

**INVESTIGATING THE ROLE OF SOCIO-AFFECTIVE STRATEGIES  
FOR TEACHING LISTENING AT MTS MUALLIMAT AL-  
CHUSAINIYAH DARUSSALAM**

**THESIS**

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

**2025**

**INVESTIGATING THE ROLE OF SOCIO-AFFECTIVE STRATEGIES  
FOR TEACHING LISTENING AT MTS MUALLIMAT AL-  
CHUSAINIYAH DARUSSALAM**

**Thesis**

Submitted to the Faculty of Education and Teacher Training in Partial  
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MALANG**

**2025**

## APPROVAL SHEET

### **Investigating The Role of Socio-Affective Strategies For Teaching Listening at MTS Muallimat Al-Chusainiyah Darussalam**

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**FOR TEACHING LISTENING AT MTS MUALLIMAT AL-**  
**CHUSAINIYAH DARUSSALAM**

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PASS

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*Assalammualaikum Warahmatullahi Wabarakatuh*

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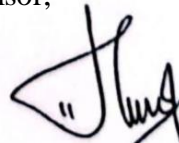
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Therefore, we believe that the thesis of Maulycya Sierly Ullul Azdmi has been approved by the advisor for further approval by the board of examiners.

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## DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any person, nor does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 28 November 2025



Maulycya Sierly Ullul Azdmi  
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## **DEDICATION**

All praise is due to Allah, the Lord of the worlds, the most Merciful and Compassionate, whose affection and blessings are truly immeasurable. I am eternally grateful to the Almighty for granting me the health, time, and ability to complete this thesis, for without His power and grace, this achievement would not be possible.

May the peace and blessings of Allah be upon Prophet Muhammad (peace be upon him), who guided the Muslim community from the darkness of ignorance into the bright age of Islam. We pray that we may one day receive his intercession on the Day of Resurrection, Aamiin.

I dedicate this thesis, with deepest love and gratitude, to my beloved parents: my father, Gaguk Muji Sugeng Laksono, and my mother, Daucha. They have consistently supported me and offered unwavering prayers throughout every step of my educational journey. Thank you for the boundless love and affection; the support allowed me to pursue my passion for studying, thrive in life, and strive to be the best version of myself. Their motivation has been a powerful force for both this project and my mental health.

Furthermore, I dedicate this work to my beloved sisters, Rina and Elvin, and to my nephews and nieces: Fathan, Nisa, and Vina. To my cousins Nofal and Azka and all other family members—thank you sincerely for all the encouragement and support that helped me successfully finish this final project.



## MOTTO

Writing has no limitation, it serves our ideas.

وَكَمْ أَهْلَكْنَا مِنَ الْقُرُونِ مِنْ بَعْدِ نُوحٍ وَكَفَىٰ بِرَبِّكَ بِذُنُوبِ عِبَادِهِ خَبِيرًا بَصِيرًا  
(Al-Hijr: 17)

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Second, may the blessings and peace be upon the Prophet Muhammad, peace be upon him, who moved the Muslim community from the darkness of ignorance to a bright age with the existence of the religion of Islam. We hope one day to say salaam at the Roudhoh.

I would like to thank my beloved parents, my father Gaguk Muji Sugeng Laksono and my mother Daucha who always supported me and prayed for me every step of the way in my education and my hobbies. So, I can finish my thesis well.

Next, the author would like to express his gratitude, and appreciation to my advisor. Mrs. Wahyu Indah Mala Rohmana, M.Pd. for his patience in guiding me to complete my final project.

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

Malang, 27 November 2025

Maulycya Sierly Ullul Azdmi

## ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on joint decision of the Minister of Religion of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

|   |   |    |   |   |    |   |   |   |
|---|---|----|---|---|----|---|---|---|
| ا | = | A  | ز | = | Z  | ق | = | q |
| ب | = | B  | س | = | S  | ك | = | k |
| ت | = | T  | ش | = | Sy | ل | = | l |
| ث | = | Ts | ص | = | Sh | م | = | m |
| ج | = | J  | ض | = | Dl | ن | = | n |
| ح | = | H  | ط | = | Th | و | = | w |
| خ | = | Kh | ظ | = | Zh | ه | = | h |
| د | = | D  | ع | = | '  | ء | = | , |
| ذ | = | Dz | غ | = | Gh | ي | = | y |
| ر | = | R  | ف | = | F  |   |   |   |

### A. Long Vowel

|                   |     |
|-------------------|-----|
| Vokal (a) panjang | = Â |
| Vokal (i) panjang | = Î |
| Vokal (u) panjang | = Û |

### B. Diphtong

|    |   |    |
|----|---|----|
| أو | = | aw |
| أي | = | ay |
| أو | = | û  |
| إي | = | î  |

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## ABSTRAK

Azdmi, Maulycya S. Ullul. 2025. **INVESTIGASI DARI PENERAPAN STRATEGI SOCIO-AFEKTIF UNTUK PEMBELAJARAN LISTENING DI MTS MUALLIMAT AL-CHUSAINIYAH DARUSSALAM**. Skripsi. Jurusan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Wahyu Indah Mala Rohmana, M.Pd.

**Kata kunci:** Strategi sosial-afektif, menyimak, pembelajaran bahasa Inggris, emosi belajar, studi kasus.

Penelitian ini bertujuan untuk menyelidiki penerapan strategi sosial-afektif dalam pembelajaran keterampilan menyimak pada siswa MTS Muallimat Al-Chusainiyah Darussalam serta mengidentifikasi tantangan yang dihadapi selama proses pembelajaran. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui wawancara dan observasi terhadap guru bahasa Inggris dan kegiatan pembelajaran di kelas.

Hasil penelitian menunjukkan bahwa lima strategi sosial-afektif diterapkan, yaitu *asking question*, *cooperating with others*, *empathizing with others*, *stabilizing emotional control*, dan *encouraging oneself*. Strategi-strategi tersebut membantu menciptakan suasana belajar yang positif dan meningkatkan keterlibatan siswa dalam memahami materi mendengar. Namun, penelitian ini juga menemukan beberapa tantangan, termasuk keterbatasan waktu pembelajaran, rendahnya fokus siswa, minimnya respon siswa, keterbatasan penggunaan media, peraturan buku siswa, serta rendahnya kesadaran berbahasa pada peserta didik.

Penelitian ini menegaskan bahwa strategi sosial-afektif berperan penting dalam mendukung pembelajaran menyimak, namun keberhasilannya sangat dipengaruhi oleh kondisi kelas, ketersediaan media, dan kesiapan siswa. Sehingga untuk penelitian berikutnya, penulis berharap akan ada pembaharuan yang dapat mendukung peran aktif siswa di kelas.

## ABSTRACT

Azdmi, Maulycya S. Ullul. 2025. **INVESTIGATING THE ROLE OF SOCIO-AFFECTIVE STRATEGIES FOR TEACHING LISTENING AT MTS MUALLIMAT AL-CHUSAINIYAH DARUSSALAM.** Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Wahyu Indah Mala Rohmana, M.Pd.

**Keywords:** socio-affective strategies, listening skills, English language teaching, emotional engagement, case study.

This study aimed to investigate the implementation of socio-affective strategies in teaching listening skills at MTS Muallimat Al-Chusainiyah Darussalam and to identify the challenges encountered during the teaching process. Employing a qualitative approach with a case study design, data were collected through interviews and classroom observations of the English teacher and learning activities.

The findings reveal that five implemented strategies of socio-affective strategies are asking questions, cooperating with others, empathizing with others, stabilizing emotional control, and encouraging oneself. These strategies contributed to create a supportive learning environment and enhancing students' engagement in listening activities. However, several challenges were identified, including limited instructional time, students' lack of focus, limited responses, constraints related to student textbooks, insufficient learning media, and low levels of language awareness.

The study concludes that socio-affective strategies play a crucial role in developing students' listening skills, but their effectiveness depends greatly on classroom conditions, media availability, and students' readiness to participate emotionally and socially. For the further recommendation, the author hopes that there will be lesson plan that can support the active role of students in the classroom.

## خلاصة

العزم, موليشى سرلي أولو.2025. دراسة دور الاستراتيجيات الاجتماعية و العاطفية في تدريس الاستماع في مدرسة الثانوية المعلمة الحسينية دار السلام, أطروحة, قسم تعليم اللغة الإنجليزية, كلية التربية وتدريب المعلمين. جامعة مولانا مالك ابراهيم الاسلامية الحكومية مالانج. المستشار: وهيو إنده مالى رحمن.

**الكلمات المفتاحية:** الاستراتيجيات الاجتماعية-العاطفية، مهارة الاستماع، تعليم اللغة الإنجليزية، المشاركة العاطفية، دراسة حالة.

يهدف هذا البحث إلى دراسة تطبيق الاستراتيجيات الاجتماعية-العاطفية في تعليم مهارة ، وكذلك الكشف عن مدرسة الثانوية المعلمة الحسينية دار السلام الاستماع لطلاب مدرسة التحديات التي تواجه عملية التعليم. استخدم البحث المنهج النوعي بتصميم دراسة الحالة، حيث جُمعت البيانات من خلال المقابلات والملاحظات الصفية مع معلمة اللغة الإنجليزية وأنشطة التعلم داخل الفصل.

أظهرت النتائج أن خمس استراتيجيات اجتماعية-عاطفية طُبقت، وهي: طرح الأسئلة، التعاون مع الآخرين، التعاطف مع الآخرين، ضبط التحكم العاطفي، وتشجيع الذات. وقد ساعدت هذه الاستراتيجيات في خلق بيئة تعليمية إيجابية وزيادة مشاركة الطلاب في فهم مهام الاستماع. ومع ذلك، وجد البحث عدة تحديات مثل محدودية وقت التدريس، ضعف تركيز الطلاب، قلة التفاعل، قيود استخدام الكتاب المدرسي، قلة الوسائل التعليمية الداعمة، وانخفاض الوعي اللغوي لدى الطلاب.

يخلص البحث إلى أن الاستراتيجيات الاجتماعية-العاطفية تؤدي دورًا مهمًا في دعم تعلم مهارة الاستماع، إلا أن فعاليتها تعتمد على ظروف الفصل وتوفر الوسائط التعليمية واستعداد الطلاب للمشاركة الاجتماعية والعاطفية. للتوصية الإضافية، يأمل المؤلف أن تكون هناك خطة بالتحديات دراسية يمكنها دعم الدور النشط للطلاب في الفصل الدراسي.

# **CHAPTER 1**

## **INTRODUCTION**

This chapter has generalized some definitions to have empirical study. The sections are followed in the background of the study, research questions, the objective of the study, the significance of the study, scopes and limitations, and definition of the key terms.

### **A. Background of The Study**

The elements of language are essential tools used in communicative interaction. Many individuals have joined communities and identified themselves as members through these language elements. To explore information or messages, people use various ways of communication beyond simply gathering information. Oral communication techniques, such as speaking and listening, are frequently applied. For example, many connect via phone numbers and send written messages to communicate with family and friends. When joining a community, individuals often rely on direct communication, which fosters interactions that develop active listening and speaking skills. These communication processes are key aspects that shape the dynamics between cultures (Fadli et al., 2024).

Despite its importance, listening can be a challenging skill in communicative interaction. Listening involves interpreting sounds that imply meaning, and as individuals improve this skill, they better understand how words are defined and used by others. In the context of English as a Foreign Language (EFL), listening is categorized as a core lesson skill. To illustrate this importance, Yunus [10]:42 states:

ومنهم من يستمعون اليك افانت تسمع الصم ولو كانوا لا يعقلون

Meaning: Some of them listen to what you say, but can you make the deaf hear even though they do not understand?

Listening skills are closely related to language practitioners in any community, especially in education. Audio-based learning encourages learners to actively follow others' spoken presentations, promoting deeper engagement in the classroom. For EFL students, listening skills are taught using specific strategies aimed at helping learners identify meaning through spoken words. One important strategy is the socio-affective approach, which supports learners in managing emotions while studying a new language (Indriana, 2019). This approach not only encourages teamwork and critical thinking during discussions but also helps students organize summaries from listening activities, reinforcing comprehension and communication.

Assessment of listening skills often combines language learning strategies that serve both community and classroom purposes. These strategies help students maintain effective listening habits. Teachers analyze socio-affective factors to monitor students' emotional and social progress. Kahraman (2013) argues that a positive classroom atmosphere is essential when assessing speaking and listening skills. The four language skills—reading, listening, writing, and speaking—are practiced cooperatively in L2 classrooms, with socio-affective strategies fostering empathy and reducing anxiety between teachers and students (Qotrunada & Sari, 2022). Such strategies include asking questions, cooperating with peers, social



mediation, empathizing, lowering anxiety, self-encouragement, checking emotional states, and self-talk, all supporting the development of listening skills.

However, learning English poses challenges due to the need for consistent practice and habituation. Listening skills enhance students' confidence as they understand messages delivered in English. Communities facilitate these interactions, fulfilling communicative purposes. Socio-affective strategies help stabilize students' emotions and cultivate cultural empathy, enabling them to retain information better from others during communication.

To develop listening skills effectively for EFL learners, special attention is needed, beginning with familiarizing students with sounds. This foundation empowers learners to recognize messages accurately. Socio-affective strategies provide a supportive framework that encourages practice and helps students achieve listening goals within their communities. Supporting this, Awinindia (2023) presented research indicating that listening is an active process involving metacognitive, cognitive, and socio-affective strategies (O'Malley and Chamot, 1990, cited in Awinindia, 2023, p. 154). These combined strategies improve students' comprehension of meaning conveyed through sound.

At MTS Muallimat Alchusainiyah Darussalam, classrooms for eighth and ninth graders are combined, while the eighth grade follows a separate curriculum focused on Quran memorization. Students memorize thirty chapters of the Holy Quran as part of their Islamic education. This unique setting highlights the cooperative role of affective strategies in teaching L2 listening skills, where affective techniques naturally integrate into classroom activities and religious teaching.

Research by Robiansyah (2020) emphasizes the reform of socio-affective strategies to control emotions in the classroom, particularly for speaking skills. Although his study focused on eighth-grade students in speaking, the findings are relevant for listening skill development as well, showing similarities in teaching strategies. However, this study did not specifically investigate socio-affective strategies in teaching listening, especially within Islamic boarding school contexts, leaving a gap in understanding the application of these strategies in listening classes.

Similarly, Nurazizah (2024) explored listening strategies based on students' skills using Total Physical Response (TPR), which engages emotional responses through sound and gestures. TPR improves memory and focus, particularly for young learners aged 7-11, helping them understand language development and activating effective listening strategies. Despite its effectiveness, this method is mostly applied to younger learners and less is known about socio-affective strategies for older students or those in religious-based educational settings, which presents another research gap.

A related case study by Hamzah et al. (2009) demonstrated that socio-affective strategies improved group listening comprehension among L2 Indonesian learners. The experimental group, which received socio-affective support, outperformed the control group. Additionally, Hakim & Suniar (2019) highlighted the motivational and emotional aspects of teaching as essential to developing speaking and listening skills. Socio-affective methods, combined with personalized teaching, enhance both language input and output. Nevertheless, the previous studies predominantly focused on general secondary education settings and rarely

addressed socio-affective strategies implementation in specialized schools like Tahfidzul Quran Islamic boarding schools.

These studies underline the effectiveness of socio-affective strategies in ELT and inform classroom design that supports language learning. Listening achievement depends on students' ability to grasp meaning, a process aided by socio-affective approaches that encourage communicative competence. However, there remains a lack of comprehensive research on how socio-affective strategies function specifically within Islamic educational contexts and how these strategies impact listening skill development at schools like MTS Muallimat Al-Chusainiyah Darussalam.

In recent developments, Hudelson & Chappuis (2024) introduced voice-to-voice machine translation to overcome language barriers, suggesting its potential for L2 classrooms. Such technological innovations can be integrated with socio-affective strategies and group instructional methods to enhance listening instruction. Adapting language teaching to community needs, especially in multilingual contexts like MTS Al-Chusainiyah Darussalam—which combines Quranic teachings and formal education—requires analytical and technological tools.

This study focuses on communication knowledge that is difficult to capture in writing, targeting intermediate English learners. Learning English at this level involves strategic teaching aligned with government curricula and institutional policies. Zuhri (2024) improved listening techniques at a junior high school using top-down and bottom-up models, emphasizing teacher-student collaboration. However, Zuhri's research did not explicitly explore the socio-affective dimension

in listening, nor the specific challenges faced by students in Islamic boarding schools.

Socio-affective teaching strategies effectively address language barriers by helping students summarize and understand communication. This research aims to investigate the specific socio-affective strategies used by teachers during teaching English listening skill, particularly in the unique setting of MTS Muallimat Al-Chusainiyah Darussalam. The study is titled: “Investigating The Role of Socio-Affective Strategies for Teaching Listening at MTS Muallimat Al-Chusainiyah Darussalam.”

## **B. Research Questions**

The particular study has personified in actualizing the second language acquisition for students at MTS Alchusainiyah Darussalam. These following questions addressed within the strategies on ELT.

1. How is the implementation of socio-affective strategies in teaching listening at MTS Muallimat?
2. What are the challenges for implementing the socio-affective strategies in teaching listening at MTS Muallimat?

## **C. Objective of The Study**

1. To find out the implementation of socio-affective strategy in teaching listening at MTS Muallimat.
2. To find out the challenges for implementing the socio-affective strategies in teaching listening at MTS Muallimat.

## **D. Significance of The Study**

This study titled "Investigating the Role of Socio-Affective Strategies for Teaching Listening at MTS Muallimat", is expected to provide both theoretical and practical contributions to the field of English language teaching and learning, particularly in the development of socio effective listening strategies.

### **1. Theoretical Significance**

The findings of this research will contribute to the language learning strategies, particularly socio-affective strategies, in the context of teaching listening. It will provide deeper insights into how teachers apply these strategies to influence students' listening comprehension and motivation in learning English as a foreign language (EFL). The researcher aims to support hierarchical theories that guide teachers' practices in the classroom. This study offers significant and practical lessons by highlighting how teachers use socio-affective strategies to facilitate listening activities within their community. Specifically, it focuses on the teacher's role in implementing communicative audio learning strategies. Additionally, this research may serve as a valuable reference for future studies interested in exploring the relationship between socio-affective factors and effective language teaching.

### **2. Practical Significance**

For English teachers, this study will help teachers at MTS Muallimat about the importance of incorporating socio-affective strategies into their listening instruction. It may guide them in designing more engaging and emotionally supportive learning environments that improve students' listening performance. The theoretical foundation will use in this research paper is second language learning

for foreign learner. The students of Mualimat who memorized Quran and exceeding the program activity inside MTS Mualimat. Hopefully, this research will draw on the horizon between constructivism and line that are gauged by second language classroom.

The research may encourage students to become more aware of the benefits of using socio-affective strategies in their learning process. This research will maintain the ability to understand the meaning of communication especially listening skill. Secondly, the findings may support the development of a more comprehensive English curriculum that integrates socio-affective aspects into the teaching of listening, thus fostering a more holistic approach to language education. It may empower them to take control of their emotional and social engagement while developing listening skills. Furthermore, they will be more enthusiastic to improve the practical sign of language in education. Overall, this study seeks to bridge the gap between affective language learning strategies and practical classroom applications in listening instruction, particularly in the context of Islamic junior high schools.

#### **E. Scope and Limitations**

This study focuses on investigating the role of socio-affective language learning strategies in the teaching of listening skills at MTs Muallimat. The research emphasizes how these strategies—such as self-encouragement, anxiety reduction, and cooperation with peers—can influence students' listening comprehension and overall engagement in English listening classes. The participants of this study are limited to the English teacher at MTS Muallimat. The research specifically explores the application and impact of socio-affective strategies within the context of

listening instruction, not in other language skills such as speaking, reading, or writing.

The study is limited to one school, which may affect the generalizability of the findings to other educational contexts or institutions. The research focuses only on socio-affective strategies; other types of language learning strategies such as cognitive or metacognitive are not the main concern of this study. Then, the data collection relies on instruments such as interviews and observations. Time constraints may limit the depth of observation and the number of participants involved, which could influence the comprehensiveness of the findings. Despite these limitations, the study aims to provide valuable insights into how socio-affective strategies can integrate into listening instruction, particularly within the Islamic junior high school context.

## **F. Definition of Key Terms**

### **1. Listening Skill**

Listening are attentional chemistry in humanitarian and defined as the process of transfer meaning by sound. The sound give more information so that someone who hear can understand the meaning. And, ability to hear the meaning from utterances who deliver by someone named listening skill. Listening is one of language component has overcome to the semantic or formations critically. By listening, the communication helps criticizing the interaction among communities for classroom development.



## **2. Socio-Affective Strategies**

Socio-affective strategies refers to a group of language learning strategies that help learners manage their emotions, attitudes, and social interactions in order to support learning. These strategies consist of social and affective strategies which involve student to reducing anxiety, encouraging self-confidence, fostering motivation, and engaging in cooperative learning with peers or commands. They emphasize the affective (emotional) and social dimensions of language learning, such as seeking encouragement, practicing with others, showing empathy, and creating a positive mindset during the learning process. Social strategy assists teacher's plan when delivering command or instruction for the student. Basically, these strategies integrate in listening skill and applicable for the teachers.

## **CHAPTER II**

### **LITERATURE REVIEW**

The researcher gathers theories to explain the previous studies about L2 application for listening. Several conceptions in the introduction of L2 learning describe throughout some parts. There are listening for L2 students and the curriculum of Pesantren.

#### **A. Theoretical Framework**

##### **1. Listening for L2 Students**

Listening is a process of receiving information or messages from audio. Cambridge online dictionary explains about “listening” in giving attention to someone or something in order to hear him. Audio sensory for the interactive listening alike the reception of memory. The skill of listening combines human receptory function between audio motoric and autonomus managed information. The point was started especially sound of word pronunciation. Students in L2 classroom would have to permit for listening course in order to regulate the action of sound. By the early definition, second language classroom was the accumulation within students’ mother language and the national curriculum. Brown (2003) stated the creation for particular tests. The tests are addressed in recent purposes of ESL.

A communicative theory completed inside the integration of fundamental testing that brought more elements. For this case, language is used in real life following current issues in the classroom. The application attaches at secondary school or MTS Muallimat. As inaugurated this prosperity, assignmental design was conducting from the national curriculum. The eighth grade for *Bahasa Inggris*

could assess the strategic competences. Finally, two sections between learning outcome and communicative language ability fulfilled through the planned lesson acquire students skill to listen.

The expository classroom based instruction would be analyzed further towards the socio-affective strategies. L2 students found in the border of MTS Muallimat that has some identical signals. For the details, students had trained for Quran presentation because of the schools' program. Any type of behavioral activity to resist L2 acquisition is being supposed for investigation research. Then to accommodate ESL classroom for eighth grade, instructed languages has arrested for implicating the mother tongue. The path to listen for oral commandation could be well assessed (Amin & Shibliyev, 2025). Following the theories of mother tongue to link the signification in listening ability. Hence, articulation culture took from these patterns embodies language policy.

In the beginning stage to follow hierarchical application for the L1 learner, phonetic sound and linguistic evidence abbreviates in the contextual teaching. Secondly, the students in L2 classroom has variety of behavioral treatment in which the teacher might use group tasks for those applications. An important decision for accusative strategy about listening skill, the noble Quran was recited by L2 learner of MTS Muallimat. Students will be able to communicate both in Indonesia and Arabic. Regarding on this issue, EFL for *Santri* can be made as stronger as the Quran taught. The language skill of L2 acquisition that applied is listening. The skill of listening combines memorial and practical for Student because they are trained by the teacher to always read aloud and listened orally.

## **2. Basic Types of Listening**

Brown (2003) argued for the students in EFL classroom, there is type of performance for a plausible interpretation. Secondly, a subjective outcome for students in EFL acquires the message from spoken language by listening. The listener distinguishes visual and audio scheme while interpreting these messages. Below are typical of listener while they receive the information or message and adapted from Brown (2003). First, listeners recognize speech sounds and hold a temporary “imprint” of them in short-term memory. This stage represents how the audio or message is being transferred as new information for L2 learner. Secondly, the listener simultaneously determines the type of speech event such as monologue, interpersonal dialogue, transactional dialogue. It could use some particular decision whether the technique applies on the bottom-up or top-down. Furthermore, the type of speech event is being processed and attend to its context regarding on the speaker, the location, and the purpose. It coloured the content of messages that have delivered. Third, listener uses linguistic decoding skills or (top-down) background schemata to bring a plausible interpretation to the message, and assign a literal and intended meaning to the utterance. Bottom up techniques has process between language and implication of linguistic field about to sense.

The third example shows arranged techniques while listening for the students in classroom. Zuhri (2024) argued that bottom-up and top-down as the characteristic for comprehended learning. Top-down listening describes within the part of audio recorded conversation and student who study the message summarized on the white paper. The student may give their opinion in order to speak what on their mind. It concluded in top-down techniques. Beside top-down, there has

bottom-up techniques which is defined the utterances delivered by a speaker in the duration terms. To differentiate this technique, bottom-up practices a whole message in delivered speech like debate. These tips can be arranged by drawing concept of the main idea that the speaker said. Fourth, most cases listener deletes the exact linguistic form in which the message was originally received. Repetition tasks (e.g consecutives) that involve short-term memory conceptually retaining important or relevant information in long-term memory.

There might be pages or notes to discuss about four common listening types such as intensive, responsive, selective, and extensive. The most selective type to form listening and the strategies to assist L2 learner is intensive listening. The type is selected because listening have used every moment at the school. It also refers to students performance and assessment tasks. Then, strategy of language learning will be used for decoding and assigning to the utterance. It can help *Santri* while they are receiving the speech or spoken language. From these stages we can derive four commonly identified types of listening performance, each of which comprises a category within which to consider assessment tasks and procedures.

- a. *Intensive*. Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language. It concluded interpretive listening for some purposes. For instance, a translator used to write the meaning from the source language.
- b. *Responsive*. Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response. Responsive listening obtained ordinally with joined community. This one has taken for a note as conversation practice.

Remember the scale of language functions is short, students who speak in responsive style can start the conversation automatically.

- c. *Selective*. This type is processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. For example : classroom directions from a teacher, radio news items, or stories. The purpose of such performance is not necessarily to look for global or general meanings but to be able to comprehend designated information in a context of longer stretches of spoken language. Podcasts can be the one choice of selective language because this type of listening represents students with longer content. Furthermore, these assessment tasks in selective listening can ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.
- d. *Extensive*. Listening to develop a top-down, global understanding of spoken language. A discourse learning with long duration generated to extensive model of listening. The extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening. The serious type among four characteristics.

### **3. Teaching Listening Strategy**

Avendano, et.al. (2024) insist language policy from bilingualism in the monarchy constitutional of Spain. This research about implementation through the language program and bilingualism as developed Spanish and English as the public

communication. This program holds on the functional monitor at the public school. By regarding to the present research, participants are preserved of tenth grade in Bogota's Secretary of Education. This is important to discuss how long the engaged lesson for attachment during period of academic year. Considering the process in language learning, environmental has opportunity for student willingness.

As followed by the recent literature about classroom for language learner, there are Language Learning Strategy (LLS) and emotional intelligence (EI). Both of them consessed by other reseracher to record with differents strategies point. Kahraman (2013) stated that applying socio-affective use LLS and EI directionally. The previous study used thought or behaviors retain the comprehend outcomes. Accomplising the foreign learner emotion, teacher recalls the environment to improve behavioral or activity.

LLs defines as the way for successful task for learner. The wide variety of strategy that is used by students identified specifically based on the task. This task means students will remembering and retrieving rhymes. Then, the rhymes conveyed students about pictures or gestures. There are memory strategy, cognitive strategy, and compensation strategy which classified in the direct strategy (Hudaya & Asdar, 2017). Directed learning has compulsory record for the memory to remember. The main purpose of this strategy maintain the L2 learner in detail information regarded. Delivering the information identic with students and observing the need for students major. Furthermore, the students who have different learning skill or students' need that will be exposed in further cases.

Secondly, language teaching for L2 learner assist the cognitif skill to develop. The strategy included on direct learning pursue classroom practical

theories. Recognizing on adequate process that the student or learner gauged in a classroom. This process called cognitive strategy for L2 classroom. The third strategy adjust the content for the precise expression after it followed the language meaning. This practice of the compensation strategy directed for listening comprehension throughout the classroom. In which the listening skill are included articulation, phonetics sound, and gesture.

There is indirect strategy examined the management of learning. Such as metacognitive, affective, and social strategies. Metacognitive strategies defined as a coordinating process of the learning. The steps consist paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating one's progress and monitoring errors. Metacognitive strategy supports the students eligibility in understanding the whole meaning (e.g sound, syllable) for being the L2 learner. Furthermore, the second of indirect strategy is named by affective. Affective strategy is one of the indirect strategy in language learning that regulate emotions or anxiety, concentrate self-awareness, and encourage emotional. For L2 learner of *Mualimat*, they can confirm the signal for English through sound learning or listening. Next to metacognitive strategy, there is social strategy. On this strategy, students can brainstorming the questions and opinions based the certain sub-chapters presented. Teacher will depart into classroom then asks the students in group working. For example, learning experience among L2 learner has improve the emotion in which the person involved.

#### **4. The Concept of Socio-Affective Strategies**

Rahmayani (2017) argued the interaction among learners in social strategy for teaching speaking. The finding that completes some kinds of activity develop



with social strategies in speaking class. This aims have particular definition for engaging the L2 learner in which strategy of language teaching applied indirectly. This strategy emphasizes social environment to support the knowledge about language (e.g grammar, pronunciation, dictation). Then, Oxford (1996) classified Language Learning Strategies (LLs) under two boards categories. Social and affective strategy aids both emotion and interaction among L2 learner. To distinguish the importance of socio-affective strategies of language learning, it can be seen as followed.

a. Asking Questions

This type address on the branch of academic behavior. Student who catches any message from the sensory will divide visual and audiotory learning. In this case, the question is sent within social strategy linked among the community. Especially L2 learner of muallimat boarding school, they stand for an internship management. It causes communicative barrier for the students. While questions depart to be clarified of social strategy, the students always study the language behind their community. Furthermore, clarification or verification can give them guidance as students in the classroom.

The third branches for asking question is a correction. To forward this strategy, asking for correction address the meaning. When student needs for a help regarding the topic disscussion, teacher will develop the content knowledge in the classroom. Thus for a correction in L2 teaching because of the L2 learner called *Santri Muallimat*. Implementing the strategy and

listening skill toward this classroom practices affect on emotinal perspective.

Students will learn to read the environtment by listening.

b. Cooperating with Others

Two shorts of cooperative learning has discuss in the specific way. Kahraman (2013) argued the language learning for foreign classroom of social and affective strategy. He defined both of strategies as the thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. The ability to construct the motivation of learning and substances to communicate named socio-affective. Cooperating comes for a language meaning “to cooperate”; “cooperated”, and “cooperating” which senses positive purposes. This cooperative is similar as collaborative learning. As the individu or subject, students have discussion for peer to peer at the classroom. Sharing about some topics when someone asking or addressing their interest. This strategy of social cooperative learning is indirect method for L2 students.

For further, cooperative learning implied fundamentals on many aspects. Students can practice over the skill for listening and reading. In this case, students would improve or recall infrmation towards the subtopic in the classroom. The proficient users of the new language remain a relationship between L2 learner and students. *Santri* who has identic classification can be described to learn with others. The learning strategy for language users will be affected and involved.

c. Empathizing with Others

Empathizing strategies within socio-affective learning focus on helping students understand and respond to the feelings, perspectives, and needs of others. These strategies emphasize cooperation, perspective taking, and emotional awareness during peer interaction. In classroom practice, empathizing strategies appear when students work in groups, support classmates who struggle, and participate in discussions that require attentive listening and understanding of others' viewpoints. Teachers also play a key role by modeling supportive communication, reducing anxiety, and encouraging students to consider their peers' emotions and perspectives. Overall, empathizing strategies create a positive social environment that enhances students' emotional engagement, strengthens interpersonal connections, and supports deeper learning.

d. Encouraging One Self

According to Vijaya (2012) the strategy of socio affective for controlling mental assures oneself that learning activity will be successful. In this strategy, students have achievement from the whole lesson. Self reinforcement during the lesson can be carried out by the teacher. The teacher will make positive representation for motivational approach. In situations like this, students may not have the same understanding of the material. Some students prefer audio learning, while others prefer visual learning. Therefore, in each class session, teachers can use strategies to boost student motivation. On one case, this strategy aims to build student self-confidence, offering

personal motivation by composing rewards for oneself (O'Malley & Chamot, 1990).

e. Stabilizing Emotional Control

According on Rahmayani (2017) and Kahraman (2013) the affixation to deliver the stabilized study has take into several objects. The objects are listening to your body, using a checklist, writing a language learning diary, and discussing feelings with someone else. From this view points, collaboration writing as a presentation. Reminder notes, the strategic point if students asked in writing task, they would read an amount of book for their interest. By the plannary subject, emotional stabilizing dictionary assessed.

f. Lowering The Anxiety

To observe good in emphazing self-awareness and judgement when teaching, lowering the anxiety has chosen in affective strategy. According to Adiwijaya (2018) the example for this kind of strategy such as deep in breath, rhyme, and laughing as strategy training. In this case, rhymes of song played in kindergarten. The purposes have presented for them in childhood ages. But, when it played to higher education (e.g university) that concern on function and aspect. Melody has an opportunity with music as similar as the plannary object.

The psychological studies said about relaxation. This is a concern with the message from a psycholog who give arrangement by the flows. At the classroom of L2, students make some combination to improve the syllable. Sound in P voicelar consonant diphtong as it in /sta:p/ can be easier

to learn. At the classroom of L2, students make some combination to improve the syllables. The time when this treat enhancer the intearctive classroom to open discussion or another sessions.

Based on the previous research, two scientists had published this acticle to accommodate students' speaking literacy in the classroom. The results obtained as strategical development at Islamic Boarding School of *Darul Hijrah*. To forward the table of affective learning, Mufidah & Pratiwi (2016) join these language learning in some purposes such as observating, interviewing, interconecting, documenting, and communicating.

Socio-affective strategy have carrying parts that support L2 learner for *Santri* to learn languages. Listening strategy involved L2 learner to receive the information around. This indirect learning named socio-affective of students. Mufidah and Pratiwi (2016) stated on students specific plannary toward speaking in the classroom. The table has introducte six of speaking strategies for L2 at *Darul Hijrah Putra and Darul Hijrah Putri*. Followed, memory strategies; cognitive strategies; compensation strategies; metacognitive strategies; affective strategies; and social strategies. Below the inserted tables and suggests some strategies according to the socio-affective strategy.

| Socio-Affective Learning Strategies |                       |  |
|-------------------------------------|-----------------------|--|
| Learning Strategies                 |                       | Explanation  |
| 1.                                  | Keep talking strategy | The students always keep to talk in English although they make |

|  |  |  |
|--|--|--|
|  |  | mistakes during the practice.  |
| 2.   | Fun with songs and lyrics                          | The students learn to listen, pronunciation, and new vocabulary while they are listening to English song, which usually played through loudspeaker in the boarding school. |
| <b>Socio-Affective Learning Strategies</b> |  |  |
| <b>Learning Strategies</b>                 |  | <b>Explanation</b>   |
| 3.   | Minimizing language anxiety through fun activities | Since there are lot of language tasks in the school, the students usually will make some funies action in order to minimize the anxiety. They make laugh while             |

|  |  |                                     |
|--|--|-------------------------------------|
|  |  | reading funny stories in the movie. |
|--|--|-------------------------------------|

Table 2. 1: Socio-Affective Learning Strategies

| Construction  | Concept   | Categories              | Indicators  |
|---|---|-------------------------|---|
| <b>Listening</b><br>Listening is a process of receiving information or messages from audio. | <b>Listening Comprehension</b><br>the process of transmitting information through sound waves that contain the meaning for communication purposes | Linguistic Processes    | Recognizing and assigning audio into meaning or word                              |
|   |   |                         | Recognizing basic relationship between words                                      |
|   |   |                         | Combining and integrating audio meaning   |
| Construction  | Concept   | Categories              | Indicators  |
| <b>Listening</b><br>Listening is a process of receiving information or messages from audio. | <b>Listening Comprehension</b><br>the process of transmitting information through sound waves that contain the meaning for communication purposes | Linguistic Processes    | and structural information  |
|   |   | Comprehension Processes | Organizing the main and supporting ideas of the text                              |
|   |   |                         | Interpreting the text based on personal feeling, goal, and background expectation |
|   |   |                         | Using relevant strategies to assist, repair, and                                  |

|   |  |                         |   |
|---|--|-------------------------|---|
|   |  |                         | maintain comprehension                                      |
| <b>Listening Strategy</b><br>Conscious decisions taken to overcome problem arising during listening     | <b>Socio-affective Strategy</b><br>Learner involvements either in interaction with another person or ideational control over affect.     | Asking Question         | Asking for clarification or verification                    |
|   |  |                         | Asking for correction                                       |
|   |  | Cooperating with others | Cooperating with peers                                      |
|   |  |                         | Cooperating with proficient users of the new language       |
|   |  | Empathizing with others | Developing cultural understanding                           |
|   |  |                         | Becoming aware of others thought and feelings               |
| <b>Construction</b>   | <b>Concept</b>   | <b>Categories</b>       | <b>Indicators</b>   |
| <b>Listening Strategy</b><br><br>Conscious decisions taken to overcome problem arising during listening | <b>Socio-affective Strategy</b><br><br>Learner involvements either in interaction with another person or ideational control over affect. | Lowering anxiety        | Using progressive relaxation, deep breathing, or meditation |
|   |  |                         | Using music   |
|   |  |                         | Using laughter  |
|   |  | Encouraging oneself     | Making positive statements                                  |
|   |  |                         | Taking risk wisely  |
|   |  |                         | Rewarding herself   |



|  |  |                              |   |
|--|--|------------------------------|---|
|  |  | Taking emotional temperature | Listening to ones body                    |
|  |  |                              | Using checklist                           |
|  |  |                              | Writing a language learning diary         |
|  |  |                              | Discussing ones feeling with someone else |

Table 2.2: Research Construction and The Operational Definition

## 5. The Curriculum of MTS Muallimat Al-Chusainiyah Darussalam

Contextually, educational policies has approximate Indonesian citizen the right of religiousity and education. The fundamental constitution of Republic 1945 Chapter XI number two about religiousities and Chapter XIII about educational policy. MTS *Al-Chusainiyah Darussalam* established 2010 under the institution of *Al-Chusainiyah* dan *Pondok Pesantren Tahfidzul Quran* (PPTQ) Nurul Furqon. Secondly, the students of MTS Muallimat had registered for committing thirty chapter memmorization Quran and following formal styles in the classroom. English and Arabic are used for students' daily conversation and the language of instruction, except for some subjects, which should be delivered in Indonesian.

Pesantren al-Chusainiyah was developed by the honorable KH. Chusaini Al-Hafidz for five decades. There were schools institution or stages such as MI Al-Fattah Darussalam, MTS Muallimat, and MA Muallimat. Especially the students or *santri* who stayed at the Al-Chusainiyah institution awarded for memmorizing thirty chapter of the noble Quran. This program of Islamic school named *mondok* has acquired students in Arabic languages for everyday life. Finally, the curriculum

of ELT for them as acceptable component and application of multilingual students (Azdmi, 2024).

Kamal (2023) discussed the implementation of instructional models in the classroom. In relation to English teaching and learning, the 2013 curriculum played a central role, particularly for the whole level, and influenced various aspects of the teaching and learning process. The academic calendar served as a framework for scheduling evaluations and ensuring effective teaching sessions. Across different educational reforms (e.g., 1945s, 2003s, and 2021s), the curriculum was designed to provide adequate time allocation for academic competencies. The primary goal was to enhance students' learning outcomes, with a particular focus on linguistic competence in the beginning of seventh grades. Among the four skills, listening remains the most challenging in L2 learning because it requires active engagement from both teachers and students. The present study investigates the strategies applied at MTS Muallimat, also known as the Secondary Islamic Boarding School of Muallimat.

## **B. Previous Studies**

Regarding the current paper that analyzed the background of research related to this paper. The previous studies focus on the English language teaching where language learning is examined as part of a particular institutional context. The study aims to develop a qualitative analysis of L2 students by evaluating curriculum design and pedagogical features, with special attention to the listening course. Researcher of this study applies case study method using qualitative comparison to explore the experiences of L2 learner and to highlight specific instructional goals.

First, according to research by Qothratinnada (2022) this research talked about the strategy of socio-affective for foreign learner. The research aims to explore the speaking skill and to know the reason of the strategy used during pandemic. The subject of this study is ten students at Senior High School in Triguna Utama Syarif Hidayatullah Jakarta. A descriptive qualitative methodology employed on this study. Then, the research data has collect by interview in a small meeting named forum group discussion (FGD). Ten students as the subject are answered the question asked by the researcher to recognize the way of socio-affective learning. The results of this study indicate that all students used socio-affective including (1) asking question; (2) cooperating with others; (3) social-mediating and interacting with others; (4) empathizing with others; (5) lowering someone's anxiety; (6) encouraging oneself; (7) taking someone's emotional temperature; (8) self-talk. Nevertheless, FGD used to access students social emphyaty have covered between researcher and participants. The researcher played a game in the discussion, not only the discussion forum which was intended to be a form of socio-affective strategy. The strategy of socio-affective give the learner benefits to interact even in the pandemic.

Secondly, Huwaida (2024) this study demonstrated the use of Podcast as media to support students' interest for listening. The purpose of this study is to determine whether the use of podcast is effective in improving language learning especially listening skill. The method used quantitative with pre-experimental one group pre-test and post-test design. The researcher of podcast study in listening analyzed XI grade consist of 28 students. They have entered language program at MAN Kota Batu. Data was collected by accumulating pre test and post test. The

result of this study has present in 54.42 for pre-test score and 84.57 for post-test score. Then, the data will be analyzed on SPSS where  $H_a$  is accepted and  $H_0$  is rejected because post-test shows significant in result. The hypothesis and t-test shows  $0,000 < 0.05$ . However, this research presented the corelation of hypothesis and listening skill. The students' listening skills were reported without the authentic task. The students' listening skills indicated that the hypothesis ( $H_a$ ) was accepted in the classroom.

The third reference is a study of social strategy to asesst speaking skill. This research is encountered by Rahmayani (2017). The purpose of this study formulated for the students at the second semester in English Education Department at Aluddin Makassar. The aims of this study is to find out the kinds of social strategies and the impacts for students in speaking activities. The method used in this research is descriptive qualitative in which interview and observation analyzes. They are 90 students observed and four students of the class has interview in this research. Then, there are several kinds of social strategy used on the speaking skill. Asking for question, cooperating with others, and empathizing with others. The skill of speaking that applies social strategy can improving students positive fibes and increasing self-confidence and less nervous. While the study showed social strategy for teaching speaking, it shall assest the outcome of cooperating activity for students. The example are influencing social strategies performance assist on these field of fluency; accuracy; and vocabulary use, the long-term effects, comparisons with other strategies, and broader contexts or proficiency levels.

The fourth study is according to Hadi (2024). This research discusses students' willingness to communicate. This recent study widely improves content

for second language (L2) learner that are pronunciation and vocabulary. The aims for this study is to describe on socio-affective strategies implementation at MTs Darul Hikmah. Furthermore, this research enhance speaking skill for the second grade students. Hadi (2024) used the model of classroom action research (CAR) for his study with two cycles. 21 students participated in the classroom. Then, the results of this study shows an average students' score of 65.9, and the percentage of students' who completed post-test 1 is 28.50%, which means only 6 students' achieved the target score of 75. For the second stage, it amounted to 72.19, and the percentage of students' who completed post-test II is 71.40%. Finally it can be concluded there are 15 out of 21 students who got the scores over on averages. Therefore, students speaking skill has increase with the strategy of socio-affective learning. Although Hadi (2024) showed that socio-affective strategies improved students' willingness to communicate and speaking performance, the study is limited to a small group in one context that emphasized pronunciation and vocabulary only. Further research is needed to explore socio-affective strategies in larger and more diverse population, to investigate other dimensions of listening skills.

Fifth, a study with socio-affective language learning is applied by Vijaya (2012). This study personified in reading comprehension for student in the third semester. They are Information System study program who had participated. There are 13 to 16 students who participated for this study. The aims of this research are exploring the pattern of student reading activity. In the recent analysis, researcher adjusted the strategy for further purposes related to self-confidence and maturity. As the result, Vijaya (2012) stated that emotional temperature and cooperating with

peers as part of cooperating with others. Socio-affective strategy seemed to be student's best preferences among others. However the study of language learning that applied by Vijaya (2012) in reading comprehension, the socio-affective is limited in a small sample.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter provides a description of the research methodology. The methodology contains the research design, subject of the research, research instrument, data collection technique, and data analysis.

#### **A. Research Design**

This research used qualitative methods. The qualitative research is relevant to identifying data directly by description. This research discusses about the strategy used by teacher for teaching English especially listening skill. The researcher uses case study because it allows for an in-depth exploration of how socio-affective strategies are implemented in a specific real-life context, providing rich, detailed insights into the teaching and learning processes at MTS Muallimat. According to Bogdan and Bikien (1982), a case study is a detailed examination of one setting or one subject person. The researcher focused on socio-affective strategy in teaching listening.

#### **B. Research Subject**

The subjects for this research is one English teacher. In deciding the research subject, the researcher used purposive sampling to select participants and maintain the accuracy of the data. There is English teacher in the MTS Muallimat Al-Chusainiyah Darussalam. By seeing the subject, researchers will collect the data from the classroom of this school. Furthermore, there is eighth grade that will be observed by the researcher cooperatively. To support the process, the researcher

will prepare the observation checklist that includes specific indicators related to the use of socio-affective strategies.

| No | Name    | Gender        | Notes         |
|----|---------|---------------|---------------|
| 1  | Sudents | Male & Female | (25) Students |
| 2  | NA      | Female        | (1) Teacher   |

Table 3. 1: Table of Informant

### C. Research Instrument

The study employs qualitative research design where researcher will use interview and observation for summarizing and collecting the data. This descriptive approach enabled the researcher to gather rich, in-depth information from participants, attaching the experiences related to the background of this research.

#### 1. Interview

Interview method used for this research to find more data with deep collected technique. As stated by Creswell (2017) that interview can provide useful information even though that will observe in the particular study. In this research, researcher prepare interviews' question for the teacher. The question are regarding socio-affective strategy for teacher in the classroom. There are ten questions of the strategy used by the teacher about students' listening skill. Then, researcher summarize the result from the question and answer as the conclusion.

#### 2. Observation

Observation used for this research to collect the data. The purpose of observation is examining the teacher's application of socio-affective strategies in teaching listening comprehension at MTS Mualimat. According to Creswell (2014)



observation is a technique for collecting open, coordinated data by examining individuals and environments at the research site. This method involves observing a subject using the table of list. The table contains some guidances for researcher to analyze socio-affective strategy for the Seventh grade of MTS Mualimat Darussalam. As followed, the implementation of this strategy will be checked through the table of observation. The table of checklist are creating a supportive classroom atmosphere, reducing students' anxiety, encouraging cooperation, and providing positive feedback. In addition to the checklist, field notes are also taken to capture details of students' behavior, participation, and responses during the listening activities that are not fully represented in the checklist.

#### **D. Data Collection Techniques**

This research involves some steps to collect data. The process of data collection will be conducted at MTS Mualimat Darusalam. Then, researcher will summarize data that are using interview and observation techniques. These techniques will used by researcher to investigate the strategy that are applied for listening. Semi-structured interviews will be conducted with English teachers at MTS Mualimat to gain deeper insights about the perceptions and the experiences in teaching socio-affective strategies for listening. These interviews allowed the researcher to explore the teachers' understanding, the challenges face, and the specific techniques that uses in social interaction and emotional support. Finally, the interviews gain information about the strategies applied for EFL especially students in the seventh grade of MTS Muallimat Al-Chusainiyah Darussalam.

In addition to interviews, classroom observations will be carried out to maps the strategy of socio-affective for the teaching contexts. This observation technique

will present of ten questions. This combination of interview and observation provided a more comprehensive understanding of the role and effectiveness of socio-affective strategies in the classroom.

## **E. Data Analysis**

After obtaining data through interviews and observation, the data will analyze descriptively. The following are data analysis techniques according to Miles and Huberman (1994), which states that the describing data consist of these following steps: data reduction, data presentation, as well as drawing conclusions and verification.

### **1. Data Reduction**

Data reduction is a process in research methodology that aims to minimize data volume while preserving important information. Initially, the data collected by researchers will be various and have a complex explanation of the research subject. Therefore, in this research researcher need to collect the data reduction for accomplishing the results. Apart from that, it can help researcher draws good conclusions.

### **2. Data Display**

The next step after data selection named data display or data presenting. Data display refers to data reduction. The data display presentes in the form of a summary or paragraph from the interview and observation reports. This phase provides a compressed and organized collection of information that makes it possible to draw conclusions.

### **3. Drawing Conclusions/Verification**

To summarize the results for socio-affective strategies, researcher will insert the data into the table of analyzation. Correspondent of the research who will deliver the answer within the interview unit. It will complete for researcher analyzation. For further steps, interview and observation will provide both languages in English and Indonesia to help the researcher and participants during the research. Therefore, conclusions will be reported after the data reduction and data presentation research which usually presents new findings. Researcher is also allowed to add suggestions for further research. In conclusion, this stage is the final step for the research.

#### **F. Data Triangulations**

The triangulation of data collection in this study will be achieved through the use of observation, interviews, and field notes. Observation provided direct evidence of the teacher's practices in applying socio-affective strategies. Secondly, interviews with the teacher offers insights into perceptions, feelings, and experiences. The findings from both techniques are compared and cross-checked to underline whether the data supported each other or revealed different perspectives. This process strengthened the credibility of the research results by providing a more comprehensive understanding of the case.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

In this chapter, the researcher presents the data analysis from the field during the research period. The data was gained by doing an interview and observation according to the strategies of socio-affective and teaching listening. Hence, the researcher presents two things in this chapter which are the findings and the discussion of the research.

#### **A. Findings**

The researcher collected the data using interview and observation. The findings drew based on the filed study at MTS Muallimat. To answer the research question, researcher provided two finding.

##### **1. The Implementation of Socio-Affective Strategies for Teaching Listening**

In this section, the researcher explains the finding from the interview question and observation. Then, the researcher analyze those data with the theories of socio-affective strategies. The result of the study showed that teacher used the following strategies in socio affective. From six strategies, the researcher found five part which consist of asking question, cooperating with others, empathizing with others, taking emotional temperature, and encouraging oneself.

##### **a. Asking Questions**

The strategy used by the teacher at MTS Muallimat when applied for giving the students instructions or senses to start the lesson. At the beginning of the session, the teacher encouraged students to recall materials from the previous meeting and provided opportunities for self-reflection regarding their listening skills. Then, the

strategy of asking questions used when the teacher asked them to collect the assigned task. The teacher asked the students about the task and decided to collect it. She supported the students with the positive question, “Do we have some questions to be discussed?” and “Have you finished?” As the teacher used the textbooks for teaching and learning. Some feedback gave during the presentation of the lesson, allowing students to assess their understanding and performance.

b. Cooperating with Others

When the teacher encouraged the students to engage in small group discussions, it provided them with an opportunity to understand the lesson more deeply. Through these group discussions, students became more enthusiastic and active in the learning process, especially when using the handbook. The findings showed that the teacher instructed the students who had not finished their tasks to work together with their group members. This indicated that cooperative learning was implemented in the classroom. Furthermore, researcher found this strategy used when students discussed material related to the topic, as they interacted and exchanged ideas with their peers. Based on the observation results, classroom cooperation was clearly visible during the delivery of the material and through the students’ active participation. As stated by the teacher, “I asked students to discuss with their partners while I gave them some exercises.”



Figure 4. 1: Student Cooperative Learning

c. Empathizing with Others

The strategy known as empathizing with others was clearly observed in students' classroom activities. During task completion, students demonstrated empathy by asking their peers for clarification, offering assistance, and sharing understanding when someone encountered difficulties. These interactions indicated that empathizing not only supported individual learning but also strengthen social bonds and promoted a cooperative classroom atmosphere. In addition to students' actions, the teacher also facilitated empathic engagement through instructional methods that encouraged emotional connection and clarity. The researcher found that the teacher frequently used drawings and visual representations to support the lesson, making abstract information more accessible and reducing student frustration. The teacher said, "I used song to improve the messages." These strategies encouraged students' confidence, enhanced comprehension, and fostered a supportive classroom culture where learners could help one another and engaged

more deeply with the material. Beside, the observation showed that students were engaged with the topic presented.

d. Encouraging Oneself

This strategy characterized by the students in the classroom that they had a spirit of motivation to learn. Researcher found two types of learner with visual and auditory model. The students who fond of visual messages would write notes in their books. Beside that the students who were asking their peers about the subject matter prefer audio learning. Therefore, in order for the learning material to be understood, teacher used English textbooks in class. Throughout the class, students followed the teacher's instructions, demonstrating engagement and responsibility in the learning process. As explained by NA in the interview, "Students could grasp the material through oral and written communication."



Figure 4. 2: Teacher Encouraged The Lesson

e. Stabilizing Emotional Control

The teacher named NA stated that she would support the students by implementing various learning models aimed at enhancing their engagement and comprehension. To assess and manage the students' emotional states, NA consistently exhibited positive attitudes and maintained a motivating classroom environment. In this regard, her strategies to promote emotional learning included encouraging students to develop self-awareness of their physical and emotional responses, as well as facilitating discussions that allowed them to express and reflect on their feelings. Beside that, the observation showed that the teacher drew pictures to support the lesson. As the teacher said, "We met and shared the feeling during the lesson."



## **2. Observation Report for the Implementation of Socio-Affective Strategies in the Classroom**

In this section, the researcher presented the findings obtained from classroom observations and explained the indicators of socio-affective strategies categorized according to each specific strategy point. During the classroom meeting, the teacher implemented various socio-affective strategies to enhance students' listening performance and foster a positive learning environment. At the beginning of the session, the teacher encouraged students to recall materials from the previous meeting and provided opportunities for self-reflection regarding their listening skills. Feedback was also given during the delivery of the lesson, allowing students to assess their understanding and performance.

Another strategy named encouraging oneself. In this strategy, the teacher encouraged students to express their feelings or difficulties related to the lesson, ensuring that every learner felt comfortable participating in classroom activities. Encouragement and positive feedback were consistently provided to maintain students' motivation. In addition, the teacher gave time for reflection and reminded the students of their unfinished tasks, encouraging responsibility and independent learning habits.

Based on the observation, cooperative strategies were promoted through group and pair activities, enabling students to engage in peer learning and mutual support during listening tasks. The teacher also built students' confidence by acknowledging small successes and maintaining a positive attitude toward learning. By emphasizing effort over perfection, the teacher reduced students' fear of making

mistakes and encouraged active participation through opened sessions with questions.

Socio-affective learning strategies were reflected in their active involvement throughout the lesson. Students demonstrated collaboration and respect during listening activities and they were attentive to the teacher's explanations. They took notes, summarized the material, and utilized textbooks or handbooks to enhance their understanding. Group discussions and peer-to-peer learning played an essential role in helping the student completed tasks effectively.

Empathy and cooperation were evident as students supported each other, showing tolerance and willingness to help their peers. The emotional connection between the teacher and students contributed to a positive classroom atmosphere, enhancing engagement and motivation. Despite varying levels of enthusiasm, students followed the lesson attentively and demonstrated consistent effort to participate in class discussions. Overall, the classroom environment was supportive and conducive to learning, allowing students to share feelings, reducing anxiety, and achieving the lesson objectives collaboratively.

These strategies were crucial for creating at learning envirointment with reducing anxiety and encouraging interaction. As it mentioned before about the elements of socio-affective strategies, the students need to follow teachers' instructions to practice those strategies (e.g Asking question, cooperating with others, empathizing with others, encouraging one self, and lowering the anxiety). The teacher should make the lesson plan that used to attact the student interaction. This is the way for them to apply socio-affective strategies.

### **3. The Challenges for implementing the Socio-Affective Strategies for Teaching Listening**

After conducting both interviews and classroom observations, the researcher identified several challenges in implementing socio-affective strategies for teaching listening. The findings presented were based on data gathered from two sources. First, information from the interviews provides insights into the teachers' perspectives and experiences. Second, the observations described how these strategies were applied in the classroom context. Additionally, these sources offered a clear understanding of the challenges encountered in implementing socio-affective strategies for listening instruction. The following section discussed these challenges in detail.

#### **a. Limited Amount of Teaching**

In English language learning, researcher encountered issues that made the teaching and learning atmosphere seem short. In this case, the duration applied was one lesson hour, which was around forty minutes. As the teacher said that the class would end at twelve in the afternoon. Therefore, the learning process was very much needed to be strengthen. Teachers delivered topics related to the lesson material to students in front of the class, then tested the students' understanding of what they had learned. During these meetings, researchers discovered a phenomenon whereby the assignments given were not yet a measure of student learning success. There were students who could not to complete the questions but, little amount of them who completed the assignments. Thus, students had varying learning competencies. Therefore, the strategy that must be emphasized was encouraging oneself in the form of focusing on teaching individuals by providing

encouragement to learn. Beside this situation the teacher said, “The lesson will be over ended at twelve in the afternoon.” So this statement claimed the lesson would not take longer.

b. Student Lack of Focus

One of the things that hinders the learning process in the classroom was student focus. Researcher found on these challenges were applying the one social-affective strategies named empathizing with others. Researchers found that students' concentration was diverted during the learning process. It made the learning process could not run effectively. There were caused by the session of the previous lesson that still remembered by students. It affected of students' concentration. In other case, the student lack of focus seemed by the motoric acitivity that came from the students. This would disrupted the classroom activities, which consisted of listening to the teacher's explanation of the material. The strategy of empathizing with others in listening instruction, which was an element that strengthened the learner's mental state was replaced. There were diverged focused caused by students' concentration on what they heard and they saw during the lesson.

c. Limited Responses of Students

As the researcher found through interviews and observations, English language learning has been delivered in an expository manner. With this, the researcher found that students listened to explanations as the teacher delivered the learning material. Through the information from these interviews, the researcher found that the response from students during learning was a lack of attention. Based on the researcher findings, the lesson was teacher centered. The teacher explained

the material during the lesson. This approach was not effective for students because it was passive. They only listened and cannot interact directly during the learning process. So the learning that takes place was limited only to testing understanding or formative question. In addition to student engagement, the attention referred was two-way communication that creates a reciprocal relationship both the teachers and students. However, due to limited interaction, meetings with teachers feel shorter.

d. Lower Stage of Language Awareness

In this chapter, researcher found inconsistencies while students communicated. It was belong to the used of language. When talking to their peers, they were able to adjust their choice of language. The strategy that has rised to this limitation was cooperating with others. When students work together with friends in their group, they engage in conversation. With simple words, students could communicate with each other. However, the language that students said when they speak with the elder person was the same way as it used to discuss with their peers. Here the language were not appropriate for the interlocutors. According to the learning level of the students, they used vocabulary according to what they understand. They tried to use it. In this case, the students' awareness of the meaning contained in the sounds of language did not necessarily represent the intended idea.

e. The Lack of Media for Teaching Listening

In classroom learning, face-to-face interaction occurs between teachers and students. Based on the researcher's observations, English learning proceeds smoothly. The teacher guides students using the student's textbook in an expository manner. However, the learning process was one-way, with the teacher providing

explanations throughout. NA, the English teacher, encountered an obstacle in the use of learning media. She stated, "My challenge in teaching English was the media." Media in listening instruction was crucial for introducing students to accents, letter sounds, and short conversations. In the classroom, teachers hampered in interacting with students because their language level must be in line with the listening instructional audio. Therefore, existing English instruction has used Indonesian to facilitate student interaction.

## **B. Discussion**

In this part, the discussions has presented about the implementation and challenges to implement the socio-affective strategies for teaching listening. The researcher found the results based on the data of interview and observation. The findings revealed several strategies of socio-affective during the lesson at MTS Muallimat. There were five strategies from the socio-affective such as asking question, cooperating with others, empathizing with others, stabilizing emotional control, and encouraging oneself. Each strategies carried different shapes for applied techniques. This has confirmed for the researcher to follow the teacher with lesson schedule in the classroom.

The strategies for teaching listening would reach many aspects. These aspects were from the teachers teaching strategy and students learning stage. By the implementation of socio-affective strategies, students of secondary school at MTS Muallimat has observed for gauging the lesson. The material for learning English were actualized by them with students' book. From then on, teacher would receive student participation in the classroom. There were two directions from students engangement and teacher' instruction that appear during the learning activity.

Furthermore, the teacher started the lesson and opened the classroom with rised questions. The questions aimed for welcoming the students at the time before the lesson was going to discuss. In the time students were joining the class, they prepared the lesson with the book and other tools. Listening skill has cultivated with teacher instruction. This strategy affected the students more gauged when they were in the classroom. By the time this lesson enrolled, strategies of socio-affective also trigged the students by reminding the whole chapters and tasks. Teacher has ensure

the students about their progress. As it had, the questions asked to students in order to support their progress related on the material discussed. When the teacher gave instruction and delivered the material, students listened attentively. They were processing the messages from the utterances in the classroom.

Related to the theory of socio affective strategies, Karina (2021) argued that the model of asking question has attached for students clarification but, researcher found the strategy was on the same activity for cooperating with others. The students had small talk with their peers for discussing some topic. Cooperating with others applied throughout the lesson when teacher and students were cooperated. Secondly, discussion or group learning also involves cooperated working among students in the classroom. The students were more confident to talk with friend than teacher. For this strategy, the students could get feedback and gain more information. The strategy for cooperating with others enriched students' learning activity when the teacher asked them for a formative assignment.

The strategy of cooperating with others has involved for the learner interaction. In this strategy, the researcher found that teacher supported the lesson with students' group working. The example of this strategy could be seen when students finished the task with their team. This finding was in line with Indriana (2019) that she argued on the paper about socio-affective strategies. This strategy for cooperating with others has the preference strategy for both teacher and student. For teacher, it encouraged the lesson that easier to access. The students were more understanding from their friend. This situation made the lesson more comprehensive because they studied collaboratively to support each other. Previous research by Qathratinnada (2022) supported this findings, where the strategies of



socio-affective used to analyze the willingness for students to speak. Cooperative learning during the classroom in pandemic has challenges to be implemented. The students do not like work in cooperative learning for knowing each other and friends' consciousness about teamwork. The learning situation is not optimum because the interaction among students has minimum during the lesson. This shows the socio-affective strategies were determined by the student's participation.

Next to the strategies of socio-affective, there was a strategy named empathizing with others. The students were showing for the empathy during learning. Researcher found that students helped their friends for completing the task so well. It derived these strategies to empathize students with others. Oxford (1999) stated that showing empathy with others were comprised of cultural development and being aware. Researcher found based on the observation, the students helped their peers with retelling the material about what they listened. Secondly, there was teachers' assignment for the students' on the lesson book. The students were difficult to practice this strategy when the assignment gave to them based on individual work. In this case, the application of empathizing with lesson has related on the teachers' lesson plan.

Another strategy involved stabilizing emotional control. This approach was a key element of socio-affective language teaching. According to the results, the teacher controlled the emotional when teaching listening or explaining lesson topics. This activity has the same model with Arsita (2021) according to the concentration difficulties. Students were prefer to learn with friends to access the material and assignment given by the teacher. On his research she mentioned that

during the pandemic, students did group work to overcome the boredom. This strategy named stabilizing emotional control during the meeting of the lesson.

Beside that, the researcher found teacher strategy to control the emotion when explaining the topic. This way of critical thinking with student to grasp for their attention. To attract students' responses of the material, teacher has drawn an illustration object related to the topic. Then, students were being aware for the teachers' explanation. Stabilizing emotions were applied by the teacher when guiding students from the material presentation to do the exercise. By this treatment, the teacher guided students of the class with clear instructions. In practice, these strategies involved for helping students became aware of their own emotions such as listening to their bodies, acknowledging and discussing the topic presented.

As mentioned, teacher has strategy to get students attention. The students had listened to the material presented. The responses were given by students during teacher presentation. These responses had limited because the students were not talk or were not asking questions to the teacher. Thus the response formed was one direction. Teacher were difficult to found the method for stimulating students' attention for listening. It was hard to find audio that perfectly matched the students' exact proficiency level – not too easy to be boring, but not so hard that it causes anxiety. Beside that, regional or cultural relevance were unfamiliar for students. So they were doubt to give responses about the content. Nurhayati, et.al (2023) argued that students brought a wide range of linguistic background and cultural experiences to the classroom. It affected on students ability to understand different accents, speech patterns, and cultural references.

According to the finding while teacher faced the challenges for adapting the listening activity, researcher found the lower stage of student's language awareness. The utterances that were said by someone should take on the point for whom the word expressed. The students were have to show the body of language politely. In this case, the expression represented by the word or body language. During the observation, a little amount of students were talked with the teacher after the class ended. The expression of students has represent as it talked with their peers. Hence, the interaction was caused by student's lesson activity when they were hear the word in the classroom but it did not train the students to speak.

The next strategy was about teacher and student agreement named encouraging self-study. The researcher found that there were particular barriers for students to receive the material of the lesson. The time limitation also involved these strategies. Encouraged one self has shorten for teacher to monitor the students during lesson. There was about twenty minutes break after one lesson enrolled. Beside the duration of lesson was short, students were needed to be accompanied by the teacher during the lesson. Based on the researcher finding, the lesson was teacher centered. Students could not improve their speaking. They only listened to the teacher. Furthermore, there was the space behind these strategies that has caused lower stage of language awareness. It would be overcome by teacher to give touched interaction with oral language. The strategies would affect for students on two way interaction.

To follow the lesson and material given, the text book were available for the students. Based on the researcher finding, the school institution shared the hand book for each students. These book were not purchased by them so the students

have authorization as the reader but not for writer. This finding made the students felt uncertainly to write. For applying the socio-affective strategies in encouraging oneself, the teacher has deliver the material and students were writing the summary. The assessment from teacher would be copied on the notes.

The lack of focus when students has enrolled the classroom. It happened because the lesson has in charge with another lesson. The session time of English needed the warming time for student. Beside that, the lack of focus caused of the students' interest in the subject. In this case, a little amount of students caused noises from the motoric acitivity. It disturbed the learning session and another student in the class. This finding was the same with Sarina (2023). She argued that the factor affected were students felt embrassed because the lack of self-confidence. This situation made students to unmotivate for being interactive to speak.

There has time limitation for students to learn. This was belong to a challenge in implementing the socio-affective strategies. According to the finding, students had time break for about fiveteen minutes before entering to another session. It not encourage their energies after succeeding the whole lesson. Beside that, there were some amount of students who could not finished their task. The time keeping has so short for them for understanding the material. As it followed, the teacher decided to continue the lesson in another session.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion derived from the findings and the discussion from the research recent activity. In addition, several suggestions were pointed out in order to give information as well as guidance to conduct upcoming research and regenerated the topic of this research.

#### **A. Conclusion**

Based on the data researcher has the results about the implementation of socio-affective strategies and the challenges of these strategies. From the finding, the results showed five from six strategies applied in teaching listening. There were asking question, cooperating with others, encouraging oneself, stabilizing emotional control, and empathizing with others. Each strategies had the characteristic aligned with the theory of socio-affective strategies. Beside that, the researcher found the challenges in implementing the socio affective strategies. There were limited amount of teaching, limited response of students, students lack of focus, the students' book regulation, lower stage of language awareness, and the media for teaching listening.

Regarding the data of interview, teacher of Mualimat considered the context for the lesson of classroom. Then, the focus pointed to the teaching strategies when the student were listening to the teachers' explanation. Encouraging one self and cooperating with others became the students' responses. The result of this study drawn general definition for applied strategies of social-affective strategies. To practice the strategies of socio-affective teaching, students received expository

learning from the teacher. The lesson has engaged from the students' text book. The teachers emphasized a crucial aspect of the teaching process.

First, the lesson highlighted the importance of beginning with topics that interest the students. Asking question was one of the part when the class was began. Then it followed by encouraging one self at the time students listening to the material. Therefore, teacher had the emotion control for giving the instruction and presentation about the topic of the lesson. This was named controlling emotional temperature in the strategies of socio-affective. The teachers advised maintaining emotional control with the white board to draw the illustration.

However, several challenges were identified through the way of the lesson. The teacher occasionally struggled to empathize with students' emotional conditions, especially when students were reluctant to share their feelings. Time constraints, limited classroom interaction, and the teacher's focus on completing the material also affected the consistency of socio-affective strategy implementation. The media of teaching listening being the scarcity. There were audio of native language speaker that had to be synchronize with students language level. This situation was difficult to realize in the classroom. Therefore, the students listened to the teacher explanation.

Researcher summarized the language awareness of students has to be improved more. Because of the language of teacher was dominated. It caused the lack of student motivation to speak and caused the lower stage of awareness. Beside that, the challenges for implementing these strategies were limited amount of time. Cooperating with others could not applied in effective way due to this limited time. It also affected to the encouraged learning among the students. Overall, socio-

affective strategies played an essential role in shaping students' listening performance, but their effectiveness depended on classroom conditions, student's awareness, and students' readiness to participate emotionally and socially.

## **B. Suggestion**

Based on the findings of this investigative research on socio-affective strategies for teaching listening at MTS Muallimat, the researcher hopes this study will serve as a valuable reference for teachers in improving the learning process. Additionally, it is expected to support students through the application of these strategies. Therefore, the researcher offers the following recommendations:

In a secondary school classroom, students often have varied language skill levels and different areas of interest. Because of this diversity, teachers need to be flexible, particularly when choosing presentation topics that may not engage every student. By providing clear explanation, teacher allows students to connect the material to their own interests. Through group learning activities, student can also activate their prior knowledge and build understanding from what they have heard. In this context, the teacher's main role is to act as a facilitator who supports interaction, collaboration, and meaningful learning.

Second for students, these challenges can give evaluation for the teacher and the researcher. The researchers' observations revealed numerous evaluations. Hopefully, in the future, learning activities will be supported by well-thought-out learning strategies, ensuring that students receive classroom support from the teacher. Moreover, the researcher hopes this study would be useful for future research related to the listening comprehension and the strategies used. It was

expected that future researchers could find the innovative method, shapes, or techniques for these strategies. Supporting the students' literary skill and the instruction for improving students' outcomes.



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# APPENDICES

## Appendices 1

**Observation Checklist** : The Table of Socio-Affective Classroom

**Research Place** : MTS Muallimat

**Class** : VII

**Date** : October 8<sup>th</sup>, 2025

| No                    | Indicator of Socio-Affective Strategy  | Yes | No | Examples  |
|-----------------------|--|-----|----|---|
| Teacher Point of View |  |     |    |   |
|                       | Asking Question  |     |    |   |
| 1                     | Teacher ensures the previous meeting to students before opening the class.                 | V   |    | The teacher opens the session for today's meeting.  |
| 2                     | Teacher provides opportunities for self-reflection on listening performance.               | V   |    | The feedback is giving while the teacher deliver the material.  |
|                       | Lowering the anxiety   |     |    |   |
| 3                     | Teacher creates a supportive and relaxed atmosphere to reduce students' listening anxiety. | V   |    | The students have the textbook for this meeting. The students have listened well.                               |
| 4                     | Teacher encourages students to share feelings or difficulties related to listening.        | V   |    | Todays meeting is about time. The teacher explain on the whiteboard and the students are following.             |
|                       | Encouraging oneself  |     |    |   |
| 5                     | Teacher gives encouragement and positive feedback to motivate students.                    | V   |    | The picture shows on the whiteboard.  |
| 6                     | Teacher give the time for recharged lesson with the students.                              | V   |    | Teacher mentions the students for remind the task and those who have not finished will separately move outside. |
| No                    | Indicator of Socio-Affective Strategy  | Yes | No | Examples  |

| Teacher Point of View  |  |     |    |   |
|------------------------|--|-----|----|---|
|                        | Cooperating with others  |     |    |   |
| 7                      | Teacher uses group or pair activities to promote cooperation during listening tasks.       | V   |    | Students are discussed with the explanation given.  |
| 8                      | Teacher promotes peer learning support (students help each other when facing difficulties) | V   |    | There is group learning for students for completing the task.                                 |
|                        | Taking emotional temperature   |     |    |   |
| 9                      | Teacher builds students' confidence by acknowledging small successes.                      | V   |    | The teacher gives a clue to student for the material presented.                               |
| 10                     | Teacher presents positive attitudes and motivation for the student to listen.              | V   |    | The teacher motivated students in the classroom.  |
|                        | Empathizing with others  |     |    |   |
| 11                     | Teacher reduces fear of making mistakes by emphasizing effort over perfection.             | V   |    | The teacher gives student-self reminder and emphasizes the application for the whole chapter. |
| 12                     | Teacher is opening question section to share opinion in the classroom.                     | V   |    | The questions are about ensuring some of material delivered.                                  |
| Students Point of View |  |     |    |   |
|                        | Asking Question  |     |    |   |
| 13                     | Students demonstrate collaboration and respect during listening tasks.                     |     | V  | Collaborative learning has belong to the written assignment.                                  |
| 14                     | Students are taking note in the classroom  | V   |    | The students understand the material.   |
|                        | Encouraging oneself  |     |    |   |
| 15                     | Students listened attentively to the material delivered by the teacher.                    | V   |    | When the teacher explains in front of the classroom, students summarize the material.         |
| 16                     | Students enriches the references or textbook for the classroom.                            | V   |    | The teacher asks students on studying the handbook.   |
| No                     | Indicator of Socio-Affective Strategy  | Yes | No | Examples  |
| Students Point of View |  |     |    |   |

|    |  |   |   |  |
|----|--|---|---|--|
|    | Cooperating with others  |   |   |  |
| 17 | Students discuss with their classmates about related information or material.  | V |   | Students discussed with their group and joined onto the whole lesson.  |
| 18 | Students will complete the task under teachers' command (individual task/group).   | V |   | The students will complete the task with peer to peer learning.  |
|    | Empathizing with others  |   |   |  |
| 19 | Students are active to give their responses in the classroom.  | V |   | They rise their hand to answer the teacher commands.   |
| 20 | Students shows empathy towards his peers with a tolerant attitudes and queuing.  | V |   | At the time student work to complete the task, they show their empathy by asking and giving for helps.                 |
|    | Taking emotional temperature   |   |   |  |
| 21 | Students and teacher have emotional or spiritual bond during the learning process.   | V |   | The lesson has begun as well until the session ended.  |
| 22 | Students shows their enthusiasm to learn with various activity.  |   | V | The students seem not interest but they follow the teacher during the lesson.  |
|    | Lowering the anxiety   |   |   |  |
| 23 | The situation of classroom is supportive and students are able to understand the lesson according to their learning model. | V |   | The students meet the teacher in the classroom then they follow the lesson. Secondly, the students have listened well. |
| 24 | Students can share their feelings or difficulties related the topic of the lesson.   | V |   | Students have the opportunities for doing discussion. This kind of activity has probably set with their friendmate.    |



**Daftar Periksa Observasi** : Tabel Kelas Sosial-Afektif

**Tempat Penelitian** : MTS Muallimat

**Kelas** : VII

**Tanggal** : 8 Oktober 2025

| No                 | Indikator Strategi Sosial Afektif  | Ya | Tidak | Contoh   |
|--------------------|--|----|-------|--|
| Sudut Pandang Guru |  |    |       |  |
|                    | Mengajukan Pertanyaan  |    |       |  |
| 1                  | Guru memastikan pertemuan sebelumnya kepada siswa sebelum membuka kelas                                | V  |       | Guru membuka sesi untuk pertemuan hari ini.  |
| 2                  | Guru memberikan kesempatan refleksi sebelum materi mendengar   | V  |       | Umpan balik diberikan saat guru menyampaikan materi.   |
|                    | Menurunkan kecemasan   |    |       |  |
| 3                  | Guru menciptakan suasana yang mendukung dan santai untuk mengurangi kecemasan siswa dalam mendengarkan | V  |       | Para siswa memiliki buku teks untuk pertemuan ini. Para siswa telah mendengarkan dengan saksama.               |
| 4                  | Guru mendorong siswa untuk berbagi perasaan atau kesulitan yang berhubungan dengan mendengarkan        | V  |       | Pertemuan hari ini sudah waktunya. Guru menjelaskan di papan tulis dan para siswa mengikutinya.                |
|                    | Mendorong belajar mandiri  |    |       |  |
| 5                  | Guru memberikan dorongan dan umpan balik positif untuk memotivasi siswa                                | V  |       | Gambarnya ditampilkan di papan tulis.  |
| 6                  | Guru memberikan waktu untuk mengisi ulang pelajaran dengan siswa                                       | V  |       | Guru meminta siswa untuk mengingatkan tugas dan mereka yang belum selesai akan secara terpisah pindah ke luar. |
| No                 | Indikator Strategi Sosial Afektif  | Ya | Tidak | Contoh   |

| Sudut Pandang Guru  |  |    |       |  |
|---------------------|--|----|-------|--|
|                     | Bekerja Sama Dengan Orang Lain   |    |       |  |
| 7                   | Guru menggunakan kegiatan kelompok atau berpasangan untuk meningkatkan kerja sama siswa            | V  |       | Siswa berdiskusi dengan penjelasan yang diberikan.                                 |
| 8                   | Guru menerapkan belajar bersama rekan (siswa belajar saling mendukung ketika menghadapi kesulitan) | V  |       | Terdapat pembelajaran kelompok bagi siswa untuk menyelesaikan tugas.               |
|                     | Mengontrol Emosi Belajar   |    |       |  |
| 9                   | Guru membangun kepercayaan diri siswa dengan mengakui keberhasilan kecil                           | V  |       | Guru memberikan petunjuk kepada siswa untuk materi yang disajikan.                 |
| 10                  | Guru menyampaikan sikap positif dan motivasi bagi siswa dari pelajaran mendengarkan                | V  |       | Guru memotivasi siswa di kelas.  |
|                     | Berempati dengan orang lain  |    |       |  |
| 11                  | Guru mengurangi rasa takut membuat kesalahan dengan menekankan usaha kepada siswa                  | V  |       | Guru memberikan pengingat bagi siswa dan menekankan penerapannya pada seluruh bab. |
| 12                  | Guru membuka sesi pertanyaan untuk berbagi pendapat di kelas                                       | V  |       | Pertanyaannya adalah tentang memastikan sebagian materi tersampaikan.              |
| Sudut Pandang Siswa |  |    |       |  |
|                     | Mengajukan Pertanyaan  |    |       |  |
| 13                  | Siswa menunjukkan kolaborasi dan rasa hormat selama tugas mendengarkan                             |    | V     | Pembelajaran kolaboratif telah menjadi bagian dari tugas tertulis.                 |
| 14                  | Siswa memperhatikan materi guru di dalam kelas   | V  |       | Para siswa memahami materi.  |
| No                  | Indikator Strategi Sosial Afektif  | Ya | Tidak | Contoh   |
| Sudut Pandang Siswa |  |    |       |  |

|                     |   |    |       |   |
|---------------------|---|----|-------|---|
|                     | Mendorong kemandirian belajar   |    |       |   |
| 15                  | Siswa mendengarkan dengan penuh perhatian pada materi yang disampaikan guru           | V  |       | Ketika guru menjelaskan di depan kelas, siswa merangkum materi tersebut.                            |
| 16                  | Siswa memperkaya referensi atau buku teks untuk belajar di kelas                      | V  |       | Guru meminta siswa mempelajari buku pegangan.   |
|                     | Bekerja sama dengan orang lain  |    |       |   |
| 17                  | Siswa berdiskusi dengan teman sekelasnya tentang informasi atau materi terkait        | V  |       | Siswa berdiskusi dengan kelompoknya dan mengikuti keseluruhan pelajaran.                            |
| 18                  | Siswa akan menyelesaikan tugas di bawah perintah guru seperti tugas individu/kelompok | V  |       | Para siswa akan menyelesaikan tugas dengan pembelajaran antar teman sejawat.                        |
|                     | Berempati dengan orang lain   |    |       |   |
| 19                  | Siswa aktif dalam memberi tanggapan di kelas  | V  |       | Mereka mengangkat tangan untuk menjawab perintah guru.  |
| 20                  | Siswa menunjukkan rasa empati terhadap teman sebayanya dengan sikap toleran dan antri | V  |       | Pada saat siswa mengerjakan tugas, mereka menunjukkan empatinya dengan meminta dan memberi bantuan. |
|                     | Mengontrol emosi belajar  |    |       |   |
| 21                  | Siswa dan guru memiliki ikatan emosional atau spiritual selama proses pembelajaran    | V  |       | Pelajaran telah dimulai pula hingga sesi berakhir.  |
| 22                  | Siswa menunjukkan antusiasnya untuk belajar dengan berbagai kegiatan                  |    | V     | Para siswa nampaknya tidak tertarik tetapi mereka mengikuti guru selama pelajaran.                  |
| No                  | Indikator Strategi Sosial Afektif   | Ya | Tidak | Contoh  |
| Sudut Pandang Siswa |   |    |       |   |
|                     | Menurunkan kecemasan  |    |       |   |

|    |   |   |  |   |
|----|---|---|--|---|
| 23 | Situasi kelas mendukung dan siswa mampu memahami pelajaran sesuai dengan model pembelajaran mereka. | V |  | Para siswa bertemu dengan guru di kelas, lalu mereka mengikuti pelajaran. Kedua, para siswa telah mendengarkan dengan baik. |
| 24 | Siswa dapat berbagi perasaan atau kesulitan mereka terkait topik pelajaran.                         | V |  | Siswa memiliki kesempatan untuk berdiskusi. Kegiatan semacam ini mungkin sudah pernah dilakukan bersama teman mereka.       |

## **Appendices 2**

### **Interview Questions for English Teachers**

1. How do you usually teach listening skills in your classroom?

The question is for understanding general listening instruction practices.

2. What do you know about socio-affective strategies in language learning?

The question is for assessing the teacher's awareness or theoretical knowledge.

3. Do you apply socio-affective strategies when teaching listening? If yes, how?

The question is for exploring practical application.

4. Can you give examples of social strategies you encourage your students to use during listening activities?

The question is focus on social aspects like group work, peer collaboration, etc.

5. How do you help students manage anxiety or motivation during listening lessons?

The question is for exploring affective strategies.

6. What challenges do you face when trying to implement socio-affective strategies in listening classes?

The question is for identifying obstacles or limitations.

7. How do students usually respond to the use of socio-affective strategies in listening activities?

The question is for gathering information on student engagement and feedback.

8. In your opinion, how important are socio-affective strategies in developing students' listening skills?

The question is for capturing the teacher's perception.

9. Have you ever received any training or read resources about using socio-affective strategies in ELT (English Language Teaching)?

The question is to see how prepared or supported the teacher.

10. What are your challenges for teaching listening?

This question is belong to the research question.

11. Would you recommend other teachers to use socio-affective strategies when teaching listening? Why or why not?

The question concludes with reflective insights.

### Pertanyaan Wawancara untuk Guru Bahasa Inggris

1. Bagaimana Anda biasanya mengajarkan keterampilan listening di kelas Anda?

Pertanyaan ini sebagai pemantik untuk memahami metode umum yang digunakan.

2. Apa yang Anda ketahui tentang strategi sosial-afektif dalam pembelajaran bahasa?

Pertanyaan ini sebagai pemantik untuk mengetahui strategi sosial-afektif selama di kelas.

3. Apakah anda menerapkan strategi sosial-afektif saat mengajar listening? Jika ya, bagaimana caranya?

Pertanyaan ini sebagai pemantik untuk mengetahui praktik dari strategi sosial-afektif.

4. Bisakah anda memberikan contoh strategi sosial yang digunakan untuk mendorong siswa saat kegiatan listening?

Pertanyaan ini sebagai pemantik untuk mengetahui bentuk kegiatan belajar siswa misalnya kerja kelompok, diskusi bersama pasangan, dll.

5. Bagaimana Anda membantu siswa mengelola rasa cemas atau menjaga motivasi mereka saat belajar listening?

Pertanyaan ini sebagai pemantik yang berfokus pada aspek afektif dalam pembelajaran.

6. Apa saja tantangan yang Anda hadapi saat mencoba menerapkan strategi sosial-afektif dalam pembelajaran listening?

Pertanyaan ini sebagai pemantik untuk menggali hambatan atau keterbatasan.

7. Bagaimana tanggapan siswa terhadap penggunaan strategi sosial-afektif dalam pembelajaran listening?

Pertanyaan ini sebagai pemantik untuk melihat respon dan keterlibatan siswa di dalam kelas.

8. Menurut Anda, seberapa penting strategi sosial-afektif dalam membantu siswa mengembangkan keterampilan listening?

Pertanyaan ini sebagai pemantik untuk memperoleh informasi dari pandangan guru tentang strategi di dalam kelas.

9. Apakah Anda pernah mengikuti pelatihan atau membaca sumber terkait strategi sosial-afektif dalam pengajaran Bahasa Inggris?

Pertanyaan ini sebagai pemantik untuk mengetahui latar belakang dari strategi sosial afektif.

10. Apakah tantangan anda selama mengajar listening di kelas?

Pertanyaan ini merupakan bagian dari penelitian atau *research question*.

11. Apakah Anda akan merekomendasikan penggunaan strategi sosial-afektif kepada guru lain dalam mengajar listening?

Pertanyaan ini sebagai buah reflektif dan penutup.



### **Appendices 3**

#### **Validation Sheet**

#### **Observation Checklist and Interview Guide**

#### **Investigating The Role of Socio-Affective Strategy for Teaching Listening at MTS Muallimat Al-Chusainiyah Darussalam**

**Validator : Wahyu Indah Mala Rohmana, M.Pd.**

**NIP : 199210302019032017**

**Expertise : English Literature**

**Instance : UIN Maulana Malik Ibrahim Malang**

**Validation date : 12/09/2025**

#### **A. Introduction**

This validation sheet is used to get an assessment from the validator on the research instrument that I use. Every feedback or suggestion are essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

#### **B. Guidance**

1. In this part, please give a score on each item with sign (V) in the following columns below:

1 = Very poor

2 = Poor

3 = Average

4 = Good

5 = Excellent

2. Please give your feedback or suggestion in the columns.

### C. Assessment Rubrics

#### 1. The construction of research instrument

| No | Introduction   | Score |   |   |   |   | Feedback/Suggestion |
|----|--|-------|---|---|---|---|---------------------|
|    |  | 1     | 2 | 3 | 4 | 5 |                     |
| 1  | Research instruments relevant to the research objectives |       |   |   |   | V |                     |
| 2  | Research instruments based on the previous studies       |       |   |   |   | V |                     |
| 3  | Research instruments have formulated as well             |       |   |   | V |   |                     |

#### 2. The language use in the research instrument

| No | Introduction  | Score |   |   |   |   | Feedback/Suggestion |
|----|---|-------|---|---|---|---|---------------------|
|    |   | 1     | 2 | 3 | 4 | 5 |                     |
| 1  | Research instruments use excellent and correct language |       |   |   |   | V |                     |
| 2  | Research instruments clear and easy to understand       |       |   |   | V |   |                     |
| 3  | Research instruments interactive and communicative      |       |   |   |   | V |                     |

#### 3. The effectiveness of the research instrument

| No | Introduction   | Score |   |   |   |   | Feedback/Suggestion |
|----|--|-------|---|---|---|---|---------------------|
|    |  | 1     | 2 | 3 | 4 | 5 |                     |
| 1  | Research instruments can help the researcher examine in detail the socio-affective strategies in teaching listening at MTS Muallimat Al-Chusainiyah Darussalam |       |   |   |   | V |                     |
| 2  | Research instruments can describe the students learning experiences at MTS Mualliamat Al-Chusainiyah Darussalam.   |       |   |   | V |   |                     |

Malang, 15 September 2025



Wahyu Indah Mala Rohmana, M.Pd.

NIP. 199210302019032017



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Nomor : 2918/Un.03.1/TL.00.1/09/2025  
Sifat : Penting  
Lampiran : -  
Hal : Izin Survey

24 September 2025

Kepada

Yth. Kepala MTS Muallimat Alchusainiyah Darussalam  
di  
Malang

**Assalamu'alaikum Wr. Wb.**

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

Nama : Maulycya Sierly Ullul Azdmi  
NIM : 210107110033  
Tahun Akademik : Ganjil - 2025/2026  
Judul Proposal : **Investigating The Role of Socio-Affective Strategies  
for Teaching Listening at MTS Muallimat  
Alchusainiyah Darussalam**

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

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

**Wassalamu'alaikum Wr. Wb.**



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

Tembusan :

1. Ketua Program Studi TBI
2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : 3015/Un.03.1/TL.00.1/09/2025  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

26 September 2025

Kepada

Yth. Kepala Bahasa Inggris MTS Muallimat Alchusainiyah Darussalam  
di  
Malang

**Assalamu'alaikum Wr. Wb.**

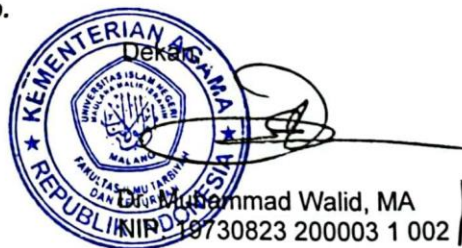
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

|                           |   |
|---------------------------|---|
| Nama                      | : Maulycya Sierly Ullul Azdmi   |
| NIM                       | : 210107110033  |
| Jurusan                   | : Tadris Bahasa Inggris (TBI)   |
| Semester - Tahun Akademik | : Ganjil - 2025/2026  |
| Judul Skripsi             | : Investigating The Role of Socio-Affective Strategies for Teaching Listening at MTS Muallimat Alchusainiyah Darussalam |
| Lama Penelitian           | : Oktober 2025 sampai dengan Desember 2025 (3 bulan)  |

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**



Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip



## LEMBAGA PENDIDIKAN MA'ARIF NU

MADRASAH TSANAWIYAH MU'ALLIMAT

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Alamat : Jl. Ade Irma Suryani III/374 Malang, Email: mtsmuallimat.mlg@gmail.com

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### SURAT KETERANGAN PENELITIAN

Nomor : 053/PP.00.5/VII.133.1/mts.18/X/2025

Sesuai surat dari Universitas Islam Negeri Maulana Malik Ibrahim Malang, perihal permohonan izin melakukan Penelitian dalam rangka memenuhi syarat penyusunan Skripsi. Yang bertandatangan dibawah ini kepala Madrasah Tsanawiyah Mu'allimat.

Dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : Maulycya Sierly Ullul Azdmi

NIM 210107110033

Jurusan : Tadris Bahasa Inggris

Bahwa nama tersebut diatas telah melakukan kegiatan penelitian di Madrasah Tsanawiyah Mu'allimat.

Demikian surat keterangan ini kami buat dan dapat digunakan sebagaimana mestinya.

Malang, 08 Oktober 2025

Kepala Madrasah



Wardaniah Faradiska, S.Si.

## Appendices 7

### TRANSCRIPT OF INTERVIEW

Name : Nur Cholidiana, S.Pd.  
English Teacher : English Teacher of MTS Muallimat  
Day/Date : Wednesday, October 8 2025  
Time : 09.00 – 10. 20 AM  
I (Interviewer) : DA (Interviewee)

I : *Assalammualaikum warahmatulllah wabarakatuh Bu*

NA : *Walaikumussalam warahmatullah wabarakatuh Mbak*

I : Perkenalkan, saya Maulycya mahasiswa uin yang telah menghubungi ibu melalui wa.

*(Let me introduce myself, I am Maulycya student of uin who have send messages to you through whatsapp.)*

I : Terimakasih Bu Dina telah bersedia membagi waktunya untuk saya wawancara hari ini.

*(Thank you Mis Dina on your consiousnes today for having my interview.)*

NA : Baik Mbak. Tidak apa-apa.

*(Yes, Miss. It is ok).*

I : Kalau boleh tahu, Ibu mengajar kelas berapa saja?

*(What are the classes you have taught, Miss?)*

NA : Saya mengajar semua kelas di MTS Mbak dari kelas 7, 8, sampai 9.

*(I teach all the classes in MTS from grades 7, 8, to 9.)*

I : Berikut pertanyaan saya Bu. Saya sedang menyusun skripsi dengan topik yang mendorong kemampuan pendengaran siswa di kelas. Terutama untuk siswa di MTS Muallimat ini. Apa yang dapat ibu amati dari pembelajaran selama menyampaikan materi kepada siswa secara lisan?

*(Allow me to start with my first question, Ma'am. I am currently writing a thesis on a topic that encourages students' listening skills in class. Especially for students at MTS Mualimat. What can you observe from the lesson while presenting the material to students orally?)*

NA : Saya biasa dengan menggunakan lagu. Karena suasana dalam ruangan kelas yang naik turun dan saya improve dengan aplikasi tertentu untuk siswa agar mereka menyukainya. Dengan lagu ini kita mengenal ritme yang digunakan untuk menyesuaikan keras lembutnya irama. Selama saya berada di kelas, pelajaran yang berlangsung itu meliputi pendengaran, aktivitas baca, tulis, akan tetapi sedikit berbicara. Seperti lagu, aktivitas mendengar akan semakin seru.

*(I usually use songs. Because the classroom atmosphere fluctuates, I've improved it with specific apps for students to enjoy. With songs, we learn the rhythm used to adjust the loudness or softness of the beat. During my time in class, the lessons involved listening, reading, and writing, with minimal speaking. Like songs, listening becomes more engaging.)*

I : Kita lanjut pada pertanyaan berikutnya Bu.

*(Let's move on to the next question, ma'am.)*

NA : Baik, Mbak.

*(Yes, please)*

I : Bu, kita sebagai pengajar Bahasa Inggris yang akan disampaikan sebagai bahasa kedua untuk siswa-siswi di kelas. Bagaimaa tanggapan Ibu ketika mengajar di hadapan siswa di kelas yang juga menghafal al-Quran?

*(Ma'am, as English teachers, we will be teaching our students a second language. How would you respond to teaching in front of students who are also memorizing the Quran?)*

NA : Iya Mbak saya merasakan ada kriteria kepada santri di kelas yang menjadi peserta didik saya. Akan tetapi, kita memasuki kelas sebagaimana biasa karena materi yang akan di sampaikan ini pengajaran Bahasa Inggris.

*(Yes, Miss. I feel there are criteria for the students in my class. However, we enter class as usual because the material being taught is English.)*

I : Pertanyaan saya berikutnya tentang strategi sosio-afektif selama mengajar. Strategi ini dapat mendorong aktifitas belajar siswa di kelas mulai dengan belajar menyusun pertanyaan, berdiskusi, berempati, maupun rekreasi. Sudahkah Ibu menerapkan strategi ini?

*(My next question concerns socio-affective strategies during teaching. These strategies can encourage student learning activities in the classroom, including question-building, discussion, empathy, and recreation. Have you implemented these strategies?)*

NA : Strategi sosial afekif dalam pemahaman saya yakni mendampingi murid-murid untuk belajar dan mengerjakan tugas dari penjelasan saya, Mbak. Saya memastikan siswa mengerjakan tugas untuk setiap pertemuan namanya assesmen formatif. Karena tugas tersebut akan diakumulasikan selama satu semester. Strategi social afektif ini juga mencakup pemberian penghargaan kepada siswa yang menyelesaikan tugas dan pembelajaran kooperatif dalam setiap pertemuan dengan teman-teman lainnya.

*(In my point of view, a social-affective strategy involves assisting students in learning and completing assignments. I ensure the students complete assignments for each meeting, which is called formative assessment. These assignments will accumulate throughout the semester. This social-affective strategy also includes rewarding students for completing assignments and engaging in cooperative learning with their peers in each meeting.)*

I : Terimakasih, Bu atas keterangannya. Model pembelajaran ibu sebagaimana yang saya tangkap adalah mendukung kompetensi kognitif dan pedagogik peserta didik selama di kelas. Apakah ibu menggunakan buku penunjang kegiatan belajar? Di kelas berapa saja ibu mengajar pelajaran ini?

*(Thank you, ma'am, for your explanation. As I understand it, your teaching model supports students' cognitive and pedagogical competencies in class. Do you use*



*textbooks to support your learning activities? In which grades do you teach this subject?)*

NA : Iya, Mbak. Kontrol belajar peserta didik dari saya melalui dua arah. Kontrol secara langsung di kelas sebagaimana saya memfasilitasi mereka dan kontrol tidak langsung yakni dengan menimbang nilai perolehan siswa belajar. Untuk tingkatnya, saya mengajar MTS Mualimat dari kelas tujuh, kelas delapan, dan kelas sembilan.

*(Yes, Miss. I monitor student learning in two ways: direct control in class, as I facilitate their learning, and indirect control, which involves assessing student achievement. I teach seventh, eighth, and ninth graders at MTS Mualimat.)*

I : Baik, Bu terimakasih. Pertanyaan berikutnya adalah mengenai strategi yang kami maksud itu sosial afektif. Jadi pendekatan yang bertujuan mengenalkan aksen Bahasa dengan aktivitas pendengaran atau Listening. Dalam listening tersebut, siswa mampu mengenal bunyi bahasa yang mengandung makna, instruksi, atau anjuran. Penerapan sosial afektif dari sudut pandang ibu seperti apa?

*(Okay, thank you, ma'am. The next question concerns the strategy we're referring to, social-affective. So, it's an approach that aims to introduce language accents through listening activities. Through listening, students are able to recognize sounds that convey meaning, instructions, or suggestions. What does social-affective implementation look like from your perspective?)*

NA : Misalnya, sebelum tugas mendengarkan, saya menciptakan suasana santai dengan meyakinkan peserta didik bahwa mereka boleh membuka buku panduan. Saya sering menggunakan kerja berpasangan atau kelompok agar peserta didik dapat mendiskusikan apa yang mereka dengar bersama, yang mengurangi tekanan dan membangun rasa saling mendukung. Saya juga mendorong peserta didik untuk berbicara positif dengan diri sendiri dan mengingatkan mereka bahwa mendengarkan adalah keterampilan yang berkembang seiring latihan.

*(For example, before a listening task, I create a relaxed atmosphere by assuring students that they can open the guidebook. I often use pair or group work so students can discuss what they've heard together, which reduces stress and builds*

*a sense of mutual support. I also encourage students to engage in positive self-talk and remind them that listening is a skill that develops with practice.)*

I : Lalu apa tantangan Ibu untuk mengajar listening di dalam kelas?  
*(So what are the challenges for teaching listening in the class?)*

NA : Selama saya mengajar di kelas, tantangan bagi saya adalah penggunaan media ajar untuk pembelajaran listening.  
*(During my teaching in class, the challenge for me was the use of media for teaching listening.)*

I : Pertanyaan selanjutnya Bu, apa saja contoh strategi sosial untuk mendukung siswa selama pelajaran? Apakah tergolong dalam kegiatan mendengarkan?  
*(for the next question, what are the examples of social strategies to support the students during the lesson? Is a kind of listening activities?)*

NA : Terkadang saya menganjurkan beberapa strategi sosial selama kegiatan mendengarkan untuk membantu siswa berkolaborasi dan saling mendukung dalam memahami materi. Penggunaannya bergantung pada perkembangan siswa di kelas, sehingga strategi ini tidak dapat digunakan secara keseluruhan. Contohnya meliputi diskusi berpasangan atau kelompok, meminta klarifikasi, merangkum bersama, mengajar sebaya, bermain peran atau percakapan simulasi.

*(Sometimes I encourage several social strategies during listening activities to help students collaborate and support each other in understanding the content. Its use depends on the development of students in the class, so the strategy cannot be used as a whole. The examples of social strategeies are pair or group discussions, asking for clarification, summarizing together, peer teaching, role-playing or simulated conversations.)*

I : Baik bu, terimakasih atas penjelasannya. Jadi yang bisa saya tangkap adalah strategi tersebut dapat membantu sejauh mana guru mendekati siswa selama pembelajaran. Akan tetapi, penugasan yang diberikan siswa dalam menggali

pemahaman mereka tidak semata-mata melalui keterampilan mendengar. Bagaimana bu?

*(Alright ma'am, thank you for the explanation. So what I can understand is that this strategy can help the extent to which teachers approach students during learning. However, the assignments given to students to explore their understanding are not solely through listening skills. How are you?)*

NA : Betul sekali, Mbak. Peserta didik di kelas adalah tingkat menengah pertama Mereka masih belum menguasai keahlian tertentu oleh sebab itu sebagai tenaga pengajar, kita mendukung kemampuan menurut bakat mereka masing-masing. Ada yang diamanahi tugas langsung dikerjakan, namanya skil menulis. Kemudian keterampilan mengolah komunikasi lisan serta ada siswa yang rajin dalam membaca.

*(That's right, Miss. The students in this class are at the junior high school level. They haven't yet mastered certain skills, so as teachers, we support their abilities based on their individual talents. Some are entrusted with tasks that require immediate completion, such as writing skills. Then there are oral communication skills, and some students are active readers.)*

I : Pertanyaan berikutnya adalah bagaimana upaya anda membantu siswa memberi motivasi di dalam pembelajaran mendengar?

*(How do you help students manage anxiety or motivation during listening lesson?)*

NA : Saya menjelaskan materi di hadapan siswa. Kami turut memastikan agar murid-murid dapat mengikuti pembelajaran dengan baik. Ada fasilitas papan tulis putih, meja, papan penyekat, dan komputer. Saat menjelaskan materi di depan kelas, kami selalu memikirkan cara terbaik agar siswa nyaman dan materi tersampaikan. Dengan ini, saya mengajarkan kosa kata kunci terlebih dahulu dalam membuka kelas kemudian memastikan mereka memahami konteksnya, sehingga mereka merasa lebih siap. Menulis di papan tulis, Mbak. papan tulis itu dapat menjadi media bagi guru. Selain menulis, saya juga bisa menggambar. Pelajaran ini berlangsung selama satu jam dan total waktunya mencapai 40 menit. Selama

kegiatan mendengarkan, saya meminta siswa untuk membuka buku panduan. Buku ini akan membantu mereka dalam pertemuan hari itu.

*(I explain the material to the students. We also ensure that the students can follow the lesson well. There are whiteboards, desks, dividers, and computers. When explaining the material to the class, we always consider the best way to ensure students are comfortable and the material is conveyed. To do this, I teach key vocabulary first to open the class and then ensure they understand the context, so they feel more prepared. Writing on the whiteboard, Miss. The whiteboard can be a tool for the teacher. Besides writing, I can also draw. This lesson lasts one hour and the total time is 40 minutes. During the listening activity, I ask the students to open their guidebooks. These books will help them in the meeting that day.)*

I : Begitu detail penjelasan dari Ibu. Selama kita menyampaikan materi, pasti ada upaya seperti menulis keterangan maupun berkomunikasi kepada siswa. Untuk mengetahui sejauh mana strategi sosial afektif terlampaui, apakah sejauh ini ada kontrol masing-masing terhadap perkembangan belajar siswa, Bu?

*(That's a detailed explanation from you, Ma'am. While we're delivering the material, we definitely make efforts, such as writing notes and communicating with students. To determine the extent to which social-affective strategies are being implemented, is there any individual control over students' learning progress, Ma'am?)*

NA : Ada buku pegangan guru Mbak. Kita bisa mengontrol kegiatan belajar melalui indikator kompetensi dan pencapaiannya nanti. Siswa dapat menangkap materi melalui komunikasi lisan dan tulis yang disampaikan guru. Yang kedua, strategi siswa untuk mendengar penjelasan materi dengan dorongan untuk praktik nyata. Contohnya saya menerangkan materi waktu dan perhitungannya antara siang dan malam. Siswa mengerjakan latihan dari materi yang saya jelaskan tersebut lalu ditambahi buku pegangannya masing-masing. Yang terakhir, saya beri waktu menyelesaikan akan tetapi ada siswa yang belum menyelesaikan semua. Antisipasi saya supaya mereka dapat tepat waktu sehingga pelajaran di kelas ini diingat yaitu mengerjakan di kantor bersama-sama bagi siswa yang belum menyelesaikan tugasnya.

*(There's a teacher's handbook, Ma'am. We can monitor learning activities through competency indicators and their achievement. Students can grasp the material through oral and written communication delivered by the teacher. Second, students' strategies for listening to material explanations are encouraged to practice. For example, I explained the topic of time and its calculation between day and night. Students worked on exercises based on the material I explained, then supplemented their respective handbooks. Finally, I gave them time to complete the assignments, but some students hadn't finished everything. My anticipation was to ensure they were on time and to remember the lesson in this class by working together in the office for students who hadn't finished their assignments.)*

I : Siswa yang belum dapat memenuhi tugasnya dalam pertemuan itu berarti ada kelas susulan untuk mereka Bu.

*(Students who have not been able to complete their assignments in that meeting means there is a make-up class for them, Ma'am.)*

NA : Iya Mbak. Pada pertemuan yang akan datang, kita akan lakukan pembahasan bersama di kelas.

*(Yes, Miss. In the next meeting, we will discuss this together in class.)*

I : Pertanyaan berikutnya Bu. Apakah anda pernah menerima pelatihan atau membaca buku pengetahuan tentang penggunaan strategi sosio-afektif untuk pengajaran Bahasa Inggris?

*(The followed question is about references. Have you ever received any training or read resources about using socio-affective strategies for the students in classroom?)*

NA : Baik Mbak kalau begitu. Saya mendapat tambahan informasi melalui ibu-ibu guru di kantor. Karena selama waktu jeda mengajar, kami bertukar cerita atau sekedar bercanda. Nah, cara penerapan strategi tersebut sangat bergantung pada masing-masing guru. Para santri dilatih untuk memahami teks tertulis karena membaca merupakan keterampilan utama mereka di pesantren ini. Saya mengikuti kebijakan pesantren dengan mendukung mereka dengan keterampilan lain, seperti mendengarkan.

*(Thanks you on your question. Teaching English to students at MTS Muallimat has its own character. After each lesson, we gather with the teacher to simply share the lesson and the process. During the break, we increase our energy for the next lesson. We chat and tell stories. Well, the way those strategies are applied really depends on each teacher. The students here are mainly trained to understand written texts, since reading is their main focus at this Islamic boarding school. But I also try to follow the school's policy by helping them develop other skills, like listening.)*

I : Pertanyaan ini terakhir. Apakah Anda akan merekomendasikan guru lain untuk menggunakan strategi sosio-afektif saat mengajar mendengarkan? Mengapa atau mengapa tidak?)

*(For the last question, Maam. Would you recommend other teachers to use socio-affective strategies when teaching listening? Why or why not?)*

NA : Ya, saya biasa berdiskusi dengan ibu guru yang hadir di ruangan ini. Hal-hal yang baik untuk perkembangan peserta didik seperti daftar hadir, pembagian buku, perlengkapan materi ajar, ataupun dukungan materiil kami. Sebagai guru Bahasa Inggris di MTS Muallimat, kami tetap berbaur agar suasana hidup dengan ibu guru mengampu mata pelajaran lain, ada Fiqih, Matematika, dan Bahasa Indonesia.

*(Sure. I usually discuss things with the teachers in this room that are beneficial for student development, such as attendance lists, book distribution, teaching materials, and our material support. As English teachers at MTS Muallimat, we maintain a lively atmosphere with the teachers teaching other subjects, including Fiqh, Mathematics, and Indonesian.)*

I : Pertanyaan sudah selesai Bu. Saya berterimakasih atas kesediaan Ibu juga jawaban Ibu demi melengkapi peneitian saya.

*(The questions are complete, ma'am. I thank you for your willingness and your answers to be a responden on my research.)*

NA : Baik Mbak, tidak apa-apa. Terimakasih juga ya Mbak. Saya doakan lulus dan hasilnya bagus.

*(Okay, Miss, that's fine. Thank you too, Miss. I pray you pass and get good results.)*

I : Iya Bu, wassalammualaikum warahmatullah wabarakatuh.

*(Yes, Maam. wassalammualaikum warahmatullah wabarakatuh )*

NA : waalaikummussalam warahmatullah wabarakatuh.

*(waalaikummussalam warahmatullah wabarakatuh)*

## Appendices 8



Penyerahan Surat Izin Observasi di  
MTS Muallimat



MTS Muallimat Alchusainiyah



Pembelajaran Bahasa Inggris Listening - Guru Membuka Pembelajaran di  
Depan Kelas





Kegiatan Belajar Mengajar Siswa Putri - Diskusi Bersama Teman Sebaya



Kegiatan Belajar Mengajar Siswa Putra



Kegiatan Belajar Mengajar Siswa Putri



Kegiatan Belajar Mengajar Siswa Putra

## Appendices 9

### AUTHOR BIOGRAPHY

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