



## TEACHERS' STRATEGIES IN TEACHING LISTENING: A CASE STUDY AT SMAN 1 TERARA

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**Abstract:** Listening is an important skill in the process of learning and teaching a particular language. Listening makes students possible to understand and respond to spoken language in real situations. In learning English, listening is important because it is one of the four main skills that must be mastered to be able to communicate using English. The purpose of this study was (1) to describe the students' actual problems in listening at SMAN 1 Terara and (2) to describe the teachers' strategies for overcoming teaching listening at SMAN 1 Terara. This research was a case study. The participants of this study were the English teachers who taught eleventh-grade students at SMAN 1 Terara which were Mrs. X dan Mrs. Y. To collect the data, the researcher used observation, questionnaire and interview. In this research, the data analysis technique employed by the researcher is a qualitative analysis method. The results of this research showed that the students' actual problems in listening class at SMAN 1 Terara might be categorized into linguistic and non-linguistic problems. Linguistic problems included pronunciation, intonation and sound system, vocabulary, and syntactic structure. Therefore, non-linguistic included unavailability of facilities, learner factors, classroom environment, lack of training and practice, teachers' competence, and time devoted to English language teaching. The teachers' strategies for overcoming teaching listening were cognitive strategies, metacognitive strategies, and socio-affective strategies. However, metacognitive strategies were the most commonly used by Mrs. X, meanwhile, socio-affective strategies were the most commonly used by Mrs. Y.

**Keywords:** Teachers' Strategies, Listening, Students' Listening Problem, Teaching Speaking

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### INTRODUCTION

Listening is an important skill in the process of learning and teaching a particular language. Listening makes students possible to understand and respond to spoken language in real situations. In learning English, listening is important because it is one of the four main skills that must be mastered to be able to communicate using English. However, listening is the most difficult language skill because of some factors.

Hwaider (2017) said that the problems in learning listening can be divided into two factors, linguistic and non-linguistic problems. Linguistic problems encompass 1) pronunciation, 2) Intonation and Sound System, and 3) Vocabulary and Syntactic Structure. Furthermore, Non-Linguistic problems encompass 1) Unavailability of Facilities, 2) Learner

Factors, 3) Classroom Environment, 4) Lack of Training and Practice, 5) Teachers' Competence, and 6) Time Devoted to English Language Teaching.

Listening is a very important skill in the process of learning English. According to Listiyaningsih (2017), listening skill is as important as other skills that students must master. Listening makes it possible to understand and respond to spoken language in real situations. In learning English, listening is important because it is one of the four main skills that must be mastered to master English, namely listening, speaking, writing, and reading. All of these skills are the main guidelines for mastering English. According to Mandelsohn (1994), although the teaching of listening has long been neglected and taught inappropriately in school, the fact is that listening plays a very important role in communication because the total time that humans spend communicating, listening spends 40-50%, speaking 25-30%, reading 11-16%, and writing, about 9%. This presentation shows how listening is a skill that cannot be ignored. Thus, listening is a skill that must be taught properly and appropriately by the teacher.

In teaching listening skills, it is important to focus on various aspects that help learners develop their listening abilities effectively. The first is providing learners with a wide range of authentic listening materials, such as podcasts, videos, interviews, movies, and songs. Authentic materials reflect real-life language use and expose learners to different accents, speech patterns, and contexts. This exposure helps learners develop their comprehension skills and become familiar with natural language. The second is encouraging learners to actively engage in the listening process. This can be achieved by incorporating interactive listening activities that require learners to respond to what they hear, such as answering questions, summarizing, discussing, or completing tasks based on the listening material. Active engagement enhances learners' focus, attention, and comprehension. The third is using various strategies to enhance their listening comprehension. These strategies may include predicting, summarizing, inferencing, recognizing context clues, identifying key information, and noting down important points. It is crucial to deliver explicit instruction and demonstration of these strategies, along with creating opportunities for learners to practice and implement them.

In general, EFL learners in Indonesia who are not used to using English will find it very difficult to identify English-based sounds. This is because there are very significant differences between the language systems of Indonesian and English. Among the known differences are vocabulary, language structure, pronunciation, etc. In addition, based on the experience of researchers who are also EFL learners in Indonesia, they have difficulty understanding English-based sounds because of two general problems. Especially the spelling and pronunciation are very different. According to Kreidler (1972), English spelling is not always consistent with pronunciation due to various historical and linguistic factors. This can make it challenging for non-native speakers and learners of English. The pronunciation of words is influenced by factors such as regional accents, dialects, and language evolution over time. It is important to keep in mind that English has a complex and diverse set of rules for spelling and pronunciation.

Some experts said about the most fundamental difficulties in learning English listening. First, Şahin (2015) stated that a common challenge that learners often encounter in learning English listening is fast-paced speech. Native English speakers tend to speak at a

natural and rapid pace, which can make it challenging for learners to process and comprehend the spoken language in real-time. The quick delivery of words and phrases can lead to difficulties in distinguishing individual sounds and understanding the overall message. Second, many words sound similar but have different meanings, and vice versa. This can create confusion and difficulties in understanding and using the language accurately. These words are known as homophones, which are words that have the same pronunciation but differ in meaning and often in spelling. Examples of homophones include "two" and "too," "there" and "their," and "write" and "right." Despite sounding alike, each word has a distinct meaning and usage. (Salman, 2013). Third, Hwaider (2017), said that vocabulary and syntactic structure are the common problems faced by students in learning English listening. Limited vocabulary knowledge and unfamiliarity with sentence structures can impede listening comprehension. If learners lack the necessary vocabulary or struggle with understanding complex sentence constructions, they may struggle to comprehend spoken language accurately. Moreover, problems arose in teaching and mastering English which significantly affected the process of learning and teaching English. This can be overcome by teachers by implementing the right strategy.

However, according to Erawati (2013), many English teachers believe that listening comprehension is the most difficult language skill to teach. They believe they are having difficulty finding appropriate listening materials for senior high school students, applying appropriate strategies to ensure that students participate fully and successfully in listening to the material provided and preparing the equipment required to teach listening in the classroom, among other things.

These phenomena above were also experienced by a few English teachers in West Nusa Tenggara. As previously explained, these limitations and problems were also experienced by the researcher when she conducted the internship program for two weeks at SMAN 1 Terara. Just like other schools in West Nusa Tenggara, students of SMAN 1 Terara are also EFL learners. So, teachers need to have good strategies to teach listening properly and effectively to students. The right strategy will help the process of understanding and mastering students' listening skills. Therefore, the purpose of this research is to investigate teachers' strategies in teaching listening and to evaluate the effectiveness of these strategies in the context of learning English. By examining the strategies teachers use and how students perceive those strategies, this research aims to provide insight into best practices for teaching listening and to identify areas for improvement.

## **RESEARCH METHODS**

This research is a case study and focuses on a single entity, such as an individual, group, organization, or program, to provide a detailed description and understanding of the case. The case study approach enabled researchers to examine the influence of contextual factors on teachers' teaching listening strategies and students' actual problem in learning listening. The participants of this study were the English teachers who taught eleventh-grade students at SMAN 1 Terara. There were two English teachers involved in this research. The first teacher was Mrs. X, who specifically taught English to eleventh-grade students in the Science class. The second teacher was Mrs. Y, who taught English to eleventh-grade students in the Social Science class. The researcher employed data collection techniques, namely

questionnaire, interviews, observation, and documentation, to gather the necessary data. To analyze the data, the researcher used steps such as editing, coding data, scoring data, tabulating and interpreting data.

## FINDINGS AND DISCUSSION

### The Students' Actual Problems in Listening at *SMAN 1 Terara*

To address the actual problems encountered by students in English listening skills, the necessary data pertained to the specific difficulties faced by students in learning English listening skills. Drawing on Hwaider's theory (2017) on problems in English listening skills, two categories of problems can be identified: linguistic and non-linguistic problems. Linguistic problems encompass 1) pronunciation, 2) Intonation and Sound System, and 3) Vocabulary and Syntactic Structure. These categories serve as a framework for understanding the listening challenges faced by students. Therefore, Non-Linguistic problems encompass 1) Unavailability of Facilities, 2) Learner Factors, 3) Classroom Environment, 4) Lack of Training and Practice, 5) Teachers' Competence, and 6) Time Devoted to English Language Teaching.

Table 1. Questionnaire Result in Linguistic Problem

Problems in Listening	Components	Average Score	Category
Linguistic Problem	Pronunciation	4.14	Always
	Intonation and Sound System	3.38	Often
	Vocabulary and Syntactic Structure	3.36	Often
	Total	3.59	Often

Based on the table above, it indicated that linguistic problems in pronunciation had 4.14 for the average score in the questionnaire which in category Always. It means that most of the students always experience difficulties with proper pronunciation of English words in learning listening. For the Intonation and Sound System categories, it had a 3.38 average score in the questionnaire which in category Often. It means that most of the students often find it challenging to understand English intonation and sound patterns in learning listening. Therefore, Vocabulary and Syntactic Structure had 3.36 which in category Often. It means that most of the students often encounter difficulties in understanding English vocabulary and sentence structures in learning listening. The average total for Linguistic Problems was 3.59 which in category Often. This means that most of the students often face linguistic problems in learning listening. It also was evidenced by the result of the teachers' interview, in which Mrs. X said that:

“The issue is more related to linguistic aspects: a lack of understanding words, limited vocabulary, and difficulty comprehending complex sentence structures. Often, students find themselves hindered when listening to conversations or materials in English that utilize unfamiliar terms or hard-to-understand words. Additionally, the complexity of sentence structures in English at times presents its

own challenge to students, making comprehension more difficult to achieve.”  
(Interview, Mrs. X in SMA 1 Terara)

Also, Mrs. Y said that:

“Vocabulary constraints are a common challenge in learning English, especially when students are accustomed to their local language in their daily lives. It used to be very familiar, but now, when looking at it from the students' daily lives, such as their vocabulary, it's because it's still mixed with various languages used by the students in their daily lives. In terms of pronunciation, the common challenge lies in pronunciation, as there is still a lack of exposure to native speakers.”  
(Interview, Mrs. Y in SMA 1 Terara)

The result of this research was related to the research conducted by Hwaider, (2017). The result of his research showed that there were also linguistic problems which included pronunciation represented in stress, intonation and the sound system, vocabulary as well and syntactic structure.

Table 2. Questionnaire Result in Non-linguistic Problem

Problems in Listening	Components	Average Score	Category
Non-linguistic Problem	Unavailability of Facilities	3.24	Sometimes
	Learner Factors	3.03	Sometimes
	Classroom Environment	3.16	Sometimes
	Lack of Training and Practice	3.47	Often
	Teachers' Competence	2.97	Sometimes
	Time Devoted to English Language Teaching	3.22	Sometimes
	Total	3.19	Often

Based on the table above, indicated that the non-linguistic problem in Unavailability of Facilities had 3.24 for the average score in the questionnaire which is in category Sometimes. It means that most of the students sometimes lack access to suitable facilities (e.g., audio resources, language labs) to improve their listening skills. For the Learner Factors categories, it had 3.03 for the average score in the questionnaire which in category Sometimes. It means that sometimes personal factors or learner factors (e.g., attention span, motivation) affect the students' listening ability. Then, the Classroom Environment had 3.16 which in category Sometimes. It means that most of the students sometimes feel problems in the classroom environment (e.g., noise, distractions) when they improve their listening ability. Lack of Training and Practice had 3.47 which in category Often. It means that most of the students often feel that they lack sufficient training and practice to improve their listening skills. Teachers' Competence category had 2.97 which in category Sometimes. It means that for most of the students sometimes the competence of English language teachers helps the students in developing listening skills. Time Devoted to English Language Teaching category had 3.22 which in the category Sometimes. It means that most of the students sometimes provide an adequate amount of time for English language teaching that includes listening

activities. The average total for Non-Linguistic Problem was 3.59 which in category Often. It means that most of the students sometimes face non-linguistic problems in learning listening. It also was evidenced by the result of the teachers' interview, in which Mrs. X said that:

“For nonlinguistic issues, for example, discomfort in learning, anxiety in learning English, and an unsupportive classroom environment. Some students might feel uneasy when facing challenging English materials, which can reduce their motivation to actively participate in listening activities. Anxiety can also play a significant role, especially when students fear making mistakes or struggling to comprehend the material effectively. An unsupportive classroom environment, such as noise or disruptions, can also disturb students' concentration during listening activities.” (Interview, Mrs. X in SMA 1 Terara)

Also, Mrs. Y said that:

“In non-linguistic aspects, the lack of motivation stems from the frequent use of the Sasak language and rarely using Indonesian, and their perception that English is very difficult.” (Interview, Mrs. Y in SMA 1 Terara)

The result of this research was related to the research conducted by Hwaider, (2017). The result of his research showed that the non-linguistic problems in learning listening were represented in the unavailability of the facilities, the learners, the classroom environment, lack of training and practice, the teachers, as well as the time devoted to English language teaching.

### **The Teachers' Strategies for Overcoming Teaching Listening at SMAN 1 Terara**

In this research, to collect data about teachers' strategies, the researcher used a questionnaire. In this case, the questionnaire was designed to assess the frequency or level of engagement of teachers in specific strategies related to cognitive, metacognitive, and socio-affective aspects of teaching. Here is the result of the category for students' learning strategies.

Table 3. The Result of Teacher's Strategies by Mrs. X

No	Learning Strategies	Average Score	Category
1	Cognitive Strategies	3.33	High Use
2	Metacognitive Strategies	4.00	High Use
3	Socio-affective Strategies	3.67	High Use

Mrs. X showed a significant implementation of cognitive strategies in his teaching, as indicated by the average score was 3.33 in the category high used. The teacher had demonstrated a remarkably high utilization of metacognitive strategies in teaching, as evidenced by the average score was 4.00 which in category high used. The teacher employed socio-affective strategies, as reflected by the average score was 3.67 in category high used. Therefore, in the interview, Mrs. X said that:

“Metacognitive strategies truly help students become more active and engaged listeners in the learning process. Integrating them into teaching practices requires diverse approaches. One way I do this is by guiding students on how to prepare themselves physically and mentally. They are encouraged to relax. I

explain the significance of monitoring their comprehension while listening, taking notes during the process, and critically questioning the material they are hearing.” (Interview, Mrs. X in SMA 1 Terara)

Overall, the teacher demonstrated a strong utilization of various teaching strategies, including cognitive, metacognitive, and socio-affective strategies. Therefore, metacognitive strategies were the most commonly used. These findings highlight the teacher's effective application of these strategies to enhance his students' learning experiences and outcomes in learning English.

Metacognitive strategies, according to Rubin (1988), refer to management techniques utilized by learners to control their learning. These strategies involve planning, monitoring, evaluating, and adjusting one's learning process. For example, in terms of metacognitive planning strategies, listeners establish the objectives of a listening task and apply specific features of the auditory language input to enhance their understanding.

This result was in line with the research conducted by Rahimirad (2014). The result of the research showed that metacognitive strategy instruction can significantly improve listening performance among EFL students. It can also make the learners more independent and self-regulated thanks to monitoring and evaluation strategies. The notion that students receive some successful tactics and strategies to decipher listening tasks, gives them a sense of confidence and support in dealing with a skill as challenging and implicit as listening. Thus, students take responsibility for their own learning through the cycle of planning, monitoring, and evaluation.

.Table 4. The Result of Teacher's Strategies by Mrs. Y

No	Learning Strategies	Average Score	Category
1	Cognitive Strategies	3.67	High Use
2	Metacognitive Strategies	3.00	Average Use
3	Socio-affective Strategies	4.00	High Use

Teacher Mrs. Y demonstrated a strong emphasis on Cognitive Strategies, evidenced by an average score of 3.67, aligning with the "High Used" category. This underscores her notable integration of these strategies into her teaching approach, reflecting an intention to foster critical thinking and active engagement among her students. Metacognitive Strategies, however, exhibit an average score of 3.00, placing them in the "Average Used" category. While these strategies were employed to some extent, they may warrant further attention to fully harness their potential in enhancing students' self-regulation and awareness of their learning processes. Impressively, socio-affective strategies emerge as a hallmark of Mrs. Y's teaching methodology, with an average score of 4.00, firmly establishing them as "High Used." This highlights her dedication to creating a positive social and emotional learning environment, fostering collaboration and emotional engagement among her students. Therefore, in the interview, Mrs. Y said that:

“In my class, I often create opportunities for students to work in small groups or engage in debates. For example, I might assign different topics related to the subject matter and ask students to research and present their viewpoints in a structured debate format. This not only enhances their listening skills but also

encourages critical thinking and effective communication.” (Interview, Mrs. Y in SMA 1 Terara)

Overall, the teacher demonstrated a strong utilization of various teaching strategies, including cognitive, metacognitive, and socio-affective strategies. Therefore, socio-affective was the most commonly used. These findings highlight the teacher's effective application of these strategies to enhance his students' learning experiences and outcomes in learning English

Socio-affective strategies are techniques employed by listeners to interact with others, check their comprehension, and reduce anxiety or apprehension. Socio-affective strategies aim to promote a positive and supportive learning environment, foster healthy interpersonal relationships, and address emotional factors that may affect the learning process. Socio-affective strategies are particularly valuable in promoting holistic development and well-rounded education (Gilakjani & Sabouri, 2016).

. This result was in line with the research conducted by Robiansyah and Rochmahwati, (2020). The result of the research showed that the implementation of socio-affective strategies is divided into three activities namely; Pre activities, main activities, and the last activities. In pre-activities, there are two activities, greeting and apperception. In the main activities, the teacher applied “socio-affective strategies. The findings that. In the last activities, the teacher gave an evaluation and motivation. In evaluation activity, a teaching and learning process needs to be evaluated.

## **CONCLUSION**

Based on the findings in this research, the researcher concludes that the students' actual problems in listening at SMAN 1 Terara were linguistic and non-linguistic problems. Linguistic problems included pronunciation, intonation and sound system, and vocabulary and syntactic structure. Therefore, non-linguistic included unavailability of facilities, learner factors, classroom environment, lack of training and practice, teachers' competence, and time devoted to English language teaching. The teachers' strategies for overcoming teaching listening at SMAN 1 Terara were cognitive strategies, metacognitive strategies, and socio-affective strategies. However, metacognitive strategies were the most commonly used by Mrs. X, meanwhile, socio-affective strategies were the most commonly used by Mrs. Y.

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