

# TEACHER'S DIFFICULTIES IN PERFORMING TEACHING LISTENING COMPREHENSION ONLINE

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## Abstract

Listening comprehension is the most important basic skill in communication. Due to the covid19 pandemic, demanding learning that was offline class to be online class. Listening comprehension is a difficult skill to teach in online classes. The researcher exists to analyze the difficulties faced by teachers in teaching listening comprehension in online classes in eighth grade students of SMP Muhammadiyah 01 Jember. This research is using descriptive qualitative. The subject of this research is an English teacher. Data collection was carried out by using interviews and observations. The instruments used are table interview guide and teacher observation rubric. The teacher using Whatsapp group for her online teaching and learning process, which whatsapp is one of synchronous. Data analysis shows the difficulties of teachers in teaching listening comprehension in online classes. There are, teachers have difficulty in increasing student motivation in online classes, teachers have difficulty in managing students' attention in online classes, teachers difficult to choose the media that is appropriate to students in online classes. Besides that for external factors, the internet network is sometimes unstable. The results of this study can provide information to find out media and design activities for teaching listening comprehension in online classes.

**Keywords :** Teacher difficulties, Listening, Online class.

The Minister of Education and Culture of the Republic of Indonesia has instructed schools to implement online learning since March 17, 2020 for areas affected by the COVID-19 virus (Mendikbud, 2020b). This online learning applies because of the increasing spread of the virus. This is a new challenge for students and teachers

to carry out online learning. According to Cao et al (2020) this policy has an impact on the world of education: especially the development of student learning. In this case, teaching English in online learning is a challenge for the teacher; where the teacher must play an active role in online learning.

Nunan (2002) stated that listening as a language skill is important not only as a receptive skill but also for the development of oral language skills. Teaching listening comprehension is an active process of receiving and responding to speech in which the teacher as a speaker and the students as listeners in the learning process to listen directly. Walker (2014) states that teaching listening skills is one of the most difficult tasks facing a teacher.

Technology becomes human's necessity in the modern era. Baharudin et al (2019, p.108) states that listening learning opportunities by using online access more widely in practicing listening skills. The website provides audio and text that can improve listening skills in online learning.

Mobile phones are common place that everyone has and listening learning application platforms are widely available through the Playstore or Appstore. Researchers saw how the teacher taught listening comprehension in online learning. The difference in online learning is very pronounced for educators who teach listening comprehension. As a result, various problems arise when teaching listening in online classes. According to Atmojo and Nugroho's Study (2020; 54) Many

problems arise in online EFL learning conducted by teachers.

This happens due to the lack of experience and knowledge of teachers in implementing online learning. Teachers are required to be innovative in implementing learning in accordance with current conditions - online learning (Romadhon, Sungkar & Firmansyah, 2021, p.207).

### **Method**

This study uses descriptive qualitative research because it is based on research problems; The purpose of this study was to analyze the teacher difficulties in teaching listening comprehension in online classes to eight grade students of SMP Muhammadiyah 01 Jember in the academic year 2020/2021.

The researcher would use interview and observation. The researcher would interviewed English teacher related to teaching listening difficulty in online learning. The researcher conducted interview with English teacher using teacher interview guide that adopted and modified from Aldama, Bella (2017).

Researchers observed teachers when teaching listening in online learning. The observation based on the teacher observation rubric that adopted

and modified from Napiede, 2013 and The Ohio Teacher Performance Rubric .

## **Result and Discussion**

In this study, there were two findings, that are results from interview and results observation.

### **1. Result from Interview.**

Based on the results of the analysis of interviews with English teachers about the difficulties faced by teachers in teaching listening in online classes, divided into 3 main points, teachers have difficulty making and choosing the right and appropriate media for students, difficulties in managing students' attention in online learning, internet networks sometimes that problematic.

### **2. Result from Observation.**

The researcher used the teacher's observation rubric as a research instrument. The results of the observation data (see appendix 5) conducted by researchers on English teachers when doing online class learning, it was found that there were 3 main points. That is the teacher often checks the focus of students in online classes, the way the teacher uses language strategies in class, the teacher when delivering the material is clear.

Teachers have difficulty in controlling students' attention in online

Based on the results of interviews and observations, the teacher has prepared good materials, media and strategies when teaching even though it is difficult to choose the appropriate media for students.

It can be concluded that students' motivation and interest in learning are very influential in learning listening in online classes. Even though there are media, materials and strategies used by the teacher, if the students are not interested in learning, the learning objectives will not be achieved. Therefore, teachers must use various media, methods so that students do not get bored easily in online classes.

Based on interviews, in the learning process of listening comprehension, teachers should put more effort in preparing materials and media to facilitate students in the learning process in online classes. According to Aryana and Apsari (2018, p.105) states that difficulties in choosing technical methods and strategies is a major factor in teacher difficulties in teaching listening.

classes; because students and teachers are not in the same place. English

teacher to use Indonesia in teaching English, because students do not know much the vocabulary. This findings is supported by Lie (2007; 2) English teacher in Indonesia tent to use bahasa indonesia in learning. Lack of vocabulary knowledge seems to be the biggest concern for EFL students, especially when learning listening comprehension, so that students' interest in learning decreases and students' concentration is disrupted (Chang and Read, 2006; Marianova, 2018, p.2).

Based on the results of a previous study by Susilowati (2020, p. 71) said that the Whatsapp platform is suitable for use during online learning because it is easy and cheap to use. This is in accordance with the results of interviews with English teachers, the use of the Whatsapp platform is considered more efficient; it is easy to send messages and share media and teaching materials for students, and students have easier access to them.

The use of technology requires a stable internet network, while not all students have a stable internet network. Agung, Surtikanti and Quinones (2020, p. 234) most English students not ready for rapid changes in teaching; sustainability of internet connection.

## Conclusion

Based on the result data and findings, the researcher concludes that there are 4 difficulties in teaching listening comprehension in online classes to eighth grade students of SMP Muhammadiyah 1 Jember. *First*, teachers have difficulty in increasing student motivation in online classes. *Second*, teachers have difficulty in managing students' attention in online classes. *Third*, teachers difficult to choose the media that appropriate to students in online classes. Besides that for external factors, *Fourth*, the internet network is sometimes unstable.

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