrected the students' mistakes but did not interrupt their talks directly.

However, both the English lecturers gave positive feedback to the students. The lecturers began by providing comments on specific strengths, identified specific areas of improvement to make changes and concluded with a positive comment. For example: "Your presentation was great, you made good eye contact, you were well prepared and keep up the good work!" Instead of: "You didn't speak loudly enough. Ok, good but with some practice you can overcome this". It is called feedback as praise. In the other words, Silver and Lee (2007, p. 31) agree that praise is expounded as any action toward giving positive feedback. The agent contributed in delivering feedback must be a person who is able to respond in detail.

The students always held a discussion in the group work. All the reactions were positive generally from the lecturers. The lecturers gave feedback varied in terms of frequency, timing and quality. Lindsay and Knight (2006, p. 68) assert that learners need encouragement and they need to know when they are making mistakes that might cause other people to misunderstand them.

5. Conclusions

Based on the findings and discussion presented in the previous chapter, the researcher comes to the conclusion as the answers of the research questions. The lecturers used student active learning approach in the classroom in teaching listening. Student active learning process built up the spirit in the classroom, in which the students were more active than the lecturer. The lecturer was walking around and monitoring all groups and giving the information needed. Here, the lecturer had a good interaction with the students. A classroom environment which is student active learning fosters student participation in the classroom. The lecturer showed effective listening by giving attention to what students were saying. The students participated

actively and criticized a lot in the class, while the lecturers controlled them during the activities.

The teaching media used in teaching listening were not monotonous. The lecturers used a computer, projector, sound system to play the materials for the teaching learning process and also the native speaker as a guest lecturer.

The teaching techniques used by the English lecturers varied and in suitable with the theories of the teaching listening and the lecturers varied the strategies in teaching the listening class. The strategies used were pair work, group work, sister group and information gap.

Both of the lecturers provided appropriate feedback and corrections. The feedback is the lecturers' corrections, comments, suggestions, criticisms and praise during the listening process. The lecturers corrected the students' mistakes but did not interrupt their talks directly. They gave positive feedback to the students. The lecturers began by providing comments on specific strengths, identified specific areas of improvement to make changes and concluded with a positive comment. The feedback the lecturers gave of course varied in terms of frequency, timing and also quality. It started with a compliment, moved on to the problem, and then ended on a high note.

References

Andyani, H. (2012). Using Fun Activities to Improve Listening Skill. *Journal on English as A Foreign Language. 2(2)*, pp. 29-36. https://doi.org/10.23971/jefl.v2i2.54

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education (8th Ed).* Belmont: Wadsworth.

Brown, H. D. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy, (2nd Ed).* New York: Longman.

Brown, H. D. (2006). *Teaching Listening.* Cambridge: Cambridge University Press.

Ellys, R. (2009). Corrective Feedback and Teacher Development. *L2 Journal.* 1(1), pp. 3-18. http://repositories.cdlib.org/uccllt/l2/vol1/iss1/art2/

Goh, C., & Taib, Y. (2006). Metacognitive Instruction in Listening for Young Learners. *English Language Teaching Journal. 60(3)*, pp. 222-232. https://doi.org/10.1093/elt/ccl002

Guo, N. (2008). *An Investigation of Factors Influencing English Listening Comprehension and Possible Measure for Improvement.* Shanxi: Shanxi University Press.

Harmer, J. (2001). *The Practice of English Language Teaching.* New York: Longman.

Iskandarwassid., & Sunendar, D. (2013). *Strategi Pembelajaran Bahasa.* Bandung: PT Remaja Rosdakarya.

Lindsay, C., & Knight, P. (2006*). Learning and Teaching English: A Course for Teacher.* Oxford: Oxford University Press.

Loren, F. T. A., Andayani., & Setiawan, B. (2017). The Use of Learning Media on Listening Skill in Teaching Indonesian to Speakers of Other Language

(TISOL). *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa.* 11*(1)*, pp. 1-12. https://doi.org/10.24036/ld.v11i1.7625

Machackova, E. (2009). *Teaching Listening.* Unpublished Thesis. Brno Pedagogical Faculty Department of English Language and Literature.

Meerah, T. S. M., & Halim, L. (2010). *Improve Feedback on Teaching and Learning at the University Through Peer Group.* Malaysia: Elsevier.

Nurgiyantoro, B. (2010). *Penilaian Pelajaran Bahasa Berbasis Kompetensi.* Yogyakarta: BPFE-Yogyakarta

Nunan, D. (2001). *Designing Tasks for the Communicative Classroom.* Cambridge: Cambridge University Press.

Nunan, D. (2002). *Language Teaching Methodology.* London: Prentice Hall.

Reddy, B. B. (2013). *Effective Listening: A Very Important Skill to Acquire in Today's High-Speed World.* Global research Analysis International.

Silver, R., & Lee, S. (2007). What does it Take to Make a Change? Teacher Feedback and Student Revisions. *English Teaching: Practice and Critique.* 6*(1)*, pp. 25-49. https://files.eric.ed.gov/fulltext/EJ832137.pdf

Tokeshi, M. (2003). *Listening Comprehension Processes and Strategies of Japanese Junior High School Students in Interactive Settings.* Unpublished Thesis. Wollongong University, Australia.

Ur. (2008). *A Course in Language Teaching: Practice and Theory.* Cambridge: Cambridge University Press.

Wilson, J. J. (2008). *How to Teach Listening.* Edinburgh: Pearson Education Ltd.

Yukselci, S. (2003). *Teachers' Practices and Perceptions Regarding Listening Strategies, and Perceptions of Difficulties Likely to Arise in English Listening Comprehension Lessons.* Unpublished Thesis. Bilken University, Ankara.