

Challenges in Teaching Listening Skills In Private Islamic Senior High School in Yogyakarta

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Abstract

Teaching listening skill for foreign language may not be easy. Vanderrift (2002) stated that second language (L2) listening comprehension is a complex process, and it is also crucial in the development of second language competence. This research discussed about the challenges in teaching listening skills. The aimed of this research are to find out the challenges of teaching listening skill at a private Islamic high school in Yogyakarta.. This research conducted at at a private Islamic high school in Yogyakarta. The researcher choose two teachers of private islamic senior high school in Yogyakarta. This research was qualitative method and use interview to gain the finding of this research. The findings show that there are several challenges in teaching listening skills, namely difficulty to make students understand, the problem regarding the media, teachers facing challenges on fast videos, teachers losing control of the class, crowded environment, students getting low scores, difficulties in teaching and delivering materials, students lacking vocabulary, and difficulty for teachers to understand the materials.

Keyword: listening, teaching listening skills, challenges in teaching listening.

Introduction

Teaching listening skill for foreign language may not be easy. Vanderrift (2002) stated that second language (L2) listening comprehension is a complex process, and it is also crucial in the development of second language competence. In English class, students learn about speaking, reading, and writing skills, but in general, there are a few courses devoted to the subject of listening (Woottipong, 2014). Andrade (2006) asserted that For many reasons, teachers face problems in effectively teaching listening skills, include lack of innovative methodology, equipment and materials, teachers who lack strong skills in teaching listening comprehension and the lack of student motivation. The statement makes it a challenge for teachers in teaching listening skills to students. Listening is a complex process in which many things happen simultaneously inside the mind. According to Fagan (2018) Listening is complex processes like understanding and interpreting messages, affective processes like being motivated to pay attention, and behavioral processes like responding.

To have a better understanding of listening, teaching listening skill is crucial to be taught in the school. Selin (2016) asserted that teaching listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication. Besides, teaching listening skill is important to help the students understand more about the current topic discussed in the class.

Literature Review

Listening Skill

Listening skills is defined as making an effort to hear something to pay attention (Gaskel, 2017). Listening not only focuses on understanding the word but also to understand the meaning of message that we hear. Listening is the receptive use of language since the

goal is to make sense of the speech, and the focus listening is on the meaning rather than language itself (Cameron, 2001). Nagendra (2014) stated that listening makes the listeners sensitive to arguments and language. Besides, listening is a part of the basic skills to understand English language. Listening is very useful to communicate with other people, and it will give a good impact in any fields especially in the teaching and learning process.

Good listening skill will help people interact with others easily, and students can understand the thoughts and feelings that the students convey easily. Besides, it also enables the listener to distinguish fact from opinion. The benefit of good listening skill is that it is established better relationships between people and family members (Iwankovitsch, 2001). Those who listen well may reap both informational and relational benefits that make them more influential (Ames, Maissen & Brockner, 2012). Hence, understanding a foreign language speech is a key moment to develop speaking skills (Artyushina, Sheypak & Spektor, 2011).

Teaching Listening

Teaching listening is the process of understanding speech in a first or second language. Sontag (2015) asserted that when teaching listening, it becomes a physiological process, and listening is a conscious process which requires the students to be mentally attentive. Moreover, listening skills should also be based on knowledge such as vocabulary in order to understand students' ability to capture the point of conversation and can respond to spoken messages received. Frommer (2006) stated that teaching listening is aimed to have learners' understanding on the sound properties of the language which they learn, and it is often quite different from the sounds of their first language. Siegel (2011) added that teaching of listening is recognized to have transferability beyond the second language classroom, and the

suggestions are made for the planning and implementation of an integrated listening strategy component within an existing curriculum.

Teaching listening skill is considered as an important communication skill in a variety of occupational and therapeutic fields, few experiments compared to the partners' perceptions of active listening with other types of listening responses (Weger, Bell, & Robinson, 2014).

Teaching listening is not as easier as people see, teachers should face a lot of struggle during teaching listening skills.

Challenges in Teaching Listening

Teaching listening has some challenges, there are four challenges in teaching listening skills. First, the media factors. In the process of teaching listening skills, the media is needed in the teaching and learning process in the classroom. The function of media in teaching listening skill is needed as a delivering action from teachers' to students. Rositasari (2013)

explained that media can be useful in teaching listening process, and it can also help the learners to create an easier way to study listening comprehension. Second, Vocabulary.

Teaching listening is identifying and understanding what others say about their own opinion.

Students tend to try to understand each word, even though what they should do is understand the contents of the message in general and some information specifically. Nation (2001)

stated that learning vocabulary is a cumulative process and that it must be deliberately taught,

learned, and recycled. Vocabulary is a constant challenge for teachers as well as students

because historically, there has been a minimal focus on vocabulary instruction in the English Second Language (ESL) classroom (Mukoroli, 2011).

Third, Difficulty focus and atmosphere environment in teaching listening. A comfortable and attractive classroom atmosphere can help teachers apply teaching methods that can increase students' interest in learning listening. In addition to the teaching methods delivered by the teachers, a conducive classroom atmosphere will make classroom learning

more focus. The challenges associated with large classes and many students make the teachers' ability to be disproportionate in teaching (Anyiendah, 2017). Thus, bad behavior in the classroom will make the teachers feel difficult to control students' learning atmosphere (Ozben, 2010).

Four, Pronunciation. Pronunciation is the way in which words or languages are spoken correctly. Pronunciation is a key element of learning oral skills in a second language (Macdonald, 2002). Teachers must be skilled in teaching students about pronunciation. pronunciation is very important in listening listening. Frasser (1999) explained that pronunciation is one of the difficult areas for learners as well as for teachers In quest of effective teaching, it is worth diagnosing carefully the nature of the difficulties that they face. Errors prononciaton will make students more confused about what the teacher is saying. students have a mistake in pronunciation, and that makes a challenge for teachers so that teachers improve teaching pronunciation to the students. pronunciation is important in english especially listening.

Methodology

The purpose of this study is to investigate the challenges for handling teaching listening skills. This research used a qualitative design to collect data. One of the characteristics of qualitative is to explore and develop the central phenomenon to get the detail information (creswell, 2012). Furthermore, this studyl was use a descriptive qualitative design because researcher need descriptive explanations from the participants. Lambert and Lambert (2012) stated a descriptive qualitative study focuses on discovering the nature of the specific events under study. The result of this research is to get information based on perception of teachers' experiences to handle teaching listening.

The researcher was conducted this research at a private Islamic Senior High School in Yogyakarta. The researcher choose private senior high school in Yogyakarta based on the

researcher's experience of doing one of the internship program in senior high school from English department of a private university in Yogyakarta. Besides, this study started on October 2018 and will be conducted in a November 2018. In the last week of October, the researcher collects the data from the participants while the third week of October is used to transcribe and do the member checking.

The researcher choose two teachers of private islamic senior high school in Yogyakarta. There are several reasons why participants are chosen. Firstly, the participants are English language teachers. Secondly, the researcher chooses the two participants because those two participants have experienced in facing the problems teaching listening skill. Furthermore, Cohen, Manion, and Morrison (2011) stated that the number of participants does not have minimum standards in qualitative research. The participants assigned pseudonyms to keep their identities, such as participant one and participant two.

This research used interview as a method of collecting the data in order to investigate the pre-service teachers' perception on need analysis in the internship program especially in teaching listening. The type of interview was standardized open-ended interview because the topic and research questions are specified. The researcher used Indonesian language to interview the participant, because the participants are native of Indonesian language. Using Indonesian language was helped both of the researcher and participants to limit misunderstanding of questions and answer. This research was used interview guideline, recorder, and note as the tools. The researcher was needed the tools to guide the interview question and did not missing any point.

The researcher continued to select the participants based on the criteria. Then the researcher contacted the participants via Whatsapp application and decided the time and place to meet. The researcher interviewed the participants in the different day and started from

participant one, participant two. The researcher sent the transcript to participants by print out for participants to do member checking. The researcher did the coding to find the main point of participants' answer. Coding used to analyzed the information and get the answer from the transcript. This research used open coding, analytical coding, axial coding and selective coding.

Findings

Based on the interview, the researcher found that there are have nine findings of the challenges in teaching listening skills at Private Islamis Senior High School in Yogyakarta.

Challenges In Teaching Listening Skills

The results of the questions indicate that the teachers experience several challenges in teaching listening skills. Based on the interview, the researcher found that there nine findings regarding the challenges in teaching listening skills. First, Managing class. In learning activities in schools, teachers are faced with a number of diverse student characteristics. There are students who can take listening activities smoothly and there are also students who have difficulties when learning to listen. The first and the second participants agree that one of the challenges of teaching listening skills is managing class. Dorskocil (2016) The challenge for teachers is to manage and design strategies of teaching to make the students not noisy. Teaching listening skills can be ineffective because the class can lose control.

Second, coping with media technical problem. Media is an important tool that can help teachers during the learning process. The media has a vital role in helping during the teaching and learning process. Selin (2016) The main problems that the English teachers' encounter skills is that there are media that are not good from sounds, videos that appear in English from the material, and this leads to comprehension difficulties. The statement showed that the media problem would hinder teaching listening, because the media was an

indispensable tool in teaching listening skills. Three, **Finding audio visual with English subtitle.** The teacher must look for material that has good quality and is easily understood by students. An example is using videos to teach students listening skills. Students tend to understand the video better with subtitles to make students understand the material easily, the teacher finds it difficult to find videos that have subtitles. Difficulty in choosing audio-visual material with subtitles must be appropriate for the right subject matter in teaching listening. Including with vocabulary, reviewing grammar points, and for reviewing content understanding (Mehmet sahin and St. Şule, 2016).

Four, Making students aware in pronunciation. Pronunciation in English language is important, especially in learning listening skills. Because of the different ways of pronunciation, it will change the real meaning. The participant showed that students had a little difficulty capturing the meaning in audio because of the lack of pronunciation. It is challenging for many teachers to focus on pronunciation for a number of reasons. Colins (2010) Teachers must try to make students understand the main point of audio. Many students still struggle to incorporate different varieties of spelling English into words. Five, Catching up with the fast media. Using material such as video is an effective thing given by the teacher to teach listening skills. Teachers will feel helped by the media. However, it becomes a challenge for teachers with students' complaints because the video is too fast, so the teacher must pause each video played in class. with (Ardi, 2013) mentioned Speed in listening can make listener cannot control the material, Struggle in interpretation of what speaker say. As the students are English Foreign Language learner, they have own native language they study English as a foreign language.

Six, Creating conducive environment. The implementation of listening skills requires a calm classroom atmosphere. With a conducive learning environment students will also be more focused on learning. In addition, to understand one lesson that is considered difficult,

students must have a high level of focus. Crowded environment will make teachers feel challenged in teaching listening. Meador (2018) have similar statement that teaching in a crowded environment classroom can be frustrating, overwhelming, and stressful. A crowded classroom makes challenges for teachers.

Seven, Designing interesting class. In the learning process at school, learning listening activities could not always run smoothly. There might be a problem found, especially the problem of getting low students score in listening skills about the performance teachers in designing interesting class. Teacher felt teacher performance, measured by the value students get, demonstrates the quality of the teacher (Barnum, 2017). Based on the statements above, the low score and interaction teachers' in designing interesting class, can affect the students role in learning listening. Therefore students' low score and teaching methods make challenges for teachers. Eight, Limited time Delivering the materials is a method or strategy needed in teaching to facilitate the achievement of learning goals in listening. Difficulties in teaching listening is one of the challenges that teacher usually face. Udoba (2014) agreed that challenges faced by teachers in teaching students is that teachers must teach professionally, have the ability to provide material to students, modern teaching materials, and additional supports.

Nine, Students lack vocabulary. Vocabulary is a set of words that are known for their meaning and can be used by someone in a language. Vocabulary is defined as the set of all words used by the person to compile new sentences. The lack of vocabulary is makes it difficult for teachers to teach listening skills. Staer (2009) stated that vocabulary knowledge is an important factor for successful listening comprehension in EFL. Lastly, Teachers difficulty to understand the material. In the educational environment, teachers are the main keys to build students' knowledge. The teacher is a facilitator for students in the school to assist the learning process. The teacher's skills in delivering listening material can have a

direct influence on students' understanding of the lesson. Teachers faced problems in teaching listening skills because of the difficulty of listening materials for students and the types of materials used for teaching listening is too difficult to understand (Yukselci, 2003).

Recommendations

This research gives some suggestions regarding the challenges in teaching listening skilld at Private Islamic senior high school in Yogyakarta. The suggestions are expected to be beneficial in the future.

For Teachers. The English teachers can find out the information about the challenges in teaching listening skill so that they can adjust their teaching methodology to achieve the goals in teaching listening skill. The teachers need to realize the problematic and decrease the challenges. The teachers should make effective time management to teaching listening skills.

For students. The students should realize the challenges in teaching listening skills. It will help the students to avoid the challenges in teaching listening. The students can also determine the way they teach listening skills. Hence, in regards to the research results, pre-service teachers can implement the teaching listening skill methods in teaching and learning process.

For other researchers. The others researcher can use the information of this research with similar topic. The other researchers can also find other topic of challenges in teaching listening or different skill to discuss. This research can help other research to find other idea such as the kind of challenges in teaching listening, listening skills.

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