

**TEACHERS' STRATEGIES IN TEACHING LISTENING
COMPREHENSION AT MAN 2 KOTA MALANG**
THESIS

By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2023**

**TEACHERS' STRATEGIES IN TEACHING LISTENING
COMPREHENSION AT MAN 2 KOTA MALANG
THESIS**

Submitted to the Board of Examiners to Compile a Thesis in a Bachelor Degree
(S-1) in the English Education Department

By:

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,
MALANG,
2023

APPROVAL SHEET

**APPROVAL SHEET
TEACHERS' STRATEGIES IN TEACHING LISTENING
COMPREHENSION AT MAN 2 KOTA MALANG**

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Has been approved by the advisor for further approved by the board of examiners

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LEGIMITATION SHEET

**LEGIMITATION SHEET
TEACHERS' STRATEGIES IN TEACHING LISTENING
COMPREHENSION AT MAN 2 KOTA MALANG**

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Has been defended in front of the board of examiners at the date of 27th June
2023 and declared

PASS

Accepted as the requirement for the Degree of English Language Teaching (S.Pd.)
in the English Education Department, Faculty of Education and Teacher Training.

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Malang, June, 20th 2023

Matter : Thesis of Lailatul Masruroh
Appendixes : 3 (Three) Copies

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Maulana Malik Ibrahim State Islamic University of Malang
In Malang

Assalamualaikum Wr. Wb

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Wassalamu'alaikum Wr. Wb

Validator



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APPROVAL

APPROVAL

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Malang, June 04, 2023

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DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

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Declare that:

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2. This thesis is the sole work of author and has not been written in collaboration with any person, nor does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that this thesis is product of plagiarism. I am willing to accept any legal consequences that may be imposed on me.

Malang, June, 20th 2023
The Researcher



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DEDICATION

Praise be to Allah, the Lord of the worlds, and he is never partial. The most merciful, whose affection is truly immeasurable. Allah the almighty who gave me the health, time and ability to complete this thesis. Without His blessing, without His power I can do nothing. May the blessings and peace be upon the Prophet Muhammad, peace be upon him, who moved the Muslim community from the darkness of ignorance to a bright age with the existence of the religion of Islam. We hope one day to intercede for him on the Day of Resurrection, Aamiin.

I dedicate this thesis to my beloved parents, my father Muhammad Sedi and my mother Istinah who always supported me and prayed for me in every step of the way in my education. Moreover, thank you for all the love and affection, because of that, I can continue my passion of studying, living life, and be the best version of me. What would I mean without their prayers and support. Furthermore, to my siblings, Siti Zainab, Muhammed Munir and my younger brother Muhammed Rohman, thank you very much for all the support that pushed me to finish my final project well.

In my journey studying at Islamic State University of Maulana Malik Ibrahim Malang for 4 years, my life cannot be separated from the good people that God has sent around me, so I would like to thank to:

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Finally, I want to thank myself, thank you for always being the best version of you with doing better every single day. May Allah give us a useful knowledge and we can be useful person for people around us. Aameen.

MOTTO

{وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى} [النجم : 39]

“Dan bahwasannya seorang manusia tiada memperoleh selain apa yang telah diusahakannya.”

“and that each person will only have what they endeavoured towards.”

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First, praise to Allah the most merciful, whose affection is truly immeasurable that has given a chance and ability, so the thesis *“Teachers’ Strategies in Teaching Listening Comprehension at MAN 2 Kota Malang”* can be finished well.

Second, may the blessings and peace be upon the Prophet Muhammad, peace be upon him, who moved the Muslim community from the darkness of ignorance to a bright age with the existence of the religion of Islam. We hope one day to intercede for him on the Day of Resurrection.

I would like to thank my beloved parents, my father Muhammad Sedi and my mother Istinah who always supported me and prayed for me every step of the way in my education and my hobbies. So, I can fix my thesis well.

Next, the author would like to express his gratitude, and appreciation to my advisor, Mr. Harir Mubarak, M.Pd, for his patience in guiding me to complete my final project.


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3. Dr. H. Langgeng Budianto, M.Pd, as the Head of Department of English Education

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5. Nurul Izza, S.Pd and Lina Susanti, S.Pd the English teacher of MAN 2 Kota Malang.
6. The principal, teacher, staff, and the students of MAN 2 Kota Malang.

Finally, I realize that this thesis is not complete. Therefore, constructive criticism and suggestions are highly expected so that the writing provided can be better.

Malang, June, 14th, 2023

A square image containing a handwritten signature in black ink. The signature is cursive and appears to read 'Lailatul Masruroh'.

Lailatul Masruroh

LATIN ARABIC TRANSLITERATION GUIDANCE

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no. 158 tahun 1987 no. 0543/b/U/19187 yang secara garis besar dapat diuraikan sebagai berikut:

A. Huruf

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = Kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ’
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Vokal Panjang

Long Vocal (a) = â
Long Vocal (i) = î
Long Vocal (u) = û

C. Vokal Diftong

أَوْ = aw
أَيَّ = ay
أُو = ũ
إَيَّ = î

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ABSTRAK

Masruroh, Lailatul. 2023. **STRATEGI GURU DALAM PENGAJARAN KOMPETENSI MENDENGARKAN DI MAN 2 KOTA MALANG**. Skripsi. Jurusan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Harir Mubarok, M.Pd.

Kata Kunci: Strategi Guru, Mengajar Mendengarkan, Pemahaman Mendengarkan.

Mendengarkan merupakan salah satu kemampuan yang penting dalam pembelajaran Bahasa Inggris. Seseorang tidak bisa berbicara dan menyampaikan pendapat sebelum mendengarkan terlebih dahulu. Banyak aspek-aspek kehidupan yang menggunakan Bahasa Inggris sebagai bahasanya. Karena itu, belajar Bahasa Inggris menjadi sesuatu yang penting. Tetapi, pelajar memiliki latar belakang yang berbeda, dan mereka mempunyai kemampuan yang berbeda dalam proses pembelajaran. Maka dari itu, penggunaan strategi dalam pengajaran mendengarkan sangat penting dilakukan agar kelas menjadi tertib serta dapat mencapai tujuan pembelajaran dengan baik.

Penelitian ini bertujuan untuk mengidentifikasi strategi yang digunakan oleh guru dalam pengajaran mendengarkan dan bagaimana mengimplementasikannya. Penelitian ini dilaksanakan di Madrasah Aliyah Negeri 2 Kota Malang pada tahun ajaran 2022/2023. Penelitian ini menggunakan metode *descriptive kualitatif* yang menggunakan beberapa instrumen yaitu observasi, wawancara dan dokumentasi. Partisipan di penelitian ini adalah dua orang guru Bahasa Inggris di MAN 2 Kota Malang.

Hasil dari temuan menunjukkan bahwa Guru-guru menggunakan beberapa strategi dalam pengajaran mendengarkan yaitu proses *bottom-up*, *top-down*, dan *sosio afektif*. Penggunaan media seperti *powerpoint*, *pengeras suara*, *lagu*, *film*, dan *dialog pendek* juga digunakan untuk mendukung proses belajar dan mengajar. Lalu, dalam pengimplementasian strategi, Guru-guru membagi aktivitas dalam tiga tahapan. Tahapan tahapan tersebut adalah *pre-listening*, *while-listening* dan *post-listening*.

ABSTRACT

Masruroh, Lailatul. 2023. **TEACHERS' STRATEGIES IN TEACHING LISTENING COMPREHENSION AT MAN 2 KOTA MALANG**. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Harir Mubarak, M.Pd.

Keywords: Teachers' Strategy, Teaching Listening, Listening Comprehension.

Listening is one of the essential skills in learning the English language. Someone can not speak and deliver their opinion before listening first. Many aspects of life use English as a language. Because of this, learning English became an important thing. But the learner has various background knowledge and they have a different ability in the learning process. Therefore, the use of strategy in teaching listening is very important in order to arrange the classroom well and gain the learning objective well.

The aim of this research is to identify the strategy used by teachers in teaching listening and how they implement it. This research was conducted at Madrasah Aliyah Negeri 2 Kota Malang in the Academic Year of 2022/2023. This research uses a descriptive qualitative method that uses several instruments that are observation, interview and documentation. The research participants were two English teachers at MAN 2 Kota Malang.

The finding showed that teachers use several strategies in teaching listening that is Bottom-Up processes, Top-Down Processes and Socio-Affective strategy. Bottom-up process is the process when student use linguistic aspect in understanding the material. While Top-Down use students' prior knowledge in understanding. The last, Socio-Affective strategy is that used when students have interaction with their classmates. In supporting the teaching and learning process, teachers also use several media: powerpoint presentation, speaker, song, movie video and short dialogue. Then, in implementing those strategies, the teachers divide the activity into three stages of teaching listening. The stages are pre-listening, while-listening and post-listening.

خلاصة

مسرورة، ليلة 2023. استراتيجيات المعلمين في التدريس والاستماع في مدرسة الثانوية الثانية الإسلامية الحكومية مدينة مالانج أطروحة، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج. المستشار: حرير مبارك،

الكلمات المفتاحية: استراتيجيات المعلمين ، تدريس الاستماع ، والفهم السمعي

الاستماع هو أحد المهارات الأساسية في تعلم اللغة الإنجليزية. شخص ما لا يستطيع التحدث وإبداء رأيه قبل الاستماع أولاً. يتم استخدام اللغة الإنجليزية كلغة في العديد من جوانب الحياة. لهذا السبب ، أصبح تعلم اللغة الإنجليزية شيئاً مهماً. لكن المتعلم لديه خلفية مختلفة ولديه قدرة مختلفة في عملية التعلم. لذلك ، فإن استخدام الإستراتيجية في تدريس الاستماع مهم جداً من أجل ترتيب الفصل الدراسي جيداً واكتساب هدف التعلم جيداً.

الهدف من هذا البحث هو التعرف على الإستراتيجية التي يستخدمها المعلم في تدريس الاستماع وكيفية تنفيذها. تم إجراء هذا البحث في مدرسة الثانوية الثانية الإسلامية الحكومية مدينة مالانج في العام الدراسي يستخدم هذا البحث المنهج الوصفي النوعي الذي يستخدم عدة أدوات وهي الملاحظة والمقابلة. 2022/2023 والتوثيق. كان المشاركون في البحث اثنين من مدرسي اللغة الإنجليزية في مدرسة الثانوية الثانية الإسلامية الحكومية مدينة مالانج.

أظهرت النتائج أن المعلمين يستخدمون العديد من الاستراتيجيات في تدريس الاستماع وهي العمليات التصاعديّة والعمليات من أعلى إلى أسفل والاستراتيجية الاجتماعية-العاطفية. العملية من أسفل إلى أعلى هي العملية التي يستخدم فيها الطالب الجانب اللغوي في فهم المادة. بينما يستخدم التنازلي معرفة الطلاب السابقة في الفهم. الاستراتيجية الاجتماعية-العاطفية الأخيرة هي تلك المستخدمة عندما يتفاعل الطلاب مع زملائهم في الفصل. في دعم عملية التدريس والتعلم ، يستخدم المعلمون أيضاً العديد من الوسائط مثل عرض باور بوينت ، ومكبر الصوت ، والأغنية ، والفيديو السينمائي ، والحوار القصير. بعد ذلك ، عند تنفيذ هذه الاستراتيجيات ، يقسم المعلمون النشاط إلى ثلاث مراحل لتعليم الاستماع. المراحل هي ما قبل الاستماع ، وأثناء الاستماع ، وبعد الاستماع.

CHAPTER I INTRODUCTION

This section discussed some issues related to the topic of the research, there are background of the research, research questions, research objectives, significance of the research, scope and limitation of the research, and the last is the definition of key term.

1.1 Background of the research

English became an important language in this era, due to the used of this language as an international and universal language for world communication. Since this rule has goes on, many people have to learn and master English neither just for daily communication or any important kinds of need. Not only that, English is also needed to master if someone wants to apply for a job. English has an important role in many aspects, including medicine, engineering and education (Dutta, 2020).

On the way to learning English there are four important skills that should be learned and mastered; one of them is listening. Listening is more important than the other skill that has to be mastered, this is because from listening people can understand someone's utterance. In fact humans cannot talk before listening, Wallace states that to make humans get understanding and insight, knowledge, information and gain success in communicating with others, the most important skill one should master is listening (cited in Kurniawati, 2019). Humans cannot talk before listening, because they generally get a vocabulary from what they hear from people around them. Listening and speaking are two skills that are highly interrelated and work simultaneously in real life situations (Sadiku, 2015).

Someone with bad listening skills may have a bigger misunderstanding than a good one.

The importance of listening is also has been mentioned in Al-Qur'an at Surah An-Nahl 78:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

16:78(And Allah brought you forth from the wombs of your mothers knowing nothing, and gave you hearing and sight and hearts that happy ye might give thanks.)

From the verse above, it can be understood that humans were created, born from their mother's womb without any knowledge (without having any ability), then Allah made the ability to hear, sight and also the eyes of the heart. God places here in the first ability given to humans. This is the fact and evidence of the importance of listening (listening skill) before another skill. This can be interpreted that a person cannot speak or express an opinion without listening and understanding someone's utterance first.

However, a person's ability to listen is not the same. This is caused by several things such as background, ethnicity or custom, education taken, a supportive environment, and also inseparable from agents who influence daily learning. Pollard states that listening is more difficult than reading because students even recognize the written word more easily than they recognize the spoken word (Kurniawati, 2019). This is also one of the factors that affects someone's ability in learning listening comprehension.

In the world of education, one of the influential agents in educating students and guiding them to success is a teacher. Teachers play a very important role in the learning process of students in the classroom. V. Strugar (1999) has mentioned that one of the teachers' roles in education is to help students to work and encourage students' interest (Murati, 2015). Due to the fact that listening is an essential and difficult skill to master, many causes have mentioned that one of the problems that teachers will face when teaching listening is students ignoring the materials because they have no understanding with the sound of listening. According to Goh (1999) statements, one of the problems of learning listening is students quickly forgetting what is heard (Yılmaz & Yavuz, 2015). Besides that, he also emphasized the problems of concentrating and missing the beginning of listening.

The researcher also has experience dealing with students' listening skills. The first is dealing with the lack of vocabulary. The second is due to the lack of vocabulary that students know and understand it affects the students' knowledge and understanding about the correct pronunciation in every single word that they heard. Then, the next problem it is about student's anxiety in their understanding when answer the question that teacher give. Some students worried that they will get wrong in give an answer and will be have some roasting or will get ashamed with their friends. From those problems and diversity has mentioned before, it can be sum up that the teachers as an essentials agents in teaching have to applied and use the suitable strategy in teaching listening.

Strategy in teaching is a number of steps engineering in such a way (by the teachers) to achieve certain goals (Pupuh & Sobri : 2009) cited in (Barlian, 2013). The use of strategy in teaching is very important, this is because the learning process

is the core activity at the school. Hence, these kinds of strategies need to be applied. The material given it can not be accepted at all with students because of the diversity of students' skill and background, so the existence of strategy hope will have a good impact on students (Sanjani, 2021). Moreover, the students will give full attention to the materials and instruction teachers' given.

The studies about teachers' strategies in teaching listening have existed before (Rohmah, 2017; Hasanah, 2020; Herlina et all, 2021; Atunnisa, 2022; Rastika et al, 2018). Most of them, mainly focus on teachers' strategies and only few of them discuss how the implementation. Therefore, the researcher wants to conduct a research about one of English skill that is listening. The detailed of the previous study has been explained at the further chapter.

To conduct a study, the researcher chooses one of the best school in Malang. Madrasah Aliyah Negeri 2 (MAN 2) Kota Malang is one of the most favorite schools in Malang. According to website LTMPPT (Lembaga Tes Masuk Perguruan Tinggi), MAN 2 Kota Malang has attempted the tenth position for the most perfect score for UTBK (Ujian Tulis Berbasis Komputer) in 2021 and number nineteen in 2022 in national level. On the other side, Kementerian Agama has released that MAN 2 Kota Malang has 11 achievements in national science Olympiad and so on. Those achievements can not be separated from the agents of change that influenced and helped the students to rise to success. One of them is a teacher. The role of the teacher and the strategy in teaching and guiding the students is the key of the achievements.

Based on the statement above, the purpose of this research is to find out the strategies that teachers used in teaching listening comprehension. Thus, the

researcher conducts a study under the title “Teachers’ Strategies in Teaching Listening Comprehension at MAN 2 KOTA MALANG”.

1.2 Research Question

1. What are the teachers’ strategies in teaching listening comprehension at MAN 2 Kota Malang?
2. How do the teachers implement the strategies in teaching listening comprehension at MAN 2 Kota Malang?

1.3 Research Objectives

1. To find out the teachers’ strategies in teaching listening comprehension at MAN 2 Kota Malang.
2. To describe the implementation of the strategies that teachers use in teaching listening comprehension at MAN 2 Kota Malang.

1.4 Significance of the Research

The researcher expects the finding of this research can contribute theoretically and practically. First, the result of this research is expected to provide information and knowledge about strategies in teaching, especially in teaching listening comprehension for English teachers. Furthermore, the researcher expected that this finding could be a feedback or evaluation for the learning process. Second, this research is expected to contribute to students which can be used as a reference in improving English language skills. Third, for other researchers, the result of this research is expected to be an additional reference for further studies that deal with listening comprehension or teaching strategy in listening comprehension.

1.5 Scope and Limitation of the Research

The main focus of this research is to investigate teachers' strategy in teaching listening comprehension. Therefore, the objective of this research is to find out what are the strategies used by teachers in teaching listening comprehension at MAN 2 Kota Malang. Besides that, the researcher also wants to find out how the implementation of the strategy is used by the teacher.

The reason for choosing MAN 2 Kota Malang for the object of the research is the first because the school is known as a school with a good student value or is a favorite school. Many students from this school have created a lot of achievements in academic or non-academic fields. Moreover, the background of the students in this school is a heterogeneous society. Teaching heterogeneous students it's not easy, and teaching listening comprehension is not easy. There is a strategy that teachers use to manage and enhance the students' skill. So, those things that make the researcher interested in dealing with the research in this school.

1.6 Definition of Key Term

1. Teaching Strategy

Teaching strategy defined as a set of ways or techniques that teacher use during teaching process.

2. Listening Strategy

Listening strategy is a set of methods or techniques that are used while teaching or learning listening comprehension.

3. Listening Comprehension

Listening comprehension is the multiple process involved in understanding and making sense of spoken language.

CHAPTER II LITERATURE REVIEW

This section discussed the theories that are relevant to this current research. The researcher divides this section into several sections. This section discusses the concept of teaching strategy, listening strategy, listening comprehension, and the last previous study. Every single section has explained a lot of branches of each concept as follows.

2.1 Teaching Strategy

2.1.1 Definition of Teaching Strategy

A teacher is the figure that has a big role in the classroom. This is because the learning process and the quality of the learning process are based on the quality and teachers' performance. Hence, teachers must prepare a lot of things before starting to teach in the classroom. In addition to preparing learning materials, a teacher must prepare a strategy to carry out the learning process. The teacher should use strategy while teaching in order the learning process can take place effectively and on target according to the targets to be achieved.

Strategy is a set of tricks or ways in learning that aims to optimize the learning process (Rahmah & Latifah, 2016). Meanwhile, strategy in teaching means plans for carrying out learning activities that can be carried out by educators with students, so that learning objectives are achieved effectively and efficiently (Hasbullah, Juhji, & Maksum, 2019). Using a strategy in the learning process, the teacher can optimize their creativity to prepare the materials for teaching and also apply different ways of teaching to adjust to students' needs.

According to Daud (2020) the strategy in the teaching and learning process is a carefully plan to achieve learning objectives. A strategy become an important thing that gain big attention from a teacher since they must apply it while teaching to optimize the learning process. A strategy has a lot of variation, teacher must choose the best one based on the students' need. Furthermore, the different background of student become an essential reason to choose the right strategy to applied the strategy. Based on the explanation above, it can be summed up that strategy in teaching is an effort that consists of a plan, strategies, and a way that teachers do while teaching in order to optimize the way to achieve the learning goal well.

2.1.2 Principle of Teaching Listening Comprehension

According to Wang (2018) there are three principles of teaching listening comprehension:

- a. The teacher should choose suitable materials for students according to their different levels and their different needs. There are various kinds of listening materials that can be used in the classroom; radio-based news programs, podcasts, songs, public announcements, recorded speech, lesson recording, recorded stories, etc. Teachers can use material for listening that can be pause and replay in order to make sure the students understand the point while listening to the materials given.

Because of the different backgrounds of the students, the teacher must master the listening material first in order to know which and where the problem might be revealed in the classroom. The other materials for listening are using authentic listening. David Forman (cited in Wang, 2018) said that any text is

“authentic” if it was produced in response to real life communicative needs rather than imitation of real-life communicative needs. The purpose of using the authentic listening materials is to give the students a chance to practice listening that they actually encounter in real-life situations.

- b. The teacher should plan tasks, exercises or activities suitable for students. It means the teacher should pay attention to some factors related to the background of the students. First, the task must be prepared based on the real-life situation of the students and also the specific difficulties that might be faced by students. Second, the teacher must plan the task according to the nature of the classroom; it deals with the size of the classroom and number of students.

Furthermore, besides preparing the good tasks for students, teachers must give a motivation for learning to the students. It is because learners’ motivation is a fundamental factor for successful learning. This is because if someone has experienced success in any task, he or she possibly will have more self-confidence to practice their skill more.

- c. Teachers should focus to help students establish a good habit; it deals with a good ability in mastery and learning an English skill. Students might make mistakes such as wrong grammar or get the wrong understanding while listening. Thus, the teacher does not have to only focus on the mistake they make. The teacher should give more attention to the effort and spirit of the students in learning. This kind of activity is helpful because it can help students enjoy the materials while listening.

2.1.3 Stages of Teaching Listening Comprehension

Mandarani (cited in Latupono & Nikijuluw, 2020) stated that learning activities divided into three stages; pre listening, while listening and post-listening that will be explain as follows:

a. Pre-listening

Pre-listening sections are things learners do before a listening activity in order to prepare for listening. This section can help the students to prepare what they are going to hear, and give them chances to solve any given task. The example of activities that a teacher can use for pre-listening such as brainstorming, discussion questions about related material that has been given before, vocabulary work etc.

b. While listening

While listening is a section of series activities that a learner does while listening to a passage in order to show the students understanding of what was heard of. The while-listening stage gives the student a task to perform while listening. The purpose of this section is to make the student be an active listener. The activities that the teacher used are picture drawing, doing actions, making notes while listening to a speech etc.

c. Post-listening

Post-listening is a section that consists of a task whose main purpose is to help students reflect their experience in listening. The example of post-listening activity is check and summarizing; the teacher can check student understanding by asking students to summarize the information they heard.

2.1.4 Strategies of Teaching Listening Comprehension

O'Malley and Chamot (1990) and O'Malley et al (1985) cited in Serri et al, (2012) mention the types of strategies in teaching listening as follows:

1. Metacognitive Strategy

Metacognitive strategies deal with knowing about learning. In this strategy, learners are involved in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning., exactly like pre-tasks activities (Holden, 2004) in (Serri et al., 2012). Cao (Cao & Lin, 2020) added Metacognitive strategies consisting of a set of skills that are used with specific metacognitive in mind. Therefore, this strategy is usually used to arrange, plan for, regulate, monitor and evaluate the process of learning situations and also to respond since metacognitive strategies have an ability to do it.

The purpose of the metacognitive approach aims to train learners to apply effective strategies to cope with the demands of listening (Mendelsohn, 1998) as cited (Selamat & Sidhu, 2013) Vandergrift, Goh, Mareschal, and Tafaghodtari (2006) pointed out that in storing and processing new information and also finding the best ways to practice and reinforce something they learned are doing well by someone with the high degree of metacognitive awareness. From all the explanations above, it can be summed up that using metacognitive strategy helps someone to measure their own ability in learning. Since metacognitive has three stages; planning, monitoring and evaluating, thus students can measure limitations, what have to do to solve it, and how to have a reflection about their way in learning.

2. Cognitive Strategy

Cognitive strategies are strategies that reflect mental manipulation of task, such practicing and analyzing, enable learners to understand and produce new language by many different ways (O'Malley & Chamot, 1990). In other description, this strategy is tools which can solve the problem of learning process or complete the assignment during learning the target language. Based on the statement above it can be summed up that cognitive strategy can lead the students to find out the solution or an answer about something they are looking for, and they try to solve that problem with their own effort. Cognitive strategy can help learners in learning process, thinking, solve the problem and make a decision.

3. Social/Affective Strategy

Social/Affective strategies are strategies that students use when learning by interaction with their classmates and questions that are asked from teachers to understand a particular topic, and eliminate or reduce their anxiety. Social/affective strategies are those strategies which are mainly concerned with cooperative learning. Hakim and Yuniar (2019 p. 131 as cited (Suryani et al., 2022)) argued that socio-affective techniques are tactics that use emotions in the teaching-learning process to produce a good effect since the relationship between students and teachers is crucial. In this strategy, learning emphasized social aspects, namely interaction, giving assistance and responsibility for students to complete learning assignments (Trianto, 2009 cited in (Widyantari et al., 2019)).

According to J. Richard's (2008) there are some strategies that can develop students' ability in learning in listening skills:

a. Bottom-up Processes

Bottom-up processing refers to using incoming input as a basis for understanding messages. It's about sensing and analyzing speech at a certain point in time. Understanding begins with received data, which is analyzed into successive levels of organization—phoneme, word, clause, sentence, text—until meaning is derived. Comprehension is viewed as a decoding process. Renukadevi (2014) stated that bottom-up strategies are text based where the listeners use linguistic knowledge to understand information. In order to find the message, the listener depends on the language which consists of the word combination, sound and grammar. The goal of bottom-up strategy is to focus on specific details during listening and identify patterns in word order.

b. Top-down Processes

This process involves the listeners' prior knowledge, on the other hand, refers to the use of prior information to decipher a message's meaning. Top-down processing comes from meaning to language, as opposed to bottom-up processing, which starts with language. Background information needed for to-down processing may include prior knowledge of the discourse's subject, situational or contextual knowledge, or knowledge in the form of "schemata" or "scripts," which are plans outlining the general order of events and their connections. According to Renukadevi (2014), top-down methods are listener-based;

they rely on the listener's prior knowledge of the subject, listening context, text type, and language and aid in the listener's ability to interpret the concepts he has heard. Top-down techniques are meant to be used for listening. Top-down techniques are intended to be used for listening to the primary idea, forecasting, making inferences from, and summarizing.

2.2 Approaches, Methods, and Techniques in Teaching Language.

2.2.1 Approaches

According to Anthony (1993) (cited in Saepudin, 2013), approach is a set of correlative assumption dealing with the nature of language and the nature of language teaching and learning. Brown (2015) (cited in (Mukminatien N. , 2016)) approaches are positions, assumptions, thoughts, ideas, and beliefs about the nature of language and the nature of language learning as well as their application in pedagogical contexts; all must be based on a strong theory.

While Harmer (2007) (cited in (Mukminatien N. , 2016)) stated a theory about the characteristics of language and language learning which is the basis for learning in class and the reason why learning is designed in such a way. From the explanation above it can be conclude that approach is a basic assumption about the nature of language learning. Among the examples of approaches to learning are Communicative Language Teaching, Contextual Language Teaching, and Genre Based Approach.

2.2.2 Methods

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. While Brown (2015) (cited in (Mukminatien N. , 2016) method is a set of specifications in a class to achieve linguistic goals. The main concern of the method is the role and behavior of teachers and students. In addition, the method also pays attention to linguistic goals and subject matter objectives, sequencing, and materials. Then, According to Harmer (2007) (cited in (Mukminatien N. , 2016) is a practical realization of the approach. From the explanation above, it can be concluded that method is the set of ways to help teacher achieve the learning goal. Example the kinds of methods is community language learning, suggestopedia, and the silent way.

2.2.3 Techniques in Teaching Language

Saepudin (2013) A technique is implementational that which takes place in the classroom. While Brown (2015) (cited in (Mukminatien N. , 2016) One of a variety of exercises, activities, and class assignments whose function is to fulfill learning objectives. Whereas Harmer (2007) (cited in (Mukminatien N. , 2016) formulates technique as a single activity used in learning. Here, the example of technique in teaching process such as role-play, gaming, and so on.

2.3 Listening Strategy

2.3.1 Definition of Listening Strategy

Listening strategy refers to a set of techniques or ways that teachers use to teach listening. Richard (2008) stated that strategy can be thought of as the ways in

which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. Hsiao and Oxford (2020) in Bang & Hiver (2016) added that listening strategies are techniques which learners use consciously to increase their effectiveness during the listening process. It shows that the use of strategy in teaching listening is an important point, in order to get the best goal in the learning process.

2.3.2 Types of Listening Materials

There are three main kinds of listening materials, they are:

2. Authentic Listening Materials

Authentic materials consist of utterances recorded in real situations and thereby provide learners with real-life listening assignments. The language that the listener hears is real and not trained or imitative. The benefits of authentic materials discussed by foreign language researchers and teachers (Badri & Salehi, 2017; Kim, 2015; Mekheimer, 2011 as cited in (Namaziandost et al., 2022)) include enhancing comprehension, providing specific language, adding cultural points, boosting motivation, and broadening knowledge of language.

3. Recorded Listening Materials

Recorded materials are written inputs especially for teaching purposes. The example is the interactive textbook that has audio recording of listening. It can be used to develop students' listening skills. Beside that, there are many advantages to using recorded materials. One of them is to enable a non-native English-teachers to provide the audience with a variety of English sounds, voices and accents (Kadagidze, 2006).

4. Live Listening Materials

Live listening material refers to listening in live situations to the teacher's utterances. One of the advantages of using this material is that the teachers can control the level of difficulty easily. Not only that, the teacher can deliver the materials given with slow or fast as depending on the students' level. The teachers have an ability to use the script in listening or just notes in presenting speech. Using visuals (mimic and gestures) is one of the advantages using this strategy (Kadagidze, 2006).

2.4 Listening Comprehension

2.4.1 Definition of Listening Comprehension

According to Nunan (Nunan, 2002) listening is the Cinderella skill in second language. All too often, it has been overlooked by its elder sister-speaking. This is because someone must listen first before they start to speak. Listening skill differs from the other language skill in which listening is a receptive skill and the main goal in listening skill is to make sense of the speech and find the meanings rather than the language form itself (Sevik, 2012 as cited at (Ismail & Abdul Aziz, 2020)). Santos (2018) as cited at (Ismail & Abdul Aziz, 2020) defines listening as the process of selecting and assigning meanings to sounds.

In other side, Gary Buck (2001,p.31) said that "listening comprehension is an active process of constructing meaning and this is done by applying knowledge to the incoming sound" in which number of different type of knowledge are involved; both linguistic and non-linguistic knowledge. Based on the statement above it can be sum up that listening comprehension is a receptive skill which include an active process of gain the meaning from the sounds.

Listening comprehension has an important role in the language learning process. Listening is vital in a language classroom because it provides input for the learner (Rost, 1991 as cited at Tong Ho Chi & Thi Hue, (2019)). In order to take part in communication activities, it is absolutely clear that someone must have an ability to absorb the information from speakers through listening in order to get the meaning of the speech.

2.4.2 The Objective of Listening Comprehension

Listening is the basic language skill, it is the medium through which one can get and understand education, information, understanding the world, human affairs, ideals, sense of values, and appreciation. Listening to one of the English skills is considered as an essential skill. This is not only in a second language but also in the first language acquisition. The reason for this statement is because listening makes someone can communicate with others by interactions (Wilt in (Heredia, 2018)). Furthermore, someone cannot speak the utterances before they hear first and listen to the current and new words. So, it can be said that listening has an important role in language, especially in communication.

2.4.3 Types of Listening Comprehension

Listening is one of the essential skills in the foreign language learning process because someone must know and understand what he/she hears before they give feedback for it. According to Latupono & Nikijuluw (2022) There are several types of listening, which are called sub-skills. The following are three sub skills of listening that are primarily applied in language classes:

2. Listen to the point.

This session is when students listen to something to get a general idea of what the speaker is saying.

3. Listen to specific information.

This session is where students listen to things because they need to find words.

4. Listen in detail.

This is the session when students listen carefully, focus on every word and try to make an effort to understand as much information as possible.

2.5 Previous Research

The first research was conducted in 2017 by Kamaliatur Rohmah that investigated about the strategies used by teacher in teaching listening comprehension in Sekolah Menengah Kejuruan Negeri (SMKN) 1 Kediri. The research was conducted using qualitative case research design. This research only has one question there is about the strategies use by teacher in teaching listening. The teacher of eleventh grade was choose for the subject of this research. The finding of this research showed that the teacher of grade eleventh at SMKN 1 Purwoasri use some strategy in teaching listening. The strategies are bottom-up strategy, top-down strategy, and interactive strategy. The researcher not only described the strategy used, but also describe the benefit in each strategy applied. In addition, the researcher also described the way the teachers implemented the strategy in some directions.

The second research was conducted in 2020 by Nadiatul Hasanah with the same subject about the teachers' strategies in teaching listening. The subject of the research was an English teacher at eleventh grade of Sekolah Menengah Kejuruan

Bina Bersaudara Medan. This research was conducted using descriptive qualitative research through observation and interviewing. The instruments of the research are observation, field notes, interview and documentation. The result shows that the teacher use two strategies in teaching listening comprehension those are metacognitive strategies and cognitive strategies.

The third research was conducted in 2021 by Herlina, Yulia Arfanti, and Risnawaty with the same topic about teachers' strategies in teaching listening Madrasah Aliyah Negeri Serdang Bedagai. This research was conducted using a qualitative method. The research questions in this research are two; first about the strategies used by teachers in teaching listening. Second, about the problem that is faced in teaching listening. The participants of this research were two English teachers in grade 12th. This research shows the finding that the students have a problem with the ability to explain or retell the content from the dialogue because they can't catch the item of the listening dialogue. So, the English teacher used some strategy to solve the problem in teaching listening. There are; note-taking strategy, summarizing strategy, and pay attention strategy.

The fourth research was conducted in 2022 by Fauzi Atunnisa, is Strategies in Teaching English Listening at Madrasah Aliyah Swasta As'ad Kota Jambi. This research was conducted using qualitative descriptive research. This research aimed to describe the strategy that teachers used in teaching listening to students of senior high school As'ad Boarding School Kota Jambi. This researcher chooses an English teacher of twelve grade for a participant in the interview section. Finding shows that the teacher used some strategies while teaching listening. The strategies are listening to the song, using a short story, and the last use the implementation of

bottom-up and top-down strategy. The researcher also mentioned the benefit of using those strategies.

The fifth research was conducted in 2018 by Siti Rastika, Ahmad Hariyadi, and Chyntia Heru Woro P, the title of the research is Teacher and Students' Strategies in Teaching and Learning Listening Comprehension. This research was conducted by using qualitative research. The research was conducted in SMKN 1 Cepu in the academic year 2017/2018 that is located in Jl. Smea number 14A, Balun, Cepu, Blora. The researcher has investigated several research questions that deal with the strategies that teachers used in teaching listening and the problem encountered during teaching listening comprehension. Furthermore, the researcher also investigated the strategy used by teachers to solve the problems. The finding of the fifth research shows that the teacher has implemented some strategies there are; bottom-up strategy, top-down strategy, metacognitive strategy, and socio-affective strategy but did not apply the full criteria of metacognitive strategy. So, the students did not find the best strategy to deal with their self-confidence yet.

Based on the explanation about the previous research above, the researcher finds some synonyms related to the previous research. There are some topics dealing with strategy in teaching listening comprehension and using a qualitative descriptive approach in every research. The findings were almost the same, the researcher showed the strategy used by teachers in teaching and some of them showed the problem faced during teaching and learning listening. In this research, the researcher wants to do a research with the same topic that is to know the teachers' strategies in teaching listening and also will investigate how the implementation of the strategy used is not explained by the researcher before.

Furthermore, this research will be conducted at MAN 2 KOTA Malang, which is one of the favorite schools in Malang and has attempted nineteen position best scores in UTBK 2022 National.

CHAPTER III METHODOLOGY

In this section, the researcher explains the methodology of the research to gain, collect and organize the data collection. It be composed of research design, research setting and participant, data source, research instrument that consists of observation, interview and documentation, then technique of data analysis, and the last is data validity.

3.1 Research Design

The researcher needs a research design to conduct a research. Research design refers to the strategy and approach chosen in order to integrate, in a logical way, the different components of the research to make sure the research problem will be thoroughly investigated. According to Cresswell (2014) (cited in Saragih, 2022) types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research research.

The purpose of this research is to get information about the teachers' strategy used in teaching listening comprehension at MAN 2 Kota Malang. The researcher describes the strategy that was used by the teacher. Therefore, this research uses a descriptive qualitative approach. According to Creswell (2014) in (Saragih, 2022) the aim of qualitative research is to explore the meaning of individual or group in a social problem. Since this research has to deal with the strategy used by teachers in teaching listening, it means that this research will explore what the action has done by the teacher as a subject and the strategy used as a finding or an object of this research. The researcher should interpret the finding, something that they found while doing research. This statement is strengthened by

Sugiyono (2016) that qualitative approach also known as interpretive method because research data is more concerned with the interpretation of the data found in the field.

3.2 Research Setting and Participant

In case of the research, one of the essential parts are sample and population. But, in a qualitative approach do not use those terms. Spradley (cited in Sugiyono, 2016) used a term “*social situation*” that consists of three elements: place, actors, and activity. The researcher explains those term as follow:

3.2.1 Research Setting

This research was conducted at Madrasah Aliyah Negeri 2 KOTA MALANG which is located in Jl. Bandung No. 7 Penanggungan, Klojen, Malang, Jawa Timur. The reason for choosing this school is because this school is a favorite school and known as the place where the winner and brilliant student was born with a lot of achievements. The research will be held in two meetings.

3.2.2 Research Participant

Research participant is also known by a human subject or research participant object. They are a person who participates as a volunteer in human subject research after being informed to be the subject of the research.

The participants of this research are two participants, they were both an English teacher at MAN 2 Kota Malang. This research conducted to know and describe the teachers’ strategy used in teaching listening at MAN 2 Kota Malang.

3.3 Data Source

Data source is an essential part of the research. This is because the data source is dealing with the information that was looked for by the researcher. In a data source there is the source of knowledge and information that can be found by the researcher. According to Almasdi (2021) there are two kinds of data source, primary and secondary.

Primary data source is the data source that directly provide the data or information to data collector, for example interview data, questionnaire data and etc. while a secondary data is data source that do not directly give the data, to data collectors, but through other people or a document such as book or journal (Sugiyono, 2016).

The primary source of this research is the information in the form of data interviews from the English teacher about the strategy used by those teachers in teaching listening comprehension in MAN 2 Kota Malang. Then the secondary data of this research is obtained from the documents there are from the books and journals. Furthermore, when viewed from data collection techniques, data collection can be done by observation, interview, questionnaire, documentation or combination of all four. In this research, the researcher used observation, interview and documentation as data collection.

3.4 Research Instrument

Research instruments and data collection are two things that affect the quality of the research. In qualitative research, the researcher owns himself that being an instrument. Nasution (1988) stated in Sugiyono (2016) in qualitative

research, there is no other choice than to make a human as the main instrument. As the human instrument, the researcher has to validate himself. The validation consists of methodology mastery, insight mastery, and readiness of the researcher himself.

A research instrument is a tool used to collect, measure, and analyze data to someone's research interests. In order to get the result of the research, the researcher use some instruments there are observation, interview and documentation that will be explain as follows:

3.4.1 Observation

Observation defined as a systematic observation and recording of the symptoms that appear on the research object. Patton explained in Lubis (2018) that the aim of observation is to explain the setting of the research, the activities and someone who participated in the activity. The purpose of observation according to S. Nasution (cited in Lubis, 2018) namely to gain information about human behavior as it happens in reality, we can also gain a clearer picture of social life, which is difficult to gain by other methods.

There are three clarifications about observation according to Sanafiah Faisal (1990) (cited in Sugiyono, 2016) there are; observation of participant, overt observation and covert observation, and unstructured observation. In this case the researcher used a participant observation in order to get the complete data in every single step while observation. Susan Stainback (1998) as cited in Sugiyono (2016) added in participant observation the researcher investigates what someone is doing then listen to their speech, and participated in their activity.

3.4.2 Interview

The definition of an interview can be categorized as a conversation with a specific purpose. It can be also interpreted as an information gathering tool by asking a number of questions orally. The main feature of an interview is direct or face-to-face contact between the researcher and the object. Esterberg (2002) (cited in Sugiyono, 2016) put forward the kinds of interviews there are structured interview, semi structured interview, and unstructured interview.

In this case the researcher used structured interviewing and focusing on interviewing two participants who are both an English teacher. By structured interview every single respondent has the same questions given and the researcher will write it.

3.4.3 Documentation

According to Sugiyono (2016) Document is a record of past events. Document can be in the form of writing, a picture or monumental works of a person. Lubis (2018) stated the research that has oriented to documentation discusses some main problems, there are 1) Private document; the meaning of private document is to get real events about the social situation. 2) Formal Document; formal document divided into internal document and external document. Internal document refers to memos, announcements, instructions, rules of a certain community institution that are used in their own circles. An external document contains information produced by a social institution such as magazines, bulletins, etc.

In this research a picture is a data documentation that is used as evidence that a research happens in that place. The documentation is the picture during

observation and the instruction of the teacher while implementing the strategy in teaching listening comprehension and during an interview.

3.5 Techniques of Data Analysis

According to Huberman & Miles, as quoted from Bruce L. Berg (cited in Lubis, 2018) said that data analysis consists of three streams of concurrent actions, there are data reduction, data display, and conclusion/verification.

3.5.1 Data Reduction

In this step, the researcher writes down the information obtained from an interview and observation, or the transcription of the information that has been recorded before. The purpose of writing the transcription is to filter the important one or the data that the researcher wants. There will be a reduction of the data's get.

3.5.2 Data Display

The second step, the researcher presented the data by choosing the important data only from the transcription that has been written before from the interview. With displaying the data, the finding in the field can be easily understood. Beside that, the benefit of displaying data can help the researcher to plan the next step based on what the researcher finds and understands before. In displaying the data, besides using the kinds of narrative short explanations, it's recommended to use the additional parts such a graphic, matrix, networks and charts.

3.5.3 Verification/Conclusion

The last step in the analysis of data from qualitative approaches according to Miles and Huberman (cited in Sugiyono, 2016) is conclusion and verification. Conclusion is temporary before strong evidence has been found that can strengthen the next data collection. The conclusion is credible if there is strong evidence found beside it. Therefore, the conclusion in qualitative approach may answer the research question before.

The conclusion is a new finding that was not found before. Finding can be a description, or a dim description that is clear after the research was done. Conclusion is a hypothesis that can be a theory if it is strengthened by the data found in the field.

3.6 Data Validity

This research used triangulation to ensure the data validity. According to William Wiersma (1986) that quoted from Sugiyono (2016) Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Sugiyono (2016) stated that there are three kinds of triangulation, source triangulation, technical triangulation, time triangulation. In this research used technical triangulation that includes some methodology, there are observation, interview and documentation.

CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the researcher presents the data analysis which deals with the data obtained from the field. The data was gained by doing an interview, observation and documentation that dealing with the strategy that teachers use during teaching listening comprehension. Hence, the researcher presents two things in this chapter which are the findings and the discussion of the research.

4.1 Findings

The researcher divided the findings into two parts which is each of them answered the each of research question. The first is the strategies that teacher used in teaching listening comprehension. The second, is the implementation of the strategy. The data was extracted from observation and interview. For addition, here are information about the informants of the research that both of them are an English teacher at MAN 2 Kota Malang and also the table of observation finding in the classroom.

Table 4.1
Table of informants

No	Informant	Status	Years of Teachers Experience
1	NI	English Teacher	6 Years
2	LS	English Teacher	15 Years

Table 4.2
Table of Observation Sheet

Type of Strategies Use	First Teacher (NI)		Second Teacher (LS)		Additional Information
	Yes	No	Yes	No	
Bottom-Up		√	√		
Top-Down	√			√	
Metacognitive Strategy		√		√	
Cognitive Strategy		√		√	
Socio/Affective Strategy	√		√		

4.1.1 The Strategies Used in Teaching Listening Comprehension

In this section, the researcher described the finding of the observation and interview related to the strategies used by teacher in teaching listening comprehension. The first strategy used in teaching listening comprehension by the first teacher NI is *top-down strategy*. In this strategy, there are several ways that teacher applied to maximize the objective learning. Based on the result from observation and interview, the teacher NI used song, video related to the material and some movies as a media in her class. The interviewer asked to the interviewee. The first question is “*What are strategies you used in teaching listening?*” Here, is an answer by the teacher as an interviewee NI about the strategy that she used:

NI: *(Okay, my strategy is more Top-Down, namely using student prior knowledge. Actually, for teaching listening, I prefer to use authentic materials such as movies, songs, or maybe audio or dialogue, that kind of thing, in my opinion, is more convincing. Because actually in this era it's easier for students to access movies or anything on the internet. In fact, they are often more updated than us. So, if I just give audio or whatever I think it's going to be boring, because they're far away (in case of social media).*

From the statement above, it can be concluded that NI use a Top-Down strategy in teaching listening comprehension that the strategy is dealing and calling by students' prior knowledge. In addition, NI also mentioned that the authentic materials are prefer she used when teaching since in this digital era a lot of student can get access and free access to the internet. The reason for choosing the authentic materials has been mentioned by NI that is to make the learning process enjoy and not boring. In case of using an authentic material, NI said that whole of the students can understand the materials given as she stated:

NI: *(They can analyze from movies or songs, like in the last semester they watched a movie and then tried to find some tenses from the movie, also some new diction or vocabulary can also be like that. Not all students can understand what I'm talking about (with regards to listening comprehension), but most of them can. Yes, maybe only 10-15% do not understand.)*

The second strategy used by the second teacher LS is *bottom-up* in teaching listening comprehension. In this strategy, the teacher used song and movies in teaching and learning process as she stated:

LS: *"... I use Bottom-Up for teaching listening. Since I use song for the learning process, and the students try to get the meaning with knowing the lyric of the song by themselves".*

In addition for the statement above for using song, LS also stated that the students choose the materials especially song by themselves for listening and learning:

LS: *Yes, a little bit, they have a little understanding for listening. find your own lessons. There was only material about yesterday's song, so maybe that can work (categorized in listening learning). But not directly from me, but from the students themselves. Students choose the songs they will listen to. Maybe that's what I use in learning listening. Because choosing a song, understanding the lyrics, that's probably bottom up.*

The third, the strategy that used by both of the first and the second teacher in teaching listening comprehension is *socio-affective strategy*. Socio affective is a strategy that students use when learning by interaction with their classmates. Each of the teacher has their own statement about this strategy as follows:

NI: *in the group discussion they learn a lot, like the first is the personality of other people. And if in my class every group discussion I don't want the same person. So, I always change, by counting and having to agree with anyone. Because it's a way to get to know other people, understand other people, that's also a skill.*

It can be concluded from the statement above that NI, as a teacher usually use a group discussion in the learning process. For the model of the socio affective strategy, the teacher even changes the group member for group discussion. The objective of this rules, the teacher hopes that the students can know each other with all of their friends in the class. One of the benefits of group discussion has been mentioned by NI that is they can learn a lot from each other. Moreover, NI stated that communication with other is also skill (communicate skill) that students have to learn. In other hands, LS also has her own statement about socio-affective strategy or making group work:

LS: *Yes, there is group study. I often go to group work because if I work by myself I often go to tests or independent tests. But for more practical assignments, it's group work. So, look for information together too, so it's more in groups. In addition, group work is also expected to improve their communication with each other, because in this digital era students are more often alone with their gadgets.*

In line with NI that from group work students can learn from other. They also can browse, solving the problem, looking for new information with their friend together. LS add the statement that she expects their students can have communication with their friends with existence of group work. LS also stated that

in this era, students are more waste their time through their gadget, so group work is something that students need to in their study.

Beside using those strategy and the media, The interviewer also asks the question “*Do you have more advice for teacher in order to enhance their listening skill through those strategies?*” the interviewee NI add an explanation about the key factors that she highlights about teaching strategy as she stated in the interview:

NI : *It's not just about listening, in my opinion. In all English skills, everything has to start from what students like. So, if for us it is material, for them it is enjoyment. like that. Like yesterday about songs, I always say okay, feel free to choose any song as long as it's appropriate, as long as the content isn't too mature, that's okay. You are free to analyze, you are free to explore. So, they are happy. They edit the videos, they interpret them, they source to learn the songs with love, they enjoy them. They find new information, interpretations from other sources, that please them. Just like listening to this, so just give them material they like and their age. So, in my opinion, as an English teacher, we really have to catch up with the age of the student.*

From the statement above, NI has underline that in teaching any skill the teacher has to start form something that students like. With applying this strategy, the materials that teacher give, will be more acceptable by the students. Moreover, the students do not feel that this is a material, but an enjoyment. This is because students feeling happy to analyze the material that they have choose by themselves. They feel free to explore the material, and also free to choose any material as well as it is appropriate to the theme and their age. NI also add in the last statement that as a teacher, it is important to stay catch up with the trend in order for helping choose an appropriate material that students like.

In addition to NI statement about key factor in teaching strategy. LS also has her own statement about key factor in teaching strategy as she stated below:

LS : *The most important thing is to stabilize emotions, because students cannot be suppressed now. Our emotions and our students need to be balanced and extra patient. There must be communication, when someone is lazy, we give approach to talk to him. Not always the teacher only gives orders. When their students complain, we need to find out their reasons and help them. So, the letter is patient, but not always giving up. And because the tech world is more complicated now, she's more up-to-date than I am. So, we just learn from each other.*

Different from NI, LS has stated that the key factor in teaching strategy and learning process is stabilize emotions. In learning process, teacher even give an order to students. But LS has underlined that teacher not only give an order. Especially when students face a problem, teacher have to give an appropriate approach to help the student solve their problems.

4.1.2 The Implementation of the Strategy in Teaching Listening Comprehension

In this section, the researcher explained how the teachers implemented the strategies in teaching and learning process. The data presents below are from the classroom observation and interview with the teacher as an informant. Both of the teachers are implemented the strategy by giving an activity through using the stages in teaching listening comprehension. The stages in teaching listening divides in three stages, there are pre-listening, while-listening and post-listening.



Picture 1 the process of pre-activity in teaching listening.

As a starter, first is a *pre-listening*. In this part, the teacher checks the attendance of the students. Then, the teacher gives some question. The first question is asks about the condition of the student with saying “*Good morning students, how are you today?*”. Continuing the questions, the next is about the materials given in the previous lesson. The instructions given by teachers are combine by using English and Indonesian. The first teacher NI stated that she used 75% English and 25 % Indonesian for her students. Meanwhile the second teacher LS, she stated that used each of the language is 50% in learning process. The purpose of combine the language is to make the students used to use and understand English in daily activity.

The following activity has explained by NI as a pre-listening under the question “*How do you use strategies in teaching?*” the answer has written as follows:

NI : *...For starters, until the students get used to it, I usually give it a shot. I will ask them to write down one of their favorite songs, whatever they like is up to them. The important thing is the song is appropriate (to the material). So, let's perform with whatever song you choose. Well at first, it is no need only an English song. Any song is allowed, any song they like, in multiple languages, it can be Mandarin, it can be Thai, it can be anything. So, I know we must respect the interests of others. We must respect others What do you like? there he is. We try to listen to it first, we try to like it, if you don't like it, that's okay. But I still appreciate it, keep listening that way.*

In other hand, the second teacher LS also stated:

LS : *They may start seeing and observing. They are curious about the pictures. There are instructions for viewing. Motivation to start learning. Warm-ups are given with a learning motive so that students are motivated. I said, maybe someone will ask, to finish first. Only at the end we discuss together, review the lesson together. I have just given the points leading up to the article. But in my opinion, it is not direct. The important thing is that the students understood what I had to say.*

From the statement above, LS may provide students with a PowerPoint presentation that include a picture inside. Then, the teacher asked the students to observe the picture first. LS also give a motivation in order to foster the students' spirit in learning process. In other hand, a movie is also a media that the teacher used as warming up activity in pre-listening. After that, the teacher let the students to find out the answer about the students curious about by themselves. After that the teacher will lead the class again and discuss the material together.

Before going to material, or while-listening. There is a differences technique used between the first teacher and the second. The first teacher, NI give a student a question or a command to choose between 2 options. The option is what the students need to do first between doing the learning process with giving material or making an enjoyment first. While the second teacher LS, she gives the student an enjoyment first with offering the student to choose one or two songs before explaining the material. After playing the song, the teacher LS ask the student about the content and moral value inside the song based on the students' perception and understanding. The following additional statement by NI are explained as follows:

NI : *After that, this is just an introduction for students. New, in the middle I'll ask them to analyze one song. Then, at the end they can brainstorm with other friends. Because the interpretation of the song varies from person to person. Well like that. I always ask the students to find the meaning of the new vocabulary they find in the song. Story, content and moral value, because every student usually has a different story. After that there will be a discussion.*



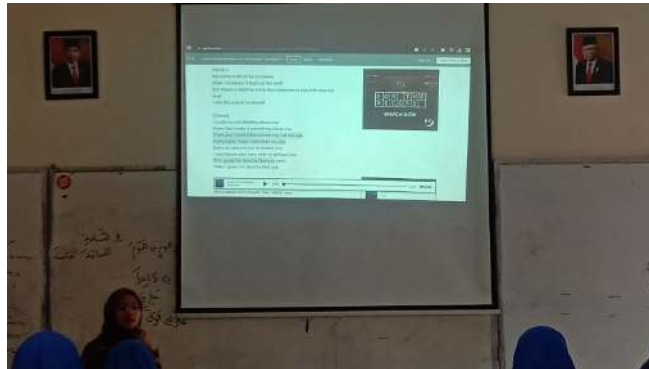
Picture 2 the activity in while-listening section

Go to the second stages, that is *while-listening*. In this section, the teacher starts to explain the material and the students have to focus in listening. While explaining, the teacher does not only just stay in front of the students. Instead of just sitting in the chair, the teacher walks around the class and also checking the students focus by giving a question related to the materials sometimes if its needed.

The teacher explains the material about song lyric and its social function, language structure, and linguistic elements. For the first, the teacher explains the material through slide presentation. After that, the teacher gives an example of each part. In part social function, the teacher asked the student about “what the social function of song lyric?” and the student start to answer based on their understanding and the student being curious to answer it. The second, for the language structure, the teacher explain every single part of song lyric there are intro, verse, pre-chorus, chorus and bridge. The third, about linguistic element the teacher give the direct explanation about each language elements in song lyric. For example, this lyric uses a simple present, past present and how to use it.

After explain the material, the teacher gives an example about one song. The teacher start plays the song, and asked the student to listen first. In the second playing, the teacher gives students a chance to analyze, and identify what the social function of the song, the structure, and language elements. For the practice, the teacher asks the students to do some tasks. The task is to fill in the blank to song lyric in different song that has been listen before. Since the media used is song, the

teacher gives a blank lyric and ask the students to fill in. After that, teacher engaged the student to find the structured of the song as the materials has been given before.



Picture 3 the activity in post-listening section

Last, in the third stages *is post-listening*. In this part, the activity that the teacher gives are engage the student to review all the material by giving some questions. In addition to check students understanding, the teacher gives a task to fill in the blank lyric that should listen first. Students are ordered to fill in black song lyric as well as they listened before. For close the activity, the teacher asks a question related to the material to review and check students' understanding.

4.2 Discussion

In this part, the researcher discussed the findings from the observation and interview that have been presented in the previous subchapter. The results of the observation and interview are analyzed using the theory of Richard (2008) and O'Malley and Chamot (1990). The researcher divided the discussion into two parts based on the research question.

4.2.1 The Strategy that used in Teaching Listening Comprehension

Based on theory from Richard (2008) there are two strategies in teaching listening comprehension. The strategies are bottom-up processes and top-down processes, and the teachers at MAN 2 Kota Malang are used both of those strategies. The first teacher uses top-down, and the second uses the bottom-up in their classroom. Each strategy has their own technique to be used in teaching listening. The explanations of those strategies will present as follows:

The first strategy is *top-down processes*. This strategy refers to use the background knowledge of the student in understanding the materials or a meaning of a message. In this part, the teacher uses song and lyric song in learning process. The first teacher NI use a top-down process in this way by recalling or the students' prior knowledge about the materials. The teacher asks the students to choose one song based on their knowledge about the song. Students give a command to choose appropriate song as their want.

After that, the song that has been choose, all the students have to listen carefully. This command has a social meaning that is all of the students have to respects to someone's choice. Besides that, since the song is based on the students need, they already know about the song and more spirit and easy to analyze the content. Using song also open the talent for student to do more practice with their favorite music and builds their self-esteem and start to solve their own problem while learning a language especially English language (Hadian, 2015).

The second is *bottom-up processes*. If top-down start from the students' background knowledge, bottom-up process goes from language to meaning. It means, this strategy uses a linguistic aspect to understand the message. Brown

(2000) stated in the bottom-up process, the listener gains understanding following an order that is available from sounds to word grammatical relations to linguistic. In learning process that the second teacher (LS) used, song was a media that applied in the classroom.

After that, students start to listening they sounds and the words through the speaker. Then, they try to understanding the content. The teacher gives a question “*What is the song talking about?*” “*What the moral value inside the song?*”. By using a question, students feel curious and give a focus to analyze and listen the whole of song carefully. In addition to activity for top-down process according to Richard has described below.

Beside using the theory from J. Richard (2008), this research is also use theory by O’Malley and Chamot (1990). O’ Malley and Chamot (1990) has stated that there are three strategies n teaching listening. The strategies are cognitive strategy, metacognitive strategy, and socio-affective strategy. The strategies used by the teacher at MAN 2 Kota Malang is just one that is *socio-affective strategy*. This strategy use interaction with other classmates. This technique concern with cooperative learning.

The English teachers, both of them are use socio-affective strategy. In case of that, the teacher gives an instruction to work in group by counting a number. In every time that consist a work group the teacher arranges the students in a new group. The teacher hopes, by doing this technique students will know each other and can work together to gain and solve the problem materials. The teacher NI stated “*knowing each other is also skill*” it means that the skill is need to learn by

someone. It is not automatic skill that someone master. Since in socio affective strategy is cooperative learning, students have a lot of interaction with each other, they practice their listening skill, speaking skill and each other. This strategy also a way to reduce anxiety in performing the results of the work.

4.2.2 The Implementations of the Strategies in Teaching Listening Comprehension

The result of the finding showed that teacher used a strategy from the theory of J. Richard (2008) and O'Malley and Chamot (1990). In this session, the researcher explained the implementation of those strategies based on the research finding and compare with the theory of J. Richard (2008) and O'Malley and Chamot (1990). In addition, this part is also described now the teacher use the implementation of those strategy used a three stages of teaching listening comprehension the theory from Mandarani (cited in Latupono & Nikijuluw, 2020) there is pre-listening, while-listening and post-listening. The explanation is written as follows:

1. Pre-listening

In this first stage, is a section for learner to do activity before going to the main material. The purpose of this activity is to prepare before receiving the material through the second stage in while-listening section. In this case the teacher gives a question to the students as a brainstorming. The following questions related about the students' condition like "*Good morning students! How are you today?*", or just give a greeting, ask the students' current experience, and what the current things they have learned before. Moreover,

while asking a question, not only standing at sit, but the teacher is walks around the classroom. This matter is helpful to check students focus and to keep the students to concentration with teachers' explanation.

The teachers conduct the learning process using both of English and Indonesia language. The purpose is to train students become accustomed to listening and speaking English. In reality, from the observation and interview section the researcher found that this way is effective to train students speak in English. Most of students are able to answer the question with confident using English language. Besides that, it is a sign that the students are understand what teacher saying, since they are confident to answer the question. Moreover, they have additional new vocabulary and practice their listening skill through simple conversation.

2. While-listening

In this second stage, is a section to do a series of activities by learner that have a goal to gain objective learning. The purpose of this part is to make a student be an active listener. In this moment, the teachers at MAN 2 Kota Malang start to deliver a material related about song lyric. They use a presentation power point to make a point out the important explanation. Since the material is using a song, a speaker is needed and used in this moment. The teacher NI stated that she prefers to use an authentic material such a song, movie, or video in teaching listening. Using an authentic material has a lot of benefit for student, (as cited in Namaziandost et al., 2022) authentic material can enhancing students' comprehension, providing specific language, boosting motivation and so on.

Besides that, Lopera (2003) also mention some reasons the use of song in teaching process. The first, song as a music has a social context, then it may change students' mood. Third, it also provides stimulation and entertainment in one and the last music maybe associated with happiness because it brings peoples' remembrances and dreams (cited in Hadian, 2015).

After delivering material related the song lyric, about social function, its structure, the teacher provides a song that all students have to listen. While listening the song, the students analyze and try to get the meaning through the linguistic aspect in the lyric, understanding the vocabulary and the grammar. From this activity, it can be found that the teacher uses a scientific approach in teaching listening. Since the steps in learning process include analyze the song lyric and component such as social function, text structure and language elements. This is also bottom-up process implementation through song. Because the students try to get the information through linguistic aspects. The study conducted by Hadian (2015) showed that the use of song lyric is effective techniques in teaching listening).

In case of using scientific approach, there are a lot of aspects that can be done by student in the activity. Student can arrange, reasoning and serving the material given well. Besides (Diki Atmarizon, 2016) that, in answering the question from the teacher, students can be more active, be polite, confident and responsible for their own answer. Moreover, this approach can lead student to develop their critical thinking, communication, collaboration, and their creation. According to Atmarizon and Zaim (2016) they restated in their journal about five steps of scientific approach, there are 1) *Observing*. In the case of learning

process in MAN 2 Kota Malang, the students have observed about the material given by the teachers. 2) *Questioning*. The teachers are active to give a questioning and also give a chance to student to deliver a question related to the material. 3) *Experimenting*. In this step, the student also has chance to experiment by analyze and finding the structure text and social function about the related song given. 4) *Associating*. Is to describe teachers' and students' active participation in the classroom. Active give a question and answer the question given are include. 5) *Communicating*. Is also called collaborative learning It means that student can share their thought in front of the class. It shown by the confident and braveness the students to answer and sharing their thought when teacher give question to the students. Most of students are brave and confident to answer and give their best answer. A study by Siti Nugraha and Suherdi (2017) showed that the existence of an activity in every stage that applied by teacher in scientific approach could engage student in active learning and develop various students' contribution. Another study Imam Shofwan, (2017) showed that the students' language development is also improved through their activeness in learning process by using scientific approach.

This learning and process that have done by teacher is used Lyrics Breakdown and Analysis as a method. It can be seen, after finish listen to the song, the students try to identify the structure and each part of the lyric. Later, the teacher uses a fill in the blank as a test technique. Teacher gives a piece of paper that contain song lyric with some blank part inside. Students have to complete and fill in the blank based on the song they have heard. With doing such a technique make students keep focus and have concentration in following

teachers' explanation. As a result, the students became eager to answer the following questions given by the teacher.

3. Post-listening

In the last stage post listening, is a part that help the students reflect their experience in listening. The activity in this stage is to make sure students' understanding about the material that have delivered before. The teacher uses a blank song lyric to check students' listening skill. After that, the teacher discussed the task together with all of the students with giving a correct answer.

Moreover, since the previous material dealing with a structure of the song, the teacher checks the students' understanding with divided each paragraph in a correct order. In addition, not only discussed about the structure and its social function, the teacher engages students to share their opinion about moral value inside the song lyrics. This way trains the students to hone a communicative skill such listening and speaking. Schoeep (2001) added that using song as a technique in teaching listening not only gives the edutainment for the students but also give a chance to develop automaticity that is the main cognitive reason for using songs in the classroom (cited in Sofian Hadi, 2019).

According to Valdez (2000) the learning process using song stimulate students to participate more actively (cited in Aguirre et al., 2016). Not only hone a communicative skill, this way is also a chance to students to train their confident and reduce anxiety while learning. In delivering a material, here are the media used to help the learning process runs well:

a. Listening Song

Teaching strategy used by the teacher is related to the theory by J. Richard (2008) there are top-down process and bottom-up process. In processing the materials, the teacher uses a song. Students listening to a song first as a pre-activity in listening. While and post listening are also use a song. With using this media, students feel happy and joy. As a teacher stated that this is a material, but the song is also an enjoyment for the students. The teacher NI stated that in teaching, in all of the skills the important thing to do is start with what students like.

Song is one of enjoyment that students like. It can be the perfect media to use in presenting material. Sigurdardottir (2012) stated that song helps students that will capture their attention to recognize or deal with new words (cited in Aguirre et al., 2016). Song also one of the media that support the learning process. The existence of media is an important thing in listening part. Muttohar (2009) stated that the effectiveness of media is not just about teacher utilizing media in the classroom but also related to how optimize the use of media for teaching. So, the important thing to remember by the teacher is don't forget about the objective learning that have to be gain in learning process and how to use and choose the media for teaching properly. Study that conducted by Aguirre et al (2016) showed that students are willingness to study English as a second language in classes using songs. It can be sum up that the use of song in teaching listening is an effective way and has a lot of benefit.

b. Movie

Movie was used in the classroom by teacher in implementing strategy in teaching listening. By using movie, students can analyze the sentence inside the movie. Tsai (2009) found that English movie can also improve speaking skills (cited in Hassan et al., 2020). Hassan et al (2020) added movies and their scripts are widely used while teaching English because visuals help in stimulating learners' perceptions directly while written words impact directly. Besides that, some idiom also exists in several movie. Students can learn and identify a new sentence or idiom through movie. In addition to that, English movies provide students a lot of contexts which can help them to learn how to use such expressions appropriately and contextually (cited in Asumpta & Kusumaningrum, 2015).

By introducing movies into the English classrooms, the teachers can present reality and variety into their classroom. They can also have a healthy discussion based on the movie or its content that has been showed to the learners in order to bring the learners' own experience and their background knowledge into the classroom discussion (Srinivas Rao, 2019). Moreover, the students also can learn how to pronounce each word in several accents since in movie may have different accents. Besides that, a study conducted by Seferoglu (2008), Florence (2009) and Mirvan (2013) reveals that movie help in increasing the confidence of the learners in speaking as they know how to use certain words and to pronounce correctly (cited in (Srinivas Rao, 2019).

c. Short Conversation Video/Dialogue

By using short dialogue, students can learn an expression for each moment or situation. They also can practice the expression in daily activity. Edu stated that short video can be educational units and learning objects that stand out for being reusable; given the fact that they can be used in different context. Interoperable; as they can serve different purposes, either as independent units or as part of longer course (Borras Gene (2012) cited in (Bobkina et al., 2020)). The last point is accessible because their digital format facilitates content storage and recovery (Barrit & Alderman, 2004; Olgren & Ploetz, 2007 cited in Srinivas Rao, 2019).

Moreover, through the video dialogue they can learn a new vocabulary. The video dialogue is a media that combine visual context with language and develop learners' ability to enjoy and understand English lesson (Almurashi, 2016). Based on the observation and interview the teacher also mentioned that they like to use authentic materials in teaching listening. This is because to keep the students learn from the authentic source. Besides that, the students can find the materials and review it easily through the social media and internet. It is very helpful for teacher that the reality the students get used to listening expression in English in their daily.

Based on the data that has taken from the field, in can be conclude that using some strategy in teaching is very helpful to gain the learning objective and make the classroom situation arranged in order. Since the objective of listening comprehension is to understanding the human utterance, gain a knowledge and

so on, the used of strategy and good implementation has a big impact on students' reaction. The teacher that expends more effort in teaching process is gained a better result than the other one. Zhu (2010) stated that teachers can also have benefit from the technology aids by becoming more creative in the way they presenting materials and designing learning process in more structured and organized (cited in Masruddin, 2020). So, it can be sum up that the used of strategy in teaching listening is important and has a lot of benefit.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion derived from the findings and the discussion in chapter four. In addition, several suggestions are pointed out in order to give information as well as guidance to conduct upcoming research in the same topic.

5.1 Conclusion

Based on the results of the discussion. The researcher found that the teachers use several strategies in teaching listening comprehension. Based on the theory of J. Richard (2008) the strategies are bottom-up and top-down. In addition to the theory from O'Malley and Chamot (1990) from the three strategies stated, the teachers in MAN 2 Kota Malang use one strategy that is socio-affective strategy.

The teacher used those strategies by implementing the stages in teaching listening that has stated in (Mandarani in (Latupono & Nikijuluw, 2020) there are pre-listening, while-listening and post-listening. The teachers implementing the strategies through the stages by giving an activity in every stages. The media used by teacher to maximize the learning process was song. movie and short dialogue.

In implementing those strategies, the teachers stated the important thing that is a key in teaching process. The first thing is the teacher have to teach start with the students like. So, if the students enjoy the materials they become easily understanding and enjoy during learning. The second, the teacher have an advice to control the emotions, since being angry is not a solution when face a problem. Start to talk to the students if they face a problem in the class and try to find a solution together.

By implementing those strategies, the student become active learner in the learning process. Besides that, the student more confident to share their thought and answer the question given. They confident to use English as a language in answering the question. Moreover, the use of bottom-up and Top-Down strategy are relevant for the listening process since make the student easier to understand the material.

5.2 Suggestion

Based on the result of this research about strategies used by teacher in teaching listening comprehension at MAN 2 Kota Malang, the researcher hopes this study can be useful as a reference for conducting a better learning process for teacher or a lecturer. In addition to that, the researcher hopes this study can be reference for students in learning process to maximize their ability in listening. Therefore, the researcher attempts to provide the following recommendations:

First, for the teacher, especially for English teacher, in teaching every skill in English teacher should be start from what students' like, or what students' need. The teacher needs to meet students' need. So, it would be helpful in organizing and preparing appropriate materials for students. Moreover, the use of the appropriate strategy is needed to help teacher arranged the lesson plan as well as the students need. Bottom-Up and Top-Down are the strategy that can be used in teaching process. Each of them is the strategies that start from the students' prior knowledge and the other one is use linguistic aspects in understanding the lesson. Furthermore, the use of group in students' work are needed to make students keep their communication and train their speaking and social skill with other classmates as the implemented of socio affective

strategy. By use and implementing those strategy, the learning process can be more arranged and maximize the effort to gain the objective learning.

Second, for the student, this study can be use as reference that contain knowledge about strategy that useful for them in improving their listening skill. Students can implement the strategies written in this research in learning process. The researcher hopes with implement a set of the strategies and the stages in learning can make the learning process better.

The third, the researcher hopes that this study also useful for further researcher that have some topic dealing with teachers' strategy in teaching listening comprehension. However, the researcher hopes that the future researcher can gain more strategy, method, technique or developing them to make it easier for teacher to teach listening and also for the students as well.

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Appendix 1 Letter of permission to do a research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://ftk.uin-malang.ac.id email: ftk@uin-malang.ac.id

Nomor : 420/Un.03.1/TL.00.1/02/2023
Sifat : Penting
Lampiran : -
Hal : Izin Survey

27 Februari 2023

Kepada

Yth. Kepala Madrasah Aliyah Negeri 2 Kota Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Lailatul Masruroh
NIM : 19180020
Tahun Akademik : Genap - 2022/2023
Judul Proposal : **Teachers' Strategies in Teaching
Listening Comprehension at MAN 2 Kota
Malang**

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix 2 Letter of Acceptance to do a Research



**PENJAMINAN MUTU MADRASAH (PMM)
MADRASAH ALIYAH NEGERI 2**

Jalan Bandung Nomor 7 Kota Malang
Telepon (0341) 551357, 558333; Faksimil. (0341) 559779 Malang – 65113
Website: www.man2kotamalang.sch.id Email: admin@man2kotamalang.com

SURAT PENUNJUKAN PENDAMPING PENELITIAN

Nomor : 49/SP3/PMM/04/2023

Menunjuk surat dari Universitas Islam Negeri Maulana Malik Ibrahim Malang, perihal permohonan izin penelitian oleh:

Nama : Lailatul Masruroh
NIM : 19180020
Program Studi : Tadris Bahasa Inggris
Judul Penelitian : **Teachers' Strategies in Teaching Listening Comprehension at MAN 2 Kota Malang**


Maka kami selaku Ketua PMM MAN 2 Kota Malang menyetujui permohonan penelitian yang diajukan dan menunjuk Ibu:

- 1) Nama : Lina Susanti, S.Pd.
NIP : -
Jabatan : Guru Bidang Studi Bahasa Inggris
- 2) Nama : Nurul Izza, S.Pd
NIP : -
Jabatan : Guru Bidang Studi Bahasa Inggris

Untuk mendampingi pelaksanaan penelitian tersebut.

Demikian surat penunjukan pendamping penelitian ini, atas kerjasamanya disampaikan banyak terima kasih.

Malang, 14 April 2023
Ketua PMM MAN 2 Kota Malang,


Mishad, S.Pd., M.Pd.
NIP. 197505262005011003

Appendix 3 Letter of Finishing the Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MALANG
MADRASAH ALIYAH NEGERI 2
Jalan Bandung Nomor 7 Penanggungan, Klojen, Kota Malang 65113
Telepon (0341) 551357, 558333; Faksimili (0341) 559779
Website : www.man2kotamalang.sch.id Email : admin@man2kotamalang.sch.id

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : B-149 /Ma.13.25.02/PP.006/6/2023

Yang bertanda tangan di bawah ini:

Nama : Drs. Samsudin, M.Pd
NIP : 196704231994031002
Jabatan : Kepala MAN 2 Kota Malang

Menerangkan bahwa:

Nama : Lailatul Masuroh
NIM : 19180020
Jenjang Pendidikan : S1 Tadris Bahasa Inggris
Institusi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah selesai melaksanakan penelitian di MAN 2 Kota Malang pada tanggal **5 April 2023 – 10 Mei 2023** dengan judul **Teachers' Strategies in Teaching Listening Comprehension at MAN 2 Kota Malang.**

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Malang, 19 Juni 2023

Kepala,

Drs. Samsudin, M.Pd
NIP. 196704231994031002

Appendix 4 Thesis Consultation Logbook



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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http://tarbiyah.uin-malang.ac.id. email :psg_uinmalang@ymail.com

**BUKTI KONSULTASI BIMBINGAN SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS**

Nama : Lailatul Masruroh
NIM : 19180020
Jurusan : Tadris Bahasa Inggris
Dosen Pembimbing : Harir Mubarak, M.Pd
Judul : Teachers' Strategies in Teaching Listening Comprehension at MAN 2 Kota Malang

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1.	4 November 2022	Konsultasi Judul dan Rumusan Masalah2	
2.	3 Desember 2023	Konsultasi Bab I	
3.	17 Februari 2023	Penyerahan revisi Bab I, dan konsultasi Bab II	
4.	21 Februari 2023	Penyerahan revusu Bab 1 dan II dan konsultasi Bab III	
5.	24 Februari 2023	Penyerahan Revisi Bab II dan III dan ACC	
6.	3 Maret 2023	Konsultasi Instrumen Penelitian	
7.	9 Juni 2023	Konsultasi Bab 4	
8.	14 Juni 2023	Penyerahan Hasil Revisi dari bab 4 dan Konsultasi Bab 5	
9.	17 Juni 2023	Penyerahan Revisi Bab 5 dan Konsultasi Daftar Pustaka	
10.	19 Juni 2023	Konsultasi Bab 1-5	
11.	20 Juni 2023	Konsultasi Abstrak dan ACC	

Menyetujui,
Dosen Pembimbing

Harir Mubarak, M.Pd
NIP. 19870708201802011152

Malang, 20 Juni 2023
Mengetahui,
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

Appendix 5 Letter of Request to be a Validator



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : B-1554/Un.03/FITK/PP.00.9/03/2023 02 Maret 2023
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
Harir Mubarak, M.Pd
di -
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Lailatul Masrurroh
NIM : 19180020
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Teachers' Strategies in Teaching Listening
Comprehension at MAN 2 Kota Malang
Dosen Pembimbing : Harir Mubarak, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

an Dekan
Makl Dekan Bid. Akademik

Imam Walid, M.A.
308232000031002

Appendix 6 Instrument Validation Sheet

APPENDIX

Appendix I Instrument Validation Sheet

INSTRUMENT VALIDATION SHEET

**TEACHERS' STRATEGIS IN TEACHING LISTENING AT MAN 2 KOTA
MALANG**

Validator	Harir Mubarak, M.Pd
NIP	19870708201802011152
Instance	UIN Maulana Malik Ibrahim Malang
Validation Date	March 3 rd , 2023

A. Introduction

This instrument validation sheet was made with aim of determining the validity of the instrument used in the research. All suggestion and feedback provided by the validator are needed to improve the validity of this instrument. The researcher is very grateful to the validator for filling out the validator sheet below.

B. Guidance

1. The assessment of the validation sheet used in this study is carried out by placing a check mark (√) in the assessment columns provided.
2. Please the validator provides an objective assessment of this research instrument using the following assessment information.
 1. Very poor
 2. Poor
 3. Average
 4. Good
 5. Very Good
3. The validator can provide suggestion or comments in the feedback column provide

C. Validation Sheet

INTERVIEW

TEACHERS' STRATEGIES IN TEACHING LISTENING AT MAN 2 KOTA MALANG							
No	Questions	Score					Feedback
		1	2	3	4	5	
1.	What are strategies you used in teaching listening?					✓	
2.	What media you used in teaching listening?					✓	
3.	How do you use strategies in teaching?					✓	
4.	Do you always prepare, select and arrange various methods before teaching and learning activities?					✓	
5.	How did you apply listening comprehension strategies in learning process?					✓	
6.	Is there an increase in students learning outcomes after using the methods or strategies that you use?					✓	
7.	Are there any difficulties you face during teaching listening? And how you solve those difficulties?					✓	
8.	Do you have more advice for teacher in order to enhance their listening skill through those strategies?					✓	
9.	Did you apply all the stages in teaching listening skill (pre-listening, while listening, and post-listening)?					✓	
10.	What are underlying factors of using strategies in teaching listening comprehension?					✓	



D. Conclusion

Based on the validation sheet above, it can be concluded that the instrument that have been made is:

1. The instrument can be used without revision
2. The instrument can be used with slight revision
3. The instrument can be used with many revision
4. The instrument cannot be used

Malang, March 2023

Validator



Harir Mubarak, M.Pd

NIP. 19870708201802011152

Appendix 7 The Result of Observation Checklist

Type of Strategies Use	No	Kinds of Activity	Yes	No	Information
Bottom-Up					
Top-Down					
Metacognitive Strategy					
Cognitive Strategy					
Socio/Affective Strategy					

Documentation Checklist

No.	Activity	Checklist
1.	Pictures of interview section	
2.	Pictures of observation (learning process in the classroom)	

Teachers	Activity		
	Pre-Listening	While-Listening	Post-Listening
NS (First Teacher)	Give a greeting.	Teacher give some question related to the material.	Students given an enjoyment.
	Asking students' condition & Check the attendance.	Teacher delivers a material.	Students asked to fill in the blank song lyrics.
	Asking about previous lesson.	Teacher asks the students to find out the structure of the song lyric while playing the song.	Teacher and students are discussing the finding together
	Teachers ask to students whether to start the lesson or enjoyment first.	Teacher and students are listening to the song	Review the material & Give an advice to students.

Teacher	Activity		
	Pre-Activity	While-Activity	Post-Activity
LS (Second Teacher)	Greeting Ask students' condition. Check the attendance.	Teacher presenting the material while preparing the media.	Review the material together.
	Give an enjoyment first	Teacher play a song and ask the student to identify the structure.	
	Ask the students about previous lesson.	Teachers give a question related to the material.	
	Ask the message related to the song played at enjoyment section.		
	Ask students to deliver a message of the song (volunteer).		

Appendix 8 Transcript of Interview

TRANSCRIPT OF INTERVIEW

Name : Nurul Izza, S.Pd
English Teacher : English Teacher of Grade X
Day/Date : Thursday, April 14 2023
Time : 14.00-14.45 WIB
I(Interviewer) NI (Interviewee)

I : Assalamualaikum Bu

NI : Wa'alaikumussalam Mbak

I : Sebelumnya saya ucapkan terima kasih Bu, karena njenengan sudah bersedia untuk mendampingi penelitian saya.

(Previously, I would like to thank you, ma'am, because you are willing to accompany my research.)

NI : Oh iya mbak, sama-sama dengan senang hati.

(Its okey mbak, with my pleasure)

I : Sebelumnya kalau boleh tau Ibu mengajar kelas berapa dan jurusan apa saja nggeh?

(Before that, may I ask what class that you have teach Maam?)

NI : Saya mengajar kelas 10 di semua jurusan mbak.

(I teach in grade 10 in all department mbak)

I : Baik Bu, mengenai judul penelitian saya adalah strategi yang digunakan guru dalam mengajarkan keterampilan menyimak atau listening. Saya disini menggunakan teori dari Richards yaitu terdapat dua strategi dalam mengajar listening; Bottom-Up dan Top-Down. Untuk mengajar kelas njenengan yang ada di semua jurusan, strategi apa yang biasa Ibu gunakan untuk mengajarkan keterampilan tersebut?

(Alright Ma'am, regarding the title of my research is the strategy used by teachers in teaching listening. Here I use Richards' theory, namely that there are two strategies in teaching listening; Bottom-Up and Top-Down. To teach your classes in all majors, what strategies do you usually use to teach these skills?)

NI : Okey, mungkin bisa dijelaskan terlebih dulu secara singkat penjelasan dari teori yang barusan disebutkan?

(Okey, maybe you can give a brief explanation about the theory you have mentioned before?)

I : Baik Bu, untuk Bottom-Up merupakan strategi mengajar menggunakan sisi linguistic atau kebahasaan seseorang untuk memahami sesuatu. Contoh kegiatan Bottom-Up adalah menggunakan soal multiple choice setelah bacaan. Sedangkan Top-Down yaitu strategi yang menggunakan student prior knowledge dalam memahami sesuatu. Contoh; kegiatannya adalah mencocokkan gambar yang rumpang kedalam tatanan yang benar. Kurang lebih begitu Bu.

(Ok Ma'am, for Bottom-Up is a teaching strategy using the linguistic side of someone to understand something. An example of a Bottom-Up activity is using multiple choice questions after reading. While Top-Down is a strategy that uses

student prior knowledge in understanding something. Example; the activity is to match the jumbled pictures into the correct order. Like that Ma'am)

NI : Okey, kalau strategi saya lebih ke yang Top-Down yaitu menggunakan student prior knowledge. Sebenarnya untuk mengajar listening saya lebih suka, saya lebih prefer to use authentic materials such as movie, song, atau mungkin audio or dialogue, kind of that itu menurut saya lebih meyakinkan. Karena sebenarnya di era ini kan anak-anak bisa lebih mudah ya untuk mengakses film atau apapun di internet. Bahkan sering kali mereka lebih update dari kita. Sehingga kalau saya cuma kasih audio atau apa saya kira itu akan membosankan., karena mereka levelnya udah jauh ya. Sehingga saya memutuskan untuk lebih sering menggunakan authentic materials. Mereka bisa menganalisis dari film atau lagu, seperti halnya di semester lalu mereka menonton film lalu mencoba mencari beberapa tense dari film tersebut, juga beberapa diction atau new vocabulary juga bisa seperti itu juga. Tidak semua siswa bisa menangkap apa yang saya bicarakan (berhubungan dengan listening comprehension), tapi kebanyakan memang bisa. Ya mungkin hanya 10-15% yang belum bisa memahami.

(Okay, my strategy is more Top-Down, namely using students' prior knowledge. Actually, for teaching listening, I prefer to use authentic materials such as movies, songs, or maybe audio or dialogue which I think is more convincing. Because actually in this era it's easier for students to access movies or anything on the internet. In fact, they are often more updated than us. So if I just give audio or whatever I think it's going to be boring, because they're far away. So I decided to use real materials more often. They can analyze from movies or songs, like in the last semester they watched a movie and then tried to find some tenses from the movie, also some new diction or vocabulary can also be like that. Not all students can understand what I'm talking about (with regards to listening comprehension), but most of them can. Yes, maybe only 10-15% do not understand.)

I : Media apa sajakah yang ibu gunakan untuk pembelajaran listening?

(What media do you use in teaching listening?)

NI : Ada film, song, atau kalau saya karena lebih suka authentic material ya. Jadi misal ada KD tentang reading jadi ya harus reading , membaca. Memang saya sesuaikan dengan KD. Misalkan di KD recount saya sudah kasih dengan video atau enjoyment, maka di KD narrative saya akan focus untuk reading dan lebih serius karena sebelumnya sudah ada enjoyment. Saya sesuaikan, tidak semua KD saya pukul rata. Tidak harus ada fil atau videonya (disetiap KD). Oh ini proper kalau pakai media A, medi B. dsbnya. Kita memang hidup di era digital, tapi tidak semua tidak harus diikuti. Ada sesuatu yang tidak bisa digantikan seperti contoh buku. Mengerjakan Latihan tidak harus selalu melalui gadget, peran buku masih dibutuhkan. Karena saya kesulitan mengontrol mereka jika mengerjakan menggunakan gadget, ini mereka jujur atau tidak mengerjakannya. PBT untu narrative, disesuaikan dengan KDnya. Membaca berbeda dengan memahami, kalau anak-anak tidak terbiasa membaca, bagaimana mereka mempunyai pemahaman. Sama seperti listening, kalau mereka tidak terbiasa, gimana bisa memahami. Jadi mereka harus terbiasa dulu dengan Bahasa Inggris.

(There is a movie, song, since I prefer to use an authentic material. So, for example there is a KD about reading so you have to read and read. In fact, I modified it with KD. For example, in recounting the basics I made for video or enjoyment, then in the basics for narration I would focus on reading and be more serious because there was fun before. I adjusted it, and every KD didn't hit the average. It is not required that there be a file or video. Oh, that's convenient if you're using arguments A, arguments B, etc. We live in the digital age, but not everything has to be followed. There is nothing as replaceable as an example of a book. Doing exercises does not always have to be through tools, the role of books is still required. Because I find it hard to control them when they work with the tools, honest or not. Narrative PBT, according to KD.

Reading is different from understanding, if studentren are not used to reading, how can they understand. Just like listening, if they are not used to it, how can they understand. So they have to get used to the English language first)

I : Aakah ibu juga menerapkan strategi tersebut dalam pembelajaran berkelompok?

(Do you also implement the strategy in group discussion?)

NI : Ya, karena di dalam group discussion mereka belajar banyak, seperti yang pertama personality orang lain. Dan kalau di kelas saya setiap group discussion saya tidak mau orangnya sama. Jadi saya selalu ubah, dengan berhitung dan harus mau sama siapa saja. Karena memang cara mengenal orang lain, memahami orang lain, itu juga skill. Bukan hanya pelajaran. Memahami orang lain, mencoba memahami orang lain itu juga skill yang memang anak-anak harus pelajari mulai usia saat ini. Mereka kan sekarang remaja, mulai meraba-raba bagaimana si berkomunikasi yang baik, dengan guru dengan teman. Nah di GD itu saya selalu meminta anak-anak memperbanyak komunikasi dalam bahasa inggris. Jadi, in English, dan karena semuanya bisa pegang gadget nah biasanya saya batesin, kalau gd di masing-masing kelompok hanya boleh ada 1-2 gadget. Jadi tidak semua anak itu pegang gadget. Karena ditakutkan kalau semua pegang gadget, mereka ga aka nada diskusi gitu. Jadinya cuma cari jawaban sendiri-sendiri. That's not really nice actually, jadi biasanya saya batasi. Jadi yak arena searching butuh, browsing butuh, tapi biar tetap ada diskusi, jadi saya batasi. Nah untuk listeningnya, yaitu tadi biasanya tetap berbahasa inggris, biasanya mereka dalam mencari informasi-iformasi terkait mereka mendengarkan video, gitu ya langsung. Atau news or something tergantung dengan KDnya.

(Yes, because in the group discussion they learn a lot. The first is the character of others. And if I'm on my side in every group discussion I don't want the same person. So I'm always changing, by counting and having to agree with anyone. Because it is a way to get to know others and understand others, this is also a skill. Not just lessons. Understanding others, trying to understand others is also a skill that studentren of the current age must learn. Now that they are teenagers, they are beginning to learn how to communicate well with teachers and friends. Now at GD I always invite studentren to communicate more in English. So, in English, since everyone can have a widget, I usually restrict it, if gd in each group can only have 1 or 2 widgets. So not all studentren carry tools. Because they were afraid that if

everyone brought tools, they wouldn't have such a discussion. So, find the answer yourself. It's not very good, so I usually limit it. So yeah, the search field is necessary, and browsing is necessary, but there are still discussions, so I'm going to limit it. Well, to listen to it in English, usually when they look for relevant information they listen to videos, this is it.

I : apakah njenengan juga selalu menyiapkan, memilah-memilih dan Menyusun metode yang bervariasi sebelum pembelajaran dimulai?

(Do you always, prepare, choose, and arrange the various methods before the learning process begin?)

Ni : kalau Menyusun pasti iya, di awal semester pasti saya Menyusun dan membayangkan ya ini nanti gimana. Tapi, prakteknya dari satu kelas ke kelas lain apalagi kalau berbeda jurusan, itu harus ada treatment yang berbeda. Karena kan mereka punya learning stylenya sendiri-sendiri. Tapi sejauh saya bisa handle, manage kelas, tidak masalah sih. Sebenarnya hamper sama saja. Mungkin perbedaan treatmentnya adalah waktu. Misal, di kelas A, saya bisa kasih dia waktu sedikit. Jadi kita rondonnya cepat dihari itu. Tapi ternyata di kelas lain tidak bisa seperti itu. Karena dengan kemampuan mereka yang harus pelan-pelan, jadi harus step by step banget. Ada yang sudah mengerti jadi cukup dikasih enjoyment.

(If I compile, absolutely yes, at the beginning of the semester, I will definitely compose and imagine what it would be like. However, in practice, from one class to another, especially if there are different disciplines, there must be a different treatment. Because they have their own learning style. But as far as I can handle and manage classes, this isn't a problem anyway. Actually, it almost the same. Perhaps the difference in treatment is the time. For example, in class A, I can give him some time off. So, we give up quickly that day. But it turns out that in other seasons this cannot be the case. Because with their abilities they must advance slowly, so they really have to advance step by step. Some already understand, so just give them fun.)

I : Bagaimana njenengan mengimplementasikan strategi dalam pembelajaran listening?

(How do you implement the strategy in teaching listening?)

NI : Karena sekarang saya mengajar kelas 10, jadi biasanya listeningnya masih di song. Untuk awalan biar anak-anak terbiasa saya biasanya memberikan kesempatan. Saya kan minta mereka menuliskan satu lagu favorit mereka, yang mereka suka apapun terserah. Yang penting appropriate, nah terus kertasnya akan dilipat, digulung jadi satu ya, dicampur, nanti saya akan pilih satu sampai empat . Nah , kita tayangkan bersama apapun lagu yang terpilih. Nah, diawal saya tidak mengharuskan lagu Bahasa Inggris. Lagu apapun boleh, lagu apapun yang mereka suka, in different languages, boleh Chinese boleh Thailand , boleh apapun. Sehingga saya mengajarkan bahwa kita harus menghargai interest orang lain. Kita harus menghargai orang lain tuh suka apa sih? Gitu. Kita coba dengarkan dulu, kita coba sukai, kalau kita nggak suka yaudah nggapapa. Tapi, tetep menghargai, tetep listen gitu ya. Be a good listener. Saya selalu bilang ke anak-anak, be a good

listener! Nah jadi, apapun lagu yang terpilih kita akan cobadengerin bareng-bareng, kita coba lihat liriknya bareng-bareng gitu y. Nah setelah itu, itu introduction aja ya buat anak-anak. Baru, yang ditengah ini saya akan minta mereka untuk analyze satu lagu. Setelah itu, diakhir mereka bisa bertukar pikiran dengan temannya yang lain. Karena interpretasi lagu itu dari saty orang ke orang lain kan berbeda. Nah seperti itu. Dan biasanya saya selalu meminta anak-anak untuk mencari arti dari new vocabulary yang mereka temukan di lagu tersebut. Storyline, the content, moral value, karena tiap anak biasanya storylinenya berbeda. Juga song kan mirip sama poem ya, mereka boleh mengeksplor interpretasi mereka, missal menambahkan pengetahuan merekatentang metaphor, personification, and the others. Terserah, biasanya sayasuka exploring. Seteleah itu, akan ada diskusi.

(Because I'm now teaching 10th grade, so listening to the song is usually a hit. For starters, until the students get used to it, I usually give it a shot. I will ask them to write down one of their favorite songs, whatever they like is up to them. The important thing is that it is suitable, and then the paper is folded, rolled together, correct, mixed, and later I will choose one to four. Therefore, let's perform together any song that is chosen. Well, at first, I wasn't asking for English songs. Any song is allowed, any song they like, in different languages, it can be Chinese, it can be Thai, it can be whatever. So, I know we must respect the interests of others. We have to respect others What do you like? That's it. We try to listen to it first, we try to like it, if we don't like it, that's okay. But, I still appreciate it, keep listening that way. Be a good listener. I always tell the students, be a good listener! So, whatever song is chosen, we'll try to listen to it together, let's try to see the songs together, okay? After that, this is just an introduction for students. New, in the middle I'll ask them to analyze one song. Then, at the end they can brainstorm with other friends. Because the interpretation of the song varies from person to person. Well like that. I always ask the students to find the meaning of the new vocabulary they find in the song. Story, content and moral value, because every student usually has a different story. Also, the song is like a poem, yes, they are allowed to explore their interpretation, for example adding their knowledge about metaphor, personification, etc. Whatever it is, I usually like to explore. After that there will be a discussion.)

I : Sejauh ini, apakah ada peningkatan hasil pemebelajaran/pemahaman dikelas setelah njenengan menerapkan strategi yang sudah anda terapkan di dalam kelas?

(So far, has there been an increase in learning outcomes/comprehension in class after you have implemented the strategies you implemented in class?)

NI : Karena semua itu kan berawal dari kebiasaan ya, biasanya di awal saat pembelajaran saya 75% I used English. Nah itu gunannya untu membiasakan anak-anak. Nah biasanya setelah saya berikan authentic material, saya akan mencoba Bersama-sama dengan mereka kayak repeat after me, untuk mencoba pronounce beberapa vocab gitu ya. Dan saya minta mereka untuk mencari artinya juga. Setelah itu kita ulangi untuk ngomong lagi, maupun mendengarkan video yang lain dan mereka lebih paham si biasanya setelah saya berikan contoh. Saya kasih contoh langsung lewat media seperti film, video, memang mereka lebih mudah. Mungkin

karena ada konteksnya sehingga dia ingat gitu ya (jadi lebih mudah), kalau kita langsung kasih gitu kan kadang masih bingung. Tapi kalau film , video kan ada konteksnya, jadi sehingga dia ingat.

(Because it all starts with a habit, I usually use 75% at the beginning of my English lessons. Now that's the point of getting used to students. So usually after I give original material, I'll try with them like looping after me, to try to pronounce some vocabulary like that. And I asked them to search for the meaning, too. Then we repeat talking again, or listening to another video and they understand better, usually after I give an example. I will give direct examples through media such as movies and videos, it is actually easier. Maybe it's because there's a context so he remembers it (makes it easier), if we give it to him right away, sometimes he's still confused. But for movies, videos have context, so he remembers.

I : Apakah ada kesulitan yang njenengan hadapi saat mengajar listening? Jika iya, bagaimana njenengan mengatasinya?

(Is there any difficulties you encounter when teaching listening? If so, how do you deal with that?)

NI : Kesulitannya sebetulnya tidak begitu signifikan. Karena anak-anak sudah pada pegang gadget itu sebenarnya menguntungkan sih untuk listening. Misal di ig, tiktok, mereka dengar native ngomong akhirnya dia terbiasa. Mungkin kesulitannya adalah accent. Misalkan kita diawal melihat video yang menggunakan british accent, and then di waktu yang lain kita membahas yang sama tapi menggunakan American accent. Disitu kadang ada beberapa abak yang masih belum paham gitu ya. Dan bisa juga konteks vocabulary yang berbeda. karena beberap vocab di American dan british berbeda. Contohnya aada cookies dan biscuit dll. Dan itu memang butuh waktu.

(The difficulty is actually not that important. Since students already carry tools around, it's actually helpful to listen. For example, on ig, tiktok, they hear a local talk, eventually they get used to it. Perhaps the difficulty is the accent. For example, at first, we watched a video with a British accent, then at another time we discussed the same thing but with an American accent. There are sometimes some brothers who still don't understand. It can also be a different vocabulary context, because some vocabulary in America and Britain is different. For example, there are cookies, biscuits, etc. And it takes time.)

I : Mungkin njenengan ada pesan, ataupun saran yang perlu di headline buat mengajar listening menurut pengalaman njenengan supaya lebih efektif?

(Maybe there is a message, or advice that needs to be in the headline to teach listening according to your experience to be more effective?)

NI : Bukan terpatok pada listening saja ya menurut saya. Di kesemua skill yang ada di Bahasa inggris, kesemuanya harus dimulai dari apa yang anak-anak sukai. Sehingga yang bagi kit aitu materi, bagi mereka itu enjoyment. Kayak gitu. Kayak kemarin tentang song, saya selalu bilang oke silahkan pilih lagu apapun asal itu appropriate, selama kontennya tidak yang dewasa sekali, that's fine. Kalian bebas

menganalisa, kalian bebas mengeksplor. Nah, itu kan mereka senang. Mereka ngedit videonya, mereka menginterpretasikan, mereka mencari sumber-sumbernya untuk mempelajari song tersebut itu dengan rasa suka, mereka enjoy. They found new information, interpretation from other sourcesitu kan bagi mereka menyenangkan. Sama seperti listening ini, jadi berikan aja materi yang mereka suka dan diusianya. Sehingga, menurut saya, seorang guru Bahasa Inggris terutama, kita memang harus catch up dengan zamannya anak-anak. Bahkan saya saat ini masih menginstal tiktok, masih menginstak twitter, Instagram yaakalau fb udah jarang sih. Tapi kalau ketiganya masih selalu saya pantau. Untuk apa? Suapaya saya dikelas itu ngomongnya nyambung sama anak-anak. Supaya saya juga bisa adjust my material to their interest. Jadi misal kayak listening, oh iya anak-anak lebih suka lagu yang seperti ini gitu ya. Saya berikan. Tapi yang perlu dipastikan adalah goals. Goalsnya apa? Goalsnya harus tetap tercapai kayak gitu.

(It's not just pegged to listening, in my opinion. In all skills in English, everything must start from what students' like. So that for the kit is material, for them it is enjoyment. It's like that. Like yesterday about songs, I always say okay please choose any song as long as it is appropriate, as long as the content is not very mature, that's fine. You are free to analyze, you are free to explore. Well, that's what they're happy about. They edit the video, they interpret, they look for sources to study the song with liking, they enjoy. They found new information, interpretation from other sources was fun for them. Just like this listening, so just give them material that they like and at their age. So, in my opinion, an English teacher especially, we really have to catch up with the times of students. Even I am currently still installing tiktok, still contact twitter, instagram, but fb is already rare. But if these three are still always monitored, I always monitor. For what? When I was in that class, I talked to the students. So that I can also adjust my material to their interest. So, for example, like listening, students prefer songs like this. I give. But what needs to be ensured is goals. What are the goals? The goal must still be achieved like that.)

I : Selain dimulai dari yang anak-anak sukai mungkin ada lagi Bu?

(Is there anything else?)

NI : Hmm, konsistensi. Jadi misal saya minta anak-anak untuk mendengarkan beberapa audio Bahasa Inggris. Maka, waktu mereka harus dilaungkan untuk itu. Fokus mereka harus diluangkan, bukan mereka yang meluangkan. Jadi memang harus terjadwal dulu. Kalau nggak terjadwal sulit. Jadi harus dijadwalkan dulu. Sama seperti membaca, membaca kan gabisa ya setahun habis, atau 1-2 hari udah habis. Tapi Cuma setahun sekali. Itu kan berbeda dengan orang yang setiap hari membaca 6-7 halaman tapi setiap hari. Kayak gitu, itu kan berbeda. Nah, anak-anak saya rasa sudah memiliki konsistensi tersebut karena apa? Mereka pegang gadget. Karena mereka mendengarkan video native yang mereka cari almost everyday. Kayak kita bukap sosmed, pasti ketemu. Konsistensi tersebut sudah hamper tercapai. Tapi mungkin, yang perlu diperhatikan adalah vocabularynya. Iya kan? Karena vocabulary yang mereka temukan di sosmed

biasanya berbeda dengan vocab yang ada di kd sekolah. Sehingga takutnya Ketika test mereka tidak mengerti, padahal Ketika diujikan mereka memiliki kemampuan yang baik. Cuma wawasannya kurang luas aja gitu. Biasanya saya akan memastikan anak-anak ini tahu Vocab yang penting di KD ini. Tapi itu disiasati, tetap dengan trend saat ini tapi kita masukkan materi-materi yang memang mereka perlu, harus tau, harus menguasai.

(Hmmm, consistency. So, for example, I ask the student, to listen to some sounds in English. Therefore, they must extend their time for that. Their focus should be spared, not spared. So, it has to be scheduled first. If it is not scheduled, it will be difficult. So, it has to be scheduled first. It's like reading, you can't read it, a year has passed, or a day or two have passed. But only once a year. This is different from people who read 6-7 pages every day but every day. Like that, it's different. Well, I guess students already have that consistency because of what? They have tools. Because they listen to the original video they search for almost every day. If we open social media, we will definitely meet. Consistency has been reached approx. But perhaps, what needs to be considered is the vocabulary. is not it? Because the vocabulary they find on social media is usually different from the vocabulary they find at school. So, they fear that when they take the test they don't understand, even though they have good abilities when they take the test. It's just that his insight is not that wide. Normally I will make sure that these students know the important vocab in this KD. But this is a trick, stick to the current trend but we include the materials they really need, should know, and should master.)

I : Saat mengaplikasikan strategi mengajar listening, apakah juga melaksanakan pre, while, and post listening?

(When applying the strategy of teaching listening, do you also implement the stages of teaching listening (pre-listening, while-listening, post-listening)

NI : Harusnya iya, tapi karena saat ini hanya sebatas song. Jadi tidak bisa sedetail toefl preparation.

(It should be, but because now it's just a song. So, it cannot be as detailed as TOEFL preparation)

I : Untuk penggunaan strategi, adakah yang harus digarisbawahi?

(To use the strategy, is there anything that needs to be emphasized?)

NI : Kalau dari segi media, harus menggunakan headphone si. Saya kurang suka kalau menggunakan speaker. Mungkin Ketika mereka nanti udah dewasa harus adjust dengan lingkungan. Tapi ketika saya harus memilih, saya prefer pakai headphone ketika listening karena lebih jelas. Bahkan kita pun akan memilih headphone kan jika untuk tes daripada speaker. Jadi sebenarnya kualitas dari media saat kita menjalankan tugas didalam kelas itu penting. Kita punya strategi, tapi kalau media atau alat-alatnya tidak mendukung. Gimana? Jadi itu perlu juga.

(In terms of media, you have to use headphones. I don't like using speakers. Maybe when they grow up they have to adapt to the environment. But when I have to choose, I prefer to use headphones when listening because it's clearer. In fact, we

also choose headphones if it is for testing rather than speakers. So actually, the quality of the media when we're doing assignments in class matters. We have a strategy, but if the media or tools don't support it. how? So, this is also necessary.)

I : Apakah pembelajaran listening selalu di lab?

(Is learning listening always in the lab?)

NI : Oh tidak, tidak selalu. Kita biasanya tetap dikelas, karena salah satu kelas sudah memiliki media yang memadai. Selain itu saya juga lebih suka menggunakan authentic material. Jadi kita mau mendengarkan apa langsung dicari. Jadi itulah kenapa harus didukung dengan device yang memadai.

(Oh no, not always. We usually stay in the class, because one of the classes already has appropriate arguments. Besides, I also prefer to use original materials. So, we want to hear what we're looking for. That is why it must be supported by suitable hardware.)

I : Baik ibu, untuk pertanyaannya saya cukupkan terlebih dahulu, terimakasih sudah meluangkan waktunya.

(Good mom, I'll just answer your questions first, thank you for taking the time.

NI : Iya sama-sama tidak masalah. Kalau sudah dicukupkan saya pamit undur diri dulu ya.

(Yes, it doesn't matter at all. If that's enough, I'll say goodbye first.)

I : Baik Bu, sekali lagi terima kasih.

(Yes Ma'am, Go ahead)

Second Participant

Name : Lina Susanti, S.Pd
English Teacher : English Teacher of Grade X, XI, XII
Day/Date : Friday, April 15 2023
Time : 09.30-10.03 WIB

I(Interviewer) LS (Participant)

I : Selamat Pagi Bu, sebelumnya saya sampaikan terima kasih karena telah bersedia menjadi partisipan dalam penelitian saya.

(Good morning Ma'am, I want to say thank you first for your kindness to be a participant in my research.)

LS : Oh nggih mbak, sama sama dengan senang hati.

(With my pleasure mbak)

I : Baik bu, langsung saja untuk pertanyaan pertama adalah Apa strategi yang njenengan gunakan saat mengajarkan listening ?

(Well ma'am, let's go straight to the first question, what strategy do you use when teaching listening?)

LS :. Karena saya dapat materi untuk kelas peminatan, jadi tidak terfokus pada listening. Dari silabus yang saya dapat, kebanyakan materi tidak focus pada listening. Jadi saya belum pernah memakai lab untuk listening. Karena kelas peminatan itu kebanyakan ke grammar. Walau materinya ringan, tapi diambil untuk focus ke grammar. Ya sedikit, sedikit mereka ada memahami untuk listening. Mencari sendiri pelajarannya. Cuma ada materi tentang song kemarin, nah mungkin itu bisa ya (di kategorikan dalam pembelajaran listening). Tapi tidak langsung dari saya, tapi dari anak-anak sendiri. Anak-anak memilih sendiri lagu yang akan mereka demgarkan. Mungkin itu yang saya gunakan dalam pembelajaran listening. Karena memilih lagu, memahami lirik , itu mungkin bottom up ya. Karena mengartikan lirik lagu itu sendiri jadi mereka mencari. Saya rasa itu yang saya terapkan di pembelajaran listening.

(Because I had a subject for major lessons, so I didn't focus on listening. From the syllabus I got, most of the subjects did not focus on listening. So, I've never used a listening lab. Because most major classes are grammar. Although the material is light, it is taken to focus on the grammar. Yes, a little bit, they have a little understanding to listen. Find your own lessons. There was only material about yesterday's song, so maybe it can work (categorized in Learning to Listen). But not directly from me, but from the students themselves. Students choose the songs they listen to themselves. Maybe that's what I've been using in learning to listen. Because choosing a song, understanding the lyrics, this is possible from the bottom up, right? Because they interpret the same lyrics so they search. I think this is what I apply in learning to listen.)

I : Media yang sering njenengan untuk mengajar apa saja?

(What media do you use most often to teach?)

LS : PPT, mereka dikasih tugas untuk menggali. Menggali sumber dari mana saja, yang penting mereka bisa mengerjakan tugas yang diberikan.

(PPT, they were assigned the task of digging. Dig up the sources from anywhere, the important thing is that it can do the given job.)

I : Barangkali ada njenengan sediakan audio conversation atau video?
(Maybe someone can provide an audio or video chat?)

LS : Ada sedikit penayangan video di slide ppt. Ya bisa masuk juga ya di listening.

(There is a small video shown on the ppt slide. Yes, you can also enter it into listening.)

I : Ketika dikelas, bagaimana njenengan mengaplikasikan strategi dalam mengajar?

(When in class, how do you apply strategies in teaching?)

LS : Mungkin diawali dengan melihat, mengamati. Mereka penasaran dengan visualnya. Ada instruksi untuk melihat terlebih dahulu. Dikasih semangat untuk memulai pembelajaran. Dikasih warming-up dengan motivasi belajar agar anak-anak semangat. Mungkin ada yang bertanya, saya suruh selesaikan dahulu. Baru diakhir kita bahas bersama, kita review bersama pelajarannya. Baru saya kasih poin-poin yang mengarah ke materi. Tapi untuk makna saya gak langsung. Yang penting anak-anak sudah menangkap apa yang saya sampaikan.

(He may start seeing and observing. They are curious about the pictures. There are instructions for viewing. Motivation to start learning. Warm-ups are given with a learning motive so that students are motivated. I said, maybe someone will ask, to finish first. Only at the end we discuss together, review the lesson together. I have just given the points leading up to the article. But in my view, it is not direct. The important thing is that the students understood what I had to say.)

I : Apakah njenengan selalu mempersiapkan, Menyusun, dan memilih metode yang bervariasi setiap mengajar?

(Do you always prepare, arrange and choose a different method for each lesson?)

LS : Pastinya, karena kan ada RPP itu kan ya. Tapi kita selalu terpaku dengan RPP. Karena di lapangan, kita masuk kelas itu situasinya kan berbeda. Tapi yang penting sudah ada bahan. Pasti disiapkan terlebih dahulu, bila nanti ada tidak sesuai, kita menyiapkan metode lain, apa yang bisa diganti seperti itu kan. Jika kondisi siswa dikelas tidak sesuai yang diinginkan. Harus punya cadangan untuk membangkitkan (semangat) siswa. Karena dalam satu materi, kadang tidak semua anak mengikuti (focus). Jadi kita harus melihat siswa-siswanya juga. Tapi kita harus bisa membuat siswa tergugah untuk mencari tau lebih tentang materi, apalagi di

zaman sekarang teknologi sudah canggih. Terkait tugasnya juga, harus seperti apa nantinya juga sudah harus dipikirkan. Soal yang tidak menyulitkan tetapi juga tidak santai. Yang penting anak ini mau berusaha, intinya pembelajaran ini sebenarnya.

(Of course, because there is a lesson plan, right? But we always focus on lesson plans. Because in the field, when we go to class, it's different. But the important thing is that there are ingredients. It must be prepared in advance. If there is nothing suitable later, we will prepare another method. What can be replaced with this correct? If the status of the students in the class is not as required. You must have reserves to excite (enthusiasm) the students. Because in one subject, sometimes not all students follow (emphasis). So, we have to look at the students as well. But we must be able to interest students in learning more about the material, especially in today's advanced technology. In terms of the task also, what shape it should be in the future must also be considered. Questions that are not difficult, but not comfortable either. The important thing is that this student wants to try, the goal is to learn.)

I : Apakah dikelas njenengan juga melaksanakan pembelajaran secara kelompok?

(Do you also conduct group learning in your class?)

LS : Ya, ada belajar kelompok. Saya lebih sering ke kerja kelompok karena jika bekerja sendiri lebih sering ke Tesa tau ulangan mandiri. Tapi kalau untuk tugas lebih praktisnya it uke kerja kelompok. Jadi mencari informasinya bersama-sama juga, jadi lebih banyak ke kelompok. Selain itu, kerja kelompok juga diharapkan bisa meningkatkan komunikasi mereka dengan sesame, karena di era digital ini anak-anak lebih sering sendiri dengan gadgetnya.

(Yes, there is group study. I often go to group work because if I work alone I often go to tests or independent tests. But for more practical assignments, it's group work. So look for information together too, so it's more in groups. In addition, group work is also expected to improve their communication with each other, because in this digital era students are more often alone with their gadgets.)

I : Kalau untuk strategi sendiri Bu, apakah sudah terlihat peningkatan pada siswa setelah diterapkannya strategi oleh njenengan saat pembelajaran?

(As for the strategy itself, ma'am, did you see an increase in students after the strategy was implemented by you during the lesson?)

LS : Ya ada, pasti. Setiap materi baru diharuskan ada peningkatan walaupun tidak bisa 100% dari yang kita harapkan. Tapi, dari beberapa siswa itu pasti ada peningkatan, yang tadinya cuma apasih ini, menjadi lebih tau. Walaupun cuma 1,2, 3 itu masih ada yang masih bingung.

(Yes, sure. Every new material is required to get a raise though it can't be 100% of what we expect. But, from some of the students there must have been an increase, then there was exactly, and now they know more. Although it is only 1,2,3, some people are still confused)

I : Pernahkah mengalami kesulitan saat mengajar? Jika iya, bagaimana njenengan mengatasinya?

(Have you ever had difficulty teaching? If so, how do you deal with that?)

LS : Ya, kalau tidak paham kita harus menjelaskan lagi. Disebelah mana sisi yang tidak paham. Karena jika anak bertanya itu tandanya mereka memperhatikan penjelasan kita. Nah disitu saya juga merasa senang, karena anak-anak memperhatikan. Jadi sebanyak apapun pertanyaan yang muncul, kita akan menjelaskan lagi. Wajib bagi kita untuk menindaklanjuti pertanyaan mereka. Sudah biasa kalau beda kelas beda karakter. Bahkan di satu kelas yang sama pun ada perbedaan. Jadi memang ada keunikannya masing-masing. Pengaruh dari rumah, jam pelajaran pun juga bisa mempengaruhi kinerja anak. Jadi kita harus mengikuti. Sampai dimana mereka paham akan materi.

(Yes, if you don't understand, we have to explain again. In what aspect do you not understand? Because if the student asks, this is a sign that he is paying attention to our explanation. So, I also feel happy there, because the students are paying attention. So, no matter how many questions arise, we'll explain again. It is essential for us to follow up on their questions. It is normal for a family with different personality classes. Even in the same class there are differences. So there really is a uniqueness to each of them. Influence from home and school hours can also affect a student's performance. So, we must follow. How well do they understand the material)

I : Maslaah apa yang pernah anda jumpai dikelas terkait siswa saat pembelajaran berlangsung?

(What problems did you encounter in the classroom with the students while learning?)

LS : Pasti ada (masalah). Karakter anak juga berbeda, kurangnya motivasi saat belajar. Kadang anak-anak kurangpahaman dengan materi, kurang suka. Terkadang ada siswa yan kurang update juga, meskipun pernah belajar tentang materi ini sebelumnya. Sempat juga kemarin ada yang tidak mau bekerja kelompok, tidak mau maju, tidak mau mengerjakan. Nah kita kasih motivasi, kita akan terima apapun pekerjaan dia, yang penting dia sudah berusaha. Yang penting sudah ada motivasi (kemauan) untuk belajar itu tidak masalah, karena memang tidak bisa 100%. Ya itu tadi peningkatannya sudah ada kemauan, keinginan, kita juga bisa mengkoreksi dimana tingkat peningkatan siswa. Untuk aksen sendiri, saya akui masih ada kekurangan karena belum menguasai sepenuhnya. Kita sebagai guru pun tidak selalu benar, Jadi saya sering mengajak siswa untuk bekerja sama, ketika ada salah ataupun tidak mengerti kita saling belajar saja. Tidak berarti guru itu selalu menyuruh , kita berbagi pengalaman.

(There must be (problem). The character of students is also different, lack of motivation when studying. Sometimes students do not understand the material, they do not like it. Sometimes there are students who are also not up to date, although they have studied these subjects before. Yesterday, there were also those who did

not want to work in groups, did not want to advance, and did not want to work. So, we will give incentive, we will accept any job he does, the important thing is that he tried. What is important is that there is motivation (willingness) to learn, it doesn't matter, because you can't do it 100%. Yes, earlier there was a will, a desire to increase, we can also correct the student's level of improvement. As for the dialect itself, I admit that there are still shortcomings because I haven't mastered it completely. We as teachers are not always right, so I often invite students to work together, when something is wrong or we don't understand it, we learn from each other. This is not to say that the teacher always tells us to share experiences.)

I : Mungkin njenengan ada pesan untuk para pengajar apa yang harus diperhatikan dalam proses pembelajaran didalam kelas untuk listening khususnya, dan umumnya untuk semua skill?

(Maybe you have a message for teachers what to pay attention to in the classroom learning process for listening in particular, and in general for all skills?)

LS : Yang paling penting adalah untuk menstabilkan emosi, karena siswa sekarang tidak bisa ditekan. Emosi kita dan siswa harus di seimbangkan dan ekstra saba. Harus ada komunikasi, ketika ada yang malas, kita beri pendekatan diajak bicara. Tidak selalu guru hanya memberi perintah. Ketika anaknya mengeluh, kita perlu mencari tahu alasan mereka dan membantunya. Jadi pesannya sabar, tapi tidak selalu mengalah. Karena dunia teknologi lebih canggih sekarang, lebih update mereka dari pada saya. Jadi kita saling belajar saja. Kemarin saya kasih mereka selingan film, saya beri waktu mereka berapa menit untuk menonton. Karena disana ada pat listening juga, selain itu meringankan juga penyampaian materi. Dan mereka lebih tertarik dengan film. Dan saya meminta anak-anak sendiri untuk menonton.

(The most important thing is to stabilize emotions, because students cannot be suppressed now. Our emotions and our students need to be balanced and extra patient. There must be communication, when someone is lazy, we give approach to talk to him. Not always the teacher only gives orders. When their students complain, we need to find out their reasons and help them. So, the message is patient, but not always giving up. Since the world of technology is more advanced now, it has been updated more than me. So, we just learn from each other. Yesterday I gave them a movie break, and I gave them a few minutes to watch it. Since there is also a listening place, apart from that it also facilitates the delivery of material. And they are more interested in movies. And I asked the students to watch)

I : Baik ibu, dalam pembelajaran sendiri ada beberapa stage, yaitu pre-listening, while-listening dan post-listening. Apakah njenengan juga menerapkan stage tersebut juga kah?

(Each of the mothers, in self-learning, has several stages, namely: prior listening, during listening, and after listening. Are you carrying out this phase too?)

LS : Oiya, kalau kita mau memulai, adasesi pertanyaan dari materi sebelumnya. Jadi sebelum materi hari ini disampaikan, kita kasih pertanyaan dulu tentang materi

sebelumnya. Untuk sesi post-listening kita mereview materi yang sudah dibahas bersama sebelumnya.

(: Oh yeah, if you want to get started, here are the questions from the previous article. So before handing over today's materials, we first asked about the previous materials. For the post-hearing, we review the material discussed together before)

I : Menurut njenengan, apa factor yang digaris bawahi pada penggunaan strategi dalam pembelajaran?

(In your opinion, what are the factors that emphasize the use of strategies in learning?)

LS : Kalau sekarang, jangan terlalu lama dalam menerangkan atau ceramah mereka akan bosan. Jadi dikasih highlight padapoin-poin pentingnya saja. Kecuali pada poinn grammar memang harus sesuai, karena grammar tidak bisa dipotong. Kalau yang lain kan masih bisa. Yang penting sudah tercapai tujuan dari pembelajaran.

(So now, don't take too long to explain or their lecture will bore you. So just highlight the important points. Except for the grammatical points, they must be appropriate, because grammar cannot be cut. If others still can. What is important is that the learning objectives have been achieved)

I : Kalau boleh tau njenengan mengajar kelas berapa saja Bu?

(May I know how many classes does madam take?)

LS : Kemarin kelas 11, dan 12 peminatan untuk tahun ini. Jadi perbedaan itu ada, dan karakter anaknya juga berbeda.

(Yesterday, there was grade 11 and 12 of the year. So, there are differences and student's personalities are also different)

I : Baik Ibu, terimakasih atas jawabannya. Untuk rangakaian pertanyaannya ini sudah selesai Bu. Terima kasih sudah meluangkan waktunya.

(Ok mom, thank you for the answer these series of questions, ma'am. Thank you for taking the time.)

LS : Oh iya, sama-sama. Semoga lancer skripsinya yaaa

(My pleasure, good luck for your thesis!)



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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Madrasah : MAN 2 KOTA MALANG
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Song
Kelas/Semester : 10/2
Alokasi Waktu : 3 JP x 1

I. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan strategi **Lyrics Breakdown and Analysis**, yang meliputi metode menganalisa dengan pendekatan saintifik, peserta didik dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan suatu lagu yang peserta didik sukai dan sesuai dengan personal experience siswa kelas X, sesuai dengan konteks penggunaannya. Peserta didik dapat dapat engolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan mengembangkan sikap/karakter. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman serta dapat mengembangkan kemampuan berpikir kritis, berkomunikasi, berkolaborasi, berkreasi (4C) dan berliterasi.

II. Langkah – langkah Pembelajaran

Pendahuluan

- Peserta didik diberikan daftar pertanyaan yang berkaitan dengan materi
- Disajikan contoh-contoh lagu
- Peserta didik diminta untuk menjawab pertanyaan-pertanyaan yang disajikan

Kegiatan Inti


- Peserta didik melengkapi lirik yang rumpang sebagai listening section
- Peserta didik secara menganalisis struktur dan pesan moral lagu
- Peserta didik secara bersama-sama menganalisis unsur kebahasaan
- Peserta didik secara individu membuat new vocabulary list
- Peserta didik berdiskusi terkait hasil listening dan analisis mereka


Penutup

- Peserta didik dan guru berdiskusi bersama terkait isu yang dibicarakan di dalam lagu
- Peserta didik diberikan klarifikasi terkait fungsi sosial, struktur teks dan unsur kebahasaan teks
- Reflection dan penegasan kembali tujuan pembelajaran

Malang, Maret 2023
Guru Mata Pelajaran

Nurul Izza

	<h2>LESSON PLAN</h2> <h3>“Stand by me”</h3>
<p style="text-align: center;">IDENTITY</p> <p>SCHOOL : MAN 2 KOTA MALANG</p> <p>SUBJECT : ENGLISH</p> <p>GRADE/SEMESTER : R : XI/II</p> <p>TIME ALLOTMENT : 6 * 45 Minutes (3 Meetings)</p> <p>TOPIC : Song lyrics related to the youth life</p> <p>BASIC COMPETENCIES : 4.9 Developing or constructing song lyrics related to the youth life by referring to the social functions, text structures, and language features contextually.</p> <p>TEACHING RESOURCES :</p> <ol style="list-style-type: none"> BSE Bahasa Inggris kls XI Kemendikbud revisi 2017 Chapter 5 p.61 https://bsd.pendidikan.id/data/2013/kelas_11sma/siswa/Kelas_11_SMA_Bahasa_Inggris_Siswa_2017.pdf 	<p>LEARNING OBJECTIVES</p> <ol style="list-style-type: none"> Students are able to determine the social functions, and language features of the song lyrics related to the youth life Students are able to arrange Developing or constructing song lyrics related to the youth life by referring to the social functions, text structures, and language features contextually Students are able to perform their song analysis by referring to the social functions, text structures, and language features contextually <p>LEARNING MATERIALS</p> <p>PPT, Video, students’ worksheet, Pen and Pencil</p> <p>LEARNING ACTIVITIES (MEETING 2: 2 *45 MINUTES)</p> <p>WARM UP (20 minutes)</p> <ol style="list-style-type: none"> Greeting, praying, and checking students’ attendance Students listen some songs played and guess the title and the singer of the song Students sing a song “We shall overcome” together Students search one of their favorite English song after the teacher gives motivation about the learning objective <p>PRESENT (70 minutes)</p> <p>This activity has been done in the first meeting</p> <p>PRACTICE</p> <ol style="list-style-type: none"> Students identify their favorite song individually Students draft a song in mind mapping by referring to the social functions, song structure, and language features after the teacher briefly explains the materials Students adapt and rearrange or create a new short lyric based on their favorite song Students consult their mind mapping and new short lyric of the song they have made to the teacher before presenting them <p>PERFORM/PRODUCE</p> <p>This activity has been done in the third meeting</p> <p>EVALUATIONS</p> <ol style="list-style-type: none"> Behavior: Observation on participation in completing the task Knowledge: Quiz and Writing song analysis Skill: Performance on students song analysis (Speaking Practice) <p>APPROVED BY</p> <p>Principal, _____ Teacher, _____</p> <p><u>Drs. Mohammad Husnan, M.Pd</u> NIP.19621101 199003 1 007</p> <p><u>Lina Susanti, S.Pd</u></p>

		LESSON PLAN				
<p style="text-align: center;">IDENTITY</p> <p>SCHOOL : MAN 2 KOTA MALANG</p> <p>SUBJECT : ENGLISH</p> <p>GRADE/SEMESTER : XI/II</p> <p>TIME ALLOTMENT : 6 * 45 Minutes (3 Meetings)</p> <p>TOPIC : Song lyrics related to the youth life</p> <p>BASIC COMPETENCIES : 4.9 Developing or constructing song lyrics related to the youth life by referring to the social functions, text structures, and language features contextually</p> <p>TEACHING RESOURCES : 2. BSE Bahasa Inggris kls XI Kemendikbud revisi 2017 Chapter 5 p.61 https://bsd.pendidikan.id/data/2013/kelas_11sma/siswa/Kelas_11_SMA_Bahasa_Inggris_Siswa_2017.pdf</p>		<p>LEARNING OBJECTIVES</p> <ol style="list-style-type: none"> 4. Students are able to determine the social functions, and language features of the song lyrics related to the youth life 5. Students are able to arrange Developing or constructing song lyrics related to the youth life by referring to the social functions, text structures, and language features contextually 6. Students are able to perform their song analysis by referring to the social functions, text structures, and language features contextually <p>LEARNING MATERIALS</p> <p>PPT, Video, students' worksheet, Pen and Pencil</p> <p>LEARNING ACTIVITIES (MEETING 3: 2 *45 MINUTES)</p> <p>WARM UP (20 minutes)</p> <ol style="list-style-type: none"> 1. Students sing a song before being asked to perform their dialog 2. Students collaborate each other regarding their own mind mapping and new short lyric of the song <p>PRESENT (70 minutes) This activity has been done in the first meeting</p> <p>PRACTICE This activity has been done in the second meeting</p> <p>PERFORM/PRODUCE</p> <ol style="list-style-type: none"> 1. Students perform their own mind mapping and new short lyric of the song to practice their speaking skill 2. Students do a quiz as daily test after presenting their own mind mapping and new short lyric of the song <p>EVALUATIONS</p> <ol style="list-style-type: none"> 4. Behavior: Observation on participation in completing the task 5. Knowledge: Quiz and Writing song analysis 6. Skill: Performance on students song analysis (Speaking Practice) <p>APPROVED BY</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Principal,</td> <td style="width: 50%; border: none;">Teacher,</td> </tr> <tr> <td style="border: none;"> <u>Drs. Mohammad Husnan, M.Pd</u> NIP.19621101 199003 1 007</td> <td style="border: none;"> <u>Lina Susanti, S.Pd</u></td> </tr> </table>	Principal,	Teacher,	 <u>Drs. Mohammad Husnan, M.Pd</u> NIP.19621101 199003 1 007	 <u>Lina Susanti, S.Pd</u>
Principal,	Teacher,					
 <u>Drs. Mohammad Husnan, M.Pd</u> NIP.19621101 199003 1 007	 <u>Lina Susanti, S.Pd</u>					



Pre-listening activity



Pre-listening activity



While-listening activity



While-listening activity



Post-listening activity



Post-listening activity



Z



Appendix 9 Student Identity

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