

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF TEACHING STRATEGY USED BY THE TEACHER
ON LISTENING CLASS AT SMP IKHSAN PANCASILA SIDOKERTO
LAMPUNG TENGAH**

BY:

CINDY YULITA

STUDENT NUMBER: 1901053001



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING**

STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

1448 H/2026 M

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LAMPUNG TENGAH**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program

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1448 H/2026 M



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Assalamu'alaikum, Wr. Wb

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Assalamualaikum Wr. Wb.

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Sudah kami dapat setuju dan dapat diajukan untuk disidangkan, demikian harapan
kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

No: B - 2074 / Un.36.1 / D / P.00.07 / 07/2026

An Undergraduate thesis entitled: AN ANALYSIS OF TEACHING STRATEGY USED BY THE TEACHER ON LISTENING CLASS AT SMP IKHSAN PANCASILA SIDOKERTO
Written by: Cindy Yulita, Student Number 1901053001 English Education Study Program had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 17th 2026, at 08.00-10.00 AM

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**AN ANALYSIS OF TEACHING STRATEGY USED BY THE TEACHER
ON LISTENING CLASS AT SMP IKHSAN PANCASILA SIDOKERTO
LAMPUNG TENGAH**

ABSTRACT

**By:
CINDY YULITA**

This study aims to analyze the strategies used by English teachers in teaching listening skills to students, identify barriers to teaching listening skills, and identify effective strategies for teaching listening skills at Ikhsan Pancasila Junior High School. The data collection methods used were observation, interviews, and documentation. In addition, several sources from journals and books related to this paper were also used. The analytical techniques used in this study were data reduction, data presentation, and conclusion drawing. This thesis discussed the strategies used by teachers at Ikhsan Pancasila Junior High School in teaching listening, the obstacles encountered in teaching listening, and the most effective media or strategies for teaching listening. In conclusion, the author found that the most effective strategy in teaching listening is using visual media, specifically video. The results of this study emphasized how important to choose effective methods for improving students' listening skill. the writer hoped that this research would help English teachers create engaging and successful listening lessons.

Keywords: Teaching Strategy, Listening

ANALISIS STRATEGI PEMBELAJARAN YANG DIGUNAKAN GURU PADA PELAJARAN MENDENGAR DI SMP PANCASILA SIDOKERTO LAMPUNG TENGAH

ABSTRAK

Oleh:

CINDY YULITA

Penelitian ini bertujuan untuk menganalisis strategi yang digunakan oleh guru Bahasa Inggris dalam mengajarkan keterampilan mendengarkan kepada siswa, mengidentifikasi kendala/kesulitan dalam mengajarkan keterampilan mendengarkan, dan mengidentifikasi strategi yang efektif untuk mengajarkan keterampilan mendengarkan di SMP Ikhsan Pancasila. Metode pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Selain itu, beberapa sumber dari jurnal dan buku yang berkaitan dengan penelitian ini juga digunakan. Teknik analisis yang digunakan dalam penelitian ini adalah reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini membahas strategi yang digunakan oleh guru di SMP Ikhsan Pancasila dalam mengajarkan keterampilan mendengarkan, hambatan yang dihadapi dalam mengajarkan keterampilan mendengarkan, dan media atau strategi yang paling efektif untuk mengajarkan keterampilan mendengarkan. Kesimpulannya, penulis menemukan bahwa strategi yang paling efektif dalam mengajarkan keterampilan mendengarkan adalah menggunakan media audio-visual, khususnya video. Hasil penelitian ini menekankan betapa pentingnya memilih metode yang efektif untuk meningkatkan keterampilan mendengarkan siswa. Penulis berharap penelitian ini dapat membantu guru Bahasa Inggris menciptakan pembelajaran mendengarkan yang menarik dan menyenangkan.

Kata kunci: Strategi Mengajar, Mendengarkan

STATEMENT OF ORIGINALITY

Hereby I state that this undergraduate thesis entitled “AN ANALYSIS OF TEACHING STRATEGY USED BY THE TEACHER ON LISTENING CLASS AT SMP IKHSAN PANCASILA SIDOKERTO LAMPUNG TENGAH” is originally the result of the research done and written by the writer, in exception certain parts which are excerpted from the bibliography mentioned. The content in this paper has not been previously submitted to any other academic degree.

Metro, June 2026

The Writer



CINDY YULITA

ORISINALITAS PENELITIAN

Dengan ini saya menyatakan bahwa skripsi ini yang berjudul **“ANALISIS STRATEGI PENGAJARAN YANG DIGUNAKAN GURU PADA KELAS MENDENGAR DI SMP IKHSAN PANCASILA SIDOKERTO LAMPUNG TENGAH”** adalah hasil asli dari penelitian yang dilakukan dan ditulis oleh saya, kecuali bagian-bagian tertentu yang dikutip dari bibliografi yang sumbernya disebutkan dalam daftar pustaka. Isi dalam makalah ini belum pernah diajukan sebelumnya untuk gelar akademik lainnya.

Metro, Juni 2026

Yang menyatakan



CINDY YULITA

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"Sesungguhnya beserta kesulitan ada kemudahan."

(Al-Insyirah:6)

"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young."

- Henry Ford

DEDICATION PAGE

I dedicated this thesis to:

1. I dedicate this to myself, who has struggled and remained strong throughout the entire process of studying and writing this thesis. Thank you for always being strong and working hard to study and pay for your own tuition. You made it through to the end. You Rock!
2. My beloved parents, Eko Nurcahyo and Miswati who always support and pray for my life.

ACKNOWLEDGEMENT

The writer expresses her gratitude to Allah SWT for His grace and guidance, enabling her to complete her proposal entitled "an Analysis of Teaching Strategy Used by The Teacher on Listening Class at SMP Ikhsan Pancasila" as part of the requirements for completing the undergraduate (S1) English Language Education study program, Faculty of Islamic Education and Teacher Training, State Islamic University of Jurai Siwo Lampung.

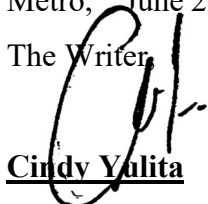
In completing this undergraduate thesis, the writer has received much assistance and guidance from various parties. Therefore, the writer would like to express her gratitude to:

1. Prof. Dr. Ida Umami, M.Pd.Kons., Rector of UIN Jurai Siwo, Lampung.
2. Dr. Siti Annisah, M.Pd., Dean of the Tarbiyah and Teacher Training Faculty, UIN Jurai Siwo, Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I., Head of the English Education Department.
4. Aisyah Sunarwan, M.Pd., as Supervisor, who provided guidance and direction in completing this individual assignment. I thank her for her valuable guidance, wise advice, motivation, time, knowledge, and her extraordinary patience throughout this process of this paper, and I am really blessed to have her as my advisor.
5. Lecturers and Staff of the English Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Jurai Siwo Lampung.
6. Research location, including the parties involved who granted permission to the author to conduct research at SMP Ikhsan Pancasila.

The writer realizes that this thesis still has many shortcomings, both in content and structure. Therefore, criticism and suggestions from readers are highly appreciated so that this thesis proposal can ultimately provide benefits to the field of education.

Metro, June 2025

The Writer,


Cindy Yulita

SN: 190105300

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CURICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background of Study

Learning English can be defined as mastery of four skills. The four language skills are listening, speaking, reading, and writing. The four skills can be categorized into two categories. Speaking and writing are called active or productive skills, while reading and listening are called passive or receptive skills. According to Richard & Schmidt, skills in language teaching are the mode or way in which the language is used.¹

The teachers have a crucial role in educating students in the school. Teachers are not just teaching. They have to be plurals educators, researchers, organizers, and advisors. Good teachers are flexible and respond creatively to what happened in the classroom.² Teaching English is not easy. With different levels of skill in each class, teachers have to use effective strategies that allow students to learn the material. Teachers must be creative in choosing materials and be able to stimulate students' interest. Therefore, teachers need to utilize several strategies to support the teaching and learning process especially in teaching listening

¹ Melawati Dewi dan Ahmad Bukhori Muslim, "Integrated Skills Approach in Teaching EFL Writing and Speaking as Productive Skills: A Case Study in Indonesian Context," *LET: Linguistics, Literature and English Teaching Journal* 14, no. 1 (2024): 161–81, <https://doi.org/10.18592/let.v14i1.12334>.

² Rospinta Hulu, Sitasi Zagoto, and Restu Damai Laia, "Teaching Strategies Used By English Teacher during Pandemic Situation at Eight grade of SMP Negeri 1 Lahusa," *Research on English Language Education (Relation Journal)* 1, no. 1 (2022): 1–10.

Listening is an important skill in learning English as a foreign language and it is recognized as the key to know a language. Listening is the ability to understand and identify what others are saying. This process involves understanding the speaker's accent or pronunciation, grammar, and vocabulary, as well as comprehending their meaning. In education, listening can help students perform academic tasks such as listening to presentations and speeches or obtaining information that enables them to complete assignments. Listening, as used in foreign language teaching, refers to the complex process that enables us to understand spoken language. Therefore, listening also provides students with a diverse vocabulary because it encourages them to speak and allows them to imitate the speaker's speech. This means that by listening, students not only improve their listening skills but also their communication skills.

Students with good listening skills will be able to understand what the speaker's point and able to respond with their own understanding, which will encourage the conversation and discussion to proceed. Students with listening skill deficiencies will lead the dialogue to become halted due to their incapability to reply to the speakers.

According to Goh, the most common problems faced by students in listening are quickly forgetting what is heard, not recognizing the words they know, understanding the message but not the intended message, neglecting next part while thinking about meaning from words heard.³

³ Christine C.M. Goh, 'A Cognitive Perspective on Language Learners' Listening Comprehension Problems' System, 1999, 60.

Many students still struggle with listening, according to research. Learning is still far from meeting expectations when it comes to real-world listening practice. Teachers still teach listening using conventional methods since many of the textbooks they use in the classroom are not equipped with audio files. Another issue is that some students still consider listening as a passive talent. Listening is a lesson that is avoided by students because they have difficulty understanding what the speaker is saying due to a lack of vocabulary. So teachers must choose topics that are likely to occur every day. In language classes, listening is essential since it gives students input. Learning cannot start if information is not understood at the proper level.

This was a challenge for all teachers. It was the same as when the writer conducted a survey at SMP Ikhsan Pancasila. Based on interview with Miss Ela on 21st October 2025, an English teacher of SMP Ikhsan Pancasila, she explained that difficulties in teaching listening are poor quality audio equipment, lack of interest or attention from students, limited vocabulary, and lack of background knowledge about material. For some students, they said that difficulties in learning listening are lack of vocabulary, speed of speech, and memory problem.

In this situation, the teachers seemed to be forced to make an effort in choosing teaching strategies. Teaching strategies are a general description of teaching and learning process, that the plans, methods, and techniques used by teachers to teach students. In this new situation, the teacher had to be creative

in finding and applying teaching strategies to convey material so that the teaching and learning process could continue.

First, writing strategy include planning, drafting, and editing, and the second, listening strategy include listening to the song, write the lyrics, and sing a song.⁴

Based on the explanation above, the writer interested in observing and finding out what strategies were used by teacher in teaching listening. Therefore, the writer became curious and tried to analyze this in a study entitled an Analysis of Teaching Strategy Used by The Teacher on Listening Class at SMP Ikhsan Pancasila.

B. Problem Formulation

Based on the results of the background of the problem, several research questions can be formulated in this study including:

1. What strategies are used by teachers in teaching listening at SMP Ikhsan Pancasila?
2. What obstacles are faced by teachers at SMP Ikhsan Pancasila in teaching listening?
3. What is the most effective strategy and media used by teachers in teaching listening?

⁴ Putri Lita Anggara, *English Education Department Faculty Of Education And Teacher Training Universitas Tidar*, t.t.

C. Objective and Benefits of Study

1. Objective

Based on the formulation of these problems, several objectives can be established for conducting this research, namely:

- a. To obtain strategies are used by teachers in teaching listening at SMP Ikhsan Pancasila.
- b. To find out the obstacles faced by teachers at SMP Ikhsan Pancasila in teaching listening.
- c. To analyze the impacts of the strategies used by teachers in teaching listening at SMP Ikhsan Pancasila.

2. Benefits of Research

a. For Teacher

For teachers, this research is expected to find out the strategies that are suitable to use in teaching listening. The result can serve as a reference in providing effective learning by utilizing technological developments in the educational environment.

b. For Students

For students, this research is expected to provide motivation for students to increase their interest in learning listening. It can be used as information regarding how to learn English more effectively, increase vocabulary, and easier to understand about the material.

c. For other researchers

This research serves as information for other researcher who are interested in conducting research on the topic about teacher strategies in teaching listening.

D. Prior Research

This research was based on several previous studies related to the existing discussion topics. The writer will describe the scopes of the study, including objectives, methods, and results.

The first previous research was conducted by Atikah Yulianti entitled “*an Analysis of Teacher Strategies in Teaching Listening During Online Classes*”. The research used a qualitative method with a phenomenological approach. They found that the strategies used by teacher to increase students’ interest in learning included providing students with an understanding of the importance of learning and making learning material use brief and engaging explanations, apply simple and interesting learning media, to achieve learning in any conditions especially during online class. The subjects of this study are the teachers of SMA N 11 Jambi.⁵

The second research was conducted by Nazla Ainun Kasim and Sri Rumiyaningsih Luwiti entitled “*an Analysis of Teachers’ Strategies in Teaching Listening*.”⁶ In their research, they used a qualitative case study and

⁵ Sutarto, et. al., “Teacher Strategies in Online Learning to Increase Students’ Interest in Learning During COVID-19 Pandemic”, *iiCET*, Vol. 8, No. 3, 2020

⁶ Widarini, et.al., “Teachers Strategies In Online Learning During Covid Pandemic”, *JPBII*, Vol. 9, No. 2, September 2021

the subjects of their study were three teachers by using bottom-up dan top-down strategies. This study aimed to investigate strategies and challenges faced by teacher in delivering material in teaching listening. It was found that Bottom-up strategy in pre-listening session, teachers help students to identify the vocabulary, grammar which is the key of the conversation that are played in audio of listening. While top-down strategy in pre-listening session, students use their knowledge as a context and situation.⁷

The third research was conducted by Devi Kurnia, Meigha Ratih Tirtanawati and Puput Suriyah entitled “*An Analysis of Teacher’s Strategies in Teaching Listening at Tenth Grade of SMA N 2 Blora*”.⁸ This study had similarities with the current research as both studies investigated strategies in teaching listening. In this study, learning materials are delivered by using media audio visual such as Youtube. The purpose of Youtube is to engage more attention from students and to create exciting, fun, and interactive learning.

The difference of this research compared to the previous research is, in previous research it was explained only teacher strategies in teaching listening were explained. In contrast, this study discusses not only the teaching strategies in teaching listening but also the obstacles and the impacts of the strategies used by teachers at SMP Ihsan Pancasila Sidokerto in teaching listening. Furthermore, the data collection techniques in this research using observation, interview, and documentation.

⁷ Nazla, et. Al., “an Analysis of Teachers’ Strategies in Teaching Listening”. *Aksara: Jurnal Ilmu Pendidikan Nonformal*. 5. 1. 10.37905/aksara.5.1.1-8.2019.

⁸ Devi, et. al., “An Analysis of Teacher’s Strategies in Teaching Listening at Tenth Grade of SMA N 2 Blora” *Jurnal Pendidikan Edutama*, 2020

CHAPTER II

THEORETICAL REVIEW

A. Definition of Listening

There are four skills in English learning, one of them is listening. Listening is ability to receive and understand what people say. Listening is the most crucial language acquisition skill, according to Morley and Rost, as the majority of it can be applied in everyday situations and it develops more quickly than other language abilities, suggesting that it promotes the development of other language skills.¹ Additionally, such abilities fall into two categories. The first is the ability to produce communications both vocally and in writing, which includes speaking and writing. Receptive skills include reading and listening, but they also require receiving and comprehending what is being read or heard. According to Osada, listening is viewed as a passive skill that will develop on its own rather than being sufficiently accepted on its own.²

Pourhosein G. and Seyedeh M. A. claim that it is also crucial to the communication process³. This indicates that hearing is crucial to language acquisition. Students must be able to comprehend language input in order to

¹ Abbas pourhosein Gilakjani & Narjes Banou Sabouri, Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review, 2016, English Language Teaching; vol. 9, No. 6. P. 123 <http://dx.doi.org/10.5539/elt.v9n6p123>

² Abbas pourhosein Gilakjani & Narjes Banou Sabouri, Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review, 2016, English Language Teaching; vol. 9, No. 6. P. 123 <http://dx.doi.org/10.5539/elt.v9n6p123>

³ I.P.F.C.K.Brian, I.N.P.H.Saputra, N.K.Wedhanti, The effect of Teaching Using Audiovisual (Video) Media, on Seventh Grade Students Listening Comprehension at SMP Negeri 1 Mengwi Academic Year 2017/2018, Universitas Pendidikan Ganesah Singaraja, p.1

listen. Thus, it goes beyond simply hearing "enter the left ear out of the right ear" or the other way around.

According to Nation and Newton, the best method to communicate is to listen. The first step in learning a language is listening⁴. Listening is the first linguistic skill that people acquire. Language learners need to become proficient in this area. Since all talents are related to other people, we can learn to read, write, and communicate via listening.

It is obvious that Listening has an impact on other skills, which explains why listening is one of the most crucial language acquisition abilities. When people listen, they actively interpret what they hear by comparing it to what they already know. Since hearing and relating are fundamental language skills, humans can speak, read, and write from listening. Without ever hearing, people cannot naturally communicate, and listening is a great way to learn a lot. Since listening is a first language skill, we must become proficient in it while learning a second or foreign language. This is the purpose of language.

B. Teaching Listening

In teaching listening there are main stages that we must build. It is the same as we teach listening comprehension. According to Helgesen and Brown as follows:

⁴ LS.P. Nation and Jonathan Newton, 2008, Teaching ESL/EFL Listening and Speaking (New York: Taylor & Francis e-Library), p.37

1. Pre - Listening

Pre-listening is a warm-up activity before students have actual listening assignments. Pre-listening is how we can help learners strike a balance between top-down and bottom-up processing. In many warm-up activities, students perform tasks to activate their schemes. When the learner uses both top-down and bottom-up processing, it is called interactive processing. Pre-listening activities are almost the same as brainstorming in reading or writing.

2. During listening

In the part while listening to the lesson, students carry out activities such as listening to the essence, and sequencing which helps them to understand the text.

3. Post-listening

The range of post-listening activities is at least as wide as the listening task itself. Sometimes, post listening may be as simple as checking answers to comprehension questions, either with the teacher telling students what the correct answer is, by eliciting answers from students themselves, or by asking students to compare their answers in pairs or small groups

Generally, listening involves students being able to understand various meanings (between individuals, opinions, books lessons) various oral texts with communicative purposes, text structure, and certain linguistics. At this time, the internet has been used to build educational networks, but learning by

utilizing the internet continues to grow rapidly. There is a relationship between online learning and listening skills since students can access a wide range of learning materials that are easily accessible by students and also have flexible time so that students can repeat the material at their leisure in order to improve students' abilities in learning listening skills.

C. Indicator of Listening

Listening is one of the skills in teaching English. Listening is not passive ability but active communication. Listening aims to understand and respond to what we hear. When we hear, we always give response either through direct spoken language or body language. To get maximum results, teachers must be able to use media that can measure to find out if the material delivered can be absorbed by students properly.⁵

No	Assessed Aspect	Elements	Maximum Score
1.	Vocabulary	- Accuracy of word - Understanding each word - Word choice	100
2.	Fluency	- Intonation - Pronunciation - Speak easily	100

⁵ Rahayuningsih, et, al., 2021. Teaching Listening Through Podcast. Wanastra: Jurnal Bahasa dan Sastra. 13. 93-101. 10.31294/w.v13i2.10924.

3.	Comprehension	- Understanding the meaning - Diction - Structure and grammar	100
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Assessment Criteria	Score
Failed	40-51
Enough	52-61
Average	62-71
Well	72-81
Fluent	82-91
Master	92-100

D. Teaching Strategies

Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target. According to Darmansyah, learning strategy is a component of a learning system.⁶ In addition, Sanjaya said that the learning strategy is a plan, method, or activity carried out by

⁶ Darmansyah, *Strategi Pembelajaran Menyenangkan Dengan Humor*, (Jakarta : Bumi Aksara, 2010)

teachers and students to achieve effective and efficient educational goals.⁷ Effective and efficient learning is important for the success of learning. In addition, the teacher strategies are the effort made by the teacher in making the learning process run well.

The learning strategy includes everything related to the lesson plan that will be implemented. Such as preparing what material will be delivered, what learning methods are following the material to be delivered, and the form of evaluation and assessment of learning outcomes.

Furthermore, in determining a learning strategy the teacher has an important role in the planning and implementation process. The teacher's strategy is a learning plan created by the teaching teacher as a reference in the implementation of learning by preparing all the stages in learning, materials, and learning methods used during the learning process.

Based on the explanation from the expert, the writer concludes that the learning strategy by the teacher is an effort made by the teacher by applying appropriate and sequential learning stages to achieve effective and efficient learning objectives. Devlin and Samarawickrema proposed ten ideas of powerful coaching strategy. They are:

⁷ Sanjaya, *In Startegi Pembelajaran Berorientasi Standar Proses*, (Jakarta : Kencana Perdana Media Group, 2006)

1. Teaching and curriculum layout want to be centered on assembly college students' destiny needs, implying the improvement in students of familiar competencies along with essential thinking, teamwork, and communication skills, among others;
2. Students have to have a thorough knowledge of essential ideas although which means much less content is covered;
3. The relevance of what's taught have to be set up with the aid of using the use of real-life, current, and/or nearby examples and with the aid of using touching on the idea to practice;
4. Student ideals have to be challenged to address misconceptions;
5. A kind of mastering responsibilities that interact college students, together with student discussion, want to arise simply so significant mastering takes place;
6. Genuine, empathetic relationships with person students have to be set up in order that interplay can take place;
7. Teachers have to encourage college students thru showing their enthusiasm, encouraging college students, and presenting interesting, exciting, and lively classes;
8. Curriculum layout has to make certain that aims, ideas, mastering sports, and evaluation are constant with attaining mastering effects associated with destiny pupil needs;

9. Each lesson has to be very well deliberate however flexible in order that essential variations can be made primarily based totally on comments all through the class; and
10. Assessment has to be constant with the desired mastering effects and has to, therefore, be authentic responsibilities for the subject or profesion.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

This study used qualitative research methods with descriptive approach which is this method aims to describe in detail the conditions of a context according to what is in the field of study. Qualitative research is a type of research that produces findings that cannot be achieved using other statistical procedures.¹ The reason the writer used this research method is because this study aims to analyze teaching strategy using classroom observation and teachers interview rather than measurement.

Qualitative research involves efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data, and interpreting the results of data analysis.² The methods that are usually used are interviews, observations, and use of documents.

In this case, the writer desired to analyze the program and activities that occur during the learning process carried out by English teachers during learning by making an observation that comes from conducting interviews and data provided by the parties concerned directly.

¹ Farida Nugrahani, *Metode Penelitian Kualitatif: Dalam Penelitian Pendidikan Bahasa*, (Surakarta: Ttp, Tt), 4

² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (California: Sage publication, 2014), Fourth Edition: 5

B. Data Source

Data sources are data that contains existing information and materials to be searched for, observed, and then researched by the writer. Edi Subroto stated that research data is information contained in everything that is the research target area. Data source can be extracted and collected through various data sources, such as documents sources, a person, events or activities, places or locations, and objects.³ The source of data used in collecting the data needed in this research is to use data in the form of primary and secondary.⁴

In this study, primary data were obtained from interviews, observations, and data obtained directly. The writer conducted interviews with two teachers at SMP Ikhsan Pancasila about teacher strategies in English learning class especially listening class.

Meanwhile, secondary data is data that supports theories obtained from primary data. Such as, the script of interview, supporting research journals and pre-existing books.

C. Data Collection Technique

In the process of collecting data, writer used several kinds of data collection techniques based on the topics discussed in this study. Sources of data used in this study are from interviews, observation, and documentation.

³ *Ibid.*, 211-212

⁴ G. Anderson, *Fundamental Of Educational Research*, (USA: The Falmer Press, 2005)

1. Documentation

The document is a data collection technique by utilizes notes, archives, pictures, films, photos, recordings, and other documents related to the problem and not just an estimate. In qualitative research, the document is secondary data that functions as a support and complement to research sources.

Documentation in this study refers to the results of an in-depth interview script that done by the teachers at SMP Ikhsan Pancasila. Recordings during the interview, complementary data provided by the resource person, and research reference books.

2. Observation

Observation is an activity carried out to analyze individual behavior directly to obtain an overview of the research problem. In contrast to interviews, the object of this observation is not limited to people but can also be carried out on nature, objects, or an activity carried out by individuals or groups. In this research, the writer did an observation about the teachers' method, media, and evaluation during online class..

3. Interview

The interview is an activity carried out by two people to exchange information and knowledge through a question and answer process.⁵ In this research, the interview is the first step taken by the writer in the process of

⁵ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2016), 231

obtaining information related to the research topic. The writer conducted in-depth interviews with respondents or research subjects, writer reviewed the results of the interviews. Checked the reliability of the data and then evaluated the results of interviews about the teacher's teaching strategies that have been carried out previously

This research focuses on the teacher strategies in listening learning. Therefore, interviews were conducted with English teacher at SMP Ikhsan Pancasila. It was done to obtain information needed in the research process and a way to understand how teacher strategies during online class.

In its implementation, the writer observed and interviewed two teachers at eight grade students at SMP Ikhsan Pancasila. In interviews with teachers, writer conducted direct interviews.

D. Data Analysis Technique

Data analysis is a step after the implementation of the data collection process. It is done to sort out the data that has been obtained and then choose between data not used. This analysis is carried out by interpreting the data, to find meaning and implications as a result of the research.

Milles & Huberman divides data analysis into three components, there are; data condensation, data display, and conclusion drawing / verification.⁶

⁶ Matthew B. Miles, A, Michael Huberman, Johnny Saldana, *Qualitative Data Analysis second edition*, (London: SAGE Publication, 2014), p.31

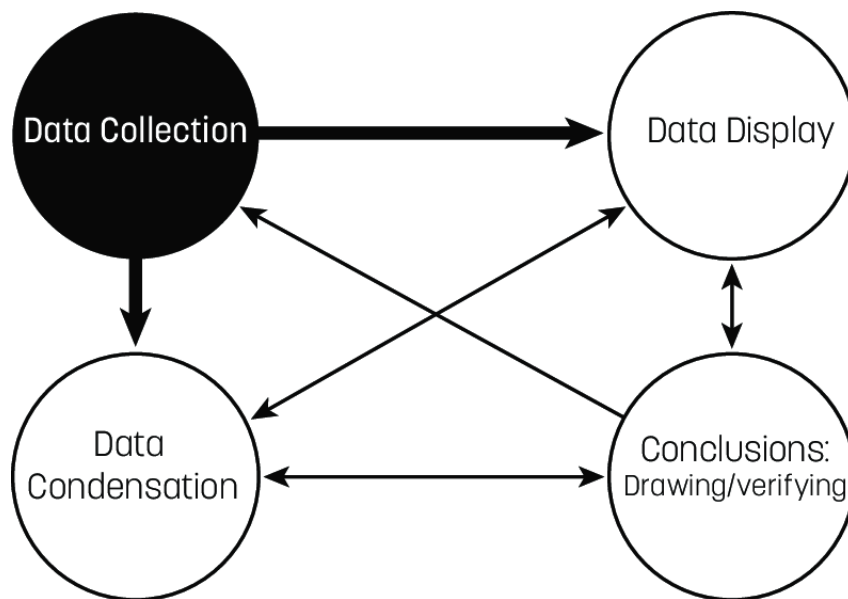


Figure 3.1

The Components of Data Analysis (Interactive Model) by Miles, Huberman, and Saldana

1. Data Condensation

Data condensation involves refining, streamlining, and transforming raw qualitative materials such as field notes, transcripts, and documents into a clearer form. It refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes or transcription. Rather than using the term data reduction, which suggests a loss of valuable detail, condensation emphasizes making the dataset more robust and meaningful. The data analysis process for this study involved the following steps:

- a. The writer collected and gathered data through surveys and interviews.
- b. The selected data was transcribed and filtered based on its relevance to the research questions.

2. Data Display

Data display refers to an organized and condensed of information designed to facilitate drawing conclusions and taking action. By presenting qualitative data through narrative text, tables, and visual graphics, the writer can better comprehend the findings and form valid, evidence-based conclusions. In this study, the data displayed are from the results of interviews conducted on research subjects, there are two teachers at SMP Ikhsan Pancasila Sidokerto Lampung Tengah. The data presented is in the form of a narrative text about the results of the interviews.

3. Conclusion Drawing and Verification

Drawing conclusion is an interpretation of the result of data analysis and interpretation. Drawing conclusion was carried out after the implementation of the initial two steps of data analysis, that is data condensation and data display. It is done after the data obtained has been dug carefully, completely, and in-depth so that meaning is found in the resulting research. Especially in research using qualitative method. In the conclusion, it is necessary to carry out a verification process so that the meaning can be accounted. The verification process for the conclusion can be carried out by repeating the research steps, including examining the data collected from the field. Verification can be a brief look back at field notes or it can be thorough and detailed.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter the writer would like to discuss the results of research conducted in the field. This research was conducted through several stages, namely interviews, observation and documentation. The writer described the results of this research from the questions that have been mentioned in problem formulation. First is about strategies used by teachers in listening class at SMP Ikhsan Pancasila through interviews and observations. Second, the writer described the difficulties experienced by teachers and how to solve those problems. Third, the writer described the most effective media used by teachers in teaching listening.

A. Finding Result

1. Brief Description of Research Location

SMP Ikhsan Pancasila is a junior high school located in Sidokerto, Bumi Ratu Nuban District, Central Lampung Regency. SMP Ikhsan Pancasila was founded in 1983 under the auspices of the Ikhsan Pancasila Education Foundation to provide secondary education for the community. Ikhsan Pancasila Foundation offers not only junior high school level, but also kindergarten level.

The location of SMP Ikhsan Pancasila is in a residential area and is quite close to other educational facilities such as Sidokerto 1 Elementary School, Pancasila Kindergarten, village field, and Islamic boarding school. Currently, the school uses Merdeka Curriculum, where teachers are given the

freedom to determine learning methods and teaching strategies that suit students' needs and are customized to the stages of student achievement and development. SMP Ikhsan Pancasila is led by Mr. Miftahudin, S.Pd as the principal since 2024, and has a teaching staff of 11 teachers, namely 9 subject teachers, 1 guidance and counseling teacher (BK), and 1 school administration staff.

In the 2025/2026 academic year, the number of students is 147 students, with 74 male students and 73 female students. They are divided into several study groups, 2 classes for class VII, two classes for class VIII and 1 class for class IX.

2. Observation and Interview Results

This section presented the writer's observation of the two English Teachers at SMP Ikhsan Pancasila during listening activity in class. Teachers were observed regarding the types of learning activities they conducted, the methods they used, the materials they used, and the classroom learning environment when they implemented the strategies. This observation only focuses on grade 8.

English subject at SMP Ikhsan Pancasila is held twice a week, Tuesday and Thursday. When teachers were interacting with students, English teachers used both English and Indonesian. They explained and communicated using English first, after few words then repeat them in Indonesian. Both teachers aim to help students develop their vocabulary and

improve their listening skill. Students are expected to answer questions in English when Teacher A and Teacher B ask, thus creating a positive English learning environment.

The school is located in a village, and the majority of students live near the school. In a village environment where Javanese is the primary language, learning English presents its own challenges. According to one of the teachers there revealed that interest in learning English is still very low. Therefore, as a teacher, she did not dare give difficult tests, especially those that focus on blank words or sentences. For some students, English lessons are still scary. Some absolutely hate them, while others are indifferent as long as they aren't asked to come forward, either to answer questions or express their ideas. They can be perceived as passive.

With mediocre facilities, it's understandable that student interest in learning English remains low. There is no language laboratory, no audio equipment installed in any classroom, and no specific activities where English plays a major role. Therefore, for each listening class, teachers bring a sound system or LCD projector to display videos or songs from their laptops. The school does receive government assistance in the form of an interactive flat panel (IFP), but it is housed in a 9th-grade classroom.

During the lesson, both teachers taught in phases. In the pre-listening phase, the teachers explained the material and activities to be carried out that day, using some vocabulary that might be unfamiliar to students or difficult to pronounce. The teacher introduces new vocabulary by using PowerPoint

and a projector to display images without captions or write them on the board, and students who already know English from the activities in the images can take turns saying the words. After students guess all the vocabulary words using the images, the teacher reveals the correct answers so students can learn how to write each vocabulary word. Teacher also encourages students to learn vocabulary pronunciation by having the teacher say the words first, and then the students follow along. Next, in the listening phase, both teachers asked students to fill in the blanks based on the speaker's song or conversation displayed on the LCD. For the post-listening phase, not all students listened due to time constraints, so the lesson ended after collecting the worksheets.

B. Discussion

Based on these findings, it can be concluded that both teachers implemented several strategies in teaching listening skills in class and faced several difficulties during the learning process.

1. Strategies Used by Teachers in Teaching Listening

In teaching listening, it is crucial to use strategies appropriate to the learning material to ensure effective learning. Observations and interviews with two eighth-grade English teachers at SMPN Ikhsan Pancasila revealed several similarities in the strategies used in their classes. Both teachers employed attention-based strategies and graphic vocabulary building with their students.

Teachers use a variety of strategies. Some strategies utilize multiple media, such as songs, animated videos, and conversational videos or films. These media are tailored to the material being presented and have a positive impact on students. Some students can focus on material solely through sound (audio), while others understand it better through visuals (video). Using this combination of media ensures that all students have the opportunity to understand the material in a way that works best for them. Additionally, integrating multimedia elements adds novelty and variety to the learning experience, making it more engaging and stimulating for students. Listening to songs, watching videos, or listening to audio clips can pique students' curiosity and motivate them to actively participate in the lesson and this affects the enhancement of their English learning results.

According to Miss Ella, in listening lessons, she did not entirely use English to communicate. She used 70% Indonesian and 30% English. She said often translated what was said in English as well.¹ They used the listening learning phase. In the pre-listening phase, she provided more ice-breakings to engage student enthusiasm while other teacher gave several games to students so that listening activities could also be physical activities, such as whispering games and drawing based on instructions given by the teacher. In this phase, the teacher also gives trigger questions, such as what vocabulary appears in the holiday theme, for example. This

¹ Miss Ella Rusmiana, S.Pd, The result of interview, April 2026

will encourage students to immediately search for vocabulary related to the holiday theme. According to interview with teacher

During listening activities, students engage with audio that teachers has prepared for the day's lesson. Post-listening activities are tasks students complete to conclude the previous listening practice with a purposeful activity. The implementation of these three stages significantly impacts students' listening tasks. Interviews with participating teachers emphasized the importance of implementing pre-listening activities. If teachers fail to implement pre-listening tasks, students will not be prepared for the listening practice. If students lack pre-listening preparation, the effectiveness of their listening learning will decrease, leading to less optimal results. It is crucial to emphasize that the pre-listening tasks educators implement for students need to be carefully planned to ensure students achieve the best possible outcomes from the listening practice they engage in during the lesson.

Teachers built vocabulary-building exercises into their lessons, linking new words to their phonetic components. This helped students connect the sounds they heard with the corresponding words, thus aiding comprehension. Before introducing complex listening tasks, both teachers ensured students had a solid understanding of basic grammatical structures. This approach aimed to minimize contextual confusion during listening activities and improve overall comprehension. In providing exercises to their students, they began with simpler tasks and gradually progressed to more complex listening exercises, ensuring the gradual development of

listening skills. Therefore, both teachers at SMP Ikhsan Pancasila did not entirely provide exercises in the form of blank sentences or difficult ones.

This answers the first problem formulation number 1 about what strategies are used by teachers in teaching listening at SMP Ikhsan Pancasila. The answer is an approach strategy by increasing vocabulary by using various media such as laptops, LCD projectors, speakers, and songs.

2. The Obstacles Faced by Teachers in Teaching Listening

Certain conditions or circumstances are necessary for classroom learning, particularly in teaching listening skills. However, this cannot be achieved if various factors are not complete, making it difficult for teachers to teach students in listening class. Based on the results of observations, several obstacles occurred.

The first obstacle was the school's lack of facilities to support listening. The speakers used were not clear and the audio quality was poor, making it difficult for the entire class to hear the audio clearly. To address this, the teacher sent the audio to a WhatsApp group so that each student could hear it clearly. Actually, there is a flat panel or smart TV, but only one and it is placed in class 9, so the teacher feels inconvenienced when they have to move the smart TV to other classes.

Low of interest in learning English so that vocabulary is very limited. Lack of vocabulary, so that when the audio is played, they will only catch a few familiar words. Many students try to translate every word they

hear into their native language. When they encounter an unfamiliar word, their brains pauses and they lose the conversation, and they miss the rest of the audio.

This finding answers the second formulation problem in this study, about the obstacles faced by teachers at SMP Ikhsan Pancasila in teaching listening. The challenges that teachers faced not only lack of media facilities at school, but also lack of interest in learning because students feel they don't use English in their daily lives.

3. The Most Effective Media and Strategy in Teaching Listening

The most effective strategy in teaching listening is active listening paired with a Three-Stage Lesson Plan (Pre-listening, While-listening, and Post-listening). The most effective media are audio-visual materials, such as podcast, films, video conversation which provide visual context, natural speech patterns, and real-life relevance for students. The reason why audiovisual media is more appropriate is because children can directly see how someone pronounces words and hear better because they can see the speaker's mouth movements. Because if only using audio, sometimes the quality is not good and the speaker speaks at a relatively fast speed.

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Nomor : B-1506/In.28.1/J/TL.00/04/2026
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Aisyah Sunarwan (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **CINDY YULITA**
NPM : 1901053001
Semester : 14 (Empat Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS OF TEACHING STRATEGIES USED BY THE
TEACHER ON LISTENING CLASS AT SMP IKHSAN PANCASILA**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 April 2026

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
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Program Studi : TBI
Semester : XIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Thursday 23/10/2015	- keep focus on research that is related to your interest - the change of title can be done on the day of paper session - in problem background, you have to explain about the reason to conduct the research	
2.	Friday 24/10/2015	- Explain in detail about the students problem according to the result of pre-survey - find the update method to teach history	
3.	Wednesday 12/11/2015	- put prior research - about the theory about teacher	
4.	Monday 8/12/2015	- add theory about teaching strategies.	

Mengetahui
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Program Studi : TBI
Semester : XIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Dosen
5.	Monday 5/12	- write what method or collecting data in your research - already it is not relevant anymore but you have to try it until you do your scan	
6.	Monday 5/12	- Acc for proposal scan	
7.	Wednesday 28/2	- instrument should be based on the theory you used in chapter II - prepare also an observation sheet to get the data	
8.	Thursday 5/3	- Acc instrument - Do the research and collect the data	
9.	Thursday 2/4	- Start writing chapter IV by completing the brief explanation about the school - the result of observation and inference must explained in detail	



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Program Studi : TBI
Semester : XIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
10	Rabu 18/05/2016	- You need to have discussion on chapter IV about result of your research and the research that have been done before - keep writing with good consistency in making sure the typo	
11	Selasa 19/05/2016	- write the conclusion... or your research. - bring your complete document from cover to Appendix	
12	Kamis 24/05/2016	- see for the undergraduate thesis - it is ready to be examined!	

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SURAT BEBAS PUSTAKA PRODI TBI

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri (UIN) Jurai Siwo Lampung menerangkan bahwa:

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Prodi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS OF TEACHING STRATEGY USED BY THE
TEACHER ON LISTENING CLASS AT SMP IKHSAN PANCASILA

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Juni 2026

Ketua Prodi TBI



Dr. Much Deiniatur, M.Pd.B.I.

NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
UNIT PENUNJANG AKADEMIK PERPUSTAKAAN**

NPP: 1807062F0000001

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Telepon (0725) 47297, 42775; Faksimili (0725) 47296;

Website: www.metrouniv.ac.id; e-mail: perpustakaan@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-486/Un.36/S/U.1/OT.01/06/2026**

Yang bertanda tangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : CINDY YULITA
NPM : 1901053001
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 1901053001.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 04 Juni 2026
Kepala Perpustakaan,

Aan Gufrohi, S.I.Pust.
NIP. 19920428 201903 1 009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-1564/In.28/D.1/TL.00/04/2026
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP IKHSAN PANCASILA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1563/In.28/D.1/TL.01/04/2026, tanggal 24 April 2026 atas nama saudara:

Nama : **CINDY YULITA**
NPM : 1901053001
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP IKHSAN PANCASILA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP IKHSAN PANCASILA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TEACHING STRATEGY USED BY THE TEACHER ON LISTENING CLASS AT SMP IKHSAN PANCASILA".

Kami mengharapkan fasilitas dan, bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 April 2026
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



**PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN SMP IKHSAN
PANCASILA
KECAMATAN BUMIRATU NUBAN**



Jl. Pandawa Lima No. 1 Sidokerto Kecamatan Bumiratu Nuban Kabupaten Lampung Tengah

SURAT KETERANGAN

Nomor : 400.3/74/C.4/D.a.VI. 01/2026

Yang bertanda tangan di bawah ini :

Nama : MIFTAHUDIN, S.Pd, Gr.
NIP : -
Jabatan : Kepala Sekolah SMP Ikhsan Pancasila

Menerangkan bahwa :

Nama : CINDY YULITA
NPM : 1901053001
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

Telah melaksanakan kegiatan Riset/Penelitian di SMP Ikhsan Pancasila di Kecamatan Bumiratu Nuban, Kabupaten Lampung Tengah. Dalam rangka menyelesaikan tugas akhir skripsi mahasiswa yang berjudul **“AN ANALYSIS OF TEACHING STRATEGY USED BY THE TEACHER ON LISTENING CLASS AT SMP IKHSAN PANCASILA”**.

Demikianlah surat balasan ini kami keluarkan untuk dapat dipergunakan sebagaimana mestinya.



Sidokerto, 12 Mei 2026

Kepala Sekolah
SMP IKHSAN PANCASILA

MIFTAHUDIN, S.Pd, Gr.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JEMUR SIWO LAMPUNG
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SURAT TUGAS

Nomor: B-1563/In.28/D.1/TL.01/04/2026

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **CINDY YULITA**
NPM : 1901053001
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP IKHSAN PANCASILA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TEACHING STRATEGY USED BY THE TEACHER ON LISTENING CLASS AT SMP IKHSAN PANCASILA".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 24 April 2026

Mengetahui,
Pejabat Setempat

MIFTAHUDIN, S.Pd

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007

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- 8%** Internet sources
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INTERVIEW TRANSCRIPT

1. Berapa kali pertemuan dalam 1 semester?

Teacher:

Satu semester ada beberapa kali karena satu minggu itu dua kali Pelajaran Bahasa Inggris, kalau untuk khusus listening focus di listening mungkin hanya satu sampai dua kali dalam satu semester

2. Apakah ada lab Bahasa?

Teacher:

Tidak ada

3. Media atau fasilitas apa yg tersedia di sekolah untuk menunjang pembelajaran listening?

Teacher:

Media yang digunakan dan tersedia di sekolah itu ada speaker, laptop, LCD proyektor, dan smart TV.

4. Apakah mendapat bantuan IFP dari pemerintah?

Teacher:

Iya dapat, karena hanya satu ya jadi berganti-gantian

5. Seberapa berpengaruh atau seberapa efektif dari media-media tersebut? atau anda punya strategi dan media sendiri untuk mengajar listening?

Teacher:

Media-media yang kami gunakan tentunya tidak 100% efektif ya, namun ada yang cukup menarik perhatian para siswa agar lebih aktif dan mudah dipahami yaitu dengan media video (visual) sambil melihat tulisan.

6. Dari mana biasanya mendapat materi untuk listening? (website, aplikasi, atau media)

Teacher:

Dari website dan dari buku, karena di buku pegangan guru biasanya ada CD dan ada link video yang dapat digunakan dalam pembelajaran, bisa juga dari lagu-lagu yang sedang populer.

7. Apa kendala mengajar listening?

Teacher 1: anak-anak *vocab*-nya belum banyak jadi masih bingung untuk mencerna keseluruhan pembelajaran

Teacher 2: selain vocab, kadang anak-anak terlalu meremehkan dengan dalih selalu mengatakan susah terus jadi kadang itu yang membuat kelas tidak kondusif.

8. Bagaimana strategi bapak/Ibu guru untuk meningkatkan minat belajar listening pada anak?

Teacher:

Meningkatkan minat belajar *listening* (mendengarkan) pada siswa memang memiliki tantangan tersendiri. Cepat bosan karena belum terbiasa menangkap kata-kata dalam bahasa asing atau menyerap informasi hanya lewat suara. Kami biasanya sebagai guru, kuncinya bagaimana caranya kelas menjadi seru dan interaktif. Kalau kelas 7 diajak nyanyi mungkin masih mau dan mengikuti karena transisi dari SD, kalau kelas 8 ini sudah tengah-tengah sudah lumayan susah. Adakan kegiatan yang tidak monoton, seperti menggunting kosa kata dan menempel itu paling suka mereka dan game berbisik.

9. Apakah menerapkan kegiatan pre-during-post listening? Mohon dijelaskan kegiatan masing-masing (apakah ada game di awal atau ice breaking, pos test di akhir, dll)

Teacher:

Pasti ada, untuk awal kita jelaskan dulu materi dan kegiatannya terus vocab-vocab yang akan banyak muncul, terus pembelajaran inti, dan terakhir mungkin kasih penguatan dan pengayaan.

10. Strategi seperti apa yang paling efektif menurut anda dalam mengajar listening?

Teacher: Tidak membiarkan anak menjadi pendengar pasif, biasanya dibentuk menjadi aktivitas fisik. Seperti game berbisik (*whispering game*) dan *listen and draw/color* jadi anak akan fokus mendengar instruksi dan tahu betul mengapa mereka harus betul-betul mendengarkan.

11. Media apa yang paling efektif dan memiliki daya tarik untuk siswa dalam pembelajaran listening?

Teacher: yang pasti video karena audio visual dan lagu

12. Bagaimana anda menilai kemajuan siswa dalam belajar listening (indikator penilaian)

Teacher:

Kalau untuk penilaian kami fokuskan dari keaktifan di kelas, dari banyaknya soal yang terjawab, dan dari ketepatan vocabulary yang didengar.

PEDOMAN OBSERVASI

Tanggal observasi :

Lokasi observasi :

Guru yang diamati :

Jumlah peserta didik :

NO	ASPEK YANG DIAMATI	KETERANGAN
Kegiatan Pre-Listening		
1.	Guru memberikan pemahaman terkait kosakata yang akan muncul	
2.	Guru memberikan pemahaman terkait konteks yang akan muncul	
Kegiatan While-Listening		
3.	Guru memutar audio sesuai dengan materi yang dipelajari	
4.	Guru melaksanakan metode pembelajaran sesuai dengan RPP/Modul Ajar	
Kegiatan Post-Listening		
5.	Guru mengadakan diskusi terkait listening yang telah dilakukan	
6.	Guru memberikan feedback terkait listening yang telah dilakukan	
Sarana dan Prasarana yang Digunakan		
7.	Penggunaan media dan alat untuk kegiatan listening	
8.	Penggunaan media realia (authentic materials) untuk kegiatan listening	
Suasana Pembelajaran		
9.	Keaktifan peserta didik selama kegiatan pembelajaran listening	
10.	Keantusiasan peserta didik selama kegiatan pembelajaran listening	
11.	Interaksi antara guru dan peserta didik selama kegiatan pembelajaran	

DOCUMENTATION



**MODUL AJAR KURIKULUM MERDEKA
BAHASA INGGRIS FASE D KELAS VII**

INFORMASI UMUM

I. IDENTITAS MODUL

Nama Penyusun	: Ikke Yennika Anlestari, S.Pd.
Satuan Pendidikan	: SMP Ikhsan Pancasila
Kelas / Fase	: VII (Tujuh) - D
Mata Pelajaran	: Bahasa Inggris
Chapter 1	: About Me
Prediksi Alokasi Waktu	: 3x40 Menit JP
Tahun Penyusunan	: 2024
Capaian Pembelajaran	:
Menyimak – Berbicara	

- Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

Membaca - Memirsa

- Pada akhir Fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

Menulis - Mempresentasikan

- Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

II. KOMPETENSI AWAL

1. Guru memperkenalkan diri kepada peserta didik. Guru bisa menggunakan Bahasa Inggris atau Bahasa Indonesia. Bila menggunakan Bahasa Inggris, setelah memperkenalkan diri, guru mengajak peserta didik untuk mengidentifikasi apa yang telah dikatakan guru dalam perkenalannya.
2. Guru menjelaskan bahwa untuk memulai pembelajaran Bahasa Inggris di SMP adalah dengan belajar perkenalan. Guru dan peserta didik akan saling berkenalan satu sama lain. Bahasa Indonesia dapat digunakan untuk memberi penjelasan jika diperkirakan peserta didik akan kesulitan memahami penjelasan dalam Bahasa Inggris.

III. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

IV. SARANA DAN PRASARANA

Buku teks	Proyektor
Laptop	Lembar kerja
Akses internet	Papan tulis

Handout materi	Referensi lain yg mendukung
V. TARGET PESERTA DIDIK Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	
VI. MODEL PEMBELAJARAN <i>Blended learning</i> melalui model pembelajaran dengan menggunakan <i>Project Based Learning</i> (PBL) terintegrasi pembelajaran berdiferensiasi berbasis <i>Social Emotional Learning</i> (SEL).	
KOMPONEN INTI	
I. TUJUAN PEMBELAJARAN - Introduce themselves and others; - Talk about hobbies; - Describe people's physical and personality traits, and - Describe their daily activities.	
II. PEMAHAMAN BERMAKNA Unit 1 - Introducing myself - Greetings & saying goodbye Unit 2 - Introducing others - Describing hobbies Unit 3 - Describing people - Describing daily activities	
III. PERTANYAAN PEMANTIK Can you talk about yourself?	
IV. KEGIATAN PEMBELAJARAN PERTEMUAN KE-1 GALANG FROM KALIMANTAN Kegiatan Pendahuluan (10 Menit) - Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik. - Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan - Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran - Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran - Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran. - Apersepsi guru dapat memulai pembelajaran dengan bertanya mengenai pengalaman pelajar saat belajar bahasa Inggris di SD dahulu. - Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari Kegiatan Inti (90 Menit) SECTION 1 – SAY WHAT YOU KNOW - Guru mengarahkan Peserta didik untuk membuka Worksheet 1.1. - Guru meminta peserta didik untuk mengidentifikasi hal-hal yang biasa dikatakan saat memperkenalkan diri. Bahasa Indonesia bisa digunakan bila peserta didik belum memiliki kosa kata jawaban dalam Bahasa Inggris. - Guru meminta peserta didik untuk menulis respon mereka di bagan. Jawaban tidak terbatas seperti yang dicantumkan pada contoh jawaban. Guru dapat mengembangkan poin lainnya. - Guru memperdengarkan Audio 1.1 tentang seorang anak laki-laki yang sedang memperkenalkan dirinya. Bila tidak tersedia alat pemutar audio, guru dapat memperdengarkan audio langsung kepada peserta didik dengan membacakan transkripnya.	

SECTION 2 – LISTENING

- Listen to Audio 1.1. A boy is introducing himself.
- Guru meminta peserta didik mendengarkan audio kembali sambil membaca teks. Bila guru membacakan transkrip kepada peserta didik, kecepatan membaca disesuaikan dengan kemampuan peserta didik.
- Guru membicarakan isi audio dan isi teks. Beberapa pertanyaan alternatif yang dapat disampaikan kepada peserta didik
 - a. Siapa yang memperkenalkan diri?
 - b. Dari mana dia berasal?
 - c. Apakah dia dari Bali?
 - d. Apakah dia tinggal di Bali?
 - e. Apakah dia berumur 13 tahun?
 - f. Apa yang dia suka?
 - g. Apakah dia memiliki saudara?
- Guru meminta peserta didik untuk menyimak Audio 1.1 dan membaca teks tentang Galang lagi.
- Guru membantu peserta didik berlatih melafalkan pengenalan Galang.
- Ketika peserta didik dianggap sudah bisa mengucapkan dengan baik, guru mengucapkan secara keseluruhan, yang diikuti oleh peserta didik.
- Guru menampilkan Worksheet 1.2. Guru bersama peserta didik menuliskan informasi yang ada pada rekaman audio dan menuliskannya pada Worksheet 1.2 (nama, asal, alamat, usia, hobi, sekolah, dan jumlah saudara kandung)

SECTION 3 – YOUR TURN: SPEAKING

- Guru menayangkan Worksheet 1.3.
- Guru meminta peserta didik untuk menulis identitas mereka pada Worksheet 1.3.
- Guru meminta peserta didik untuk menulis pengenalan diri mereka pada Worksheet 1.4 mengikuti contoh transkrip Audio 1.1.
- Guru membantu peserta didik untuk berlatih menuliskan kalimat pengenalan diri mereka pada Worksheet 1.5. Pada kegiatan ini, guru dapat berkeliling kelas dan membantu peserta didik untuk berlatih di tempat masing-masing.
 - Practice introducing yourself.
 - Introduce yourself to the class.

SECTION 4 – LISTENING

- Guru menampilkan transkrip percakapan Audio 1.2 dan memperdengarkan rekaman Audio 1.2.
- Rekaman percakapan dapat diputar beberapa kali. Bisa dilakukan bertahap: Part 1 lalu Part 2.
- Guru memandu peserta didik membicarakan isi percakapan.
- Guru menampilkan Worksheet 1.7, kemudian meminta peserta didik melengkapi Worksheet 1.7.

SECTION 5 – LANGUAGE FOCUS

- Guru menampilkan tabel pertanyaan dan jawaban ketika berkenalan.
- Guru mengajak peserta didik melafalkan pertanyaan dan jawaban ketika berkenalan.
- Guru berkeliling memastikan peserta didik berlatih dengan teman sebangkunya.
- Guru mengingatkan bahwa setelah berlatih, mereka akan melakukan survei.
- Guru meminta peserta didik melakukan latihan tanya jawab dengan teman sebangku menggunakan identitas masing-masing.
- Guru berkeliling mengecek latihan peserta didik dan memberi bantuan ketika diperlukan. Bila tidak memungkinkan dengan teman sebangku, peserta didik dapat melakukannya dengan salah satu temannya di dalam kelas.
- Guru meminta peserta didik berkeliling untuk saling memperkenalkan diri dengan menggunakan ungkapan dalam pertanyaan dan jawaban tentang pengenalan.

- Guru meminta peserta didik menyimpan hasil survei dengan baik karena akan digunakan pada kegiatan selanjutnya.
- Guru meminta peserta didik menyapa dan mengenalkan teman sekelas ke teman lainnya.

SECTION 6 – LISTENING

- Guru menampilkan dan memperdengarkan rekaman Audio 1.3. (Guru dapat memutar rekaman beberapa kali).
- Guru memandu peserta didik berbicara tentang isi percakapan.
- Guru memutar rekaman kembali. Guru dan peserta didik mengidentifikasi cara Andre memperkenalkan Monita kepada Galang.

SECTION 7 – YOUR TURN: SPEAKING

- Guru menampilkan ungkapan menyapa orang yang sudah dikenal dan memperkenalkan orang lain.
- Guru menjelaskan ungkapan memberi salam.
- Guru menjelaskan ungkapan dalam mengenalkan orang lain.
- Guru memandu peserta didik berlatih melafalkan ungkapan-ungkapan pada Table 1.2.
- Guru menginformasikan bahwa ungkapan ini akan digunakan untuk kegiatan memperkenalkan teman di kelas.
- Guru meminta peserta didik menyapa dan mengenalkan teman sekelas ke teman lainnya.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-2

I LOVE FISHING

Kegiatan Pendahuluan (10 Menit)

- Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik.
- Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran
- Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
- Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.
- Apersepsi guru dapat memulai pembelajaran dengan bertanya mengenai pengalaman belajar saat belajar bahasa Inggris di SD dahulu.
- Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari

Kegiatan Inti (90 Menit)

SECTION 1 – SAY WHAT YOU KNOW

- Guru meminta peserta didik untuk mengamati Picture 1.1 pada Buku peserta didik.
- Guru meminta peserta didik membaca kata-kata dalam bubbles, kemudian menunjuk kegiatan yang sesuai pada Picture 1.1.

SECTION 2 – LISTENING

- Guru memperdengarkan Audio 1.4 Part 1 mengenai beberapa orang membicarakan tentang hobinya. Bila tidak tersedia alat pemutar audio, guru membacakan transkrip kepada peserta didik.
- Guru memperdengarkan rekaman Audio 1.4 Part 2 dan meminta peserta didik untuk menyimak dialog dua orang lainnya untuk mengerjakan Worksheet 1.12.

PERTEMUAN KE-3 MY FRIENDS AND I

Kegiatan Pendahuluan (10 Menit)

- Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik.
- Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan
- Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran
- Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
- Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.
- Apersepsi guru dapat memulai pembelajaran dengan bertanya mengenai pengalaman pelajar saat belajar bahasa Inggris di SD dahulu.
- Guru mengajukan pertanyaan lebih dalam untuk mengarahkan ke topik yang akan dipelajari

Kegiatan Inti (90 Menit)

SECTION 1 – SAY WHAT YOU KNOW

- Guru menunjukkan Picture 1.2.



Picture 1.2 Galang and his friends

- Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.
- Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat.

SECTION 2 – WRITING

- Guru mengingatkan peserta didik kembali tentang kosakata yang telah digunakan untuk membuat deskripsi orang di Section 1, 2 dan 3.
- Guru meminta peserta didik untuk membuat daftar kata-kata lain yang berhubungan dengan deskripsi seseorang.
- Guru menunjukkan Worksheet 1.20 dan meminta peserta didik menuliskan kata-kata yang ditemukan ke dalam tabel.
- Guru meminta peserta didik untuk mendeskripsikan Galang dan teman-temannya dengan menggunakan kata-kata dalam Part a. Peserta didik juga dapat memperhatikan gambar untuk melihat hobby mereka.

SECTION 3 – READING AND VIEWING

- Guru menunjukkan Picture 1.3.
- Guru memberikan informasi umum mengenai Picture 1.3, misalnya menanyakan jumlah orang yang ada dalam gambar atau menanyakan apakah ada anak laki-laki dan perempuan dalam gambar.

SECTION 3 – LISTENING

- Guru memperdengarkan Audio 1.5 dan menampilkan percakapan pendek antara Galang dan Andre tentang hobi mereka.
- Guru menyampaikan bahwa percakapan ini bisa didengarkan secara bertahap dari Part 1 sampai dengan Part 4
- Bila peserta didik dianggap mampu, maka percakapan bisa dilakukan tanpa jeda di setiap bagiannya.
- Guru dapat memperkenalkan memberikan contoh ungkapan tamahan yang menunjukkan frequency, seperti *always*, *often*, *once a week*, *every weekend*, dan lain sebagainya.
- Guru meminta peserta didik menuliskan jawaban pada kotak yang disediakan pada Worksheet 1.13.
- Peserta didik menjodohkan gambar (alat-alat yang digunakan untuk melakukan hobi) dengan jenis hobi pada Worksheet 1.14

SECTION 4 – READING

- Guru menampilkan gambar Galang, Monita, Andre, Sinta, dan Ibu Posma yang berisi deskripsi singkat tentang gambar tersebut.
- Guru mengingatkan peserta didik untuk memperhatikan cara pengucapan (*pronunciation*) serta membahas perbedaan karakter untuk membedakan penggunaan *He* dan *She* serta efeknya pada kata kerja yang menyertainya. Misalnya *He loves ...* dan *She likes ...*
- Guru membantu peserta didik berlatih membaca deskripsi pada gambar.
- Guru meminta peserta didik mengisi Worksheet 1.15 sesuai dengan teks dan gambar sebelumnya.
- Guru memperlihatkan Worksheet 1.16 yang berisi pertanyaan pemahaman. Peserta didik dapat mengisi Worksheet 1.16 mengacu pada Worksheet 1.13 dan teks sebelumnya.

SECTION 5 – LANGUAGE FOCUS

- Guru meminta peserta didik untuk memperhatikan dan membaca deskripsi singkat tentang hobi Galang.
- Guru meminta peserta didik untuk memperhatikan kata ganti yang merujuk kepada Galang.
- Guru meminta peserta didik untuk memperhatikan dan membaca penjelasan Ibu Ida dalam komik strip 1.8.
- Guru dapat menambahkan penjelasan tentang penggunaan nama dan kata gantinya dalam suatu kalimat.
- Guru meminta peserta didik melengkapi kata ganti pada tabel.
- Guru meminta peserta didik untuk melengkapi kalimat rumpang dengan kata ganti yang sesuai.

SECTION 6 – YOUR TURN: READING

- Guru meminta peserta didik untuk memperhatikan dan membaca teks singkat tentang hobi Pak Edo.

MIMING AND GUESSING A HOBBY

- Guru meminta peserta didik untuk memikirkan salah satu hobi.
- Guru meminta peserta didik untuk memperagakan hobi m e r e k a tersebut.
- Guru meminta peserta didik yang lain untuk menebak hobi yang sedang diperagakan oleh salah satu peserta didik.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

V. ASESMEN / PENILAIAN

1. Asesmen Diagnostik:

Mengetahui kondisi awal mental para peserta didik

2. Asesmen Formatif:

Diskusi : melatih kemampuan peserta didik dalam berkolaborasi dengan kelompoknya, melatih berbicara dan berani mengungkapkan pendapat, memunculkan ide-idenya, bekerja sama dalam tim

Presentasi: melatih kemampuan peserta didik dalam melatih berbicara di depan umum, berani mengajukan pertanyaan terhadap pemaparan hasil praktikum milik kelompok lain, memaksimalkan kerja kelompok

Unjuk kerja : menilai keterampilan proses yang dimiliki setiap anak, dan perkembangannya

3. Asesmen Sumatif

Dilaksanakan diakhir pembelajaran untuk mengukur tingkat capaian pemahaman sains peserta didik untuk menentukan langkah selanjutnya.

- Guru melakukan pengamatan selama diskusi berlangsung. Hasil pengamatan berupa jawaban siswa dan partisipasi siswa dalam diskusi dapat dicatat dalam jurnal untuk ditinjau kembali
- Guru memeriksa kelengkapan lembar pengamatan siswa
- Asesmen ini dibuat Individu, kelompok, performa dan tertulis- formatif dan sumatif

Students Name :

FOCUS	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Genre				
Text structure				
Accuracy				
Vocabulary				
Mechanics				
TOTAL				
Overall comments				

Nilai total 12 = 100 points

1. PENILAIAN SIKAP (CIVIC DISPOSITION)

Indikator sikap didasarkan pada hasil pengamatan terhadap siswa, baik pengamatan langsung maupun pengamatan tidak langsung. Pengamatan langsung dilakukan guru dalam setiap pertemuan terhadap siswa dalam menjalani kegiatan pembelajaran. Sedangkan pengamatan tidak langsung didasarkan pada laporan menyangkut sikap siswa sehari-hari baik di rumah, sekolah, maupun masyarakat yang telah terkonfirmasi.

Indikator sikap dapat mengacu pada empat ranah kecerdasan, yakni kecerdasan spiritual-kultural (olah hati/SQ), kecerdasan intelektual (olah pikir/IQ), kecerdasan fisik-mental (olah raga/AQ), serta kecerdasan emosi-sosial (olah rasa dan karsa/EQ).

Jujur, rajin beribadah, dan menjauhi larangan agama merupakan indikator sikap spiritual. Partisipasi dan ketekunan belajar menjadi indikator sikap intelektual. Bersih, disiplin, dan tanggung jawab adalah indikator sikap mental. Sedangkan ramah, antusias, dan kolaborasi termasuk indikator sikapemosi-sosial.

Pelaksanaan penilaian sikap dalam dua kategori. Kategori pertama penilaian sikap adalah yang dilakukan setiap akhir pertemuan yang berarti sebanyak 36 kali dalam satu semester. Adapun kategori kedua yang dilakukan secara berkala per semester berdasarkan hasil pengamatan langsung maupun tidak langsung yang telah terverifikasi terlebih dahulu.

Lampiran 2

BAHAN BACAAN GURU DAN PESERTA DIDIK

Functions	Language Features	Listening	Speaking	Reading	Writing
CHAPTER 1. ABOUT ME					
Unit 1. Galang from Kalimantan					
Greet people and say goodbye	Verbs: <i>be-</i> affirmative, negative, interrogative, short answers	Listen to monologues and conversations for introducing one's self and others	Practice and demonstrate a monologue and a conversation for introducing one's self and others	Read a text for specific information about personal identity	Write specific information about personal identity
Introduce one's self and other people	Vocabulary: name, age, school, address, hobby, and sibling		Do a survey to ask for and give personal information		
Unit 2. I Love Fishing					
Introduce others	Verbs: <i>be-</i> affirmative, negative, interrogative, short answers. use pronoun: singular and plural	Listen to monologues and dialogues about describing hobbies	Practice and demonstrate the expressions learned in context	Read descriptions in context	Write specific information based on the spoken and written texts
Describe hobbies	Vocabulary: name, hobby, frequency, tools				
Unit 3. My Friends and I					
Describe people	Verbs: <i>be-</i> affirmative, negative, interrogative, short answers. Use pronouns: singular and plural. Introduce the structures of descriptive text	-	Identify characters	Read texts for specific information	Match pictures and words
Describe daily activities	Vocabulary: name, age, characters, hobby, frequency, physical features, personality traits, job, place				Complete specific information
					Write a descriptive text



Worksheet 1.22

Complete the blanks with the correct words in the clouds.

Tall Wavy Chubby
Curly Hijab Short
Long Skinny Straight

Galang and Friends

Galang shows a picture of his friends at home to Monita and Andre.

In this picture, Galang wears a black jacket. Lenny is standing in the far left. She is (1) _____ and (2) _____. She likes sewing.

Next to Lenny is Tono. He is popular because of his (3) _____, (4) _____ hair. The boy sitting in the front row is Ahmad. He is (5) _____ and (6) _____. He likes playing soccer. The other boy sitting next to Ahmad is Dani. Like Ahmad, Tono also has (7) _____ hair. He likes playing soccer.

There are two other girls in the picture. They are standing next to Tono. They are Nina and Salma. Nina (8) _____, (9) _____ hair. Salma wears a (10) _____ and glasses. They like playing badminton. Finally, the boy standing on the right is Made. He uses a crutch. Made likes playing basketball.

Worksheet 1.23

Answer the questions based on the text.

- Who is Made?
- How old is he?
- Describe Made's physical and personality traits.
- What is special about Made?
- How often does he practice?
- How do the teammates feel about Made?

Worksheet 1.15

Work with a classmate to complete Worksheet 1.15 based on the Text 1.1.

Name	Hobby	Frequency	Tools needed

Worksheet 1.16

Answer the questions based on Text 1.1.

- Who loves playing badminton?

- How often does Monita read novels?

- What tools does Galang need to go fishing?

- Mention the people who do their hobbies outdoors.

- Mention the hobbies that support physical health.

Worksheet 1.18

Complete the sentences with suitable pronouns.

- Pak Edo likes cycling. (a) _____ goes cycling almost every morning. (b) _____ bicycle is very expensive.
- Ibu Ida Ayu loves listening to music. (a) _____ likes KPop very much. (b) _____ favorite boy band is BTS.
- Monita likes watching movies. (a) _____ loves watching KDrama. (b) _____ favorite actor is Hyun Bin.
- Sinta and Tamara love playing badminton. (a) _____ always play badminton on Sunday morning. (b) _____ want to be a professional badminton players one day.
- Pak Rahmansyah likes jogging. (a) _____ jogs once a week. (b) _____ jogs at the park on Sundays.
- Ibu Komang's husband likes photography. (a) _____ usually takes pictures using (b) _____ smartphone.
- Monita and her father love hiking. (a) _____ like to walk in the countryside. (b) _____ preferred hiking trail is Matang Kaladan Hill.
- Andre's mother likes cooking. (a) _____ soto banjar is very delicious. (b) _____ wants to join the Master Chef competition one day.

Worksheet 1.20

In Section 1, you have learned a few words to describe people's physical traits. Now, you may think about the words related to personality traits. Some words have been provided as examples in the table. See the **Wordbox**.

Worksheet 1.21

Now, use the words in Part a to write a description about Galang and his friends. You can also look at the picture to write about their hobbies. Look at the example. See the **Wordbox**.



Worksheet 1.12

Listen to Audio 1.4 Part 1. Andre and Monita are talking about their hobbies.



Worksheet 1.13

Identify Galang and Andre's hobbies, tools, and frequency. Complete Worksheet 1.13 based on the conversation in Audio 1.5. One box has been done for you.

Character	Hobby	Frequency (how often)	Tools
Galang		once a week	
Andre			

Worksheet 1.14

Write the letter (a, b, c, d, or e) for the relevant picture on Worksheet 1.14.



- a. Blogging b. Swimming c. Cycling d. Reading e. Fishing

Worksheet 1.3

Complete the chart below with your identity. You can put or draw your picture in the box on the left.

Worksheet 1.3

Worksheet 1.4

Write your introduction in Worksheet 1.4. Use the information from the chart in Worksheet 1.3. See the **Wordbox**.

Hello.

My name's _____ I go to _____ school. I come from
 _____ I live on *Jalan* _____ I like _____ I have
 _____ sister(s)/brother(s).

Worksheet 1.7

Complete a mind map about Andre.

Worksheet 1.8

Go around the room. Ask at least five students about their identities. Write their responses in Worksheet 1.8.

Identity	Student 1	Student 2	Student 3	Student 4	Student 5
Name					
Origin					
Address					
Age					
Hobby					
Siblings					

Worksheet 1.9

Listen again to Audio 1.3. Circle the letters on Worksheet 1.9 that are correct based on the conversation.

Worksheet 1.10

Introduce a classmate to another classmate in your class.

Worksheet 1.11

Complete the sentences on Worksheet 1.11.

3. PENILAIAN PENGETAHUAN (CIVIC KNOWLEDGE)

Penilaian pengetahuan dilakukan untuk mengukur keberhasilan siswa dalam memahami materi yang dipelajari dalam setiap pertemuan, seperti yang tersebut dalam bagian uji kompetensi. Guru dapat menilai dari setiap aktivitas dalam pembelajaran. Guru dapat menilai kemampuan siswa dalam menjawab pertanyaan atau menganalisa persoalan. Guru dapat memberi skor pada setiap tugas dan keaktifan siswa dalam menjawab dan berpartisipasi dalam kegiatan pembelajaran. Penilaian dilakukan secara kuantitatif dengan rentang 0–100.

LAMPIRAN- LAMPIRAN

Lampiran 1

LEMBAR KERJA PESERTA DIDIK (LKPD)

Worksheet 1.1

Write what you usually say when introducing yourself in Worksheet 1.1. One box has been completed for you.

Worksheet 1.1

Worksheet 1.2

Write his identity in the empty boxes in Worksheet 1.2. One box has been completed for you. See the Wordbox at the end of the chapter, to help you find the meanings key wordings.

Worksheet 1.2

Penilaian menggunakan empat tingkat, yakni Baik Sekali (A=4), Baik (B=3), Sedang (C=2), serta Kurang (D=1). Untuk penilaian sikap di setiap akhir pertemuan dilakukan dengan merangkum seluruh aspek sikap, dan dapat menggunakan format sebagai berikut.

TABEL PENILAIAN SIKAP

No	Nama	Pertemuan dan Nilai (A=4, B=3, C=2, D=1)												Jumlah	Rata rata
		1	2	3	4	...	...	...	...	...	...	...	...		
1		4	3	3	2	...	...	...	...	...	...	...	3	39	3.25/B
2		3	4	4	4	...	...	...	...	...	...	...	4	46	3.8/A
3															
4															
5															
dst		2	4	3	2	...	...	...	...	...	...	...	4	35	2.9/B

Adapun penilaian sikap secara berkala per semester dapat dilakukan dengan format sebagai berikut:

TABEL PENILAIAN SIKAP BERKALA

No	Nama	Nilai (A, B, C, dan D)					Catatan
		Spiritua l	Intelektual	Fisikal Mental	Emosi Sosial	Rata- rata	
1		A	B	B	C	B	
2		B	A	A	A	A	
3							
4							
5							
dst		A	A	B	A	A	

Nilai sikap pada akhir semester = (Nilai rata-rata per pertemuan + Nilai berkala rata-rata).

2. PENILAIAN KETERAMPILAN (CIVIC SKILLS)

Penilaian keterampilan dilakukan juga berdasar pengamatan guru terutama terhadap keterampilan siswa dalam menjalani kegiatan pembelajaran disekolah. Penilaian didasarkan pada keterampilan-keterampilan sesuai contoh indikator di bawah ini atau indikator lain yang relevan dapat ditentukan masing-masing guru. Indikator keterampilan antara lain adalah kemampuan menyampaikan hasil diskusi kelompok secara tegas dan lugas; kemampuan mengomunikasikan ide dan gagasan dengan terarah dan sistematis; kemampuan merespons pertanyaan yang pada sesi diskusi; atau lainnya. Adapun pelaksanaan penilaian keterampilan dilakukan di setiap akhir pertemuan yang menuntut adanya penilaian keterampilan, dengan menggunakan empat tingkat penilaian, yakni Baik Sekali (A=4), Baik (B=3), Sedang (C=2), serta Kurang (D=1).

TABEL PEDOMAN PENILAIAN ASPEK KETERAMPILAN

Nama Peserta Didik :

No	Indikator	Pertemuan dan Nilai (A, B, C, D)						
		1	2	3	4	5	dst	Rata-rata
1	Mampu menyampaikan hasil diskusi kelompok secara tegas dan lugas							
2	Mampu mengomunikasikan ide dan gagasan dengan terarah dan sistematis							
3	Mampu merespons pertanyaan yang pada sesidiskusi							
dst								
Nilai Akhir								

Lampiran 4

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Bumi Ratu Nuban, 15 Juli 2024

Mengetahui,

Ka. UPTD SMP Ikhsan Pancasila

Guru Bahasa Inggris kelas VII

Miftahudin, S.Pd.
NIP.-

Ikke Yennika Anlestari, S.Pd.
NIP.-

CINDY YULITA

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SUMMARY

Motivated individual with a background in English education and operational support. Known for effective communication and hard work, committed to enhancing student learning and ensuring seamless performance execution.

EXPERIENCE



Internship as Operational Staff, Theater and Performance Unit of PT Taman Wisata Candi Prambanan, Borobudur, and Ratu Boko (PT TWC)

..... Feb 2016 — May 2016
Sleman, Yogyakarta

- Assisted in ticket reservations and provided information services to enhance visitor experience.
- Supported setup of performance equipment and staging areas.
- Coordinated with team members to maintain cleanliness and organization of performance spaces.
- Coordinated with team members to ensure cleanliness and organization of performance spaces for optimal event execution.
- Directed visitors to their assigned seats to facilitate smooth audience flow

❖ English Tutor, Kaffah College Sep 2014 — Aug 2015
Bantul, Yogyakarta

- Developed personalized lesson plans to enhance students' understanding of English grammar and literature.
- Facilitated engaging discussions to enhance students' speaking and listening skills in English, fostering greater confidence in communication.
- Assisted in assessing student progress through regular evaluations and feedback sessions, guiding tailored instructional adjustments.
- Utilized various test-taking strategies and resources to prepare students for exams, increasing their readiness and performance.

EDUCATION

❖ Universitas Gadjah Mada Sep 2013 — Nov 2016
Associate of Arts (Concentration in Business Administration and Tourism) Yogyakarta
3.56 GPA

❖ Universitas Islam Negeri Jurai Siwo Metro Sep 2019 — Jul 2026
Bachelor of English Education Lampung
3.63 GPA

SKILLS

Relationship Building	Microsoft Office
Customer Service	Planning and Coordination

LANGUAGES

English Proficient

CURRICULUM VITAE



The name of the writer is Cindy Yulita. She was born in Sidokerto, on 31st July, 1995. The writer is the first child from Eko Nurcahyo and Miswati. In 2016 the writer graduated from Vocational College Universitas Gadjah Mada. she took concentration on Business Administration and Tourism, graduated with 3.54 GPA. She continued her study to UIN Jurai Siwo Metro

Lampung, English Education Program, three years after graduated form UGM. The writer hope that after graduating from UIN Jurai Siwo Metro Lampng, she can increasingly responsible for maintaining the good name of individuals and institutions, using her knowledge she has obtained as well as possible.