

**ANALYZING TEACHING ACTIVITIES IN
DIFFERENT PHASES OF LISTENING
ACTIVITIES**

THESIS



ATIKA AUFANIDA

2318011

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS PESANTREN TINGGI DARUL ULUM**

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THESIS



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By:

ATIKA AUFANIDA

2318011

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ADVISORS' APPROVAL SHEET

This is to certify the Sarjana thesis entitled “**Analyzing Teaching Activities in Different Phases of Listening Activities**” has been approved by thesis advisors for further approval by the Board of Examiners Faculty of Teacher Training and Education, University of Pesantren Tinggi Darul ‘Ulum Jombang.

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Thesis Advisors

1. Nailul Fauziah, S.Hum., M.Pd

()

(First Advisor)

2. Trikaloka H. Putri, S.S., M.Pd

()

(Second Advisor)

**THE LEGITIMATION OF THE BOARD OF EXAMINERS
THESIS
ANALYZING TEACHING ACTIVITIES IN
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ACTIVITIES”**

Has been prepared and arranged by

Atika Aufanida

2318011

**Has been defended in front of The Board of
Examiner**

On 7th August 2022

The Board of Examiners

1. **Nailul Fauziyah, S.Hum., M. Pd**
(Chairman)
2. **Muhammad. Saifuddin, S.Pd., M.Pd**
(First Examiner)
3. **Dr. Achmad Fanani, M.Pd**
(Second Examiner)

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(
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Jombang, 7th August 2022

Dean,
Faculty of Teacher Training and Education
University of Pesantren Tinggi Darul ‘Ulum



Ir. Drs. H. Sumargono, M.Pd
NIPY : 11010901015

DECLARATION

Nama : Atika Aufanida

Nim : 2318011

The writer stated that this thesis which entitled *“Analyzing Teaching Activities in Different Phases of Listening Activities”* is originally written by the researcher. To avoid the plagiarism, the things related to other people’s work has been written in quotation and included within bibliography.

If this statement is proven false, the researcher willingly takes any responsibility for English Language Education Departement, Faculty of Teacher Training and Education, University of Pesantren Tinggi Darul ‘Ulum Jombang.

Jombang, August 7th, 2022



Atika Aufanida

MOTTO

**“you have to treat others, as you want to be treated by
others”**

-Helvy Tiana Rosa-

DEDICATION

This thesis is proudly dedicated to:

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Finally, the writer realized that this thesis can’t be consider as perfect. Therefore, it is such pleasure for me to get critiques, comment and suggestions. Hopefully, this thesis would be useful for the reader

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Atika Aufanida



ABSTRACT

This research were to what kind of typical listening activities the teacher used to represent the three different phases of teaching listening and also how the teacher used the listening activities to different optimize the phase of teaching listening at SMK Telekomunikasi Darul'Ulum. To obtain the data of this study used qualitative reasearch. The first data was observations in class, the second data was interviews with teachers. Observation data was used to identify teacher activities in teaching listening, and interviews with teachers were used to collect information to support the results obtained from observations. The research finding in this study, the teacher used a typical activity in each different learning phase for listening. In the pre-listening activity, the teacher gave the students leading questions related to the text. The aim of these activities was to make the students familiar with the listening comprehension text that will be discussed and through the activities. During the while-listening activity, the teacher uses two typical activities. Firstly, the teacher asked about the text type of the text. Secondly, teachers asked the students about the content of the text. The teacher tried to



build the students' prior knowledge of the text in the while-listening activity. The purpose of the teacher doing these activities is to make the students understand the text of listening. It will helpful for the students before the audio is played. In the post-listening activity, The teacher teaches the students about sounds. The teacher prefers to teach the students about sounds after checking the students' result of the text. The aim of those activities was due to the incorrect answer they did in the listening comprehension task.

Keyword: Teaching Listening, Teaching Activities, Three Phases of teaching listening



CHAPTER I INTRODUCTION

1.1 Background of the Study

Teaching listening can sometimes be the challenge process for EFL teachers. It does not only give some audio materials to be listened to and then ask the students to fill some questions to evaluate their listening comprehension, but it also needs some trick to help strategies the EFL learners in comprehending the message within linguistic and non-linguistic aspects. As according to Guy Buck (2001, p.31) in (Thi Hue, 2019 p. 628) "Listening comprehension is an active process of meaning-construction, and it does so through the application of knowledge to incoming sounds, including different kinds of knowledge: both verbal and non-verbal. Therefore, teacher listening is necessary to develop students' listening skills. As according to Rost (2002) in (Gilakjani & Sabouri, 2016, p.1670) Listening is one of the most important language skills. Because listening allows me to share my thoughts with others. Moreover, listening is the most commonly used language skill everyday life. Listening involves understanding basic language skills. It is a medium through which children, youth and adults receive a great deal of information and understanding.

The listening has been the important skill that cannot be ignored. As Rost (1991) stated in (Thi Hue, 2019, p.269) Listening is very important in language teaching because it informs the learner. According to Hodge (2000) in (Gilakjani & Sabouri, 2016, p.1673) he pointed out that modern society likes to switch from print media to audio

media. It determines that listening is comprehending the meaning and the message of sounds. Though, Listening comprehension comes not only from sounds, but from interpreting situations, key words, or units of meaning (Thi Hue, 2019, p.269). Thus, the listening ability cannot be neglected from English language learning.

Therefore it is very important to plan and organize listening lessons to support students and help them succeed in listening in English. According to Agustina and Puspawati (2008) in (Cahyono & Widiati, 2015, p.204) applied several fun methods to teach auditory skills to adult kinesthetic learners, or learners who learn better through body movements, by assigning tasks and focusing on different stages of listening texts. This allows the student to improve her listening skills and identify where she needs to improve. As Djabbarova (2020) in (Nurkhamidah, 2021, p.98) states that there are three main stages of listening activity as a way of motivating students to learn to listen. 1) Pre-listening activities, 2) While listening activities, and 3) Post-listening activities. If teachers teach using texts that contain listening exercises, they may need to identify these stages in the book.

The three types of listening phases are very useful when teachers are expected to motivate and encourage students to be active during the course of classroom activities. These three phases are interrelated and inseparable and help students improve their listening skills. The first phase of listening comprehension is pre-listening. It describes the types of exercises used in this phase and emphasizes the importance of clear teacher guidance. The second phase of listening comprehension is while-



listening. The purpose of this phase is to broadly discuss the types of exercises used in this phase, the importance of immediate feedback, and the factors that influence the selection of listening exercises. The third phase of listening comprehension is post-listening. The purpose of this phase is to identify where the student's hearing loss is located.

Accordingly, listening is not just a matter of hearing, but it also includes many processes of interpreting the meaning of words and situations. There are so many factors that make these students find it difficult to listen to English. For example, they forget what they have heard because the material is too fast for them to listen to, or they do not know the meaning of words spoken or heard in English. There are many factors such as limited English vocabulary, inability to concentrate on what is being heard, inability to understand verbal commands, being lazy or unmotivated to learn. Therefore, English teachers should use appropriate activities to guide EFLs to develop or overcome hearing impairments. Rost (1994) in (Ahmadi, Seyede, 2016) stated that listening is important in language learning because it provides input to the learner and plays an important role in the language development of the learner. Listening is an important factor in obtaining comprehensible input. The ability to listen also affects students in understanding the message being sent.

Teaching Listening is expected to improve students' skills in finding information because listening skills are an important part of basic English skills that every student must have. So this research aimed to analyze teaching activities in different phases of listening activities by the



English teacher in SMK Telekomunikasi Darul'Ulum in teaching listening for students of senior high school.

So this study aims to what kind of typical listening activities the teacher used to represent the three different phases of teaching listening and also how the teacher used the listening activities to different optimize the phase of teaching listening at SMK Telekomunikasi Darul'Ulum.

1.2 Research Questions

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

1. What kind of typical listening activities do the teacher use to represent the three different phase of teaching listening?
2. How do the teacher use the listening activities to different optimize phase of teaching listening?

1.3 Objective of the Study

This study is intended to analyze teaching activities in different phases of listening activities by the English teacher in SMK Telekomunikasi Darul 'Ulum in teaching listening for students of senior high school.

1.4 Significances of the Study

a. Theoretically

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

b. Practically

1. For the EFL teachers, this study will give the information about some activities in listening



class which it will improve students' English listening abilities.

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

1.5 Scope and Delimitation

To avoid misconception of this research, it is needed to determine the scope and delimitation of the research. The scope of this research is teacher's teaching listening activities. The delimitation of this research is the English teacher who has been four years teaching at the in SMK Telekomunikasi Darul 'Ulum

1.6 Operational Definition of Key Term

The purpose of definition of key terms is to define the important terms and to avoid misunderstanding on the concept that is used in this study. The researcher would like to present the definition of the key terms as follows:

a. Teaching **Listening**

It is the foundation to develop the other language skills such as speaking, reading, and writing (Linse, 2005) in (Mustafa, 2006, p.11).

b. Teaching Activities

Teaching activities should be based on the principle of optimal interaction between students and educators, between the students themselves and those with different learning resources, including the environment (Maswan and Khoirul Muslimin, 2017: 366-367) in (Nurfitrianah & Faridatul, 2013).

c. Three Phases of teaching listening

A listening lesson consists of an assignment before the student listens to the passage, an assignment to complete while listening to the passage, and an activity to complete after the listening. Listening lessons consist of three phases: pre-listening, during listening, and after-listening (Campos, Manuel 2022)





CHAPTER II

RIVIEW OF RELATED LITERATURE

This chapter provides some theoretical frameworks in relation to teaching strategy in teaching listening. The literatures described in this section are about teaching listening, listening strategies and teaching listening activities.

2.1 Teaching Listening

Listening is not easy to learn and is a frustrating skill for EFL classes learning English as a foreign language. According to (Mendelsohn, 1994), It can cause high levels of anxiety and stress in learners and impair comprehension, especially in the early stages of language proficiency. On the one hand, when the learner learns to understand listening, the learner runs into problems. According to (Hasan, 2000), he states that unknown words, difficult grammatical structures and the length of spoken sentences are the most important factors influencing a learner's listening comprehension.

Take into account the problems identified by the learner as they learn to understand. Teaching listening is useful to them, but it is better for teachers to use strategies to teach them. (Goh, 2000) states that teaching students a listening strategy can be very helpful. Here, when teaching an understanding of listening, teachers need to provide strategies to help learners learn to understand listening.

2.2 Phases of Listening Activities

Since the early days of communicative language education (around the late 1970s), we have believed that teaching listening comprehension should be an integral part of any general English course, and classroom listening sessions

consist of three phases. I have taken it for granted that I should: 1. Pre-listening, 2. While-listening, and 3. Post-listening (e.g. Anderson and Lynch 1988: 58; Underwood 1989: 28; Hedge 2000: 249; Field 2008: 17) in (Uni Assignment, n.d.).

a. Pre-listening Activities

The first of the three phases of listening comprehension is the pre-listening phase. This includes things or activities that learners are asked to do before listening. It should help learners get the most out of what they are about to do. This stage is usually used before students hear the text (Rixon, 1993) in (Uni Assignment, n.d.). Pre-listening activities are activities that prepare students to listen. According to Thanajaro (2000) in (Encuentros, 2000), pre-listening activity is defined before the listening passage. It aims to prepare students for comprehension tasks by activating their vocabulary and background knowledge or by providing them with the information they need to understand the content. This phase helps students prepare what they have heard by activating their scenarios (Wilson, 2009). These activities by (Richards & Renadya, 2002) relate to vocabulary brainstorming, grammatical area repetition, or discussion of listening text topics. The pre-listening phase helps activate prior knowledge. Preparation for listening has to be done in some way and it seems very natural when listening is part of an integrated skills course. These activities should not be attacked (Underwood, 1989) in (Uni Assignment, n.d.).

b. While-listening Activities

The second necessary part of the listening process is the listening phase. This includes exercises that students use when listening to passages. During the listening phase, the



student must listen to the text at least twice. Sometimes she needs to listen 3-4 times for students to understand it. The first listening should give the learner a universal idea of the text. You should not be asked to practice comprehension before listening for the first time. Listening activities are generally designed to help learners develop the ability to extract messages from spoken language. Students interpret the speaker's message and check and correct their predictions. During this listening phase, you can use various pre-listening exercises to keep your students engaged, build confidence, and promote understanding.¹ In summary, many different prehearing tasks can be used in this type of listening stage. Its main goal is to arouse interest, arouse confidence, and help understanding.

In these activities by Karakas, quoted in (Gilakjani & Ahmadi, 2011), Teachers can ask students to write key words to understand the main ideas of the text. Students can ask again to confirm or answer more detailed questions. In this case, having multiple opportunities to listen to the input for classroom purposes can reduce student anxiety. This means that you can hear what they find difficult. Many other factors also affect passage, such as difficulty, length, educational focus, and potential for boredom. If the focus is on accurate speech analysis, it can be repeated multiple times, but if the focus is ¹ the main focus, it cannot (Wilson, 2009).

c. Post-listening Activities

The post-listening phase is the final phase of listening comprehension after the previous two phases, reached immediately after hearing a passage. According to (Wilson, 2009), at this stage, discussions about difficulties such as unfamiliar vocabulary and answering textual content are



usually oral. Underwood (1989, p.74) in (Uni Assignment, n.d.) "The most common form of post-listening activity in the past was answering multiple choice or open-ended questions based on spoken text." It depends not only on listening comprehension, but also on reading, writing and memory. (Underwood, 1989) in (Uni Assignment, n.d.).

Rixon (1993) in (Uni Assignment, n.d.) In this type of stage, the learner claims to have captured information from the listening text. Upgrade it for another purpose. This means that learners can take notes of passages, turn those notes into descriptive text, and orally summarize information. (Rixon, 1993) (Uni Assignment, n.d.).

2.3 Listening Activities

Listening involves a number of fundamental processes, some recording linguistic ability, others relying on prior knowledge that is not strictly linguistic in nature, and others relying on prior knowledge that is not strictly linguistic in nature, and interpreting this ability in relevant task situations. and some rely on psychological variables that influence knowledge mobilization. As Harmer stated in (Saricoban Arif, 2012) Listening is a receptive skill that allows people to generate ideas based on what they hear. From the definition above, we can conclude that listening is the activity of paying attention to someone or something in order to understand what someone is saying.

2.3.1 Types of Listening Activities

2.3.1.1 Pre-Listening

The main function of these activities, now common in teaching materials, is to establish a framework for listening so



that learners do not approach listening practice without cues.

Activities include:

- a. A short passage on a similar topic
- b. Predict content from the title
- c. Comment on an image or photograph
- d. Read comprehension questions first
- e. Express your own opinion on a topic

2.3.1.2 While-listening

As competencies develop, tasks may gradually become more language-based, eventually requiring students to frame their own meanings, infer and interpret attitudes, and understand events clearly stated. (Rost, 1990 offers a scale from 'closed' to 'open' tasks.) in (McDonough, 2013)

For example:

- a. Answer true/false or multiple choice questions
- b. Predict what happens next (before pause)
- c. Building a set of cohesive notes
- d. Follow directions or instructions
- e. Deduce opinions about the entire text
- f. Fill in the blanks with the missing words
- g. Material identification
- h. Identify specific events
- i. Admit exactly what someone said

2.3.1.3 Post-Listening

Essentially, the post-listening period is an opportunity for many types of follow-up work - thematic, vocabulary, grammar, skill development, and so on. Here are some examples:

- a. Use notes recorded while listening to write summaries
- b. Read related text
- c. compared to Role Play



- d. Studying new grammatical structures
- e. Pronunciation practice

2.4 Previous Study

There are some previous studies related to this research. First, conducted by (Nurhafni Siregar, 2017) The informants for this study were all second semester students of STKIP Tapanuli Selatan during the 2016/2017 academic year and a listening comprehension teacher at STKIP Tapanuli Selatan (63 students and one teacher). Based on the data analysis, it was found that: (1) the teacher conducts listening activities in four parts, that is, the preparation phase, the prediction phase, the listening and post listening phase, and (2) the practice phase. Listening teaching is effective in teaching. Processes in teaching listening comprehension.

The second research was done by (Srilakshmi Movva et al., 2022) This study involved 60 female students. The researcher designed an assessment test to test the extent to which the participants' listening skills had improved. This trial was given to participants twice: a pre-trial and a post-trial. The data were analyzed using the Statistical Package for the Social Sciences (SPSS). An independent sample t-test was used by the researcher to determine the significance of the difference in mean scores between groups at the 0.05 level. Quantitative data analysis and mean score assessment of both groups after testing demonstrate that learners exposed to listening activities before, during, and after listening outperform the learners of the group.





CHAPTER III RESEARCH METHOD

3.1 Research Design

This research used the qualitative research design. According to (Ary, jacobs, 2010, p.29), qualitative research seeks to understand phenomena by focusing on the big picture rather than breaking it down into variable data. This study analyzes the teaching listening activities used by English teachers when teaching listening at SMK Telekomunikasi Darul 'Ulum Jombang. The purpose of this study was to find out what activities are used by teachers at different phases of listening in the class of SMK Telekomunikasi Darul 'Ulum Jombang.

3.2 Participant

The Participant of this study is an English teacher at SMK Telekomunikasi Darul Ulum Jombang, who has taught an English for 4 years at SMK Telekomunikasi Darul Ulum.

3.3 Data and Source of Data

This study has two data. The first data is the teacher's activity in teaching listening. This will be gotten from the observation while it happens in the teaching-learning process of listening class. And, the second data is interviewing the teacher about the listening activities used by the teacher. The data sources will come from the researchers' own observations and interviews with English teachers.

Table 1. Time schedule for getting the data of teacher's activities in listening class

No	Schedule	Time	Class
1	Observation 1	Wednesday, 8 nd June 2022 10.30 – 11.40 WIB	XI TKJ 2
2	Interview	Saturday, 18 th June 2022 09.00-10.00 WIB	Teacher's room

3.4 Research Instrument

The first data is observations in class, the second data is interviews with teachers. Observation data was used to identify teacher activities in teaching listening, and interviews with teachers were used to collect information to support the results obtained from observations.

3.5 Steps of Collecting Data

Based on the data, these are collected in two steps. The first step is to collect the first data, which is the activity of the teacher, as the following steps:

1. Organizing the observation checklist.
2. Getting permission from the teacher to observe
3. Observing and record the teacher's teaching learning activity in listening class

The second step is to collect the second data from interviewing the English teacher by the following steps:

1. Organizing the interview questions.
2. Getting the teacher's permission for the interview.
3. Interviewing and record the teacher's respond.
4. Transcribing the result of recorded interview.



3.6 Steps of Data Analysis

After the data have been collected, they will be analyzed through the following steps:

1. Identifying the strategy which are used by the teacher.
2. Explaining the strategies used by the teacher.
3. Getting the conclusion.

