Teachers' strategies in teaching listening comprehension at MAN 2 Kota Malang

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Keywords:	A B S T R A C T
Listening Comprehension; *Teachers' Strategies;* *Teaching Listening;*	The aim of this research is to find out the strategies used by teachers in teaching listening comprehension at MAN 2 Kota Malang. The objective of the research is to find out how the teachers implemented the strategy in teaching listening comprehension. Qualitative descriptive approach was used in the research. The research was conducted at MAN 2 Kota Malang and the participants were two English teachers of MAN 2 Kota Malang. The result of the research showed that the strategies used by teachers are Bottom-Up, Top-Down, and Socio-Affective strategy. Then, in the implementation of those strategies, the teacher used stages in teaching listening. The sequence was pre-listening, while-listening, and post-listening. In every single stage, the teachers conducted an activity in every stage with several media such as song, movie, and short dialogue.

1. INTRODUCTION

English has an important role in many aspects, including medicine, engineering, and education (Dutta, 2020). Because of the importance of English, people have to learn and master English neither just for daily communication or many important kinds of needs. On the way to learning English there are four important skills that should be learned and mastered; one of them is listening. Listening is more important than the other skill that must be mastered, this is because from listening people can understand someone's utterance (Richards, 2008). In fact, humans cannot talk before listening. To make humans get understanding and insight, knowledge, information and gain success in communicating with others, the most important skill one should master is listening (Kurniawati, 2019). Humans cannot talk before listening, because they generally get a vocabulary from what they hear from people around them. Listening and speaking are two skills that are highly interrelated and work simultaneously in real life situations (Semono, 2021). Someone with bad listening skills may have a bigger misunderstanding than a good one.

However, a person's ability to listen is not the same. This is caused by several things such as background, ethnicity or custom, education taken, a supportive environment, and also inseparable from agents who influence daily learning (Liu, 2001). Pollard states that listening is more difficult than reading because students even recognize the written word more easily than they recognize the spoken word (Kurniawati, 2019). This is also one of the factors that affects someone's ability in learning listening comprehension.

In the world of education, one of the influential agents in educating students and guiding them to success is a teacher. Teachers play a very important role in the learning process of students in the classroom. One of the teachers' roles in education is to help students to work and encourage students' interest (Murati, 2015). Due to the fact that listening is an essential and difficult skill to master, many causes have mentioned that one of the problems that teachers will face when teaching listening is students ignoring the materials because they have no understanding with the sound of listening. This proves that one of the problems of learning listening is students quickly forgetting what is heard (Yılmaz & Yavuz, 2015). Besides that, the problems of concentrating and missing are the beginning of listening. From the explanation above, it can be summed up that several strategies are needed in order to help the teacher arrange the classroom and learning process. Teachers need to design creative instructional media as much as possible to address the listening skills issues (Nilawati and Lutviana, 2022). Thus, strategy in teaching is several steps by the teachers to achieve certain goals (Barlian, 2013). The use of strategy has been important in the learning process since it became the core activity at the school. Hence, this kind of activity needs to be applied because the material cannot be accepted at all with the students with the various backgrounds, so the existence of strategy hope will have a good impact on students.

The studies about teachers' strategy in teaching listening have existed before. One of them is research by Rohmah (2017) investigated about the strategies used by teacher in teaching listening comprehension in Sekolah Menengah Kejuruan Negeri (SMKN) 1 Kediri. The research was conducted using qualitative case research design. This research only has one question: there is about the strategies used by teachers in teaching listening. The teacher of eleventh grade was chosen for the subject of this research. The finding of this research showed that the teacher of grade eleventh at SMKN 1 Kediri used some strategy in teaching listening. The strategies are bottom-up strategy, top-down strategy, and interactive strategy. The researcher not only described the strategy used, but also described the benefit in each strategy applied. In addition, the researcher also described the way the teachers implemented the strategy in some directions.

The second research was conducted by Hasanah (2020) with the same subject about the teachers' strategies in teaching listening. The subject of the research was an English teacher at eleventh grade of Sekolah Menengah Kejuruan Bina Bersaudara Medan. This research was conducted using descriptive qualitative research through observation and interviewing. The instruments of the research are observation, field notes, interview and documentation. The result shows that the teacher uses two strategies in teaching listening comprehension; those are metacognitive strategies and cognitive strategies.

The third research was conducted by Herlina et al., (2021) with the same topic about teachers' strategies in teaching listening Madrasah Aliyah Negeri Serdang Bedagai. This research was conducted using a qualitative method. The research questions in this research are two; first about the strategies used by teachers in teaching listening. Second, about the problem that is faced in teaching listening. The participants of this research were two English teachers in grade 12[th.] This research shows the finding that the students have a problem with the ability to explain or retell the content from the dialogue because they cannot catch the item of the listening dialogue. So, the English teacher used some strategy to solve the problem in teaching listening. There are note-taking strategy, summarizing strategy, and pay attention strategy.

From the explanation above, there is already a study dealing with teachers' strategy in teaching listening comprehension. But, only few of them mention the implementation of the strategy. Therefore, in this research the researcher wants to highlight the strategy used in teaching English and also the implementation of it. This research expects can be contribute theoretically

and practically. First, the result is expected to provide information and knowledge for the reader. Second, this research expected can be used as a reference in improving or develop in learning English especially in listening comprehension. Furthermore, the research wants to find out two answers to the research questions. 1) What is the strategy used by teachers in teaching listening comprehension? 2) How do the teachers implement the strategy in teaching listening comprehension? The objective of this research is to find out the strategy used by teachers in teaching listening comprehension and how the teachers implement the strategy.

2. METHOD

This research used a qualitative approach as a research design. The purpose of using this approach is to get information about the teachers' strategy in teaching listening comprehension (Sari & Gushendra, 2020). According to Saragih (2022) the aim of qualitative research is to explore the meaning of individual or group in a social problem. This research was conducted in Madrasah Aliyah Negeri 2 (MAN 2) Kota Malang with two participants. The participant was an English teacher at MAN 2 Kota Malang.

To gain the data, the instrument used by the researchers was observation, interview, and documentation. The data source was taken from the interview and books and journals as the second. In conducting data analysis, this research uses a theory by Huberman & Miles (Kasman & Lubis, 2022). The first step is data reduction, this is a step to write down the information obtained from an interview, observation, and the transcription that has been recorded before. Second is data display. This second step is presented the data by choosing the important data only from the transcription that has been written before. The last step conclusion. This is a step that the research has to find new hypothesis that can be a theory that can be strengthened by the data find in the field. The last, to check the data validity the researcher uses triangulation technique.

3. RESULTS AND DISCUSSION

The researchers divided the findings into two parts in which each of them answered the research question. The first is the strategies that the teacher used in teaching listening comprehension. The second, is the implementation of the strategy. The data was extracted from observation and interview.

The first research question is about the strategy used by teachers. The first question that was asked in the interview was "What are strategies you used in teaching listening?" The first teacher used a top-down strategy. In this strategy, there are several ways that teachers apply to maximize the objective learning. Based on the result from observation and interview, the first teacher used songs, videos related to the material and some movies as a media in her class.

From the result of interview, it can be concluded that the first teacher uses a Top-Down strategy in teaching listening comprehension that the strategy is dealing and calling by students' prior knowledge. Top-down listening, on the other hand, involves the prior knowledge of the student regarding the subject and connecting it with what they hear in the listening process (Utomo & Sulistyowati, 2022).

In addition, the first teacher also mentioned that authentic materials are preferred when teaching since in this digital era a lot of students can get access and free access to the internet. The reason for choosing the authentic materials has been mentioned by the first teacher, which is to make the learning process enjoyable and not boring.

Then, the second teacher used bottom-up in teaching listening comprehension. The bottom-up listening process starts off with students focusing their listening session to key words

or phrases, therefore constructing meaning by gradually combining these phonemes (Vandergrift, 2011). The teacher uses a song in the learning process, and students try to get the meaning by knowing the lyrics (meaning) of the song by themselves. The teacher said that in in learning process, the students asked to find out the meaning and understanding the song has chosen for the materials by themselves. This kind activity is bottom-up because it uses a linguistic aspect in understanding materials by understanding the song lyric.

The third strategy that is used by the teacher is Socio-Affective strategy. This strategy is the strategy that students use when learning by interaction with their classmates and questions that are asked from teachers to understand the particular topic, and eliminate or reduce anxiety (Latupono & Nikijuluw, 2022). In this case, both of two English teachers in MAN 2 Kota Malang are socio-affective in learning with type of group work discussion.

From data finding in the interview section, the first teacher stated that she usually uses a group discussion in the learning process. For the model of the socio affective strategy, the teacher even changes the group member for group discussion. The objective of these rules, the teacher hopes, is that the students can get to know each other with all of their friends in the class. One of the benefits of group discussion has been mentioned by the first teacher, that is they can learn a lot from each other. Moreover, the first teacher stated that communication with others is also skill that students have to learn.

In spite of the first teachers' statement, the second teacher also delivered her statement for socio-affective strategy. The existence of this strategy, the teacher hopes that students can communicate with their friends since in this digital era students waste more of their time with their gadgets and individuality. In line with the first teachers' statement, both of the English teachers hope, with this strategy students can browse, solve the problem they faced, and look for new information with their friend.

While implementing the strategy, the teacher used several stages in teaching listening comprehension. Moreover, to handle the learning process the teacher also uses an approach, methods, and technique related to the teaching listening process. The teacher used a scientific approach in the teaching process. This approach is. The second, Lyrics Breakdown & Analysis was used as a method in the learning process. Lastly, the teacher uses fill in the blank technique in the teaching listening process. Shofwan (2017) showed that the students' language development is also improved through their activeness in the learning process by using scientific approach. A study by Nugraha and Suherdi (2017) showed that the existence of an activity in every stage that is applied by teachers in a scientific approach could engage students in active learning and develop various students' contributions.

The teacher uses song as the technique in teaching listening. Song can open the talent for students to do more practice with their favorite music and build their self-esteem and start to solve their own problems while learning a language especially English language (Hadian, 2015). In the bottom-up process, the listener gains understanding following an order that is available from sounds to word grammatical relations to linguistics (Yeldham, 2018). It is also in line with the study by Istifadah et al., (2022) which state Audio-Visual strategy provides maximum results when applied to Listening Comprehension Skill.

Moreover, in teaching listening the teachers conduct the learning process using both English and Indonesian language. The purpose is to train students to become accustomed to listening and speaking English. In reality, from the observation and interview section the researcher found that this way is effective to train students to speak in English. Most students are able to answer the question confidently using the English language. Using authentic material has

a lot of benefits for students, authentic material can enhance students' comprehension, providing specific language, boosting motivation and so on (Namaziandost et al., 2022).

However, songs can present a problem, particularly with teenage students; because it is often difficult to know exactly which songs the students like at any time, and which songs, very popular last week have suddenly gone. According to Millington (2011) songs can be used for several purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Lopera (2003) mentions some reasons why teachers should take songs to a teaching context. First, music has to do with social context. Second, it may change students' mood. Third, it provides stimulation and entertainment as well as challenge and pleasure. Fourth, music may be associated with happiness because it brings people's memories and dreams. Similarly, Hidayat et al.,(2023) claim by practicing singing in learning English, students felt their language skills had improved and facilitated their interactions with others. Finally, most teachers agree that music is a powerful tool to learn English (Hadian, 2015).

Moreover, using song as a technique in teaching listening not only gives the edutainment for the students but also gives a chance to develop automaticity that is the main cognitive reason for using songs in the classroom (Sofian Hadi, 2019). The learning process using song stimulates students to participate more actively (Aguirre et al., 2016). Song helps students that will capture their attention to recognize or deal with new words. Study that conducted by Aguirre et al (2016) showed that students are willing to study English as a second language in classes using songs. It can be summed up that the use of song in teaching listening is an effective way and has a lot of benefits.

In addition to that, besides using songs in teaching listening the teacher also uses English movies. Movies provide students with a lot of contexts which can help them to learn how to use such expressions appropriately and contextually (Asumpta & Kusumaningrum, 2015). They can also have a healthy discussion based on the movie or its content that has been shown to the learners in order to bring the learners' own experience and their background knowledge into the classroom discussion (Rao, 2019). Besides that, movies help in increasing the confidence of the learners in speaking as they know how to use certain words and to pronounce correctly (Srinivas Rao, 2019). Teachers can also have benefit from the technology aids by becoming more creative in the way they are presenting materials and designing learning process in more structured and organized (Masruddin, 2020)

In implementing the strategies, the three stages in teaching listening were used by the teacher. The stages are divided into three stages, pre-listening, while listening and post-listening. The pre-listening activities give the students a chance to gain some listening clues, and by doing so, the students' background knowledge is stimulated. Brainstorming the students by describing some visual aids and understanding keywords related to the topics will encourage students to connect the topics with current issues. Therefore, before the students start listening, they already possess some valuable knowledge. This knowledge helps them to understand the subject even before they start listening (May et al., 2020).

Then, in while listening students as far as listening comprehension is concerned, the purpose of while-listening activities is to assist students develop the skill of eliciting messages from spoken language (Maung & Win, 2019). This proves that at the while-listening stage, students should concentrate on comprehension, whether they have understood important information from the text rather than interpreting long questions or giving full answers. The aim of the while-listening stage for students is to understand the message of the text, not catching every word. Therefore, during this stage, most of the while-listening activities focus on listening

for the gist, listening for specific information, and listening for speaker's attitude or opinion related to language knowledge and cultural information students had in pre-listening activities to get listening comprehension (Maung & Win, 2019).

The last stage, post-listening activities allow the students to reflect on the language from the text; on sound, grammar, and vocabulary as they last longer than while-listening activities, so the students have time to think, discuss or write. Besides, students in post-listening activities have a chance to assess how much they have understood in a listening task (Maung & Win, 2019). From the explanation above, it can be concluded that the existence of the stages and activity inside the stage are useful because they can help students in understanding the material and being active learners in the classroom. The activities given in every stage exist as a preparation for students and as a brainstorming in order to get the objective of learning well.

4. CONCLUSION

Based on the results of the discussion. The researchers found that the teachers use several strategies in teaching listening comprehension. The strategies are bottom-up and top-down. In addition, the teachers in MAN 2 Kota Malang use one strategy that is socio-affective strategy. The teacher used those strategies by implementing the sequence in teaching listening, they are pre-listening, while-listening, and post -listening. The teachers implement the strategies through the stages by giving an activity in every stage. The media used by the teacher to maximize the learning process was song. movie and short dialogue.

In implementing those strategies, the teachers stated the important thing that is a key in the teaching process. The first thing is the teacher has to start with the students. So, if the students enjoy the materials they can easily understand and enjoy learning. Second, the teacher has advice to control the emotions, since being angry is not a solution when faced with a problem. Start to talk to the students if they face a problem in the class and try to find a solution together.

By implementing those strategies, the student becomes an active learner in the learning process. Besides that, the student is more confident to share their thoughts and answer the question given. They are confident to use English as a language in answering the question. Moreover, the use of bottom-up and top-down strategy are relevant for the listening process since they make the student understand the material.

There are some suggestions to the teacher in teaching listening. The learning process have to start with what students' like or what students' need. The teacher needs to meet students' need. So, for further researchers can do new research that dealing with listening comprehension or strategy in teaching listening comprehension. However, the further researcher expects to gain more strategy, method, technique or develop the strategy exist. So, the teaching listening will be more effective.

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