# ANALYZING TEACHER'S DIFFICULTIES IN TEACHING LISTENING

Suhud Aryana[1], Yanuarti Apsari[2]
suhudaryana04@gmail.com, yanuar.apsari1@gmail.com

IKIP SILIWANGI

## ABSTRACT

This research is based on the importance of listening skill for students at Senior High School especially twelfth grade, because they will face the National Examination. As one of English skill, listening is the most difficult skill to be taught and this process cannot be avoided by all teachers who teach English. Moreover, some teachers still get difficulties how to teach listening to students and this research is focused on Analyzing Teacher's Difficulties in teaching listening. In this research, the writer used case study and qualitative research method. The subject of this research was one of an English teacher at MA Islahul Aqidah Cikalongwetan West Java. The instruments of this research are observation, interview and questionnaire. In short, the results of this research showed that teacher's difficulties divided into two factors, those are internal and external factors. Internal factors which came from the respondent himself such as; he feels the difficulties in teaching, preparing listening materials, choosing method, technique, and strategy. External factors are; sound from environment activities like woodcutter machine, module, media problem as cable injector of sound system to laptop, English laboratory, electric off, and the difference of listening materials in syllabus 2013 curriculum and National Examination materials.

*Keywords:* Analyzing; Listening; Teacher's Difficulties.

## A. INTRODUCTION

Language is essentially human. It means human is the produce and the consumer of language for system communication activities. As McArthur (1992) in Kaswan and Dasep (2011:9) argues that la refers to human systems communication. In this globalization era, English is international language that all of countries in the world can use it, and also English becomes a material for final examination in Indonesia and all of students have to pass it. The role of teacher is facilitator for helping students to learn English. As Harmer (2008: 57) states that we have already used the term 'facilitator' which is designed to help students learn.

In teaching English, there are four skills such as listening, speaking, reading and writing that must be mastered by a teacher. Listening is one of them which to be subject in final examination. As Susanto (2008) argues that as in previous years that the English National Examination consists of: Listening, Reading, and Language Function*". It is the obligation for English teacher to teach students how to be a good listener. As the result, the teacher should face some problems in teaching listening process. It has been claimed that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening (Nunan, 1998) cited in Nation and Newton (2009: 37). Therefore, the writer has intended to analyze teacher's difficulties in teaching listening at MA Islahul Aqidah Cikalongwetan West Java.

## B. LITERATURE REVIEW

### 1. Teaching Listening

Teaching listening is the active process of receiving and responding to spoken where is the teacher as the speaker and the student as the listener in process direct learning listening. Broughton, et al. (1980: 65) states that listening calls for active participation in the communication between the participants and a receptive skill is involved in understanding the message.In listening there are some types such as *Extensive listening* which is to encourage them to go to English language films with subtitles, *Intensive listening* which is different from extensive listening in that students listen specifically in other to work on listening skill, and in other to study the way in which English is spoken, and *Live listening* is used to refer to situations in which the teacher brings visitors into the class  (Harmer, 2007: 133).

### 2. Listening Method

In the method of listening skill, there are some modern method as follows; *Interpersonal Activities* one effective and nonthreatening way for students to develop stronger listening skills is through interpersonal activities, such as mock interviews and storytelling, and *Group Activities* larger group activities also serve as a helpful method for teaching listening skills to students. We can begin with a simple group activity Switzer (2007). While, Listening Strategies according to O'Malley and Chamot (1990) in Field (2009:294) state that listening strategies divided into three, there are; *Meta cognitive* is 'planning for, monitoring or evaluating the success of a learning activity'. *Cognitive* is overating directly on incoming information, manipulating it in ways that enhance learning. *Social-affective* is 'interacting with another person to assist learning'.

### 3. Listening Media

Media in listening teaching, acrroding to Heinic, et al. (1996) in their book which is entitled "The Instructional media and technologies for learning" divided some media in teaching listening process, there are:  Computer is a media electronic that uses by teacher for save all of files, such as DVD/MP3 record, playing audio or video conversation. Sound system is a media electronic for listeners in listening process to listen voice someone which have been conversation. Audiotape is media electronic which commonly found in the class language laboratory. That the students can use for record their voice. Microphone is a media which is use for help students argued something about material what they learned.

The Difficulties in Teaching Listening such as External factors which is a problem that comes from individual outside those are; *Equipemants,* it is like teacher's facility in English laboratory, as like computer, sound system, audiotape, microphone, cable act. If one of them does not work that will become factor both teacher and students in listening take a place. *Students,* it is someone who is learning in the classroom and which can be influential toward teaching process if they cannot follow the role in the class. "Teacher will not be successful if they merely try to impose a pattern of learner autonomy" (Harmer, 2007: 02). Internal factors is a problem that comes from individual inside, such as: *teacher's skill*, according to Harmer (2007:28) teacher's skills are "Managing classes, matching task, variety and destination or settings. *Teacher voice*, how the way he or she speaks and what they sound like have crucial impact on the class.  Harmer (2007: 36) has argued that "Teachers need to be audible, they must be sure that the students at the back of class can hear them just as well as those at the front".

## C. RESEARCH METHODOLOGY

In this research, the writer uses qualitative research designs include analyzing, describing and interpreting the data. As Creswell (2012: 236) states that "Analyzing qualitative data requires understanding how to make sense of text and image, so that you can form answers to your research questions". This study employed case study since it can maintain 'deeper' understanding of social phenomena that is teaching program (Silverman, 2005; 10 as cited in Apsari & Yana, 2015). Cause case study method is the study of the particularity and complexity of a single case. The "case" may be a single individual or several individuals. As Robert (2009:39) argues that "Single case study were like a single respondent in a survey or a single subject in an experiment".

Respondent of the research was an English teacher at MA Islahul Aqidah Cikalongwetan. Where this respondent as information resource can give respond and help the writer to answer the question of the research, especially the question in this research about teacher's difficulties in teaching listening. As Creswell (2012: 382) states that "Participants in a study can answer and complete the researcher's questions, the participant chooses answers to questions and supplies basic personal or demographic information".

The isntrument of this research the includes observation, interview and questionnaire. Observation is one of ways the writer for getting and collecting information data before going to interview and questionnaire step. "Qualitative data collection is more than simply deciding on whether you will observe or interview people" (Creswell, 2012: 204). In data collection technique of this research, the writer does observation, questionnaire and interview to respondent as Creswell, (2012: 204) states "Qualitative data collection is more than simply deciding on whether you will observe or interview people". In analyzing process, the writer described the content of data analysis that can be used when qualitative data has been collected through observation, interviews, and questionnaire. As Tavakoli (2012: 145) states that data analysis is "The process of reducing accumulated data collected in research to a manageable size, developing summaries, and looking for patterns".

## D. FINDINGS AND DISCUSSION
### 1. Results of Observation
The writer did observation from video documentation which the result showed that respondent faced some problems in teaching listening. such as; he used three language for explaining the material, he faced difficulty to concentrate because the sound of woodcutter machine from outside of the class, he faced difficulty with the cable injector sound to laptop which sometime error, and method or strategy that he used even explaining the material to students.

### 2.Results of Questionnaire
Here are the data of respondent concerned teacher's difficulties in teaching listening through questionnaire. From the quesiones sheets it showed that from twenty statements which are consists from positive and negative statements. Where positive statements associated with choice value, such as 5 for strong agree, 4 for agree, and 3 for neutral, 2 for disagree, and 1 for strong disagree. Instead, from 1 for strongly agree, 2 agree, 3 for neutral, 4 for disagree, and 5 for strongly disagree which they are associated with choice negative statements value. Through a number of statements above, it is gained by way of summing up the value of each answer from all the statements. Then, it is divided with many of statements. As Ruseffendi (2006: 574-575) states that: Likert scale asks us, as individuals, to answer statements with very agreeable answers (SS), agree (S), unable to decide or neutral (N), disagree (T), or strongly disagree (ST).

each answer is associated with a number or value, example SS = 5, S = 4, N = 3, T = 2, ST = 1 for a statement that supports positive attitudes and the opposite value, thos are SS = 1, S = 2 , N = 3, T = 4, and ST = 5 for questions that support negative attitudes.

The result of quesioner showed that the respondent overall score is 2, (obtained from (2 + 2 + 3 + 1 + 1 + 2 + 4 + 1 + 1 + 2 + 2 + 2 + 2 + 1+ 4 + 3 + 3 + 1 + 2 + 2 ) : 20). Which indicate the result is low level, because if the value from statement answer column 1 until 5 that associated with level such as; 1 for lower level, 2 for low level, 3 for neutral level, 4 for high level, and 5 for higher level. Where they are showed how far the difficulty level that faced by respondent in teaching listening. Furthermore, the value from statement answer column 1 and 2 could associate with negative, 3 neutral, 4 and 5 positive, based on sums of statements in the table above. Therefore, the writer interpreted the result of questionnaire is negative because respondent overall score is 2 which indicate with low level. It means that the respondent faced some difficulties in teaching listening.

As Ruseffendi (2006: 576-580) argues that A person's attitude to a being expressed through a number of statements is obtained by incrementing the value of each answer of all statements, then dividing it by many statements. If a resource person is asked to choose 5 statements from 22 valuable statements (remember the student does not know the value of each of the statements he chooses) 10, 10,5 7,2, 8,1, and 4.2 then the attitude value of the source is 8 (obtained of (10 + 10.5 + 7.2 + 8.1 + 4.2): 5). If the value of attitude is between 1 and 11, then the attitude to counting is quite positive.

### 3. Results of Interview
The results of interview with respondent, as follows; Respondent felt difficulty in teaching listening because listening is categorized as a difficult subject to second language taught. than, he faced difficulty in preparing material. Cause the committee from the school did not provide module or textbooks. He felt difficulty in choosing method, technique, and strategies.

He felt difficulty to concentrate even teaching listening process took a place there is sound from woodcutter machine outside. He also felt difficulty with module which did not provide by school institution. As the result, he should find out the other books. Respondent faced difficulty with cable injector to speaker, which it is suddenly did not connect. Respondent faced difficulty when teaching listening process did not use English Laboratory. The respondent faced difficulty even teaching listening process the electric off suddenly. The respondent faced difficulty to match listening materials from syllabus system in 2013 curriculum with materials National Test. Because in syllabus listening materials discussed about song but in National Test discussed monolog and dialogue and it looked very different.

Therefore, the data results from respondent's answers that would support this research question, which all the answers derive from observation, questionnaire and interview. The results from interview showed that the respondent felt some difficulties in teaching listening which data results divided into two factors as follows:

### a. Internal Factors
This factor which came from himself such as; The first, respondent felt listening is categorized difficult to teach. Because English as foreign language in Indonesia, so, the students used Indonesia language or they are mother tongue to interaction. As the result, the ears of students did not familiar with English words. For supporting statement above, he agrees with the

statement in questionnaire as like *"I think of the four skills to teach English listening is one skill that is difficult to teach".* The writer did observation on video documentation. It showed that he should explain to students by using three languages, such as; Indonesia, Sundanese, and English, in order to, make students understand what he said.

The second, he faced difficulty in preparing material, because the committee from the school did not provide module. As the results, he should find out material in others books or look at the internet. For supporting his reason above, in questionnaire showed that he agrees with the statement like *"I find it difficult to prepare listening materials"* In observation which did by the writer, it is also showed that he did not take a module even in teaching listening. In chapter two, Harmer (2007: 31) argues that "Equipment is the essential of good teaching".

The third, he felt difficult in choosing method, technique and strategy. The reason of that is English as foreign language for students. Sometimes he faces difficulty to explain and discuss the material if method, technique, and strategy unsuitable for students. Therefore, he should be creative to choose method, technique and strategy for successful in teaching. In chapter two, Field (2009: 296) states that "The strategy is successful only if it goes some way towards dealing with the potential or actual problem of understanding". For supporting his reason above, in questionnaire he agrees with the statement like "I felt I found some difficult to choose methods, techniques, and strategies for listening ". For making sure his answer, the writer did observation on the video documentation, it showed that he looked confuse when explaining and discussing of material.

**b. External factor**
This factor which came from outside such as: The first, he was disturbed with sounds from environment activities such as sound of machine woodcutter. Which this sound disturbed his concentrating even teaching listening process. For supporting the reason above, in questionnaire data also showed that he agrees with the statement such as "I felt disturbed when there are external factors such as noise during listening learning proces" .The writer did observation on the video documentation to support respondent's answer and it showed that he could not concentrate and said "It's not finished yet that cut down the bean sprouts tree"

The second, he felt difficulty with module which made the respondent difficult to prepare the materials. As specially in teaching listening that needs textbook which should completely CD or DVD audio. As in the chapter two, Heinic, et.al (1996) had stated that "CD/MP3/DVD record is a material of media in teaching listening which could be used on teaching process". For supporting his answer above, in the video documentation also it showed that he did not bring a module in teaching listening process.

The third, he felt difficulty with media problematic such as speaker injector cable to laptop which sometime error. He said even interviewing section that "As we saw earlier during the listening process that not all media tools support well. Because a problem with the cable injector to the speakers, sometimes I feel complicated also with the state of such media. For supporting his reason above, in the questionnaire he agrees with the statement like this "I find it difficult to teach listening without using media as a tool like a sound system". In video documentation also he looked busy to repair injector cable that sometime error or did not connected.

The forth**,** he faced difficulty with facility at the school. Because in there did not available English Laboratory.  As the result, he should prepare all of the media for teaching listening. For supporting his reason above, in questionnaire he agrees with the statement like this "I find it difficult when teaching listening without using a Language Lab". In chapter two Harmer (2008:141) argues that teacher access is a apart from the separate language booths, laboratories also only listen in to individual student, but can also talk, with the use of microphone and headset, with one student at a time.

The fifth**,** he faced difficulty even teaching listening process the electric off suddenly. It became factor where teaching and learning could not continue. As he said "If the power goes out, well it's already done" it showed that he disappointed with electric off suddenly. As we know that the electric was the first factor to support success even teaching and learning listening took a place.

The sixth, he felt difficulty to match listening material from syllabus system in 2013 curriculum with the National Examination material. Because in syllabus, listening material discussed about song but in National Examination discussed monolog and dialogue which looked very different. As he said in interviewing section "In our syllabus it is emphasized at the end of the material meeting about music, but when it comes to the execution of the National Examination Test, that dialogue and monologue is very different and quite difficult to manage, so we need to be more creative in managing the materials so that the learner did not feel dizzy ".From discussion above the writer concluded that teacher's difficulties in teaching listening by using diagram below.

## E. CONCLUSION

Based on the writer's investigation, the writer can conclude that the respondent faced some difficulties in teaching listening. Where he faced internal and external factors even teaching listening took place. Internal factors which came from himself such as; he felt that teaching listening is categorized difficult to teach, he felt difficult in preparing materials because he did not give module or text book from school as the result, he should find out listening materials in other books, and he felt difficult in choosing method, technique or strategy for teaching listening. External factors which came from outside himself such as; the sound from outside of the class as like woodcutter machine, facilitating such as module and English Laboratory which has not provided by committee of the school, the media problematic as follow cable injector which sometime does not work, and the electric off.
The findings also showed that in the questionnaire result the respondent overall score is 2 which indicated negative. Negative here means that he exactly faced some difficulties in teaching listening.

## F. REFERENCES

Apsari, Y., & Yana, Y. (2016). TEACHERS'TECHNIQUES AND PROBLEMS IN TEACHING READING. *P2M STKIP Siliwangi*, *2*(2), 217-233.

Broughton, G. et al. (1980). *Teaching English as a Foreign Language.* 2th ed. New York: Routledge & Kegan Paul Ltd.

Creswell, John W. (2012). *Education Research*: *planning, conducting, and evaluating quantitative and qualitative research*. 4th ed. Bostom: Pearson Education, Inc.

Field, J. (2009). *Listening in the Language Classroom.* New York. Cambridge University Press.

Harmer, J. (2007). *How to Teach English*. Oxford: Ocelot.

Harmer, J. (2008). *The Practice of English Language Teaching*. 3th ed. Cambridge UK: Longman.

Heinic, R. et al. (1996). *Instructional Media and Technologies for Learning*. London: Prentice-Hall, Inc.

Kaswan, & Suprijadi, D. (2011). *Language in Society*. Cimahi: STKIP Siliwangi PRESS.

Nation I S. P. & Newton J. (2009). *Teaching ESL/EFL Listening and Speaking.* New York: UK Routledge.

Robert, Y.K. (2009). *Case Study Research Design and Methods.* London. SAGE Publications, Inc.

Ruseffendi. (2006). *Pengantar Kepada Membantu Guru Mengembangkan Kompetensinya dalam pengajaran Matematika untuk meningkatkan CBSA.* Bandung. Tarsito.

Siswanto, (2008). *Bank Soal Kelas 3: Prediksi Ujian Nasional (Bahasa Inggris/Tahun 2006).* February 16, 2016.(Online). Retrieved from: http://www.invir.com/latihan/sma3predeng06.html.

Switzer, C. (2007*). Modern Method of Teaching Listening Skills*. Article. January 15, 2016. Demand media. Retrieved from http://classroom.synonym.com/modern-methods-teaching-listening-skills-2458.html

Tavakoli, H. (2012). *A Dictionary of Research Methodology and Statistics in Applied Linguistics.* Oxford: Wiley-Blackwell.