Listening Teaching Strategies in Online Learning

Adinda Maharani Tarigan1, Ikhwan Pohan2

[1] Universitas Prima Indonesia, Indonesia

[1] adindamaharani2210@gmail.com, [2]alikhwanzana@gmail.com

Abstract

This study discusses Listening Teaching Strategies in Online Learning. The reason the researcher chose this discussion is that listening is one of the important points in English, where teachers need important strategies to convey every material in listening learning, both directly and through online learning. The researcher's aim in this study was to understand listening teaching strategies in online learning, and the collection method chosen by the researchers in this study was qualitative because the researchers collected data directly through questionnaires given to respondents. All the information that the researchers obtained in this study came from respondents, namely 10 English teachers who teach in junior high schools and have experience teaching listening material to students, either directly or through online learning. The data researcher obtained in this study was sourced from respondents' answers, in this study the researchers discussed in detail and accurately related to Listening Teaching Strategies in Online Learning that can be proven true.

Keywords: *Online Learning; Listening; Teaching Strategies*

INTRODUCTION

As an international language, English is very important for students to learn in every school. English has an important purpose to support students' careers in the future. To support. English language skills, students must be able to master some basic skills in English, namely reading, writing, speaking, and listening. Listening is one of the English skills that must be mastered by students because it is one of the important instruments in shaping students' character. Listening can be interpreted as an active process of receiving stimuli (stimulus) in the ear (aural) (DeVito, 2013). Then, learning strategies are an activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently Hidayat, 2019). Online learning is a teaching and learning process that utilizes the internet and digital media in delivering the material(Allen, 2013). Listening skills are important things that must be considered in teaching English because we have to know what other people are saying and students need to understand the words they hear from each teacher's explanation (Mutia, 2020).Listeningisoneoftheabilitiestoreceiveandanalyzewhatsomeoneissaying.Therefore,listeninghasseveralpurposes,suchasunderstandingandobtaininginformation.

This research is different because it uses a questionnaire system that is sent to 10 junior high school English teachers. The questionnaire contains 10 questions prepared by the researcher to be filled out by the respondents. The questions compiled by the researcher include listening topics, teaching strategies, and online learning, these

 topics were chosen by the researchers to realize the researcher's title, namely "listening teaching strategies in online learning".

This topic is important to research because listening is one of the basic components in English that can deepen the English skills of researchers and readers. In this study, researchers can solve problems in the form of what teaching strategies are good to support the listening learning process, the selection of the right media by the teacher to support an active and fun listening learning process for students, how teachers overcome time constraints in teaching so that learning is always making a good impression on students, and how to improve the quality of teaching in online learning.

This research contributes to helping interested parties in learning English, especially on the topic of listening. This research is expected to be a material and reference for teachers, researchers, and readers to pay more attention to listening teaching strategies. Based on the background above, the researchers can obtain the formulation of the problem, which is as follows: 1. What are the strategies for teaching listening in online learning? 2. What media can be applied to carry out the online listening learning process? 3. How to improve the quality of teaching in online learning?

METHOD

This study uses qualitative research. The Qualitative research is a type of research where researchers collect data systematically, naturally, or directly, and produce descriptive data in the form of written or spoken words, also through observing the behavior of people or groups, natural data, and valid data, and can be verified. Researchers do qualitative research methods through questionnaires and documentation. Qualitative research is research that must be based on direct conditions or natural conditions of the object under study. The things that the researchers observed in this study were the teacher's strategy in teaching listening, what media the teacher used to support the listening learning process, and how to improve the quality of teaching, both in face-to-face and distance learning, or online learning.

In this study, the subject of the study were 10 teachers of English subjects who teach in junior high school, and usually raise the topic of listening to students, either in person or using online media. The subjects were chosen by researchers to determine the extent to which the listening learning process in online learning is achieved, and the extent to which teachers can overcome time constraints in teaching listening so that all listening learning materials can be understood by students well.

The research instrument is the method used to obtain information, so that information can be easier to process. A research instrument is a tool or facility used by researchers in collecting data to make their work easier and better results, more accurate, complete, and systematic so that can get data easier to process.

 In this research, the researchers collected data through a questionnaire containing 10 questions and sent to the participants, namely 10 English teachers in junior high schools, using a in the form of a google form. Researchers chose the google-form for the reason to make it easier for researchers to collect data, also because the google-form can be more easily accessed by anyone. Google-form is one component of

the google-docs service that is very suitable for students, teachers, lecturers, office workers, and professionals who like to create quizzes, forms, and online surveys, which aim to collect certain information.

The data analysis technique used by researchers in this study is the process of collecting data from beginning to end. Like the questionnaire process, the research prepared 10 questions to be answered by the respondents through the google form instrument, then the researcher analyzed the answers given by each participant. If the participant's answer does not satisfy the researcher, the researcher proceeds to the stage of obtaining an answer that is considered clear and accurate. Researchers also choose what is important to study further so that they can make conclusions that are easily understood by themselves and others. Based on the explanation above, the data analysis in this study is divided into several components, namely Data Reduction, Data Display, and Conclusion.

RESULTSANDDISCUSSION

In this chapter, we will discuss the results of the research study entitled "Listening Teaching Strategies in Online Learning", starting from the distribution of questionnaires which are expected to be used as research results by covering the general description of respondents to data in the form of answers generated from respondents. The following are answers from 10 respondents, for the preparatory questions that the researcher has prepared.

1. Where are the sources of material learning indicators?

Figure 1. Answers from respondents
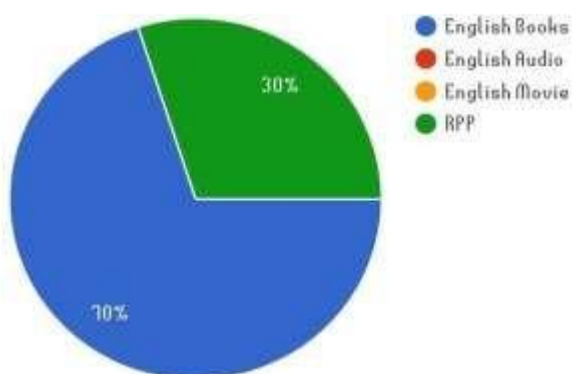
Through the diagram above, we can see the percentage of 10 respondents to the question "Where is the source of learning indicator material?", the researcher got the fact that 70% of respondents chose English books (school textbooks) as a source of material in learning, this proves that textbooks Schools play an important role for teachers and students in carrying out learning. Teachers make school textbooks as guidelines for finding sources of indicator material to be taught to students. Meanwhile,30% of respondents chose RPP or (Lesson Plan) as a source of learning material indicators for their reasons.

2. What instructions will you ask students to prepare for online learning?

Table 1. answers from respondent

1	Open the English packet book.
2	Pray before starting to study, open an English package, listening to audio Containing explanations through the wa group.
3	To pray and open the English packet book.
4	Open your google classroom.
5	To take pray and open an English book
6	They have to read the material first.
7	Open the English book.
8	Open the book, and read the materials.
9	Filling absences, reading the topic, making a quiz,and doing your homework.
10	Learn the material and please make sure your connection is stable before class starts.

The table above is 10 answers from each respondent to the question" What instructions would you ask students to prepare for online learning?", the researcher found that the respondents' answers were dominant in instructing their students to open their school textbooks to start learning preparation, also instructing students to reading material. This proves that school textbooks play an important role in the ongoing teaching and learning process between teachers and students. Some respondents also gave answers to asking students to pray before starting the lesson. The researcher found that as teachers we must always guide students to remain religious in their studies and daily life.

3. What is the source of important material learning indicators in the online learning process?

Figure 2. Answers from respondents
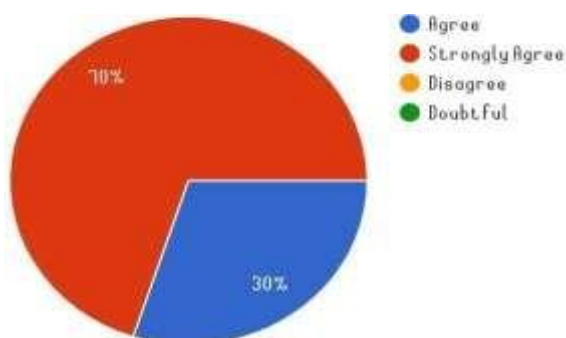
Through the diagram above, we can see the respondents' answers to the question "What are the sources of important material learning indicators in the online learning process?", and the researchers found 70% of respondents' answers lead to "strongly agree" to the question, and 30% of respondents' answers lead to "agree", both of these prove that all respondents agree that the material indicators in online learning are every important. With material indicators learning, teachers can determine the extent of student understanding and determine what next material can affect student understanding.

4.What media will you use when teaching listening material in online learning?

Figure 3. Answers from respondents
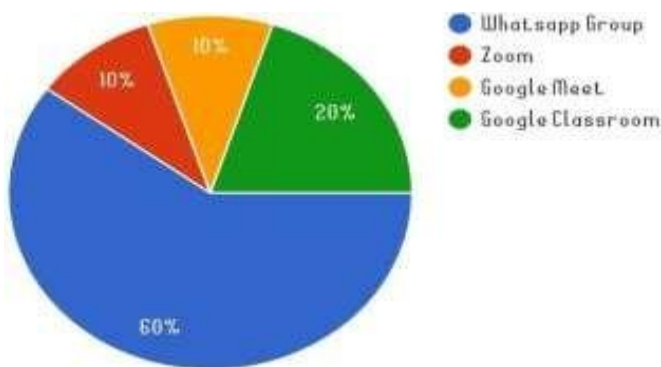
The diagram above is the percentage of respondents' answers to the question "What media will you use when teaching listening material in online learning?", researchers found that 60% of respondents' answers lead to "Whatsapp Group". WhatsApp is an application to exchange messages instantly, and allow us to exchange pictures, videos, photos, voice messages, and can be used to share information and discussions (Larasati & Setyawati 2013). While WhatsApp group is one of the features in WhatsApp that serves to connect several people at once in a chat group to exchange information. This proves that Whatsapp is the application that most teachers choose to carryout online learning. 20% of respondents' answers point to "Google Classroom". Google classroom is designed to facilitate teacher and student interactions in cyber space (Bender & Waller 2014). This application provides an opportunity for teachers to explore their scientific ideas to students". This proves that "Google Classroom" is an application that occupies the 2nd position in the sequence of the diagram above which is one of the media choices used by teachers in online learning. 10% of respondents' answers point to "Google Meet", google meet is a video communication service developed by Google. The last 10% of respondents' answers lead to "Zoom", Zoom Cloud Meetings, is a system that is implemented online via a smartphone or computer device (AdrisSetiani, 2020).

5. What are students' activities in listening comprehension in online learning? Mention3!

Table 2. answers from respondent

1	Follow teacher instructions to Listening Short English Audio or Watching Short English Movie, Listening or watching carefully, Making assignments.
2	Listening to the teacher's English audio explanation, following the teacher's instructions, Doing assignments.
3	First, listen clearly to the listening material given by the teacher, Second, take notes on words that are not understood, and last, ask questions to the teacher.
4	1. Story Listening, 2. Listening Dialogue, 3. Listening Music.
5	Listening to the teacher's instructions through English audio, listening to the listening material given by the teacher, nothing words that are not understood from the listening material given by the teacher.
6	Story listening, Daily Quiz, and Draw Listening.
7	1. Listening to the English song 2. Watching English short movie 3. Making assignment.
8	Listening to some English audio, watching some short English videos, Listening to some English songs.
9	Focus listening audio, Remember, Writing, and Practice.
10	Listen to a story, tell the story, and Guess what it is.

The table above is 10 answers from each respondent to the question "What is the student's activity in listening comprehension in online learning? Mention 3!", based on these answers, the researcher found that students' activity to learn listening in onlinelearningpredominantlyleadstolisteningtoshortaudioexplanations.givenbythetea cher to students, then student activities lead to following the teacher's instructions to understand the material given by the teacher, such as watching videos or short English films, as well as doing the assignments given by the teacher. this explains that in listening learning in online learning, teachers need skills and creative ideas to provide listening material to students.

6. What are teachers' activities in teaching listening comprehension in online learning?Mention3!

Table 3. answers from respondent

1	Open the class by sending some audio in English, explaining the material by sending English audio or video to students, making an assignment at the end of class.
2	Open the class with prayer, send short English audio or music or movie, Guide students in doing assignments.
3	Provide material in English audio or English video, giving instructions to students about the material, Directing students to do the task.
4	1.Listening strategies 2.Partner conversation 3.Story telling
5	Giving instruction and material in WhatsApp group, giving students some English audio/ short video/ song/ movie, Giving assignment from the material.
6	Partner conversations, storytelling listening ,Daily Listening
7	1.Send material with short English audio 2. Help students analyze the Material 3.Give assignment
8	Prepare the material by sending some English audio to the student, helps student if any obstacles in the material
9	Playing audio listening play & pause, Observe and Evaluate students
10	Listen to a story, tell the story, and Guess what it is

The table above is 10 answers answer from each respondent to the question"Whataretheteacher'sactivitiesinteachinglisteningcomprehensioninonlinelea rning? Mention 3!", each respondent answered a question based on experience as an English teacher teaching listening material in online learning. The dominant respondent's answers lead to "sending listening material to students in the form of short audio in English, sending short videos in English, and giving assignments to students through the material that has been given previously". This proves that each respondent has its strategy in teaching listening in online learning, but all of these strategies lead to the achievement of fun and not the monotonous learning process.

7. What tips will you do to develop listening material presented in online learning?

Table 4. answers from respondent

1	To prepare for your teaching time, open the asking and question time with your students, actually students like watching some English variation movies.
2	Be a cheerful teacher, Send animated videos to students, Approach students.

3	Provide material that attracts students' attention, approaches students, don't be the angry teacher.
4	1. Watching a Movie or podcast in English 2. Listening music
5	Must be on time, because online learning has time constraints.
6	Try doing online dictations. Like listening to English songs.
7	Prepare for the best study time.
8	Motivate students to discipline time, because online learning time is very important.
9	I will be listening to music, watching American movies, listening to the People speaking English from audio.
10	Give assignments to students at the end.

The table above shows 10 answers from each respondent to the question "What tips will you take to develop the listening material presented in online learning?", each respondent gave a different answer based on their own experiences. The dominant answer refers to the word "time", whereas a teacher who teaches listening online must be able to overcome the limitation so four time. Online learning has certain time limitations because students and teachers can only communicate through the media and rely on the internet network. As teachers, we must be able to make the best use of teaching time, because the internet is not always in good condition.

8. How to improve the quality of teaching in online learning?

Figure 4. Answers from respondents
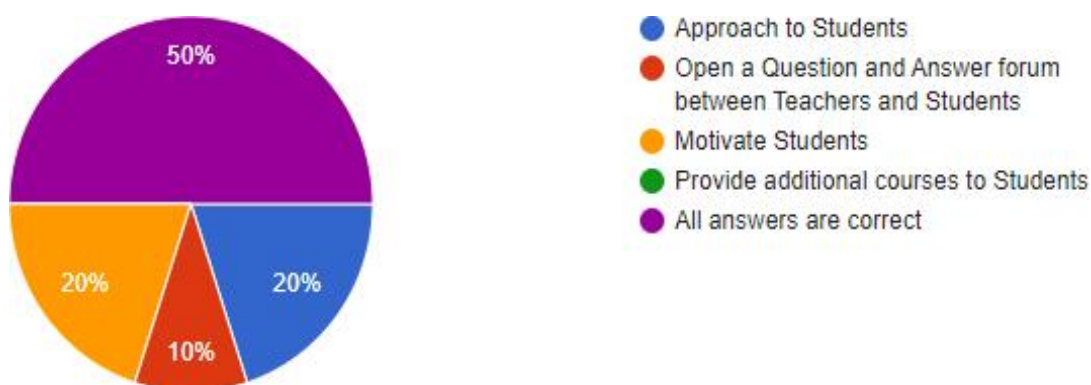
The diagram above is the percentage of answers to the question "How to improve the quality of teaching in online learning?", researchers found that 50% of respondents chose the answer "all answers are correct", this is because researchers chose answers that we're able to improve the quality of teaching in online learning.

20% of respondents chose the answer "motivating students". According to (Sadirman, 2018),student motivation is "The overall driving force in students that causes learning activities to occur, which ensures the continuity of learning activities and provides direction for learning activities so that the goals desired by the subject of study can be achieved. 20% of respondents direct their answers to the "student approach", this is also an important tip for a teacher to improve the quality of teaching in online learning, if a good relationship between teacher and student has been created, the teaching and learning process also tends to be harmonious. While 10% of respondents' answers lead to "opening a question and answer session between teachers and students", this is also an important one. To improve the quality of teaching in online learning.

9. Do students have difficulty understanding listening material in online learning?

Figure 5. Answers from respondents
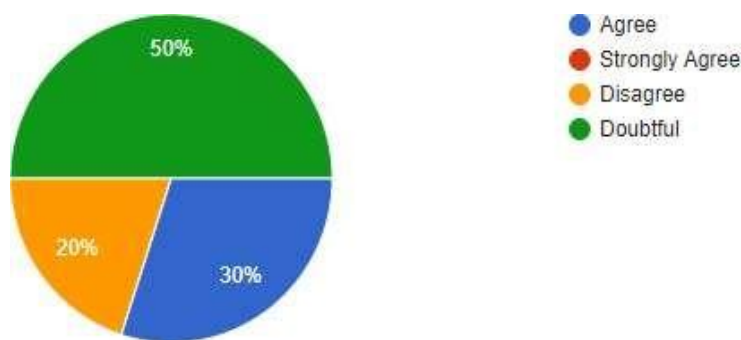
The diagram above is the percentage of all respondents for the question "Do students have difficulty understanding listening material in online learning?", researcher found that 50% of respondents chose "undecided" this is because respondents as teachers feel doubtful about the problems faced by students in understanding listening material in online learning, this is because respondents feel they are optimal in conveying material to their respective students. 30% of respondents' answers lead to "agree" it is possible that some respondents must agree that students may have difficulty understanding listening material in online learning. While the remaining 20% of respondents' answers lead to "disagree", this proves that some respondents do not agree that students have difficulty understanding listening material in online learning. Each respondent certainly has their reasons for the chosen answer.

10. In your opinion, should teachers give assignments to students at the end of online learning?

Figure 6. Answers from respondents
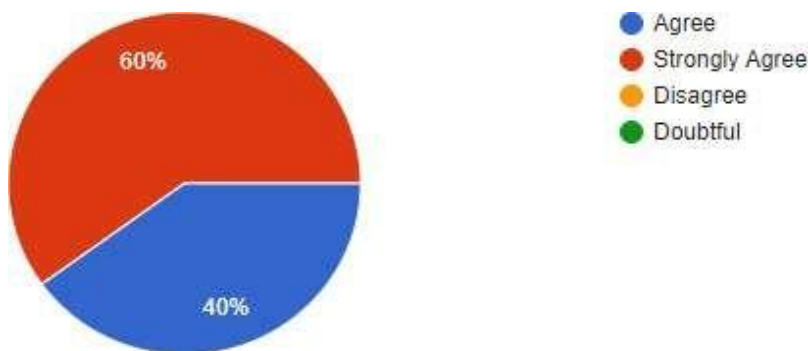
The diagram above is the percentage of all respondents' answers to the question" In your opinion, should teachers give assignments to students at the end of online learning?", the researcher found that 60% of respondents chose "strongly agree" to give assignments to students at the end of each lesson. 40% of respondents' answers lead to "agree" this is also an explanation that respondents agree to give assignments at the end of learning in online learning. The respondents' two answers above indicate that the respondent as a teacher does not mind giving the assignment at the end of class in online learning.

DISCUSSION

Listening teaching strategies are tips that we usually use as English teachers in delivering listening material to students, both in face-to-face learning and in online learning. This listening teaching strategy is very important for teachers to create a good and fun learning atmosphere, and be able to make student learning targets a success. The uniqueness of this research is that the researcher uses a questionnaire in the data collection process, this allows the researcher to obtain accurate and real data from the respondents as English teachers who have teaching experience both directly or in online learning.

The main finding obtained from this research is to teach listening in online learning a teacher must be creative in sending listening materials to students. Through this study, researchers can also compare the percentage of answers of each respondent in responding to questions, this is a new finding for researchers to find out the direct situation of each respondent when teaching in online learning. This research contributes to helping interested parties in learning English, especially on the topic of listening. This research is expected to be a material and reference for teachers, researchers, and readers to pay more attention to listening teaching strategies in online learning. In this research, researchers were able to solve problems in the form of what teaching strategies are good to support the listening learning process, the teacher's selection of the right media to support an active and fun listening learning

process for students, and how teachers manage time obstacles in teaching, so that learning always takes a good impression on students.

The difference between our study and previous research is in the opinion of there is not enough time for listening training. In the allocation of teaching time, teachers focus on vocabulary, grammar, reading, etc., but not enough time for listening training. One is that compared with vocabulary, grammar, reading, etc., the improvement of listening ability requires a lot of time and practice, and the effect is not significant; the second is that English teaching time is limited and time is tight while tasks are heavy (Suying Wang, 2020).

CONCLUSION

Through the answers of all respondents, the researchers found that listening teaching strategies in online learning with teacher present creative and varied materials such as providing material to students in the form of audio, video, films, music/ songs in English that attracts students' interesting learning. Teachers can overcome the limitations of teaching time by trying as much as possible to divide the time by when to open lessons and when to provide materials and exercises to students. Likewise, in improving the quality of teaching in online learning, teachers choose to approach students so that the teacher's teaching atmosphere is not monotonous, such as opening a question and answer forum between teachers and students and motivating students to be enthusiastic about learning. This research contributes to help interested parties in learning English, especially on the topic of listening. This research is expected to be a material and reference for teachers, researchers, and readers to pay more attention to listening teaching strategies in online learning. The limitation of this study that must be complemented by further research is the selection of more relevant media because in this study the researcher only selected several media that might be used in the listening learning process in online learning. Furthermore, it is hoped that learning media can be developed that can be used as a forum for listening learning in online learning apart from the media that have been mentioned by the researchers in this study. This of course aims to expand the creative ideas of English teachers in conveying each material to students, both indirect learning and online learning.

In this section, the researcher would like to convey some suggestions for English teachers, readers, and for other researchers based on the findings of the researchers in this study. It is recommended that English teachers be more creative and innovative in choosing teaching strategies in online learning to convey each material to students. It recommended looking for good and fun learning media to attract students' interest in online learning. Listening material can be distributed to students in the form of animated videos or short films in English because it will attract more students' attention to study.

Students will be interested in learning creative materials and practicing every material given by the teacher. It is recommended as a teacher to always be consistent in teaching time so that learning time is more efficient. For further researchers, especially those who have the same problem and are interested in conducting research, it is suggested that this research can be used as a reference. It is hoped that there will be further research on listening teaching strategies in online learning with a wider and more relevant selection of media.

ACKNOWLEDGMENT

REFERENCES

Adebo, P. (2018). Online Teaching and Learning. *International Journal of AdvancedResearch in Computer Science and Software Engineering*, *8*(2), 73.https://doi.org/10.23956/ijarcsse.v8i2.549

Allen, M. (2013). Michael Allen's Guide to E-Learning. Canada: John Wiley & Sons.

Bozorgian, H. (2012). The relationship between listening and other language skills ininternational English language testing system. *Theory and Practice in LanguageStudies*,*2*(4),657–663.https://doi.org/10.4304/tpls.2.4.657-663

Devito, J. A. (2013). The Interpersonal Communication Book 13th Edition. New Jersey: Pearson Education.

Hidayat, I. (2019). 50 Strategi Pembelajaran Populer. Yogyakarta: Diva Press.

Bender, W. N., & Waller, B. L. (2014). Cool Tech Tools for Lower Tech Teachers: 20 Tactics For Every Classroom. USA: Corwin Press.

Larasati, W.,dkk. (2013). Efektivitas PemanfaatanAplikasi WhatsApp sebagai Sarana Diskusi Pembelajaran Pada Mahasiswa (UIN SunanKalijaga Yogyakarta). Diakses dari https://www.academia.edu/10886930/Efektivitas_Pemanfaatan_Aplikasi_W hatsApp_sebagai_Sarana_Diskusi_Pembelajaran_Pada_Mahasiswa_Survei_Pad a_Mahasiswa_Ilmu_Komunikasi_Fakultas_Ilmu_Sosial_dan_Humaniora_Angka tan_2012_UIN_Sunan_Kalijaga_Yogyakarta_?auto=downl

Mutia, U. (2020). *The Lecturers' Strategies in Teaching Listening Comprehension (A Descriptive Study at The Second English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar 2020*.

Sadirman. (*2018*). Interaksi & MotivasiBelajar. Jakarta: Pt. Raja Grafindo Persada

Setiani, A. (2020). *Efektivitas Proses Belajar Aplikasi Zoom di Masa Pandemi dan Setelah Pandemi Covid-19. Prosiding Seminar Nasional Pascasarjana UNNES*. https://proceeding.unnes.ac.id/index.php/snpasca/article/view/605/523

Wang, S. (2020). Research on the Teaching Strategies of Senior High School English Listening Guided by The Meaningful Learning Theory. In *International Journal of Liberal Arts and Social Science* (Vol. 8, Issue 10). www.ijlass.org