USING THE AUDITORY ATTENTION PROCESSING ON THE APPLICATION OF TLP (THE LISTENING PROGRAM) METHOD TO IMPROVE THE ACTIVE LISTENING

(*A Classroom Action Research at the Second Year Students of SMP Negeri 2 Sungguminasa*)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in partial fulfillment of the requirement for the degree of education in English department

By:

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ABSTRACT

Muh. Akram. 2016. The title of the research is *"Using the Auditory Attention Processing on the Application of TLP (The Listening Program) Method to Improve The Active Listening (A Classroom Action Research at the Second Year Students of SMP Negeri 2 Sungguminasa)"*. English Education Department, The Faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervisor by Erwin Akib and Ilmiah.

This research aimed to find out the improvement of the active listening through auditory attention processing by TLP (The Listening Program) Method in teaching Listening Comprehension. It was emphasized on the improvement of the students' skill in Listening Comprehension by TLP (The Listening Program) Method. The research applied a Classroom Action Research, Two cycles had been conducted, where each cycle consisted of four meetings. It means that there were eight meetings for two cycles. The subject of this research was class VIII in 2015-2016 academic year SMP Negeri 2 Sungguminasa. It consisted of 39 students, 19 girls and 20 boys. The instruments of this research were listening test or evaluation and observation sheet.

The findings of this research were the improvement of the students' listening comprehension ability through the auditory attention processing on the application of TLP (The Listening Program) and the students' participation in teaching and learning process. The students score in listening before application of the using track lists through The Listening Program Method was 44.87 (poor), but after applying the method the students' score in the cycle I became 65.89 (fair) and in the cycle II the students' score improved until 75.89 (good). The students' participation in teaching and learning listening also improved every meeting, from diagnostic test to cycle I was 46.84%, cycle I to cycle II I was 15.17% and then became 69.13% in diagnostic test to cycle II.

Keyword: **Listening Comprehension, The Listening Program (TLP), Auditory Attention Processing.**

MOTTO

~ Motto is a short sentence that expresses a belief or purpose of a person, organization, city and often in thesis ~

Lembar ini hanya untuk motto, yaitu salah satu syarat dalam penulisan skripsi. Bukan prinsip hidup sesungguhnya.

Kehidupan sebenarnya, ada pada lembar terakhir yang selesai dibaca.

Katanya, ujian sebenar-benarnya ada dalam kehidupan nyata. Tapi saya bersumpah, ujian hari ini adalah termasuk juga.

Motto hanyalah salah satu syarat penulisan skripsi yang baik dan benar, jika aku salah itu urusanku.

Kalian tak perlu membenciku hanya karena motto yang kurang menarik, karena hanya membuang waktu ku saja.

Namanya juga motto, tak perlu krearif. Yang penting jujur.

Ya Allah, mudah-mudahan ini sederhana. Tetapkanlah pikiran kami selalu melangit dan dengan hati yang selalu membumi.

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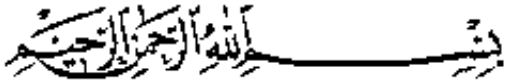

In the name of Allah, Most Gracious, Most Merciful

Alhamdullilahi Robbil Alamin, the writer expresses his sincere gratitude to the almighty God, Allah S.W. T, Who has given guidance, mercy, and good health, so that he could finish writing this thesis with the title "***Using The Auditory Attention Processing on the Application of TLP (The Listening Program) Method to Improve The Active Listening (A Classroom Action Research at the Second Year Students of SMP Negeri 2 Sungguminasa).*** Salam and Shalawat are addressed to the beloved and chosen messenger, the Prophet Muhammad SAW (peace is upon Him).

In this thesis the writer found many difficulties, so the writer realizes that the thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

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The researcher

MUH. AKRAM

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CHAPTER I

INTRODUCTION

A. Background

English as a foreign language status in Indonesia has been complemented through wide use of English in the social setting as well as the education setting. Teaching of English has been greatly emphasized by the government from elementary school up to university level. Graddol (2007:2) states that English is now regarded as a component of basic education, rather than as part of foreign languages curriculum.

There are four skills taught in English subject, those are : speaking, writing, reading and listening. One of the English subject is listening, listening is probably the most valuable skill a person can bring to man interpersonal relationship.

Listening as one of the four language skill is a part of oral and receptive skills. This is a very essential component in communication; because we cannot catch someone transmitted to us if we do not have good listening ability. Listening, according to Scott Peck in *The Road Less Traveled,* is the primary element in loving another person, and it is also the hardest work in a loving relationship. When we listen, we let another person know he is important. (Matthews 1993:8).

One very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension. The idea of prior knowledge is one part of the cognitive model of

language processing. That model says when people listen or read, we process the information we hear from TLP (The Listening Program). (Brown 2006:2).

The Listening Program (TLP) is an auditory stimulation program (sound therapy). It uses sound to exercise the muscles and nerves in the ears and stimulates areas of the brain used in listening. This helps the brain develop and improves listening, learning, and communication skills. (Tomatis 2001:2).

"[Listening is]…is the process receiving, constructing meaning from, and responding to spoken and nonverbal messages" (Bentley and Bacon 1996, p.1, as cited in Carrier 199, p.70). It is clear that, over the last 40 more years, deeper understanding of the listening process has led to an expanded view of the role of the listener, as well as correspondingly expended view of the role of the teacher and text book. (Boyd 2005:2).

Some teachers think that listening is the easiest skill to teach, are as most students think it is the most difficult to improve. According to English teacher at SMP NEGERI 2 SUNGGUMINASA GOWA that value average of students' listening at class VIII-A is 6.0 while the standard curriculum is 7.0. Therefore, the researcher wants to solve this problem until the students have a good score and achieve the score 6.0-7.5 as target in English Listening.

Based on the explanation above, the researcher conducted his research under the title "Using the auditory attention processing on the application of TLP (The Listening Program) method to improve the active students listening at the Second Year Students of SMP NEGERI 2 sungguminasa".

B. Problem Statement

Based on the background above the researcher formulated one problem statement of this research as follow.

How did the auditory attention processing on the application of TLP (The Listening Program) method improve the active students listening at the Second Year Students of SMP NEGERI 2 Sungguminasa ?

C. Objective of the Study

In relating to the problem statement above, the research aimed to find out the Auditory Attention Processing on the application of TLP (The Listening Program) method in improving the active students listening at the Second Year Students of SMP NEGERI 2 Sungguminasa.

D. Significance of the Study

The result of this study was expected to be useful information to the students and the teachers about the benefits and how the using of The Listening Program (TLP) method. So they knew and get in learning language not only from one method, but also from other as basic in teaching process especially to improve the students' active listening.

E. Scope of the Study

The research was under applying therapeutic listening, it was restricted in the auditory processing therapy. It would conducted at the second year students of SMP NEGERI 2 SUNGGUMINASA that expect to improve the active listening

by using TLP (The Listening Program) method especially in TLP CDs' Sound Health – Music for Learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of TLP (The Listening Program)

1. Previous Related Findings

The method of The Listening Program builds on the work of ear, nose, and throat surgeon Alfred A. Tomatis (1920–2001). Dr Tomatis helped identify the relationship between different frequencies of sound and their effect on the functions of body and mind. In particular, he found lower frequency sounds associated with balance, rhythm, sense of direction, and laterality as well as muscle tone, coordination, and left and right discrimination. Mid- and higher frequency sounds he associated with memory, concentration, attention and speech, language, and vocal control. One of the functions affected by the higher frequency sounds was auditory cohesion. (Jeyes & Newton 2004:209).

According to Ann M. Davies (2011:1) in her article as TLP Provider, Sound therapy is a science which has evolved over the past fifty years. This therapy is for those with auditory processing problems and is quite distinct from music therapy, or any interventions for hearing problems. It is particularly relevant to those children and adults whose language difficulties are linked to auditory processing problems, which often occurs among dyslexic and dyspraxic children. Sound therapy is rooted in the science of neurology, physiology, psychology, acoustics, and music. Sound therapy began with Alfred Tomatis, MD a French ear, nose and throat specialist. After

years of research into the function of the ear, and studying the role of the ear in processing sound, its effect on the brain, and neurological system, from the womb into old age, Dr. Tomatis developed a system of auditory training know as the Tomatis Method. There are 200 Tomatis centers throughout the world, where many dyslexic children/adults, other learning disabled children, musicians, singers, and people from all walks of life have benefited greatly from the sound therapy treatment. However, the time and cost of the Tomatis Method has been prohibitive for many. So from this sound therapy training has evolved the more accessible, The Listening Program, and it is this which I describe below.concentration has improved significantly. (Emma Seith 2012:1)

2. The Definition of TLP (The Listening Program)

TLP (The Listening Program) builds on the clinical research and many of the theories of the French physician Alfred A. Tomatis. Dr. Tomatis was an Ear, Nose and Throat (ENT) specialist (1920-2001) who focused, much of his over 50-year career studying the role of listening in human function and performance. He was credited as the pioneer in the field of auditory stimulation with the discovery of the Tomatis Effect. “The voice can only reproduce what the ear can hear,” TLP was developed by a team of interdisciplinary professionals who work at and with ABT-Advanced Brain Technologies. (Lori Riggs in NACD – The National Association for Child Development 2011:2).

The definitions of TLP (The Listening Program) are:

a. The Listening Program is design to improve the pupil's processing of sound. This is quite different from hearing. Every individual has a dominant ear for processing sound, even though both ears pick up sound waves and hearing is perfectly normal in both ears. Likewise, we all have a dominant eye, hand, and foot. Ideally, it would seem that for maximum brain function it is advantageous to be totally right dominant or totally left dominant. (Ann M. Davies, TLP Provider 2011:2).
b. The Listening Program (TLP) is an auditory stimulation program (sound therapy). It uses sound to exercise the muscles and nerves in the ears and stimulates areas of the brain used in listening. This helps the brain develop and improves listening, learning, and communication skills.
c. The Listening Program (TLP) is used educationally to re-train the ears in those individuals where it is found that their dominant ear is not the same as their dominant writing hand. In addition it enables pupils who have no right and left awareness to establish this skill. It has been shown to bring improvement to reading, spelling and handwriting. (Tomatis 2001:1).

3. The Working Way of The Listening Program

The Listening Program provides advanced auditory attention training to the ear and brain for improved **listening, learning and communication.** *Auditory attention processing* is a term used to describe what happens when our brain recognizes and interprets the sounds around us. Humans hear when

energy that we recognize as sound travels through the ear and is change into electrical information that can be interpreted by the brain. (Doman 2003:66).

Auditory processing skills include listening to the information (auditory attention), analyzing the sound or word (auditory decoding or discrimination), attaching meaning according to the rules of language (auditory association), pulling everything into a whole that can be used (integration), and organizing and producing a response (auditory output-organization). (Ferre 2003:2).

In order to think about and understand language, an auditory stimulus (sound) has to be received by the outer ear and channeled through the middle and inner ear to the auditory nerve. The ear's job at this point is **hearing**. (Stowell 2002:1).

Once the signal is transfer from the inner ear to the auditory nerve, it goes on a journey through the brainstem and the brain on its way to the cortex where language is processed. The Central Auditory Nervous System (CANS), where this journey takes place, is an intricate system dedicated to dealing with auditory information. (Stowell 2002:1).

When the signal gets to an area of the brain called Heschl's Gyrus the transition from **auditory processing to language processing** begins. It is at this point that the brain begins to process the auditory signal as language. The final leg of the journey sends the language signals to the cortex where the information is coded, organized, interpreted, and understood. (Stowell 2002:1).

4. Implementation of The Listening Program in Teaching Classroom

The students have to listen through speaker using a good quality personal CD player. (Doman 2011:1) :

a. The Planning

The activities have to do in this stage as follow:

The CDs of The Listening Program is listen to over an eight-week period. They have to be listened to through high quality speaker using a good quality personal CD player.

b. Action

1) Before giving the test, the teacher explains to the students about TLP (The Listening Program) method.
2) Select a CD that entitled *Sound Health – Music for Learning* to fit the project for the students are engaged in doing: for study, testing, and workgroups.
3) The music should be in the background creating a filter for unwanted noise in the classroom throughout the day. This creates the body relaxed, mind alert state. So, the teacher can give or use English material from esl-lab.com for Junior High School.
4) Divide the students into big groups that consist of 9 or 10 members for each group. Every group has a leader chosen 2 or 3 his members who will answer for English dialog text completion.

5) The first song is a warm-up, which will help the students adjust to slow and steady increases of the high frequency sound and prepare for the next song.
6) If a student misses one or more sessions for any reason, there is no opportunity to catch up. They have to continue listening to the same TLP CD as the others and at the same volume level for everyone. Furthermore, due to organization and testing processes, there is never an opportunity to listen for 8 straight weeks in any one half term. Thus, students inevitably have at least a one-week gap in any TLP schedule.
7) The second song contains the most high frequency sound, and will exercise the student's ears and brain.
8) The third song will help organize the new listening experience and return the students to natural listening.
9) Keep the volume low. This means teacher should still have the ability to speak at a conversational level without raising her voice.
10) Give the students work sheet that consist of text completion in English dialog.
11) Explain to the students for the direction from the exercise.
12) Students will hear the audio that contains dialog for three times. One time for English dialog text completion.

13) After giving the students enough time to answer the guide questions, each group have to answer the questions. Then, the teacher discuses the answer with them.
14) The teacher continued with more detailed questions for the students to answer either in the written oral modality.
15) For a break after 45 minutes or more of studying, teacher may increase the volume a bit so that students may listen for a few minutes to the music.

c. Observation

1) Taking discussion with the teachers in SMP NEGERI 2 SUNGGUMINASA for beginner observation in formulating a title.
2) Taking observation toward the application of The Listening Program (TLP) method.
3) Nothing every action and every change happened when application of The Listening Program (TLP) method.
4) Getting the students' suggestion toward the application of The Listening Program (TLP) method.
5) After students completing their TLP listening, teacher noticed improved: focus, attention, direction following, summarizing and relating facts, better goal setting and completing classroom assignments, reduced sound sensitivity and teacher feels less overburdened with everyday tasks.

d. Reflection

1) Analyzing findings when taking observation.
2) Analyzing disadvantages and advantages when applying the application of The Listening Program at one considering the next steps.
3) Taking reflection toward the application of The Listening Program (TLP) method.
4) Taking reflection toward the students' achievement result.

5. The Using Benefit of TLP (The Listening Program) Method

The main goal of TLP is two-fold: to improve (1) auditory tonal processing and (2) active listening (i.e. auditory attention). As these skills improve through the music and therapeutic techniques of TLP, we see improvements in a number of functional areas, including: a).listening; b).sensory function; c).learning; d).speech and language; e).reading; f).attention; g).memory; h).auditory processing; i).ability to process specific frequencies of sound; j). vestibular function; k).sound sensitivity. (Doman 2012:1).

Who can benefit ?

Children, teens, adults and seniors can use the program in the home, classroom or workplace. Completely portable and easy to use, The Listening Program fits easily into anyone's schedule and only requires 15 to 30 minutes of daily listening. (Francis 2012:1).

TLP is especially effective for improving auditory processing problems including short term memory and difficulty listening in the presence of background noise or where acoustics are poor. Individuals experiencing challenges in the following areas may benefit: a). learning/reading/spelling; b). attention/concentration; c). auditory processing; d). dyslexia/dyspraxia; e). ADD/ADHD; f). communication and social skills; g). autistic spectrum disorders; h). stroke; i). Down's Syndrome; j). anxiety; k). self esteem issues; l). and many more. (Smith 2011:1).

B. Auditory Attention Processing

Auditory attention is the ability to focus on specific sounds and process them to extract meaning. And auditory attention processing is a term to used to describe what happens when our brain recognizes and interprets the sounds around us. Humans hear when energy that we recognize as sound travels though the ear and is channge into electrical informationn that can be interpreted by the brain. (Doman 2003 : 66). People who have trouble with auditory attention may have dificulty completing ordinary tasks.

Auditory processing skills include listening to the information (auditory attention), analyzing the sound or word (auditory attention or determination), attaching meaning according to the rules of language (auditory association), pulling everything into a whole thet can be used (integration), and organizing and producing a response (auditory output-organization).

In order to think about and understand language, an auditory attention stimulus (sound) has to be recieved by the outer ear and channeled through the middle and inner ear to the auditory nerve. The ear's job at this point is hearing.

C. The Concept of Listening

1. The Definition of Listening

Listening in another language is a hard job, but we can make it easier by applying what we know about activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research. (Brown 2006:1).

Listening is more than merely hearing words. Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages (Emmert, 1994). As such, it forms an integral part of the communication process and should not be separated from the other language arts. Listening comprehension complements reading comprehension. Verbally clarifying the spoken message before, during, and after a presentation enhances listening comprehension. Writing, in turn, clarifies and documents the spoken message. (Wolvin and Coakley 1992:7).

2. The Kinds of Listening

Teachers can help students become effective listeners by making them aware of the different kinds of listening, the different purposes for listening,

and the qualities of good listeners. Wolvin and Coakley (1992) identify four different kinds of listening. (Wolvin and Coakley 1992:7).

First, Comprehensive listening where the focus is on 'understanding the message'. The writers consider this as the basis for the next three types of listening. However, the problem can come in the form of 'understanding'. Depending on many factors (both individual and social) students can end up understanding the same message in different, different ways. Lot of work in teaching listening in the classroom has to happen here in facilitating the students to develop their comprehension skills. (Wolvin and Coakley 1992:1).

Second, Critical listening is the second kind of listening where listeners have to evaluate the message. Listeners have to critically respond to the message and give their opinion. (Wolvin and Coakley 1992:1).

Third, Appreciative listening where the focus is on enjoying what one listens. Here the students raised the point that when they listen to English music, even if they don't understand, they still enjoy thereby challenging the notion of comprehensive listening as the basis for other three types of listening. Then we reflected on the practice of listening to songs in the language lab. Generally the students listen to the songs once and try to make out the lyrics before listening a second time with the lyrics. Then they recalled that they appreciated the song better during the second time and were able to see the relation between how one would enjoy something that s/he is able to make sense of. (Wolvin and Coakley 1992:1).

Fourth, the final one is Therapeutic listening where the listener's role is to be a sympathetic listener without much verbal response. In this kind of listening the listener allows somebody to talk through a problem. This kind of listening is very important in building good interpersonal relations. (Wolvin and Coakley 1992:1).

D. The Development of Listening Comprehension

In the competency Based Curriculum, one purpose of English learning is developing of communication skills in oral in writing. Listening as one of the skill can be improved with several technique, as follow:

1. Abott (1981:17) states that the following techniques as has been found to be effective in improving most people's listening efforts, those are: prepare to listening; determinate teacher's purpose; determinate the speaker's purpose; determinate the speech's organization; summery that well help us to stay oriented to the topic.

E. The Concept of A Classroom Action Research (CAR)

According to Mettetal (2002:7) states that teaching and learning centers provide an array of programs and services to assist the instructor who is struggling or the excellent teacher looking for something new. The pedagogical tools suggested can range from collaborative group work to problem-based learning to on-line instruction (see, for example, Nilson, 1998). The dilemma facing the individual instructor is choosing from a myriad of teaching strategies to use in a particular classroom situation. Factors such as class size, content area, and student

demographics play a role. The instructor's own skills and style are also critical factors. Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching.

According to Mettetal (2002:7) states that The CAR process includes seven manageable steps. Instructors may complete small projects within a single semester, while projects more ambitious in scope might require planning ahead or collecting data over several semesters.

Step 1: Identify a question.

Step 2: Review the literature.

Step 3: Plan a research strategy.

Step 4: Collect data.

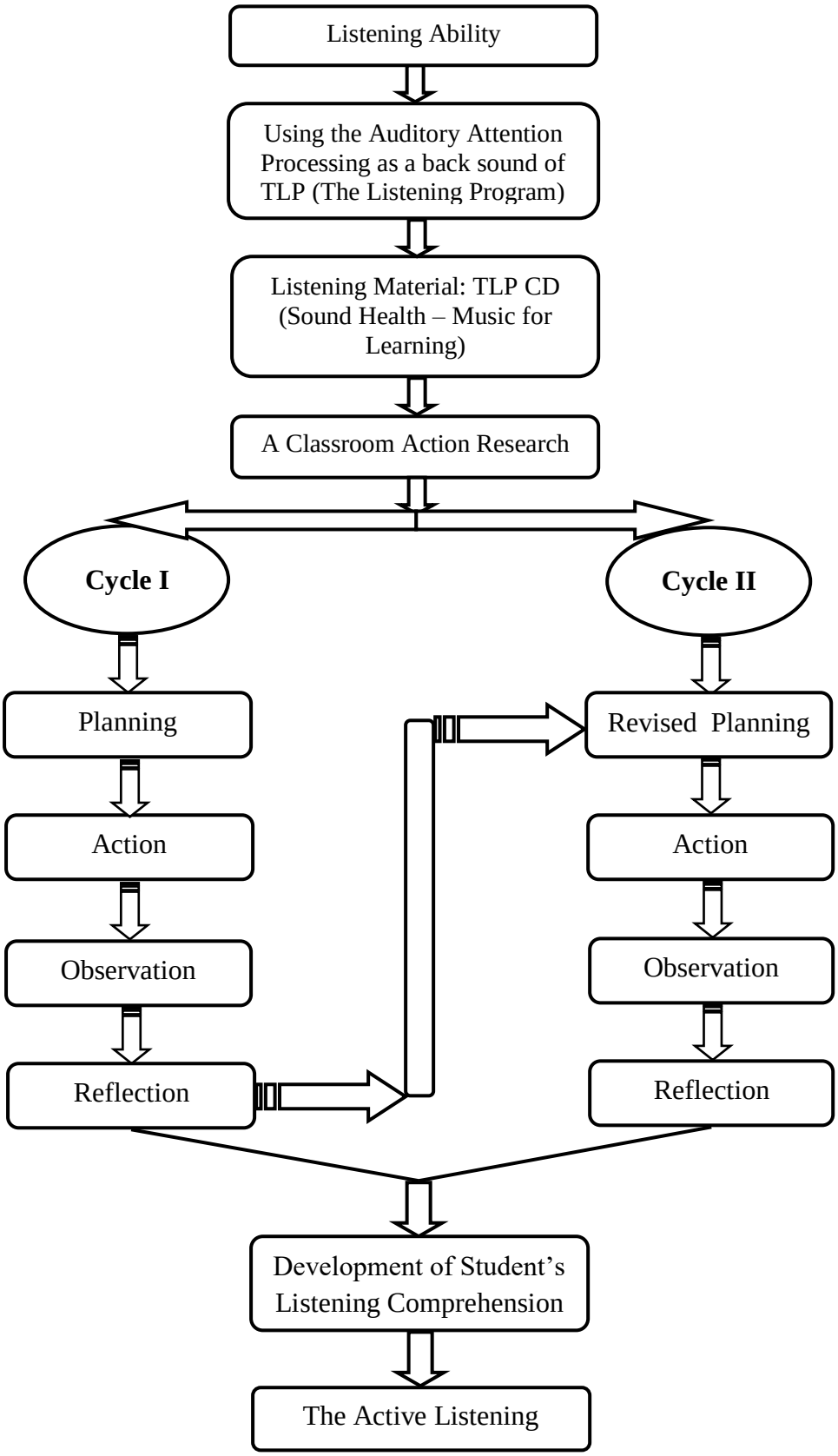
Step 5: Analyze data.

Step 6: Take action based on results.

Step 7: Share teacher's findings.

F. Conceptual Framework

The conceptual framework that would be the basic from this research and could be visualized in figure below. The figure showed the activity process of the teaching and learning of English in active listening through the auditory attention processing of The Listening Program.


Listening Ability
Using the Auditory Attention Processing as a back sound of TLP (The Listening Program)
Listening Material: TLP CD (Sound Health – Music for Learning)
A Classroom Action Research
Cycle I
Cycle II
Planning
Action
Observation
Reflection
Revised Planning
Action
Observation
Reflection
Development of Student's Listening Comprehension
The Active Listening

CHAPTER III

RESEARCH METHOD

This chapter deals with research setting, research procedures, research variables, research instrument, research subject, data collection, and data analysis.

A. Research Setting

The researcher observed the situation or condition to understand about subject research that in this case consisted of research place, research time, and research cycle as follow:

1. Research Location

The research aimed to determined the students in improving the active listening through the use auditory attention processing on the listening program method on the second year of SMPN 2 Sungguminasa.

2. Research Time

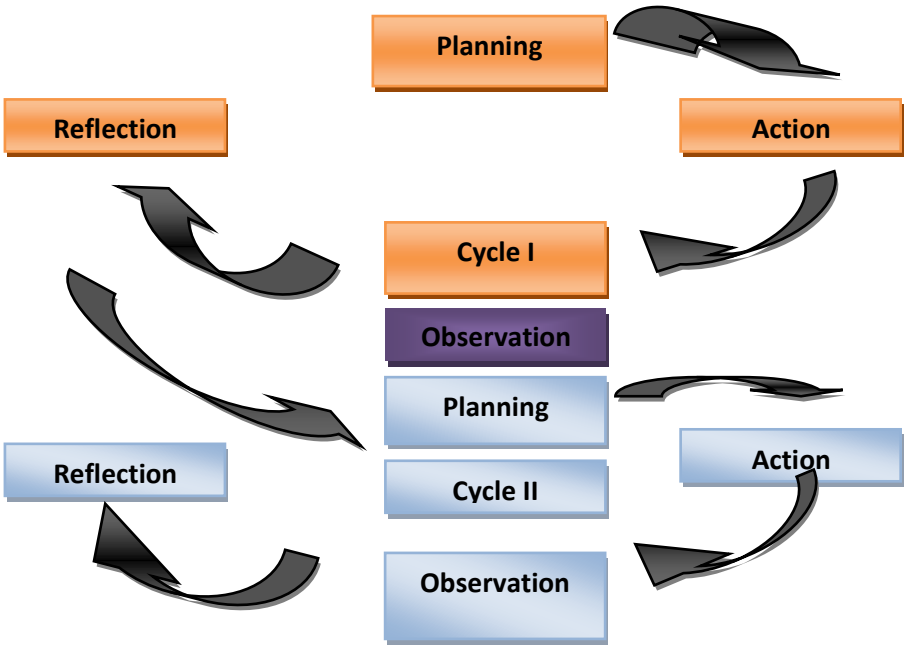
In this research, the researcher used time 2 months.

3. Research Cycle

This research following the principal working of classroom action research (CAR) that contained of four stages; they were: Planning, Implementation of Action, Observation, and Reflection.

B. Research Procedures

In this classroom action research (CAR), the researcher used the CAR principles in collecting the data. The research consist of two cycles with each cycle consist of four elements. The researcher described the cycles through the scheme of action research steps and each of the phases explained briefly as follows:



The cycle classroom action research. Arikunto (2009:16)

Cycle I

The first cycle in this classroom action research consist of planning, action, observation, and reflection/ evaluation as follows:

1. The Planning

   The activities were done in this stage as follows:

The CDs of The Listening Program were listened by the students for eight-week period. They had to listen to it through high quality speaker using a good quality personal CD player.

2. Action
    a. Before giving the test, the teacher explained to the students about TLP (The Listening Program) method.
    b. Select a CD that entitled *Sound Health – Music for Learning* to fit the project for the students are engaged in doing: for studying, testing, and working in groups.
    c. The music was played in the background creating a filter for unwanted noise in the classroom throughout the day. This will create the body relaxed, mind alert state. Therefore, the teacher could give or use English material from esl-lab.com for Junior High School.
    d. Students were divided into big groups that consist of 9 or 10 members for each group. Every group had a leader chosen 2 or 3 his members who answered for English dialog text completion.
    e. The first song is a warm-up, which helped the students adjust to slow and steady increased of the high frequency sound and prepare for the next song.
    f. If a student missed one or more sessions for any reason, there was no opportunity to catch up. They had to continued listening to the same TLP CD as the others and at the same volume level for everyone. Furthermore, due to organization and testing processes, there was

never an opportunity to listen for 8 straight weeks in any one half term. Thus, students inevitably had at least a one-week gap in any TLP schedule.

g. The second song contained the most high frequency sound, and exercise the student's ears and brain.

h. The third song organized the new listening experience and return the students to natural listening.

i. Keeping the volume low. This meant that the researcher should still had the ability to speak at a conversational level without rised her voice.

j. Giving the students worksheet that consisted of English dialog text completion.

k. Explaining to the students for the direction from the three exercises.

l. Students listened to the audio that contained dialog for three times for English dialog text completion.

m. After giving the students enough time to answer the guide questions, each group had to answered the questions. Then, the researcher discussed the answer with them.

n. The researcher continued with more detailed questions for the students to answer either in the written oral modality.

o. For a break after 45 minutes or more of studying, the researcher increased the volume a bit so that students can listen for a few minutes to the music.

3. Observation
    a. The researcher had been discussion with the teachers in SMP NEGERI 2 Sungguminasa for beginner observation in formulated a title.
    b. The researcher had been observation toward the application of The Listening Program (TLP) method.
    c. Nothing every action and every change happened when using application of The Listening Program (TLP) method.
    d. Getting the students' suggestion toward the application of The Listening Program (TLP) method.
    e. After students completing their TLP listening, the researcher noticed the improvement: focus, attention, direction following, summarizing and relating facts, better goal setting and completing classroom assignments, reduce sound sensitivity and he felt less overburdened with everyday tasks.
4. Reflecting
    a. Analyzing findings when taking observation.
    b. Analyzing disadvantages and advantages when applied the application of TLP (The Listening Program) at one considering the next steps.
    c. Taking reflection toward the application of The Listening Program (TLP) method.
    d. Taking reflection toward the students' achievement result.

After finished the cycle I and the result of learning process was not significant to what the researcher expected so the next cycle (cycle II?) could be take again for improvement of the next cycle achievement.

Cycle II

1. Planning
    a. Evaluating reflection result, discussing and finding improvement and applied for the next learning process.
    b. Nothing the problem that was faced when the learning process goes.
    c. Designed the next lesson plan based on cycle I.
2. Action
    a. Taking analyzed to overcome the previous problem.
    b. Taking the next action to overcome the problem appeared in the cycle I based on The Listening Program (TLP) method.
3. Observation
    a. Taking observation toward the application of The Listening Program (TLP) method.
    b. Nothing change that was happened.
    c. Discussing the problem that was faced and giving reflection.
4. Reflection
    a. Reflecting the learning process of The Listening Program (TLP) method.
    b. Reflecting the students' achievement toward the application of The Listening Program (TLP) method.

From the cycles above, the result was expected to the students who were able to listen English well and the researcher were able to design suitable lesson planning in improving the students' listening ability.

C. Research Instrument

In this research, the researcher used two instruments for collecting data:

1. Observation List

Observation sheet was used to watch out the situation of teaching and learning process which covered the method that was applied by the researcher in the class.

2. Listening Test

The test was used in the observation stage of every cycle to measure the students' achievement in listening of the scripts.

a. Diagnostic test

b. Evaluation

D. Research Subject

The research was held at Junior High School of SMP Negeri 2 Sungguminasa, Gowa for English subject. Subject in this research was class VIII in academic year 2015-2016 with number of students about 39 students. All the students consist of 20 boys and 19 girls. The researcher selected this location because the researcher thought that it was necessary to improve the way in teaching especially to enhanced the students' listening comprehension.

E. Procedures of Collecting Data

In this research, the researcher used listening comprehension test which uses text completion test and observation to got data about their ability and attitude in learning listening through TLP (The Listening Program) Method. Collecting data in this classroom action research as follow:

1. Observation list: the researcher observed the students' activity in following teaching and learning process in the class.
2. Test: it was used to get data about the students' listening comprehension ability after implemented action in each circle. The researcher used test named listening test. The test was text completion that gave in each end cycle.
    a. Diagnostic test was used to know the student achievement in listening comprehension before applying method.
    b. Evaluation test was used to know the achievement in listening comprehension after applied method in cycle I and cycle II.

F. Data Analysis

In giving score of the students' improving listening, the researcher used the following classification:

Classification	Score	Criteria
Excellence	90-100	a. No or one error of exercise b. Listen silently, read the audio script, full completed the text, and give the meaning.
Very good	80-89	a. Two-three errors of exercise b. Listen silently, read the audio script, completed the text, and give the meaning.
Good	70-79	a. Four-five errors of exercise b. Listen silently, read the audio script, task mostly completed, and give the meaning.
Fairly Good	60-69	a. Six-seven errors of exercise b. Still effort to listen in silently, read the audio script, task almost completed, and give several the meaning.
Fair	50-59	a. Seven-eight errors of exercise

		b. Do not listen in silently, effort to read the audio script, only answer several the task, and do not give the meaning.
Poor	40-49	a. Eight-nine errors of exercise b. Do not listen in silently, do not read the audio script, unable to complete task, and do not give the meaning.
Very poor	0-39	a. Almost all errors of exercise b. Do not listen in silently, make no efforts to complete the text, do not read the audio script, do not give the meaning.

(Depdiknas, 2004: 23) & (*21st Century Skills* 2011:294)

1. Scoring the students correct answer at the first cycle and the second cycle by using this formula:

$$Score = \frac{\text{Students's Correct Answer}}{\text{The Total Number of items}} \times 100$$

(Depdiknas, 2004: 23)

2. Scoring students listening comprehension test:
   a. 90 – 100 is classified as **" excellent "**

b. 80 – 89 is classified as **" very good "**

c. 70 – 79 is classified as **" good "**

d. 60 – 69 is classified as **" fairly good "**

e. 50 – 59 is classified as **" fair "**

f. 40 – 49 is classified as **" poor "**

g. 0 – 39 is classified as **" very poor "**

(Depdiknas, 2004: 23)

3. Calculating the mean score of the students answer will use this formula :

$$\bar{X}=\frac{\sum X}{n}$$

Note:

$\bar{X}$: The mean score

$\sum X$: The sum of all score

n : The total number of subject

(Gay, 1981:298)

4. Calculating the percentage of the students' activity in learning process using formula:

$$P = \frac{f}{n} \times 100\%$$

Note:

P : Percentage

f : Frequency

n : Total number of Subject

(Hatch and Hassen in Yakkop:2006)

5. The percentage of the students improvement apply as follow:

   Improvement:

   (D-Test → CI) $P = \frac{X1-(D-test)}{D-test} \times 100$

   (CI → CII) $P = \frac{X2-X1}{X1} \times 100$

   (D-Test → CII) $P = \frac{X2-(D-test)}{D-test} \times 100$

   Where: P = Percentage

   $X1$ = 1st cycle

   $X2$ = 2nd cycle

(Suharsimi Arikunto, 2006:306)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research deal with the answer of the problem statement which aimed to find out the improvement of the students' listening comprehension ability. The result of data analysis found that teaching listening comprehension through auditory attention processing can improve the students' active listening at the second grade students of SMP Negeri 2 Sungguminasa, Gowa. Therefore, for the clear explanation about the students' listening comprehension improvement can be seen in the following table.

B. The Students' Listening Comprehension

The students' listening comprehension that focused on using TLP CD Sound Health – Music for Learning which recommended used text completion test as indicators of listening comprehension. It is indicated by difference between the assessment of their mean score in cycle D-Test, cycle I and cycle II as show as the following table:

1. The Mean Score from Diagnostic Test (D-Test) to Cycle I until Cycle II

Table 1. The Student's Mean Score in Text Completion

No.	Indicator	D-Test	Cycle I	Cycle II
		Score (%)	Score (%)	Score (%)
1.	Text Completion	44.87	65.89	75.89

The data in the table 1 above shows the students' listening comprehension ability in text completion as the result of calculating of the diagnostic test and students' test at the students' listening comprehension by using The Listening Program Method, where the students' score in diagnostic test is different from the students' test in cycle I. The mean score in diagnostic test is 44.87 in Cycle I is 65.89, and in Cycle II is 75.89.

2. The Improvement of the students' listening comprehension ability through TLP (The Listening Program) Method.

Table 2. The Improvement Students' Mean Score

No	Indicator	D-Test	Cycle I	Cycle II	Improvement %		
		Score	Score	Score	DT – CI	CI-CII	DT-CII
1	Text Completion	44.87	65.89	75.89	46.84	15.17	69.13

The table 2 above shows the mean score of students' achievement in listening comprehension. Based on the table, it indicated that the improvement of the students' listening comprehension ability through TLP (The Listening Program) method was successful. The students' mean score in D-test was **44.87** classified into *poor* score, the students' mean score in cycle I was **65.89** classified into *fairly good* score and the students' mean score in cycle II was **75.89** classified into *good* score.

The table also indicates the improvement of the students' listening comprehension ability from D-test to cycle I and cycle II. Where, from D-test to

Cycle I the improvement of the students' listening comprehension ability was **46.84,** from Cycle I to Cycle II was **15.17** and from D-Test to Cycle II it improved until **60.13.**

3. **The Percentage of students' achievement in listening comprehension ability through TLP (The Listening Program) method**.

   The following table 3 shows the percentage of the students' achievement in listening comprehension ability before and after application of The Listening Program as a teaching media in listening comprehension skill.

Table 3. The percentage of students' listening comprehension achievement

No.	**Score**	**Classification**	**D-Test**		**Cycle I**		**Cycle II**	
			f	**(%)**	***f***	**(%)**	***f***	**(%)**
1	90-10	Excellent	0	0.00	0	0.00	7	17.94
2	80-91	Very Good	0	0.00	9	23.07	13	33.33
3	70-79	Good	8	20.51	10	25.64	12	30.76
4	60-69	Fairly Good	3	7.69	15	38.46	4	10.25
5	50-59	Fair	4	10.25	5	12.82	3	7.69
6	40-49	Poor	13	33.33	0	0.00	0	0.00
7	0-39	Very Poor	12	30.76	0	0.00	0	0.00
Total			**39**	**100**	**39**	**100**	**39**	**100**

The table 3 aboves shows that in the D-Test, there was no student (0%) classified into *excellent* score, none student (0%) classified into *very good* score, 8 student (20.51%) classified into *good* score, 3 students (7.69%) classified into fairly good score, 4 students (10.25%) classified into *Fair* score, 13 student (33.33%) classified into *poor* score, and 12 students (30.76%) classified into *very poor* score.

It also shows the result of students' listening comprehension achievement after taking an action in cycle I and cycle II. In cycle I, there was no student (0%) classified into *excellent* score, 9 student (23.07%) classified into *very good* score, 10 students (25.64%) classified into *good* score, 15 students (38.46%) classified into *fairly good* score, 5 students (12.82%) classified into *fair* score and 0 student (0.00%) classified into *poor* score, and 0 student (0.00%) classified *very poor* score. While, in cycle II there were 7 students (17.94%) classified into *excellent* score, 13 students (33.33%) classified into *very good* score, 12 students (30.76%) classified into *good* score, 4 students (10.28%) classified into *fairly good* score, 3 students (7.69%) classified into *fair*, none student classified into *poor* score and *very poor* score.

C. Observation Result

The following table the observation result of the students' participation in learning listening of cycle I and cycle II.

Table 4. The Percentage of Students' Participation

Cycle	MEETINGS (%)				Average
	1st	2nd	3rd	4th	
Cycle I	34.61%	47.43%	50.96%	64.10%	49.28%
Cycle II	66.66%	69.23%	71.79%	76.92%	71.15%

Based on the table 4 above, the students' participation was improved in every meeting. At the first meeting in the cycle I the students' participation was **49.28%** whereas in the last meeting at the cycle II the students' participation was **71.15%**.

D. Discussion

In this part, the researcher would like to discuss the result of findings. The discussion aimed to describe the students' listening comprehension ability through The Listening Program method.

1. The Improvement of the Students' listening comprehension ability by using TLP (The Listening Program).

In the analysis of the students' achievement the researcher found that the mean score of students in listening comprehension through TLP (The Listening Program) was improved. The students' score in d-test was 44.87 (poor), in the cycle I the students' mean score was 65.89 (fairly good) and in the cycle II the students' mean score was 75.89 (good). So, the improvement of students' listening comprehension ability from mean score of d-test and

cycle I was 46.84.00%, whereas the improvement of students' listening comprehension ability from mean score of d-test and cycle II was 69.13%.

During the teaching and learning process in cycle I, the researcher found that the students still difficult to listen and comprehend the dialogue very well. This case made the student can't complete the blank the dialogue. To solve this problem the researcher had done cycle II and revised the previous lesson plan. In this case, the researcher made small groups of students and asked them to find out the meaning of the word, so they can understand the dialogue that they have heard and it helped them to complete the dialogue. Besides, the researcher always motivated and supported the students to more active in order to improve their listening comprehension ability through The Listening Program method.

TLP CD Sound Health – Music for Learning can improve the students' active listening where the students' mean score in cycle I and cycle II was higher than d-test.

2. Observation Result

Based on the observation result, the students participation was increased in every meeting. The students' participation in the first meeting of cycle I was 49.28% and in the last meeting of cycle II students participation became 71.15%. It indicates that the application of auditory attention processing through TLP (The Listening Program) method can stimulate the students' active listening in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research about the application of the auditory attention processing through a The Listening Program method improve the students' active listening at SMP Negeri 2 Sungguminasa and based on the research findings in the previous chapter, the researcher puts reward the following conclusions as Using the application of auditory attention processing specific for TLP CD – Sound Music for Learning is one of a good media in teaching listening comprehension. The data indicates that this media had succeeded to improve the students' achievement in listening comprehension ability at SMP Negeri 2 Sungguminasa.

B. Suggestion

As the result of the study revealed that the use of TLP CDs – Sound Music for Learning had been effective way to improve the students' ability in listening comprehension, the researcher suggests the following things:

1. It is suggested to the English teacher to use TLP CDs – Sound Music for Learning as one of media in the teaching and learning process especially in teaching listening comprehension.

2. Teacher should invite and increase the students' active listening in learning by manipulating various ways in presenting productive skill, include listening comprehension skill.
3. The result of this research also can be used as an additional reference or further research with different discussion for the next researcher.

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APPENDICES

Appendices

1. Syllabus
2. Lesson Planning
3. Test Cycle I
4. Test Cycle II
5. Attendance list of the students
6. The students' score of D-test
7. The result of cycle I and cycle II
8. Observation Sheet cycle I
9. Observation Sheet cycle II
10. Documentation

CURRICULUM VITAE

Muh. Akram is the third child from five children. His father is Mujahid and his mother is A. Rosmala. He was born on July 27th 1992 in Bulukumba. He has one sisters and three brother. He lives in Perumahan Taman Kalimata Blok B No. 9, Gowa. He finished his study at SDN 5 Appasarenge Bulukumba in 2004, at SMPN 1 Bulukumba in 2007, at SMA Negerei 1 Bulukumba in 2010 and then, he accepted at Makassar Muhammadiyah University as a student of English Education Department.

At the end of his study, he could finish his thesis with title **Using the Audiory Attention Processing on the Application of TLP (The Listening Program) to Improve the Active Listening (A Classroom Action Research at the Second Year Students of SMP Negeri 2 Sungguminasa).**

APPENDIX 4

EXERCISE CYCLE 1 & 2

CYCLE I

#FIRST MEETING#

Exercise **Text Completion!**

Listen carefully the audio script ***"Phone Messages"*** and then write the words you hear in the correct blank. This dialog will play only three times.

Little Girl : Hello.

Caller : He, he.., hello? Uh, yeah. Is . . . uh . . . your dad home?

Little Girl : Just a 1)_____ please.

Older Sister : Hello.

Caller : Uh . . . yeah . . . uh hello? Yeah, um . . . is . . . uh . . . Nick home please?

Older Sister : Oh, he can't 2)_____ to the phone right now.

Caller : Okay, well, um, yeah, I need to talk to your dad. Um, yeah, could you . . . um . . . take a 3)_____?

Older Sister : Yeah.

Caller : Yeah. This is . . . my name's Nick Johnson. And if . . .

Older Sister : The 4)_____ number?

Caller : Yeah if you could tell him. Yeah, the phone number is 589 [*Uh-huh*] 5)_____.

Older Sister : 589- 6)_____ ?

Caller : Yeah, right and if you could tell him to call me tonight between 7)_____ and 8:30?

Older Sister : Okay.

Caller : Alright, and uh. Now, I think . . . are you his 8)_____?

Older Sister : Yeah.

Caller : Yeah, now what's your name?

Older Sister : I . . . I'm not supposed 9)_____ that.

Caller : Ah, that's really 10)_____. Alright, well just tell him I called.

Older Sister : Okay.

Caller : Okay, bye.

Older Sister : Bye.

***The Key Answers:**

1) minute
2) come
3) message
4) phone
5) 7248
6) 7248
7) 7:00
8) daughter
9) to tell
10) smart

#SECOND MEETING#

Exercise **Text Completion!**

Listen carefully the audio script ***"First Date"*** and then write the words you hear in the correct blank. This dialog will play only three times.

Girl: He's here. Bye Dad.

Dad: Wait, wait, wait . . . Where are you going?

Girl: Dad. I've already told mom. I'm 1) _____ tonight.

Dad: Who with? You mean you're going on a date?

Girl: Yeah. Mom met Dirk yesterday. [*Dirk!?*] He's sooo cool. We're going on a with Cindy 2) _____ and Evan.

Dad: Dirk.

Girl: I have to go.

Dad: Wait, wait. I want to meet this guy.

Girl: He's 3) _____ for me.

Dad: Well, so what are you going to do tonight? Going to the library?

Girl: Dad! We're going out 4) _____ , and then we're going to catch a movie.

Dad: What movie and what is it 5) _____ ?

Girl: It's a 6) _____ called . . . well, I don't know what it is called, but it's rated PG.

Dad: And where's the movie 7) _____ ?

Girl: Down at the Campus Plaza Movie Theater.

Dad: Hey, I was thinking about 8)_____ a movie down there tonight, too.

Girl: Ah, Dad.

Dad: Hey, Let me meet that guy.

[*Father looks out the living room window . . .*

Hey, that guy has a 9)_____!

Girl: Dad. That's not Dirk. That's his older brother. He's taking us there! Can I go now?

Dad: Well . . .

Girl: Mom said I could, and mom 10)_____ his parents.

Dad: Well . . .

Girl: Dad.

Dad: Okay, but be home by 8:00.

Girl: Eight!? The movie doesn't start until 7:30. Come on, Dad.

Dad: Okay. Be back by 11:00.

Girl: Love you, Dad.

Dad: Love you, too.

Girl: Bye.

Dad: Bye.

***The Key Answer:**

1. going out
2. double-date
3. waiting
4. to eat
5. rated
6. science fiction thriller
7. showing
8. seeing
9. moustache
10. knows

#THIRD MEETING#

Exercise **Text Completion!**

Listen carefully the audio script ***"Emergency Call"*** and then write the words you hear in the correct blank. This dialog will play only three times.

Operator : Hello. This is the emergency 1) _____.

Taxi Driver : Help. Help. Please help me!

Operator : Yes sir. Please 2) _____ and explain exactly what is happening.

Taxi Driver : Calm down! My car is 3) _____ on the freeway, I have a lady passenger, and she's going into labor.

Operator : Now relax sir. Explain exactly where you are.

Taxi Driver : I'm . . . I'm in the southbound lane of the Lincoln Expressway, about 15 miles from the Washington Tunnel, and this lady isn't going to 4) _____.

Operator : Okay. What's your name sir and your 5) _____ ?

Taxi Driver : It's ... it's Bob, and I have 6) _____ about the woman. She's in no condition to tell me.

Operator : Okay, now what's the nearest 7) _____ to your location? Pay careful attention.

Taxi Driver : Umm, I see golden arches . . . McDonalds.

Operator : Okay, is there anyone else with you?

Taxi Driver : No, and I've 8)_____ to get someone else to stop. [*The sound of a bottle breaking.*]

Operator : Hey, what was that? [Ahhhh!]

Taxi Driver : Ah, someone threw a bottle at me. How soon can someone get here?

Operator : I've just 9)_____ an ambulance to your location. They should be there any second.

Taxi Driver : Hey, is there anything I can do while we wait for the ambulance?

Operator : Yes, uh, 10)_____ her calm and warm.

Taxi Driver : Okay. Please hurry. Oh, they're too late. It's a boy!

***The Key Answer:**

1. 911 operator
2. Calm down
3. Stalled
4. Wait
5. Passenger's
6. No idea
7. Landmark
8. Tried
9. Dispatched
10. Keep

#FOURTH MEETING#

Exercise **Text Completion!**

Listen carefully the audio script ***"Leisure Activities"*** and then write the words you hear in the correct blank. This dialog will play only three times.

Stuart : Amy. So, how are you doing?

Amy : Oh, hi Stuart. School is so crazy these days, and when I'm not at school, I'm at work.

Stuart : Hey, listen. I'm 1)_____ together with Sara and Paul tonight, and 2)_____ of our other friends are going to join us. [*Oh.*] And, we're . . . well, we're going out to eat and then 3)_____ a movie. Why don't you come with us?

Amy : Hey, I'd love to, but I have to 4)_____ for a test tomorrow.

Stuart : Ah, come on. We're planning on 5)_____ around 6:30 and then seeing a movie at 7:30. We should be home by 10:30 . . . 11:30 at the 6)_____. I mean you're always saying that you don't have any friends . . . and that your love life . . . well, that you don't have one. Come on!

Amy : I . . . I don't think I'd 7)_____. I haven't been feeling well lately.

Stuart : Yeah, because you study too much. Well, we'll have a 8)_____. Come on! Relax. [*Well . . .*] And it's Sara's birthday, too. And we're 9)_____ her a small birthday party after the movie. Come on. Best friends always stick together.

Amy : Oh. Okay.

Stuart : Great. I'll pick you up at 6:00.

Amy : Okay. See you then, but I have to be back by 10:30.

Stuart : Ah, 10:30 . . . 10) _____. It's all the same. See you at 6:00.

***The Key Answer:**

1. Getting
2. A few
3. Catch
4. Cram
5. Having dinner
6. Latest
7. Better
8. Blast
9. Throwing
10. Midnight

CYCLE II

#FIFTH MEETING#

Exercise **Text Completion!**

Listen carefully the audio script ***"Heavenly Pies Restaurant"*** and then write the words you hear in the correct blank. This dialog will play only three times.

Waiter : Hi. Welcome to Heavenly Pies. May I take your order?

Man : Uh . . . yes. I'd like the 1)_____.

Waiter : Okay. Would you like fries, bread, or rice with your 2)_____?

Man : Umm. I'll take the rice?

Waiter : Would you 3)_____ for anything to drink?

Man : Yeah. I'll take a medium orange juice.

Waiter : I'm sorry. We only have 4)_____ or small.

Man : Well, in that case, uh, I'll have a small one.

Waiter : Okay. A small juice. And what kind of dressing would you like with 5)_____. It comes with the fried steak.

Man : What 6)_____ do you have?

Waiter : We have French, Italian, blue cheese, and ranch.

Man : Oh! Ranch, please.

Waiter : Would you like anything else?

Man : Well, I'd like to see your 7)_____. That's the main reason why I like to dine here.

Waiter : Oh, I'm so sorry, but we 8)_____ serving pies today.

Man : Huh?

Waiter : Well, it usually is, but, Dave, our baker, 9)_____ in the kitchen two days ago, and hur his leg. [*Oh*] He'll be out for at least two weeks. In the meantime, we're serving ice cream sundaes instead. Sorry.

Man : Wow. I'm sorry to hear that. Well in that case, I'll have an ice cream 10)_____.

Woman : I'll be back with your order in a few minutes.

***The Key Answer:**

1. Chicken fried steak
2. Meal
3. Care
4. Large
5. Your salad
6. Dressings
7. Pie menu
8. Aren't
9. Slipped
10. Sundae

#SIXTH MEETING#

Exercise **Text Completion!**

Listen carefully the audio script ***"Family Activities"*** and then write the words you hear in the correct blank. This dialog will play only three times.

Emily : Welcome home, Dad.

Dad : Oh, Emily. How are you 1)_____?

Emily : Fine.

Dad : Good. And how was 2)_____today?

Emily : Really fun.

Dad : Good. And what did you do?

Emily : We made things.

Dad : Like what 3)_____of things did you make?

Emily : We made books.

Dad : You made books! Okay. And what else?

Emily : We . . . we made paper kangaroos.

Dad : You made paper kangaroos? Okay, and what did you need to make your paper kangaroos? What kind of 4)_____ did you need?

Emily : We used crayons, papers, glue, and we had to 5)_____ directions.

Dad : Well good. And what did you do after school?

Emily : We went home, played 6)_____.

Dad : And did . . . Mom said you went to the junior high school.

Emily : I 7)_____ my bike in the tennis court.

Dad : Did you go by yourself?

Emily : I went with 8)_____ family, and we went with Nathan, Sara, Rachael.

Dad : You went with your 9)_____.

Emily : And my mom.

Dad : Well, that's great. Well, let's get 10)_____ for dinner.

Emily : Okay.

***The Key Answer:**

1. Today
2. School
3. Types
4. Supplies
5. Follow
6. Games
7. Rode
8. The whole
9. Cousins
10. Ready

#SEVENTH MEETING#

Exercise **Text Completion!**

Listen carefully the audio script ***"Happy Birthday"*** and then write the words you hear in the correct blank. This dialog will play only three times.

"Happy Birthday"

Father: Hi Michael. Happy Birthday! How old are you today?

Son : Seven.

Father: Alright. Well, let's 1)_____ Happy Birthday:

Happy Birthday to you,

Happy Birthday to you,

Happy Birthday dear Michael,

Happy Birthday to you.

Father: Alright. So what should we do first?

Son : How about cake and 2)_____?

Father: Okay. Well, uh let . . . let's light the 3)_____. Okay, and make a wish!

Don't . . . don't tell me.

Son : Don't tell you?

Father: Yeah, don't tell me. Okay, and go ahead and 4)_____ the candles.

Okay, let's 5)_____ the cake, and then we can have cake and ice cream.

And what do you want to do after the cake and ice cream?

Son : Play 6)_____.

Father: Now, how do you play 7)_____?

Son : Um . . . one person is it, and the person who is it 8)_____ to tag everyone [Alright. And then . . .] before I tag someone and then, another person tags me.

Father: Oh, wow. And whose 9)_____ over later today for your birthday?

Son : Well, everyone. Uh, my cousins, all my aunts and grandmas, 10)_____.

Father: Alright. Well, Happy Birthday, Michael.

***The Key Answer:**

1. Sing
2. Ice cream
3. Candles
4. Blow out
5. Cut
6. Freeze tag
7. Tag
8. Tries
9. Coming
10. Grandpas

#EIGHTH MEETING#

Exercise **Text Completion!**

Listen carefully the audio script ***"Towing Service"*** and then write the words you hear in the correct blank. This dialog will play only three times.

"Towing Service"

Man **:** Hey. Hey. Wait. What are you doing?

Police Officer **:** What does it look like I'm doing? I'm having your car 1)_____ for illegal parking.

Man **:** Officer. You can't do that. That's not fair.

Police Officer **:** What do you mean it's not fair? You parked your car in a no-parking 2)_____.

Man **:** What? What do you mean?

Police Officer **:** Look, sir. There's a sign right there that says, "Tow away zone. No parking between the hours of 7 a.m. - 6 p.m."

Man **:** What sign? Oh, that one? Those tree branches are covering it.

Police Officer **:** Take that 3)_____ with the city. I'm just here to uphold the law. 4)_____, you can clearly see it once you get out of your car.

Man **:** But, but . . . my car was only here for 5)_____. I just had to run into this 6)_____ to . . . to drop off some clothing at the 7)_____ shelter. Just trying to help people in need.

Police Officer : Sir. The homeless shelter is six 8) _____ down the road. Anyway, here's your ticket, and the address where you can pick up your car is found on the back.

Man : What? One hundred and fifty dollars? That's, that's outrageous. Complete ludicrous.

Police Officer : Sorry sir.

Man : And you mean you're going to tow the car away? I'm standing right here. Look. How about two tickets for a lecture on the history of the English language tomorrow night at the library? Anything.

Police Officer : Sir. It's illegal to 9) _____ an officer.

Man : Wait, or here. Some coupons for a free burger at that restaurant 10) _____. Buy one and get the second one half price.

Police Officer : Sorry, sir. Have a good day.

***The Key Answer:**

1. Towed away
2. Area
3. Complaint up
4. Anyway
5. Five minutes
6. Building
7. Homeless
8. Blocks
9. Bribe
10. Across the street

DIAGNOSTIC TEST (D-Test)

Exercise **Text Completion!**

Listen carefully the audio script ***"Spending Money"***, write the words you hear in the correct blank and then translate ten vocabularies into Indonesia. This dialog will play only three times.

"Spending Money"

Joshua : Dad. Allowance day. Can I have my allowance?

Father : Oh. I 1)_____ about that.

Joshua : You ALWAYS forget.

Father : I 2)_____ I do. How much do I owe you?

Joshua : Just $13.

Father: Thirteen dollars!? Why do I 3)_____ you that much? Just seems like I paid you the other day.

Joshua : No. You forget every 4)_____ , and it has been piling up.

Father : Well, I'm not sure if I have that much.

Joshua : Go to the 5)_____ . You have lots of money.

Father : Lots of money, uh? Uh, well, I think the bank is closed.

Joshua : Then, what about your 6)_____ money jar under your bed?

Father: Oh, I guess I could do that. So, what are you going to do with the money?

Joshua : I'm going to put some in 7)_____, give 8)_____ to the poor people, and use the 9)_____ to buy books.

Father : Well, that's sounds 10)_____ , Joshua.

Name :
Reg. Number :
Class :

***The Key Answer:**

1. Forgot = Lupa
2. Guess = Mengira, kira
3. Owe = Berhutang, hutang
4. Saturday = Sabtu
5. Bank = Bank
6. Secret = Rahasia
7. Savings = Simpanan
8. Some = Beberapa
9. Rest = Sisa, lain-lainnya
10. Great = Bagus, besar

Name :
Reg. Number :
Class :

EVALUATION TEST AT CYCLE I

Exercise **Text Completion!**

Listen carefully the audio script ***"Clothing Styles"***, write the words you hear in the correct blank and then translate ten vocabularies into Indonesia. This dialog will play only three times.

"Clothing Styles"

Ashley : Hey, Jake. Are you ready for your trip?

Jake : Well, not really. I still have to buy some 1) _____.

Ashley : Well, what's the weather like where you're going?

Jake : Well, uh, it's really hot in the summer, so I'm going to buy some shorts, sandals, and a few t-shirts.

Ashley : What about the rest of the year?

Jake : People say that the fall can still be warm until November, so I'm going to buy some jeans and a few casual shirts.

Ashley : Will you need any warm clothes for the winter?

Jake : Well, the weather doesn't get too cold, but it often snows in the mountains, so I'm going to buy a couple of warm sweaters, a jacket, and a hat. I don't have 2) _____ in my suitcase to 3) _____ a coat, so I'm going to wait until I get there and buy it when I really need it.

Ashley : Are you going to take anything else?

Jake : They say it rains cats and dogs in the 4) _____, but again, I'll probably just wait and 5) _____ a raincoat or an umbrella later on. But, I'm going to take a good pair of shoes because I plan on walking to and from school everyday.

Ashley : Do you need any clothing for 6) _____ ?

Jake : Well, you never know when you might need something on the spur of the 7) _____ for a wedding or maybe someone's graduation, or a

Name :
Reg. Number :
Class :

nice date, so I'll probably take some nice 8) _____, a dress shirt, and a couple (of) crazy ties or two.

Ashley : Um, that 9) _____.

Jake : And I'll just rent a suit or tuxedo if I need anything more formal. Hey, maybe I'll get married.

Ashley : You? Married? Hah!

Jake : Wait. What are you trying to say?

Ashley : I just can't imagine you 10) _____ in a tuxedo for any formal occasion. [*What?!*] I mean, for high school graduation, you wore an old pair of jeans and tennis shoes.

Jake : Hey, there was a reason for that, so let me explain. [*Yeah, ha, ha.*] No, really. You see, it goes like this . . .

Name :
Reg. Number :
Class :

***The Key Answer:**

1. Clothes = Pakaian
2. Room = Ruangan
3. Pack = Pak, bungkusan, kumpulan
4. Spring = Musim semi
5. Pick up = Mengambil
6. Formal occasions = Acara resmi
7. Moment = Saat, momen, waktu
8. Slacks = Celana panjang untuk wanita
9. Makes sense = Dapat dimengerti
10. Decked out = Berdandan, berpakain lengkap

Name :
Reg. Number :
Class :

EVALUATION TEST AT CYCLE II

Exercise **Text Completion!**

Listen carefully the audio script ***"School Report"***, write the words you hear in the correct blank and then translate ten vocabularies into Indonesia. This dialog will play only three times.

"School Report"

Girl : Dad, can I go to a movie with Sharon?

Dad : Yeah, sure, but wait. Weren't you 1) _____ to get a report card sometime this past week?

Girl : Well, oh yeah. Can I call Sharon now?

Dad : Uh-hum. You didn't answer my question. Did you receive it or not?

Girl : I love you Dad! You're the best!

Dad : Don't try to 2) _____. I can guess that your answer means that you didn't do well in some of your classes?

Girl : Well, my English teacher is soooo boring, and he 3) _____ every time someone talks.

Dad : In other words, you're not doing so well?

Girl : Uh, a C . . . minus.

Dad : Oh. Well, how are you doing in your Spanish class? You said you liked that one.

Girl : Well, I do, but I forgot to turn in a couple of assignments, and I had problems on the last test. All those verbs 4) _____. I get them all mixed up in my head!

Dad : Okay, and what about algebra?

Girl : Ah, I'm 5) _____ that class. 6) _____.

Dad : Oh!

Girl : Can I go now?

Dad : And how are you doing in history?

Name :
Reg. Number :
Class :

Girl : Oh, that's my favorite class. Mr. Jones is always 7)_____ candy if you know the answers to his questions.

Dad : Great. Now, I have a 8)_____ daughter with 9)_____.

Girl : Ah, Dad. Can I go now?

Dad : You can go if you answer my history question. How old am I?

Girl : Uh, fifty-five?

Dad : Fifty-five! You just failed a math and history test at the same time!

Girl : Dad . . .

Dad : Well, okay, but you need to come 10)_____ home from the movie, and you need to practice your clarinet.

Girl : Oh, I forgot about that grade?

Dad : What?

Girl : Gotta run, Dad.

Name :
Reg. Number :
Class :

***The Key Answer:**

1. Supposed = Mengira
2. Butter me up = Memujiku
3. Blows up = Meledak-ledak
4. Tripped me out = Membuat aku kesusahan
5. Acing = Ahli
6. No sweat = Tidak sulit
7. Passing out = Membagikan
8. Bright = Cerdas, pintar
9. Tooth decay = Sedikit kesukaan
10. Straight = Lurus

Name :
Reg. Number :
Class :

KELAS : VIII

CYCLE 1

OBSERVATION SHEET

Nama Sekolah : SMP NEGERI 2 SUNGGUMINASA

Mata Pelajaran : BAHASA INGGRIS

SK/KD (Kode)* : 1/1.1

Pertemuan ke : Pertama

Hari/Tanggal :

Tema	Tujuan Pembelajaran	Media	Skenario, Tahapan & Prosedur Penyajaian	Checklist
Phone Messages Audio script	a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *Phone Messages audio script* dengan tepat. b. Menjawab pertanyaan berbentuk *text completion* secara lisan. c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.	a. TLP CDs (Sound Health – Music for Learning) *PROGRAM #1 Bach/Vivaldi (Track lists): ① Antonio Vivaldi – Concerto for Viola d'Amore, Lute ② Antonio Vivaldi – Adagio Concerto No.2 In G Minor, 'summer II' ③ Antonio Vivaldi – Concerto for Viola d'Amore and Lute in D Minor RV 540 Largo b. Listening Audio, Script and Exercise from Randall's ESL Blog ***"Phone Messages Audioscript"*** taken from www.esl-lab.com	1. Penjelasan materi secara sistematis 2. Menggunakan alat peraga/media 3. Pengarahan kepada siswa dalam setiap kegiatan pembelajaran 4. Penguasaan kelas 5. Bahasa yang digunakan mudah dan jelas 6. Kemampuan melakukan evaluasi 7. Memberi kesempatan siswa bertanya 8. Menyimpulkan materi	√ √ √ √ √ √ √

*) Diisi sesuai dengan kode pada silabus dan RPP

Guru Mata Pelajaran Bahasa Inggris

Hj. Retna Iswari, S.Pd.
NIP. 196612081989032010

KELAS : VIII

CYCLE 1

OBSERVATION SHEET

Nama Sekolah : SMP NEGERI 2 SUNGGUMINASA

Mata Pelajaran : BAHASA INGGRIS

SK/KD (Kode)* : 1/1.1

Pertemuan ke : Kedua

Hari/Tanggal :

Tema	Tujuan Pembelajaran	Media	Skenario, Tahapan & Prosedur Penyajaian	Checklist
First Date audio script	a. Menjawab *text completion* dalam sebuah percakapan berdasarkan First Date *audio script* dengan tepat. b. Menentukan *vocabulary matching* dalam sebuah paragraf berdasarkan *audio script* dengan tepat. c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.	a. TLP CDs (Sound Health – Music for Learning) *PROGRAM #1 Bach/Vivaldi (Track lists): ④ Antonio Vivaldi – Concerto Grosco Opus 3, No.11, Alegro Adagio Spiccato E Tutti Allegro. ⑤ Antonio Vivaldi – Largo from Oboe Concerto in B Flat Major (1) ⑥ Antonio Vivaldi – Largo from Oboe Concerto in B Flat Major (2) b. Listening Audio, Script and Exercise from Randall's ESL Blog ***"First Date Audioscript"*** taken from www.esl-lab.com	1. Penjelasan materi secara sistematis 2. Menggunakan alat peraga/media 3. Pengarahan kepada siswa dalam setiap kegiatan pembelajaran 4. Penguasaan kelas 5. Bahasa yang digunakan mudah dan jelas 6. Kemampuan melakukan evaluasi 7. Memberi kesempatan siswa bertanya 8. Menyimpulkan materi	√ √ √ √ √ √ √

*) Diisi sesuai dengan kode pada silabus dan RPP

Guru Mata Pelajaran Bahasa Inggris

Hj. Retna Iswari, S.Pd.
NIP. 196612081989032010

KELAS : VIII

CYCLE 1

OBSERVATION SHEET

Nama Sekolah : SMP NEGERI 2 SUNGGUMINASA

Mata Pelajaran : BAHASA INGGRIS

SK/KD (Kode)* : 1/1.2

Pertemuan ke : Ketiga

Hari/Tanggal :

Tema	Tujuan Pembelajaran	Media	Skenario, Tahapan & Prosedur Penyajaian	Checklist
Emergency Call audio script	a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *Emergency Call audio script* dengan tepat. b. Menentukan *vocabulary matching* dalam sebuah paragraf berdasarkan *audio script* dengan tepat. c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.	a. TLP CDs (Sound Health – Music for Learning) *PROGRAM #1 Bach/Vivaldi (Track lists): ⑦ Johann Sebastian Bach – Violin Concerto No.1 in A Minor, BWV 1041 Allegro Assai. ⑧ Johann Sebastian Bach – Violin Concerto No.2 in E Flat – Allegro Assai. b. Listening Audio, Script and Exercise from Randall's ESL Blog ***"Emergency Call"*** taken from www.esl-lab.com	1. Penjelasan materi secara sistematis 2. Menggunakan alat peraga/media 3. Pengarahan kepada siswa dalam setiap kegiatan pembelajaran 4. Penguasaan kelas 5. Bahasa yang digunakan mudah dan jelas 6. Kemampuan melakukan evaluasi 7. Memberi kesempatan siswa bertanya 8. Menyimpulkan materi	√ √ √ √ √ √ √

*) Diisi sesuai dengan kode pada silabus dan RPP

Guru Mata Pelajaran Bahasa Inggris

Hj. Retna Iswari, S.Pd.
NIP. 196612081989032010

KELAS : VIII

CYCLE 1

OBSERVATION SHEET

Nama Sekolah : SMP NEGERI 2 SUNGGUMINASA

Mata Pelajaran : BAHASA INGGRIS

SK/KD (Kode)* : 1/1.2

Pertemuan ke : Keempat

Hari/Tanggal :

Tema	Tujuan Pembelajaran	Media	Skenario, Tahapan & Prosedur Penyajaian	Checklist
Leisure Activities audio script	a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *Emergency Call audio script* dengan tepat. b. Menentukan *vocabulary matching* dalam sebuah paragraf berdasarkan *audio script* dengan tepat. c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.	a. TLP CDs (Sound Health – Music for Learning) *PROGRAM #1 Bach/Vivaldi (Track lists): ⑨ Johann Sebastian Bach – Violin Sonata No.2 Allegro Assai ⑩ Nature b. Listening Audio, Script and Exercise from Randall's ESL Blog ***"Leisure Activities"*** taken from www.esl-lab.com	1. Penjelasan materi secara sistematis 2. Menggunakan alat peraga/media 3. Pengarahan kepada siswa dalam setiap kegiatan pembelajaran 4. Penguasaan kelas 5. Bahasa yang digunakan mudah dan jelas 6. Kemampuan melakukan evaluasi 7. Memberi kesempatan siswa bertanya 8. Menyimpulkan materi	√ √ √ √ √ √ √

*) Diisi sesuai dengan kode pada silabus dan RPP

Guru Mata Pelajaran Bahasa Inggris

Hj. Retna Iswari, S.Pd.
NIP. 196612081989032010

KELAS : VIII-G

CYCLE 2

OBSERVATION SHEET

Nama Sekolah : SMP NEGERI 2 SUNGGUMINASA

Mata Pelajaran : BAHASA INGGRIS

SK/KD (Kode)* : 1/1.2

Pertemuan ke : Kelima

Hari/Tanggal :

Tema	Tujuan Pembelajaran	Media	Skenario, Tahapan & Prosedur Penyajaian	Checklist
Heavenly Pies Restaurant audio script	a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *Heavenly Pies Restaurant audio script* dengan tepat. b. Menjawab pertanyaan berbentuk *text completion* secara lisan. c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.	a. TLP CDs (Sound Health – Music for Learning) *__PROGRAM #2: Corelli__ (Track lists): 1) Arcangelo Corelli – Adagio from Concerto Grosco Opus 6 No. 8 in G Minor 2) Arcangelo Corelli – Concerto Grosco in G Minor Opus 6 No. 8 Adagio-Allegro-Adagio 3) Arcangelo Corelli - Concerto Grosco in G Minor Opus 6 No. 8 Pastorale b. Listening Audio, Script and Exercise from Randall's ESL Blog ***"Heavenly Pies Restaurant"*** taken from www.esl-lab.com	1. Penjelasan materi secara sistematis. 2. Menggunakan alat peraga/media. 3. Pengarahan kepada siswa dalam setiap kegiatan pembelajaran. 4. Penguasaan kelas. 5. Bahasa yang digunakan mudah dan jelas. 6. Kemampuan melakukan evaluasi. 7. Memberi kesempatan siswa bertanya. 8. Menyimpulkan materi	√ √ √ √ √ √ √

*) Diisi sesuai dengan kode pada silabus dan RPP

Guru Mata Pelajaran Bahasa Inggris

Hj. Retna Iswari, S.Pd.
NIP. 196612081989032010

KELAS : VIII-G

CYCLE 2

OBSERVATION SHEET

Nama Sekolah : SMP NEGERI 2 SUNGGUMINASA

Mata Pelajaran : BAHASA INGGRIS

SK/KD (Kode)* : 2/2.1

Pertemuan ke : Keenam

Hari/Tanggal :

Tema	Tujuan Pembelajaran	Media	Skenario, Tahapan & Prosedur Penyajaian	Checklist
Family Activities audio script	a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *Family Activities audio script* dengan tepat. b. Menjawab pertanyaan berbentuk *text completion* secara lisan. c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.	a. TLP CDs (Sound Health – Music for Learning) *__PROGRAM #2: Corelli__ (Track lists): 4) Arcangelo Corelli (1653-1713) – Concerto Grosco in G Minor Opus 6 No. 8 -1 Vivace 5) Arcangelo Corelli (1653-1713) - Concerto Grosco in G Minor Opus 6 No. 8 -4 Vivace 6) Arcangelo Corelli (1653-1713) – Pastorale from Concerto Grisco in G Minor Opus 6 No. 8 b. Listening Audio, Script and Exercise from Randall's ESL Blog ***"Family Activities"*** taken from www.esl-lab.com	1. Penjelasan materi secara sistematis 2. Menggunakan alat peraga/media 3. Pengarahan kepada siswa dalam setiap kegiatan pembelajaran 4. Penguasaan kelas 5. Bahasa yang digunakan mudah dan jelas 6. Kemampuan melakukan evaluasi 7. Memberi kesempatan siswa bertanya 8. Menyimpulkan materi	√ √ √ √ √ √ √

*) Diisi sesuai dengan kode pada silabus dan RPP

Guru Mata Pelajaran Bahasa Inggris

Hj. Retna Iswari, S.Pd.
NIP. 196612081989032010

KELAS : VIII-G

CYCLE 2

OBSERVATION SHEET

Nama Sekolah : SMP NEGERI 2 SUNGGUMINASA

Mata Pelajaran : BAHASA INGGRIS

SK/KD (Kode)* : 2/2.1

Pertemuan ke : Ketujuh

Hari/Tanggal :

Tema	Tujuan Pembelajaran	Media	Skenario, Tahapan & Prosedur Penyajaian	Checklist
Happy Birthday audio script	a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *Happy Birthday audio script* dengan tepat. b. Menjawab pertanyaan berbentuk *text completion* secara lisan. c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.	a. TLP CDs (Sound Health – Music for Learning) *__PROGRAM #2: Corelli__ (Track lists): 4) Nature (2) 5) Nature (3) 6) Pastorale – Concerto Grosco Opus 6 No.8 (1) b. Listening Audio, Script and Exercise from Randall's ESL Blog ***"Happy Birthday"*** taken from www.esl-lab.com	1. Penjelasan materi secara sistematis 2. Menggunakan alat peraga/media 3. Pengarahan kepada siswa dalam setiap kegiatan pembelajaran 4. Penguasaan kelas 5. Bahasa yang digunakan mudah dan jelas 6. Kemampuan melakukan evaluasi 7. Memberi kesempatan siswa bertanya 8. Menyimpulkan materi	√ √ √ √ √ √ √

*) Diisi sesuai dengan kode pada silabus dan RPP

Guru Mata Pelajaran Bahasa Inggris

Hj. Retna Iswari, S.Pd.
NIP. 196612081989032010

KELAS : VIII-G

CYCLE 2

OBSERVATION SHEET

Nama Sekolah : SMP NEGERI 2 SUNGGUMINASA

Mata Pelajaran : BAHASA INGGRIS

SK/KD (Kode)* : 2/2.1

Pertemuan ke : Kedelapan

Hari/Tanggal :

Tema	Tujuan Pembelajaran	Media	Skenario, Tahapan & Prosedur Penyajaian	Checklist
Towing Service audio script	a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *Towing Service audio script* dengan tepat. b. Menjawab pertanyaan berbentuk *text completion* secara lisan. c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.	a. TLP CDs (Sound Health – Music for Learning) ***PROGRAM #2: Corelli** (Track lists): 10) Pastorale - Concerto Grosco Opus 6 No.8 (2) 11) Pastorale - Concerto Grosco Opus 6 No.8 with nature 12) Thunder and Rain b. Listening Audio, Script and Exercise from Randall's ESL Blog ***"Towing Service"*** taken from www.esl-lab.com	1. Penjelasan materi secara sistematis 2. Menggunakan alat peraga/media 3. Pengarahan kepada siswa dalam setiap kegiatan pembelajaran 4. Penguasaan kelas 5. Bahasa yang digunakan mudah dan jelas 6. Kemampuan melakukan evaluasi 7. Memberi kesempatan siswa bertanya 8. Menyimpulkan materi	√ √ √ √ √ √ √

*) Diisi sesuai dengan kode pada silabus dan RPP

Guru Mata Pelajaran Bahasa Inggris

Hj. Retna Iswari, S.Pd.
NIP. 196612081989032010

RPP SIKLUS I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP

Kelas/Semester : VIII (Delapan)

Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, meminta dan memberi pendapat.

Jenis Teks : *Transactional / Interpersonal*

Tema : *Phone Messages Audio script*

Aspek/Skill : Mendengarkan

Alokasi Waktu : 2 × 40 menit **(1 kali pertemuan)**

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *Phone Messages audio script* dengan tepat.
b. Menjawab pertanyaan berbentuk *text completion* secara lisan.
c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

a. Communication Practice
   - Rekaman dialog *Phone Messages Audio Script*, length = 00:56.
   - Rekaman pertanyaan berbentuk multiple choice berdasarkan dialog *Phone Messages Audio Script*.

"PHONE MESSAGES"

Little Girl : Hello.

Caller : He, he.., hello? Uh, yeah. Is . . . uh . . . your dad home?

Little Girl : Just a minute please.

Older Sister : Hello.

Caller : Uh . . . yeah . . . uh hello? Yeah, um . . . is . . . uh . . . Nick home please?

Older Sister : Oh, he can't come to the phone right now.

Caller : Okay, well, um, yeah, I need to talk to your dad. Um, yeah, could you . . . um . . . take a message?

Older Sister : Yeah.

Caller : Yeah. This is . . . my name's Nick Johnson. And if . . .

Older Sister : The phone number?

Caller : Yeah if you could tell him. Yeah, the phone number is 589 [*Uh-**huh***] 7248.

Older Sister : 589-7248?

Caller : Yeah, right and if you could tell him to call me tonight between 7:00 and 8:30?

Older Sister : Okay.

Caller : Alright, and uh. Now, I think . . . are you his daughter?

Older Sister : Yeah.

Caller : Yeah, now what's your name?

Older Sister : I . . . I'm not supposed to tell that.

Caller : Ah, that's really smart. Alright, well just tell him I called.

Older Sister : Okay.

Caller : Okay, bye.

Older Sister : Bye.

Exercise

Text Completion!

Listen carefully the audio script ***"Phone Messages"*** and then write the words you hear in the correct blank.

Little Girl : Hello.

Caller : He, he.., hello? Uh, yeah. Is . . . uh . . . your dad home?

Little Girl : Just a 1)_____ please.

Older Sister : Hello.

Caller : Uh . . . yeah . . . uh hello? Yeah, um . . . is . . . uh . . . Nick home please?

Older Sister : Oh, he can't 2)_____ to the phone right now.

Caller : Okay, well, um, yeah, I need to talk to your dad. Um, yeah, could you . . . um . . . take a 3)_____?

Older Sister : Yeah.

Caller : Yeah. This is . . . my name's Nick Johnson. And if . . .

Older Sister : The 4)_____ number?

Caller : Yeah if you could tell him. Yeah, the phone number is 589 [*Uh-**huh***] 5)_____.

Older Sister : 589- 6)_____ ?

Caller : Yeah, right and if you could tell him to call me tonight between 7)_____ and 8:30?

Older Sister : Okay.

Caller : Alright, and uh. Now, I think . . . are you his 8)_____?

Older Sister : Yeah.

Caller : Yeah, now what's your name?

Older Sister : I . . . I'm not supposed 9)_____ that.

Caller : Ah, that's really 10)_____. Alright, well just tell him I called.

Older Sister : Okay.

Caller : Okay, bye.

Older Sister : Bye.

***The Key Answers:**

1)	minute	6)	7248
2)	come	7)	7:00
3)	message	8)	daughter
4)	phone	9)	to tell
5)	7248	10)	smart

b. Developing Skills
- Rekaman percakapan *Phone Messages audio script*

c. Pronunciation
- Rekaman percakapan dengan intonasi kalimat interogatif dan kalimat positif.

3. Metode Pembelajaran: Using The Auditory Attention Processing of the Application of TLP (The Listening Program).

4. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

Apersepsi :
- Tanya jawab tentang tata cara menelpon.
- Brainstorming ideas: *Why is the moon circular? Why should we study?, etc.*

Motivasi :
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:
- ☞ Memainkan track pertama **Program #1 Bach/Vivaldi** dari *Sound Health – Music for Learning* yang merupakan aplikasi dari Auditory Attention Processing of TLP sebagai musik latar untuk memberikan refresh kepada peserta didik.
- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; dan
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Melanjutkan untuk memutar track selanjutnya **Program #1 Bach/Vivaldi** dari *Sound Health – Music for Learning* selama proses pembelajaran hingga track ke-3.
- ☞ Melengkapi kalimat berdasarkan pemahaman akan suatu percakapan.
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
  - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
  - ☞ Membantu menyelesaikan masalah;
  - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
  - ☞ Memberi informasi untuk bereksplorasi lebih jauh;
  - ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

- ☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedial, atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar

a. TLP CDs (Sound Health – Music for Learning)
*PROGRAM #1 Bach/Vivaldi (Track lists):
① Antonio Vivaldi – Concerto for Viola d'Amore, Lute
② Antonio Vivaldi – Adagio Concerto No.2 In G Minor, 'summer II'
③ Antonio Vivaldi – Concerto for Viola d'Amore and Lute in D Minor RV 540 Largo

b. Listening Audio from Randall's ESL Blog ***"Phone Messages Audioscript"*** taken from www.esl-lab.com

c. *Script & Exercise* (teks rekaman percakapan & latihan) yang bersumber Randall's ESL Blog ***"Phone Messages Audioscript"*** taken from www.esl-lab.com 1998-2015.

6. Penilaian

*Teknik penilaian terbagi atas 2, yaitu:

a. Tes lisan: merespon secara lisan pertanyaan.
b. Tes tertulis.
c. Pedoman Penilaian :

I. Teknik penilaian hasil tes siswa untuk listening comprehension:

No.	Teknik Penilaian	Bentuk Instrumen	Nilai (angka)	Nilai (huruf)
1.	Tes lisan/tertulis	Text Completion	90 – 100	**"excellent"**
2.	Tes lisan/tertulis	Text Completion	80 – 89	**"very good"**
3.	Tes lisan/tertulis	Text Completion	70 – 79	**"good"**
4.	Tes lisan/tertulis	Text Completion	60 – 69	**"fairly good"**
5.	Tes lisan/tertulis	Text Completion	50 – 59	**"fair"**
6.	Tes lisan/tertulis	Text Completion	40 – 49	**"poor"**
7.	Tes lisan/tertulis	Text Completion	0 – 39	**"very poor"**

Sumber: (Depdikbud in Muis, 2006: 23)

II. Penghitungan yang dilakukan untuk mendapatkan skor siswa dengan menggunakan rumus:

$$\bar{X}=\frac{\sum X}{n}$$

Note:

$\bar{X}$: The mean score
$\sum X$: The sum of all score
n : The total number of subject

Sumber: (Gay, 1981:289)

III. Penghitungan persentase keaktifan siswa dalam proses pembelajaran dengan menggunakan rumus:

$P = \frac{f}{n} \times 100\%$

Note:

P : Percentage

f : Frequency

n : Total number of Subject

Sumber: (Hatch and Hassen in Yakkop: 2006)

Makassar, September 2015

Mahasiswa Penelitian Unismuh Makassar

Muh. Akram

Mengetahui,

Guru Pembimbing,

_____

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP

Kelas/Semester : VIII (Delapan)

Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, meminta dan memberi pendapat.

Jenis teks : *Transactional / Interpersonal*

Tema : *First Date Audio Script*

Aspek/Skill : Mendengarkan

Alokasi Waktu : 2 × 40 menit **(1 kali pertemuan)**

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *First Date audio script* dengan tepat.
b. Menjawab pertanyaan berbentuk *text completion* secara lisan.
c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect)*
Tekun (*diligence*)

2. Materi Pembelajaran

a. Communication Practice
   - Rekaman dialog (percakapan) yang berjudul "*First Date Audio Script*", duration = 01:16.
   - Daftar pertanyaan dan jawaban

"First Date" Script

Girl: He's here. Bye Dad.

Dad: Wait, wait, wait . . . Where are you going?

Girl: Dad. I've already told mom. I'm going out tonight.

Dad: Who with? You mean you're going on a date?

Girl: Yeah. Mom met Dirk yesterday. [*Dirk!?*] He's sooo cool. We're going on a double-date with Cindy and Evan.

Dad: Dirk.

Girl: I have to go.

Dad: Wait, wait. I want to meet this guy.

Girl: He's waiting for me.

Dad: Well, so what are you going to do tonight? Going to the library?

Girl: Dad! We're going out to eat, and then we're going to catch a movie.

Dad: What movie and what is it rated?

Girl: It's a science fiction thriller called . . . well, I don't know what it is called, but it's rated PG.

Dad: And where's the movie showing?

Girl: Down at the Campus Plaza Movie Theater.

Dad: Hey, I was thinking about seeing a movie down there tonight, too.

Girl: Ah, Dad.

Dad: Hey, Let me meet that guy. [*Father looks out the living room window . . .*

Hey, that guy has a moustache!

Girl: Dad. That's not Dirk. That's his older brother. He's taking us there! Can I go now?

Dad: Well . . .

Girl: Mom said I could, and mom knows his parents.

Dad: Well . . .

Girl: Dad.

Dad: Okay, but be home by 8:00.

Girl: Eight!? The movie doesn't start until 7:30. Come on, Dad.

Dad: Okay. Be back by 11:00.

Girl: Love you, Dad.

Dad: Love you, too.

Girl: Bye.

Dad: Bye.

Exercise **Text Completion!**

Listen carefully the audio script ***"First Date"*** and then write the words you hear in the correct blank.

Girl: He's here. Bye Dad.

Dad: Wait, wait, wait . . . Where are you going?

Girl: Dad. I've already told mom. I'm 1)_____ tonight.

Dad: Who with? You mean you're going on a date?

Girl: Yeah. Mom met Dirk yesterday. [*Dirk!?*] He's sooo cool. We're going on a with Cindy 2)_____ and Evan.

Dad: Dirk.

Girl: I have to go.

Dad: Wait, wait. I want to meet this guy.

Girl: He's 3)_____ for me.

Dad: Well, so what are you going to do tonight? Going to the library?

Girl: Dad! We're going out 4)_____ , and then we're going to catch a movie.

Dad: What movie and what is it 5)_____ ?

Girl: It's a 6)_____ called . . . well, I don't know what it is called, but it's rated PG.

Dad: And where's the movie 7)_____ ?

Girl: Down at the Campus Plaza Movie Theater.

Dad: Hey, I was thinking about 8) _____ a movie down there tonight, too.

Girl: Ah, Dad.

Dad: Hey, Let me meet that guy.

[*Father looks out the living room window . . .*

Hey, that guy has a 9) _____ !

Girl: Dad. That's not Dirk. That's his older brother. He's taking us there! Can I go now?

Dad: Well . . .

Girl: Mom said I could, and mom 10) _____ his parents.

Dad: Well . . .

Girl: Dad.

Dad: Okay, but be home by 8:00.

Girl: Eight!? The movie doesn't start until 7:30. Come on, Dad.

Dad: Okay. Be back by 11:00.

Girl: Love you, Dad.

Dad: Love you, too.

Girl: Bye.

Dad: Bye.

***The Key Answer:**

1. going out
2. double-date
3. waiting
4. to eat
5. rated
6. science fiction thriller
7. showing
8. seeing
9. Moustache
10. Knows

3. **Metode Pembelajaran:** Using The Auditory Attention Processing of the Application of TLP (The Listening Program).
4. **Langkah-langkah Kegiatan**

   a. Kegiatan Pendahuluan

   Apersepsi :

   - Tanya jawab tentang pembahasan materi minggu lalu.

   Motivasi :

   - Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa.

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Memainkan track ke-4 **Program #1 Bach/Vivaldi** dari *Sound Health – Music for Learning* yang merupakan aplikasi dari Auditory Attention Processing of TLP sebagai musik latar untuk memberikan refresh kepada peserta didik.
- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; dan
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Melanjutkan untuk memutar track selanjutnya dari *Sound Health – Music for Learning* ke track-6 selama proses pembelajaran dan mengerjakan tugas ataupun pertanyaan-pertanyaan;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok; dan
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa;
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedial, atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar

a. TLP CDs (Sound Health – Music for Learning)

*PROGRAM #1 Bach/Vivaldi (Track lists):

④ Antonio Vivaldi – Concerto Grosco Opus 3, No.11, Alegro Adagio Spiccato E Tutti Allegro.

⑤ Antonio Vivaldi – Largo from Oboe Concerto in B Flat Major (1)

⑥ Antonio Vivaldi – Largo from Oboe Concerto in B Flat Major (2)

b. Listening Audio from Randall's ESL Blog ***"First Date"*** taken from www.esl-lab.com

c. *Script & Exercise* (teks rekaman percakapan & latihan) yang bersumber Randall's ESL Blog ***"First Date"*** taken from www.esl-lab.com 1998-2015.

6. Penilaian

*Teknik penilaian terbagi atas 2, yaitu:

a. Tes lisan: merespon secara lisan pertanyaan.

b. Tes tertulis.

c. Pedoman Penilaian :

I. Teknik penilaian hasil tes siswa untuk listening comprehension:

No.	Teknik Penilaian	Bentuk Instrumen	Nilai (angka)	Nilai (huruf)
1.	Tes lisan/tertulis	Text Completion	90 – 100	**"excellent"**
2.	Tes lisan/tertulis	Text Completion	80 – 89	**"very good"**
3.	Tes lisan/tertulis	Text Completion	70 – 79	**"good"**
4.	Tes lisan/tertulis	Text Completion	60 – 69	**"fairly good"**
5.	Tes lisan/tertulis	Text Completion	50 – 59	**"fair"**
6.	Tes lisan/tertulis	Text Completion	40 – 49	**"poor"**
7.	Tes lisan/tertulis	Text Completion	0 – 39	**"very poor"**

Sumber: (Depdikbud in Muis, 2006: 23)

II. Penghitungan yang dilakukan untuk mendapatkan skor siswa dengan menggunakan rumus:

$$\bar{X}=\frac{\sum X}{n}$$

Note:

$\bar{X}$: The mean score

$\sum X$: The sum of all score

n : The total number of subject

Sumber: (Gay, 1981:289)

III. Penghitungan persentase keaktifan siswa dalam proses pembelajaran dengan menggunakan rumus:

$P = \frac{f}{n} \times 100\%$

Note:

P : Percentage

f : Frequency

n : Total number of Subject

Sumber: (Hatch and Hassen in Yakkop: 2006)

Makassar, September 2015

Mahasiswa Penelitian Unismuh Makassar

Muh. Akram

Mengetahui,

Guru Pembimbing,

_____

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP

Kelas/Semester : VIII (Delapan)

Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 1.2 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat.

Jenis teks : *Transactional / Interpersonal*

Tema : *Emergency Call Audio Script*

Aspek/Skill : Mendengarkan

Alokasi Waktu : 2 × 40 menit **(1 kali pertemuan)**

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *Emergency Call audio script* dengan tepat.
b. Menjawab pertanyaan berbentuk *text completion* secara lisan.
c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect)*
Tekun (*diligence*)

2. Materi Pembelajaran

a. Communication Practice
   - Rekaman dialog (percakapan) yang berjudul "*Emergency Call*", duration = 01:06.
   - Daftar pertanyaan dan jawaban

"*Emergency Call*"

Operator : Hello. This is the emergency 911 operator.

Taxi Driver : Help. Help. Please help me!

Operator : Yes sir. Please calm down and explain exactly what is happening.

Taxi Driver : Calm down! My car is stalled on the freeway, I have a lady passenger, and she's going into labor.

Operator : Now relax sir. Explain exactly where you are.

Taxi Driver : I'm . . . I'm in the southbound lane of the Lincoln Expressway, about 15 miles from the Washington Tunnel, and this lady isn't going to wait.

Operator : Okay. What's your name sir and your passenger's?

Taxi Driver : It's ... it's Bob, and I have no idea about the woman. She's in no condition to tell me.

Operator : Okay, now what's the nearest landmark to your location? Pay careful attention.

Taxi Driver : Umm, I see golden arches . . . McDonalds.

Operator : Okay, is there anyone else with you?

Taxi Driver : No, and I've tried to get someone else to stop. [*The sound of a bottle breaking.*]

Operator : Hey, what was that? [Ahhhh!]

Taxi Driver : Ah, someone threw a bottle at me. How soon can someone get here?

Operator : I've just dispatched an ambulance to your location. They should be there any second.

Taxi Driver : Hey, is there anything I can do while we wait for the ambulance?

Operator : Yes, uh, keep her calm and warm.

Taxi Driver : Okay. Please hurry. Oh, they're too late. It's a boy!

Exercise 1

Text Completion!

Listen carefully the audio script *"Emergency Call"* and then write the words you hear in the correct blank.

Operator : Hello. This is the emergency 1) _____.

Taxi Driver : Help. Help. Please help me!

Operator : Yes sir. Please 2) _____ and explain exactly what is happening.

Taxi Driver : Calm down! My car is 3) _____ on the freeway, I have a lady passenger, and she's going into labor.

Operator : Now relax sir. Explain exactly where you are.

Taxi Driver : I'm . . . I'm in the southbound lane of the Lincoln Expressway, about 15 miles from the Washington Tunnel, and this lady isn't going to 4) _____.

Operator : Okay. What's your name sir and your 5) _____ ?

Taxi Driver : It's ... it's Bob, and I have 6) _____ about the woman. She's in no condition to tell me.

Operator : Okay, now what's the nearest 7) _____ to your location? Pay careful attention.

Taxi Driver : Umm, I see golden arches . . . McDonalds.

Operator : Okay, is there anyone else with you?

Taxi Driver : No, and I've 8) _____ to get someone else to stop. [*The sound of a bottle breaking.*]

Operator : Hey, what was that? [Ahhhh!]

Taxi Driver : Ah, someone threw a bottle at me. How soon can someone get here?

Operator : I've just 9) _____ an ambulance to your location. They should be there any second.

Taxi Driver : Hey, is there anything I can do while we wait for the ambulance?

Operator : Yes, uh, 10) _____ her calm and warm.

Taxi Driver : Okay. Please hurry. Oh, they're too late. It's a boy!

***The Key Answer:**

1. 911 operator
2. Calm down
3. Stalled
4. Wait
5. Passenger's
6. No idea
7. Landmark
8. Tried
9. Dispatched
10. Keep

3. **Metode Pembelajaran:** Using The Auditory Attention Processing of the Application of TLP (The Listening Program).
4. **Langkah-langkah Kegiatan**

a. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang pembahasan materi minggu lalu.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa.

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Memainkan track ke-7 Program #1 Bach/Vivaldi dari *Sound Health – Music for Learning* yang merupakan aplikasi dari Auditory Attention Processing of TLP sebagai musik latar untuk memberikan refresh kepada peserta didik.
- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; dan
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Melanjutkan untuk memutar track selanjutnya dari *Sound Health – Music for Learning* ke track-8 selama proses pembelajaran dan mengerjakan tugas ataupun pertanyaan-pertanyaan;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok; dan
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa;
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedial, atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar

a. TLP CDs (Sound Health – Music for Learning)

*PROGRAM #1 Bach/Vivaldi (Track lists):

⑦ Johann Sebastian Bach – Violin Concerto No.1 in A Minor, BWV 1041 Allegro

Assai.

® Johann Sebastian Bach – Violin Concerto No.2 in E Flat – Allegro Assai.

b. Listening Audio from Randall's ESL Blog ***"Emergency Call"*** taken from www.esl-lab.com

c. *Script & Exercise* (teks rekaman percakapan & latihan) yang bersumber Randall's ESL Blog ***"Emergency Call"*** taken from www.esl-lab.com 1998-2015.

6. Penilaian

*Teknik penilaian terbagi atas 2, yaitu:

a. Tes lisan: merespon secara lisan pertanyaan.

b. Tes tertulis.

c. Pedoman Penilaian :

I. Teknik penilaian hasil tes siswa untuk listening comprehension:

No.	Teknik Penilaian	Bentuk Instrumen	Nilai (angka)	Nilai (huruf)
1.	Tes lisan/tertulis	Text Completion	90 – 100	**"excellent"**
2.	Tes lisan/tertulis	Text Completion	80 – 89	**"very good"**
3.	Tes lisan/tertulis	Text Completion	70 – 79	**"good"**
4.	Tes lisan/tertulis	Text Completion	60 – 69	**"fairly good"**
5.	Tes lisan/tertulis	Text Completion	50 – 59	**"fair"**
6.	Tes lisan/tertulis	Text Completion	40 – 49	**"poor"**
7.	Tes lisan/tertulis	Text Completion	0 – 39	**"very poor"**

Sumber: (Depdikbud in Muis, 2006: 23)

II. Penghitungan yang dilakukan untuk mendapatkan skor siswa dengan menggunakan rumus:

$$\bar{X}=\frac{\sum X}{n}$$

Note:

$\bar{X}$: The mean score

$\sum X$: The sum of all score

n : The total number of subject

Sumber: (Gay, 1981:289)

III. Penghitungan persentase keaktifan siswa dalam proses pembelajaran dengan menggunakan rumus:

$$P=\frac{f}{n}\times 100\%$$

Note:

P : Percentage

f : Frequency

n : Total number of Subject

Sumber: (Hatch and Hassen in Yakkop: 2006)

Makassar, September 2015

Mahasiswa Penelitian Unismuh Makassar

Muh. Akram

Mengetahui,

Guru Pembimbing,

_____

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP

Kelas/Semester : VIII (Delapan)

Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 1.2 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat.

Jenis teks : *Transactional / Interpersonal*

Tema : *Leisure Activities*

Aspek/Skill : Mendengarkan

Alokasi Waktu : 2 × 40 menit **(1 kali pertemuan)**

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *"Leisure Activities" audio script* dengan tepat.
b. Menjawab pertanyaan berbentuk *text completion* secara lisan.
c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect)*
Tekun (*diligence*)

2. Materi Pembelajaran

a. Communication Practice
   - Rekaman dialog (percakapan) yang berjudul "*Leisure Activities*", duration = 01:08.
   - Daftar pertanyaan dan jawaban

"Leisure Activities"

Stuart: Amy. So, how are you doing?

Amy: Oh, hi Stuart. School is so crazy these days, and when I'm not at school, I'm at work.

Stuart: Hey, listen. I'm getting together with Sara and Paul tonight, and a few of our other friends are going to join us. [*Oh.*] And, we're . . . well, we're going out to eat and then catch a movie. Why don't you come with us?

Amy: Hey, I'd love to, but I have to cram for a test tomorrow.

Stuart: Ah, come on. We're planning on having dinner around 6:30 and then seeing a movie at 7:30. We should be home by 10:30 . . . 11:30 at the latest. I mean you're always saying that you don't have any friends . . . and that your love life . . . well, that you don't have one. Come on!

Amy: I . . . I don't think I'd better. I haven't been feeling well lately.

Stuart: Yeah, because you study too much. Well, we'll have a blast. Come on! Relax. [*Well* . . .] And it's Sara's birthday, too. And we're throwing her a small birthday party after the movie. Come on. Best friends always stick together.

Amy: Oh. Okay.

Stuart: Great. I'll pick you up at 6:00.

Amy: Okay. See you then, but I have to be back by 10:30.

Stuart: Ah, 10:30 . . . Midnight. It's all the same. See you at 6:00.

Exercise 1

Text Completion!

Listen carefully the audio script *"Leisure Activities"* and then write the words you hear in the correct blank.

Stuart: Amy. So, how are you doing?

Amy: Oh, hi Stuart. School is so crazy these days, and when I'm not at school, I'm at work.

Stuart: Hey, listen. I'm 1)_____ together with Sara and Paul tonight, and 2)_____ of our other friends are going to join us. [*Oh.*] And, we're . . . well, we're going out to eat and then 3)_____ a movie. Why don't you come with us?

Amy: Hey, I'd love to, but I have to 4)_____ for a test tomorrow.

Stuart: Ah, come on. We're planning on 5)_____ around 6:30 and then seeing a movie at 7:30. We should be home by 10:30 . . . 11:30 at the 6)_____. I mean you're always saying that you don't have any friends . . . and that your love life . . . well, that you don't have one. Come on!

Amy: I . . . I don't think I'd 7)_____. I haven't been feeling well lately.

Stuart: Yeah, because you study too much. Well, we'll have a 8)_____. Come on! Relax. [*Well . . .*] And it's Sara's birthday, too. And we're 9)_____her a small birthday party after the movie. Come on. Best friends always stick together.

Amy: Oh. Okay.

Stuart: Great. I'll pick you up at 6:00.

Amy: Okay. See you then, but I have to be back by 10:30.

Stuart: Ah, 10:30 . . . 10)_____. It's all the same. See you at 6:00.

***The Key Answer:**

1. Getting
2. A few
3. Catch
4. Cram
5. Having dinner
6. Latest
7. Better
8. Blast
9. Throwing
10. Midnight

3. **Metode Pembelajaran:** Using The Auditory Attention Processing of the Application of TLP (The Listening Program).

4. **Langkah-langkah Kegiatan**

a. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang pembahasan materi minggu lalu.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa.

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Memainkan track ke-9 Program #1 Bach/Vivaldi dari *Sound Health – Music for Learning* yang merupakan aplikasi dari Auditory Attention Processing of TLP sebagai musik latar untuk memberikan refresh kepada peserta didik.
- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; dan
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Melanjutkan untuk memutar track selanjutnya dari *Sound Health – Music for Learning* ke track-10 selama proses pembelajaran dan mengerjakan tugas ataupun pertanyaan-pertanyaan;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok; dan

- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa;
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedial, atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar

a. TLP CDs (Sound Health – Music for Learning)

*PROGRAM #1 Bach/Vivaldi (Track lists):

⑨ Johann Sebastian Bach – Violin Sonata No.2 Allegro Assai

⑩ Nature

b. Listening Audio from Randall's ESL Blog ***"Leisure Activities"*** taken from www.esl-lab.com

c. *Script & Exercise* (teks rekaman percakapan & latihan) yang bersumber Randall's ESL Blog ***"Leisure Activities"*** taken from www.esl-lab.com 1998-2015.

6. Penilaian

*Teknik penilaian terbagi atas 2, yaitu:

a. Tes lisan: merespon secara lisan pertanyaan.

b. Tes tertulis.

c. Pedoman Penilaian :

I. Teknik penilaian hasil tes siswa untuk listening comprehension:

No.	Teknik Penilaian	Bentuk Instrumen	Nilai (angka)	Nilai (huruf)
1.	Tes lisan/tertulis	Text Completion	90 – 100	**"excellent"**
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n : The total number of subject

Sumber: (Gay, 1981:289)

III. Penghitungan persentase keaktifan siswa dalam proses pembelajaran dengan menggunakan rumus:

$$P=\frac{f}{n}\times 100\%$$

Note:

P : Percentage
f : Frequency
n : Total number of Subject

Sumber: (Hatch and Hassen in Yakkop: 2006)

Makassar, September 2015

Mahasiswa Penelitian Unismuh Makassar

Muh. Akram

Mengetahui,

Guru Pembimbing,

RPP SIKLUS II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP

Kelas/Semester : VIII (Delapan)

Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan inter-personal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 1.2 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat.

Jenis teks : *Transactional / Interpersonal*

Tema : *Heavenly Pies Restaurant*

Aspek/Skill : Mendengarkan

Alokasi Waktu : 2 × 40 menit **(1 kali pertemuan)**

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *Heavenly Pies Restaurant audio script* dengan tepat.

b. Menjawab pertanyaan berbentuk *text completion* secara lisan.

c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect)*
Tekun (*diligence*)

2. Materi Pembelajaran

a. Communication Practice

- Rekaman dialog (percakapan) yang berjudul "*Heavenly Pies Restaurant*", duration = 01:04.
- Daftar pertanyaan dan jawaban

"Heavenly Pies Restaurant"

Waiter : Hi. Welcome to Heavenly Pies. May I take your order?

Man : Uh . . . yes. I'd like the chicken fried steak.

Waiter : Okay. Would you like fries, bread, or rice with your meal?

Man : Umm. I'll take the rice?

Waiter : Would you care for anything to drink?

Man : Yeah. I'll take a medium orange juice.

Waiter : I'm sorry. We only have large or small.

Man : Well, in that case, uh, I'll have a small one.

Waiter : Okay. A small juice. And what kind of dressing would you like with your salad. It comes with the fried steak.

Man : What dressings do you have?

Waiter : We have French, Italian, blue cheese, and ranch.

Man : Oh! Ranch, please.

Waiter : Would you like anything else?

Man : Well, I'd like to see your pie menu. That's the main reason why I like to dine here.

Waiter : Oh, I'm so sorry, but we aren't serving pies today.

Man : Huh?

Waiter : Well, it usually is, but, Dave, our baker, slipped in the kitchen two days ago, and hur his leg. [*Oh*] He'll be out for at least two weeks. In the meantime, we're serving ice cream sundaes instead. Sorry.

Man : Wow. I'm sorry to hear that. Well in that case, I'll have an ice cream sundae.

Woman : I'll be back with your order in a few minutes.

Exercise 1

Text Completion!

Listen carefully the audio script *"Heavenly Pies Restaurant"* and then write the words you hear in the correct blank.

Waiter : Hi. Welcome to Heavenly Pies. May I take your order?

Man : Uh . . . yes. I'd like the 1) _____.

Waiter : Okay. Would you like fries, bread, or rice with your 2) _____?

Man : Umm. I'll take the rice?

Waiter : Would you 3) _____ for anything to drink?

Man : Yeah. I'll take a medium orange juice.

Waiter : I'm sorry. We only have 4) _____ or small.

Man : Well, in that case, uh, I'll have a small one.

Waiter : Okay. A small juice. And what kind of dressing would you like with 5) _____. It comes with the fried steak.

Man : What 6) _____ do you have?

Waiter : We have French, Italian, blue cheese, and ranch.

Man : Oh! Ranch, please.

Waiter : Would you like anything else?

Man : Well, I'd like to see your 7) _____. That's the main reason why I like to dine here.

Waiter : Oh, I'm so sorry, but we 8) _____ serving pies today.

Man : Huh?

Waiter : Well, it usually is, but, Dave, our baker, 9)_____ in the kitchen two days ago, and hur his leg. [*Oh*] He'll be out for at least two weeks. In the meantime, we're serving ice cream sundaes instead. Sorry.

Man : Wow. I'm sorry to hear that. Well in that case, I'll have an ice cream 10)_____.

Woman : I'll be back with your order in a few minutes.

***The Key Answer:**

1. Chicken fried steak
2. Meal
3. Care
4. Large
5. Your salad
6. Dressings
7. Pie menu
8. Aren't
9. Slipped
10. Sundae

3. **Metode Pembelajaran:** Using The Auditory Attention Processing of the Application of TLP (The Listening Program).
4. **Langkah-langkah Kegiatan**
   a. Kegiatan Pendahuluan

   Apersepsi :
   - Tanya jawab tentang pembahasan materi minggu lalu.

   Motivasi :
   - Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa.

   b. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:
   - ☞ Memainkan track ke-1 **Program #2 Corelli** dari *Sound Health – Music for Learning* yang merupakan aplikasi dari Auditory Attention Processing of TLP sebagai musik latar untuk memberikan refresh kepada peserta didik.
   - ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari;
   - ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
   - ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; dan

- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Melanjutkan untuk memutar track selanjutnya dari *Sound Health – Music for Learning* hingga ke track-3 selama proses pembelajaran dan mengerjakan tugas ataupun pertanyaan-pertanyaan;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok; dan
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa;
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedial, atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar

a. TLP CDs (Sound Health – Music for Learning)

*__PROGRAM #2: Corelli__ (Track lists):

1) Arcangelo Corelli – Adagio from Concerto Grosco Opus 6 No. 8 in G Minor

2) Arcangelo Corelli – Concerto Grosco in G Minor Opus 6 No. 8 Adagio-Allegro-Adagio
3) Arcangelo Corelli - Concerto Grosco in G Minor Opus 6 No. 8 Pastorale

b. Listening Audio from Randall's ESL Blog ***"Heavenly Pies Restaurant"*** taken from www.esl-lab.com
c. *Script & Exercise* (teks rekaman percakapan & latihan) yang bersumber Randall's ESL Blog ***"Heavenly Pies Restaurant"*** taken from www.esl-lab.com 1998-2015.

6. Penilaian

*Teknik penilaian terbagi atas 2, yaitu:
a. Tes lisan: merespon secara lisan pertanyaan.
b. Tes tertulis.
c. Pedoman Penilaian :

I. Teknik penilaian hasil tes siswa untuk listening comprehension:

No.	Teknik Penilaian	Bentuk Instrumen	Nilai (angka)	Nilai (huruf)
1.	Tes lisan/tertulis	Text Completion	90 – 100	**"excellent"**
2.	Tes lisan/tertulis	Text Completion	80 – 89	**"very good"**
3.	Tes lisan/tertulis	Text Completion	70 – 79	**"good"**
4.	Tes lisan/tertulis	Text Completion	60 – 69	**"fairly good"**
5.	Tes lisan/tertulis	Text Completion	50 – 59	**"fair"**
6.	Tes lisan/tertulis	Text Completion	40 – 49	**"poor"**
7.	Tes lisan/tertulis	Text Completion	0 – 39	**"very poor"**

Sumber: (Depdikbud in Muis, 2006: 23)

II. Penghitungan yang dilakukan untuk mendapatkan skor siswa dengan menggunakan rumus:

$$\bar{X}=\frac{\sum X}{n}$$

Note:

$\bar{X}$: The mean score
$\sum X$: The sum of all score
n : The total number of subject

Sumber: (Gay, 1981:289)

III. Penghitungan persentase keaktifan siswa dalam proses pembelajaran dengan menggunakan rumus:

$$P=\frac{f}{n}\times 100\%$$

Note:

P : Percentage
f : Frequency
n : Total number of Subject

Sumber: (Hatch and Hassen in Yakkop: 2006)

Makassar, September 2015

Mahasiswa Penelitian Unismuh Makassar

Muh. Akram

Mengetahui,

Guru Pembimbing,

_____

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP

Kelas/Semester : VIII (Delapan)

Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan inter-personal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 1.2 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat.

Jenis teks : *Transactional / Interpersonal*

Tema : *Family Activities*

Aspek/Skill : Mendengarkan

Alokasi Waktu : 2 × 40 menit **(1 kali pertemuan)**

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Menjawab *text completion* dalam sebuah percakapan berdasarkan *"Family Activities" audio script* dengan tepat.
b. Menjawab pertanyaan berbentuk *text completion* secara lisan.
c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect)*
Tekun (*diligence*)

2. Materi Pembelajaran

a. Communication Practice
   - Rekaman dialog (percakapan) yang berjudul "*Family Activities*".
   - Daftar pertanyaan dan jawaban.

"Family Activities"

Emily : Welcome home, Dad.

Dad : Oh, Emily. How are you today?

Emily : Fine.

Dad : Good. And how was school today?

Emily : Really fun.

Dad : Good. And what did you do?

Emily : We made things.

Dad : Like what types of things did you make?

Emily : We made books.

Dad : You made books! Okay. And what else?

Emily : We . . . we made paper kangaroos.

Dad : You made paper kangaroos? Okay, and what did you need to make your paper kangaroos? What kind of supplies did you need?

Emily : We used crayons, papers, glue, and we had to follow directions.

Dad : Well good. And what did you do after school?

Emily : We went home, played games.

Dad : And did . . . Mom said you went to the junior high school.

Emily : I rode my bike in the tennis court.

Dad : Did you go by yourself?

Emily : I went with the whole family, and we went with Nathan, Sara, Racheal.

Dad : You went with your cousins.

Emily : And my mom.

Dad : Well, that's great. Well, let's get ready for dinner.

Emily : Okay.

Exercise 1 **Text Completion!**

Listen carefully the audio script *"Family Activities"* and then write the words you hear in the correct blank.

"Family Activities"

Emily : Welcome home, Dad.

Dad : Oh, Emily. How are you 1)_____?

Emily : Fine.

Dad : Good. And how was 2)_____today?

Emily : Really fun.

Dad : Good. And what did you do?

Emily : We made things.

Dad : Like what 3)_____of things did you make?

Emily : We made books.

Dad : You made books! Okay. And what else?

Emily : We . . . we made paper kangaroos.

Dad : You made paper kangaroos? Okay, and what did you need to make your paper kangaroos? What kind of 4)_____ did you need?

Emily : We used crayons, papers, glue, and we had to 5)_____ directions.

Dad : Well good. And what did you do after school?

Emily : We went home, played 6)_____.

Dad : And did . . . Mom said you went to the junior high school.

Emily : I 7)_____ my bike in the tennis court.

Dad : Did you go by yourself?

Emily : I went with 8)_____ family, and we went with Nathan, Sara, Racheal.

Dad : You went with your 9)_____.

Emily : And my mom.

Dad : Well, that's great. Well, let's get 10) _____ for dinner.

Emily : Okay.

***The Key Answer:**

1.	Today	6.	Games
2.	School	7.	Rode
3.	Types	8.	The whole
4.	Supplies	9.	Cousins
5.	Follow	10.	Ready

3. **Metode Pembelajaran:** Using The Auditory Attention Processing of the Application of TLP (The Listening Program).
4. **Langkah-langkah Kegiatan**

a. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang pembahasan materi minggu lalu.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa.

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Memainkan track ke-10 Program #2 Corelli dari *Sound Health – Music for Learning* yang merupakan aplikasi dari Auditory Attention Processing of TLP sebagai musik latar untuk memberikan refresh kepada peserta didik.
- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; dan
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Melanjutkan untuk memutar track selanjutnya dari *Sound Health – Music for Learning* ke track-12 selama proses pembelajaran dan mengerjakan tugas ataupun pertanyaan-pertanyaan;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok; dan
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa;
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedial, atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar

a. TLP CDs (Sound Health – Music for Learning)

***PROGRAM #2 Corelli** (Track lists):

4) Arcangelo Corelli (1653-1713) – Concerto Grosco in G Minor Opus 6 No. 8 -1 Vivace
5) Arcangelo Corelli (1653-1713) - Concerto Grosco in G Minor Opus 6 No. 8 -4 Vivace

6) Arcangelo Corelli (1653-1713) – Pastorale from Concerto Grisco in G Minor Opus 6 No. 8

b. Listening Audio from Randall's ESL Blog ***"Family Activities"*** taken from www.esl-lab.com
c. *Script & Exercise* (teks rekaman percakapan & latihan) yang bersumber Randall's ESL Blog ***"Family Activities"*** taken from www.esl-lab.com 1998-2015.

6. Penilaian

*Teknik penilaian terbagi atas 2, yaitu:

a. Tes lisan: merespon secara lisan pertanyaan.
b. Tes tertulis.
c. Pedoman Penilaian :

I. Teknik penilaian hasil tes siswa untuk listening comprehension:

No.	Teknik Penilaian	Bentuk Instrumen	Nilai (angka)	Nilai (huruf)
1.	Tes lisan/tertulis	Text Completion	90 – 100	**"excellent"**
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5.	Tes lisan/tertulis	Text Completion	50 – 59	**"fair"**
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Sumber: (Depdikbud in Muis, 2006: 23)

II. Penghitungan yang dilakukan untuk mendapatkan skor siswa dengan menggunakan rumus:

$$\bar{X}=\frac{\sum X}{n}$$

Note:

$\bar{X}$: The mean score
$\sum X$: The sum of all score
n : The total number of subject

Sumber: (Gay, 1981:289)

III. Penghitungan persentase keaktifan siswa dalam proses pembelajaran dengan menggunakan rumus:

$$P=\frac{f}{n}\times 100\%$$

Note:

P : Percentage
f : Frequency
n : Total number of Subject

Sumber: (Hatch and Hassen in Yakkop: 2006)

Makassar, Oktober 2015

Mahasiswa Penelitian Unismuh Makassar

Muh. Akram

Mengetahui,

Guru Pembimbing,

_____

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP

Kelas/Semester : VIII (Delapan)

Standar Kompetensi : 2. Memahami makna dalam teks tulis fungsional pendek dan esei pendek sederhana yang berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar : 2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

Jenis teks : Teks lisan fungsional

Tema : *Happy Birthday*

Aspek/Skill : Mendengarkan

Alokasi Waktu : 2 × 40 menit **(1 × pertemuan)**

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Mengisi *text completion* dalam sebuah lagu *"Happy Birthday" audio* dengan tepat.
b. Menjawab pertanyaan berbentuk *text completion* secara lisan.
c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

a. Communication Practice
   - Rekaman dialog (percakapan) yang berjudul "*Happy Birthday*".
   - Daftar pertanyaan dan jawaban

"Happy Birthday"

Father: Hi Michael. Happy Birthday! How old are you today?

Son : Seven.

Father: Alright. Well, let's sing Happy Birthday:

Happy Birthday to you,

Happy Birthday to you,

Happy Birthday dear Michael,

Happy Birthday to you.

Father: Alright. So what should we do first?

Son : How about cake and ice cream?

Father: Okay. Well, uh let . . . let's light the candles. Okay, and make a wish! Don't . . . don't tell me.

Son : Don't tell you?

Father: Yeah, don't tell me. Okay, and go ahead and blow out the candles. Okay, let's cut the cake, and then we can have cake and ice cream. And what do you want to do after the cake and ice cream?

Son : Play freeze tag.

Father: Now, how do you play tag?

Son : Um . . . one person is it, and the person who is it tries to tag everyone [Alright. And then . . .] before I tag someone and then, another person tags me.

Father: Oh, wow. And whose coming over later today for your birthday?

Son : Well, everyone. Uh, my cousins, all my aunts and grandmas, grandpas.

Father: Alright. Well, Happy Birthday, Michael.

Exercise **Text Completion!**

Listen carefully the audio script ***"Happy Birthday"*** and then write the words you hear in the correct blank. This dialog will play only three times.

"Happy Birthday"

Father: Hi Michael. Happy Birthday! How old are you today?

Son : Seven.

Father: Alright. Well, let's 1) _____ Happy Birthday:

Happy Birthday to you,

Happy Birthday to you,

Happy Birthday dear Michael,

Happy Birthday to you.

Father: Alright. So what should we do first?

Son : How about cake and 2) _____?

Father: Okay. Well, uh let . . . let's light the 3) _____. Okay, and make a wish! Don't . . . don't tell me.

Son : Don't tell you?

Father: Yeah, don't tell me. Okay, and go ahead and 4) _____ the candles. Okay, let's 5) _____ the cake, and then we can have cake and ice cream. And what do you want to do after the cake and ice cream?

Son : Play 6) _____.

Father: Now, how do you play 7) _____?

Son : Um . . . one person is it, and the person who is it 8) _____ to tag everyone [Alright. And then . . .] before I tag someone and then, another person tags me.

Father: Oh, wow. And whose 9) _____ over later today for your birthday?

Son : Well, everyone. Uh, my cousins, all my aunts and grandmas, 10) _____.

Father: Alright. Well, Happy Birthday, Michael.

***The Key Answer:**

1.	Sing	6.	Freeze tag
2.	Ice cream	7.	Tag
3.	Candles	8.	Tries
4.	Blow out	9.	Coming
5.	Cut	10.	Grandpas

b. Developing skills
- Rekaman teks lisan fungsional pendek tentang *"Happy Birthday"*.

c. Pronunciation
- Rekaman teks *"Happy Birthday"* yang terdapat beberapa penekanan/stressing serta penggunaan kalimat positif & interogatif dalam kalimat.

3. Metode Pembelajaran: Using The Auditory Attention Processing of the Application of TLP (The Listening Program).

4. Langkah-langkah Kegiatan

Pertemuan pertama, dua, ketiga dan keempat.

a. Kegiatan Pendahuluan

Apersepsi :
- *Warming-up activity: find five friends who were born in five different months. The fastest is the winner*.

Motivasi :
- Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa.

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:
- ☞ Memainkan track ke-4 **Program #2 Corelli** dari *Sound Health – Music for Learning* yang merupakan aplikasi dari Auditory Attention Processing of TLP sebagai musik latar untuk memberikan refresh kepada peserta didik.
- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari.
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Melanjutkan untuk memutar track selanjutnya dari *Sound Health – Music for Learning* hingga ke track-6 selama proses pembelajaran dan mengerjakan tugas ataupun pertanyaan-pertanyaan;
- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedial, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar

a. TLP CDs (Sound Health – Music for Learning)
   *__PROGRAM #2: Corelli__ (Track lists):
   7) Nature (2)
   8) Nature (3)
   9) Pastorale – Concerto Grosco Opus 6 No.8 (1)

b. Listening Audio from Randall's ESL Blog ***"Happy Birthday"*** taken from www.esl-lab.com

c. *Script & Exercise* (teks rekaman percakapan & latihan) yang bersumber Randall's ESL Blog ***"Happy Birthday"*** taken from www.esl-lab.com 1998-2015.

6. Penilaian

*Teknik penilaian terbagi atas 2, yaitu:

a. Tes lisan: merespon secara lisan pertanyaan.
b. Tes tertulis.
c. Pedoman Penilaian :

I. Teknik penilaian hasil tes siswa untuk listening comprehension:

No.	Teknik Penilaian	Bentuk Instrumen	Nilai (angka)	Nilai (huruf)
1.	Tes lisan/tertulis	Text Completion	90 – 100	**"excellent"**
2.	Tes lisan/tertulis	Text Completion	80 – 89	**"very good"**
3.	Tes lisan/tertulis	Text Completion	70 – 79	**"good"**
4.	Tes lisan/tertulis	Text Completion	60 – 69	**"fairly good"**
5.	Tes lisan/tertulis	Text Completion	50 – 59	**"fair"**
6.	Tes lisan/tertulis	Text Completion	40 – 49	**"poor"**
7.	Tes lisan/tertulis	Text Completion	0 – 39	**"very poor"**

Sumber: (Depdikbud in Muis, 2006: 23)

II. Penghitungan yang dilakukan untuk mendapatkan skor siswa dengan menggunakan rumus:

$$\bar{X}=\frac{\sum X}{n}$$

Note:

$\bar{X}$: The mean score
$\sum X$: The sum of all score
n : The total number of subject

Sumber: (Gay, 1981:289)

III. Penghitungan persentase keaktifan siswa dalam proses pembelajaran dengan menggunakan rumus:

$$P=\frac{f}{n}\times 100\%$$

Note:

P : Percentage
f : Frequency
n : Total number of Subject

Sumber: (Hatch and Hassen in Yakkop: 2006)

Makassar, Oktober 2015.

Mahasiswa Penelitian Unismuh Makassar

Muh. Akram

Mengetahui,

Guru Pembimbing,

_____

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP

Kelas/Semester : VIII (Delapan)

Standar Kompetensi : 2. Memahami makna dalam teks tulis fungsional pendek dan esei pendek sederhana yang berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.

Kompetensi Dasar : 2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

Jenis teks : Teks tulis fungsional pendek

Tema : *Towing Service*

Aspek/Skill : Mendengarkan

Alokasi Waktu : 2 × 40 menit **(1 × pertemuan)**

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Mengisi *text completion* dalam sebuah lagu *"Towing Service" audio* dengan tepat.

b. Menjawab pertanyaan berbentuk *text completion* secara lisan.

c. Menuliskan tiap arti kosakata pada tugas *text completion* ke dalam bahasa Indonesia.

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

a. Communication Practice

- Rekaman dialog (percakapan) yang berjudul "*Towing Service*".
- Daftar pertanyaan dan jawaban

*Direction:

Listen carefully a dialog that entitled ***"Towing Service"***. This dialog will play for one time.

"Towing Service"

Man **:** Hey. Hey. Wait. What are you doing?

Police Officer **:** What does it look like I'm doing? I'm having your car towed away for illegal parking.

Man **:** Officer. You can't do that. That's not fair.

Police Officer **:** What do you mean it's not fair? You parked your car in a no-parking area.

Man **:** What? What do you mean?

Police Officer **:** Look, sir. There's a sign right there that says, "Tow away zone. No parking between the hours of 7 a.m. - 6 p.m."

Man **:** What sign? Oh, that one? Those tree branches are covering it.

Police Officer **:** Take that complaint up with the city. I'm just here to uphold the law. Anyway, you can clearly see it once you get out of your car.

Man **:** But, but . . . my car was only here for five minutes. I just had to run into this building to . . . to drop off some clothing at the homeless shelter. Just trying to help people in need.

Police Officer **:** Sir. The homeless shelter is six blocks down the road. Anyway, here's your ticket, and the address where you can pick up your car is found on the back.

Man **:** What? One hundred and fifty dollars? That's, that's outrageous. Complete ludicrous.

Police Officer **:** Sorry sir.

Man : And you mean you're going to tow the car away? I'm standing right here. Look. How about two tickets for a lecture on the history of the English language tomorrow night at the library? Anything.

Police Officer : Sir. It's illegal to bribe an officer.

Man : Wait, or here. Some coupons for a free burger at that restaurant across the street. Buy one and get the second one half price.

Police Officer : Sorry, sir. Have a good day.

Exercise **Text Completion!**

Listen carefully the audio script ***"Towing Service"*** and then write the words you hear in the correct blank. This dialog will play only three times.

"Towing Service"

Man : Hey. Hey. Wait. What are you doing?

Police Officer : What does it look like I'm doing? I'm having your car 1) _____ for illegal parking.

Man : Officer. You can't do that. That's not fair.

Police Officer : What do you mean it's not fair? You parked your car in a no-parking 2) _____.

Man : What? What do you mean?

Police Officer : Look, sir. There's a sign right there that says, "Tow away zone. No parking between the hours of 7 a.m. - 6 p.m."

Man : What sign? Oh, that one? Those tree branches are covering it.

Police Officer : Take that 3) _____ with the city. I'm just here to uphold the law. 4) _____, you can clearly see it once you get out of your car.

Man : But, but . . . my car was only here for 5) _____. I just had to run into this 6) _____ to . . . to drop off some clothing at the 7) _____ shelter. Just trying to help people in need.

Police Officer : Sir. The homeless shelter is six 8) _____ down the road. Anyway, here's your ticket, and the address where you can pick up your car is found on the back.

Man : What? One hundred and fifty dollars? That's, that's outrageous. Complete ludicrous.

Police Officer : Sorry sir.

Man : And you mean you're going to tow the car away? I'm standing right here. Look. How about two tickets for a lecture on the history of the English language tomorrow night at the library? Anything.

Police Officer : Sir. It's illegal to 9) _____ an officer.

Man : Wait, or here. Some coupons for a free burger at that restaurant 10) _____. Buy one and get the second one half price.

Police Officer : Sorry, sir. Have a good day.

***The Key Answer:**

1. Towed away
2. Area
3. Complaint up
4. Anyway
5. Five minutes
6. Building
7. Homeless
8. Blocks
9. Bribe
10. Across the street

3. **Metode Pembelajaran:** Using The Auditory Attention Processing of the Application of TLP (The Listening Program).

4. **Langkah-langkah Kegiatan**

a. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang pembahasan materi minggu lalu.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa.

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Memainkan track ke-7 **Program #2 Corelli** dari *Sound Health – Music for Learning* yang merupakan aplikasi dari Auditory Attention Processing of TLP sebagai musik latar untuk memberikan refresh kepada peserta didik.
- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari.
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Melanjutkan untuk memutar track selanjutnya dari *Sound Health – Music for Learning* hingga ke track-9 selama proses pembelajaran dan mengerjakan tugas ataupun pertanyaan-pertanyaan;
- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;

- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

d. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
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- ☞ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar

a. TLP CDs (Sound Health – Music for Learning)

***PROGRAM #2 Corelli** (Track lists):

10) Pastorale - Concerto Grosco Opus 6 No.8 (2)
11) Pastorale - Concerto Grosco Opus 6 No.8 with nature
12) Thunder and Rain

b. Listening Audio from Randall's ESL Blog ***"Towing Service"*** taken from www.esl-lab.com

c. *Script & Exercise* (teks rekaman percakapan & latihan) yang bersumber Randall's ESL Blog ***"Towing Service"*** taken from www.esl-lab.com 1998-2015.

6. Penilaian

*Teknik penilaian terbagi atas 2, yaitu:

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Sumber: (Depdikbud in Muis, 2006: 23)

II. Penghitungan yang dilakukan untuk mendapatkan skor siswa dengan menggunakan rumus:

$$\bar{X}=\frac{\sum X}{n}$$

Note:

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n : The total number of subject

Sumber: (Gay, 1981:289)

III. Penghitungan persentase keaktifan siswa dalam proses pembelajaran dengan menggunakan rumus:

$$P=\frac{f}{n}\times 100\%$$

Note:

P : Percentage

f : Frequency

n : Total number of Subject

Sumber: (Hatch and Hassen in Yakkop: 2006)

Makassar, Oktober 2015.

Mahasiswa Penelitian Unismuh Makassar

Muh. Akram

Mengetahui,

Guru Pembimbing,

_____

PEMERINTAH KABUPATEN GOWA
DINAS PENDIDIKAN OLAHRAGA DAN PEMUDA
SMP NEGERI 2 SUNGGUMINASA
Jl. A. Mallombasang No. 1 Sungguminasa-Gowa Telp.0411-861451

SURAT KETERANGAN PENELITIAN
No: /DIKORDA-GW/SMP-02/XI/2015

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Sungguminasa menerangkan bahwa :

Nama	: Muh. Akram
NIM	: 10535 4571 10
Jurusan	: Pendidikan Bahasa dan Sastra Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan UNISMUH Makassar
Alamat	: BTN Taman Kalimata Blok B No.9 Gowa

Telah melaksanakan penelitian di SMP Negeri 2 Sungguminasa dari tanggal .. .. 2015 s/d .. .. 2015 dengan Judul **"*Using the Auditory Attention Processing on the Application of TLP (The Listening Program) Method to Improve The Active Listening (A Classroom Action Research at the Second Year Students of SMP Negeri 2 Sungguminasa)*".**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sungguminasa, ... 2015

Kepala Sekolah,

H. MUH. IQBAL, S.Pd., M.Pd
NIP. 19660208 198903 1 011

CYCLE I

#FIRST MEETING#

1. Teacher explained about TLP (The Listening Program) Method and benefit of using TLP CDs' Sound Health – Music for Learning in classroom or laboratory (LAB Bahasa).
2. Divide the students into big group that consists of 9 or 10 members for each group. Then, they have to listen TLP CDs' Sound Health – Music for Learning which track lists:
   a. TLP CDs' (Sound Health – Music for Learning)

      *PROGRAM #1 Bach/Vivaldi (Track lists):

      ① Antonio Vivaldi – Concerto for Viola d'Amore, Lute

      ② Antonio Vivaldi – Adagio Concerto No.2 In G Minor, 'summer II'

      ③ Antonio Vivaldi – Concerto for Viola d'Amore and Lute in D Minor RV 540 Largo

   b. TLP CDs' recommended teaching listening with using audio script from Randall's ESL Blog ***"Phone Messages"*** taken from www.esl-lab.com

***Direction:**

Listen carefully a dialog that entitled ***"Phone Messages"***. This dialog will play for two times.

"PHONE MESSAGES"

Little Girl : Hello.

Caller : He, he.., hello? Uh, yeah. Is . . . uh . . . your dad home?

Little Girl : Just a minute please.

Older Sister : Hello.

Caller : Uh . . . yeah . . . uh hello? Yeah, um . . . is . . . uh . . . Nick home please?

Older Sister : Oh, he can't come to the phone right now.

Caller : Okay, well, um, yeah, I need to talk to your dad. Um, yeah, could you . . . um . . . take a message?

Older Sister : Yeah.

Caller : Yeah. This is . . . my name's Nick Johnson. And if . . .

Older Sister : The phone number?

Caller : Yeah if you could tell him. Yeah, the phone number is 589 [*Uh-**huh***] 7248.

Older Sister : 589-7248?

Caller : Yeah, right and if you could tell him to call me tonight between 7:00 and 8:30?

Older Sister : Okay.

Caller : Alright, and uh. Now, I think . . . are you his daughter?

Older Sister : Yeah.

Caller : Yeah, now what's your name?

Older Sister : I . . . I'm not supposed to tell that.

Caller : Ah, that's really smart. Alright, well just tell him I called.

Older Sister : Okay.

Caller : Okay, bye.

Older Sister : Bye.

#SECOND MEETING#

1. Divide the students into big group that consists of 9 or 10 members for each group. Then, they have to listen TLP CDs' Sound Health – Music for Learning which track lists:
   a. TLP CDs' (Sound Health – Music for Learning)

      *PROGRAM #1 Bach/Vivaldi (Track lists):

      ④ Antonio Vivaldi – Concerto Grosco Opus 3, No.11, Alegro Adagio Spiccato E Tutti Allegro.

      ⑤ Antonio Vivaldi – Largo from Oboe Concerto in B Flat Major (1)

      ⑥ Antonio Vivaldi – Largo from Oboe Concerto in B Flat Major (2)

   b. TLP CDs' recommended teaching listening with using audio script from Randall's ESL Blog ***"First Date"*** taken from www.esl-lab.com

*Direction:

Listen carefully a dialog that entitled ***"First Date"***. This dialog will play for one time.

"First Date" Script

Girl: He's here. Bye Dad.

Dad: Wait, wait, wait . . . Where are you going?

Girl: Dad. I've already told mom. I'm going out tonight.

Dad: Who with? You mean you're going on a date?

Girl: Yeah. Mom met Dirk yesterday. [*Dirk!?*] He's sooo cool. We're going on a double-date with Cindy and Evan.

Dad: Dirk.

Girl: I have to go.

Dad: Wait, wait. I want to meet this guy.

Girl: He's waiting for me.

Dad: Well, so what are you going to do tonight? Going to the library?

Girl: Dad! We're going out to eat, and then we're going to catch a movie.

Dad: What movie and what is it rated?

Girl: It's a science fiction thriller called . . . well, I don't know what it is called, but it's rated PG.

Dad: And where's the movie showing?

Girl: Down at the Campus Plaza Movie Theater.

Dad: Hey, I was thinking about seeing a movie down there tonight, too.

Girl: Ah, Dad.

Dad: Hey, Let me meet that guy. [*Father looks out the living room window . . .* Hey, that guy has a moustache!

Girl: Dad. That's not Dirk. That's his older brother. He's taking us there! Can I go now?

Dad: Well . . .

Girl: Mom said I could, and mom knows his parents.

Dad: Well . . .

Girl: Dad.

Dad: Okay, but be home by 8:00.

Girl: Eight!? The movie doesn't start until 7:30. Come on, Dad.

Dad: Okay. Be back by 11:00.

Girl: Love you, Dad.

Dad: Love you, too.

Girl: Bye.

Dad: Bye.

#THIRD MEETING#

1. Divide the students into big group that consists of 9 or 10 members for each group. Then, they have to listen TLP CDs' Sound Health – Music for Learning which track lists:
   a. TLP CDs' (Sound Health – Music for Learning)

      *PROGRAM #1 Bach/Vivaldi (Track lists):

      ⑦ Johann Sebastian Bach – Violin Concerto No.1 in A Minor, BWV 1041 Allegro Assai.

      ⑧ Johann Sebastian Bach – Violin Concerto No.2 in E Flat – Allegro Assai.

   b. TLP CDs' recommended teaching listening with using audio script from Randall's ESL Blog ***"Emergency Call"*** taken from www.esl-lab.com

*Direction:

Listen carefully a dialog that entitled ***"Emergency Call"***. This dialog will play for one time.

"*Emergency Call*"

Operator : Hello. This is the emergency 911 operator.

Taxi Driver : Help. Help. Please help me!

Operator : Yes sir. Please calm down and explain exactly what is happening.

Taxi Driver : Calm down! My car is stalled on the freeway, I have a lady passenger, and she's going into labor.

Operator : Now relax sir. Explain exactly where you are.

Taxi Driver : I'm . . . I'm in the southbound lane of the Lincoln Expressway, about 15 miles from the Washington Tunnel, and this lady isn't going to wait.

Operator : Okay. What's your name sir and your passenger's?

Taxi Driver : It's ... it's Bob, and I have no idea about the woman. She's in no condition to tell me.

Operator : Okay, now what's the nearest landmark to your location? Pay careful attention.

Taxi Driver : Umm, I see golden arches . . . McDonalds.

Operator : Okay, is there anyone else with you?

Taxi Driver : No, and I've tried to get someone else to stop. [*The sound of a bottle breaking.*]

Operator : Hey, what was that? [Ahhhh!]

Taxi Driver : Ah, someone threw a bottle at me. How soon can someone get here?

Operator : I've just dispatched an ambulance to your location. They should be there any second.

Taxi Driver : Hey, is there anything I can do while we wait for the ambulance?

Operator : Yes, uh, keep her calm and warm.

Taxi Driver : Okay. Please hurry. Oh, they're too late. It's a boy!

#FOURTH MEETING#

1. Divide the students into big group that consists of 9 or 10 members for each group. Then, they have to listen TLP CDs' Sound Health – Music for Learning which track lists:
   a. TLP CDs' (Sound Health – Music for Learning)

      *PROGRAM #1 Bach/Vivaldi (Track lists):

      ⑨ Johann Sebastian Bach – Violin Sonata No.2 Allegro Assai
      ⑩ Nature

   b. TLP CDs' recommended teaching listening with using audio script from Randall's ESL Blog ***"Leisure Activities"*** taken from www.esl-lab.com

*Direction:

Listen carefully a dialog that entitled ***"Leisure Activities"***. This dialog will play for one time.

"Leisure Activities"

Stuart : Amy. So, how are you doing?

Amy : Oh, hi Stuart. School is so crazy these days, and when I'm not at school, I'm at work.

Stuart : Hey, listen. I'm getting together with Sara and Paul tonight, and a few of our other friends are going to join us. [*Oh.*] And, we're . . . well, we're going out to eat and then catch a movie. Why don't you come with us?

Amy : Hey, I'd love to, but I have to cram for a test tomorrow.

Stuart : Ah, come on. We're planning on having dinner around 6:30 and then seeing a movie at 7:30. We should be home by 10:30 . . . 11:30 at the

latest. I mean you're always saying that you don't have any friends . . . and that your love life . . . well, that you don't have one. Come on!

Amy : I . . . I don't think I'd better. I haven't been feeling well lately.

Stuart : Yeah, because you study too much. Well, we'll have a blast. Come on! Relax. [*Well* . . .] And it's Sara's birthday, too. And we're throwing her a small birthday party after the movie. Come on. Best friends always stick together.

Amy : Oh. Okay.

Stuart : Great. I'll pick you up at 6:00.

Amy : Okay. See you then, but I have to be back by 10:30.

Stuart : Ah, 10:30 . . . Midnight. It's all the same. See you at 6:00.

CYCLE II
#FIFTH MEETING#

1. Divide the students into big group that consists of 9 or 10 members for each group. Then, they have to listen TLP CDs' Sound Health – Music for Learning which track lists:
   a. TLP CDs' (Sound Health – Music for Learning)

      *PROGRAM #2: Corelli (Track lists):

      1) Arcangelo Corelli – Adagio from Concerto Grosco Opus 6 No. 8 in G Minor
      2) Arcangelo Corelli – Concerto Grosco in G Minor Opus 6 No. 8 Adagio-Allegro-Adagio
      3) Arcangelo Corelli - Concerto Grosco in G Minor Opus 6 No. 8 Pastorale

   b. TLP CDs' recommended teaching listening with using audio script from Randall's ESL Blog ***"Heavenly Pies Restaurant"*** taken from www.esl-lab.com

*Direction:

Listen carefully a dialog that entitled ***"Heavenly Pies Restaurant"***. This dialog will play for one time.

"Heavenly Pies Restaurant"

Waiter : Hi. Welcome to Heavenly Pies. May I take your order?

Man : Uh . . . yes. I'd like the chicken fried steak.

Waiter : Okay. Would you like fries, bread, or rice with your meal?

Man : Umm. I'll take the rice?

Waiter : Would you care for anything to drink?

Man : Yeah. I'll take a medium orange juice.

Waiter : I'm sorry. We only have large or small.

Man : Well, in that case, uh, I'll have a small one.

Waiter : Okay. A small juice. And what kind of dressing would you like with your salad. It comes with the fried steak.

Man : What dressings do you have?

Waiter : We have French, Italian, blue cheese, and ranch.

Man : Oh! Ranch, please.

Waiter : Would you like anything else?

Man : Well, I'd like to see your pie menu. That's the main reason why I like to dine here.

Waiter : Oh, I'm so sorry, but we aren't serving pies today.

Man : Huh?

Waiter : Well, it usually is, but, Dave, our baker, slipped in the kitchen two days ago, and hur his leg. [*Oh*] He'll be out for at least two weeks. In the meantime, we're serving ice cream sundaes instead. Sorry.

Man : Wow. I'm sorry to hear that. Well in that case, I'll have an ice cream sundae.

Woman : I'll be back with your order in a few minutes.

#SIXTH MEETING#

1. Divide the students into big group that consists of 9 or 10 members for each group. Then, they have to listen TLP CDs' Sound Health – Music for Learning which track lists:
   a. TLP CDs' (Sound Health – Music for Learning)

      *PROGRAM #2: Corelli (Track lists):

      4) Arcangelo Corelli (1653-1713) – Concerto Grosco in G Minor Opus 6 No. 8 - 1 Vivace
      5) Arcangelo Corelli (1653-1713) - Concerto Grosco in G Minor Opus 6 No. 8 -4 Vivace
      6) Arcangelo Corelli (1653-1713) – Pastorale from Concerto Grisco in G Minor Opus 6 No. 8

   b. TLP CDs' recommended teaching listening with using audio script from Randall's ESL Blog ***"Family Activities"*** taken from www.esl-lab.com

*Direction:

Listen carefully a dialog that entitled ***"Family Activities"***. This dialog will play for one time.

"Family Activities"

Emily : Welcome home, Dad.

Dad : Oh, Emily. How are you today?

Emily : Fine.

Dad : Good. And how was school today?

Emily : Really fun.

Dad : Good. And what did you do?

Emily : We made things.

Dad : Like what types of things did you make?

Emily : We made books.

Dad : You made books! Okay. And what else?

Emily : We . . . we made paper kangaroos.

Dad : You made paper kangaroos? Okay, and what did you need to make your paper kangaroos? What kind of supplies did you need?

Emily : We used crayons, papers, glue, and we had to follow directions.

Dad : Well good. And what did you do after school?

Emily : We went home, played games.

Dad : And did . . . Mom said you went to the junior high school.

Emily : I rode my bike in the tennis court.

Dad : Did you go by yourself?

Emily : I went with the whole family, and we went with Nathan, Sara, Racheal.

Dad : You went with your cousins.

Emily : And my mom.

Dad : Well, that's great. Well, let's get ready for dinner.

Emily : Okay.

#SEVENTH MEETING#

1. Divide the students into big group that consists of 9 or 10 members for each group. Then, they have to listen TLP CDs' Sound Health – Music for Learning which track lists:
   a. TLP CDs' (Sound Health – Music for Learning)

      *PROGRAM #2: Corelli (Track lists):

      7) Nature (2)
      8) Nature (3)
      9) Pastorale – Concerto Grosco Opus 6 No.8 (1)

   b. TLP CDs' recommended teaching listening with using audio script from Randall's ESL Blog ***"Happy Birthday"*** taken from www.esl-lab.com

*Direction:

Listen carefully a dialog that entitled ***"Happy Birthday"***. This dialog will play for one time.

"Happy Birthday"

Father: Hi Michael. Happy Birthday! How old are you today?

Son : Seven.

Father: Alright. Well, let's sing Happy Birthday:

Happy Birthday to you,

Happy Birthday to you,

Happy Birthday dear Michael,

Happy Birthday to you.

Father: Alright. So what should we do first?

Son : How about cake and ice cream?

Father: Okay. Well, uh let . . . let's light the candles. Okay, and make a wish! Don't . . . don't tell me.

Son : Don't tell you?

Father: Yeah, don't tell me. Okay, and go ahead and blow out the candles. Okay, let's cut the cake, and then we can have cake and ice cream. And what do you want to do after the cake and ice cream?

Son : Play freeze tag.

Father: Now, how do you play tag?

Son : Um . . . one person is it, and the person who is it tries to tag everyone [Alright. And then . . .] before I tag someone and then, another person tags me.

Father: Oh, wow. And whose coming over later today for your birthday?

Son : Well, everyone. Uh, my cousins, all my aunts and grandmas, grandpas.

Father: Alright. Well, Happy Birthday, Michael.

#EIGHTH MEETING#

1. Divide the students into big group that consists of 9 or 10 members for each group. Then, they have to listen TLP CDs' Sound Health – Music for Learning which track lists:
   a. TLP CDs' (Sound Health – Music for Learning)

      *PROGRAM #2: Corelli (Track lists):

      10) Pastorale - Concerto Grosco Opus 6 No.8 (2)
      11) Pastorale - Concerto Grosco Opus 6 No.8 with nature
      12) Thunder and Rain

   b. TLP CDs' recommended teaching listening with using audio script from Randall's ESL Blog ***"Towing Service"*** taken from www.esl-lab.com

*Direction:

Listen carefully a dialog that entitled ***"Towing Service"***. This dialog will play for one time.

"Towing Service"

Man **:** Hey. Hey. Wait. What are you doing?

Police Officer **:** What does it look like I'm doing? I'm having your car towed away for illegal parking.

Man **:** Officer. You can't do that. That's not fair.

Police Officer **:** What do you mean it's not fair? You parked your car in a no-parking area.

Man **:** What? What do you mean?

Police Officer : Look, sir. There's a sign right there that says, "Tow away zone. No parking between the hours of 7 a.m. - 6 p.m."

Man : What sign? Oh, that one? Those tree branches are covering it.

Police Officer : Take that complaint up with the city. I'm just here to uphold the law. Anyway, you can clearly see it once you get out of your car.

Man : But, but . . . my car was only here for five minutes. I just had to run into this building to . . . to drop off some clothing at the homeless shelter. Just trying to help people in need.

Police Officer : Sir. The homeless shelter is six blocks down the road. Anyway, here's your ticket, and the address where you can pick up your car is found on the back.

Man : What? One hundred and fifty dollars? That's, that's outrageous. Complete ludicrous.

Police Officer : Sorry sir.

Man : And you mean you're going to tow the car away? I'm standing right here. Look. How about two tickets for a lecture on the history of the English language tomorrow night at the library? Anything.

Police Officer : Sir. It's illegal to bribe an officer.

Man : Wait, or here. Some coupons for a free burger at that restaurant across the street. Buy one and get the second one half price.

Police Officer : Sorry, sir. Have a good day.

***The Key Answers #1 meeting:**

1) minute
2) come
3) message
4) phone
5) 7248
6) 7248
7) 7:00
8) daughter
9) to tell
10) smart

***The Key Answer #2 meeting:**

1. going out
2. double-date
3. waiting
4. to eat
5. rated
6. science fiction thriller
7. showing
8. seeing
9. moustache
10. Knows

***The Key Answer #3 meeting:**

1. 911 operator
2. Calm down
3. Stalled
4. Wait
5. Passenger's
6. No idea
7. Landmark
8. Tried
9. Dispatched
10. Keep

***The Key Answer #4 meeting:**

1. Getting
2. A few
3. Catch
4. Cram
5. Having dinner
6. Latest
7. Better
8. Blast
9. Throwing
10. Midnight

***The Key Answer #5 meeting:**

1. Chicken fried steak
2. Meal
3. Care
4. Large
5. Your salad
6. Dressings
7. Pie menu
8. Aren't
9. Slipped
10. Sundae

***The Key Answer #6 meeting:**

1. Today
2. School
3. Types
4. Supplies
5. Follow
6. Games
7. Rode
8. The whole
9. Cousins
10. Ready

***The Key Answer #7 meeting:**

1. Sing
2. Ice cream
3. Candles
4. Blow out
5. Cut
6. Freeze tag
7. Tag
8. Tries
9. Coming
10. Grandpas

***The Key Answer #8 meeting:**

1. Towed away
2. Area
3. Complaint up
4. Anyway
5. Five minutes
6. Building
7. Homeless
8. Blocks
9. Bribe
10. Across the street

The List Name of Students at Class VIII

No.	NISN	NAME
1	1314286	Angreni Karmila Sari
2	1314288	A.Reskiyanti
3	1314289	Amar Machroef
4	1314321	Agung Darmawan Putra
5	1314322	Ahmad Fauzan R.A
6	1314323	A.Bangsawan Patta Ningki
7	1314324	Andi Dian Rezki
8	1314290	Delizarah Puteri Pramorez
9	1314141	Elton Jovando Simatupang
10	1314291	Exa Ummul Khair
11	1314292	Fitria Ramadhani
12	1314490	Febri Irdiansyah Efendi
13	1314294	Gracia Florentina Pulumbara
14	1314331	Hasmawati
15	1314332	Herlina
16	1314333	Hikmawati. S
17	1314295	Mentari Anugrah Amelia
18	1314296	Muhlis
19	1314297	Muh. Adfan Astaman
20	1314299	Muh. Al Amin Yahya
21	1314301	Muh. Dimas Jaya Diningrat
22	1314302	Muh. Nur Fakhri Ramadhan
23	1314305	Muh. Ghandy Mahaputra
24	1314306	Muh. Iswandi Anugrah
25	1314307	Muh. Miftahul Imam
26	1314308	Muh. Narullah Kadir
27	1314309	Musdalifah
28	1314310	Musdalifah Nurul Fadillah

29	1314211	Nur Aisyah Fadillah
30	1314293	Nurfajriah Ayu Rahmadanti
31	1314313	Nur Fitri Maharani
32	1314314	Nur Hariyanto
33	1314315	Nurainun Sahra
34	1314316	Riska Amalia
35	1314317	Riskayanti
36	1314318	Sitti Hartina Hersa
37	1314319	Tanri Wira Trinovianti
38	1314320	Wahyuni Sapri
39	1314320	Zakira Denita Asmaya

ABSENT LIST OF STUDENTS AT CLASS VIII
SMP NEGERI 2 SUNGGUMINASA
CYCLE I

No.	Name	Meeting / Attendance of Students			
		1st	2nd	3rd	4th
		02-11-2015	05-11-2015	09-11-2015	12-11-2015
1	Angreni Karmila Sari	✓	S	✓	✓
2	A.Reskiyanti	✓	A	A	✓
3	Amar Machroef	✓	✓	✓	✓
4	Agung Darmawan Putra	✓	✓	✓	✓
5	Ahmad Fauzan R.A	✓	✓	✓	✓
6	A.Bangsawan Patta Ningki	✓	✓	✓	✓
7	Andi Dian Rezki	✓	✓	✓	A
8	Delizarah Puteri Pramorez	✓	✓	✓	A
9	Elton Jovando Simatupang	✓	✓	✓	A
10	Exa Ummul Khair	✓	✓	✓	✓
11	Fitria Ramadhani	✓	✓	A	A
12	Febri Irdiansyah Efendi	✓	✓	✓	✓
13	Gracia Florentina Pulumbara	✓	✓	✓	A
14	Hasmawati	✓	✓	✓	✓
15	Herlina	✓	✓	✓	✓
16	Hikmawati. S	✓	✓	✓	✓
17	Mentari Anugrah Amelia	✓	✓	✓	✓
18	Muhlis	✓	✓	S	✓
19	Muh. Adfan Astaman	✓	✓	✓	✓
20	Muh. Al Amin Yahya	✓	✓	✓	✓
21	Muh. Dimas Jaya Diningrat	✓	✓	✓	A
22	Muh. Nur Fakhri Ramadhan	✓	✓	✓	✓
23	Muh. Ghandy Mahaputra	✓	✓	✓	✓
24	Muh. Iswandi Anugrah	✓	✓	✓	✓
25	Muh. Miftahul Imam	✓	✓	✓	✓
26	Muh. Narullah Kadir	✓	✓	✓	A
27	Musdalifah	✓	✓	✓	✓
28	Musdalifah Nurul Fadillah	✓	✓	✓	A
29	Nur Aisyah Fadillah	✓	✓	✓	A
30	Nurfajriah Ayu Rahmadanti	✓	✓	✓	✓
31	Nur Fitri Maharani	✓	✓	✓	A
32	Nur Hariyanto	✓	✓	✓	✓
33	Nurainun Sahra	✓	✓	✓	✓
34	Riska Amalia	✓	✓	✓	A
35	Riskayanti	✓	✓	✓	✓
36	Sitti Hartina Hersa	✓	✓	✓	✓
37	Tanri Wira Trinovianti	✓	✓	A	✓
38	Wahyuni Sapri	✓	✓	✓	A

39	Zakira Denita Asmaya	✓	✓	✓	✓

CYCLE II

No.	Name	Meeting / Attendance of Students			
		5th	6th	7th	8th
		16-11-2015	19-11-2015	23-11-2015	26-11-2015
1	Angreni Karmila Sari	✓	✓	✓	✓
2	A.Reskiyanti	✓	✓	✓	✓
3	Amar Machroef	✓	✓	✓	✓
4	Agung Darmawan Putra	✓	✓	✓	✓
5	Ahmad Fauzan R.A	✓	✓	✓	✓
6	A.Bangsawan Patta Ningki	S	✓	✓	✓
7	Andi Dian Rezki	✓	✓	✓	✓
8	Delizarah Puteri Pramorez	✓	✓	✓	✓
9	Elton Jovando Simatupang	✓	✓	✓	✓
10	Exa Ummul Khair	✓	✓	✓	✓
11	Fitria Ramadhani	A	✓	✓	✓
12	Febri Irdiansyah Efendi	✓	✓	✓	✓
13	Gracia Florentina Pulumbara	✓	✓	✓	✓
14	Hasmawati	✓	✓	✓	✓
15	Herlina	✓	✓	✓	✓
16	Hikmawati. S	✓	✓	✓	✓
17	Mentari Anugrah Amelia	✓	✓	✓	✓
18	Muhlis	✓	✓	✓	✓
19	Muh. Adfan Astaman	A	✓	✓	✓
20	Muh. Al Amin Yahya	✓	✓	✓	✓
21	Muh. Dimas Jaya Diningrat	✓	✓	✓	✓
22	Muh. Nur Fakhri Ramadhan	✓	✓	✓	✓
23	Muh. Ghandy Mahaputra	✓	✓	✓	✓
24	Muh. Iswandi Anugrah	✓	✓	✓	✓
25	Muh. Miftahul Imam	✓	✓	✓	✓
26	Muh. Narullah Kadir	✓	✓	✓	✓
27	Musdalifah	✓	✓	✓	✓
28	Musdalifah Nurul Fadillah	A	✓	✓	✓
29	Nur Aisyah Fadillah	✓	✓	✓	✓
30	Nurfajriah Ayu Rahmadanti	S	✓	✓	✓
31	Nur Fitri Maharani	✓	✓	✓	✓
32	Nur Hariyanto	i	✓	✓	✓
33	Nurainun Sahra	✓	✓	✓	✓
34	Riska Amalia	✓	✓	✓	✓
35	Riskayanti	✓	✓	✓	✓
36	Sitti Hartina Hersa	✓	✓	✓	✓
37	Tanri Wira Trinovianti	A	✓	✓	✓

38	Wahyuni Sapri	✓	✓	✓	✓
39	Zakira Denita Asmaya	✓	✓	✓	✓

*Note:

S : Sick

i : Permission

A : Absent

The Result of Diagnostic Test (D-test)

No.	Name	Score	Classification	Success	
				Yes	No
1	S-01	70.00	Good	√	
2	S-02	30.00	Very Poor		√
3	S-03	70.00	Good	√	
4	S-04	30.00	Very Poor		√
5	S-05	40.00	Poor		√
6	S-06	30.00	Very Poor		√
7	S-07	50.00	Fair		√
8	S-08	30.00	Very Poor		√
9	S-09	40.00	Poor		√
10	S-10	50.00	Fair	√	
11	S-11	60.00	Fairly Good		√
12	S-12	30.00	Very Poor		√
13	S-13	40.00	Poor		√
14	S-14	70.00	Good	√	
15	S-15	40.00	Poor		√
16	S-16	50.00	Fair		√
17	S-17	30.00	Very Poor		√
18	S-18	40.00	Poor		√
19	S-19	30.00	Very Poor		√
20	S-20	30.00	Very Poor		√
21	S-21	60.00	Fairly Good		√
22	S-22	70.00	Good	√	
23	S-23	40.00	Poor		√
24	S-24	30.00	Very Poor		√
25	S-25	40.00	Poor		√
26	S-26	30.00	Very Poor		√
27	S-27	70.00	Good	√	
28	S-28	40.00	Poor		√
29	S-29	40.00	Poor		√
30	S-30	40.00	Poor		√
31	S-31	40.00	Poor		√
32	S-32	50.00	Fair		√
33	S-33	70.00	Good	√	
34	S-34	30.00	Very Poor		√
35	S-35	70.00	Good	√	
36	S-36	30.00	Very Poor		√
37	S-37	40.00	Poor		√
38	S-38	40.00	Poor		√
39	S-39	60.00	Fairly Good		√
Total Score (∑x)		**1750**	**Frequent (f)**	**8**	**31**
Mean Score (x)		**44.87**	**Percentage (%)**	**20.51**	**79.48**

THE MEAN SCORE FOR D-TEST

I. Calculating the mean score of students' Diagnostic Test (D-Test) by this formula:

$$\bar{X} = \frac{\sum x}{n} = \frac{1750}{39} = \mathbf{44.87}$$

Note :

$\bar{X}$ **: Mean Score**

$\sum$**x** **: Total Score**

n **: Number of Students**

II. Calculating the percentage of the students' activity in learning process using formula:

$$P = \frac{f}{n} \times 100\%$$

- $P = \frac{8}{39} \times 100\% = \mathbf{20.51}$
- $P = \frac{31}{39} \times 100\% = \mathbf{79.48}$

		f	(%)
❖ n (Excellent)	=	0	0.00
❖ n (Very Good)	=	0	0.00
❖ n (Good)	=	8	20.51
❖ n (Fairly Good)	=	3	7.69
❖ n (Fair)	=	4	10.25
❖ n (Poor)	=	13	33.33
❖ n (Very Poor)	=	12	30.76
Total		**39**	**100**

Note:

P **: Percentage**
f **: Frequency**
n **: Total number of Subject**

The Result of Evaluation Test at 1st Cycle

No.	Name	Score	Classification	Success	
				Yes	No
1	S-01	80	Very Good	√	
2	S-02	70	Good	√	
3	S-03	70	Good	√	
4	S-04	70	Good	√	
5	S-05	60	Fairly Good		√
6	S-06	50	Fair		√
7	S-07	80	Very Good	√	
8	S-08	70	Good	√	
9	S-09	60	Fairly Good		√
10	S-10	70	Good	√	
11	S-11	70	Good	√	
12	S-12	60	Fairly Good		√
13	S-13	50	Fair		√
14	S-14	80	Very Good	√	
15	S-15	80	Very Good	√	√
16	S-16	70	Good	√	
17	S-17	60	Fairly Good		√
18	S-18	60	Fairly Good		√
19	S-19	70	Good	√	
20	S-20	60	Fairly Good		√
21	S-21	60	Fairly Good		√
22	S-22	80	Very Good	√	
23	S-23	60	Fairly Good		√
24	S-24	60	Fairly Good		√
25	S-25	60	Fairly Good		√
26	S-26	50	Fair		√
27	S-27	80	Very Good	√	
28	S-28	50	Fair		√
29	S-29	60	Fairly Good		√
30	S-30	50	Fair		√
31	S-31	60	Fairly Good		√
32	S-32	60	Fairly Good		√
33	S-33	80	Very Good	√	
34	S-34	80	Very Good	√	
35	S-35	70	Good	√	
36	S-36	70	Good	√	
37	S-37	60	Fairly Good		√
38	S-38	60	Fairly Good		√
39	S-39	80	Very Good	√	
Total Score (∑x)		**2570**	**Frequent (f)**	**19**	**20**
Mean Score (x)		**65.89**	**Percentage (%)**	**48.71**	**51.28**

THE MEAN SCORE FOR EVALUATION TEST AT 1st CYCLE

I. Calculating the mean score of students' evaluation test at Cycle I by this formula:

$$\bar{X} = \frac{\sum x}{n} = \frac{2570}{39} = \mathbf{65.89}$$

Note :

$\bar{X}$ **: Mean Score**

$\sum$**x** **: Total Score**

n **: Number of Students**

II. Calculating the percentage of the students' activity in learning process using formula:

$$P = \frac{f}{n} \times 100\%$$

- $P = \frac{19}{39} \times 100\% = \mathbf{48.71}$
- $P = \frac{20}{39} \times 100\% = \mathbf{51.28}$

		f	(%)
❖ n (Excellent)	=	0	0.00
❖ n (Very Good)	=	9	23.07
❖ n (Good)	=	10	25.64
❖ n (Fairly Good)	=	15	38.46
❖ n (Fair)	=	5	12.82
❖ n (Poor)	=	0	0.00
❖ n (Very Poor)	=	0	0.00
Total		**39**	**100**

Note:

P **: Percentage**

f **: Frequency**

n **: Total number of Subject**

The Result of Evaluation Test at 2nd Cycle

No.	Name	Score	Classification	Success	
				Yes	No
1	S-01	90	Excellent	√	
2	S-02	70	Good	√	
3	S-03	80	Very Good	√	
4	S-04	80	Very Good	√	
5	S-05	90	Excellent	√	
6	S-06	50	Fair		√
7	S-07	80	Very Good	√	
8	S-08	100	Excellent	√	
9	S-09	60	Fairly Good		√
10	S-10	70	Good	√	
11	S-11	100	Excellent	√	
12	S-12	80	Very Good	√	
13	S-13	80	Very Good	√	
14	S-14	100	Excellent	√	
15	S-15	50	Fair		√
16	S-16	80	Very Good	√	
17	S-17	80	Very Good	√	
18	S-18	70	Good	√	
19	S-19	70	Good	√	
20	S-20	60	Fairly Good		√
21	S-21	70	Good	√	
22	S-22	80	Good	√	
23	S-23	50	Fair		√
24	S-24	80	Very Good	√	
25	S-25	80	Very Good	√	
26	S-26	70	Good	√	
27	S-27	100	Excellent	√	
28	S-28	80	Very Good	√	
29	S-29	70	Good	√	
30	S-30	70	Good	√	
31	S-31	60	Fairly Good		√
32	S-32	70	Good	√	
33	S-33	80	Very Good	√	
34	S-34	70	Good	√	
35	S-35	80	Very Good	√	
36	S-36	60	Fairly Good		√
37	S-37	70	Good	√	
38	S-38	80	Very Good	√	
39	S-39	100	Excellent	√	
Total Score (∑x)		**2960**	**Frequent (f)**	**32**	**7**
Mean Score (x)		**75.89**	**Percentage (%)**	**82.05**	**17.94**

THE MEAN SCORE FOR EVALUATION TEST AT 2nd CYCLE

I. Calculating the mean score of students' evaluation test at Cycle II by this formula:

$$\bar{X} = \frac{\sum x}{n} = \frac{2960}{39} = \mathbf{75.89}$$

Note :

$\bar{X}$ **: Mean Score**

$\sum$**x** **: Total Score**

n **: Number of Students**

II. Calculating the percentage of the students' activity in learning process using formula:

$$P = \frac{f}{n} \times 100\%$$

- $P = \frac{32}{39} \times 100\% = \mathbf{82.05}$
- $P = \frac{7}{39} \times 100\% = \mathbf{17.94}$

		f	(%)
❖ n (Excellent)	=	7	17.94
❖ n (Very Good)	=	13	33.33
❖ n (Good)	=	12	30.76
❖ n (Fairly Good)	=	4	10.25
❖ n (Fair)	=	3	7.69
❖ n (Poor)	=	0	00.00
❖ n (Very Poor)	=	0	00.00
Total		**39**	**100**

Note:

P **: Percentage**

f **: Frequency**

n **: Total number of Subject**

1) The Improvement of Student's Listening Comprehension Ability through The Listening Program Method

No.	Indicator	D-Test	Cycle I	Cycle II	Improvement %		
		Score	Score	Score	DT – CI	CI-CII	DT-CII
1	Text Completion	44.87	65.89	75.89	46.84	15.17	69.13

a. (D-Test → CI) $P = \frac{X1-(D-test)}{D-test} \times 100$

(D-Test → CI) $P = \frac{65.89-44.87}{44.87} \times 100$

= 46.84

b. (CI → CII) $P = \frac{X2-X1}{X1} \times 100$

(CI → CII) $P = \frac{75.89-65.89}{65.89} \times 100$

= **15.17**

c. (D-Test → CII) $P = \frac{X2-(D-test)}{D-test} \times 100$

(D-Test → CII) $P = \frac{75.89-44.87}{44.87} \times 100$

= **69.13**

Note: P = Percentage

$X1$ = 1st cycle

$X2$ = 2nd cycle

2) The Percentage of Student's Listening Comprehension Achievement

No.	Score	Classification	D-Test		Cycle I		Cycle II	
			f	(%)	*f*	(%)	*f*	(%)
1	90-10	Excellent	0	0.00	0	0.00	7	17.94
2	80-91	Very Good	0	0.00	9	23.07	13	33.33
3	70-79	Good	8	20.51	10	25.64	12	30.76
4	60-69	Fairly Good	3	7.69	15	38.46	4	10.25
5	50-59	Fair	4	10.25	5	12.82	3	7.69
6	40-49	Poor	13	33.33	0	0.00	0	0.00
7	0-39	Very Poor	12	30.76	0	0.00	0	0.00
Total			**39**	**100**	**39**	**100**	**39**	**100**

a. Diagnostic Test (D-Test):

$P = \frac{f}{n} \times 100\%$

- $P = \frac{8}{39} \times 100\%$ = **20.51%**
- $P = \frac{3}{39} \times 100\%$ = **7.69%**
- $P = \frac{4}{39} \times 100\%$ = **10.24%**
- $P = \frac{13}{39} \times 100\%$ = **33.33%**
- $P = \frac{12}{39} \times 100\%$ = **30.76%**

b. Cycle I :

$P = \frac{f}{n} \times 100\%$

- $P = \frac{9}{39} \times 100\%$ = **23.07%**
- $P = \frac{10}{39} \times 100\%$ = **25.64%**
- $P = \frac{15}{39} \times 100\%$ = **38.46%**
- $P = \frac{5}{39} \times 100\%$ = **12.82%**

c. Cycle II :

$P = \frac{f}{n} \times 100\%$

- $P = \frac{7}{39} \times 100\% = \mathbf{17.94\%}$
- $P = \frac{13}{39} \times 100\% = \mathbf{53.33\%}$
- $P = \frac{12}{39} \times 100\% = \mathbf{30.76\%}$
- $P = \frac{4}{39} \times 100\% = \mathbf{10.25\%}$
- $P = \frac{3}{39} \times 100\% = \mathbf{7.60\%}$

The Percentage of Student's Progress at Cycle 1

No	Student	1st meeting				2nd meeting				3rd meeting				4th meeting			
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	S-01	0	0	2	0	0	0	2	0	0	3	0	0	0	3	0	0
2	S-02	0	0	0	1	0	0	0	1	0	0	2	0	0	0	0	1
3	S-03	0	0	0	1	0	0	2	0	0	0	0	0	0	0	2	0
4	S-04	0	0	0	1	0	0	2	0	0	0	2	0	0	0	0	1
5	S-05	0	0	2	0	0	0	2	0	0	0	0	0	0	3	0	0
6	S-06	0	0	0	1	0	0	2	0	0	0	2	0	4	0	0	0
7	S-07	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1
8	S-08	0	0	0	1	0	0	0	1	0	3	0	0	0	0	0	1
9	S-09	0	0	0	1	0	0	2	0	0	0	0	1	0	0	0	1
10	S-10	0	0	0	1	0	0	0	1	0	0	2	0	0	0	2	0
11	S-11	0	0	2	0	0	0	0	1	0	0	0	1	0	3	0	0
12	S-12	0	0	2	0	0	0	0	1	0	0	0	1	0	3	0	0
13	S-13	0	0	0	1	0	0	2	0	0	0	2	0	0	0	2	0
14	S-14	0	3	0	0	0	3	0	0	4	0	0	0	4	0	0	0
15	S-15	0	0	0	1	0	0	0	1	0	0	0	1	0	3	0	0
16	S-16	0	0	0	1	0	0	0	1	0	3	0	0	4	0	0	0
17	S-17	0	0	2	0	0	0	2	0	4	0	0	0	4	0	0	0
18	S-18	0	0	0	1	0	0	0	1	0	0	2	0	0	0	2	0
19	S-19	0	0	0	1	0	0	2	0	0	3	0	0	0	3	0	0
20	S-20	0	0	0	1	0	0	2	0	4	0	0	0	0	3	0	0
21	S-21	0	0	0	1	0	0	2	0	0	0	2	0	0	0	2	0
22	S-22	0	0	0	1	0	3	0	0	0	3	0	0	0	3	0	0

23	S-23	0	0	0	1	0	0	0	1	0	0	2	0	0	0	2	0
24	S-24	0	0	2	0	0	0	0	1	0	0	2	0	0	0	2	0
25	S-25	0	0	0	1	0	3	0	0	0	0	0	1	0	0	0	1
26	S-26	0	0	0	1	0	0	0	1	0	3	0	0	0	0	2	0
27	S-27	0	3	0	0	0	3	0	0	4	0	0	0	4	0	0	0
28	S-28	0	0	0	1	0	0	0	1	0	0	2	0	0	0	2	0
29	S-29	0	0	0	1	0	0	0	1	0	0	0	1	0	3	0	0
30	S-30	0	0	2	0	0	0	0	1	0	0	0	1	0	3	0	0
31	S-31	0	0	0	1	0	0	0	1	4	0	0	0	0	0	2	0
32	S-32	0	0	0	1	0	0	2	0	0	3	0	0	4	0	0	0
33	S-33	0	0	0	1	0	0	2	0	0	3	0	0	4	0	0	0
34	S-34	0	0	0	1	0	0	0	1	0	0	2	1	0	3	0	0
35	S-35	0	0	2	1	0	3	0	0	4	0	0	0	0	0	2	0
36	S-36	0	0	0	1	0	0	2	0	0	3	0	0	4	0	0	0
37	S-37	0	0	0	1	0	0	0	1	0	0	2	0	0	0	2	0
38	S-38	0	0	0	0	0	0	2	0	0	3	0	1	0	3	0	0
39	S-39	0	3	2	0	0	3	0	0	4	0	2	0	4	0	0	0
Sum		**0**	**3**	**9**	**27**	**0**	**5**	**12**	**18**	**7**	**10**	**13**	**9**	**9**	**11**	**12**	**7**
Fq		**0**	**9**	**18**	**27**	**0**	**20**	**36**	**18**	**28**	**30**	**26**	**9**	**36**	**33**	**24**	**7**
P		**34.61**				**47.43**				**50.96**				**64.10**			
n		**39**															

Notes : 4 = Very Active **2 = Fairly Active**

3 = Active **1 = Not Active**

Fq **= Frequency**

P **= Percentage**

n **= Number of Students**

Percentage of the Students' Activeness in Cycle I

a. The First Meeting

$$P = \frac{Fq}{4 \times n} \times 100$$

$$P = \frac{54}{156} \times 100$$

$$P = 34.61$$

b. The Second Meeting

$$P = \frac{Fq}{4 \times n} \times 100$$

$$P = \frac{74}{156} \times 100$$

$$P = 47.43$$

c. The Third Meeting

$$P = \frac{Fq}{4 \times n} \times 100$$

$$P = \frac{93}{156} \times 100$$

$$P = 50.96$$

d. The Fourth Meeting

$$P = \frac{Fq}{4 \times n} \times 100$$

$$P = \frac{100}{156} \times 100$$

$$P = 64.10$$

The Percentage of Student's Progress at Cycle 2

No	Student	1st meeting				2nd meeting				3rd meeting				4th meeting			
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	S-01	0	3	0	0	4	0	0	0	0	3	0	0	4	0	0	0
2	S-02	0	0	0	1	0	3	0	0	0	3	0	0	0	3	0	0
3	S-03	0	0	0	1	4	0	0	0	0	0	0	0	0	0	0	1
4	S-04	0	0	2	0	0	0	0	0	0	0	2	0	4	0	0	0
5	S-05	0	0	2	0	0	0	0	0	0	3	0	0	0	3	0	0
6	S-06	0	3	0	0	4	0	0	0	0	0	0	1	4	0	0	0
7	S-07	0	0	2	0	0	3	0	0	4	0	0	0	0	0	0	1
8	S-08	0	3	0	0	4	0	0	0	0	3	0	0	4	0	0	0
9	S-09	0	0	2	0	0	0	2	0	0	0	0	1	0	3	0	0
10	S-10	4	0	0	0	4	0	0	0	4	0	0	0	0	0	2	0
11	S-11	0	0	2	0	0	3	0	0	0	0	2	0	0	3	0	0
12	S-12	0	3	0	0	0	0	0	0	0	3	0	0	0	3	0	0
13	S-13	0	0	2	0	0	0	2	0	0	0	2	0	0	3	0	0
14	S-14	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
15	S-15	0	3	0	0	0	3	0	0	0	0	0	1	0	3	0	0
16	S-16	0	0	0	1	0	0	0	1	0	3	0	0	4	0	0	0
17	S-17	4	0	0	0	4	0	2	0	4	0	0	0	4	0	0	0
18	S-18	0	0	2	0	0	0	0	0	0	0	2	0	0	0	2	0
19	S-19	0	3	0	0	0	0	2	0	0	3	0	0	0	3	0	0
20	S-20	4	0	0	0	0	0	2	0	4	0	0	0	0	0	0	1
21	S-21	0	3	0	0	0	0	2	0	0	0	2	0	0	0	2	0
22	S-22	4	0	0	0	0	3	0	0	4	0	0	0	0	3	0	0

23	S-23	0	3	0	0	0	3	0	0	4	0	0	0	0	0	2	0
24	S-24	0	0	2	0	0	3	0	0	0	0	2	0	4	0	0	0
25	S-25	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
26	S-26	0	0	2	0	0	0	2	0	0	3	0	0	0	0	2	0
27	S-27	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
28	S-28	0	0	0	1	0	0	0	1	0	0	2	0	0	0	2	0
29	S-29	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
30	S-30	0	0	0	1	0	0	0	1	0	3	0	0	0	3	0	0
31	S-31	0	0	2	0	0	0	0	1	4	0	0	0	4	0	0	0
32	S-32	4	0	0	0	4	0	0	0	0	3	0	0	4	0	0	0
33	S-33	0	0	0	1	0	0	2	0	0	3	0	0	4	0	0	0
34	S-34	0	3	0	0	0	0	0	1	0	0	2	0	0	3	0	0
35	S-35	4	0	0	0	0	3	0	0	4	0	0	0	0	3	0	0
36	S-36	0	0	2	0	0	0	2	0	4	0	0	0	4	0	0	0
37	S-37	0	3	0	0	0	3	0	0	0	0	2	0	0	3	0	0
38	S-38	4	0	0	0	4	0	2	0	0	3	0	0	4	0	0	0
39	S-39	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
Sum		**10**	**12**	**11**	**6**	**11**	**13**	**10**	**5**	**12**	**14**	**9**	**4**	**15**	**15**	**6**	**3**
Fq		**40**	**36**	**22**	**6**	**44**	**39**	**20**	**5**	**48**	**42**	**18**	**4**	**60**	**45**	**12**	**3**
P		**66.66**				**69.23**				**71.79**				**76.92**			
n		**39**															

Notes : 4 = Very Active **2 = Fairly Active**

3 = Active **1 = Not Active**

Fq **= Frequency**

P **= Percentage**

n **= Number of Students**

Percentage of the Students' Activeness in Cycle II

a. The First Meeting

$$P = \frac{Fq}{4 \times n} \times 100$$

$$P = \frac{104}{156} \times 100$$

$$P = 66.66$$

b. The Second Meeting

$$P = \frac{Fq}{4 \times n} \times 100$$

$$P = \frac{108}{156} \times 100$$

$$P = 69.23$$

c. The Third Meeting

$$P = \frac{Fq}{4 \times n} \times 100$$

$$P = \frac{112}{156} \times 100$$

$$P = 71.79$$

d. The Fourth Meeting

$$P = \frac{Fq}{4 \times n} \times 100$$

$$P = \frac{120}{156} \times 100$$

$$P = 76.92$$