

**STRATEGIES IN TEACHING ENGLISH LISTENING SKILLS: A CASE
STUDY IN ISLAMIC BOARDING SCHOOLS IN ACEH BESAR**

THESIS

Submitted by

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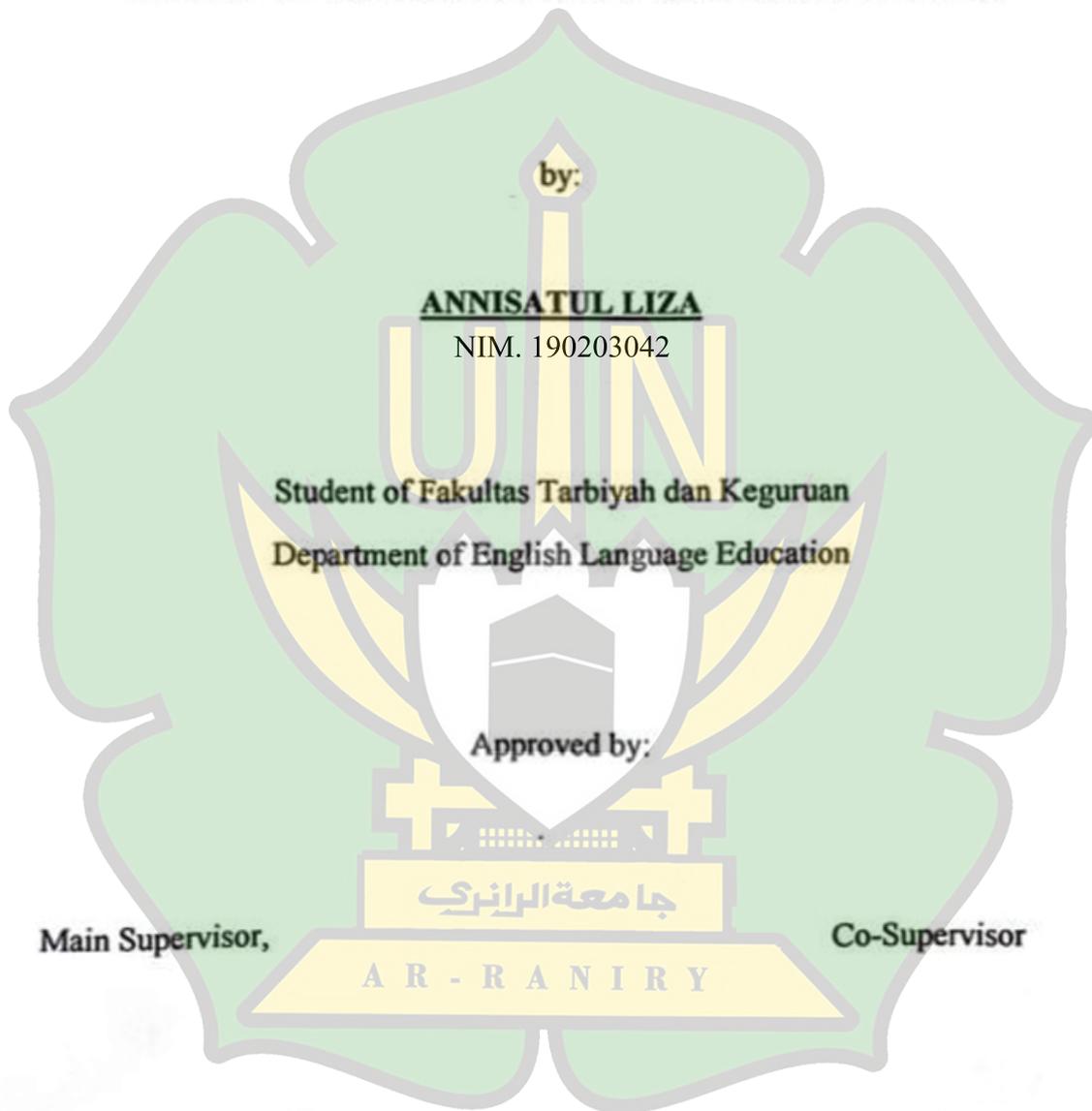
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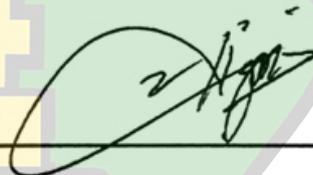


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**Strategies in Teaching English Listening Skills: A Case Study in Islamic Boarding
Schools in Aceh Besar**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Banda Aceh, 9 November 2023
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ABSTRACT

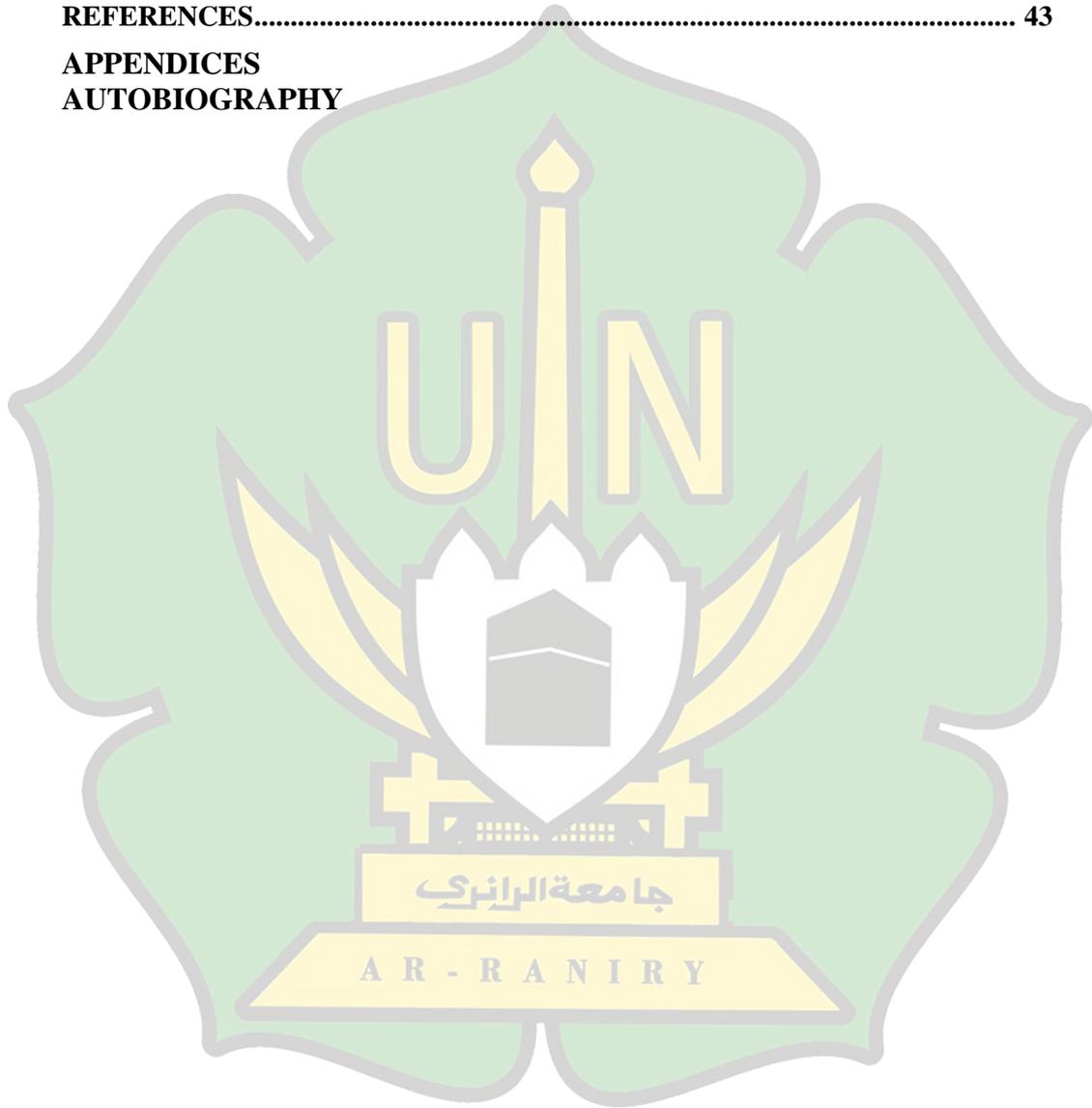
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The research was accomplished to explore teachers' strategies in teaching English listening and what is the strategy that is overly used by teachers in teaching English listening in boarding schools in Aceh Besar. This research was completed by using a qualitative approach. The participants were twelve English teachers in three islamic boarding schools in Aceh Besar. The islamic boarding schools are MAS Ruhul Islam Anak Bangsa, MAS Al-Manar, and MAS Darul Ihsan. Semi-structured interviews were used as the instrument to answer the research questions. From the result of the research, it was found that there are three types of strategies that teachers used in teaching English listening according to O'Malley and Chamet. The first type is Metacognitive. The strategy is pre-during- and post- strategy. The second type is cognitive. The strategies are bottom-up and top-down, listening to song, listening and watching native audio or video, watching movie, literation, listen and tick, dictation, and chain whispering. The last type is socio-affective. The strategies are group discussion and debate. The strategies that teachers overly used in teaching English listening is listening to song. Listening to song is easy to reached by teachers and learners. Besides it also makes the atmosphere pleasant in the class therefore it can improve students' listening skill.

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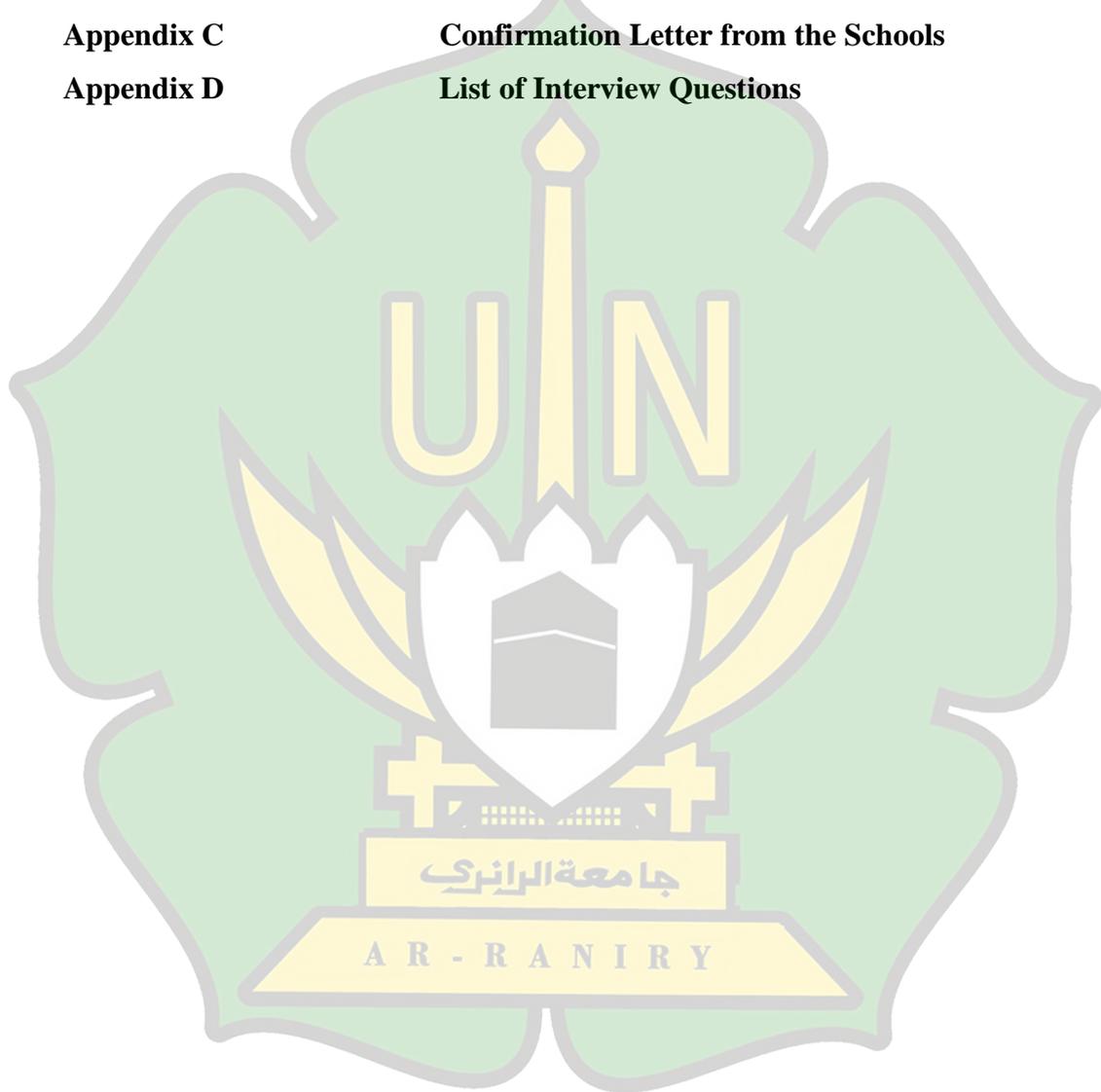
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CHAPTER I

INTRODUCTION

1. Background of the study

In Indonesia, English is learned as a foreign language because it is only learned in formal school, not used in daily conversation. Teaching English as a foreign language is more challenging for teachers than teaching English as a second language. Teachers must determine the suitable approaches, methods, and strategies for the students based on students' needs and situations. "English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected" (Setiyadi, 2020, p. 17). Accuracy is the most important in learning English as a foreign language. Budiwanto (2012) states that accuracy is a person's ability to direct a movement towards a target in accordance with the goal.

One of the skills that students have to major in English is listening. Listening is the process of receiving messages or speech through sound, which involves listening's sense. According to Tarigan (2008), the listening process is listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication conveyed by speakers through speech or orally. The purpose of listening for English learners is to find out the message in the audio of listening. According to Richards (2008), listening in second language learning is understanding what is being spoken. If listeners can

catch and understand the main ideas and information the speaker conveys, they can begin to use the second language more fluently.

Teaching English has some challenges considering the difficulties. In teaching listening, the teacher must know what difficulties students will get in the learning process. Many students need help with listening skills more than other English skills (Lam, 2002). This problem occurs because students need to get used to listening to foreign speech. Audio speed is also a problem because students need time to digest what the speaker is saying. These problems influence the students' achievement in listening tasks. As a result, their listening achievement still needs improvement. The difficulties that students get in learning listening are also caused by the teaching method. Therefore the teacher needs to find the right strategy that can be understood by students in order to reduce their problems in learning listening.

According to Muluk et al. (2020) toward creating good quality of teaching, teachers must master: pedagogical, professional, individual and social. Pedagogical is things that are relevant to education, including the strategy of teaching. Strategy is described as techniques, plans, or sequences. Strategy is a particular plan that includes many activities. It is designed to be a standard means of accomplishing educational goals. Therefore it is stated that the strategy aims to make the learning process more active through teaching and learning activities. The strategy has been proven to be a doctrine and system related to learning activities. The

strategy includes teachers, students, and educational institutions that are components of this system. In the teaching and learning process, the components play specific roles. The teacher has created a lesson plan. The teacher is responsible for preparing the tricks effectively and efficiently. The process is known as the teaching strategy (David, 2011).

Using appropriate strategies to teach listening is crucial to motivate students to learn listening. The teacher has to find the right strategy to achieve the learning objectives. Several studies have discussed the strategy used in teaching listening. Research from Hadijah and Shalawati (2018) show that explaining the teaching listening strategy before assignment to the student in university could help them get better scores in listening tasks. The teacher will give instructions to guide the student to apply them when doing the listening task. The result is quite different for students who get the treatment and who do not.

In another study from Ainul Yaqin (2013) conducted in SMP N 1, Banyuasri stated that English teachers used bottom-up and top-down strategies in teaching listening. Bottom-up is used to adjust the student with low ability, and top-down is used to avoid the impression that listening should be done by listening to every word. These schools' teachers also prepare additional materials because of the limited material.

Moreover, the study by Kamaliatur Rohmah (2017) at SMKN Purwoasri Kediri stated that the teacher in this school used three strategies

in teaching Listening: bottom-up strategy, top-down strategy, and interactive strategy. In the bottom-up strategy, the teacher focused on identifying sounds, words, phrases, and sentences. Then, in the top-down strategy, the teacher focused on interpreting the meaning rather than recognizing sounds, words, and sentences. Lastly, in the interactive strategy, the teacher used both linguistic and previous knowledge.

Previous studies have discussed several strategies used by English teachers in teaching listening to increase students' listening ability—those strategies in junior high school, senior high school, and in university. However, it needs to do more research about the strategy used in teaching listening in boarding schools because there is no research about this topic that is conducted in islamic boarding schools and especially in Aceh Besar. In islamic boarding schools, English is the language that must be used by students for daily communication. Because the position of English is different from other formal educational institutions, therefore researcher interested in conducting this research. This research focused on the strategy used by English teachers in teaching listening in three islamic boarding schools located in Aceh Besar.

2. Research Questions

Based on the background of the study above, the writer has formulated some research questions as follows:

1. What kind of strategies do teachers use in teaching English listening at Islamic boarding Schools in Aceh Besar?
2. What are strategies that are overly used by teachers in teaching English listening at Islamic boarding Schools in Aceh Besar?

3. **Aims of study**

The purpose of this study is to know:

1. The strategy that teachers used in teaching listening among three islamic boarding schools in Aceh Besar.
2. The strategies that are overly used by teachers in teaching listening among three islamic boarding schools in Aceh Besar.

4. **Significance of study**

The significance of this research is that teachers can use this research as a reference for developing appropriate listening learning strategies. The research results are expected to be additional references for other researchers who wish to investigate teacher strategies in teaching listening.

5. **Research Terminologies**

There are some terminologies provided by the researcher to help readers comprehend better some of the terminology used in this research.

a. Listening Skills

Listening skill is understanding and processing spoken language, such as following instructions, comprehending lectures, or engaging in conversations. Mendelsohn (1994) cited in Gilakjani and Ahmadi (2011) defines listening as the ability to understand the spoken language of native speakers. Sariçoban (1999) cited in Shabbarin Syakur (2022) states that listening is the ability to identify and understand what others are saying. Brown and Yule (1983), state that the condition which can be called with listening is when a person can catch and understand a word that he/she has heard. Listening is a person's ability to understand the audio they hear. For students, listening is necessary to answer questions given in English lessons. The elements contained in listening for students are the ability to capture messages contained in audio, distinguish between homophonic words, look for synonyms and antonyms, and the ability to write English words correctly.

b. Strategies

Teaching strategy is the approaches, tactics, procedures, and processes that a teacher uses when delivering education. Teaching strategies have many dimensions and the context in which they are used influences how effective they are. Although no single approach may ensure higher student outcomes, research has identified a number of activities that support student learning (Wayne & Young, 2003).

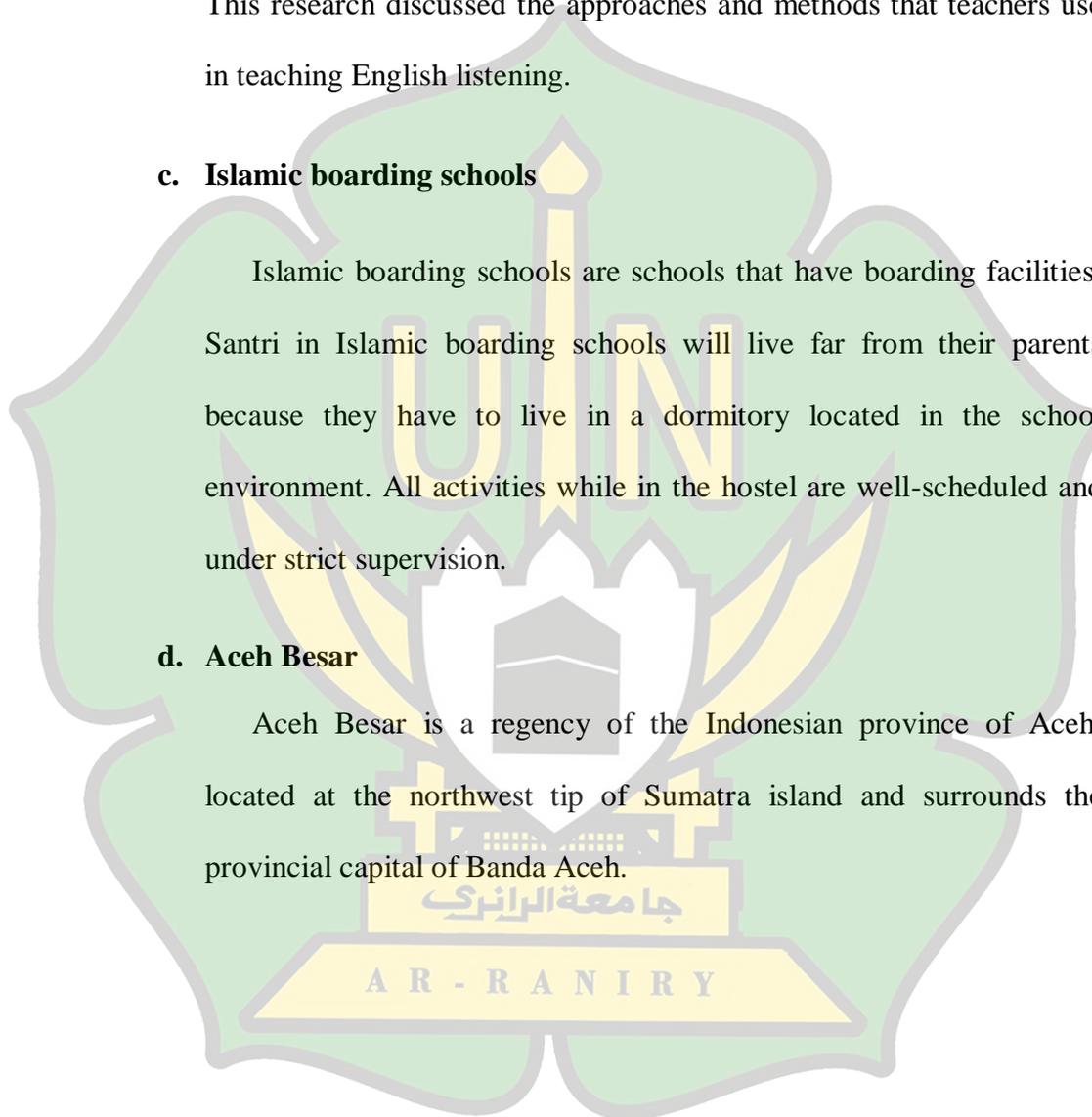
Teaching listening strategy means using different techniques and methods to help students improve their listening skills. Listening is an essential skill that helps students learn and communicate effectively. This research discussed the approaches and methods that teachers use in teaching English listening.

c. Islamic boarding schools

Islamic boarding schools are schools that have boarding facilities. Santri in Islamic boarding schools will live far from their parents because they have to live in a dormitory located in the school environment. All activities while in the hostel are well-scheduled and under strict supervision.

d. Aceh Besar

Aceh Besar is a regency of the Indonesian province of Aceh, located at the northwest tip of Sumatra island and surrounds the provincial capital of Banda Aceh.



CHAPTER II

LITERATURE REVIEW

This chapter discusses several theories as a basis for discussion. It aims to provide a deeper understanding of the research topic.

1. Listening

1.1 Definition of Listening

Listening is the next level of hearing; listening needs concentration, while hearing is not. Listening is the primary skill in English because it is a communication tool. Listening is understanding what is being spoken via audio. According to Richards (2008), listening in second language learning is understanding what is being spoken. If the listeners can capture and understand the main idea and information the speaker is giving, they could start using a second language more fluently.

Another opinion regarding the definition of listening skills delivered by Al-Khayyat (2015) is as follows: "Listening is more than merely hearing words. Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages. As such, it forms an integral part of the communication process and should not be separated from the other language arts."

1.2 Type of Listening

a. Discriminative Listening

Discriminative listening is the most basic type of listening that everyone is capable of. Discriminative listening identifies voice, intonation, verbal cues and others. This type is also more focused on distinguishing the things contained in the sound compared to what the sound conveys. Discriminative Listening can usually use nonverbal cues to listen and analyze what the speaker is saying. For example, facial expressions, body language, and other signs from a person can explain the meaning of the message conveyed by that person. Another example of this type is differentiating voices based on gender, such as female and male voices.

Discriminative listening means that the listener is able to identify the way people speak, the accent used, the emphasis on sounds or words that describe certain intentions and goals. This type focuses on focusing on one voice among many. This can be represented as hearing a certain human voice in a crowd.

Discriminative Listening is the lowest type of hearing which is very important to master. Even though this type is an innate skill, it is still important to use and develop because it can bring up the following instructions in finding the desired goals both in the field of education and in everyday life.

b. Comprehensive Listening

Comprehensive Listening requires the ability to understand and infer from the sounds you have heard. This type is at a higher level than Discriminatory Listening. The listeners are required to understand the content of the audio as well as the language and vocabulary in English to draw conclusions about what is said.

According to Ahmadi (2016), before listeners learn to talk, they must first learn to interpret the language they hear. Identifying the speakers' language before responding to what they say will assist listeners in comprehending the component of the topic. According to Liu (2007), listening comprehension has three fundamental aspects. Listening comprehension is an active activity because it involves receiving information. Next, listening comprehension is a creative skill because audiences construct meaning and provide information based on their prior knowledge. Finally, listening comprehension is a communicative behavior involving both speakers and listeners. During listening comprehension, speakers and audiences share information and ultimately listen to what the speakers say before responding.

1.3 Difficulties in Listening

According to Nadhira and Warni research (2021), unfamiliar words, speech speed, accent, unclear pronunciation, recording quality, and inadequate facilities make it difficult to listen.

The definition of an unfamiliar word is when the listener feels strange with what the speaker is saying because he has never heard it before, which causes the listener to not understand what he is hearing. The listener also could not control the speed of the audio, which is another difficulty. Differences in accent can be difficult for listeners because of the difference in pronunciation with the accent you are used to hearing. For unclear pronunciation, as we know, the audio that is listened to is spoken by native speakers whose pronunciation is not clear which confuses listeners when looking for what topic is being conveyed. This is also a problem when the listener is not used to hearing the original audio. Poor recording quality can trigger listening difficulties because of the unclear sound emitted by the audio. The listening process can only run with the support of facilities, this is why if the facilities are inadequate, the listening process cannot be carried out.

1.4 Strategies for teaching Listening

According to O'malley and Chamot, there are three types of Strategies for teaching. The strategies are metacognitive, cognitive, and socio-affective.

a. Metacognitive

Metacognitive strategies are thinking and organizing techniques that students use to control learning through planning,

checking, assessing, and changing. For a metacognitive planning strategy, the listener emphasizes the listening objective and applies the specific features of aural language input that facilitate understanding of aural input. According to Baker et al. (2012), there are two types of metacognitive skills: knowledge about cognition and regulation of cognition. Cognitive knowledge is related to students' awareness of what is going on, while cognition regulation is related to what strategies students must use to listen effectively.

Metacognitive strategies are a type of independent learning which includes planning, safeguarding, coaching, recovery efforts, evaluation, and others. An example of a metacognitive planning strategy is where the learner will clarify the intended purpose of the listening task and pay attention to certain aspects of language input or details of practical situations. According to Vandergrift (1999) in general, metacognitive strategies can be discussed through pre-listening planning strategies, during listening strategies, and post-listening assessment strategies.

Meta-cognitive strategies are high-level executive skills that involve coaching and evaluating the success of learning activities (Brown et al., 1983). Metacognitive strategies can be applied to various learning tasks (Nisbet & Shucksmith, 1986). Advanced metacognitive learning creates a general comprehensive understanding of concepts or principles in anticipating learning activities. Meta-

cognitive learning also decides in advance to tackle general learning tasks and ignore irrelevant distractions (O'Malley & Chamot, 1990).

Metacognitive strategies as receptive or productive language include shifting attention, planning, monitoring, evaluating, etc. O'Malley at Zare (2012) states that metacognition is an expression of executive functions, strategies involved in planning learning, reflecting on ongoing learning, observing learning or understanding oneself, appreciating one's own mistakes, and evaluating learning after an activity is completed. .

Metacognitive strategies allow students to take control of their learning through organization, planning, and assessment. It is about how students manage their learning. In addition, this strategy includes several activities such as learning focus, study preparation and planning, and learning assessment.

b. Cognitive Strategy

Brown in Zare (2012) states that "cognitive strategies are more limited to certain learning tasks and involve more direct mastery of the learning material itself." Types of cognitive strategies in learning strategies and learning assessment can vary:

- a) Clarification/verification refers to strategies that learners use to test or clarify their understanding of a new language. During rule creation and validation in any language, they may request

confirmation that they understand the language and confirmation to create similar words, phrases or sentences.

- b) Inductive assumption/discrimination refers to strategies that use previously acquired contextual or linguistic knowledge. The goal is to derive implicit assumptions about the linguistic form, semantic meaning, or intonation of the speaker.
- c) Deductive is a problem-solving strategy in which the learner looks for and uses general rules in approaching a foreign or second language.
- d) Practice refers to a strategy that contributes to storing and retrieving language while focusing on the accuracy of usage.
- e) Memorization also refers to strategies that focus on storing and retrieving language; therefore, some of the strategies, such as practice and repetition are the same as those used in memorization strategies.
- f) Monitoring refers to strategies in which the learner notices errors (both linguistics and communicative) and observes how the addressee receives and interprets a message.

Cognitive strategies are understanding and reinforcement input in short-term or long-term memory for later use. Cognitive strategies are problem-solving methods that students apply to carry out learning activities and facilitate knowledge learning (Azmi et al.,

2014). According to Goh (1998), learners analyze cognitive strategies to process, store, and remember new information. There are two types of cognitive listening strategies: bottom-up and top-down. The bottom-up strategy is a word-for-word translation, setting the pace of speech, repeating the spoken text, and concentrating on the characteristics of the prosodic text. The top-down strategy involves forecasting, guessing, explaining, and visualizing.

c. Socio-Affective Strategy

Brown in Zare (2012) states that socio-affective strategies are closely related to social mediation activities and communication with others. The main socio-affective strategies include cooperation and questions for disagreement. Vandergrift (2003) and Abdalhamid (2012) revealed that socio-affective strategies are techniques used by listeners to cooperate with others, determine their level of understanding, and reduce their fear of learning. MacIntry said that affective strategies are significant because students' learning situations and social-psychological factors are interrelated. When students listen to audio in English, they experience many difficulties such as; accent, foreign vocabulary, audio duration, and speed in listening to the audio. Socially Effective Strategies Vandergrift (2003) defines strategies as techniques listeners use to cooperate with others, assess their reach, or reduce their anxiety. Habte-Gabr (2006) states that social influence

strategies are non-academic and involve stimulating learning by building empathy between lecturers and students. This includes consideration of factors such as emotions and attitudes (Oxford, 1990). It is important for listeners to know how to reduce anxiety, feel confident performing listening tasks, and increase personal motivation by increasing their listening skills (Vandergrift, 1997).

Social-emotional strategies involve how students interact with other students and native speakers. They represent the large group associated with interaction with others or the idealized control over the cooperative influence, questioning, and self-talk that are hallmarks of social-emotional strategies. Based on O'Malley and Chamot (1990) listening strategies combined with the unique characteristics of the listening comprehension process, the authors conclude a series of listening strategies, mainly divided into three categories, namely cognitive strategies, metacognitive strategies, and socio-emotional strategy.

In real-life situations, listeners almost always know in advance what they are saying, whom they are talking about, or what topic they are talking about. The pre-listening stage helps students know the purpose of listening and provides the necessary background information. Jones and Kimborough (1987) Suggest an introductory discussion in which students can talk to each other about their expectations and make predictions about what they will hear. Willis

(1981) and Doff (1988) were the first to mention it: possible skills. According to Doff, this triggering skill helps shape the response to the entire exercise. While doing classwork, she also suggests asking students to guess what they will hear next, improving their skills and keeping the class actively engaged. Pre-listening work can include various activities, including the teacher providing background information, reading something relevant, looking at pictures, discussing and answering, practicing writing, following instructions for listening activities, and thinking about how listening work will be done (Underwood, 1989).

Since our communicative language teaching began, we have realized that listening comprehension teaching should be an integral part of any general English lesson. Classroom listening sessions should include three stages: paragraphs: before listening, while listening, and after listening. Pre-listening activities are things students do before listening to prepare themselves to listen.

These activities serve various purposes, including pre-teaching or activating vocabulary, anticipating content, creating excitement, and finding comprehension assignments. Using strategies for asking students questions is essential to help teachers elicit verbal responses from students because questions can keep them interested and engaged in the lesson. The questioning strategy provides a way to make students clear about the teacher's questions. Students are silent

because they may not understand what is being asked, how to answer it or feel embarrassed. By implementing a questioning strategy, teachers can solve problems. This can encourage students to respond and help them build a base to be motivated to speak confidently. Through the definitions and classifications of listening strategies above, we can see that strategies are decisions made by listeners and are specific methods and behaviors that listeners apply to listen effectively and comprehensively.

2. Previous Study

Kamaliatur Rohmah (2017), in her study with the title "The Strategies of Teaching Listening Applied by Eleventh Grade English Teacher at SMKN 1 Purwoasri Kediri," stated that the strategy that teachers used in teaching listening in this junior high school are three strategies in teaching listening namely bottom-up strategy, top-down strategy, and interactive strategy. The bottom-up strategy is helpful to increase linguistic knowledge; the top-down strategy is proper to improve the students' previous knowledge; and the interactive strategy is helpful for both linguistic knowledge and previous knowledge. It is suggested that other English teachers can use those strategies to solve students' listening difficulties.

Another study by Ulan Mutia (2020) entitled "The Lecturers' Strategies in Teaching Listening Comprehension" concludes that lecturers

in this university used bottom-up, top-down, and interactive strategies to teach Listening. It helps students in college to get better achievements in listening tasks.

In Hadijah and Shalawati (2018) study entitled "Listening Comprehension Strategies Applied by English Language Learners," whose participants are English students at Universitas Islam Riau, is stated that the teacher used during the learners' participation in the interpretative listening subject, the learners had been very familiar with the listening strategies; they did apply the strategies in their listening practices; metacognitive, cognitive, and socio-affective strategies.

Based on the three previous studies above, the researcher decided to conduct this study in an Islamic boarding school because of the limited study of it. Many studies about strategies used in teaching listening are conducted in junior high school, senior high school, and university. Therefore, the researcher is interested in the title "The Strategies in Teaching Listening Skills: A Case Study in Three Islamic Boarding Schools in Aceh Besar."

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses a qualitative descriptive method. According to Suryana (2010), the qualitative descriptive research approach focuses on analyzing the object or research subject and creates an accurate and systematic description based on the reality of the object or subject under study. By investigating a person, a group, or an event in as much depth as possible, qualitative descriptive research seeks to characterize the problems to be studied in more detail. The findings of research using a qualitative descriptive methodology will be presented using words rather than numbers (Sugiyono, 2006). According to Cresswell (2018), qualitative research is the research approach that explores and understands the meaning individuals or groups ascribes to a social or human problem.

In conclusion qualitative research is a term that refers to research that includes detailed verbal descriptions of features, cases, and context. Qualitative research often involves more in-depth case investigations than quantitative research. Using a qualitative descriptive design, this study describes the strategies used in teaching listening in three Islamic boarding schools in Aceh Besar.

B. Research Location

This study will take place at 2 Islamic boarding schools in Aceh Besar: MAS Ruhul Islam Anak Bangsa (Gue Gajah, Darul Imarah) and MAS Darul Ihsan (Siem).

Aceh Besar has a large area and has many Islamic boarding schools. The reason for choosing these two Islamic boarding schools was because there are special listening skill subjects at both of them. This is what makes them different from other Islamic boarding schools which combine all English skills in one English lesson. This is what prompted the researcher to decide to conduct research on these three Islamic boarding schools to dig deeper into what strategies that teachers used in teaching English listening.

C. Research Participant

According to Yin (2014) the participant is someone who can provide direct data or study data and can provide direct information related to data or information. Purposeful sampling is used in this research. According to Sugiyono (2020) purposive sampling is a data sampling technique with certain considerations. The use of purposive sampling aims to determine informants who truly represent the amount of information needed in the research (Ahmadi, 2020). The criteria used in this research were English teachers who had taught English listening at three Islamic boarding schools. The Number of participants for this study is nine English teachers in three Islamic boarding schools. There were four teachers in MAS Ruhul Islam Anak Bangsa, and five teachers in MAS Darul Ihsan.

D. Technique of Data Collection

Interviews are used to gather the data for this study. According to Kajornboon (2005), an interview is a means for participants to express their

opinions and talk about how they see and understand a certain issue. According to Perry (2005), there are three types of interviews called structured interviews, semi-structured interviews and open-ended interviews. This study adopted a semi-structured interview method. According to Sugiyono (2013), semi-structured interviews allow research subjects to provide complete and unrestricted responses, but also prohibit deviating from a predetermined theme. Semi-structured interviews make it easier for researchers to dig up more information about related topics depending on the answers of the informants. This type of interview can also add findings to the research being carried out. The interview questions were the instrument for data collection in this research.

The researcher conducted a deep interview for about 20 minutes with participants to get information about the strategies used in teaching listening in the school. First, the researcher asked about the research topic, which was then developed again according to research needs at that time also depending on the response of the source. Then, the researcher recorded the entire interview using a voice recorder during the session. To emphasize some of the crucial issues, note-taking was also used in this interview. Researchers used recording and recording to help ensure accuracy in the transcription process.

E. Technique of Data Analysis

For the data analysis, researcher refer to Lacey and Luff (2009) that stated there are five stages in qualitative analysis. First stage is transcription. Transcription is the process of transferring the utterance from the audio into written text. The data from all participants must be written completely.

Researcher could not simply transcribe data that is considered important or interesting. To achieve this process, researchers must go through the transcription stage first.

The next stage is organizing data. This stage is proposed to ease researcher to distinguish the data. The process is giving numbers to each participant to divide their responses. After that, the researcher has to go through the process of familiarization of data. In this step, researcher must listen to the audio-tape of the interview while re-reading the transcript in order to check whether there is missing data.

Next is the coding stage. Here, the researcher assigns a code to each event discovered from the transcribed interviews. The transcripts were coded that are understood by researchers. The final stage is the theme. Transcripts that have passed the coding stage are then sorted again by researchers to focus on events which are closely related to research.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the research that has been carried out and also describes the discussion of the research results.

A. Findings

The analysis of this data is divided into two stages, namely findings and discussion. The first part is findings which discuss the results of the research that has been carried out. The results of this interview are to answer two research questions, first is to find out what strategies are used then what strategies are most often used by teachers in teaching English listening.

Participants interviewed in this research are distinguished by using the initials P (Participant) starting from participant 1 to participant 9 (P1-P9). Based on the results of interviews with participants, researcher classified several strategies used by teachers in teaching English listening. There are 10 questions for the interview. These questions were created to obtain information that can answer the research questions of this study.

This part provided the explanation about the results from the interview and the excerpts of the participants related to the strategies used in teaching English listening. The strategies are also grouped based on the kind of strategies used and strategies overly used by the teacher in listening class.

1. The strategy of teaching English listening

According to the data, there are some of the same strategies used by several teachers in different schools, but there are also many teachers who use different strategies from others. However, the strategies are divided into three types according to O'Malley and Chamot: Metacognitive, Cognitive and Sosio-affective.

a. Metacognitive

The strategies that fall into this category is Pre- During- and Post-strategy. This section describes excerpts of interviews that were mentioned by participant about the activity pre, during and post listening. P5 stated that she used PDP strategy.

Those are Pre, during, and post. Initially they will listen first, then listen again, then they will focus on the text. At the beginning they will recognize the audio first, then they will focus on the activity. During that time they went to text. Then, when they have the answer, they will write it on the board. If someone still doesn't get the answer, then we will repeat the audio 2-3 times during that period until they can fill in all the blanks. Only later will we correct the answers they get. From there, we will draw conclusions about the relationship between the audio and the material to be studied. (P5)

P6 implemented this strategy and listened to the audio to the students several times before they were given the text in the pre-listening section. In the during-listening section, students asked to focus on the text to do the task. For the post-listening section the teacher will give reflection and discuss the task.

b. Cognitive

There are several strategies that include in this type of strategy.

The strategies are bottom-up and top-down, listening to song, listening and watching native audio or video, watching movie, literature, listen and tick, dictation, and chain whispering.

1) Bottom-up and Top-down

P5 is the one who used this strategy in teaching English listening.

In theory I use top-down and bottom-up. In that class there are pre-listening, while-listening and post-listening. In pre-listening I will give them an overview first. For example, material about restaurants, there will be audio, be it conversations or other material about restaurants. Before I give you the audio, I usually give you an overview first. This material is about a restaurant, the conversation takes place in a restaurant. So at least they have a basic idea first, there is initial information, from that initial information they can guess where the conversation and dialogue will go. So there is basic information that they have, so with the material that I give them, they will try to correlate it.

Then bottom-up, such as processing the meaning of words and so on. I said at the beginning that there are difficult words, there are difficult words, so give me some like that. So later during the while-listening process, in the listening process, they understand the context better. I wonder what this conversation is about and where it's going. They can get the information in the dialogue. At the beginning, I gave you an initial overview.

For the final process I usually make questions, such as multiple choice, filling gaps, they have information that we leave blank, they will fill in according to what they hear. For better understanding, use multiple choices, such as questions about the content in the audio, or I also make re-arranged sentences. what they hear in the audio, then I will give them a question, and ask them to arrange the

sentences. To see how far they understand the dialogue or text in the audio. In essence there are 3 sessions, there is an initial session by giving an initial overview of what it is like, then there is a hearing process, and there is an evaluation process. If I'm not mistaken, these strategies are called top-down and bottom up. (P5)

P5 stated that in the pre-listening section, participants will give the overview of the audio or video in order to ease students when listening to the audio. In the during-listening section, participants believe that students are processing the meaning of every word and students will comprehend the audio well. For the post-listening section, students do the task given by the participant. The participant believed this process was called Top-Down and Bottom-Up strategy.

2) Listening to song

Most participants used songs as the strategy in listening class. This kind of strategy is used by P1, P2, P4, P6, P8, and P9. A number of teachers apply this strategy by providing lyrics that have been left blank in several words for students to then fill in with words that match the song lyric they heard. This information is reflected in the following quotation “I also use songs. Listen to music then we delete some words, then ask them to fill in the words” (P1). In the same tone, another participant said that “The most frequent thing is definitely listening to songs, the strategy is filling the gap, which means filling in empty vocabularies” (P2).

I will give them the LKPD, the song I chose of course, as usual, there are some words that are skipped, omitted, so they hear it as usual using a tape recorder, previously using a tape recorder, now using speakers. Then when they listen, they will fill in the blank word. (P4)

In support of the above ideas, participant 8 said that “Usually by listening to songs for students, then I make a transcript, then they will fill in what I have left blank, right? Fill in the blank”, added by participant 9 saying that “Listening to songs, filling the gap”.

As same as other teachers, P6 also uses songs as a tool for learning listening. However, because the name of the subject taught is listening-speaking, the class is more about skill practice. After listening, students are asked to practice pronunciation of the song and give a performance in the form of singing the song they have heard for the assessment session.

There is also sing a song, singing like that too. Actually, in this singing practice, we choose songs with good lyrics, good themes, which are not too fast, because there is rap music whose music is very fast, they can't be caught, right, so standard ones, don't slow ones, because if it's too slow they don't practice, we practice their fluency, we practice their pronunciation. So after practice, perform again. (P6)

The excerpts indicate that P6 also added that teachers should choose songs that are suitable for students. Both in terms of lyrics, meaning, theme and intonation speed that can be achieved

by students. From the results above, it could be seen that six out of nine teachers use listening to songs as the strategy in English listening class.

3) Listening and watching native audio or video

This part provides excerpts of participants that used native source both video and audio, rather than monologue or dialogue. There are teachers who use audio and video, but there are also those who only use one of them. These strategies are used by P1, P3, P5, P6, and P9. This information is in line with the following quotation “And there is also listening to the conversation, they are asked to find out what was said in the conversation” (P1).

On the contrary, P9 uses video as media for students to listen to native conversation video in listening class. And also students are shown the native video for learning pronunciation and grammar from the native speaker directly “I will start by listened to the students a video from a native speaker so that they can hear the pronunciation and grammar from the native speaker directly” (P9).

However the same strategy was also used by participant 6 when teaching English listening but the focus taken in this lesson is to capture the words spoken by native. Participant 6 said that “When asked about strategy it's actually very simple, I look for as

much material as possible, videos that are native speakers if possible. ... The theory that I teach is how to capture the words spoken by natives”.

Furthermore, P3 and P5 have used both audio and video in learning listening. P5 has mentioned a specific theme for the conversation and gave the overview about the theme before it listened to the students as he said in the following excerpts “For example the material is about restaurants, later there will be audio, it could be conversations or other material about restaurants. Before I give the audio, I usually give them an overview first“. While for video native, he chose light topics which students could get and for the material he picked monologue and speeches as P5 stated that "Then I used native source which was an easy topic, I would bring a mini speaker and it seemed they had difficulty using native video. The material comes from videos, monologues, speeches."

In addition, these strategies are also implemented by P3 in teaching listening by mentioning the type of audio used, namely conversation audio which is usually used in the TOEFL test. P3 also provides tasks for this strategy, such as filling the blank and mappings. He also teaches students to prepare them for the TOEFL test later. P3 said that “Students will listen to the audio,

then sometimes there will be filling in the blanks, mappings, more precisely teaching like TOEFL. Teach children for listening tests”.

For the native video, P3 focused on answering questions about the topic of video as he stated that “I use audio and sometimes combine it with visuals, so it becomes audio-visual. We focus on the questions. But teaching beginner children, we have to use pictures and groups”.

From all the excerpts it can be concluded that although there are a number of participants who use this strategy in listening class, the focus, topic and the task for students are various, But in general this strategy is effective for students.

4) Watching movie

In addition, participants also use watching movies as the strategy in listening class. Two out of nine teachers who use movies as the media in listening class stated that the students will be given tasks while watching movies.

For example, if the *ustazah* invites them, we want to watch this, so the show we give must be age appropriate and we think the vocabulary is also suitable for students. And they don't just watch, one of the things we use when watching films also uses English subtitles, Indonesian is not allowed. So when they hear the words they read on the *infocus* screen, for example, they can match them. "Oh, I guess this is the word" So at least they use their sense of feeling. Even if they don't use their sense of knowledge, they don't really know yet, but they have the feeling "oh, this is what it means”. (P2)

In the abutment of the idea, Participant 8 said that “I also use the movie watching strategy, later I will ask what the conclusion of the movie is. If they understand, the answer will definitely be right”.

The explanation revealed that two out of nine participants use watching movie strategy in teaching English listening. But, even if they use the same strategy, the tasks assigned post watching movie are different for each participant.

5) Literation

This strategy requires students to read a text which they then have to retell to their friends in front of the class. At this time, his classmates are listening through non-speakers, that is from other students.

The strategy we use is listening to their own peers. It's called literacy. So every time we enter initial learning, Ust calls several students to come forward, to retell the material they have read in English. This means we can hone our friends' ability to listen to English more often.
(P1)

From the excerpt of the interview above, it indicates that P1 tried to make students get used to listening to English more frequently.

6) Listen and Tick

Another participant had a different strategy, the strategy is to listen and tick in English listening class. This strategy is implemented by giving several choices of homophone vocabularies, then students will choose which word is most appropriate based on what they hear. This information would be supported by the following quotation "Or listen and tick, I usually give them some of the vocabulary in the video that will be played, then they will checklist what words they heard" (P8). The quote of the interview showed that only one out of twelve teachers use listen and tick in teaching English listening.

7) Dictation

Another listening strategy in cognitive type is dictation. In this strategy the teacher will say a word, then ask the student to write down based on what they hear. This idea is supported by the following quotation "Apart from that, I have also used dictation, namely dictating in English. So it doesn't use sound, it's purely my own voice, so it's full English, then we cross check together" (P7).

In the same tone, another participant said that "Initially I tried to dictate first, then I used native topics that were easy" (P5). From the excerpts before, it indicates that dictation is the basic strategy before

giving the native audio so that students will get used to listening to English utterances.

8) Chain Whispering

This strategy is also used by English teachers in listening class. Chain whispering also helps students to practice listening through non-native speakers. This information is reflected in the following excerpt “Playing chain whispers” (P9).

c. Socio-affective

There are two strategies that include in this type of strategies. The strategies are group discussion and debate.

1) Group discussion

The strategy that teachers use in listening class is group discussion and opinion. Students would grouped randomly, then the teacher would give a theme or title for them to create a discussion. Each group will share and reply to each other's opinions to create an active discussion atmosphere. P7 is the only teacher who used this strategy “So we discussed it in English”.

2) Debate

Debate becomes the last strategy used in socio-affective type. P7 implemented this strategy in listening class to create an active class in order for other students to listen to their classmate during debate activity as he stated that “Sometimes I create debates, so that students actively talk, I just guide them. So they are active, obliged to speak up, and participate in the debate”. The excerpt shows that P7 acts as a guide rather than just a teacher. He believed by implementing this strategy, students would be more active in the learning process.

2. The strategy is overly used by teachers in listening class.

At this point, researcher provides findings related to strategies that teachers overly used in teaching English listening class. According to the interview, researcher found different strategies that were overly used by each teacher.

P3 implemented listening to the TOEFL audio test more often than other strategies as he said in the interview “Yes, audio for the TOEFL test”. P7 used discussion strategy overly in listening class as he mentioned in following excerpts “Discussions. So we discussed it in English”. P8 prefers listen and tick and native speaker audio as the overly used strategy as she said in the interview “Listen and tick and native speakers”. While P5 choosed dialogue native speaker strategy as

following quotation “So far it uses more dialogue”. P6 used imitation, practice and performance strategy often in listening class as he mentioned in this following excerpt “we use all three. For example, there is a first assessment of imitation technique, the first practice for a few weeks is imitation practice, then they perform, that's for each material”. Meanwhile P1 used literacy strategy recurrently as he said in this following quotation:

Most often literacy. So every time someone enters, someone has to come forward, one or two people have to come forward to speak English at the front, and the other friends have to listen. Later, we will choose one of the students who is listening to give a response to the friend who comes forward. Every day like that, they get used to hearing English every lesson. (P1)

Meanwhile P2 used listening to song strategy oftentimes in listening class as she said in this following excerpt “Which is more about filling the gap, filling in the gaps in the songs”. In the same tone, another participant also used listening song recurrently as this following quotation “I will give them the LKPD, the song I chose of course, as usual, there are some words that are skipped, omitted, so they hear as usual using a tape recorder, before using a tape recorder, now using speakers” (P4). P9 also agrees that listening to song is one of the overly used strategies in teaching listening as she mentions in this following excerpt “playing chain whispering, Listening to song...”.

According to excerpts of the interview above, it can be concluded that three out of nine teachers choose listening songs as the most

frequently used strategy in English listening class. This information indicates that listening to songs is the strategy that is overly used by teachers in teaching English listening in Islamic boarding schools in Aceh Besar.

B. Discussion

This section is the discussion of the findings that have been described above. There are two research questions proposed to this study. Both research questions are answered by the data gained from the interview. The first research question is “What kind of strategies do teachers use in teaching English listening at Islamic boarding Schools in Aceh Besar?”. From the research findings, it is revealed that there are three types of strategy that are used by teachers in teaching English listening according to O’malley and Chamot. The three types are metacognitive, cognitive, and socio-affective.

The first type consisted of strategy that related to metacognitive strategy. The only strategy that found in this study for this type is Pre-During- and Post- strategy. This type of strategy is related to the activities that teachers do with students before, during and after listening. This is a kind of development and strategy to stimulate and help students in listening activities. According to Soto and Garcia (2021) Teachers are recommended to implement the PDP Framework by using video, audio and text since students require well developed activities that help them

acquire the content and improve their listening comprehension abilities. These strategies are effective to be implemented in listening class because it eases teachers to arrange the plan of study in the classroom.

The second type includes the strategies related to cognitive strategy. The strategy is begin from bottom-up and top-down. It used commonly in the language teaching. It is in line with study by Yaqin (2013) stated that the English teachers tend to use the bottom-up in listening activity and top-down process activity in teaching listening. Next strategy is listening to song. Listyaningsih (2017) agreed that listening to English songs can add vocabulary, improve pronunciation, and can comprehend in listening skill and there is a way to improve listening skill.

The next strategy is listening and watching native audio or video. Many researchers prove that these strategies are effective to be used in listening class. Podcast is one of many types of media that could be implemented in the listening class based on this point. Ainun et al. (2023) stated that learning using audio-podcast media has an effect on students' listening skill because the study showed that there is improvement on students' achievement after using podcasts. Putri et al. (2023) find that the learning process of English movie lessons with English subtitles is recommended for better learning process students' listening comprehension in listening class. This strategy becomes the fourth strategy for this part. Participants also used watching movies in listening class and they found it effective.

However, literation become the next cognitive type of strategy. Literation means students are asked to re-telling story about what they have read while their peers are listening. This process is called listening through non-native speakers where they listen to their friends. Listen and tick also become part of cognitive type of strategy. This strategy encourages students to listen carefully and then check the words they hear on the student worksheet given by the teacher. The words will be written homophonically which will test students' abilities.

The next strategy that is used by participants in listening class is dictation. This strategy was also believed effective to be implemented in listening class because teachers would repeat the word or phrase several times by using a local accent that could be accepted by students. This is in line with Saputra (2018) finding that the application of cloze dictation technique improves students' listening comprehension in terms of general understanding. Chain whispering is become the last strategy. Although this strategy is simple, it has an impact on students' listening ability. As found by the study from Mukarrama et al. (2016) that the use of chain whispering technique can increase the students' listening ability.

The last type of strategy is socio-affective strategy. There are only two strategies that include this type, the first strategy is group discussion. In discussions, of course there are those who talk and listen. This process is called listening through non-native speakers and this is believed effective in improving students' listening abilities especially catching

sentences and utterances in English. This finding is related to Rahadi et al. (2014) who found that the implementation of group discussion in teaching listening increases students' comprehension in macro-skills. And the last strategy is debate. As well as discussion, debate increases students listening through the arguments both groups are uttered. This process also helps students to increase their listening ability through non-native speakers.

The second research question that was proposed in this study is “What are strategies that are overly used by teachers in teaching listening at Islamic boarding Schools in Aceh Besar?”. This research question was answered with the results of interviews taken based on the frequency of strategies most frequently used by teachers from all participants. The strategy that is most often used is listening to songs, where five out of twelve participants stated that listening to songs is the strategy that they overly use in teaching English listening. Moreover, the use of song in listening class affect students' listening ability as Lestary and Seriadi (2019) stated that using song in learning process especially in the listening lesson makes the pleasant atmosphere in the class and make the teacher explain the material easily, besides it also can improve students' listening skill as one of their meaningful strategies to overcome their problem in listening skill. In the same tone Melisa et al. (2022) stated that students look happy, enthusiastic and motivated in carrying out listening and learning activities using songs.

CHAPTER V

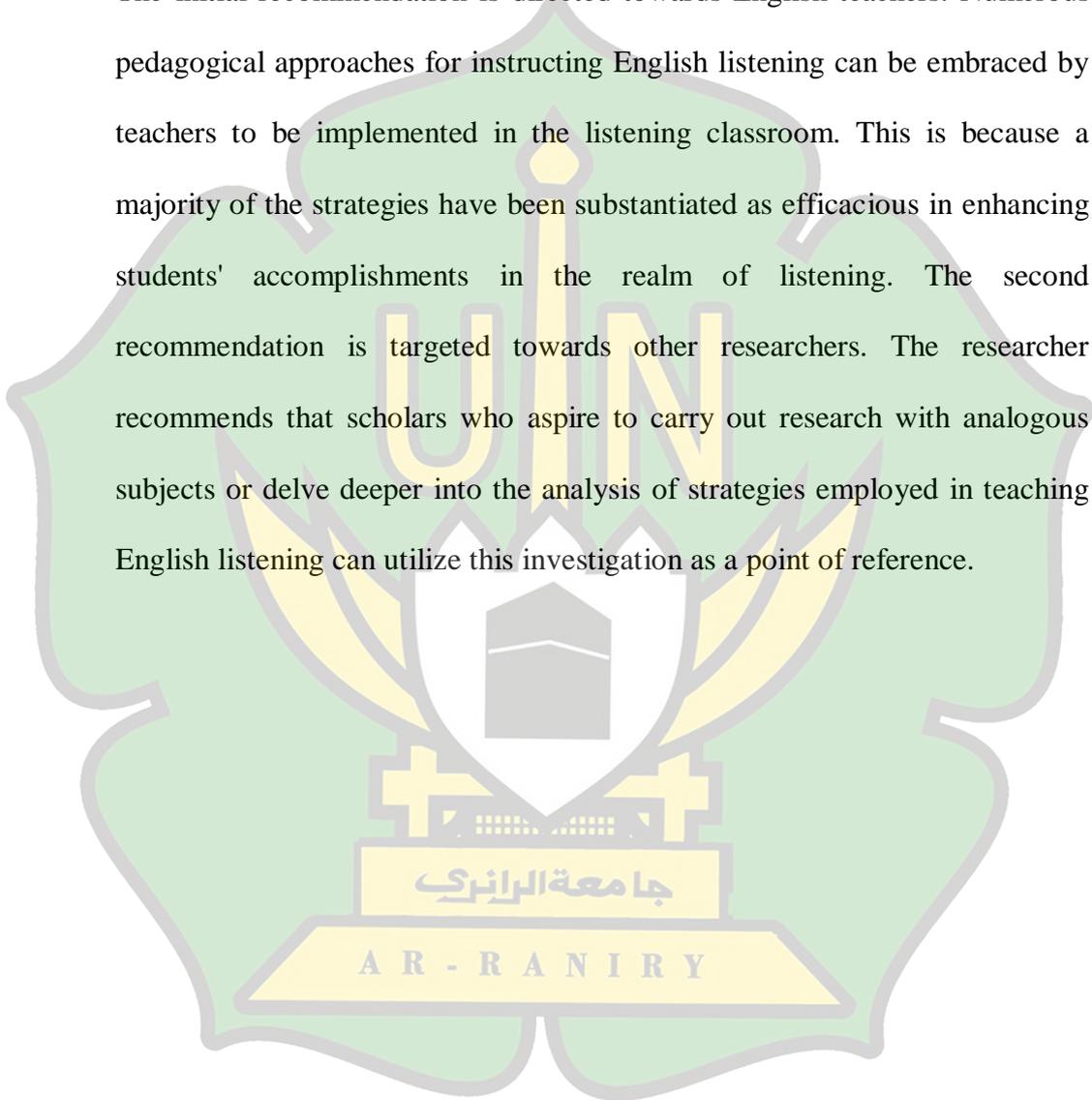
CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the findings and discussion in the previous chapter, the researcher would like to state the conclusion about strategies in teaching English listening. The results indicate that there are three types of strategy used by teachers in teaching English listening according to O'malley and Chamot. The strategies are metacognitive, cognitive, and socio-affective. The first type is metacognitive which is the only pre-, during- and post-strategy. The second strategy is cognitive which consists of several strategies that are included in this type of strategy. The strategies are bottom-up and top-down, listening to song, listening and watching native audio or video, watching movie, literation, listen and tick, dictation, and chain whispering. The last type is socio-affective which only has two strategies that are included in this strategy. The strategies are group discussion and debate. Furthermore, the strategy that is overly used by teachers in teaching English listening is listening to songs because the findings indicate that five out of twelve teachers agree that they use listening to songs mostly in teaching English listening.

B. Recommendations

Based on the findings of this study, the researcher would like to propose some recommendations to English teachers and other researchers. The initial recommendation is directed towards English teachers. Numerous pedagogical approaches for instructing English listening can be embraced by teachers to be implemented in the listening classroom. This is because a majority of the strategies have been substantiated as efficacious in enhancing students' accomplishments in the realm of listening. The second recommendation is targeted towards other researchers. The researcher recommends that scholars who aspire to carry out research with analogous subjects or delve deeper into the analysis of strategies employed in teaching English listening can utilize this investigation as a point of reference.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7648/UN.08/FTK/KP.07.6/07/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 13 Juni 2023

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara:

1. Prof. Dr. Habiburrahim, M.Com Sebagai Pembimbing Pertama

2. Mulia, S. Pd. L, M. Ed. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Annisatul Liza

NIM : 190203042

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Strategies in Teaching listening skills: A Case Study in Threes Islamic Boarding Schools in Aceh Besar

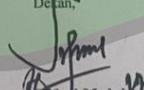
KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

AR - RANIRY

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Juli 2023
Dekan,


Syaiful Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

**KEMENTERIAN AGAMA**
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-10815/Un.08/FTK.1/TL.00/09/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala MAS Ruhul Islam Anak Bangsa
2. Kepala MAS Al-Manar
3. Kepala MAS Darul Ihsan

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : ANNISATUL LIZA / 190203042
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Angsa, Ir. Dahlia, Kp. Ateuk Deah Tanoh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Strategies in Teaching English Listening Skills: A case Study in Islamic Boarding School in Aceh Besar*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 September 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 28 Oktober 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.



YAYASAN RUHUL ISLAM ANAK BANGSA
DAYAH /PESANTREN RUHUL ISLAM ANAK BANGSA
MADRASAH ALIYAH
NSM : 131211060001 NPSN : 10114244
 Jln. Pintu Air Gue Gajah Kec. Darul Imarah Kab. Aceh Besar Kode Pos 23352 Telp. 44771

SURAT KETERANGAN
 Nomor : B-09.202.03/Ma.01.40/PP.00.6/SKet/10/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, No. B-10815/Un.08/FTK.1/TL.00/09/2023 tanggal 26 September 2023 tentang Penelitian Ilmiah Mahasiswa. Kepala Madrasah Aliyah Ruhul Islam Anak Bangsa menerangkan bahwa yang namanya tersebut di bawah ini :

N a m a	: ANNISATUL LIZA
N i m	: 190203042
Fak/Prodi	: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
Universitas	: UIN Ar Raniry Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada Madrasah Aliyah Ruhul Islam Anak Bangsa dalam rangka penyusunan Skripsi yang berjudul:

“The Strategies in Teaching English Listening Skills: A Case Study in Islamic Boarding School in Aceh Besar”.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Darul Imarah, 17 Oktober 2023
 Kepala,

 (Riadhi, S.Pd.)
 Nip. 197212111999051001



 AR - R A N I R Y



**KEMENTERIAN AGAMA
MADRASAH ALIYAH SWASTA AL-MANAR**

**KECAMATAN KRUENG BARONA JAYA
NSM : 131211060009 | NPSN : 10114252**

Jln. Blang Bintang Lama | Gampong Lampermai | KodePos : 23371
| Email : masalmanar2004@gmail.com

ACEH BESAR

Nomor : Ma.01.048/057/X/2023
Lamp. : -
Hal : **Telah Melakukan Penelitian**

Aceh Besar, 03 Oktober 2023

Kepada Yth,

**Dekan Fakultas Tarbiyah dan Keguruan (FTK)
UIN Ar-Raniry, Banda Aceh**

Di -
Tempat

Assalamu'alaikum Wr. Wb

Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh, Nomor : B-1081/Un.08/FTK.1/TL.00/09/2023 tanggal 26 September 2023, perihal Izin Melakukan Penelitian dan Pengabdian kepada Masyarakat sebagai berikut :

Nama : Annisatul Liza
NIM : 190203042
Prodi / Jurusan : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah Melakukan Penelitian/Mengumpulkan Data yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi dengan judul :
"The Strategies in Teaching English Listening Skill: A case Study in Islamic Boarding School in Aceh Besar".

Demikianlah surat ini kami buat, atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

جامعة الرانيري

AR - RANIRY





KEMENTERIAN AGAMA
MADRASAH ALIYAH SWASTA DARUL IHSAN
معهد دار الإحسان للتربية الإسلامية



DAYAH DARUL IHSAN TGK. H. HASAN KRUENG KALEE

NPSN:10114246; NSM:131211060004; Jl. Tgk. Glee Iniem, Desa Siem, Kec. Darussalam, Kab. Aceh Besar Kode Pos:23373

SURAT KETERANGAN PENELITIAN

Nomor: 106/Ma.01.038/PP.00.6/10/2023

Kepala Madrasah Aliyah Swasta Darul Ihsan, Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, menerangkan bahwa:

Nama : Annisatul Liza
NIDN : 190203042
Prodi/Jurusan : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa/i Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Aliyah Swasta Darul Ihsan dengan judul :

The Strategies in Teaching English Listening Skills : A Case Study in Islamic Boarding School in Aceh Besar

Demikian surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.



Siem, 14 Oktober 2023
Kepala Madrasah,

Atallah, S.Ag

NIP. 19760103 200710 1 002

جامعة الرانيري

AR - RANIRY

This is the Interview guidelines which I used to gained the data in order to answer the research question.

1. Strategi apa saja yang anda gunakan dalam mengajar English listening?
2. Bagaimana cara anda mengimplementasikan strategi anda dalam mengajar English listening?
3. Strategi yang mana yang paling sering anda gunakan dalam mengajar English listening?
4. Mengapa strategi tersebut paling sering anda gunakan daripada strategi-strategi lainnya?
5. Kesulitan apa yang anda dapatkan ketika mengimplementasikan strategi-strategi tersebut?
6. Apa yang anda lakukan untuk mengatasi kesulitan dalam mengimplementasikan strategi-strategi tersebut?
7. Apakah terdapat media yang digunakan dalam mengaplikasikan strategi tersebut? jika ada, Media apa saja yang digunakan dalam menjalankan strategi tersebut?
8. Apakah media tersebut tersedia di sekolah atau guru mempersiapkannya secara mandiri?
9. Apakah strategi-strategi yang sudah anda terapkan efektif bagi siswa dalam belajar English listening?
10. Peningkatan seperti apa yang dicapai siswa setelah anda menerapkan strategi tersebut ketika mengajar English listening?

AUTOBIOGRAPHY

1. Name : Annisatul Liza
2. Place/ Date of Birth : Meulaboh/ 09 November 2001
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Adress : Kp. Ateuk Deah Tanoh, Kec.Baiturrahman,
Kota Banda Aceh
7. Email : 190203042@student.ar-raniry.ac.id
8. Occupation : Student of Department of English
Language Education, UIN Ar-Raniry
9. Parents
 - a. Father's Name : Doni Yuliansyah
 - b. Mother's Name : Lili Suryani
 - c. Father's Occupation : PNS
 - d. Mother's Occupation : PNS
 - e. Adress : Jl. Letnan Mubin, Lapang, Kec. Johan
Pahlawan, Kab. Aceh Barat
10. Educational Background
 - a. Elementary School : MIN Meulaboh
 - b. Junior High School : MTsS Darul Ulum
 - c. Senior High School : MAS Darul Ulum
 - d. University : Department of English Language
Education, *Fakultas Tarbiyah dan
Keguruan*, UIN Ar-Raniry

Banda Aceh, 2 Desember 2023

The Writer

Annisatul Liza