

**AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING
LISTENING AT NINTH GRADE STUDENTS' OF SMP N 236
JAKARTA IN ACADEMIC YEAR OF 2022/2023**

THESIS

Submitted as A Partial Requirements

For the degree of *Sarjana*



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FACULTY OF CULTURES AND LANGUAGES
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Thank you for the attention.

Wassalamu 'alaikum Wr.Wb.

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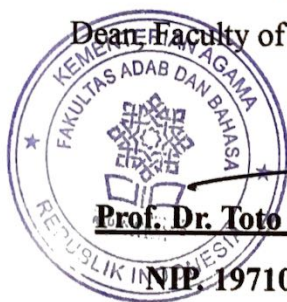
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DEDICATION

Alhamdulillah rabbil' alamin, Praise to Allah SWT who has given all the blessing. I would like to dedicate this thesis to people who have been loving yesterday, now, tomorrow, and ever after:

1. My beloved parents (Mr. Muslih and Mrs. Nurhayati)
2. My beloved brother and sister (Mr. Masreki and Mrs. Sunarti)
3. My big family
4. Agung Pratama
5. My roommate (Shalsabilla)
6. All my beloved friends.
7. My beloved Almamater UIN Raden Mas Said Surakarta.
8. Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting.

MOTTO

“What has been started must end.”

-Elmia-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis of Teacher’s Strategy in Teaching Listening at Ninth Grade of SMP N 236 Jakarta in Academic Year of 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 16 May 2023

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 16 May 2023

The researcher



Elmia

TABLE OF CONTENTS

TITLE PAGE.....	i
ADVISOR SHEET	i
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	x
ABSTRACT	xi
CHAPTER 1	1
INTRODUCTION.....	1
A. Background Study.....	1
B. Identification Of the Problems	5
C. Limitation Of the Problems	5
D. Formulation Of the Problems	5
E. Objectives Of the Study	6
F. Benefit of the Study	6
G. Definition Of the Key Terms	7
CHAPTER II.....	9
LITERATURE REVIEW	9
A. Theoretical Review	9
B. Previews Related Studies	37
CHAPTER III	41
RESEARCH METHODOLOGY.....	41
A. Research Design.....	41

B. Research Setting.....	42
C. Research Subject.....	43
D. Data and Source of the Data.....	43
E. Research Instrument.....	45
F. Techniques of Collecting the Data.....	46
G. Trustworthiness of the Data.....	49
H. Techniques of Analyzing the Data.....	51
CHAPTER IV.....	53
A. Findings.....	53
B. Discussion.....	69
CHAPTER V.....	76
A. Conclusions.....	76
B. Suggestion.....	77
BIBLIOGRAPHY.....	78
APPENDIX 1.....	83
APPENDIX 2.....	90
APPENDIX 3.....	96
APPENDIX 4.....	134

LIST OF TABLES

Table 3. 1 Time of Research.....	43
Table 3. 2 Date of Observation.....	47

ABSTRACT

Elmia. 2023. *An Analysis of Teacher's Strategies in Teaching Listening at Ninth Grade Students of SMP N 236 Jakarta in Academic Year of 2022/2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

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Key words : Teaching Strategies, Listening.

This research describes about teacher's strategies in teaching listening at ninth grade students of SMP N 236 Jakarta in academic year of 2022/2023. The objectives of this research were, (1) to investigate what are the teacher's strategies in teaching listening at ninth grade students of SMP N 236 Jakarta in academic year of 2022/2023, (2) to investigate technical problems faced by the teacher in teaching listening at ninth grade students of SMP N 236 Jakarta in academic year of 2022/2023, (3) to describe the way teacher solve the problem in teaching listening at ninth grade students of SMP N 236 Jakarta in academic year of 2022/2023.

In doing this research, the researcher used qualitative descriptive method. This research was conducted at SMP N 236 Jakarta located on Jl. Pik Penggilingan No.10, RT.6/RW.10, Penggilingan, Kec. Cakung, Kota Jakarta Timur, 13940, and subject of the research is English teacher at ninth grade students of SMP N 236 Jakarta. The technique collecting the data used observation, interview, and documentation. The technique of analyzing data used data reduction, data display, and drawing conclusion used triangulation to check the validity of the data.

The result of this research were (1) the teacher used three strategies to teach listening at ninth grade, namely drill strategy, question and answer strategy, and discussion strategy (2) the teacher faced several technical problems in their implementation, the problems were, lack of facilities, some students lack vocabulary, and internet network (3) the way the teacher solve the problems were, prepare laptop, speaker, and projector by herself, suggest the students to watch English movies or listen English songs, for internet network the teacher hotspot by smartphone.

CHAPTER 1 INTRODUCTION

A. Background Study

English is international language that widely used in communication all over the world. According to Blake (2016, p. 129) English consists of four language skills that must be mastered by students, those are listening, speaking, reading, and writing. Nunan (2003, p. 24) added that listening is an active process of making sense of what we hear. They not only process what they hear, but they also connect it to other information they already know. Shamsitidinova (2021, p. 75) listening is an important aspect of foreign language communication. We spend more time listening than any other form of communication, listening 45% of the time, speaking 30%, reading 16%, and writing 9%. Lestary et al., (2019, p. 35) state that if you don't have good listening skills, someone will often misunderstand. English is also becomes as a national examination material in Indonesia as competency standard of graduation and all students must pass it, set of final examination included listening.

The teacher's role is to facilitate students' learning of English. That is why learning English as a foreign language is necessary, particularly in the field of education (Saukah & Cahyono, 2015, p. 246). Teaching English is not easy, with different levels of skill in each class. Teacher must use effective strategies that allow students to learn the material. Teacher must be creative in their material selection and able to stimulate students' interest. Parvin (2015, p. 50) state that in teaching listening, teacher can use laptop, projector and speakers in classrooms or language laboratories to help teaching and learning succussed. Teacher can also

use other sources, such as YouTube. For ninth grade junior high school, teaching listening becomes very important because they will face school exams and other exams before graduate. So, it is hoped that before the exam arrives, their listening skills will be better.

Teacher's primary responsibility, particularly in English language teaching, is to guide their students in mastering macro language skills such as listening, speaking, reading, and writing. Teaching listening in the university is different from teaching listening at junior high school, so teacher need to think carefully about making strategies for successfully learning activities as well as fun for students (Yusnida et al., 2017, p. 441). Prastiyowati (2019, p. 65) state that the factors which causes students' difficulties in listening to understanding are seen as from three aspects, audience factor, auditory material, and physical environment. The physical environment has a significant impact on the students' ability to listen. Ginting et al., (2019, p. 154) argued that when students are listening to the material, a noisy environment will disrupt their concentration, causing them to forget the word they heard before.

The listening problem can sometimes be caused by the students themselves; some students cannot listen well, especially when they hear an unfamiliar word, which causes them to become confused and unable to grasp the meaning of the words. Furthermore, there are many idioms in English that are frequently used by native speakers, but students are still unfamiliar with that. The physical settings while listening, such as the location, time, environment, and listening tools, also have an impact on the outcome of listening comprehension.

The researcher conducted pre-research at SMP N 236 Jakarta twice. First, the researcher interviewed English teacher on Monday, 3 October 2022. From the interview, the researcher found that some teacher's strategies to teach English especially in teaching listening. The teacher used some strategies such as discussions, question and answer, and drill strategy. The teacher also uses the media WhatsApp Group, Google Classroom, Google Form, Instagram, and YouTube.

The second the researcher did pre-observation directly on Thursday, 6 October 2022. Based on the researcher's observation, the teacher prepares learning media such as of laptop, projector, and speakers. Then students listen carefully to the video shown by the teacher then the teacher asked the students to do listening exercise. The students do those exercises based on the instructions given by the teacher then correct together. Based on the pre-research through interview and observation above, the researcher choose SMP N 236 Jakarta as the place of the research because the researcher found how the teacher used teaching strategies by utilizing online media, how are the problems faced by the teacher in teaching listening, such as there are some students lack vocabulary so that there are passive students, lack of facilities so that sometimes the audio or video has a problem, and internet network problems. And also the researcher found how the way the teacher solve the problems, one of the way to overcome this is to use a strategy to stimulate students to be active, interested and enjoyed in English subjects. So, the researcher

interested to analyze the teacher's strategies used by the teacher in teaching listening.

One of researchers have conducted research with similar characteristics to this research. It is research by Ulviana Miftakhul Janah from State Institute of Islamic Studies Ponorogo (2021) with the title "Analysis on Teachers' Strategies in Teaching Listening at Bilingual Class of XI IPA 2 During Pandemic Era at SMA Muhammadiyah 1 Ponorogo". This study focused on the strategies used by teachers to teach listening in bilingual classes during the pandemic. The findings of this study revealed that during the pandemic, teachers used a top-down strategy to teach listening in a bilingual class of XI IPA 2 at SMA Muhammadiyah Ponorogo. This study also used the descriptive qualitative research method. On the other hand, this research has an update from previous research, because this research was carried out after the COVID-19 era so that in this research there is a teacher's strategy specifically for teaching listening which can be applied in online class or offline class by utilizing several online media.

From the statement above, the researcher interested in conducting research related to what are teaching strategies used by English teacher especially in teaching listening. Therefore, the researcher conduct research entitled "An Analysis of Teacher's Strategies in Teaching Listening at Ninth Grade Students' of SMP N 236 Jakarta in Academic Year of 2022/2023".

B. Identification of the Problems

Based on the background study explanation above, the researcher finds some of problems identification as follows:

1. The teacher has difficulties regarding the lack of vocabulary of some students.
2. The teacher has difficulties in teaching listening due to lack of facilities.
3. Sometimes teaching and learning are constrained by the technology problem with audio.

C. Limitation of the Problems

Based on the identification of the problems above, the researcher focuses to analysis teacher's strategies in teaching listening at the ninth-grade students of SMP N 236 Jakarta in academic year of 2022/2023, how the teacher faced the problems and also solve the problem in teaching listening at the ninth-grade students of SMP N 236 Jakarta in academic year of 2022/2023.

D. Formulation of the Problems

Based on the problems was stated above, the researcher formulated the research problems are:

1. How are the teacher's strategies in teaching listening at ninth grade students' of SMP N 236 Jakarta in academic year of 2022/2023?
2. How are the problems faced by teacher in teaching listening at ninth grade students' of SMP N 236 Jakarta in academic year of 2022/2023?
3. How does the teacher solve the problem in teaching listening at ninth grade students' of SMP N 236 Jakarta in academic year of 2022/2023?

E. Objectives of the Study

1. To identify teacher's strategies in teaching listening at ninth grade students' of SMP N 236 Jakarta in academic year of 2022/2023.
2. To identify the problems faced by teacher in teaching listening at ninth grade students' of SMP N 236 Jakarta in academic year of 2022/2023.
3. To find out how the teacher solve the problem in teaching listening at ninth grade students' of SMP N 236 Jakarta in academic year of 2022/2023.

F. Benefit of the Study

The Result from this study hopefully can give benefits as follows:

1. Theoretical Benefit

The researcher hopes this study will give good knowledge and information related to the teacher's strategies in teaching listening at ninth grade students' of SMP N 236 Jakarta in academic year of 2022/2023. Also, this study will be helpful and useful reference for further researcher that wants to study the same case.

2. Practical Benefit**a. For the Teachers**

The result of this research hopefully will be useful for the teachers especially in applying strategies in teaching listening. Thus, the teachers can improve the quality in teaching and learning listening to be more active, effective, and fun for students.

b. For the Students

In this research hopefully the students will be enjoyable especially in

listening and can find out which the teacher's strategies in teaching listening to increasing their listening skill.

c. For the Readers

This research can give more knowledge for the readers about teacher's strategies in teaching listening at ninth grade students' of SMP N 236 Jakarta. Also, who becomes an English teacher and faced the same situation.

d. For the Next Researcher

This research can be used as reference for the next researcher that wants research with the same case.

G. Definition of the Key Terms

1. Teaching Strategy

In teaching and learning activities, a strategy is designed by teachers or learners to help them in delivering the material clearly and easily. Saragih (2022, p. 1) says that teaching strategies are very important for the learning process to achieve successful teaching by teachers or learners, especially in teaching English skill.

2. Listening

Listening is an activity of people as social beings to communicate in daily life and is the most important skills that students have in studying foreign language. Listening is basic skill for students of providing input for the students. Thus, the learning process cannot begin if they do not comprehend the input they receive. If they can catch what they hear, they won't have problems in speaking. So, language

learning in depends on listening (Wah, 2019, p. 884).

3. Teaching Listening

According to Renukadevi (2014, p. 61) for EFL learners listening is generally cause anxiety and stress in students because they involve interpersonal and interpretive modes of communication in which they must actively participate. Unlike other language skills, it is not under the learner's control and may be performed at varying speeds because the listener does not have complete control over all settings.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching Strategy

a. Definition of Teaching Strategy

In education, strategies can be implemented in various ways through teaching and learning activities carried out by teachers. Teaching strategy is a technique or plan for a lesson that design by teachers for help their teaching and learning process. Saragih (2022, p. 3) says that learning strategy is a step used to help learners control their learning progress by developing their skills, increasing their confidence, and motivating them to achieve the goal in the learning process. Teaching and learning not only use of strategy, method, technique, and tools, but understanding the context especially, how students' learning style, how they process information, what motivates them to learn, and what is problem faced them in learning.

As stated by Tumanggor et al., (2018, p. 130) the teaching strategy results in an approach to teaching and learning, combining and optimal organizing of methods, mean and form of grouping of the participants. These elements, which are founded on a systemic vision to ensure an active and effective learning process. There are several components of strategies are designed to achieve the learning objectives. Tumanggor et al., (2018, p. 130) added that there are several components that can support teaching and learning process either at schools or collages. The component of them consists of the teacher, media, materials, activities, strategies in teaching etc.

The teachers are the most important role in this part because the teachers can change and influence their students. It is necessary to have the right strategy. To choose the right teaching strategy the teacher must pay attention to the general principles and factors that influence teachers' determination.

Based on the opinion above, it can be concluded that the definition of teacher strategy is a way to achieve learning objectives in accordance with the lesson plan that has been made by the teacher and to influence their students learning process.

b. Kinds of Teaching Strategy

There are several strategies used in teaching and learning activities according to (Lufri et al., 2020, p. 48) as follows:

1) Lecturing Strategy

The lecturing strategy is a traditional teaching strategy that has been used for the longest in the teaching and learning process from the most basic level to college due to its practical and efficient teaching model for the material and the large number of students. Wirabumi (2020, p. 108) added that lectures in this context is the direct delivery of subject matter through oral narrative or verbal communication that uses language and is also known as speech.

The lecturing strategy is a one-way communication strategy used in face-to-face learning. The teacher talks, draws or points to pictures while students watch, listen, or take notes (Ulfa & Saifudin, 2018, p. 50). This strategy has been widely criticized because of its many weaknesses, but

there are also advantages. Students that appear inactive in this learning are not necessarily passive in the sense of doing nothing, but may attempt to understand, solve problems encountered, analyze, and develop concepts on their own. The number of students has a significant impact on the dynamics of learning. The smaller the ratio between the number of students and teachers, the level of two-way communication will be better.

This strategy can be used in the following conditions (Jumanta, 2016, p. 98):

1. If the teacher wants to teach a new topic, the teacher can provide an overview of the topic by lecturing during the introduction of the teaching and learning process.
2. There is no source of study material for students, so students must be creative in making important notes from the subject matter delivered by the teacher.
3. The teacher faces many students, making it impossible for the teacher to pay attention to each student individually.
4. Teacher wants to increase students' enthusiasm for learning.
5. Verbal explanation is needed during the learning process.

Lufri (2020, p. 49) state several advantages of lecturing strategy:

- a. The teacher controls the class.
- b. Can save time.
- c. Class conditions can be controlled, because the conduciveness of the class and its ease of use as e learning space are the responsibility of the

teacher.

- d. This method is simple; there is no need for grouping, the teacher simply stands in front of the class while presenting the materials.
- e. Can be followed by many students.
- f. Can cover a large and wide range of learning material.

Also, Lufri (2020, p. 49) added several disadvantages of lecturing strategy:

- a. Lack of opportunity to discuss solving problems and developing courage in expressing opinions.
- b. The process of absorption of knowledge is lacking because it is only based on one direction.
- c. Does not provide space for students to develop creativity.
- d. It is very difficult to detect the level of understanding of all students.
- e. Does not stimulate students to read.
- f. Teachers who are less creative will result in a monotonous class situation.
- g. The teacher's lack of ability to give a good speech will make students get bored quickly. make students passive. make students dependent on the teacher.

2) Question and Answer Strategy

Question and Answer is one of the learning strategy that can influence students and teachers who are actively involved in the learning process. An active classroom atmosphere will be created by students' questions to the

teacher and vice versa, and the learning process will not be centered solely on the teacher. This strategy used by the teacher to make the class more effectively. Students will be increasingly to think critically, collaboratively, and constructively by using this strategy (Hendra Prijanto & de Kock, 2021, p. 241).

The steps for teaching and learning with the Question-and-Answer strategy (Jumanta, 2016, p. 105):

1. The teacher prepares questions or orders.
2. The teacher asks questions orally, in writing, or gives orders to do something.
3. The teacher listens to oral answers or checks written answers from students.
4. The teacher repeatedly asks questions or orders that have been asked and listens to the answers.

Lufri (2020, p. 51) explain several advantages of question-and-answer strategy:

- a. Can activate students' thinking.
- b. Can motivate students to actively read the previous material.
- c. Can stimulate students' interest in learning.
- d. Can attract and focus the attention of students in learning.

Lufri (2020, p. 51) several disadvantages of question-and-answer strategy:

- a. Less attractive to students who are less active in thinking.

- b. Can corner the shortcomings of students if they cannot answer.
- c. It is difficult to design questions that are appropriate to the circumstances of students.
- d. Learning cannot run well if students do not read first.
- e. Tend to deviate from the subject matter.

3) Discussion Strategy

In this teaching, discussion strategy is a method of delivering learning material in which the teacher invites students to hold discussions on a topic to collect and express opinions or ideas, draw conclusions, or develop alternative problem-solving strategies. This strategy is used to get more precise and clear results about something (Ulfa & Saifudin, 2018, p. 49). Hamdayama (2016, p. 102) added that the discussion strategy is different from the lecture strategy because it does not only involve the teacher's direction but also encourages students to explore various aspects of the theme or material being studied. As a result, the discussion strategy has democratic value because it allows all students to express and develop their ideas.

There are two types of discussions in general: class discussions and small group discussions (Lufri et al., 2020, p. 51). In class discussions, the problems assigned by the teacher are solved by all the students in the class, the teacher serves as the discussion's moderator. Meanwhile, in small group discussions, students are divided into groups, and the teacher presents the problem with several sub-problems. Each group solves their own sub-

problems, and the discussion concludes with each group's report.

Hamdayama (2016, p. 102) state there are several things that must be considered by the teacher in using the discussion strategy:

a. Regarding discussion planning

- 1) The discussion's objective and formulation must be clear in order for it to be guided.
- 2) Participants in the debate must meet specific conditions, and the number is determined by the nature of the topic.
- 3) To avoid dragging on, the time and venue must be just right.

b. Regarding the implementation of the discussion

- 1) The division of tasks in the discussion.
- 2) Encourage all participants to take part.
- 3) Jot down important ideas or suggestions.
- 4) Appreciate any opinions expressed by participants.
- 5) Create a pleasant situation.

c. For further discussion

- 1) Make results/conclusions.
- 2) Read the results for correction.
- 3) Make an assessment of the implementation of the discussion to be used as material for consideration and improvement in future discussions.

According to Lufri (2020, p. 52) several advantages of discussion strategy:

- a. Can involve students in learning.
- b. Collective problem solving is better than individual.
- c. Can develop the ability to think creatively, critically, and higher order thinking of learners.
- d. Can develop social competence and democratic attitudes.
- e. Can make students aware that problems can be solved in various ways.
- f. Can make students aware that by discussing they express opinions constructively so that better decisions can be obtained.
- g. Can accustom students to listening to other people's opinions even if they are different from their own and get used to being tolerant.

Lufri (2020, p. 53) several disadvantages of discussion strategy:

- a. Difficult to do with many students.
- b. Discussion takes a lot of time.
- c. The material issues that can be discussed are very limited.
- d. Classes are often dominated by students who are actively speaking.
- e. Less attractive to students who are less active in thinking and speaking.
- f. Does not guarantee that the correct solution or solution will be found.

4) Demonstration Strategy

Demonstration strategy is an activity in which learners are asked to present their ideas in front of their friends so that they can observe how it is done to help learners transfer theory to practical application. Ulfa et al.,

(2018, p. 48) added in other words, this strategy is appropriate if students want to know how to organize something, how to make something, how to do something, how to use something. There are several benefits to demonstration, including assisting learners who learn well by modeling others and promoting the learners' self-confidence. In this strategy, sometimes the teacher is more active than the students.

Rina et al., (2020, p. 151) the steps in implementing the demonstration strategy are as follows:

1. The teacher conveys the competencies to be achieved.
2. The teacher presents a glimpse of the material to be delivered.
3. Presents the materials or tools needed.
4. Appoints one of the students to demonstrate according to the scenario that has been prepared.
5. All students pay attention to the demonstration and analyze it and then each student presents the results of their analysis and also demonstrates. student experience, the teacher draws conclusions.

Lufri (2020, pp. 54–55) advantages of demonstration strategy:

- a. Learning becomes clearer and more concrete.
- b. Students can easily learn.
- c. Teaching becomes interesting.
- d. Students are stimulated to be active in connecting theory and practice.
- e. The attention of students can be focused, and the focus that is considered important by the teacher can be observed.

- f. Can add to the experience of students.

Lufri (2020, p. 55) disadvantages of demonstration strategy:

- a. Need quite a long time.
- b. If there is a shortage of media, demonstration methods become less efficient.
- c. Requires quite expensive costs, especially for buy the ingredients.
- d. Requires a lot of energy.
- e. If the students are not active, the demonstration method will be ineffective.
- f. Cannot be followed if the number of students is too much.

5) Experimental Strategy

The experimental strategy is a method for training individual students or groups to carry out a process or experiment. Hamdayama (2016, p. 100) explain that students use this strategy to experiment and experience it for themselves, to prove it for themselves, to do it for themselves, to follow a process, to observe objects, to analyze, and to draw their own conclusions about an object, state, or process of something. With this strategy students are expected to be fully involved in solving the real problems they face.

According to Lufri (2020, p. 56) advantages of experimental strategy:

- a. This method can lead to students believing more in truth and conclusions based on their own experiments rather than simply accepting the word of the teacher or books.
- b. Students can develop attitudes toward conducting exploratory studies

in science and technology.

- c. Students can learn by experiencing or observing a process or event for themselves.
- d. Develop students' experience with objectives and realistic things.
- e. This strategy can develop students' scientific thinking attitude.
- f. Learning outcomes will be long-lasting and internalized using this method.

Lufri (2020, p. 57) state disadvantages of experimental strategy:

- a. Requires careful preparation.
- b. Requires a lot of money and time.
- c. Not all materials can be experimented with.
- d. This strategy can be difficult for teachers and students who lack research experience.
- e. This method is better suited for presenting the field of science and technology.

6) Recitation Strategy

Recitation strategy is assigns students to work on something with the goal of solidifying, deepening, and enriching the material that has been studied or discovering knowledge, skills, and attitudes that are relevant or appropriate based on the competencies set. This task can be completed by the teacher asking students to read, creating papers, clippings, summaries, presentation assignments, observation assignments, and so on. (Ulfa & Saifudin, 2018, p. 48) every assignment made by students must be appreciated

by the teacher, given feedback, for example corrected, commented on, and assessed. In addition, the tasks given to each learner must be clear and the instructions given must be directed.

According to Ulfa et al., (2018, p. 49) there are three steps in the recitation strategy, namely:

1. The teacher gives assignments to students.
2. Students carry out the tasks assigned to them well and independently according to the previous teacher's directions.
3. Students are responsible to the teacher for what they do by reporting what they have done both orally and in writing to the teacher. Accountability can be done in the form of questions and answers or discussion. After that the teacher can evaluate student results according to their abilities.

Lufri (2020, p. 58) argue advantages of recitation strategy:

- a. knowledge obtained by students from the results of their own learning will be remembered longer.
- b. Students can foster development and courage to take initiative, be responsible, and be independent.
- c. Material that has not been discussed can be assigned to self-study.
- d. Students can find new things that maybe the teacher also doesn't know.
- e. With this strategy can optimize student learning.

Lufri (2020, pp. 58–59) explain disadvantages of recitation strategy:

- a. Often students commit fraud where students only imitate or copy other people's work without bothering to do it themselves.

- b. Difficult to control, sometimes the task is done by others.
- c. It is often difficult for students to find references.
- d. Difficult to assign tasks that meet or suit individual needs.
- e. It is difficult to check, correct and grade assignments because they take up a lot of time.

7) Drill Strategy

Drill strategy is a method of presenting lesson material in which the teacher provides training or exercise to students for them to have greater dexterity or skills or to predict certain habits such as language skills, athletics, writing, and others. Drilling is a method of improving one's skills and proficiency. Exercise or practice is the process of learning and becoming accustomed to being able to do something. Ulfa et al., (2018, p. 48) added that the hallmark of this strategy is the repeated repetition of the same thing or situation, this repetition is deliberately done so that the link between stimulus and response becomes very strong.

Hamdayama (2016, p. 104) showed steps to teach and learn with the drill strategy:

1. The teacher gives a stern warning before certain exercises held.
2. The teacher presents information to students both writing and verbally.
3. The teacher arranges students in study groups.
4. Distribute worksheets for discussion in groups.
5. Each student in the group is asked to complete the problem.

There is various aspect that must be considered by the teacher in using the drill strategy:

1. The drill method is used for things that are motoric in nature such as writing, games, make something, and so on.
2. The drill method is used to train mental skills such as counting use of formulas, and so on.
3. The drill method is used to train relationships, responses, such as use of language, graphics, symbols, maps, and so on.

Lufri (2020, p. 60) advantages of drill strategy:

- a. Can develop thinking skills or intellectual intelligence.
- b. Can develop motor skills, such as writing, pronouncing letters, making, and using tools.
- c. Can strengthen the mentality, for example the courage to appear in public, the courage to express opinions.
- d. Develop emotional intelligence, which is skilled at controlling oneself and controlling the emotions of others.
- e. Students gain practical knowledge, become proficient, and fluent
- f. Cultivate continuous study habits and self-discipline, self-training, and self-study.
- g. This strategy can help students understand complex and difficult material.

Lufri (2020, p. 61) disadvantage of drill strategy:

- a. Can take up students' time, resulting in a lack of time for other activities.
- b. Sometimes the exercises that students do repeatedly are monotonous and boring.
- c. Can be tiring physically or mentally, if done for long periods of time.

c. Component of Teaching Strategy

Teaching strategy is a way to develop their students' teaching and learning process. According to Pane et al., (2017, p. 338) there are several components of teaching strategy, such as learner, teacher and learning environment.

1) Learner

Learner is an important component in teaching strategy. That is because learner is the subject and an objects of teaching strategies in the classroom. Teacher should pay more attention to strategies in teaching to adjust the characteristics and needs of their students (Halverson & Graham, 2019, p. 145).

2) Teacher

Teacher is a component that is no less important in teaching strategy. Teacher plays a role and are directly involved in planning, directing, and implementing learning activities for students at school. Therefore, teacher play a very important role in achieving educational goals (Pane & Dasopang, 2017, p. 341).

3) Learning Environment

Learning environment is a place and all facilities used for daily learning and teaching activities in the most productive and effective manner. Learning environment includes classrooms and all facilities that support teaching strategy activities (Halverson & Graham, 2019, p. 108).

So, it can be concluded that the components of teaching strategy based on Pane et al., (2017, p. 338) are learner, teacher, and learning environment.

d. Goal of Teaching Strategy

Teaching strategy is applied in the teaching and learning process. Therefore, teaching strategies can be implemented to create effective and efficient teaching and learning. Asrori (2013, p. 165) say that it is necessary to choose the right teaching strategy and without coercion to students related to the learning objectives and characteristics of each student. In addition, Anggraeni (2019, p. 75) state that the teaching strategy used by teacher to organize teaching activities to make students behavior as desired, thus, students can achieve learning goals.

So, it can be concluded that the goal of teaching strategy is to create teaching and learning activities by the teacher more effective and efficient so the learning goals can be achieved.

2. Listening

a. Definition of Listening

According to Brown (2004, p. 118) listening is a students' spoken or written response that indicates correct (or incorrect) auditory processing. As a foreign language learner, one of the most important skills to develop is listening. Listening is an activity of taking information from the results conveyed by others in everyday life. Nunan (2003, p. 24) added that some people have difficulty in listening because they think that what they hear is the same sound. So, they think that listening is more challenging. In addition, Renukadevi (2014, p. 60) although listening is a difficult skill to master, listening can help students get information not only on grammar and vocabulary, but also intonation, pronunciation, rhythm, and stress from the speaker so that students become better listeners. To understand the meaning of a particular language, one must be able to listen. When we can easily understand spoken language by listening, it is also easier to improve other skills and confidence.

In addition to being the primary mode of communication, listening assist the language learner in comprehending the beauty of the language. Listening the basis for communicative, competence, especially in the term of communicative language teaching, because it provides aural input and allows learners to interact in spoken communication. Thus, language learning is highly dependent on listening. Listening is involved in many language-learning activities, so learner should think actively while listening

to improve their listening skills. Renukadevi (2014, p. 60) explain that we take 45% competence by listening, 30% by speaking, 15% by reading, and writing takes 9%. This clearly shows that listening takes the most competence, even more than speaking.

Based on the statement above, although listening is one of the receptive skills that is taught as the first skill to students to improve their skills in English, however listening is not an easy thing for some students to do. Listening is usually done as an individual activity where students work on their own exercise. This can cause problems when introvert students with limited knowledge are unable to discuss their work and as a result, they are unable to complete the exercise.

b. Types of Listening

According to Brown (2004, p. 120) several types of listening as follows:

1) Intensive

Listening for perception of the components of a larger stretch of language (phonemes, words, intonation, discourse markers, etc.).

2) Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) to make an equally short response.

3) Selective

Processing stretches of discourse such as short monologues for several minutes to "scan" for specific information. The goal of such

performance is not necessarily to seek global or general meanings but be able to comprehend designated information in a context of no longer stretches of spoken language (such as classroom directions from teacher, TV or radio new items, or stories). Selective listening assessment tasks could include asking students to listen for names, numbers, grammatical categories, directions (in a map exercise), or specific facts and events.

4) Extensive

Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening includes listening for the gist, the main idea, and making inferences.

Tyagi (2013, p. 4) explain several types of listening, namely:

1) Active Listening

Listening in a way that demonstrates interest and encourages continued speaking. Purdy (1997, p. 11) added that active listening involves listening with a purpose.

2) Appreciative Listening

Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. According to Purdy (1997, p. 13) appreciative listening is enjoyment of messages for their own sake.

3) Attentive Listening

Listening obviously and carefully, showing attention.

4) Biased Listening

Listening through the filter of personal bias or the person hears only what they want to listen.

5) Casual Listening

Listening without obviously showing attention. Actual attention may vary a lot.

6) Comprehension Listening

Purdy (1997, p. 12) showed that comprehension Listening is the process of seeking meaning or comprehend a message. A classroom lesson on the conditions of the economy or an organic chemistry lecture are apparent examples of comprehension listening.

7) Critical Listening

Critical listening is an intelligent response to evaluate, criticize or otherwise pass judgment on what someone else says (Purdy, 1997, p. 12).

8) Deep listening

Seeking to understand the person, their personality and their real and unspoken meanings and motivators.

9) Discriminative listening

Listening for something specific but nothing else (e.g., A baby crying).

10) Empathetic listening

Seeking to understand what the other person is feeling. Demonstrating this empathy. Purdy (1997, p. 12) added that it is listening with the other person's best interests in mind, lending a non-judgmental healing ear to family, friends, or the others.

11) Evaluative listening

Listening to evaluate, criticize or otherwise pass judgment on what someone else says.

12) Inactive listening

Pretending to listen but spending more time thinking.

13) Judgmental listening

Listening to evaluate, criticize or otherwise pass judgment on what someone else says.

14) Partial listening

Listening most of the time but also spending some time day-dreaming or thinking of a response.

15) Reflective listening

Listening, then reflecting to the other person what they have said.

16) Relationship listening

Listening to support and develop a relationship with the other person.

17) Sympathetic listening

Listening with concern for the well-being of the other person.

18) Therapeutic listening

Seeking to understand what the other person is feeling.

Demonstrating this empathy.

19) Total listening

Paying very close attention in active listening to what is said, and the deeper meaning found through how it is said.

3. Teaching Listening**a. Definition of Teaching Listening**

Teaching a language is basically teaching how to communicate. Language teaching aims to improve students' ability to communicate both in spoken and written form. Tyagi (2013, p. 1) added that listening is one of the skills that must be taught before speaking, reading, and writing. For the foreign language learners, listening is the hardest skill processing demands because the learner must store information in short-term memory in at the same time as they work to understand the information. In addition, Bao (2017, p. 187) say that listening is an effort to hear something or someone and comprehend the meaning of the conversation or sound that we hear.

As a result, listeners must be able to catch the meaning of the message, apply various strategies to make meaning, and respond to what the speaker is saying, depending on the purpose of the communication. Teaching listening is the active process of receiving and responding to spoken language in which the teacher serves as the speaker and the student serves as the listener. According to Renukadevi (2014, p. 60) listening requires

active participation in the communication between the participants, as well as a receptive skill for understanding the message. The goal of teaching listening comprehension in the language classroom is to help students develop their listening comprehension skills.

b. Importance of Teaching Listening

Nunan (2003, p. 25) explain that listening is the most important aspect of communication because it is essential for providing a substantive and meaningful response. Renukadevi (2014, p. 59) added that listening is very important when learning a language for communicative purposes, as it helps language learners acquire pronunciation, word stress, vocabulary, and syntax, and understanding the message conveyed can be based solely on tone of voice, accent, and this is only possible if we listen. Learning cannot improve unless proper understanding input is provided. Furthermore, communication is impossible without the ability to listen.

According to Tyagi (2013, p. 5) say that good listening skill make workers more productive. The ability to listen carefully find and what is expected from him; build rapport with co-workers, bosses, and clients; show support; work better in a team-based environment; resolve problems with customers co-workers, and bosses; answer question; and the last, find underlying meanings in what others say. While Karimova Jamila et al., (2020, p. 644) argued that listening is essential for people to maintain effective communication in both everyday life and academic contexts. Listening is the most affected of the four major language skills.

It means that listening plays an important role in daily lives especially in communication time than other form of verbal communication. Also listening is the most frequently used language skill of the four language skills. So, Teaching listening it is a necessary skill for obtaining a respectable score on any of the international language tests, as well as a steppingstone to their future.

c. Teacher's Strategy in Teaching Listening

Teacher strategy is a technique or set of activities that can help students improve their listening skills. According to Richards (2008, p. 4) teaching strategies can be classified based on how listeners process input. So, Richards define teaching strategies in listening as follows:

1) Top-down Process

The Top-down process is listener based on Mandarani (2016, p. 192) stated that Top-Down processing refers to the use of schemata or prior knowledge to understand the information received. Schemata relate to the listener's everyday experience of the topic heard. Sulistyowati (2019, p. 97) in other words, the listener uses what they know about the communication context to predict what the message will contain, and then uses parts of the message to confirm, correct, or add to this prediction. It means that top-down processing goes from meaning to language.

Based on statement above, in Top-down process, the students guessing the meaning from the topic and made summarize about the speaker said. This background knowledge of activates a set of expectations that help the

listeners to interpret what they heard and anticipate what will come next. In this strategy, the students focus on main ideas, single word, phrases, and meaning of the sentences. The listeners use key words to construct the schema and plans of discourse, infer the topic of a discourse, infer the cause of effect and the outcome of an event, infer the sequence of a series of an event, infer unstated detail or a situation, infer comparisons, distinguish between literal and figurative meanings, between facts and opinions.

2) Bottom-up Process

As stated by Sulistyowati (2019, p. 97) the Bottom-up process are text based for message comprehension. Comprehension begins with received data, which is analyzed at various levels of organization —sounds, words, clauses, sentences, and texts—until meaning is derived. Comprehension is viewed as a decoding process. The decoding process is the sound of the smallest unit of meaning (phoneme) to complete the text. Bottom-up process entails constructing meaning in a linear fashion from the smallest unit of spoken language to the largest. Bottom-up process include concentrate on specific details while listening and recognize word- order pattern.

In this strategy, students concentrate on spoken text and based on their vocabulary and grammar knowledge, process and analyze sounds, words, phrases, sentences, and the entire text one after the other during the decoding process to grasp the meaning of the text (Sulistyowati, 2019, p. 99). Because students frequently mispronounce and write the spoken text they hear, the bottom-up strategy requires the teacher to focus on identifying the sound.

The teacher provided the correct answer and asked the students to spell the difficult word. The learners need a large vocabulary and a good working knowledge of sentence structure to be able to process text bottom-up.

d. Process of Listening

As stated by Tyagi (2013, p. 1) listening process occur in five stages, namely: hearing, understanding, remembering, evaluating, and responding.

1) Step 1 Hearing (Receiving)

The receiving stage is basic of listening where an individual hears a message being sent by a speaker. The brain screens stimuli and allows come into focus. This selective perception is known as attention, and it is a necessary condition for effective listening.

2) Step 2 Understanding (Learning)

The understanding stage of listening occurs when a message receiver tries to figure out the meaning of the message. This step assists in understanding the symbols we have seen and heard. We must analyze the meaning of the stimuli we have perceived.

3) Step 3 Remembering (Recalling)

Remembering is an important part of the listening process because it indicates that an individual has not only received and interpreted a message but has also added it to long-term memory. Listening requires selective attention and memory. What is remembered may differ significantly from what was originally seen or heard.

4) Step 4 Evaluating (Judging)

The evaluating stage of listening occurs when a listener evaluate the content of messages or the character of the speaker. At this stage of Listening, only active listeners participate.

5) Step 5 Responding (Answering)

This stage requires that the receiver complete the process through verbal and nonverbal feedback. Because the speaker has no other way of knowing if a message has been received and this stage becomes the only overt means by which the sender can determine the degree of success in transmitting the message.

e. Teacher's Problem in Teaching Listening

Listening is an inseparable skill of learning second language without doubt. To achieve success in listening, problems with listening in a second language must first be identified. Sherly et al., (2019, p. 154) argued that in teaching listening the teacher faced some problem such as, first lack of facilities in which a noisy environment while listening will disrupt the students' concentration, second some students have limited vocabulary, so problem sometimes comes from students who can't listen properly, especially when they hear unfamiliar words, they get confused and can't make a connection between the words.

Nunan (2003, p. 32) added this is due to the lack of vocabulary of students so that there are some students who are passive. Then, lack of supporting facilities so that sometimes the audio has problems and also in

the absence of the internet problem. As a result, the teaching conveyed by the teacher is not optimal. The quality of the sound system also influences listening comprehension. Low quality of recorded material could be caused by noises, or unclear pronunciations.

Hamouda (2013, p. 139) in addition to speed, students think about the difficulties they encounter in listening understanding is due to poor recording quality or low-quality audio. For example, audio might be recorded when there is noise around, so the quality gets worse. Unclear sounds resulting from poor-quality equipment could also interfere with the listener's comprehension. Harmer (2007, p. 119) added that the value of a teacher is determined not only by their ability to use a language, but also by their knowledge of that language and their understanding of how to facilitate both ability and knowledge in their students' minds.

Efriana (2021, p. 40) however, no matter how sophisticated the technology in teaching listening, the teacher's role cannot be replaced. The use of technology in education is solely to aid the teacher in the transfer of knowledge, not in the development of the students' character. Based on the statement above, lack of student vocabulary so that there are still some students who are passive, so students cannot follow the speed on the audio. Then, in some classes teacher use some recorded materials that do not have high quality. The quality of the sound system can affect learners' listening comprehension.

f. The Way Teacher Solve the Problem in Teaching Listening

The teacher applies the strategy so that students can be active, interested and enjoy English subjects, especially in teaching listening. Active students-teacher interaction during learning was detected when the teacher applies those strategies, especially demonstration (Basheer et al., 2017, p. 562). Also the learning environment is more relaxed, but the learning objectives are still achieved. Those strategies made students more actively on follow the learning process, students could learn together and share their knowledge each other.

Rafika et al., (2021, p. 336) for example, using the drill strategy, the teacher could present the materials by providing an overview of the material. Discussion, and question and answer strategies also helped students learn respect for one another and how to share their opinions, can active students' thinking, and drill strategy is used because can develop students' motor skill, such as writing, listening, pronouncing letter, making etc. Rafika et al., (2021, p. 338) argued that the teacher also believed that by using those strategies, students would be easier understand the materials provided by the teacher rather than reading the book by themselves. Richards (2008, p. 1) as a result, current perspectives on listening emphasize the role of the listener as an active participant in listening, employing strategies to facilitate, monitor, and evaluate their listening.

B. Previews Related Studies

The researcher took several previous related studies to authenticity of the study.

The first previous study was conducted by Artika Ayu Hb from Makassar Muhammadiyah University (2017) with entitled “The Strategy Used by the English Teachers in Teaching Listening in SMA Negeri 18 Gowa”. This research used descriptive qualitative method, collect data from observation and interview. The subject were English teacher and the 28 students in second year at SMA Negeri 18 Gowa. The result of this previous study is examined teachers' strategies for teaching listening, which had been categorized into Bottom-Up and Top-Down. The similarity are they both use qualitative research. The differences are the previous study took place in senior high school and took the data from observation and interview, but this research study took place in junior high school and took data from observation, interview, and documentation.

The second previous study was written by Xiaoli Bao entitled “A Study on Listening Strategies Instructed by Teacher and Strategies Used by Students” from International Journal of English Linguistics Volume 7 Issue 2, February (2017). The study sought to discover how Students use and teachers teach listening strategies such as comparison and contrast. This study used quantitative research method with the questionnaire as the instrument of the research. This study focuses on 174 non-English majors and 35 teachers from a university's College English Department. The study intended to find out how the strategies used by non-English majors in the process of listening belong to medium level. The frequency with which meta-cognitive strategies are used is the highest, while cognitive and social/affective strategies are used equally. The similarity the previous study and this research study is they both have the same focus to identify teaching and learning process in

teaching listening class. The differences are the previous study used quantitative research method and questionnaire to collect the data. Whereas this study used qualitative research method and collected the data through observation, interview, and documentation.

The third previous study was conducted by Nu Nu Wah entitled “Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies” from international Journal of Trend in Scientific Research and Development (IJTRSD) Volume 3 Issue 6, October (2019). This study discusses how to teach listening to develop the level of listening ability. The researcher employed qualitative research with interview, questionnaire, and focus group discussion as the technique of collecting data. The participants in this study were 100 students second year of studies at the University of Technology (Thanlyin). The similarity between previous study and this research study are they both focus on the teaching and learning process in teaching listening and used qualitative research method. The differences are that this previous study used interviews, questionnaires, and focus group discussions to collect data, and the subjects of this previous study are students in the second year at university. While this research study used observation, interview, and documentation as technique of collecting data and the subject is the teacher who teach English at ninth grade students at junior high school.

The fourth previous study was conducted by Ulviana Miftakhul Janah from State Institute of Islamic Studies Ponorogo (2021) with the title “An analysis on Teachers’ Strategies in Teaching Listening at Bilingual Class of XI IPA 2 During

Pandemic Era at SMA Muhammadiyah 1 Ponorogo”. This research focused on describing teachers’ strategies on teaching listening in bilingual class and the researcher used qualitative research method. The researcher took data from observation, semi structured interview, and documentation. The result of this previous study is teachers at SMA Muhammadiyah 1 Ponorogo is preferred top-down activities rather than bottom-up activities when teaching listening class. The similarity of this previous research and this research are about analysis teachers’ strategies in teaching listening and use qualitative method. The differences are the previous study took place in senior high school and bilingual class during pandemic era, but this research took place in junior high school and regularly class with normal conditions; it’s means that conditions before pandemic COVID-19.

The last previous study was written by Tamara Oktaviani Putri from Pancasakti University Tegal (2021) with the title “A Descriptive Study on Teachers’ Strategies in Teaching Listening through Audio Media At vocational high school”. This research used qualitative descriptive. This research collect data with questionnaires, interview, test, and observation. The researcher interviews the teacher as participant. The result of this previous study is different strategies were used to teach listening through audio media. However, teachers continue to use the conventional strategy. The similarity are they both use qualitative research. The differences are the previous study took place in vocational high school and focused on describing teachers’ strategies and teachers’ difficulties in teaching listening through audio media, but this research study took place in junior high school and focuses only about analysis teaching strategy used by the teacher.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this study the researcher used descriptive qualitative research method. Qualitative are used natural language (non-numerical), small samples and frequently focused on specific individuals, events, and contexts, allowing for an idiographic style of analysis (Austin & Sutton, 2014, p. 436). As stated by Madekhan (2018, p. 62) qualitative research is research that begins with ignorance, which means that researchers do not yet have knowledge about the object under study, including the types of data and categories that may be discovered. As a result, qualitative research does not use existing theories as the foundation for theoretical development. Meanwhile, Gunawan (2014, p. 85) stated qualitative research emphasizes process rather than results. What is done, why it is done, and how it is done necessitates an explanation of a process; the phenomenon cannot be measured solely by frequency.

Zohrabi (2013, p. 254) added that qualitative research is a type of social action that focuses on how people interpret and make sense of their experiences to understand individuals' social realities. It makes the use interviews, diaries, journals, classroom observation and immersions, and open-ended questionnaires to collect, analyze, and interpret data from visual and textual materials, as well as oral history. In addition, Bordens et al., (2016, p. 99) the selection of an appropriate research design is critical to the success of your project. In fact, research design is the conceptual framework within which research is carried out. The design thus includes an outline of what the researcher will do, beginning with writing the

hypothesis and its operational implications for the final data analysis.

Based on the statements above, the researcher used a descriptive qualitative method because the data analysis is presented descriptively. This study focused on phenomena in the school environment, with data collected through direct observation, interviews, and documentation. In this case, the phenomenon is the method used by the teachers in teaching listening at SMP N 236 Jakarta in Academic Year of 2022/2023.

B. Research Setting

1. Place of Research

In this research, the researcher chose SMP N 236 Jakarta as the place of the research. The place is located on Jl. Pik Penggilingan No.10, RT.06/RW.10, East Jakarta 13940. In addition, SMP N 236 Jakarta has many academic and non-academic achievements. This school is also equipped with facilities such as: a science laboratory, computer laboratory, art room, administration room, library, praying room, toilet room, canteen, counseling room, sport field, UKS, etc.

2. Time of Research

The schedule is described below:

Activity	Month									
	Sept	Okt	Nov	Des	Jan	Feb	Mar	Apr	May	
Writing Proposal	■	■	■	■						
Consultant and Guidance	■	■	■	■						
Submissions and Seminar Proposal				■						
Collecting data					■	■				
Analyzing data						■	■			
Consulting and Writing the research report							■	■	■	■
Thesis Examination								■	■	■

Table 3. 1 Time of Research

C. Research Subject

The subject chosen for this study is someone related to English. Because the researcher analyze the teacher's strategy in teaching English, the subject chosen is obviously English teacher. The participants of this study is Mrs. Katemi, M.Pd as the English teacher at ninth grade students' of SMP N 236 Jakarta in academic year of 2022/2023.

D. Data and Source of the Data

Gunawan (2014, p. 206) data is the result of empirical observations and measurements that reveal facts about a specific symptom's characteristics. Data are facts obtained through observation about specific characteristics of a phenomenon. Data were facts or figures from which conclusions could be drawn; before

presenting and interpreting information, a process of gathering and sorting data was required. In this research data was collected from information about strategies in teaching listening at ninth grade students' of SMP N 236 Jakarta in Academic Year of 2022/2023. The source of data in this research included event, informant, and document.

1. Events

Based on the observation of the event, the researcher would learn about the process by which something occurs. This research took place in the classroom on the teaching learning process of a listening class at ninth grade students' of SMP N 236 Jakarta. All activities related to the teaching learning process were including the event or phenomenon, as well as the activities and attitude of teacher and students in the class.

The researcher learned about the students' activities and how the teacher solved it, as well as the teaching strategies to make the teaching listening class successful.

2. Informant

An informant is someone who provides information about something. The informant of this research was the 3 ninth grade students at SMP N 236 Jakarta in academic year of 2022/2023. The English teacher was the most important component of the process of teaching English. From the students, the researcher could obtain information about the teaching strategies in teaching listening through interview.

3. Document

As stated by Sugiyono (2016, p. 240) documents are data sources that provide data in the form of words, pictures, or symbols. Documents are written materials that relate to a specific event or activity. Creswell (2016, p. 256) added that documents used as supportive data in this study included a lesson plan or syllabus, handbook, and any other document related to English material in teaching listening. The lesson plan or syllabus were needed to know about the material which should be taught in teaching listening at ninth grade students' of SMP N 236 Jakarta in Academic Year of 2022/2023.

E. Research Instrument

Kusuma et al., (2019, p. 90) explain that research instruments play an important role in efforts to achieve research objectives. Sugiyono (2016, p. 222) state that the instrument or research tool in qualitative research is the researcher himself. As a human instrument, the researcher functions to determine the research focus, select informants as data sources, collect data, assess data quality, analyze data, interpret data, and draw conclusions based on their findings. While Purba et al., (2021, p. 2) it is difficult to determine data when studying research methodology. They not only have to obtain data and process it according to their own preferences, but also must follow procedures that can be used to analyze data so that the data obtained is valid and reliable. The instrument can be a test or non-test.

Based on some of the definitions above, the researcher is the key instrument. So that it can be concluded that the research instrument is a tool used to

complement and compare data that has been found through observation and interviews as a step to obtain results or conclusions on the findings.

F. Techniques of Collecting the Data

Data collection techniques are the most strategic steps in research, where the implementing officer does not have to be a researcher himself but can involve friends or other people as data collectors. Sugiyono (2016, p. 224) added that research data is the information needed by researchers to solve problems in their research. The information in question can be about an object, animal, human, event, and so on. There are so many types of data, the instruments used to collect data and the collection techniques will also vary. Creswell (2016, p. 253) stated that the process of collecting qualitative research data is classified into four types as follows:

1. Observation

Observation is a planned research tool that is used to answer research questions and objectives. According to Gunawan (2014, p. 143) Observation is a data collection technique in which researchers go directly to the field to observe the behavior and activities of individuals at the location carefully and systematically. In observation, the researcher recorded activities and takes notes in class when the English teacher was teaching starting from the teacher opened the lesson, main activity to close the lesson. In main activity, teacher use several media such as laptop, speaker, projector, and English book. Teacher played the audio or video related with the material and then the students pay attention and listen carefully.

Based on the first day with the topic about procedure text and fifth day of observation with the topic about song the teacher use question and answer strategy in teaching listening. For the second day with the material advertisement, third day with the material about advertisement, and fourth day of observation with the material about report text the teacher use drill strategy with the material about advertisement. For the third with the material about advertisement and fourth day with the material about report text the teacher also use discussion strategy in the form of small group discussion. For evaluation the teacher takes grades during the lesson, in other words there is no homework for listening material.

In addition, Zohrabi (2013, p. 257) observation can be done in two ways: as a non-participant or as a participant. Non-participant observation involves the observer only watching and recording classroom activities without participating. The observer can either enter the classroom and observe what is going on or prepare a checklist of activities and tick them off as they occur.

In this research, the researcher observes the process of teaching English five times to know the teacher's strategy in teaching listening, what technical problems the teacher faced in implementing the teaching strategy, and how the teacher solve the problem in teaching listening at ninth grade students' of SMP N 236 Jakarta.

Date of Observation	Learning Materials	Class
6 th October 2022	Procedure text	9 A
9 th January 2023	Advertisement	9 C
10 th January 2023	Advertisement	9 E
26 th January 2023	Report Text	9 B
16 th February 2023	Song	9 D

Table 3. 2 Date of Observation

2. Interview

As stated by Fadli (2021, p. 41) that the purpose of the interview is to record opinions, feelings, emotions, and other information about individuals in the organization and to clarify things that are not known. Gunawan (2014, p. 162) state that there are two types of interviews: structured and unstructured interviews. Structured interviews were used because the researcher required specific information. The structured interview was conducted by asking the informant several questions using a written interview guide instrument. This type of interview is rarely used because the limitations of this type of interview make the data obtained limited. Meanwhile, unstructured interviews only include an outline of the questions that will be asked. A list of questions is not prepared in advance for unstructured interviews.

In this case, the research used structured interview with only one teacher who teach English at ninth grade students' of SMP N 236 Jakarta and also interview with three students at ninth grade students' of SMP N 236 Jakarta to determine whether what the teacher says is appropriate or not. The data was obtained by the researcher through field notes and audio recording. The interview was conducted to gather information about the teachers' strategies, technical problems faced by the teacher in implementing the teaching strategies, and how the teacher's solve the problem in teaching listening.

3. Documentation

Document is a data collection technique that is not directly addressed to the research subject to obtain information about the research object. The documentary

method is a data collection technique that is frequently used in social research methodologies. However, document studies are now widely used in the research methodology of other social science fields. Creswell (2016, p. 256) explain that documents used as supportive data included a lesson plan or syllabus, handbook, and any other document. Gunawan (2014, p. 176) added that document study is a complement to the use of observation and interview methods. Research results will be more reliable if supported by documents. Documentation techniques are used to collect data from non-human sources. This source consists of documents and records.

From the statement above, documentation method means the procedure for collecting data by recording existing data. The research employed the documentation method to obtain information about activity in the teaching learning process to obtain physical evidence such as the syllabus or lesson plan, and documentation obtained during observation.

G. Trustworthiness of the Data

The researcher uses triangulation to get the validity and reliability of the research. Sugiyono (2016, p. 268) state that triangulation is qualitative cross-validation. Alfansyur et al., (2020, p. 148) explain that the goal of the triangulation data collection technique is to discover data that is widespread, consistent, and certain. Researcher in qualitative research must attempt to obtain valid data. therefore, during data collection, researcher must rely on data validity to ensure that the data obtained is valid. Meanwhile, Sugiyono (2016, p. 274) added that triangulation is divided into three as follows:

1. Triangulation of Source

Source triangulation is a technique for testing the credibility of data by comparing information obtained from several sources. Source triangulation is the process of comparing and re-checking the degree of trustworthiness of information obtained from various sources. For example, comparing the result of observation with those of interviews with teacher and also three students at ninth grade of SMP N 236 Jakarta, comparing what is said in general with what is said in private and comparing the result of interviews with those of existing documents.

2. Triangulation of technique

Technical triangulation is used to validate data by comparing it to the same source using different techniques. For example, data obtained through an interview and then checked through observation, documents, or questionnaires. If the three data credibility testing techniques yield different results, the researcher conducts further discussions with the relevant data source or others, to determine which data is considered correct or may be all correct, because the points of view different.

3. Triangulation of time

Because human behavior changes over time, time triangulation is used to assess the validity of data relating to changes in human processes and behavior. Time also affects the credibility of data. Data collected through interviewing techniques in the morning, when informants are still fresh and there are few problems, will provide more valid data, making it more credible. As a result, to test the credibility of the data, it can be done through observation, interviews, or other techniques at various times or situations. If the test results produce different data,

the process is repeated until the data's certainty is determined. To get valid data through observation, researcher need to make observations not just one time.

The researcher used the triangulation technique with the data source in this study. The researcher used various data collection technique to obtain information from the same source and then combine to form a conclusion. in this study, the researcher uses observation, interviews both teacher and students, and documentation to obtain the valid information about teacher's strategies in teaching listening at ninth grade students' of SMP N 236 Jakarta in Academic Year of 2022/2023.

H. Techniques of Analyzing the Data

According to Junaid (2016, p. 65) data analysis is interpretation of the concept of the whole existing data by using analytical strategies that aim to change or translate data raw in the form of a description or description and explanation of phenomena being researched and studied. Data analysis is a process in qualitative research that is carried out by researchers with a focus on data that has been collected. Miles and Huberman (2017, p. 10) stated that activities in analyzing the data are data reduction, data display, and drawing conclusion.

1. Data Reduction

Data reduction is the process of selecting, simplifying, abstracting, and transforming raw data derived from field notes. This process continues throughout the research, even before the data is collected, as evidenced by the research conceptual framework, study problems, and the researcher's data collection approach. Data reduction entails summarizing, selecting the main points, focusing

on what is important, and looking for themes and patterns. The reduced data will provide a clearer picture and make further data collection and search easier if necessary (Rijali, 2018, p. 83).

2. Data Display

Data display is a collection of information that gives the possibility of drawing conclusion and taking action. Data display is used to further improve understanding of the case and as a reference for taking action based on understanding and analysis of data display. Sugiyono (2016, p. 249) say that the form of the data display of qualitative data can be in the form of narrative text in the form of field notes, matrices, graphs, networks, and charts. These forms combine information that is arranged in a coherent and easily accessible form, making it easier to see what is going on, whether the conclusion is correct or otherwise carry out a re-analysis (Miles & Huberman, 2017, p. 11)

3. Drawing Conclusion

The researcher draws conclusions from the data findings after presenting the data. Conclusions are research findings that answer the research question based on data analysis results. Based on research studies, conclusions are presented in the form of descriptive research objects. This is the researcher's interpretation of the findings from an interview, observation, or document review. Following the conclusion, the researcher double-checked the validity of the interpretation by rechecking the coding process and data display to ensure that there were no data errors (Miles & Huberman, 2017, p. 11).

CHAPTER IV FINDINGS AND DISCUSSION

In this chapter, the researcher would like to be displayed research findings and discussions. The purpose is to Teacher strategy in teaching listening at ninth grade students of SMP N 236 Jakarta in academic year of 2022/2023. The first, the researcher investigate teaching strategy used by the teacher in teaching listening at ninth grade students. The second, the researcher describe the technical problems faced by the teacher in implementing the teaching strategy in teaching listening at ninth grade students. The last, the researcher describe how does teacher solve the problems in teaching listening at ninth grade students. The data from research findings based on the observation in class, interview the teacher and students, and document consist of syllabus or lesson plan. In this research, the researcher took Mrs. K as the subject of the research.

A. Findings

1. Kinds of Teacher Strategy in Teaching Listening

This part presented by the research findings which the researcher found in the field by doing observation, interview, and documentation. The observation conducted by the researcher in five times. First observation on 6th October 2022, then continued from 9th January until 26th January 2023 and the last 16th February 2023. After the researcher investigated the teacher's strategies in teaching listening, finally, the researcher got some data. The result of research findings was presented in descriptions bellow:

a. The First Observation

The teaching and learning were carried out on Thursday, 6th October 2022. There were 40 students at ninth grade A of SMP N 236 Jakarta. The lesson was started at 12.40 WIB until 14.00 WIB.

1) Opening

In the opening section, the teacher opened the meeting by greeting and asking how students are doing. The teacher checks the attendance of students one by one. Before starting the meeting, teacher appoint one of the students to lead the prayer and pray together. After that the teacher tell the students about the material will be delivered and asked the students to prepare all learning tools.

2) Main Activity

The teacher started the meeting with shared the material on the slide. The teacher asked the students to pay attention and listen carefully to several videos about procedure text that was shown twice, then the students answer 10 questions about procedure text by the teacher in their workbooks. After that correction and discussed together. Some students can answer the question correctly. In addition, teacher asking students about the meaning of some vocabulary contained in the video. If the students don't know the answer, the teacher will correct the answer, so they understand about it.

Next, the teacher explains about the kinds of procedure text, the meaning, the generic structure, language features of procedure text. The

teacher chose 2 students randomly to read the dialogue on the slide, other students listen carefully. The teacher asked students again what procedure text is on the slide. Students identify difficult words in food recipes shown on slides, if there are vocabulary words they don't understand, they can ask the teacher and they can discuss it together. Last, teacher gave homework to students to make videos related to procedure text in everyday life and then upload on the YouTube and copy the link on their google classroom.

3) Closing

Before ending the meeting, the teacher made a conclusion of the material. The teacher reminds students not to forget their homework and reminds students to take care of their health, then the teacher closes the lesson by greeting.

b. The Second Observation

The teaching and learning were carried out on Monday, 9th January 2023. There were 40 students at ninth grade C of SMP N 236 Jakarta. The lesson was started at 12.40 WIB until 14.00 WIB.

1) Opening

The teacher opened the meeting by greeting and asking how students are doing. The teacher checks the attendance of students one by one. Before starting the meeting, the teacher prepares students psychologically and physically to follow the learning process. After that

the teacher tell the students about the material will be delivered and asked the students to prepare all learning tools.

2) Main Activity

The teacher started the class with played video about advertisement related to learning material, and students listen carefully, the teacher conducts questions and answers with students by asking things that are not yet known. teacher and students discuss the correct answer. The teacher explains the generic structure, language features of advertisement, after that the teacher asks students to read 2 examples of advertisements in the student textbook pages 252-253.

To check students' understanding, the teacher asks students to analyze the two advertisements in individual by writing down the information contained in the advertisements in tabular form. Furthermore, the teacher asks students to bring their work to the teacher's table in front of the class, the teacher provides feedback in the form of comments and corrections. Before the teacher closes the meeting, the teacher gives homework.

3) Closing

The teacher made conclusion about today's material before finished the lesson. Teacher gave homework to draw example about advertisement in the form of products that are equipped with text and also teacher reminds students to take care of their health, last the teacher

closes the lesson by greeting and said, “*Good Afternoon, see you students.*”

c. The Third Observation

The teaching and learning were carried out on Tuesday, 10th January 2023. There were 40 students at ninth grade E. The lesson was started at 12.40 WIB until 14.00 WIB.

1) Opening

The teacher opened the class by greeting and asking how students are doing. The teacher checks the attendance of students one by one. Before starting the meeting, teacher appoint one of the students to lead the prayer. After that the teacher tell the students about the material will be delivered and asked the students to prepare all learning tools.

2) Main Activity

The teacher started the meeting with displayed a learning video about “service advertisement”, teacher asked students to pay attention to the video. The teacher conducts questions and answers with students by asking things that are not yet known. After that the teacher asks students to read 4 examples of advertisements in the student textbook pages 257-258. To check students' understanding, the teacher asks students to analyze the two advertisements in groups by writing down the information contained in the advertisements in tabular form. Next, the teacher asks students to read the results of their group discussions in front of the class, the teacher provides feedback in the form of

comments, corrections, and applause. Last, teacher gave homework to students about advertisement.

3) Closing

Before the lesson is finished, the teacher reflects on learning and its benefits. students and teacher provide feedback on the process and learning outcomes. The teacher also reminds students about the task in individual or group form to make videos related to advertisements then upload it on their google classroom and will be discussed next week. Most students choose in the form of groups. Last, the teacher reminds students to take care of their health and don't forget to study at home. Teacher closed the meeting with "*Good Afternoon, see you class.*"

d. The Fourth Observation

The teaching and learning were carried out on Thursday, 26th January 2023. There were 39 students at ninth grade B. The lesson was started at 06.50 WIB until 08.10 WIB.

1) Opening

The teacher opened the class by greeting and asking how students are doing. The teacher checks the attendance of students one by one. Before starting the meeting, teacher leads the students to pray together. After that the teacher tell the students about the material will be delivered and asked the students to prepare all learning tools.

2) Main Activity

The teacher reviewed about material on the last week that was about listen to report text. Because the time is limited. Then teacher immediately continues the material, namely, to review more deeply about the report text. The teacher explains briefly about the report text to refresh students' memories and then given questions to the students to check students' understanding. After that teacher divides students into 9 groups. Then, the teacher gives 2 sheets of paper containing report text to each group with 20 minutes for them to discuss, exchange information regarding the report text and then collect the result of their group discussion to the teacher's table in front of the class. After that teacher gives feedback to the group.

3) Closing

Before close the lesson, teacher gave feedback about the material and reminded the students about the report text task to make a video as if they were reporter. The teacher also reminded the students to take care of their health and always study at home because they will face some exams. Teacher closed the lesson by saying "Wassalamu'alaikum WR. WB. Have a nice day students."

e. The Fifth Observation

The teaching and learning were carried out on Thursday, 16th February 2023. There were 40 students at ninth grade D. The lesson was started at 10.40 WIB until 12.00 WIB.

1) Opening

The teacher opened the class by greeting and asking how students are doing. The teacher checks the attendance of students one by one. Before starting the meeting, teacher appoint one of the students to lead the prayer. After that the teacher tell the students about the material will be delivered and asked the students to prepare all learning tools.

2) Main Activity

The teacher started the meeting with played song by Bruno Mars – Count on Me on YouTube and sing along. The teacher asks the students about what the meaning of that song. Some students answer the meaning of the song is about friendship. After that, teacher explains about the meaning, the generic structure, language features in the song lyrics. The teacher displayed the song lyrics of Bruno Mars – Count on Me, some of the lyrics was highlighted in red, then asks students about the meaning of red lyrics. Teacher and students discuss together the answers and correct the wrong answers.

The teacher played another song by Lenka – Trouble is a friend and asked the students to pay attention and listen carefully, after that teacher asked students to analyze the meaning of the song with their chair mate. Most students can answer correctly. Next, teacher played that song again and choose randomly students to answer the blank lyrics. In addition, teacher asked the students to ask questions regarding things that haven't been understood about today's lesson.

3) Closing

Before the lesson is finished, the teacher made a conclusion about today's lesson. Last, the teacher reminds students to take care of their health and don't forget to study at home because next week there will be a midterm exam. Teacher closed the meeting with "*Good Afternoon, see you class.*"

It was supported based on interview at different times with English teacher and also with some students of ninth grade at SMP N 236 Jakarta to cross check the valid data. The result as follows:

Researcher : Apa strategi yang Ibu gunakan dalam menyampaikan materi listening dan mengapa memilihnya?

Teacher : Dalam mengajar Listening, saya menggunakan strategi drill. Saya menggunakan strategi mendengarkan audio dan menonton video youtube melalui speaker sebagai perantara, dengan ini siswa akan lebih tertarik untuk belajar. Setelah itu mereka harus menjawab pertanyaan terkait dengan audio atau video tersebut. Misalnya menganalisis gambar, dll. Saya menggunakan strategi yang sama dalam listening untuk setiap kelas, karena materi hampir sama tiap semesternya jadi tidak ada perbedaan untuk setiap kelas.

The statement above portrayed how the teacher taught listening to the students. The researcher found that the teacher used drill strategy. The researcher also found that the teacher used additional strategy in teaching listening such as question and answer, and discussion. Based on the interview the teacher said:

"... Saya juga menggunakan strategi lain seperti tanya jawab dan diskusi. Menurut saya strategi-strategi tersebut membantu kemampuan bahasa Inggris siswa, membantu siswa aktif berpikir, berani bertanya hal-hal yang belum dipahami, berpendapat serta mendengarkan pendapat orang lain. Para siswa juga akan memiliki keterampilan listening dan penguasaan kosa kata yang baik. Lalu untuk mengukur pemahaman siswa, saya melihat pada skor siswa.

Siswa dikatakan berhasil jika mencapai nilai minimum atau KKM 75.”

Researcher : Apakah Mrs Emi benar menggunakan strategi drill, question and answer, dan diskusi?

Students1 : Iya benar kak

Students2 : Iya kak

Students3 : Iya

Moreover, the material provided is mostly the same and some students also say so while interview. That's because each semester's listening class material is the same. Teacher admitted that this strategy really helped teacher and students. All strategies are used by teacher in teaching listening at ninth grade students of SMP N 236 Jakarta, because with these strategies students can understand the material easily. It can be seen the explanations below:

1. Drill Strategy

Based on the result of the second, the third and the fourth observation in the class, the researcher found that the teacher used drill strategy because the teacher always started the listening class with doing exercise. Drill strategy begins with the teacher asked students to read textbook. Then, teacher gives exercises to students in the form of analysis, after that students present it in front of the class.

In addition, the teacher also tests the extent of students' listening ability and vocabulary mastery by the students by playing games with students. The teacher invites 4 to 5 students to come forward to form a row backwards and the teacher whispers 1 sentence to the leading student then the leading student whispers the sentence she/he heard from the teacher to

the friend behind and so on to the last person. After that the last person was asked to speak out loud about the sentence, she/he heard. The teacher corrects if there is a wrong word and then gives applause. Based on the interview, teacher said that:

“... Biasanya saya mengajak siswa untuk bermain game, agar mereka tidak bosan. misalnya saya memanggil 4 sampai 5 siswa ke depan. Mereka berbaris ke belakang, saya memberikan satu kalimat kepada orang terdepan untuk disampaikan hingga orang terakhir kemudian diucapkan dengan lantang, sehingga saya tahu apakah kalimat yang saya berikan tersampaikan dengan sempurna atau ada kata yang hilang. Jadi, saya tahu kemampuan mendengarkan setiap siswa saya dan kosa kata mereka juga akan meningkat.”

Researcher : Apa benar Mrs Emi terkadang mengajak main games agar pembelajarannya tidak membosankan?

Students 1 : Iya kadang-kadang

Students 2 : Benar ka, seminggu 2x atau kadang ya seminggu sekali.

Students 3 : Iya ka kadang-kadang

Furthermore, the teacher gives students the opportunity to ask vocabulary related to the material and questions about things they don't understand. For example, ask for synonyms and antonyms to get trained. If they often ask about difficult vocabulary, their vocabulary will also increase.

2. Question and Answer Strategy

Based on the first day and the fifth day of observation in the class, the researcher found that teacher used question and answer strategy. On the first day of observation, the teacher played the video twice to make sure students understood and had filled in all the questions that the teacher would give. After finishing playing the video, the teacher started the question-and-answer session. The teacher asks questions and students answer the

questions in their workbooks. In addition, the teacher discusses the contents of the video and tests students' vocabulary knowledge by asking the meaning of some of the difficult words contained in the video. If students don't know the answer, the teacher gives the correct answer to students, so they understand about it.

On the fifth day of observation, the teacher used song as the material for listening. The teacher started the class with played the song by Bruno Mars – Count on Me and asking what the meaning of the song, some students answer the song is about friendship. Then the teacher displays the song lyrics of the song in which some of the lyrics are highlighted in red, teacher asks the students about the meaning of red lyrics. After that teacher and students discuss together the answers and correct the wrong answers.

The teacher played another song by Lenka – Trouble is a friend and asked the students to pay attention and listen carefully, after that teacher asked students to analyze the meaning of the song with their chair mate. Teacher played that song again and choose randomly students to answer the blank lyrics. In addition, teacher asked the students to ask questions regarding things that haven't been understood.

3. Discussion Strategy

Based on the third day and the fourth day of observation, the researcher found that the teacher used discussion strategy in the form of small group discussion. Which on the third and fourth days of observation, the teacher divided students into several groups with several sub-problem to

be discussed in groups, then ended with them coming to the front of the class to present the results of their respective group discussions.

Furthermore, the teacher also mentions the steps in teaching listening to students. There is statement of English teacher following:

Researcher : Apakah Ibu selalu mempersiapkan, memilih, dan menyusun berbagai strategi sebelum kegiatan belajar mengajar dimulai? Bisakah menyebutkan langkah demi langkahnya?

Teacher : Tentu iya. Saya membuat RPP sebelum mengajar guna menghasilkan kegiatan pembelajaran yang lebih terarah, persiapan ini berperan sebagai setting untuk proses tersebut. Saya biasanya melakukan proses pembelajaran di kelas dengan 40 siswa karena tidak ada laboratorium bahasa. Proses belajar mengajar dimulai dengan menyiapkan laptop, speaker, proyektor, serta materi pembelajaran.

Based on the observations in class and statement above, the researcher found that the English teacher had prepared everything related to the teaching and learning process that would be carried out, such as making lesson plan, learning media, determining learning strategies and so on. Teacher conducted teaching and learning process in the classroom because there is no language laboratory. Teaching and learning started by preparing the material are needed such as, laptop, speakers, projector, and books.

“... Materi yang diberikan tergantung dari buku yang digunakan. Biasanya saya memutar audio atau video dan meminta siswa untuk mendengarkan dan memperhatikan dengan seksama. Saya memberi siswa penjelasan dan petunjuk atau tips cara menjawab pertanyaan terkait audio, video atau buku. Untuk mengukur pemahaman siswa, saya lihat pada nilai siswa. Siswa berhasil belajar bahasa Inggris jika mencapai nilai minimum. Saya juga memberikan kesempatan siswa untuk bertanya jika mereka belum memahami materi.”

After all the preparations were done, the teacher began to give some explanations and instructions or tips on how to answer the questions related

on the audio or video or books to students. The teacher measures student understanding through student grades. At the end of the meeting, the teacher also gave students the opportunity to ask questions regarding the material being studied. This was done so that students were active in the learning process.

This was also supported by the statement of the ninth grade English teacher at SMP N 236 Jakarta which stated that some students experience improvement in learning outcomes after using the strategies that had been applied even though not yet totally improved in student learning outcomes. This is based on the researcher's question asking whether there is an increase in student learning outcomes after using the strategy used by the teacher. The appropriate answers from the ninth grade English teacher and some students of ninth grade at SMP N 236 Jakarta are as follows:

Researcher : Apakah ada peningkatan hasil belajar siswa setelah menggunakan metode atau strategi yang Ibu gunakan?

Teacher : Alhamdulillah, meskipun belum semua siswa tercakup karena membutuhkan proses perubahan secara tidak langsung. Dilihat dari hasil evaluasi setelah pembelajaran dan dari hasil evaluasi dapat diketahui kesulitan yang dialami siswa. Karena biasanya siswa merasa kesulitan ketika belum terbiasa dengan kosa kata baru yang didengarnya.

Researcher : Apakah dengan strategi yang digunakan, kamu ada peningkatan khususnya dalam listening?

Students 1 : Ada

Students 2 : Ada peningkatan cuma tidak terlalu

Students 3 : Iya lumayan kak

2. Teacher's problem in teaching listening

The following are the difficulties faced by teacher in teaching

listening to ninth grade students of SMP N 236 Jakarta in this study. Teacher is given mentoring question through interview. Firstly, teacher said that the main problem is lack facilities provided by school, it was supported based on the interview bellow:

Researcher : Kesulitan apa yang Ibu hadapi dalam pengajaran listening?

Teacher : Fasilitas yang disediakan oleh sekolah dan juga terkadang masalah jaringan internet. Karena proses pembelajaran dilakukan di dalam kelas, terkadang terdapat gangguan seperti kebisingan dari luar kelas. Hal ini tentu saja mempengaruhi proses pembelajaran. Untuk mengatasinya, saya menyiapkan fasilitas sendiri, seperti laptop, speaker, proyektor, dan bahan ajar.

Furthermore, students' vocabulary mastery also makes it difficult for teacher to teach listening. Some students have low vocabulary mastery.

Based on the interview, teacher said:

“... Sedangkan kesulitan yang dialami siswa ialah dari segi kosa kata, beberapa siswa memiliki kosa kata yang terbatas. Mereka terkadang tidak paham materi yang diberikan karena tidak familiar dengan kata-kata yang didengarnya. Kesulitan terakhir ialah terkadang masalah jaringan internet yang menyebabkan audio or video tidak optimal saat diputar.”

Nunan (2003, p. 24) stated that when people listen, they not only process what they hear but also relate it to other information they already know. Therefore, it affects the learning process. The last problem is in terms of the internet which is sometimes problematic. As a result, both the audio and video displayed by the teacher are not optimal, so that students' concentration is disturbed.

Based on the results of interviews with teacher, regarding the problems encountered in teaching listening at ninth grade in this study.

These problems include lack of facilities provided by school, students lack vocabulary mastery, and internet problems.

3. The way the teacher solves the problem

Based on the interview and observation in the class, the researcher found that the way the teacher solves the problems. It was supported based on the interview bellow:

Researcher : Bagaimana memecahkan masalah dalam mengajar listening?

Teacher : Untuk mengatasi kurangnya fasilitas, saya menyiapkan fasilitas sendiri. Seperti laptop, speaker, proyektor dan audio/video. Lalu untuk masalah kedua, saya sering menggunakan bahasa Inggris penuh selama proses pembelajaran, menyarankan agar siswa menonton film atau mendengarkan lagu berbahasa Inggris. Saya pikir jika siswa melakukan saran ini, mereka akan memiliki lebih banyak menguasai kosa kata dan pengucapannya.

The statement above describes in detail the types of problem faced by the teacher in teaching listening. Teacher thinks that the facilities and internet provided by schools are limited. As a result, the teacher must prepare all the facilities themselves such as laptop, speakers, and audio or video and no additional teaching media are used during the learning process. In addition, because listening is taught in class, sometimes there are distractions from outside the classroom.

The teacher also admits that some students' vocabulary mastery is also a burden because most students have low vocabulary mastery. To overcome this problem, the teacher gets used to using English during learning and asks students to watch movies or songs in English.

“.... Untuk jaringan internet biasanya saya menggunakan hotspot dari handphone saya agar pembelajaran bisa terus berjalan dengan baik”.

Because the Wi-Fi facility is on the first floor, while class 9 is on the second floor it sometimes causes signal interference and causes the video or audio played by the teacher to not be optimal. To overcome this, teacher usually use hotspots from their cellphones so that learning can continue to run well.

B. Discussion

The results of research on English teacher in teaching listening at ninth grade students of SMP N 236 Jakarta in academic year of 2022/2023 yielded several findings which will be discussed in this section. The following sections discuss answers to research questions based on findings regarding strategies, teachers' problems in teaching listening, and how teacher overcome these problems.

1. Teacher's Strategy in Teaching Listening

This question answered based on the result of research from source there was the English teacher through observation, interview, and documentation. Based on the data, the researcher found three teaching strategy used by the English teacher in teaching listening at ninth grade students of SMP N 236 Jakarta in academic year of 2022/2023. This study identified that the teacher applied the same teaching strategy based on the theory by Lufri et al., (2020, pp. 50–59) there are certain strategies used by

teacher in teaching listening such as: drill strategy, question and answer strategy, and discussion strategy.

The first teaching strategy was drill strategy that used by the teacher. Teacher started the class by greeting. Drill method always begins with the teacher giving the students a list of questions that will be asked, so the students can prepare and find out what will be discussed during the teaching listening. Its accordance with theory about drill strategy by Lufri et al., (2020, p. 59) which states that the drill strategy is carried out after students understand the information or after the teacher explains the material delivered verbally or in writing.

This is in accordance with the drill strategy used by the teacher. In the main activity, the teacher chooses to explain the material verbally and uses videos on YouTube or audio recording which are shown on the projector. Then teacher asked students to answer all questions related the video or audio. After students have successfully filled out the questions the teacher discusses with the students and correct together. Last, teacher closed the class with by greeting.

Based on the explanation above, drill strategy can be categorized as top-down strategy in teaching listening. As stated by Richards (2008, p. 7) which in top-down strategy, the listeners refer to the use of background knowledge of the topic, situation or context, type of text and language in understanding the meaning of the message. The teacher always provides a list of questions or clues that will be asked so that students can prepare and

guess what content or situation, topic, or type of text will be asked. The learner refers to background knowledge and expectations about what will happen next.

In top-down strategy refers to predicting what the speaker will say. Students listen to the listening video or audio to match what the speaker said with what they predicted after guessing what the speaker will say through a list of questions from the teacher. As a result, it can be concluded that the teacher employs the top-down strategy when implementing the drill strategy in the listening class.

The second strategy that used by the teacher is question and answer. Based on the first day of observation in class, teacher started class with greeting. In main activity, teacher played video about procedure text after that teacher started the question-and-answer session. The teacher asks questions and students answer the questions in their workbooks. Then the teacher discusses the contents of the video and tests students' vocabulary knowledge by asking the meaning of some of the difficult words contained in the video. If students don't know the answer, the teacher gives the correct answer to students, so they understand about it. Last, teacher closed the meeting by greeting.

Based on the fifth day of observation, teacher started class with greeting. In main activity, teacher played song and students sing together. Teacher used song as a question-and-answer material with the students. After question-and-answer session, teacher explain the correct answer to the

students. Last, teacher closed the meeting with greeting. It was suitable with theory about question and answer by Lufri (2020, p. 50) question and answer is a form of delivering teaching materials through the form of questions or orders orally or in writing to do something and the teacher gives students the opportunity to ask questions.

Based on the research, teacher gave question orally, then the students then respond to the questions. After that, the teacher repeatedly asks students questions. Last, the teacher concludes the lesson by providing students with various instructions and advice. This is consistent with the outcomes of the teacher's use of the question-and-answer strategy during observation. According to the theory of listening teaching strategy, questions and answer can be classified as bottom-up strategy. As stated by Richards (2008, p. 4) stated that bottom-up strategy these are the processes that listeners use to piece-by-piece assemble the message from the speech stream, going from the parts to the whole.

In the question-and-answer strategy, students collect messages from the video or audio played by the teacher, as well as songs played by the teacher. The rhythm, word stress, and intonation heard by the students help them identify the content of speech. This is consisted with the bottom-up strategy, which states that grammatical relations, rhythm, stress, and intonation all contribute significantly to data-driven processing. As a result, it can be concluded that the teacher implementing question-and-answer in the form bottom-up strategy.

The last strategy that used by the teacher is discussion in the form small group discussion. Teacher used this strategy almost in every meeting. In implementing teacher open the class with greeting. In main activity, teacher divided students into several groups with several sub-problem to be discussed in groups. It's suitable with theory about discussion strategy by Lufri et al., (2020, p. 51) through the method of discussion is expected to find solutions to problems appropriately. In the results of observations in this study, the teacher gave sheets containing different sub-problems to each group for discussion. Then ended with them coming to the front of the class to present the results of their respective group discussions. Last, teacher closed the meeting with greeting.

Based on the explanation above, the teacher used top-down strategy in applied small group discussion strategy in listening class. Richards (2008, p. 4) stated that in top-down strategy, listeners refer to the use of background knowledge of the topic, situation or context, type of text, and language in understanding the meaning of the message. The teacher gives a sheet containing instructions that will be asked so students can prepare and guess what content or situation, topic, or type of text will be asked. This refers to what students have read or known before. So, it can be concluded that the teacher employs the top-down strategy when implementing small group discussion.

2. Teacher's problem in teaching listening

The findings of this study indicate that teacher face difficulties in

teaching listening. These problems include lack of teaching facilities, some students lack vocabulary and internet network. The first problem faced by teacher is in terms of the facilities provided by the school. namely there is no language laboratory. As a result, teacher must prepare their own facilities such as speakers, laptops, and audio or video. Therefore, it affects the learning process. The second problem is some students lack vocabulary, so that there are still some students who are passive, so students cannot follow the speed on the audio. Many students mentioned speed as the first difficulty when teaching listening (Nunan, 2003, p. 32). The last problem is from the internet network which sometimes has problems. As a result, the audio or video displayed by the teacher is not optimal so that students' concentration is disturbed during the learning process.

The teacher's need for teaching listening is not well facilitated. Adequate facilities are very important to help make listening lessons more meaningful. Hamaouda (2013, p. 150) say that adequate exposure to the target language helps learners to learn the language better. Without adequate facilities, students will not be exposed to one language input, namely from an English teacher.

3. The way the teacher solves the problem

From this research it can be seen how teacher solve the problems in teaching listening. Because the problems faced by teacher are the lack of supporting facilities provided by school, and the lack of vocabulary mastered by some students. Hamouda (2013, p. 143) some students said that

there was unfamiliar vocabulary so that students could not catch the key words they listened to. To overcome this problem, teacher usually prepare their own supporting facilities such as laptop, speakers, and projector. Meanwhile, for of the lack of vocabulary mastered by some students, the teacher usually plays audio or video related to the material twice or three times to stimulate students' hearing of the words heard or unfamiliar words before.

The teacher sometimes invites students to play games, for example the teacher invites 4 or 5 students to line up backwards and then the teacher gives a sentence to the first person, then the first person whispers the sentence to the second person and so on until it reaches the last person, after that the last person says the sentence out loud. The purpose of this game is for the teacher to know the hearing level of the students and the extent to which the students' vocabulary is mastered. The other way to overcome this problem, the teacher uses full English during the learning process, suggesting that students watch English movies or listen to English songs. The teacher thinks if students do this suggestion, they will have more vocabulary and pronunciation.

The last, because Wi-Fi facilities are on the first floor, while class 9 is on the second floor sometimes causing signal interference that doesn't support it. To overcome this, the teacher usually uses hotspot from their smartphone so that learning can continue to run well.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

In this section, the researcher will present research conclusions about teacher's strategies in teaching listening in grade nine at SMP N 236 Jakarta in academic year of 2022/2023. Based on the findings and discussion of the research, the researcher concluded several points, including:

Teacher uses several teaching strategies to teach listening. The first teaching strategy is the drill strategy which is implemented in the listening class using the top-down strategy. Second, the question-and-answer strategy implemented in the listening class uses a bottom-up strategy. Third, the discussion strategy in the form of small group discussion implemented in the listening class uses a top-down strategy.

Even though teacher use different teaching strategies to teach in listening, the teacher faces some technical problems in the implementation. The problem faced by the teacher in implementing learning strategies in teaching listening are the lack of facilities provided by the school, some of the students lack vocabulary, and the internet network. The way teacher solves those problems are; first, prepare laptop, speaker, and also projector by herself, second, sometimes use full English in teaching and learning, suggested the students to watch films or listening song in English, and the last, using hotspot from teacher's smartphone.

B. Suggestion

Based on the results of the research, there are several things that must be considered by the teacher in using learning strategies in teaching listening as follows:

A. For English teacher

According to the findings of this study, teachers should use broader teaching strategies to motivate students to learn and improve their listening skills. Teachers must be more creative in choosing materials for the teaching and learning process.

B. For the Students

In this research hopefully the students will be enjoyable especially in listening and can find out which the teacher's strategies in teaching listening to increasing their listening skill.

C. For the Next Researcher

Researchers hope this research can provide an overview to other researchers with a similar study of teaching listening at the junior high school. In this study there are still many aspects that the researcher has not been able to thoroughly examine, hopefully other researchers can investigate and dig deeper into some aspects of teaching listening. It is also suggested to future researchers to use other instruments, such as questionnaires, to get better information regarding this study.

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APPENDIX 1

FIELD NOTE

Observation 1

Date : Thursday, 6 October 2022

Time : 12.40-14.00 WIB

Class : 9A

The teaching and learning were carried out on Thursday, 6th October 2022. There were 40 students at ninth grade A of SMP N 236 Jakarta. The lesson was started at 12.40 WIB until 14.00 WIB. In the opening section, the teacher opened the meeting by greeting and asking how students are doing. The teacher checks the attendance of students one by one. Before starting the meeting, teacher appoint one of the students to lead the prayer and pray together. After that the teacher tell the students about the material will be delivered and asked the students to prepare all learning tools.

The teacher started the meeting with shared the material on the slide. The teacher asked the students to pay attention and listen carefully to several videos about procedure text that was shown twice, then the students answer 10 questions by the teacher in their workbooks. After that correction and discussed together. Some students can answer the question correctly. In addition, teacher asking students about the meaning of some vocabulary contained in the video. If the students don't know the answer, the teacher will correct the answer, so they understand about it. Next, the teacher explains about the kinds of procedure text, the meaning, the generic structure, language features of procedure text.

The teacher chose 2 students randomly to read the dialogue on the slide, other students listen carefully. The teacher asked students again what procedure text is on the slide. Students identify difficult words in food recipes shown on slides, if there are vocabulary words they don't understand, they can ask the teacher and they can discuss it together. Last, teacher gave homework to students to make videos related to procedure text in everyday life and then upload on the YouTube and copy the link on their google classroom. Before ending the meeting, the teacher made a conclusion of the material. The teacher reminds students not to forget their homework and reminds students to take care of their health, then the teacher closes the lesson by greeting.

Observation 2

Date : Monday, 9 January 2023

Time : 12.40-14.00 WIB

Class : 9C

The teaching and learning were carried out on Monday, 9th January 2023. There were 40 students at ninth grade C of SMP N 236 Jakarta. The lesson was started at 12.40 WIB until 14.00 WIB. The teacher opened the meeting by greeting and asking how students are doing. The teacher checks the attendance of students one by one. Before starting the meeting, the teacher prepares students psychologically and physically to follow the learning process. After that the teacher tell the students about the material will be delivered and asked the students to prepare all learning tools.

The teacher started the class with played video about advertisement related to learning material, and students listen carefully, the teacher conducts questions and answers with students by asking things that are not yet known. teacher and students discuss the correct answer. The teacher explains the generic structure, language features of advertisement, after that the teacher asks students to read 2 examples of advertisements in the student textbook pages 252-253. To check students' understanding, the teacher asks students to analyze the two advertisements in individual by writing down the information contained in the advertisements in tabular form. Furthermore, the teacher asks students to bring their work to the teacher's table in front of the class, the teacher provides feedback in the form of comments and corrections.

Before the teacher closes the meeting, the teacher gives homework. The teacher made conclusion about today's material before finished the lesson. Teacher gave homework to draw example about advertisement in the form of products that are equipped with text and also teacher reminds students to take care of their health, last the teacher closes the lesson by greeting and said, "*Good Afternoon, see you students.*"

Observation 3

Date : Tuesday, 10 January 2023

Time : 12.40-14.00 WIB

Class : 9E

The teaching and learning were carried out on Tuesday, 10th January 2023. There were 40 students at ninth grade E. The lesson was started at 12.40 WIB until 14.00 WIB. The teacher opened the class by greeting and asking how students are doing. The teacher checks the attendance of students one by one. Before starting the meeting, teacher appoint one of the students to lead the prayer. After that the teacher tell the students about the material will be delivered and asked the students to prepare all learning tools.

The teacher started the meeting with displayed a learning video about “service advertisement”, teacher asked students to pay attention to the video. The teacher conducts questions and answers with students by asking things that are not yet known. After that the teacher asks students to read 4 examples of advertisements in the student textbook pages 257-258. To check students' understanding, the teacher asks students to analyze the two advertisements in groups by writing down the information contained in the advertisements in tabular form. Next, the teacher asks students to read the results of their group discussions in front of the class, the teacher provides feedback in the form of comments, corrections, and applause. Last, teacher gave homework to students about advertisement.

Before the lesson is finished, the teacher reflects on learning and its benefits. students and teacher provide feedback on the process and learning outcomes. The teacher also reminds students about the task in individual or group form to make

videos related to advertisements then upload it on their google classroom and will be discussed next week. Most students choose in the form of groups. Last, the teacher reminds students to take care of their health and don't forget to study at home. Teacher closed the meeting with "*Good Afternoon, see you class.*"

Observation 4

Date : Thursday, 26 January 2023

Time : 06.50-08.10 WIB

Class : 9B

The teaching and learning were carried out on Thursday, 26th January 2023. There were 39 students at ninth grade B. The lesson was started at 06.50 WIB until 08.10 WIB. The teacher opened the class by greeting and asking how students are doing. The teacher checks the attendance of students one by one. Before starting the meeting, teacher leads the students to pray together. After that the teacher tell the students about the material will be delivered and asked the students to prepare all learning tools.

The teacher reviewed about material on the last week that was about listen to report text. Because the time is limited. Then teacher immediately continues the material, namely, to review more deeply about the report text. The teacher explains briefly about the report text to refresh students' memories and then given questions to the students to check students' understanding. After that teacher divides students into 9 groups. Then, the teacher gives 2 sheets of paper containing report text to each group with 20 minutes for them to discuss, exchange information regarding the report text and then collect the result of their group discussion to the teacher's

table in front of the class. After that teacher gives feedback to the group.

Before close the lesson, teacher gave feedback about the material and reminded the students about the report text task to make a video as if they were reporter. The teacher also reminded the students to take care of their health and always study at home because they will face some exams. Teacher closed the lesson by saying “Wassalamu’alaikum WR. WB. Have a nice day students.”

Observation 5

Date : Thursday, 16 February 2023

Time : 10.40-12.00 WIB

Class : 9D

The teaching and learning were carried out on Thursday, 16th February 2023. There were 40 students at ninth grade D. The lesson was started at 10.40 WIB until 12.00 WIB. The teacher opened the class by greeting and asking how students are doing. The teacher checks the attendance of students one by one. Before starting the meeting, teacher appoint one of the students to lead the prayer. After that the teacher tell the students about the material will be delivered and asked the students to prepare all learning tools.

The teacher started the meeting with played song by Bruno Mars – Count on Me on YouTube and sing along. The teacher asks the students about what the meaning of that song. Some students answer the meaning of the song is about friendship. After that, teacher explains about the meaning, the generic structure, language features in the song lyrics. The teacher displayed the song lyrics of Bruno Mars – Count on Me, some of the lyrics was highlighted in red, then asks students

about the meaning of red lyrics. Teacher and students discuss together the answers and correct the wrong answers.

The teacher played another song by Lenka – Trouble is a friend and asked the students to pay attention and listen carefully, after that teacher asked students to analyze the meaning of the song with their chair mate. Most students can answer correctly. Next, teacher played that song again and choose randomly students to answer the blank lyrics. In addition, teacher asked the students to ask questions regarding things that haven't been understood about today's lesson. Before the lesson is finished, the teacher made a conclusion about today's lesson. Last, the teacher reminds students to take care of their health and don't forget to study at home because next week there will be a midterm exam. Teacher closed the meeting with *“Good Afternoon, see you class.”*

APPENDIX 2
INTERVIEW
TRANSCRIPT

The result of Interview with English teacher

Date : 27 February 2023

Place : SMP N 236 Jakarta

Teacher : Mrs. K (T)

Reseachrer : Elmia (R)

R : Sudah berapa lama Ibu mengajar di SMP N 236 Jakarta?

T : Di SMP N 236 sudah 7 tahun, namun sebelumnya saya sudah mengajar ditempat lain.

R : Kelas berapa saja yang Ibu ampuh?

T : Saya mengajar kelas 9 A-F.

R : Apakah Ibu menerapkan skill listening sesuai dengan materi yang berjalan?

T : Iya tentu saja.

R : Apakah Ibu menggunakan media pembelajaran dalam proses pembelajaran listening?

T : iya.

R : Media apa yang Ibu gunakan?

T : Laptop, speaker, proyektor, dan materi yang akan disajikan.

R : Apakah Ibu selalu memilih, mempersiapkan, dan Menyusun berbagai strategi sebelum KBM dimulai? Bisakah Ibu menyebutkan langkah-langkah sebelum KBM dimulai?

T : Sangat penting untuk mempersiapkan sebelum melakukan sesuatu, dan guru perlu mengetahui persiapan yang diperlukan untuk pelajaran mereka. karena seorang guru yang efektif selalu menyusun RPP sebelum mengajar. Untuk memfasilitasi pembelajaran dan menghasilkan kegiatan pembelajaran yang lebih terarah, persiapan ini berperan sebagai setting untuk proses tersebut. Saya biasanya melakukan proses pembelajaran di kelas dengan 40 siswa karena tidak ada laboratorium bahasa. Kegiatan belajar mengajar dimulai dengan mempersiapkan laptop, speaker, proyektor, serta bahan pembelajaran.

Materi yang diberikan tergantung dari buku yang digunakan. Setelah itu, saya memutar audio atau video dan meminta siswa untuk mendengarkan dan memperhatikan dengan seksama. Saya memberi siswa beberapa penjelasan dan petunjuk atau tips tentang cara menjawab pertanyaan yang terkait dengan audio atau video atau buku. Untuk mengukur pemahaman siswa, saya bisa melihatnya pada nilai siswa. Siswa berhasil dalam belajar bahasa Inggris jika mereka mencapai kriteria penguasaan minimum. Saya juga memberikan kesempatan kepada siswa untuk bertanya jika mereka tidak memahami materi.

R : Apakah Ibu menggunakan full bahasa inggris saat di kelas?

T : Terkadang iya, saya menggunakan bahasa Inggris penuh di kelas untuk membiasakan siswa berbicara bahasa Inggris dan membiasakan pendengaran siswa dengan bahasa Inggris.

R : Menurut Ibu seberapa penting menggunakan strategi belajar mengajar terutama dalam listening?

T : Sangat penting memilih strategi yang tepat, agar siswa tertarik, senang dan paham terhadap materi yang kita sampaikan terlebih materi listening.

R : Apa strategi yang Ibu gunakan dalam pembelajaran listening?

T : Dalam mengajar mendengarkan, saya menggunakan strategi drill. Saya menggunakan strategi mendengarkan audio dan menonton video youtube melalui speaker sebagai perantara, dengan mendengarkan audio dan menonton video youtube siswa akan lebih tertarik untuk belajar. Saya memberikan audio atau video kepada siswa dan kemudian mereka harus menjawab latihan soal terkait dengan audio atau video tersebut. Misalnya menganalisis gambar, melengkapi kalimat rumpang dan sebagainya. Strategi ini saya gunakan karena materi yang diberikan hampir sama untuk setiap semester. Termasuk materi ujian nasional. Saya cenderung menggunakan strategi yang sama dalam mengajar mendengarkan untuk setiap kelas, jadi tidak ada perbedaan untuk setiap kelas.

Saya juga menggunakan strategi tambahan seperti tanya jawab dan diskusi. Strategi-strategi tersebut membantu kemampuan bahasa Inggris siswa, membantu siswa aktif berpikir, berani bertanya tentang hal-hal yang belum dipahami dan mengemukakan pendapat serta mendengarkan pendapat orang lain. Para siswa tentu saja mereka akan memiliki keterampilan mendengarkan dan penguasaan kosa kata yang baik. Untuk mengukur pemahaman siswa, saya dapat melihat pada skor siswa. Siswa berhasil dalam belajar bahasa Inggris jika mereka mencapai kriteria KKM.

R : Adakah strategi atau cara lain yang Ibu gunakan selain yang telah disebutkan tadi?

T : Biasanya saya mengajak siswa untuk bermain game, agar mereka lebih tertarik dan tidak bosan. Misalnya saya mengajak 4 sampai 5 siswa berbaris ke belakang kemudian saya memberikan satu kalimat untuk disampaikan sampai ke orang terakhir dan orang terakhir bertugas mengucapkan dengan lantang, sehingga saya dapat mengetahui apakah kalimat yang saya berikan tersampaikan dengan sempurna atau ada kata yang hilang. Jadi, saya tahu

kemampuan mendengarkan setiap siswa saya dan kosa kata mereka juga akan meningkat.

- R : Apakakah dengan strategi tersebut siswa mengalami peningkatan?
- T : *Alhamdulillah* iya, menurut saya yang tadi nya siswa tidak familiar dengan listening dan diberikan listening terus menerus siswa akan familiar dan lama-lama akan mempermudah ketika diminta melengkapi kalimat atau menjawab pertanyaan. Meskipun belum semua siswa tercakup karena membutuhkan proses tidak langsung untuk mendapatkan perubahan. Dilihat dari hasil evaluasi setelah pembelajaran dan dari hasil evaluasi dapat diketahui kesulitan yang dialami siswa. Karena biasanya siswa merasa kesulitan ketika belum terbiasa dengan kosa kata baru yang didengarnya.
- R : Apa yang Ibu lakukan jika ada siswa yang belum memahami materi yang disampaikan?
- T : Saya akan mengulang listening hingga 3 kali agar siswa paham.
- R : Apakah ada masalah yang Ibu hadapi selama pembelajaran listening?
- T : Tentu ada, seperti anak-anak yang kurang familiar dengan kosa kata baru maka nya saya mengulang listening maksimal hingga tiga kali agar terbiasa, lalu masalah fasilitas dan internet yang terkadang terkendala.
- R : Bagaimana Ibu mengatasi masalah tersebut?
- T : Satu-satunya kesulitan adalah perihal fasilitas dan internet yang disediakan sekolah. Selain itu, karena proses pembelajaran dilakukan di dalam kelas, terdapat gangguan seperti kebisingan dari luar kelas. Hal ini tentu saja mempengaruhi proses pembelajaran. Untuk mengatasi masalah ini, saya menyiapkan fasilitas sendiri, tetapi masih terbatas juga. Untuk mengatasi kesulitan yang dialami siswa yaitu dari segi kosa kata, beberapa siswa terlihat memiliki kosa kata yang terbatas sehingga mereka terkadang tidak memahami materi yang diberikan karena tidak familiar dengan kata-kata yang didengarnya.

Untuk mengatasi masalah ini, saya sering menggunakan bahasa Inggris penuh selama proses pembelajaran, menyarankan agar siswa menonton film berbahasa Inggris atau mendengarkan lagu berbahasa Inggris. Saya pikir jika siswa melakukan saran ini, mereka akan memiliki lebih banyak kosa kata.

R : Bagaimana untuk tugas listening nya?

T : Untuk listening biasanya siswa langsung mengerjakan latihan soal, seperti melengkapi kalimat yang rumpang, pilihan ganda dan lain sebagainya, setelah saya selesai memutar video atau audio. Lalu dibahas bersama-sama dan langsung diberikan nilai.

////////////////////////////////////

The result of Interview with three students of ninth grade

Date : 27 February 2023

Place : SMP N 236 Jakarta

Researcher : Elmia (R)

Students : 1. A.N.R (S1)

2. A.A (S2)

3. Z (S3)

R : Hi dek, kita mulai ya wawancaranya ya, pertanyaan pertama, Apakah kamu suka pelajaran Bahasa Inggris?

S1 : Lumayan suka kak

S2 : Suka

S3 : Suka

R : Menurut kamu apakah listening penting?

S1 : Sangat penting, karena dengan listening kita bisa tahu perasaan seseorang lewat bahasa asing

- S2 : Listening penting sebenarnya, melatih focus pendengaran kita dan menurut saya listening sebenarnya simple karena kita hanya perlu mendengarkan audio yang diputar guru, Cuma harus bener-bener paham saja.
- S3 : Penting, karena masuk ke salah satu materi ujian sekolah.
- R : Apakah Mrs Emi benar menggunakan strategi drill, question and answer, dan diskusi?
- S1 : Iya benar kak
- S2 : Iya kak
- S3 : Iya
- R : Apakah dengan strategi yang digunakan, kamu ada peningkatan khususnya dalam listening?
- S1 : Ada
- S2 : Ada peningkatan cuma tidak terlalu
- S3 : Iya lumayan kak
- R : Apakah materi yang disampaikan Mrs Emi mudah dipahami?
- S1 : Iya Mudah kak
- S2 : Beberapa materi menurut ku mudah dipahami, karena juga sempet dibahas saat aku les.
- S3 : Iya kak
- R : Apa benar Mrs Emi terkadang mengajak main games agar pembelajarannya tidak membosankan?
- S1 : Iya kadang-kadang
- S2 : Benar ka, seminggu 2x atau kadang ya seminggu sekali.
- S3 : Iya ka kadang-kadang.

APPENDIX 3

LESSON PLAN

Lesson Plan 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Negeri 236 Jakarta
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/Ganjil
Materi dan manual)	: Teks prosedur (resep makanan/minuman
Waktu	: 16 JP (4 x Pertemuan)

Kompetensi Dasar:

3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual

Tujuan Pembelajaran:

Peserta didik dapat:

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks procedure lisan dan tulis. (*pertemuan I, II*)
2. Menjawab tentang isi teks procedure terkait resep makanan/minuman melalui google form. (*pertemuan III*)

Media Pembelajaran:

- * Speaker, Laptop, Proyektor
- * Workbook
- * Google classroom, Google form
- * Youtube:
 - o <https://www.youtube.com/watch?v=vtBtTXhmYFY>
 - o <https://www.youtube.com/watch?v=vtBtTXhmYFY>
 - o <https://www.youtube.com/watch?v=y-Wr401Bio4>

Kegiatan Peserta Didik (Kegiatan Inti):

Pertemuan I

- o Menyimak dan menirukan contoh percakapan tentang procedure text yang ada di video yang di tampilkan melalui proyektor dengan ucapan dan tekanan kata yang benar. <https://www.youtube.com/watch?v=vtBtTXhmYFY>
- Menyatakan pernyataan betul atau salah berdasarkan video melalui google form.
- Mengidentifikasi fungsi sosial (tujuan/pelaku/tempat manfaat), struktur teks dan unsur kebahasaan dari contoh percakapan di video yang diberikan dengan mengerjakan soal menjodohkan pernyataan terkait fungsi, unsur dan struktur yang ditampilkan melalui google form
- Menanyakan dan menulis hal-hal yang tidak diketahui atau yang berbeda terkait pembelajaran.
- Merangkum dengan mengerjakan Latihan tertulis melengkapi pernyataan berdasarkan video yang disaksikan melalui google form (Lampiran 1)

Kegiatan Peserta Didik (Kegiatan Inti):

Pertemuan II

- Menyimak dan menirukan video tentang Program Show Memasak ‘a simple recipe for cookies’ yang ada di video yang ditampilkan melalui proyektor dengan ucapan dan tekanan kata yang benar.
 - <https://www.youtube.com/watch?v=vtBtTXhmYFY>
- Menanyakan hal-hal yang tidak diketahui atau yang berbeda terkait pembelajaran.
- Mempelajari vocabulary dengan mengerjakan soal menjodohkan gambar berupa alat melalui google form.
- Mempelajari vocabulary kata benda dengan mengerjakan soal rumpang melalui google form. (Lampiran 2.1)
- Menyimak dan menirukan video tentang procedure text ‘Perfect Omelette’ yang ada di video yang ditampilkan melalui proyektor dengan ucapan dan tekanan kata yang benar.
 - <https://www.youtube.com/watch?v=y-Wr401Bio4>
- Melengkapi teks rumpang berdasarkan video yang didengar melalui google form.
- Menjawab pertanyaan terkait isi teks dengan mencantumkan kata yang tepat melalui google form. (Lampiran 2.2)

Kegiatan Peserta Didik (Kegiatan Inti):

Pertemuan III

- Menyimak beberapa teks tentang procedure membuat makanan/minuman yang ditampilkan melalui proyektor
- Menanyakan hal-hal yang tidak diketahui atau yang berbeda terkait pembelajaran.
- Mengerjakan tes tertulis Pilihan Ganda berdasarkan beberapa teks interpersonal tulis memberi dan meminta informasi terkait resep makanan/minuman pada workbook. (Lampiran 3)

Penutup:

1. Guru menyimpulkan materi pembelajaran
2. Guru menunjuk siswa untuk refleksi pembelajaran hari ini
3. Peserta didik diberi tugas untuk membuat teks terkait resep makanan/minuman lalu dibuat video dan diupload melalui google classroom
4. Guru menutup pembelajaran dengan mengucapkan salam

Penilaian:

- A. Penilaian Pengetahuan: Tes tertulis berupa mengisi dialog rumpang, menjodohkan, menyusun jumbled words melalui google form dan workbook.
- B. Penilaian Keterampilan: Membuat teks interpersonal tulis memberi dan meminta informasi terkait resep makanan/minuman berdasarkan contoh dengan memilih situasi yang diberikan, ditulis di kerta lembar lalu dibuat video dan diupload melalui google classroom.

Mengetahui

Jakarta, 12 Juli 2022

Kepala SMPN 236 Jakarta

Guru Mata Pelajaran

Sutresno, S.Pd .
NIP. 197001011994011001

Katemi, M.Pd.
NIP. 197007272008012028

Lampiran 1

Task A.

Check list (√) on 'True' or 'False' for the statements based on the video correctly.

No.	Statements	True	False
1.	Tom and Anne are in the kitchen		
2.	Anne explains how to make pizza		
3.	Anne is a chef		
4.	The menu is made for mother and father		
5.	The first step is put water in the pot		
6.	The taste of the food is sour		
7.	Anne does not need salt and pepper		
8.	The mushroom should be sliced		
9.	Finally, Tom adds the parsleys for the topping		
10.	Their parents must be sad for the idea of making tomato pasta		

Answer key:

- | | |
|----------|-----------|
| 1. True | 6. False |
| 2. False | 7. False |
| 3. False | 8. True |
| 4. True | 9. True |
| 5. True | 10. False |

Task B.

Match statement A with statement B correctly, based on the video!

No.		Statement A		Statement B
1.	A	The purpose of the text on the video is	A	pasta noodle
2.	B	Anne and Tom are in the	B	tell how to make tomato pasta
3.	C	The main ingredient is ... in making tomato pasta.	C	adding the parsleys
4.	D	The last step for making the pasta is	D	boil, slice, stir, pour, fry, sprinkle
5.	E	The instruction words on the video are	E	kitchen

Answer keys:

- A – B
- B – E
- C – A
- D – C
- E – D

Scoring:

$$5 \times 100 : 5 = 100$$

Task C

Read the dialogue carefully and then try to fill the blanks with the appropriate words based on the video.

‘Cooking for Parents’

Tom : Oh no! What happened in the kitchen? What are you (...1...) Anne?

Anne : Ssh! Tom. I’m preparing a (...2...) for Mom and Dad.

Tom : Hmm... Anyways, what are you making?

Anne : I’m making tomato pasta.

Tom : Wow! (...3...) do you make it?

Anne : First, boil (...4...) in a pot, and put pasta noodles in it.

Tom : Here! Here is your pasta noodles.

Anne : Oh, Tom.

Tom : Oh, I’m sorry. Let me clean (...5...) up.

Anne : Phew. What’s next? Oh, I (...6...) to slice mushrooms, onions, and broccolis into small pieces. Please stop!

Tom : Freeze!

Anne : (...7...) so much! Now, I need to stir fry vegetables.

Tom : Anne, (...8...) when do I have to be like this?

Anne : Until the end of this cooking.

Tom : Phew...

Anne : Tom! Don’t move! And, sprinkle some salts and peppers on the sauce. Hmm... It’s sweet, so (...9...)!

Tom : Anne, is there anything I can help?

Anne : Never. So now, pour noodles, and sauce in a fry pan and stir it.

Tom : Let me add the parsleys. Tada! It’s (...10...)!

Answer key:

- | | |
|-------------|--------------|
| 1. doing | 7. Thank you |
| 2. surprise | 8. Until |
| 3. How | 9. delicious |
| 4. water | 10. done |
| 5. it | |
| 6. need | |

Scoring:

Task A : 10 X 1 = 10

Task B : 10 X 1 = 10

Total : 20 X 10 : 2 = 100

Lampiran 2.1





Script of the Video


‘Cookie Recipe’

Kim : Hello, and welcome to Kim’s Kitchen. Today I’m going to show you a simple recipe for cookies. Let’s start with the ingredients. You will need a cup of flour, one and a half spoon of baking powder, eight ounces of butter, one a half cups of sugar, and one egg. First, mix the flour and baking powder in a bowl. Then in another bowl, mix sugar and butter. Next, add the egg and blend in the mixture from the first bowl. Finally, use a wooden spoon to put balls of cookie dough onto a baking tray. And bake in the oven for ten minutes allow the cookies to cool for a few minutes. But don’t eat them all at once.

Task A

Understand the video carefully. Match what you need ‘picture’ when you are doing the activities.

No.	Activities	Picture
1.	You need it to put the flour and baking power	A. 
2.	You need it to mix the sugar, butter, and egg	B. 
3.	You use it to put ball of cookie dough onto baking tray	C. 
4.	You will bake the cookies in this utensil	D. 

5.	You will keep the cookies in this utensil after baking	E 
----	--	--

Answer Key:

1. B
2. A
3. D





4. E
5. C


Scoring:

Task A	: 5 X 10 = 50
Task B	: 5 X 2 = 10
Total	: 60 X 10 : 6 = 100

Task B.

Understand the video carefully. Match the instruction with the right picture.

No.	Activities	Picture
1.	First, mix the flour and baking powder in a bowl.	A. 
2.	Then in another bowl, mix sugar and butter.	B 
3.	Next, add the egg and blend in the mixture from the first bowl.	C 
4.	Finally, use a wooden spoon to put balls of cookie dough onto a baking tray.	D 

5.	And bake in the oven for ten minutes allow the cookies to cool for a few minutes.	E 

Task C

Arrange the jumbled words into good sentences.

1. I'm – cookies – recipe – to – you – today – going – a – show – simple - for
2. with – ingredients – let's – the – start
3. powder – you – baking – need – one and a half spoon of – a cup of – will – flour
4. a bowl – mix – and – the flour – first – powder – baking – in
5. butter – then – and – in – another – sugar – bowl – mix
6. the egg – bowl – next – the first – add – from – and – the mixture – blend – in
7. a baking tray – finally – onto – use – dough – a wooden spoon – cookie – to - of – balls – put
8. minutes – and – ten – bake – in – for – the oven
9. a few – allow – minutes – the cookies – for – cool – to
10. once – but – at – don't – all – eat – them

Answer Keys:

1. Today, I'm going to show you a simple recipe for cookies.
2. Let's start with the ingredients.
3. You will need a cup of flour, one and a half spoon of baking powder.
4. First, mix the flour and baking powder in a bowl.
5. Then in another bowl, mix sugar and butter.
6. Next, add the egg and blend in the mixture from the first bowl.
7. Finally, use a wooden spoon to put balls of cookie dough onto a baking tray.
8. And bake in the oven for ten minutes
9. Allow the cookies to cool for a few minutes.
10. But, don't eat them all at once.

Scoring: 10 X 5 X 10 : 5 = 100

Lampiran 2.2

Watch the video carefully and then fill the blank with a correct word.

Task A

Arrange the jumbled words into good sentences.

1. Omelete – so – the – taste – is – of – the – delicious
 1 2 3 4 5 6 7 8
2. Some – omelete – needs – the - ingredients – to – man – the – make
 1 2 3 4 5 6 7 8 9
3. oil – used – butter – and – omelete – to – the – fry – can - be – olive
 1 2 3 4 5 6 7 8 9 10 11
4. breakfast – it's – in – our – good – the – for – have – to – morning – omelete
 1 2 3 4 5 6 7 8 9 10 11
5. teenagers – is – us – easy – for – making – like – omelete
 1 2 3 4 5 6 7 8

Answer keys:

1. The taste of the omelete is so delicious.
2. The man needs some ingredients to make the omelete.
3. Butter and olive oil can be used to fry the omelete.
4. It's good to have omelete for breakfast in the morning.
5. It's easy making omelete for teenagers like us.

Scoring:

$$5 \times 100 : 5 = 100$$

Task B

A mother and her daughter watch the video together, after watching the daughter asks some questions to her mother.

6. Daughter : Mom, what does the man make on the video?
 Mother : He makes
7. Daughter : Mom, why does the man upload the video?
 Mother : Because he wants to share how to ... omelete.
8. Daughter : Mom, what does the man need to make it beside eggs?
 Mother : He needs
9. Daughter : Mom, how many eggs does he need to make omelete for himself?
 Mother : He just needs ... eggs.
10. Daughter : Mom, why does the man say that the omelete is perfect?
 Mother : Because the taste of the omelete is
11. Daughter : Mom, what does the man add to make it tasty?
 Mother : He adds some ... and pepper.
12. Daughter : Mom, what is that thing that he uses to beat the eggs?
 Mother : it is a ..., dear.
13. Daughter : Mom, why does the man put to pan on the stove?

- Mother : oh. That is to ... the omelete.
14. Daughter : Mom, why does the man put a little olive oil with the butter?
 Mother : if we put olive oil to our food, we will be
15. Daughter : Mom, when is the best time for us to have omelete?
 Mother : it's appropriate if we have it for our ... in the morning.

Answer key:

- | | |
|---------------|---------------|
| 6. omelete | 12. fork |
| 7. make | 13. fry |
| 8. cheese | 14. healthy |
| 9. 3 | 15. breakfast |
| 10. delicious | |
| 11. salt | |

Scoring:

$$10 \times 10 = 100$$

Lampiran 3

Choose A, B, D, or D correctly.

Text Procedure 1

**APPLE MUFFINS**

Material needed:

- 1 cup whole meal self-raising flour
- ½ cup brown sugar
- ½ cup oat bran
- ½ teaspoon cinnamon
- ¼ cup almond flakes
- 2 large green apples
- 1 egg
- 2/3 cup milk
- 60 g butter, melted.

Procedure:

1. Turn oven to 220 C (425 F)
2. Grease 12 muffin pans.
3. Sift flour into a bowl; add sugar, oat bran, cinnamon and almonds.
4. Peel and grate the apples.
5. Put them into the bowl.

6. Mix egg, milk and melted butter in a jug.
7. Add to bowl all at once.
8. Stir with a fork.
9. Almost fill the muffin pans with the batter.
10. Bake in oven for 15 to 20 minutes until golden.
11. Serve the muffins warm with butter and jam.

1. The recipe is written for?
 - A. informing where to buy muffin
 - B. telling the way to make muffin
 - C. sharing the taste of the muffin
 - D. asking how to make muffin
2. The text is written by?
 - A. assistant
 - B. chef
 - C. florist
 - D. butcher
3. How long do you bake the muffin?
 - A. For 12 to 15
 - B. For 17 to 22
 - C. For 15 to 20
 - D. For 19 to 24
4. Where can you find this kind of text?
 - A. Magazine
 - B. Recipe book
 - C. Newspaper
 - D. Encyclopedia

Text Procedure 2



How to operate 'The Juice Extractor'

1. Prepare your fruits and vegetables by washing them thoroughly and peeling off those that need the skin removed.
2. Your juicer features an extra wide chute and thus most fruits and vegetables such as apples, carrots, beet, celery and others will not need to be cut into smaller pieces since they fit in the chute.

3. *Make sure your juice extractor is properly assembled. Please follow the instructions.*
4. *Ensure the juice extractor and its accessories are clean by following the cleaning and maintenance section of this manual.*
5. *Place the jar or any other container/glass you may wish to use to collect the juice under the spout and make sure the pulp collector is in place prior to begin juicing. Do not allow the pulp collector container to overfill as this may cause the unit to stall.*
6. *Plug the power cord into an electrical outlet and turn the power on "I."*
7. *Once the juicer is on, place the fruits and vegetables on the food chute and use the food pusher slowly to drive them down. In order to extract the maximum amount of juice, it is important to push the food pusher slowly.*
8. *The juice extractor will separate the juice and the pulp in the jar and pulp collector while you are juicing.*
5. The purpose of the writer in writing the passage is to
- tell us how to operate juice extractor
 - inform us the way to separate the juice and the pulp
 - describe good fruits and vegetables for juicing
 - show how to start the instructions of juicing
6. Why is it important to push the food pusher slowly?
- To drive fruits and vegetables down well.
 - To extract the maximum amount of juice.
 - To separate the juice and the pulp in the jar.
 - To make fruits and vegetables good and fresh.
7. What should we do before placing the fruits and the vegetables on the food chute?
- Turn the power off.
 - Use the food pusher.
 - Separate juice skin.
 - Turn the power on.
8. "... to be cut into smaller pieces since they fit in the chute." (instruction 2)
The underlined word refers to
- Fruits
 - Vegetables
 - smaller pieces
 - fruits and vegetables

Text Procedure 3



How to make “Milkavo” Juice

Materials:

- Avocado
- 1 sachet of chocolate milk
 - A glass of water
- 3 tablespoons of sugar

Tools:

- Knife
- Spoon
- Blender
- Glass
- Drinking straw

Steps:

First, cut the avocado into halves take out the seed.

Second, pick the avocado flesh with spoon. Put it into the blender, pour the sugar and the water too.

Third, blend it well for two minutes.

Fourth, pour the juice into the glass and give some chocolate milk on it. Now the “Milkavo” is ready for you.

9. What kind of text is it?
 - A. Narrative
 - B. Procedure
 - C. Recount
 - D. Descriptive
10. How many kinds of material do you need to make juice?
 - A. One
 - B. Two
 - C. Three
 - D. Four
11. How much sugar do you need to make three glasses of “Milkavo” juice?
 - A. Three tablespoons
 - B. Nine tablespoons
 - C. Six tablespoons
 - D. twelve tablespoons

12. "Cut the avocado into halves." The statement means
- cut into three
 - sliced into four
 - divided into two
 - chopped into pieces
13. What vitamin will you get if you drink the juice?
- Vitamin A
 - Vitamin B
 - Vitamin D
 - Vitamin E

Text Procedure 4

Tikka Kebab



Ingredients:

- Cubes of lamb
- Squares of green pepper
- Onions
- Salad
- Tikka seasoning mixture

Step:

- Cut onions into quarters.
- Put cubes of lambs, squares of green pepper and onion squares on bamboo skewers and marinate them in Tikka seasoning.
- Grill them
- Serve them with salad (curry like seasoning from India)

14. How many ingredients are needed to make Tikka Kebab?
- Three
 - Four
 - Five
 - Six
 - G.
15. What does the word "them" in step 2 refer to?
- Cubes of lamb and onions.
 - Onion, bamboo skewers, and salad.

- C. Squares of green pepper and onions.
 - D. Cubes of lambs, onions, and squares of green pepper.
16. What does the writer write the text for?
- A. To inform how to serve a salad.
 - B. To explain how to make a salad.
 - C. To tell how to make Tikka kebab
 - D. To discuss how to make cubes of lamb.

Text Procedure 5

A Basic Recipe for Fried Rice



Ingredients:

- 2 large eggs
- 1 teaspoon salt
- salt and pepper to taste
- 4 tablespoons cooking oil or as needed
- 3 cups cooked rice
- 1 – 2 tablespoons light soy sauce or oyster sauce, as desired

Steps:

1. Lightly beat the eggs with salt and pepper.
2. Heat a wok and add 2 tablespoons of cooking oil. When the oil is hot, pour the eggs. Stir until it is lightly scrambled but not too dry. Remove the eggs and clean out the wok.
3. Add another 2 tablespoons of cooking oil. Add the rice and stir-fry for a few minutes, using a wooden spatula. Put soy sauce as desired.
4. Add the scrambled egg back into the pan. Mix thoroughly. Serve hot.

17. What does the text tells about?
- A. the rice and their use
 - B. how to make fried rice
 - C. frying rice in good ways
 - D. someone's experience in cooking
18. How much rice do we need in this recipe?
- A. 1 teaspoon
 - B. 2 tablespoons

- C. 3 cups
- D. 4 tablespoons

19. From the text we know that we should serve the best fried rice . . . serving it when hot.

- A. in
- B. on
- C. by
- D. for

20. What should you do before Heat a wok and add 2 tablespoons of cooking oil?

- A. Lightly beat the eggs with salt and pepper.
- B. Add the scrambled egg back into the pan.
- C. Add another 2 tablespoons of cooking oil.
- D. Mix thoroughly. Serve hot.

Key answers:

- | | | |
|------|-------|-------|
| 1. B | 8. D | 15. D |
| 2. B | 9. B | 16. C |
| 3. C | 10. D | 17. B |
| 4. B | 11. A | 18. C |
| 5. A | 12. C | 19. C |
| 6. B | 13. D | 20. A |
| 7. D | 14. C | |

Scoring:

$$20 \times 10 : 2 = 100$$

Lesson Plan 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SATUAN PENDIDIKAN : SMP NEGERI 236
 MATA PELAJARAN : BAHASA INGGRIS
 KELAS/SEMESTER : IX/GENAP
 MATERI POKOK : COME AND VISIT US
 ALOKASI WAKTU : 12 X 40 Menit (6 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, dan procedural, dan metakognitif pada tingkat teknis dan specific sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

<p>3.10 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya.</p>	<p>3.10.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan, dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya 3.10.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan produk dan jasa. 3.10.2 Menemukan arti dari kosakata sulit yang terdapat dalam iklan produk dan jasa.</p>
<p>4.10 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk iklan, pendek dan sederhana, terkait produk dan jasa.</p>	<p>4.10.1 Menangkap makna teks iklan produk dan jasa. 4.10.2 Menyusun teks khusus dalam bentuk iklan produk dan jasa.</p>

Fokus nilai-nilai sikap: Kesantunan, Tanggung jawab, Bekerjasama, Mandiri.

C. TUJUAN PEMBELAJARAN

Setelah mempelajari materi ini diharapkan peserta didik mampu :

1. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan, dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya.
2. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan produk dan jasa.
3. Menemukan arti dari kosakata sulit yang terdapat dalam teks iklan produk dan jasa.
4. Menangkap makna teks iklan produk dan jasa.
5. Menyusun teks khusus dalam bentuk iklan produk dan jasa.

D. MATERI PEMBELAJARAN

Materi regular:

Teks khusus dalam bentuk iklan produk dan jasa.

Materi remedial:

Mengulangi penggunaan kosa kata dan unsur bahasa yang terkait dengan iklan produk dan jasa.

Materi pengayaan:

Penambahan kosakata baru yang berkaitan dengan teks yang terdapat pada penggunaan teks iklan produk dan jasa.

Fungsi social:

- Iklan barang dan jasa berfungsi mempromosikan menjual barang dan jasa yang ditawarkan.
- Menyebutkan nama barang dan jasa serta informasi terperinci tentang barang dan jasa yang perlu diketahui publik.

Struktur text:

Dapat mencakup:

- Menyebutkan barang dan jasa yang diiklankan (iklan produk dan jasa).
- Menyebutkan informasi terperinci tentang barang/jasa yang diiklankan.
- Iklan biasanya memuat kata-kata, frasa dan kalimat yang berupaya mempromosikan barang dan jasadengan cara menonjolkan sisi atau aspek yang membuat masyarakat berminat untuk membeli.

Unsur kebahasaan:

- Ungkapan dan kosakata yang digunakan dalam iklan produk dan jasa dari sumber-sumber autentik.
- Penggunaan nominal singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

Topik:

- Barang dan jasa yang lazim atau terkait dengan hidup peserta didik di sekolah, rumah dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri dan bertanggung jawab.

E. MODEL PEMBELAJARAN

Pendekatan: Discovery Learning

Metode : Tanya Jawab dan Diskusi

F. MEDIA PEMBELAJARAN

- Rekaman percakapan pembicara asli (native speaker)
- Gambar
- Laptop
- Proyektor
- Realita

G. SUMBER BELAJAR

- Gunawan, Asep., Khatimah, Yuli R., Wachidah, Siti.
Bahasa Inggris: When English Rings the Bell.
2013: Politeknik Negeri Media Kreatif, Jakarta.
- kurikulum 2013
- Jeanette Lindsey-clark, Agnes Shanty
Nidiyarini, Rahma Diana Sari. Bahasa Inggris:
Flying start. 2007: Esis Erlangga, Jakarta.
- Mukarto, sujatmiko, josephines S.M, widiwa
kiswara. My English work book.
2008. Erlangga. Jakarta.

H. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN PERTAMA (2 JP)

Pendahuluan (10 menit)

1. Guru mengucapkan salam, dan pastikan peserta didik menjawab dengan sopan.
2. Ketika kelas sudah cukup kondusif, guru dapat menyapa peserta didik. Beberapa ungkapan yang dapat digunakan dalam menanyakan kondisi peserta didik di antaranya seperti berikut.
 - How are you today?
 - Are you ready for studying?
3. Guru memeriksa kehadiran siswa.
4. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
5. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari.
6. Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan penilaian yang akan dilakukan/diambil.
7. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

Kegiatan inti (60 menit)

1. Peserta didik mengamati sebuah video pembelajaran tentang sebuah “iklan produk” yang diputar oleh guru.
2. Guru melakukan tanya jawab atau interaksi dengan peserta didik dengan menanyakan hal-hal yang belum diketahui atau ingin diketahui.
 - What is the video about? Please explain it!
 - What does it tell us?
 - What is the function of an advertisement
3. Guru dan peserta didik mendiskusikan jawaban yang benar.
4. Peserta didik membaca kedua iklan yang terdapat dalam buku paket siswa halaman 252-253.
5. Dengan penuh tanggung jawab peserta didik dan kelompoknya menganalisis kedua iklan tersebut
6. Secara mandiri peserta didik menuliskan setiap informasi yang ada didalam iklan dengan tulis tangan ke dalam tabel.
7. Dengan santun peserta didik membacakan hasil diskusinya didepan kelas.
8. Guru mengamati pronunciation peserta didik dan memperbaiki ucapan yang kurang tepat.
9. Guru memberikan balikan dalam bentuk komentar, koreksi, dan penghargaan terhadap hasil peserta didik secara umum.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3. Peserta didik menerima tugas mandiri sebagai tindak lanjut kegiatan pembelajaran.
4. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5. Peserta didik dan guru mengucapkan salam penutup/ perpisahan.

PERTEMUAN KEDUA (2 JP)

Pendahuluan (10 menit)

1. Guru mengucapkan salam, dan pastikan peserta didik menjawab dengan sopan.
2. Ketika kelas sudah cukup kondusif, guru dapat

menyapa peserta didik. Beberapa ungkapan yang dapat digunakan dalam menanyakan kondisi peserta didik

di antaranya seperti berikut.

- How do you feel today?
 - Are you ready to study?
3. Guru memeriksa kehadiran siswa.
 4. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
 5. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari.
 6. Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan penilaian yang akan dilakukan/diambil.
 7. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

Kegiatan inti (60 menit)

1. Peserta didik mengamati sebuah video pembelajaran tentang sebuah “iklan jasa” yang diputar oleh guru.
2. Guru melakukan tanya jawab atau interaksi dengan peserta didik dengan menanyakan hal-hal yang belum diketahui atau ingin diketahui.
 - What is the advertisement about?
 - Why do you need to be able to make an advertisement?
3. Guru dan peserta didik mendiskusikan jawaban yang benar.
4. Peserta didik membaca keempat iklan yang terdapat dalam buku paket siswa halaman 257-258.
5. Dengan penuh tanggung jawab peserta didik dan kelompoknya menganalisis keempat iklan tersebut
6. Secara mandiri peserta didik menuliskan setiap informasi yang ada didalam iklan dengan tulis tangan ke dalam tabel.
7. Dengan santun peserta didik mempresentasikan hasil analisis kelompoknya didepan kelas.
8. Guru mengamati pronunciation peserta didik dan memperbaiki ucapan yang kurang tepat.
9. Guru memberikan balikan dalam bentuk komentar, koreksi, dan penghargaan terhadap hasil peserta didik secara umum.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3. Peserta didik menerima tugas mandiri sebagai tindak lanjut kegiatan pembelajaran.
4. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5. Peserta didik dan guru mengucapkan salam penutup/ perpisahan

PERTEMUAN KETIGA (2 JP)

Pendahuluan (10 menit)

1. Guru mengucapkan salam, dan pastikan peserta didik menjawab dengan sopan.
2. Ketika kelas sudah cukup kondusif, guru dapat menyapa peserta didik. Beberapa ungkapan yang dapat digunakan dalam menanyakan kondisi peserta didik di antaranya seperti berikut.
 - Are you okay?
 - Are you ready to study?
3. Guru memeriksa kehadiran siswa.
4. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
5. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari.
6. Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan penilaian yang akan dilakukan/diambil.
7. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

Kegiatan inti (60 menit)

1. Peserta didik mengamati video pembelajaran berisi tentang “Tips for advertisement” yang diputar oleh guru.
2. Guru melakukan tanya jawab atau interaksi dengan peserta didik dengan menanyakan hal-hal yang belum diketahui atau ingin diketahui.

- What is the advertisement about?
 - What are the tips for advertisement? Please explain it!
3. Guru dan peserta didik mendiskusikan jawaban yang benar.
 4. Dengan penuh tanggung jawab dan santun peserta didik bersama kelompoknya membuat sebuah spoken advertisement berdasarkan situasi yang diberikan oleh guru.
 - An advertisement “sporty bike”
 - An advertisement “Dreamland Cozy sofa”
 - An advertisement “Optimus headset”
 - An advertisement “Smart cellphone”
 5. Peserta didik dan kelompoknya bekerjasama mencari sumber atau bahan rujukan sesuai dengan topic mereka dari internet atau buku di perpustakaan.
 6. Secara mandiri peserta didik mendekorasi iklan mereka seindah mungkin dan menyelesaikannya.
 7. Guru memfasilitasi kegiatan tersebut.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3. Peserta didik menerima tugas mandiri untuk “melengkapi sebuah pernyataan berdasarkan surat yang diberikan oleh guru” sebagai tindak lanjut kegiatan pembelajaran.
4. Peserta didik menerima tugas mandiri untuk “melengkapi sebuah pernyataan
5. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
6. Peserta didik dan guru mengucapkan salam penutup/ perpisahan.

PERTEMUAN KEEMPAT (2 JP)

Pendahuluan (10 menit)

1. Guru mengucapkan salam, dan pastikan peserta didik menjawab dengan sopan.
2. Ketika kelas sudah cukup kondusif, guru dapat menyapa peserta didik. Beberapa ungkapan yang dapat digunakan dalam menanyakan kondisi peserta didik di antaranya seperti berikut.
 - How do you feel now?
 - Can we start our lesson?
3. Guru memeriksa kehadiran siswa.
4. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
5. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari.
6. Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan penilaian yang akan dilakukan/diambil.
7. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

Kegiatan inti (60 menit)

1. Bersama kelompok, peserta didik mempersiapkan diri untuk mempresentasikan hasil kelompoknya ke depan kelas.
2. Dengan penuh tanggung jawab dan santun peserta didik mempresentasikan iklan kelompoknya masing-masing yang telah disiapkannya.
3. Guru menilai penampilan peserta didik.
4. Guru memberikan balikan dalam bentuk komentar, koreksi, dan penghargaan terhadap hasil peserta didik secara umum.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

3. Peserta didik menerima tugas mandiri sebagai tindak lanjut kegiatan pembelajaran.
4. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5. Peserta didik dan guru mengucapkan salam penutup/ perpisahan.

PERTEMUAN KELIMA (2 JP)

Pendahuluan (10 menit)

1. Guru mengucapkan salam, dan pastikan peserta didik menjawab
2. Ketika kelas sudah cukup kondusif, guru dapat menyapa peserta didik, Beberapa ungkapan yang dapat digunakan dalam menanyakan kondisi peserta didik diantaranya seperti berikut.
 - How are you?
 - Are you ready to study?
3. Guru memeriksa kehadiran peserta didik.
4. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
5. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari;
6. Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

Kegiatan inti (60 menit)

1. Dengan penuh tanggung jawab peserta didik mengerjakan soal-soal latihan tentang iklan produk dan jasa yang terdapat pada buku latihan siswa.
2. Guru dan peserta didik mendiskusikan jawaban yang benar.
3. Guru dan peserta didik menyimpulkan bersama tentang materi pembelajaran.

Penutup (10 menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3. Peserta menerima tugas mandiri untuk sebagai tindak lanjut kegiatan

- pembelajaran.
4. Peserta memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
 5. Peserta didik dan guru mengucapkan salam penutup/ perpisahan.

PERTEMUAN KEENAM (2 JP)

Pendahuluan (10 menit)

1. Guru mengucapkan salam, dan pastikan peserta didik menjawab.
2. Ketika kelas sudah cukup kondusif, guru dapat menyapa peserta didik. Beberapa ungkapan yang dapat digunakan dalam menanyakan kondisi peserta didik di antaranya seperti berikut.
 - Hi, How are you today?
 - Are you ready for test?
3. Guru memeriksa kehadiran siswa.
4. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
5. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari.
6. Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan penilaian yang akan dilakukan/diambil.
7. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.

Kegiatan Inti (60 Menit)

1. Guru membagikan soal penilaian harian
2. Secara mandiri dan penuh tanggung Peserta didik mengerjakan soal-soal penilaian harian.
3. Dengan santun masing-masing peserta didik yang sudah siap mengumpulkan hasil penilaiannya.
4. Guru memberikan penguatan terhadap penilaian harian peserta didik.

Penutup (10 menit)

1. Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran dan manfaat- manfaatnya.
2. Guru dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran
3. Guru menyampaikan kegiatan belajar yang dikerjakan sebagai PR.
4. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
5. Peserta didik dan guru mengucapkan salam perpisahan.

I. PENILAIAN HASIL PEMBELAJARAN

1. Teknik Penilaian

a. Sikap Spritual

No	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Keterangan
1	Jurnal	Jurnal	Lampiran 1a	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran

b. Sikap Sosial

No	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Keterangan
1	Jurnal	Jurnal	Lampiran 1a	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran
2	Penilaian diri	Lembar penilaian diri	Lampiran 1a	Saat pembelajaran berlangsung	Penilaian sebagai pembelajaran

b. Pengetahuan

No	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Keterangan
1	Lisan	Pertanyaan lisan pada saat pembelajaran	Do you know the words that are usually used in an advertisement? (Lampiran 2a)	Dalam Proses	Penilaian untuk pembelajaran (Assesment for learning)
2	Tertulis	Pilihan berganda	Read the advertisements and choose the best answer. (Lampiran 2b)	Dalam Proses dan setelah selesai	Penilaian untuk mengukur kompetensi

c. Keterampilan

No	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Keterangan
1	Produk dan Kinerja	Penugasan dan Praktik	Write and design an advertisement. You may choose on of the following situations or make up your own. And tell it in front of the class. (Lampiran 3a)	Dalam proses dan setelah selesai	Penilaian untuk pembelajaran (Assesment for learning) Dan Penilaian untuk mengukur kompetensi

3. Pembelajaran Remedial

- a. Bimbingan Perorangan
- b. Pemanfaatan tutor sebaya

4. Pembelajaran Pengayaan

Penugasan Kelompok (terlampir)

Mengetahui.
Kepala Sekolah

Jakarta, 2 Januari 2023
Guru Bidang Study

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Katemi,M.Pd.
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LAMPIRAN 1A

a. Penilaian Sikap

Petunjuk:

- a. Amati Perkembangan sikap siswa menggunakan instrument jurnal pada setiap pertemuan
- b. Isi jurnal dengan menuliskan sikap atau perilaku siswa yang menonjol, baik yang positif. Untuk siswa yang pernah memiliki catatan perilaku kurang baik dalam jurnal, apabila telah menunjukkan perilaku (menuju) yang diharapkan, perilaku tersebut dituliskan dalam jurnal (meskipun belum menonjol)

No	Waktu	Nama siswa	Catatan Perilaku	Butir Sikap	Tanda Tangan	Tindak Lanjut
1						
2						
3						
Dst						

LAMPIRAN 1B: LEMBAR PENILAIAN DIRI

Nama:.....

Kelas:.....

No	Aspek Penialain	Ya	Tidak
Kepeduliaan			
1	Saya memperhatikan dan mendengarkan teman saya ketika mereka memberikan idenya		
2	Saya membanti teman yang membutuhkan penjelasan lebih		
3	Saya merapikan dan membersihkan meja dan bangku setelah selesai pembelajaran		
Tanggung Jawab			
4	Saya menyelesaikan tugas sesuai waktu yang ditetapkan		
5	Saya berusaha menyelesaikan tugas dengan hasil yang terbaik		
6	Saya memberi andil/peran yang berarti pada kelompok saya		

LAMPIRAN 2B

LEMBAR KERJA SISWA

Penilaian pengetahuan Penugasan (Tertulis)

Bentuk Penilaian : Isian Singkat

Instrument : Read the advertisements and choose the best answer.

Read the text carefully to answer questions no 1 – 2.

HEX LAPTOP DUFFEL

Want a laptop bag in a unique shape that will complement your suit or jeans, and offers multiple ways to carry heavy load? You can't get much better than the HEX Laptop Duffel. It has a large cushioned, and fleece-lined pocket for a 15.6-inch laptop, a separate one for your tablet, lots of slots for your knickknacks, a large front pockets for your smartphone, and two smaller back pockets for you transit pass and others cards. The handles are just the right length for carrying on your shoulder or with your hands; if you want to carry the duffel like a messenger bag, you can also snap on the removable shoulder trap.

Although this duffel is made of coated canvas and resist water, we certainly wouldn't go swimming with it. Available in a variety of colours and patterns-from the understated Academy fabric to the bold print from artist Eric Haze-the HEX Laptop Duffel retails starting at Rp.

1. Why is the bag designed with two smaller back pockets?

A. For the owner's smart phone.	C. For carrying the owner's hands
B. For putting 15.6-inch laptop.	D. For transit pass and other cards.

2. Based on the text, we can conclude the Hex Laptop Duffel is

A. functional	B. important	C. expensive	D.
portable			

Read the text carefully to answer questions no 3 – 4

Digital SLR Camera Lessons - 101

From Taking Photos to MAKING Photos!

In this four part course we will cover:

- 📷 *Getting to Know Your Camera (how to get out of auto)*
- 📷 *The HOW to the WOW! (compositional techniques)*
- 📷 *Capturing Your Kids (perfecting portraits, lenses)*
- 📷 *Fabulous Photos - Next Steps (digital images & printing)*

The courses are run in a cozy home, with a small group (min 4 – max 7).
Classes are structured, but also cater to what YOU want to learn.

Location: Alton Village, Burlington

Cost: \$100 (\$30 non-refundable down payment is required to secure your spot)

To register, email Rita at: ritazphotography@gmail.com

Rita Zietsma
photography

3. How to sign-up the training program?
- A. By contacting Rita Zietsma
B. By delivering a letter
C. By sending an email
D. Directly come to Alton Village
4. What should we do to make sure we get a place in the course?
- A. Run to the cozy home.
B. Choose the part of the course.
C. Structure the class for a small group.
D. A down payment.

Read the Text below to

Compute the Savings!

COMPUTER CENTRE

2 days big sale
8 a.m. to 9 p.m.

35% off on all notebooks
25% off on all desktop computers
10% off on all monitors
5% off on all softwares
5% off on all keyboards

answer questions 5 and 6.

5. Why did the writer make the text?
- A. To persuade people to go shopping at his store.
B. To give information about parts of a computer.
C. To give information about the computer centre.
D. To let the readers know about the newest gadgets.
6. From the text we know that there is 10% off on all
- A. desktop computers
B. keyboards
C. notebooks
D. monitors

Read the Text below to answer questions 7 and 10.

YAMA MUSIC SCHOOL

MODERN MUSIC FOR ALL
COURSES FOR TEENS AND
ADULTS

VOCAL – PIANO – KEYBOARD – ACOUSTIC GUITAR – ELECTRIC GUITAR – VIOLIN –
DRUMS

COURSE FOR KIDS (8 YEARS OLD AND ABOVE)

VOCAL – PIANO – ACOUSTIC GUITAR – DRUMS

7. What is the youngest age for joining the course?
A. Seven B. Eight C. Eleven D. Twelve
8. When does the class open?
A. Every month and July B. In January C. In December D. In January
9. What kind of courses in Yama Music School?
A. Vocal only C. Kids class only
B. Music only D. Music and vocal
10. Who can take courses in Yama Music School?
A. Adult only C. Children only
B. Adult and children D. Adult, teenagers, and kids

Soal sampai 10

Rubrik Penskoran

Skor yang diperoleh
Nilai siswa : - X 100
Skor maksimal

LAMPIRAN 3A

b. Penilaian Keterampilan
Instrument :

Write and design an advertisement. You may choose on of the following situations or make up your own. And tell it in front of the class.

Rubrik Penilaian

No	Nama	Aspek yang dinilai			Nilai
		Content	Pronunciation	Fluency	

Pedoman Penilaian;

91 – 100 = excellent in all aspects 81 – 90 = good in all aspects

71 – 80 = enough in all aspects 61 – 70 = poor in all aspects

Skor = total skor / 3

Lesson Plan 3**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
SMP KELAS IX SEMESTER GENAP**

Mata Pelajaran : Bahasa Inggris
Pokok Materi : Report Text (Animal)
Waktu : 40 x 2 JP
Pertemuan ke : 2

MATA PELAJARAN	KOMPETENSI DASAR	MATERI
Bahasa Inggris	3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.4 Teks Information Report 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan <i>teks information report</i> lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX	Animals

TUJUAN PEMBELAJARAN

1. Menangkap makna yang terkait dengan fungsi sosial, stuktur teks dan unsur kebahasaan dari report text tentang binatang dengan tepat.
2. Membandingkan dan menganalisis dua report texts mengenai binatang.

MEDIA PEMBELAJARAN

1. Video Pembelajaran
2. Google Classroom
3. Short message service
4. Power point
5. Buku paket bahasa Inggris "Think Globally Act Locally"

KEGIATAN 1

Students, in our last meeting you learnt about how to describe animals in Report Text. In this session we are still going to discuss about animals. We'll talk about a kind of birds, penguins. What do you know about penguins? Let's learn something about these special birds. Watch the video first <https://youtu.be/O8qilxaBR20>
 Then do the exercise. Click this link to start <https://bit.ly/3igTNxf>

KEGIATAN 2

Ok students. I am sure you've got much information about penguins. Now, please continue with the second activity to see how much you have learned. Click below to start. <https://bit.ly/3iiWE9g>

PENUGASAN

LKPD 1 KD 3.4 report text bisa kalian kirimkan melalui google classroom atau WAG.

**PENILAIAN**

1. Keaktifan siswa dalam kegiatan pembelajaran atau pengumpulan tugas.
2. Tugas yang dikumpulkan siswa.
3. Tugas dapat dikumpulkan melalui Google Classroom

Mengetahui
Kepala Sekolah

Sutresno,S.Pd
NIP. 197001011994011001

Jakarta, 2 Januari 2023
Guru Bidang Study

Katemi,M.Pd.
NIP.197007272008012028

Lesson Plan 4**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
SMP KELAS IX SEMESTER GENAP**

Mata Pelajaran : Bahasa Inggris
 Pokok Materi : Songs
 Waktu : 40 x 2 JP
 Pertemuan ke : 5

MATA PELAJARAN	KOMPETENSI DASAR	MATERI
Bahasa Inggris	3.5 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	Songs

TUJUAN PEMBELAJARAN

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam lirik lagu dengan tepat.
2. Menangkap makna secara kontekstual terkait dengan fungsi sosial kebahasaan lirik lagu dengan tepat

MEDIA PEMBELAJARAN

1. Video Pembelajaran
2. Google Classroom
3. Short message service
4. Power point
5. Buku paket bahasa Inggris "English on sky 3" 144-145

KEGIATAN 1

Students, let's do something different. Here I will show you that a song is an interesting way to learn English. Do you like song? What is your favourite song about? Let's watch a video and sing the song together. Now click this link to start [\(356\) Bruno Mars - Count On Me \(Official Video\) - YouTube](#)

Well students, do you like the song? Good. By singing English songs, you can improve your pronunciation, enrich your vocabulary and also gradually talk more fluently. Do you agree? Okay, Now let's continue the lesson. Click this link https://docs.google.com/document/d/1JolxECqjBj2eHORMFZodwhIPUEjZIU2p_FRyKyOEVm8/edit?usp=s

**KEGIATAN 2**

Great students, now we are going to read more the lyrics of the song. Good song must convey great message. You will see some lyrics are like poem, too. Some lyrics are very clear in meaning, but some are expressed in proverbs. Continue with the activity 2 B to review your knowledge by answering the following questions based on the lyrics. Click below to start. https://docs.google.com/document/d/1bA5Ap8sIn9e61dvFn2DRtIPTFrnWUVxijka3XJSa_iA/edit?usp=s

KEGIATAN 3

Here we will see the grammar points in the song lyrics. We will discuss how to use *if* and *when* in the sentences. Let's click the link to go read thoroughly about it.
[https://docs.google.com/document/d/1pmj94jeR7sPa3qsF4Qjsb-](https://docs.google.com/document/d/1pmj94jeR7sPa3qsF4Qjsb-bCNLkyWupDREH_f8izn4/edit?usp=sharing)

[bCNLkyWupDREH_f8izn4/edit?usp=sharing](https://docs.google.com/document/d/1pmj94jeR7sPa3qsF4Qjsb-bCNLkyWupDREH_f8izn4/edit?usp=sharing)

That's all students, I hope you've all learned a lot through this song. We will discuss about other things



PENILAIAN

1. Keaktifan Siswa dalam kegiatan pembelajaran/ pengumpulan tugas
2. Tugas yang dikumpulkan siswa
3. Tugas dapat dikumpulkan melalui WAG atau Google Classroom.

Mengetahui

Kepala Sekolah

Sutresno,S.Pd

NIP. 197001011994011001

Jakarta, 2 Januari 2023

Guru Bidang Study

Katemi,M.Pd.

NIP.197007272008012028



PEMERINTAH PROVINSI DAERAH KHUSUS IBUKOTA JAKARTA
DINAS PENDIDIKAN

SEKOLAH MENENGAH PERTAMA NEGERI 236

Jl. Raya Pengilingan Komp. PIK Cakung Jakarta Timur Telp. 4604272

http://smpn236.siap-sekolah.com

email: smpn236ok@yahoo.com

DAFTAR TUGAS MENGAJAR DAN KODE GURU SMP NEGERI 236 JAKARTA
SEMESTER GENAP (II)
TAHUN PELAJARAN 2022/2023

Kode	Nama Guru	Mata Pelajaran	Kelas	Wali Kelas	Piket	Tugas Tambahan
1	Sutresno, S.Pd	Matematika				Kepala Sekolah
2	Pasuria Simanjuntak, S.Pd	B. Inggris	8 ABCDEF			
3	Ning Haryati, S.Pd	IPS	8 DEF dan 9 DEF			
4	Bambang Edi S., S.Pd	Matematika	9DEF			Wakil bid SarPras
5	Goentoer Boewono, M.Pd	Matematika	7ABC			Wakil bid Kurikulum
6	Arsyad, S.Pd	PJOK	7 dan 8 ABC			
7	Puji Arti, S.Pd	IPA	9 BCDEF	9D		
8	Y Yudi Kasmaranto, S.Pd	IPA	7ABC, 8A dan 9A	9A		
9	Rinda Olina, S.Pd	B.Indonesia	8 BCDEF dan 7 F	8D		
10	Katemi, M.Pd	B.Ingggris	9 ABCDEF			
11	Dra. Siti Fatimah	PAI	7 ABC dan 8			
12	Drs. Imron Hanafi	PJOK	8 DEF dan 9			
13	Nundang Setia Lesmana	BK	8 ABC dan 9 AB		Senin	Koodinator BK
14	Nurhayati, S.Pd	IPA	8 BCDEF	8F		
15	Sri Lestari, M.Pd	IPA	7DEF			Wakil bid Kesiswaan
16	Taslimah, S.Pd	Matematika	8 AB dan 9 ABC	9C		Staff bid Kesiswaan
17	Nurlaila, S.Pd	IPS	8 ABC dan 9 ABC	8B	Selasa	Staff bid Humas
18	Adawaiyah, S.Pd	B.Indonesia	9 ABCDEF	9B		
19	Novia Miftahul Janah, S.Pd	Seni Budaya	7 DEF dan 8	8E	Rabu	
20	Kusumaningdyah, S.Pd	IPS	7 DEF	7E		
		PPKN	7 ABCD			
21	Monica Rosalina Hutahaean, S.Pd	Matematika	8 CDEF	8C		
		Prakarya	9			
22	Poppy Damalia Kartamiharja, S.Pd	Seni Budaya	7ABC dan 9	9F	Rabu	
23	Qeis Karina Puspasari, S.Pd	B. Indonesia	7 ABCDE dan 8 A	8A		
24	Ulfani Yuniarti, S.Pd	Matematika	7DEF	7F	Kamis	
		Prakarya	8			
25	Fitri Rahmawati, S.Pd	IPS	7 ABC	7C	Kamis	Pengelola Perpustakaan
26	Eko Wahyudi, S.Kom	Informatika	7			
27	Siwi Dianisa Sari, S.Pd	BK	9 CDEF		Rabu	
28	Dewi Arini, S.Pd	B.Ingggris	7 ABCDEF	7A	Selasa	
29	Dede Alamsyah, S.Pd	PPKN	7 EF dan 9	9E	Senin	
30	Rifah, S.Pd	BK	7 EF dan 8 DEF		Senin	
31	Tiara Mieratania, S.Pd	BK	7 ABCD	7B	Jumat	
32	Mariun Cinda Sihite, S.Pd	PAK	7,8,9		Kamis	
33	Muhammad Nurfajri, S.Pd	PAI	7 DEF dan 9	7D	Jumat	
34	Diana, Safitri, S.Pd	PPKN	8 ABCDEF		Selasa	

Jakarta, 2 Januari 2023

Kepala SMP Negeri 236 Jakarta



Sutresno, S.Pd
NIP. 197001011994011001

APPENDIX 4

DOCUMENTATION



Picture 4.1 : SMP N 236 Jakarta.



Picture 4.2 – 4.3 : School corridor.



Picture 4.4 : Permission with the principal.



Picture 4.5 : The situations of class 9A before learning begins.



Picture 4.6 : The situation of class 9B in English subject.



Picture 4.7- 4.8: Interview with Mrs. Katemi, M.Pd as the English teacher at ninth grade of SMP N 236 Jakarta.



Picture 4.9 : Interview with students as informant.

SURAT KESEDIAAN DIRI

Yang bertanda tangan dibawah ini:

Nama : Katemi, M.Pd
No telp. : 081288250152

Menyatakan **BERSEDIA** untuk dicantumkan namanya didalam skripsi: Elmia mahasiswi Pendidikan Bahasa Inggris dengan NIM 196121002 skripsi yang berjudul An Analysis of Teacher's Strategies in Teaching Listening at Ninth Grade Students' of SMP N 236 Jakarta in Academic Year 2022/2023.

Jakarta, 22 Februari 2023



Katemi, M.Pd

Picture 4.10 : Statement of self-willingness signed by the teacher.