



JUNIOR HIGH SCHOOL TEACHERS' PERCEPTION ON TEACHING LISTENING

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ABSTRACT

The purpose of this article is to explore teachers' perspectives on teaching listening. This study used quantitative survey research. The sample consists of 36 Junior High School teachers from Kabupaen Banjarnegara, Indonesia. Questionnaires were used to gather data. The data were then statistically evaluated to determine the proportion of each item. The results indicated that the majority of junior high school teachers had a positive perception of listening teaching. In addition, 63.9% of teachers still like teaching listening, 75% of teachers enjoy listening activities in the classroom, and 63.9% of teachers think that teaching listening enhances students' English language skills..

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1. Introduction

Listening is one of the most important ways to learn a second language (SLA)(Wang, 2020). To learn another language, listening is a strong skill since it helps students to absorb information more quickly and effectively (Han, 2021; Renukadevi, 2014).

A strong foundation for future success may be built even for youngsters who cannot read or write by just paying attention and paying attention effectively. Intermediate and advanced students' grammatical and lexical understanding may be improved by listening (Namaziandost & Nasri, 2019; Nhat & Ivone, 2020). As a consequence, learning a language is mostly accomplished via the process of listening. Because of this, mastering the ability to listen is essential if you want to learn a foreign language (Aruan et al., 2020; Bang & Saekhow, 2017).

Students are expected to grasp four English fundamental abilities outlined in the curriculum. They are engaged in the activities of listening, reading, speaking, and writing. All of these skills are necessary for their effective communication. And the first ability that must be mastered is listening precisely (Raza, 2016; Wang, 2020). Before they can write, read, or talk, they must, of course, first listen. Therefore, the students must be provided the finest listening therapy. During the course of their education, they must be instructed extensively. And to evaluate the accomplishment, we must of course conduct a thorough evaluation.

The way teachers perceive teaching listening is reflected in how teachers teach students (Agustiana, 2019; PUTRI & ISLAMIATI, 2018). Perception in human senses is the act of identifying and comprehending things via the use of senses like sight, hearing, and touch. Because perception is influenced by action, perception and action cannot be separated. The perception of language teachers affects how the teachers teach students.

2. Methodology

This research utilizes a quantitative approach. Quantitative researchers investigate research topics based on field patterns or a desire to understand why something happened (McKenney & Reeves, 2014). This study seeks to identify the teachers' perception of teaching listening. This research is a component of survey analysis. The purpose of a survey study is to provide a quantitative or numerical assessment of the trends, attitudes, or perspectives of a population by evaluating a representative sample of that community (Cohen et al., 2007; Ingleby, 2012). Purposive sampling was used to choose 36 English teachers from state junior high schools in the Banjarnegara Regency. This was done in order to learn particular information for a variety of objectives.

To collect information from participants, a questionnaire was created. The questionnaire was the most suited instrument for data collection since the research wanted to collect information from a wide sample (Ingleby, 2012; Nardi, 2006). The majority of the questionnaire consisted of Likert-type questions, which are regarded as one of the most successful methods for eliciting views and opinions. The questionnaire was composed of two sections. The first section is to collect background information about the participants. The second section of the questionnaire was meant to collect data pertinent to the study questions: "How do the English Teachers perceive of Teaching Listening? The data was analyzed item-by-item, and frequencies and percentages were generated based on the scales.

3. Result and Discussion

a. Result

The teachers' perception about listening skill and their experiences in teaching listening skill was composed in 15 questions. The result can be seen in the following table.

Table 1 Teachers' Perception in Teaching Listening

NO	Perception	SD (%)	D (%)	U (%)	A (%)	SA (%)
1	I feel I am more proficient in teaching speaking (or other skills) than in teaching listening.	2,8	13,9	0	75	8,3
2	I would not choose to teach listening if I can teach other subjects and/ or skills.	5,6	52,8	8,3	30,6	2,8
3	I enjoy teaching listening.	0	22,2	13,9	63,9	0
4	I like the listening activities that are used in the course.	0	13,9	11,1	75	0
5	I think students' proficiency in English does not improve after being taught listening.	8,3	63,9	8,3	16,7	2,8
6	I like the listening texts that are used in the listening course.	0	8,3	19,4	72,2	0
7	I think teaching listening consists in playing the tape and testing students' comprehension.	2,8	19,4	8,3	69,4	0
8	I think listening is at the basis of EFL learning.	0	8,3	2,8	77,8	11,1
9	I think listening is an easy skill to teach.	2,8	66,7	13,9	16,7	0
10	I think students will be able to pick up new language items and apply these naturally simply by being exposed to the listening text.	0	22,2	11,1	63,9	2,8
11	I believe students will learn how to listen by being exposed to the listening passage.	0	8,3	11,1	77,8	2,8
12	I think that the listening skill develops naturally.	0	44,4	13,9	41,7	0
13	My students must be able to recall word by word most of what has been said on the tape.	0	22,2	8,3	63,9	5,6
14	My students are required to get the full meaning of the listening passage.	2,8	38,9	11,1	44,4	2,8
15	I use visual aids when I teach listening.	2,8	11,1	5,6	69,4	11,1

From the table above 75 percent of teachers feel more competent in teaching speaking (or other abilities) than they do in teaching listening. It indicates that they lack confidence in teaching listening. Despite the fact that they are able to teach other subjects/skills, 52 percent of teachers continue to teach listening. It is underlined by 63.9% of teachers who still love teaching listening, by 75% of teachers who enjoy listening activities in the classroom, and by 63.9% of teachers who believe students' English ability improves after being taught listening. In addition, 72.2% of teachers like the listening texts used in the listening course.

69.4 percent of teachers believe that teaching listening involves playing the tape and assessing students' understanding. Additionally, 78% of teachers believe that listening is the foundation of EFL learning. We might deduce from this that they believe listening is an essential ability for language acquisition. Nevertheless, 66.7% of teachers believe that listening is a difficult ability to teach. It indicates that the majority of teachers struggle with teaching listening. In addition, 63.9% of teachers feel that students will be able to take up new language things and apply them naturally just by being exposed to the hearing text, and 77.8% of teachers believe that students will learn how to listen simply by being exposed to the listening passage.

It may also be seen that 44.4% of teachers do not believe that listening skills grow organically, however 41.7% of teachers agree with this statement. Moreover, 63.9% of the teachers believe that their students must be able to recollect word-for-word the majority of what has been stated on the tape, and 44.4% believe that their pupils must comprehend the complete

content of the listening passage. In the previous statement, 69.4 percent of teachers utilize visual aids while teaching listening. It indicates that they comprehend the link between audio and video.

b. Discussion

This study found that teachers of Junior High school in Kabupaten Banjarnegara, Indonesia has a positive perception on teaching listening. . There are just a few minor variations in the patterns of preference or emphasis that teachers at different schools show in their responses. According to the teachers' personal experiences, their perspectives on the teaching of listening skills show both good and bad aspects of the training process.

As a direct consequence of these findings, previously established strategies and procedures with demonstrable promise may be developed further and refined. There should be an attempt made to get rid of or significantly cut down on as many of the faults and defects that have been found as possible . Nearly everyone involved in primary education has the potential to play a part, and there are a wide variety of aspects of teaching kids to listen that may be tackled (Nhat & Ivone, 2020; PUTRI & ISLAMIATI, 2018).

The acoustical quality of classrooms may be improved via the use of various spatial configurations. It is possible to make the environment of the classroom, the materials, the equipment, the programs, and the evaluations, and so on, simpler to teach in order to teach listening skills in the English language (Aryana & Apsari, 2018; Kamarullah et al., 2018; Silvianti et al., 2020). It is possible that the training of teachers, including initial and in-service training for teachers as well as advisory services and actual teaching techniques might make a significant impact in the teaching of listening skills (Best et al., 2016; Maulana et al., 2020; Muzaki, 2017). The findings of this research suggest that the perspectives and preferences of teachers can serve as a useful starting point, despite the fact that teachers may not be as well-versed as they may be and are sometimes forced to operate under adverse circumstances. Despite these facts, the research suggests that teachers' perspectives and preferences can serve as a useful starting point.

4. Conclusion

The findings showed that most junior high school teachers had a positive opinion of listening instruction. Additionally, 75 percent of instructors appreciate listening activities in the classroom, 63.9% of teachers still love teaching listening, and 63.9% believe that teaching listening improves students' English language proficiency.

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