

**EXPERIENCE AND ADAPTATION STRATEGIES OF  
ENGLISH TEACHERS IN FACING LIMITED  
FACILITIES FOR TEACHING LISTENING  
AT MTs. MATHOLI'UL FALAH SIMO**

**SKRIPSI**



**Present to**

**IKIP PGRI Bojonegoro**

**in partial fulfilment of the requirements**

**for the degree of Sarjana in English Language Education**

**By:**

**MILA AYU NUR KOMARIYAH**

**21120025**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO**

**2025**

**EXPERIENCE AND ADAPTATION STRATEGIES OF  
ENGLISH TEACHERS IN FACING LIMITED  
FACILITIES FOR TEACHING LISTENING  
AT MTs. MATHOLI'UL FALAH SIMO**

**SKRIPSI**



**Present to**

**IKIP PGRI BOJONEGORO**

**in partial fulfilment of the requirements**

**for the degree of Sarjana in English Language Education**

**By:**

**Mila Ayu Nur Komariyah**

**21120025**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO**

**2025**

## APPROVAL SHEETS

The skripsi entitled "EXPERIENCE AND ADAPTATION STRATEGIES OF ENGLISH TEACHERS IN FACING LIMITED FACILITIES FOR TEACHING LISTENING AT MTs. MATHOLI'UL FALAH SIMO" is compiled by:

Name : Mila Ayu Nur Komariyah  
NIM : 21120025  
Department : English Education

Has been approved by the advisors.

Bojonegoro, July 11<sup>th</sup> 2025

Advisor I,



Meiga Ratih Tirtanawati, M.Pd.

NIDN 0725058403

Advisor II,



Chyntia Heru Woro Prastiwi., M.Pd.

NIDN 0728017903

## LEGITIMATION

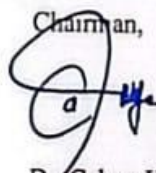
The skripsi entitled "EXPERIENCE AND ADAPTATION STRATEGIES OF ENGLISH TEACHERS IN FACING LIMITED FACILITIES FOR TEACHING LISTENING AT MTs. MATHOLI'UL FALAH SIMO" is compiled by:

Name : Mila Ayu Nur Komariyah

NIM : 21120025

Department : English Education

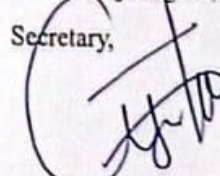
This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on July 22<sup>nd</sup> 2025.

Chairman,  


Dr. Cahyo Hasanudin, M.Pd.

NIDN 0706058801

Bojonegoro, July 22<sup>nd</sup> 2025  
Secretary,



Ayu Fitrianiingsih, M.Pd.

NIDN 0720049101

Examiner I,



Oktha Ika Rahmawati, S. Pd, M.Pd.

NIDN 0701108602

Examiner II,



Dr. Moh. Fuadul Matin, S.S., M.Pd.

NIDN 0727028703

Rector,

Dr. Dra. Junarti, M. Pd

NIP 196501141991032002

## MOTTO

"Jangan takut gagal, tapi takutlah tidak pernah mencoba."

— **Roy T. Bennett**

"بَلِّغُوا عَنِّي وَلَوْ آيَةً"

"Sampaikanlah ilmu dariku, walau hanya satu ayat".

— **(HR. Bukhari).**

## ACKNOWLEDGMENT

*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Praise be to Allah SWT for all His blessings and gifts so that the author can complete the thesis entitled "Experience and Adaptation Strategies of English Teachers in Facing Limited Facilities for Teaching Listening at Mts. Matholi'ul Falah Simo" as one of the requirements for obtaining a Bachelor's Degree in English Language Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro.

In the process of preparing this thesis, the author realized that without guidance, support, and assistance from various parties, the writing of this thesis would not be completed properly. Therefore, with all humility, the author expresses his gratitude to:

1. Mrs. Dr. Dra. Jurnati, M.Pd., as the Rector of IKIP PGRI Bojonegoro who has provided the opportunity to study at this institution.
2. Mr. Dr. Cahyo Hasanudin, M.Pd., as the Dean of the Faculty of Teacher Training and Education who has supported the smooth running of the author's studies.
3. Mrs. Ayu Fitriarningsih, M.Pd., as the Head of the English Education Study Program who always provides direction and motivation to the writer.
4. Mrs. Meiga Ratih Tirtanawati, M.Pd., and Mrs. Chyntia Heru Woro Prastiwi, M.Pd. as thesis supervisors who have taken the time, provided knowledge, input, guidance, and motivation to the author in compiling this thesis.
5. All lecturers of the English Education Study Program for the knowledge and encouragement given during the author's education.
6. The Principal and English teacher MTs. Matholi'ul Falah Simo who has allowed and supported the author to conduct research.
7. Dear father who always provides moral and material support that keeps the author strong until this second, and always gives advice when the writer is in doubt during lectures.

8. Dear mother who made the writer continue this higher education, and have carried out your dreams.
9. The writer's two brothers and sisters-in-law who always remind and support the writer's ideals.
10. Mila Ayu Nur Komariyah, the last daughter who became the successor of the family's dream to become a scholar and become an idol for her nephew, thank you for completing her studies well and on time.
11. Comrades in arms during college who have completed the author's story, the writer's friend who is loyal to accompany him, and the writer's special male friend who always prays for a smooth writing of this thesis.

The author realizes that this thesis is still far from perfect. Therefore, the author openly accepts all criticism and constructive suggestions for future improvement. Finally, hopefully this thesis can provide benefits and be a reference for readers in need.

*Wassalamu 'alaikum Warahmatullahi Wabarakatuh*

Bojonegoro, July 11<sup>th</sup> 2025

Writer



Mila Ayu Nur Komariyah

NIM 21120025

-

## STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name : Mila Ayu Nur Komariyah  
NIM : 21120025  
Department : English Education  
Faculty : Languages and Arts Education

In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

### **EXPERIENCE AND ADAPTATION STRATEGIES OF ENGLISH TEACHERS IN FACING LIMITED FACILITIES FOR TEACHING LISTENING AT MTs. MATHOLI'UL FALAH SIMO**

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.





## ABSTRACT

Komariyah, Mila, Ayu Nur 2025. Experience And Adaptation Strategies of English Teachers in Facing Limited Facilities for Teaching Listening at Mts. Matholi'ul Falah Simo. Thesis, English Education Department. Faculty of Language and Arts Education. IKIP PGRI Bojonegoro. Advisor (I) Meiga Ratih Tirtanawati, M.Pd. (II) Chyntia Heru Woro Prastiwi, M.Pd.

**Keywords:** Experience, Adaptation Strategies, English Teachers, Limited Facilities, Teaching Listening.

This research comes from the challenges faced by English teachers in teaching listening skills at MTs Matholiul Falah Simo. The purpose of this research is to identify strategies and adaptations applied by teachers in teaching listening skills. The method used was a qualitative approach with interviews and observations of 2 English teachers. The results showed that several strategies were applied, where one of the teachers still used the lecture method, while the other applied modern methods, such as audio-visual media, interactive games, and varied listening exercises to improve students' understanding. Adaptation to teaching materials and teaching methods is also carried out according to the needs of students. The conclusion of this study emphasizes that the application of appropriate strategies and adaptations can increase the effectiveness of teaching listening skills and encourage students to be more active in learning. Suggestions were given for the need for further training for teachers in developing their teaching skills.

## ABSTRAK

Komariyah, Mila, Ayu Nur 2025. Pengalaman Dan Strategi Adaptasi Guru Bahasa Inggris dalam Menghadapi Keterbatasan Fasilitas Pengajaran Mendengarkan di Mts. Matholi'ul Falah Simo. Skripsi, Program study Pendidikan Bahasa Inggris. Fakultas Pendidikan Bahasa dan Seni. IKIP PGRI Bojonegoro. Pembimbing (I) Meiga Ratih Tirtanawati, M.Pd. (II) Chyntia Heru Woro Prastiwi, M.Pd.

**Kata kunci:** Pengalaman, Strategi Adaptasi, Guru Bahasa Inggris, Fasilitas Terbatas, Pengajaran Mendengarkan.

Penelitian ini berasal dari tantangan yang dihadapi guru bahasa Inggris dalam pengajaran keterampilan listening di MTs Matholiul Falah Simo. Tujuan penelitian ini adalah mengidentifikasi strategi dan adaptasi yang diterapkan oleh guru dalam pengajaran keterampilan listening. Metode yang digunakan adalah pendekatan kualitatif dengan wawancara dan observasi terhadap 2 guru bahasa Inggris. Hasil penelitian menunjukkan bahwa beberapa strategi diterapkan, di mana salah satu guru masih menggunakan metode ceramah, sementara yang lainnya menerapkan metode modern, seperti media audio-visual, permainan interaktif, dan latihan mendengarkan yang bervariasi untuk meningkatkan pemahaman siswa. Adaptasi terhadap materi ajar dan metode pengajaran juga dilakukan sesuai kebutuhan siswa. Simpulan penelitian ini menegaskan bahwa penerapan strategi dan adaptasi yang tepat dapat meningkatkan efektivitas pengajaran keterampilan listening dan mendorong siswa untuk lebih aktif dalam belajar. Saran diberikan untuk perlunya pelatihan lebih lanjut bagi guru dalam mengembangkan keterampilan mengajar mereka.

## TABLE OF CONTENTS

<b>TITTLE.....</b>	<b>i</b>
<b>APPROVAL SHEETS.....</b>	<b>Error! Bookmark not defined.</b>
<b>LEGITIMATION.....</b>	<b>Error! Bookmark not defined.</b>
<b>MOTTO .....</b>	<b>iii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>v</b>
<b>STATEMENT OF AUTHENTICITY.....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>ABSTRAK .....</b>	<b>ix</b>
<b>LIST OF TABLES.....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>
<b>CHAPTER I.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
<b>A. Background of the Study .....</b>	<b>1</b>
<b>B. Formulation of the Problem .....</b>	<b>3</b>
<b>C. Objectives of the Study.....</b>	<b>3</b>
<b>D. Significances of the Study .....</b>	<b>4</b>
1. Theoretical Significance.....	4
2. Practical Significance.....	4
<b>E. Definition of Terminologies .....</b>	<b>5</b>
1. Teaching Listening .....	5
2. Teaching Strategies .....	6
3. English Teacher Experience .....	7
4. Limited facilities .....	7
<b>CHAPTER II .....</b>	<b>9</b>
<b>REVIEW OF RELATED LITERATURE.....</b>	<b>9</b>
<b>A. Review of Previous Studies .....</b>	<b>9</b>
<b>B. Theoretical Review .....</b>	<b>11</b>
1. Adaptation Theory in Education .....	11
2. Limited Facilities in Learning.....	15
3. English Teacher Experience at Junior High School .....	21

4. Teachers' Adaptation Strategies in Facing Limited Facilities .....	25
<b>C. Theoretical Framework</b> .....	28
<b>CHAPTER III</b> .....	<b>30</b>
<b>RESEARCH METHODOLOGY</b> .....	<b>30</b>
<b>A. Research Design</b> .....	30
<b>B. Research settings</b> .....	31
<b>C. Data and Data Sources</b> .....	31
<b>D. Data Collection Techniques</b> .....	32
<b>E. Data Analysis Techniques</b> .....	33
<b>F. Data Validation Techniques</b> .....	34
<b>CHAPTER IV</b> .....	<b>36</b>
<b>RESEARCH FINDINGS AND DISCUSSION</b> .....	<b>36</b>
<b>A. Research Findings</b> .....	36
1. Description of Listening Teaching Facilities at MTs. Matholi'ul Falah Simo .....	36
2. The Experience in Teaching English at MTs. Matholi'ul Falah Simo...	37
3. Teaching Listening Strategies .....	44
<b>B. Discussion</b> .....	45
1. Facilities in Teaching Listening .....	45
2. The experience of English teachers at MTs. Matholi'ul Falah Simo ....	48
3. The strategies of the English teachers in teaching listening at MTs. Matholi'ul Falah Simo .....	53
<b>CHAPTER V</b> .....	<b>55</b>
<b>CONCLUSION AND SUGGESTION</b> .....	<b>55</b>
<b>A. Conclusion</b> .....	55
<b>B. Suggestion</b> .....	55
<b>REFERENCES</b> .....	<b>57</b>

## **LIST OF TABLES**

Table 4.1 General Findings .....	37
Table 4.2 In-Depth Findings.....	39
Table 4.3 Findings Related to Curriculum .....	41

## **LIST OF FIGURES**

Figure 2.1 Framework of Thinking in Teaching Listening .....	28
--------------------------------------------------------------	----

## **LIST OF APPENDICES**

Appendix 1.1 Observation Sheet .....	60
Appendix 1.2 Documentation Action .....	61
Appendix 1.3 Interview Sheet.....	62
Appendix 1.4 Questionnaire Sheet.....	64
Appendix 1.5 Permission Letter.....	70
Appendix 1.6 Respondent Information.....	72
Appendix 1.7 Open-ended Questions .....	72
Appendix 1.8 Scaled Questionnaire Results .....	73
Appendix 1.9 Guidance Card.....	75
Appendix 1.10 Letter of completion of guidance .....	77

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Teaching listening is one of the important aspects of English learning that is often overlooked. According to Vandergrift and Goh (2012), listening is an active process that involves understanding and interpreting information conveyed orally. In the context of language learning, listening skills not only serve to understand information, but also to build effective communication skills. This theory emphasizes that teaching listening should involve various strategies that can help students in understanding and analyzing the information they hear. Thus, effective listening teaching can improve students' overall language skills.

Teachers' strategies in learning listening have a great influence on students' success in understanding the material. According to Graham (2011), teachers need to implement various teaching strategies that can increase student involvement in the listening process. Some strategies that can be used include the use of audio-visual media, repetition, and group discussions. By implementing varied strategies, teachers can create a more engaging and interactive learning atmosphere. This is important to help students overcome the difficulties they often face in understanding listening material, so that they can be more confident in communicating in English.

Teachers' experience and adaptation strategies in teaching listening are also important factors in improving learning effectiveness. According to



Richards (2013), teachers who have experience in teaching listening tend to be more able to adapt their teaching methods to the needs of students. This adaptation can be in the form of material adjustments, the use of technology, or the development of activities that are relevant to the student's context. By understanding the characteristics of students and the challenges they face, teachers can design a more appropriate and effective learning experience. This shows that the teacher's experience in teaching listening has a great influence on the success of students in understanding and using English.

At MTs. Matholi'ul Falah Simo, the experience of English teachers in teaching listening is often faced with limited facilities. Nevertheless, teachers still strive to create a conducive learning environment. Based on observations, teachers still use the lecture method and use relevant printed materials. Even though the existing facilities are limited, teachers are still committed to improving students' listening skills by utilizing existing resources. This shows that the dedication and creativity of teachers are very important in overcoming the challenges faced in teaching listening. However, there is still a lack of research that specifically examines the impact of limited facilities on students' listening skills. This research can provide insights into how physical conditions and limited resources affect the learning process and student learning outcomes in listening skills. Thus, further research is needed to explore the relationship between the limitations of facilities and the effectiveness of teaching methods applied by teachers.

Using a qualitative approach, this study aims to delve deeper into the experiences and strategies applied by English teachers at MTs. Matholi'ul

Falah Simo in listening teaching. Through interviews and observations, it is hoped that a more comprehensive understanding of the challenges faced and solutions implemented by teachers can be obtained. This research is expected to contribute to the development of more effective listening teaching methods, as well as provide insights for other teachers in facing the limitations of facilities in their educational environment. Thus, this research is not only beneficial for academic development, but also for teaching practice in the field.

## **B. Formulation of the Problem**

1. What facilities does MTs. Matholi'ul Falah Simo have for teaching listening?
2. How is the experience of English teachers in teaching listening at MTs. Matholi'ul Falah Simo?
3. What adaptation strategies do the English teachers use in teaching listening at MTs. Matholi'ul Falah Simo?

## **C. Objectives of the Study**

1. To identify the facilities available at MTs. Matholi'ul Falah Simo for listening teaching.
2. To analyse the experience of English teachers in teaching listening at MTs. Matholi'ul Falah Simo.
3. To explore the adaptation strategies used by English teachers in teaching listening at MTs. Matholi'ul Falah Simo.

## **D. Significances of the Study**

### **1. Theoretical Significance**

This research includes the enrichment of literature in the field of English language education, especially in listening teaching. This research can provide new insights into effective strategies, as well as strengthen existing theories with relevant empirical data. In addition, the results of this study can be the basis for further research that wants to explore more deeply about language teaching, thereby expanding academic understanding in this field.

### **2. Practical Significance**

This research is expected to provide practical benefits for:

- a. Teacher: This research offers a variety of applications that can be directly applied in an educational environment. The results of the study can be used by teachers to improve their teaching methods, by adopting strategies that have been proven effective in improving students' listening skills.
- b. School: This research can provide a deeper understanding of teachers' experience in teaching listening can help schools in designing more targeted training programs, in order to improve teachers' competence and professionalism.
- c. Future researchers: This research provides important insights into the strategies of teaching listening skills in the context of English language education. By identifying the challenges faced by teachers, such as language barriers and low student engagement, the study suggests

improvements in teaching methods as well as the integration of relevant technologies, such as the use of digital applications and audio-visual media. The results of this research can be the basis for future research, with a focus on developing a more adaptive curriculum and providing better educational facilities, thereby creating a more supportive and effective learning environment for students. In addition, this study also shows the need for student activeness in the learning process, which can encourage further study on motivation strategies and student engagement.

## **E. Definition of Terminologies**

### **1. Teaching Listening**

Teaching listening is a pedagogical process designed to develop students' listening skills in the context of language learning. This process includes selecting appropriate audio materials, using effective teaching techniques, and implementing evaluation strategies to measure student understanding. Teaching listening aims to improve students' ability to understand different types of spoken text, including conversations, lectures, and presentations. In teaching listening, it is important to create a supportive environment, where students feel comfortable to practice and interact (Field, 2013).

According to Vandergrift and Goh (2012), effective listening teaching involves a deep understanding of the listening process itself, including the strategies students use to understand and interpret the information heard. They emphasized the importance of engaging

students in authentic and relevant listening activities, as well as providing constructive feedback to improve their listening skills. So effective listening teaching depends not only on the selection of the right audio material, but also on the teacher's ability to create a supportive learning atmosphere, where students feel motivated to actively participate in the learning process.

## **2. Teaching Strategies**

Teaching strategies are a systematic approach used by educators to achieve specific learning goals. This strategy includes a variety of methods, techniques, and activities designed to facilitate the teaching and learning process. In the context of English language teaching, teaching strategies can include the use of media, interactive techniques, and project-based approaches. Choosing the right strategy is essential to improve student engagement and learning effectiveness (Harwood, 2010).

According to Tomlinson (2014), effective teaching strategies must consider individual student differences and learning contexts. He emphasized the importance of differentiation in teaching, where teachers must adjust methods and activities to meet the diverse needs and interests of students. Tomlinson also stated that the use of technology and interactive media can increase student engagement and support deeper learning. So, the implementation of diverse and differentiated teaching strategies in the classroom is essential to create

an inclusive learning environment, where each student can develop according to their individual potential and learning style.

### **3. English Teacher Experience**

The English teacher experience refers to the knowledge, skills, and insights gained by educators through the practice of teaching English over a period of time. This experience includes interaction with students, classroom management, and the application of various teaching methods. Teacher experience plays an important role in shaping an effective teaching approach and in understanding the needs and challenges students face in learning English (Borg, 2011).

According to Tsui (2011), teachers' experience in teaching English includes not only pedagogical skills, but also a deep understanding of students' social and cultural contexts. Tsui emphasized that the experience gained through direct interaction with students and reflection on teaching practices can improve teachers' ability to respond to student needs more effectively. This experience also helps teachers to develop more adaptive and relevant teaching strategies. So, the experience possessed by teachers is invaluable in creating an effective learning environment, as experienced teachers can better understand classroom dynamics and adjust teaching methods to meet the needs of students.

### **4. Limited facilities**

The limitation of listening facilities in schools can be defined as a lack of adequate resources and tools to support listening learning.

According to Umi Hijriyah (2010), inadequate facilities can hinder students' ability to understand the material effectively. Meanwhile, Agung Sio Khalik (2020) stated that this limitation also has an impact on student learning motivation. So, the limitations of listening facilities greatly affect the quality of learning. Schools need to invest in adequate tools and resources so that students can learn optimally.