

**TEACHERS' STRATEGIES IN TEACHING LISTENING  
TO TEENAGE EFL LEARNERS**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirement for the Degree  
of *Sarjana Pendidikan* in English Education Department**



**By:**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN**

**2024**

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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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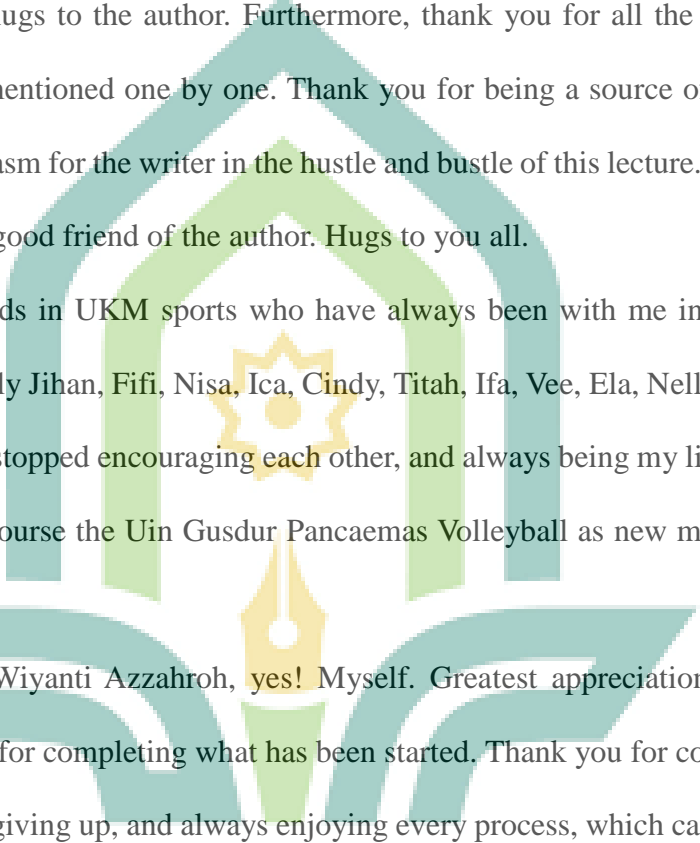


  
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## ACKNOWLEDGEMENTS

Praise be to the presence of Almighty Allah SWT; thanks to His grace and blessings, I can finish my thesis and get a lot of support from people involved in conducting this research. Therefore, I would like to express my deepest gratitude to everyone.

1. My first love, my beloved parents, would like to thank me for all the support, prayers, and advice they gave me while I was writing this final assignment. My parents did not have the opportunity to experience education until college. Still, he was able to educate writers, motivate and provide full support until his only daughter completed her studies to graduate school. They played a very important role in completing the author's study program, and their prostration was always a prayer for the success of his children.
2. Second, I would like to thank my supervisor, Mr. Fachri Ali, M.Pd. Thank you for always giving me guidance and advice and helping me from the beginning of writing the proposal to completing this thesis.
3. Third, I would like to thank all the lecturers who have taught and provided new knowledge and experience over the last four years.
4. To the love of my two siblings, Ardhita Zidan Saputra and Maher Nur Zain. Thank you for providing encouragement, support, prayers, and motivation. Grow into the greatest version, my little brother.
5. To my dear friends Wanda, Intan, Dina, Yaquta, Jihan, and Mayla, thank you for always listening to the author's complaints and providing support. Wherever you are, I thank you for the color in my life guys.

- 
6. Thank you to my dear friends Azka, Almas, and Marela; thank you for being with the author from the beginning as a new student until we almost reached our destination. Not to be left behind, my beloved partner and friend, Ifa, thank you for strengthening each other to complete this thesis. Then, my pretty friends Ifatun, Rosmila, Hanna, Novita, and Nova, thank you for supporting and warm hugs to the author. Furthermore, thank you for all the names that cannot be mentioned one by one. Thank you for being a source of happiness and enthusiasm for the writer in the hustle and bustle of this lecture. Thank you for being a good friend of the author. Hugs to you all.
7. Writer friends in UKM sports who have always been with me in these four years, namely Jihan, Fifi, Nisa, Ica, Cindy, Titah, Ifa, Vee, Ela, Nelly, Sifa who have never stopped encouraging each other, and always being my listeners and the last of course the Uin Gusdur Pancaemas Volleyball as new my family in here.
8. Syamrotul Wiyanti Azzahroh, yes! Myself. Greatest appreciation for being responsible for completing what has been started. Thank you for continuing to try and not giving up, and always enjoying every process, which can be said to be not easy. Thank you for sticking around, sorry if I was too harsh on you.

## MOTTO

*“Allah menaruhmu ditempatmu yang sekarang bukan karena kebetulan, tapi Allah telah menentukan jalan terbaik untukmu, Allah sedang melatihmu untuk menjadi kuat dan hebat. Manusia memang tidak dihasilkan melalui kemudahan, kesenangan dan kenyamanan. Tapi mereka dibentuk melalui kesukaran, tantangan dan air mata.”*

*(Ustadzah Halimah Alaydrus)*

*“Hidup bukan saling mendahului, bermimpilah sendiri-sendiri.”*

*“Tak ada yang tahu kapan kau mencapai tuju, dan percayalah bukan urusanmu untuk menjawab itu.”*

*(Daniel Baskara Putra Mahendra)*

*“Q.S Al-Insyirah (94) ayat 1-8”*





## ABSTRAK

*Penggunaan strategi oleh guru dalam pembelajaran bahasa Inggris telah menjadi topik penelitian dalam beberapa tahun terakhir. Dalam mengajar mendengarkan pembelajar EFL remaja, diperlukan strategi; strategi yang dapat digunakan guru adalah Bottom-Up dan Top-Down. Penelitian ini mengeksplorasi strategi guru dalam mendengarkan pelajaran untuk pembelajar EFL remaja. Desain dalam studi kasus, dua guru sekolah menengah atas secara sukarela berpartisipasi dalam penelitian ini. Data dikumpulkan melalui wawancara semi terstruktur dan observasi. Data dianalisis dengan model analisis tematik. Temuan penelitian ini menunjukkan bahwa bottom-up dapat membantu pelajar memperkaya kosakata mereka melalui daftar kosakata dan menggunakan lirik yang hilang. Mereka juga merasa bahwa menggunakan strategi bottom-up dalam pengajaran mendengarkan kepada pelajar remaja dapat membantu mengembangkan pengucapan, tata bahasa, dan informasi rinci dalam audio. Para guru juga menggunakan strategi top-down untuk membantu pelajar EFL remaja memprediksi informasi keseluruhan, merekonstruksi makna, dan mengidentifikasi gagasan utama dalam audio. Kedua strategi ini dapat memenuhi beragam kebutuhan pembelajar remaja, meningkatkan motivasi belajar, dan mengembangkan pemahaman keterampilan berbahasa. Temuan lain juga menunjukkan bahwa guru menghadapi hambatan, seperti kesulitan siswa dalam memahami kata-kata dan tata bahasa baru, kurangnya motivasi, dan kurangnya perlengkapan audio yang memadai dalam pengajaran mendengarkan; Penelitian ini menyimpulkan beberapa implikasi pedagogi terhadap bagaimana guru menggunakan strategi yang efektif untuk mengajar mendengarkan pelajar EFL remaja.*

**Kata Kunci:** *Strategi guru, Pengajaran Menyenarik, pelajar EFL remaja*

## ABSTRACT

*Teachers' use of strategies in English language learning has become a topic of research interest in recent years. Strategies are needed in teaching listening to teenage EFL learners; teachers can use Bottom-Up and Top-Down strategies. This research explores teachers' strategies in listening lessons for teenage EFL learners. Design in a case study, two senior high school teachers volunteered to participate in this study. Data were collected through semi-structured interviews and observation. The data were analyzed with a thematic analysis model. The findings of this study show that bottom-up could help learners enrich their vocabulary through vocabulary lists and missing lyrics. They also felt that using bottom-up strategies in teaching listening to teenage learners could help develop pronunciation, grammar, and detailed information in the audio. The teachers also used a top-down strategy to help the teenage EFL learners predict overall information, reconstruct meaning, and identify the main idea. These two strategies can meet the diverse needs of teenage learners, develop learning motivation, and develop an understanding of language skills. Other findings also demonstrate that the teachers encountered obstacles, such as students' difficulties in understanding new words and grammar and lack of adequate audio equipment in teaching listening; this study concludes with some pedagogical implications for how teachers use efficient strategies to teach listening to teenage EFL learners.*

**Keywords:** *Teachers' Strategy, Teaching Listening, teenage EFL learners*



## PREFACE

Our prayers and thanks go out to Allah SWT, who has blessed us with His presence and dignity and given me wisdom, health, and patience to write my thesis, **TEACHERS' STRATEGIES IN TEACHING LISTENING TO TEENAGE EFL LEARNERS**” It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the Research thesis requirements. There is much support from many people, which enables this proposed study to be completed. Therefore, I would like to take this opportunity to thank the following people from the bottom of my heart:

1. The chairperson of the English Education Department and Teachers’ Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A.
2. My supervisor, Fachri Ali, M.Pd., has given me suggestions, guidance, and time to write this research thesis.
3. All lecturers of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan.
4. My beloved parents have given me endless support, prayer, advice, and encouragement in writing this thesis.
5. My dearest friends have fought the journey together since the beginning.

Pekalongan, 1 Juni 2024

The Writer

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Teaching listening skills is essential for communication. In other words, teaching listening skills in English as a foreign language (EFL) involves teaching individuals to understand and translate English (Herlina et al., 2021). Teaching listening is the active activity of hearing and responding to spoken words. In direct learning listening, the teacher assumes the role of the speaker and the student the role of the listener (Janah, 2021). To support this idea, Saricoban (1999) states that teaching listening is a process of developing students' abilities to identify and understand spoken language. This can involve the student's ability to understand the speaker's language accent, pronunciation, grammar, and vocabulary, as well as understanding the meaning behind the words spoken. Therefore, in learning, students should not just listen. However, listening is a process that involves understanding spoken language, they determine the details of intonation and tone and understand the context of the message. Teaching listening is also essential for teenage EFL learners to develop communication skills.

Teaching Listening to teenage learners is important; teachers must be creative in choosing material and be able to stimulate students' interest (Janah, 2021). Therefore, the role of teachers in listening learning is very much needed for teenage learners. Janah (2021) they revealed that teaching listening is an active process of receiving and responding verbally where the teacher is the



speaker and the students are listeners in the learning process of listening directly. Teaching listening comprehension to teenage learners is about developing listening comprehension skills in the language classroom. In addition, Hapsari (2022) teaching listening to EFL students is not easy for teachers, especially in classes of advanced teenage learners. The use of appropriate methods and techniques by teachers in the classroom influences student learning outcomes in listening learning. World Health Organization (WHO) divided into two stages: early teenagers (10-14 years) and late teenagers (15-20 years). In this case, a teacher needs to know the characteristics of students, especially the level of teenage EFL learners from that age range.

In teaching listening for teenage learners, apart from knowing the age of the learners, teachers need first to understand that teenage learners at an advanced level have characteristics. Milal (2010) states that the characteristics of learners when learning English are limited to variability in intelligence, learning style, and motivation. Another thing that teachers need to know is the obstacles in classroom listening for teenage learners during the learning process. This is supported by Yildirim (2016) who believes that one of the main obstacles faced by English language learners in listening is the presence of sounds that appear but do not appear in their mother tongue, and this causes comprehension difficulties. According to Jyoti (2020), the most important factors that become an obstacle in students' listening comprehension are the discovery of unfamiliar words, difficult grammatical structures, and the speaker's sentence length. The opinion of Amir et al. (2019) is different, one of

the most complicated obstacles faced by students, especially in learning to listen to teenage learners, is the accent. This develops students who have difficulties learning because they still lack listening comprehension.

The researcher encountered problems in listening when the teachers faced several students with various characteristics; some students could carry out listening activities smoothly, and some students experienced difficulties when learning to listen. According to Dorskocil (2016), the challenge for teachers is when students make noise with their classmates, so teaching listening skills can become efficient because the class can lose control. Apart from that, Yildirim (2016) revealed that the main obstacle English teachers face in listening skills is the poor sound quality of videos and other media appearing in the material, causing difficulties in understanding. Teachers will feel helped by the presence of media. However, this is a challenge for teachers, as students complain that videos are played too fast, and teachers have to pause every video played in class (Yasmine, 2020). This statement shows that media obstacles can hinder listening teaching because media is an indispensable tool.

In this case, the researcher chose two senior high schools, one in Pekalongan and one in Pematang, for research. The researcher obtained some data from teachers before conducting this research as initial data. The first is the need for more vocabulary that students know and understand, which efficient students' understanding and knowledge of the correct pronunciation of each word they hear. The next problem is students' anxiety in answering questions given by the teacher. Based on the problems mentioned previously,

teachers, as one of the essential things in teaching, must implement and use appropriate strategies in teaching listening. Sanjaya (2008) as quoted in Rohmah (2017), defines a listening teaching strategy as a plan of activities to achieve specific teaching and learning goals. Using strategies in teaching is very important because the learning process is a core activity in school. Therefore, a strategy like this needs to be implemented. Because students have been unable to accept the material provided due to their diverse skills and backgrounds, strategies allow for a positive development (Sanjani, 2021). In addition, students will pay full attention to the material and the teacher's instructions.

Learning strategies are a series of learning activities that teachers and students must carry out so that learning objectives can be achieved effectively and efficiently (Sanjaya, 2006). In teaching activities, teacher strategies are a collection of methods used by teachers to help students improve their abilities and understand the material (Tileston, 2003). Therefore, teachers need to support students in finding appropriate strategies to help them become better listeners. Then appropriate teacher strategies are needed in teaching. Top-down strategies include listening for main ideas, predicting, drawing conclusions, and summarizing, (Richards, 2008). The top-down strategy refers to the interpretation of the speaker's intended meaning through schemas or knowledge structures in the mind. Meanwhile, the Bottom-up strategy is text-based; listeners rely on language in their messages, namely the combination of sounds, words, and grammar that create meaning. Bottom-up strategies include

listening for specific details, recognizing cognates, and recognizing word order patterns, (Richards, 2008).

It can be concluded that in a class of teenage EFL learners, teachers must know and understand the characteristics and obstacles that students face in listening so that teachers can apply appropriate strategies when teaching listening in the classroom. Field (1998) expressed that typical learning in current teaching materials involves a series of three parts: pre-listening, while listening, and post-listening, and contains activities that connect the listening process (Richards, 2008).

By looking at the various challenges of teachers in high schools in Pematang and Pekalongan in teaching listening, strategies are needed to overcome obstacles when teaching listening to teenage EFL learners. Research investigating teachers' strategies for teaching listening to teenage EFL learners is still very limited, so further research is needed. Therefore, the researcher will focus on teachers' strategies in teaching listening to teenage EFL learners and the obstacles teachers face in using teachers' strategies. This research aims to find out the strategies teachers use in teaching listening and making students active in teaching listening.

## **1.2 Research Questions**

This study focuses on two research questions:

1. What strategies are teachers used in teaching listening to teenage EFL learners?

2. What obstacles do teachers face in teaching listening to teenage EFL learners in using these strategies?

### 1.3 Research Objectives

In line with the research question, this study aims to determine the strategies teachers use and the obstacles they encounter when teaching listening to teenage EFL learners.

### 1.4 Significance of the Study

1. Theoretical Significance: This study will contribute to Jack C. Richards' (2008), process theory of listening comprehension strategies and supports theories related to teaching listening comprehension.
2. Empirical Significance: This study will give empirical insights into teaching listening comprehension through teachers' strategies in listening to teenage learners.
3. Practice Significance: This study presents information for readers about the process of implementing teaching using strategies used by teachers in teaching listening to teenage learners and the discovery of problems teachers face when teaching in class EFL teenage learners.

## 1.5 Definition of Key Terms

To avoid misunderstandings about the terms in this study, the researcher gives several definitions related to this study as follows:

### 1.5.1 Teaching Listening

Teaching Listening involves applying listening comprehension abilities to the active process of hearing and responding to spoken words in direct learning listening in the language classroom (Geoffrey Broughton, 1980).

### 1.5.2 The bottom-up

The bottom-up strategy includes listening for specific details, recognizing cognate words, and recognizing word order patterns (Richards, 2008).

### 1.5.3 The top-down

The top-down strategy includes listening to the main idea, predicting, drawing conclusions, and summarizing (Richards, 2008).

### 1.5.4 Teenage EFL learners

Teenage EFL learners have unique characteristics and are between 12 and 19 when students learn the language the fastest and most efficiently (Lewis, 2007).

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

This research aims to determine the strategies teachers use in teaching listening and the obstacles encountered in teaching teenage EFL learners. From the research results, the researcher concluded that teachers used bottom-up and top-down strategies adapted to the needs that would be taught in teaching listening to teenage EFL learners. In applying bottom-up listening teaching to teenage EFL learners, teachers help students learn vocabulary on audio using songs and song lyrics. Among other things, the teacher directs students to make vocabulary lists, work on missing lyrics, and guess the tenses in the sentences in each song verse. Apart from that, practice re-pronouncing the vocabulary that students find, which helps students process the words they hear. Then, in applying top-down strategies in teaching listening, teachers direct each teenage learner to focus on listening at the beginning of the sentence as one determining the main idea. By focusing on the parts that are considered important, the aim is for teenage learners to be able to connect various aspects of information in audio content and understand the message conveyed in its entirety. Choosing material relevant to the daily experiences that teenage EFL learners usually encounter makes it easier for teachers to deliver the material to learners. These results indicate that the strategies teachers use also positively develop teenage EFL learners' English language skills.

Through this research, the researcher found that teachers also faced obstacles in using strategies bottom-up and top-down in teaching listening. The obstacles encountered by these teachers include the following: First, students' difficulties in understanding new words. Second, the lack of understanding teenage students possess is not evenly distributed in grammar. Meanwhile, the other obstacle teachers encounter in teaching listening to teenage EFL students is the lack of adequate audio equipment and facilities for teaching listening. These findings reveal that obstacles faced by teachers in teaching listening to teenage EFL learners in using bottom-up and top-down strategies come from the different characteristics of each teenage learner and a lack of adequate audio equipment facilities. Nevertheless, both teachers successfully adapted their teaching strategies and methods to address the obstacles.

## **5.2 Suggestions**

Based on the results, this study appears to have several recommendations. Some recommendations related to this research are as follows:

From this research, the researcher recommends that teenage EFL learners follow the strategy to continue developing their listening skills. This research can be used as a reference containing knowledge about bottom-up and top-down strategies that are useful for teenage learners in developing their listening skills.

This study recommends that EFL teachers integrate listening practices into daily learning by providing audio materials that are relevant and liked by teenage EFL learners. Teachers need to implement bottom-up and top-down



strategies in teaching listening and use authentic listening materials other than songs, such as podcasts, films, news, etc. This type of material often provides diverse contexts and has specific aspects of language that can be utilized when implementing teaching strategies. Furthermore, the characteristics of each student are different, and the use of groups in student work is necessary so that students continue to communicate with classmates. Teachers can combine bottom-up and top-down strategies in teaching listening.

This research provides recommendations for future researchers who will study the same or similar research areas. This research is still limited to bottom-up and top-down strategies in listening learning. Future research should focus on other strategies with broader topics and strategies or further explore using both strategies in different contexts, such as age groups or language skills.



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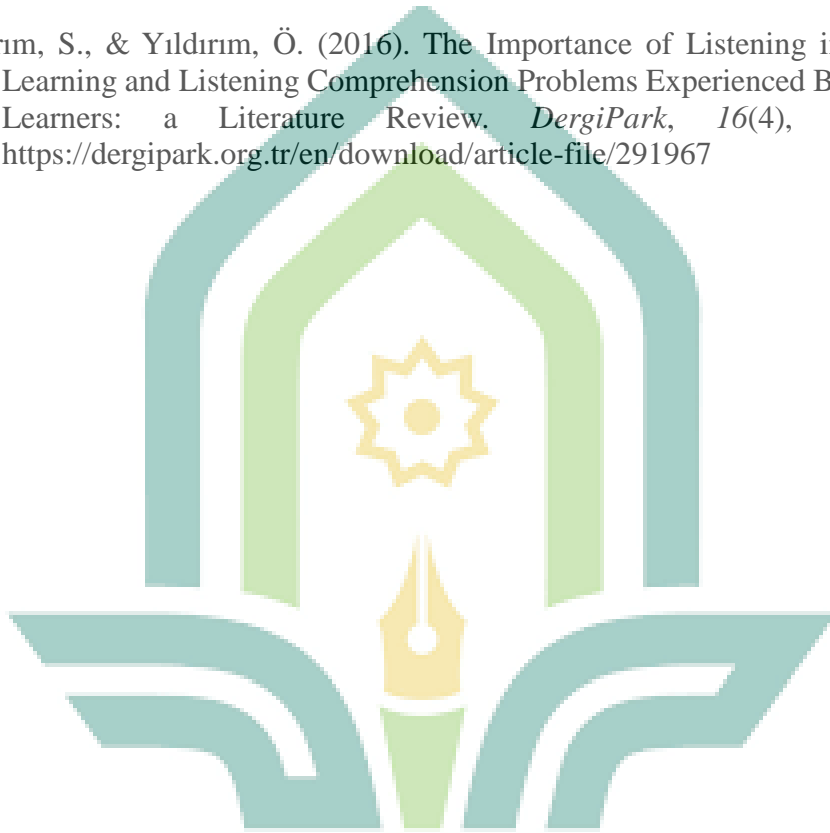
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## APPENDICES

### APPENDIX 1: INTERVIEW QUESTIONS

#### Strategi pengajaran Bottom Up

1. Bagaimana guru membantu siswa mempelajari kosakata dari audio yang diputar?
2. Bagaimana guru membantu siswa mempelajari tata bahasa yang digunakan dalam audio yang diputar?
3. Bagaimana guru membantu siswa mengidentifikasi detail information yang digunakan dalam konten audio yang diputar?
4. Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengajar kosakata dalam teks audio?
5. Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengajar tata bahasa dalam teks audio?
6. Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengajar detail

#### Strategi pengajaran Top Down

1. Bagaimana guru merancang aktivitas atau memilih materi audio topik pembelajaran mendengarkan yang familiar/dikenal oleh sebagian besar siswa?
2. Bagaimana guru mengarahkan siswa memprediksi informasi keseluruhan dari audio yang didengar?
3. Bagaimana guru membantu merekonstruksi makna dalam konten audio yang telah didengar berdasarkan pengetahuan yang dimiliki siswa?
4. Bagaimana guru membantu siswa mengenali ide-ide utama atau main idea dalam memahami konteks keseluruhan dan tujuan dari teks audio?
5. Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengarahkan siswa memprediksi informasi keseluruhan dari konten audio?
6. Bagaimana hambatan yang guru temui dalam membantu siswa ketika merekonstruksi makna dalam konten audio?
7. Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengenali ide-ide utama atau main idea dalam memahami konteks keseluruhan dan tujuan dari teks audio?

## APPENDIX 2: TRANSCRIPT OF THE INTERVIEWS

### Teacher 1 interview (Indonesian Version)

<b>Interviewer</b>	Assalamualaikum wr wb perkenalkan saya syamrotul wiyanti azzahroh dari uin gusdur jurusan tadrис bahasa inggris. Disini saya bertujuan ingin mewawancari bapak guru, sebelumnya bolehkah bapak memperkenalkan diri terlebih dahulu...
<b>Guru 1</b>	Waalikumsalam wr wb, baik izin memperkenalkan diri. Nama saya Hanggi, guru bahasa inggris selama 14 tahun di sekolah ini. Untuk tahun ajaran ini 2023/2024 saya mengajar dikelas 11. Dan kelas yang tadi kita masuki dan melakukan observasi itu dikelas 11 IKM 2.
<b>Interviewer</b>	Lalu didalam pembelajaran dari sekolah kurikulum apa yang diterapkan didalam proses KBM?
<b>Guru 1</b>	Kalau secara keseluruhan ada 2 kurikulum yang diterapkan. Namun untuk kelas 11 nya kami menerapkan kurikulum merdeka.
<b>Interviewer</b>	Baik, untuk pertanyaan pertama, Bagaimana guru membantu siswa mempelajari kosakata dari audio yang diputar?
<b>Guru 1</b>	Dalam bottom up maupun top down saya biasanya memutar audio, semisal audio yang akan didengar lagu. Biasanya saya meminta siswa untuk menuliskan kata yang dia dengar dicatat mereka sebanyak mungkin. Kemudian saya tanya kata apa saja yang mereka temukan lalu selanjutnya kami bahas bersama, dengan bagaimana cara mengeja dengan bahasa inggris serta menanyakan arti dari kata tersebut. Ketika siswa mengalami kesulitan dalam hal tersebut, saya membantu serta tawarkan kepada teman didalam kelas untuk membantu, dan apabila tidak ada satupun yang mengetahui arti dari kata tersebut, kami mencoba mencari artinya melalui google translate, kemudian saya sampaikan apa sebenarnya arti ataupun maksud dari kata tersebut.

<b>Interviewer</b>	Hal apa saja yang ibu arahkan ke siswa untuk membantu siswa dapat fokus mendengarkan audio dan siswa memahami kosakata yang didengar dengan mudah?
<b>Guru 1</b>	Seperti saat pertemuan kemarin saya memutar audio sekitar dua kali untuk siswa menjawab tugas terkait blank lirik, sebagian kelas bisa mengerjakan dan menjawab dengan baik. Karena sebelum mengisi blank lirik pun saya mengarahkan kepada siswa untuk mendengarkan audio yang saya putarkan sekaligus mencatat kosakata apa saja yang mereka dengar, baik yang familiar maupun asing sebanyak mungkin sebagai gudang ilmu kosakata mereka. Menurut saya hal tersebut cukup membantu siswa menerima terhadap kosakata yang mereka dengar.
<b>Interviewer</b>	Okee, baik pertanyaan selanjutnya. Bagaimana guru membantu siswa mempelajari tata bahasa yang digunakan dalam audio yang diputar?
<b>Guru 1</b>	Kalau tata bahas atau gramatikal yaa. Secara hal tersebut at least siswa sudah belajar setidaknya 3 tenses dasar, jadi saya hanya perlu mengingatkan saja. Seperti waktu observasi pada pertemuan sebelumnya anak-anak sudah memegang lirik keseluruhan dari audio, kemudian dipertemuan tadi siswa bisa mengamati tata bahasa yang digunakan pada baris-baris tersebut. Biasanya saya memberikan waktu untuk mereka mengidentifikasi sendiri terlebih dahulu tiap kalimat dalam audio yang diputarkan, misalkan pada baris 1 menunjukkan future. Kemudian baru kita menganalisa dan membahas secara bersama. Tapi kalau mereka akhirnya menemukan tenses lain seperti passive voice dan lain sebagainya yang belum begitu familiar atau kurang begitu mereka pahami itu nanti kita diskusikan bersama dan saya pun memberikan penjelasan terkait tenses tersebut.

<b>Interviewer</b>	Oh iya baik bu, untuk pertanyaan selanjutnya Bagaimana guru membantu siswa mengidentifikasi detail information yang digunakan dalam konten audio yang diputar?
<b>Guru 1</b>	Baik untuk hal tersebut biasanya kata perkata kami identifikasikan maknanya. Misal menemukan kata yang bisa memiliki 2 makna, maka saya membantu siswa untuk memahami konteks makna mana yang tepat. Jadi dari situ siswa akan bisa menarik kesimpulan pesan atau isi dari makna audio, atau hal apa saja yang sedang coba di sampaikan dari audio tersebut. Detail informasi disini apakah termasuk konflik situasi serta gaya bahasa yang dipakai pada audio mbak?
<b>Interviewer</b>	Iya bu, untuk kedua hal tersebut juga termasuk
<b>Guru 1</b>	Nah, hal itu pun biasanya saya menanyakan kepada siswa untuk mengutarakan pendapat mereka terkait isi dalam audio yang sudah mereka dengar. Semisal dilagu, kejadian atau hal apa saja yang sedang diceritakan dalam lagu, konfliknya, juga detail tempat maupun perasaan dari penyanyinya bagaimana. Tidak begitu banyak yang dibahas dibagian ini, karena menyesuaikan juga pemahaman siswanya.
<b>Interviewer</b>	Berarti tetap untuk memperhatikan pemahaman yang dimiliki siswanya ya bu selain guru harus mengerti karakteristik siswanya. Pertanyaan selanjutnya, Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengajar kosakata dalam teks audio?
<b>Guru 1</b>	Untuk hambatan dikosakata ya itu paling ketika menjelaskan dibagian vocab yang asing dan itu kita perlu bantuan menggunakan google translate. Kalau yang bagian vocab yang biasa didengar kan itu mudah ya jadi siswa pasti bisa mengerti arti kata dengan sendirinya, walaupun ada salahsatu siswa yang kurang mengerti, saya selalu menawarkan ke teman yang lain untuk



	membantu menjawab, jadi semua siswa dalam kelas akan memahami kosakata tersebut.
<b>Interviewer</b>	Baik bu, untuk pertanyaan selanjutnya. Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengajar detail information dalam teks audio?
<b>Guru 1</b>	Kalau hambatan di detail informasi itu kan berarti saat menemukan kata atau kalimat yang sulit diartikannya secara keseluruhan.
<b>Interviewer</b>	Oke selanjutnya, Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengajar tata bahasa dalam teks audio?
<b>Guru 1</b>	Karena beberapa siswa memiliki pemahaman yang kurang begitu luas, atau saat pengajaran yang siswa responsif hanya itu itu saja, tidak semua responsif, berartikan yang kurang responsif itu pemahaman kosakata ataupun tata bahasanya kurang. Sementara kita harus mengajarkan materi yang sama pada satu kelas, tanpa membedakan.
<b>Interviewer</b>	Oke baik bu, kemudian poin mengenai strategi top down pada pengajaran dikelas, untuk pertanyaan yang pertama. Bagaimana guru merancang aktivitas atau memilih materi audio topik pembelajaran mendengarkan yang familiar/dikenal oleh sebagian besar siswa?
<b>Guru 1</b>	Kalau hal yang familiar dan pasti siswa suka itu lagu. Kadang pun saya coba cari sumber-sumber di youtube, karena siswa kan familiar dengan sosial media semacamnya.
<b>Interviewer</b>	Baik untuk pertanyaan selanjutnya. Bagaimana guru membantu mengarahkan siswa memprediksi informasi keseluruhan dari audio yang didengar?
<b>Guru 1</b>	Ya kayak tadi kebetulan materinya lagu. Nah lagu kan terkait hobi, penyanyi favorit mereka, lagu yang lagi viral saat ini dan lain lain.

	<p>Saya mengarahkan siswa untuk memahami konteks keseluruhannya dari kalimat awal per bait untuk memprediksi informasi keseluruhan. Kemudian, baru bisa menyimpulkan pesan yang disampaikan.</p>
<b>Interviewer</b>	<p>Kemudian, Bagaimana guru membantu merekonstruksi makna dalam konten audio yang telah didengar berdasarkan pengetahuan yang dimiliki siswa?</p>
<b>Guru 1</b>	<p>Kalau anak-anak SMA, seumurannya mereka itu perlu untuk melihat konteks dulu. Siswa kan suka terkait jatuh cinta, perjuangan cinta, ketika diputarkan audio lagu yang sesuai mereka akan mudah menggabungkan semua informasi dan menghubungkannya dengan pengetahuan yang ada, lalu membentuk pemahaman tentang pesan yang disampaikan. Semisal dalam pengajaran menemukan kosakata yang makna maupun secara gramatikalnya asing untuk mereka, saya perlu memperkenalkan ke mereka dengan menggunakan serta mengaitkan hal hal yang disekitar. Biasanya saat listening siswa akan sulit mengenali huruf yang belakang D dengan E, jadi saya memberikan penjelasan perbedaan jika mendengar hal itu. Dengan memberikan contoh, membantu siswa cara pengejaan hurufnya, atau pengucapannya lalu siswa akan menirukannya.</p>
<b>Interviewer</b>	<p>Kemudian, Bagaimana guru membantu siswa mengenali ide-ide utama atau main idea dalam memahami konteks keseluruhan dan tujuan dari teks audio?</p>
<b>Guru 1</b>	<p>Untuk ide utama biasanya mengarahkan untuk per part. Contohnya seperti tadi saya mengarahkan siswa untuk memahami konteks keseluruhannya itu per bait. Atau dengan menggiring ke perasaan seperti apa yang dirasakan ketika mendengar audio yang saya putar untuk memprediksi isi konten. Kemudian, baru bisa menyimpulkan pesan yang disampaikan.</p>

<b>Interviewer</b>	Lalu arahan seperti apa ketika ibu membantu siswa dapat dengan mudah mengenali ide utamanya?
<b>Guru 1</b>	Cara saya sebagai guru membantu siswa agar memperoleh atau menemukan main idea dari kalimat awal yang diputar dengan mengsaring pokok utama per paragrafnya dengan menggaris bawahi kata kunci yang menonjol.
<b>Interviewer</b>	Baik, pertanyaan selanjutnya. Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengarahkan siswa memprediksi informasi keseluruhan dari konten audio, hambatan yang ibu temui dalam membantu siswa pada pemahaman ketika mengenali ide-ide utama serta hambatan yang ibu temui dalam membantu siswa ketika merekonstruksi makna dalam konten audio?
<b>Guru 1</b>	Kalau faktor dari siswa yang kurangnya motivasi sehingga misalkan guru sudah mempersiapkan materi yang sesuai tetapi siswa tidak menyukainya pun itu akan menjadi hambatan ketika pengajaran berlangsung. Kemudian, pemahaman setiap siswa itu beda beda, sedangkan guru mempunyai alur pembelajaran yang tujuannya sama untuk satu kelas, jadi guru dituntut untuk memperhatikan kebutuhan setiap siswanya agar mereka tetap memperoleh hasil yang sama. Lalu hambatan yang menjadi topik utama adalah fasilitas yang kurang memadai.
<b>Interviewer</b>	Apakah ada hambatan lain, selain hal yang sudah ibu sebutkan?
<b>Guru 1</b>	Kurang lebih hambatan yang saya temui itu saja
<b>Interviewer</b>	Oiya baik bu, pertanyaan selanjutnya. Dalam menyusun strategi pembelajaran apakah penggunaan strategi serta memilih strategi yang tepat dan sesuai dapat mempengaruhi kegiatan pembelajaran?

<b>Guru 1</b>	Pastinya mbak. Ketika kita menyusun modul ajar kita harus tahu model dan strategi yang akan diterapkan dikelas harus disesuaikan dengan kebutuhan siswa.
<b>Interviewer</b>	Dari kedua strategi tersebut, strategi manakah yang sering digunakan dalam pembelajaran mendengarkan dikelas? Dan apa alasannya?
<b>Guru 1</b>	Kalau saya pribadi, lebih cenderung yang ke bottom up ya. Karena itu sudah mencakup semua termasuk kosakata dan tata bahasa. Namun, menggabungkan kedua strategi tersebut juga bagus.
<b>Interviewer</b>	Baik bu. Untuk pertanyaannya cukup, kurang lebih dari saya memohon maaf apabila ada tutur kata yang kurang berkenan, dan terimakasih untuk waktu serta kebersedian ibu.
<b>Guru 1</b>	Walaikumsalam wr wb. Iya mbak sama – sama...

### Teacher 2 Interview (Indonesian Version)

<b>Interviewer</b>	Assalamualaikum wr wb perkenalkan saya syamrotul wiyanti azzahroh dari uin gusdur jurusan tadaris bahasa inggris. Disini saya bertujuan ingin mewawancari bapak guru, sebelumnya bolehkah bapak memperkenalkan diri terlebih dahulu...
<b>Guru 2</b>	Boleh... Perkenalkan nama saya danu (samara) saya guru bahasa inggris dari sma dikabupaten pekalongan
<b>Interviewer</b>	Di sekolah tersebut sudah berapa lama menjadi guru bahasa inggris?
<b>Guru 2</b>	Sudah 9 bulan terakhir ini
<b>Interviewer</b>	Untuk mengajarnya dikelas apa saja ya pak?
<b>Guru 2</b>	Kelas 10 11 dan kelas 12
<b>Interviewer</b>	Berarti semua kelas di ajar oleh bapak. Lalu didalam pembelajaran dari sekolah kurikulum apa yang diterapkan didalam proses kbm?

<b>Guru 2</b>	Disekolah ini itu ada 2 kurikulum yang diterapkan. Untuk kelas 10 dan 11 menggunakan kurikulum merdeka. Dan untuk kelas 12 masih menggunakan kurikulum kurtilas.
<b>Interviewer</b>	Ohiya baik pak. Jadi kan disini kita fokusnya ke kelas 11 nggih pak, karena observasi yang sudah dilakukan pun dikelas 11nya. Langsung kepertanyaannya saja ya pak...
<b>Guru 2</b>	Baik mba silahkan
<b>Interviewer</b>	Untuk pertanyaan pertama, Bagaimana guru membantu siswa mempelajari kosakata dari audio yang diputar?
<b>Guru 2</b>	Untuk itu saya biasanya menggunakan google translate atau alat penerjemah lainnya untuk membantu para siswa bisa mengetahui makna, disisi lain mereka paham cara mengucapkan kosa kata yang benar, Jadi awalnya saya minta mereka untuk mendengarkan lagunya terlebih dahulu. Setelah mendengarkan, mereka diminta untuk mencari kosa kata yang mereka baru tahu atau untuk mencari alur ceritanya, seperti menceritakan kembali tetapi singkat.
<b>Interviewer</b>	Okee, berarti hanya menggunakan google translate atau dictionary semacamnya ya pak... Selain melalui google translate, apakah ada strategi lain yang guru pakai dalam membantu siswa mempelajari kosakata dan grammar dari audio?
<b>Guru 2</b>	Untuk strategi sih sama ya, kadang pakai alat translate kadang pakai hafalan kosakata seperti biasa. Karena dari pihak sekolah memang sudah menyediakan buku kosakata untuk dihafalkan selama 1 tahun pembelajaran
<b>Interviewer</b>	Biasanya aplikasi apa saja yang digunakan sebagai alat penerjemah tersebut?
<b>Guru 2</b>	Google Translate, deeply, dan Quillbot
<b>Interviewer</b>	Baik pak untuk pertanyaan selanjutnya. Bagaimana guru membantu siswa mempelajari tata bahasa yang digunakan dalam audio yang diputar?
<b>Guru 2</b>	Sama seperti kosa kata atau vocab ya berarti, saya menggunakan alat penerjemah untuk mempelajari grammar secara benar. Saya akan menyuruh siswa untuk menebak tenses dasar pada 1 kalimat yang saya

	dapat dari lirik lagu yang sudah mereka dengar, menjelaskannya juga saya tidak terlalu detail, itu hanya mengingatkan kembali struktur penggunaan tata bahasa yang contoh kalimatnya dari lagu yang mereka dengar. Biasanya juga digabung dengan praktik langsung di depan kelas agar semua siswa bisa mendengarkan.
<b>Interviewer</b>	Berarti itu nanti bagaimana pak? Apakah siswanya maju kedepan kelas?
<b>Guru 2</b>	Iya betul saya tunjuk untuk mempraktik dengan menirukan suara yang didengar
<b>Interviewer</b>	Oh iya pak berarti nanti diajari juga cara pengucapannya?
<b>Guru 2</b>	Iya betul, jadi siswa tidak hanya mendengarkan saja atau mengetahui tata bahasanya, tapi mereka juga tahu cara pengucapannya, pelafalannya.
<b>Interviewer</b>	Oke baik pak, untuk pertanyaan selanjutnya Bagaimana guru membantu siswa mengidentifikasi detail information yang digunakan dalam konten audio yang diputar?
<b>Guru 2</b>	Kalau tentang informasi detail, para siswa saya arahkan untuk mengidentifikasi informasi tentang tempat atau karakter yang ada pada cerita dalam audio tersebut. Selain fokus mendengarkan mereka juga mencari informasi mengenai detail isi yang disampaikan.
<b>Interviewer</b>	Untuk pemilihan media yang digunakan disesuaikan dengan kriteria siswanya atau bagaimana pak?
<b>Guru 2</b>	Oh acak, kadang ada yang mereka sudah, ada juga yang belum tahu
<b>Interviewer</b>	Strategi apa yang bapak gunakan dalam membantu siswa mempelajari informasi yang sedang disampaikan dalam audio, selain strategi yang sudah disebutkan tersebut?
<b>Guru 2</b>	Kalau informasi detail itu saya menggunakan strategi scanning. Sama seperti membaca scanning tpi ini di lingkup listening.
<b>Interviewer</b>	Oke selanjutnya, Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengajar kosakata dalam teks audio?
<b>Guru 2</b>	Kadang para siswa sulit mendengar apa yang ingin ditirukan atau di-spelling ulang. Terkhusus siswa yg duduk di bagian belakang kelas

	sehingga lumayan susah pendengarnya karena kan mereka duduknya jauh dari meja guru. Dan terkadang beberapa dari mereka juga berisik.
<b>Interviewer</b>	Oke selanjutnya, Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengajar tata bahasa dalam teks audio?
<b>Guru 2</b>	Kalau dibagian tata bahasa ini sama seperti di kosa kata, kadang siswa ada yang kurang jelas mendengarnya. Dilakukanlah pengulangan suara tersebut, jadi saya sering pengulangan kata maupun kalimat atau apa itu ya namanya? Repeat ya? Ohiya di repeat. Saya mengulang beberapa kali untuk mereka dengar lagi dengan jelas
<b>Interviewer</b>	Oiya pak, kalau seperti itu apakah banyak pak yang meminta untuk direpeat?
<b>Guru 2</b>	Banyak... Namun tidak sedikit juga. Apalagi yang bagian dari tengah kebelakang itu sering meminta saya untuk mengulangkan kembali dengan aksen yang bisa mereka pahami. Berarti kan kalau menggunakan audio itu suara langsung dari native, jadi mereka kurang begitu memahami apa yang didengarkan. Lalu saya membantu dengan pengucapan ulang dan mereka juga mendengarnya, setelahnya mereka memahami kata atau kalimat apa yang tadi kurang tersebut.
<b>Interviewer</b>	Baik pak, untuk pertanyaan selanjutnya. Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengajar detail information dalam teks audio?
<b>Guru 2</b>	Tidak sedikit siswa yang baru menemukan kata-kata atau informasi yang didengarnya yang baru baginya.
<b>Interviewer</b>	Oke kemudian poin mengenai strategi top down pada pengajaran dikelas, untuk pertanyaan yang pertama. Bagaimana guru merancang aktivitas atau memilih materi audio topik pembelajaran mendengarkan yang familiar/dikenal oleh sebagian besar siswa?
<b>Guru 2</b>	Jika lagu, saya menggunakan lagu yang paling banyak mereka tahu agar bisa dipahami, pemahaman dalam listening bisa cepat tertangkap dari apa yang mereka dengar dari lagu itu.
<b>Interviewer</b>	Berarti nanti untuk proses pembelajaran ini dengan lagu yang siswa suka dengan mendengarkan bersama-sama atau bagaimana pak?

<b>Guru 2</b>	Iya betul diputar dan siswa menyimak bersama, kadang ada yang mengikuti lirik dan menyanyi juga. Karena biasanya gini mbak, saya mengajarkan untuk 2 jam pelajaran. 1 jam untuk menyimak, lalu 1 jam setelahnya untuk saya memberikan tugas dan pembahasan bersama.
<b>Interviewer</b>	Baik untuk pertanyaan selanjutnya. Bagaimana guru membantu mengarahkan siswa memprediksi informasi keseluruhan dari audio yang didengar?
<b>Guru 2</b>	Kalau saya biasanya mengarahkan untuk lebih didengarkan bagian awal dan akhir karena itu kunci dari informasi keseluruhan.
<b>Interviewer</b>	Kemudian, Bagaimana guru membantu merekonstruksi makna dalam konten audio yang telah didengar berdasarkan pengetahuan yang dimiliki siswa?
<b>Guru 2</b>	Biasanya saya memberi contoh terlebih dahulu berdasarkan kejadian yang sudah mereka alami atau seperti menyamakan dengan kehidupan asli. Seperti memberikan contoh dari keseharian, biar siswa bisa lebih paham.
<b>Interviewer</b>	Kemudian, Bagaimana guru membantu siswa mengenali ide-ide utama atau main idea dalam memahami konteks keseluruhan dan tujuan dari teks audio?
<b>Guru 2</b>	Ini berarti keseluruhan ya? Jadi ketika para siswa mendengarkan lagu, saya mengarahkan mereka agar lebih jeli mendengarkannya pada kalimat awal dan simpan atau catat kosa kata terlebih dahulu yang kemungkinan menonjol dalam cerita tersebut. Mereka saya suruh mencatat poin-poinnya dulu baru disimpulkan. Setelahnya mereka akan menemukan apa ide utamanya, apa yang sedang disampaikan dari konten audio yang mereka dengar.
<b>Interviewer</b>	Bagaimana strategi guru dalam membantu siswa mengidentifikasi main idea selain strategi tersebut?
<b>Guru 2</b>	Sama seperti jawaban sebelumnya yaitu mendengarkan secara scanning atau memindai secara umum
<b>Interviewer</b>	Terkadang dalam pembelajaran mendengarkan siswa juga akan bosan jika hanya mengidentifikasi saja apalagi mendengarkan secara seluruh



	isi audio, bagaimana strategi guru dalam membantu siswa mempelajari audio yang diputar agar siswa fokus terhadap isinya?
<b>Guru 2</b>	Seperti pada umumnya ya, mereka saya minta untuk fokus dan teliti dalam mendengarkan sampai suasana kelas menjadi hening
<b>Interviewer</b>	Baik, pertanyaan selanjutnya. Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengarahkan siswa memprediksi informasi keseluruhan dari konten audio?
<b>Guru 2</b>	Terkadang itu siswa sulit memahami audio karena ada beberapa kosa kata yang belum mereka tahu atau malah baru mereka dengar. Dan ada saja dari mereka yang malas mendengarkan dari awal.
<b>Interviewer</b>	Kalau hal tersebut terjadi, hal apa yang biasanya bapak lakukan untuk membuat siswa kembali fokus dan siap belajar?
<b>Guru 2</b>	Saya kasih ice breaking sebentar, ya paling tidak ada 5 menit. Atau saya tawarkan ke mereka konten audio apa yang ingin mereka, apakah lagu atau film dll, yang ingin siswa dengar jika itu saat materi listening.
<b>Interviewer</b>	Bagaimana strategi guru dalam membantu siswa mempelajari audio yang diputar agar siswa fokus terhadap isinya?
<b>Guru 2</b>	Seperti pada umumnya ya, mereka saya minta untuk fokus dan teliti dalam mendengarkan sampai suasana kelas menjadi hening.
<b>Interviewer</b>	Baik pak, pertanyaan selanjutnya. Bagaimana hambatan yang guru temui dalam membantu siswa ketika merekonstruksi makna dalam konten audio?
<b>Guru 2</b>	Tidak sedikit para siswa yang baru menemukan kosa kata atau informasi yang baru mereka dengar bagi mereka. Sehingga guru harus lebih explore dalam membuat siswa paham dengan menyambungkan pengetahuan yang siswa tahu. Dalam hal ini saya membantu lewat pemilihan materi yang sesuai dengan pengalaman atau hal yang ditemui siswa dalam kehidupan sehari-hari. Jadi mereka akan mudah menyambungkan pengetahuan yang dimiliki siswa dengan materi.
<b>Interviewer</b>	Baik selanjutnya, Bagaimana hambatan yang guru temui dalam membantu siswa pada pemahaman ketika mengenali ide-ide utama atau main idea dalam memahami konteks keseluruhan dan tujuan dari teks audio?

<b>Guru 2</b>	Sama seperti sebelumnya, para siswa masih asing dengan ucapan yang didengar. Entah itu artinya, pengucapan atau pelafalannya, itu bagi beberapa mereka masih asing. Dan kadang dari guru pun harus explore lebih dalam mencari informasi dari konteks audio tersebut untuk membuat siswa mudah memahami audio yang didengar.
<b>Interviewer</b>	Lalu tadi yang disebutkan oleh bapak. Guru lebih explore, berarti prnya untuk gurunya juga ya pak bagaimana guru bisa memahami materi. Apakah ada hambatan lain yang bapak temui dalam pembelajaran?
<b>Guru 2</b>	Iya mba betul, jadi sebelum kita menyampaikan ke siswa, kita juga harus memahami terlebih dahulu... Hambatan yang biasa saya temui ketika pembelajaran pada jam siang, siswa tidak konsentrasi lagi terhadap pembelajaran, motivasi mengikuti pembelajaran pun kurang, jadi kadang terkait materi untuk pemahaman mendengarkan saya fleksibel bisa menggunakan lagu,dll.
<b>Interviewer</b>	Dari kedua strategi tersebut, strategi manakah yang sering digunakan dalam pembelajaran mendengarkan dikelas? Dan apa alasannya?
<b>Guru 2</b>	Saya lebih sering menggunakan top-down karena saya fokus pada seberapa mereka paham cerita yang ditampilkan. Dengan pahamnya mereka pada cerita, otomatis mereka memahami grammar yang ada
<b>Interviewer</b>	Oke baik pak. Untuk pertanyaannya cukup, kurang lebih dari saya memohon maaf apabila ada tutur kata yang kurang berkenan, dan terimakasih untuk waktu serta kebersedian bapak.
<b>Guru 2</b>	Iya mbak sama – sama...

### Teacher 1 Interview (English Version)

<b>Interviewer</b>	Assalamualaikum wr wb, let me introduce myself, Syamrotul Wiyanti Azzahroh from UIN Gusdur. Here my aim is to interview the teacher, can you introduce yourself first...
<b>Teacher 1</b>	Walaikumsalam wr wb, permission to introduce myself. My name is Hanggi, an English teacher for 14 years at this school. For this academic year 2023/2024 I teach in class 11. And the class we entered and made observations was in class 11 IKM 2.
<b>Interviewer</b>	Then, in learning from school, what curriculum is applied in the teaching and learning process?
<b>Teacher 1</b>	Overall there are 2 curricula implemented. However, for class 11 we apply the Merdeka curriculum.
<b>Interviewer</b>	Oke, for the first question, How do teachers help students learn vocabulary from the audio being played?
<b>Teacher 1</b>	In bottom up and top down I usually play audio, such as the audio that will be heard in a song. Usually I ask students to write down as many words as they hear in their notes as possible. Then I asked what words they found and then we discussed them together, how to spell them in English and asked what the meaning of the word was. When students experience difficulties in this matter, I help and offer help to friends in the class, and if no one knows the meaning of the word, we try to find the meaning via Google Translate, then I tell them what the word actually means or means.
<b>Interviewer</b>	What things do you direct students to do to help students focus on listening to audio and students understand the vocabulary they hear easily?
<b>Teacher 1</b>	Like during yesterday's meeting I played the audio twice for students to answer assignments related to blank lyrics, some of the class were able to do and answer well. Because before filling in the blank lyrics, I direct the students to listen to the audio that I

	<p>play and at the same time record as much vocabulary as they hear, both familiar and foreign, as a storehouse of their vocabulary knowledge. In my opinion, this is quite helpful for students to accept the vocabulary they hear.</p>
<b>Interviewer</b>	<p>Okay next question. How do teachers help students learn the grammar used in the audio they play?</p>
<b>Teacher 1</b>	<p>As for language or grammar, yes. In this case, at least students have learned at least 3 basic tenses, so I just need to remind them. Like during the observation at the previous meeting, the children had grasped the entire lyrics from the audio, then at this meeting the students could observe the grammar used in these lines. Usually I give them time to first identify each sentence in the audio being played, for example line 1 shows the future. Then we analyze and discuss together. But if they end up finding other tenses such as passive voice and so on that they are not as familiar with or don't really understand, we will discuss them together and I will also provide an explanation regarding those tenses.</p>
<b>Interviewer</b>	<p>Oh yes, okay ma'am, for the next question, how do teachers help students identify detailed information used in the audio content being played?</p>
<b>Teacher 1</b>	<p>Well, for this we usually identify the meaning of each word. For example, if I find a word that can have 2 meanings, I help students understand the context of which meaning is correct. So from there students will be able to draw conclusions about the message or content from the meaning of the audio, or what things are being tried to convey from the audio. Does the detailed information here include conflict situations and the language style used in the audio?</p>
<b>Interviewer</b>	<p>Yes ma'am, these two things are also included</p>

<b>Teacher 1</b>	So, I usually ask students to express their opinions regarding the content in the audio they have heard. For example, in the song, what events or things are being told in the song, the conflict, as well as details of the place and the feelings of the singer. Not much is discussed in this section, because it also adjusts to students' understanding.
<b>Interviewer</b>	This means paying attention to the understanding that students have, yes, ma'am, apart from teachers, they must understand the characteristics of their students. The next question, What obstacles do teachers encounter in helping students understand when teaching vocabulary in audio texts?
<b>Teacher 1</b>	As for the obstacles in vocabulary, yes, most of all when explaining the un familiar vocab and we need help using Google Translate. If the un familiar vocab, the students will definitely be able to understand the meaning of the words themselves. Even if one of the students doesn't understand it, I always offer another friend to help answer, so all the students in the class will understand the vocabulary.
<b>Interviewer</b>	Oke ma'am, for the next question. What obstacles do teachers encounter in helping students understand when teaching detailed information in audio texts?
<b>Teacher 1</b>	If the obstacles are in detailed information, it means when you encounter words or sentences that are difficult to interpret as a whole.
<b>Interviewer</b>	Next, what obstacles do teachers encounter in helping students understand when teaching grammar in audio texts?
<b>Teacher 1</b>	Because some students have a less broad understanding, or when teaching students are only responsive, not all are responsive, meaning those who are less responsive have less understanding of

	vocabulary or grammar. Meanwhile we have to teach the same material in one class, without differentiation.
<b>Interviewer</b>	OK, fine ma'am, then the point regarding top down strategies in classroom teaching, for the first question. How do teachers design activities or select audio materials on listening learning topics that are familiar to most students?
<b>Teacher 1</b>	If it's something that is familiar and students definitely like it, it's a song. Sometimes I even try to look for sources on YouTube, because students are familiar with such social media.
<b>Interviewer</b>	OKE for the next question. How can teachers help direct students to predict the overall information from the audio they hear?
<b>Teacher 1</b>	Yes, it just so happens that the material is a song. So songs are related to hobbies, their favorite singers, songs that are currently viral and so on. I direct students to understand the overall context from the initial sentence per stanza to predict the overall information. Then, you can conclude the message conveyed.
<b>Interviewer</b>	Then, how can the teacher help reconstruct the meaning in the audio content that has been heard based on the knowledge that students have?
<b>Teacher 1</b>	For high school students, at their age, they need to look at the context first. Students like things related to falling in love, the struggle of love, when the appropriate audio song is played they will easily combine all the information and connect it with existing knowledge, then form an understanding of the message conveyed. For example, when teaching, I find vocabulary whose meaning and grammar are foreign to them, I need to introduce it to them by using and relating things around them. Usually when students listen, it will be difficult to recognize the letter after D and E, so I explain the difference when they hear it. By giving examples, help

	students how to spell the letters or pronounce them and then students will imitate them.
<b>Interviewer</b>	Then, how do teachers help students recognize the main ideas or main idea in understanding the overall context and purpose of the audio text?
<b>Teacher 1</b>	For the main idea, usually refer to each part. For example, like before, I direct students to understand the overall context per stanza. Or by leading to feelings like what one feels when hearing the audio that I play to predict the content. Then, you can conclude the message conveyed.
<b>Interviewer</b>	So what kind of direction do you give when you help students easily recognize the main idea?
<b>Teacher 1</b>	My way as a teacher is to help students obtain or find the main idea from the initial sentence that is played by filtering the main points of each paragraph by underlining the key words that stand out.
<b>Interviewer</b>	Oke, next question. What obstacles do teachers encounter in helping students understand when directing students to predict overall information from audio content, what obstacles do you encounter in helping students understand when recognizing main ideas and what obstacles do you encounter in helping students when reconstructing meaning in audio content? ?
<b>Teacher 1</b>	In the factor is that students lack motivation, for example the teacher has prepared appropriate material but the students don't like it, this will become an obstacle when teaching takes place. Then, each student's understanding is different, while teachers have a learning path with the same goals for one class, so teachers are required to pay attention to the needs of each student so that they still get the same results. Then the obstacle that is the main topic is inadequate facilities.

<b>Interviewer</b>	Are there any other obstacles, apart from the things you have mentioned?
<b>Teacher 1</b>	More or less that's all the obstacles I encountered
<b>Interviewer</b>	Oh okay ma'am, next question. In encrsing learning strategies, can the use of strategies and choosing appropriate and appropriate strategies influence learning activities?
<b>Teacher 1</b>	Of course, When we compile teaching modules we must know that the models and strategies that will be applied in class must be adapted to students' needs.
<b>Interviewer</b>	Of these two strategies, which strategy is often used in listening lessons in class? And what's the reason?
<b>Teacher 1</b>	Personally, I tend to be more bottom up. Because it covers everything including vocabulary and grammar. However, combining both strategies is also good.
<b>Interviewer</b>	Okay ma'am. For the question, that's enough, more or less I apologize if there are words that are less pleasing, and thank you for your time and willingness.
<b>Teacher 1</b>	Walaikumsalam wr wb. Yes, you're welcome...

### Teacher 2 Interview (English Version)

<b>Interviewer</b>	Assalamualaikum wr wb, let me introduce myself, Syamrotul Wiyanti Azzahroh from UIN Gusdur. Here my aim is to interview the teacher, can you introduce yourself first...
<b>Teacher 2</b>	Yes... Let me introduce myself, my name is Danu (Samara) I am an English teacher from high school in Pekalongan Regency.
<b>Interviewer</b>	How long have you been an English teacher at this school?
<b>Teacher 2</b>	It's been the last 9 months
<b>Interviewer</b>	What classes are you going to teach, sir?
<b>Teacher 2</b>	Class 10 11 and class 12



<b>Interviewer</b>	This means that all classes are taught by the father. Then, in school learning, what curriculum is applied in the teaching and learning process?
<b>Teacher 2</b>	In this school there are 2 curricula implemented. For grades 10 and 11, the independent curriculum is used. And for class 12, the curriculum is still used.
<b>Interviewer</b>	Oh yes, okay sir. So here we are focusing on class 11, sir, because the observations that have been carried out were also in class 11.
<b>Teacher 2</b>	OK, please
<b>Interviewer</b>	For the first question, How do teachers help students learn vocabulary from the audio played?
<b>Teacher 2</b>	For this reason, I usually use Google Translate or other translation tools to help students understand the meaning. On the other hand, they understand how to pronounce the vocabulary correctly. So initially I ask them to listen to the song first. After listening, they are asked to look for vocabulary they just know or to look for the story line, like a short retelling.
<b>Interviewer</b>	Oke, that means just using Google Translate or a dictionary like that, sir... Apart from using Google Translate, are there any other strategies that teachers use to help students learn vocabulary and grammar from audio?
<b>Teacher 2</b>	The strategy is the same, sometimes I use the translation tool, sometimes I use memorizing vocabulary as usual. Because the school has provided vocabulary books to memorize for 1 year of study
<b>Interviewer</b>	What applications are usually used as translation tools?
<b>Teacher 2</b>	Google translate, deepl, and quillbot
<b>Interviewer</b>	Oke sir for the next question. How do teachers help students learn the grammar used in the audio they play?
<b>Teacher 2</b>	Just like vocabulary or vocabab, that means, I use a translation tool to learn grammar correctly. I will ask students to guess the basic tense in 1 sentence that I got from the lyrics of the song they have heard, I also don't explain it in too much detail, it just reminds me of the grammatical structure of the example sentence from the song they heard. Usually it

	is also combined with direct practice in front of the class so that all students can listen.
<b>Interviewer</b>	So what happens next, sir? Are the students moving to the front of the class?
<b>Teacher 2</b>	Yes, that's right, I suggest practicing by imitating the sounds you hear
<b>Interviewer</b>	Oh yes, sir, does that mean you will also be taught how to pronounce it?
<b>Teacher 2</b>	Yes, that's right, so students don't just listen or know the grammar, but they also know how to pronounce it, how to pronounce it.
<b>Interviewer</b>	Oke sir, for the next question, how do teachers help students identify detailed information used in the audio content being played?
<b>Teacher 2</b>	When it comes to detailed information, I direct the students to identify information about places or characters in the story in the audio. Apart from focusing on listening, they also look for detailed information regarding the content being conveyed.
<b>Interviewer</b>	The choice of media used is adjusted to the student's criteria or what, sir?
<b>Teacher 2</b>	Oh random, sometimes there's something they already know, there's also something they don't know yet
<b>Interviewer</b>	What strategies do you use to help students learn the information being conveyed in audio, apart from the strategies already mentioned?
<b>Teacher 2</b>	For detailed information, I use a scanning strategy. Just like reading scanning but this is in the listening area.
<b>Interviewer</b>	What obstacles do teachers encounter in helping students understand when teaching vocabulary in audio texts?
<b>Teacher 2</b>	Sometimes students have difficulty hearing what they want to imitate or re-spell. Especially for students who sit at the back of the class, it's quite difficult to hear them because they sit far from the teacher's desk. And sometimes some of them are noisy too.
<b>Interviewer</b>	Next, what obstacles do teachers encounter in helping students understand when teaching grammar in audio texts?
<b>Teacher 2</b>	If the grammar section is the same as the vocabulary, sometimes students don't hear it clearly. The sound is repeated, so I often repeat words and

	sentences or what is it called? Repeat, okay? I repeated it several times for them to hear again clearly
<b>Interviewer</b>	Oh yes, sir, if that's the case, are there many people asking for it to be repeated?
<b>Teacher 2</b>	A lot... But not a little either. Moreover, the part from the middle to the back often asks me to repeat it again in an accent that they can understand. This means that if you use audio, it's a direct native voice, so they don't really understand what they're listening to. Then I help with the re-pronunciation and they also hear it, after which they understand what words or sentences they were missing.
<b>Interviewer</b>	Oke sir, for the next question. What obstacles do teachers encounter in helping students understand when teaching detailed information in audio texts?
<b>Teacher 2</b>	Not a few students just discover words or information they hear that are new to them.
<b>Interviewer</b>	Oke, then the point regarding top down strategies in classroom teaching, for the first question. How do teachers design activities or select audio materials on listening learning topics that are familiar to most students?
<b>Teacher 2</b>	If it's a song, I use the song that they know the most so that they can understand it, understanding in listening can be quickly captured from what they hear in the song.
<b>Interviewer</b>	Does this mean that later on in the learning process, listen to songs that the students like together or what, sir?
<b>Teacher 2</b>	Yes, that's right, it is played and the students listen together, sometimes some follow the lyrics and sing too. Because it's usually like this, sis, I teach for 2 hours of lessons. 1 hour to listen, then 1 hour after that for me to give assignments and discuss together.
<b>Interviewer</b>	Oke for the next question. How can teachers help direct students to predict the overall information from the audio they hear?
<b>Teacher 2</b>	I usually direct you to listen more to the beginning and end because that is the key to the overall information.
<b>Interviewer</b>	Then, how can the teacher help reconstruct the meaning in the audio content that has been heard based on the knowledge that students have?

<b>Teacher 2</b>	Usually I give an example first based on an incident they have experienced or something that equates it with real life. Such as providing examples from everyday life, so that students can understand better.
<b>Interviewer</b>	Then, how do teachers help students recognize the main ideas or main idea in understanding the overall context and purpose of the audio text?
<b>Teacher 2</b>	This means the whole thing, right? So when students listen to songs, I direct them to be more careful in listening to the first sentence and save or note down the vocabulary first that might stand out in the story. I told them to note down the points first and then conclude. After that, they will find out what the main idea is, what is being conveyed from the audio content they hear.
<b>Interviewer</b>	What are the teacher's strategies for helping students identify main ideas apart from these strategies?
<b>Teacher 2</b>	The same as the previous answer, namely listening by scanning or scanning in general
<b>Interviewer</b>	Sometimes when learning to listen, students will also get bored if they only identify it, let alone listen to the entire audio content. What is the teacher's strategy for helping students learn the audio being played so that students focus on the content?
<b>Teacher 2</b>	In general, I asked them to focus and be careful in listening until the class atmosphere became quiet
<b>Interviewer</b>	Oke, next question. What obstacles do teachers encounter in helping students understand when directing students to predict overall information from audio content?
<b>Teacher 2</b>	Sometimes students find it difficult to understand audio because there is some vocabulary that they don't know or have only just heard. And some of them are lazy to listen from the start.
<b>Interviewer</b>	If this happens, what do you usually do to get students back focused and ready to learn?
<b>Teacher 2</b>	I'll give you a short icebreaker, at least 5 minutes. Or I offer them what audio content they want, whether songs or films, etc., which students want to hear if it is during listening material.

<b>Interviewer</b>	What is the teacher's strategy for helping students study the audio that is played so that students focus on the content?
<b>Teacher 2</b>	In general, I asked them to focus and be careful in listening until the class atmosphere became quiet
<b>Interviewer</b>	OK sir, next question. What obstacles do teachers encounter in helping students when reconstructing meaning in audio content?
<b>Teacher 2</b>	Not a few students just discovered vocabulary or information that was new to them. So teachers must explore more in making students understand by connecting the knowledge that students know. In this case, I help by selecting material that is appropriate to the experiences or things students encounter in everyday life. So they will easily connect the knowledge that students have with the material.
<b>Interviewer</b>	Well next, what obstacles do teachers encounter in helping students understand when recognizing the main ideas or main idea in understanding the overall context and purpose of the audio text?
<b>Teacher 2</b>	Just like before, the students were still unfamiliar with the words they heard. Whether it's the meaning, pronunciation or pronunciation, it's still foreign to some of them. Sometimes teachers have to explore more deeply to find information from the context of the audio to make it easier for students to understand the audio they hear.
<b>Interviewer</b>	Then what father mentioned earlier. Teachers explore more, which means the homework is also for the teacher, sir, how can the teacher understand the material? Are there any other obstacles you encounter in learning?
<b>Teacher 2</b>	Yes, that's right, so before we convey it to students, we also have to understand first... the obstacles I usually encounter when studying during the day are students no longer concentrating on learning, there is less motivation to take part in learning, so sometimes it is related to material for understanding. My listening is flexible, I can use songs, etc.
<b>Interviewer</b>	Of these two strategies, which strategy is often used in listening lessons in class? And what's the reason?

<b>Teacher 2</b>	I often use top-down because I focus on how much they understand the story being shown. By understanding the story, they will automatically understand the grammar
<b>Interviewer</b>	Ok, fine sir. For the question, that's enough, more or less I apologize if there are words that are less pleasing, and thank you for your time and willingness.
<b>Teacher 2</b>	Yes, you're welcome...



### APPENDIX 3: OBSERVATION GUIDELINES

#### Observation Guidelines (Teachers Strategies)

No.	Observasi	Data/Hasil Pengamatan
1.	Strategi Bottom-Up pada pemahaman Kosakata	
2.	Strategi Bottom-Up pada pemahaman tata bahasa	
3.	Strategi Bottom-Up pada <i>Pronunciation</i>	
4.	Strategi Bottom-Up pada <i>Missing Lyric</i>	
5.	Strategi Bottom-Up pada detail informasi	
6.	Strategi Top-Down pada pemahaman keseluruhan pada informasi	
7.	Strategi Top-Down pada pemahaman rekontruksi konten audio	
8.	Strategi Top-Down pada pemahaman pada ide utama	

#### Observation Guidelines (Teachers Obstacles)

No.	Observasi	Data/Hasil Pengamatan
1.	Hambatan yang ditemui guru dalam strategi bottom-up pada pembelajaran mendengarkan.	
2.	Hambatan yang ditemui guru dalam strategi top-down pada pembelajaran mendengarkan.	

## APPENDIX 4: OBSERVATION NOTES

### Observation Notes Teacher 1 (Teacher Strategies) Indonesian Version

Narasumber : Hanggi (pseudonym)

Tempat: High School in Pematang

Waktu/Tanggal: 12.40-14.00/26 April 2024 (Hari ke-1) dan 08.30-10.00/29 April 2024 (Hari ke-2)

No.	Observasi	Data/Hasil Pengamatan
1.	Strategi Bottom-Up pada pemahaman Kosakata	Guru menerapkan strategi bottom-up dalam membantu pelajar remaja terhadap pemahaman kosakata dari audio. Saat kegiatan pembelajaran sedang berlangsung, guru memberikan tugas ke peserta didik remaja untuk mendengarkan lagu tersebut, kemudian peserta didik remaja mencatat apa yang didengarnya, baik kata-kata yang familiar maupun yang asing ( <i>vocabulary list</i> ).
2.	Strategi Bottom-Up pada pemahaman Tata Bahasa	Guru menerapkan strategi Bottom-Up dalam membantu pelajar remaja terhadap Tata Bahasa pada audio. Guru memanfaatkan pengetahuan pelajar remaja terhadap tenses dasar yang sudah diketahui untuk memperkuat pengetahuan sekaligus membantu mereka mempelajari tata bahasa yang disajikan dalam audio.



3.	Strategi Bottom-Up pada <i>Pronunciation</i>	Guru menerapkan strategi Bottom-up dalam membantu pelajar remaja terhadap <i>pronunciation</i> . Pertama-tama guru akan mempraktikkan ejaan dan pengucapan kosakatanya, dan pembelajar remaja secara aktif dituntut untuk mengikuti sesuai arahan guru.
4.	Strategi Bottom-Up melalui <i>Missing Lyric</i>	Guru menerapkan strategi Bottom-Up melalui <i>Missing lyric</i> dalam membantu pelajar remaja. Guru membagi siswa lembar lirik lagu untuk mengisi lirik yang hilang sambil mendengarkan lagu. Guru hanya berperan mengarahkan perangkat audio, agar kegiatan tetap terarah.
5.	Strategi Bottom-Up pada Detail Informasi	Guru menerapkan strategi Bottom-up pada detail informasi dalam membantu pelajar remaja terhadap pemahaman isi audio. Guru mengarahkan siswa untuk bertukar pendapat mengenai isi audio yang didengarnya mengenai peristiwa/konflik, tempat, dan perasaan penyanyi dalam audio lagu.
6.	Strategi Top-Down pada pemahaman pada Informasi Keseluruhan	Guru menerapkan strategi Top-Down dalam membantu pelajar remaja terhadap informasi keseluruhan dari audio. Guru meminta pelajar remaja

		memahami konteks kalimat awal setiap bait secara umum.
7.	Strategi Top-Down pada pemahaman Rekontruksi Konten Audio	Guru menerapkan strategi Top-Down dalam membantu pelajar remaja pada rekontruksi konten audio. Guru menggunakan lagu sebagai audio pembelajaran yang berkaitan dengan pengetahuan dan pengalaman pelajar remaja. Guru memilih materi audio yang diajarkan melalui lagu-lagu Taylor Swift salahsatunya Love Story.
8.	Strategi Top-Down pada Ide Utama	Guru menggunakan strategi Top-Down untuk membantu siswa memahami dan menentukan ide utama. Guru memberikan arahan untuk menemukan ide pokok teks audio, dengan fokus mendengarkan kalimat utama dan kata-kata yang sering menonjol dari teks audio.

**Observation Notes Teacher 1(Obstacles) Indonesian Version**

No.	Observasi	Data/Hasil Pengamatan
1.	Hambatan yang ditemui guru dalam strategi bottom-up pada pembelajaran mendengarkan.	Guru menghadapi hambatan ketika mengajar mendengarkan dalam strategi bottom-up. Setiap pembelajar EFL remaja memiliki karakteristik yang unik dan berbeda. Pembelajar remaja, sebagian dari mereka ada yang responsive, adapun yang tidak,

		ketika guru menanyai terkait kosakata, tata basa, dan pengucapan. Namun, guru tetap bersikap adil dan memaksimalkan hasil pencapaian pelajar dalam pemahaman mendengarkan.
2.	Hambatan yang ditemui guru dalam strategi top-down pada pembelajaran mendengarkan.	Pada saat observasi guru tidak menemui hambatan dalam menerapkan strategi top down.

### Observation Notes Teacher 2 (Teacher Strategies) Indonesian Version

Narasumber : Danu (pseudonym)

Tempat : High School in Pekalongan

Waktu/Tanggal: 08.45-09.45/30 April 2024 (Hari ke-1) dan 11.15-12.15/2 Mei 2024 (Hari ke-2)

No.	Observasi	Data/Hasil Pengamatan
1.	Strategi Bottom-Up pada pemahaman Kosakata	Guru menerapkan strategi bottom-up dalam membantu pelajar remaja terhadap pemahaman kosakata dari audio. Guru meminta peserta didik remaja untuk mendengarkan lagu dan membuat <i>vocabulary list</i> .
2.	Strategi Bottom-Up pada pemahaman Tata Bahasa	Guru menerapkan startegi Bottom-Up dalam membantu pelajar remaja terhadap pemahaman Tata Bahasa dari audio. Siswa dipilih secara acak untuk menebak tense yang terkandung dalam sebuah kalimat

		yang diperoleh dari bahasa lisan yang mereka dengar.
3.	Strategi Bottom-Up pada <i>Pronunciation</i>	Guru menerapkan strategi Bottom-up dalam membantu pelajar remaja terhadap <i>pronunciation</i> dari audio. Guru meminta pelajar remaja untuk menyebutkan kosakata yang baru didengarnya. Guru memanfaatkan penggunaan Google Translate untuk membantu siswa memahami cara mengucapkan kosakata dengan benar.
4.	Strategi Bottom-Up pada <i>Missing Lyric</i>	Guru tidak menerapkan strategi bottom-up dalam membantu pelajar remaja melalui missing lyric dari audio lagu yang digunakan.
5.	Strategi Bottom-Up pada Detail Informasi	Guru menerapkan strategi Bottom-up pada informasi detail dalam membantu pelajar remaja. Guru mengarahkan pembelajar remaja untuk mencari informasi tentang tempat, tokoh, peristiwa dalam lagu dan mengidentifikasi isinya.
6.	Strategi Top-Down pada pemahaman pada Informasi Keseluruhan	Guru menerapkan strategi Top-Down dalam membantu pelajar remaja terhadap informasi keseluruhan pada audio. Guru mengarahkan siswa dengan memusatkan perhatian pada bagian-bagian yang dianggap penting.

7.	Strategi Top-Down pada pemahaman Rekontruksi Konten Audio	Guru menerapkan strategi Top-Down dalam membantu pelajar remaja terhadap pemahaman rekontruksi konten audio. Guru menggunakan lagu sebagai audio pembelajaran yang berkaitan dengan pengetahuan dan pengalaman pelajar remaja. Guru memilih materi audio yang diajarkan melalui lagu-lagu dari film animasi Disney Aladdin is a Whole New World.
8.	Strategi Top-Down pada pemahaman pada Ide Utama	Guru menggunakan strategi Top-Down untuk membantu siswa memahami dan menentukan ide utama. Guru mendorong pelajar remaja untuk lebih berkonsentrasi pada kalimat awal serta akhir dan mencatat kosakata yang menonjol.

### Observation Notes Teacher 2 (Obstacles) Indonesian Version

No.	Observasi	Data/Hasil Pengamatan
1.	Hambatan yang ditemui guru dalam strategi bottom-up pada pembelajaran mendengarkan.	Guru menghadapi hambatan ketika mengajar mendengarkan dalam strategi bottom-up. Bahwa guru perlu terus menerus mengulang-ulang kalimat yang belum cukup didengar oleh pembelajar remaja.
2.	Hambatan yang ditemui guru dalam strategi top-down pada pembelajaran mendengarkan.	Pada saat observasi guru tidak menemui hambatan dalam menerapkan strategi top down.

### Observation Notes Teacher 1 (Teacher Strategies) English Version

Narasumber : Hanggi (pseudonym)

Tempat: High School in Pematang

Waktu/Tanggal:12.40-14.00/26 April 2024 (Hari ke-1) dan 08.30-10.00/29 April 2024 (Hari ke-2)

No.	Observation	Data/Observation Results
1.	Bottom-Up Strategy on Vocabulary Comprehension	Teachers apply bottom-up strategies to help teenage students understand vocabulary from audio. When the learning activity is in progress, the teacher asks the students to listen to the song and record what they hear, both familiar and unfamiliar words (vocabulary list).
2.	Bottom-Up Strategy in Grammar	Teachers apply the bottom-up strategy to help teenage students with grammar on audio. Teachers utilize teenage students' knowledge of basic tenses that are already known to strengthen their knowledge while helping them learn the grammar presented in the audio.
3.	Bottom-Up Strategy in Pronunciation	Teachers apply bottom-up strategies to help teenage students with pronunciation. First, the teacher will practice the spelling and pronunciation of the vocabulary, and teenage learners are actively

		required to follow along with the teacher's directions.
4.	Bottom-Up Strategy with Missing Lyric	Teachers apply the Bottom-Up strategy through Missing lyrics to help teenage students. The teacher gives students song lyric sheets to fill in missing lyrics while listening to the song. The teacher only plays a role in directing the audio device so that the activity remains directed.
5.	Bottom-Up Strategy on Detailed Information	Teachers apply bottom-up strategies on detailed information to help teenagers understand audio content. The teacher directs students to exchange opinions regarding the audio content they hear regarding events/conflicts, places, and the singer's feelings in the audio song.
6.	Top-Down Strategy for Understanding Overall Information	Teachers apply Top-Down strategies to help adolescent students understand overall information from audio. The teacher asks teenage students to understand the general context of the initial sentence of each stanza.
7.	Top-Down Strategy for Understanding Audio Content Reconstruction	Teachers apply Top-Down strategies in helping adolescent students reconstruct audio content. Teachers use songs as learning audio related to the knowledge and experiences of

		teenage students. The teacher chooses audio material taught through Taylor Swift songs, one of which is Love Story.
8.	Top-Down Strategy on the Main Idea	Teachers use Top-Down strategies to help students understand and determine the main idea. The teacher provides direction to find the main idea of the audio text, focusing on listening to the main sentences and words that often stand out from the audio text.

### Observation Notes Teacher 1(Obstacles) English Version

No.	Observation	Data/Observation Results
1.	Barriers encountered by teachers in bottom-up strategies in listening learning.	Teachers face obstacles when teaching listening in a bottom-up strategy. Every adolescent EFL learner has unique and different characteristics. Teenage learners are responsive, but some are not when the teacher asks questions about vocabulary, grammar, and pronunciation. However, teachers remain fair and maximize student achievement in listening comprehension.
2.	Barriers encountered by teachers in top-down strategies in listening learning.	During the observation, the teacher encountered no obstacles in implementing the top-down strategy.



## Observation Notes Teacher 2 (Teacher Strategies) English Version

Source Person: Danu (pseudonym)

Place: High School in Pekalongan

Time/Date : 08.45-09.45/30 April 2024 (Hari ke-1) dan 11.15-12.15/2 Mei 2024 (Hari ke-2)

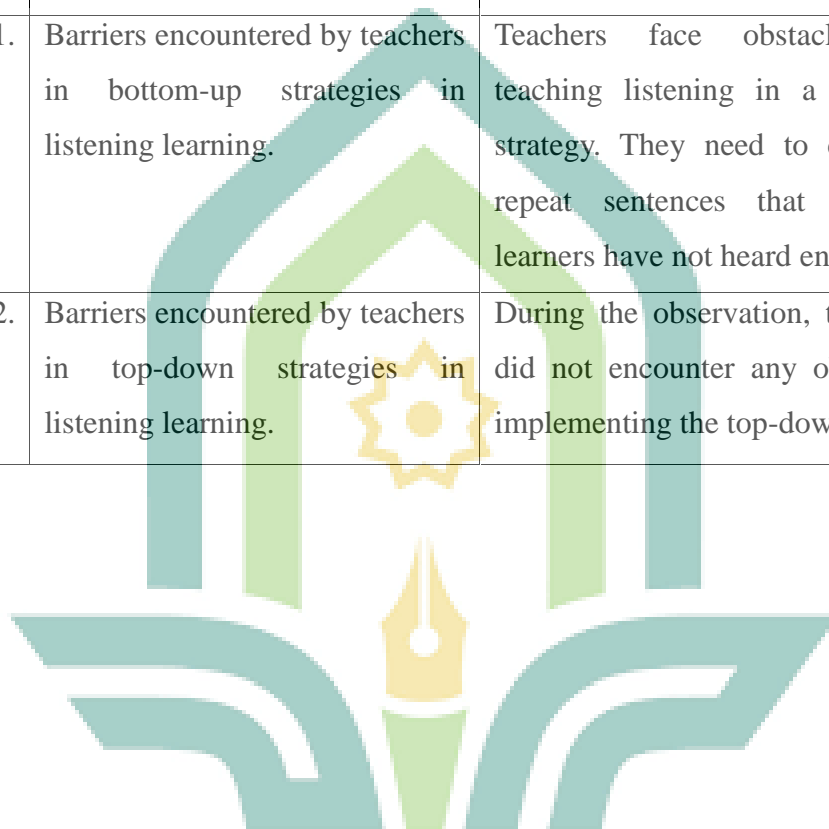
No.	Observation	Data/Observation Results
1.	Bottom-Up Strategy on Vocabulary Comprehension	Teachers apply bottom-up strategies to help teenage students understand vocabulary from audio. For example, the teacher may ask the students to listen to songs and make a vocabulary list.
2.	Bottom-Up Strategy in Grammar	Teachers use a bottom-up strategy to help teenage students understand grammar from audio. Students are randomly selected to guess the tense in a sentence obtained from the spoken language they hear.
3.	Bottom-Up Strategy in Pronunciation	The teacher applies the bottom-up strategy to help teenage students with pronunciation from audio. The teacher asks teenage students to name the vocabulary they just heard. Teachers also utilize Google Translate to help students understand how to pronounce vocabulary correctly.
4.	Bottom-Up Strategy with Missing Lyric	Teachers do not apply bottom-up strategies in helping teenage students

		through missing lyrics from the audio songs.
5.	Bottom-Up Strategy on Detailed Information	Teachers apply Bottom-up strategies based on detailed information to help adolescent students. The teacher directs teenage learners to look for information about places, characters, and events in the song and identify its content.
6.	Top-Down Strategy for Understanding Overall Information	Teachers apply Top-Down strategies to help adolescent students understand the overall information in audio. The teacher directs students by focusing on parts that are considered essential.
7.	Top-Down Strategy for Understanding Audio Content Reconstruction	Teachers apply Top-Down strategies in helping adolescent students understand reconstructed audio content. Teachers use songs as learning audio related to the knowledge and experiences of teenage students. The teacher chooses audio material taught through songs from the Disney animated film Aladdin is a Whole New World.
8.	Top-Down Strategy on the Main Idea	Teachers use Top-Down strategies to help students understand and determine the main idea. Teachers encourage teenage students to

		concentrate more on the beginning and end of sentences and note prominent vocabulary.
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### Observation Notes Teacher 2 (Obstacles) English Version

No.	Observation	Data/Observation Results
1.	Barriers encountered by teachers in bottom-up strategies in listening learning.	Teachers face obstacles when teaching listening in a bottom-up strategy. They need to continually repeat sentences that adolescent learners have not heard enough of.
2.	Barriers encountered by teachers in top-down strategies in listening learning.	During the observation, the teacher did not encounter any obstacles in implementing the top-down strategy.



**APPENDIX 5: CURRICULUM VITAE**

Name : Syamrotul Wiyanti Azzahroh  
Student Number : 2520039  
Place and Date of Birth : Pekalongan, March 28 2003  
Gender : Female  
Address : Botekan, Ulujami, Pemasang  
Educational Background :  
1 SD Negeri 01 Botekan (2014)  
2 MTs Nu 05 Sunan Katong Kaliwungu  
(2017)  
3 SMA Negeri 1 Petarukan (2020)

