

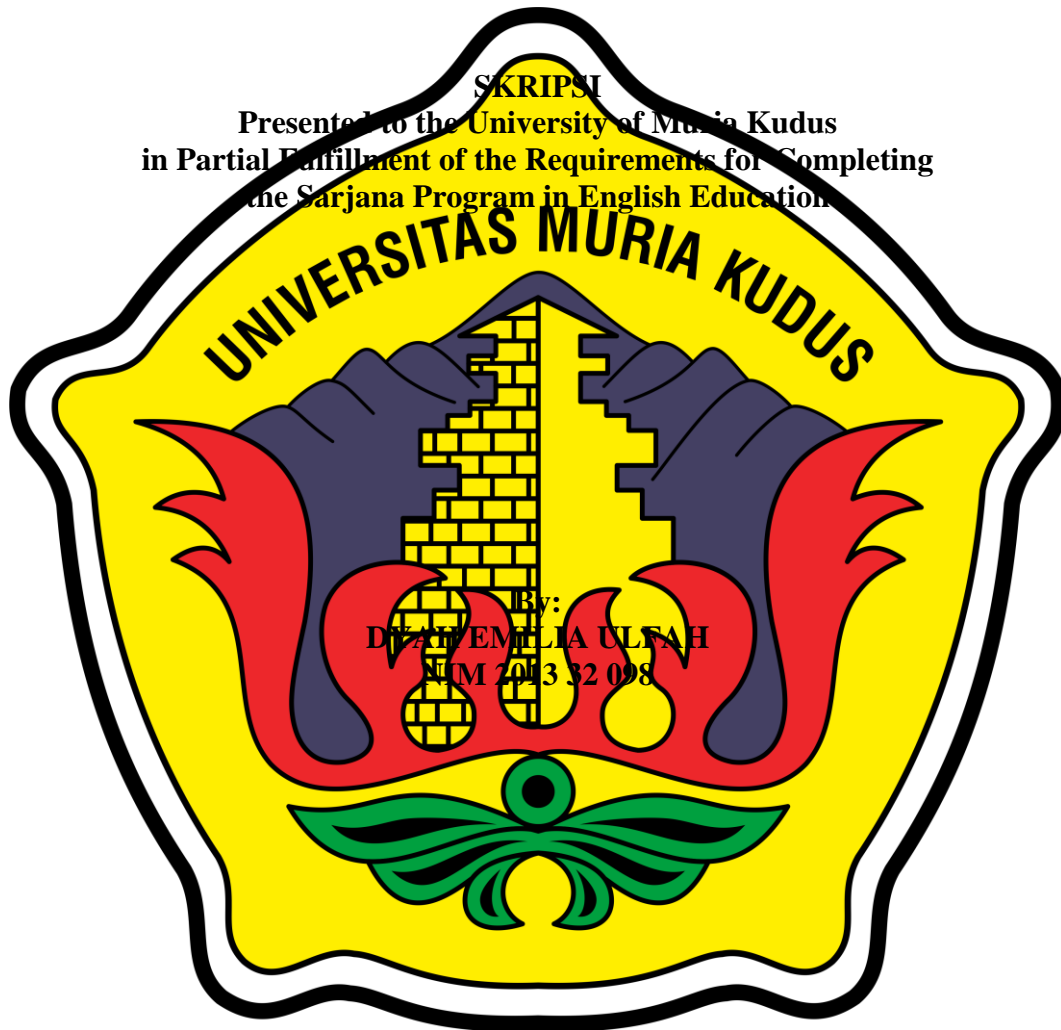
**SKRIPSI**



**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2020**



**TEACHERS' STRATEGY IN TEACHING LISTENING  
COMPREHENSION FOR ENGLISH OF MARITIME IN NAUTICAL  
SEAFARER CLASS OF SMK WISUDHA KARYA KUDUS**



**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TEACHER TRAINING DAN EDUCATION  
UNIVERSITY OF MURIA KUDUS  
2020**

## MOTTO AND DEDICATION

### Motto:

“Allah tempat meminta segala sesuatu” ( Ikhlas : 4 )

“Sesungguhnya bersama kesulitan ada kemudahan”( Insyirah : 6)

“Believing in yourself than you can make it, always positive thinking and don't forget for loving yourself, love myself” (Kim NamJoon)

“The me of yesterday, the me of today, the me of tomorrow with no exceptions, it's all me. I'm learning how to love myself.” (Kim Taehyung)



### Dedication:

- For her beloved family
- For her beloved friends
- Who read this research

## ADVISOR'S APPROVAL

This is to certify that the *Skripsi* of Dyah Emilia Ulfah (2013 32 098) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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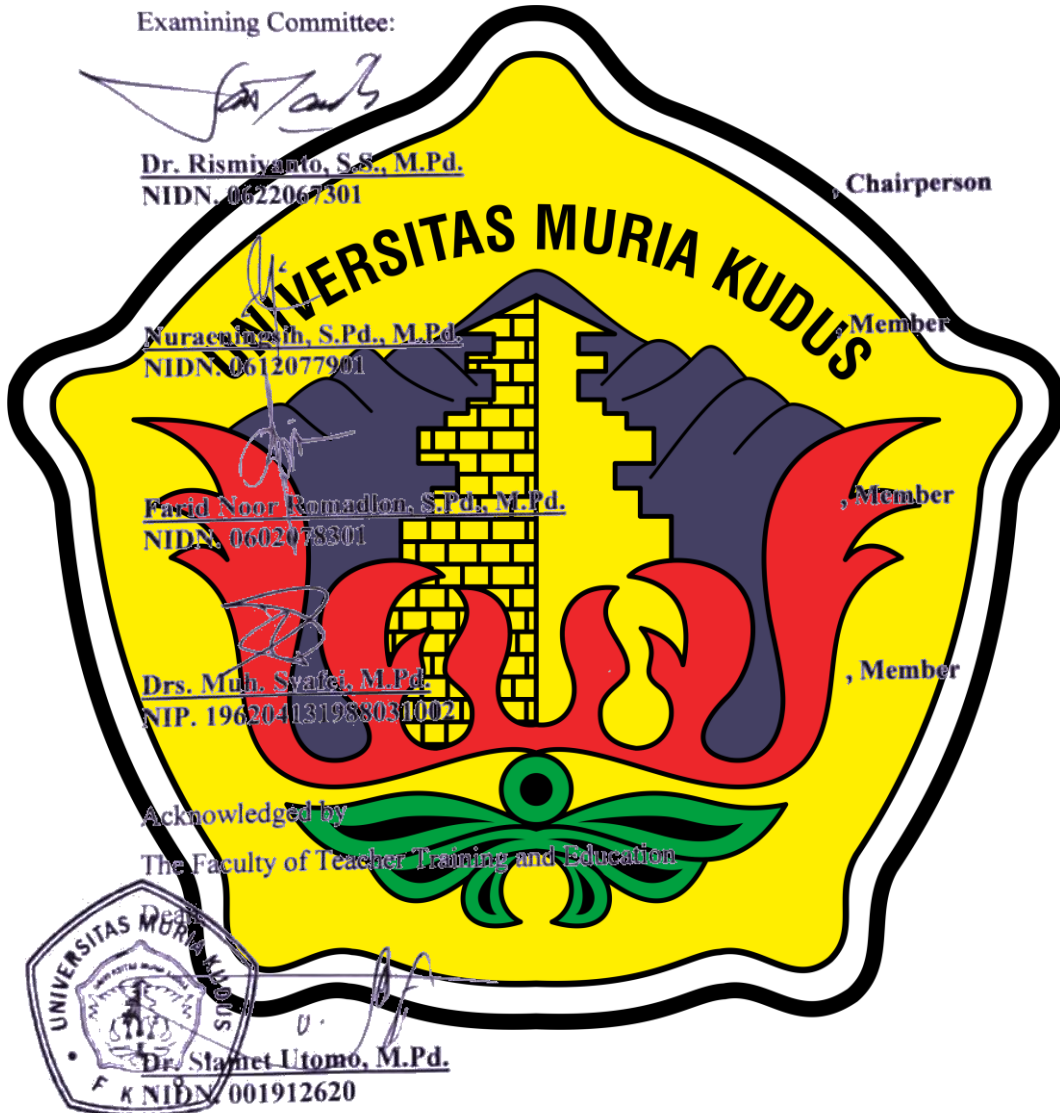
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On the second chance, writer wants to express her sincere gratitude to who helps writer create this skripsi. In this great occasion, writer wants to say thank you to:

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The researcher is aware that this skripsi out of perfect. The writer hope that this skripsi can give benefit for all of party who read and can beuseful for everyone who concern to the topic. She does apology for any mistakes.

Kudus, Maret 2020

Dyah Emilia Ulfah  
NIM 2013 32 098



## ABSTRACT

Ulfah, Dyah Emilia. 2019. *Teachers' Strategies in Teaching Listening Comprehension for English Of Maritime in Nautical Seafarer Class of SMK Wisudha Karya Kudus*. Skripsi. Department of English Education, faculty of Teacher Training and Education, University of Muria Kudus. Adviors: (i) Dr. Rismiyanto, S.S., M.Pd (ii) Nuraeningsih, S.Pd., M.Pd.

**Keywords:** Teachers' strategies, students' responses

Listening is one of four comprehensions in English. Listening Comprehension have goal that receive information which in going to our auditory; is kind of important comprehension in communication which is someone can receive the information then respond it. People have less ability in listening comprehension, especially people who study in second language. This problem does not slip away from students who study in vocational school. English teachers must have strategy for increase students' listening comprehension, especially students in Maritime Department. Strategy is a way or method for get something easier.

The objective of this research is to identify teachers' strategies in teaching listening comprehension for English-Maritime in 10<sup>th</sup> grade of Nautical Seafarer Class of SMK Wisudha Karya Kudus and to describe what 10<sup>th</sup> grade student responses to it are.

The design of this research writer takes qualitative descriptive research. For instrument, writer used three instruments, are interview, observation and questionnaire. The subjects of these researches are two classes of 10<sup>th</sup> grade Nautical Major and two English of Maritime teachers. The data were collected by do interviewed two teachers and observes their classes, and giving questionnaire sheet to the students. The questions of questionnaire sheet are students' responses by questionnaire of multiple choices.

The result of this research indicates that teachers take three kinds of strategies, are (1) metacognitive strategy, (2) cognitive strategy and (3) socioaffective strategy. First teacher gets good responses on metacognitive and cognitive strategy during teaching. This is can see from students' responses that a very good percentage calculate are 100% and the decrease percentage calculated is 85%. Second teacher, also gets good responses in metacognitive and cognitive strategy. This is can see from students' responses that very good percentage calculates are 100% and the decrease percentage calculated is 30%.

Therefore, writer has a suggestion that English teachers would be better to use metacognitive strategy and cognitive strategy. So, the students can have impressively or respectfully to their teacher and can understand the material; also can increase their listening comprehension.

## ABSTRAKSI

Ulfah, Dyah Emilia. 2019. *Strategi Guru Dalam Mengajar Kemampuan Mendengarkan Untuk Bahasa Inggris Pelayaran Di Nautika Kapal Niaga SMK Wisudha Karya Kudus*. Skripsi. Program Studi Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dr. Rismiyanto, S.S., M.Pd (ii) Nuraeningsih, S.Pd., M.Pd.

**Katakunci:** Startegi Guru, Tanggapan Siswa

Mendengarkan adalah salah satu dari empat kemampuan dalam bahasa inggris. Kemampuan mendengarkan yang bertujuan menerima informasi yang masuk ke indra pendengaran kita; adalah kemampuan yang paling penting dalam berkomunikasi yang mana seseorang menerima informasi dan dapat merespon informasi yang didapat. Masih banyak orang yang memiliki kekurangan dalam kemampuan mendengarkan terutama orang – orang yang mempelajari bahasa asing. Masalah ini tidak luput bagi mereka yang mempelajari bahasa inggris disekolah kejuruan. Guru bahasa inggris harus mempunyai strategi untuk meningkatkan kemampuan mendengarkan siswa khususnya di jurusan pelayaran. Strategi adalah cara atau jalan untuk mempermudah mencapai tujuan.

Tujuan dari penelitian ini adalah untuk mengidentifikasi strategi guru dalam mengajar – mengajar kemampuan mendengarkan untuk bahasa inggris pelayaran di kelas 10 nautika Kapal Niaga SMK Wisudha Karya Kudus and mendeskripsikan respon siswa terhadapnya.

Rancangan dari penelitian ini peneliti mengambil penelitian kualitatif deskriptif. Untuk instrumen penelitian, penulis menggunakan tiga jenis instrument penelitian adalah wawancara, observasi dan kuisioner. Subjek di penelitian ini adalah dua kelas 10 jurusan Nautika dan dua guru bahasa inggris pelayaran. Dta dikumpulkan setelah melakukan wawancara dua guru dan mengobservasi kelasnya, dan membagikan lembar kuisioner kepada siswa. Pertanyaan pada lembar kuisioner siswa menggunakan pilihan ganda.

Dari hasil penelitian ini menunjukkan bahwa gurumenggunakan tiga jenis strategi, yaitu (1) srategi metakognitife, (2) strategi kognitif, dan (3) strategy sosioafektif. Guru pertama mendapatkan tanggapan yang sangat bagus pada strategi metakognitife dan kognitif. Ini bisa terlihat pada tanggapan siswa bahwa persentase yang sangat baik adalah 100% dan presentase rendah adalah 85%. Guru kedua juga mendapatkan tanggapan yang bagus pada strategi metakognitif dan kognitif. Ini bisa dilihat dari jumlah persentase yang sangat baik adalah 100% dan presentase terendah adalah 30%.

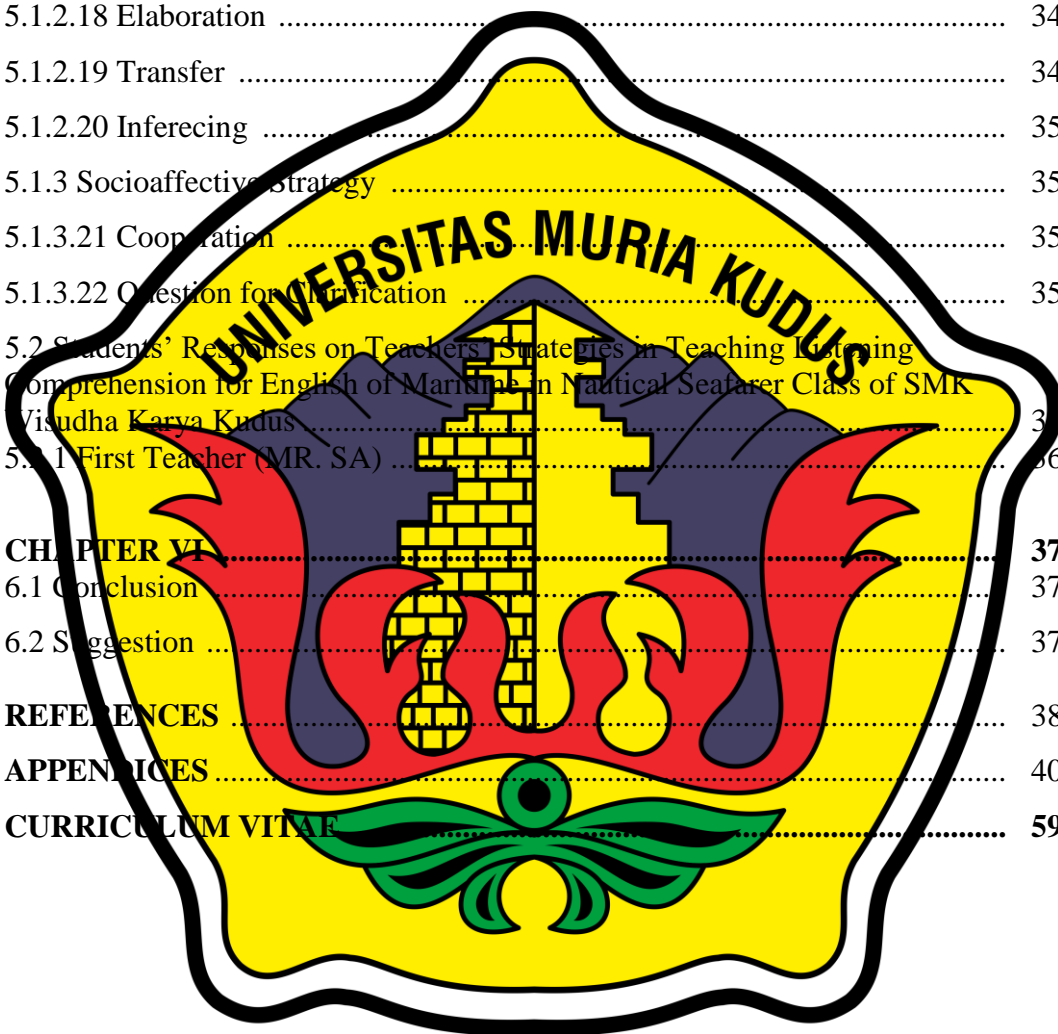
Oleh karena itu, penulis menyarankan bahwa guru bahasa inggris lebih baik menggunakan strategy metakognitife dan strategi kognitif. Jadi, siswa bisa dengan kagum atau rasa hormat kepada guru mereka dan bisa mengerti materi, dan juga meningkatkan kemampuan mendengarkan mereka.

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