Teacher's Problems In Teaching Listening Online

Niken Yulianti[1*], Desy Wijayanti Ma'rufah[2]
[1]English Education Study Program, UIN Prof. K.H Saifuddin Zuhri Purwokerto, Indonesia
[2]English Education Study Program, UIN Prof. K.H Saifuddin Zuhri Purwokerto, Indonesia

Email: nikenyulianti298@gmail.com

Abstract
Since the World Health Organization (WHO) declared Covid-19 a pandemic, the education system has been transformed into an online teaching and learning system. This is a big challenge for teachers to teach at home through online media, especially for English teachers in teaching listening online. As we know listening skill is one of the most important English skills for students. This research aims to analyze the teachers' problems in teaching listening online at Komputama Vocational High School in Jeruklegi, Cilacap. This research is a descriptive and qualitative research. The data were obtained through observation, interviews, and documentation. The result of this research showed there were three problems faced by the teacher: the teacher was hard to find suitable media in preparing the lesson, hard to organize and detect students' seriousness, and hard to measure students' listening comprehension. Those problems were also caused by some factors that the researcher qualified into three: students' network connection or signal, students' device did not support with the suitable media, and students' internal factors. The teacher resolves the problems with choosing a suitable application based on the students' device capability and puts more attention on their students' learning motivation.
Keywords: Teacher's problems, teaching online, listening class

INTRODUCTION

The pandemic of the corona virus boosts educators to teach at home. Through presidential decree number 7 the year 2020 about the task force for an acceleration of coagulation Covid-19 and minister of empowerment of the state civil apparatus decree number 34 the year 2020 which change to circulars the decree number 19 the year 2020. This decree contains the instruction to work from home until April 21st, 2020. This condition forces educators to teach the students through the online system.The Indonesian government has taken appropriate measures to closely track the study on the situation of the Covid-19 outbreak worldwide by the World Health Organization (WHO) after the dangerous virus was detected in November 2019 in Wuhan, South China. It is also kind of challenging for the English teachers to teach foreign language in this situation (Yulia, 2020). In teaching English, there are four skills that a teacher must acquire, such as listening,

speaking, reading, and writing (Aryana & Apsari, 2018). One of the crucial skills in learning English is listening.

Indonesian schools have turned their learning activity from offline learning into an online learning process like Komputama Vocational High School in Jeruklegi, Cilacap. The researcher has conducted preliminary observations and the result is the teacher said that during the pandemic situation, teaching English through an online class is not easy. Since students do not have enough English skills, it is hard for them to understand the material through the online class, especially to improve and develop their skills in listening. As one of the English skills, listening is the most difficult skill to be taught, and this process cannot be avoided by all teachers who teach English (Aryana & Apsari, 2018). Thus, listening exercise provides teachers with means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language (Yildirim, 2016). Conducting this research, the researcher is chosen about the problems faced by the teacher in teaching listening online. The gaps between previous researches with this research are teaching listening through the online class in vocational high school.

The objectives of the research are to analyze the problems faced by the teachers, to find out the factors that cause the problems for the teachers, also to describe the teachers' solutions to resolve the problems in teaching listening online at Komputama Vocational High School in Jeruklegi, Cilacap. The researcher chooses the topic because the online class in English learning must be difficult, especially for the teacher who teaches listening comprehension. It becomes a challenge for the teacher to have a teaching class through online media in delivering the material. Teaching English itself is challenging for the teacher because they have to improve their students' skills however the situation is not possible. One of the schools using online classes is Komputama Vocational High School in Jeruklegi, which is located in the city proper. The technology in this place is still under average and might cause some problems for the teacher during teaching listening online. After finding out the problems, the researcher can conclude the main problems and the solution from the teacher. As a function of that as well, the researcher concern about conducting this research entitled, "Teacher's Problems in Teaching Listening Online: Exploratory Study at Komputama Vocational High School in Jeruklegi, Cilacap."

LITERATURE REVIEW
1. Teaching Listening
Teaching listening is the active process of receiving and reacting tothe spoken where the teacher is in direct learning listening as the speaker and the student as the listener. Broughton, et al. (1980) states that listening calls for active participation in the communication between the participants, and receptiveskills are involved in understanding the message (Aryana & Apsari, 2018). Listening is as effective as speaking, and it is more difficultin some ways (Hanifa, 2014). The principles for teaching listening are: (a) Expose students to different types of processing information: bottom up vs. top-down, (b) Expose students to different types of listening. (c) Teach a variety of tasks, (d) Consider text, difficulty, and authenticity, and (e) Teach listening strategies (Mahbub, 2012).
As one of English skills, listening is the most challenging ability to teach, and it is a process that almost all English teachers would have to go through (Aryana & Apsari, 2018).

According to Aldama in her thesis, there are five challenges in teaching listening comprehension are: (a) Teaching listening in a large class (the students in the class are in a large quantity), (b) The lack of students' ability to catch the teaching listening comprehension, (c) The lack of students' motivation in learning English, especially in listening comprehension, (d) The lack of school facilities or tools to support learning listening comprehension, and (e) The challenges in dividing students into the group (Aldama, 2017).

2. Listening Skill

Listening skill has attracted the least attention of the four skills, in terms of the amount of research in the curricula of most foreign language programs. According to Brown in Morley stated that in many classrooms listening does not obtain the attention it deserves and that it is regarded as the least important skill. Littlewood (1981) agrees, suggesting that people regard listening as a passive skill. In the following sections, we explore factors that challenge the assumption that listening is a passive skill (Olaya, 2009).

According to Richards, et al., listening comprehension is ''the process of understanding speech in a second or foreign language''. They also add that ''The study of' listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and the context, background knowledge, and the topic''. Rost (2001) assures that ''The term listening is used in language teaching to refer to a complex process that allows us to understand spoken language''. Besides, Howatt and Dakin (1974, cited in Saricoban 1999) state that listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, his grammar and vocabulary, and comprehending the meaning. An effective listener is able of carrying out the four elements simultaneously (Hwaider, 2017).

Rost (2011) purposes four listening orientations are receptive, constructive, collaborative, and transformative (Utomo et al., 2019). Listening is not only the most important language skill which is overused by people in real-life situations, but also a fundamental part of the process of second language learning (hereafter, SLL). So, training in listening comprehension (LC) is necessary to assist students to make the transition from classroom language to real language more easily and effectively. In other words, it has a vital role in the development of general communication skills and English language competence. According to Bulletin (1952 cited in Saricoban, ibid), listening is one of the fundamental language skills through which children, young people, and adults gain a large portion of their education, information, background knowledge of the world, ideals, sense of values, and appreciation. Rost (2001) also supports that ''Listening is not only a skill area in language performance but is also a critical means of acquiring a second language (L2) (Hwaider, 2017). Different levels of students, non-English students, difficulty detecting students' seriousness, limited communication, some students not submitting assignments on time, and passive students all are internal factors (Zhou et al., 2020). In English Language Teaching, technology can be a suggested solution to solve the problems. There are several features available on mobile devices that support the teachers and students to teach and learn English (Elfiona et al., 2019).

3. Teaching Listening Online

In teaching online, the teacher using technology to build the learning process within the distance with the students. This is how the teacher takes advantage of the value of technology development. In using technology, there are five principles of technology use in educational settings: (1) Know Your Students. As a teacher, it is very important to be aware that teacher's expectations about students to learn technology and English and content all at the same time. (2) Choosing Materials. According to Erben et al., students can apply their world knowledge to content and language learning problems by employing purposeful and contextualized IT materials. (3) Students Working with Technology. It has been discovered that new technology-enhanced classrooms promote discovery learning, learner autonomy, and learner-centeredness. (4) Language Use. Over the years, research on language acquisition and the use of technology in the classroom has clearly shown that it has a positive impact on the development of second languages. (5) Challenges of Technology Use in Classroom. Teaching English Language Learners via Technology might result in "technical issues," which annoy teachers more than anything else. Many school districts have implemented security measures to prevent pupils from accessing problematic websites from school computers (Erben et al., 2008).

METHOD

The researcher conducted this study by using the qualitative approach to analyze the problems faced by the teacher in teaching listening skills in the online class. The research was interested in describing the problems faced by the teacher while teaching listening in an online class. The researcher chooses "exploratory study" because the researcher would like to explain the purpose of the problem to be solved. Mack & Woodsong et.al (2005), one advantage of qualitative approaches in exploratory research is that the use of open-ended questions and testing allows participants the chance to answer in their thoughts, rather than pressuring them, as quantitative methods do, to choose from fixed answers ("Methods," 1989).

This research was conducted on the English teachers of Komputama Vocational High School in Jeruklegi, located in Jl. Raya Jambusari No. 99, Jambusari, Jeruklegi, Cilacap, Central Java. The subject of this research is an English teacher of Komputama Vocational High School in Jeruklegi, who is willing to be interviewed. Through this subject, the researcher confidently can get specific information to maintenance this research. The object of this research also consists of the factors of the problems and the solutions from the teacher to overcome the problems in teaching listening online. The reason for choosing this topic is because teaching listening in normal conditions has many problems faced by the teacher. In this situation, actually in the pandemic situation must be more difficult for the teacher to teach listening through online class or media.

Some techniques of data collection that e used by the researcher are:

Interview

In this research, the researcher will use semi-structured interview. If there is an interviewee's answer that the researcher needs to ask more, it will be in-depth interviews. For the instrument, the researcher used tape recording, a list of questions, and a note to write down the interviewer's note.

Observation

Here, the instrument that used is a mobile phone as an intermediate of the online class, observation guideline, and a note to write down the activities during the online class.

Documentation

The researcher used documentation as an instrument for supporting the data to turn into valid data and more creditable. Documentation that the researcher used is an audio record, photos, teaching materials, syllabus, and RPP. The researcher divides the data analysis into three activities, which are data reduction, data display, and concluding.

In short, the steps in analyzing data that used by the researcher are: (1) the researcher collects the data from interviews and observation. Then the researcher selects, identifies, and focuses on the data related to the research problem. (2) After selecting the data, the researcher arranges the data into a good sentence and displays it. (3) Then the researcher analyzing the data and correlate them with related theories. (4) The researcher validates the accuracy of the findings. (5) The last, the researcher making a conclusion based on the result.

FINDINGS

1. Teacher's Problems in Teaching Listening Online at Komputama Vocational High School in Jeruklegi, Cilacap

First, hard to find suitable media in preparing the lesson. Based on the observation result, the teacher preparing the material and lesson plan based on the syllabus, she also matches it with the material that the students learn before. As shown in the following observation checklist:

Table 1 Observation checklists for teachers

No	Statement	Practice Checklist		Description
		Did	Not	
2.	The teachers are using the syllabus in preparing the material and creatinga lesson plan.	√	-	The teacher preparing the material and lesson plan based on the syllabus, but she also matches with the material that thestudents learn before.

According to the interview with the teacher, one of the teacher'sproblems in teaching listening online is she needs to prepare the material that is suitable for the students' listening skills or students' listening quality. Besides that, the teacher also needs to match the listening material with the English material that has been taught before. As she explains in the following interview:

Excerpt of Interview 1
T: "I am considering the material before I teach to my students are theywill understand the material, or the material is suitable with their skill or not, and also the adjustment to the material being studied bythe students. Yesterday, the material has been taught is about a

Narrative text, meanwhile, the audio that matches with the material is limited, so I took the material from the government book and convert it into audio first."

Furthermore, the teacher not only considering the material with students' listening skills or quality. She also needs to consider the material whether could be accessed by students or not, so it is hard for her to find suitable media based on students' device capability and network connection. As she said in the following interview:

Excerpt of Interview 2

T: "There is a little challenge when delivering the material because I need to consider the students' proficiency to access the material. I have tried some applications such as Microsoft Office 365 and Chamilio."

Second, hard to organize and detect the seriousness of the students. Based on the observation result, the teacher needs to give a command, and then the students will respond to the teacher in the comments column. It is shown on the following observation checklists:

Table 2 Observation checklists for teachers

No	Statement	PracticeChecklist		Description
		Did	Not	
5.	The teachers encourage students to be more active in the learning process.	√	-	The teacher giving a command to the students to give responses during the learning process.

Table 3 Observation checklists for students

No	Statement	PracticeChecklist		Description
		Did	Not	
5.	The students are actively giving response to the teacher's statement during the learning process.	√	-	The students are giving responses if the teacher tells them to respond in the comments column

Students' responses are also shown in the comments section on Google Classroom. Those comments as a response from the students shown as follow:

Excerpt of Observation 3

The first command

T   : "Assalamu'alaikum. How are you today? Today we will learn about the narrative text and before we start our lesson, please write your name in the comment section."
S1   : "Nia Cahyani Putri"
S2   : "Waalaikumsalam, Indah Fitriani"
S3   : "Juliana Lutfi Cahyani, present"
S4   : "Fanelsa Agustin, present"
S5   : "Eri Sinta Nilam Cahya, present"
S6   : "Weli Syafitri"

On the other hand, the teacher only uses Google Classroom as a media to teach English, it is hard to make sure the students remember there is an English class on that day. The teacher needs to send a message to the one of students from those classes or the homeroom teacher to inform the students there is a class on that day. As she said in the following interview:

Excerpt of Interview 3

T: *"Because I only use Google Classroom that the utilization is rarely accessed by the students, then I need to contact the homeroom teacher to remind the students there is a class with me every time before I have class. Meanwhile, if I have a contact number with one of the students from that class, then I will contact that student to tell his friends."*

Furthermore, the teacher hard to handle the students to follow the class on time. The result of the following interview shows that students are not following the class on time, or some of them do not follow the class. They always have reasons if do not follow the class as shown below:

Excerpt of Interview 4

T: *"I have difficulty in the punctual learning process, for example, the class should start at 8.45 a.m but the response only from 3-5 students. Meanwhile, when I ask the homeroom teacher about the others students why they are do not following my class? Some of them said that wake up late, still working, network connection does not work, etc."*

Third, hard to measure the students' listening comprehension. Based on the observation result, that material confidence will support the students to understand the material more easily. But, to make sure the students comprehend the material is hard for the teacher. The teacher also feels focus on the students' understanding of the material, it is hard to know they are already learning this or not. As the teacher said in the following interview:

Excerpt of Interview 5

T: *"During offline class, I did not feel hesitate in delivering the material. Because I already know what are the activities during the teaching and learning listening processes, such as listen to the song, watching video or movie, and the learning audio prepared before. But, during online class, I still doubt because I could not ensure the students have listened to the audio I shared or interest with the class."*

In listening class, students' quality to hear is important to measure their listening skills. It is easier to measure the students' listening comprehension based on their quality to hear directly, than through online media. The teacher said that she had difficulties during online class because she does not know the result of the learning process is real students' work or not. She said in the following interview:

Excerpt of Interview 6

T: *"This is one of my difficulties in teaching listening online because the students during offline learning process might have a good score in their examination, while during online class we cannot make sure this kid understand the material or not. So, it is difficult to measure the students' listening comprehension. Because the students' honesty cannot be determined in answering questions."*

Furthermore, the task is given by the teacher as an instrument to measure the students' listening comprehension. In this situation, students' honesty in answering the task or questions by the teacher is important. But, some of them only answer it perfunctory or just duplicate the other's works. As shown in the following interview:

Excerpt of Interview 7

T: "I should have been able to confirm through the tasks I was given. But the lack of honesty of students usually only answer what I ordered without carrying it out. So, to make sure students have listen to the audio that I gave, I need to contact students who have not submitted their assignments so that they can be done first. Although, it is not effective at making students obey my orders. Furthermore, this online class is very influential in my communication with students during online listening learning."

2. **Factors that Cause the Problems for the Teacher in Teaching Listening Online at Komputama Vocational High School in Jeruklegi, Cilacap.**

   First, students' network connection or signal. Common factors of the problems during online teaching and learning are bad network connections or signals. It also occurs in Komputama Vocational High School. Based on an interview with the teacher and the students, they all mentioned that the main factor of the problems during online class is network connection or signal. The result of the interview shown as follow:

Excerpt of Interview 8

T: "General factors that caused some problems during the online classis students' bad network connection because they come from villages."
S1: "Usually it is hard for me to get a good network connection."
S3: "The main factor during the online class is a bad network connection."

   One of the students said in the interview that the bad network connection also affects the application's work system, one of them said that the bad connection made her difficult to upload the task. The results of these interviews shown as follow:

Excerpt of Interview 9

S2: "Usually the bad network connection makes me struggle to upload my assignment because this network connection affects the application error."

   Meanwhile, the others students said that this bad network connection makes her struggle to download the materials from the teacher. If the connection is bad, it takes a lot of time to download the material. As she mentions in the interview below:

Excerpt of Interview 10

S4: "It is hard for me to download the learning material because the network connection is bad."

   Second, students' devices did not follow up the suitable media. According to the result of the interview with the teacher, one of the factors that caused the problems during the online listening class is students' devices did not follow up the suitable media. She cannot ask the students to use suitable media to learn listening skills caused by this factor. As she said in the following interview:

Excerpt of Interview 11

T: "I used Google Classroom in my class, however, there is another application I can use, but it cannot be adapted to my class because students' devices did not follow up. The other factor that caused the problems during teaching listening online is the lack of students' device memory to support using big size learning application or limited memory to download learning material such as audio or video listening."

Furthermore, one of the students also mentioned that she was struggling during the online class because her device did not follow up to download the learning material. It is caused by the limited memory to download and save the material. As shown in the following interview:

Excerpt of Interview 12

S1: "Yes, besides the bad network connection, it is hard for me to download the material because of my limited phone storage memory."

Third, students' internal factors. After the interview with the teacher and students, the researcher can classify the internal factors into three factors: students' learning motivation and students' background knowledge. The first students' internal factor is students' learning motivation. The lack of students' learning motivation can be seen in how they are following the class. This factor caused the teacher's problem to organize and detect the seriousness of the students. According to the interview with the teacher, the researcher finds out the students' learning motivation is still lack. As she said in the following statements:

Excerpt of Interview 13

T: "The main problems during the online class is caused by the factors of students' background, such as students' learning motivation, network connection, phone storage memory, and also their parents' economy background to buy the internet quota."

Students' learning motivation also can be seen in how they are reacting to the teacher during the listening online class or how they are submitting the assignment on time or late. Usually, students who have good learning motivation would submit the assignment on time. The teacher said she has to contact the students' who still did not submit their assignment and ask them to submit it as soon as possible. As she said in the following statements:

Excerpt of Interview 14

T: "To make sure students have listened to the audio that I gave, I need to contact students who have not submitted their assignments so that they can be done first. Although, it is not effective at making students obey my orders. Furthermore, this online class is very influential in my communication with students during online listening learning."

Furthermore, the researcher finds out this factor based on the online learning process through Google Classroom. According to the observation, many students did not follow up the listening online class without any reason. It is proved that students still lack learning motivation. The observation statements are shown below:

Excerpt of Observation 4

Observation's Field Note

"During the listening online class, there are only 6 students that giving response to the teacher and also writing attendance list. After the researcher asks the teacher, 5 students are

succeeding school activity and the 5 other students did not follow the class without any whys and wherefores."

The second students' internal factor is students' background knowledge. As we know, the English language is a foreign language for Indonesian students. Many of them still lack vocabulary and grammar. In Komputama Vocational High School, which is the location of the school is city proper and the students come from the village who still lacks knowledge. Based on the interview with some students, some of them mentioned that they are did not understand English. Those statements are shown as follow:
Excerpt of Interview 15
S1: "I just understand some of them, because I did not know what the meaning of the English words is."
S3: "I did not understand the English material."
S4: "I just know some English vocabulary, so I still confuse about it."

Furthermore, students' understanding of the English material is difficult because of the factor above. The students' cannot understand the material while they did not understand the meaning of English words. As they said in the interview, they did not understand the material because they do not know the meaning of the English words. Especially in this pandemic situation, the explanation from the teacher is limited by time or media. As they said in the following interview:
Excerpt of Interview 16
S1: "It is difficult to understand the material because I do not know the meaning of the English language and I cannot understand the material well."
S2: "It is according to the teacher's explanation if the teacher can explain the material easy to understand then I understand, but if it is difficult to understand then it will difficult. During the online class, I cannot understand the material well."
S3: "I did not understand the material, because a lot of English vocabulary I did not know the meaning."
S4: "I just understand some English words, and it is hard for me to understand the material during the online class because the teacher's explanation is not clear at all."

The teacher's solutions to resolve the problems in teaching listening online at komputama vocational high school in jeruklegi, cilacap. The third objective of this research is the teacher's solutions to overcome the problems in teaching listening online. After the researcher analyzes and finds out the problems and the factors of the problems in teaching listening online, the researcher would describe how the teacher overcome the problems explained before. The result of the data below is according to the interview with the teacher. There are two solutions from theteacher to resolve the problems in teaching listening online: First, the teachers choose a suitable application based on students' device capability and network connection. According to the interview, the teacher said she was choosing the best application after considering some factors. After she tried some applications such as Microsoft Office 365 and Chamilo, she chooses Google Classroom as the best application that supports the students to access it. The statements are shown as follow:
Excerpt of Interview 18

T: "In teaching English lessons online, I used Google Classroom. However there is two application we have tried such as Microsoft Office 365 and Chamilio, but students' capability device did not support to access those applications."

Second, the teachers put more attention on their students' learning motivation as they also integrated to students' self-determination in online learning. After the researcher ask the teacher, how she resolve these problems during teaching listening online? The result is she has to put more attention to her students. By sending a personal message to the students who are did not following the class, it will create the students' responsibility to following the class. As she said in the following statements:

Excerpt of Interview 19

T: "We take a self-approach to students, this approach is a reminder for the students about learning activities or assignments. So the solution is a personal approach for students who have not responded during online classes. This is done so that the students feel more cared for by the teacher, and to create closeness between teachers and students so that they can arouse the enthusiasm of the students to learn. The creation of this closeness can give students the courage to ask questions directly to the teacher. In addition, students become more enthusiastic in understanding learning materials and doing school assignments. Because most students who are not noticed will neglect learning activities or collecting assignments."

DISCUSSION
1. Teacher's Problems in Teaching Listening Online at Komputama Vocational High School in Jeruklegi, Cilacap.

First, hard to find suitable media in preparing the lesson. In English teaching and learning, there is the material that should be taught. The teacher needs to prepare the material before the class. Based on the data findings result, the teacher should prepare the material and lesson plan based on the syllabus and match it with the material that the students learn before. Besides that, the teacher should consider the media that could be accessed by the students. Therefore, the lecturer should determine critically which web resources to be chosen by considering the learners' need, the material which is instructed in the class, the learners' competence as well as thelearning objective that want to achieve in the class (Susilowati, 2020).

Therefore, the lecturer should determine critically which web resources to be chosen by considering the learners' need, the material which is instructed in the class, the learners' competence as well as the learning objective that want to achieve in the class. In line, the research observed about tutors' strategies in online teaching listening of TOSE (Test of Standard English) preparation in IAIN Surakarta, the result shown that one of the tutor's problems is the tutors need extra preparation for the teaching listening online. The tutors need to prepare various methods for the online teaching and also prepare the materials more extra. It means, for one of the online classes the tutor should work extra for the materials and monitoring students' development (Jannah, 2021).

Second, hard to organize and detect the seriousness of the students. During online listening classes, interaction and communication between the students and the teacher are important. The problem was in passive students; these students did not even bother to interact with the teacher. If there is not interaction during listening online class, the learning

process wouldbe un-effective (Jannah, 2021). In other research, the limitation in the learning controlling was one of the teacher's problems. This is caused by the absence of a discussion forum menu in the application. This indicates that certain students are not focused on the course from start to finish. It should not, however, be underestimated; many students participate fully until the very conclusion of their courses (Efriana, 2021). Related to the theory, the teacher hard to organize and detect students' seriousness during online class is one of the teacher's problems. The problems were caused by the passive students who are did not even give a response during the online class and also the laziest students who are did not even care about the class.

Third, hard to measure the students' listening comprehension. Teaching listening online was not easy teaching method for the teacher. She had to face many problems in this case. Based on the interview, she said the last problem during teaching listening online is hard to measure students' listening comprehension. Related to the second problem, while the teacher hard detects the seriousness of the students, it is also hard to measure the students' listening comprehension. Related to the theory, one of the challenges faced by the teachersis some of the students not submitting the assignment on time. In this case, the teacher hard to measure their listening comprehension towards the assignment given before. Besides the passive students and limited communication in the online class makes the teacher hard to know the students' already understood or not. She said using the assignment as an instrument to measure their listening comprehension during online class is not effective. Because there are many students are just copying the others answer for their assignment. Furthermore, it is one of the teachers' challenges during teaching listening online to measure their students' listening comprehension.

2. Factors that Cause the Problems for the Teacher in Teaching Listening Online at Komputama Vocational High School in Jeruklegi, Cilacap.

Based on the interview with the teacher and some of the students, they have difficulties in teaching and learning to listen online. After discussing the problems faced by the teacher in teaching listening online. Atthis point, the researcher would discuss the factors that caused the problems above. The findings before showed the result analyze by the researcher, three factors caused the problems during teaching listening online. Based on the interview, the factors were divided into three factors: students' network connection or signal, students' device did not follow up the suitable media, and students' internal factors (students' learning motivation, students' background knowledge, and students' background).
First, students' network connection or signal. The problems during online teaching and learning were caused by the network connection or signal. The most important aspect of teaching and learning online is a good network connection between the teacher and the students (Yuzulia, 2021). Second, students' devices did not follow up the suitable media. During pandemic Covid-19, the government encourages the educational system to turn into an online learning process. In this case, to support the online learning process not only a good network connection but also between the teacher and the students should have a good device to follow up the media used during the learning process (Efriana, 2021). Third, students' internal factors. After the interview with the teacher and students, the researcher

can classify the internal factors into three factors: students' learning motivation and students' background knowledge. Students' learning motivation becomes more important because the responses of the students during online learning are still lacking. While in the listening class, it is a need interactive learning process between the students and the teacher. The lack of students' learning motivation becomes the most important factor in the online learning process.

In the other research, it is discussed about some students are less enthusiastic about participating in online learning, despite having enough resources such as laptops, androids, and access to the internet network. They are careless about the relevance of EFL literacy and task completion. As a result, an assignment that should have been completed in one week was frequently postponed (Efriana, 2021). In this discussion section, the researcher can conclude these factors were related to the theory above. Students' learning motivation was one of the factors that caused the problems during teaching listening online. Whereas the teachers are hard to organize and detect their seriousness in the learning process.

Then, students' background knowledge also becomes the factor that causes the problems during teaching listening online. According to the interview, some students are mentioned that they are did not understand the English language even the materials. vocabulary is the main reason they said. The students only know several English words. Especially during the listening lesson, they do not understand what the audio said. In the interview section, some students said that the problems were in the accents and majoring the vocabulary. So, they cannot understand the material well. In this case, maybe students did not practice listening and reading English literature to improve their grammar and vocabulary. To improve students' listening comprehension, the students need to know how to pronounce the word (Darti, 2017).

3. The Teacher's Solutions to Resolve the Problems in Teaching Listening Online at Komputama Vocational High School in Jeruklegi, Cilacap

Based on the interview result, she has two solutions to resolve the problems. These two solutions are the teacher should choose the suitable application based on students' device capability and network connection, and the teacher should put more attention on their students' learning motivation as they also integrated to students' self-determination in online learning.

First, the teachers choose a suitable application based on students' device capability and network connection. For the solutions students' network connection, the other research has the biggest concern is having an unreliable internet connection on a smartphone or laptop/computer. This barrier has a significant impact on the online teaching and learning process. The teachers are not able to use a wide range of applications or media. They must employ media or applications with low minimum bandwidth to be able to access by the students (Efriana, 2021). Based on Susilowati on her research, there are three challenges and solutions in teaching listening online (Susilowati, 2020). One of the challenges is the challenge in applying suitable technological devices, system, application, or platform for online learning during the Covid-19 pandemic (Bhuana & Apriliyanti, 2021).

Second, the teachers put more attention on their students' learning motivation as they also integrated to students' self-determination in online learning. Based on the result of this

research, the other solution the teacher said to overcome the problems in teaching listening online is the teachers should put more attention on their students. The teacher thought that put more attention on the students would create students' learning motivation and also integrated students' self-determination into online learning (Efriana, 2021). Related to those theories, teacher's attention to their students is one of the supporting aspects to build students' learning motivation. The students would feel more noticed by the teacher and the teacher also integrated to students' self-determination in online learning.

CONCLUSION

Based on the result of this research, teacher's problems in teaching listening online are the teacher hard to find suitable media in preparing the lesson, hard to organize and detect the seriousness of the students, and hard to measure the students' listening comprehension. The problems in teaching listening online might be caused by some factors. After the researcher analyzed the problems faced by the teacher, the researcher also finds out the factors that caused the problems the teacher faced during teaching listening online. The result shown that the problems were caused by some factors which are the following: students' network connection, students' devices did not follow up with the suitable media, students' internal factors such as students' learning motivation, and students' background knowledge. Those factors have affected the teacher in teaching listening online and caused some problems. Furthermore, the researcher also described the teacher's solution to overcoming the problems in teaching listening online. The teacher's solution is some action that the teacher did during the online class. As the result of this research, based on the interview and discussion above the teacher have two solutions in teaching listening online. The first one, the teacher choose a suitable application based on the students' device capability. Because some students struggle with their device capability during the online class, the teacher should understand them with choosing the suitable application. The second solution is the teacher put more attention on their students' learning motivation as they also integrated to students' self-determination in online learning. This solution to improve students' learning motivation which is still lacking during the online class.

The researcher thought some of the suggestions for this research towards the English teacher's problems in teaching listening online at Komputama Vocational High School in Jeruklegi, Cilacap. First, for the teacher through this research, the researcher would suggest the teacher teaching listening online. The teacher should teach listening simply through suitable online media. Second, for the students the researcher suggests the students improve their learning motivation in English lessons. They can learn to read English text or learn to listen to English audio or video to improve their vocabulary mastery which is still lack. Last, for the next researcher, this research provided some advantages for the next researcher who wanted to research some teaching listening strategies.

REFERENCES

Aldama, B. (2017). *Analyzing Teachers' Difficulties in Teaching Listening Comprehension towards the First Grade Students of MAN 3 Bone* [Alauddin State Islamic University]. http://repositori.uin-alauddin.ac.id/id/eprint/7872

Aryana, S., & Apsari, Y. (2018). Analysing Teacher'S Difficulties in Teaching Listening. *ELTIN*

JOURNAL, *Journal of English Language Teaching in Indonesia*, *6*(2), 100. https://doi.org/10.22460/eltin.v6i2.p100-106

Bhuana, G. P., & Apriliyanti, D. L. (2021). Teachers' Encounter of Online Learning: Challenges and Support System. *Journal of English Education and Teaching*, *5*(1), 110–122.

Darti. (2017). *Analyzing Students ' Difficulties Toward Listening Comprehension of English Education Department of Tarbiyah and Teaching Faculty At Uin Alauddin State Islamic University of Makassar. 1*(1), 85.

Efriana, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *JELITA:Journal of English Language Teaching and Literature*, *2*(1), 38–47.

Elfiona, E., Zaim, M., & Refnaldi. (2019). Mobile-Based Media as the Solution in Teaching and Learning Listening Skill. *Journal of Physics: Conference Series*, *1387*(1). https://doi.org/10.1088/1742-6596/1387/1/012024

Erben, T., Ban, R., & Castañeda, M. (2008). Teaching English language learners through technology. In *Teaching English Language Learners through Technology*. https://doi.org/10.4324/9780203894422

Hanifa, R. (2014). Improving The Students' Listening Skills of The 8th Grade Students of SMPN 1 Ngemplak through Scaffolding Principles. In *Skripsi Thesis, UNY*. State University of Yogyakarta.

Hwaider, S. M. (2017). Problems of Teaching the Listening Skill to Yemeni EFL Learners. *International Journal of Scientific and Research Publications*, *7*(6), 140. www.ijsrp.org

Jannah, M. (2021). *Tutors' Strategies in Online Teaching Listening of TOSE Preparation in IAIN Surakarta Academic Year 2020/2021*. The State Islamic Institute of Surakarta.

Mahbub, M. (2012). *Principle of Teaching Listening in L2 and Classroom Techniques*. Monday, June 18. http://englishstudyhelp.blogspot.com/2012/06/principles-of-teaching-listening-in-l2.html?m=1,

Methods. (1989). In *Anti-Corrosion Methods and Materials* (Vol. 36, Issue 10). https://doi.org/10.1108/eb020803

Olaya, V. (2009). Applying Bottom-Up Listening Strategies To Eighth Grade In A Public High School. *Core.Uk*, *6*, 1–57.

Susilowati, R. (2020). THE CHALLENGE OF ONLINE LEARNING IN LISTENING CLASS DURING COVID-19 PANDEMIC. *Jurnal Elsa*, *18*(2), 56–72.

Utomo, S., Kusmaryati, S. E., & Sulistyowati, T. (2019). The Challenges and Difficulties in Teaching Listening: An Exploratory Research in a Junior High School in Kudus. *Language Circle: Journal of Language and Literature*, *14*(1), 27–38. https://doi.org/10.15294/lc.v14i1.19471

Yildirim, S. (2016). The Importance Of Listening In Language Learning And Listening Comprehension Problems Experienced By Language Learners: A Literature Review.

Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, *16*(4), 2094–2110. https://doi.org/10.17240/aibuefd...-5000209696

Yulia, H. (2020). Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia. *ETERNAL (English Teaching Journal)*, *11*(1), 48–56. https://doi.org/10.26877/eternal.v11i1.6068

Yuzulia, I. (2021). The Challenges of Online Learning during Pandemic: Students' Voice. *Wanastra: Jurnal Bahasa Dan Sastra*, *13*(1), 08–12. https://doi.org/10.31294/w.v13i1.9759

Zhou, Yang, & Wang. (2020). *No* 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析*Title* (Vol. 21, Issue 1).