



## Prosiding

Seminar Nasional Inovasi pendidikan dan Pembelajaran  
Fakultas Pendidikan Bahasa dan Seni  
IKIP PGRI Bojonegoro

Tema "Inovasi pendidikan dan Pembelajaran di era digital untuk Pengalaman Belajar  
Imersif"



### Experience and Adaptation Strategies of English Teachers in Facing Limited Facilities for Teaching Listening at MTs. Matholi'ul Falah Simo

Mila Ayu Nur Komariyah<sup>1(✉)</sup>, Meiga Ratih Tirtanawati<sup>2</sup>,  
Chyntia Heru Woro Prastiwi<sup>3</sup>

<sup>1,2,3</sup>English Education Department, IKIP PGRI Bojonegoro, Indonesia  
[21120025@ikippgribojonegoro.ac.id](mailto:21120025@ikippgribojonegoro.ac.id)<sup>1</sup>, [meiga\\_ratih@ikippgribojonegoro.ac.id](mailto:meiga_ratih@ikippgribojonegoro.ac.id)<sup>2</sup>,  
[chyntia\\_heru@ikippgribojonegoro.ac.id](mailto:chyntia_heru@ikippgribojonegoro.ac.id)<sup>3</sup>

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

**abstrak**—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.

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

## INTRODUCTION

Listening skills are an important aspect of learning English, but they often receive less attention. According to Vandergrift and Goh (2012), listening is an active process that involves understanding and interpreting oral information, and plays an important role in building effective communication skills. Therefore, listening teaching needs to be supported by various strategies so that students are able to understand and analyze information well.

The teaching strategies used by teachers have a great influence on the success of students in understanding the material. Graham (2011) stated that the application of various strategies such as the use of audio-visual media, repetition, and group discussions can increase student engagement and create a more interactive learning atmosphere. In addition, the experience and ability of teachers to adapt teaching methods are also important. Richards (2013) emphasized that experienced teachers tend to be better able to adapt materials and methods according to the needs of students, including the use of technology and the development of relevant activities.

At MTs. Matholi'ul Falah Simo, English teachers face limited facilities in teaching listening, such as the lack of audio aids. Despite this, they remain committed to improving students' skills by utilizing available resources, such as lecture methods and printed materials. Teachers' dedication and creativity are the key to overcoming these obstacles. However, until now there is still little research that specifically highlights the effect of limited facilities on listening learning.

Therefore, this study uses a qualitative approach to delve deeper into the experiences and strategies of English teachers at MTs. Matholi'ul Falah Simo in dealing with limited facilities. Through interviews and observations, this research is expected to provide a comprehensive understanding of the challenges faced and the solutions implemented, as well as contribute to the development of more effective listening teaching practices, especially in educational environments that have limited resources.

## RESEARCH METHODS

This study uses a qualitative approach with a case study design to explore the subjective experience of teachers in overcoming the limitations of facilities in teaching listening skills in MT. Matholi'ul Falah Simo. The subjects of the study were two teachers and an English language student, taking into account the socioeconomic conditions of students who mostly came from farming and merchant families. The research lasted for three months (February–April 2025).

Key data were obtained from two experienced English teachers and several students through classroom observations, in-depth interviews, and supporting documents such as curriculum and observation notes. Data collection is adjusted to school schedules and the month of Ramadan, including the use of WhatsApp for online interviews when needed. Data analysis was carried out systematically through interview transcription, open coding, categorization, and identification of key themes that reflect the teachers' experiences, challenges, and strategies used. The results of the analysis are presented narratively and compared with previous research. Validation is carried out through triangulation of sources and methods to ensure the accuracy and consistency of the data.

## RESULTS AND DISCUSSION

This study aims to identify the experiences and adaptation strategies applied by English teachers in teaching listening skills at MTs Matholi'ul Falah Simo. Based on the results of interviews and observations of two English teachers, several important findings were found that can be discussed as follows:

1. English teachers at MTs Matholi'ul Falah Simo use various strategies to improve students listening skills. One of the teachers still uses the lecture method as the main strategy. The teacher delivered listening material with oral explanations and structured listening exercises. Meanwhile, other teachers apply more modern methods, such as the use of audio-visual media, interactive games, and varied *listening* exercises. This strategy aims to improve students' understanding and develop their skills in processing information auditorily.
2. Adaptation to Student Needs, both teachers adapt to teaching materials and teaching methods according to student needs. For example, teachers use materials that are close to students' daily lives, such as simple conversations in English, to make it easier for students to understand and apply listening skills. In addition, teachers also consider students' ability to choose appropriate teaching materials, so that the teaching and learning process can take place more effectively.
3. Limited facilities and resources are one of the challenges faced by teachers in teaching listening. For example, the limited availability of audio-visual devices made one of the teachers use the lecture method more than the more interactive method. However, teachers still strive to maximize available resources, such as using mobile phones to play simple audio or video recordings.

### Discussion

The results of this study show that English teachers at MTs Matholi'ul Falah Simo have implemented various strategies and adaptations to overcome challenges in teaching *listening* skills. This finding is in line with the opinion of Meiga Ratih (2019), who stated that teachers need to use varied and interactive strategies to improve students listening skills. Strategies such as the use of audio-visual media and interactive games can increase students' motivation and participation in learning.

In addition, adapting to the needs of students is also important, as shown by Chintya Heru Woro (2020), Teachers need to understand students' backgrounds, including their abilities and interests, to design more effective teaching. In this study, teachers use materials that are close to students' daily lives, so that students can feel more comfortable and motivated to learn.

Limited facilities and resources are common challenges faced by educational institutions, especially in areas with limited budgets. However, teachers can still optimize existing resources, as suggested by Harmer (2015). For example, using a mobile phone to play a simple audio or video recording can be an effective alternative in teaching *listening*.

Thus, the application of appropriate strategies and adaptations can increase the effectiveness of teaching *listening* skills and encourage students to be more active in learning. However, further training is needed for teachers to improve their ability to develop innovative teaching strategies, especially in the face of limited facilities and resources.

### Suggestion

Based on the results of this study, the author provides several suggestions to improve the quality of teaching *listening* skills at MTs Matholi'ul Falah Simo and other schools that face similar challenges. So, the author suggests that schools conduct regular training for English teachers. This training aims to improve teachers' ability to use more modern and interactive teaching methods, such as the use of simple technology or fun games. This is in line with the opinion of Meiga Ratih (2019) who emphasizes the importance of teachers to continue learning and updating teaching methods so as not to be outdated.

Then, the author suggests that schools work with other parties, such as local governments or donors, to improve educational facilities. For example, schools can ask for help to purchase simple audio-visual devices or access digital learning platforms. Chintya Heru Woro (2020) also emphasized that schools do not have to work alone in overcoming the limitations of facilities, but can find solutions together. Furthermore, the author recommends that further research be conducted to find out how effective the strategies used by teachers are in improving *students'* listening skills.

This study can also compare the learning outcomes of students in other schools that have similar conditions. Thus, we can better understand how teaching methods can be adapted to the needs of students. By implementing these suggestions, it is hoped that teachers can be better prepared to face the challenges of *teaching listening* and provide better education for students.

### CONCLUSION

Based on the results of the research that has been discussed, it can be concluded that the teaching of listening skills at MTs Matholi'ul Falah Simo faces various challenges, but also shows significant efforts from teachers in overcoming these obstacles.

1. Related to the available facilities, MTs Matholi'ul Falah Simo has limitations in terms of audio-visual devices that can be used to support listening teaching. Nonetheless, teachers try to maximize available resources, such as using mobile phones to play audio recordings, so that students can still learn in a more interactive way. This shows that despite limited facilities, teachers still strive to create an engaging learning experience for students.
2. The experience of English teachers at MTs Matholi'ul Falah Simo shows that they have a high commitment to teaching, despite facing various challenges, including limited facilities and socioeconomic backgrounds of students. These teachers show dedication in finding ways to improve students' listening skills, both through traditional and modern methods. This

experience reflects the resilience and creativity of teachers in dealing with non-ideal situations.

3. In terms of teaching strategies, there are differences in approach between the two teachers studied. One of the teachers still uses the lecture method, while the other teacher applies more innovative methods, such as the use of audio-visual media, interactive games, and varied listening exercises. These differences show that the application of diverse strategies can help improve students' understanding and encourage them to be more active in the learning process. Thus, the right strategy can contribute to improving students' listening skills.

Overall, this study confirms that despite the challenges in teaching listening skills, the implementation of appropriate strategies and adaptation to the needs of students can increase teaching effectiveness. Therefore, it is important for schools to provide more support in terms of teacher training and the procurement of adequate facilities. With these steps, it is hoped that the teaching and learning process can take place better, so that students can develop their listening skills optimally.

## REFERENCE

- Chintya Heru Woro. (2020). *Teacher Adaptation in Facing Limited Educational Resources*. Yogyakarta: CV Andi Offset.
- Graham, S. (2011). Listening Strategies: A Review of the Literature. In *The Cambridge Handbook of Language Learning* (pp. 123-145). Cambridge University Press.
- Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson Education.
- Meiga Ratih. (2019). *Listening Teaching Strategies to Improve Students' Abilities*. Jakarta: PT Gramedia Pustaka Utama.
- Richards, J. C. (2013). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Vandergrift, L., & Goh, C. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. New York: Routledge.
- Widyastuti, T. (2018). *Junior High School Students' Listening Skills Development*. Surakarta: Sebelas Maret University.