

THESIS
TEACHERS' TEACHING STRATEGY FOR STUDENTS' LISTENING
ABILITY AT SMK DARUSSALAM 2 ACADEMIC 2024-2025



By:
MUCHAMMAD ARJU NASHICHA
NIM: 2111221003

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
UNIVERSITAS KH. MUKHTAR SYAFAAT
(UIMSYA)
BLOKAGUNG BANYUWANGI
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DEGREE PREREQUISITES PAGE

**TEACHERS' TEACHING STRATEGY FOR STUDENTS'
LISTENING ABILITY AT SMK DARUSSALAM 2 ACADEMIC
2024-2025**

THESIS

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In a Partial Fulfillment of the Requirement for the Degree of Strata 1
In English Education Department (S.Pd.)

By:

MUCHAMMAD ARJU NASHICHA

NIM : 2111221003

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS TRAINING
UNIVERSITAS KH. MUKHTAR SYAFAAT
(UIMSya)
BLOKAGUNG BANYUWANGI
2025**

ADVISOR APPROVAL

Thesis with title:

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It has been approved to be submitted in the thesis examination
Session on:.....

Acknowledged,

Head of
English Department

Advisor

AHMAD FARUK, M.Pd
NIPY : 3151611058801

MOH. MAHMUD, M.Pd
NIPY : 3150506057801

AGREEMENT

This is to certify that the thesis of Muchammad Arju Nashicha has been approved by the board of Education and Teacher Training Faculty of Islamic University Of KH. Mukhtar Syafaat Blokagung Banyuwangi

examiners on: (_____)

and has been accepted and validated as one of the requirements for obtaining a Bachelor of Education degree (S.Pd.)

Examiners team:

Chairperson

ADIB AHMADA, M.Pd

NIPY : 3150930068601

Examiner 1

Examiner 2

RIDWAN, M.Pd

NIPY : 3151009097401

DEWI KHAWA, M.Pd

NIPY :3151412018901

Dean

Dr. SITI AIMAH, S.Pd.I., M.Si.

NIPY.3150801058001

MOTTO AND OFFERINGS

Motto:

“Hidup itu saling memandang. Jangan iri dan menghardik kehidupan orang lain. Jika diberi lebih ya kita syukuri dan jika ada yg kurang pas seharusnya kita sabar dan tidak mengeluh.”

-Abah Achmad Djazully Munajat-

Offering :

This thesis is proudly dedicated to:

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2. My beloved parent, Abah Achmad Djazully Munajat and Umi Ismunti“ati, thanks for your endless love, support and pray.
3. My sisters and brothers, Rica Mushofah, Rendy Rusdianafi', Aliny Shofa Mahira, Ameera Tasbiha, Muhammad Jaohar Charisi, Eka Nurma Septianingsih, Muhammad Alfaedl Najich Al Charisi, Tsania Liyana Lubbi Al Charisi, Muhammad Berly Chamizan Al Charisi, Liya Maharotul Faiqoh, Muhammad Mudzakir, Lintia Arsyi Mahira, Muhammad Nur Fika, Badi'atul Musyafiroh Almaiyah , Muhammad Sanja Nur Faqi Firman Rabbani, Faya Anfasal Misykah, Maryam Arutala Fuscha, Uly Shofwati Laduny, Hanafi, Atika Aufa Nida. Thanks so much for your love.
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DECLARATION OF AUTHENTICITY OF THESIS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

The undersigned, I am:

Name : Muchammad Arju Nashicha
Nim : 2111221003
Study Program : English Education Department
Faculty : Education and Teacher Training Faculty of
Islamic
Complete address : Jl.Krajan No 10, Desa. Cepiring, Kec. Cepiring,
Kab. Kendal, Prov. Jawa Tengah

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MUCHAMMAD ARJU NASHICHA

NIM : 2111221003

ABSTRAK

Nashicha , M Arju. 2025. *Teachers' Teaching Strategy For Students' Listening Ability At Smk Darussalam 2 Academic 2024-2025.*

Thesis. English Education Department Faculty Of Tarbiya And Teacher Training Universitas Kh. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi 2025. Pembimbing : Moh Mahmud, M.Pd

Kata Kunci: Teacher, Teaching, Strategy

Penelitian ini bertujuan untuk mendeskripsikan strategi pengajaran yang digunakan guru dalam meningkatkan kemampuan listening siswa di SMK Darussalam 2 pada tahun ajaran 2024-2025. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus, di mana data dikumpulkan melalui wawancara mendalam, observasi kelas, dan dokumentasi. Fokus penelitian adalah pada penerapan berbagai aktivitas listening yang mewakili tiga fase utama pembelajaran: pre-listening, while-listening, dan post-listening.

Pada fase pre-listening, guru mempersiapkan siswa melalui pengenalan topik dan pemberian instruksi yang jelas untuk membangun konteks dan motivasi belajar. Selama fase while-listening, guru menggunakan latihan mendengarkan terarah serta memberikan umpan balik secara langsung guna membantu siswa memahami materi secara lebih mendalam. Fase post-listening digunakan untuk membahas kesulitan yang dihadapi siswa, melakukan refleksi bersama, dan memperkuat pemahaman terhadap materi yang telah dipelajari.

Hasil penelitian menunjukkan bahwa strategi yang diterapkan guru efektif dalam meningkatkan pemahaman listening siswa serta memotivasi mereka untuk lebih aktif dalam pembelajaran. Temuan ini memberikan kontribusi teoretis dan praktis bagi pengembangan strategi pengajaran listening di kelas EFL, serta dapat menjadi referensi bagi guru dan peneliti selanjutnya dalam merancang pembelajaran listening yang lebih efektif.

ABSTRACT

Nashicha , M Arju. 2025. Teachers' Teaching Strategy For Students' Listening Ability At Smk Darussalam 2 Academic 2024-2025.

Thesis. English Education Department Faculty Of Tarbiya And Teacher Training Universitas Kh. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi 2025. Pembimbing : Moh Mahmud, M.Pd

Key Word: Teacher, Teaching, Strategy

This study aims to describe the teaching strategies employed by teachers to improve students' listening abilities at SMK Darussalam 2 in the 2024-2025 academic year. The research uses a qualitative case study approach, with data collected through in-depth interviews, classroom observations, and documentation. The focus is on the implementation of various listening activities that represent the three main phases of listening instruction: pre-listening, while-listening, and post-listening.

In the pre-listening phase, teachers prepare students by introducing the topic and providing clear instructions to build context and learning motivation. During the while-listening phase, teachers use focused listening exercises and provide immediate feedback to help students gain a deeper understanding of the material. The post-listening phase is used to discuss students' difficulties, conduct joint reflection, and reinforce comprehension of the material learned.

The findings indicate that the strategies implemented by teachers are effective in enhancing students' listening comprehension and motivating them to be more active in learning. These results provide both theoretical and practical contributions to the development of listening teaching strategies in EFL classrooms and can serve as a reference for teachers and future researchers in designing more effective listening instruction.

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CHAPTER I

INTRODUCTION

1.1 Research Background

Teaching listening can often be a challenging task for EFL teachers. It involves more than just providing audio materials for students to listen to and asking them to answer questions to assess their listening comprehension. It also requires effective strategies to help EFL learners understand the message, considering both linguistic and non-linguistic aspects. As according to (Buck, 2001) “listening comprehension is an active process of constructing meaning and this is done by applying knowledge to the incoming sound” in which “number of different types of knowledge are involved: both linguistic and non –linguistic knowledge”. Thus, the teachers’ teaching listening is needed to help the students’ listening ability. As according to (Gilakjani & Sabouri, 2016) Listening is being one of the most important language skills. Because, through listening we can share our thoughts with others. Moreover, listening is the most frequently used language skill in daily activities. Listening includes comprehension of basic language skills. It is an intermediary through which children, young people and adults get a large portion of their information and their understanding.

The listening has been the important skill that cannot be ignored. In (Hue, 2019) that listening is vital in the language classroom because it provides input for the learners. According to (Gilakjani & Sabouri, 2016) indicated that modern society likes to change from printed media towards sound. It determines that listening is comprehending the meaning and the message of sounds. Though, listening comprehension does not get only from the sounds but also interpreting the kinds of situation, important words or units of meaning (Hue, 2019). Thus, the listening ability cannot be neglected from English language learning.

It is therefore very important to plan and organize listening lessons to support students and help them succeed in listening in English. By assigning tasks and focusing attention on different phases of the listening text. This can help students develop their listening skills and identify where they need to improve. (Nurkhamidah, 2021) states there are three main phases of listening activities as the strategy to engage the student in learning listening: 1) pre-listening activities, 2) while listening activities and 3) post-listening activities. If a teacher teaches

with a textbook containing listening activities, it may be necessary to identify these stages in the book.

The three phases of listening are essential in teaching activities where the teacher is tasked with motivating students and encouraging active participation. These phases are interconnected and should work together to enhance students' listening skills. The first phase is the pre-listening phase, which involves the types of activities used during this stage and highlights the importance of clear instructions from the teacher. The second phase is the while-listening phase, aimed at discussing the types of individual exercises used during this phase, the significance of providing immediate feedback, and the factors that influence the choice of activities while listening. The third and final phase is the post-listening phase, which focuses on identifying the challenges students face during listening comprehension.

Listening involves more than just hearing; it encompasses various processes of interpreting the meaning of words and contexts. There are numerous factors that make it difficult for students to learn English listening skills. For example, the material may be spoken too quickly, causing them to forget what they have heard. They might struggle with unfamiliar vocabulary, lack concentration on the content, have trouble understanding orally explained instructions, or feel unmotivated and lazy to study. These are just a few of the challenges. Therefore, English teachers should use appropriate activities to help EFL students address and overcome these listening difficulties. (Ahmadi, 2016) stated that listening is significant in language learning because it provides input for learners and it plays an important role in the development of learners' language. listening skill is an important element in obtaining understandable input. The ability to listen also affects students in understanding the message being sent.

Teaching listening is intended to enhance students' ability to extract information, as listening skills are a crucial component of the basic English skills that every student should possess. Based on the results of an interview with one of the research informants, Mr. Mahrus Hadi, a teacher at SMK Darussalam 2, the students' listening skills at SMK are still lacking, because student is still new to the school and listening lessons they get here are different from when they were in junior high school, by this coondition have an effect student listening difficulties and make the score is under KKM. Mr. Mahrus Hadi faced a

number of challenges in implementing the three phases of listening strategy (pre-listening, while-listening, and post-listening) during the teaching process. One of the main obstacles is the students' low basic listening skills, which makes it difficult for teachers to determine the appropriate level of difficulty for the material during the while-listening phase. In addition, during the pre-listening phase, teachers often encounter difficulties in building students' interest and concentration, especially due to low learning motivation and limited vocabulary. Meanwhile, in the post-listening phase, teachers face difficulties in thoroughly assessing students' comprehension because many students tend to be passive and lack the confidence to express their understanding. The lack of supporting facilities, such as adequate audio media, as well as limited instructional time, also pose technical barriers that complicate the optimal implementation of this strategy. Therefore, teachers need to adopt more creative and adaptive approaches to overcome these challenges and enhance the effectiveness of listening instruction at SMK Darussalam Blokagung 2.

Based on the observed phenomena, the researcher aims to identify the strategies employed to enhance students' listening skills. Therefore, the researcher is interested in conducting research with the title: "Teachers' Teaching Strategy For Students' Listening Ability At Smk Darussalam 2 Academic Year 2024-2025."

1.2 Research Problem

Based on the background described previously, the research question is formulated into:

- 1.2.1 What kind of typical listening activities do the teacher use to represent the three different phase of teaching listening?
- 1.2.2 How do the teacher use the listening activities to different optimize phase of teaching listening?

1.3 Research Objective

- 1.3.1 To explain what kind of typical listening activities do the teacher use to represent the three different phase of teaching listening.
- 1.3.2 To analyze how do the teacher use the listening activities to different optimize phase of teaching listening.

1.4 Research Significances

1.4.1 Theoretically

The contribution of the results of this study is expected to be able to provide information that is supported in the EFL activities, especially in teaching listening

1.4.2 Practically

For the EFL teachers, this study will give the information about some activities in listening class which it will improve students' English listening abilities.

For further researcher, the result of this study may also be useful for those who are interested in this field.

1.5 Definition of Terms

The purpose of defining key terms is to clarify important concepts and prevent any misunderstanding regarding the terms used in this study. The researcher aims to present the definitions of these key terms as follows:

1.5.1 Listening Ability

Listening ability refers to a person's skill or capacity to accurately receive, process, and understand spoken language in real-time. It is the foundation to develop the other language skills such as speaking, reading, and writing (Lynch & Mendelsohn, 2013).

1.5.2 Teaching Strategy

Teaching strategy must be based on the principle of optimal interaction between students and educators, between students themselves, and students with various learning resources including the environment (Vermunt, 2007).

Teaching strategy activities are structured, goal-oriented tasks employed by educators as part of their overall teaching strategy to engage learners, promote understanding, and support skill development in a particular subject area.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

1. Teaching Strategy

A. Definition of Teaching Strategy

A teacher plays a crucial role in the classroom because the learning process and its quality largely depend on the teacher's performance. Therefore, teachers need to prepare thoroughly before beginning their lessons. Besides organizing the learning materials, they must also develop effective strategies to conduct the teaching process. Employing appropriate strategies ensures that the learning activities run smoothly and meet the intended objectives.

A strategy refers to a collection of techniques or methods in learning designed to enhance the effectiveness of the learning process (Orlich et al., 2010). In the context of teaching, a strategy involves a plan for conducting learning activities that educators implement with their students to ensure that learning goals are achieved both effectively and efficiently (Hunt et al., 2009). By applying strategies during the learning process, teachers can maximize their creativity in preparing teaching materials and adapt their instructional approaches to meet the diverse needs of their students.

According to (Adinda & Mohib, 2020), a strategy in the teaching and learning process is a carefully designed plan aimed at achieving learning objectives. Strategies are crucial and receive significant attention from teachers because they must be implemented effectively to optimize the learning process. Since strategies come in various forms, teachers need to select the most appropriate one based on their students' needs. Additionally, the diverse backgrounds of students make it essential for teachers to choose the right strategy to apply. In summary, teaching strategy can be defined as a deliberate effort involving planning, methods, and approaches that teachers use to enhance the achievement of learning goals.

B. Principle of Teaching Listening Comprehension

According to (Wang et al., 2018) there are three principles of teaching listening comprehension:

- 1) Teachers need to select listening materials that are appropriate for the varying levels and needs of their students. There are many types of listening resources available for classroom use, such as radio news programs, podcasts, songs, public announcements, recorded speeches, lesson recordings, and stories. It is helpful to use materials that can be paused and replayed, allowing students to fully grasp the key points during the listening activity. This approach ensures that students can process the information at their own pace and improve their comprehension effectively.

Due to the diverse backgrounds of students, it is essential for teachers to thoroughly understand the listening materials beforehand to identify potential difficulties that may arise during lessons. One effective type of listening material is authentic listening content. According (Wang, 2018), authentic materials are those created to meet real-life communicative needs rather than being artificially designed for language learning. Authentic listening materials expose students to natural, unscripted language as it is used by native speakers in everyday situations, such as conversations, news broadcasts, and public announcements. The use of these materials helps students practice listening skills in contexts they are likely to encounter outside the classroom, thereby enhancing their real-world communication abilities.

- 2) Teachers need to design tasks, exercises, or activities that are appropriate for their students. This requires considering several factors related to the students' backgrounds. Firstly, the tasks should be based on real-life situations relevant to the students and address any specific challenges they may encounter. Secondly, the planning of these tasks must take into account the classroom environment, including its size and the number of students present.

In addition to designing effective tasks, teachers should also provide motivation to their students. Motivation plays a crucial role in successful learning because when learners experience success in completing a task, their self-confidence increases. This boost in confidence encourages them to continue practicing and improving their skills.

- 3) Teachers should prioritize helping students develop positive habits, especially in mastering and learning English skills. While students may make errors, such as incorrect grammar or misunderstandings during listening, teachers should not focus solely on these mistakes. Instead, greater emphasis should be placed on recognizing students' efforts and enthusiasm in the learning process. This approach is beneficial because it encourages students to enjoy the listening materials and stay motivated.

2. Listening Activities

A. Strategies of Teaching Listening Comprehension

(Serri et al., 2012) mention the types of strategies in teaching listening as follows:

1) Metacognitive Strategy

Metacognitive strategies involve learners' awareness and control over their own learning processes. These strategies engage students in thinking about how they learn by planning, monitoring, and evaluating their progress (Azevedo et al., 2012). (Pintrich, 2002) describe metacognitive strategies as a set of skills aimed at organizing, regulating, and assessing learning activities. Essentially, these strategies help learners to plan their approach to learning, monitor their understanding and progress during the process, and evaluate the effectiveness of their efforts afterward.

The metacognitive approach in listening aims to train learners to use effective strategies to meet the demands of listening tasks (Chou, 2017). (Hartman, 2001) emphasize that individuals with high metacognitive awareness are better at storing and processing new information, as well as identifying optimal ways to practice and reinforce what they have learned. In essence, metacognitive strategies help learners assess their own learning abilities. Since metacognition involves three stages—planning, monitoring, and evaluating—students can identify their limitations, determine solutions, and reflect on their learning processes. Research supports that metacognitive strategy instruction enhances learners' listening comprehension by encouraging active engagement in

planning, monitoring, and evaluating listening tasks before, during, and after listening (Azevedo et al., 2012). This process-based approach helps learners become more self-regulated and effective listeners by increasing their awareness of themselves as learners, the nature of listening tasks, and the strategies available to tackle different listening challenges. In summary, metacognitive strategies empower learners to manage their listening process consciously, improving comprehension and enabling them to adapt their learning strategies to achieve better outcomes.

2) Cognitive Strategy

Cognitive strategies involve mental processes such as practicing and analyzing, which help learners understand and produce new language in various ways (Di Carlo, 2017). In other words, these strategies serve as tools that assist learners in overcoming difficulties or completing tasks during language learning. Based on this, cognitive strategies enable students to independently find solutions or answers to problems they encounter. They support learners in thinking critically, solving problems, and making decisions throughout the learning process.

3) Social/Affective Strategy

Social and affective strategies are techniques that students use during learning through interactions with peers and by asking questions to teachers to better understand a topic and reduce anxiety. These strategies focus primarily on cooperative learning. (Oludipe & Awokoy, 2010) explain that socio-affective techniques involve using emotions in the teaching and learning process to create positive outcomes, highlighting the importance of the student-teacher relationship. This approach emphasizes social elements such as interaction, mutual support, and student responsibility in completing learning tasks (Soller, 2001).

According to (Richards, 2008) there are some strategies that can develop students' ability in learning in listening skills:

a. Bottom-up Processes

Bottom-up processing involves using incoming sensory input as the foundation for understanding

spoken messages. It focuses on perceiving and analyzing speech at specific moments, starting with the raw data received and breaking it down through successive levels such as phonemes, words, clauses, sentences, and texts until meaning is constructed. This approach views comprehension as a decoding process. According to (Renukadevi, 2014), bottom-up strategies are text-based, relying on the listener's linguistic knowledge to interpret information. Listeners depend on language elements like word combinations, sounds, and grammar to extract the message. The main objective of bottom-up strategies is to concentrate on specific details during listening and recognize patterns in word order.

b. Top-down Processes

This process involves the listener's prior knowledge and refers to using existing information to interpret the meaning of a message. Unlike bottom-up processing, which starts with language input, top-down processing begins with meaning and moves toward language. The background knowledge required for top-down processing may include familiarity with the topic, situational or contextual understanding, or mental frameworks known as "schemata" or "scripts," which outline typical sequences of events and their relationships. (Renukadevi, 2014) explains that top-down strategies are listener-centered, relying on the listener's prior knowledge of the subject matter, context, text type, and language to help interpret the message. These strategies are used to grasp the main idea, make predictions, draw inferences, and summarize what is heard

B. Stages of Teaching Listening Comprehension

(Teshaboyeva & Amirova, 2024) stated that learning activities divided into three stages; pre listening, while listening and post-listening that will be explain as follows:

1) Pre-listening

Pre-listening activities are tasks that learners complete before engaging in a listening exercise to help them get ready. These activities assist students in anticipating the

content they will hear and provide opportunities to address any related tasks. Examples of pre-listening activities that teachers can use include brainstorming, discussing questions related to previously covered material, and working on relevant vocabulary.

2) While listening

While-listening activities are tasks that learners perform during the listening process to demonstrate their understanding of the passage. This stage encourages students to become active listeners by engaging them in specific tasks. Examples of such activities include drawing pictures, performing actions, and taking notes while listening to a speech.

3) Post-listening

Post-listening activities involve tasks designed to help students reflect on their listening experience. One common post-listening activity is checking comprehension by having students summarize the information they have heard, allowing the teacher to assess their understanding.

C. Phases of Listening Ability Activities,

Since the beginning of Communicative Language Teaching (Savignon, 1987) we have taken for granted that teaching listening comprehension should be an integral part of every general English course and that a listening session in the classroom should consist of three stages: 1. pre-listening, 2. while-listening and 3. post-listening (e.g. Anderson and Lynch 1988: 58; Underwood 1989: 28; Hedge 2000: 249; Field 2008: 17) in (Uni Assignment, n.d.).

a. Pre-listening Activities

The first of three stages of listening comprehension is the pre-listening stage, which contains things or activities that learners are asked to do before the listening. It should help learners to obtain the most out of what they are going to do. This stage is usually used before the students listen to a text (Savignon, 1987) in (Uni Assignment, n.d.). Pre-listening activities are activities that prepare students to listen. According to (Rajaei, 2015), pre-listening activity is defined before the

listening passage. It aims to prepare students for comprehension tasks by activating their vocabulary and background knowledge or by providing them with the information they need to understand the content. This phase helps students prepare what they have heard by activating their scenarios (Rajaei, 2015). These activities by (Rajaei, 2015) relate to vocabulary brainstorming, grammatical area repetition, or discussion of listening text topics. The pre-listening stage is used for activating previous knowledge. Pre-listening work should be achieved in a kind of ways and appears quite naturally when listening forms part of an integrated abilities course. When planning listening lessons, it is necessary to allocate time for pre-listening activities and these activities shouldn't be attacked (Underwood, 1989) in (Uni Assignment, n.d.).

b. While-listening Activities

The second necessary part of listening process is the while-listening stage, includes exercises that are used while the students listen to the passage. In the while-listening stage students should be given to listen to a text at least twice. Occasionally students will need three or four listenings to understand it. The first listening should allow learners an universal imagination about the text. They shouldn't be inquired to complete any understanding exercise before their first listening While-Listening activities are usually designed to help learners develop their ability to elicit messages from spoken language. Students interpret the speaker's message and review and correct the predictions. In this type of listening stage, it is possible to use a wide variety of pre-listening activities, which can be interesting for students and also build confidence and facilitate comprehension. To conclude, in this kind of listening phase we can use a range of different pre-listening tasks and their main aim is to make interest, raise confidence and help to understand.

In these activities by Karakas, quoted in (Harvey & Goudvis, 2007), teachers can ask students to write down keywords to understand the main ideas of the text. Students can ask again to confirm or answer more detailed questions. In this case, having multiple opportunities to listen to the input for classroom purposes can reduce student anxiety. This means that you can hear what they find difficult. Many other factors also affect passage, such as difficulty, length, educational focus, and

potential for boredom. If the focus is on accurate speech analysis, it can be repeated multiple times, but if the focus is on the main focus, it cannot (Beaver & Clark, 2009).

c. Post-listening Activities

The post-listening stage is the last stage of listening comprehension, following the earlier two stages, which is achieved proximately after listening to the passage. According to (Beaver & Clark, 2009), at this stage, discussions about difficulties such as unfamiliar vocabulary and answering textual content are usually oral. (Underwood 1989, p.74) in (Uni Assignment, n.d.) argues that 'the most common form of post-listening activity has, in the past, been the answering of multiple-choice questions or open questions based on a spoken text.' On the other hand it is quite difficult activity and depends not only on listening skill but also on reading abilities, writing skills and memory (Underwood, 1989) in (Uni Assignment, n.d.).

(Rixon, 2019) claims that in this type of stage, learners grasp the information they have achieved from the listening text. They improve it for another intention. It means that learners have taken notes from a passage, can re-form their notes into a written description, and can summarize the information orally (Rixon, 2019).

2.2 Previous Study

There are some previous studies related to this research. First, conducted by (Siregar, 2017) "An Investigation of Classroom Practices in Teaching Listening Comprehension at English Education Program" The informants of this research were all of second semester students of STKIP Tapanuli Selatan in 2016/2017 academic year and a lecturer of listening comprehension at STKIP Tapanuli Selatan (63 students and one lecturer). Based on the data analysis, it was found that: (1) the lecturer carried out listening activities into four parts, they are preparation, prediction stage, listening, and post listening, and (2) the

practice of teaching listening was effective related to the teaching pedagogical procedures in teaching listening comprehension.

The second research was done by (Movva et al., 2022) “The Effect of Pre, While, and Post Listening Activities on Developing EFL Students’ Listening Skills”. This study enlisted the participation of 60 female students. The researcher devised an assessment test to examine the level to which the participants’ listening abilities had progressed. This test was given to the participants twice: a pre-test before the experiment and a post-test after the experiment. The data were analyzed using the Statistical Package for Social Science (SPSS). The independent sample t-test was employed by the researcher to determine the significance of the difference in mean scores between groups at the 0.05 level. The quantitative data analysis and evaluation of the mean scores of the two groups on the post-test demonstrated that learners who were exposed to pre-listening, while-listening, and post-listening activities outperformed the learners in the control group.

(Nurkhamidah, 2021) “The Application of Three Phases of Listening Activities (Pre-listening, While-listening, and Post-listening) as a Strategy to Enhance Students’ Engagement in Listening Learning: A Qualitative Case Study” studied the application of three phases of listening activities (pre-listening, while-listening, and post-listening) as a strategy to enhance students’ engagement in listening learning. This study aimed to determine the effectiveness of applying these three phases in improving students’ listening skills. The method used was qualitative with a case study approach, where data were collected through classroom observations, interviews, and document analysis. The results showed that systematically implementing the three phases of listening activities could increase students’ participation and understanding in listening learning, with each phase playing an important role in the learning process.

(Movva et al., 2022) “The effect of pre, while, and post listening activities on developing EFL students’ listening skills” also stated that there are three main phases in listening activities as a strategy to engage students in learning listening: pre-listening activities, while-listening activities, and post-listening activities. The purpose of this study was to analyze the effectiveness of these three phases in improving students’ engagement and learning outcomes. This research used a descriptive method with data collection through questionnaires and observations

of the listening learning process in English classes. The results revealed that the three phases of listening activities greatly helped students understand the listening material, starting from mental and linguistic preparation, increasing concentration during listening, to reflection and evaluation of comprehension after listening.

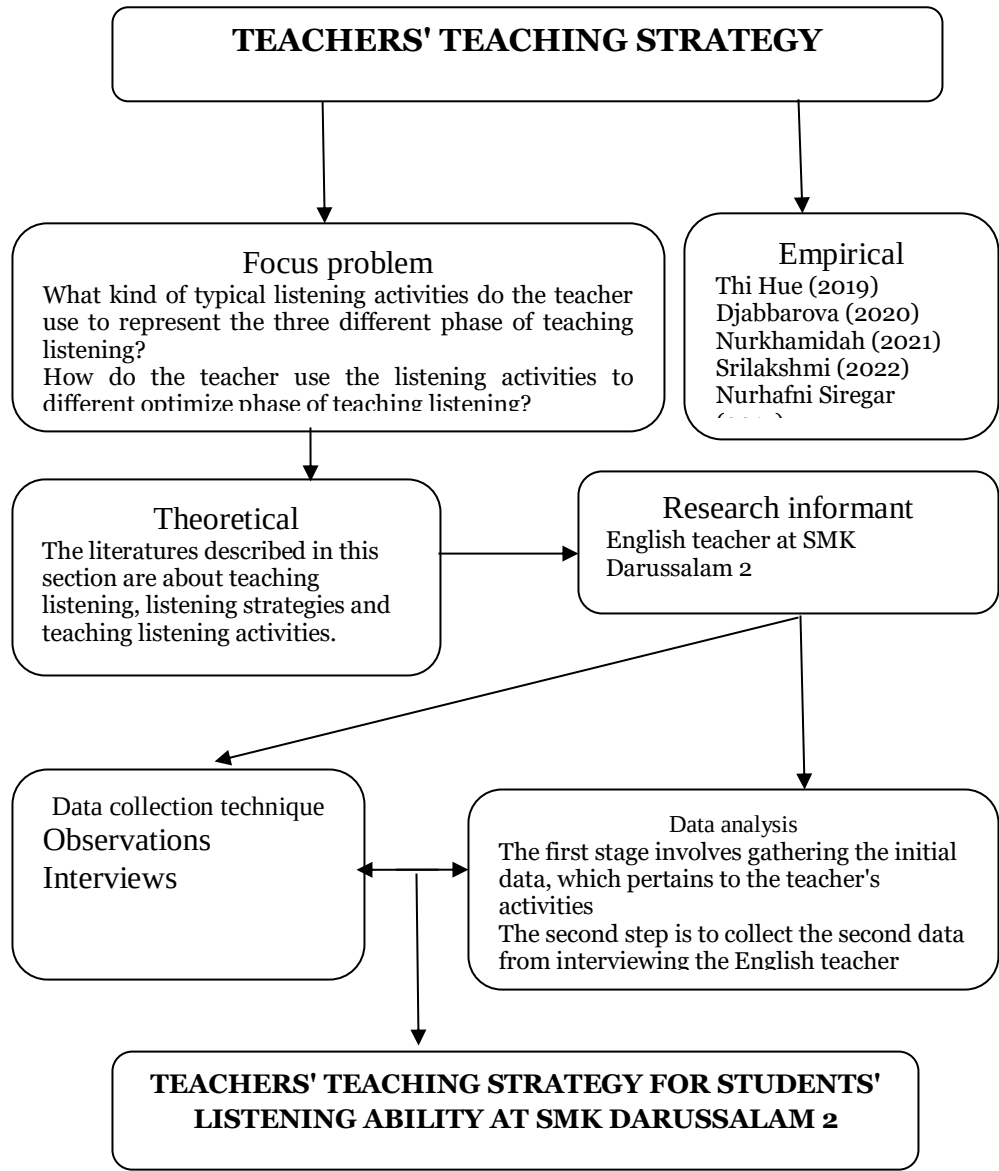
(Ahmadi, 2016) “The importance of listening comprehension in English language learning” discussed the importance of listening skills in English language learning and emphasized that listening ability does not only come from sounds but also from the interpretation of situations and meanings. This study aimed to highlight the role of listening as the primary input source for learners in the language classroom. The method used was literature analysis and library research, including citing experts such as (Nunan, 2002)), who stated that listening is vital in the language classroom because it provides input for learners. The findings showed that good listening skills involve understanding context, situations, and meaning, making listening a vital component in language learning.

This study presents a novelty by focusing on the actual practice of listening teaching strategies at SMK Darussalam 2, analyzing the optimization of activities in the three phases of listening, and emphasizing the interaction between teachers’ strategies and the needs of vocational high school students. The results of this study can enrich the literature and practice of listening instruction in vocational school settings and provide practical contributions for EFL teachers at the vocational level.

2.3 Research Thought Flow

According to (Sugiyono, 2010), a theoretical framework is the flow of thought or research pathway that serves as a pattern or foundation for the researcher’s reasoning in conducting research on the intended object. The conceptual framework can basically be realized with a flowchart that explains how the flow of thought in research. In this research flow of thought there are things that are done by researchers in their research.

Table 2.1 Research Thought Flow



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research used the qualitative research design. According to (Ary, jacobson, 2010), qualitative research seeks to understand phenomena by focusing on the big picture rather than breaking it down into variable data. This study examines the listening activities employed by English teachers during listening lessons at SMK Darussalam 2. The aim of this research is to identify the activities used by teachers at various stages of the listening process in the classrooms of SMK Darussalam 2.

3.2 Location and Time of Research

The setting of the study will be conducted at SMK Darussalam 2. It is a senior high school which located in Pp Darussalam Blokagung 2, Jl Raden Supono Krajan, setail, Genteng, Banyuwangi. The school was established in 2016 and has been operated since 2020. There are three classes registered from grade X until XII. English is taught as compulsory subject. It consisted of interviews and classroom observations for around a month in class RPL1. The first two weeks were used for interviews and the rest of the weeks used for classroom observations.

Time of research.

Table 3.1 Location And Time Of Research

No	Schedule	Time	Class
1	Observation	Friday, 25 April 2025 10.30 – 11.40 WIB	RPL1
2	Interview	Tuesday, 20 May 2025 09.00-10.00 WIB	Teacher's room

3.3 Research Subject

This study involved teachers at SMK Darussalam 2 who had implemented English learning for four years. The subjects of the study were selected purposively based on their experience in teaching English. Teachers from the school were interviewed in depth to understand the challenges and strategies in teaching listening (Sugiyono, 2010)

3.4 Informan

The participant in this study is an one English teacher at SMK Darussalam, who has been teaching English for 4 years at SMK Darussalam 2. The selection of subjects in this study used the purposive sampling method based on the consideration of the informants' roles, experience, and relevance to the focus of the research (Sugiyono, 2010).

3.5 Data and Data Sources

According to (Sugiyono, 2010), data is any form of information obtained through observation, interviews, documentation, and other methods, which is used to answer the research problem statements. Data can be quantitative, meaning data in the form of numbers, or qualitative, which is data in the form of words, sentences, narratives, symbols, or documents that describe a situation or phenomenon in depth. This study collects two types of data. The first data is obtained through observations of the teacher's activities during the listening lesson. The second data is gathered through interviews with the teacher about the listening activities used in the teaching process. The data sources are based on the researcher's own observations and interviews with English teachers.

3.6 Data Collection Procedures

- A. According to (Sugiyono, 2010), the procedure for data collection in qualitative research is conducted naturalistically and takes place in a natural setting. The data collection in this study was carried out in two stages. The first stage focused on gathering initial data related to the teacher's activities during the listening class. This stage involved several systematic steps to ensure accurate and comprehensive data collection.

First, an observation checklist was carefully organized. This checklist served as a guide to systematically record specific

behaviors and activities of the teacher during the teaching and learning process. The checklist was designed to capture relevant aspects of the listening class to provide detailed insights into the instructional methods and interactions.

Next, permission was obtained from the teacher to conduct the observation. This step was essential to ensure ethical considerations were met and to establish a cooperative relationship between the researcher and the teacher.

Finally, the observation was conducted during the listening class sessions. The researcher attentively observed the teacher's activities and recorded detailed notes based on the checklist. This process allowed the researcher to capture real-time data on how the teacher delivered the listening lessons, managed the class, and engaged with the students.

Through these steps, the first stage of data collection provided a solid foundation for understanding the teacher's role and strategies in the listening class.

- B. The second step involved collecting data through interviews with the English teacher by following several stages. First, the interview questions were carefully organized to ensure they covered all relevant topics. Next, permission was obtained from the teacher to conduct the interview, respecting their willingness and availability. Then, the interview was conducted, during which the teacher's responses were recorded accurately to capture detailed information. Finally, the recorded interview was transcribed to convert the spoken words into written form, facilitating thorough analysis of the data collected

The first type of data consists of classroom observations, while the second involves interviews with teachers. The observation data was used to identify the teacher's activities in teaching listening, and the interviews provided additional information to support the findings from the observations.

3.7 Data Analysis

Data analysis in this study uses the interactive model from Miles and Huberman, which consists of three main stages: data reduction, data display, and conclusion drawing/verification. The following is an explanation of how these three stages are applied in

accordance with the research focus on listening teaching strategies at SMK Darussalam 2:

1. Data Reduction

At this stage, the researcher selects and simplifies the data obtained from observations, interviews, and documentation related to the teacher's activities in teaching listening. Data relevant to the three phases of listening activities (pre-listening, while-listening, and post-listening) are selected and categorized according to the research objectives. For example, the researcher only includes data that show the types of activities conducted by the teacher in each phase, as well as the strategies used to optimize these phases.

2. Data Display

After the data is reduced, the researcher presents the data in the form of narratives, tables, or matrices to make it easier to understand and analyze further. This data presentation includes a summary of the activities carried out by the teacher in each phase of listening, as well as an explanation of how these activities help students understand the listening material. This presentation allows the researcher to identify patterns, relationships, and tendencies in the teachers' use of listening teaching strategies.

3. Conclusion Drawing/Verification

The final stage is drawing conclusions, where the researcher interprets the presented data to answer the research problem. The researcher draws conclusions about the types of listening activities predominantly used by teachers in each phase, as well as the effectiveness of the strategies applied in improving students' listening ability. These conclusions are then verified by comparing the findings with the initial data, conducting data source triangulation, or discussing the results with key informants to ensure the validity of the research findings.

3.8 Data Validity

According to Sugiyono (2010), data validation in qualitative research aims to ensure the validity of the data so that the research

results can be trusted (trustworthy). Sugiyono refers to this data validation process as the "Test of Data Validity". This study uses two types of data: classroom observation data and interview data with the teacher. To ensure data validity, several techniques are applied to both types of data:

A. Data Triangulation

Different Data Sources: Data collected from classroom observations (direct observation of the teacher's activities during lessons) and interviews with the teacher provide complementary perspectives. This triangulation allows the researcher to verify findings from the observations with additional insights from the interviews.

Observation Data: This data records the teacher's activities during English lessons, specifically in teaching listening skills, providing a direct view of how the teacher presents the material and interacts with the students.

Interview Data: The interview with the teacher provides further insights into the motivations, strategies, and reasoning behind the observed activities. By combining both types of data, the researcher can validate whether the information obtained from the observations aligns with the teacher's understanding and explanation.

Documentation: In this study, the documentation used will include photographs of activities that took place during the research. The required documents include a brief history and the interview transcript results

B. Confirmation from Literature or Relevant Theories

The researcher will actively reflect on any potential biases during the data analysis process. For instance, if the researcher holds a favorable view of specific teaching methods employed by the teacher, they will take care not to let this bias influence the interpretation of the results. Additionally, the researcher will consider how their personal teaching experiences or preferences might impact their perception and analysis of the data.

By utilizing these different validation methods, the researcher guarantees that the data gathered from both observations and interviews is reliable, credible, and accurate. Triangulating the

observation and interview data allows for a more thorough understanding of the teacher's activities in teaching listening.

CHAPTER IV

FINDING AND DISCUSSION

The chapter discusses the findings and discussion of the research. This study discusses the teacher activities used by the English teacher in teaching listening at SMK Darussalam 2

4.1 Research Finding

This section the presentation of the data and the discovery of the research itself. Basically, this study focuses on analyzing the teaching listening activities used by the English teacher in teaching listening at SMK Darussalam 2. The data were collected by classroom observation that is conducted on the 25 April 2025. It was done during the learning process from 10.30 to 11.40 am. This observation will be deal with the teachers' activities in pre-, while-, and post-listening. After that the researcher interviewed the teacher on 20 May 2025 in order to support the result obtained from observation.

4.1.1 Field Data Overview

A Brief History of SMK Darussalam Blokagung 2 Setail Genteng Banyuwangi

The founding history of SMK Darussalam Blokagung 2 Setail Genteng is closely related to the history of the establishment of the central Pondok Pesantren Darussalam Blokagung. This Islamic boarding school, founded by KH. Ahmad Hisyam Syafa'at, is the foundation that inspired the establishment of SMK Darussalam Blokagung 2 Setail Genteng.

SMK Darussalam Blokagung 2 is located on Raden Supono Street, Setail Genteng. The vocational school was established in response to the community's demand for a vocational school with added religious values—meaning that students enrolled at SMK Darussalam 2 are required to stay in the boarding school (Pondok).

SMK Darussalam Blokagung 2 was founded in 2017. Since its establishment until today, the school has been led by Mr. Imam Sururi, S.Pd., M.Pd.I.

4.1.2 Field Data Verification

1. Teacher's activities in pre-listening

The activity identify done by the teacher in the pre-listening is:
Predicting content from the title

Table 4.1 Teacher activities in pre-listening

No	Activity	Teacher's activities	Time
1	Pre-Listening	The teacher gave the students leading questions related to the text	5 Minute

The teacher gave the students leading questions related to the text. The teacher's activities were done by asking the students question related to the text. The teacher told a piece of the story about the topic and asked the students to mention the topic. Throughout these activities, the teacher tried to direct students understanding of the topic of listening comprehension that would be discussed.

Based on the interview with the teacher, it was noted that the teacher conducted the following activities in pre-listening: The teacher gave the students leading questions related to the text. It is supported by an interview with the Informan and the teacher's reason when doing it :

“The goal is to make students familiar with the listening that we are going to do. And also later when they listen to the listening I give they can have an idea of what the speaker is talking about.” (Informan 16)

From the statement above, it can be seen the teacher always gives the students leading questions at the beginning of the class activity. The aim of these activities was to make the students familiar with the listening comprehension text that will be discussed and through the activities, the teacher can help to activate the students' awareness of the topic of the lesson.

2. Teacher's activities in while listening

The activity identify done by the teacher in the while-listening is: Material identification

Table 4.2 teacher activities in while-listening

No	Activity	Teacher's activities	Time
2	While-Listening	The teacher asked the students about the text type of the text.	45 Minute
		The teacher asked the students about the content of the text.	

Firstly, the teacher asked about the text type of the text. Secondly, teachers asked the students about the content of the text. The way that was done teacher asked the students about the content of the listening comprehension text that the teacher gave before. The aim of this activity was to make the students understand the text.

In while-listening, the main activities of the teacher focused to build the students' prior knowledge of the text before the audio was played. The activity done by the teacher is a teacher asking about the type of the text and the content of the text. The teacher has reason when doing it. It is supported by interviewing the Informan:

"In while listening activities, I am focused to build the students' prior knowledge about the text that I have given to them. It is because yesterday, I gave them listening to a biography text. So I gave the students the prior knowledge about biography text." (Informan 20)

"My purpose is to make the students understand the text of listening, so it will be useful for them to know where the listening comprehension will go. (Informan 24)

Based on the statement above, it can be seen that the teacher tried to build the students' prior knowledge of the text in the while-listening activity. The purpose of the teacher doing these activities is to make the students understand the text of listening. It will helpful for the students before the audio is played.

3. Teacher activities in post-listening

The activity identify done by the teacher in the post-listening is: Pronunciation practice

Table 4.3 teacher activities in post-listening

No	Activity	Teacher's activities	Time
3	Post-Listening	The teacher teaches the students about sounds.	10 Minute

Teacher teaches the students about sounds. The way students were asked to practice pronouncing the words. In this way, the teacher played the sound and then asked the students to practice pronouncing the word.

Based on the interview with the teacher, it was noted that she conducted the following activities in post-listening: The teacher teaches about sound. The teacher has a reason when doing it. It is supported by an interview with the Informant:

"Yes, sir, I am focusing on the students on the understanding of sound. Because when I discussed the results of what they had done before, there were several answers that did not match what the speaker meant. That way I discussed it together with the students. The goal is to make it easier for students to grasp the meaning of each word. They need to know how to pronounce words because in English, of course, they are not too familiar with every word that comes out, and maybe some don't understand. So, I as a teacher repeated the word to the whole class."
(Informant 30)

From the statement above, it can be seen that the teacher's activities in post-listening are teaching the students about sounds. The teacher prefers to teach the students about sounds after checking the students' result of the text. The aim of those activities was due to the incorrect answer they did in the listening comprehension task.

Table 4.4 students' grade

NO	NAME	Theory	Practice	NA
1	Akmal	77	75	76
2	Yusron	76	79	77,5
3	Robitulhaq	80	82	81
4	Ma'sum	83	85	84
5	Rizki	75	77	76
6	Lutfi	79	80	79,2
7	Fahmi	80	80	80
8	Farid	85	85	85
9	Irul	88	80	84
10	Budi	77	75	76
11	Hanafi	78	80	79
12	Huda	87	90	88,2
13	Anas	75	77	76
14	Zidan	74	76	75

Based on the value table above, the students got an increase in value above average and can be said to have passed after studying the strategies used by teacher in SMK Darussalam 2 on average 79,7

Beside all the values that can be in accordance with the target, the student become more enthusiastic and get psychological improvements so that it makes it easier for teachers to teach.

4.2 Discussion

1. Types of Listening Activities in the Three Phases of Instruction

Based on the results of observations, interviews, and documentation, it was found that teachers at SMK Darussalam 2 implement a range of listening activities that are structured according to the three main phases of listening instruction: pre-listening, while-listening, and post-listening.

Pre-listening: In this phase, teachers begin the lesson by introducing the topic and providing clear instructions. Activities include brief discussions about the upcoming topic, brainstorming, and predicting the content using pictures or titles. The main goal of this phase is to build context, activate students' prior knowledge, and motivate them to focus on the listening material.

While-listening: In the core phase, teachers use focused listening exercises, such as answering questions based on the audio, matching information, or gap-filling tasks. Teachers also provide immediate feedback, both individually and in groups, to ensure students' understanding of the material. These activities are designed to train concentration, expand vocabulary, and improve active listening skills.

Post-listening: After the listening session, teachers invite students to discuss any difficulties encountered, reflect together, and reinforce understanding through Q&A or summarizing the material. This phase is also used to identify areas that need improvement and to strengthen what has already been learned.

This is in accordance with the theory put forward by (Rost, 2002) based on (Rost, 2002) findings about the three phases in the listening process, namely pre-listening, while-listening, and post-listening, it is explained that pre-listening is the preparation phase where listeners build expectations and activate prior knowledge to receive new information. Next, while-listening is the main phase in which listeners actively process information by combining bottom-up and top-down processes simultaneously, including perception, parsing, and recursive use of information. Finally, post-listening is

the reflection and integration phase where listeners consolidate understanding, evaluate the message content, and connect new information with existing knowledge. Rost emphasizes that listening is an active and interactive process involving decoding, negotiating meaning, and creating meaning through engagement and empathy, so successful listening highly depends on the listener's ability to effectively manage these three phases using strategies such as prediction and inference.

The theory is suitable with the strategy used by teacher SMK Darussalam 2, which are effectively used teaching in SMK Darussalam 2.

2. Optimizing Listening Activities in Each Phase

Teachers not only select appropriate activities for each phase but also optimize their implementation with several supporting strategies:

In the pre-listening phase, teachers use prompting questions and visual media to build students' enthusiasm and relate the material to their personal experiences, making them mentally prepared for new information.

In the while-listening phase, teachers break the audio into segments and provide pauses to ensure students can comprehend each part. The difficulty level of the material is adjusted to students' abilities, and students are given opportunities to replay challenging sections.

In the post-listening phase, teachers encourage students to share their experiences and strategies used during listening, and facilitate group discussions to deepen understanding and collectively address mistakes.

This suitable theory of (Teshaboyeva & Amirova 2024) which states that optimizing listening skills through three different phases—pre-listening, while-listening, and post-listening—is an effective approach, because their findings show that dividing the listening process into these three stages significantly enhances students' focus and comprehension in language learning.

The study by (Teshaboyeva & Amirova 2024) demonstrates that optimizing listening skills through three distinct phases—pre-listening, while-listening, and post-listening—plays a crucial role in

enhancing students' comprehension. In the pre-listening phase, students are mentally and cognitively prepared by building context and activating prior knowledge, which helps them become more ready and focused during listening. During the while-listening phase, students actively process information by listening to the material multiple times to grasp the main ideas and important details. The post-listening phase serves to reinforce understanding through reflection, discussion, and further exercises, which also boost learning motivation. This study emphasizes that a structured and integrated approach across these three phases, supported by constructive feedback and a conducive learning environment, significantly optimizes students' listening abilities in language learning.

The students got an increase in value above average and can be said to have passed after studying the strategies used by teacher in SMK Darussalam 2 on average 79,7. Which shows that this strategy is very suitable to implemented in SMK Darussalam 2.

The strategies implemented by the teachers have proven effective in improving students' listening skills and motivating them to be more active in learning. The step-by-step approach through the three phases of listening not only helps students understand the material more deeply but also builds their confidence in tackling listening tasks. These findings offer practical contributions to the development of listening instruction strategies in EFL classrooms and can serve as a reference for teachers and future researchers in designing more effective and contextual listening lessons.

CHAPTER V

CLOSING

This chapter delineates the conclusion and suggestion of this research. The conclusion and suggestion are formulated from the research findings and the suggestion present the recommendation for the English teacher and the further research.

5.1 Conclusion

In this study, the teacher uses a typical activity in each different learning phase for listening. In the pre-listening activity, the teacher gave the students leading questions related to the text. The aim of these activities was to make the students familiar with the listening comprehension text that will be discussed and through the activities. During the while-listening activity, the teacher uses two typical activities. Firstly, the teacher asked about the text type of the text. Secondly, teachers asked the students about the content of the text. The teacher tried to build the students' prior knowledge of the text in the while-listening activity. The purpose of the teacher doing these activities is to make the students understand the text of listening. It will be helpful for the students before the audio is played. In the post-listening activity, The teacher teaches the students about sounds. The teacher prefers to teach the students about sounds after checking the students' result of the text. The aim of those activities was due to the incorrect answer they did in the listening comprehension task.

5.2 Research Limitation

This study has several limitations that should be acknowledged by both the researcher and the readers. First, the research was conducted in only one school, namely SMK Darussalam 2 Setail Genteng Banyuwangi, involving a single English teacher as the main informant. Therefore, the findings of this study may not be widely generalizable to other school contexts, especially those with different student characteristics, facilities, and teacher backgrounds.

Second, the data were collected solely through observation and interviews. This study did not employ other instruments such as student

questionnaires or listening skill assessments that could provide quantitative data to support the analysis. Due to this limitation, the interpretation of results is mainly descriptive and relies on the teacher's perceived practices and the researcher's observations.

Third, due to time and access constraints, the researcher was only able to conduct one classroom observation and one interview session. In reality, teaching practices are dynamic and would ideally be observed across several meetings to gain a more complete and comprehensive understanding of the teacher's listening strategies.

These limitations are expected to serve as considerations for future researchers to conduct broader studies that involve more participants, utilize various instruments, and are carried out over a longer period to produce deeper and more generalizable findings.

5.3 Suggestions

Referring to the result of investigating the English teacher in teaching listening using activities. There are some suggestion are given for English teacher as follows:

1. Teachers as educators must know the needs and abilities of students in the learning process in order to find ways to make learning English interesting and easy, so as not to cause boredom to students and the teacher must invite all students to play an active role in learning.
2. For Further Researchers
Further research can be developed with different materials or subjects The steps in the learning process must be carried out in accordance with the plans that have been made or in accordance with the Learning Implementation Plan (RPP). Don't miss a step.

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APPENDIX

THE LETTER HAS DONE RESEARCH

 NPSN: 69967029	YAYASAN PONDOK PESANTREN DARUSSALAM BLOKAGUNG 2 SEKOLAH MENENGAH KEJURUAN (SMK) SMK DARUSSALAM BLOKAGUNG 2 http://smkblokagung2.sch.id Email: smk.darussalam2@gmail.com
	Alamat : Jln. Raden Supono Krajan - Setail - Genteng - Banyuwangi - Jawa Timur 68415 Telp. 0333/5825067 HP 08124900122
Nomor : 17.2/078/SMKDB-2/S.2/V1/2025 Lamp : - Hal : Surat Keterangan Penelitian	Banyuwangi, 17 Juni 2025

Yang bertanda tangan dibawah ini Kepala Sekolah SMK Darussalam Blokagung 2
Setail – Genteng - Banyuwangi menerangkan bahwa :

Nama : MUCHAMMAD ARJU NASHICHA
 TTL : Kendal, 13 Juni 2001
 NIM : 2111221003
 Fakultas : tarbiyah dan keguruan (FTK)
 Program Studi : Tadris Bahasa Inggris
 Alamat : Kendal – Jawa Tengah

Telah melaksanakan penelitian terhitung mulai 25 April 2025 s/d. 20 Mei 2025 di SMK
 Darussalam Blokagung 2 Setail – Genteng untuk keperluan menyusun skripsi dengan judul
 “*Teacher Strategy For Student Listening Ability At SMK Darussalam Blokagung 2 Academic
 2024/2025*”.

Demikian surat ini kami buat, untuk dapat dipergunakan sebagai syarat penyelesaian
 skripsi.

Mengetahui,
 Kepala Sekolah



RESEARCH COVER LETTER



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor: 51.2.12/035.160/FTK.UIMSya/C.3/VI/2025

Lamp. : -

Hal : Pengantar Penelitian

Kepada Yang Terhormat:
Kepala SMK Darussalam 2
Setail, Genteng

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSya) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : Muchammad Arju Nashicha
TTL : Kendal, 13 Juni 2001
NIM : 2111221003
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Cepiring, Kec. Cepiring, Kab. Kendal, Prov. Jawa Tengah
Dosen Pembimbing : Moh. Mahmud, S.Pd, M.Pd.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah: *"Teachers' Teaching Strategy For Students' Listening Ability At SMK Darussalam 2 Academic 2024/2025"*

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.



16 Juni 2025

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

CHECK PLAGIARISM



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah Proposal Skripsi:

Nama : Muchammad Arju Nashicha
NIM : 2111221003
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Jenjang : Sarjana (S.1)

Dengan Hasil : **25%**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian Seminar Proposal.

Banyuwangi, 18 Juni 2025
Kaprodi Tadris Bahasa Inggris

Ahmad Faruk, M/Pd.
NIPY. 3151611058801

Keterangan:

*menggunakan aplikasi Turnitin.

INTERVIEW TRANSCRIPT

Apendix 1. 4 Interview Transcript

1.	Researcher	“Assalamu”alaikum” <i>(“Assalamu”alaikum”)</i>
2.	Respondent	“Wa”alaikumsalam. Ayo masuk mas” <i>(“Wa”alaikumsalam. Lets come”)</i>
3.	Researcher	“Enggih pak” <i>(“Yes, sir”)</i>
4.	Respondent	“Gimana mau tanya tanya apa mas ? tapi maaf sambil jaga ujian ya mas” <i>(“How? What is want to ask? sorry while watching the exam, sis”)</i>
5.	Researcher	“Enggih tidak apa apa pak. Saya mau bertanya sehubungan dengan pengajaran listening kemarin pak” <i>(“It's okay sir. I wanna asked about the teaching listening yesterday sir”)</i>
6.	Respondent	“Oh iya mas silahkan” <i>(“Oh yes, Please”)</i>
7.	Researcher	“Tapi sebelum saya bertanya tentang pengajaran listening kemarin, boleh saya tahu ipak sudah berapa lama mengajar di SMK Darussalam 2 ini nggeh pak?” <i>(“Before I asked about the teaching</i>

		<i>listening that you did yesterday, may I know sir how long have you been teaching English at SMK Darussalam 2 ?)</i>
8.	Respondent	“Kalau mengajar Bahasa Inggris saya sudah 8 tahun mas dan di SMK Darussalam 2 ini saya mengajar dari 2019 sampai sekarang 2025 berarti sudah 6 tahun mas” <i>(“I had been teaching English for 8 years. And at SMK Darussalam 2, I'm teaching from 2019 until now 2025, which means it's been 6 years”)</i>
9.	Researcher	“Berapa jumlah siswa yang bapak ajar kemarin ?” <i>(“How many students that you teach in the class last time sir?”)</i>
10.	Respondent	“Kelas X RPL itu ada 30 siswa, kelas XI RPL itu 19 siswa, dan XII RPL ada 23 siswa” <i>(“Class X RPL has 30 students, class XI RPL has 19 students, and XII RPL has 23 students.”)</i>
11.	Researcher	“Langsung aja nggeh pak kita membahas tentang aktivitas bapak dalam mengajar listening kemarin.” <i>(“Lets talk about the activities that you used in teaching listening yesterday sir.”)</i>
12.	Respondent	“Enggih silahkan mas” <i>(“Yes, Please”)</i>
13	Researcher	“Biasanya apa saja aktivitas yang bapak gunakan dalam pre-listening activities.” <i>(“Usually, what is your activities in pre-</i>

		<i>listening”)</i>
14	Respondent	“Dalam pre-listening yang saya lakukan kemarin di kelas XI RPL. Sebelum pemutaran audio, para siswa saya suruh untuk memahami dulu soal yang saya berikan agar para siswa mempunyai gambaran perihal listening yang akan saya putarkan, tentu mereka tidak bisa memahaminya sendiri. Harus saya bantu, setidaknya ketika ada kata sulit yang dibutuhkan kita terjemahkan bersama dan juga saya memberi mereka vocabulary baru” <i>(“ In the pre-listening activities that I did yesterday in class XI RPL. Like what I did yesterday in class XI RPL. Before playing the audio, I asked the students to understand the questions that I gave so that the students had an idea about the listening that I was going to play, of course they couldn't understand it themselves. I have to help, at least when there are difficult words that we need we translate together and also I give them new vocabularies”)</i>
15	Researcher	“Apa alasan bapak dibalik menggunakan strategi pembelajaran vocab kepada para siswa pak?” <i>(“What is your reason behind using the strategy?”)</i>
16	Respondent	“Tujuannya untuk membuat para siswa familiar dengan listening yang akan kita lakukan. Karena semakin banyak kosa kata yang di kuasai anak maka semakin mudah mereka menangkap jawaban. Dan juga nanti waktu mereka mendengarkan listening yang saya berikan mereka bisa mempunyai gambaran apa yang dibicarakan

		oleh pembicaranya. Pembelajaran bahasa apapun pasti penguasaan vocabulary nya sangat berpengaruh pada kemampuan yang lain, contohnya pada speaking, reading maupun listening. Di samping itu, pembelajaran vocabulary dalam pre-listening secara tidak langsung bisa mengaktifkan pengetahuan siswa terhadap topik pembelajaran” <i>“The goal is to make students familiar with the listening that we will be doing. Because the more vocabulary</i> <i>children master, the easier it is for them to catch answers. And also later when they listen to the listening I gave them they can have an idea of what the speaker is talking about. In any language learning, the vocabulary mastery will definitely affect other abilities, for example in speaking, reading and listening. In addition, learning vocabulary in pre-listening can indirectly activate students' knowledge of learning topics.)</i>
17	Researcher	“Jadi, dengan mengajar vocabulary dalam pre-listening bapak bertujuan untuk membuat para siswa familiar nggeh pak dengan teks listening yang bapak berikan. Agar mereka punya gambaran listeningnya mau pergi kemana” <i>(“So, In teaching vocabulary in pre-listening activities. Your purpose is to make the students familiar with the text of listening that you have given to them. So they can have illustration about the listening should go”)</i>
18	Respondent	“Enggih betul mas”

		<i>("Yes, thats true ")</i>
19	Researcher	"Jadi bapak menggunakan strategy teaching listening yang ada di bottom- up/top down strategy nggeh pak. Kemudian bagaimana dengan tahapan while-listening pak?" <i>("So that sir, you use teaching listening strategy in bottom-up strategy. Then,what about your activities in while-listening sir?")</i>
20	Respondent	"Dalam while-listening, saya fokus untuk membangun pengetahuan dasar para siswa tentang teks yang saya berikan. Karena kemarin kan listeningnya tentang biography teks. Jadi saya kasih pengetahuan dasar terkait teks biography itu. <i>("In while listening activities, I am focused to build the students prior knowledge about the text that I have given to them. It is because yesterday, I gave them listening about biography text. So I gave the students the prior knowledge about biography text is.")</i>
21	Researcher	"Bagaimana bapak melakukannya?" <i>("How sir did it?")</i>
22	Respondent	"Pertama, saya meminta mereka membaca dulu teks soalnya. Karena sebelumnya saya kasih tentang vocabulary yang ada dalam teks tersebut pasti mereka memiliki gambaran tentang teks tersebut. Kemudian saya tanya jawab dan berdiskusi dengan para siswa seperti apa text biography itu, isi dari teks tersebut isinya apa saja. Kemudian bahasa yang digunakan dalam teks tersebut apa. Setidaknya sebelum mendengarkan audio nya, para siswa punya

		gambaran. Itu yang penting mas.” (“First, I asked them to read the text of the question first. Because before I told them about the vocabulary in the text, they must have an idea about the text. Then I asked and answered questions and discussed with the students what the biography text, what was the content of the biography text. Then what language is used in the text. At least before listening to the audio, the students had an idea. That's what's important sir”)
23	Researcher	“Apa tujuan bapak dalam aktivitas tersebut?” <i>(“What is your purpose behind your activities before?”)</i>
24	Respondent	“Ya supaya para siswa itu tahu text jenis apa yang akan mereka dengarkan. Sehingga nanti juga memudahkan para siswa kira kira kemana listeningnya ini.” <i>(“My purpose is to make the students undrstand about text of listening, so it will be useful for them to know where the listening comprehension will go.”)</i>
25	Researcher	:“Apakah bapak selalu menggunakan strategy tersebut dalam while- listening?” <i>(“Did you usually used this strategy in while listening?”)</i>
26	Respondent	“Iya mas, otomatis selalu saya pakai. Mungkin ketika selesai mendengarkan di pemutaran pertama (apabila tidak ada diskusi lho mas) mungkin mereka punya masukan yang disampaikan terkait

		listening seperti suaranya kurang keras, atau di luar ruangan terlalu berisik atau bagaimanapun itu penting juga, jadi tidak nerobos terus pembelajaran listeningnya. Selesai pemutaran pertama tentu harus kita bahas, mereka sudah mendapatkan informasi seberapa banyak dari listening yang mereka dengarkan. Penting nya begitu.” <i>("Yes, I always use it automatically. Maybe when they finish listening to the first screening (if there is no discussion) maybe they have input related to listening, such as the sound isn't loud enough, or it's too noisy outside, or whatever it is, it's important, so don't interrupt the listening lesson. After the first screening, of course, we have to discuss, they already get information on how much of what they listen to. That's important.")</i>
27	Researcher	“Bagaimana dengan tahapan post listening pak?” <i>("What about post listening sir?")</i>
28	Respondent	“Biasanya dalam post listening, saya mengajak para siswa untuk membahas dari jawaban yang siswa dapat. Supaya para siswa aktif otomatis pembahasan itu kita pilih siswa untuk menjawab nomor sesuai urutan. Tentu dengan panduan dari gurunya. Kemudian apabila nanti ada perbedaan jawaban, kalau siswa dilibatkan secara aktif otomatis kegiatan pembelajarannya akan berjalan secara sempurna. Dengan begitu saya bisa mengetahui dimana letak kesulitan siswa ketika listening lalu kita membahasnya. Jadi apabila suatu saat para siswa ada listening lagi, para siswa bisa

		berfikir “oh sebelumnya saya sudah pernah mendengarkan bunyi suara ini” jadi mereka tidak akan melakukan kesalahan yang sama di kelas listening yang berbeda” (“Usually in post listening activities, I asked the students to discussed the result of their listening process before. So that the students are automatically active in the discussion, we select students to answer the numbers in order. Of course with guidance from the teacher. Then if later there are differences in answers, if students are actively involved, automatically the learning activities will run perfectly. That way I can find out where the students' difficulties are when listening and then we will discuss it. So if one day the students are listening again, the students can think "oh I've heard this sound before" so they won't make the same mistake in a different listening class.”)
29	Researcher	“Dari penjelasan bapak yang sudah di jelaskan tadi, saya menangkap kalau bapak menggunakan strategi mengidentifikasi bunyi yang sudah mereka dengarkan.” <i>(“Based on your definition above, I can cath that you used strategy to identify the sound they have heard”)</i>
30	Respondent	“Iya mas, saya fokus memberi para siswa pengertian tentang sound. Karena ketika saya membahas hasil apa yang sudah mereka kerjakan sebelumnya, ada beberapa jawaban yang kurang tepat dengan apa yang dimaksud oleh pembicaranya. Dengan begitu saya membahas bersama dengan para siswa.

		Tujuannya untuk memudahkan para siswa menangkap makna dari setiap kata. Perlu mereka tahu bagaimana cara melafalkan kata karena bahasa Inggris tentu mereka tidak terlalu familiar dari setiap kata yang keluar mungkin ada yang tidak faham. Maka, saya sebagai guru mengulangi kata tersebut ke seluruh kelas.” ("Yes, I am focusing the students about the understanding of sound. Because when I discussed the results of what they had done before, there were several answers that did not match what the speaker meant. That way I discussed it together with the students. The goal is to make it easier for students to grasp the meaning of each word. They need to know how to pronounce words because English, of course, they are not too familiar with every word that comes out, maybe some don't understand. So, I as a teacher repeated the word to the whole class.”)
31	Researcher	“Aktivitas apa saja yang bapak lakukan?” <i>("What is your activities you did?")</i>
32	Respondent	“Saya putarkan kembali sound nya 3 sampai 4 kali sampai para siswa faham, kemudian meminta mereka untuk berlatih melafalkan kata tersebut” <i>"I play back the sound 3 to 4 times until the students understand, then ask them to practice pronouncing the word"</i>
33	Researcher	“Jadi bapak menggunakan strategi bottom up juga nggih dalam post listening. Tapi sebelumnya berdasarkan observasi kemarin, bapak juga memberikan anak anak

		vocab baru nggih pak") <i>("So, you used a bottom up strategy also in post listening. But previously, based on yesterday"s observation, mister also gave the children a new vocab, really, sir")</i>
34	Respondent	"Iya saya kasih vocab lagi. Ya itu untuk tambahan vocab saja untuk anak anak dari kata kata yang mereka jawab" ("Yes, I gave them vocabulary again. The reason is only gave them add more vocabulary based on their answer before")
35	Researcher	"oh enggih pak" <i>("Yes sir")</i>
36	Respondent	"Ada lagi ?" <i>("Is there anything else ?")</i>
37	Researcher	"Sampun pak. Terimakasih atas waktunya pak, mohon maaf saya sudah mengganggu waktu bapak" <i>("It is enough sir. That you for your time and I do apologize if distrub your time sir")</i>
38	Respondent	"Tidak apa apa, seharusnya saya yang meminta maaf karena sambil mengawasi ujian" <i>("It's okay, I should be the one apologizing for watching the exam.")</i>
39	Researcher	"Enggih pak, kalau begitu saya pamit pulang" <i>("Yes sir, then I want to permit to go</i>

		<i>home”)</i>
40	Respondent	“Iya silahkan” <i>(“Yes, Please”)</i>
41	Researcher	“Wassalamu”alaikum” <i>(“Wassalamu”alaikum”)</i>
42	Respondent	“Wa”alaikumsalam” <i>(“Wa”alaikumsalam”)</i>

GUIDANCE CARD

6/16/25, 12:51 PM

SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSYA BLOKAGUNG ::

NIM	2111221003	
NAMA	MUCHAMMAD ARJU NASHICHA	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIK BAHASA INGGRIS	
PERIODE	20242	
JUDUL	TEACHERS TEACHING STRATEGY FOR STUDENTS LISTENING ABILITY AT SMK DARUSSALAM 2	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	16 Juni 2025	16 Juni 2025	Finishing ready to submit Test	Bimbingan 10
2	20242	21 Mei 2025	21 Mei 2025	Bimbingan Chapter V	Bimbingan ke 9
3	20242	14 Mei 2025	14 Mei 2025	Bimbingan Chapter IV Discussion	Bimbingan ke 8
4	20242	07 Mei 2025	07 Mei 2025	Bimbingan Chapter IV Finding	Bimbingan ke 7
5	20242	04 Maret 2025	04 Maret 2025	ACC. mendaftar Seminar Proposal	Bimbingan ke 5
6	20242	18 Februari 2025	18 Februari 2025	Bimbingan Chapter 3 Method	Bimbingan ke 4
7	20242	04 Februari 2025	04 Februari 2025	Bimbingan Chapter 2 Related theory	Bimbingan ke 3
8	20242	18 Januari 2025	04 Maret 2025	Bimbingan Chapter 1 Introduction	Bimbingan ke 2
9	20242	04 Januari 2025	04 Januari 2025	Konsultasi pengajuan judul	Bimbingan ke 1

AUTHOR BIODATA



Nama : Muchammad Arju Nashicha

Nim : 2111221003

TTL : Kendal, 13 Juni 2001

Gender : Laki-Laki

Agama : Islam

Prodi : Bahasa Inggris

No Hp : 08---

Alamat : Jl.Krajan No 10, Desa. Cepiring, Kec. Cepiring, Kab. Kendal, Prov. Jawa Tengah

Riwayat Pendidikan Formal

Jenjang Pendidikan	Tahun Masuk	Tahun Lulus	Nama Sekolah/ Perguruan	Bidang Studi
SD	2007	2013	SD N 3 Cepiring	
SLTP	2014	2017	MTs NU 01 Cepiring	
SLTA	2017	2020	MA Unggulan Bina Bangsa	Agama
S1	2021	2025	Universitas KH. Mukhtar Syafaat	Bahasa Inggris

Appendix 1. 6 Author Biodata

Riwayat Pendidikan Non formal

Jenjang Pendidikan	Tahun Masuk	Tahun Lulus	Nama Sekolah/ Perguruan
Ula	2017	2021	Madrasah Diniyyah Al Amiriyyah, Pondok Pesantren Darussalam Blokagung Banyuwangi.
Wustho	2021	2023	Madrasah Diniyyah Darul Azdkiya'

Pengalaman Organisasi

Nama Organisasi	Prestasi Akademik	Prestasi Non Akademik
	-	-

DOKUMENTASI



Picture 1. 1 Interview With English Teacher



YAYASAN PONDOK PESANTREN DARUSSALAM BLOKAGUNG 2
SEKOLAH MENENGAH KEJURUAN
(SMK)

SMK DARUSSALAM BLOKAGUNG 2

<http://smkblokagung2.sch.id> Email: smk.darussalam2@gmail.com

NPSN: 69967029

Alamat: Jln. Raden Supomo Krajan - Setail - Genteng - Banyuwangi, Jawa Timur 68463 Telp (0333) 5823667, HP 08124900128

Multiple Choice Questions

1. Based on the title/topic you are going to listen to, what do you think will be discussed in the text?
 - a. An explanation of the latest technology
 - b. Someone's personal experience
 - c. Instructions on how to do something
 - d. An important historical event
2. If you find the word "environment" in the text, what do you think will be the main focus of the discussion?
 - a. Computer technology
 - b. The natural environment
 - c. The global economy
 - d. Public health

Short Answer Questions

3. Mention two questions you want to know the answers to after seeing the title/topic of the text you are going to listen to!
4. In your opinion, who might be the characters or speakers in the text?

True/False Question

5. The text you are going to listen to is most likely about something you have often studied at school.
☐ True
☐ False



YAYASAN PONDOK PESANTREN DARUSSALAM BLOKAGUNG 2
SEKOLAH MENENGAH KEJURUAN
(SMK)

SMK DARUSSALAM BLOKAGUNG 2

<http://smkblokagung2.sch.id> Email: smk.darussalamb2@gmail.com

NPSN: 69967029

Alamat: Jln. Raden Supono Krajan - Setali - Genteng - Banyuwangi Jawa Timur 68463 Telp. (0333) 5823667, HP 081249001282

Listen carefully to the text played by the teacher. After listening, answer the following questions.

Multiple Choice Questions

1. What type of text did you listen to?
 - a. Narrative text
 - b. Descriptive text
 - c. Procedural text
 - d. Expository text
2. What is the main topic of the text you listened to?
 - a. How to bake a cake
 - b. History of a city
 - c. The process of making electronic products
 - d. Vacation experience
3. What is the purpose of the text?
 - a. To entertain the reader
 - b. To provide step-by-step information
 - c. To tell a story
 - d. To explain the author's opinion

Short Answer Questions

4. Mention one important piece of information you got from the text!
5. What keywords frequently appear in the text?

Short Essay Question

6. Briefly explain the content of the text you listened to! (3-5 sentences)



YAYASAN PONDOK PESANTREN DARUSSALAM BLOKAGUNG 2
SEKOLAH MENENGAH KEJURUAN

(SMK)

SMK DARUSSALAM BLOKAGUNG 2

<http://smkblokagung2.sch.id> Email: smk.darussalam2@gmail.com

NPSN: 69967029

Alamat: Jln. Raden Supono Krajan - Setail - Genteng - Banyuwangi Jawa Timur 68465 Telp. (0333) 5823667, HP 081249001282

Listen to the audio about various types of sounds and sound phenomena, then answer the following questions by choosing the most appropriate answer.

Part 1: Picture and Statement Choices

Listen to the sound description and choose the statement that best matches the sound you hear.

1. The audio describes a roaring sound like thunder and heavy rain. Which statement is correct?
A. The sound of a car engine
B. The sound of rain and thunder
C. The sound of birds chirping
D. The sound of people talking
2. The audio describes the sound of a guitar being played softly. Which statement is correct?
A. The sound of a guitar being played
B. The sound of loud drums
C. The sound of a piano being played
D. The sound of a radio turned off

Part 2: Dialogue and Response

Listen to the short dialogue and choose the most appropriate response.

3. Woman: "Can you hear the sound of the alarm?"
Man: "_____"
A. Yes, it's very loud.
B. No, I don't like music.
C. The alarm is broken.
4. Man: "What causes the echo in the cave?"
Woman: "_____"
A. Because of the reflection of sound waves.
B. Because the cave is dark.
C. Because of the wind outside.

Part 3: Short Comprehension

Listen to a brief explanation about sound waves and answer the following questions.

5. What is meant by sound waves?
 - A. Vibrations that travel through air or other media
 - B. Light reflected from objects
 - C. Sounds that humans cannot hear
6. How can sound travel?
 - A. Through air, water, and solid objects
 - B. Only through air
 - C. Only through a vacuum

