

## EFL Teachers' Difficulties in Teaching Listening Comprehension

Novi Ernita<sup>1</sup>, Aunurrahman<sup>2</sup>, Maliqul Hafis<sup>3</sup>, Rahayu Meliasari<sup>4</sup>

Department of English Language Education, Faculty of Language and Art Education, IKIP PGRI  
Pontianak<sup>1,2,3,4</sup>

Jalan Ampera No 88 Pontianak 78116

[noviernita59@gmail.com](mailto:noviernita59@gmail.com)

### Abstrak

Penelitian ini bertujuan untuk mengeksplorasi kesulitan guru Bahasa Inggris dalam mengajar pemahaman mendengar di SMA Negeri 1 Ketungau Hulu tahun akademik 2020/2021 dan untuk menemukan solusi dalam mengatasi kesulitan guru Bahasa Inggris dalam mengajar pemahaman listening. Penelitian ini mengimplementasikan sebuah rancangan penelitian deskriptif dalam metode kualitatif. Terdapat 3 guru Bahasa Inggris yang berpartisipasi untuk mengumpulkan data utama. Penelitian ini diterapkan dengan menggunakan sebuah teknik wawancara melalui panggilan telepon. Wawancara ini dimodifikasi dan diadopsi dari protocol Md, Rahman Saidur (2014) yang terdiri dari 6 pertanyaan. Penemuan penelitian ini mengidentifikasi bahwa guru Bahasa Inggris SMA Negeri 1 Ketungau Hulu menghadapi kesulitan dalam menggunakan strategi untuk mengajar pemahaman mendengar, siswa-siswi kesulitan untuk fokus dengan pelajaran, pengeras suara atau media yang digunakan terkadang tidak berfungsi, buku atau materi-materi tidak selalu tersedia di sekolah, dan kesulitan dalam mengatur situasi kelas.

**Kata kunci:** Kesulitan dalam Mengajar Mendengar, Menulis Skripsi

### Abstract

*This research aimed to explore the EFL Teachers' Difficulties in Teaching Listening Comprehension of SMA Negeri 1 Ketungau Hulu in the academic year of 2020/2021 and to find the solution in handling the EFL Teachers' Difficulties in Teaching Listening Comprehension. The research implemented a descriptive research design in qualitative method. There were 3 EFL teachers participated to collect primary data. This research applied with a technique using interview through phone calling. The Interview was modified and adopted from Md, Rahman Saidur's protocol (2014) which consisted of 6 questions. The research findings indicated that EFL teachers' of SMA Negeri 1 Ketungau Hulu faced the difficulties in using the strategy to teaching listening comprehension, the students were difficult to focus with the lesson, speaker or media that used sometimes getting malfunction, book or materials not always available in the school, and the difficulty in managing the class situation.*

**Keyword:** Difficulties in Teaching Listening, Writing Thesis

## **INTRODUCTION**

In the learning process of English as a foreign language, listening is an important skill that should be developed by the students besides other skills. Listening is one of other skills in English which has to be mastered by the students. Nadig (2013: 118) states that listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

In addition, Hamouda (2013) defines that listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. It means that the listener has to understand what are the speaker said to him/her.

For making the students' listening comprehension better, the teachers have the crucial role to achieve the goal of learning listening. It is very important to the teachers to know their difficulties in teaching listening. When they know their difficulties, they will improve their strategies in teaching listening and achieve the goal of learning by repairing the difficulties it selves.

There are some previous studies that had been conducted by some researchers. The first is Bella Aldama at the first grade students of MAN 3 Bone in the Academic Year 2017/2018. Based on the research that had been conducted, the researcher found that there were five difficulties or challenges in teaching listening comprehension towards the first grade students of MAN 3 BONE. The second is a research that had been conducted by Suhud Aryana at the MA Islahul Aqidah in the academic 2018/2019. The researcher found that the teachers faced some difficulties in teaching listening, where it was faced by internal and external factors.

The other research is conducted by Shara Nurul Laeli at the eleventh grade of SMA Negeri Jekulo Kudus in the academic year of 2015/2016, the researcher found that the listening material is too difficult, the students' less practice, the native's accent is different and the environment around the class does not support the listening process. Next a journal by Ayah Islam Alrawashdeh and Norma Nawaf Al-zayed at Karak school 2017. In the light of findings of the study, the result showed that there were real problems encountering listening comprehension at both public

and private school in Karak. And the last a journal by Shimma M. Hwaider at Yemani EFL Learners 2017. The result showed that the teaching of listening comprehension in the context of the study suffers a set of problems linguistic and non-linguistic.

Based on the previous studies, there are many problems of teachers in teaching listening comprehension, such as external and internal factors and every school have many various and different difficulties in teaching listening comprehension. The researcher is decided to conduct a research in SMA Negeri 1 Ketungau Hulu, because the researcher believe this school had their own difficulties. When the English foreign language (EFL) teachers know the difficulties, it is hope can help them improving the teaching listening comprehension better in the future.

Based on the explanation, the researcher would explore about EFL teachers' difficulties in teaching listening comprehension of SMA Negeri 1 Ketungau hulu in the academic year of 2020/2021. It is to find what kind of the difficulties that faced by teachers in teaching listening comprehension.

## **METHOD**

This research used qualitative descriptive method. According to Cresswell (2012: 228), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Another statement from Ary (2010: 424) states that the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics. So it can be concluded that qualitative research is a research to exploring and understanding the subject problems and the result of the study reported in the form of words or pictures.

The aim of this method was to find out the EFL teachers' difficulties in teaching listening comprehension. In selecting the subject of the study, the researcher would use purposeful sampling. According to Crossman (2020: 142), purposeful sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study. EFL teachers of SMA Negeri 1 Ketungau Hulu were selected for the subject of this research. The researcher choosing the teachers because the researcher would analyze the difficulties in teaching listening comprehension. This research involved 3 participants of all the EFL teachers from different levels or class at SMA Negeri 1 Ketungau Hulu. The researcher would

choose the teachers from all grade levels because different grade has a different difficulty in teaching listening comprehension.

The researcher used interview as the instrument for this research, the interview would conduct through phone calling, because considering the condition of pandemic covid-19 in Indonesia. After the researcher implemented the interview, the researcher would analyze the data by using coding, data reduction, data display, and the last drawing conclusion from Ary et al (2010:283).

## **RESEARCH FINDINGS**

This research had been conducting through an interview. The samples were the three teachers from a different class grade. The interview conducted through phone calling in a different time and place. In interview section, the interviewee answered the questions in Bahasa, English or mixed Bahasa and English. The researcher described the result of the analysis below.

### **1. Teachers' Difficulties in Teaching Listening Comprehension**

#### **a. Strategy/ Method**

*Question 1: Strategi apa yang anda terapkan untuk mengajarkan listening kepada siswa?*

*" Salah satu metode yang saya pakai adalah Filling GAP. Jadi Filling GAP ini, saya menggunakan teks, kalimat atau paragraph, lalu beberapa dari kata-kata didalam paragraph itu saya hapus dan saya isi dengan titik-titik. Nanti saya putarkan ke anak-anak melalui media yang saya punya. Lalu mereka mendengarkan dan mereka melihat didalam teks yang sudah saya bagikan dan mereka mulai mengisi kata yang kosong itu berdasarkan dengan native speaker yang mereka dengarkan. "*

*Question 2: Apa yang anda alami ketika menerapkan strategi tersebut saat mengajarkan listening?*

*"Yang saya alami itu sedikit kesulitan yaitu kalau mereka kurang focus. Mereka susah focus kalau sudah mendengarkan kata yang sulit didepan, mereka sudah pasti sulit focus untuk yang kebelelang-belakang nya lagi."*

In teaching listening comprehension, the first teacher used a strategy named Filling GAP. Filling GAP is a strategy where is the teacher would use a text, paragraph, or sentences then the teacher would make some blank

words in the text, next the students have to fill every blank words in the text based on what they are listened from the audio listening (question 1).

The teacher's difficulty in using this strategy was when the students listened some difficult words and it was made they could not focus for the next listening test (question 2).

*Question 1: Strategi apa yang anda terapkan untuk mengajarkan listening kepada siswa?*

*"Strateginya biasanya hanya diajarin kasi tau perkataanya gitu, jadi ngasi tau dengerin listening, mereka coba nebak dulu lalu setelah coba menebak kita kasi tau perkata nya."*

*Question 2: Apa yang anda alami ketika menerapkan strategi tersebut saat mengajarkan listening?*

*"Yang saya alami sih, lancar sih ya, Cuma muridnya aja yang diawal mereka ndak terbiasa dengan listening. Jadi ya banyak salah gitu, kita harus perbaiki listening mereka gitu."*

The second teacher used a simple strategy, where was the teacher teaching listening by learning word by word. The teacher would ask the students to listen an audio then they have a chance to guess what were the speakers said and if the students were wrong, the teacher would tell the right answers to them. (question 1). The difficulty in using this strategy was in the first time, some of the students did not usually do the listening test, that was make they get a lot of wrong answers. So the teacher has to teaching them how to pronounce the vocabulary with correct, it was to make them would get easily in answer the listening test. (question 2).

*Question 1: Strategi apa yang anda terapkan untuk mengajarkan listening kepada siswa?*

*"Strateginya saya menggunakan audio recording dan modul untuk selama pembelajaran. Tugasnya itu kebanyakan dimodulnya fill in the blank."*

*Question 2: Apa yang anda alami ketika menerapkan strategi tersebut saat mengajarkan listening?*

*"Yang saya alami kebanyakan kendala ya, karena kebanyakan dari mereka menganggap listening itu sulit. Jadi kendalanya di menemukan atmosfir yang enak buat siswa selama pembelajaran listening."*

The third teacher used audio recording and a module as the strategy to teaching listening comprehension. Then for the task of teaching listening, the teacher more often used a task like fill in the blank to adjust with the module that had been made by the teacher (question 1). The difficulty in using this strategy was the students already assume that English is a difficult subject, so it was hard to find a good atmosphere for the students and make them enjoy in learning listening (question 2).

**b. Book/Sources**

*Question 3: Apakah buku atau sumber pembelajaran listening yang anda gunakan sulit ditemukan di sekolah?*

*“Untuk Filling GAP itu mungkin tidak ada di sekolah yang saya ajar. Tapi saya mendapatkannya dari internet atau di youtube.”*

*Question 4: Bagaimana cara anda mendapatkan buku atau sumber pembelajaran tambahan untuk melengkapi materi listening?*

*“Materi tambahannya sama saya mencari di internet ataupun walaupun saya dapat itu di toko buku. Saya beli buku yang memang khusus untuk listening dan mereka sudah sepaket dengan teks nya, juga sudah dengan audionya.”*

For the materials to teaching listening used Filling GAP strategy, the first teacher could not find the book or materials in the school, so the teacher searched the materials by herself from the internet or youtube video (question 3). In adding the materials to teaching listening comprehension, the teacher also looking for it from the internet or the teacher bought a book from the bookstore, where was the book package has completed with the text and audio listening (question 4).

*Question 3: Apakah buku atau sumber pembelajaran listening yang anda gunakan sulit ditemukan di sekolah?*

*“Buku sih kita pake langsung dari sekolah”*

*Question 4: Bagaimana cara anda mendapatkan buku atau sumber pembelajaran tambahan untuk melengkapi materi listening?*

*“Dari internet”*

For the books that used in teaching listening, the second teacher was not difficult to find it in the school (question 3). In adding the material to

teaching listening comprehension, the teacher looking for the materials from the internet. (question 4).

*Question 3: Apakah buku atau sumber pembelajaran listening yang anda gunakan sulit ditemukan di sekolah?*

“Aa.. Tidak”

*Question 4: Bagaimana cara anda mendapatkan buku atau sumber pembelajaran tambahan untuk melengkapi materi listening?*

“Saya keseringannya download di google ya untuk menyesuaikan, terus kadang juga sharing sama teman-teman sesama guru Bahasa Inggris.”

The third teacher said it was not difficult to find a book in the school as a material to teaching listening (question 3). In adding the material, the teacher usually looking for it through the internet and sharing with the other English teachers (question 4).

### **c. Class Management**

*Question 5: Kesulitan apa saja yang anda alami selama proses pembelajaran listening berlangsung?*

“Kesulitannya palingan yang ada di saya yaitu media, media pembelajarannya itu cukup agak sulit bagi saya karena sekolah tidak memfasilitasi dan saya harus membawanya sendiri.”

*Question 6: Bagaimana anda menghadapi kesulitan yang terjadi pada saat proses pembelajaran listening berlangsung?*

“Mediannya yang cukup sulit buat saya. Sebelum saya mengajar listening, saya sudah harus mempersiapkan semuanya dengan matang kayak laptop, speaker, teksnya itu semuanya dari diri saya dan kesulitan kedua yaitu kalau anak-anak tidak fokus, cara penyelesaiannya yaitu dengan misalnya sebelum mulai pembelajaran, saya sudah harus sepakati dulu, nanti kalau misalnya kalian sudah selesai kalian boleh istirahat setelah kelas saya selesai atau saya beri mereka hadiah gift atau berupa skor tambahan agar mereka fokus.”

In teaching listening, the first teacher faced a difficulty in providing the media to teaching in the classroom, the teacher has to provide the speaker by herself, it was because the school did not provide it (question 5). In handling the difficulties in teaching listening, usually the teacher prepared

everything before the class begin such as texts, speaker, and laptop. Then for handling the focus of the students, the teacher would make a deal before the listening test, if the students were completed in doing the test, they can take a break of the class early or the teacher would give them a bonus score or a prize as an appreciation (question 6).

*Question 5: Kesulitan apa saja yang anda alami selama proses pembelajaran listening berlangsung?*

*“Membiasakan muridnya gitu mbak, beberapa mereka mungkin tidak pernah mendengarkan Bahasa Inggris. Kita ndak setiap hari belajar listeningnya.”*

*Question 6: Bagaimana anda menghadapi kesulitan yang terjadi pada saat proses pembelajaran listening berlangsung?*

*“Mungkin dari saya bisa tambah-tambah ngomong Bahasa Inggris sesekali gitu ke mereka, jadi dari sayanya membiasakan mereka mendengar kosakata Bahasa Inggris yang benar gitu.”*

There were two difficulties that the second teacher faced in teaching listening comprehension, the first one was how to make the students familiar with listening test because some of them is less of English language. Then the second was how to management time, as all we have known listening section more rarely teach in the classroom, if compared than the other skills. (question 5). In handling the difficulties of teaching listening, the teacher used a method with sometimes speak to the students in English. It was to make them would be familiar in few vocabulary and make them know the correct pronunciation (question 6).

*Question 5: Kesulitan apa saja yang anda alami selama proses pembelajaran listening berlangsung?*

*“Penggunaan speaker ya, kadang ada yang tidak working sih.”*

*Question 6: Bagaimana anda menghadapi kesulitan yang terjadi pada saat proses pembelajaran listening berlangsung?*

*“Cara saya menghadapinya itu kadang satu hari sebelum pelaksanaan pembelajaran khususnya materi listening, itu saya cek dulu speakernya, apakah speakernya bagus supaya nanti tidak terkendala. Terus kalau untuk modul saya persiapan nya juga satu hari sebelum pelajaran.”*

The third teacher faced the difficulty about the speaker that sometimes was not working. It can disturb the teaching learning process (question 5). The last, for handle the difficulty in teaching listening. The teacher would check the speaker to avoid any kind of obstacle and prepared the module before the class begin (question 6).

## **DISCUSSION**

In this research discussion, all of the result would be connected to the research findings. This research conducted to find out the difficulties that teachers faced in teaching listening comprehension. Based on the interview that had been conducted, the result would be discuss in this research discussion.

From the interview result found that the teachers faced some different difficulties in teaching listening comprehension. In teaching listening, the teachers used some strategies such as filling GAP, learned word by word and the last used module and audio listening. The difficulties in using these strategies were when the students listen to the audio, sometimes they could not focus. Then some of the students did not usually do the listening test, so that made they get a lot of wrong answers. And the last, the students already assumed that English language was a difficult subject, it was hard to find a good atmosphere for the students and make them enjoy in learning listening. Related to this research, Suhud Aryana (2018) entitled “Analyzing Teachers’ difficulties in Teaching Listening” also found that the teachers were getting difficulty to choose the strategy, method or technique in teaching listening comprehension.

For the book or materials to teaching listening, there were two teachers did not find any difficulty to find the book in the school, but one teacher was getting difficulty to find the book or materials in the school. In adding the materials to teaching listening, the teachers looking for it through the internet, youtube or bookstore and there was a teacher that usually sharing with the other EFL teachers. A research by Alrawashdeh and Al-zayed (2017) entitled “Difficulties that English Teachers Encounter while Teaching Listening Comprehension and Their Attitude towards Them” also found that teachers faced difficulties in finding resources and supporting materials to teaching listening comprehension. In teaching listening in the classroom, the teacher faced few difficulties such as providing the media to teaching

listening in the classroom, making the students familiar with a listening test, making the speaker was always working and learning to manage the time. Related to this research, a research by Dewi Kurniawati (2015) entitled “Factors Affecting the Learning English” also found that one of the problems in teaching listening comprehension is the class or place that is not supportive for students’ listening activities.

Based on the previous studies, few result of this research was similiar with the previous studies before but the researcher also found the other difficulties such as the problems were not only from the strategy that used by the teachers but also from the students that could not focus while listen to the audio test, some students did not usually do the listening test, and the students already assumed that English language was a difficult subject. For the book or materials to teaching listening comprehension, not all the teachers could find it in the school, there was one teacher could not find the materials or book in the school. In teaching listening in the classroom the teachers faced difficulties in managing the media or speaker and the time. The teacher also found a difficulty in making the students familiar with a listening test.

## **CONCLUSION AND SUGGESTIONS**

Based on the result of research finding, the researcher concluded that the research problems of this research were answered and presented clearly. The purpose of this research were to find out the EFL teachers’ difficulties in teaching listening comprehension to students of SMAN 1 Ketungau Hulu in the academic year of 2020/2021.

Based on the result of the interview, it has shown that EFL teachers in SMA Negeri 1 Ketungau Hulu faced the difficulties in teaching listening comprehension such as the difficulty in using the strategy to teaching listening comprehension, finding the book or sources that is appropriate for the students, and controlling the class to be conducive during teaching learning process in the classroom.

Related to this research, the researcher would like to give few suggestions for the teachers and the students. The researcher suggests to the teachers for more do the practice of listening test, it was to make the students would be familiar with the listening and it can make teaching learning process be better in the future. EFL

teachers also have to explain to the students about the importance of communication skill and choose the appropriate strategy to teaching listening comprehension. In addition, the researcher also suggests to use some of interesting media to gain the students' interest such as a film, song, or pictures. It can make the students get enthusiasm and interested to learning listening.

For the students, the researcher suggests that the students should bring the equipment such as dictionary or the other stuff to help them looking for some words that they did not know before. In improving the students' listening skill, they can practice by themselves not only in the school but also in their home. They can watch a movie or listen a song in English, it can help them familiar with the words and also the meaning.

### **BIBLIOGRAHPY**

Aldama, B. (2017). *Analysing Teachers Difficulties in Teaching Listening Comprehension*. English Education Department Tarbiyah, Teaching Science Faculty Alauddin State Islamic University Makasar.

Alrawashdeh, A. I., Al-zayed, N. N. (2017). *Difficulties that English Teachers Encounter while Teaching Listening Comprehension and Their Attitudes towards Them*. Saudi Arabia: Canadian of Science and Education.

Anwar, I. (2010). *Pengembangan Bahan Ajar. Bahan Kuliah Online*. Bandung: Direktori UPI.

Ary, D. E. A. (2010). *Introduction to Research in Education (eight edition)*. United States of Amerika: Wadsworth.

Ary, J. L. C., Razavieh A., & Christine K. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning.

Aryana, S. (2018). *Analyzing Teachers Difficulties in Teaching Listening*. Siliwangi: ELTIN Journal.

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*. Boston: Pearson Education.

Creswell J. W. (2014). *Research Design: Qualitative, Quantitative, a Mixed Methods Approaches*. 5th Edition. Sage Publications.

- Crossman, A. (2020). *Understanding Purposive Sampling*. California: Thoughtco.
- Hamouda, A. (2013). *An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EFL Listening Classroom*. International Journal of Academic Research in Progressive Education and Development.
- Hermawan, H. (2012). *Menyimak Keterampilan Berkomunikasi yang Terabaikan*. Yogyakarta: Graha Ilmu.
- Hwaider, S. M. (2017). *Problems of Teaching Listening Skill to Yemani EFL Learners*. India: International Journal of Scientific and Research Publications.
- Kurniawati, D. (2015). *Studi Tentang Faktor-Faktor Penyebab Kesulitan Belajar Menyimak Bahasa Inggris pada Mahasiswa Semester III PBI IAIN Raden Intan Lampung*. English Education: Jurnal Tadris Bahasa Inggris.
- Laeli, S. N. (2015). *Teachers Problems in Teaching Listening*. English Education Departement Teacher Training and Education Faculty Muria Kudus University.
- Mahajan, A. & Kaushal, K. (2017). *A Descriptive Study to Assess the Knowledge and Practice Regarding Menstrual Hygiene Among Adolescents Girls of Government School of Shimla*. Himacal Pradesh.
- Medelyen, A. (2019). *Coding Qualitative Data: How to Code Qualitative Research*. Thematic
- Nadig, A. (2013). *Listening Comprehension*. In: volkmar F.R. (eds) *Enchyclopedia of Autism Spectrum Disorders*. New York: Springer.
- Nagler, K. S. (2015). *Effective Classroom Management and Positive Teaching*. Research Gate.
- Nor, H. (2014). *The Teachniques in Teaching Listeing Skill*. IAIN Antasari Banjarmasin.
- Saidur, M. R. (2014). *Difficulties Teachers and Students face in EFL/ESL Listening Classroom at Secondary Level Education in Bangladesh*. Bangladesh: BRAC University.
- Sugiyono. (2013). *Cara Mudah Menyusun: Skripsi, Tesis, dan Disertasi*. Bandung: Alfabeta.
- Thomas, S. (2015). *The SAGE Dictionary of Qualitative Inquiry*. Thousand Oaks, CA: SAGE