The Teachers' Effective English Listening Comprehension Strategies for Senior High School Students

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Abstract

The purpose of this study was to find out how teachers at MA Ma'arif Jogorogo applied strategies to teach aspects of listening. The teachers were selected through purposive sampling, which involved the selection of samples based on specific criteria. Based on the purposive sampling method, two teachers were selected as research samples. A qualitative descriptive research approach was used to examine three aspects of teachers' strategies: their interpretation of teaching strategies, their actual teaching methods, and their assessment of students' listening comprehension. Data collection involved semi-structured interviews to gain in-depth insights from the respondents. Data analysis used interactive analysis models from Miles and Huberman. The research revealed that teachers' interpretations of strategies were closely interrelated with other skills, impacting learning outcomes significantly. Additionally, the use of different strategies facilitated students to more easily understand the material discussed. Furthermore, the use of different strategies could lead to varying results. Moreover, the use of audio-visual media allowed students to directly hear the sound and focus on the content in question, followed by group discussions and quizzes that encouraged direct and spontaneous student responses. Finally, teachers assessed students' work through various exercises, such as summarizing the material, identifying main ideas, making presentations, and engaging in question and answer sessions.

Keywords: English Proficiency, listening skill, teaching strategies

Strategi Pemahaman Mendengarkan Bahasa Inggris yang Efektif Guru untuk Siswa Sekolah Menengah Atas

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana guru di MA Ma'arif Jogorogo menerapkan strategi untuk mengajar aspek mendengarkan. Para guru dipilih melalui cara *purposive sampling*, yaitu pemilihan sampel dengan kriteria-kriteria yang telah disebutkan. Berdasarkan metode *purposive sampling* tersebut didapatkan dua orang guru sebagai sampel penelitian. Pendekatan penelitian deskriptif kualitatif digunakan untuk menguji tiga aspek strategi guru: interpretasi mereka terhadap strategi pengajaran, metode pengajaran mereka yang sebenarnya, dan penilaian mereka terhadap pemahaman mendengarkan siswa. Pengumpulan data melibatkan wawancara semi-terstruktur untuk mendapatkan wawasan mendalam dari para responden. Analisis data menggunakan model analisis interaktif dari Miles and Huberman. Penelitian ini mengungkapkan bahwa interpretasi guru terhadap strategi saling terkait erat dengan keterampilan lain, berdampak pada hasil pembelajaran secara signifikan. Selain itu, penggunaan strategi yangnberbeda juga memfasilitasi para siswa agar lebih mudah dalam memahami materi yang didiskusikan. Selain itu, penggunaan strategi yang berbeda dapat menyebabkan hasil yang bervariasi. Selanjutnya, penggunaan media audio visual memungkinkan siswa untuk langsung mendengar suara dan fokus pada konten yang dimaksud, diikuti dengan diskusi kelompok dan kuis yang mendorong tanggapan siswa secara langsung dan spontan. Akhirnya, guru menilai pekerjaan siswa melalui berbagai latihan, seperti meringkas materi, mengidentifikasi ide-ide utama, melakukan presentasi, dan terlibat dalam sesi tanya jawab.

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Introduction

The enhancement of students' listening skills relies significantly on the implementation of effective teaching strategies, (Latupono & Nikijuluw, 2022), (Fenyi et al., 2021). Despite its pivotal role, there is a noticeable scarcity of research specifically focused on identifying and evaluating these strategies within the context of second language/foreign language learning. Western studies in this field often adopt learning strategies as the theoretical framework for understanding and analyzing listening comprehension strategies. This approach conceptualizes listening comprehension as an integral part of the broader spectrum of learning strategies employed by language learners, (Richards, 2013), (Karalık & Merç, 2019), (Xu et al., 2021).

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Western studies in this field often adopt learning strategies as the theoretical framework for understanding and analyzing listening comprehension strategies, (Bao, 2017), (Anggraeni et al., 2014), (Saraswaty, 2018), (Fenyi et al., 2021), (Nha et al., 2020). This approach conceptualizes listening comprehension as an integral part of the broader spectrum of learning strategies employed by language learners, (Richards, 2013), (Liu, 2010), (Ma, 2010). Consequently, many scholars in the field consider listening comprehension strategies as a subset of these broader learning strategies. However, while these studies provide valuable insights into the interconnectedness of listening skills with overall language learning strategies, there remains a need for more targeted research that specifically addresses the development and assessment of effective teaching strategies tailored to improve listening comprehension in second language/foreign language acquisition contexts, (Yıldırım & Yıldırım, 2016), (Siegel, 2015), (Duy & Quan, 2021). Such research could greatly benefit educators and learners alike by offering practical insights and evidence-based recommendations for optimizing the teaching and learning of listening skills.

Learning strategies encompass techniques, approaches, or intentional actions that students employ to facilitate the learning and recall of both linguistic and content area information. These strategies are seen as tools that aid in the acquisition and retention of knowledge, (Bao, 2017), (Hardan, 2013). Oxford, as in (Oxford, 1990) defines language learning strategies as conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of information. In this view, language learning strategies are deliberate actions taken by learners to optimize their learning process. (Ellis, 1997), (Hardan, 2013) further expands on this concept by pointing out that a strategy, whether it involves mental or behavioral activities, is linked to a specific stage in the overall process of language acquisition or language use. This suggests that strategies are not only employed during the learning phase but also during the application of language skills in real-life contexts. These definitions collectively highlight the multifaceted nature of learning strategies and their role in supporting language acquisition and use, (Nguyen & Terry, 2017) (Gana et al., 2021), (Hardan, 2013).

In addition, (Shishido et al., 1993), (Coskun, 2011), (Fan & Wang, 2022) asserts that certain English teachers are perceived as less successful in their teaching endeavors compared to others. Consequently, there is a growing emphasis on the need for more successful teachers to be capable of creating engaging and stimulating classroom environments that foster effective English language learning, (Daar, 2020), (Pandya & Joshi, 2022), (Shishido et al., 1993). This assertion is grounded in the understanding that strategies employed by teachers have a significant impact on students' academic achievement. Therefore, the ability of teachers to utilize effective teaching strategi, es is seen as essential for enhancing students' learning experiences and outcomes in the English language, (Keiler, 2018), (Maryanti, et al, 2021), (Wollman-Bonilla et al., 2008).

Listening is widely recognized as one of the fundamental skills in language acquisition, given its pivotal role in communication. However, improving listening skills in a foreign language context requires considerable effort and attention, (Gilakjani & Sabouri, 2016), (Yıldırım & Yıldırım, 2016). (Latupono & Nikijuluw, 2022), (Gilakjani & Sabouri, 2016), (Haleem et al., 2022), highlight that due to the nature of listening as a foreign language skill, additional emphasis and resources are needed to enhance the learning outcomes associated with it. This acknowledgment underscores the challenges inherent in developing effective listening skills and the importance of targeted strategies and interventions to address these challenges effectively.

According to, Namaziandost et al (2019), listening plays a crucial role in language learning as it enables learners to internalize linguistic information, a process essential for the production of language. This underscores the significance of developing strong listening skills as a foundation for effective language acquisition. Furthermore, to make the teaching process engaging and effective, English teachers must possess a deep understanding of the English language and the ability to communicate fluently in it. Proficiency in the target language allows teachers to effectively convey course materials, engage in meaningful interactions with students, provide clear instructions, offer corrections, and provide valuable feedback on learners' language skills. In essence, teachers' proficiency in the target language is essential for creating an environment conducive to successful language learning.

Therefore, students, in their role as listeners, are expected to process information rapidly as it is presented by the teacher, (Gilakjani & Sabouri, 2016). However, if students struggle with this task, listening can become a stressful activity, (Gilakjani & Sabouri, 2016a), (Nation & Newton, 2008). Also (Nation & Newton, 2008) suggests that listeners often struggle to effectively manage listening tasks and may not successfully utilize the strategies provided by teachers. This highlights the challenges that students face in developing effective listening skills and the importance of implementing appropriate strategies to support their listening comprehension.

Furthermore, in order to cultivate students' interest in learning English, teachers should adopt a contextual approach by relating the subject matter to students' daily lives and activities. This contextualization can make the learning experience more meaningful and engaging for students. Additionally, to prevent classes from becoming monotonous, English teachers should incorporate a variety of activities into their teaching methods. (Heilporn et al., 2021), (Borgonovi et al., 2023) suggest that diversifying activities within the teaching and learning process can help maintain students' engagement and prevent boredom. This approach not only enhances the effectiveness of instruction but also creates a more dynamic and stimulating learning environment for students.

The use of various strategies when teaching listening can significantly impact students' motivation to comprehend the material. By employing an appropriate method and technique, teachers can influence the outcomes of their students in the classroom. For instance, providing suitable listening materials, creating a conducive classroom atmosphere, using effective teaching methods, and engaging students in meaningful exercises can all contribute to the development of strong listening skills. These factors combined can help students achieve proficiency in listening comprehension, ultimately enhancing their overall language proficiency, (Gilakjani & Sabouri, 2016).

Furthermore, it is important to consider the strategies used by teachers to improve students' comprehension, as not all students may fully understand what is being conveyed. This means that the proficiency of an English teacher alone may not suffice to ensure student understanding. It is crucial for teachers to adapt their strategies to the specific teaching context. Additionally, to enhance their listening abilities, learners themselves must also employ various strategies specifically tailored to the development of their listening skills. This collaborative effort between teachers and students, each utilizing effective strategies, can lead to significant improvements in overall listening comprehension.

(Haukås et al., 2018), (Putra et al., 2021) emphasizes the critical role of these strategies by asserting that learners' awareness is crucial for effective learning across all learning contexts. Similarly, (Vahdany et al., 2015), (Nasmilah, 2023) argues that there exists a significant relationship between teachers' strategies in teaching and students' attitudes towards the teaching and learning of the English language. This suggests that students' expected performance is directly influenced by the quality

of teaching methods employed. In essence, both scholars underscore the importance of strategic teaching approaches in shaping students' learning experiences and outcomes in the English language.

Furthermore, (Fajriah & Gani, 2019) argues that there is an undeniable relationship between teachers' teaching strategies and students' attitudes towards learning English. This suggests that students' expected performance is influenced by the strategies employed by their teachers. Osada (2004) and Sharma (2007) also highlight the importance of listening comprehension strategies in differentiating successful listeners from unsuccessful ones in second language (L2) learning. They support the idea that analyzing these strategies helps listeners approach listening tasks more effectively.

Based on previous research, this study emphasizes the learning strategies employed by effective learners and suggests that teachers should prioritize instructing students on how to approach listening and handle incomprehensible information in designing listening lessons, (Lukita & Gushendra, 2021). The use of strategies is highly recommended in the learning process, as errors in acquiring information can lead to vagueness and ambiguity. Additionally, effective classroom management is necessary to control students. Therefore, employing effective strategies can enhance interaction between students and teachers.

Based on the issues mentioned in the background, the researcher has formulated the following research questions:
a. What are the teachers' perception about teaching methods?
b. To what extent do the teachers implement listening strategies? and
c. To what extent do the teachers implement listening strategies

Method

This research adopted a descriptive qualitative research design, aimed to explore the strategies employed by teachers in teaching listening comprehension at MA Ma'arif Jogorogo. According to (Priya, 2021), (Bass & Maloy, 2020) qualitative research is concerned with investigating the quality of relationships, activities, situations, and materials. It places emphasis on understanding the context and seeks to explain the intentionality behind behaviors. In

this context, the qualitative approach is well-suited for delving into the intricacies of teaching strategies in a specific educational setting, allowing for a deeper understanding of the factors influencing teaching and learning processes.

Furthermore, as (Priya, 2021) said, descriptive data in qualitative research involved the use of quotes from documents, field notes, interviews, or excerpts from various media such as videotapes, audiotapes, or electronic communications to present the findings of the study. These data sources provided insights into the experiences and perspectives of the participants, offering a rich and detailed portrayal of the phenomena under investigation. This approach allowed for a nuanced exploration of the teachers' strategies in teaching listening comprehension, capturing the depth and complexity of their practices and the impact on student learning.

The participants of this research were the English teachers at MA Ma'arif Jogorogo. Specifically, two English teachers were selected as participants using purposeful sampling, a method chosen to gain an in-depth understanding of the central phenomenon. The use of purposeful sampling allowed the researcher to select participants who could provide rich and detailed insights into the topic being studied. To gather data, semi-structured interviews were conducted. This interview format was chosen because it allowed for a focused discussion on the main topic, which in this case was the strategies used in teaching listening comprehension. During the interviews, the researcher used an interview guideline, which is a list of questions or issues designed to explore the participants' perspectives and experiences related to teaching listening comprehension strategies. This approach aimed to elicit detailed and comprehensive information from the participants, shedding light on the complexities of their teaching practices and strategies.

The data analysis in this research used the interactive model by (Miles & Huberman, 1994) The interactive analytical model is a qualitative research approach that allows for data analysis both while the researcher is in the field and after returning from the field. In this particular research, the data analysis was conducted concurrently with the data collection process. This approach followed a four-stage analysis process, characterized by its interactive nature. The four steps were as follows: a) data collections: Information gathered from

interviews, observations, and documentation was documented in field notes, which were divided into two parts: descriptive and reflective sections; b) data presentation: Data could be presented in various forms such as writing, drawings, tables, and graphs. The purpose of presenting data was to combine information to provide an overview of the circumstances that occurred; c) conclusion drawing: During the research process, conclusions were drawn at various stages, such as during the data reduction process. Tentative conclusions could be made once a sufficient amount of data had been collected. These conclusions were provisional and subject to change as more data was gathered. After all the data had been collected and analyzed, a final conclusion could be drawn based on the complete dataset.

Results and Discussions

The analysis of the collected data in this research utilized a descriptive qualitative approach. This method involved analyzing the data based on the phenomena observed, discussing it in the context of existing theories or opinions. Qualitative research places a strong emphasis on understanding the complex relationships between various elements and aims to build an understanding that can be conveyed to readers through detailed descriptions. Therefore, this research qualitatively described the data obtained from the informants, focusing on providing a comprehensive and nuanced portrayal of the strategies used by teachers in teaching listening comprehension. This approach allows for a deep exploration of the topic, capturing the intricacies and nuances of the teachers' practices and their impact on student learning.

Furthermore, this section aims to provide additional insights and interpretations of the findings within the specific context of research on teachers' strategies in teaching listening comprehension at MA Ma'arif Jogorogo. The researcher has identified several key points that shed light on the strategies employed by teachers in this particular setting to enhance students' listening comprehension skills. By delving deeper into these findings, the research aimed to offer a more comprehensive understanding of how these strategies are implemented and their impact on student learning outcomes. This in-depth analysis contribute to the existing body of knowledge on effective teaching practices for

listening comprehension in a junior high school context, potentially informing future research and educational practices in similar settings.

The discussion of the findings presented based on one research question as follow:

1. **The teacher's perception about the teaching strategies**

The first respondent, a teacher, highlighted the significance of using strategies in teaching listening comprehension. This importance stems from the respondent's observation of the interrelationships and interdependencies among various language skills. The teacher emphasized that skills in English are interconnected, with listening having a particularly strong relationship with speaking. This observation aligns with the findings of (Parupalli, 2019), who studied the oral English proficiency of college students and emphasized the importance of understanding the interrelationship between speaking and listening skills. This suggests that effective teaching of listening comprehension should consider its connection to speaking skills, acknowledging the complementary nature of these language abilities.

Furthermore, the teacher emphasized that the purpose of employing teaching strategies is to facilitate students' understanding of the material being discussed, as the teacher explained "*we use several strategies to make the students understand the purpose of the subject, or, umm… to convey the meaning of the materials.*" This assertion aligns with the definition provided by the National Capital Language Resource Center (2004), which defines listening strategies as tools or activities that contribute to the input of listening comprehension for students. For example, if the lesson's topic was descriptive text, the teacher would explain to the students the purpose and forms of descriptive text. By doing so, students would gain an understanding of the content, structure, and characteristics of descriptive texts, thereby enhancing their comprehension of the material. This illustrates how the use of teaching strategies can effectively support

students in understanding and engaging with the content of the lesson.

The second respondent emphasized the crucial role of strategies in learning, highlighting their significant influence on the learning process. According to this respondent, the use of different strategies can lead to varying outcomes, with effective strategies yielding exceptional results. This perspective resonates with Oxford's (1990) argument that strategies are essential for learning a language as they enable active, self-directed involvement, which is vital for developing communicative competence. Advanced listeners are known to employ a wider range of strategies compared to less advanced listeners, as noted by (Vandergrift, 2003), (Bidabadi & Yamat, 2011), (Smiljanic & Bradlow, 2015), (Cox et al., 2014), (Dwivedi et al., 2021), (Dwivedi et al., 2021). Additionally, (Hardan, 2013), (Daar, 2020), (Rana, 2023) assert that strategies play a key role in influencing the learning of the English language, ultimately contributing to the achievement of language learning goals. These insights underscore the importance of strategic approaches in language learning and their impact on learners' proficiency and success in acquiring language skills.

Besides that, the teacher, views the use of strategies in teaching listening comprehension as a means to develop effective learning approaches for students, as the respondent's stated *"Different strategies in teaching listening make everything going to be easy. Because the students can find the best strategy they may follow."* When students encounter challenges during learning, the teacher can employ alternative strategies to help develop their mindsets and overcome these difficulties. This approach ensures that students' learning experiences are not solely focused on listening but are also supported by effective strategies that enhance the overall learning process. By incorporating various strategies, teachers can create a more comprehensive and dynamic learning environment that caters to the diverse needs of their students,

fostering a deeper understanding of listening comprehension skills.

Additionally, the teacher aims to ensure that her classes are engaging and dynamic, avoiding boredom and saturation among students. By using strategies effectively, the teacher can enhance efficiency in teaching and adapt the strategies to suit the specific subject matter being taught. Oxford, (1990) emphasizes that students who excel in listening comprehension often do so because they have acquired and effectively applied learning strategies. This highlights the importance of strategic teaching approaches in fostering students' success in listening comprehension, underscoring the role of effective strategies in achieving positive learning outcomes.

2. **To what extent do the teachers implement listening strategies**

This question pertains to how teachers implement strategies for teaching listening comprehension. It seeks to understand how teachers use strategies, the types of strategies employed, and the instructional media utilized in teaching listening. The results indicate that all English teachers at MA Ma'arif Jogorogo use strategies in teaching listening, and these strategies are as follows:

In the first respondent's approach to teaching listening comprehension, the process begins with the preparation of materials, instruments, and a speaker necessary for the class, including various forms of media. As part of this preparation, the teacher sets up an infocus or projector in the classroom specifically for listening activities. During the lesson, the teacher utilizes audiovisual aids such as a projector, laptop, and speaker to facilitate the teaching of listening comprehension. This often involves showing videos to the students as part of the instructional process.

According to (Adnan, 2013), (Angelina et al., 2023), (Sihombing & Simanjuntak, 2023), (Umar et al., 2023), (Fakhruddin & Maming, 2024) there are numerous sources of listening materials available for teaching purposes. These sources encompass a wide range of

options, including teacher talk, student talk, guest speakers, textbook recordings (such as talking books), tape recordings, television, video, DVD, radio, and the internet.

In this situation, the teacher employs audio-visual aids to teach listening to students. This approach involves presenting media that can enhance students' listening comprehension. Listening is considered an active process that involves selecting and interpreting information from both auditory and visual cues (Wolvin, 2012), (Gilakjani & Sabouri, 2016). Therefore, using audio-visual materials can effectively engage students in the listening process and aid in their understanding of the content, (Hardiah, 2019), (Febriani et al., 2022).

The second respondent explained that in their implementation, as they teach 10th-grade students, they ensure that the materials are tailored to the students' level, as the respondent stated *"We teach the lessons, yes, is tailored to the curriculum of each students' level. Must not go outside the regulations of the government regulations."* This aligns with the principles proposed by (Tomlinson et al., 2003), (Aquino & De Vera, 2018), (Farajnezhad, 2022) for teaching listening to beginning learners. One of these principles emphasizes the importance of aligning the listening activity with the students' level, age, and needs. Therefore, the teacher focuses on selecting materials and activities that are appropriate and relevant to the students' abilities and learning objectives.

Teachers utilize audio-visual aids because they allow students to both hear sounds and directly visualize intended objects. Additionally, (Yin & Tsai, 2021), (Oje et al., 2023), (Aquino & De Vera, 2018) highlighted that audio-visual segments can vividly illustrate an event or procedure, creating an immersive experience that makes students feel as though they are actually present at the depicted scene or activity. This immersive quality of audio-visual materials enhances students' engagement and understanding, making the learning experience more impactful.

In addition, as part of the preparation for pre-teaching, the teacher engages students to comprehend the audio or text provided, following which the teacher offers training for them to practice their understanding of the material. Richards, (1985), (Salam & Khalek El-Koumy, 2009), (Magfirah et al., 2023) asserts that the fundamental components of a lesson plan include a warm-up or review, introduction to a new lesson, presentation of new information, practice and application of the new language or information, and evaluation to assess the students' grasp of the lesson. This structured approach ensures that students are actively involved in the learning process and have opportunities to both learn and apply new skills or knowledge.

3. **To what extent do the teachers assess students' listening comprehension.**

The first respondent, who teaches 11th-grade students, emphasizes the importance of evaluating students' listening skills in learning English. According to the respondent *"learning language cannot be separate from any other skills, especially listening, as the crucial part."* It means that language learning involves not only reading but also expressing oneself and responding to others, which makes listening a crucial skill. (Bozorgian & Pilla, 2013), (Mercadal-sabbagh & Purdy, 2016) suggests that learning to listen is intertwined with learning to respond effectively. Additionally, the ability to understand spoken language is essential for students to be responsive in communication. Amir et al., (2019), (Gilakjani & Sabouri, 2016) defines listening as a multifaceted process that includes receiving the speaker's words, constructing meaning, negotiating meaning with the speaker, and responding. This process involves active engagement, imagination, and empathy to create understanding.

The second respondent explained that good grades serve as a motivation for students, indicating that their efforts in school are successful and their learning is meaningful. As the respondent said *"The*

students who rank in the class, although not specifically mentioned, it showed that they really put the high efforts to master each subject studied." (Mamoon-Al-Bashir et al., 2016), (Márquez et al., 2023) suggests that grades are essential for providing feedback to students, and when grading is specific to the content being taught, it can lead to improved performance. Gray & Diloreto, (2016) found that students who received comments tailored to their performance showed a significant increase in their scores on a task, while those who received only grades or both grades and comments experienced declines in their scores. Therefore, personalized feedback appears to be more effective in enhancing student performance compared to grades alone.

Conclusion

Based on the findings and discussions, several conclusions can be drawn regarding teachers' strategies in teaching listening comprehension and assessing student feedback at MA Ma'arif Jogorogo. These conclusions are as follows:

Despite listening not being formally scheduled, teachers still incorporate listening into daily lessons. However, there are varying opinions among teachers regarding the interpretation of strategies in listening. Some believe that these strategies are interdependent and interrelated with other skills.

The implementation of listening strategies shows similarities among teachers. They employ various techniques and media, including audio-visual aids for both auditory and visual learning, dictation exercises, group discussions, and quizzes designed for question-and-answer sessions.

The teachers' approaches to assessing listening skills vary. Some teachers assess their students by observing the accuracy of their responses to missing text exercises, engaging them in group discussions and question-answer sessions, and assigning fill-in-the-text and homework assignments. Additionally, they evaluate their students' work based on the guidelines provided in the worksheets.

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