

**THE IMPLEMENTATION OF TEACHING LISTENING
SKILL THROUGH ENGLISH DAY PROGRAM AT BASIC
LEVEL CLASS OF ASY-SYAFA'AH VOCATIONAL SCHOOL**

THESIS

Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
in Partial Fulfillment of The Requirements for Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Program



By:

AHMAD WASHIL TABRONI
SRN: T20196180

UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC EDUCATION AND LANGUAGE DEPARTMENT
ENGLISH EDUCATION PROGRAM
JUNE 2023**

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Ahmad Washil Tabroni
SRN: T20196180

Has been approved by the advisor


As'adi, M.Pd.I
NIP.19760915200501104

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Date: 20th of June 2023

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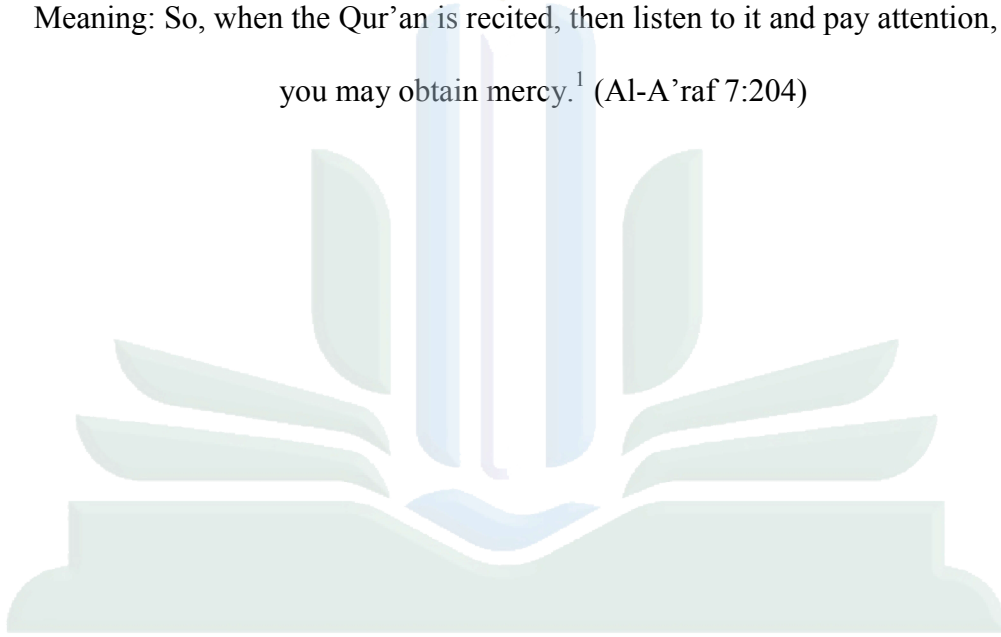


Prof. Dr. Hj. Mukniyah, M.Pd.I
NIP. 196405111999032001

MOTTO

وَإِذَا قُرِئَ الْقُرْءَانُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ

Meaning: So, when the Qur'an is recited, then listen to it and pay attention, that you may obtain mercy.¹ (Al-A'raf 7:204)



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¹ Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, *Noble Qur'an: The English Translation of the Meanings and Commentary*, (KSA King Complex, 2007)

DEDICATION

I dedicate this thesis to:

1. Allah SWT, the lord of the world, because of him I could passed many tasks when doing this thesis.
2. My self, who spent a lot of think, blood, sweat and tears to finish this thesis. For many struggles, I deserved it.
3. My beloved father and mother, my brothers, my little brother and sister. Especially my father as my support system who give any motivations, bring good vibes to me, for always making me to think positively about everything, he is my real hero, I dedicate this thesis for you.
4. My beloved uncle and aunt, Om Masykur and Bi Aini who inspired me a lot to finished this thesis and achieve my dreams.
5. My beloved mom, wishing you here and may you be proud of me. “I can finish my thesis finally”.
6. All kinds people around me including my advisor (Mr. As’ari), my close friends and seniors who bring positive vibes in my circumstances, giving some suggestion, opinions, and advice. Thanks a lot.

ACKNOWLEDGEMENT

In the name of God Allah, the most gracious and the most merciful, praise to Allah, the lord of the world. Gratitude and praise to Allah, because of his guides, the researcher can finish this thesis well. Sholawat and salam may praise to our prophet SAW, who has guide us from the darkness into the lightness.

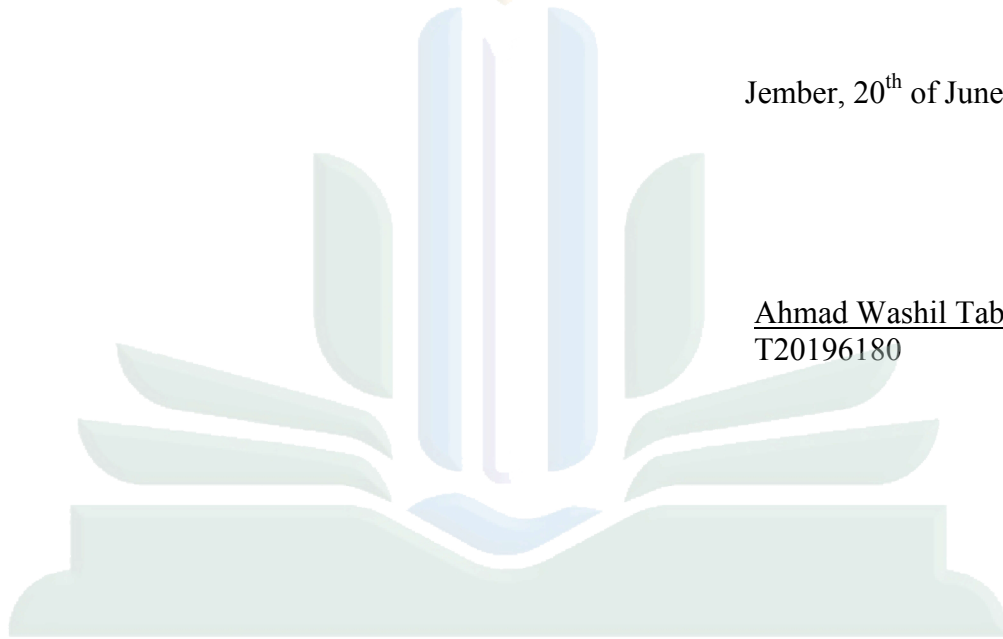
At this part, the writer would like to express her gratitude and appreciate to some people who help, contribute, and encourage to the researcher in the process of this research:

1. Prof. Dr. H. Babun Suharto SE. MM, as the Rector of UIN KHAS Jember.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I., as the Dean of Tarbiyah and Teacher Training Faculty of UIN KHAS Jember who had given the permission to do this research.
3. Dr. Rif'an Humaidi, M.Pd.I as the Head of Islamic Studies and Language Education Department who had given the permission to do this research.
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5. H. Masykur Abdillah Lc, M.Th.I as the Headmaster of Asy-Syafa'ah Vocational School who has given the permission to conduct this research.
6. All of the English lecturers in Education Department who has given me precious knowledge and experience during the entire of the semester.
7. All of the staff main library of UIN KHAS, thank you that helped the writer in finding many references.

The researcher realized that this thesis is still far from the word of perfect but hopefully this research can be useful and as the contribution for further researcher and the readers to teaching-learning process especially to the listening skills.

Jember, 20th of June 2023

Ahmad Washil Tabroni
T20196180



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ABSTRACT

Ahmad Washil Tabroni, 2023: “The Implementation of Teaching Listening Skill Through English Day Program at Basic Level Class of Asy- Syafa’ah Vocational School”

Keywords: Teaching Listening Skill, English Day Program

English is the most vital language to learn for the students. As a language skill, listening English plays the most important role to show as it is the hardest skill to learn and teach. Moreover, listening received little attention in language teaching and learning, because teaching methods emphasized productive skills and listening was characterized as passive activity. After English is taught in school, some students assume that this is a big challenge for them. Thus, it needs to find out the proper program to teach listening skills in English for Senior High School students, and one of them is English day program.

For the reasons, this study aims to describe the implementation of teaching listening skill through English day program. The research questions are: 1) What is the purpose of teaching listening skill through English day program?, 2) What is the material of teaching listening skill through English day program?, 3) How are the steps of teaching listening skill through English day program?, 4) How is the evaluation of teaching listening skill through English day program?

The approach and design for this research used qualitative case study. The subject of this research was 19 students and an English teacher, the researcher used the purposive sampling to identify and recruit this research subject. The data collection technique of this study were observation, interview, and documents review. After the data was collected, the researcher analyzed them with Miles, Huberman and Saldaña model by data collection, data condensation, data display, and drawing and verifying conclusions. The data validity of this research used triangulation source and technique.

The findings of this research were: 1) The purpose of teaching listening skill through English day program was: a. Students are able to give their attention and courteous, b. Students are able to identify the main idea of audio, c. Students are able to sensitive to the ideas, tone, and purpose of audio. 2) The material of teaching listening skill through English day program was: about daily activity and English conversation. 3) The steps of teaching listening skill through English day program were: a. The teacher explains the, b. The teacher gave a command to the students to listen to the audio, c. The students do a task and complete the filler in the sentence, then the teacher check the student’s work and give them feedback. 4) The evaluation of teaching listening skill through English day program was using formative assessment in written test. It refers to listening cloze task that students must fill in the missing information in the sentence, the scoring rubric is used with aspect of student’s attention, courteous, and sensitive to the ideas, tone, and purpose of the audio.

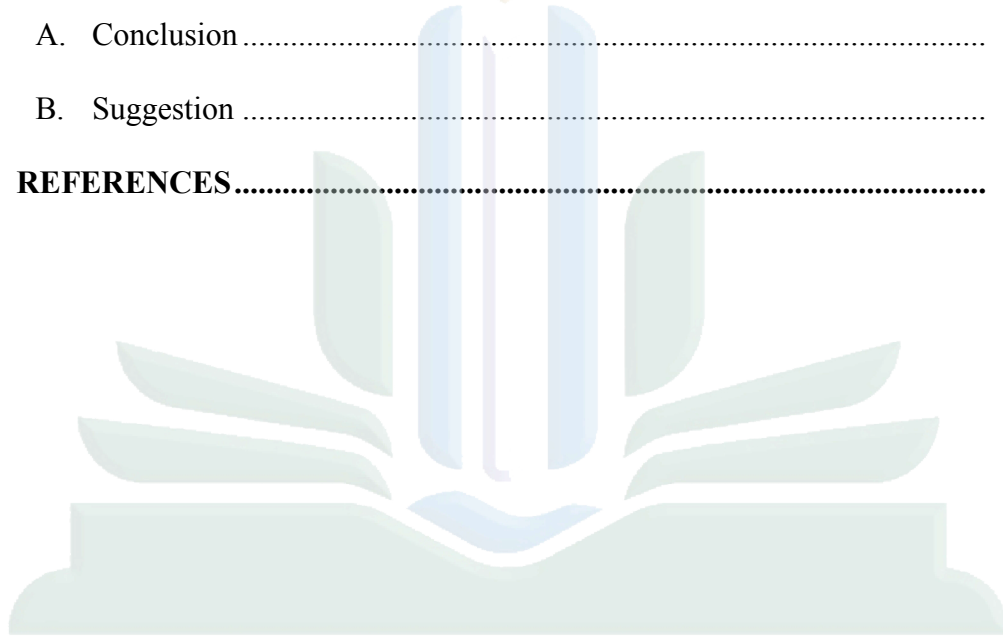
Apart from the findings above, the researcher found that there is effectiveness in implementing the English day program for Senior High School students, as suggested by the researcher. It also can help the teacher to teach listening skill for such student’s level, especially at basic level.

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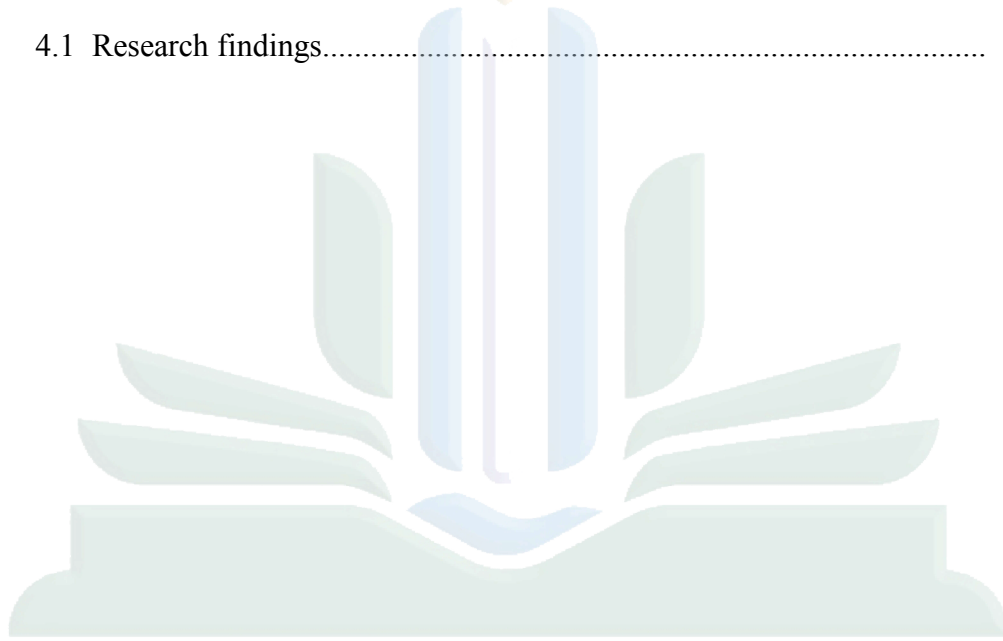
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CHAPTER I

INTRODUCTION

This chapter presents an introduction to the research. The parts of this chapter are background of the research, research focus, research objective, research signification, definition of key term, and systematic discussion.

A. Background of the Research

Nowadays, people's interest in listening is still low. There are some factors that cause them have low interest in listening skill. Such as, limited vocabulary, difficult to concentrate in a foreign language and repeated words make them confuse.² These factors also impact to the students in teaching learning process. In fact, Listening is one of the most important skill in learning English as second language. It is a skill that some language learners need to work harder than others. Those are the reason of the importance of listening for language learner.

In learning English, there are four major skills listening, speaking, reading and writing that must be mastered by the learners. Listening received little attention in language teaching and learning, because teaching methods emphasized productive skills and listening was characterized as passive activity.³ However, the researcher have revealed that listening is not a passive skill but an active process of constructing meaning from a stream of sounds.

² Nobuko Osada, "*Listening Comprehension Research: A Brief Review of the Past Thirty Years*", Dialogue, 2004, Vol. 3, pp. 53-66, ISSN 1349-5135.

³ Jack C. Richards, "*Second Thoughts on Teaching Listening*", RELC Journal, 36, 2005, 85-92. doi: 10.1177/0033688205053484.

Listening can be considered the fundamental skill to speaking, because without understanding the input at the right level, any learning cannot begin.

Nunan calls the listening skill as the ‘Cinderella Skill’ which is overlooked by its elder sister speaking in language learning.⁴ Listening is an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words. The listener tries to understand the intended message of the oral text to respond effectively to oral communication. Listening and hearing are considered different process. While hearing is considered as physical, passive and natural process, listening is physical & mental, active and learnt process and it is defined as a skill.

English is the international language that is important for people to learn. It is admitted by Gunantar that English is the one of most spoken languages by the world citizens and most studied in the world.⁵ It was proven that there are 325 million native speakers of English, 425 million speakers as the second language and other 750 million people are learning English as a foreign language. As the communication access, English is a media to communicate with people from other countries to get some information, share their knowledge or even their culture. Besides, English is the first foreign language in Indonesia, as the law’s rule given by Republic Number 20 in 2003 stated:

“Foreign language can be familiar as the introduction in language acquisition

⁴ David Nunan, *“Designing and Adapting Materials to Encourage Learner Autonomy”*, (Harlow: Longman, 1997).

⁵ Devy Angga Gunantar, *“The Impact of English as an International Language on English Language Teaching in Indonesia”*, *Journal of Language and Literature* X/1, 2016, 142, <http://journal.unnes.ac.id>.

*education certain to support the ability to learn foreign language”.*⁶ In brief, a learner can study a foreign language to support their ability on foreign language.

Meanwhile, in supporting the learner to study about foreign language, the Indonesian government put the English as a foreign language in Indonesia education curriculum where the students acquire English as one of lessons in Elementary School, Junior High School, Senior High School, and University level. English is already attached in Indonesia education curriculum as Rahman mentioned that Foreign language teaching in Indonesia is regulated by government policy which was established in 1956. The foreign languages taught include English, Arabic, German, French, Japanese, Korean, and Mandarin. In 1967, the government decided that English and Arabic should be defined as the main foreign languages. Arabic is a compulsory subject in all Islamic boarding schools, while English is a compulsory subject in all secondary schools including the Islamic boarding schools. This policy illustrates the importance of English in the Indonesian education system, and has implications for all levels of education.⁷ In brief, English is important to be taught to the students as a foreign language lesson at school.

As in Islamic belief, there is a verse of the Qur'an which discuss the command related to listening. It is mentioned at surah Al-A'raf (7:204) that:

⁶ Law of Republic of Indonesia number 20 of 2003. *National Education System*.

⁷ Fathu Rahman, “*The Constraints Foreign Learners in Reading English Literary works: A Study at Hasaanudin University*”, *Journal of Art and Humanities*, Vol. 07, Issue 02, 2018, 01-02, ISSN: 2167-9045(Print), 2167-9053(online), DOI: <http://dx.doi.org/10.18533/journal.v7i2.1327>.

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ

The meaning: So, when the Qur'an is recited, then listen to it and pay attention, that you may obtain mercy.⁸

This surah has deep meaning that in this verse, He (Allah) created the best kind of creatures called human and command them to listen and pay attention to the Qur'an when it is recited, in respect and honor of the Qur'an and in order to obtain his mercy. If we generalize the interpretation of this surah. He (Allah) did not only command the human to listen to the Qur'an but, it applicable for all good things, such as knowledge. The more often we listen, the more knowledge we get will increase.

After English was introduced at school, the students assumed that Listening in English is a challenge for students. One of the most common problem for students to learn English is mostly the students feel stuck in learning English, especially when they attempt to communicate using English at their school. It makes the lack of the motivation to learn English, the less vocabulary they have, and the students feel shy and inactive to utter their opinion in English individually.

Based on the preliminary study by conducting observation and interview, the result of interviewing the English teacher showed that the students' listening skill was still low. The first problem was the teaching strategies applied by the English teacher were not appropriate and effective for the

⁸ Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, *Noble Qur'an: The English Translation of the Meanings and Commentary*, (KSA King Complex, 2007)

students. It reflected that the students easily get bored with the learning activity in the class. It gave the impact that students were reluctant to active in the classroom such as reluctant to give their opinion, and ask the teacher whether they understand or not, so, the classroom atmosphere did not reflect the students' learning activities. Furthermore, the strategy that is used in the teaching-learning process could not make all students learn English actively. The second problem was the background of students from their environment where English as a foreign language is a very strange thing for students. In fact, they have trouble to learn not only in English but also in Bahasa. It is because of their tribes and their mother tongue that makes them a little bit hard to receive a new language.

When the researcher observed the classroom, the researcher found that many students were still quiet and the material that the teacher used only focused on the textbook and it made students do not have any chance to get involved and be active in the classroom. This situation is caused by an old strategy used and it is not appropriate with the condition in teaching listening for the current situation. This teaching learning process could not help the students learn English actively. As the result, the students had low skill for their listening in English language teaching learning process.

To facilitate students in learning English, the school should create a conductive language environment. Dulay et al state that language environment

is the most important factor in learning new language.⁹ The conducive environment is needed to trigger students to active in English. Makasau said that the interaction among students in target language will make positive atmosphere.¹⁰ It help students to express their feelings or ideas, opinions, and ask question in target language. To build a conducive environment to practice and interact among students using target language inside the classroom. The teacher and the school should use particular method; one of them is English day program.

English day program is one of the methods to create and build conducive environment in practicing English inside the classroom. Makasau said that English day program is the program run by school where all students should use English as their media during school time.¹¹ Students can express their feelings or ideas, ask questions, and tell their stories or jokes using English during their activities. They are expected to be more confident and outspoken. English day program is expected to help students to apply their English inside the classroom. It means the students have a lot of time to practice English based on their situational context. The role of the teacher in this activity is as a model and the source of the language. These kinds of activities are implemented in one of vocational high school in Jember, which is Asy-

⁹ Heidi Dulay et al, “*Language Two*”, (New York: Oxford University Press, 1982).

¹⁰ Rachmat Makasau, “*Adjacency Pairs in Teacher – Student Interaction in English Day Program at Mutiara Persada Elementary School Yogyakarta*”, (Postgraduate Dissertation, Sanata Dharma University Yogyakarta, 2015).

¹¹ Rachmat Makasau, “*Adjacency Pairs in Teacher – Student Interaction in English Day Program at Mutiara Persada Elementary School Yogyakarta*”, (Postgraduate Dissertation, Sanata Dharma University Yogyakarta, 2015).

Syafa'ah Vocational School. The researcher assume that English day program is needed to discuss more and hopefully English day program can be implemented in the aspect of education. Because there are still some lacks in applying English day program.

Regarding to the background above, the researcher tries to offer the English day as a program on teaching listening skill to the classroom especially to the basic level class of Asy-Syafa'ah Vocational School. This program is expected that it can help the students develop their listening skill. Based on the explanation above, the researcher attempts to conduct the research entitled: **“The Implementation of Teaching Listening Skill Through English Day Program at Basic Level Class of Asy- Syafa'ah Vocational School”** to know how English day program is implemented in teaching listening skill at Asy-Syafa'ah Vocational School.

B. The Research Focus

Based on the background of research above, the researcher presents the research focus as follows:

1. What is the purpose of teaching listening skill through English day program at basic level class of Asy- Syafa'ah Vocational School?
2. What is the material of teaching listening skill through English day program at basic level class of Asy- Syafa'ah Vocational School?
3. What are the steps of teaching listening skill through English day program at basic level class of Asy- Syafa'ah Vocational School?

4. How is the evaluation of teaching listening skill through English day program at basic level class of Asy- Syafa'ah Vocational School?

C. The Research Objective

Based on the research focus above, the aims of the research above are:

1. To describe the purpose of teaching listening skill through English day program at basic level class of Asy- Syafa'ah Vocational School.
2. To describe the material of teaching listening skill through English day program at basic level class of Asy- Syafa'ah Vocational School.
3. To describe the steps of teaching listening skill through English day program at basic level class of Asy- Syafa'ah Vocational School.
4. To describe the evaluation of teaching listening skill through English day program at basic level class of Asy- Syafa'ah Vocational School.

D. Research Significance

The researcher hopes that this research could give some benefits in the English teaching learning process, Especially in teaching listening skill. There are two kinds of research significant, they are theoretical significance and practical significance.

1. Theoretical significance

Theoretically, this research can enrich and add the knowledge about the program in teaching learning process more, especially in teaching listening

skill through English day program at basic level class of Asy- Syafa'ah Vocational School.

2. Practical significance

Practically, the data presentation of this research will be useful for:

a. English department

This research can give preference about implementing strategy in teaching English skills, especially in teaching listening skill through English day program at basic level class of Asy- Syafa'ah Vocational School.

b. English teacher

This research can provide the English teacher an alternative program in teaching learning process, especially in teaching listening skills through English day program as the alternative program at basic level class of Asy- Syafa'ah Vocational School.

c. Next researcher

This research can be added as the reference which is related with same theme, that is the implementation of teaching listening skill through English day program at basic level class of Asy- Syafa'ah Vocational School.

d. Students

This research is expected that it can give the real representation for students such as being active and brave, and having a critical thinking through English day program in teaching listening skill.

E. Definition of Key Term

The definition of key terms is about understanding important terms that become focal point the researcher in the research title. The aim of it is in order to avoid misunderstanding toward interpreting contents that the researcher means. They are:

1. Listening Skill

Listening skills is one of the English skills that contribute to our ability to accurately receive information when communicating with others. These skills are an important part of effective communication in the society.

Developing good listening habits can help to ensure us understand the information correctly, interpret messages accurately and optimize our conversations and communications for efficiency.

2. English Day Program

English day Program is a program organized by a community to use English as a communication facility or media in English teaching and learning process on a certain day. This community certainly does not use English as a mother tongue. The purpose of this program is to encourage the members of community to speak English. The activities that conducted in this program are learning vocabularies, conversation, singing, and listening.

F. Systematic of Discussion

Systematic of discussion is the description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing is a descriptive narrative, not table of contents. Systematic of discussion in this research as follows:

Chapter I Presents the introduction of the thesis, such as background of the research, research focus, research objective, research significant, definition of key term, and systematic discussion.

Chapter II Presents a review of related literature that consist of the previous research and the theoretical framework.

Chapter III Presents the research method of this current research that consist of approach and design of research, research location, research subject, data collection technique, data analysis, validity of data, and research procedure.

Chapter IV presents the description of the research object, data presentation and discussion.

Chapter V presents the conclusion and suggestion of this research.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature. It consists of previous research and theoretical framework.

A. Previous Research

In this section, the writer will tell the reader about the same topic in the previous study that was conducted by several researchers. It is related with this study. Firstly, it will describe simple explanation of each previous study and it will be continued with the similarities and differences between this study and previous study. In order to make the reader easier for understanding the gap of each research, the writer will provide a table to be compared.

1. “Students’ Perception on the Role of English Day Program in Speaking Skill Development” A journal written by Octovany Sinaga.¹²

This study aims to investigate students’ perceptions of English day program in speaking skill development. The study was used explanatory mixed method design which, enables the researcher to gather qualitative input to explain and extend quantitative results in order to gain a comprehensive insight of the research. The quantitative data was collected by the questionnaire and the qualitative data obtained from the interview were analyzed employing the descriptive analysis technique. The results showed

¹² Octavany Sinaga, “*Students’ Perception on the Role of English Day Program in Speaking Skill Development*”, *Journal of English Teaching*, vol. 3, no. 2, June 2018, ISSN 2087 9628.

that students' motivation to master English speaking was very high, and they expected the English day program would help them develop English speaking.

2. “The Implementation of English Day Program on Students’ Speaking Improvements” A thesis written by Siti Ayda Nurcholilah.¹³

This study aims to investigate English day program in speaking improvement. The study was a case study research design. The data was collected by using observation, interview and test. The result of this research states that after calculating the data, the students’ speaking improvement through implementing English day program is 63, 08%. It concludes that the implementation of English day program on students’ speaking improvement at the second year of Islamic Senior High School Darul Iman can help students in understanding and improving their speaking ability.

3. “Students’ Interest in Speaking English on The English Day Program in English Language Education Department”. A thesis written by Arinas Sabila.¹⁴

This study aims to describe students' interest in speaking on English day program. The study was a qualitative research. The research subject were students of English Language Education Department in the 3rd, 5th, and

¹³ Siti Ayda Nurcholilah, “*The Implementation of English Day Program on Students’ Speaking Improvements*”, (Thesis, The State Islamic University Sultan Maulana Hasanuddin Banten, 2018).

¹⁴ Asrin Sabila, “*Students’ Interest in Speaking English on The English Day Program in English Language Education Department*”, (Thesis, Sunan Ampel State Islamic University Surabaya, 2019).

7th semesters. The data were gained from the online interview, questionnaire, and documentation. The finding showed that students' interest in speaking on English Day Program can be described in the terms of their feeling such as feel enjoy, feel comfortable, and feel freedom to speak English. It can be proven from the data that students can train their speaking, students feel enjoy and comfortable during the program, and they need a supportive environment such as English Day Program to practice speaking English with others.

4. "The Implementation of English Day Program in SMK Putra Indonesia Malang". A thesis written by Prayogi Diantoro.¹⁵

This study aims to investigate the implementation of English day program in SMK Putra Indonesia. The study was a qualitative research design in the form of case study. The data were taken from observation, interview, and documentation. The result showed that the implementation of English day program gave positive impact to the students and teachers. they are, the natural English environment, the availability of concrete references, the target language models, the communication competence, and the conversational competence.

5. "The Implementation of Video in Teaching Listening Skills". A journal written by Astri Nur Utari and Vina Nurviyani¹⁶

¹⁵ Prayogi Diantoro, "*The Implementation of English Day Program in SMK Putra Indonesia Malang*", (Thesis, Brawijaya University Malang, 2016).

¹⁶ Astri Nur Utari and Vina Nurviyani, "*The Implementation of Video in Teaching Listening Skills*", (Journal: Suryakencana University: 2018).

This study aims to investigate the implementing of video in teaching listening. The study was a class action research. The research object was students in senior high school. The data analyzed by using mix method, both of quantitative and qualitative. For quantitative method, the researcher used test to collect the data. While for qualitative method, it was analyzed by using questionnaire and observation. From the result of the data showed that the use of video in teaching listening was success to improve students' achievement. It can be seen from the result of each test in each cycle. In cycle 1 the mean scores of pre-tests 1 was 53.06, post-test 1 was 57.83. While in cycle 2, pre-test 2 was 71.94, post-test 2 was 75.81. The result of questionnaires shows that the students could understand the content of the video easily. The result of observation showed that video could create fun learning.

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Table 2.1
The Differences Between Previous Research and Current Research

No.	Research Title	Similarities	Differences
1	2	3	4
1.	Octovany Sinaga in 2018, entitled: Students' Perception on the Role of English Day Program in Speaking Skill Development.	a) Both researches have the same topic is about English day program.	<p>a) The previous research used mixed method as the design of the method, while the current research used case study.</p> <p>b) The previous research discussed about speaking skill while the current research discusses about teaching listening skill.</p> <p>c) The previous research focused to investigate students' perceptions of English Day Program in speaking skill development, while the current research focus to the implementation of teaching listening skill through English day program include its purpose, material, steps and evaluation.</p> <p>d) Conducted in SMPK Penabur Kota Wisata, Bogor.</p>
2.	Siti Ayda Nurcholilah in 2018, entitled: The Implementation of English Day Program on Students' Speaking	<p>a) Both researches have the same topic is about English day program.</p> <p>b) Both researches use the same research approach, that is qualitative research.</p> <p>c) Both researchers use</p>	<p>a) The previous research discussed about speaking skill, while the current research discusses about teaching listening skill.</p> <p>b) The previous research only focused to the implementation of</p>

No.	Research Title	Similarities	Differences
1	2	3	4
	Improvements.	the same research design that is case study.	English day program students' speaking improvement, while the current research focus to the implementation of teaching listening skill through English day program include its purpose, material, steps and evaluation. c) Conducted in Islamic Senior High School Darul Iman Banten.
3.	Arinas Sabila in 2019, entitled: Students' Interest in Speaking English on The English Day Program in English Language Education Department.	a) Both researches have the same topic is about English day program. b) Both researches use the same approach, that is qualitative research. c) Both researches use the same research design, that is case study.	a) The previous research discussed about speaking skill, while the current research discusses about teaching listening skill. b) The previous research focused to describe students' interest in speaking on the English Day Program, while the current research focus to the implementation of teaching listening skill through English day program include its purpose, material, steps and evaluation. c) Conducted in UIN Sunan Ampel Surabaya.
4.	Prayogi Diantoro in 2016, entitled: The Implementation of English Day Program in SMK Putra	a) Both researches have the same topic is about English day program. b) Both researches use the same approach, that is qualitative research.	a) The previous research only focused to the implementation of English day program, while the current research focus to the implementation of teaching listening skill

No.	Research Title	Similarities	Differences
1	2	3	4
	Indonesia Malang.	c) Both researches use the same research design, that is case study.	through English day program include its purpose, material, steps and evaluation. b) Conducted in SMK Putra Indonesia Malang
5.	Astri Nur Utari and Vina Nurviyani in 2018, entitled: The Implementation of Video in Teaching Listening	a) Both researches have the same topic is about Teaching Listening program.	a) The previous research used class action research while the current research used qualitative research. b) The previous research focused to the implementation of video in teaching listening while the current research focus to the implementation of teaching listening skill through English day program include its purpose, material, steps and evaluation.

Based on the explanation from some previous researches that have been discussed. It proved that there are some similarities and differences with the research that will be carried out. The similarities of this current research with the previous researchers are that they have the same topic and variable to be researched. Meanwhile, the differences between the previous research with this current research that is done by some previous research related to English day program mostly used from varies level, kind of research and the instruments used to collect the data. Furthermore, this current research wants to offer the research design in case study qualitative research. As the uniqueness of this

research is that from all previous researches figured out. Commonly, most of English day program is only focus on speaking skill. Coincidentally, English day program of Asy-Syafa'ah Vocational School is not only focus on speaking skill but also on listening skill. So, the researcher utilizes this thing to discuss it in the research. In this research the researcher tries to discuss about the implementation of teaching listening skill where this thing has not already been researched deeply by the previous researches.

B. Theoretical Framework

In this section, the researcher will explain more, what is the meaning, component, or factor which exists in each variable from several experts who are done of conducting many researches.

1. Teaching Listening Skill

a. The Definition of Teaching Listening Skill

Teaching is an activity for teacher teaches the students at school. This activity involved in the concept of activity that all set on lesson plan, materials, the explanation, and evaluation. In other word teaching is the process of transmission of knowledge from teacher to students. Harmer described that teaching is what teacher do.¹⁷ In brief, the teaching is process to share the new knowledge in all field, and ideas to the students.

Meanwhile, teaching listening skill is about developing listening comprehension skill in the language classroom. Brownell mentioned

¹⁷ Jeremy Harmer, *"The Practice of English Language Teaching: Fourth Edition"*, (Edinburgh Gate: Pearson Longman ELT, 2007), 107.

that, listening is the process of receiving, constructing meaning from and responding to spoken and/or non-verbal messages.¹⁸ The researcher have revealed that listening is an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words. The listener tries to understand the intended message of the oral text to respond effectively to oral communication.

In brief, teaching listening skill is the teaching-learning process that mostly make the circumstance of the class reflects to the listening activities.

b. The Principles for Designing Listening Techniques

In Teaching listening skills, the teacher needs the principle for designing listening techniques to assemble the activity in the listening class is running well and achieve the goals of teaching listening skills. Here are some principles for designing listening techniques as follows:¹⁹

- 1) In an interactive, four-skills curriculum, make sure that you don't overlook the importance of techniques that specifically develop listening comprehension competence.
- 2) Techniques should be intrinsically motivating.
- 3) Techniques should utilize authentic language and contexts.
- 4) Carefully consider the form of listeners' responses.
- 5) Encourage the development of listening strategies.

¹⁸ Judi Brownell, "*Listening: Attitudes, Principles, and Skills: Second Edition*". (Boston: Allynand Bacon).

¹⁹ H. Douglas Brown, "*Teaching by Principles: An Interactive Approach to Language Pedagogy*", (White Plains, NY: Longman,2007), p.258.

- 6) Include both bottom-up and top-down listening techniques.

In brief, principle for designing listening technique is crucial part to be able in the teaching learning process. Because it can assemble the listening activities running well to the class and achieve the goals of its teaching listening. The principle for designing listening technique are classified to be three level of learners; beginner learner, intermediate learner and advanced learner where those levels have different principles to tend it in the listening class.

c. Components of Teaching Listening Skill

1) Teaching Purpose

Purpose is related with various of other benefits for young students involve in academic benefits. Thus, Teaching purpose is achievement of various other benefits to the students' activities in the classroom. Teaching purpose commonly known as learning objectives. It is one of the significant parts in teaching learning process. As Malin presented that teaching purpose being the main driver for students' engagement with school.²⁰ In brief, teaching purpose is achievement of various other benefits to the students' activities in the classroom.

Meanwhile teaching purpose in listening skill means the achievement of various other benefits in teaching learning process to the listening activity of students. The purpose of teaching listening

²⁰ Heather Malin, "*Teaching for Purpose: Preparing Students for Live in Meaning*", (Harvard Education Press), ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5.

skill mostly has one purpose, it is to develop the listening skill of students. In the other side, teacher has many kinds of purpose regarding to the students need such as improve their listening, gain their awareness, practice some aspect of linguistic knowledge and develop their productive skill.

2) Teaching Materials

Materials is one of the crucial tools in teaching learning process. In teaching learning process, materials are given by the teacher to the students in order to increase the knowledge of students, train the students in communication and also to control the learning process. Materials must be fun and interesting, so the students do not easily get bored and enjoy the learning process. As Thomlinson presented that materials can be instructional in the way they inform learners about the language, can be experiential in the way they give the exposure to the language in use, can be elucidative in the way they stimulate the language use and can be exploratory where they can facilitate discoveries on language use.²¹ In addition, teaching material is anything form which is present related to the language to be learned.

In teaching listening skill materials should be varied regarding to the form and the purpose, because it engages the students on

²¹ Brian Thomlinson, “*Materials Development in Language Teaching: 2nd Edition*”, (Cambridge: Cambridge University Press), 2011, 2.

different level in teaching learning process.²² The different level is divided into two categories, they are that across age levels such for children, teens and adults meanwhile that across proficiency levels such for beginner, intermediate and advanced level. Those levels have the different materials to apply by the teacher. That is why the teacher also to be selective and careful in determining the appropriate materials for students.

3) Teaching Steps

Every teacher needs to make the circumstance of teaching listening skill is alive like the process of listening activities run well. Besides, it needs to be arranged structured. In education system, the structured arrangement of each items for teaching is commonly known as a lesson plan. lesson plan is familiar with a unified of set of activities that cover classroom time period with the range between forty to ninety minutes. Then, the unit of it can carry the steps along a curriculum before and after in order to evaluate and prepare to the next lesson.²³

4) Teaching Evaluation

Evaluation of teaching is the last component part in teaching listening skill. Teaching evaluation means the assessment process after the teaching learning to know how far the goals has been

²² Michael Rost, *Teaching and Researching Listening: Second Edition*, (Edinburgh Gate: Pearson Education Limited, 2011)

²³ H. Douglas Brown, *Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy*. (New York: Pearson ESL. 2000), 149.

accomplished. In evaluating the students after teaching learning, assessment is frequently used to achieve it.²⁴ it consists of the suggestion, giving feedback, and comments. Moreover, evaluation as the part of lesson plan that is used to assess the students can take in two type of assessments as follows:²⁵

a) Summative Assessment

Summative assessment which concern with measures the product of a student' learning. In the other word summative assessment is to know whether the teaching learning has achieved its goals.

b) Formative Assessment

Formative assessment which concern with measures the students' abilities as part of a process. In the other word formative assessment focuses on helping the students' progress to the next level. It is aimed in providing feedback to support and increase the process of teaching learning.

Furthermore, In the teaching and learning process, a teacher is challenged to always build students' self-esteem, by building good rapport in order to a create non-threatening atmosphere. The teacher is also advised to give positive feedback by giving praise and

²⁴ Jaap Scheerens, Cees Glas, and Sally M. Thomas, *"Education Evaluation, Assessment, and Monitoring: Contexts of Learning"*, (Netherlands: Taylor and Francis e-Library, Master e-Book ISBN: ISBN 0-203-97105-1), 2005, 2.

²⁵ Jeremy Harmer, *"The Practice of English Language Teaching: Fifth Edition"*, (Harlow, UK: Pearson, 2015), 408

meaningful suggestion, and never demotivate students.²⁶ Suggestion, giving feedback, and comments are needed in part of evaluation so the teacher can measure students' achievements in teaching and learning process.

As the conclusion, evaluation is an assessment that is given after the implementation of teaching learning process. The assessment that commonly is given by teacher to the students are divided into two types; summative and formative assessment.

d. The Roles of Teacher

As the role model at the classroom, the teacher brings the large impact to the students. The way how teacher dress-up, the actions as the teacher such stance, walk, explain and the attitude that teacher have.

Those all immediately make an impression on students. The teacher should be a professional teacher, that is why this sense carry out the distinction between who we are and who we are as the teacher. Many terms used to describe kinds of teacher roles in the classroom. Harmer mentioned there are five kinds of teacher roles in the classroom, they are teacher can be as controller, prompter, participant, resource and tutor.²⁷

1) Controller. When teachers as the controllers, they are in charge of the class and the activity is taking place and as known it called leading

²⁶ Imam Machfudi, "Issues and Challenges in Maintaining Motivation to Learn English in Rural Madrasah Context", *Issues and Challenges in Maintaining Motivation to Learn English in Rural Madrasah Context*, 2016.

²⁷ Jeremy Harmer, "*The Practice of English Language Teaching: Fourth Edition*", (Edinburgh Gate: Pearson Longman ELT, 2007), 108-110.

from the front. The activities involve controller take the register, tell to students about something, organize drills, read aloud or the other ways which is as the controller and also being role model for students who has privilege to control the class during the teaching learning process.

2) Prompter. Being prompter as affected in role play activity for example, if students “lose their word” because the production of their lack vocabulary, the students want to do something but they stuck in that case. As the prompter possibility would like to help them, but in case the prompter wants the students can being creative and innovative. So, in that way, perhaps the teacher as prompter provide them a clue or offer the words or phrase as the hint, suggest what students said previously or what come for the next that relate to. When teacher as prompter, in prompting the students perhaps it takes a risk if they are not carefully in two options. First, may be if the prompter is too firm, so the risk is it take initiative away from the students, otherwise if it too quiet so the risk is it may not supply the encouragement of students.

3) Participant. When teachers as the participant especially in the discussion, role-play or group discussion-making activities, some of people stand back from that activities, from here teacher let the students continue it and only intervening then giving the feedback or may help to figure out the correct one. Then, the teacher takes a part

and participate with the students in discussion. When it goes well, students enjoy having teacher with them and for teacher in participating often more enjoyable than just being resource. On the other hand, when teacher as the participant in the bad things of course teacher easily dominate the proceedings because the teacher has been the master in that field.

4) Resource. The teacher as resource for students in the classroom.

Where students feel hard on themself about asking how to say or write something, or even ask about the meaning of word or phrase.

They might need the information during the activities running in the class such looking for the mean of activity that the students do currently or may they need book, cites in supporting their activity.

From those all, as teacher role who being resource is what the student need and have. Because the main significant jobs are to encourage students to use resource and basically to make them more independent in learning. Even being resource not all teacher knows

about language and when they get the question that teacher do know to answer, so teacher try to keep it and share the answer for the next day. Even it effected to students where it begins losing their

confidence in us. When teacher being resource, they want to be helpful and available for the students. On the other hand, teacher also

prevent continuously urge that students given because it may be dependence to us.

5) Tutor. When the teacher as tutor, it mostly happens when students working in a project. Here as tutor, teacher can walk around and checking, offering some guidance as teacher describing. From here as tutor ensure that many individuals possible can see. In this teacher role, the students have the real chance to feel supported and helped. Then as tutor possibility does not interrupt too much because it can detain the learner autonomy.

In brief, the role of teacher at school is not only teaching, but also as the good model for the students. As the way he gives attention to the students, the way he explains the materials and all the act reflect to the character of students. In supporting the character of the students, teacher has five roles in the class that consist being controller, prompter, participant, resource, and tutor. Those roles which each one has different way to give treatment to the students regarding to the materials, strategies or the urgency situation that make teacher need to conduct second options.

e. Types of Listening

Rost figure out there are six types of listening practice, those are intensive listening, selective listening, interactive listening, extensive listening, responsive listening, and autonomous listening;²⁸

²⁸ Michael Rost, *Teaching and Researching Listening: Second Edition*, (Edinburgh Gate: Pearson Education Limited, 2011)

1) Intensive Listening

In intensive listening tasks, the learner only focusing on interpret the specific sounds, words, and grammar, or what the speaker actually says. While the feedback on the accuracy of performance is provide by the teacher. Types of intensive listening practice include: dictation, elicited repetition, shadowing, word spotting, error spotting, grammar processing and mediation (translation or simultaneous interpretation).

2) Selective Listening

In selective listening, learners' attention is focusing on planned tasks with specific purposes in mind. The learners try to extract information for certain details or focus on main idea. In other words, they looking for information for this type of listening. The important aspect in selective listening is the instruction of the pre-listening portion. This phase will help the learner in understanding the extract because it may contain of a short activity to review upcoming vocabulary. The class may discuss pictures or photo that may relate to the listening topic that may lead to some predictions about the extracts. The teacher's primary job in this task is to give feedback on task completion. In this type of listening, the teacher may use a listening cloze task. A listening cloze task is a popular assessment that requires the students to listen to a story, monologue, or conversation. Students see a transcript of the passage they are

listening to and must fill in the missing information (deleted words or phrases). Students, must filter our information that is irrelevant and retain the relevant information. Listening cloze tasks may focus on grammatical categories such as verb tenses.

3) Interactive Listening

Interactive listening refers to a type of conversational interaction in which the listener takes a leading role in understanding, through providing feedback, supporting the speaker and asking questions. In classroom setting, interactive listening associate with two-way collaborative tasks where the listener involved in social negotiation of meaning such as clarification requests, turn-taking and confirmation checks. The tasks of this listening type focus on pushed output and comprehensible input, commonly involve conversation partners co-constructing the direction of the discourse in order to complete a shared task. Based on Ellis, the key characteristics of an effective two-way collaborative task are; selecting from a menu of linguistic resources needed for task completion, focus on meaning rather than on language form, selecting from a menu of linguistic resources needed for task completion, and a definite outcome which can be evaluated for its exactness or propriety.²⁹

4) Extensive Listening

²⁹ Michael Rost, *Teaching and Researching Listening: Second Edition*, (Edinburgh Gate: Pearson Education Limited, 2011)

Extensive listening refers to focusing on meaning in extended period with long-term goals that go beyond language learning in a few minutes non-stop. Extensive listening includes academic listening, sheltered language instruction, and 'listening for pleasure'. In designing the tasks for the learner, the teacher can help learners learn to get the benefit and avoid the problems in the process of listening by strategy instruction. Providing the feedback can also become the other option for the teacher

5) Responsive Listening

Responsive listening refers to the type of listening practices which train the learners' appropriate reactions to what is listened to along content, affective dimension and cultural is the primary goal. The focus on this type is not on comprehension but on the responses of the learners to the listening input. In this case, it is higher level of listening ability with presumed comprehension.

6) Autonomous Listening

Autonomous listening refers listening activities which manage by the learner without the teacher's help. It is at the core of a learner's listening ability not the type of listening, for instance; the ability to decide what to listen to, when, for what purpose, for how long, and whether the result of listening is satisfactory. The autonomous listening tasks has purpose which is to create successful learners who

can make listening strategy independently as a tool for a language learning and language use.

Based on the observation in the classroom and interview to the teacher of basic level that was conducted by the researcher showed that the listening type that was implemented by the teacher is selective listening. This type of listening is expected to train student's sensitivity in listening skill.

f. Problem in Listening

Underwood states seven causes of obstacles to efficient listening comprehension.³⁰

1) Speed of delivery cannot control by the listeners.

Underwood mentioned that the learner's problem in listening comprehension is that the learners cannot control the speed of delivery which is the contrast with reading as the input skill.

2) Repeated words make them confused.

This problem became the serious problem because the decision to repeat the audio is not in the teacher's hand. Nonetheless, it is not easy for the teacher to assess the understanding of the learners in particular part of the recording.

3) Limited vocabulary.

Another problem regarding to the vocabulary used by the speaker which is sometimes unfamiliar to the listeners. Thus, the listeners get

³⁰ Nobuko Osada, "Listening Comprehension Research: A Brief Review of the Past Thirty Years", *Dialogue*, 2004, Vol. 3, pp. 53-66, ISSN 1349-5135.

difficult to catch the meaning of what the speaker says and get the topic of the listening text.

- 4) Fail in recognize the signal of moving from another point, repeating a point or giving example.

The discourse makers are difficult to recognize by the learners when the recording is in set of informal situations. While in the formal situation, the learners may feel easy to recognize the mark of the changing topic or moving points because there are transitional words such; next, before, after, etc. which can figure out by the learners easily.

- 5) Lack of contextual knowledge.

The speakers' culture is also impacting in comprehending the meaning of the listening text. Since in guessing the meaning the listeners tend to relate to what they hear with what they know. However, there are aspects which cannot be deniable as mentioned; the distinction context in gestures, loudness, and intonation.

- 6) Difficult to concentrate in a foreign language.

The learners' unfamiliarity towards foreign language turn into another problem in comprehending the listening text. It is quite complicated for the learners to establish on the language.

- 7) The learners may have established certain learning habits.

In teaching-learning process, the teacher commonly tends to let he learners to understand every single word which appears in

conversation to make them understand the topic. Yet, this habit sometimes makes the learners feel anxious and cannot enjoy listening because they put their self to concern on every single word in the text.

g. Macro and Micro Listening Skills

Brown's listening comprehension micro-skills for conversational discourse are as follows.³¹

- 1) Retain chunks of language of different lengths in short-term memory.
- 2) Discriminate among the distinctive sounds of English.
- 3) Recognize English stress patterns, words in stressed and unstressed positions. rhythmic structure, intonational contours, and their role in signaling information.
- 4) Recognize reduced forms of words
- 5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- 6) Process speech containing pauses, errors, corrections, and other performance variables.
- 7) Process speech at different rates of delivery.
- 8) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

³¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (White Plains, NY: Longman,2007), p.308.

- 9) Detect sentence constituents and distinguish between major and minor constituents.
- 10) Recognize that a particular meaning may be expressed in different grammatical forms.

Brown's macro-skills for conversational discourse are:³²

- 1) Recognize cohesive devices in spoken discourse.
- 2) Recognize the communicative functions of utterances, according to situations, participants, goals.
- 3) Infer situations, participants, goals using real-world knowledge (pragmatic competence).
- 4) From events, ideas, etc., describe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Use facial, kinetic, body language, and other nonverbal cues to decipher meanings.
- 7) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

h. Listening Sub-Skills

³² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (White Plains, NY: Longman, 2007), p.308

There are various types of listening sub-skills to help listeners make sense of the listening text. Most commonly used listening sub-skills in language classrooms are:³³

- 1) *Listening for-gist*: listening to get a general idea.
- 2) *Listening for specific information*: listening just to get a specific piece of information.
- 3) *Listening in detail*: listening to every detail, and try to understand as much as possible.
- 4) *Listening to infer*: listening to understand how listeners feel.
- 5) *Listening to questions and responding*: listening to answer questions.
- 6) *Listening to descriptions*: listening for a specific description.

i. Stages in Teaching Listening Skill

Listening sequences improve students' metacognitive abilities, especially in the first two years of language learning. These listening sequences may be divided into three stages as pre-listening, while-listening and post-listening and each of the three stages has its own specific purpose.³⁴

While-listening activities are the main activities of the listening tasks. Learners listen to the input and make decisions about the strategy to use according to the requirements of the task. Finally, in post-listening activities, learners discuss and evaluate their strategy choices and their

³³ Ekrem Solak, *Teaching Language Skills for Prospective English Teachers: First Edition*, (Pelikan: April 2016), ISBN 978 605 9029 52 0, p. 35.

³⁴ M. Underwood, *Teaching Listening*. (Addison-Wesley Longman Ltd, 1989).

effectiveness. Feedback is provided by self-evaluation and also group discussions.³⁵

1) Pre-Listening

Pre-listening activities help to hear and give some clues about the activity expectations mostly by activating schemata. pre-listening activities serve the goal of ensuring students know what they need to know before they listen. Listeners need to know things like the speaker's way of talking, the length of the text, the listener's role, information about the topic, specialized vocabulary, and the relationship between listener and speaker. A study conducted by Zohrabi et al. states that learners who are exposed to pre-listening activities performed better than those who did not take pre-listening activities. They also assert that pre-listening tasks are effective for students in understanding authentic English movies.³⁶

Pre-listening activities activate the schemata and help students to predict what they will hear. Activating schemata means activating students' prior knowledge. Activities to activate learners' schemata might include brainstorming, visuals, realia, text and words, situations and opinions, ideas and facts. Brainstorming activities aim

³⁵ Yi Guan, "A Literature Review: Current Issues in Listening Strategy Research and Instruction on ESL Adult Learners", *International Journal of Teaching, Education and Language Learning*, 2(1), 32-70, (Addison-Wesley Longman Ltd, 2015).

³⁶ Mohammad Zohraby et al, "The Impact of Pre-Listening Activities on Iranian EFL Learner's Listening Comprehension of Authentic English Movies", *International Journal on Studies in English Language and Literature (IJSELL)*, Vol 3, Issue 2, February 2015, PP 42-56, ISSN 2347-3134.

to produce ideas based on a topic or a problem. Brainstorming can be realized via a poster display in which students prepare a poster based on a given topic, brain walking in which they walk around the classroom and enlarge the ideas collaboratively, board writing, in which they work in groups and they brainstorm about the same topic or a different one, and from one to many in which students work individually, take notes and then share the ideas with the group.³⁷

Besides brainstorming activities, visuals are also effective for pre-listening activities. There is an axiom saying “a picture is worth a thousand words. For example, a picture can be shown to students and they can predict the ongoing. Alternatively, a sequence of pictures can be given to students and they can tell a story related to the picture sequence.

Using realia is also helpful in activating schemata. For example, a photo, a map, a brochure or any other object related to the listening text make students activate their prior knowledge and help them better understand the listening.

Things to avoid during the pre-listening stage.

- A pre-listening task should not be too long. It should be precise and clear.

³⁷ J. J. Wilson, “*How to Teach Listening*”, (Essex: Pearson Education, 2008). ISBN978 1 4058 4775 9.

- The activity should not give too much information about the listening text. It should just introduce the topic.
- The teacher should not talk too much: he or she should let the students talk and share their ideas.
- A pre-listening activity topic should not be too general and unrelated to the listening text.³⁸

2) While-Listening

While-listening activities are directly related to the listening text and students perform the task either during the listening process or immediately after the listening. Therefore, the teacher needs to match the activities to the instructional goal, the listening purpose, and the students' proficiency level. Underwood explains the goal of while-listening tasks as being something that helps the learners understand the messages of the listening text.³⁹

Well-designed while-listening activities help students to understand the listening text, to give clues about how to respond, to provide a focus, to indicate the important parts while listening, to keep listeners alert and to permit them to understand the text's structure. An example to while-listening activity is "bingo". This activity is especially enjoyable for young learners. In this task the teacher writes a list of words on the board, which are included in the

³⁸ M. Underwood, *Teaching Listening*, (Addison-Wesley Longman Ltd, 1989).

³⁹ M. Underwood, *Teaching Listening*, (Addison-Wesley Longman Ltd, 1989).

listening text. The students individually select and write seven words on a piece of paper. Then, they listen to the passage and put a tick on that specific word when the word is heard. When all the words are ticked, they shout “bingo”. It is a good activity for selective listening even if it hinders listening extensively.

3) Post-Listening

In the post-listening stage, students work in detail applying both top-down and bottom up strategies to link up the classroom activities and their real lives.⁴⁰

Underwood describes the post-listening task as an activity that is realized after the listening, merging all the work performed. Post-listening tasks may be directly related to the pre- and while-listening activities or they can just be loosely related to these activities.⁴¹ She also asserts that post-listening tasks require more time than the other tasks because students deal with thinking, discussing, reflecting and writing processes. It can be named as the more reflective part of the lesson.

“Checking and summarizing” is one activity type that can be performed as post listening task. In this activity, first the teacher puts students into small groups to lower individual speaking anxiety. The teacher’s role, here, is to monitor students and to stimulate them by

⁴⁰ J. J. Wilson, “*How to Teach Listening*”, (Essex: Pearson Education, 2008). ISBN978 1 4058 4775 9.

⁴¹ M. Underwood, “*Teaching Listening*”, (Addison-Wesley Longman Ltd, 1989).

attracting their attention to the related and interesting points. Then, they share their ideas as a class and then students can summarize the important parts. Other types of post-listening activities are discussions, creative responses, critical responses, information exchanges, problem solving, deconstructing the listening text and reconstructing the listening text.

2. English Day Program

a. The Definition of English Day Program

English Day Program is a day that English uses to communicate in nonnative English environment. Makasau said that English Day Program is the program run by school where all the students should use English in their oral and written communication during the school time.⁴² English Day Program helps students to develop their competencies in using English.

Creating English Day Program means creating English environment that should involve by all the components of the school. In English Day Program, the teachers' roles are become role model and one of sources of English for their students. English Day Program becomes an extra school language activity. Ajileye said that there is a significant relationship between students' exposure through extra-school language

⁴² Rachmat Makasau, "*Adjacency Pairs in Teacher – Student Interaction in English Day Program at Mutiara Persada Elementary School Yogyakarta*", (Postgraduate Dissertation, Sanata Dharma University Yogyakarta, 2015).

activities and their proficiency in English. The competence of English learners can be reinforced through continual practice.⁴³

In Asy-Syafa'ah Vocational School, English Day Program is one of continual program run by the school in order to increase students' English competence. English Day Program becomes an extra-school language activity in this school.

b. The Purpose of English Day Program

The main purpose of this program has good contribution to increase the students' ability and to grow up the habit in speaking English well. If we have made something as a habit, it will help us to be more expert and understand in that thing. Understanding language teaching and learning language will contribute to our understanding of language, of education and of the human condition. Without language there would be no coherent thought, and human society could not evolve. Besides that, to make student more confident to speak up their mind by using English and to solve the students' problems when they face English in their daily life.

Therefore, this program is designed to able solve such those problem and helps meet the needs of students and make English as an active language in their school environment.

⁴³ S. S. Ajileye, *"The effect of The Exposure to English Language Activity Outside the Classroom on Written English: A Study of Selected Secondary Schools in Ilorin"*, (Department of Modern European Languages, University of Ilorin Nigeria, 1998)

c. The Rules of English Day Program

There are some rules that must be kept by the students. These rules are needed to solve any kinds of problem deals with the run of the program. The complete rules can be seen as follows:

- 1) Students should use English.
- 2) Students can use code mixing if they do not know the English.
- 3) Students make vocabulary notebook.
- 4) English Day Program has a language polices to control the students; it could be administrators of school.

The rules are made for students to be responsible and the program runs well. Besides that, the rules also as a strategy for overcoming anxiety and reluctance to create a supportive environment in order to students feel comfortable taking risks and give positive feedback.

d. English Day Program Activity

English day program is a program to train and familiarize students with English as a second language. The program aims to get students accustomed and daring to use English in school activities whether they are learning, meeting teachers, talking with friends in small or big communities in school environments. The activities that is conducted in English day program are: memorizing vocabularies, English conversation, grammar, and listening.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method of the current research that consist of approach and design of research, research location, research subject, data collection technique, data analysis, validity of data, and research procedure.

A. Approach and Design of Research

The approach for this research used qualitative research approach. In general, qualitative research holds a more positivist view of the world where it suggests that reality is something tangible that can be objectively measured with the help of observational and experimental methods. Qualitative research is humanistic because it focuses on the personal, subjective and experiential basis of knowledge and practice. This approach also holistic because it seeks to situate the meaning of particular behaviors and ways of doing things in a given context and method in qualitative research are generally open-ended and in-depth, naturalistic where they attempt to study things, people or events in a natural (non-experimental) setting.⁴⁴

Besides, the writer used the case study as the method to conduct the research, according to David Nunan “case study is a “hybrid” in that generally utilize a range of methods for collecting and analyzing data, rather than being

⁴⁴ Karina Kielmann, Fabian Cataldo, and Janet Seeley, *“Introduction to Qualitative Methodology: A Training Manual”*, (UK: Department for International Environment (DFID), 2012), 7-9.

restricted to a single procedure.⁴⁵ A case study is one of a type of qualitative research. The qualitative data are obtained through interview and observation.⁴⁶ The writer chose a case study because of this study want to discuss about the implementation that needs data from, interview, observation and document review.

B. Research Location

The research was conducted at Asy-Syafa'ah Vocational School which is located on Basuki Rahmad street, no. 5, Kebonsari, Summersari, Jember, East Java. The first reason that the researcher chose the place is this field appropriates to be researched due to this institution, the private school under the boarding school foundation that implements English day program in teaching learning process as cooperative approach and it need to be explored. The second reason is this place appropriates as a research site or field to the title of this research and it was proved through the result of the preliminary study that the researcher did. The third reason is this research has been gotten the permission by the headmaster of Asy-Syafa'ah Vocational School that conduct English day program. The fourth reasons that English day program appropriates with the students' condition where it helps students on their listening skills. The uniqueness of the research location as the field in this research was all students at this school has a program about English club that

⁴⁵ David Nunan, *“Research Method in Language Learning”*, (New York: Cambridge University Press, 1992), p. 74

⁴⁶ Indah Wahyuni, *“The Students' Mathematical Thinking Ability in Solving the Program for International Student Assessment (PISA) Standard Questions”*, Journal of Advance Research in Dynamical and Control Systems, (Institute of Advanced and Scientific Research, 2019), 777-787.

boosted them to learn English a lot at outside the school like in their boarding school. Thus, by using this strategy the students easily accepted it as the effective and alternative on teaching learning process in the classroom and help the students' listening skill.

C. Research Subject

Research subject is the subjects that will be used to collect the data as data source and the result of this data source where it is related with the focus of this research. The description involved in the data that will be obtained, the subjects who appropriate with this research. In this research, the subjects were taken at basic level class of English day program at Asy-Syafa'ah Vocational School that totally there were 19 students.

In qualitative research, the subjects who appropriate as the research subject was identified and recruited by using purposive sampling.⁴⁷ Purposive sampling is appropriate for this current research because it is regarding to the place and people that helpful in understanding the central phenomenon at the field. Then the types of purposive sampling that used in this research was homogeneous sampling that this type was appropriate with the phenomenon.

According to the information above, this research used semi structured where it was conducted through face to face. So, this research took 19 students of basic level class of English day program Asy-Syafa'ah Vocational School as the research subject in conducting observation. Then 1 English teacher and 3 students on basic level class of English day program Asy-Syafa'ah Vocational

⁴⁷ John C. Creswell, "*Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th edition*", (Boston: Pearson Education, 2012), 205.

School were recruited as the research subject to answer the interview. The researcher determined the three students who were invited to interview based on 2 students who had the highest scores and 1 students who had scores below the average so that the interview result obtained were more effective. Furthermore, the researcher assumed that the research subjects who were capable to give the information related to English day program on teaching learning process.

The subject in this study are:

a. A teacher of English day program

Miss Diana was chosen to be research subject. She is teacher of English day program who has taught and implemented English day program in the class.

b. Three Students of basic class in English day program

The third research subject were three students of English day program. Those three students were consisted of basic class students. The students were chosen based on 2 students who had the highest scores and 1 students who had scores below the average.

D. Data Collection Technique

The data collection technique used by researcher are as follows:⁴⁸

1. Observation

Observation is process of gathering open-ended, firsthand information by observing people and places at a research site. In observational roles,

⁴⁸ John C. Creswell, *“Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th edition”*, (Boston: Pearson Education, 2012), 212-224.

there are two types of role namely a participant observer and a nonparticipant observer. A participant observer, where the observational role adopted by researchers when they take part in activities in the setting they observe. At the same time, that researchers are participating in activities, they also record the information. A nonparticipant observer, where is an observer who visits the site and records notes without becoming involved in the activities of the participants.

In the process of observation, the general process is outlined in the following steps; first, select a site to be observed that can help you give the best understand the central phenomenon. Second, easy to observe into the site slowly by looking around the site first. Third, identify who or what to observe, when to observe, and how long to observe at the site. Fourth, determine, initially, your role as an observer. Fifth, conduct multiple observations over time to obtain the best understanding of the site and individuals. Sixth, design some means for recording notes during an observation. Seventh, consider what information you will record during an observation. Eighth, record descriptive and reflective field-notes. Ninth, make yourself known, but remain unobtrusive. Tenth, after observing, slowly withdraw from the site.

In this research, the researcher chose the non-participant observer in conducting the research. The researcher observes to obtain the purpose, the material, the steps, and the evaluation of teaching listening skill through

English day program at basic level class of English day program at Asy-Syafa'ah Vocational School.

2. Interview

A qualitative interview occurs when the researcher asks one or more participants general, open-ended questions, and record their questions. In the interviews, there are four types of interview as follows:

a. One-on-one interviews

One-on-one interviews is a data collection process in which the researcher asks questions to and records answer from one participant in the study at a time. This type of interviews is ideally for interviewing the participant who are not hesitant to speak, who are articulate, and who can share ideas comfortably.

b. Focus group interviews

A focus group interviews is a process of collecting data through interviews with a group of people, typically four to six. The researcher asks a small number of general questions and elicits responses from all individuals in the group.

c. Telephone interviews

A telephone interviews is the process of gathering data using the telephone and asks a small number of general questions.

d. E-mail interviews

E-mail interviews consist of collecting open-ended data through interviews with the individuals using computers and internet to do so.

In conducting interviews, there are several general steps involved in as follows; identify the interviews, determine the type of interview you used, during the interviews, the audiotape the questions and responses, take brief note during the interview, locate a quiet, suitable place to conducting the interview, obtain consent from the interviewee to participate in the study, have a plan, but be flexible, use probes to obtain additional information, be courteous and professional when the interview is over.

In this research, the interview that researcher used semi-structured interview. Semi structure Interview where the interview naturally happened to review questions for the students without disturbing their convenience when the interview section is running. In brief, the researcher distributed the questions on interview section naturally in order to made students feel comfortable when they were asked some questions. The researcher also used one-on-one interviews and focus group interviews. As the explanation above, those interviews were appropriate with the phenomenon with this current research. Furthermore, the entire research subject who involved in the interview section enjoyed during the interview.

In this research, one-on-one interviews was conducted to the English teacher of Asy-Syafa'ah Vocational School while the focus group interviews were conducted to the 3 students of basic level class at Asy-Syafa'ah Vocational School. The data obtained from interview

included the purpose, the material, the steps and the evaluation of teaching listening skills through English Day program.

3. Documents review

Documents review consist of public and private records that qualitative researches obtain about a site or participant in a study, and they can include a newspaper, minutes of meetings, personal journal, and letters. These sources provide valuable information in helping researches understand central phenomena in qualitative research.

In conducting documents in qualitative research, there are some useful guidelines as follows; identify the types of documents that can provide useful information to answer your qualitative questions, then considers both public documents and private documents as sources information for your research, once the documents are located, seek permission to use them from the appropriate individuals in charge of the materials, after that if you ask participants to keep a journal, next provide specific instruction about the procedure, once you have permission to use documents, examine them for accuracy, completeness and usefulness in answering the research focus in your study, the last records information from the documents. The researcher obtains the data from document review included the purpose, the material, the steps and the evaluation of teaching listening skills through English Day program

In this research, the data obtained to the documents were:

- a. The profile of Asy-Syafa'ah Vocational School and English Day Program.
- b. The vision and mission of English Day Program.
- c. The teacher data of English Day Program.
- d. The data of students at basic level class of English Day Program.
- e. The module.

E. Data Analysis

The data analysis in this research used the concept of qualitative data analysis from Miles, Huberman and Saldaña. They highlighted the analysis as three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification.⁴⁹

1. Data Condensation

The activity in data condensation is the researcher begin to select, focus, simplify, abstract, and/or transform the data from the topic that would like to be researched as like written up field notes, interview transcripts, documents, and other empirical materials by condensing that can making data stronger. In this research, the researcher wrote summaries of what had been obtained from the data collection involved the purpose, the material, the steps and the evaluation of teaching listening skills through English day program. After that, the researcher simplified the result of summary to be used in data display.

⁴⁹ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook; Third Edition*, (London: Sage Publications), 2014.

2. Data Display

The data display where defines compress assembly organized information that allows conclusion drawing and action.⁵⁰ The data display is done in some form such as graphs, table, charts and networks. Apart of those, the data presentation can be forming a brief of description. the activity in data display the researcher attempt to designing displays which it is deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in the cells, so they can be called analytic activities.

In this research the organizing the data had been obtained in the descriptive form. The data in this stage was organized through obtaining the data that had been taken. Then the researcher described the results of the contents of the data in drawing a verifying conclusion.

3. Drawing and Verifying Conclusion

The activities of drawing and verifying conclusions start with data collection. Then, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but if the conclusions are still there, vague at first, then

⁵⁰ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, “*Qualitative Data Analysis: A Methods Sourcebook; Third Edition*”, (London: Sage Publications), 2014

increasingly explicit and grounded. The “final” conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met.

The conclusion was drawn after the collected data had been presented and an in-depth understanding of the data had been faced, then the researcher verified the data by checking the data correlation to what data had been presented with new data to be used as conclusions of the purpose, the material, the steps and the evaluation of teaching listening skills through English day program.

F. Data Validity

Validity is the significant consideration in developing and evaluating measuring instruments. Validity as extent to which an instrument measured what it claimed to measure. Validity is determined the valid data by crosschecking the same information from different sources.⁵¹ In qualitative, validity the data used triangulation. In this research, the validity of data on triangulation is divided into two ways; triangulation of data source and triangulation of technique.⁵² Triangulation of data sources was assessed to the credibility of the data that checking the data obtained to several sources involved in interview of the teacher and students at basic level class of English day program. While the triangulation of technique was assessed to the

⁵¹ Donald Ary et al, “*Introduction to Research in Education: Eighth Edition*”, (Canada: Nelson Education, Ltd), 2010, 225.

⁵² Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, “*Qualitative Data Analysis: A Methods Sourcebook; Third Edition*”, (London: Sage Publications, 2014) 266.

credibility of data that checking the same data by various methods. It can involve in observation and documents review of the module.

After the data was collected from non-participant observation, interview on one on one interview, focus group interviews, and document review, the researcher needed to compare all the instruments. Then, in this research for example where the data of interview gave the positive perception related to English day program because it was supported by the result of observation. So, it was validated by the other data.

G. Research Procedure

The research procedure means the research implementation plan that carried out by the researcher, starting in preliminary research, design development, actual research and write reports.

Regarding to the research procedure above, this research had three phases that have been passed by researcher in the research procedure form as follows:

1. Pre-field stage

Pre-field stage was done before doing the field work.

a. Develop the research design

In compiling the plan, the researcher established the plan by follows the title of research, the reason of the research, the focus of the research, the purpose of the research, the benefits of research, the object of research and the strategy used.

b. Choosing research field

The researcher chose the research field and the research field for this research was at English day program of Asy-Syafa'ah Vocational School.

c. Permit processing

In permit processing, before conducting the research that the researcher took license in advance to the campus and visited to the research field in getting permission, then took a stage of research.

d. Asses the state of the field

After getting the permission, the research began to explore to know better the background of the research object in order to make it easier for the researcher in digging up the data

e. Preparing research instrument

After the stages above done, the last stage was preparing the instrument needed before conducting the research.

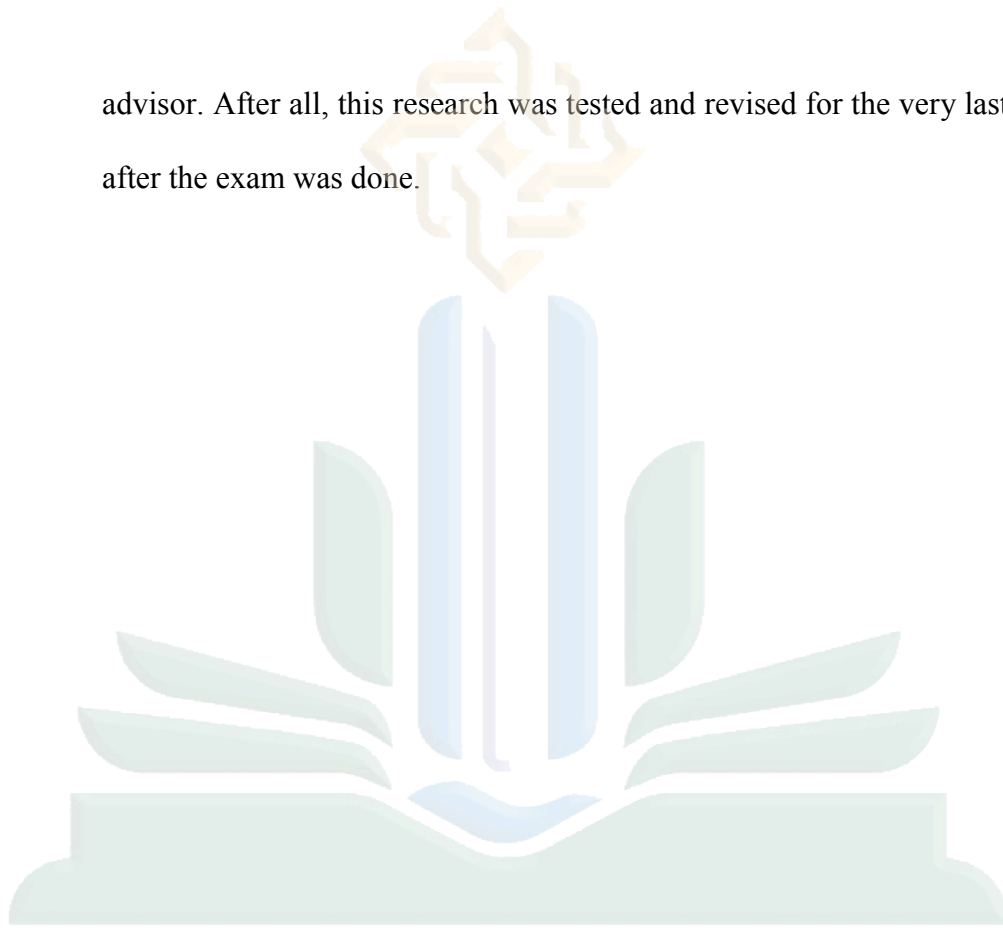
2. Stage of field work

In this stage, the data of this research was carried out. In carrying out the data, the researcher collected the data by three methods, they were observation, interviews and document review.

3. Data analysis stage

After the data was obtained from the result of observation, interview and document review, the data was analyzed with Huberman and Saldana's model. Then, it was described to the form of report and consulted with the

advisor. After all, this research was tested and revised for the very last time after the exam was done.



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JEMBER**

CHAPTER IV

DATA PRESENTATION AND DISCUSSION

This chapter presents the description of the research object, data presentation and discussion.

A. Description of the Research Object

1. Profile of Asy-Syafa'ah Vocational School.

Asy-Syafa'ah Vocational School is one of educational units with a Senior High School level in Kebonsari, Sumbersari, Jember, East Java. In carrying out the activities, Asy-Syafa'ah Vocational School is under the auspices of the Ministry of Education and Culture. Asy-Syafa'ah Vocational School was founded in 2010. This was confirmed in the decree number of incorporation in 005/SMK/ASY/VII/2010. Asy-Syafa'ah Vocational School is located on Basuki Rahmad Street V/31, Kebonsari, Sumbersari, Jember Regency. This private senior high school level has the organization structure with the principle namely M. Masykur Abdillah, Lc. M.Th.I, developer team namely Resti Dwi Anggraeni, S.Pd, treasurer namely Maslichatul Fadilah, S.Pd, Operator namely Abdul Muni, the head of administration namely Risdiana Yulianingrum, S.Pd, AP of Infrastructure and Facilities namely Dirham Drs. Arsun Erhamni.

Asy-Syafa'ah Vocational School has teachers and staffs totally 20 people and the students in year 2022-2023 totally 40 students. Asy-Syafa'ah Vocational School has wide parking area for teachers and students

separately. This school also has a security post, a mosque, bathrooms for the teachers, library, teachers' room, and classrooms. The teacher of English day program had divided those students into several levels, they are basic, intermediate, and advance level. At basic level there are 19 students, at intermediate class there are 11 students and at advance class there are 10 students. In each class was facilitated with the whiteboard, eraser, board marker, student's attendance, picket schedule, lesson schedule and students' product like mind mapping from their project. The geographic location of Asy-Syafa'ah Vocational School based on the observation on 24 of May, 2023 are:

North Side : Mosque & Asy-Syafa'ah Boarding School

South Side : Farming Area

West Side : Citizen Settlements

East Side : Asy-Syafa'ah Elementary School & Asy-Syafa'ah Kindergarten

As clear description of its geographic location, the north side of Asy-Syafa'ah Vocational School is Mosque and Asy-Syafa'ah Boarding School, the south side of Asy-Syafa'ah Vocational School is farming area, the west side of Asy-Syafa'ah Vocational School is citizen settlements and the east side of its school are Asy-Syafa'ah Elementary School and Asy-Syafa'ah Kindergarten, which under the same foundation of Asy-Syafa'ah Boarding School.

2. Profile of English Day Program

English day program is an additional program at Asy-Syafa'ah Vocational School in which the students and the teachers of Asy-Syafa'ah Vocational School are obligated to use English as a tool of communication every Monday, Tuesday, and Wednesday morning. According to the interview, this program had been conducted since 2018. It was divided into three levels, there are, basic, intermediate and advance level. At basic level there are 19 students, at intermediate class there are 11 students and at advance class there are 10 students. The reason of implementing English day program was because the language that students learnt in the class was inadequate enough to train them to use English as media of communication.

The program was implemented to build opportunity to students to practice the language that they have been learned in the class. Therefore, creating the language environment where the students could practice English through English day program would be very useful. They would learn to interact each other by using English and could directly understand how to use English in daily communication. Through the daily communication and practice, the students could improve their ability in using English as a second language.

B. Data Presentation and Analysis

Data Presentation and analysis contain the detailed data descriptions and findings obtained using the methods and procedures described in chapter 3.

This description consists of data descriptions presented to the topic according to research questions. The results of the data analysis are the findings of research presented in the form of patterns, themes, lesions, and motives arising from the data. Besides, the finding may be a category, classification system and typology.

1. The purpose of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School.

Researcher conduct interviews, observation, and document review to obtain data from teacher preparation before starting the class. Researcher described, elaborate and interpreted data so that became whole description.

According to the statement of Miss. Diana as a teacher of English day program, she said:⁵³

“The purpose of this program is focus on developing student’s English skill, especially in listening. it means this purpose refers to the students can master listening skill well. In the basic level of students, we only focus on speaking and listening skill, because those are basic skills to learn English easily in the class. In the basic level class, I give more chances for students maximally to practice it in the classroom. Usually, at the beginning of the learning, I tell the students about the purpose of teaching listening through English day program, they are; students are able to give their attention and courteous while listening, students are able to identify the main idea of audio, and students are able to sensitive to the ideas, tone and purpose of the audio.”

It was added by the focus group interview result with one of the students of basic level, she confirmed that⁵⁴

“Before the teacher start the class, she always tells us about the purpose of learning. In my opinion, this program wants to train our

⁵³ Diana Fitri, S.Pd interviewed by Ahmad Washil Tabroni, Jember, 25th of May 2023.

⁵⁴ Maulidia, Focus group interview toward students of basic level, Jember, 26th of May 2023.

listening skill in English with several ways. Such as listening to the English audio. Because in every listening time, Miss Diana always command us to focus while we are listening to the audio and she always makes interaction to us in the class so we have a lot of time to share and practice our English.”

It was also strengthened by Hanin in focus group interview, she stated that⁵⁵

“I do agree with her! Because before I join this program, commonly I get some difficultness in listening English, but now I feel comfort to learn about listening because the teaching ways is fun.”

Based on the interview from the teacher and the students of English day program regarding to the purpose of teaching listening skill showed that, in every beginning of the learning the teacher always tells the students about the purpose of teaching listening skill. The purpose that mentioned by the teacher are, students are able to give their attention and courteous while listening, students are able to identify the main idea of audio, and students are able to sensitive to the ideas, tone and purpose of the audio. Those purposes are aimed to train student’s attention and sensitivity while listening to the audio.

It was also supported by the observation 24th of May 2023 in the classroom, the researcher found that before the teacher explained the material, she explained the purpose of teaching listening skill. After the purposes was explained by teacher, the researcher also found that the teacher explained how to achieve the purposes that had been explained by

⁵⁵ Hanin, Focus group interview toward students of basic level, Jember, 26th of May 2023.

the teacher, they are; teacher informs members to focus while listening and to avoid confusion in pronunciation, grammar, or vocabulary in the audio.⁵⁶

Moreover, it was also approved in reviewing document of module that was created by the teacher of English day. As we can see at point number 6 in the module showed that, there are several purposes to achieve in teaching listening skill. They are, students are able to give their attention and courteous while listening, students are able to identify the main idea of audio, and students are able to sensitive to the ideas, tone and purpose of the audio.⁵⁷

Based on the result of the observation, interview, and document review above, researcher conclude that teaching listening skill through English day program gave good impact for student in teaching and learning English.

There are several purposes related to the teaching listening skills through English day program at basic level class of Asy-Syafa'ah Vocational School. Those are; 1) Students are able to give their attention and courteous while listening, 2) Students are able to identify the main idea of audio, and 3) Students are able to sensitive to the ideas, tone and purpose of the audio.

2. The material of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School.

Material is given by the teacher to the students in order to increase the students' knowledge, train the students in communication and also to control the learning process.

⁵⁶ Observation, 24th of May 2023

⁵⁷ Document review of module, appendix 2, 24th of May 2023

Regarding to interview the English teacher, Miss Diana said that⁵⁸

“Basically, in the basic level. I got my materials about daily activities and English conversation. It was taken from the module of English day program and the audio was taken from the internet. Then I summarized it with simple one in order to give the students with the clear explanation and easy to understand. Material is related to the purpose of the teaching listening, where it focuses on listening skills means the materials should bring the students in some listening activities and also improve their listening. For strategy that I conducted, I just need to explain the materials for a clear explanation then mostly the time spend to the students’ practice regarding to the my command such as I ask them to listen to the audio that related with the material and then they do a task that is given by me. Here, the students were not only got a new knowledge but they also practiced it in order to give them a chance to develop their mind, their act to the something.”

It was added by one of the students namely Hanin in focus group interview, she said that⁵⁹

“Alhamdulillah, the material about daily activities and English conversation/dialogue is easy to understand, miss Diana also explained it with clear explanation and make point note in the whiteboard. So, me and my friends as the students can understand the material easily.”

Based on the interview from the teacher and the students of English day program regarding the material of teaching listening skill showed that, the material taught in teaching listening skill through English day program was about daily activity and English conversation. The material was taken from the module and the audio was taken from the internet. The material also related to the purpose of the teaching listening, where it focuses on listening

⁵⁸ Diana Fitri, S.Pd interviewed by Ahmad Washil Tabroni, Jember, 25th of May 2023.

⁵⁹ Hanin, Focus group interview toward students of basic level, Jember, 26th of May 2023.

skills. It means that the materials should bring the students in some listening activities and also improve their listening skill.

It was also strengthened by the observation on 24th of May 2023 in teaching listening skill through English day program at basic level class, the researcher found that, when the teacher explained the material, students are giving the attention in order to understand the material well. The researcher also found that, the material which is taught by the teacher talked about daily activities and English conversation/dialogue. This material contained of daily activities and English conversation included its structural, functional and situational. The researcher also observed that the teacher used the module from the school as reference for teaching. Materials that has been written by the teacher on the whiteboard or the audio that the teacher provide for the students are related to the material which are relevant according to the learning purpose. The researcher observe that the teacher made it in simple notes in the whiteboard and in clear explanation.⁶⁰

It was also approved in reviewing document of module showed that, the material of teaching listening skill in this case was adapted from module of English day program of Asy-Syafa'ah Vocational School. The researcher tries observed about the content of the book was given by the teacher. The content was arranged based on level of class, in basic class the content was talk about daily activities and English conversation/dialogue. For intermediate class the material focused on pronunciation the content was

⁶⁰ Observation, 24th of May 2023.

consonant sound, vowel sound and phonetic symbol. For advance class the material is 4 of tenses. The materials were printed out to be guidance book or module of students which was obligated for each member to understand it.

The data gathered from observation, interview, and document review showed that the result related to the material of teaching listening skills through English day program at basic level class of Asy-Syafa'ah Vocational School was about; daily activities and English conversation included its structural, functional and situational.

3. The steps of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School.

The steps of teaching listening skill through English day program regarding to the focus group interview at basic level class, a student namely Faris stated that⁶¹

“At first the teacher always opens the class with greeting and pray together, then told us about the topic and then explain the material. After explaining the materials, the teacher gave us a chance to share our question related to the materials.”

It was added by Maulidia⁶²

“After explaining the material, the teacher gave us a command to listen to the audio related to the topic that we have learned and gave us a sheet of paper which consist of filler in the sentence (deleted word or phrases)”

⁶¹ Faris, Focus group interview toward students of basic level, Jember, 26th of May 2023.

⁶² Maulidia, Focus group interview toward students of basic level, Jember, 26th of May 2023.

Those above was strengthened in Hanin's statement, she confirmed that⁶³

“Yes sir! while we listen to the audio. The teacher command us to write what we listened and fill in the blank space to complete the sentence. After we finished our task, we submit it to the teacher”.

In addition to the steps of teaching listening skill through English day program regarding to miss Diana as Teacher at basic level, she stated that⁶⁴

“The types of listening that I used in the basic level is selective listening and the steps that I conduct to the teaching listening skills through English day program are; I start the class by saying salam, then checking the students' attendance, telling the learning purposes, enter the material and mostly I make ice breaking or warm up first to get the students attention so they are under control and the teaching listening process is running effectively. After that, I explain what the students' do for the next that consist of pre listening, while listening, and post-listening; Firstly, in pre-listening section, I explain the material, then I give the students chance to share their question related to the materials. Secondly, in while-listening section, I ask them to listen to the audio that I have provided for them related to the topic and gave them a sheet of paper consist of filler in the sentence (deleted words or phrases), and I ask them to do a task, and then they write and fill in the blank space to complete the sentence. Thirdly, in post-listening section, they submit their work to me. When the students submit their work, I give them correction of their work and give some feedback if needed.”

Based on the interview result to the English teacher and the students at basic level, it showed that, in implementing teaching listening skill the teacher use selective listening and the steps of teaching listening skill through English day program consisted of pre-listening, while-listening and post listening which were started by saying salam, greetings, praying

⁶³ Hanin, Focus group interview toward students of basic level, Jember, 26th of May 2023.

⁶⁴ Diana Fitri, S.Pd interviewed by Ahmad Washil Tabroni, Jember, 25th of May 2023.

together, checking the students' attendance, warm up/ice breaking if needed, telling the learning objectives, then enter to the material explanation (pre-listening), after that the teacher ask them to listen to the audio related to the topic (while-listening), then the teacher gave them a sheet of paper consist of filler in the sentence and after that, teacher ask them to do a task and they write and fill in the blank space to complete the sentence (post-listening).

It is also supported by the observation at the basic level class of English day program at 24th of May 2023, the researcher found that in the beginning of the learning the teacher gave salam, recited praying together before beginning the teaching-learning process, after that teacher checked the students' presence with the attendance list. Then the teacher told the learning purposes and the topic, after that she entered the material of present time, then the teacher provide an audio and command them to listen it carefully, and give them a sheet of paper for each student which consist of filler in the sentence after that the students do a task to fill in blank to complete the sentence in the paper that given by the teacher, then they submit their work to the teacher. When the students submit their work, the teacher give them attention to correct their work and give the feedback.⁶⁵

Moreover, it is also approved by reviewing document of module showed that the steps of teaching listening skill through English day program used the selective listening, which require the students to extract information for certain details or focus on main idea. In other words, they

⁶⁵ Observation, 24th of May 2023.

looking for such information that contained in the audio. The students also require to do a task after or while the listening section.

The data gathered from the observation, interview and document review showed that the steps of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School were: a. The teacher explains the material related to the topic, it is about daily activity and English conversation (pre-listening), b. The teacher gave a command the students listen to the audio related to the topic (while-listening), c. The students are asked to do a task and complete the filler in the sentence, then the teacher check the student's task and give them feedback (post-listening).

4. The evaluation of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School.

The evaluation of teaching listening skill through English day program at basic level students regarding to interview the English teacher, miss Diana stated that⁶⁶

“The evaluation is given in the last part before closing the class. It regards to the students, how they catch the goals of materials by making them to practice it and reflect their understanding. In evaluation time, especially I give a treatment to help the students who need my feedback, comment, correction about their work. In listening skill, the evaluation is referring to the types of listening that is used in the classroom. Because I implement selective listening which use a listening cloze task, this task requires the student to listen to the audio and see a transcript of the passage they are listening to and must fill in the missing information (deleted words or phrases). The students may

⁶⁶ Diana Fitri, S.Pd, interviewed by Ahmad Washil Tabroni, Jember, 25th of May 2023

focus on grammatical categories such as verb tenses, articles, prepositions, etc. Thus, for reflection before close the class, I give them some corrections and feedbacks and remind them to practice in listening skills. This way, make students realize that evaluation make them know the correct one consciously in listening English well.”

It was also supported by Hanin and Maulidia from the focus group interview. They stated that⁶⁷

“When the written test, we fill in the blank space in the task that miss Diana gives us. After we submit our work, miss Diana always corrects our work. miss Diana also tries to make us understand with clear explanation if we do not understand her command.”

Based on the interview from the teacher and students, the researcher found that the evaluation of teaching listening skill through English day program at basic level students used listening cloze task that require the student to listen to the audio and see a transcript of the passage they are listening to and must fill in the missing information (deleted words or phrases). So, the students may focus on grammatical categories such as verb tenses, articles, prepositions, etc. After that they submit, they work to the teacher. Thus, for reflection before close the class, the teacher gave them some corrections and feedbacks and remind them to practice in listening skills.⁶⁸

It is also supported with the observation that conducted by the researcher on 24th of May 2023. The researcher found that the evaluation of teaching listening skill was used a listening cloze task which is given by the

⁶⁷ Hanin and Maulidia, Focus group interview toward students of basic level, Jember, 26th of May 2023

⁶⁸ Observation, 24th of May 2023.

teacher before the listening section was began. After the teacher divided the paper to the students, the teacher starts the listening section. The evaluation continued after the students completing the missing information in the sentence (deleted word or phrases). After the listening section was done., the teacher checked students work and gave score to it. In addition, after the learning process teacher gave them some corrections and feedbacks and remind them to practice more in listening.

It is also approved by reviewing document of module. It showed that the evaluation of teaching listening skill through English day program at basic level students that was approved at point E in module namely Assessment⁶⁹. The evaluation was conducted in form of written test. Written test here where the students fill in the missing information (deleted words or phrases) in the sentence. The scoring rubric is determined to rate in some aspects, they are student's attention, courteous and sensitive to the ideas, tone and purpose of the audio.

From data gathered above on interview, observation and document review on the evaluation of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School was using formative assessment which is in form of written test. Written test refers to listening cloze task that require the students to listen to the audio and see a transcript of the passage they are listening to and must fill in the missing information (deleted words or phrases) in the sentence. The scoring rubric is

⁶⁹ Document review of module, appendix 4, 24th of May 2023

used to rate in some aspects of student's attention, courteous and sensitive to the ideas, tone and purpose of the audio.

Table 4.1
Data Presentation and Analysis

No	Focuses	Findings
1	2	3
1	What is the purpose of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School?	The purpose of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School was: 1) the students are able to give their attention and courteous while listening, 2) the students are able to identify the main idea of audio, and 3) the students are able to sensitive to the ideas, tone and purpose of the audio.
2	What is the material of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School?	The material of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School was: It was about daily activity and English conversation included its structural, functional, and situational.
3	How are the steps of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School?	The steps of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School was: a. The teacher explains the material related to the topic, it is about daily activity and English conversation (pre-listening), b. The teacher gave a command the students listen to the audio related to the topic (while-listening), c. The students are asked to do a task and complete the filler in the sentence, then the teacher check the student's task and give feedback to them (post-listening)
4	How is the evaluation of teaching listening skill through English day	The evaluation of teaching listening skill through English day program at

No	Focuses	Findings
1	2	3
	program at basic level class of Asy-Syafa'ah Vocational School?	basic level class of Asy-Syafa'ah Vocational School was: It was used formative assessment which is in form of written test. Written test refers listening cloze task that the students must fill in the missing information (deleted words or phrases). The scoring rubric is with aspect of student's attention, courteous, and sensitive to the ideas, tone and purpose of the audio.

C. Discussion

This stage is the researcher's ideas the relationship between categories and dimensions, position of current findings with previous one, as well as interpretations and explanations of the findings revealed from the field. In this research, the researcher found four things to discuss in this theme; the purpose, the material, the steps and the evaluation of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School.

1. The purpose of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School.

Purpose is related with various of other benefits for young students involved in academic benefits meanwhile teaching purpose is achievement of other various benefits to the students' activities in the classroom. Teaching purpose is one of the significant parts of the teaching learning

process. In teaching listening skill, the teacher has the same purpose of it, that is to develop the students' listening skill. In supporting it, teacher needs to conduct some activities. Unconsciously listening activities makes the teacher drive the students to some purposes because its purpose drives the students' engagement with the school.⁷⁰

According to the finding, the purpose of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School are: 1) The students are able to give their attention and courteous while listening to the audio, 2) The students are able identify the main idea of audio, and 3) The students are able to sensitive to the ideas, tone and purposes of the audio.

Based on the finding above, it can be concluded that there are three purposes on teaching listening skills through English day program in the classroom, they are classified by giving attention courteously, identifying critically, and giving response actively. Those activities are relevant with the statement of Malin that the listening activities unconsciously make teacher drive the students to some purposes.⁷¹ It means that implementing the listening activities in the classroom by identifying, giving attention, and giving response drives the students to achieve the purpose of teaching listening skill, that is to develop their listening skill.

⁷⁰ Heather Malin, *Teaching for Purpose: Preparing Students for Live in Meaning*, (Harvard Education Press), ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5

⁷¹ Heather Malin, *Teaching for Purpose: Preparing Students for Live in Meaning*, (Harvard Education Press), ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5

The conclusion about the finding related to the purpose of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School matches with the theory that talked on the teaching purpose. The purpose of teaching listening skill unconsciously creates the circumstance of listening activities in the classroom by identifying critically, giving attention courteously, and giving response actively. Those purposes drive the students to achieve the purpose of teaching listening skill generally that is to develop their listening skill.

2. The material of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School.

Material is one of the crucial tools in teaching learning process. In teaching learning process, material is given by the teacher to the students in order to increase the knowledge of students, train the students in communication and also control the learning process. Materials must be fun and interesting, so the students do not easily get bored and enjoy the learning process. Materials can be instructional in the way they inform learners about the language, it can be experiential in the way they give the exposure to the language in use, it can be elucidative in the way they stimulate the language use and it can be exploratory where they can facilitate discoveries on language use.⁷² In addition, teaching material is anything form which is presents related to the language be learned.

⁷² Brian Thomlinson, *“Materials Development in Language Teaching: 2nd Edition”*, (Cambridge: Cambridge University Press), 2011, 2.

The finding of the material of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School was: about daily activities and English conversation/dialogue. Moreover, it is also supported by the media that is listening to the audio; the types used by the teacher is selective listening, and the sources adapted from the internet and module.

In teaching listening skill, materials should be varied regarding to the form and the purpose, because it engages the students on different level in teaching learning process. That is why the teacher must be selective and careful in determining the appropriate materials for students. In addition, based on Rost⁷³, the appropriate listening material and type should be determined by the teacher, to make the teacher and student know what kind of listening practice that implement in the classroom. In this research the teacher used selective listening as the type of listening that will be implemented in the learning process.

According to the finding and theory above, it can be concluded that in teaching learning process, the materials and types of teaching listening skill through English day program at basic level students is related to Rost's theory on the appropriate material and types that was applied in the classroom. The material of daily activities and English conversation reflected to the students' listening practice as Rost mentions. It was presented in giving attention courteously, identifying critically, giving

⁷³ Michael Rost, *Teaching and Researching Listening: Second Edition*, (Edinburgh Gate: Pearson Education Limited, 2011)

attention courteously, and giving response actively in the purpose of teaching listening skill.

Moreover, the appropriate material and type that upgrade the language and skills of learning is supported by the media that is listening to the audio that teacher uses. The selective listening also helps the students to extract information for certain details or focus on main idea what they have listened to. The teacher in explaining the material and implementing the type adapted from the module with the clear explanation and simple notes. The supported material also adopted from the vocabulary notebook to make the students easy grab some vocabularies when they forget about the word in English.

3. The steps of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School.

The finding related to the steps of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School are divided into three main activities, they were pre-listening, while-listening and post-listening. The activities started with set induction which included salam (greetings), praying together, checking the attendance list, telling the topic and learning purpose. Then the teacher enters to the main activities, including in the stages of teaching listening skill through English day program by three stages, they were: a. The teacher explains the material related to the topic, it is about daily activity and English conversation (pre-listening), b. The teacher gave a command the students listen to the audio

related to the topic (while-listening), c. The students are asked to do a task and complete the filler in the sentence, then the teacher check the student's task and give them feedback (post-listening). The last activities are closure which includes in making summaries, making reflection with the students, and closing the meeting by praying together.

Moreover, the finding of the steps in teaching listening skill through English day program above has matched with Underwood theory, he said that, in teaching learning process the teacher must know on stages of teaching listening skills. Underwood mentioned that there are three stages of teaching listening as follows:⁷⁴

1) Pre-Listening

The teacher helps students to hear and give some clues about the activity expectation mostly by activating schemata, include brainstorming, visuals, realia, text and words, situation and opinions, ideas and facts. Therefore, the teacher needs to match the activities to the instructional goal, the listening purpose, and the students' proficiency level.

2) While-Listening

The teacher brought students to the activity related to the listening text and students perform the task either during the listening process or immediately after the listening.

3) Post-Listening

⁷⁴ M. Underwood, *Teaching Listening*, (Addison-Wesley Longman Ltd, 1989).

The teacher commands the students to work in detail applying both top-down and bottom-up strategies to link up the classroom activities and their real lives.

The theory of Underwood above has matched with the finding of this research. It was proven by the point a that the teacher needs to match the activities and determine the purpose of teaching listening first where it relevant with the finding in part of pre-listening, in statement “told the topic and learning purposes”. At the point b the teacher brought students to the activity related to the listening text and students perform the task either during the listening process or immediately after the listening where it relevant with the finding in part of while-listening. At the point c the teacher commands the students to work in detail applying both top-down and bottom-up strategies. This point based of Underwood theory also matched with the finding in part of post-listening where the teachers’ role here is to monitor students and to stimulate them by attracting their attention to the related and interesting point. Here the students practice by doing a task based on the command of the teacher. It meant the students activity was not only listening but they also practice in form of thinking, compiling, discussing, and reflecting.

The conclusion was the implementation of teaching listening skill through English day program has helped the students at basic level class of Asy-Syafa’ah Vocational School in developing their listening skill because it did not only make them understand with the material but also make the

students practice their listening skill in form of thinking, discussing, and reflecting and summarizing.

4. The evaluation of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School.

Evaluation of teaching is the last component part in teaching listening skill. Teaching evaluation means the assessment process after the teaching learning to know how far the goals has been accomplished. In evaluating the students after teaching learning, assessment is frequently used to achieve it.⁷⁵ it consists of the suggestion, giving feedback, and comments.

Based on the finding related to the evaluation of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School. The evaluation was using formative assessment which is in form of written test. Written test refers listening cloze task that require the students to listen to the audio and see a transcript of the passage they are listening to and must fill in the missing information (deleted words or phrases). The scoring rubric is used to rate on some aspects of student's attention, courteous and sensitive to the ideas, tone and purpose of the audio.

Moreover, evaluation is used to assess the students can take in two type of assessments as follows:⁷⁶

⁷⁵ Jaap Scheerens, Cees Glas, and Sally M. Thomas, *“Education Evaluation, Assessment, and Monitoring: Contexts of Learning”*, (Netherlands: Taylor and Francis e-Library, Master E-Book ISBN: ISBN 0-203-97105-1), 2005, 2.

⁷⁶ Jeremy Harmer, *“The Practice of English Language Teaching: Fifth Edition”*, (Harlow, UK: Pearson, 2015), 408.

a. Summative assessment

Summative assessment which concern with measures the product of a student' learning. In the other word summative assessment is to know whether the teaching learning has achieved its goals.

b. Formative assessment

Formative assessment which concern with measures the students' abilities as part of a process. In the other word formative assessment focuses on helping the students' progress to the next level. It is aimed in providing feedback to support and increase the process of teaching learning.

From finding and theory above, it can be concluded that both are matched. Based on the Harmer theory mentioned, it matched with the finding that the evaluation of teaching listening skill through English day program used formative assessment which is in form of written test. Written test refers to listening cloze task that require the students to listen to the audio and see a transcript of the passage they are listening to and must fill in the missing information (deleted words or phrases). The scoring rubric is with aspect of student's attention, courteous and sensitive to the ideas, tone and purpose of the audio. Moreover, it was conducted to the reflection of the students before the class ended by giving them some corrections and feedbacks and remind them to practice in listening skills.

It can be concluded that the evaluation of teaching listening skill through English day program was helpful for teacher and students. For

teacher, it to know how far the achievement on purpose along the teaching listening process can help students on their listening skill, by applied formative assessment which in the written test. Written test refers to listening cloze task that require the students to listen to the audio and see a transcript of the passage they are listening to and must fill in the missing information (deleted words or phrases). The exercise that related to daily activities and English conversation. Meanwhile for students they know the right or vice versa and their understanding within implementation the teaching listening skill through English day program on their listening skill development such as in some aspects above such as student's attention, courteous and sensitive to the ideas, tone and purpose of the audio.

Apart from the finding above, the researcher found that there is effectiveness in implementing the English day program for Senior High School students, as suggested by the researcher. English day program has good contribution to increase student's listening skill and to grow up the student's habit in using English as a foreign language. It also can help the teacher to teach listening skill for such student's level, especially at basic level.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of this research.

A. Conclusion

The conclusion of what have been discussed and analyzed in chapter IV are;

1. The purpose of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School was: 1) Students are able to give their attention and courteous while listening, 2) Students are able to identify the main idea of audio, and 3) Students are able to sensitive to the ideas, tone and purpose of the audio.
2. The material of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School was about: daily activities and English conversation include its structural, functional and situational.
3. The steps of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School was: a. The teacher explains the material related to the topic (pre-listening), b. The teacher gave a command to the students to listen to the audio (while-listening) and, c. The students are asked to do a task and complete the filler in the sentence, then the teacher check the student's task and give them feedback (post-listening).
4. The evaluation of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School was using formative

assessment in written test. Written test refers to listening cloze task that require the students to listen to the audio and see a transcript of the passage they are listening to and must fill in the missing information (deleted words or phrases) in the sentence, which the scoring rubric with aspect of student's attention, courteous, and sensitive to the ideas, tone and purpose of the audio. The researcher also found that, there is effectiveness in implementing the English day program for Senior High School students, as suggested by the researcher. It also can help the teacher to teach listening skill for such student's level, especially at basic level.

B. Suggestion

In this part, the researcher would like to give some suggestions after conducted the research at English day program of Asy-Syafa'ah Vocational School for:

1. The teacher

In teaching learning process by conducting this program, the teacher can add the innovative and creative media for students in order to catch their attention and their interest in the classroom. Teacher must aware if the students lost control during the activities and bring them back concussively to the circumstances of teaching learning process.

2. The next researchers

For the further researcher, be more critical to dig up the case deeper in order to get the new novelty in the same theme. It makes the differences between the current research with the previous one.

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UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ

JEMBER

Appendix 1

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Ahmad Washil Tabroni
SRN : T20196180
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

Stated that the thesis untitled "The Implementation of Teaching Listening Skill Through English Day Program at Basic Level Class of Asy-Syafa'ah Vocational School" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 20th of June 2023



Ahmad Washil Tabroni
NIM T20196180

Appendix 2

Matrix of Research

Title	Variables	Indicators	Source of Data	Research Method	Research Problem
<p>The Implementation of Teaching Listening Skill Through English Day Program at Basic Level Class of Asy-Syafa'ah Vocational School.</p>	<p>1. Teaching Listening Skill.</p>	<p>1. The definition of Teaching Listening Skill. 2. The Principles for Designing Listening Techniques. 3. The components of Teaching Listening Skill: a. Teaching purpose. b. Teaching material. c. Teaching steps. d. Teaching evaluation. 4. Types of Listening: Selective Listening.</p>	<p>1. Interview. a. English teacher. b. Students. 2. Observation. a. Objective condition of Asy-Syafa'ah Vocational School. b. The implementation of English Day Program in the class. 3. Documents review. a. The profile of Asy-Syafa'ah Vocational School and English day program. b. The vision and mission. c. The teacher and staff data. d. The data of students at basic level class. e. The module.</p>	<p>1. Approach and type of the research. a. Qualitative. b. Descriptive qualitative. 2. Data Collection. a. Interview. b. Observation. c. Documents review. 3. Data analysis. a. Data condensation. b. Data display c. Drawing and verifying conclusion. 4. Validation of the data: Triangulation technique.</p>	<p>1. What is the purpose of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School? 2. What is the material of teaching listening skill through English day program at basic level class of Asy-Syafa'ah Vocational School? 3. How are the steps of teaching listening skill through English day program basic level class of Asy-Syafa'ah Vocational School? 4. How is the evaluation of teaching listening skill through English day program basic level class of Asy-Syafa'ah Vocational School?</p>
	<p>2. English Day Program.</p>	<p>1. The Stages of Teaching Listening Through English Day Program: a. Pre-Listening. b. While-Listening. c. Post-Listening.</p>			

Appendix 3



SMK Asy-Syafa'ah

Modul Bahasa Inggris

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KHACHMAD SIDDIQ

JEMBER

English Day Program

KATA PENGANTAR

Assalamu'alaikum Wr. Wb

Hamdan wasyukronillah, puji syukur penulis panjatkan kehadirat Allah SWT, yang telah memberikan kekuatan, semangat juang, dan kesabaran sehingga modul yang sudah lama dipersiapkan ini akhirnya dapat dijelaskan.

Modul ini disusun untuk memenuhi kebutuhan anggota English day program dalam meningkatkan skill Bahasa Inggris terlebih tentang speaking, listening, reading, dan writing. Sesuai dengan semangat murid, maka modul ini disusun dengan sederhana tetapi tidak mengurangi semangat kami dalam berbagi pengetahuan.

Pembahasan modul ini dimulai dengan menjelaskan tujuan yang akan dicapai dalam English day program. Dan juga materi-materi tentang; talking daily activity, English conversation, pronunciation, and tenses. Dan juga modul ini ditulis khusus untuk memenuhi kebutuhan pembaca. Sehingga modul ini dapat menjadi bahan yang dibutuhkan bagi mereka yang ingin belajar dan konsen di Bahasa Inggris.

Penyusun menyadari bahwa didalam pembuatan modul masih banyak kekurangan, untuk itu penyusun sangat membuka saran dan kritik yang sifatnya membangun, semoga apa yang diharapkan penyusun mampu menjadi amal jariyah kelak. Amiin

Wassalamu'alaikum Wr, Wb

TTD PENYUSUN

1. Profil English Day Program

Program English day merupakan program tambahan di SMK Asy-Syafa'ah dimana para siswa dan guru diwajibkan menggunakan bahasa Inggris sebagai alat komunikasi setiap hari Senin, Selasa, dan Rabu pagi. Program ini telah dilakukan sejak tahun 2018. Program ini dibagi menjadi tiga tingkatan, yaitu tingkat dasar, menengah, dan mahir. Alasan diadakannya program English day adalah karena bahasa yang dipelajari siswa di kelas kurang memadai untuk melatih mereka menggunakan bahasa Inggris sebagai media komunikasi.

Program ini dilaksanakan untuk memberikan kesempatan kepada siswa untuk mempraktekkan bahasa yang telah mereka pelajari di kelas. Oleh karena itu, menciptakan lingkungan bahasa di mana para siswa dapat mempraktekkan bahasa Inggris melalui program English day akan sangat berguna. Mereka akan belajar berinteraksi satu sama lain dengan menggunakan bahasa Inggris dan secara langsung dapat memahami bagaimana menggunakan bahasa Inggris dalam komunikasi sehari-hari. Melalui komunikasi dan praktik sehari-hari, para siswa dapat meningkatkan kemampuan mereka dalam menggunakan bahasa Inggris sebagai bahasa kedua.

2. Struktur Kepengurusan English Day Program

Chairman : Resti Dwi Anggraeni, S.Pd

Secretary : Diana Fitri, S.Pd

Treasure : Homsyatul Lely, A.Md

3. Data dan Tugas Guru

No	Name	Class	Material
1.	Diana Fitri, S.Pd	Basic	Grammar, Speaking, Listening
2.	Homsyatul Lely, A.Md		

3.	Diana Fitri, S.Pd	Intermediate	Grammar, Speaking, Listening
4.	Homsyatul Lely, A.Md		
6.	Resti Dwi Anggraeni, S.Pd	Advance	Grammar, Speaking, Listening
7.	Diana Fitri, S.Pd		

4. Visi dan Misi English Day Program

The visi dan misi dari English Day Program adalah sebagai berikut:

1) Visi

Visi kami adalah untuk membangun anggota agar memiliki kompetensi akademis, kreatif, bertanggung jawab, dan percaya diri.

2) Misi

Misi kami adalah untuk menciptakan generasi muda SMK Asy-Syafa'ah yang berkompetensi, bertanggung jawab, dan berkarakter baik.

5. Tujuan Pembelajaran Untuk Speaking Skill

Metode Pembelajaran: Role play and question answer

- 1) Siswa mampu percaya diri dalam menyampaikan pendapat atau argumentasi.
- 2) Siswa mampu berani menunjukkan kemampuan berbicara mereka.
- 3) Siswa mampu fasih dalam keterampilan berbicara.
- 4) Siswa mampu membiasakan diri untuk berbicara dalam bahasa Inggris.

6. Tujuan Pembelajaran Untuk Listening Skill

Tipe pembelajaran: Selective Listening

- 1) Siswa mampu memberikan perhatian dan sopan saat mendengarkan.
- 2) Siswa mampu mengidentifikasi ide pokok dari audio.
- 3) Siswa dapat peka terhadap ide, nada, dan tujuan dari audio.

7. English Day Activity

Day/date	Activity	Time	Place
Monday	- Memorizing Vocabularies	07.30-07.45	Class
	- Conversation	07.45-08.00	
Tuesday	- Grammar	07.30-08.00	Class
Wednesday	- Listening Section	07.30-08.00	Class

8. Penilaian

- Teknik penilaian: Tes
- Bentuk instruments: Penilaian tes lisan/*performance*

No	Aspect	Scale	Indicator
1	Pronunciation	0	Many wrong
		1	pronunciation Frequent
		2	incorrect pronunciation
		3	Occasional errors in
		4	pronunciationSome errors in pronunciation
			No errors/ minor errors

2	Vocabulary	0	Little knowledge of
		1	English words frequent
		2	errors of word choice
		3	Occasional errors in word choice
		4	Minor errors in word choice
3	Fluency	0	Effective/ appropriate word choice
		1	Dominated by hesitation
		2	Frequent hesitation
		3	Occasional hesitation
		4	Minor hesitation
4	Self-confident	0	No hesitation
		1	Message unclear
		2	Disconnected
		3	idea
		4	Ideas stand but loosely organized
			Clear and organized ideas
			Well organized and clear ideas

- a. Teknik penilaian: Tes
b. Bentuk instruments: Penilaian tes listening

No	Indicators	Scale	Description
1	The student is attentive, courteous and sensitive to the ideas, tone and purpose of the audio; intellectual curiosity, attention to the task and sensitivity to others help to create a productive climate in and for the group	5	Excellent
2	The student is attentive and courteous; purposefully and confidently listens to the audio	4	Proficient

3	The student is courteous and willing to listen to others; accepts ideas of others	3	Satisfactory
4	The student is easily distracted; lack confidence to receive ideas easily and clearly; may use language, tone, or nonverbal behaviour inappropriate for the occasion; is an insecure member of the group	2	Limited
5	The student is uninvolved in the activity and lacks courtesy	1	Poor

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TALKING DIALY ACTIVITY

Materi ini menjelaskan tentang kehidupan sehari-hari, mulai dari bangun tidur, berangkat ke sekolah, makan dan seterusnya. Jadi daily activities disebut juga kegiatan sehari-hari yang biasanya dilakukan setiap hari oleh kita. Teks daily activities menggunakan simple present tense dan memiliki susunan yang runtut dari aktifitas ke aktifitas yang lainnya. Sebelumnya yang lainnya. Sebelum ke pembentukan kalimat dan teks, kita harus ketahui dulu vocabulary tentang daily activities dibawah ini.

Vocabulary Daily Activities

- Wake up = Bangun
- Brush my teen = menggosok gigi
- Comb my hair = Menyisir rambutku
- Clean the house = membersihkan rumah
- Play with my friends = bermain Bersama teman-temanku
- Water the flower = menyiram bunga
- Take a bath = mandi
- Wash my face = mencuci mata
- Eat breakfast = Sarapan
- Study at school = Belajar di sekolah
- Watch TV = nonton TV
- Read a book = membaca buku
- Wash my hair = keramas
- Get dressed = memakai baju
- Go to school = Pergi ke sekolah
- Come back from school = Pulang dari sekolah
- Do my homework = Mengerjakan Mengerjakan PR
- Go to sleep = pergi tidur
- Have dinner = makan malam
- Take a break = Istirahat
- Drink coffee = Minum kopi
- Take a nap = Tidur siang
- I have lunch = makan siang
- Play video games = main video games
- Go shopping = Pergi berbelanja

Contoh kalimat Daily Activity

- I usually wake up at 04.30 a.m in the morning (Saya biasanya bangun pada jam 04.30 di pagi hari)
- I go to school at 06.30 a.m (aku pergi ke sekolah jam 06.30)
- My father takes me to the school with his car (Ayahku membawa aku sekolah dengan mobilnya)

- In the school, I study from 6.30 a.m until 11.00 a.m (Di sekolah aku belajar dari jam 6.30 – jam 11.00)
- After school, I play video games with my friends (Sepulang sekolah aku bermain video games dengan teman-temanku)
- I'm doing my homework in the night than I go to sleep (Aku mengerjakan PR-ku di malam hari kemudian aku pegi tidur)

Contoh Teks Daily Activity.

Teks 1

My Daily Activities

I usually wake up in the morning at 4.00 a.m. Then I immediately pray subuh. Before I go to school I already tidied my room, breakfast, and fed my cat. I go to school at 06.30 with my father accompany me. In the school I study from 06.30 a.m until 12.00 p.m. After school, I immediately change my clothes and have a lunch. After that, I play with my beloved cat. In the afternoon, I usually watch TV with my family. In the night, I do my homework and go to sleep at 09.00.

Teks 2

My Daily Activities

I wake up at 05.00. After that I pray subuh and eat breakfast. I prepare all the books and the things I need for school to the bag. Then I go to school by bike. In the school I studied many things. At 09.30 I take a break and buy food in the canteen. Sometime I am talking with my friends and play around with them. Then I continue study until the end of the school. After school I take a bath and have a lunch. In the afternoon I usually play football with my friends in the field, it is really great to have a good time with friends. Then in maghrib I take a pray and continue reads qur'an. After that I do my homework and sleep.

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ENGLISH CONVERSATION

English conversation adalah percakapan yang dilakukan seseorang kepada orang lain untuk membahas sesuatu hal yang dianggap penting atau tidak penting sekalipun. Hal ini bisa dilakukan oleh 2 orang atau lebih.

Ada beberapa klasifikasi percakapan yang bisa memperlancar keterampilan berbicara Bahasa Inggris seseorang sekaligus mempermudah menguasai seluruh komponen keterampilan berbicara, sebagai berikut:

1. Structural Conversation

Spesifikasi *grammar* disebut sebagai struktur. Contoh dari struktur antara lain *past tense, noun plurals, the comparison of adjectives*, dan lainnya. Penggunaan bahasa Inggris baik dalam percakapan sehari-hari maupun penggunaan tulisan harus tepat dalam segi apapun karena berhubungan dengan waktu: lampau, sekarang dan akan datang. Selain itu penggunaan *structure* bahasa Inggris terkait dengan penggunaan bentuk *noun, pronoun, articles*, dan bermacam bentuk kata *adjective, verbs*, dan *adverbs*. Jadi, jenis percakapan ini sangat mengutamakan *grammar*.

Contoh percakapan:

John : May I borrow your book

Mary : yes, you may

John : By the way, will you come to my apartment tonight?

Mary : yes, I will

John : Waiter, give me two cups of coffee, please!

2. Functional Conversation

Functional conversation adalah pelajaran *conversation* yang ditujukan untuk membentuk kemampuan seseorang dalam memfungsikan bahasa menurut tempat dan keberadaannya. Dalam percakapan sehari-hari (*daily conversation*) sering dihadapkan kepada sesuatu yang objektif. Untuk percakapan ini digunakan saat percakapan formal.

Contoh percakapan:

John: May I borrow your book?

Mary: Yes, please!

John: By the way, will you come to my apartment tonight?

Mary: With my pleasure.

John: Waiter, give me two cups of coffee, please!

3. Situational Conversation

Situational conversation adalah pelajaran *conversation* yang ditujukan untuk membentuk kemampuan siswa mengenali fungsi-fungsi khusus dalam komunikasi berdasarkan situasi yang tidak formal.

Contoh kalimat:

John: May I borrow your book?

Mary: Yes, please!

John: By the way, will you come to my apartment tonight?

Mary: With my pleasure.

John: Waiter, give me two coffees, please!

Example of English Conversation Topics for Students

a. Animal

- Do you have any pets, if so, what are they?
- What is your favourite animal and why?
- What does this animal look like and what does it like to eat?
- Are animals well looked after where you are from? Why?

b. Routines

- Do you have certain routines that you follow, if so, what are they?
- Do you have friends or family that follow similar routines?
- What do you like about your routine?
- How would you feel if something in your daily routine was changed?

c. Books

- What is your favourite book and why?
- What is your least favourite book and why?
- Is there a library in your hometown?
- What information can you learn from reading books?

d. Cleanes

- Why is cleanliness important?
- How often do you think one should clean?
- What types of things should be cleaned?
- How clean do you think this room is?

e. Culture

- Which culture do you belong too?
- How do people greet each other?
- What type of customs and traditions do you practice?
- Are you interested in learning about other cultures? Why?

f. Exercise

- Do you usually exercise, if so, how often?
- What activities do you do while exercising?
- Do people in your country do a lot of exercising?
- What can happen if people do not exercise?

g. Clothing

- What do you like to wear?
- Where do you buy your clothing and what colors do you choose?
- What type of clothes do you not like wearing?

- What type of clothing do your friends wear?
- h. Family
- How many siblings do you have?
 - What are their names and how old are they?
 - Where are your parents originally from?
 - Who are your extended family members? (cousins, aunts, uncles etc.)
- i. Fears
- What is your biggest fear and why?
 - How does having this fear make you feel?
 - Do you know people that share the same fear?
 - How can you work through your fears?
- j. Feelings
- How are you feeling right now?
 - How do you feel when someone hurts your feelings? Why?
 - How do you feel when someone makes you happy? Why?
 - Why is it important to think about other people's feelings?

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PRONUNCIATION

Pronunciation adalah ilmu yang digunakan untuk melafalkan kosa kata Bahasa Inggris. Dalam percakapan, menguasai materi pronunciation terbilang cukup krusial. Mengingat Bahasa Inggris sendiri sejatinya memiliki perbedaan penulisan dan pelafalan.

Jika ingin melafalkan dengan tepat, ada beberapa materi yang harus dikuasai untuk member, salah satunya adalah:

1. Vowels Sound

Vowels adalah suara vocal, bukan huruf vocal. Dalam Bahasa Inggris dan Bahasa Indonesia, keduanya memiliki jumlah huruf vocal yang sama, yaitu: A- I- U- E- O

Di dalam learner Oxford Dictionary suara vocal Bahasa Inggris memiliki 22 suara. Diantaranya adalah:

1). i: see /si:/

2). i happy /'hæpi/

3). ɪ sit /sɪt/

4). e ten /ten/

5). æ cat /kæt/

6). ɑ: father /'fɑ:ðə(r)/

7). ɒ got /gɒt/

8). ɔ: saw /sɔ:/

9). ʊ put /pʊt/

10). u actual /'æktʃuəl/

11). u: too /tu:/

12). ʌ cup /kʌp/

13). ɜ: fur /fɜ:(r)/

14). ə about /ə'baʊt/

15). eɪ say /seɪ/

16). əʊ go /gəʊ/

17). aɪ my /maɪ/

18). ɔɪ boy /bɔɪ/

19). aʊ now /naʊ/

20). ɪə near /nɪə(r)/

21). eə hair /heə(r)/

22). ʊə pure /pjʊə(r)/

Dari 22 suara tersebut, vowel terbagi menjado 3 jenis, yaitu : lax, tense dan diphthong.

1) Lax

Suara ini sering juga disebut dengan suara lemah, lembut, atau rileks. Saat melafalkan suatu kata, kita tidak perlu memberikan tekanan atau bunyi lantang terhadap suara lax yang terdapat dalam kata tersebut.

Perhatikan contoh berikut:

- ʌ cup /kʌp/
- ɪ sit /sɪt/
- ɪ happy /'hæpi/
- ʊ put /pʊt/
- u actual /'æktʃuəl/
- e ten /ten/
- ɒ got /gɒt/
- ə about /ə'baʊt/

2) Tense

Tense artinya tekan, kuat, atau berbunyi lantang. Dengan kata lain, kita perlu memberikan tekanan pada kata yang mengandung jenis Vowel ini.

Ada beberapa tense vowels, yaitu

- ɑ: father /'fɑ:ðə(r)/
- i: see /si:/
- u: too /tu:/
- æ cat /kæt/
- ɔ: saw /sɔ:/
- ɜ: fur /fɜ:(r)/

3) Diphthong

Ada yang menyebutnya dengan glide (lengkungan suara), dalam kamus oxford advanced learners' dictionary, dijelaskan bahwa diphthong adalah gabungan dua suara vocal.

Suara tersebut diantaranya yaitu:

- eɪ say /seɪ/
- əʊ go /gəʊ/
- aɪ my /maɪ/
- ɔɪ boy /bɔɪ/
- aʊ now /naʊ/
- ɪə near /nɪə(r)/
- eə hair /heə(r)/
- ʊə pure /pjʊə(r)/

2. Consonants

Dalam Bahasa Indonesia disebut juga dengan konsonan, yang dimaksud dengan consonant ini adalah suaranya, bukan hurufnya.

Ada dua jenis suara konsonan Bahasa Inggris, yaitu voiced consonants dan unvoiced consonants.

a) Unvoiced consonants

Yaitu suara konsonan yang tidak menimbulkan getaran pada mulut jika dibunyikan. Ketika membunyikan unvoiced consonant, keadaan bibir, lidah, maupun tenggorokan tidak bergetar sama sekali.

b) Voiced Consonants

Sebaliknya, Ketika anda menyembunyikan voiced consonant, salah satu dari ketiga anggota tubuh tersebut mengalami getaran.

Berikut adalah perbandingan suara voiced dan unvoiced consonants:

Unvoiced Consonants

p – mop /mɒp/

k – kick /kɪk/

t – two /tu:/

tʃ – church /tʃɜːtʃ/

f – fan /fæn/

θ – thin /θɪn/

s – six /sɪks/

ʃ – shoe /ʃu:/

h – happy /'hæpi/

Voiced Consonants

b – mob /mɒb/

g – gig /gɪg/

d – Do /du:/

dʒ – jam /dʒæm/

v – van /væn/

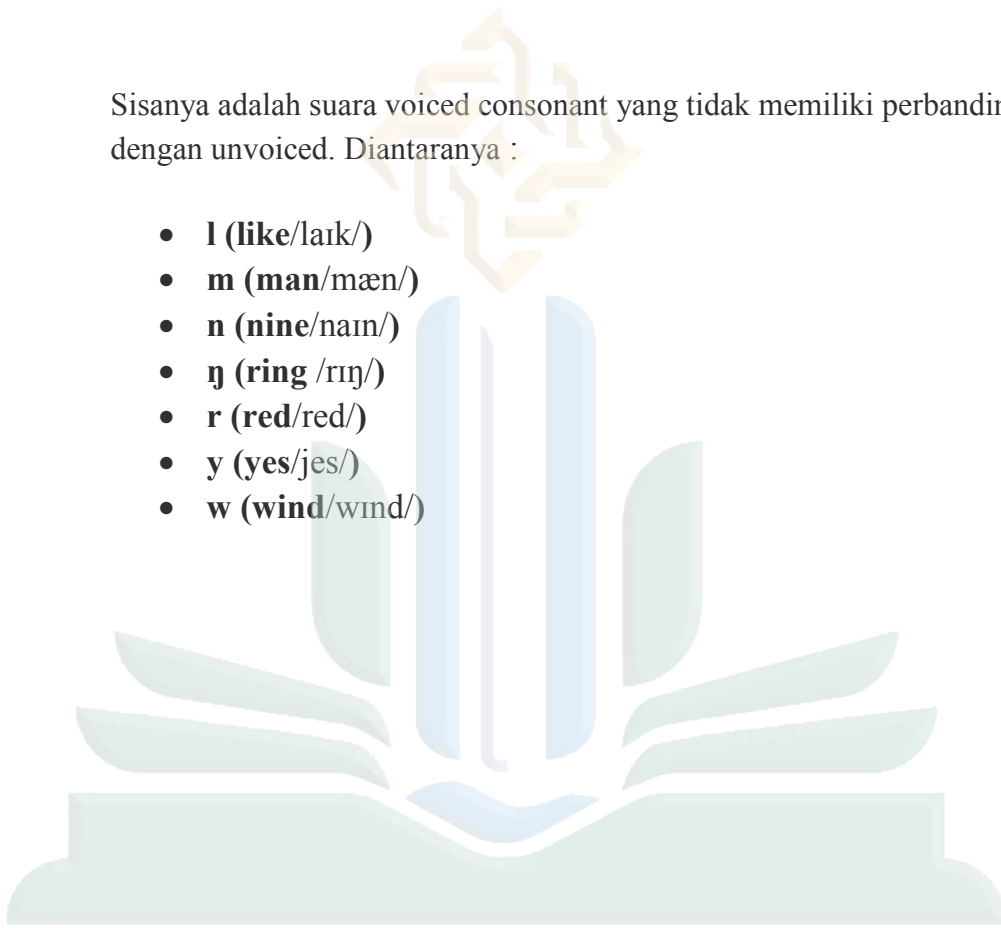
ð – then /ðen/

z – zoo /zu:/

ʒ – vision /'vɪʒn/

Sisanya adalah suara voiced consonant yang tidak memiliki perbandingan dengan unvoiced. Diantaranya :

- **l** (**like**/laɪk/)
- **m** (**man**/mæn/)
- **n** (**nine**/naɪn/)
- **ŋ** (**ring** /rɪŋ/)
- **r** (**red**/red/)
- **y** (**yes**/jes/)
- **w** (**wind**/wɪnd/)



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SIMPLE PRESENT

Simple present adalah kegiatan yang menunjukkan kejadian berulang yang berlangsung saat ini.

+	S + V1/-s/-es + 0	They study English
-	S + Do/Does + not + 0	They don't study English
?	Do/Does + V1 + 0?	Do study English

Bentuk spelling kata kerja pada orang ketiga (she, he, it), tergantung dari akhiran kata kerja (verb) tersebut. Untuk kata kerja yang berakhiran -O, OCH, -SH, -Z, tambahan -ES.

- Go = goes
- Catch = catches
- Was = washes
- Kiss = kisses
- Box = boxes
- Fix = Fixes

Untuk kata kerja (verb) yang berakhiran konsonan +Y, hilangkan Y, dan tambahkan -IES.

- Carry = carries
- Study = studies
- Worry = worries
- Marry = marries

Sedangkan untuk kata kerja yang berakhiran Vokal + Y, cukup tambahkan -S.

- Play = plays
- Say = says
- Enjoy = enjoys

Contoh kalimat:

- I take the motorcycle to the office
- The train to Bekasi leaves every hour
- George sleeps seven hours every night during the week
- She doesn't speak English

Untuk menunjukkan suatu fakta

- The president of Indonesia is Joko Widodo
- A snake has no legs
- Indonesia has thirty-four provinces, from Sabang to Merauke

Untuk menunjukkan suatu kebiasaan (habit)

- Doni gets up early at 5 o'clock every day
- John takes a bath twice a day
- Every year on Lebaran, most people travel to their hometown.

SIMPLE PAST TENSE

Simple past tense adalah kalimat tenses yang digunakan untuk menyatakan kejadian yang terjadi di masa lampau dan telah berakhir di masa lampau.

Verbal

+	S + V2 + O	They went to school last day
-	S + did + not + V1 + O	They did not go to school lastday
?	Did + S + V1 + O?	Did they go to school last day?

Nominal

+	S + was/were + Unverb	Ahmad was happy last night
-	S + was/ were + not + Unverb	Ahmad was not happy last night
?	Was/ were + S + Unverb?	Was Ahmad happy last night?

Dalam kalimat simple past tense, kata kerja yang digunakan merupakan bentuk kata kerja kedua. Terdapat dua jenis kata kerja, yakni regular verb dan irregular verb.

Untuk regular verb, tambahkan -ed/-d dibelakang setelah kata kerja bentuk pertama. Sebagai contoh:

- Stay – stayed (Tinggal)
- Punch – Punched (Memukul)
- Play – Played (Bermain)
- Touch – Touched (Menyentuh)

Untuk irregular verb , termasuk didalamnya to be, bentuk kata kerja keduanya sangat berbeda. Sebagai contoh:

- Awake – Awoke (Terbangun)
- Begin – Began (Memulai)
- Drink – Drank (Minum)
- Eat – ate (Makan)
- Run – ran (Berlari)

SIMPLE FUTURE TENSE

Simple future tense adalah kalimat tenses yang digunakan untuk menunjukkan kejadian yang belum terjadi atau akan terjadi di masa depan dan berakhir di masa depan

Verbal

+	S + Will/Shall + V1 + O	They will eat rice
-	S + Will/Shall + Not + V1 + O	They will not eat rice
?	Will/Shall + S + V1 + O?	Will they eat rice?

Nominal

+	S + Will/Shall + Be + Unverb	She Will be happy
-	S + Will/Shall + Not + Be + Unverb	She Will be not happy
?	Will/Shall + S + Be + Unverb?	Will She be happy?

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SIMPLE PAST FUTURE TENSE

Simple Past Future Tense adalah suatu bentuk kata kerja dalam bahasa Inggris untuk membicarakan masa depan dari perspektif masa lalu. Tenses ini dapat digunakan untuk menyatakan suatu kejadian atau aksi yang akan dilakukan (sukarela ataupun yang direncanakan), membuat perkiraan atau prediksi, dan membuat janji di masa depan pada saat beradadi masa lalu.

Verbal

+	S + Would + VI + O	They will eat rice
-	S + Would + Not + VI + O	They will not eat rice
?	Would + S + VI + O?	Will they eat rice?

Nominal

+	S + Would + Be + Unverb	You would be doctor
-	S + Would + Not + Be + Unverb	You would not be doctor
?	Would + S + Be + Unverb?	Would you be doctor?

Contoh kalimat

Agar lebih jelas dan lebih mudah memahaminya, berikut contoh kalimat Simple Past Future Tense :

- I wish you would come to my house because today's my birthday (Saya berharap Anda dapat datang ke rumah karena hari ini adalah hari ulang tahun saya)
- My friends promised he would give you an ice cream (Teman saya telah berjanji bahwa dia akan memberikanmu es krim)
- She told me that she is going to visit Denpasar (Dia memberitahu saya bahwa dia akan mengunjungi Denpasar)

Regular Verb

1. Call – Called – Called = Memanggil
2. Describe – Described – Described = Menggambarkan
3. Try – Tried – Tried = Mencoba
4. Enjoy – Enjoyed – Enjoyed = Menikmati
5. Rob – Robbed – Robbed = Merampok
6. Cancel – Cancelled – Cancelled = Membatalkan

7. Accept – Accepted – Accepted = Menerima
8. Accompany – Accompanied – Accompanied = Menemani
9. Accuse – Accused – Accused = Menuduh
10. Cause – Caused – Caused = Menyebabkan
11. Continue – Continued – Continued = Melanjutkan
12. Convince – Convinced – Convinced = Meyakinkan
13. Cook – Cooked – Cooked = Memasak
14. Count – Counted – Counted = Menghitung
15. Create – Created – Created = Menciptakan
16. Define – Defined – Defined = Menetapkan
17. Develop – Developed – Developed = Mengembangkan

Irregular Verb

1. Become – Became – Become = Menjadi
2. Begin – Began – Begun = Mulai
3. Bite – Bit – Bitten = Menggigit
4. Blow – Blew – Blown = meniup
5. Build – Built – Built = Membangun
6. Burn – Burnt – Burnt = Membakar
7. Buy – Bought – Bought = Membeli
8. Catch – Caught – Caught = Menangkap
9. Come – Came – Come = Datang
10. Cost – Cost – Cost = Berharga
11. Creep – Crept – Crept = Merayap
12. Cut – Cut – Cut = Memotong
13. Dig – Dug – Dug = Menggali
14. Draw – Drew – Drawn = Menggambar
15. Dream – Dreamt – Dreamt = Bermimpi

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Appendix 4

Research Instrument

A. Observation Instrument

1. Geographic condition of Asy-Syafa'ah Vocational School.
2. The Implementation of teaching listening skills through English day program at basic level class of Asy-Syafa'ah Vocational School.

B. Interview Instrument

1. What is the purpose of teaching listening skills through English day program at basic level class of Asy-Syafa'ah Vocational School?
2. What is the material of teaching listening skills through English day program at basic level class of Asy-Syafa'ah Vocational School?
3. How are the steps of teaching listening skills through English day program at basic level class of Asy-Syafa'ah Vocational School?
4. How is the evaluation of teaching listening skills through English day program at basic level class of Asy-Syafa'ah Vocational School?

C. Documents Review Instrument

1. Profile of Asy-Syafa'ah Vocational School and English Day Program.
2. Vision and mission of English Day Program.
3. Teacher data of English Day Program.
4. The data of students at basic level class of English Day Program.
5. The module.

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Appendix 5

INTERVIEW

Interview 1: Miss Diana Fitri S,Pd. As the English teacher at basic level class

A : The Researcher

B : English Teacher (Miss Diana Fitri S. Pd)

A : assalamu'alaikum wr.wb.

B : wa'alaikumussalam wr.wb.

A : may you can introduce yourself first miss.

B : my name is Diana Fitri and now I am teaching at SMK Asy-Syafa'ah

A : well, here I have some questions related to the teaching listening skills through English day program in purpose of my thesis needs. So, can I start it?

B : yes. I will answer as I can.

A : my first question is related to the purpose of teaching listening skill that you conduct in the classroom. So, based on your argument. What is the purpose of teaching listening skill through English day program?

B : the purpose of this program is to focus on developing student's English skill, especially in listening. it means this purpose refers to the students can master listening skill well. In the basic level of students, we only focus on speaking and listening skills, because those are basic skills to learn English easily in the class. In the basic level class, I give more chance for students maximally to practice in the classroom. Usually, at the beginning of the learning, I tell the students about purpose of teaching listening skill through English day program, they are: students are able to give their attention and courteous while listening, students are able to identify the main idea of audio, and students are able to sensitive to the ides, tone, and purpose of the audio.

A : well then, my second question is, what is the material of teaching listening skill through English day program?

B : basically, in the basic level, I got my materials about daily activities and English conversation. It was taken from the module of English day program and the audio was taken from the internet. Then I summarized it with simple one in order to give the students with clear explanation and easy to understand. Material is related to the purpose of the teaching learning, where it focuses on listening skill means the materials should bring the students in some listening activities and also improve their listening. For strategy that I conducted, I just need to explain the materials for a clear explanation then mostly the time spend to the

students' practice regarding to the my command such as I ask them to listen to the audio that related with the material and then they do a task that is given by me. Here, the students were not only got a new knowledge but they also practiced it in order to give them a chance to develop their mind, their act to the something.

A : well, my third questions is, how are the steps of teaching listening skill through English day program?

B : The types of listening that I used in the basic class is selective listening and the steps that I conduct to the teaching listening skill through English day program are; I start the class by saying salam, then checking the students' attendance, telling the learning purposes, enter the material and mostly I make ice breaking or warm up first to get the students attention so they are under control and the teaching listening process is running effectively. After that, I explain what the students' do for the next that consist of pre-listening, while-listening, and post-listening; Firstly, in pre-listening section, I explain the material, then I give the students chance to share their question related to the materials. Secondly, in while-listening section, I ask them to listen to the audio that I have provided for them related to the topic and gave them a sheet of paper consist of filler in the sentence (deleted words or phrases), and I ask them to do a task, and then they write and fill in the blank space to complete the sentence. Thirdly, in post-listening section they submit their work to me. When the students share their work, I give them attention to correct their work and give some feedback if needed.

A : alright. How about the evaluation of teaching listening skill through English day program?

B : The evaluation is given in the last part before closing the class. It regards to the students, how they catch the goals of materials by making them to practice it and reflect their understanding. In evaluation time, especially I give a treatment to help the students who need my feedback, comment, correction about their work. In listening skill, the evaluation is referring to the types of listening that is used in the classroom. Because I implement selective listening which use a listening cloze task, this task requires the student to listen to the audio and see a transcript of the passage they are listening to and must fill in the missing information (deleted words or phrases). The students may focus on grammatical categories such as verb tenses, articles, prepositions, etc. Thus, for reflection before close the class, I give them some corrections and feedbacks and remind them to practice in listening skills. This way, make

students realize that evaluation make them know the correct one consciously in listening English well.

A : alright miss Diana, so I think that's all my questions. Thank you for your available time. Wassalamu'alaikum.

B : my pleasure, Wa'alaikumsalam.

Interview 2: focus group interview at basic level class of Asy-Syafa'ah Vocational School

A : The Researcher

RS 1 : Maulidi Risqi

RS 2 : Hanin Fitriatul Hasanah

RS 3 : Ahmad Alfarisi

A : assalamu'alaikum, everyone. How are you today?

RS : wa'alaikumsalam, sir. Alhamdulillah we are fine, and how about you?

A : alhamdulillah, I'm fine too. Thanks for asking me. Well, today I'm going to interview all of you in focus group interview, but first of all can you introduce yourself one by one!

RS 1 : my name is Hanin Fitriatul Hasanah, but you can call me Hanin.

RS 2 : my name is Maulidi Risqi, but you can call me Maulidia.

RS 3 : my name is Ahmad Alfarisi, but you can call me Faris.

A : well thank you for your introduction. So, here I am going to asked all of you some questions about the teaching learning that was conducted by miss Diana for two days meeting ago.

RS : alright, sir.

A : in your opinion, what is the purpose of teaching listening skill through English day program?

RS 1 : before the teacher start the class, she always tells us about the purpose of learning. In my opinion, this program wants to train our listening skill in English with several ways. Such as listening to the English audio. Because in every listening time, Miss Diana always command us to focus while we are listening to the audio and she always makes interaction to us in the class so we have a lot of time to share and practice our English.

RS 2 : I do agree with her! Because before I join this program, commonly I get some difficultness in listening English. But now, I feel comfort to learn about listening because the teaching ways is fun.

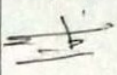


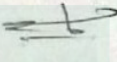

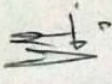

RS 3 : yes sir. I have the same opinion with them. this program also makes us more enjoyable in learning English.

- A : then, about the material. What is the material in teaching listening skill through English day program?
- RS 2 : alhamdulillah, the material about daily activities and English conversation is easy to understand, miss Diana also explained it with clear explanation and make point note in the whiteboard. So, me and my friend as the students can understand the material easily.
- RS 1 : also, the material is easy connecting to my mind.
- RS 3 : the way of miss Diana explained it also fun.
- A : then according to your opinion how are the steps of miss Diana taught all of you in teaching listening skills through English day program in the classroom?
- RS 3 : at first the teacher always opens the class with greeting and pray together, then she told us about the topic and then she explained the material. After explaining the material, the teacher gave us a chance to share our question related to the material.
- RS 1 : after explaining the material, the teacher gave us a command to listen to the audio related to the topic that we have learned and gave us a sheet of paper which consist of filler in the sentence (deleted word or phrases).
- RS 2 : yes, sir! While we listen to the audio. The teacher command us to write what we listened and fill in the blank space to complete the sentence. After we finished our task, we submit it to the teacher.
- A : and how about the evaluation in teaching listening skill through English day program? What did miss Diana do when you submit your task to the class?
- RS 1&2: when the written test. We fill in the blank space in the task that miss Diana gives us. After we submit our work, miss Diana always corrects our work. Miss Diana also tries to make us understand with clear explanation of we don't understand her command.
- RS 3 : usually after we submit our task, the teacher gives us a feedback.
- A : so, I think that all my questions for you, thanks for your time and hopefully it will be a meaningful for you all and keep it up. Wassalamu'alaikum.
- RS : yes sir, you're welcome. Wa'alaikumsalam.

Appendix 6

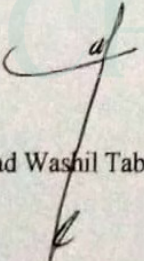
RESEARCH JOURNAL

The Implementation of Teaching Listening Skills Through English Day Program at Basic Level Class of Asy-Syafa'ah Vocational School

No.	Day/Date	Activity	Signature
1.	16 th of February 2023	The researcher does the preliminary study by conducting observation and interview with English teacher.	
2.	22 nd of May 2023	The researcher confirms the research permission.	
3.	24 th of May 2023	The researcher observes the implementation of teaching listening skills through English day program at basic level class of Asy-Syafa'ah Vocational School.	
4.	25 th of May 2023	The researcher interview with the English teacher about the implementation of teaching listening skills through English day program.	
5.	26 th of May 2023	The researcher interview with the students at basic level class of Asy-Syafa'ah Vocational School.	
6.	29 th of May 2023	The researcher completes the data and document review.	
7.	30 th of May 2023	The researcher asks a letter of research finishing.	

Jember, 30th of May 2023

Peneliti


Ahmad Washil Tabroni

Kepala Sekolah


M. Masykur A Lc, M.Th.I

Appendix 8



YAYASAN PENDIDIKAN ASY – SYAFA’AH
SMK ASY – SYAFA’AH JEMBER
Bidang Keahlian Bisnis dan Manajemen
TERAKREDITASI B
Jl. Jend Basuki Rahmad V/31 Kebonsari – Jember
e – mail : smk_asyafah@yahoo.com

NSS : 342052430334

NPSN : 69758389

SURAT KETERANGAN PENELITIAN

Nomor: /SMK.ASY/V/2023

Yang bertanda tangan di bawah ini Kepala SMK Asy-Syafa’ah Jember:

Nama : **M. Masykur Abdillah, Lc. M.Th.I**
NIP : -
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama : Ahmad Washil Tabroni
NIM : T20196180
Status : Mahasiswa UIN KHAS Jember
Judul Penelitian : The Implementation of Teaching Listening Skills Through English Day Program at Basic Level Class of Asy-Syafa'ah Vocational School

Yang bersangkutan benar – benar telah melaksanakan penelitian di SMK Asy-Syafa’ah Jember pada program English Day terhitung mulai tanggal 22 Mei 2023 sampai dengan 30 Mei 2023 Dengan judul berikut:

“The Implementation of Teaching Listening Skills Through English Day Program at Basic Level Class of Asy-Syafa'ah Vocational School“

Demikian surat keterangan ini di buat, untuk dapat di pergunakan sebagaimana mestinya.

Jember, 30 Mei 2023

Kepala Sekolah,

M. Masykur Abdillah, Lc. M.Th.I



Appendix 9



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LOLOS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh:

Nama : Ahmad Washil Tabroni

NIM : T20196180

Program Studi : Tadris Bahasa Inggris

Telah lolos cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar 19,4%

1. BAB 1: 17%
2. BAB 2: 30%
3. BAB 3: 29%
4. BAB 4: 18%
5. BAB 5: 3%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 12 Juni 2023

Petugas Ruang Baca

Ulfa Dina Novienda S.Sos.I, M.Pd

- NB
1. Melampirkan Hasil Cek Turnitin per Bab.
 2. Skor Akhir adalah total nilai masing masing Bab kemudian di bagi 5.

Appendix 10

Documents Review

1. Profile of Asy-Syafa'ah Vocational School



Identitas Sekolah

Nama: SMK ASY-SYAFA'AH	NPSN: 69758389
Alamat: Jalan Jend Basuki Rahmad	Status Sekolah: Swasta
Kode Pos: 68131	Waktu Penyelenggaraan: Sehari penuh (5 h/m)
Desa/Kelurahan: Kebonsari	Bentuk Pendidikan: SMK
Kec. /Kota: Sumbersari	Akreditasi: B
Kab. /Kota/Negara: Jember	SK Pendirian Sekolah: 005/SMK/ASY/VII/2010
Provinsi/Luar Negeri: Jawa Timur	SK Izin Operasional: 421.3/4008/413/2012

2. Geographic condition of Asy-Syafa'ah Vocational School



3. The data on students at basic level class of English day program

No	NAMA SISWA	NOMOR	TEMPAT TGL /	ALAMAT SISWA
		INDUK	LAHIR	
1	2	3	4	5
1	AHMAD ALFARIZI	210/210.108	Banyuwangi, 08 Juni 2006	Jl. Ikan Lumba-Lumba, Banyuwangi
2	ANISA LARASAKTI TALAOHU	211/211.108	Ujir, 13 Mei 2008	Desa Ujir, Kepulauan Aru, Maluku
3	ARI TEDI SAPUTRA	212/212.108	Jember, 14 November 2006	Jl. Basuki Rahmad B.5 Lingk. Gladak Pake
4	FIKRAM KELIAN	213/213.108	Dobo, 4 Januari 2006	Jl. Ali Moertopo, Kepulauan Aru, Maluku
5	HANAWIA LENGAM	214/214.108	Jursiang, 20 Juli 2007	Desa Jursiang, Kepulauan Aru, Maluku
6	HANIN FITRIATUL HASANAH	215/215.108	Jember, 28 Februari 2006	Jl. Letjen Sutoyo Lingk. Sumber Pakem
7	KURNIAWAN ARSA SAREMAN	216/216.108	Benjuring, 30 Mei 2006	Jl. Ali Moertopo, Kepulauan Aru, Maluku
8	MAULIDYA RISQI	217/217.108	Sumenep, 6 Juni 2006	Dusun Tanunggul, Sumenep
9	MOCH. NUR ALFIN AGUSTIAN	218/218.108	Jember, 01 Agustus 2005	Jl. Letjen Suprpto IV/162 Lingk. Sumber I
10	MOHAMAD VERY	219/219.108	Jember, 15 Agustus 2006	Jl. Letjen Suprpto IX Lingk. Sumber Pake
11	MOCH. FADIL FERDIANSYAH	220/220.108	Jember, 08 November 2006	Dusun Lengkong Barat
12	NAHJAINAL SALAY	221/221.108	Kabalsiang, 20 Agustus 2006	Desa Kabalsiang, Aru Utara
13	NAJWA RISKIYA WIDODO	222/222.108	Dobo, 28 Desember 2007	Jl. Ali Moertopo, Kepulauan Aru, Maluku
14	RAWIYA DJEROBAN	223/223.108	Jursiang, 29 November 2007	Jl. Ali Moertopo, Kepulauan Aru, Maluku
15	SITI KIPTIATUR ROHMAH	224/224.108	Jember, 29 Februari 2008	Dusun Karang Baru, Silo
16	SITI SIDATUL HASANAH	225/225.108	Jember, 16 Agustus 2006	
17	STEFANI MAULIDIA	226/226.108	Jember, 12 April 2005	Jl. Letjen Sutoyo Sumbersari
18	TITO ANDI MAULANA	227/227.108	Jember, 4 Juni 2006	Jl. Sriwijaya Jember Permai III/M4 Jember
19	MUHAMMAD ILZAMULLAH	228/228.108	Jember, 19 Juli 2005	Dusun Karang Tengah, Bondowoso

4. Documentation



The teacher explains the material and students do the listening activity.



The students do the task which is given by teacher while the listening activity.



Interview with the teacher of English day program.



Focus group interview with students.



Researcher with Miss Diana Fitri, S.Pd as the Teacher at basic level class of English day program of Asy-Syafa'ah Vocational School.

Appendix 11

CURRICULUM VITAE



Name : Ahmad Washil Taborni
SRN : T20196180
Place, date of birth : Jember, 16th of February 1999
Gender : Male
Address : Jalan Basuki Rahmad, V.31. kelurahan Kebonsari, kec.
Sumpersari, kab. Jember
Faculty : Tarbiyah and Teacher Training Faculty
Major : English Education Program
Email : gus.acil01@gmail.com

Education Background

Kindergarten : TK Darus Sholah Jember
Elementary School : MIMA KH. Ahmad Shiddiq Jember
Junior High School : SMP PLUS Darus Sholah Jember
Senior High School : TMI Al-Amien Prenduan Sumenep

Organization Experience

1. Language Section in ISMI at Al-Amien Prenduan Boarding School (Period of 2017-2018)
2. Organizer of Ikatan Keluarga Besar Mahasiswa Alumni Al-Amien Prenduan (IKBAL) Koordinator Cabang Jember