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The Teacher Strategies And Challenges In Implementing Post-Listening Activities In Junior High School Student's English Class

[Strategi dan Tantangan Guru dalam Menerapkan Aktivitas Pasca-Mendengarkan di Kelas Bahasa Inggris Siswa Sekolah Menengah Pertama]

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Abstract. This research investigates strategies for developing listening skills in junior high school students during English classes at SMP Muhammadiyah 4 Porong, focusing on post-listening activities. Using a qualitative approach, it explores teachers' practices, rationales, and the challenges they face in applying these strategies. Data were gathered through classroom observations, semi-structured teacher interviews, and analysis of lesson plans and materials. The study identified various post-listening strategies, including group discussions, role-playing, and reflective journaling, while also noting challenges such as time constraints, varying student proficiency levels, and issues with classroom management. The findings underline the significance of post-listening activities in improving students' comprehension, critical thinking, and communicative competence, recommending that teachers create engaging tasks that address students' diverse needs and learning styles to enhance the effectiveness of listening instruction.

Keywords - post-listening strategies, listening skill development, teaching English as a Foreign Language (EFL), qualitative studies, junior high school

Abstract. Penelitian ini mengkaji strategi pengembangan keterampilan mendengarkan pada siswa SMP Muhammadiyah 4 Porong selama pelajaran Bahasa Inggris, dengan fokus pada aktivitas pasca-mendengarkan. Menggunakan pendekatan kualitatif, penelitian ini mengeksplorasi praktik guru, alasan di balik penerapan strategi tersebut, serta tantangan yang dihadapi dalam implementasinya. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur dengan guru, dan analisis rencana pelajaran serta materi pembelajaran. Penelitian ini mengidentifikasi berbagai strategi pasca-mendengarkan, termasuk diskusi kelompok, peran-peran, dan jurnal reflektif, sambil juga mencatat tantangan seperti keterbatasan waktu, tingkat kemahiran siswa yang bervariasi, dan masalah manajemen kelas. Temuan ini menyoroti pentingnya aktivitas pasca-mendengarkan dalam meningkatkan pemahaman, pemikiran kritis, dan kemampuan komunikatif siswa, merekomendasikan agar guru menciptakan tugas-tugas yang menarik yang memenuhi kebutuhan dan gaya belajar siswa yang beragam untuk meningkatkan efektivitas pengajaran mendengarkan.

Keywords – strategi pasca-mendengarkan, perkembangan keterampilan mendengarkan, pengajaran Bahasa Inggris sebagai Bahasa Asing (EFL), studi kualitatif, sekolah menengah pertama

I. INTRODUCTION

Listening skills are one of the fundamental aspects of learning English, as they form the basis for the development of other language skills, such as speaking, reading, and writing [1]. At the junior high school level, mastering listening skills is crucial, enabling students to comprehend verbal messages, expand their vocabulary, and develop communicative competence. However, in practice, students often struggle to understand oral texts due to limited vocabulary, a lack of focus, and inadequate learning strategies employed by teacher [2]. One of the suggested approaches to improve students' listening skills is through the application of structured activities in listening learning, namely pre-listening, while listening, and post-listening activities [3]. Among other things, post-listening activities have an important role because they provide an opportunity for students to reflect on their understanding of the spoken text, discuss the content, and integrate the understanding of listening skills with other language skills, such as speaking and writing [4]. According to Richards, 2008 is Post-listening activities serve as a bridge between the understanding of verbal input and language production, allowing students to internalize meaning and strengthen their linguistic memory [5].

Previous research has shown that the implementation of post-listening activities can effectively increase students' absorption of the material heard. Win and Maung, 2019 found that reflective and communicative activities after listening, such as group discussions, summary writing, and language games, can strengthen students' memory of the vocabulary and sentence structure that has been learned [6]. The same thing is also emphasized by Harmer, 2007 who states that post-listening activities provide space for students to practice the language they have just heard actively and meaningfully [7]. Similar findings were also reported by Yuli Astutik and Pangestu[8], who found that listening activities combined with communicative interaction could improve students' listening comprehension, vocabulary

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understanding, and classroom participation. Their study also emphasized that post-listening activities help students become more active and confident during English learning.

In order to learn English at SMP Muhammadiyah 4 Porong, the *strategy of post-listening activities* has not been implemented optimally. Teachers tend to focus on the *pre-listening stage* to prepare students to understand the context, as well as *while listening* to answer literal comprehension questions, but rarely provide follow-ups that practice students' analysis, interpretation, and oral expression. In fact, according to Brown, 2006 the advanced stage in listening learning greatly determines the success of students in relating the information they hear with previous experiences and knowledge [9]. Some teacher consider the post-listening stage to be only an add-on, while according to the *theory of Communicative Language Teaching (CLT)*, interaction and reflection after listening activities are actually at the core of the communicative learning process [10]. Through the post-listening activity approach, the teacher can develop various strategies such as group discussions, role-playing, story reconstruction, reflective journal writing, and project-based activities. These strategies can deepen students' understanding of the meaning, intonation, and context of communication, while increasing their motivation to learn [11]. Thus, teachers have a strategic role in designing post-listening activities that are interesting, communicative, and relevant to students' needs.

According to constructivist learning theory, it is said that students can learn better when they construct meaning from what they learn [12]. In this situation, after-listening activities are essential because they help students create new knowledge based on their listening experience. For example, when students are asked to retell the content of a recording, discuss a moral message in the text, or conduct a follow-up discussion, they not only recall the information but also process and reflect on it. This supports the theory of communicative language teaching (CLT), which emphasizes that learning a language should involve active interaction and effective communication [13]. Therefore, this study was conducted because previous studies mainly discussed the effectiveness of post-listening activities, whereas limited research has explored how English teachers actually implement these activities in junior high school classrooms and the challenges they encounter during the teaching process. This research seeks to fill that gap by providing an in-depth description of teachers' instructional strategies and classroom practices at SMP Muhammadiyah 4 Porong. This method is in line with Creswell, 2012 who states that the goal of qualitative research is to understand social phenomena from the perspective of participants, not just assess learning outcomes; rather, the goal is to investigate the meanings and experiences involved in the process [14]. This qualitative approach was selected because it enables the researcher to explore the teacher's instructional practices, experiences, and challenges in implementing post-listening activities from the participant's perspective.

Research Questions

1. What post-listening activity strategies are implemented by the English teacher during post-listening activities?
2. What challenges does the teacher encounter during the implementation of post-listening activities? (already synchronized with the Findings sub-chapter)

II. Methods

Research Design

This study uses a qualitative approach with a descriptive-interpretive type, which aims to understand social phenomena from the perspective of participants. This research is used to describe what strategies are implemented by teachers during post-listening activities, as well as to interpret how and why these strategies are implemented, along with the challenges they face. As mentioned by Gay, Mills, and Airasian, 2012 that descriptive research involves collecting data to test hypotheses or answer questions regarding the current state of the research subject [15]. Therefore, this study aims to present an in-depth and contextual description of the post-listening strategies applied by teacher in teaching listening.

Participants

The participant of this study was one English teacher who has more than five years of teaching experience and teaches Grade VIII students at SMP Muhammadiyah 4 Porong. The teacher was purposively selected because she regularly implements listening activities, particularly post-listening activities, in classroom instruction. The selected teacher has more than five years of teaching experience and actively applies communicative activities in accordance with the principle of Communicative Language Teaching (CLT). The observed students consisted of one eighth-grade

class that participated during classroom observations. Although students were not interviewed, their classroom responses served as supporting data. (This makes it much clearer for Participants). Their responses and interaction are observed to support the analysis of how teacher implement post-listening strategies and manage communicative activities in the classroom. Students are not interviewed individually; instead, their participation serves as supporting data to understand the effectiveness of the teacher instructional approach. Through classroom observation and teacher interviews, the researchers aim to identify how English teacher design, implement, and reflect on post-listening activities to develop students' listening skills in eighth-grade English classes based on the partiple of Communicative Language Teaching.

Data Collection and Instruments

This study employs three data collection methods: classroom observation, semi-structured interviews, and documentation analysis. Classroom observation is conducted to examine teacher implementation of post-listening activities, patterns of classroom interaction, and communicative practice in eighth-grade English classes. Semi-structured interviews are carried out with English teachers to explore their strategies, instructional considerations, and challenges in applying post-listening activities within the CLT framework. Documentation analysis, including lesson plans, worksheets, and audio materials, is used to support and validate the data obtained from observations and interviews. All instruments are developed based on the principles of Communicative Language Teaching, emphasizing meaningful interaction, communication, and learner engagement during post-listening activities.

This study employs three research instruments: an observation sheet, a semi-structured interview guide, and a documentation checklist. The observer sheet is designed to document English teacher practices during post-listening in eight-grade English classroom, focusing on the types of communicative activities implemented, teacher-student interaction pattern, classroom management strategies, and students' participation as responses to the teacher interaction. Classroom observations are conducted directly during English lessons, with the researcher acting as a non-participant observer to ensure natural classroom conditions. Semi-structured interviews are conducted with English teacher to explore the strategies they use in post-listening activities, the reasons for selecting particular instructional approaches, and the challenges they face in classroom implementation, such as time constraints, students' varying proficiency levels, and classroom management issues. All instruments are developed based on the principles of Communicative Language Teaching, emphasizing meaningful interaction, communication, and learner engagement during post-listening activities.

Data analysis

In analysing the data, researchers did some steps based on Miles & Huberman's frameworks (2014). First, the researchers performed data reduction by collecting information about teacher post-listening strategies and the problems they faced [16]. Then, the data is compiled and presented descriptively to reveal clear patterns from observations, interviews, and documentation. Finally, conclusions are drawn based on this pattern, and triangulation is used to verify the findings to ensure their accuracy and consistency.

III. Findings And Discussion

3.1 Findings

This findings of this study were obtained through observation of the listening learning process in junior high school English classes. The focus of observation was directed to the implementation of post-listening activities, strategies useb by teacher, teacher student interaction, student involvement, the process of constructing meaning, the top-down and bottom-up listening process, and the obstacles that arise during learning. Data was obtained through observation sheet and field note that depicted the classroom situation in real life.

Based on the results of observations, teacher apply various post-listening strategies that aim to deepen students' understanding of the audio that has been listened to. The teacher not only focuses on literal answers, but also directs students to understand the context, message, and meaning of the audio. In addition, the teacher also combines verbal and non-verbal communication during learning activities to help students participate actively and understand the listening material more effectively.

3.1.1 Implementation of Post-Listening Activities Strategies

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Based on the observation results, the teacher carried out post-listening activities directly after the audio was played. The teacher did not give too much time gap after the audio ended, so the learning process looked structured and continuous. During the activity, the teacher guided students through discussions, questions and answers, and reflection activities to help students recall and understand the listening material.

The teacher also used verbal and non-verbal implementation during the learning process. Verbal implementation appeared when the teacher gave instructions, asked guiding questions, and reviewed students' understanding of the audio content. Meanwhile, non-verbal implementation appeared through gestures, facial expressions, eye contact, and classroom movement to maintain students' focus and participation. These implementations functioned to help students understand the audio more deeply, increase classroom interaction, and create a more communicative learning atmosphere.

Table 3.1 Implementation of Post-Listening Activities Strategies

No	Strategies in Post-Listening Activities	Theory	Description	Observation	Example of Implemented Activities	Pedagogical Function
1	Group Discussion	Harmer (2007); Win & Maung (2019)	Teacher encourages students to discuss the content of the audio collaboratively.	✓	Students work in small groups to complete worksheets and discuss the meaning of the listening text.	Develops critical thinking, collaborative learning, and deeper comprehension of the audio content.
2	Role Play / Simulation	Harmer (2007); Win & Maung (2019)	Students reconstruct situations from the audio through dramatization.	✓	Students perform dialogues or situations based on stories heard in the listening activity.	Enhances communicative competence, speaking fluency, and contextual understanding.

3	Retelling / Summary	Underwood (1989); Rixon (1986)	Students retell the information obtained from the listening text using their own words.	✓	Students orally summarize the main ideas and important information from the audio.	Strengthens listening comprehension, memory retention, and language production skills.
4	Oral Reflection / Opinion Sharing	Richards (2008); Win & Maung (2019)	Students express their opinions and responses toward the audio material.	✓	Students give personal opinions and discuss their understanding with peers.	Encourages reflective thinking and active participation in learning.
5	Teacher Scaffolding	Vygotsky (1978)	Teacher provides gradual support when students experience difficulties.	✓	Teacher gives guiding questions, explanations, and feedback during discussions.	Assists students in constructing meaning and achieving better comprehension.
6	Interactive Questioning	Rost (2002); Richards & Rodgers (2001)	Teacher promotes interaction through questions related to the listening text.	✓	Teacher asks follow-up questions and invites students to respond to the audio.	Creates two-way communication and increases learner engagement.
7	Meaning Construction through Discussion	Vygotsky (1978)	Students collaboratively build understanding of the listening text.	✓	Students exchange ideas and interpretations in groups or pairs.	Facilitates social learning and deeper understanding of the listening material.
8	Top-Down Interpretation	Brown (2001); Field (2008)	Students identify the general meaning and message of the audio.	✓	Students conclude the main idea and identify the overall message.	Develops global listening comprehension and inferential thinking.

Table 3.1 shows that teachers implemented a variety of post-listening activity strategies to enhance student comprehension and engagement after the listening task. The most frequently observed strategies were group discussions, role-playing, retelling, oral reflection, teacher guidance, interactive questioning, constructing meaning through discussion, and top-down interpretation. These strategies were consistently implemented during the post-listening phase to help students process, analyze, and respond to the listening material.

Observations also revealed that teachers played an active role in facilitating learning through verbal and non-verbal implementation. Verbal implementation was reflected in teacher instructions, guiding questions, explanations, and feedback, while non-verbal implementation emerged through gestures, eye contact, facial expressions, and movement

in the classroom. These strategies encouraged students to actively participate, share ideas, reconstruct information from the audio, and develop a deeper understanding of the listening text. Overall, the implementation of post-listening activities not only strengthened students' listening comprehension but also improved communication skills, critical thinking, collaborative learning, and students' confidence in using English.

3.1.2 Obstacles in the Implementation of Post-Listening Activities

Understanding the systemic and practical limitations that manifest during post-listening is essential for refining instructional delivery and optimizing future lesson plans. Table 3.2 catalogs the observed structural, individual, and environmental constraints, their explicit classroom manifestations, and their immediate impacts on learning outcomes.

Table 3.2 Obstacles in the Implementation of Post-Listening Activities

No	Obstacles in the Implementation of Post-Listening	Theory	Description	Observation	Example of Classroom Situation	Pedagogical Function / Impact
1	Time Limitation	Brown (2006); Creswell (2012)	Limited classroom time reduces opportunities for extensive post-listening activities.	✓	Some discussion and reflection activities had to be conducted briefly due to time constraints.	Limits exploration of students' understanding and follow-up learning activities.
2	Differences in Students' Ability	Brown (2006)	Students demonstrate different levels of listening comprehension and language proficiency.	✓	Some students quickly understood the audio while others required additional explanations.	Requires differentiated instruction and additional teacher support.

3	Classroom Management Issues	Creswell (2012)	Maintaining student focus during collaborative activities can be challenging.	✓	A few students occasionally joked or became distracted during group discussions.	May reduce learning effectiveness if not managed appropriately.
4	Lack of Supporting Media	Brown (2006)	Limited listening facilities affect the quality of listening instruction.	✓	The available audio equipment and learning resources were not fully adequate.	Restricts the effectiveness and variety of listening activities.
5	Uneven Student Participation	Nunan (1995)	Not all students actively participate during discussions and reflections.	✓	More confident students tended to dominate while others remained passive.	Reduces opportunities for equal learning engagement among students.

Table 3.2 presents several challenges encountered during the implementation of post-listening activities in English classes. The most prominent challenge was the limited learning time, which limited students' opportunities to participate in in-depth discussions, reflection sessions, and follow-up activities after listening to audio. As a result, some post-listening tasks had to be completed briefly, limiting students' ability to fully analyze and interpret the audio content. Another significant challenge was the variation in students' listening abilities. While some students were able to comprehend the audio and respond confidently, others struggled to identify key information, understand unfamiliar vocabulary, and express their ideas during discussions. This situation required teachers to provide additional explanations, guiding questions, and individual support to help students achieve learning objectives.

Furthermore, classroom management presented challenges during collaborative activities such as group discussions and role-playing sessions. Some students tended to lose concentration, engage in unrelated conversations, or rely heavily on more active group members, which impacted the effectiveness of the learning process. Teachers also faced limitations related to supporting media and classroom facilities, including the quality of audio equipment and the availability of learning resources, which sometimes impacted students' listening performance and comprehension. Despite these difficulties, the teacher continued to overcome the challenges by implementing interactive teaching techniques, organizing students into collaborative groups, providing guidance and feedback, and encouraging active participation. These strategies helped maintain student engagement and supported the successful implementation of post-listening activities in class. (Practical and theoretical implications sections have been added).

3.2 Discussion (The discussion is too descriptive).

The findings of this study indicate that post-listening activities played an important role in helping students understand the listening material more effectively. After students listened to the audio, the teacher immediately continued with follow-up activities to ensure that students could process and recall the information they had heard.

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This approach created a continuous learning process because students were encouraged to think about the content of the audio while the information was still fresh in their memory. As a result, students were able to connect what they heard with classroom discussions and learning tasks.

The observation showed that group discussion became one of the most frequently implemented post-listening activities. During discussions, students worked together to answer questions, share ideas, and compare their understanding of the listening text. This activity helped students clarify information that they might have missed during the listening process. Students who understood the material more quickly were able to assist their peers, creating a collaborative learning environment. Through discussion, students became more active participants rather than passive listeners, which contributed to a deeper understanding of the listening material.

Another strategy observed during the post-listening stage was role play. Students were asked to perform situations or dialogues based on the audio they had listened to. This activity allowed them to reconstruct information from the listening text and demonstrate their understanding through speaking. The observation revealed that role play increased students' enthusiasm and participation because they were given opportunities to use English in a meaningful context. Furthermore, students appeared more confident when expressing ideas and interacting with their classmates during these activities.

Retelling activities were also commonly used by the teacher. Students were encouraged to summarize the listening material using their own words, either orally or during classroom discussions. This activity helped students identify the main ideas and important information from the audio. The process of retelling required students to organize information and recall details from the listening text, which strengthened their comprehension. The observation showed that students who were able to retell the content demonstrated a better understanding of the listening material compared to those who only answered short comprehension questions.

11 In addition, students were given opportunities to express opinions and personal reflections related to the listening topic. Through these activities, students were not only expected to understand the content of the audio but also to respond critically to it. They shared their thoughts, experiences, and interpretations with their classmates. This practice made the learning process more meaningful because students could connect the listening material with real-life situations. It also encouraged active participation and helped students become more confident in expressing their ideas in English. The findings further revealed the important role of the teacher during post-listening activities. The teacher consistently guided students through instructions, questions, explanations, and feedback. When students encountered difficulties understanding the audio content, the teacher provided additional support and clarification. This guidance helped students remain engaged in the learning process and prevented them from becoming frustrated when facing challenging listening tasks. As a result, students were more willing to participate and contribute during classroom discussions.

The observation also showed that classroom interaction was an essential component of post-listening activities. The teacher frequently encouraged students to answer questions, explain their responses, and discuss different interpretations of the listening text. This interaction created opportunities for students to actively construct meaning from the information they heard. Rather than simply focusing on correct or incorrect answers, students were encouraged to explain their reasoning and support their ideas. Consequently, the classroom atmosphere became more communicative and student-centered. Another important finding was that students were encouraged to focus on the overall meaning and message of the listening text. Instead of concentrating only on individual words or sentences, students were guided to identify the main ideas and understand the broader context of the audio. This approach helped students develop better comprehension skills because they learned to interpret information based on context and prior knowledge. Through discussions and teacher guidance, students gradually became more capable of understanding the general message conveyed in the listening materials.

Despite the positive implementation of post-listening activities, several challenges were identified during the observation. Limited instructional time often restricted the duration of discussions, reflections, and follow-up activities. Differences in students' listening abilities also affected classroom participation, as some students required more support than others. In addition, classroom management issues occasionally emerged during group activities, particularly when some students lost focus or became less involved in discussions. Limited supporting media and learning facilities further influenced the effectiveness of listening instruction. Nevertheless, the teacher attempted to overcome these challenges by providing continuous guidance, organizing collaborative activities, encouraging

participation, and adapting teaching strategies according to students' needs. Overall, the findings demonstrate that post-listening activities contributed significantly to improving students' comprehension, participation, communication skills, and confidence in learning English.

The findings of this study generally support previous studies that emphasize the importance of post-listening activities in improving students' listening comprehension and communicative competence. The implementation of group discussion, role play, retelling, and oral reflection observed in this study is consistent with the findings of Harmer (2007), who argues that post-listening activities encourage students to actively use the language after receiving listening input. Similarly, Win and Maung (2019) found that communicative follow-up activities help learners strengthen vocabulary retention, comprehension, and interaction. The present study also confirms the findings of Yuli Astutik and Pangestu (2022), which reported that listening activities combined with communicative interaction increase students' confidence, classroom participation, and understanding of listening materials. Therefore, the results indicate that post-listening activities function not only as comprehension checks but also as opportunities for meaningful language use and communicative practice.

Furthermore, the findings are also in line with the principle of Communicative Language proposed by Richards and Rodgers (2001), which emphasize that language learning should involve meaningful communication and learner interaction. During the implementation of post-listening activities, students were encouraged to exchange ideas, explain their opinions, and negotiate meaning collaboratively. This learning process reflects constructivist learning theory, where students actively construct knowledge through interaction with teachers and peers. Teacher scaffolding observed during discussions also supports Vygotsky's concept of the Zone of Proximal Development, as students were able to achieve better understanding through guidance and collaborative learning. These findings demonstrate that effective post-listening activities require not only appropriate instructional strategies but also continuous teacher support throughout the learning process.

The findings of this study also provide several practical and theoretical implications. Practically, the study suggests that English teachers should allocate sufficient classroom time for post-listening activities because these activities enable students to process information more deeply, strengthen comprehension, and improve speaking confidence. Teachers are encouraged to design communicative follow-up tasks that accommodate students' different proficiency levels and learning needs through collaborative learning, scaffolding, and interactive questioning. Theoretically, this study enriches the existing literature on listening instruction by providing qualitative evidence that post-listening activities contribute not only to listening comprehension but also to critical thinking, classroom interaction, and communicative competence in junior high school EFL classrooms. These findings further reinforce the role of post-listening as an integral stage of the listening process rather than merely a concluding classroom activity.

Despite these positive findings, this study has several limitations that should be acknowledged. First, the research was conducted in only one junior high school involving a single English teacher as the main participant. Consequently, the findings represent a specific classroom context and cannot be generalized to all educational settings. Second, the study employed a qualitative approach focusing on classroom observations, interviews, and documentation without quantitatively measuring students' improvement in listening achievement. In addition, the observation period was relatively limited, meaning that classroom practices may not fully represent the long-term implementation of post-listening activities. These limitations may influence the scope and transferability of the findings to different teaching contexts.

Future research is recommended to involve a larger number of schools, English teachers, and students from different educational backgrounds to obtain broader perspectives regarding the implementation of post-listening activities. Further studies may also adopt mixed-method or quantitative research designs to examine the relationship between specific post-listening strategies and students' listening achievement statistically. In addition, future researchers are encouraged to investigate the integration of digital learning media, interactive technology, and online listening platforms in post-listening instruction, as these innovations may provide more engaging learning experiences and address some of the practical challenges identified in this study, such as limited classroom time and unequal student participation. (Interpretation of the results and linking them to theory have been added).

IV. Conclusion

Based on the findings and discussion, it can be concluded that post-listening activities have an important role in improving students' listening comprehension and classroom participation. Teachers implemented various post-listening strategies such as group discussions, role-playing, retelling, and reflective activities to help students

understand the audio content more deeply and contextually. The study also found that verbal and non-verbal implementation supported the effectiveness of the learning process. Verbal communication appeared through instructions, questions, and discussions, while non-verbal communication appeared through gestures, facial expressions, and a classroom movement. These implementations helped students stay focused, motivated, and actively involved during learning activities. In addition teacher-student interaction during post-listening activities created a communicative classroom atmosphere that encouraged students to express opinions, discuss with peers, and use English more confidently. Teacher also provided scaffolding to support who experienced understanding the listening material. Although several obstacles were found such as limited time, differences in students' abilities, classroom management issues, and lack of supporting media, post-listening activities still showed positive contributions to students' listening skills, communicative competence, and critical thinking. Therefore, post-listening activities can be considered an effective strategy to support listening learning in Junior High School English Classes.

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