



## A Classroom Listening Teaching Practice

<sup>1</sup>Razali Abdullah\*; <sup>2</sup>Rika Ariska; <sup>3</sup>Lia Rezita; <sup>4</sup>Siti Nurhaliza; <sup>5</sup>Hidayat,  
<sup>1\*,2,3,4,5</sup> English Education Department, The University of SerambiMekkah, Banda  
Aceh, Indonesia  
Email: [abdullah.razali@yahoo.com](mailto:abdullah.razali@yahoo.com)

### Abstract

*The aims of this study were (1) to find out how the teachers of SMP Negeri 5 Banda Aceh prepare teaching and learning process on listening instruction. (2) to find out how the teachers of SMP Negeri 5 Banda Aceh conduct teaching and learning process of listening instruction. And (3) to find out how the teachers of SMP Negeri 5 Banda Aceh evaluate the result on teaching and learning process of listening instruction. The subject of this study was the teachers of SMP Negeri 5 Banda Aceh who teach English. The number subjects are two teachers. The method used was descriptive analysis. Required data were collected through observation and interview. The data were analyzed by narration procedure and discussing. The result shows that before teaching and learning process was conducted, the teachers prepared teaching administrative requirement such as lesson plan based on the syllabus. The schedule and time allocation were suited with annual program, terms, and duration of effective week. During the teaching process, the teachers used four techniques of teaching listening skills namely: listening to dialogue, listening to a song, listening to the story that the teacher read and discussed. In teaching and listening process of listening instruction, the teacher applied Learner-Centered Approach. Next, the teachers evaluated students in two kinds of tests namely ongoing process test and final test.*

**Keywords:** Teaching and Learning Process; Listening Skill; Teachers' Evaluation; Teachers' Preparation, Teaching Listening

## A. Introduction

According to Gilakjani and Ahmadi (2011) in spite of its importance, listening has long been the neglected skill in second language acquisition, research, teaching, and assessment. It was traditionally believed that listening ability can be achieved along with the process of speaking and that listening does not deserve to be taught. Considering listening as a subject or a skill that can and should be taught is a fairly recent development in education Norton (2018). Different from other language skills, listening is an external process that cannot be directly observed. It is an active process in which a listener plays a very active part. While listening, a listener is actively engaged in the opinion and comprehension of ideas and facts, speaker and listener have a position function to perform: the speaker has to encode the message to be conveyed in appropriate language, while listener has to decode or interpret the message. Thus, students require much effort and practices in learning a foreign language to be able to understand native speakers at normal speed (Norris, 2003). In other words, if a student wants to improve his or her listening skill, he or she must be familiar with authentic materials such as video, musical songs (English songs), lecture and newscast for developing the listening skill.

It is known that the goal of listening comprehension is to be able to understand the speech of target language at normal speed in unmodified situations. Listening skill needs to be developed through a variety of activities in which the learner can see the quality of listening (Nikelas, 2008). He will see the quality when he has gradually had much better enjoyment in listening to a story, a good television show, or a musical selection in the target language.

Everyone should master English as it is a language. Since it is as a language, thus it must be taught at schools from secondary schools till higher schools or universities, even it has recently been taught at kindergartens. There are four language skills in English; speaking, listening, reading, and writing, that must be taught at schools (Larsen-Freeman, 2000). However, teachers usually face various problems in teaching English at schools especially in listening skills. Besides, they face different problems in various situations in teaching listening skills.

The statement of the problem is the initial activity of the research process and it is the most difficult. The problem leads the researcher to answering potential problems. In line with the statements written above, the problem of this study is as shown below: In teaching listening, how do the teachers of SMP Negeri 5 Banda Aceh prepare the teaching and learning process, conduct it, and evaluate it?

Regarding this study, SMP Negeri 5 Banda Aceh was chosen as research participant recorded the quality of the teaching-learning process

of English especially listening skills in the school with satisfactory performance. Further, general students of the school always meet the required standard in mastering English, especially in listening skills. Based on the fact, the writer made an investigation to figure out on what may cause the success, and then the writer assumes that the teaching-learning process of listening skills was the key of success.

As a matter of fact, teachers play a vital role in teaching and learning process. There are many ways to increase students' proficiency in listening such as managing a classroom and encouraging student's interest to listen in class. This will be applying through creating materials for listening skills. They will be inspired because of the classroom as an opportunity for learning and language practicing (Ahmadi, 2016). Suffice it to say that the classroom is one of the appropriate places that students can learn. It is important to apply a proper management in a classroom that provides as many as possible opportunities for students to use English and to enjoy learning it.

This research is intended to analyze the rule of classroom management in teaching listening skills or the teaching-learning process of listening skills. The research would cover the teaching-learning process of listening skills. The research findings are reported in this study entitled: "An Analysis on Teaching and Learning Process of Listening Skill (A Descriptive Study at SMP Negeri 5 Banda Aceh). This research has significance in education aspects, especially in the reading teaching-learning process. The writer hopes that the result of this research will have theoretical significance and practical significance. In theoretical significance, the research result can be used as a reference for those who want to research the teaching-learning process of listening instruction and the research can be useful for English teachers in giving additional input in the teaching-learning process of listening skills. Whereas practically, it is to help the students find the way of learning to listen correctly, it will give some information and knowledge about the teaching-learning process of listening skills.

## **B. Method**

The research designs used in this study was descriptive qualitative because the research aims at portraying the teaching and learning process of listening skill at the school. Since this study was descriptive qualitative research in nature, thus, the results of this research were not intended to generalize to a wider context or scope.

This study was conducted at SMP Negeri 5 Banda Aceh. This junior high school controlled by the government of Kota Banda Aceh. The students

of SMP Negeri 5 Banda Aceh came from different backgrounds of study and social economy. Some of them come from Keutapang, Geuceu, Setui, Lamlagang, and other areas nearby the school. The research participant in this study was an English teacher at SMP Negeri 5 Banda Aceh.

Since a research measures the collected data, so data are very essential in a research. In collecting the required data, it needs instruments to be used. In this research, instruments that are used to obtain data are observation and interview. Observation is one of the techniques in collecting data. The technique is used to observe the process of English instructive important things related to this and done by teachers as to monitor. The observation deals with classroom instructional systems, especially English listening teaching instruction.

Interview is one of the techniques in collecting data. In conducting this study, the writer interviewed the English teacher at SMP Negeri 5 Banda Aceh. This interview was aimed to know the teachers' listening instruction and their difficulties in doing the instruction. When interviewing the teachers, the writer recorded it by using a tape recorder. It purposes to avoid the loss of the result of the interview. Besides, documents such as photos were also collected to support the result of observation.

### **C. Research Findings**

The writer had interviewed the teacher (H) and asked some questions to complete this study, and the writer also made observations at the time of teacher teaching in the classroom, especially during listening class, to obtain accurate information. There are three information obtained from the findings. They are as elaborated in the following.

First, in term of preparation, the teaching and learning process of listening skill that was applied by the teachers covers giving motivation to the students to willingly listen what the teacher instructed. When the teaching-learning process, the teacher communicates with the students in English by using simple sentences, therefore all students can understand it. The teacher must always give motivation for the students to be active in listening to English material by giving a good score as feedback in teaching-learning of listening skills.

Second, in term of learning process, the teacher used to give the students a listening test continually for monitoring students' progress in listening skills. The teacher required students to discuss the materials that they had listened. The teacher familiarizes students to listen to the materials given through a listening tape recorder. And the teacher guides students to listen to the material given. The teacher used to use various methods or ways that can motivate the students to learn the listening skill. The methods or ways used by the teacher was like the result of observation. The teacher said that they were asked to listen to the

material given. After that, they were asked to answer the questions on the materials given.

SMP Negeri 5 Banda Aceh has a very specialization and good method of teaching English. An English teacher is not asked to teach the whole skill of English lesson but each teacher just taught the part of English lesson skills. For example, one teacher taught English listening skill and English reading skills only and other teachers taught English structure and English writing skills. The teachers were more professional in teaching because the materials of teaching have been specialized.

Every English teacher had to speak English when they taught the students. The students were more quickly able to speak English well because they followed and imitated the teacher when the teacher spoke English in the classroom and the students always communicated with English teachers by English in the class. These activities were useful for the students to train their listening skills. This activity could make them practice listening.

Lastly, in term of evaluation, the teachers evaluated students in two kinds of tests namely ongoing process test and final test. The test was conducted individually.

#### **D. Discussion**

The success of the teaching and learning process is influenced by some factors such as preparing the teaching and learning process, a technique used in the teaching and learning process, and facilities needed in the teaching and learning process. Next, the English teachers of SMP Negeri 5 Banda Aceh prepared lesson plan before teaching included the annual program, the semester program, the effective week schedule, the syllabus and the teaching plan. The teacher's preparation is needed to guide the teaching and learning process. Good preparation of instruction will influence the success of instruction.

Next, in teaching and learning process listening skills, the teacher used four techniques namely: listening to the dialogue, listening to a song, listening to the story that the teacher read and discussed. Furthermore, in the teaching and listening process of listening instruction, the teacher applied Learner-Centered Approach. Therefore, the teacher acted as a facilitator in the teaching and learning process as suggested by Harmer (2005).

The other factors that influence the success of the teaching and learning process are the facilities used in the activity. The teacher used a tape recorder, LCD, Video, and TV to teach listening skills. The students were asked to the students listening materials that were played in a tape recorder, video, LCD, or TV.

Besides, four factors made the students were able to listen to English well: Good teachers, good students, good environment and enough facilities. The teachers evaluated students in teaching English listening skills in two kinds of tests namely ongoing process test and final test. The test was conducted individually. Finally, the result of the teaching and learning process of listening skills has a good impact on the students' ability in mastering listening skills.

## **E. Conclusion**

After analyzing and discussing the data, some conclusions can be drawn as follows. The English teachers of SMP Negeri 5 Banda Aceh prepared lesson plan before teaching including annual program, the semester program, the effective week, the syllabus and the teaching plan. The teachers used four techniques in teaching English especially listening skill namely: listening to the dialogue, listening to a song, listening to the story that the teacher read and discussion. In the teaching and listening process of listening instruction, the teacher applied Learner-Centered Approach. The teacher used a tape recorder, LCD, Video, and TV to teach listening skills. The students were asked to the students listening materials that were played in tape recorder, video, LCD, or TV. There were four factors that made the students were able to listen English well: Good teachers, good students, good environment and enough facilities. The teachers evaluated students in teaching English listening skills in two kinds of tests namely ongoing process test and final test. The test was conducted individually.

Based on the conclusions above, some suggestions that are accepted to be useful in the future are offered as follows:

1. Teaching is a pure and glorious job. If the teacher teaches the students correctly the teacher will make the students clever and smart, if the teacher doesn't teach the students correctly the teacher will make the students more stupid. Thus, the teacher must teach the students correctly.
2. Teaching is much related to the method or technique. The method or technique of teaching must be suitable for the class and students' condition.
3. In the teaching learning process, the teacher should stress on teaching the ways or methods, which are suitable enough for the level of students in teaching language learning.
4. In listening subject, the teacher should make the students be easier in understanding and comprehending the listening materials given or distributed.

However, it is realized that this study is not perfect, thus the other researchers are suggested to conduct research that still relates to this study by using the other designs such as a classroom action research or experimental research or enlarging the location of research such as Senior High School level or university level.

## References

- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and research*, 2(5), 977.
- Norton, L. (2018). *Action research in teaching and learning: A practical guide to conducting pedagogical research in universities*. Routledge.
- Ahmadi, S. M. (2016). The importance of listening comprehension in language learning. *International Journal of Research in English Education*, 1(1), 7-10.
- Arikunto, S. (2002). *Prosedur penelitian (edisi revisi)* [Research Procedure (Revised Edition)]. Jakarta: Rineka Cipta.
- Nikelas, S. (2008). *Pengantar linguistik untuk guru Bahasa* [Introduction to linguistics for language teachers]. Jakarta: Depdikbud.
- Norrish, J. (2003). *Language learners and their errors*. Hongkong: The Macmillan Press Limited.
- Harmer, J. (2005). *The practice of English language teaching*. London: Longman Inc.
- Larsen-Freeman, D. (2000). *Technique and principle in language learning teaching*. New York: Oxford University Press.