

AN ANALYSIS OF LECTURER'S DIFFICULTIES IN ONLINE TEACHING LISTENING SKILLS

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ABSTRACT

Difficulties in teaching listening skills are often encountered by lecturers in an online classes. The difficulties faced, those difficulties affect the concentration of lecturers in teaching and make it difficult for students to understand the material. To solve those problems, the lecturers try to find the best solution to overcome the difficulties they faced. This study is expected to identify the lecturer's difficulties in online listening classes and to provide solutions to cope with those difficulties in order to increase students' understanding in listening skill and the lecturer's comfort in teaching. In this study, the researcher is using a descriptive qualitative method, and for the data collection technique, the researcher is using interviews and questionnaires. The participant of this study is the lecturers in the second and fourth semesters at a private school in Jakarta. The researcher has analyzed six difficulties in teaching listening skills which are often faced by lecturers and it is found that all those six problems are proven to be experienced by the lecturers in the online class. These six difficulties are dealing with students' ignorance of new vocabulary, looking for the listening videos that do not have an open transcript, determining the listening audio which is not too easy and not too hard either, dealing with the limited interaction, being annoyed of the noise from outside and facing the students who do not want to be open to the lecturer.

Keywords: Listening difficulties, Listening skills, Online class

ABSTRAK

Kesulitan dalam mengajarkan keterampilan menyimak sering ditemui oleh para dosen di kelas daring. Karena kesulitan yang dihadapi, kesulitan tersebut mempengaruhi konsentrasi dosen dalam mengajar dan menyulitkan mahasiswa untuk memahami materi. Untuk mengatasi masalah tersebut, dosen berusaha mencari solusi terbaik untuk mengatasi kesulitan yang mereka hadapi. Penelitian ini diharapkan dapat mengidentifikasi kesulitan-kesulitan dosen dalam kelas daring menyimak dan memberikan solusi untuk mengatasi kesulitan tersebut guna meningkatkan pemahaman mahasiswa dalam keterampilan menyimak dan kenyamanan dosen dalam mengajar. Dalam penelitian ini, peneliti menggunakan metode deskriptif kualitatif, dan untuk teknik pengumpulan data, peneliti menggunakan wawancara dan angket. Partisipan dalam penelitian ini adalah para dosen di semester dua dan empat di Sekolah Tinggi Bahasa Asing LIA. Peneliti telah menganalisis enam kesulitan dalam mengajar menyimak yang sering dihadapi oleh para dosen dan ditemukan bahwa keenam masalah tersebut terbukti dialami oleh para dosen di kelas daring. Keenam kesulitan tersebut adalah menghadapi ketidaktahuan mahasiswa akan kosakata baru, mencari video menyimak yang tidak memiliki transkrip terbuka, menentukan audio menyimak yang tidak terlalu mudah dan juga tidak terlalu sulit, menghadapi interaksi yang terbatas, terganggu oleh suara bising dari luar dan menghadapi mahasiswa yang tidak mau terbuka dengan dosen.

Kata kunci: Kesulitan menyimak, Keterampilan menyimak, Kelas daring

INTRODUCTION

The COVID-19 pandemic, also known as the corona virus pandemic, is an ongoing global pandemic of corona virus disease 2019 (COVID-19) caused by severe acute respiratory syndrome corona virus 2 (SARS-COV-2). This virus was first identified in China, precisely in the city of Wuhan on 31st December 2019. Unfortunately, this virus was difficult to destroy there, so the corona virus finally spread throughout the world. COVID-19 is continuing to spread around the world with more than 510 million confirmed cases and more than six million deaths reported across almost 200 countries. This deadly virus has to spread various countries like the United States, Brazil, India, Russia, Mexico, Peru, and many more. This makes the whole community restless such as economy, education, politic, government, health, and domestic communication within one country and also international communication among many countries throughout the world. To stop the virus, the government in each country has ordered their citizens to keep themselves safe and healthy, like doing social distancing, wearing a mask when they want to go outside, washing hands regularly, and also making new ordinances for employees at offices, companies and other work sectors as well as governmental staffs and employees to work from home. All students in schools and universities also had the same regulation like the workers or employees in offices and companies, therefore the students had to study from home.

Due to the massive virus, COVID-19 finally entered our beloved country, Indonesia. It was confirmed to have spread to Indonesia on 2nd March 2020, after a dance instructor and her mother tested positive for the virus. Both were infected from a Japanese. By 9th April 2020, the pandemic has spread to all 34 provinces in this country. One of these provinces is Jakarta. Jakarta is one of the city with the highest rate of spread of the corona virus. Therefore, the government of Indonesia also has ordered the people to allow the health protocols and make a new regulation for the workers or employees to work from home like other countries. Not only the companies and offices, but also the students in schools and universities have to study at home.

Studying at home through online learning is the safest process during COVID-19 pandemic since the government does not want to take the risk of more massive spread of this dangerous virus.

Online learning is defined as learning that is carried out as distance learning assisted by electronic devices such as smartphones, tablets, laptops, and computers that require an internet connection (Gonzalez & Louise, 2018). The difficulty faced by teachers when learning online is that the internet network is not always stable, and teachers are required to be more creative because students are easily bored in online learning (Anugrahana, 2020). Synchronous and asynchronous are online learning ways. Synchronous learning refers to learning in which a group of participants is engaged in learning at the same time. For example, Google Meet, Zoom, Whatsapp group, Telegram, etc. So, the teachers or lecturers interact with the students in real-time. On the other hand, asynchronous learning refers to the opposite. The lecturers and the students are not engaged in the learning process at the same time. Usually, the lecturers give the materials. The materials are given in an e-book, powerpoint slides or videos and then students have to study by themselves. After that, the lecturers give an assignment and the students can submit it by Gmail, Google Classroom, etc.

English is a vibrant and international language because it is the only language that is spoken and understood by the majority of the population in almost every region of the world. Isam & Nawaf (2017) stated that Indonesia is one of the countries that uses English as a foreign language. Learning English as a foreign language has become a necessity in our lives today. Therefore, English is a language that must be learned to face a new revolution in the world of education as shown by government policies that implement online learning. In learning English, there are four basic skills that need to be taught to students, namely: listening, reading, writing and speaking.

Listening is a receptive skill that has an important role in learning English. Nunan (2002) stated that listening as a language skill is important not only as a receptive skill but also for the development of oral language skills. In listening, students get information not only about grammar and vocabulary but also pronunciation, rhythm, intonation, tone, and stress so that speaking skills can also be developed.

Besides the learners who have some difficulties in listening, the teachers or lecturers do too. Walker (2014) states that teaching listening skills is one of the most difficult tasks faced by a lecturer. What makes it difficult is its ongoing process that requires foreign or second language learners to comprehend and listen to simultaneously which may even cause anxiety to the students.

According to Aryana & Apsari (2018) have conducted research about Analyzing Teacher's Difficulties in Teaching Listening, and the result is that teachers have internal and external factors that make them difficult to teach listening skills. Internal factors came from himself such as The first respondent felt listening is categorized as difficult to teach. Because English is a foreign language in Indonesia, the students use Indonesian to interact. As the result, the students were not familiar with English words. Second, he faced difficulty in preparing material, because the committee from the school did not provide a module. As the result, he should find out material in other books or on the internet. Third, he felt difficult in choosing a method, technique, and strategy. Sometimes he faces difficulty to explain and discuss the material if the method, technique, and strategy are unsuitable for students. And the external factors came from outside like: First, he was disturbed by sounds from environmental activities such as the sound of a wood-cutting machine, which this sound disturbed his concentration even in the teaching-listening process. Second, he found difficulty with the module which made the respondent difficult to prepare the materials. As especially in teaching listening needs a textbook that should completely CD or DVD audio. Third, he felt difficulty with media problems such as the speaker injector cable to a laptop which sometimes errors.

Then, Lestari, Kurniasari & Riznanda (2021) have conducted research about Analyzing Teacher's Difficulties in Teaching Listening Comprehension, and the result is there are seven factors causing difficulties in teaching listening skills. The first factor is psychological difficulties. It was difficult to motivate students and how make them interested in studying listening. The second is students' background knowledge. The teachers found the difficulty with students who did not have a piece of previous knowledge about the material that she was going to learn. The third is the student's

attitude among others and concentration on the listening subject. Sometimes the students were often busy talking and chatting with their friends. Some other students were passive during the listening class, which makes them feel bored with the listening class. Some students did not know how to do a listening task given by their teachers.

The fourth factor is the lack of students' vocabulary. The lack of student vocabulary becomes the difficulty that the teachers faced. The teachers faced the challenge while teaching listening skills to the students in the class where the ability of the students was at the first grade of learning English. The fifth is teaching aids or media. The lack of tools like there was no headset or earphones and the language laboratory was not available. The teachers brought their own laptops and speaker to teach listening skills because there were no media like headsets or earphones provided by the school. The sixth is the material. The teachers faced problems in preparing the materials to be presented to the students because the material that was needed to be presented based on the syllabus was not available in the sourcebook provided by the school. The last factor is the method of teaching listening skills. The teachers felt difficulties in choosing a method for teaching listening comprehension because they knew that the use of an appropriate method or technique can make the students understand more about the lesson and they can use it for producing other skills in English like writing, speaking and reading.

According to Aldama (2017) who has also conducted a research about Analyzing Teacher's Difficulties in Teaching Listening Comprehension towards the First Grade Students of MAN 3 Bone, and the result is there are some difficulties that the teachers faced in teaching listening comprehension like teaching in a large class, students' ability to catch the teaching listening skill, the lack of the student's interest to learn English notably in learning the listening skill, the lack of the tool in the school, and dividing the students into the group. Teaching in a large class was the main difficulty that the teachers faced in teaching listening skills because they taught listening to 40 students. It was also caused by the language laboratory because it didn't function well. The student's ability to catch the material of listening skill was awful. It was caused by the lack of the student's vocabulary. The student's interest to learn English was also

one of the difficulties for the teacher. It was caused by the lack of learning media to teach listening skills. The lack of the tool was caused by the language laboratory was not used well. However, the language laboratory was the most imperative in teaching listening skills. The teachers got difficulties in dividing the students into groups which were caused by the different characteristics of the students.

According to Afiny (2020) who has conducted research about Teachers Difficulties in Teaching Listening at SMKN 1 Batipuh, and the result of this study showed that the researcher found several difficulties faced by English Teachers in teaching listening skills. Principally, the result of the research can be elaborated as follows: students are difficult to understand if teachers used native speaker recording, students lack of facility, the environment which disturbs the students to understand the materials, students have less focus, need more time for teaching listening skill, students need to hear the recording more than twice, lack of vocabulary, difficult to understand the listening source, and it is not easy to copy what the speaker said into the paper sheet.

Students and teachers or lecturers need good communication during the learning process. When students cannot hear the teacher well, then they will not respond suitably. Teachers have a very important role in teaching listening. However, teaching listening is not easy for teachers. Thus, the teachers must understand their difficulties in teaching listening. In teaching listening comprehension each teacher has a different style from one class to another class and the difficulties faced by each teacher are also different. Listening skills for college student starts at the basic level as we have already learned in junior and senior high school. The listening activity starts with listening word for word (word level), at the initial stage, after that understanding the sentence and being able to understand its meaning (Yavuza, et al, 2015). Based on the research problem, this study is to identify what are the lecturer's difficulties in online teaching listening skills and to provide solutions to cope with those difficulties in order to increase students' understanding of listening skills and the lecturer's comfort in teaching. The researcher will conduct interviews and observations with English lecturers that teach in the second and fourth semesters. In this study, the lecturers use

Zoom and Google Meet, which both of which are synchronous. Therefore, the researcher is motivated in establishing an analysis of lecturers' difficulties in online teaching listening skills in one of the private schools in Jakarta.

METHOD

In this study, the researcher focuses on analyzing the lecturer's difficulties in online teaching listening skills faced by the lecturers in an online class and provides solutions to cope with those difficulties in order to increase students' understanding of listening skills and the lecturer's comfort in teaching. The researcher will use the theory from Aryana & Apsari (2018) for teachers' difficulties in teaching listening skills.

This study uses a descriptive qualitative method. Lambert (2012) states that the straightforward descriptive summary data will be presented in a descriptive qualitative study which is compiled in a logical manner. In addition, this research will explain the data that has been collected in the form of words.

In this study, the researcher has collected the data by using a questionnaire that consists of 17 questions in Google Forms. The questionnaire is divided into two parts. The first part is about asking about the internal factors in teaching listening comprehension, and the second part is asking about the external factors in teaching listening comprehension. The questionnaire will be shared to the lecturers who teach in the second and fourth semesters as the respondents. The researcher has ascertained that the respondents still teach listening skills in an online class to make this data more legitimate. Then the researcher uses the data to anatomize completely.

Collecting the data, there are four stages which are explained below:

1. The researcher interviews the lecturers by using Aryana & Apsari theory.
2. The researcher establishes the questionnaire based on the interview results.
3. The researcher shares the questionnaire to the lecturers by using Google Form.
4. The researcher draws up the questionnaire filled by the lecturers.

In addition, there are two steps to analyze the data which will be explained below:

1. The researcher analyses the difficulties of teaching listening skills from the interview results
2. The researcher analyses the data from questionnaires related to the lecturer's difficulties in teaching listening skills

RESULT AND DISCUSSION

This research is conducted to go over lecturers' difficulties in online teaching listening skills. The researcher has conducted an interview with two lecturers who teach in the second and fourth semesters through Zoom Meeting. The researcher analyses the difficulties faced by the lecturers based on the interview results as follows:

1. Interview Results:

The first question from the interview is whether the difficulties in teaching listening skills come from the students who are not familiar with English words. From the first lecturer, she says that it is not too significant because before the listening audio begins there is an exercise that discusses vocabulary as an introduction. Therefore, when the listening audio turns on, the students will not feel strange to the English words anymore. Meanwhile, the second lecturer, she says that students often experience problems in vocabulary. Moreover, she teaches in the fourth semester using the Cambridge book which discusses human behavior, psychology, and human communication which are not daily or common topics for the students. Therefore, it will increase the difficulty of the students in learning the vocabularies.

The second question is whether lecturers often have problems in preparing teaching materials. From the first lecturer, she says that the material provided from the book is not quite good, the audio is not sufficient and the amount doesn't vary either. Whereas from the second lecturer, she says that from the textbook and the audio itself, there are no problems because the campus has prepared everything completely. But she wants to develop more varied listening materials so that when students are in the world of work, their listening skills can be much higher. The difficulty that she faces here is when she wants to look for other variants of listening material, because like listening

videos on YouTube, there are already leaked open transcripts. So, she has to find other listening videos that don't have an open transcript. Eventually she switches to Google podcasts and Spotify. In addition, the difficulty she faces is in determining whether the audio conversations can still be captured by students or not.

The third question is whether the campus provides teaching modules. From the first lecturer, she says that the book, syllabus, and audio are complete. Meanwhile, the second lecturer says the same answer as the first lecturer. The school provides a complete module for all lecturers. She also uses books and audio published from Cambridge.

The fourth question is whether the lecturers use other additional references as the teaching materials besides the campus module. From the first lecturer, she used other additional references like additional pictures, videos and audios that were related to the chapter in that semester or in that session. The goal was to make it easier for students to understand the material. Whereas from the second lecturer, she said that she used other additional references obviously like Google podcast and Spotify. But for the listening questions, she made it by herself.

The fifth question is whether lecturers often find it difficult to choose a technique or strategy to teach the students. From the first lecturer, she said that she found it more difficult because not all students turned on the camera when the online classes took place, so the lecturer could not be one hundred percent sure whether the students really understood or not. The students also often complained because when they were doing the exercise, they often could not hear the audio clearly, either because of a technical error or fast audio. Students often felt reluctant to open up to lecturers. So according to the first lecturer, the difficulty was more dominant to the interaction that was hard to do between the lecturer and students. Meanwhile, from the second lecturer, she said that she did not find it difficult because the strategies she used were the same. The common strategy is "listening for identifying main ideas" or "listening for identifying specific information" such as the person's name, year, and number. In addition, she makes an incomplete outline and the students have to complete it, such as filling in the

blanks and true or false exercises. The second lecturer only finds it difficult to determine the type of exercise according to the audio podcast.

The sixth question is whether the teaching technique or strategy that lecturers use can now be understood easily by students. From the first lecturer, she said that according to the results of the exercises and exams, students could still fulfill the skills taught by the lecturer and could be understood and applied by students. The strategy or technique used was discussion. Because when the students were active in sharing their ideas, the knowledge or material would be easier to be understood and make the class not feel boring. Whereas from the second lecturer, she said that according to the scores on quizzes, exams or their daily group discussion, their grades were still good. It meant that both of the lecturers did not have problems in their student's grades.

The seventh question is whether the noise from outside such as the sound of a lawn mower, the sound of music, and so on can disturb the concentration of lecturers in teaching. From the first lecturer, she said that the voices were not disturbing, because if the lecturer was talking, the microphones of the students would all be turned off. If at the student's house, there were noises such as the sound of cutting ceramics, neighbors coming, the sound of the fence being opened, and so on, the lecturer would tell the student to find a quieter or soundproof room so that online class activities could run more conducive. Meanwhile, from the second lecturer, she said that the sound was annoying obviously. She used Zoom Meeting because there was a sound share feature. So when the audio was turned on, the students could hear the audio clearly. The lecturers would avoid loud noises, such as if there was a television sound that was still on, it would be turned off as soon as possible and they would also turn off the sound from other devices. For instance, the lecturers would turn off the notification sound of social media from their smart phone.

The eighth question is whether lecturers have experienced media problems such as broken laptops, speakers, injector cables or internet connection problem. From the first lecturer, she said that she had an internet connection problem at the beginning of an online class, for example, suddenly the lecturer came in and out from the Zoom Meeting or Google Meet. But now, she already knew which room had a better signal,

so internet connection problems never happened again. Whereas from the second lecturer, she said that for internet connection problems she rarely experienced it. For media problems, she had never had a broken device problem. All devices that she used were still in a good condition.

In conclusion, after the researcher interviewed the two lecturers with eight questions, they have the same and different answers in certain questions. The first lecturer and the second lecturer have the same answers in questions number two, three, four, six, and eight. In number two, both of the lecturers do not have problems in preparing teaching materials. The textbook and the audio itself are quite good. In number three, both of the lecturers say that the campus provides a complete module or syllabus for all lecturers. In number four, both of the lecturers use other additional references as teaching materials. The first lecturer uses additional pictures, videos, and audio that are related to the chapter in that session or semester. Meanwhile, the second lecturer uses other listening audios in Google podcasts and Spotify. In number six, both of the lecturers say that their students have good grades in their exams, quizzes, or in their daily exercises, which means the strategy or technique of teaching the lecturer use is successful and can be understood by the students. And in number eight, both of the lecturers do not have problems with the devices or internet connection they use. They know which room in their house that has the best signal and their devices are always in a good condition.

The first lecturer and the second lecturer also have different answers to questions number one, five, and seven. In number one, the first lecturer says that unfamiliar word is not an obstacle for the students because the lecturer will discuss the new words first before the lecturer turns on the listening audio. Whereas the second lecturer says that unfamiliar word is an obstacle for the students because the second lecturer uses Cambridge book that has topics that are not common. In number five, the first lecturer says that the difficulty is more dominant to the interaction because not all students turn on their camera that makes the lecturer does not know for sure whether the students already understand the material or not. Whereas the second lecturer says that she does

not have any problems in choosing the technique or strategy of teaching because the technique or strategy she uses is the same.

In addition, the last question, which is number seven, the first lecturer says that the loud noise from outside is not annoying for her because she can turn off the microphones of the students to make the class more conducive. But the second lecturer says that the loud noise from outside is annoying for her, therefore if there is a loud noise from the lecturer's house or from the student's house, the lecturer uses "Share Sound" feature to make the listening audio still can be heard clearly by the students.

2. Questionnaire's Results

The respondents of this study are still the same lecturers. They filled the questionnaire given in Google Form that consists of 12 questions about internal factors of the lecturer's difficulties and 5 questions about external factors of the lecturer's difficulties. The lecturer's difficulties which are being analyzed are the unfamiliar vocabulary faced by the students, difficulty in preparing the teaching materials, a complete textbook and listening audio provided by the campus, other additional sources of material, determining the listening audio, determining teaching strategies, the reluctance from the students in telling their difficulties during the class, the limited interaction between lecturer and students, the speed of the listening audio, the annoying noise from outside, the problem with the internet connection, the problem with the devices and share sound feature in Zoom Meeting. Those difficulties are often encountered by the lecturers who teach the listening online class because of the COVID-19 pandemic. The table below represents the summary of the lecturer's difficulties based on the data that have been collected.

A. Internal Factors of Lecturer's Difficulties:

Table 1. The Result of Questioner

No.	Internal Factors	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The difficulty in understanding the meaning of vocabularies is often faced by students			50%		50%

No.	Internal Factors	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The lecturer will first discuss the new vocabularies that students will learn before the listening begins					100%
3.	Lecturers find it difficult to prepare teaching materials		100%			
4.	The campus provides a complete textbook and listening audio					100%
5.	Lecturers use other additional sources of material such as images, videos, Google podcast and Spotify					100%
6.	Lecturers use other additional sources of material in order to make it easier for students to understand the material				50%	50%
7.	Lecturers often have difficulty in determining which listening audio is quite difficult but can still be understood by students		50%	50%		
8.	Lecturers often have difficulty in determining teaching strategies		50%		50%	
9.	Students often feel reluctant to open up about the obstacles they face to the lecturers					100%
10.	The strategy used by lecturers now can be easily understood by students				100%	

No.	Internal Factors	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
11.	The limited interaction makes lecturers find it difficult to ascertain whether students understand or not				50%	50%
12.	Students often have difficulty in listening because the audio is too fast			100%		

B. External Factors of Lecturer's Difficulties:

Table 2. The Result of Questioner

No.	External Factors	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13.	The annoying noise from outside really disturbs the continuity of online listening class	50%				50%
14.	Lecturers will usually avoid the annoying noise from outside by moving to a quieter room					100%
15.	Lecturers often have problem with the internet connection		100%			
16.	Lecturers often have problem with the devices (laptop, injector cable, speaker)		100%			
17.	Lecturers use the "Share Sound" feature in Zoom because the audio can be heard clearly by the students				50%	50%

The first question from the questionnaire is whether the difficulty in understanding the meaning of vocabularies is often faced by students. The first respondent chooses neutral (50%) and the second respondent chooses strongly agree

(50%). This shows that many students have problems in facing new words, so the lecturer must discuss the meaning of the new words before continuing with the listening exercise.

The second question is whether the lecturer will first discuss the new vocabularies that students will learn before the listening begins. Both of the respondents choose strongly agree (100%). This indicates that lecturers will not let their students feel confused with the new vocabulary they have just learned. The lecturers will discuss the meaning or definition of those words along with examples of sentences. The goal is that students can do their listening exercises easier. Moreover, if the material or chapter that being discussed is about unconventional topics such as topics about psychology, human communication, human behavior, and so on. If the topic being discussed is not a common topic, there will be many new vocabularies that are quite difficult for students to understand.

The third question is whether lecturers find it difficult to prepare teaching materials. Both of the respondents choose to disagree (100%). This shows that the lecturers have never experienced problems in preparing materials for teaching in class because they are equipped with complete books, listening audio, and syllabus.

The fourth question is whether the campus provides a complete textbook and listening audio. Both of the respondents choose strongly agree (100%). This indicates that the campus is very responsible for preparing the needs of the lecturers, like equipment and teaching materials for students.

The fifth question is whether lecturers use other additional sources of material such as images, videos, Google podcasts and Spotify. Both of the respondents choose strongly agree (100%). This represents that the lecturers like to improve the material or chapter that is being discussed with other additional references outside of books, listening to audio or syllabus provided by the campus. For example, in that session the lecturer is discussing material about natural disasters, then the lecturer must look for videos or other images on YouTube, Google and so on which of course are still related to the topic.

The sixth question is whether lecturers use other additional sources of material in order to make it easier for students to understand the material. The first respondent chooses to agree (50%) and the second respondent chooses strongly agree (50%). This shows that other additional references are indeed very effective in increasing students' understanding in studying, analyzing, and answering questions during listening practice.

The seventh question is whether lecturers often have difficulty in determining which listening to audio is quite difficult but can still be understood by students. The first respondent chooses to disagree (50%) and the second respondent chooses neutral (50%). This indicates that this is quite challenging for lecturers because it is not easy to find listening t audio which is not too easy and not too difficult either. Students are no longer high school students, they must be trained even harder by being given listening to audio that is more difficult, such as native speakers who speak faster, the use of more difficult words in conversation or conversations of a longer duration. Moreover, if the student wants to take the TOEFL or IELTS test, the lecturers must prepare the student's abilities as well as possible so that they have high listening skills.

The eighth question is whether lecturers often have difficulty in determining teaching strategies. The first respondent chooses to disagree (50%) and the second respondent chooses to agree (50%). This represents that there are differences in assumptions between the two lecturers. The first lecturer feels that she never had any difficulty in choosing the teaching technique because according to her, the technique that she uses is the same even though she teaches classes online. Meanwhile, the second lecturer, she finds it difficult to choose the right teaching technique during the pandemic like now due to limited interaction with students.

Question number nine is whether students often feel reluctant to open up about the obstacles they face to the lecturers. Both of the respondents choose strongly agree (100%). This indicates that there are still many students who do not dare or are afraid to share the difficulties they experience during online classes. There are many factors that influence students to be reluctant to talk to lecturers, such as fear of being scolded by the lecturer, fear of being considered stupid, or because the student is just lazy to

speak. This is what makes lecturers sometimes cannot know for sure whether the student has already understood the material or not.

Question number ten is whether the strategy used by lecturers now can be easily understood by students. Both of the respondents choose to agree (100%). This represents that students can follow each material or chapter well. As the researcher stated before based on the results of the midterm exam scores, final semester exams or from the students' daily practice exercises, the scores they get are quite good and so far what the lecturers have seen is that there are no serious problems in understanding this listening skill. This indicates that the lecturers have succeeded in choosing the right technique or strategy to teach the students.

Question number eleven is whether the limited interaction makes lecturers find it difficult to ascertain whether students understand or not. The first respondent chooses agree (50%) and the second respondent chooses strongly agree (50%). This shows that online classes make the interaction between lecturers and students not as extensive as face-to-face classes. As the researcher stated before the limited interaction happens because many students didn't want to turn on their cameras when they were in a Zoom Meeting or Google Meet. They only want to turn on their camera when the lecturer tells them to turn it on. The lecturers do not even know whether the students really listen to the lecturer's explanations or even fall asleep during the class. This is the reason that makes lecturers unable to guarantee one hundred percent whether students have understood the material well or not.

Question number twelve is whether students often have difficulty in listening because the audio is too fast. Both of the respondents choose neutral (100%). This represents that the lecturer can't be completely sure because as the researcher stated before, many students didn't want to be open to revealing their problems, such as the listening audio is too fast or unclear, which makes it difficult for students to do their listening exercises.

Question number thirteen is whether the annoying noise from outside really disturbs the continuity of online listening classes. The first respondent chooses strongly disagree (50%), but the second respondent chooses strongly agree (50%). This

indicates that both of the lecturers have contrasting answers. The first respondent chooses strongly disagrees because she can solve the problem of annoying noise by turning off all the student's microphones, and if the noise is from the lecturer's house, she just moves to another quieter room. Therefore, the loud noise from outside doesn't really matter to her. Whereas, the second respondent chooses strongly agrees because, for her, the loud noise from outside can distract the concentration of the lecturer in explaining the material and also the concentration of the students in learning.

Question number fourteen is whether lecturers will usually avoid the annoying noise from outside by moving to a quieter room. Both of the respondents choose strongly agree (100%). This represents that lecturers will always try to keep online classes conducive. Even though we are still facing the COVID-19 outbreak, where the situation has not allowed the campus to hold a full face-to-face learning system, we still have to focus on learning.

Question number fifteen is whether lecturers often have problems with the internet connection. Both of the respondents choose to disagree (100%). This indicates that the lecturers already understand very well the position of the place or room which has the best signal or internet connection. The lecturers admitted that they had experienced problems with internet connections, such as going in and out of the Zoom Meeting or Google Meet, unclear voices, and so on. But now they have never had internet connection problems anymore.

Question number sixteen is whether lecturers often have problems with the devices like laptops, injector cables, or speaker. Same as the question before, this question also has the same result. Both of the respondents choose to disagree (100%). This shows that the lecturers will always make sure all the devices that they use such as laptops and listening audio are in a good condition. If one of these devices looks not in a good condition before, the lecturer will fix it as soon as possible before the online class starts. Therefore, online classes will run well and smoothly. It has become the responsibility of the lecturers for the continuity of teaching and learning activities.

The last question, which is question number seventeen is whether lecturers use the "Share Sound" feature in Zoom Meetings because the audio can be heard clearly

by the students. The first respondent chooses to agree (50%) and the second respondent chooses strongly agree (50%). This represents that The "Share Sound" feature is very useful in listening classes. The "Share Sound" feature is a feature that is facilitated in a Zoom Meeting to share audio, like music, podcast or other audio sounds to all participants in the Zoom Meeting. How we use this feature is also quite easy, after we enter the Zoom application, we click the "Share Screen" menu to share the display on a computer or laptop screen. Then click the "more" option at the top of the application window. Select the "Share Sound" option to share the audio on the share screen. This feature is very helpful in facilitating the work of lecturers in this online listening class.

In conclusion, these two lecturers have the same answer or response in almost all questions. They only have a different opinion in questions number eight and thirteen. In number eight, the first respondent doesn't feel difficult in selecting teaching strategies because the strategy she uses is the same, but the second respondent feels difficulty because of the limited interaction between the lecturer and students. And in number thirteen, the first respondent doesn't feel matter with the noise from outside because she can handle it by moving to another room or place. Meanwhile, the second respondent feels really annoyed with the noise from outside.

CONCLUSION

Based on the data analysis, the researcher found that teaching listening skills in an online class is not easy. From all questions that have been asked by the researcher in the interview and questionnaire, the researcher devised six difficulties the lecturers faced in online teaching listening skills. The first difficulty is the lecturer often faces her students who are not familiar with the new vocabulary in that material or chapter. This difficulty happens because the material or chapter is not common for the students, therefore the lecturer has to discuss the new vocabulary first before the students do their listening exercise. Second, the lecturer finds it difficult to look for other listening materials or listening videos, because the listening videos on YouTube have already an open transcript. So, the lecturer has to look for other listening audio on Spotify and Google podcasts. Third, the lecturer often finds it difficult to determine the listening

audio which is not too simple and not too demanding either, so the listening audio can still be captured by students. The reason why the lecturer does not want to give simple listening audio is to make the students have high listening skills if one day they want to look for a job or they want to travel abroad.

Fourth, the lecturer feels difficult in making sure whether her students have already understood the material or not due to the limited interaction in the online class. The students have to turn on their cameras, so the lecturer can see their faces. If all students want to turn on their cameras, it will be easier for the lecturer to make sure whether the students are fully paying attention to the lecturer or not. Fifth, the lecturer feels annoyed with the noise from outside, such as the sound of a lawn mower, the sound of music, and so on. These sounds disturb the concentration of the lecturer and the continuity of teaching and learning activities. Therefore, the lecturer will move to another room or if the sound is from the student's place, the lecturer will turn off the student's microphone. And the last difficulty is the students often feel unwilling to open up about their obstacles in learning listening skills. Similar to the problem of limited interaction between students and lecturer, this problem also makes the lecturer cannot make sure whether the students have already understood the material or not. The students should be more open and not be afraid of telling what difficulties they face, for instance, the audio is too fast or the vocabulary from the conversation is not common. The researcher hopes the results and findings of this research can be evidence of identifying the lecturer's difficulties in online teaching listening.

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