

LECTURERS' ATTITUDES TOWARD TEACHING LISTENING COMPREHENSION (An analysis on English Study Program of STAIN Curup)

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Abstract

Lecturer's attitude in teaching listening are related with the availability of teaching material, their experience and capability and the strategy used and are regarded as success determinants of teaching itself. This article had a purpose to investigate lecturers' attitude towards teaching listening comprehension on English Study Program in STAIN Curup. This study was conducted in descriptive quantitative design. The participants of this study were 10 lecturers of listening comprehension lesson English study program of STAIN Curup. The data were collected by using questionnaires of Likert-scale formula and interview. The results showed that the lecturers' attitude towards teaching listening comprehension is considered as Negative attitude.

Keywords: attitude and Teaching listening comprehension

A. INTRODUCTION

The teaching learning process can proceed if the teacher/lecturer prepares the material for teaching, select certain strategy that match with students and the material, and use appropriate assessment method related to the skill of language that he/she teaches. However, all sorts of things would be less effective if the teacher/lecturer has no experience in teaching the subject/course even has no skill and interest toward it. It getting worse, if the time for preparing the material is limited and there is no workshop for the lecturer of how to teach the teaching subject such as listening comprehension. As listening comprehension has high anxiety on students' side, thus the teacher should be the one who really capable to teach it so the activity would not fall into simply listen to the listening text which is monotonous. Moreover, the fact that listening to the native speaker is really not as comfortable enough as listening to the teacher's speaking would make the difficulties become severe. Newly discovered features of listening comprehension, such as its being an active process, require the teacher to develop a comprehensive understanding of listening and students' listening development. At the same time, teachers should develop skills that allow them to become active instructors of listening strategies.

Although it is recognized that the teacher is the key factor in teaching processes, there are few studies on teacher practices in general. There is some research on listening strategies and their usage, but there are not any studies that have aimed at finding out teachers' attitudes about teaching listening and the extent to which they train their students in listening strategies. The attitudes of lecturers toward teaching listening might be, to some extent, as the result of the particular difficulties that they have faced while teaching listening comprehension.

From the preliminary observation in STAIN Curup, it was found that the lecturer of listening comprehension subject always changed for every semester which means the lecturer was faced to a subject/course that they have never taught before. Among 10 lecturers who have chosen to teach listening comprehension only 2 of them who have taught it for more than 2 semester. For the information, the listening in STAIN Curup are; Listening I, II, III, and IV. Some lecturers are reluctant to teach listening lesson. Majority of them have the same reason. The main reasons are bored and monotonous. These evidence creates questions; how is lecturers' attitude towards teaching listening comprehension and to what extent the teaching has been conducted so far and what sorts of difficulties faced by the lecturer. Therefore, the study was conducted as the results of it would pave the way to curriculum renewal, new course design, and materials development to address students' needs more thoroughly in English Study Program of STAIN (State College for Islamic Studies) Curup.

Attitude

Attitude consists of four categories: cognition, affect, conation, and behavior. In the framework, attitudes are a function of beliefs. In other words, beliefs have causal effects on attitudes (Fishbein, M., & Ajzen, I. 1975). Typically, a person learns a number of beliefs about an object by direct observation or information from outside sources. People hold a set of beliefs about the object, and these beliefs serve as the basis that determines their attitudes. In the framework, attitudes are viewed to have influence on behavior. Specifically, a person's attitude toward an object affects the person's intentions to perform behaviors relating to that object (Fishbein, M., & Ajzen, I. 1975). However, the relation between attitude and behavior depends on particular conditions. That is, when the person thinks he/she has more resources and fewer obstacles, he/she is more likely to perform the behavior according to his/her intentions. Behavior can be determined by intentions; intentions are the results of overall attitude, and attitudes are a function of salient beliefs. However, these causal effects not only work in one direction. Performance can provide new information that changes beliefs, attitudes and intentions. Nevertheless attitude is also considered related much with affective, cognitive and behavioral factors (Crano, 2008). In a senses that it is about likes and dislikes (affective), how someone favor what they face and put it into constant action (cognitive), and what are the people do or intend to do (behavior).

Teaching Listening Comprehension

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them. Some of the teaching methods for improving students' listening comprehension skill (Gilakjani and Ahmadi, 2011) are as follows:

1) *Cultivating Students' Listening Skills*

Cultivating students' listening skills is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with lots of practice. The demands of the task are often frustrating for students because there are no precise rules, as in grammar teaching. Speaking and writing also have very specific exercises that can lead to improvement.

2) *Textbook-based Learning and Other Listening Contexts*

Teachers need to select a wide range of materials to increase listening content besides using textbooks. Students need to listen to different levels of English in order to be exposed to natural, lively, rich language, such as listening to English songs, seeing films with English text. In these ways it is possible to raise students' enthusiasm, cultivate their listening interests, and achieve the goals of learning English.

3) *Passing on Cultural Knowledge in Language Teaching*

Understanding that language is controlled by particular cultural experiences is a necessity for the language learner. If the cultural differences between the students' own culture and that of the language they are to learn is excessive, learners will usually keep some distance from the target language in their efforts to maintain their psychological comfort level. As a consequence the operating processes of memory and input will certainly be limited (Cheng Huaiyuan, 1999). Thus teachers need to be aware that breaking down the barriers is a significant part of cultural teaching and forms an important aspect of the whole process of language teaching.

4) *Combining "Intensive Listening" with "Extensive Listening"; Focusing on Listening*

Intensive listening requires students to understand the meaning of each discourse and, ultimately, to understand every sentence and word. Generally, intensive listening requires students to listen to a text several times, or divide the text into paragraphs and sentences to understand each one; or by doing dictation word by word. The goal

is for students to understand every sentence. Alternatively, extensive listening does not require students to understand every sentence, and every word, instead, students are encouraged to grasp the general meaning of the passage.

5) *Combining Listening with Other Skills*

In teaching listening, there is a need to combine the development of listening ability with the development of other skills such as reading. In order to improve listening ability it is necessary to listen frequently to a teacher reading well, since it is very difficult to generate a high quality output without appropriate input.

B. METHOD

This study used descriptive-quantitative method since it described the attitude of students toward reading assignment and assessment in e-learning. The questionnaire as instrument which was used to reveal lecturers' attitude toward listening comprehension had three indicators; method of teaching, listening strategy and listening assessment. The indicators of the questionnaire were distributed into 49 statements in five point Likert-Scale's questionnaire survey. The five points are strongly agree, agree, neutral, disagree, and strongly disagree that the highest point was strongly agree (5) and the lowest was strongly disagree (1). Beside questionnaire, the data were also collected through the interview to collect the data about the experience of each lecturer in teaching listening comprehension, the teaching strategy that commonly used (their recognition), how they prepared the material and the difficulties that they have in teaching listening comprehension.

Since the purpose of this study is to investigate lecturers' attitude in teaching listening, thus the sample was all lecturers who was teaching listening comprehension and those who taught it on previous semester. In other words, the sample was taken using purposive sampling technique about 10 lecturers.

C. FINDING AND DISCUSSION

The study about lecturer's attitude towards teaching listening comprehension revealed valuable information. The method of teaching as the first aspect of analyzing lecturer's attitude in teaching listening proved that almost all of the lecturer used the basic method of teaching listening namely *repetition* (70%) and followed by *providing the different media and learn to get information* (60%). Those three methods are very common for the lecturers even for those who have never taught listening comprehension. It clearly informed that the lecturers have limited knowledge of method in teaching listening comprehension.

Table 1. Method of Teaching used by the Lecturer

Indicator	F	P (%)
Repetition	7	70
Stimulate speaking	1	10

Expand students' knowledge and culture	3	30
Provide different accent	5	50
Provide different media: video, film, song etc.	6	60
Make inferences	5	50
Enrich vocabulary	4	40
Encourage intensive practice	4	40
Encourage extensive practice	4	40
Learn to get a gist	5	50
Learn to get the information	6	60

The lecturer gave minor attention in stimulating students' speaking which means they only cared about listening skill that only one lecturer stimulated students' speaking while he/she was teaching. Thus, from the data finding (table 1), it proved that among 10 lecturers, approximately 50 % of them used the basic method of teaching listening such as learn to get gist and the information, enrich the vocabulary, make inferences, encourage students to practice their listening and used certain media for teaching listening.

The second aspect-strategy in teaching listening revealed that 70% of the lecturer used pre listening strategy (table 2). The lecturer indeed gave a clue to students before listening phase. This strategy is a basic one in teaching listening and does not need a lot of effort in preparing it before the teaching learning process. The fact that the college students are considered as intermediate to advance learner, thus pre listening strategy does not cultivate students' skill and ability in listening in satisfied manner. The lecturers are expected to improve students' skill by improving the level of difficulties gradually and chose the strategy that accords such difficulties.

Table 2. Lecturers' Strategy in Teaching Listening Comprehension

Indicator	F	P (%)
Use Pre-listening activity	7	70
Use pair/group listening	2	20
Use authentic listening material	4	40
Ask students to listen native speaker from any sources independently	4	40
Use predicting information	1	10
Use interesting topic	3	30

The table above shows that 4 (40%) lecturers out of 10 used authentic material and ask students to listen to any source of listening that they can have independently. Unfortunately, among 10 lecturers only one of them used predicting the information as the strategy in teaching listening and trained students to make prediction before

listening to the text. It was also found that most of the teacher asked students to work individually rather than in pair or group. The lecturers was also gave a minor attention to the topic of the listening that 3 lecturers used the interesting topic in teaching while others did not.

The lecturers seem does not aware of students anxiety and the strategy of collaborative and cooperative approach used in teaching listening such as pair and group listening. Meanwhile, listening various kind of text and work collaboratively are the key components of practicing a better listening. Richards (as cited by Timson, 1996) also states that lectures should be considered an important component of language learning and thus should not be restricted to advanced learners. The strategy of teaching listening is better chosen based on the level of students.

Table 3. Listening Assessment used by the lecturers

Indicator	F	P (%)
Fill in the blanks	8	80
True/False	8	80
Comprehension questions	8	80
Information transfer	6	60
Multiple choice	5	50
Note taking	3	30

From the calculation of the lecturers' response towards the assessment -third aspect- that they used in assessing students' listening achievement, it was found that the assessment method that mostly used by the lecturer were fill in the black, true/false and comprehension question. The note taking method was used by 3 lecturers out 10 or about 30 %. The Information transfer was the second method that mostly used by the lecturer. The result is clearly presented intable 3above.

The second question which is related to the attitude of lecturer in teaching listening comprehension is to what extent the lecturer teaches listening comprehension. To answer this question, the investigation was covered the teaching experience, the knowledge of teaching listening and the material which is used by the lecturer.

Table 4. Years of teaching experience

No	Years	Frequency	Percentage
1	0-4	3	
2	5-9	2	
3	10-15	4	
4	15+	1	

From the questionnaire that was given to the respondent it was found that most of the lecturers have experience in teaching above 10 years approximately 5 person. And only 3 of them have teaching experienced less 0-4 years (table 10). However, among 10 lecturers who have ever taught listening comprehension, only 2 of them that know much about teaching listening comprehension and 4 of them teach listening with limited knowledge about it and 2 of them has no knowledge and experience in teaching listening comprehension (table 5)

Table 5. The Lecturers' Knowledge towards the Concept of Listening Strategy

No	Familiarity of the Listening Strategy Concept	Frequency	Percentage
1	Very	2	20 %
2	Somewhat	2	20%
3	Slightly	4	40%
4	Not at all	2	20%

The extent of teachers teaches listening comprehension can also be seen from the material that they used or the material which is provided by the institution or the authorities. The variability of the material indicates that the teaching learning process might proceed with limited obstruction. The authenticity of the material is also important that the students learn from real use language rather than the imagery one.

Table 6. The Availability of Teaching Material

No	Instructional Material(s) Used for Teaching Listening Comprehension	Frequency	Percentage
1	Textbook with audio tape only	6	60 %
2	Teacher-produced materials	0	0
3	Textbook with audio tapes and videos	3	30%
4	Textbook with Videos	1	10%
5	Textbook without audio tapes and videos	0	0

The successful of teaching learning process can be treasured from the availability of teaching material and the lecturer's effort in providing the material for teaching. Among 10 lecturers' 6 of them used textbook with audio tapes and 1 that used textbook with videos. The table above shows that the material is very limited and the video is not provided enough for the lecturer to teach listening comprehension.

The most difficulty faced by the lecturer is related with the inadequate experience in teaching listening comprehension (table 7).The evidence that the lecturers have lack of skill and interest in teaching listening probably caused by assigning them to teach it without considering their interest, experienced and skill.

Therefore, the lecturers cannot hinder from anxiety in teaching and providing the appropriate and useful material. They might use the material that available in the library or at the time they learn it when they were still a students. The students' skill in listening might also improve slowly or not really satisfy in result since the material is not authentic enough. The opinion that listening comprehension subject is difficult, bored and not interesting will be approved by the method and strategy of teaching listening used by the lecturers. The knowledge and skill of listening may also limited as the lecturer does not explore them through material provided and strategy of teaching as well. Chamot (1995) explains the types of knowledge employed during language comprehension as *declarative knowledge* and *procedural knowledge*. *Declarative knowledge* includes concepts, vocabulary, and images. *Declarative knowledge* is stored in the form of propositions and schematic networks. Later, the students' perception toward listening will not change that it is merely listen or make their ears familiar with the English sounds and getting the information from listening text is difficult.

Table 7. Lecturers' Self-Difficulties in Teaching Listening

No	Difficulties	F	P (%)
1	Adequate experience in teaching Listening Comprehension	3	30
2	Ability in dealing with the boredom	4	40
3	Knowledge of Strategies in teaching Listening	6	60
4	Limited Teaching Material	7	70
5	Types of Teaching Material	6	60
6	Assessing Listening	4	40

Most of the lecturers (70%) stated that the material is very limited and is not provided enough by the institution. The second and third mostly chose by the lecturer are their limited knowledge of strategies in teaching listening (60%) and the knowledge towards types of teaching material (60%). Thus, it can be concluded that the material for teaching listening comprehension is not only limited but also not varied.

The data from questionnaire and interview in general have proved that the lecturer's attitude towards teaching listening comprehension is negative. It can be observed from the three aspect which were used to investigate the attitude of the lecturers.

Table 8. Lecturers' Attitude in Teaching Listening Comprehension

Aspect	Item Number	Attitude	
		Positive	Negative
Method of Teaching	1-29	0.48	0.51
Listening Strategies	30-39	0.37	0.61
Listening Assessment	40-49	0.61	0.44
Total		0.48	0.52

%	48 %	52%
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The table above shows that the overall attitude of the lecturer in teaching listening was Negative (52%). Even though the result was not really significance but it clearly described the attitude of the lecturer that can be seen in each aspect of teaching. The lecturers seemed lack of strategy in teaching listening that means only 37% of them had implemented the strategy of teaching listening. However, they had positive attitude toward listening assessment that from 10 lecturer 61% of them had implemented listening assessment.

In conclusion, even though the lecturers' attitude was consider negative toward teaching listening comprehension, it does not mean that they had no interest and effort in teaching listening. The attitude was considered negative because of lack of knowledge of strategy in teaching listening and the method of it. However, they had tried their best in assessing students' listening by the choice of assessment method that they used.

D. CONCLUSION

In conclusion, this study revealed that the lecturers' attitude in teaching listening comprehension is considered as negative. It means they are not really capable and has no interest in teaching listening. However, the lecturers cannot be blame since they were appointed to teach listening without considering their capability, skill and interest. Therefore, the teaching listening comprehension conducted by the lecturers has not satisfied yet since the method, strategy and assessment used in teaching listening are not varied. Thus, the students' skill and ability cannot be fully cultivated based on their level.

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