

## APPENDIX 1

### Coding Key Informants

(October ,19,218 13.-13.2)

(Private Islamic Senior High School in Yogyakarta)

#### Participant one

#### Analytical Coding & Selective Coding

Point	Theme/ finding	Translated statement
<ul style="list-style-type: none"> <li>Finding audio visual media with it's subtitles</li> </ul>	They confused if just hear the material. (P1,Q1,01)	Their constraint is that they are used to reading subtitles when watching videos; thus when there is no subtitles, they will usually be confused” (P1, Q1, 01).
<ul style="list-style-type: none"> <li>Finding appropriate media</li> </ul>	<p>The audio is not clear (P1,Q1, 02)</p> <p>Need cut the audio (P1,Q1, 03)</p> <p>Detailed in finding source materials. (P1,Q1,07)</p>	<p>Catching the point, the voice seemed to be stumblin. (P1,Q1, 02)</p> <p>Need to write in whiteboard. The sound is cut in every second (P1,Q1, 03)</p> <p>I must also detailed in finding for sources, for example from the video i need to look good quality so that when the image projector can be clearly seen by students and there are subtitles. (P1,Q1,07)</p>

<ul style="list-style-type: none"> <li>• Make students aware spelling with pronunciation</li> </ul>	Distinguish between pronunciation and writing (P1,Q1,05)	Every responding pronunciation I pause and write on the whiteboard and i read the difference the sound and writing (P1,Q1,05)
<ul style="list-style-type: none"> <li>• Catching up with the fast of media</li> </ul>	Videos that quickly make the teacher challenged. (P1,Q1,06)	The video was really fast, so the students were difficult. That's why I have to pause the video. (P1,Q1,06)
<ul style="list-style-type: none"> <li>• Managing class</li> </ul>	Students try to make a clear what they hear. (P1,Q1,08)	Usually the child continues to move around the class, approaching the speaker to hear the material clearly (P1,Q1,08)
<ul style="list-style-type: none"> <li>• Conducive environment</li> </ul>	School environment is noise. (P1,Q1,09)	School right near the road, usually children don't hear. (P1,Q1,09)
<ul style="list-style-type: none"> <li>• Designing interesting class</li> </ul>	<p>Students like paying attention but the score is low. (P1,Q1,10)</p> <p>Listening score is lower than other language skills. (P1,Q1,11)</p>	<p>If I teach them they seem to understand and pay attention but it is difficult if the result is that they are of low score (P1,Q1,10)</p> <p>Listening in my opinion is more difficult. The score is lower than reading, writing is listening and speaking. (P1,Q1,11)</p>
<ul style="list-style-type: none"> <li>• Time limitation</li> </ul>	Have little time to teach. (P1,Q1, 04)	I teach only have two hours in each class, so later the time is just wasted on repeating listening (P1,Q1, 04)

## APPENDIX 2

### Coding Key Informants

(October,22 ,2018 09. 00-09.30)

(Private Islamic Senior High School in Yogyakarta)

Participant two

Analytical Coding & Selective Coding

Point	Theme/ finding	Translated statement
<ul style="list-style-type: none"><li>• Time Location</li></ul>	<p>The time to teach listening is only a little, at the end of the second semester (P2,Q1, 01)</p>	<p>The time used to teach was a lot of reading but at the end of the second semester, because there were 30% of UAN listening material, inevitably the teacher had to look for it. (P2,Q1, 01)</p>
<ul style="list-style-type: none"><li>• Finding appropriate media</li></ul>	<p>find interesting material to make students are not bored. (P2, Q1, 03)</p> <p>The audio used is not clear. (P2,Q1, 04)</p> <p>The media is damaged. (P2,Q1, 10)</p>	<p>Yes, when looking for materials is rather difficult, I must be careful too. For example, maybe it's from the low-audio set, sometimes if it's paired with the speaker class the sound can't be clear. And I have to find interesting material so that students are not bored. (P2, Q1, 03)</p> <p>The reason is that there are many things that can come from the teacher, the material, for example there is audio also run, the audio is actually broken, it can be used for listening exercises. Then if the audio can't be reprogrammed, sometimes it's not clear either. (P2,Q1, 04)</p> <p>The problem is maybe the media is a bit damaged (P2,Q1, 10)</p>

<ul style="list-style-type: none"> <li>Managing class</li> </ul>	<p>Difficult to control students (P2,Q1, 12)</p>	<p>I am a little difficult to control students, they are also difficult to manage. (P2,Q1, 12)</p>
<ul style="list-style-type: none"> <li>Students lack of knowledge</li> </ul>	<p>Obstacles from children is limited (P2,Q1, 06)</p>	<p>Obstacles from children are also limited, for example the general students are students or this, what material is this about (P2, Q2, 06)</p>
<ul style="list-style-type: none"> <li>Students lack of vocabulary</li> </ul>	<p>Sometimes the main obstacle is vocabulary. (P2,Q1, 07)</p> <p>The teacher difficult to apply the material based on the curriculum of the government. (P2,Q1, 11)</p>	<p>They hope that it becomes slower, and there is not enough time for students to have a correct answer, then repeated again I usually show the key words. Sometimes the main obstacle is vocabulary. (P2,Q1, 07)</p> <p>But in my opinion the challenge is from us, in the curriculum 75 the junior high school is about 2500 words. but here it's a little difficult. (P2,Q1, 11)</p>
<ul style="list-style-type: none"> <li>Teachers' difficulty understand the material</li> </ul>	<p>Teacher must repeat the audio to understand. (P2,Q1, 08)</p>	<p>The audio using native speakers so it is difficult. The teacher must listen repeatedly, especially the students. (P2,Q1, 08)</p>
<ul style="list-style-type: none"> <li>Designing interesting class</li> </ul>	<p>The teacher doesn't know whether students listen or not the material. (P2,Q1, 02)</p> <p>planning material to be</p>	<p>The main language is oral, so when we ask them in english is of course they listen to us, I am asking if they hear or listen to me. (P2,Q1, 02)</p> <p>From those 5 materials, I have to share them to teach students, teaching them must</p>

	taught at each meeting. (P2, Q1, 05)	also be in order so that the students are not too bored with the material. (P2, Q1, 05)
<ul style="list-style-type: none"> <li>• Make students aware to learning</li> </ul>	Using their ears to be more useful to learn. (P2,Q1, 09)	I think the biggest challenge there is to make children aware that they must be able to use their ears that are not deaf to learn. (P2,Q1, 09)

### Interview Guidelines

Research Questions	Interview questions
1. What are the challenges faced by teachers of senior high school Yogyakarta in teaching listening skills?	<ol style="list-style-type: none"> <li>1. Berapa lama Anda mengajar di sekolah ini ?</li> <li>2. Berapa sering Anda mengajarkan listening ke kelas?</li> <li>3. Ceritakan pengalaman</li> </ol>

	<p>Anda saat mengajar listening dikelas !</p> <p>4. Menurut pendapat Anda, apa saja tantangan dalam mengajarkan listening skills ?</p>
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