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DAFTAR ISI

| | |
|---|-------|
| THE USE OF PICTURE SERIES IN SPEAKING SKILL <i>Hartini Agustawati, Nia</i> | 4-12 |
| Using Short Stories in EFL Classroom <i>Tiara Eliza, Herunimas J.Rompas</i> | 13-18 |
| THE USE OF INFORMATION COMMUNICATION AND TECHNOLOGY IN ENGLISH LANGUAGE TEACHING <i>Tiray Febria Zananda, Rahel</i> | 19-27 |
| THE ADVANTAGES AND DISADVANTAGES OF USING ICT IN ENGLISH LANGUAGE TEACHING <i>Ayu Paramitasari, Ambarwatis</i> | 28-38 |
| THE ROLE OF TEACHING LISTENING COMPREHENSION IN THE NEW NORMAL ERA <i>Melisa Novianty, Septarani Rahel</i> | 39-46 |
| INTERLANGUAGE PROCESS <i>Ressy Novasyari, Taufiks</i> | 47-55 |

The Role of Teaching Listening Comprehension in the New Normal Era

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Abstract

Listening Comprehension is a process to know about what the speakers talk about to get some information and knowledge. The purpose of this study was to know how and why the students learn listening skill in the new normal era. In fact, there were some problems faced to the students as long as they learn and work from home. For examples, they don't have mobile phone, and no internet access for communication. Therefore, the teacher should more creative to teach the students, especially in learning listening comprehension. In this study, the roles of learning listening would be discussed with some various ways from the simple to the complete one. Hopefully, all of them could help the students to learn easily, and then the teacher could improve their ways to teach the students by following the rules in this study.

Keywords: Teaching Listening, Listening Comprehension, Role, New Normal Era

INTRODUCTION

Listening is one of the crucial problems in teaching and learning process. The students sometimes can not catch what is speaker say directly from the audio. Ahmadi, S.M. (2016) explains that listening comprehension is beneficial skill for native and nonnative speakers in oral communication. Moreover, Solak, A. (2016) describes that listening is the way to interact with others through spoken words or speech sounds in oral communication. The listener should catch the words to know about what the speaker talk about. Therefore, the teacher should prepare appropriate activities and materials in learning listening, especially in this new normal era. Whereas, the students learn listening comprehension from home and the teachers teach the students from the classroom.

Dunkel, P., and Pialorsi, F. (2005) explains that there are three ways of pedagogical in listening comprehension, such as: (1) *Focus on note taking*, the students should take a note about the keyword after they listen. It is very useful because it could make the students feel more comfortable while listening, it can make them easier to understand the speaker, it can recall and add more information to answer the questions. (2) *Focus on developing Academic Listening Comprehension*, the students have to develop the ability to understand and concentrate what the speaker say. For examples: negotiating meaning, asking for synonyms, antonyms, repetition, etc. (3) *Focus on developing general communication skill*, it provides students an opportunity to

read the information related to the topics, and it requires the students to discuss issues in oral or written communication.

In this new normal era, some students in Indonesia get the problems to learn from house face to the students, such as: (1) have no internet access, (2) live at town and far away from signal, (3) the quota is very expensive for most of them, (4) have no mobile phone to do the exercise from the teacher, (5) lack of the use social media and technologies.

Nowdays, the goverment give some solutions to the students to learn from house, for examples: (1) give free quota to access the task from the teacher, and (2) give some mobile phones to small region. Then,some of neighbors help the students to borrow their phone to do their tasks. In contrary, the parents of the students feel not really good for this conditions. But, they can do anything besides that if they don't have any facilities.

For the teacher, the teacher should find some solutions to teach the students in listening comprehension in the new normal era. Therefore, the writer attracted to write this paper entitled, "The Role of Teaching English Listening in the New Normal Era" to find out and know some information in good ways to teach English, especially in teaching listening comprehension.

THE IMPORTANCE OF LISTENING COMPREHESION

Teaching listening comprehension is very important in language learning phenomenon. There are some factors that affecting the quality of a listening texts, such as: (1) *content* that means how the audiences get interested in the text, and (2) *delivery* that means how the speaker deliver spoken English in listening. In addition, Solak, A. (2016) describes that there are six types of listening sub-skills to guide listeners in understanding the texts for classroom, such as: (1)*listening for gist* (to get a general idea), (2) *listening for specific information* (to get the information in specific), (3) *listening in detail* (to get and understand about the information in detail), (4) *listening to infer* (to understand the feeling of listeners), (5) *listening to questions and responding* (to know how to anwer the questions), (6) *listening to descriptions* (to know for specific description).

WHAT AND HOW TO LEARNIN NEW NORMAL ERA?

Charismiadji, I. (2020) describes that there are 10 (ten) concepts that have to change in new normal education, such as:

1. The school is the only place to study

In new normal Era, the students can not study at school because of the impact of the Covid 19 pandemic. The students study at home to continue their lessons from the school and the role of parents is very fundamental to the success of the education process. In fact, there

were some students that can not follow the rules. It is caused of facilities (no smartphone, no quota, and no signal). Especially in small town. Therefore, the teacher should work hardly how to solve this problem.

2. Education teaches various kinds of knowledge

In learning, students and teachers may not feel satisfied with their prior knowledge. They should improve their knowledge through reading many kinds of book, internet source, and many others. Education is enough to teach how to learn effectively and efficiently with their interests and talents.

3. The teacher is the only source of learning

In this new era, the students can find all of the infomation for leaning from internet source. Therefore, the teacher's fuctions at this time should be more than as a facilitator for students to select the information to learn.

4. The students assessment is done with a standardized test

The students should learn the lesson more seriously to get good score.

5. Online learning uses lesson schedules

The teacher can manage the schedules during online learning depend on needs. Therefore, the students should prepare their freetime to learn.

6. The WhatsApp application is an application for learning

WhatsApp is one of the social media right now. The students use the WhatsApp application in learning process.

7. Technology can replace the teacher

The teacher should know how to use of technology. The teacher can replace to theteacher who can not use it.

8. Silence is golden

In Indonesia, the teacher often find out about the noisy classess. Therefore, the students should learn and better to silent.

9. Great teachers are IT experts

The digital teachnology is used in this new era. The teacher should learn about IT in order they can improve and share new knowledge to students.

10. A device is used for information only

The teachers view a device to find out the information in teaching process. The students can create vlogs, blogs, and etc in learning process.

Kamalludeen, R.M. (2020) explains that there are some problems in describing and facing new normal era. In order teaching and learning process are running well, one of suitable ways is online learning. Therefore, the students should be able to use social media. Lua, A. (2020) describes that there are 21 most popular of social media sited in 2019. As follows in Table 1 below:

Table 1

| No | Social Media | MAUs (Monthly Active Users) or MUVs (Monthly Unique Visitors) |
|-----------|---------------------|--|
| 1 | Facebook | 2.23 billion MAUs |
| 2 | YouTube | 1.9 billion MAUs |
| 3 | WhatsApp | 1.5 billion MAUs |
| 4 | Messenger | 1.3 billion MAUs |
| 5 | WeChat | 1.06 billion MAUs |
| 6 | Instagram | 1 billion MAUs |
| 7 | QQ | 861 million MAUs |
| 8 | Tumblr | 642 million MUVs |
| 9 | Qzone | 632 million MAUs |
| 10 | TikTok | 500 million MAUs |
| 11 | Sina Weibo | 392 million MAUs |
| 12 | Twitter | 335 million MAUs |
| 13 | Reddit | 330 million MAUs |
| 14 | Baidu Tieba | 300 million MAUs |
| 15 | LinkedIn | 294 million MAUs |
| 16 | Viber | 260 million MAUs |
| 17 | Snapchat | 255 million MAUs |
| 18 | Pinterest | 250 million MAUs |
| 19 | Line | 203 million MAUs |
| 20 | Telegram | 200 million MAUs |
| 21 | Medium | 60 million MAUs |

In learning listening comprehension process, (1) Facebook can be used to text, images, videos, live videos, stories, (2) YouTube is a video sharing. The teacher can use it to share about some explanation in listening, then the students are able to watch or view, like, comment, and share. (3) WhatsApp is used to communication. The teacher is not only able to share documents,

but also to share the links of listening. (4) Messenger is used to send newsletter, give advertisement, and also send other important messages. (5) WeChat, just like WhatsApp and Messenger, is used to call, send messages, shop online, make payment, book taxis, make reservations, and more. (6) Instagram is used to share photos, videos, stories, and live videos. (7) QQ is used to watch movies, play online games, shop online, and make payment. (8) Tumblr is used to share text, links, photos, videos, and audios. (9) Qzone is famous in China. It is used to upload multimedia, play games, and write blogs. (10) TikTok is used to record videos in one minute. It can be edited, give music and good effects.

In addition, (11) Sina Weibo and (14) Baidu Tieba are famous in Chinese. The use of them are similar with others. After that, (12) Twitter is used to share news, sport, entertainment, politics, and more. It means that the teacher is also able to use for education in listening comprehension. (13) Reddit is used to submit questions, images, and links. Furthermore, (15) LinkedIn is used to search job and a resume. Then, (16) Viber, the use of it is quite similar with WhatsApp and Messenger (17) Snapchat is used to share videos and photos, (18) Pinterest is used to try or buy new things, (19) Line is used to send messages, play games, share stickers, make payments, shop online and request for taxis, (20) Telegram is used to send messages, and broadcast them to an unlimited number of subscribers, and (21) Medium is used to publish platform and to read articles.

Based on the explanation above, therefore, teacher of English can choose some of social media in teaching and learning process through appropriate ways and materials. Especially in listening comprehension drills. The teacher can manage some social media accounts to the students in order to improve their knowledge.

HOW TO TEACH LISTENING COMPREHENSION

To know how to teach listening, the teacher should know that the stages in listening. Underwood (1989) describes that there are three stages in teaching listening skill, such as:

1. Pre-Listening

Pre-Listening activities is used to give and help the students to know about the information from the speakers before they listen. In pre-listening stage, there are things to avoid, for example: the teacher may not give too long information and too much talk, the teacher should ask the students to share the ideas and talk related to text.

2. While-Listening

While-Listening activities are directly related to the listening text and the students perform the task during or after listening process.

3. Post-Listening

Post-Listening activities is used to describe about what the speaker say in detail. In post-listening, the teacher can give some activities to the students. For examples: discussion, work in pairs to know about the problems from the speaker and how to solve the problems, and etc.

In addition, Opitz, M. F. (2017) gives 7 (seven) guidelines for teaching listening, as follows:

1. Set the purpose

In this case, the students have to know the purpose of listening to get more information from the speaker. They need to listen *for* rather than *to*. Having an explicit purpose in mind will help them to know where to focus, enabling them to achieve success.

2. Set the stage

The students have to get ready to listen the same as getting in the zone or warming up. The teacher should manage the room, such as: tell the student about the purpose of listening, prepare the environment, eliminating background noise, and telling to students what will transpire after they listened to the speaker.

3. Provide follow-up

The students should be able to manage times to follow up listening comprehension. First of all, the teacher should pay attention to the students about how they listen the speaker. The students should prepare a paper trail to check up the times and write important information. The teacher also have to help the students that faced problems in listening.

4. Keep it brief

The students should more focus to listen about how the speakers talk about. The students feel difficult in listening because of they are grappling with keeping the listening experiences brief, how to listen, and focused will help them to get more information in listening.

5. Integrate it

Using listening in a variety of subject areas is an excellent way for students to understand how it crosses all content areas. Listening for steps to conduct an experiment in science, propaganda techniques used by the media in social studies, and listening for the argument in English, all are ways for students to capitalize on listening in different content areas.

6. Be a model

The teacher shows the students how to be better listeners through the example of more powerful than telling them. If the teacher wants the teacher to show a speaker respect, for example, the teacher needs to do the same.

7. Avoid repeating yourself and/or students responses

Probably easier said than done, nonetheless important, is to say something once and only once. Patterns take time to break, however, which is why this one guideline might be difficult.

CONCLUSION

In this new normal era, the writer concludes that there are three conclusions in this study, First, the teacher could use various ways in teaching listening comprehension through social media, such as: using WhatsApp, YouTube, Facebook, messengers, etc. The students should learn about internet to follow the lessons.

Second, for learning materials, the teacher could teach the students through listening of English songs, toefl materials, all about the environment in this life and many others based on the purposes of study in classroom.

Third, the teacher could teach the students from home, and the students could answer the questions from their places at home or others.

Based on the conclusions above, therefore, the teacher has to be an active, innovative, and creative. In order that, the students will not feel bored in learning listening comprehension. The students will not feel monotonous if the teacher teaches in different ways.

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Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Palembang dengan ini menugaskan kepada nama dibawah ini:

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Memang benar telah melaksanakan tugas kegiatan Penelitian Dan Pengabdian pada masyarakat dengan judul **“The Role Of Teaching Listening Comprehension In The New Normal Era”** pada Oktober 2020 sampai Desember 2020.

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya

Palembang, 20 Desember 2020

Ketua LPPM Universitas Palembang



Dr. Ir. Asmawati, M.Si.
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Untuk melaksanakan Penelitian dengan Tema: **“The Role Of Teaching Listening Comprehension In The New Normal Era”** yang akan dilaksanakan pada tanggal 4 Desember sampai dengan tanggal 11 Desember 2020.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan penuh rasa tanggung jawab dan melaporkan hasil kegiatan tersebut.

Palembang, 27 Desember 2020

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