
TEACHING METHODS USED BY LECTURERS IN TEACHING LISTENING IN THE SECOND SEMESTER AT ENGLISH LANGUAGE EDUCATION DEPARTMENT

Hikmatul Fitriyah¹

¹Universitas Muhammadiyah Malang

Article Info

Keywords: *Teaching Method, Teaching Listening, English language education*

Abstract

The purpose of this study are to know the appropriate teaching methods used by the lecturers in teaching listening II course at an English Language Education Department. This study is conducted due to the reality that students are not interested in listening classes because they face challenging times understanding the audio. This research used descriptive qualitative research. In this case, teaching methods were investigated. The data of the study were analyzed to report the teaching methods used by the lecturers. The instruments to collect the data were observation, questionnaire, and interview. The result of the analysis of teaching methods showed that the lecturers used different methods in teaching listening II course. The methods used by the lecturers are: Direct Method, Audio Lingual Method, Grammar Translation Method, and Task-Based Learning. Those methods are appropriate for teaching listening because there are some characteristics and goals in those methods that make the students interested in listening class.

INTRODUCTION

Listening is a receptive skill that the learner should sense and attend, understand and interpret, remember, and respond the information that they hear as a process to learn. The importance of Listening skill is paying attention what they hear because the learners are easier to obtain the right information. Based on Hasan (2000) in Hamouda (2013), listening comprehension provides the right conditions for language acquisition and development of other language skills. For this reason, listening is a subject that has big support to develop another skill in the language learning acquisition because we can write correctly when we get information.

In classrooms, teachers seem to do test, not to teach listening and students seem to learn listening, not listening comprehension (Hamouda, 2013). Szczepaniak, Habibullah, and Niaz (2013) also said that the problem of teaching listening comprehension instead of testing students has always been the crucial issue among language methodologists and real practitioners in the English language teaching in recent years. Moreover, the students of English Language Education Department are not interested in the listening class because they difficult to understand the module and less interesting methods used by the lecturers. As a consequence, the lecturers should use the appropriate method because it influences the students in understanding the subject as well. Linse (2005) in Sevik (2012) considers that teaching of listening skills as foundational to develop other language skills. However, we should be aware that any kind of listening comprehension activity needs to be well guided by the clear aims. It needs an extra attention because every student has a different understanding in listening comprehension.

Therefore, the writer was interested in investigating the methods used in the listening classes at English Language Education Department of UMM because the lecturers use various ways to teach listening classes. For example, some lecturers used the same methods with different techniques and strategy to make the students understand and interested in listening.

Furthermore, the writer found the previous study that conducted by Hidayati (2015) which investigated the methods of teaching listening used by the researcher in Darul Mahdiah private school Songkhla-Thailand. It is found out that the Audio Lingual Method was used in listening subject. Moreover, the other previous study that conducted by Saricoban and Karakurt (2016) which investigated the methods of teaching listening used by the lecturers at a State University in Turkey, School of Foreign Languages, and Department of Basic English through Task-Based Learning in listening and speaking subject. In conclusion, the lecturers can use Audio Lingual Method and Task-Based Learning for the teaching listening.

Although, there were some previous studies focus on the methods applied in listening classes, this research is deemed relevant because the students are not interested in listening class because they should understand what the information they hear. So, this study investigated the teaching listening class to know the teaching methods used by the lecturers of English Language Education Department of UMM.

RESEARCH METHOD

This research used descriptive qualitative research because the writer collects the data through observation, interview, and open questionnaire. According to Ary, Jacobs, Sorensen, and Razavieh (2010), qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings. In addition, in order to begin the descriptive qualitative research, the writer needed the subject that belonged to the teaching methods used by the lecturers in teaching listening II at English Language Education Department of UMM. The participants of this study are three listening lecturers who fulfilled the requirements of being the subject of the current research such as they teach listening and understand how to

teach it well and they too are willing to take part in the research as participants. The techniques used to collect the data in this study are observation, questionnaire, and interview with the lecturers. The data analysis in qualitative research is a process of categorizing data that are in the form of words, synthesis, and finding meaning Ary, Jacobs, Sorensen, and Razavieh (2010). Therefore, after collecting the data, the writer analyzed the data as follows:

1. Doing observation for three times.
2. Analyzing the result of the observation data.
 - Kinds of teaching methods used by the lecturers
 - Implementation of teaching methods
3. Send an open questionnaire email through observation attachment.
4. Doing the interview the listening lecturers.
5. Analyzing the result of the interview data.
6. Making a conclusion based on the data collected.
 - Kinds of teaching methods and the implementation used by the lecturers.

FINDING AND DISCUSSION

Based on the result of observation conducted by the researcher on the second semester at the English Department in a state university in Malang, it was found that the lecturers used four methods in teaching listening such as direct method, audio lingual method, grammar translation method, and task-based learning.

The Result of Observation to Lecturer 1

a. Day 1

The first observation was done on the first week of listening II class. In the pre listening, the lecturer explained the students about predicting the topic based on the listening tips. They also gave new vocabularies about the topic. Then, the lecturer explained the topics about “Wow, that’s great” and “The changing face of beauty” on the students. The students were required to see the pictures on the module and notice the name of the building. After that, the lecturer asked the students randomly to answer and discuss together. In the while listening, the lecturer played an audio about “Wow, that’s great” topic. The lecturer asked the students the familiar words that they have heard from the audio on the module. The lecturer also gave the students some questions to predict the familiar words about height, weight, size, etc. Then, the lecturer asked the students randomly to answer and discuss together. Furthermore, the lecturer played an audio about “The changing face of beauty” topic. The lecturer also gave the students some questions about the topic. Then, the lecturer asked students randomly to answer and discuss together. In the post listening, the students were required to learn the next topic for the next meetings.

b. Day 2

The second observation was done on the second week of listening II class. In the pre listening, the lecturer reviewed the previous meeting about predicting the topic. The lecturer also gave the students some questions about predicting the topic. Then, the lecturer asked the students randomly to answer and discuss together. The lecturer also gave some pictures to the students. After that, the lecturer asked the topic to the students randomly and discuss together. In the while listening, the lecturer played an audio conversation. Then, the lecturer asked the students randomly about contains of the conversation (who is the speaker and what are they talking about) to discuss together. In the post listening, the students were required to comprehend the story given by the

lecturer and they were required to read the story with good intonation and pronunciation. After that, the students were required to make three questions about the story and write down the answer on the whiteboard. The other students were required to guess the answer of the question.

c. Day 3

The third observation was done on the third week of listening II class. In the pre listening, the lecturer reviewed the previous meeting and notified the students to focus on familiar vocabulary. In the while listening, the lecturer played an audio about a story. Then, the lecturer asked the students randomly to identify the number and the information of the story on the module and discuss together. The lecturer also reminded the students to recognize names of person, place, etc. in order to improve their vocabulary. In the post listening, the students were required to find a friend to do a conversation practice about their activities at the holiday. The students were required to use a good intonation and pronunciation. After that, the lecturer asked the students to discuss the conversation practice together.

The Result of Observation to Lecturer 2

a. Day 1

The first observation was done on the first week of listening II class. In the pre listening, the lecturer explained the topic about “Sign News”. They also gave new vocabularies about the topic. Then, they gave the students an example about sign news (The effect of Video Games). The students were required to mention about the advantages and disadvantages of “the effect of video games”. In the while listening, the lecturer played an audio about “Discovery Invention” sub topic. The lecturer also gave the students true and false questions. Then, the lecturer asked the students to answer and give the reasons of their answer. The students were required to decide the discovery invention and mention the advantages and disadvantages of the discovery invention that are they decide. Furthermore, the lecturer played an audio about the second sub topic “Who was your influence”. The students were required to explain their experience about the second sub topic. In the post listening, the students were required to learn the next topic for the next meetings.

b. Day 2

The second observation was done on the second week of listening II class. In the pre listening, the lecturer explained the topics about “Understand Number” and “Understand Alphabet”. They also gave new vocabularies about the topic. In the while listening, the lecturer played an audio about the topic. The lecturer also gave some questions about spelling code number and alphabet to the students. Then, the students were required to guess and write down the answer on the whiteboard one by one. After that, the lecturer asked the students to check the correct answer and discuss together. In the post listening, the lecturer chose three students as a volunteer. Then, two students were required to spell the code number and another student spell the code alphabet in front of the class. The other students were required to guess and write down the answer on the whiteboard to check the correct answer and discuss together.

c. Day 3

The third observation was done on the third week of listening II class. In the pre listening, the lecturer explained the topics about “Listening for Emotions” and “Listening for Explanations”. Then, the lecturer asked the students kinds of emotions.

The lecturer also gave new vocabularies about the topic. In the while listening, the lecturer played an audio about listening for emotions topic. They also gave some questions about the topic to the students to answer and discuss together. Furthermore, the lecturer played an audio about listening for explanations topic. They also gave some questions about the topic to the students to answer and discuss together. In the post listening, the lecturer gave some questions to the students to complete the sentences no more than three words and discuss with their friends. Then, the students were required to write down the answer on the whiteboard. After that, the lecturer asked the students to discuss together.

The Result of Observation to Lecturer 3

a. Day 1

The first observation was done on the first week of listening II class. In the pre listening, the lecturer explained about the topics “Problem and solution” and “Shopping problem”. They also gave new vocabularies about the topics. In the while listening, the lecturer played an audio about mishap (small accident) and solutions. The lecturer also gave matching questions about mishap for the students. After that, the lecturer asked the students to answer the questions and discuss together. Then, the lecturer played an audio about “Problem and solution” topic. The lecturer also gave some questions about identifying the problem, and problems and solutions. Then, the lecturer asked the students to discuss together. Furthermore, the lecturer played an audio about “Shopping problem” topic. The lecturer also gave some questions about the topic. Then, the lecturer asked the students to discuss together. In the post listening, the lecturer played a video. After that, the students were required to answer the question on the module and gave the reasons of their answer. It can be an active participation point, so the students should be struggling to answer to get the score.

b. Day 2

The second observation was done on the second week of listening II class. In the pre listening, the lecturer explained the topic about “Social Relationship (good and bad neighbor) and (roommates)”. Then, the lecturer asked the students’ opinion about the criteria of good and bad neighbor. They also gave new vocabularies about the topic. In the while listening, the lecturer played an audio about good and bad neighbor. The lecturer also gave some questions to the students to answer the questions and discuss together. Then, the students were required to write down the answer on the whiteboard.

Furthermore, the lecturer played an audio about roommates “what do they want their roommate to do?”. The students were required to choose the correct statement and answer true and false questions to discuss together. In the post listening, the lecturer gave the answer sheet that had been done by the students on midterm test. The students were required to learn the next topic for the next meetings.

c. Day 3

The third observation was done on the third week of listening II class. In the pre listening, the lecturer discussed with the students about mid test. The lecturer also explained the topics about “Hotel services” and “Hotels”. In the while listening, the lecturer played an audio conversation. They also gave matching questions through match the correct statement with the picture. Then, the students were required to answer the questions and discuss together. The students were required to eliminate the answer that is not the same tenses with the questions. The lecturer also gave some questions about conversations on the module. Then, the lecturer asked the students to discuss

together. Furthermore, the lecturer played an audio about “Hotel services” topic, “what the hotel guest wants or needs?”. The students were required to circle the correct answer. After that, the lecturer asked the students to discuss together. The lecturer also gave some questions about “Hotels” topic, “what do you want about hotel reservation?”. Then the lecturer asked the students to discuss together. In the post listening, the students were required to learn the next topic for the next meetings.

The Result of the Interview

Based on the result of interview conducted by the researcher on the second semester at the English Department, Universitas Muhammadiyah Malang, it was found out the lecturer used four methods in teaching listening such as; 1) Direct Method and 2) Audio Lingual Method.

a. Lecturer 1

Referring to the interview for the first lecturer, the writer found out the lecturer used Audio Lingual Method. In this method, the lecturer is responsible for providing the students with a good model for imitation. In other words, the lecturer should open to all student characters in order to understand the students needed. Furthermore, the lecturer used Audio Lingual Method because it makes the students is able to give the correct response directly.

b. Lecturer 2

Referring to the interview for the second lecturer, the writer found out the lecturer used Direct Method. In this method, the students were required to do presentation, production, and practice. Furthermore, the lecturer used Direct Method because it makes the students active and creative to think in the target language.

c. Lecturer 3

Referring to the interview for the third lecturer, the writer found out the lecturer used Direct Method. In this method, the lecturer asked the students individually to answer the questions on the module. Then, the students were required to do question and answer practice with the lecturer based on their own questions using the same grammatical structure. Furthermore, the lecturer used Direct Method because it makes the students active and creative to think in the target language.

Then, the lecturer 1 found out that the lecturer used Audio Lingual Method in interview session. It seems she did not use Audio Lingual Method in observation because the lecturer used Grammar Translation Method, Direct Method, and Task-Based Learning in observation. Furthermore, the lecturer 2 used Direct Method in interview session. It seems she used Direct Method in observation because the lecturer used Direct Method, Task-Based Learning, Audio Lingual Method, and Grammar Translation Method in observation. Then, the lecturer 3 used Direct Method in interview session. It seems she used Direct Method in observation because the lecturer used Direct Method, Task-Based Learning, and Audio Lingual Method in observation.

In this research, the writer found out there are four teaching methods used by the lecturer in teaching listening II at English Language Education Department; they are Direct Method, Audio-Lingual Method, Grammar Translation Method and Task-Based Learning.

In Direct Method, the first lecturer asked the students to do oral communication organized around questions and answer exchange between teacher and students. Then, the students were required to use the correct pronunciation to do oral communication. It is same that the second and the third lecturer did the same thing but the third lecturer also taught grammar inductively.

In addition, Richards and Rodgers (2001) explain the procedures of Direct Method are: 1. Grammar was taught inductively. 2. Oral communication skills were built up in a carefully graded progression organized around questions and answer exchange between teacher and students. 3. Both speech and listening comprehension were taught. and 4. Correct pronunciation and grammar were emphasized.

In Audio-Lingual Method, the second lecturer played an audio and the students were required to refer their text book based on the audio. Then, the students were required to follow-up the activities based on the directions on the module. It is same that the third lecturer did the same thing. In addition, Richards and Rodgers (2001) explain the procedures of Audio Lingual Method are: 1. Students first hear a dialogue (either read by the lecturer or on tape). 2. The students may refer to their textbook based on the dialogue may be introduces. And 3. The students' follow-up activity further dialogue and drill work is carried out.

In Grammar Translation Method, the first lecturer asked the students to memorize the familiar vocabulary and reads a text written in the target language. Different with the second lecturer asked the students to use grammar rule by using the new words. Those activities were categorized in Grammar Translation Method because Larsen-Freeman (2000) explains the procedures of Grammar Translation Method are: 1. The class reads a text written in the target language. 2. The students are given a grammar rule and based on the example they apply the rule by using the new words. and 3. The students memorize vocabulary.

In Task-Based Learning, the lecturers asked the students to take part in a preliminary activity that introduces the topic and situation in the task. Also, the students perform a role play. After that, the students compare the differences between the way the students' perform and the way the lecturer's perform. In addition, Richard and Rodger (2001) explain the procedures of Task-Based Learning are: 1. The students first take part in a preliminary activity that introduces the topic and situation that will subsequently appear in the task. 2. The students perform a role play. Students work in pairs with a task and cues needed to negotiate the task. and 3. The students listen to recordings of native speakers performing the same role play task and compare the differences between the way the students' perform and the way the lecturer's perform.

The first was Direct Method. It is an appropriate method for teaching listening class because both speech and listening were taught in Direct Method. In addition, the lecturers use Direct Method because they want the students to understand about the topics and be able to answer correctly. They also hope students to be active and creative to think their opinion. Based on Larsen-Freeman (2000), the goal of this method is the students learn how to communicate in the target language.

The second method was Audio Lingual Method. It is an appropriate method for teaching listening class because dialogues are learned through imitation and repetition. Also, Audio Lingual Method uses tapes, language labs, and visual aids. In addition, the lecturers use Audio Lingual Method because they did not want the students only knows the sound, but also good pronunciation. If the students have good pronunciation, they will be able to communicate smoothly. They also hope that the students are able to speak the target language for communicative purposes and give the correct response directly. Based on Larsen and Freeman (2000), the goal of Audio-Lingual Method is students to be able to use the target language communicatively.

The third was Grammar Translation Method. It is an appropriate method for teaching listening class because Grammar Translation Method actually focuses on reading and writing but little or no systematic attention is paid for speaking or listening. In addition, the lecturers use Grammar Translation Method because they want the students have to memorize the familiar vocabulary they ever heard before. They also hope that the students understand the meaning and use a new vocabulary or a particular grammar type. Based on Brown (2007), the focus of Grammar Translation Method is grammatical rules and memorization vocabulary.

The fourth method was Task-Based Learning. Actually, it is an appropriate method for teaching English but it also an appropriate method for teaching listening class because Task-Based Learning focuses on using authentic language and asking students to do meaningful tasks using the target language. In addition, the lecturers use Task-Based Learning because they want the students can identify people, places, things, actions, reasons, and problems. They also hope that the students speak for longer period and in a more sustained way when they were given a chance by the lecturers. According to Nunan (2004), one of the types of task is that Pedagogical tasks: a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language (example: finding the differences between similar pictures).

CONCLUSION

The use of several teaching methods for listening course indicates that the practices of teaching in the classroom can be varied according to the condition of the learners at a particular time and the teaching objectives to be achieved. The findings demonstrate that the practice of teaching does not rely on certain rigid rules because the microcosmic of classroom activities cannot be predicted and thus teachers' improvisations are needed to meet learners' need of listening learning and also teachers' planned learning objectives to be achieved.

REFERENCES

- Ary, D., Jacobs, L. C., Sorensen, C., and Razavieh, A. (2010). *Introduction to Research in Education (8thed.)* USA: Wadsworth, Cengage Learning.
- Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy (3rded.)*. New York: Pearson Longman.
- Creswell, J. W. (2014). *Research Design (4thed.)*. London: Sage.
- Ganta, T. G. (2015). The Strengths and Weaknesses of Task Based Learning (TBL) Approach. [Electronic version]. *Journal of Applied Linguistics*, 3, 2760-2771.
- Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom [Electronic version]. *Academic Journal*, 2, 113-155.
- Hidayati, K. H. (2016). Using Audio Lingual Method to Improve Students Pronunciation Ability of Darul Mahdiah Private School. [Electronic version]. *Journal of English Language Literature, and Teaching*, 1, 25-34.
- Iwankovitsch, R. (2001). The Importance of Listening [Electronic version]. *Language Arts Journal*. 17, 5-6.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching (2nd ed.)*. New York: Oxford University Press.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- Pugazhenth, V. (2013). Identifying Fit between Competencies of Listening Skill Incorporated in the “Samacheer Kalvi” English Syllabus and CEFR Illustrative Scale [Electronic version]. *Academic Journal*, 13, 378-388.
- Qing-xue, L., Jin-fang, S. (2007). An Analysis of Language Teaching Approaches and Methods —Effectiveness and Weakness [Electronic version]. *Journal Articles*, 4, 69-71.
- Richards, J. C., Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching (2nd ed.)*. New York: Cambridge University Press.
- Saricoban, A., and Karakurt, L. (2016). The Use of Task-Based Activities to Improve Listening and Speaking Skills in EFL Context journal [Electronic version]. *Journal of Applied Linguistic*, 13, 446-459.
- Sevik, M. (2012). Teaching Listening Skills to Young Learners through “Listen and Do” Songs [Electronic version]. *English Teaching Forum*, 3, 10-17.
- Sugiyono. (2010). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Szczepaniak, M. Habibullah, P., Niaz, S. (2013). A Study of Teaching Listening to Intermediate Learners [Electronic version]. *Academic Journal*, 5, 208-212.
- Vandergrift, L., and Goh, C. C. M. (2012). *Teaching and Learning Second Language Listening (1sted.)*. New York: Routledge Taylor & Francis Group.
- Willis, J. (1996). *A Framework for Task-Based Learning*. England: Longman
- Woottipong, K. (2014). Effect of Using Video Materials in the Teaching of Listening Skills for University Students. [Electronic version]. *Journal of Linguistics*, 6, 200-212.