

## **Rhetorical Strategies in Teaching Skills: A Systematic Review from 2019 to 2024**

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### **Abstract**

The article presents a systematic review of research on rhetorical strategies in teaching skills, aiming to provide a comprehensive understanding of the current state of the research in this area from 2019 to 2024, and to gain a comprehensive understanding of the role of rhetorical strategies and explore future research trends. The researcher used the theory of Templier and Pare in conducting a review article. After collecting the article based on some databases, the researcher found 672 articles. Moreover, after data selection and screening followed the protocol criteria, 14 articles were included in this study. The results show that there are some rhetorical strategies in teaching listening skills applied. Those are traditional and modern methods, and mostly used bottom-up strategy by Richard's theory. The findings of this review provide valuable insights for educators, curriculum developers, and researchers interested in improving listening skills.

**Keywords:** Rhetorical strategy, method of teaching, teaching skills

### **Introduction**

Listening is often regarded as one of the four essential language skills, alongside speaking, reading, and writing. It serves as the foundation for effective communication and plays a crucial role in understanding spoken language. According to Nadig (2010), listening is not merely passive; it is an active process that involves receiving, interpreting, and responding to spoken messages. This process is integral to mastering English proficiency, as it enables learners to grasp vocabulary, grammar, and pronunciation in context. Effective listening skills facilitate better speaking abilities. As highlighted by Tarigan (1990), there is a close relationship between listening and speaking; students who struggle with listening often find it challenging to articulate their thoughts clearly. Thus, improving listening skills can lead to enhanced overall communication competence in English.

Teaching listening skills involves guiding learners in the process of effectively understanding and interpreting spoken language. Listening is not merely a passive activity; it requires active engagement and cognitive processing to comprehend the speaker's message fully. According to Tarigan (1994), listening is a hearing activity to the spoken speech by involving attention, understanding, appreciation, and interpretation to get information, content or message. This definition highlights that teaching listening skills encompasses various components, including attention to sound, understanding vocabulary and grammar, and interpreting meaning from context. Teaching listening skills is an essential aspect of language education, particularly in English language learning. Effective listening is not merely about hearing words; it involves comprehension, interpretation, and the ability to respond appropriately. To enhance students' listening abilities, educators can implement various strategies that focus on active engagement

and practical application. For instance, breaking down the listening process into identifiable components allows students to practice each element systematically. Teachers can model good listening by demonstrating techniques such as paraphrasing and summarizing what students say, which reinforces the importance of understanding before responding. Additionally, fostering a supportive classroom environment where students feel valued encourages them to participate actively in discussions, thereby improving their listening skills through real-time interactions with peers and instructors.

Rhetoric is the discipline of using language effectively to persuade. Rhetoric encompasses both the practice and the theory of persuasive discourse, and that is why it can be described both as an art and a science (Bitonti, 2021). It means rhetoric is the art and science of using language effectively to convey messages, convince others, and achieve communication goals. The implementation of rhetorical strategies in teaching listening skills also addresses the diverse needs of learners by promoting a more interactive and inclusive classroom environment. Ultimately, the strategic integration of rhetoric into listening instruction not only enhances language proficiency but also prepares students for real-world communication challenges, making them more effective communicators in both academic and social settings.

By examining the existing literature on the teaching of listening skills and the application of rhetorical strategies. While there is a growing body of research that explores various methodologies for teaching listening, including communicative approaches and innovative techniques, there remains a lack of comprehensive analysis specifically focused on rhetorical strategies within this context. Because there are still few of these studies, especially in the teaching listening skills section and it is proven that it is still difficult to find those related to teaching listening skills. For instance, what kinds of rhetorical strategies have been applied in teaching listening skills. Thompson et al. (2004) suggest listening requires receiving, understanding, interpreting, evaluating, responding, and self-assessment. Overall, this suggests that listening is more complex than people often imagine, having both cognitive and behavioural aspects and also being influenced by the context within which it takes place.

The present systematic review intends to gain a comprehensive understanding of the current state of the research on rhetorical strategies in teaching skills. Moreover, to answer the research questions above, here are some objectives; examine the types of rhetorical strategies studied by researchers; and explore research methods and theories applied in previous studies on rhetorical strategies in teaching listening skills.

## Methods

An SLR not only summarizes existing research but also identifies gaps in knowledge that require further investigation. This aspect is crucial for advancing understanding in various fields (Briner & Denyer, 2012). According to Templier and Pare (2015), there are six steps in conducting a review article; (1) formulating the research question and objective, (2) searching the extant literature, (3) screening for inclusion, (4) assessing studies quality, (5) extracting data, and (6) analyzing data.

When conducting a systematic review, it is crucial to clearly define the main concepts. By formulating the research question and objective, this ensures that the review and its analyses are clear, transparent, and consistent. There are two questions in this research, based on the objectives. Literature searching is an iterative process requiring repeated refinement to identify the most relevant sources, as many relevant references on your topic as possible (Grewal, et al, 2016). It examines relevant articles and searches their bibliographies for other potentially useful sources. Articles must have a publication date between 2019 and 2024. This research focused on five years recently, because more recent data tends to be more relevant to current conditions. Older studies may no longer reflect the current situation. There are some key terms to search relevant studies; (“rhetoric” OR “rhetorical “OR “rhetorical strategy”) AND (“teaching strategy” OR “teaching listening skills”). And to find out some articles of journal, the research uses some databases that open/free access as the source of information. They are; Emerald Insight, Sage Journal, Taylor & Francis, and Garuda.

Screening criteria are the standards or guidelines used to determine whether a particular study or piece of research is relevant and appropriate for inclusion in a systematic review or meta-analysis. The goal of screening is not only to include relevant studies but also to ensure comprehensive coverage

of literature related to the research question (NCBI Bookshelf, 2018). In addition to the initial screening process, the review team may need to evaluate the methodological quality of the selected studies of the research design and methods (Templier & Pare, 2015). Researcher limited this review to journal articles, which undergo a thorough peer review process. Researcher excluded less reliable sources such as viewpoint papers, book chapters, conference proceedings, and dissertations.

By using criteria above, researcher found 673 articles based on those databases. Which are; Emerald Insight (9 articles), Sage Journal (37 articles), Taylor & Francis (33 articles), and Garuda (594 articles). There are 14 articles as the result of following two round screenings. First round screening, excluding the articles that do not explicitly focus on rhetorical strategies or listening skills and focus on rhetorical strategy or teaching strategy in listening skills. Second round screening, excluding the article that do not directly address the relationship between rhetorical strategies and listening skills.

## Result and Discussion

**Table.1 Data Extraction**

<b>Authors</b>	<b>Title</b>	<b>Teaching method/strategy</b>
Kasim, Nazla & Luwiti, Sri (2020)	An Analysis of Teachers' Strategy in Teaching Listening	Bottom-up and Top-down
Budiyanto, D., Aprillitavivayarti, A., & Ridho, M. R. (2021)	Applying DLTA Strategy on Teaching Listening Comprehension	Listening Thinking Activity (DLTA)
Fachriza, A. (2022)	Bottom-up Strategy in Teaching Listening for Academic Purposes for EFL in Pesantren-Based University	Bottom-up Strategy
Nasution, E. A. (2020)	Developing Digital Worksheet by Using Wizer.me for Teaching Listening Skill to The Tenth Grade Students n SMK Negeri 7 Medan	Wizer.me
Khobir, W. A., & Qonaatun, A. (2020)	English Teacher' Strategy in Teaching Listening Section of TOEFL Preparation	-Stimulation, discussion, give Tips and tricks, role play using media technology, using games interactive, give the motivation and experience.  -The teacher used strategies to make the students' ability to take TOEFL be well is perceived is the key of success for assessment students in academic and future careers.
Aulia, V. M., & Megawati, F. (2023)	Exploring Teacher's Strategy in Teaching Listening through Songs at Eleventh Grade of SMA Walisongo Gempol	- The Word Chain Song Game Method  -The Guess the Meaning of Lyric Method

Putri F. Z., (2022)	Promoting Metacognitive Listening Strategy Through Task-based Approach in The Teaching of Listening	A Task-based Approach and Metacognitive Listening Strategy
Ginting, S. A. (2019)	Shadowing Technique; Teaching Listening Skill to ESOL Learners in University	The Shadowing Technique
Nuninsari, D. F., Sutopo, D., & Bharati, D. A. L. (2020)	The Implementation of Project Based Learning Strategy in Teaching Spoken English	Project Based Learning Strategy
Ahada, I. (2023)	The Implementation of the Reciprocal Teaching Strategy for Enhancing Listening Comprehension	Reciprocal Teaching Strategy
Barokah, A. M., & Qibtiyah, L. (2024)	The Strategy of Whisper Chain Game in Teaching Listening Skill to Students of Al-Uswah Islamic Boarding School Tahfidz Al-Quran at Pangarangan Sumenep	The Strategy of Whisper Chain Game
Al Fiana, N. F., Ampa, A. T., & UIHaq, M. Z. (2022)	Using Advertisement in English Language Teaching to Increase Listening Comprehension Skill at Junior High School 3 Bontomarannu	Advertisement
Tri, T. N., Sulaiaman, M. S., & Rara, D. R. S. (2023)	Using Dictation Strategy in Teaching Listening Comprehension Achievements	Dictation Strategy
Nikmatul R. S. (2021)	Utilizing Technology in Arabic Teaching: Implementation of Media "Learning Aljazeera.Net" on Listening Skill Teaching at University of Darussalam Gontor	Media "Learning Aljazeera.net"

Based on the table above, the researcher found some strategies or teaching strategies on empirical articles. The articles presented a comprehensive overview of diverse strategies employed by teacher or educator to enhance listening skills in various educational contexts. The strategies discussed in the document encompass a wide array of innovative and engaging methods, tailored to different educational levels, from junior high school to university.

The strategies identified in the articles in both traditional and modern approaches. For instance, the implementation of bottom-up and top-down strategies, as well as the use of digital tools such as Wizer.me and media like learning Aljazeera.net, demonstrated the integration of technology into language teaching to improve listening skills. This reflects the adaptability of

teacher or educator in leveraging digital resources to create interactive and engaging learning experiences for students.

Moreover, the document highlights the application of project-based learning, shadowing technique, and the use of advertisement and songs to enhance listening comprehension. These strategies not only aim to improve students' listening skills, but also foster creativity and critical thinking. The diverse range of strategies reflects the teacher or educator's commitment to creating dynamic and immersive learning environments that cater to the unique needs and interests of students or learners.

Furthermore, the articles emphasize the importance of metacognitive listening strategies, task-based approaches, and interactive games such as the Whisper Chain Game and Word Chain Song Game. These strategies not only focus on improving listening skills but also aim to develop students' metacognitive awareness and foster collaborative learning experiences.

Finally, in terms of the number of relevant articles collected, the literature related to rhetorical strategies in teaching listening skills is relatively limit, with only 14 articles that best meet the literature screening criteria based on databases. Although these articles emphasize the importance of rhetorical strategy in teaching listening skills, they always focus on application of the strategy or method in teaching.

## Conclusion

In conclusion, the relevant articles provided a comprehensive insight into diverse rhetorical strategies applied in teaching listening skills across various educational settings. Those articles highlight a wide array of innovative and engaging methods, including bottom-up and top-down approaches, digital tools, metacognitive listening strategies, and interactive games. These strategies are tailored to different educational levels, reflecting the adaptability of educators in leveraging digital resources to create interactive and engaging learning experiences for students or learners.

The integration of technology into language teaching, such as the use of digital tools and media resources, underscores the teacher or educators' dedication to fostering creativity and critical thinking among students. Additionally, the application of project-based learning, shadowing technique, and the use of advertisements and songs to enhance listening skills reflects the educators' innovative approaches to language instruction. Those are traditional and modern method, and mostly used bottom-up strategy by Richard's theory. The articles emphasize the importance of metacognitive games, which not only focus on improving listening skills, but also aim to develop students' metacognitive awareness and foster collaborative learning experiences.

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