

The Teachers Strategies in Developing Junior High School Students' Listening Skills through Post-Listening Activities in English Classes

Muthia Annisa 228820300017

Advisor Dr. Yuli Astutik, S.Pd. M.Pd.

English Education

Universitas Muhammadiyah Sidoarjo

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Introduction

Listening is essential for language skills, particularly in junior high, but students often face difficulties due to restricted vocabulary and lack of focus. Key stages of listening, including pre-, while-, and post-listening, enhance comprehension and language production. The aims include identifying teachers' strategies in post-listening activities at SMP Muhammadiyah 4 Porong and the challenges encountered in improving students' listening skills.

Research Background

Research Gap

Previous Research

This Research

Theoretical Gap

Post-listening is mainly viewed as a listening stage to reinforce comprehension Underwood, 1989; Rixon, 1986; Richards, 2008; Harmer, 2007.

Focuses on *teachers' strategies* and rationales in post-listening activities, including implementation and rationale.

Population Gap

Conducted in general EFL or higher education contexts. Harmer, 2007; Win & Maung, 2019.

Focuses on *Junior High School EFL learners* at SMP Muhammadiyah 4 Porong

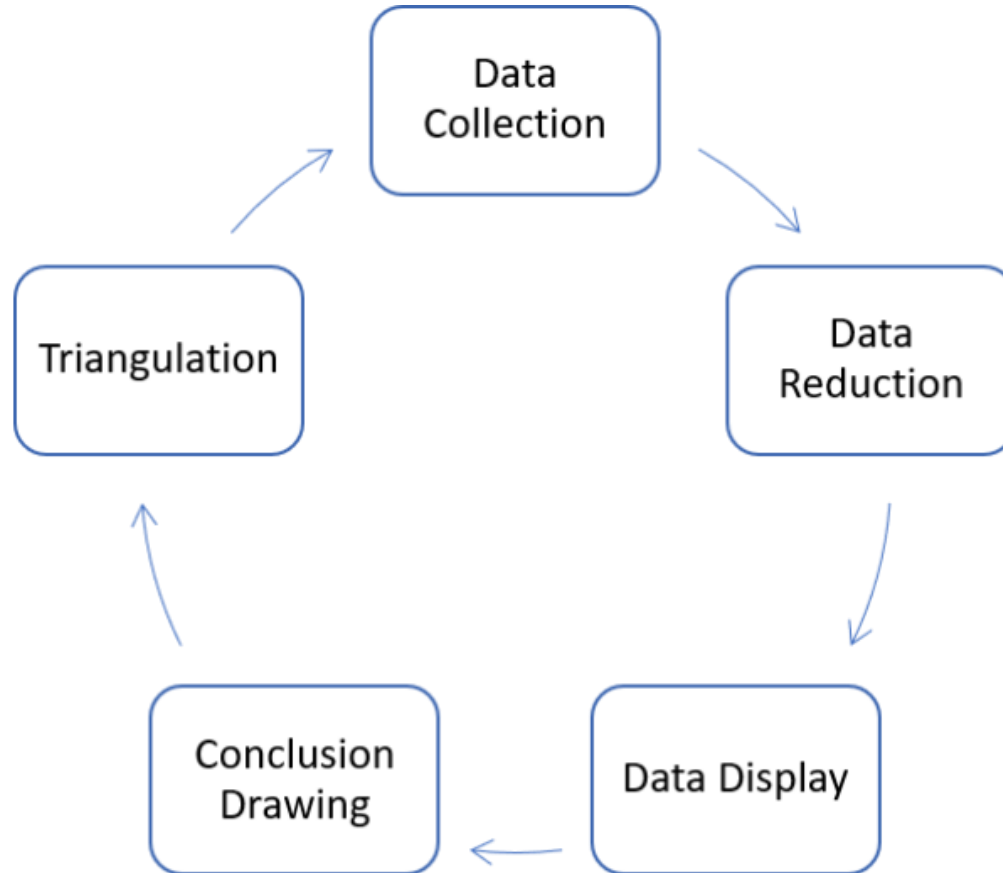
Empirical Gap / Evaluation Gap

Mostly uses quantitative methods and measures students' achievement Win & Maung, 2019.

Uses a qualitative case study (observation, interviews, document). Creswell, 2012; Miles et al., 2014.

Research Methodology	Aspect	My Plan
	Research Design	Descriptive-Inteperative Qualitative Study
	Research Setting	SMP Muhammdiyah 4 Porong Sidoarjo
Qualitative Research	Research Subject	- English teachers who teach listening skills and implement post-listening activities (minimum 5 years of teaching experience). - Eighth-grade students who participate in post-listening activities during English classes.

Data Analysis



Findings 1 Teacher Strategies in Post-Listening Activities

Strategy	Purpose	Result
Group Discussion	Exchange ideas	Active participation
Role Play	Practice communication	Improved confidence
Retelling	Recall information	Better comprehension
Reflection	Express opinions	Critical thinking development

Findings 2 Student Engagement and Meaning Construction

Findings	Evidence
Students actively expressed opinions	Participated in discussions
Students attempted to use English	Retelling and role play
Students showed motivation	Active classroom involvement
Students built understanding collaboratively	Group discussions

Findings 3 Listening Process During Post-Listening Activities

Top-Down Process	Bottom-Up Process
Identifying main ideas	Understanding vocabulary
Interpreting messages	Recognizing details
Relating content to experiences	Processing language forms

Findings 4 Challenges in Implementing Post-Listening Activities

Challenges	Impact
Time limitation	Reduced discussion opportunities
Different proficiency levels	Unequal participation
Classroom management issues	Decreased concentration
Limited supporting media	Listening difficulties

Discussion

Although post-listening activities were effective, several challenges affected their implementation. Time constraints and students' varying proficiency levels were the most significant obstacles. These findings support previous studies which reported that classroom conditions and limited resources often influence the effectiveness of communicative language teaching.

Conclusion

Post-listening activities significantly enhanced students' listening comprehension, participation, and communicative competence. Utilizing strategies like group discussions, role-playing, retelling, and reflection, students became more active and engaged. Despite challenges such as time constraints, varying student abilities, and classroom management, these activities were effective in supporting listening skills in junior high school English classes.

Thank you