

THESIS

EXPLORING TEACHER'S STRATEGIES IN TEACHING LISTENING

AT JUNIOR HIGH SCHOOL (A CASE STUDY IN MTsN XZ)

By

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC

UNIVERSITY MALANG

2024

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THESIS

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of The Requirement of the Degree of English Language Teaching (S.Pd) in
English Education Department*

By

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ENGLISH EDUCATION DEPARTMENT

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2024

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AT JUNIOR HIGH SCHOOL (A CASE STUDY IN MTsN XZ)

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Assalamu'alaikum Wr. Wb

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APPROVAL

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Declare that:

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2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any person.
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Malang, 5 Juni 2024

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MOTTO

“Don't enjoy making others sad; what's so difficult about making others happy?”

“If you complicate other people's affairs, your own affairs will also be complicated”

~ Ozair¹⁹²²

THESIS DEDICATION

I dedicate this thesis especially to my beloved family, my father Isa Ali Ridho (Alm), my mother Hanifah Abbas, my brothers Adam and Ibrahim and my sister Eqlimah also all my family who have supported, encouraged, motivated and prayed for me. I also dedicate this thesis to Nur Fitria Anggrisia as the thesis supervisor, who always helps and provides helpful guidance and suggestions so that I can complete my thesis well

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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

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 = z	غ = g	ي = y
ر = r.	ف = f	

B. Long Vocal

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

C. Diphthong Vocal

أو	= aw
أي	= ay
أو	= û
أى	= î

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ABSTRACT

Ozair. 2024. Exploring Teacher's Strategies in Teaching Listening at Junior High School (A Case Study at MTsN XZ). Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang.

Advisor: Nur Fitria Anggrisia, M.Pd

Keywords: Teacher Strategy, Teaching Listening, Listening Skills

English is an important aspect that cannot be separated as an essential role in education. English also give character to someone who has mastered the four basic skills studied, especially listening skills. In ESL learning, the teacher's role in activeness and skills greatly influences student learning outcomes. One way is to use learning strategies to deliver material and support it with appropriate media. The subject of this research with single English teacher excellent class in MTsN XZ. This research uses qualitative research methods with descriptive analysis. The application of this method aims to describe the strategies used by teacher in listening learning. This research also uses observation, interviews, and documentation instruments. Data was collected through observation and interviews, then selected and presented in a descriptive form and concluded to answer the problem formulation in this research. In this research, the metacognitive strategy was used by the excellent ninth-grade English teacher at MTsN XZ that help student awareness higher. The metacognitive strategies used by teacher positively impact student learning outcomes in the classroom. Apart from that, several factors cause teacher to experience problems in learning to listen. The strategies used by teacher show a positive impact on student learning outcomes when teacher use metacognitive strategies in listening learning; this indicates that students' understanding of listening learning grows, they are motivated and active in the classroom, and they can answer questions and solve problems. These results show that the use of metacognitive strategies in listening learning for the ninth-grade at MTsN XZ is appropriate for the listening learning stages.

ABSTRAK

Ozair. 2024. Exploring Teacher's Strategies in Teaching Listening at Junior High School (A Case Study at MTsN XZ). Skripsi. Jurusan Pendidikan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Nur Fitria Anggrisia, M.Pd

Kata Kunci : Strategi Guru, Pembelajaran Menyimak, Kemampuan Menyimak

Bahasa Inggris merupakan satu aspek penting yang tidak dapat dipisahkan sebagai peran penting dalam pendidikan. Bahasa Inggris juga akan memberikan sebuah karakter terhadap seseorang yang telah menguasai empat kemampuan dasar yang dipelajari terutama dalam kemampuan mendengar. Pada pembelajaran ESL, peran guru dalam aspek keaktifan dan keterampilan sangat mempengaruhi hasil belajar siswa. Salah satu cara yaitu dengan menggunakan strategi pembelajaran sebagai metode untuk menyampaikan materi serta didukung dengan media yang sesuai. Subjek pada penelitian ini pada single guru Bahasa Inggris kelas unggulan di MTsN XZ. Penelitian ini menggunakan metode penelitian kualitatif dengan analisis deskriptif. Penerapan metode tersebut memiliki tujuan untuk mendeskripsikan strategi yang digunakan oleh guru dalam pembelajaran menyimak. Penelitian ini juga menggunakan instrument observasi, wawancara, dan dokumentasi. Pengambilan data yang dilakukan melalui kegiatan observasi dan wawancara kemudian diseleksi dan disajikan dalam bentuk deskriptif serta disimpulkan untuk menjawab rumusan masalah yang ada pada penelitian ini. Pada penelitian ini, strategi yang digunakan oleh guru Bahasa Inggris kelas sembilan unggulan di MTsN XZ yaitu strategi metakognitif yang membantu siswa dalam kesadaran berpikir menjadi lebih tinggi. Strategi metakognitif yang digunakan oleh guru memberikan dampak positif terhadap hasil belajar siswa didalam kelas. Selain itu, ada beberapa faktor yang menyebabkan guru mengalami masalah dalam pembelajaran menyimak. Strategi yang digunakan guru menunjukkan dampak positif terhadap hasil belajar siswa bahwa ketika guru menggunakan strategi metakognitif dalam pembelajaran menyimak, hal tersebut menunjukkan bahwa pemahaman siswa dalam belajar menyimak menjadi meningkat, termotivasi, dan aktif didalam kelas, mampu menjawab pertanyaan, serta menyelesaikan masalah. Dari beberapa hasil tersebut, menunjukkan bahwa penggunaan strategi metakognitif dalam pembelajaran menyimak kelas Sembilan unggulan di MTsN XZ sudah sesuai tahapan pembelajaran menyimak.

مستخلص البحث

عزير. 2024. استكشاف استراتيجيات المعلم في تدريس الاستماع في المدارس الإعدادية (دراسة حالة في MTsN XZ) (البحث العمي، قسم تدريس اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المستشارة: نور فيتريا أنجريسيا، الماجستير

الكلمات الدالة : استراتيجيات المعلم، التعلم بالاستماع، القدرة على الاستماع

تعتبر اللغة الإنجليزية جانبًا مهمًا لا يمكن فصله عن دور مهم في التعليم. ستعطي اللغة الإنجليزية أيضًا شخصية للشخص الذي أتقن المهارات الأساسية الأربع التي تمت دراستها، وخاصة مهارات الاستماع. في تعلم اللغة الإنجليزية كلغة ثانية، يؤثر دور المعلم في جوانب النشاط والمهارات بشكل كبير على نتائج تعلم الطلاب. إحدى الطرق هي استخدام استراتيجيات التعلم كوسيلة لتوصيل المواد ودعمها بالوسائط المناسبة. في هذا البحث، كانت الإستراتيجية هي الإستراتيجية ما وراء المعرفة. MTsN XZ المستخدمة من قبل معلم اللغة الإنجليزية المتفوق للصف التاسع في إن الاستراتيجيات ما وراء المعرفة التي يستخدمها المعلمون لها تأثير إيجابي على نتائج تعلم الطلاب في الفصل الدراسي. وبصرف النظر عن ذلك، هناك العديد من العوامل التي تجعل المعلمين يواجهون مشاكل في تعلم الاستماع. يستخدم هذا البحث أساليب البحث النوعي مع التحليل الوصفي. ويهدف تطبيق هذه الطريقة إلى وصف الاستراتيجيات التي يستخدمها المعلمون في التعلم الاستماعي. يستخدم هذا البحث أيضًا أدوات الملاحظة والمقابلات والتوثيق. وتم جمع البيانات من خلال الملاحظة والمقابلات، ثم تم اختيارها وعرضها في شكل وصفي واستخلاصها للإجابة على صياغة المشكلة في هذا البحث. تُظهر الاستراتيجيات التي يستخدمها المعلمون تأثيرًا إيجابيًا على نتائج تعلم الطلاب، حيث أنه عندما يستخدم المعلمون استراتيجيات ما وراء المعرفة في التعلم الاستماعي، فإن ذلك يدل على أن فهم الطلاب في التعلم الاستماعي يزداد، وأنهم متحمسون ونشطون في الفصل الدراسي، وقادرون على الإجابة على الأسئلة وحل المشكلات. ومن هذه النتائج تبين أن استخدام استراتيجيات ما وراء المعرفة في تعلم مناسب لمراحل تعلم الاستماع MTsN XZ للاستماع للصفوف التسعة الأولى في مدرسة

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains several essential points related to the introduction: Background of the study, research questions, research objectives, scope and limitations of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

Language and education are very important and inseparable things which are the main tools in education (Yulia, 2011). In the era of globalization, language is an important aspect in daily life for the purposes of education, business, and as a means of connecting information between countries through communication media. When someone is able to master a foreign language well, that person be able to compete with other languages and other countries for certain interests.

In education, English can also be used as a main or supporting subject and give characteristics to someone who has mastered a language such as English. English as an international language has four skills that must be mastered, they are listening, writing, reading and speaking skills. From the skills above, it is an important thing to master when English language learners learn English which has an impact on the ability to create information and communication.

English mastery in academics cannot be separated from the implementation of the teacher's strategies used during the learning process. According to Kurnia et al. (2022) that teacher strategies are very important for successful learning in delivering material to students. In

implementing the strategies applied by the teacher, it is hoped that students will be able to master English language skills and correctly process the English material taught by the teacher. Kurnia et al. (2022) added that the teacher's role is very important as a designer and guide of learning, especially in teaching listening skills. In this case, the teacher's strategy used in English learning activities greatly influences the student's learning process to get the material correctly on students' listening skills.

Martoredjo (2014) explains that listening can be interpreted as a person's physiological process which involves receiving stimuli. By stimulation, the listener will be able to absorb the stimulus and then process it in a certain way given the time and signals received. Hidayani (2022) states that listening is truly capturing sounds in order to understand the meaning of messages conveyed by other people when communicating. Mastering language and understanding it is a basic tool for communicating, which exchanging messages to create meaningful understanding. Overall, listening is the process of receiving a sound stimulus by understanding the meaning of the stimulus in order to create good communication between the speaker and listener. This has been explained in a hadith:

إذا جالست فكن على أن تسمع أحرص منك على أن تقول , و تعلم حسن الاستماع
كما تتعلم حسن القول , و لا تقطع على أحد حديثه

And said Al Hasan Al Basri رحمه هلا :

"When you are in assembly, you should be more eager to listen than to speak. And learn how to listen well as you learn how to speak well. And don't interrupt someone's conversation".

It can be concluded from this hadith that the importance of listening to knowledge in assemblies or lessons will greatly influence understanding at the core of the discussion of the activity so that students are able to understand and learn the material presented. A good learning activity is that the teacher provides material and students listen.

The teacher's strategies used in the educational process implemented should provide good feedback. If the teacher's strategy is implemented correctly when delivering the material, the listening activity will run well and can help students understand the meaning of the material. Rui Li (2022) states that in the development of English which is able to provide growth in speaking and reading, English is also a foreign language (EFL) or second language (ESL) which is something valuable and very important as a listening skill. Listening is able to give someone a space to exchange what they express and is also able to provide empathy for what is in those words (Staddon, S. et.al, 2023). Overall, it can be concluded that with the right teacher strategy in delivering the material, it can help students understand the material to master speaking and reading skills as well as listening skills.

Implementing appropriate teacher strategies in the learning process will have an impact on student learning outcomes. However, there are still many teachers who provide listening material using inappropriate

methods, making students feel bored and not interested in participating in the learning process. The students in beginning level who are learning English as a second language need more guidance from the teacher because they consider learning English as a new learning. Novitasari (2023) explains that foreign language learning is a process of learning new language and vocabulary which aims to help students communicate using new words, especially in the academic field. Novitasari (2023) also added that apart from learning a new language, mastering new vocabulary is an important aspect when learning a new language. It can be interpreted that in the process of learning a new language to master the language and vocabulary, the application of teacher strategies is essential in students' success in acquiring new knowledge.

Teachers are expected to be able to prepare and organize the strategies used for teaching so that learning activities run appropriately, including the use of technology during the learning process (Putri, 2023). According to Moto (2019) that teachers are required to be more professional in using strategies for technological developments. Moto added that the 4 aspects that must be mastered by professional teachers are pedagogical, personality, social and professional competence. When the learning process is carried out, the teacher's role in teaching activities is the main thing in the success of these activities.

Teacher strategies in using technology are related to the quality of teachers in using learning media. The strategies used are very important in the classroom learning process to solve temporary problems and it is also hoped that effective learning objectives will be realized. According

to Teni Nurrita (2018) that in essence learning media is one of the tools as a learning system which is a core part and the use of media must be appropriate when choosing media that will provide positive results when the media is used. Melalolin (2020) mentioned that learning media functions as a tool that can provide and manage information to achieve learning goals. It can be seen that if there is a good learning process, teachers also need appropriate strategies when using learning media that can provide satisfactory results when learning activities take place. Therefore, using appropriate technology will stimulate learning and student motivation will grow.

On the other hand, the teacher's lack of ability to carry out the learning process using media will result in various difficulties that cause obstacles to the learning process. According to Tafonao (2018) that teachers who do not implement learning media regarding the strategies used in learning activities will experience difficulties, such as:

- (1) Assuming that the use of learning media requires preparation.
- (2) Thinking that learning media is a sophisticated and expensive item.
- (3) Lack of technology knowledge.
- (4) Assuming that media is material for entertainment and learning is required to be serious.
- (5) Unavailability of equipment at school and materials to create learning media.
- (6) Lack of understanding of the importance of using learning media.
- (7) Lack of knowledge and ability to create learning media.
- (8) Lack of skill and creativity in using learning media.

(9) Lack of time to create learning media.

(10) Only focus on the lecture learning method rather than using learning media.

Tafonao (2018) also added that using learning media should produce effective learning outcomes. Lack of implementation of learning media, students will feel bored in learning because teachers are less creative in using learning media.

Teachers' lack of mastery in using technology in the learning process should initially aim to foster students' passion for learning, making students less enthusiastic about learning and finding it difficult to digest learning material (Euis, 2020). According to Izqy (2019) that when teachers choose learning media, it must essentially be in accordance with the learning objectives in order to achieve the learning objectives. In conclusion, the teacher's strategy and the use of media applied in listening activities greatly influence students' concentration in learning a new language in order to obtain new English vocabulary which can broaden students' insight in mastering a new language.

Teacher strategies in learning English for listening skills can use various strategies when delivering material, such as using audio, visual or audio-visual media. In accordance with the first research from Edy Pratama (2018) mentioned that the results of the teacher's strategy in teaching listening skills for vocabulary using cognitive strategies, namely (repeating, and drilling, picture, game, translation), were declared successful in increasing students' motivation to acquire vocabulary. Meanwhile, meta-cognitive (think aloud) and socio-affective (pair work)

strategies are not very effective in increasing students' motivation in learning vocabulary. Secondly, Herlina (2021) stated that the strategies were successful in teaching listening by using the paying attention strategy in stages, while the strategies used by teachers when teaching the skills of using note taking and summarizing were still less attractive to students. Thirdly, Khairani Nisa (2022) mentioned that teaching listening using films was declared to be effective in helping students acquire new vocabulary and increase students' listening skills.

Based on previous studies above, the researcher is interested in analyzing the issue of implementation teachers' strategies in teaching listening skill in Junior High School. However, in preliminary research that the implementation of the teacher strategies at MTsN XZ experienced several obstacles by the teacher. Therefore, researcher will analyze the implementation of what strategies are used and analyze the problems that occur. To support research, researcher try to research this issue by conducting research and observing these strategies systematically and scientifically.

1.2 Research Question

Based on the background above, the researcher found a question as follows:

1. What are the teacher's strategies implemented by the teacher in teaching listening?
2. What are the problems experienced by the teacher and how to solve the problems in teaching listening?

1.3 Objectives of the Study

Based on the results of the research questions above, the objectives of this study include:

1. To investigate the implementation of teacher's strategies in teaching listening
2. To find out the problems of the teacher's strategies and investigate the solution to solve the problems in teaching listening

1.4 Scope & Limitations of the Study

This research focuses on investigating teacher strategies in teaching listening and focuses on teacher problems by implement the strategies in teaching listening. The limitations of this research will concern to single ninth grade English teacher in excellent class at MTsN XZ in teaching listening skills felt several challenges that might occur during implementation.

1.5 Significance of the Study

The results of this research will provide a significant theoretical and practical contribution to developing strategies for teaching listening skills and presents the implementation of teacher strategies to assist students in listening skills. For teachers, this research contributes as an innovation to teacher strategies related to students' awareness of listening skills and makes students more proficient in English.

1. Theoretically

Hopefully, this research can add insight into the learning used in the listening learning process in education and get new ideas for using appropriate themes that influence student learning outcomes in school.

2. Practically

a. For institution

It is hope that this research can be used as input in the use of teacher strategies and that the results of this study can improve the quality of education at school.

b. For students

Hopefully, this research will provide experiences that make it easier to improve their listening skills and understand learning material to improve student learning outcomes.

c. For Educators

Educators can use this research as new ideas and information for using strategies in teaching listening that can have a positive impact on student learning outcomes.

d. For further research

The results of this research can be used as an information reference to add insight and knowledge, and it is hoped that the results of this study will be used as material for further research.

1.6 Definition of Key Terms

To avoid mistakes, some keywords below to make it easier to understand this research:

1. Listening Skills: A listening skill in understanding and obtaining information from material and vocabulary in listening activities through the accurate implementation of teacher strategies and the use of media in the listening learning process.

2. Teaching Listening: Teaching listening is a way, method or technique implemented by teacher during listening activities by implementing learning strategies.

3. Teacher Strategies: Teacher strategy is a work plan set to achieve specific goals and objectives learning and teaching. In this research, teacher strategies are the teacher's methods or techniques used during listening skills learning.

CHAPTER II

LITERATURE REVIEW

In this section, the researcher will discuss theories that are appropriate to this research into several concepts. This section discusses the concepts of teacher strategies, listening skills, and previous studies. Each section will explain many branches that correspond to the following concepts.

2.1 Listening Skills

Listening skill is the process of understanding the content of the material presented by the speaker, especially in learning English. Apart from that, listening ability is the process of obtaining new information to build knowledge of English from several sources (Miftakh, 2015). Meanwhile, Hanafi (2022) states that listening is the process of receiving information in order to understand the content of the material presented and the most important position in getting information conveyed to a person's mind to be expressed in speech and this skill is a basic aspect of mastering the four English language skills.

The statement above shows that students who learn English must master the basic aspects, namely listening skills before they learn the next skills. This will help students to be able to search and obtain information from any source to be understood by the mind and conveyed through language speech.

2.2 Teaching Listening

In this section, the researcher will explain several aspects related to teaching listening, such as principles of teaching listening, models of teaching listening, learning process of teaching listening, and learning stages of teaching listening.

2.2.1 Principles of Teaching Listening

In teaching listening, several principles must be considered before the teacher provides learning material. These principles are expected to be able to help teachers and provide contributions that will help the learning process run effectively and efficiently. According to Wang (2018) that there are three principles as follows:

- a. The first principle in teaching listening is that teachers must choose material that suits students' needs and levels. Teachers must pay attention to the material chosen because each student has different needs which will affect student learning outcomes. Apart from that, teachers can use listening materials such as video cassettes, BBC news, films, music, and so on. Furthermore, the teacher must be able to make the learning process easy by preparing the material and listening to the material before delivering it in class so that the teacher knows the problems students experience when the material is explained by the teacher.

Wang (2018) added that there are two types, the first is direct presentation which is often called face-to-face. This method is done by providing as much communicative input as possible to students as listening practice. This tool helps students to guess or analyze messages with non- verbal clues (expressions, gestures). Teachers who use this method according to students' level of listening ability will be able to help adjust difficulties and simplify the message conveyed.

Second, namely providing material through any (authentic) text which, when produced is capable of meeting communicative needs in real life. However, original material using this method is very difficult and makes it

difficult for students to find the appropriate text. On the other hand, it can help students become advanced learners and provide opportunities to practice listening according to the conditions they face. However, with the two methods above, teachers must pay more attention to students' levels in choosing authentic material and spend extra time to understand the material first.

b. The second principle is to provide listening instruction by planning tasks and exercises that are appropriate for students. When planning training, teachers are required to pay attention and consider several factors such as students' conditions and minimize the difficulties students will experience, and be able to overcome the problems students face. Next, namely by planning exercises that are appropriate to the nature of the class, the number of students, and also class equipment. The last one is how the teacher tries to arouse students' interest and motivation when participating in listening lessons. The fundamental factor determining the success of learning is motivation which influences students to be more confident in practicing students' listening skills.

c. The third principle, teachers must focus on students to help build listening habits. This is related to the ability to master students' English language skills. A good teacher does not have to focus on the mistake students make, but teachers must provide knowledge that can build and encourage students to get information that they can solve easily.

Thus, their common sense will work according to understanding making it easier for them to listen successfully.

2.2.2 Models of Teaching Listening Skills

Hanafi (2022) states that in the listening learning model, several models must be considered, such as:

a. Intensive Model

The intensive listening model is an activity carried out with conditions, full attention, and thoroughness that helps students understand the material well. In this way, it will help students improve their listening skills more widely (Rambe, et al. 2022). This model has several characteristics that can be displayed in the form of questions that lead to understanding facts, summaries, and relate to logical problems.

The intensive model is very important because it directs students' attention to their knowledge in the understanding process to improve students' abilities. In this case, the teacher must arrange these activities with variations according to the level of student ability such as giving assignments (Cecilia, 2016).

b. Extensive Model

In the extensive model, it is a more general listening activity that provides freedom for learners to acquire language flow, vocabulary, and language structures according to their capacity to understand. However, in this model, the teacher still plays a role in the learning process by providing direction to students to find discussion topics.

Teachers who provide extensive learning models can implement learning activities using the text provided and containing subtitles or transcripts to find student understanding (Hidayanti, 2019).

2.2.3 Learning Process of Teaching Listening Skills

In carrying out the process of teaching listening, there are several strategies that teachers must master, such as:

a. Bottom-Up Process

Bottom-up is a process that focuses on using message input as a basis for understanding messages from incoming sensory data directly. The initial process begins, namely sensing and analyzing the sensory data received which will then be sent to the brain to be processed to be understood by the listener (Akbar, 2020). By applying the Bottom-Up Process correctly, students will feel interested in listening activities in class which are useful for building understanding starting from the smallest units such as phonemes, words, phrases, clauses, and sentences. Focusing on specific things in detail in the listening process to identify word order patterns obtained by students.

Apart from helping in building students' understanding, this process will also help students to improve their listening skills to find the main idea and detailed information from the text and be able to find new words in a text provided by the teacher.

b. Top-Down Process

This process is the initial process of listeners in using their knowledge. This refers to how to remember previous information in interpreting a message from meaning to the language of the speaker, different from the bottom-up process from language to meaning.

According to Woottipong (2014), the top-down process is a processing of predictions and inferences based on facts to be understood before understanding a meaning. Therefore, this process is based on the listener's

background knowledge of information about the discourse, situational, or contextual, script. This technique aims to help listeners hear the main idea, make conclusions, and summarize.

2.2.4 Learning Stages of Teaching Listening Skills

Mandarani (2016) explains that when teaching listening, there are three parts to implementing learning activities in class, namely *pre-listening*, *while listening*, and *post-listening*.

a. Pre-Listening

Pre-listening is a beginning or preparation for teaching listening. In this case, the teacher sets objectives and prepares the linguistic listening material or background knowledge needed, and determines the process (top-down or bottom-up) that will be used. With a well-arranged plan, students will be able to know what type of listening they are listening to and know the purpose of listening to the material.

b. While Listening

This activity is related to the text that students use when teaching listening. When teachers apply a top-down process, students are directed to determine what things are considered important and not important. In this case, teachers must help to predict and understand what students will get in listening activities. Next, the teacher directs students to focus on text elements that are important to create understanding.

In this case, teachers should not only focus on students' work results. However, when teachers use bottom-up, teachers must direct students in the listening process, monitor difficulties, and determine class assignments to develop students' accuracy in listening, such as accuracy in vocabulary,

sounds, and word meanings.

c. Post Listening

This activity is a teacher's part in giving assignments and asking questions. In addition, students must actively participate in doing assignments and encourage students to respond to what they hear in discussion activities. After that, the teacher provides time for questions and answers to students in deducing the meaning of new words from a context that has been studied to strengthen students' ability to infer new words in certain contexts.

The final part of post-listening is for the teacher to evaluate the students to get maximum results from the listening activities that have been completed.

2.3 Teacher Strategy

In this section, the researcher explains the definition of teaching strategies and types of teaching strategies. In this context, the success of learning in the classroom depends on how teachers choose and implement strategies, especially in teaching listening skills.

2.3.1 Definition of Teacher Strategy

The teacher is the main actor who influences the learning process and important role in the classroom. Teachers in the learning process as educators are expected to be able to provide their best expertise to convey lesson material (Hapsari, et al. 2019). In providing learning materials, the quality and abilities of teachers are needed for the success of the classroom learning process.

Apart from that, before teaching the teacher must prepare several things and prepare learning materials. After that, the teacher must implement strategies

in the learning process so that it can run effectively and follow the targets to be achieved.

Strategy is a method or technique implemented in learning. Strategy can be defined as specific actions, steps, techniques, and behavior to utilize information aimed at developing competence and as rules for controlling student learning (Holidazia, 2020). Meanwhile, learning strategies are procedures or techniques and learning methods used to achieve effective and efficient learning goals (Syahputra, 2014). Using strategies in the learning process you will be able to optimize teacher creativity in preparing material using good teaching methods to achieve effective and efficient goals according to students' needs.

According to Maisyanah (2020), strategy is a learning process carried out by teachers in a planned and systematic manner to achieve certain goals. A strategy becomes important when learning is carried out to convey material easily and regularly. Teacher strategy is the way teachers implement strategies in the classroom of several types that have been determined to optimize the learning process. The choice of the type of strategy that the teacher implements in the classroom is an important reason for providing effective learning outcomes.

According to Alfiah (2020) that teacher strategies are all plans that have been prepared to carry out activities and have been designed by the teacher to achieve learning goals.

This is reinforced by Magdalena (2020) that teacher strategy is how the teacher chooses and implements strategies in the classroom and the teacher has the main, dominant role. This is also related to the creativity that teachers have in implementing strategies.

Based on the explanation above, when teachers who teach listening experience difficulties, listening activities will not provide appropriate learning. Kurniawati (2015) explained that there are several factors that cause teachers to experience difficulties in teaching listening. This is strengthened by the opinion of Ernitta (2022) which states that there are two factors that cause teachers to have difficulty when teaching listening activities, namely two factors such as internal factors and external factors. In conditions like this, the role of teachers is very necessary to find ways to solve the problems they face with their creativity.

Overall, when teachers choose strategies and implement them in the classroom, this is the main reason for achieving the goals of an effective and efficient learning process and can help students acquire material well and be able to grow student motivation. Because when teaching listening the teacher cannot solve the problems experienced, the learning outcomes cannot be achieved.

2.3.2 Types of Teaching Strategies

Syahputra (2014) explains that teaching strategies have their characteristics which are divided into several types which have their respective tasks and goals. As follows:

a. Memory Strategy

This strategy utilizes the learner's knowledge and experience involving memories and previous events. Meanwhile, Purnamasari (2018) explains that memory is the ability to re-express memories involving past events to express experiences that have occurred. On the other hand, this strategy can be called repeating previous learning by using movements to help students remember and understand. Based on the above, this strategy in the learning

process will be able to help students recall the material that has been taught and solve problems experienced by students.

Purnamasari (2018) also added that memory is divided into several types, *the first* is short-term memory which is caused by temporary changes in the way neural activity works which causes signals to travel temporarily in the brain circulation. Two possibilities will happen to short-term memory, namely that there will be a forgetting effect or the memory will be transferred to long-term memory. *The second*, long-term memory, occurs during permanent structural changes in the workings of nerves. In this memory, student will be able to store memories for a matter of days or be able to store memories with a large capacity, have a long period, and tend not to be forgotten.

b. Cognitive Strategy

Cognitive strategies are strategies used to process thoughts in achieving a goal such as reading comprehension, problem-solving, making decisions, and thinking processes (Djubaedah, 2022). On the other hand, Masruroh (2023) states that cognitive strategies are a tool that can help in solving problems in the learning process and tasks.

Based on the statement above, it can be concluded that cognitive strategy is a strategy applied by teachers for learning activities related to students' thinking power through several ways in analyzing activities, doing assignments, and practicing to produce new language in solving problems experienced by students.

c. Metacognitive Strategy

Syahputra (2014) stated that metacognitive strategies relate to students'

learning knowledge through their techniques or ways of dealing with and managing material. Cao Z (2020) states that metacognitive strategies are strategies that can be implemented in various ways such as planning, organizing, monitoring, and evaluating learning and how students respond to the things they are facing. Apart from that, this strategy is related to self-awareness, self-planning, self-monitoring, self-regulation, and self-evaluation. From the explanation above, the metacognitive strategy used in the listening class is to unite a series of student skills in the scheme mentioned above which will create the expected learning process.

According to the explanation above, the aim is to measure students' abilities and train students to store and process new information in practice, and strengthen students' memory through subject matter carried out according to the level of metacognitive awareness through planning, monitoring, and evaluating. This can make students know their limitations and carry out self-introspection.

In this case, in addition to metacognition to understand one's own limits in thinking, all metacognitive activities are aimed at enabling students to reflect on what they already know, care about what they know, and what they do. This isn't just to assist students in building self-awareness, but also to provide valuable new information and key insights for teachers (Hammond, Austin, Cheung, & Martin, 2003). Different from Hammond's research, Pintrich (2002) presents a general framework of metacognition in three parts: first, students' knowledge of general learning strategies; second, thinking (knowledge about strategies); and third, their knowledge of cognitive tasks and when & why to use different strategies (knowledge of cognitive tasks,

appropriate contextual and conditional knowledge).

From the points mentioned above, there are numerous benefits when students receive metacognitive strategies provided by teachers. These benefits have a positive impact on students, enabling them to achieve good learning outcomes. This statement is supported by research conducted by Indarini (2003) on the benefits of metacognition in student learning:

The benefits of metacognitive knowledge include:

- **Improved Learning Abilities:** Having knowledge of metacognition helps individuals regulate their own learning processes, such as managing time, choosing appropriate strategies, and evaluating their understanding.
- **Problem-Solving Skills:** Individuals with good metacognitive knowledge tend to be more adept at tackling complex problems because they can monitor and regulate their thinking effectively.
- **Enhanced Self-Understanding:** Metacognitive knowledge helps individuals understand their strengths and weaknesses in the learning process, enabling them to develop more effective strategies to improve their performance.
- **Increased Learning Independence:** The ability to understand and manage one's own learning process makes individuals more independent in their approach to learning.
- **Improved Academic Performance:** Good metacognitive knowledge is often associated with improved academic performance because individuals can manage their time and resources more efficiently.

Thus, metacognitive knowledge not only enhances learning outcomes directly but also aids in developing skills necessary for success in various aspects of life

d. Socio-Affective Strategy

Socio-affective strategies are strategies related to the attitudes, feelings, and work of fellow learners to achieve learning goals. Meanwhile, according to Saedi (2013) socio-affective strategy is a strategy that involves students' feelings and thoughts interacting in the learning process to interact with each other on personal and social skills. Apart from that, Masruroh (2023) states that socio-affective strategies are strategies that students use in learning interactions with their classmates and through questions asked by teachers to understand the material and eliminate the anxiety experienced by students. Masruroh (2023) also added that this strategy is a tactic to get a good effect by emphasizing social aspects related to interaction, self-rewarding, self-encouragement, and student responsibility for completing learning tasks.

Overall, a socio-affective strategy is a strategy or tactic for processing learners' attitudes, feelings, and mental performance in interactions between classmates and interactions with teachers to get a good effect through questions and positive interactions to achieve learning goals.

2.4 Previous Study

The first study was conducted by Edy Pratama (2018) on teacher strategies for teaching listening in teaching English vocabulary at MTs Negeri 3 Mataram. This study uses qualitative research methods with observation, interviews, and recordings for the steps in data collection.

The purpose of this research is to analyze the questions asked regarding the strategies used by teachers in teaching listening, problems experienced by teachers, student obstacles, and problem-solving used by teachers.

The subjects of this research were three English teachers who taught at MTs Negeri 3 Mataram. The findings in this research were teachers' strategies used for listening learning, such as cognitive strategies (drilling, drawing, games, and translation) can help students build their motivation, focus on learning, and make students become easier to get the material presented. Meanwhile on socio-affective strategies (pair work), and metacognitive strategies (thinking aloud) there are still lack of feedback when implemented because it's still difficult to get students motivated, bored, and not focused on learning. The researcher not only mentions the strategies used but also describes how teachers implement these strategies in teaching listening.

The second study was conducted by Herlina (2021) regarding teacher strategies for teaching listening comprehension at SMA and MAN Serdang Bedagai. This research used qualitative methods by conducting observations, recordings, and interviews. The subjects of this research were two English teachers. This research aims to find out the teacher strategies use in teaching listening. The findings of this research indicate that the two teachers use different strategies. The first teacher used note-taking and summarizing strategies. Meanwhile, the second teacher only used the strategy of paying attention.

The third study was conducted by Khairani Nisa (2022) on teachers' strategies for improving listening skills. This research uses a literature study method by utilizing secondary sources in the form of journals, books, and

encyclopedias. This research aims to determine the effectiveness of teachers' strategies in using films to improve students' abilities. The results of this research show that the teacher's strategy applied in teaching listening using film media obtained effective results in improving students' listening skills. The results of the journal (1) Teaching and learning process using English film media with English subtitles can improve understanding and is very effective in improving students' listening skills, journal (2) this research provides a result of the teaching listening using the pre, while, post listening strategy gets effective results for students in learning listening skills, journal (3) the results of this research are that the use of film media in teaching listening has positive results in improving students' listening skills (4) the results of this research in teaching listening using English films, that effective results in improving students' listening skills (5). The results of this research using English films as media can improve students' English listening skills in teaching listening and improve students' speaking skills.

Based on previous research, there are similarities and differences with the research that will be carried out by researcher. The similarity between previous research and this research is that both discuss about teacher strategies in teaching listening and the method used is a qualitative method. On other hand, there are differences between previous research and this research.

In previous research, it was conducted in class conditions where the genders of the students were one or "mixed class". However, in this research, the class conditions at this school are separated by gender (men's class and women's class) or "segregated class".

This research conducted by the researcher because this school

implements an Islamic school because the location in an Islamic boarding school environment different with previous study that the researcher conducted the research in public schools. Apart from that, the next difference is in the number of participants observed and interviewed. In this research, there is only single English teacher who teach in excellent class, but in previous research there were more participants observed in regular classes. Based on the gaps found, researcher is interested in investigating the teacher strategies used, the problems experienced by teacher, and investigate the solution to solve the problems in teaching listening skills in MTsN XZ.

CHAPTER III

METHODOLOGY

In this section explains the research design, subject of the research, research instrument, data collection technique, and data analysis in this research.

3.1 Research Design

This research is to obtain information about the teacher strategies used in teaching listening at MTsN XZ. The Researcher will describe the strategies used by teacher using qualitative methods. According to Saragih (2022), qualitative research aims to explore the meaning contained in individuals or groups in social problems. This research is related to the teacher strategies implement in teaching listening. In addition, this research observe and explore the actions carried out by teacher as research subjects and teacher strategies as findings of this research. The researcher must explain their findings when they discover something in conducting research.

3.2 Subject of the Research

In line with the research focus mentioned, the subject of this research is single ninth grade English teacher at MTsN XZ. The reason the researcher chose this teacher because the teacher was the main officer in the excellent class and had longest experience in excellent classes. The researcher chose this research at MTsN XZ because this school has several categories of student class levels such as regular classes, religious classes, and excellent classes. In this case, based on gender homogeneous learning classes, male and female classes are separated.

In this research, the researcher only chose the excellent male class as a research observation. Because this class is excellent class and the

students are known to be more diligent and active in class. In addition, each class is adjusted between genders and this school is located in an Islamic boarding school environment.

3.3 Research Instrument

A research instrument is a tool that functions to help someone collect, measure and analyze data. Furthermore, the data is processed by researcher through several instruments such as observation, documentation and interviews to obtain appropriate research results (Masruroh, 2023).

Furthermore, according to Rahmaningrum (2022) human instruments are the main instruments used in qualitative research. In addition, the researcher is responsible for collecting the required data through secondary instruments such as interviews and observations.

In this research, the researcher used instruments to obtain data in the form of observations checklist, ten question interviews, and documentation. This is reinforced by the statement Baihaqi (2023) explain that obtaining data in qualitative research can be carried out by conducting interview and observations. Through the instruments above, it can help researcher in process of obtaining and collecting data

3.3.1 Observation

In this section, observation activities carried out in 2 observations using checklist observations in excellent male classes which are divided between male and female classes on 17 February – 18 February 2024.

Here, the researcher witness the learning process in the men's excellent class to find out information, understand, and investigate

the teacher's implementation of strategies in teaching listening. By recording how the teacher teaching listening, the strategies used, recording the stages of teaching and also documenting observations in the classroom. In this case, to find out the strategies used and the problems experienced by the teacher, on the other hand to find out solutions in solving problems in implementing these strategies.

3.3.2 Interview

Apart from observing the process of teaching listening in class through the implementation of teacher strategies, researcher also carry out interviews with English teacher in excellent classes. In this section, the researcher used ten (10) interview questions by questions interview adopt by Ruroh's research (2023) and apply semi-structured interviews. In this section, the researcher conducted the interview with Indonesian language, sort the order of questions, and then the researcher transcript the interview into English. The interview conducted on 17 February – 18 February 2024. This interview aims to investigate the implementation of teacher strategies and to find out the problems experienced when carrying out listening activities.

3.3.3 Documentation

In this section, besides observation and interviews, the researcher also used documentation. In this case, documentary study was utilized to complement the use of observation and interviews in this research. Documentation was gathered in the form of written records, worksheets, and other examples. In this

study, the researcher participated in classroom learning activities to obtain documentation as supplementary data to reinforce the stages of observation and interviews.

3.4 Data Collection

In this section, the data collection technique used by researcher was through observation of the teacher strategies used in teaching listening in class which carried out by English teacher in excellent classes. The aim is to analyze teacher strategies during the learning process. Furthermore, to support research needs, researcher follow the learning process carried out by the teacher and record (audio for interview and picture for observation) all activities in the field.

After conducting observations, the researcher conducted the interviews with the teacher in excellent male classes about the problems faced by the teacher in class during listening activities in excellent classes when using strategies implemented by the teacher.

Observation and interview activities carried out in 2 days using checklist observations and interviews with English teacher in excellent male classes which are divided between male and female classes on 17 February – 18 February 2024. Apart from that, researcher record audio during the interview process and take a picture for observation to support research data needs

3.5 Data Analysis

Data analysis in qualitative research, researcher can carry out analysis when the researcher enters the school. With this, it can help the researcher to have a handle on the data collection process (Sugiyono, 2013).

However, for qualitative research, the emphasis is more on being in the field where researcher carry out data analysis interactively and continuously. In this case, data analysis is divided into several parts, they are:

1. Data Reduction

In this section, after the researcher has obtained all the field results, the important data is summarized, selecting the main things, focusing on the important things, and making categorization. Thus, it can help researcher to summarize and focus the data.

2. Data Display

After all the data has been reduced, the next stage is data display. In this case, the researcher can present data in the form of narrative text, descriptions, charts, relationships between categories, and so on. With data display, the findings can be easily understood because they have been divided into several categories by the researcher and can help the researcher in carrying out the next stage. Presenting data using short narrative explanations is more recommended and can be supported using the forms mentioned above.

3. Conclusion Drawing / Verification

The final stage for data analysis is drawing conclusions and verification. After the researcher carries out observations and interviews related to the teacher's strategies used for listening activities and has passed the data reduction and data display stages, the researcher concludes the data that has been found in the field to answer a question found, such as:

- a. What are the teacher's strategies implemented by the teacher in teaching listening?
- b. What are the problems experienced by the teacher and how to solve the problems in teaching listening?

The researcher presents a table below at the stage of data analysis that carried out in this research:

Category	Implementation
Data Reduction	In this section the researcher summarizes and select important data from the observation and interview process regarding teacher strategies in teaching listening
Data Display	After the data has been reduced by the researcher, the next stage is data display which is presented in the form of a narrative explanation about the teacher's strategy in teaching listening.
Conclusion Drawing	After the two stages above have been carried out, the next stage is to conclude a research question to be answered in this research

3.6 Data Validity

In this section, after going through the three stages above, the researcher carried out the data validation process using the data triangulation process. This stage is necessary to obtain correct and reliable data. Sugiyono (2013) added that triangulation is divided into three, source triangulation, technique triangulation, and time triangulation.

In this session, the researcher applied data collection techniques using triangulation. In this case, triangulation was employed because the data was gathered from the same sources, namely through participatory observation, in-depth interviews, and documentation concurrently. The data triangulation process can be carried out by combining all data obtained from observations, interviews, and documentation related to teacher strategies in teaching listening.

CHAPTER IV

FINDING AND DISCUSSION

In this section, the researcher present findings and discuss the research results carried out in the field. This process involves several stages, such as observation, interviews, and documentation.

4.1 Finding

In this session, the researcher describes the results of his research from the questions that have been mentioned. *The first* is about strategies used in listening learning through interviews and observations with English teacher at MTsN XZ. *The Second*, the researcher described the difficulties experienced by teacher and how to solve these problems. The stages above were carried out to answer the questions in findings from this research.

4.1.1 The Strategies Used in Teaching Listening Skills

At this point, the researcher discusses the results of his research through observations and interviews with English teacher related to the strategies used by teacher when teaching listening activities. At the observation stage, the researcher found that the strategy implemented by the teacher was the metacognitive strategy. In this case, which means a strategy that can be implemented in various ways such as planning, organizing, monitoring and evaluating learning which is able to help students raise awareness of thinking and how students respond to the things they face. Not only metacognitive strategies but there are several ways used to optimize learning to achieve learning goals but still focus on using metacognitive strategies.

Sometime the teacher combines another strategy, for example, top-down, bottom-up, and socio-affective. Based on the results of these observations are in accordance with interviews conducted by the researcher with teacher at the school through questions: "What are the strategies do you implement in teaching listening?".

The teacher said:

So far, I am still not familiar with learning strategies in listening. Basically, what I often use in listening lessons is metacognitive strategies. But sometimes, I combine metacognitive with other strategies, such as bottom-up and top-down, from discussing general material to specific and vice versa from specific to general. I also use these multi-strategies according to the situation and conditions of each class. In group classes, I also use socio-affective strategies because, in this social learning, I know that several students have a higher level than other friends, so I will make them peer tutors in the class. He is also tasked with guiding classmates from what he understands. I also look at my classes because each class has different abilities. In excellent classes, I usually use multiple strategies; in regular classes, I depend on the class situation and the learning material's difficulty level because this is also very influential in choosing the strategy to be implemented.

In the interview statement from the English teacher above, it can be concluded that the teacher used metacognitive strategies when learning listening to provoke students' thinking awareness about their learning knowledge.

However, sometimes, the teacher combines several of the strategies that have been mentioned so that students can think more critically about the material presented by the teacher. Socio-affective strategies are sometimes used by teacher during class for group activities, with the aim that students with more knowledge can become peer tutors in the group so that students can exchange ideas in group discussions.

The teacher also added, *"If I enter a regular class, I will first look at the conditions and situation of the class and what strategies will be applied. "Based on accuracy in choosing strategies, it will also influence student learning outcomes."*



Picture 1. Pre-activity (teacher repeats previous material)

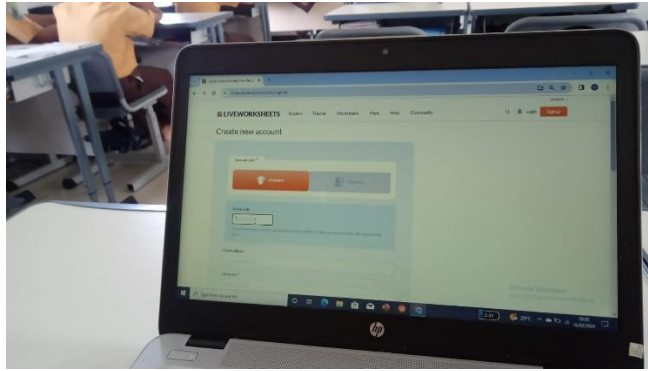


Picture 2. Students are appointed to the front to repeat the previous material

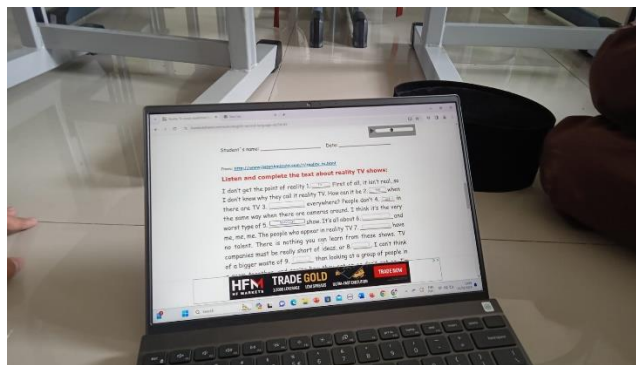
In the pre-activity, the teacher gave greetings and prayed together, asking how students were doing, such as "*how are you today?*", "*Are you happy today?*", "*Are you excited today?*". Next, the teacher brainstorms and repeats the material from the previous meeting regarding "childhood experiences". Next, the teacher appointed several students to tell their experiences in front of the class. The teacher also instructed students that those who could retell the story would get points, and students in the class were enthusiastic about raising their hands to retell their friends' experiences.

Based from the metacognitive strategy implemented by the teacher in listening activities, the teacher focuses more on how students concentrate on learning, are active in class, raise their hands and can answer questions from the English teacher. The activities carried out by teachers in the classroom to implement metacognitive strategies, according to Hammond et al. (2003), aim not only to build students' awareness but also to provide valuable information for teachers.

The results above are supported by observation activities when teacher taught listening and interviews with teacher at MTsN XZ on March 16 2024. In observation activities, the researcher observed how teacher taught from pre-listening to post-listening. In pre-activity activities, warm up by repeating previous material that was taught at the previous meeting. To start a discussion, the teacher asks questions, gives feedback, and points to students who can answer the questions. In the main activity, the teacher carries out activities using a laptop. Next, the teacher directs students to open the link, join the class on the link and open the available worksheet.



Picture 3. Join class



Picture 4. Live worksheet

The picture above shows an image and audio for students to play. In this case, the researcher asked questions such as: "What media do you use and how do you implement it?"

The teacher answered, "I use various media for listening activities, such as online worksheets, hardfile worksheets, songs, films, and short films. For the strategy that I use, I previously made a lesson plan."

In this activity, students can repeat the audio several times to understand the presented material. The media used by the teacher, apart from using online worksheets when observing, also uses other media that have been prepared previously.

English teacher added, "However, when using film media for listening activities, teachers prefer activities that increase students' passion (talent).

Film media use is still poorly implemented because the teaching time is relatively short compared to the films shown.

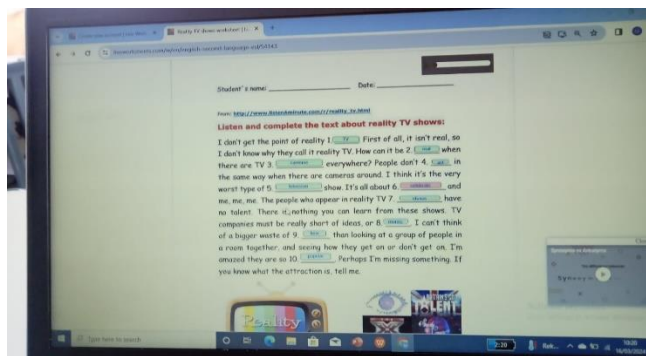
It can be concluded that English teacher often use various media for listening activities. Still, some media are rarely used for listening activities and for media that never use, such as movies, because they take longer in class. In contrast, the duration of Study time in class is very limited. In this case, teacher focus more on media that can minimize class time to achieve learning goals." *For short film media, I sometimes use it in the action genre without including translations in the short film but still display the original language of the media. My goal is for students' vocabulary to increase. "Sometimes when I use short films, I only play the audio without the visuals, which seems to make students more bored and not interested in listening."* the excellent class English teacher added.

Based on the above, the use of films which have a relatively long duration does not support the duration of teaching time in the classroom. On the other hand, short films are rarely used because time is limited, unlike films, which are never used in listening activities. When using short film media, when only the audio is played, students will find the difficult to imagine how the film happened and make students feel bored.

Apart from the metacognitive strategies used by teacher in excellent classes, sometimes the teacher combines metacognitive and socio-affective strategies.

Socio-affective strategy is a discussion strategy between two or more people and classmates. The teacher divides several groups and appoints students from these groups to be peer tutors who are considered to have a

higher understanding than other students whose job is to guide their friends. The aim is for all students to be able to interact and exchange ideas and help understand the material presented by the teacher. The excellent English teacher added, "*My method sometimes uses playing games in class, such as Bumble Bee, by whispering and dictation. Initially, I was the model in the activity, but then I turned it into simple text, using special words first and then into an explanatory text.*"



Picture 5. Students answer questions

Next, the observation activities carried out by the researcher were looking at activities in class during play activities. In this case, after students have listened several times to the audio provided, the teacher is directed by the teacher to answer several questions provided on the online worksheet through interlaced text questions. The worksheet provided contains the material in the form of recount text (television).

The assessment that students get when working on these questions will appear immediately when the question they are working on are completed.



Picture 6. The teacher repeats the material that has been studied

In carrying out his research, when the researcher took part in classroom learning activities at the main-activity stage after students had worked on the questions given, the researcher saw that the teacher asked questions such as *"Is the question difficult?" "Can you do it?" "Are there any difficulties when doing the question?" "Does the audio work well?"* as well as discussing the material that has been studied by students and the teacher appoints several students to answer questions given by the teacher such as *"What does the material discuss?"*, *"What text does the material include?"*. In this activity, the researcher found that students in the class were enthusiastic about raising their hands to answer questions, so the class activities made them active in learning activities. After that, the teacher provides feedback and additional value for activeness in the class for students who can answer questions from the teacher.

In observation activities, when the learning activity enters the post-activity stage, the teacher repeats the material that has been studied and asks questions such as *"Did you understand our material today?"* Next, students are directed to close and return the laptop to its place. Then, the teacher closed the listening learning activity with greetings, praying together and singing chants in the class.



Picture 7. Students and teacher sing chants

After participating in class activities (pre-, main, post-activity), the researcher asked, "Is there an improvement in student learning outcomes when you use this strategy in listening activities?"

The English teacher said: *"To use this strategy, thank God, students are more active in participating in activities because they must be more aware when in class. Apart from that, the teacher gives feedback in the form of additional marks if you can answer questions. However, I haven't been able to fully experience the problem of improving learning through listening. Because students also often go up and down when participating in listening lessons. However, they do assess skills and knowledge. If the skill assessment is from speaking and listening, I combine them. And I was still sorting it out in ninth grade because I was still using K13."*

So, from the teacher statement, it can be concluded that the teacher still does not fully feel the use of metacognitive strategies in listening activities. However, the overall learning activities of students, especially in English, are not just listening, so this can be known during the final assessment activities carried out by all teachers.

In this case, the researcher also asked the teacher: *"What advice do you have for other teachers in teaching listening activities using this strategy?"* This question was given to the teacher because the teacher preferred this strategy.

The English teacher said: *"In my opinion, the existing strategies are sufficient, and it's just that the teacher has to be active. If we don't want to be active and creative, our students will be passive in class. Don't just follow along; teachers must innovate so that the material and listening learning model will not be delivered well. Teachers have to learn and have more control than their students."*

Based on the statement above, according to the teacher, when the teacher teaches the classroom not only English, the teacher must have the ability to master the strategies and media that implemented in the classroom. Teachers who have these abilities will enable students to receive the material well. Apart from that, teacher activity and creativity also influence classroom learning activities because otherwise, students become passive when participating in learning activities.

Furthermore, a teacher's mastery of the material greatly influences students' understanding of the material presented. Therefore, teacher need to prepare and choose the materials and strategies used when learning in class, especially in listening activities.

The English teacher also added, *"The main thing underlying it is students' awareness of learning. Because if students are aware of learning, they will be able to receive knowledge well. However, if students' awareness of their learning is still lacking, they will not receive it well when we provide it."*

This goes back to how teachers deal with students who are less aware of the learning process in any way so that it will help students receive the material well."

4.1.2 The Problems Experienced by the Teacher and How to Solve the Problems in Teaching Listening Skills

At this point, the researcher discusses the results of his research through observations and interviews with English teacher at MTsN XZ, which relate to problems experienced by teacher when teaching listening activities and how teacher solve these problems. In this case, the teacher not only explains what problems she is facing, but the teacher also explains how to effectively solve these problems so that learning in the classroom can run well. Students become more focused on learning, especially in listening sessions.

In this session, when conducting interviews with English teachers, the researcher found that teacher had several problems when teaching listening activities in the classroom. During the interview session with the English teacher, the researcher discovered several problems faced in the class. The researcher explain that several factors cause teacher to experience difficulties when teaching listening, which causes learning activities to be less able to achieve goals and not be conducive.

The following questions were asked of the English teacher:

1. Are there any problems you face when teaching listening activities using the strategy you have chosen?

The English teacher said:

"Sometimes here, I find it difficult to teach learning activities, especially

listening ones. As far as I know, some difficulties arise from internal and external factors. I probably don't feel the internal factors because the excellent class has complex facilities. This makes learning run smoothly, especially since I often choose metacognitive strategies for my learning, so the facilities in this excellent class help me provide material. However, it must also be underlined; for example, sometimes I do not prepare a lesson plan, so I am also confused about how to manage and process activities in the class so that they run well."

The teacher also added that several external factors when teaching listening activities in the classroom: *"For external factors, perhaps what I feel is the students, LCD, sound, socket. Apart from that, some of them are class conditions and class management. For example, if a large class exceeds the standard of 35 (above 47-48 students in the class), this might make me organize and condition the class to be coordinated. Classes with many students that exceed capacity make it difficult for me and make students unfocused and have difficulty concentrating, such as talking to themselves or sleeping in class. However, in the top nine classes, there are no more than 35 (it should be 25 students in the class), which makes it easier for me to manage them. Sometimes, even though they joke around in class, they can still focus on the material given because they can still learn. All of these things also go back to their background. They are also in Islamic boarding schools, so students' levels of understanding and knowledge may also be different. They have difficulty learning because limited access in Islamic boarding schools makes it difficult for students to learn independently. For school itself, I think it is beneficial, but time is also very limited.*

From the teacher's statement, the researcher obtained results that can be concluded that internal and external factors make the teacher find it difficult to teach learning activities, especially listening activities. Apart from that, preparing for these activities is also one factor that sometimes makes activities not run smoothly. The English teacher mentioned that before teaching, the English teacher must check the class that she will teach, such as LCD, sound, and socket. The classrooms all have these facilities, but some of the facilities in several classes are not functioning correctly, so learning does not run well.

The teacher also added that the number of students in each class greatly influences the learning activities' success. When the English teacher enters the regular class, this often makes him feel difficult because the number of students exceeds the standard capacity (which should be 25 students in the class but becomes 47-48). In these conditions, teacher experience difficulties in classroom management, classroom conditioning, and how to deliver material well. On the other hand, it is different from the excellent class, which meets the standard class criteria, namely no more than 25 students. In this case, the teacher finds it easier to deliver learning material because the English teacher can manage the class, manage the class, and direct students competently so that learning can run well.

In the interview session with the teacher, the researcher also asked, "*As your explained previously, in preparing the lesson plan, were there any difficulties?*"

The teacher answered:

"For the already available KD, I don't have too much difficulty choosing them. However, I still don't prepare enough lesson plans, which sometimes confuses me about how to provide learning material in class, so I cannot properly prepare a lesson plan on the day I teach. I also sometimes find that when this happens, the learning sequence doesn't go well, starting from pre-, main, and post-activity".

The researcher in interviews found results regarding teachers' difficulties in teaching listening that the teacher also felt difficulties in preparing the lesson plans that had to be made. The teacher also mentioned that they often do not implement the learning sequence properly when they do not make a lesson plan. In this case, the English teacher stated that the teacher's preparation in preparing teaching materials is very influential when learning takes place in class. So, if a teacher does not prepare a lesson plan well, classroom activities can not achieve learning objectives well.

After the English teacher explained the difficulties faced when teaching listening activities, the researcher asked, *"How do you solve these difficulties in listening learning?"*

The teacher answered:

"In this case, teachers have to be more creative. Here, we already have an MGMP group to prepare media, materials, and other equipment that helps teachers before entering class. As for how I solve problems regarding material or teaching materials that I don't understand, I share with other teachers about my difficulties so that I can find solutions to my own problems for teaching in

the classroom. Other problems, such as problems in class when teaching listening, namely how to manage students in class, are also discussed. Sometimes, students sleep in class; my step is to wake them up, and then I ask them several questions regarding the material I have presented. When the student could not answer, I appointed another student to help so the previous student could answer my question. "Next, I will play the material again so that all students in the class understand the material I have provided. For class management, which exceeds standards in the class, I sometimes form several groups so that they can be better managed and conditioned. I think this really helps me in the class".

On the other hand, by creating groups like that, students required to think about exchanging ideas with friends in their group so that they can work together well.

In the researcher's question regarding the methods of the teacher, the researcher found various ways the teacher solved problems that could help in learning activities in the classroom. What the teacher has done can also help himself and the students so that students can be more active and awareness arises within themselves, enabling students to think and work together in the classroom.

4.2 Discussion

In this session, the researcher discussed the results of his findings through checklist observation activities and semi-structured interviews conducted at MTsN XZ with the English teacher.

In this discussion session, the researcher first discussed, "What are the

teacher's strategies implemented by the teacher in teaching listening? *The second* is "What are the problems experienced by the teacher and how to solve the problems in teaching listening?"

4.2.1 The Strategies Used in Teaching Listening Skills

After the researcher carried out a sequence of observation activities to observe what strategies were used by the ninth-grade English teacher, the researcher found that the strategies used by the English teacher is metacognitive strategies, which in this strategy made students more aware and active in participating in activities in the classroom. This was proven when the researcher took part in the process of learning activities in the classroom to reinforce data by conducting checklist observations and interview sessions with teacher when teaching in the classroom.

After the researcher participated in class activities by observing how the English teacher used metacognitive strategies in the teaching process, the teacher also carried out the teaching stages according to the sequence in the observation checklist.

In pre-activity, the teacher enters the class and greets the students; then, the teacher checks the presence of all students in the class. After that, the teacher provides learning motivation, repeats material from previous meetings, provides learning instructions, provides learning objectives, prepares listening learning media, brainstorms learning materials, and manages the class.

Entering the main activity, the teacher explains today's learning regarding the stages for taking part in activities in class so that students can take part in online classes using "*worksheets*". When the teacher explained, the

researcher found that students paid attention to the teacher's instructions. Apart from that, the teacher also raises students' awareness by asking a few questions about the material the students will study. Students understand the teacher's instructions so that they can answer a question provided in the worksheet.

This research found that the listening activities were in accordance with the lesson plan procedures that the excellent class English teacher had followed.

Before entering the main activity, students are directed to open the laptop to join the class via the link that has been shared using the class code to get a text containing audio that is appropriate to the material. In here, the teacher also use top -down strategy, because one of the methods used by teacher is by providing an incomplete text for students to answer and the aim of using student prior knowledge in understanding something. After that, the teacher directs students to listen to the audio with focus for 15 minutes. Next, when students have listened to the material, the teacher directs students to work on a missing word text (worksheet). In this activity, the teacher monitors all students to ensure that students understand the instructions given.

In this case, after students answer the questions on the worksheet, students complete the activity of answering questions from the material, and the teacher asks several questions regarding the core of the material, such as *"What text does the material include?"*, *"What does the material discuss?"*. In this case, the researcher found that the strategy used by the teacher was in accordance with the interview results using metacognitive strategies.

In here, the teacher focuses on how to think consciously in the classroom and monitors students, such as the teacher asking questions and directing

students who answer, providing answers and providing feedback for students who can answer questions from the teacher.

From this, the teacher also asks about students' difficulties in understanding the material and solving problems experienced by students. Next, the teacher repeats the entire material and gives a grade, then evaluates the material that has been studied and ensures that students have understood the whole material. In giving grades to students, the researcher found that students were able to complete and were able to answer questions and got grades above average. In this activity, the teacher also used socio-affective strategy because the teacher gives directions to students to make a group when there are laptop cannot join in class.

Through this observation activity, the researcher found that the stages that the teacher had carried out in implementing metacognitive strategies in the classroom and also used top-down and socio-affective strategies were in line with the stages in the learning process from Sucipto's (2017) research entitled "Developing Higher Order Thinking Skills Using Metacognitive Strategies, Problem-Based Learning Model. In implementing metacognitive strategies, the teacher carried out several activities that provided factors for student awareness to achieve the learning goals set by Boekarts and Simons. They explained that in metacognitive strategies, teachers must pay attention to the following things, such as learning strategies, generating questions, choosing consciously, setting goals, thinking hard, problem-solving, modelling, paraphrasing, exploring students' ideas, evaluating ways of thinking and acting, cooperative learning, identify difficulties, evaluate. This is reinforced by research from Hamsia (2017) entitled "Metacognitive Strategies for English Speaking Skills", which

states that in the metacognitive stage, namely through planning, controlling plans, discussing topics, monitoring and evaluating. When the researcher took part in the learning process, the researcher found that the students could understand the material and answer the missing text from the worksheet provided.

The findings in this research are inversely proportional to research conducted by Edy Pratama (2018) entitled "Teachers' Strategies in Teaching English Vocabulary A Study at MTs Negeri 3 Mataram in Academic Year 2017/2018 (Doctoral dissertation, Mataram University)". Mentioned that the metacognitive strategies did not help students gain motivation, felt bored, and did not focus on the learning process. In this case, the results of the findings carried out by the researcher in this study stated that the implementation of metacognitive strategies in teaching listening in the excellent ninth class of MTsN XZ was proven to be successful with students being motivated in class, increasing awareness in thinking, active in class, confident in answering questions. This is reinforced by research from Hamsia (2017), stating that the use of metacognitive strategies can help students create awareness and a sense of independence to be skilled in class and achieve learning goals.

Based on the overall results of checklist observations and interviews with English teacher, the researcher concluded that the use of metacognitive strategies in listening learning could help students improve their listening comprehension so that they can increase their awareness of thinking, answer questions, solve problems, and be active in the classroom. In this context, classroom learning activities where teachers implement metacognitive strategies focus on fostering students' awareness of thinking, monitoring, and

evaluation. This is in line with the views expressed by Hammond et al. (2003). When metacognitive strategies are implemented in the classroom, teachers should focus on how to reflect on known thought outcomes, care about what is known (monitoring), and build awareness of thinking that provides valuable information for classroom learning, especially for teachers. This is proven by the fulfilment of all researcher checklist observations as indicators of the strategies implemented by teacher and interview answers from teacher who can prove that the use of metacognitive strategies has proven successful and increases student understanding, awareness of students' thinking, can answer questions well, and can foster student activity and motivation in the learning process.

4.2.2 The Problems Experienced by the Teacher and How to Solve the Problems in Teaching Listening Skills

This section is based on the results of interviews conducted by researcher with single English teacher at MTsN XZ regarding the difficulties experienced by teacher regarding the strategies used in listening learning. In this case, researcher found that the teacher experienced several problems due to internal and external factors. The teacher explained that these two factors made the teacher feel that the learning objectives had not been achieved well.

In the difficulties experienced by teacher, this influence can make students feel confused in following the learning process. The researcher found answers to teachers' difficulties regarding the factors that hinder the implementation of the learning process. In this case, internal factors cause the learning process not to be effective.

The teacher stated that self-preparation for the learning process sometimes makes it difficult for her to plan activities in the classroom, but this can be resolved by sharing with other teachers or with groups of teachers that have been formed (MGMP).

This aligns with Ernita's (2022) research entitled "EFL Teachers' Difficulties in Teaching Listening Comprehension". States that when teachers teach, it is not only students who feel difficulties. In this case, teachers sometimes feel problems in the educational process, which starts from lesson plans and learning materials. Not all teachers feel it in this condition, but only a few teachers feel this difficulty.

The above statement is strengthened by Syahria's (2021) research entitled "Use of Technology in the New Normal Era for Speaking and Listening Learning for Vocational/Senior High School Teachers in Surabaya City". It is mentioned that teachers' creativity in solving problems is very influential, which can make students even more enthusiastic about participating in the learning process.

When the teacher stated this, the researcher found the results of interviews about the difficulties of teacher during the learning process. Researcher found internal factors that prevented teacher from carrying out learning activities well. However, with this, the teacher must be able to solve the problem as mentioned by the English teacher so that students' interest and a high level of curiosity arise from their minds and awareness.

On the other hand, in the difficulties experienced by the English teacher, external factors which hinder the progress of listening activities in the classroom become ineffective.

The English teacher said that external factors that made listening learning not run well were that many of the facilities were damaged, there were no LCDs, sound, or power sockets, class conditions, and poor class management.

In line with this, research from Kurniawati (2015) entitled "Study of the Factors that Cause Difficulty in Learning to Listen to English in Semester III PBI Iain Raden Intan Lampung Academic Year Students" states that one of the external factors that makes listening learning not run well is facilities and places used for listening learning.

In this case, the learning place used for learning and the school facilities greatly influence the learning process's success. Apart from that, less conducive classroom conditions cause students to be less able to concentrate. Moreover, in facilities that are not well provided, students find it difficult to understand the quality of the listening material and lack understanding of the material presented.

In the interview session conducted by the researcher, the teacher also mentioned that the difficulty he experienced was that the number of students exceeded the standard capacity. The problem mentioned by the English teacher makes students more disorganized, and it is not easy for them to concentrate because this makes them talk more and sleep in class. This is stated for regular classes, but in excellent classes, teacher feel they are more able to organize students, explain material quickly, and manage class easily. This is by Setyandari's (2015) research entitled "Innovations in the Use of Film Media to Improve Listening Skills in Learning". School and class conditions greatly influence the learning process. So, with a well-managed environment, the quality of education can be high.

This is reinforced by Aslamiah's (2020) research entitled "Difficulties in Learning English from an Educational Perspective". This shows that the situation at school and in the classroom makes the development of the quality of education and the achievement of curriculum targets less likely to reach the target.

In this case, the researcher knows this from the results of interviews and assumes that education can run well and that achieving learning targets must be supported by facilities and infrastructure that enable students to learn well. The researcher also thinks that having complete facilities at the school it means quality of the school can develop quickly because complete facilities at school support it.

When answering questions, the teacher explained that there are several things teacher must pay attention to solve the problems they face in the classroom. With the teacher's ability to solve problems in the classroom, learning can run smoothly and help students improve their understanding of learning.

In this case, the researcher considers that teacher skills and creativity in the classroom are needed to help students learn. On the other hand, the teacher's role in solving the problems requires help from different parties to solve their problems, such as discussing and sharing with other teachers. The lack of teacher competency, which is still low, will have many negative effects on education. This aligns with Nuryani's (2020) research entitled "Teacher Competence in the 4.0 Era in Improving the Quality of Education". Teachers' low ability or competence in education that the result in their inability to solve the problems they face, so their competence in predicting problem-solving can

not be solved correctly. So, a teacher's obligation to be creative in solving problems is necessary to increase teacher competence and readiness to face the problems they experience.

From all the explanations above, it can be seen that problem-solving carried out by teacher through the effective methods mentioned above can help to improve the quality of a teacher and also help to increase the quality of education.

In this case, it is proven that teacher who can solve the problems in the classroom can provide positive value and good benefits for students. Evidence has been obtained through interviews with English teachers, which was mentioned previously in the discussion section.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the final conclusions of the research and suggestions from this thesis entitled "Exploring Teacher's Strategies in Teaching Listening at Junior High School (A Case Study in MTsN XZ).

5.1 Conclusion

Based on research carried out by researcher, the researcher found that implementing metacognitive strategies in listening activities in the classroom matched what was implemented at the level of understanding of students in excellent ninth grade. Implementing metacognitive strategies by teacher has been proven to increase students' awareness of what they face. Apart from that, students can understand the material studied in class with this strategy. Furthermore, the strategies implemented by the teacher can make students more focused on the learning material, provide student learning outcomes, and the ability to answer questions with text via the audio provided makes students more active and not quickly to get bored in class.

From the explanation above, with the results of the researcher's findings, it can be confirmed that using metacognitive strategies is more suitable for listening activities of the ninth grade at MTsN XZ. The success of these classroom activities is supported by the teacher's suitability in carrying out the stages of teaching listening and the students' activeness in participating in learning activities in the classroom. So that students can give a positive response to the learning activities carried out by the English teacher.

Furthermore, the results obtained by researcher in observation and interview activities with English teacher, one of which aimed to foster a sense of awareness in students' thinking, proved to be successful in the learning process. This is supported by the fulfilment of two observations made, namely checklist observations for teacher strategies and checklist observations for classroom learning activities, and interview answers from the English teacher who stated that implementing metacognitive strategies for listening activities provided many positive impacts and was able to Cultivate students' awareness of thinking.

The implementing of metacognitive strategies in students' listening learning helps students understand and digest the material well. This strategy makes it easier for students to develop awareness of thinking and be active in the learning process through thinking stages and questions asked by the teacher which students can answer well. In implementing this strategy, especially in ninth grade, it has proven to be very helpful in answering the questions that are available when the material has been given. This makes it easier for them to identify texts with existing questions and the ability to find answers to questions that focus on the level and awareness of students' thinking contained in metacognitive strategy.

Moreover, the researcher also found difficulties experienced by teachers and how to solve these problems. The results of interviews with teacher prove this. The researcher mentioned several factors that became obstacles in learning activities.

A teacher who experiences difficulties in carrying out the learning process must have the competence to be able to solve these problems. Apart

from that, the level of creativity and activeness of teachers greatly influences student learning outcomes. The researcher found this explanation through the English teacher's answers regarding the difficulties faced by the teacher and how to solve these problems. In this section, the researcher also found external factors that prevented learning which makes the learning process not run well. Therefore, the conditions and environment of the school also greatly influence the success of learning activities carried out by each teacher, especially when teaching listening activities. Because the implementation of listening activities is running well, adequate facilities are needed. In this condition, supported by good facilities, listening learning can run smoothly, and it's not take long to prepare listening activities.

The explanation written by the researcher is that the teacher accuracy in implementing strategies for listening learning and problem-solving carried out by teacher when experience difficulties in carrying out the learning process, it help students in learning activities. On the other hand, students can be more active in class and confident to give answers in good English. Moreover, using metacognitive strategies is proven to be appropriate to students' level of understanding, making it easier for students to understand the material presented.

5.2 Suggestion

Based on the results of this research regarding the strategies used by the teacher at MTsN XZ, the researcher hopes that this research can serve as a benchmark and reference to create better research in the future for teacher and future researcher.

The researcher hopes that future researcher will further develop the topics discussed, as well as the methods, techniques, and benefits obtained with accuracy of implementing strategies that appropriate to the level of students' conditions in the class. Apart from that, the researcher also hopes that future researcher will be able to focus on higher levels of education because this research only focused on a single English teacher in Junior High School.

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APPENDIX

Appendix I

Instrument Validator Application Letter



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- 3199/Un.03/FITK/PP.00.9/12/2023 14 Desember 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 : Ozair
NIM : 19180046
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : Exploring Teacher'S Strategies In Teaching Listening
At Junior High School
Dosen Pembimbing : Nur Fitria Anggrisia, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian 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.



Wakil, M.A.

32000031002

Appendix II

Instrument Validation Sheet

INSTRUMEN VALIDATION SHEET

“EXPLORING TEACHER’S STRATEGIES IN TEACHING LISTENING AT JUNIOR HIGH SCHOOL”

Validator	Harir Mubarak, M.Pd
NIP	197110142003121001
Instance	UIN Maulana Malik Ibrahim Malang
Validation Date	14 December, 2023

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this part, please give a score on each item using (v) with the scale as follows:

1 = Very poor

2 = Poor

3 = Average

4 = Good

5 = Excellent

2. Comments and suggestion can be entered in the column provided.

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1	The research instrument is in accordance with the research objective.					✓
2	Research instrument using communicative language.					✓
3	Research instruments are able to dig up the information needed.					✓
4	Research instrument using the correct punctuation.					✓
5	Research instrument does not cause Misunderstanding.				✓	
6	Research instrument clear and easy to understand.					✓

D. Suggestion and Comment


This instrument can be used to dig up the information about teachers strategies in teaching looking.

E. Conclusion

Based on the validation sheet above it can be concluded that

1. The instrument can be used without revision.
2. The instrument can be used with revision.
3. The instrument can be used with many revisions.
4. The instrument can not be used.

Malang, December 14th, 2023
Validator



Harir Mubarak, M.Pd
NIP. 1971101420031210

Appendix III

Letter of Completion Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JOMBANG
MADRASAH TSANAWIYAH NEGERI 3

Jalan KH. Abd. Wahab Chasbulloh Gg. III Tambakberas Jombang Kode Pos 61451
Telepon : (0321) 866454, Faksimili : (0321) 866454
Website: mtsntambakberas.sch.id Email: mail@mtsntambakberas.sch.id

SURAT KETERANGAN PENELITIAN

Nomor: 291/Mts.13.12.03/HM.02.2/03/2024

Yang bertanda tangan di bawah ini:

Nama : Muhammad Masrul, S.Ag., M.Pd.
NIP : 196912132007011024
Pangkat / Gol. Ruang : Pembina (IV/a)
Jabatan : Kepala Madrasah

Menerangkan dengan sesungguhnya bahwa identitas di bawah ini :

Nama : OZAIR
NIM / NIMKO : 19180046
Program Study : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Universitas : UIN Malang

Telah melaksanakan Kegiatan Penelitian pada tanggal 16 s.d 17 Maret 2024 dengan judul Exploring Teacher Strategies In Teaching listening At Junior High School (A Case Study In MTsN 3 Jombang

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Jombang, 17 Maret 2024






Kepala

Muhammad Masrul, S.Ag.

Appendix IV

Evidence of Guidance Conculatation (Proposal)

F. KONSULTASI PROPOSAL SKRIPSI Konsultasi dan Bimbingan Proposal Skripsi*

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
12/2023 /07	• Konsultasi judul	<ul style="list-style-type: none"> • Menambahkan "Exploring" pada judul Proposal • Gunakan Inisial nama sekolah 	
01/2023 /08	• Konsultasi bab 1	<ul style="list-style-type: none"> • Pembahasan harus mengerucut • Antara Paragraf 1 dengan lainnya harus berhubungannya / jelas • Scope Limitation harus sesuai • Key terms sesuai penelitianmu 	
25/2023 /10	• Konsultasi bab 1 dan bab 2	<ul style="list-style-type: none"> • Revisi bab 1 • Di bab 11, sub bab sesuaikan dengan Penelitianmu • lebih rinci di previous study • Gunakan tool untuk referensi 	
29/2023 /11	• Konsultasi bab 2 dan bab 3	<ul style="list-style-type: none"> • Revisi bab 2 • Sub bab pembahasan harus runtut • Jmp penelitian lebih jelas • Referensi masih harus diteliti 	
07/2023 /12	• Konsultasi bab 1, 2, 3	<ul style="list-style-type: none"> • Contohkan sekolah di Limitation • Kulinari di gap penelitian harus dibenarkan • Tambahkan penjelasan "homogeneous class" pada subject of the research • sesuaikan jenis interview di bab 3 	
			..

Malang, 28 Desember 2023...

Dosen Wali/Pembimbing,



Nur Faria Anqarisa M. Pd

NIP. 19890901201802012156

Catatan:





Lembar konsultasi dan bimbingan Proposal Skripsi yang sudah memperoleh persetujuan/tanda tangan Dosen Wali/Pembimbing sah digunakan sebagai lampiran dalam Proposal dan dapat difotocopy.

Appendix V

Evidence of Guidance Conculatation (Thesis)

G. KONSULTASI DAN BIMBINGAN SKRIPSI

Konsultasi dan Bimbingan Skripsi

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
22/2024 /02	<ul style="list-style-type: none"> • Revisi Sempro • Revisi Bab II 	<ul style="list-style-type: none"> • Tambahkan teori tentang kesulitan mengajar yang dialami guru 	
15/2024 /05	<ul style="list-style-type: none"> • Konsultasi Bab IV • Konsultasi Bab V 	<ul style="list-style-type: none"> • Gunakan inisial untuk nama sekolah dan guru • Gunakan inisial dalam pembelajaran kelas • Jelaskan pengertian metakognitif 	
22/2024 /05	<ul style="list-style-type: none"> • Konsultasi Bab IV • Konsultasi Bab V 	<ul style="list-style-type: none"> • Dibagian diskusi lebih diperjelas • Masih terdapat kalimat yang salah, perbaiki • Cantumkan lebih rinci hasil observasi dan wawancara 	
29/2024 /05	<ul style="list-style-type: none"> • Konsultasi hasil • konsultasi abstrak 	<ul style="list-style-type: none"> • Untuk abstrak, lebih diperhaluskan susunannya • Dibagian appendix, tuliskan strategi yang digunakan • Perbaiki struktur kalimat tiap Paragraf 	

Malang, 5 Juni 2024

Dosen Pembimbing,



Nurfitriya Anggrisia, M. Pd
NIP. 198909012023212042

Appendix VI

Table of Interview

No.	Question	Feedback
1.	What strategies do you implement in teaching listening?	
2.	What media do you use in teaching listening?	
3.	How do you implement strategies in teaching listening?	
4.	Do you always prepare and choose strategies before teaching listening?	
5.	Do you always prepare and choose various strategies before teaching listening?	
6.	Is there an increase in student learning outcomes after implementing strategies in listening teaching?	
7.	Are there any problems or difficulties you experienced when implementing this strategy and how did you solve them in teaching listening?	
8.	Do you have any suggestions for other teachers who use this strategy to	

	improve students' listening skills better?	
9.	Did you apply all the stages in teaching listening? (pre-listening, while listening, and post-listening)	
10.	What are your underlying reasons for implementing this strategy in teaching listening?	

Appendix VII

Table of Observation Checklist

No	Strategies Used	Kind Of Activity	Yes	No	Information
1	Bottom-Up				
2	Top-Down	Guru memberikan sebuah tampilan teks berupa pertanyaan kemudian siswa menjawab pertanyaan yang diberikan	√		
3	Memory Strategy	Pada pre-acticity, guru memberikan arahan kepada siswa untuk mengingat kejadian dimasa kecilnya kemudian menceritakan dibangku masing-masing.	√		
4	Cognitive Strategy				
5	Metacognitive Strategy	Ketika pembelajaran dimulai, guru memberikan pertanyaan tentang materi yang akan dipelajari, memberikan pertanyaan tentang materi yang telah dipelajari dengan cara	√		

		siswa mengangkat jari untuk menjawab dan diberikan point tambahan			
6	Sosio-Affective Strategy	Siswa membentuk kelompok diskusi untuk belajar, serta menjawab pertanyaan yang diberikan melalui media yang tersedia	√		

Appendix VIII

Table of Learning Steps

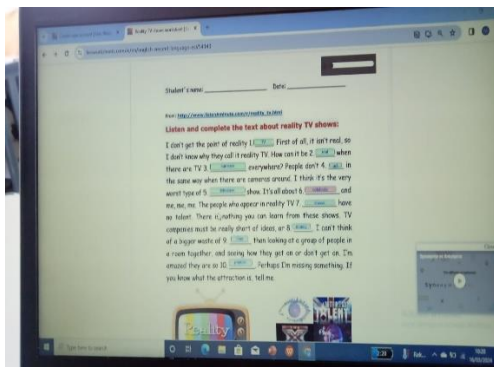
No	Learning Steps	Qualification		Description
		Yes	No	
Pre-Activity				
1.	The teacher greets, takes attendance, and motivate students to be ready for learning.	√		
2.	Students and teachers ask and answer questions about the previous material.	√		
3.	The teacher conveys the learning objectives and gives directions on the activities to be carried out.	√		
4.	The teacher prepares learning media / computer laboratory.	√		
Main-Activity				
1.	The teacher provides listening material with the directions given.	√		
2.	Students listen to the			

	material presented by the teacher with concentration	√		
3.	The teacher repeats the material several times.	√		
4.	The teacher repeats the listening material several times.	√		
5.	The teacher completes the listening activity and asks questions to the students.	√		
6.	Students and teachers provide feedback to each other on the questions asked.	√		
7.	Teachers and students are active in listening activities in class.	√		
8.	The teacher gives assignments regarding listening material	√		
9.	Students are able to answer the assignments given by the teacher.	√		
10.	The teacher gives grades to	√		

	student assignments and ensure that students understand the listening material			
Post-Activity		Yes	No	Description
1.	Students and teachers Conclude the learning outcomes that have been carried out.	√		
2.	The teacher closes the lesson by praying together.	√		

Appendix IX

Picture of Obervation



Picture of Interview



Appendix X

Interview Transcript

Respondent : Single English teacher in excellent class
Date of interview : 17 March 2024
Time : 10.00 – 12.00
Place : Classroom
Research Title : Exploring Teacher's Strategies in Teaching Listening at Junior High School (A Case Study in MTsN XZ)

Question : Strategi apa yang sering digunakan oleh anda untuk mengajarkan pembelajaran listening?

Question: *What strategies do you use in teaching listening?*

Answer : Selama ini memang saya masih belum familiar dengan strategi pembelajaran dalam listening. Pada dasarnya yang sering saya pakai dalam pembelajaran listening adalah strategi metakognitif. Tapi terkadang metakognitif pun juga saya combine dengan strategi lain seperti bottom up dan juga top down. Jadi dari pembahasan materi umum ke khusus dan sebaliknya dari khusus ke umum. Saya juga memakai multi-strategi tersebut sesuai dengan situasi dan kondisi kelas masing-masing. Jikalau kelas kelompok, saya juga memakai strategi sosio afektif karena dalam pembelajaran sosio ini, saya mengetahui ada beberapa siswa yang memiliki tingkat yang lebih dari teman lainnya maka dia yang akan saya jadikan sebagai tutor sebaya didalam kelas. Dia juga bertugas untuk memandu teman kelas dari apa yang dia pahami. Saya sendiri juga melihat bagaimana kelas yang saya ajar,

karena setiap kelas yang memiliki kemampuan berbeda-beda. Kalau dikelas unggulan saya biasanya menggunakan multi strategi, jika dikelas reguler saya tergantung situasi kelas dan tingkat kesulitan materi pembelajaran. Karena hal tersebut juga sangat berpengaruh dalam pemilihan strategi yang diterapkan.

Answer: *So far, I am still unfamiliar with learning strategies in listening. Basically, what I often use in listening lessons is metacognitive strategies. But sometimes, I also combine metacognitive with other strategies such as bottom-up and top-down. So, from discussing general material to specific and vice versa from specific to general. I also use these multi-strategies according to the situation and conditions of each class. In group classes, I also use socio-affective strategies because, in this social learning, I know that several students have a higher level than other friends, so I will make them peer tutors in the class. He is also tasked with guiding classmates from what he understands. I also look at the classes that I teach because each class has different abilities. In excellent classes, I usually use multiple strategies; in regular classes, I depend on the class situation and the learning material's difficulty level. This is also very influential in choosing the strategy to be implemented.*

Question : Untuk metode yang digunakan oleh anda seperti apa?

Question: *What method do you use?*

Answer : Kalau metode saya kadang menggunakan metode bermain game didalam kelas, seperti bumble bee dengan cara berbisik (whispering) dan dictation. Awalnya saya yang menjadi model dalam kegiatan tersebut kemudian saya putarkan sebuah teks sederhana dari kata

khusus dulu kemudian ke sebuah teks penjelasan.

Answer : *As for my method, I sometimes play games in class, such as Bumble Bee, by whispering and dictation. Initially, I was the model in this activity, and then I turned a simple text from particular words into an explanatory text.*

Question : Ketika mengajar listening, media apa yang anda gunakan untuk menyampaikan materi ?

Question: *When teaching listening, what media do you use to convey the material?*

Answer : Berbagai macam media yang sudah saya gunakan, terkadang menggunakan printed media (hardfile), Lcd, sound mini, laptop. Hal tersebut juga tergantung pada kelas yang saya ajar. Karena dikelas unggulan, fasilitasnya sudah kompleks. Jikalau menggunakan lagu, maka akan saya putarkan sebuah lagu dari aplikasi lagu maupun aplikasi lainnya kemudian siswa mengulang lagu tadi tentang apa, itu hanya untuk menghibur mereka saja. Tetapi kalau sudah ke formal, maka nanti bentuk printed media nya saya tergantung yang saya inginkan apa, apakah tentang melengkapi teks rumpang atau hanya mencocokkan, memilih (multiple choice).

Answer: *I have used various media, sometimes printed media (hard file), LCD, sound mini, and laptop. It also depends on the class I teach. Because it is in the excellent class, the facilities are complex. If using songs, I will play a song from a song application or other application, and then the students repeat what the song is about; it's just to entertain them. But if it's formal, the form of printed media will depend on what*

I want, whether it's about completing incomplete text or just matching, choosing (multiple choice).

Question : Apakah juga pernah menggunakan film sebagai media dalam pembelajaran listening?

Question: *Have you ever used films as a media for learning listening?*

Answer : Ya, saya pernah menggunakan media film dalam kelas listening, namun hal itu lebih mengarah ke passion (bakat) siswa. Tapi, kalau didalam kelas saya belum pernah menggunakan media film panjang karena waktu yang sangat singkat dan terbatas,

Answer: *Yes, I have used film as a medium in listening classes, but this was more directed towards the students' passion (talent). However, in class, I have never used long film media because time is very short and limited.*

Question : Apakah pernah juga menggunakan short film?

Question: *Have you ever used short films?*

Answer : *Yes, almost like that. And sometimes students prefer the action genre and no translation is included in the short film. However, it still displays the original language to increase students' vocabulary. Sometimes I also play short stories/anime. When using this media, I sometimes turn off the visuals and only play the audio, but this makes students feel difficult and give the impression that they are not interested in listening.*

Answer : Ya, hampir seperti itu. Dan terkadang siswa lebih memilih genre action dan tidak dicantumkan terjemahan didalam short film tersebut.

Namun tetap menampilkan original Bahasa dari hal tersebut untuk

menambah vocabulary siswa. Terkadang saya juga putarkan short story/anime. Ketika menggunakan media itu, saya terkadang mematikan visualnya dan hanya memutar audio saja namun hal tersebut membuat siswa merasa kesulitan dan terkesan tidak tertarik untuk menyimak.

Answer: *Yes, almost like that. Sometimes, students prefer the action genre, and no translation is included in the short film. However, it still displays the original language to increase students' vocabulary. Sometimes, I also play short stories or anime. When using this media, I sometimes turn off the visuals and only play the audio, but this makes students feel difficult and gives the impression that they are not interested in listening.*

Question ; Bagaimana anda mengimplementasikan strategi dalam pembelajaran menyimak?

Questions: *How do you implement strategies in listening learning?*

Answer : Biasanya kalau saya sudah membuat lesson plan untuk pembelajaran listening yang sudah matang, maka pembelajaran di kelas akan berjalan dengan bagus jikalau tidak maka saya juga pernah kesulitan mengajarkan materi listening. Memang semuanya akan berjalan lancar dengan strategi yang dipilih jika kita merencanakan sebelumnya.

Answer: *Usually, if I have made a mature lesson plan for listening learning, the class learning will go well. Otherwise, I also have difficulty teaching*

listening material. Indeed, everything will run smoothly with the chosen strategy if we plan.

Question : Apakah anda selalu mempersiapkan dan memilih strategi sebelum pembelajaran listening?

Question: *Does you always prepare and choose strategies before listening to lessons?*

Answer : Itu tergantung pada RPP saya apa tidak. Terkadang saya memakai multi strategi itu tadi karena di RPP hal itu tidak akan dapat didengarkan atau sekarang di modul tidak dibunyikan namun hanya ada langkah dalam kegiatan mendengarkan saja.

Answer: *It depends on my lesson plan. Sometimes, I use the multi-strategy because in the lesson plan, it cannot be heard, or now in the module, it is not sounded, but there are only steps in listening activities.*

Question ; Strategi yang telah diimplementasikan oleh anda, apakah ada peningkatan hasil belajar siswa?

Questions ; *The strategy that you have implemented, is there been an improve in student learning outcomes?*

Answer : Kalau masalah peningkatan pembelajaran melalui listening itu saya belum bisa merasakan sepenuhnya. Karena siswa juga sering up dan down juga ketika mengikuti pembelajaran listening. Cuman mereka kan ada penilai ada skill dan knowledge. Jikalau penilaian skill yaa dari speaking sama listening kemudian saya gabung. Dan di kelas 9 masih saya pilah-pilah karena masih menggunakan K13.

Answer: I can't fully understand the problem of improving learning through listening because students also often go up and down when taking part in listening lessons. It's just that they assess skills and knowledge. If the skill assessment is from speaking and listening, then I join. And in grade 9, I was still sorting it out because I was still using K13.

Question : Apakah ada beberapa kesulitan yang dialami dan bagaimana cara untuk menyelesaikan kesulitan tersebut dalam pembelajaran listening?

Question: *Have you experienced any difficulties, and how do you solve these difficulties in listening learning?*

Answer : Saya disini merasakan faktor internal dan eksternal juga ya mas. Untuk faktor internalnya itu mungkin tidak terlalu saya rasakan karena dikelas unggulan fasilitasnya yang sudah kompleks membuat pembelajaran berjalan dengan lancar, tetapi kembali ke saya sendiri terkadang yang mungkin untuk lesson plan saya yang masih belum siap sehingga saya juga bingung memilih strategi yang harus saya berikan kepada siswa. Dan disini sudah terbentuk kelompok MGMP untuk menyiapkan media dan materi serta kelengkapan lainnya sudah memadai dan sekolah sudah menyediakan. Namun, untuk dikelas regular, saya sebagai guru masih harus cek sebelum kita masuk kelas, seperti LCD, terkadang ada tapi tidak bisa menyala, kita pakai sound, namun terkadang colokannya tidak menyala, dan sekarang sudah bisa namun belum secara keseluruhan. Intinya selama guru kreatif dalam hal tersebut dan bisa sharing guru yang lainnya maka tidak akan ada kesulitan.

Untuk faktor eksternalnya mungkin dari siswanya ya mas, contohnya di management kelas. Seperti kelas besar itu kan lebih dari standart diatas 35 (47-48) itu saya kesusahan dalam mengajar dan hal itu membuat tidak fokus dalam berkonsentrasi. Namun dikelas unggulan, cuma 25 jadi lebih mudah untuk diatur, meskipun mereka juga bercanda didalam kelas mereka masih bisa belajar dan fokus. Semua hal tersebut juga dipengaruhi oleh background mereka. Disini kan juga mereka berada di pondok pesantren, jadi mungkin tingkat pemahaman dan pengetahuan siswa juga berbeda-beda dan kesulitan dalam belajar ketika berada di pesantren karena mungkin fasilitas yang kurang mencukupi yang digunakan untuk explore juga tidak ada. Mungkin ada, namun menurut saya hanya ada disekolah saja dan waktu untuk hal tersebut juga sangat terbatas.

Answer: *I feel that there are internal and external factors here. I probably don't feel the internal factors because the facilities are already complex in excellent classes so that learning runs smoothly. However, back to myself, sometimes my lesson plan is still not ready, so I am also confused about the strategy I should use for the students. Here, the MGMP group has been formed to prepare adequate media, materials, and other adequate equipment, and the school has provided it. However, for regular classes, I, as a teacher, still have to check before we enter class, such as the LCD, sometimes it's there, but it can't turn on; we use sound, but sometimes the plug doesn't turn on, and now it's*

working but not completely. The point is that as long as the teacher is creative and can share with other teachers, there will be no difficulties.

The external factors may be the students, sir, for example in class management. Like large classes that are more than the standard of 35 (47-48), I have difficulty teaching, which makes me unable to focus and concentrate. However, in the top class, it's only 25 so it's easier to manage, even though they joke around in class they can still study and focus. Their background also influences all of these things. Here, they are also in Islamic boarding schools, so maybe the level of understanding and knowledge of students also varies, and they have difficulties in learning when they are in Islamic boarding schools because there may not be enough facilities to use for exploring. Maybe there is, but in my opinion, it only exists at school, and the time for this is also very limited.

Question : Bagaiman saran atau suggestion dari anda untuk pengajar yang lain dalam menggunakan strategi ini?

Question: *What are your advice or suggestion for other teachers in using this strategy?*

Answer : Menurut saya, strategi yang ada itu sebenarnya sudah cukup dan memadai hanya saja memang guru itu harus aktif. Kalau kita tidak mau aktif dan kreatif, makas siswa kita akan pasif didalam kelas. Jangan hanya ikut-ikutan saja, guru harus mempunyai inovasi yang baru maka materi dan model pembelajaran listening itu tidak tersampaikan dengan baik. Guru harus belajar dan harus lebih menguasai daripada siswanya.

Answer: *In my opinion, the existing strategy is sufficient; it's just that the teacher has to be active. If we don't want to be active and creative, our students will be passive in class.*

Don't just follow along; teachers must innovate so that the material and listening learning model will not be delivered well. Teachers must learn and must have more control than their students.

Question : Apakah anda selalu menjalankan pembelajaran listening sesuai dengan urutannya ? (pre-listening, while listening, post listening)

Question: *Do you always carry out listening lessons in the correct order? (pre-listening, while listening, post-listening)*

Answer : Saya tidak selalu, tergantung pada lesson plan yang sudah ada tadi, apakah ada atau tidak. Kadang saya menjalankan sesuai urutan itu tadi, namun terkadang saya juga tidak menjalankan urutan itu karena tidak siapnya lesson plan yang seharusnya saya buat dalam pembelajaran listening

Answer: *I don't always. It depends on the existing lesson plan, whether there is one or not. Sometimes, I do it in that order, but sometimes, I don't because I don't have the lesson plan that I should make in listening lessons ready.*

Question : Apa alasan yang mendasari anda sehingga sering menggunakan strategi tersebut? Kenapa ?

Question: *What are the underlying reason why you often use this strategy? Why?*

Answer : Hal utama yang mendasari adalah kesadaran siswa untuk belajar. Karena kalau sudah sadar untuk belajar maka mereka akan mampu menerima

pengetahuan dengan bagus. Tapi kalau kesadaran siswa untuk mau sadar masih kurang dalam belajar, maka kita ketika memberikan pembelajaran yang bagaimanapun tidak akan diterima oleh siswa dengan baik.

Dan hal tersebut kembali pada bagaimana cara guru mengatasi siswa-siswa yang kurang sadar dalam proses pembelajaran dengan cara apapun sehingga akan membantu siswa untuk menerima materi dengan baik.

Answer: *The main thing underlying it is students' awareness of learning. If they are aware of learning, they will be able to receive knowledge well. But if students' awareness of wanting to be aware is still lacking, then when we provide learning, students will not receive it well. This goes back to how teachers deal with students who are less aware of the learning process in any way so that it will help students receive the material well.*

Question : Untuk Lab komputer, apakah ada ? Apakah sering digunakan?

Question: *Is there one for a computer lab? Is it used frequently?*

Answer : Disini lab computer ada, namun saya jarang menggunakan lab tersebut karena dikelas unggulan siswa disini sudah disediakan laptop maka kita gunakan. Dan untuk kelas reguler tidak saya ajak ke Lab komputer karena terlalu lama mempersiapkan bahan ajar banyak membuang waktu. Di kelas reguler saya seringnya menggunakan LCD/Proyektor untuk kegiatan listening. Tapi, menurut saya listening itu tidak harus menggunakan media elektronik ya, salah satu cara saya yaitu menunjuk salah satu siswa untuk bercerita dan siswa lain mendengarkan. Dan setelah itu, ada sesi tanya jawab dan saya berikan point lebih bagi siswa yang bertanya dan menjawab dengan angkat tangan terlebih dahulu.

Answer: *There is a computer lab here, but I rarely use the lab because, in excellent classes, the students here are provided with laptops, so we use them. And for regular classes, I don't take them to the computer lab because it takes too long to prepare teaching materials and wastes a lot of time. I often use the LCD/Projector in regular classes for listening activities. But, in my opinion, listening doesn't have to use electronic media; one of my ways is to appoint one student to tell the story and other students to listen. After that, there was a question and answer session, and I gave extra points to students who asked questions and answered by raising their hands first.*

Appendix XI

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTsN 3 Jombang	:
Mata Pelajaran	: Bahasa Inggris	
Kelas/Semester	: IX/ Genap	
Tahun Pelajaran	: 2019 - 2020	
Materi Pokok	: Teks Naratif; Memberi dan meminta informasi terkait <i>fairytale</i>	
Alokasi Waktu	: 2 JP	

A. Kompetensi Inti

- KI1 dan KI2: Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Indikator
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i> s, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none">• Mengidentifikasi isi cerita teks <i>fairytale</i>s yang didengar atau dibaca• Membacakan dongeng dengan ucapan, dan tekanan kata yang benar• Mengidentifikasi informasi dari isi teks yang sedang dibacakan.• Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairytale</i> s	<ul style="list-style-type: none">• Melengkapi ringkasan cerita dengan kata-kata dan ungkapan yang yang tepat sesuai cerita• Membacakan ringkasan dengan suara nyaring dalam kelompok masing-masing• Menuliskan dengan tulisan tangan makna cerita terkait <i>fairytale</i>s, <i>sangat pendek dan sederhana</i>

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi isi cerita teks *fairytale*s yang didengar atau dibaca
- Membacakan dongeng dengan ucapan, dan tekanan kata yang benar
- Mengidentifikasi informasi dari isi teks yang sedang dibacakan.
- Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan

- Melengkapi ringkasan cerita dengan kata-kata dan ungkapan yang yang tepat sesuai cerita
- Membacakan ringkasan dengan suara nyaring dalam kelompok masing-masing
- Menuliskan dengan tulisan tangan makna cerita terkait fairytales, sangat pendek dan sederhana

C. Materi Pembelajaran

- Fungsi sosial
Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur
- Struktur teks
Dapat mencakup:
 - Orientasi
 - Evaluasi
 - Krisis
 - Resolusi
 - Reorientasi
- Unsur kebahasaan
 - Kalimat deklaratif dan interogatif dalam simple past tense
 - Frasa adverbial: *a long time ago, once upon a time, in the end, happily ever after*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI (online worksheet – live worksheet)

D. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

E. Media Pembelajaran

1. Media
 - ❖ Live worksheet
 - ❖ Lembar penilaian
2. Alat/Bahan
 - ❖ Penggaris, spidol, papan tulis
 - ❖ Laptop & LCD (Sony/ Epson)

F. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris The Bright an English, Kelas IX, Penerbit Erlangga, penulis Nur Zaida , tahun 2018
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

G. KEGIATAN PEMBELAJARAN

<i>Pertemuan Ke-3</i>	
Pendahuluan (10 menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari

Pertemuan Ke-3	
Pendahuluan (10 menit)	
materi : <i>Struktur teks Narrative, bentuk kata kerja, tujuan teks, isi teks, nilai moral.</i>	
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (55 Menit)	KEGIATAN LITERASI <ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Struktur teks Narrative, bentuk kata kerja, tujuan teks, isi teks, nilai moral</i> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Struktur teks Narrative, bentuk kata kerja, tujuan teks, isi teks, nilai moral</i> • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Struktur teks Narrative, bentuk kata kerja, tujuan teks, isi teks, nilai moral</i> • Peserta didik mengamati dengan seksama materi Teks naratif fairytales yang sedang dipelajari dalam bentuk worksheet teks rumpang melalui aplikasi live worksheet, peserta didik melengkapi teks dengan memutar record. • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Struktur teks Narrative, bentuk kata kerja, tujuan teks, isi teks, nilai moral</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (15 menit)	
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

H. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

Mengetahui,
Kepala Madrasah,

Jombang,2024

Guru Bahasa Inggris,

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Appendix XII

Curriculum Vitae

Curriculum Vitae

Nama Lengkap : Ozair
Tempat, Tanggal Lahir : Pasuruan, 19 Maret 2000
Jenis Kelamin : Laki-laki
Agama : Islam
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
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Riwayat Pendidikan

1. 2005-2006 : TK Al-Amanah Plus
2. 2006-2012 : SDN Pecalukan 1 Kab. Pasuruan
3. 2012-2015 : SMPN 2 Pandaan Kab. Pasuruan
4. 2015-2018 : SMK Nahdlatuth Talabah Jember
5. 2019-2024 : UIN Maulana Malik Ibrahim Malang

Malang, July 03 2024

Mahasiswa

Ozair

NIM. 19180046