

**Improving The Students' Listening Comprehension  
Through English News Program  
(A Classroom Action Research at the Second of SMA Negeri 9  
Makassar)**



**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*

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## ABSTRACT

**NURUL ITFAH, 2017. Improving the Students' Listening Comprehension Through English News Program** (*A Classroom Action Research at The Second Grade of SMA Negeri 9 Makassar*), under the thesis of English Education Department, the Faculty of Teacher Training and Education, Makassar Muhammadiyah University, guided by Hj. A. Tenri Ampa and Hj. Ilmiah.

This research aimed to find out the improvement the students' skill in Listening Comprehension in terms of English News Program at the second grade students' of SMA Negeri 9 Makassar.

The researcher used a Classroom Action Research (CAR) which was conducted in two cycles and each cycle consisted four meetings. It employed listening test. The number of the research subjects was 25 students in class XII MIA 7 SMA Negeri 9 Makassar consisted of 10 male students and 15 female students.

The researcher findings indicated that English News program could improve the students listening skill especially in Critical and Discriminative listening. It was proved by the students' mean score in cycle II test result was (82.76) in critical listening which increased 38.85% from the cycle I mean score (59.60). and the students' mean score in discriminative listening in cycle II (78.20) which increased 26.61% from the cycle I mean score (61.76) The students' achievement in cycle 2 indicated that it had met the researcher score target (75), and considered to be successful criteria in improving the students' listening skill covering English News program. It could be concluded that the improvement of students' skill to listen the material english news program at class XII MIA 7 of students' SMA Negeri 9 Makassar improve significantly, with the students' score of content in cycle II was higher than cycle I. And the students' score organization in cycle II was greater than the students score of test in cycle I. So students' test result from the cycle I to cycle II got score target (75) classified as successful achievement in students' listening skill

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The Reseacher

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## **CHAPTER I**

### **INTRODUCTION**

This chapter gives brief explanation about background, problem statement, objective of the research, significance of the research, and scope of the research.

#### **A. Background**

Listening is a familiar part of our everyday experience. Actually, most people spend a large part of their waking hours listening, with varying degrees of attention, to language and other stimuli. According to Rivers (1997:72) we have to spend much of time through listening activities. He estimate that the time an adult spent in communication activities is 45% for listening, 30% for speaking, 16% for reading, and 9% for writing skill. We always want to know what well hear. Of course, it needs listening ability.

Listening as one of the four language skill is as oral and receptive skill. This is very essential in communication because we cannot catchsomeones' idea that transmittes to us if we do not have a good listening ability. Bowen (1985:74) states that listening is attending to and interpreting oral language. It means that communication will not be running well without listening comprehension. Considering the importance of listening skill in daily communication, English learners should work hard to develop their listening ability.

English News Program is one of psychology factors of students in Listening comprehension. English News Program should be attentioned as

student's beliefs on their abilities to do a task in Listening. It has a close connection between belief of student and their performance in Listening Charles J (1984). Beside that, Vandergrift (2012) argues that teachers' listening comprehension influence on relation with the students' listening. For example, teachers' give a english news program and students' raport are correlated in learning achievement. Therefore, student should listen the English news carefully to produce good communication and better performance with others.

Vandergrift (2012) further states that listening plays a very important role in the learning of a second language. This is because it gives the learner information from which to build the knowledge necessary for using the language. Listening provides the necessary input for learners to acquire the language need for practicing a language. Heaton (1984:64) states that an evvective way of developing the listening skill is through provision of carefully select practice material. The materials for teaching listening comprehension should be suitable to what is the students' need and want. The students' will be interest to study if the teaching materials are interesting for them and it is what they want to know, but also the researcher should be considering the students' need.

However, despite the importance of listening it is not given the attention it deserves in the classroom. Students' are not train to listen attentively and critically since it is assume that listening skill will just develop as a matter of course. But that is contrary to research findings. Due to inability to listen

proficiently, communication breakdown in oral interaction occurs. Because many fail to listen critically, miscommunication leads to other serious problems Hoover and Patton, (1995).

The lack of interest and motivation of the students to study may be caused by the methods and techniques that are not suitable with the students' need or the students' interest. Of course it can be the serious problems for the students. As the result, they are not enthusiastic in learning English and it can influence their achievement such as in listening.

According to diagnostic test the students listening skill of SMANegeri 9 Makassar, especially at the second grade, the students achievement in listening skill is low just 54. As a value observation in the classroom the students' score is while the KKM is 70. This score is a category poor. It is because the students seldom practice listening in teaching-learning process. They tend to focus on writing and grammar. As long some approaches had been applied to improve the students' listening skill at the school, but those approaches still weak, in the other words those approaches are not significant to improve the students' achievement in listening comprehension.

Based on the explanation above the researcher is interested in conducting Classroom Action Research by applying "News Program" to improving students listening ability. Classroom Action Research is conducted in the research because the researcher is an English teacher in that class. Based on the problems above, the research intends to conduct a research under the title of ***"Improving the Students Listening Comprehension through English***

*News Program (A Classroom Action Research at the Second of SMAN 9 Makassar)”*

**B. Problem Statement**

Based on the background above, the writer formulates the problems in questions forms as follows :

“How is the improvement of the students’ listening comprehension through English News Program at the Second Grade of SMA Negeri 9 Makassar?”

**C. Objective of the Research**

Relating to the problem statement mention above, the researcher states that objectives of the study are to find out :

The improvement of the students' listening comprehension trough English News Program at the Second Grade of SMA Negeri 9 Makassar

**D. Significance of the Research**

The results of the study are expected to be useful for the improvement of the students’ listening comprehension and become alternative technique for researcher of English subject in general and, particularly those who teaching English at Second Grade Students of SMA Negeri 9 Makassar.

**E. Scope of the Study**

The scope of the research is restricted to the effectiveness of English News Program to improve the students’critical and descriminitive listening

skill at the Second Grade of SMA Negeri 9 Makassar that expected to improve the teaching by using English News Program that focused to english news material



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature dealing with (1) some previous related findings, (2) some pertinent ideas, (3) conceptual framework..

#### **A. Some Previous Related Findings**

Few studies on students' listening comprehension through English news program is conducted by some researchers. Some of their findings as follows:

1. English Dictionary : News is information about a new situation as the main report
2. Erick.C.Hepwood (2009) : News is the first report from the important event and interested to the public
3. MukhtarLubis (2012) : News is everything that the public want to know
4. Reader, Listener, and Spectator : News is the report about new fact and idea, chosen by editorial staff to spread out which can be interesting to the public

In order to be effective in the classroom, and consequently with study skills, a student must develop strong listening skills, the following outline covers the importance of listening and element of good listening.

English News program assist with listening comprehension. Students listen the English News by the record and make a conclusion about what we have listen for specific relate to those question

1. Strengnest language development

2. Improves access to prior knowledge
3. Builds awareness of learning

## **B. Some Pertinent Ideas**

### **1. The Concept of Listening Comprehension**

#### **a. Definition of Listening**

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin, 1974:3). An able listener is capable of doing these four things simultaneously.

Listening is the activity of paying attention to and trying to get meaning from something we hear (Underwood, 1989:1). To successfully to spoken language, we need to be able to work out what speaker mean when they use particular words in particular ways on particular occasion.

According to Howatt and Dakin (1974: 3) listening is the ability to identify and understanding what others are saying. Listening is the fundamental language skill. People gain a large portion of their education, their information, understanding of the world and human affairs, their idea, sense of value, and their appreciation through the medium.

According to River in Jumrah (2011:17), listening is creative skill In order to comprehend the sounds felling our ears, we take the raw material words, and from this material we can create significance. Significance on the listener side is depending on three factors, namely:

1. There is the linguistics information that is extracted from the sound signal. That is what the listeners perceive, orally of sound, words and their arrangement in utterance.
2. The situation context of the utterance affect what listeners perceive to be the relationship between what they hear and what has been said, and also their expectation of what will follow.
3. The comprehend message is depend on what listener perceive to be the intention of what will follow.

In conducting communication practice for students the teacher may want to emphasize the importance of listening because the students may not have develop good listening ability in their own language, however to what is being said in order to improve their oral comprehension and to perform the role of listener satisfaction.

During directed oral communication practice the teacher can help the students improve their listening ability if they provide a good listening environment one in which nice background and distraction are reduce to a minimum speaks. Speak loudly enough for everyone to hear, and subjects are chosen which interest the students.

#### **b. Teaching Listening Comprehension**

Listening is greater important in foreign language classroom. There are several reasons for this growth popularity. By emphasizing the role of the comprehensible input, second language acquisition research has given a major

boost to listening. As Rost (1994: 141-142) point out, listening is the vital in language classroom because it provides input for the learners. Without understanding input at the right level any learning cannot begin. Listening is fundamental in speaking.

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity

of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Rost (1991) explain that a listener as a processor of language has to go through three processes using three types of skills:

1. Processing sound/ Perception skills

As the complete perception doesn't emerge from only the source of sound, listeners segment the stream of sound and detect word boundaries, contracted forms, vocabulary, sentence and clause boundaries, stress on longer words and effect on the rest of the words, the significance of intonation and other language-related features, changes in pitch, tone and speed of delivery, word order pattern, grammatical word classes, key words, basic syntactic patterns, cohesive devices etc.

2. Processing meaning/ Analysis skills:

It's a very important stage in the sense, as researches show, that syntax is lost to memory within a very short time whereas meaning is retained for much longer. Richards (1985:191) says that memory works with propositions, not with sentences. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be going to say, accumulate information in the memory by organizing them and avoid too much immediate detail.

3. Processing knowledge and context/ Synthesis skills:

Here context refers to physical setting, the number of listener and speakers, their roles and their relationship to each other while linguistic knowledge refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of reference, social attitude and topics. So, members of a particular culture have particular rules of spoken behavior and particular topic which instigate particular understanding. Listening is thought as interplay between language and brain which requires the activation of contextual information and previous knowledge where listeners guess, organize and confirm meaning from the context.

Since the students need to learn to use more than their knowledge of the structure of the language. They are to be able to listen successfully. If the students don not listen effectively, they will unable to take part in oral communication (Underwood, 1989:4). Merely to hear what the speaker says is insufficient for communication to occur. When nobody listens to a speaker or when a listener fails to understand the message, we say that the communication has broken down.

By learning to listen we want the students attend to what they hear, to process it, to understand it, to interpret it, to evaluate it, to respond it. We want to them to become involved and active listener.

### **c. Types of Listening**

Whereas Kline (2009: 112) divides five types of listening because different situations require different types of listening.

## 1. Informative listening

Informative listening is the name of situation where the listener's primary concern is to understand the message. It is found in all areas of our lives. Most of our learning comes from informative listening.

There are three key variables related to informative listening. Knowing these variables can help us begin to improve our informative listening skills, that is we will become increasingly successful in understanding what the speaker means.

### a). Vocabulary

Vocabulary has an important role in listening because increasing vocabulary will increase potential for better understanding.

### b). Concentration

Concentration is difficult, let alone most of the people sometimes don't concentrate when listening. Concentration requires discipline, motivation and acceptance of responsibility.

### c). Memory

Memory is an especially crucial variable to informative listening. We cannot process information without bringing memory into play.

## 2. Relationship listening

The purpose of relationship listening is either to help an individual or to improve the relationship between people. The emphasis of listening relationship is on understanding the other person. Three behaviors are keys to effective relationship listening, namely:

a). Attending

In relationship listening, attending behaviors indicate that the listener is focusing on the speaker. Nonverbal cues are crucial in relationship listening, it indicates that we are attending to the speaker or not.

b). Supporting

Many responses have a negative or non supportive effect. Sometimes the best response is silence. Three characteristics describe supportive listeners are discretion (being careful about what they say and do), belief (expressing confidence in the ability of the other person) and patience (being willing to give others the time they need to express themselves adequately).

c). Empathizing

Empathy is feeling and thinking with another person. The caring, empathic listener is able to go into the world of another. Empathic behavior can be learned. First, we must learn as much as we can about the other person. Second, we must accept the other person even if we can't accept some aspects of that person's behavior. Third, we must have the desire to be an empathic listener.

3. Appreciative listening

Appreciative listening includes listening to music for enjoyment to speakers. It is response of the listener and the quality of appreciative listening depends in large part on three factors, namely:

a). Presentation



Presentation encompasses many factors, that is: the medium, the style, the personality of the presenter. Sometimes it is our perception of the presentation, the most influences our listening pleasure or displeasure.

b). Perception

Perception is an important factor in appreciative listening because it influences all areas of our lives. It is crucial to determinants as to whether or not we enjoy or appreciate the things we listen to.

c). Previous experience

Previous experience influences whether we enjoy listening to something or not. In some cases, we enjoy listening to things because we are experts in the area.

#### 4. Critical listening

The ability to listen critically is essential in a democracy and an academy. There are three things that should keep in mind in critical listening, they are as follows:

a). Ethos (Speaker Credibility)

The two critical factors of speaker credibility are expertness and trustworthiness. Effective critical listening requires careful judgment about the expertness and trustworthiness of the speaker.

b). Logos (Logical Arguments)

Sometimes, speakers with high ethos make errors in logic. We cannot ignore the aspect of logic, because both ethos and logos are crucial elements of critical listening.

c). Pathos (Psychological appeals)

The psychological or emotional element of communication is often misunderstood and misused. So that, effective critical listeners should carefully determine the focus of the speaker's message.

5. Discriminative listening

Discriminative listening may be the most important type for it is basic to the other four. Although it cuts across the other four types of listening, but there are three things that should to consider about this type of listening, namely:

a). Hearing ability

Hearing ability is very important because people who lack the ability to hear well will have greater difficulty in discriminating among sounds.

b). Awareness of sound structure

Attention to the sound structure of the language will lead to more proficient discriminatory listening.

c). Integration of nonverbal cues

Words don't always communicate true feelings. The way they are said or the way the speaker acts may be the key to understand the true or intended meaning.

Referring to the statements above, the writer concluded that there are many types of listening. Although the two experts have different opinion about the types of listening but it is not a problem. They divided the types of listening because they realize that different situations will also require a

different type. It is important for us to learn about the various types in listening so we know in what situations we are and what types of listening should be applied

#### **d. The Characteristics of a Successful Listening activity**

Listening is an important communication competence that includes complex cognitive processes like understanding and interpreting messages, effective processes like being motivated to pay attention, and behavioral processes like responding with both verbal and nonverbal feedback. In other words, to be an effective listener, the listener has to take into consideration what he or she is thinking about the communication being received, what he or she is feeling about the communication and also the context of the conversation, and what he or she will do in the process and as a result of the communication.

The characteristics of effective listening thus range across these cognitive, affective, and behavioral frames.

##### **1. Cognitive characteristics of effective listening**

- Probing
- Paraphrasing
- Summarizing

Asking questions to follow up or for clarification, paraphrasing the individual communications, and summarizing the conversation are all activities that show the listener's cognitive engagement in the conversation,

indicating his or her attempts to fully understand and correctly interpret the messages being relayed.

## 2. Affective characteristics of effective listening

- Focusing of attention

- Acceptance

- Empathy

The effective listener can also signal his or her affective engagement in the conversation by making it the sole focus of attention, and by receiving communications with acceptance and empathy, receiving communications with empathy requires that the listener try to avoid projecting his or her own opinions, feelings or prejudices onto the speaker, and that the listener accept the speakers communications without simultaneously trying to craft a response

## 3. Behavioral characteristics of effective listening

- Non-verbal behavior

- Advice

Action is also part of effective listening. The listener should communicate his or her attention through non-verbal means like eye contact, erect posture, nodding, and other positive body language. The listener can also demonstrate engagement by broadening the range of the conversation, such as by inquiring about or suggesting alternatives to the topic conclusions at hand.

## **e. The Procces of Listening**

Devito (2000) state that the procces of listening can be described as a series of five types, namely

### **1. Receiving**

Receiving is the act of hearing sound. Hearing is something that just happens when your ears or when you get within earshot of some auditory stimuli. But listening begins with receiving messages the speaker sends.

### **2. Understanding**

Understanding is the stage at within you learn what the speakers means. To improve understanding, we relate information to what you have known or place the received meaning into your own experience. Nicholas (1998) purposes the procces of listening with understanding is going through the following stages :

a.) The listener decides whether the sounds is organized or simply random

b.) Next step is to impose some kind of structure or the steam of sound

c.) The last reticulate the sound in our mind, selecting from it, what the listener judge to be important and stone in the memory for future use.

d.) Remembering messages that you received and understand need to be retained for at least some period of time, you can augment your memory by taking notes or by tape recording the message.

### 3. Evaluating

Evaluating consist of judging the messages in some ways. Generally, if ypu know the person well, you will be able idemtify the information and therefore able to respond appropriately. In evaluating the messages, you must distinguish facts from inferences, opinion and personal interpletations by the speaker.

### 4. Responding

Responding occurs in two phases, namely : responses you make while the speaker is talking and responses you make after the speaker have stopped talking. The responses are feedback or information that you send back to the speakers and which tells the speaker how you feel and think about his or her messages.

Referring to the statements above, the writer concluded that in the procces of listening, the five processes are very crucial in listening and they always relate each other. For example, it is impossible to understand a message that we have not or never receive before and so on.

## **2. Concept of English News Program**

### **a. Kind of English News Program**

News is a fact or idea that is true and can attract the attention of most readers Nate (2010). This a part of the English News Program.

1. CNN :The Cable News Network is an American basic cable and satellite television news channel owned by the Turner Broadcasting System division of Time Warner. It was founded in 1980 by American media proprietor Ted Turner as a 24-hour cable news channel.
2. MSNBC :MSNBC is an American basic cable and satellite television network that provides news coverage and political commentary from NBC News on current events. The network also carries a nightly "opinion" programming block during primetime hours.
3. FOX NEWS : The Fox News Channel has been accused by academics, media figures, political figures, and watchdog groups of having conservative biasin their news coverageas well as perpetuating more general views of a conservative bias. Fox news has publicly denied such charges, stating that the reporters in the newsroom provide separate, neutral reporting, while acknowledging their opinion programming is not intended to be neutral.
4. CBS : CBS (an initialism of the network's former name, the Columbia Broadcasting System)

#### **b. The Advantages and Disadvantages of English News Program**

English News program that broadcast on the radio have a range of advantages and disadvantages, which are discussed in detail below. Their

main function is to collect news stories from around the world, or from particular regions, and broadcast them on the radio so the public can learn more about them. News program aim to connect the average viewer with the big stories of today, and they use a number of methods to do this, including showing live footage from various locations and interviews with notable figures. However, many do not believe they are always effective, and others think some news channels can display biased views.

### **1.) The advantages of English News Program**

News program offer the ultimate in convenience. Viewers can easily flick over to a news program and catch up with the latest happenings, which is very easy with the regular News summaries which are shown at least twice an hour. As News program tend to broadcast 24 hours a day, they have the opportunity to look at various stories in the media in considerable depth. All in all, News program illuminate viewers about what is going on in the world and raise awareness when it may be important to do so. ( Prakhar Raghuvanzhy : 2012)

Every person has some needs of news program and they are benefitted through them in many ways. It is important for every class person in following :

- a.) We can know the emotion of the public by using some sources such a telex, correspondent, reporter, newspaper, telephone, and record.
- b.) We know the aim of group, their ideas, their want, and why they are want it : to make more and more that we know so that easy to talk, still keep relate with and to find sympatic from them.



- c.) To spur people in compare what happen in their country with the events in place that so far in this world.
- d.) We can listen the news wherever like if we still on the way to office or another, we can just listen from the radio.

## **2.) The disadvantages of English News Program**

Prakar Raghuvanshi : 2012, There are also disadvantages of English News Program as :

- a.) There are two times that just boutevery one is tuned it, the morning and evening commute. These are the two times that you will see the most turn around for your radio.
- b.) We all change the channel , there are so many other stations that are still playing music that it can be very difficult to get people to stay tuned in long enough to hear the program.
- c.) Not all products and services are suited for news program for radio, if your trying to sell new shoe design , it can be very difficult to do without a visual representation, which is completely impossible from radio.

## **c. Step of Teaching English News Program**

According to Science Research Assosiate, 2012 :

1. News values : Students should learn the concept of news values and what each value means. Look at some news stories in your local newspaper or local news web site and decide what news values are present in these

stories. Not every story contains all news values, but all of them are likely to have the value of timeliness. Timeliness is part of the definition of news itself.

2. Shared experiences :The book says that news depends on the "shared experiences" of the audience. What does this mean? What are the shared experiences that the students in your class might have had? Shared experiences are different from "unique experiences" -- those things that have only happened to us. Does anyone in your class have a unique experience?
3. Open society : The concept of the open society is worth spending some time on. What does an open society mean? Students may want to talk about what part of society should be open and what should not. How freely should information be available? There are many situations where an open society might or might not be a good thing. For instance, most of us expect our income taxes to be kept confidential (and the U.S. Treasury has a very good record in that regard). But what about somebody who runs for public office? Should their tax returns remain confidential ?

#### **d. The Strategies of Teaching English News Program**

There are all sorts of activities that have been used successfully with English news program materials. Not all news stories are presented in the same way, and activities that would be appropriate for one story might not work for another. The teacher needs a little experience matching workable

activities to stories. Here we present some basic activities to choose from. We begin first with ideas for silent viewing, then later present activities for viewing with sound. Western Governors : 2014.

1. Silent Viewing. For some stories, just about all the important information is contained in the visual images. We can show students this by asking them to watch without sound for the main idea; then we can ask them what they already know about the story from the information received via the visual mode only. In addition to what they see from the action (we need a longer, on-the-scene report, not just the anchor's/presenter's face), they can notice any writing on the screen, such as the location or the name of a person. We can freeze frame (pause with picture on) to point these out to students. Even without the names on the screen, students may be able to guess the location from the people look and dress, any well-known people shown (e.g. world leaders), and any extraneous writing that appears (e.g. on shop signs).

To get the main idea in a slightly more detailed way, there are at least two approaches; the one we choose will depend on the content of the story. We can ask students to look for the answers to the WH- questions--Who? What? Where? When? Why? and sometimes How? The answer to When? is almost always Today or Recently, so we can usually ignore it.

Whenever we view silently, for whatever purpose, we eventually watch again with the sound on. Students can then check if their guesses were correct (they often are) and find out more information. There may have

been some important information that was not obvious by means of the visual. After checking on the results of our silent viewing activities, we may then want to do another activity incorporating the audio portion.

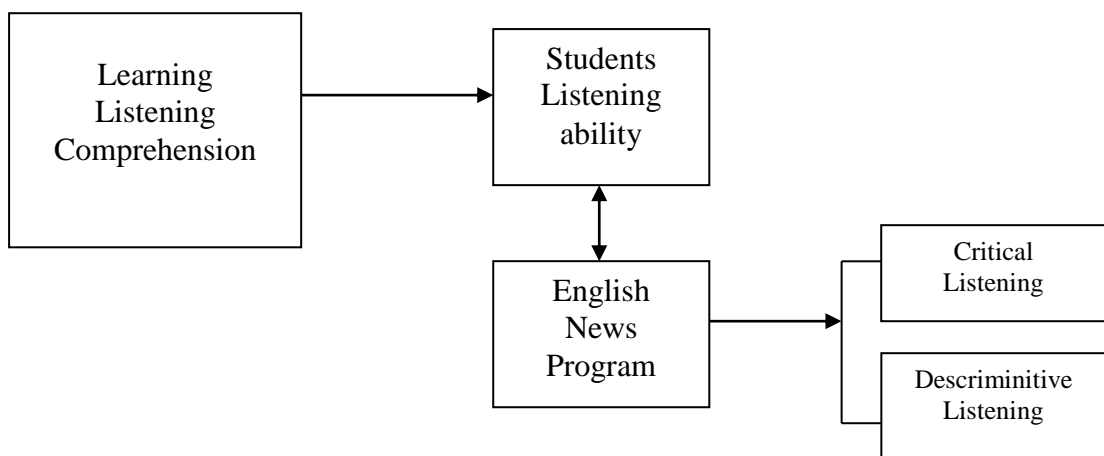
2. Viewing with Sound. As we mentioned before, the kinds of activities the teacher chooses depends for the most part on the topic, the way the news story is presented, and how much time the teacher wants to spend preparing the lesson.

Sometimes, for stories that we do not wish to exploit in detail, we may just ask students, after they view the story for the first time, what the main idea was. We could also ask students to listen for the answers to WH-questions or to find the problem, causes, effects, solutions; the types of questions we ask depends, of course, on the content of the story and ability level of the students.

An activity that students enjoy is listening for specific words. It seems like a game, but it gets students to listen very carefully for specific words and sequences of words; they have to break up the buzz of continuous speech into discrete elements. Basically, the teacher picks out approximately five words from the story, preferably spread over the beginning, middle, and end, and asks each row of students to listen for one word. When they hear their word (it should be a content word that occurs only once in the story), they must write down all the words they heard around it--before or after their word. Amazingly, students not only listen for their own word but, while waiting for their word, they hear and

remember other people's words, too. Furthermore, because several students listen for the same word, they hear different adjacent words; some remember a few words before their word, some remember a few words after it. Collectively, they often recall as much as a whole sentence. If the teacher chooses one word per sentence, preferably in the middle of each sentence, the students, by consulting each other, may be able to come up with the whole text. After we find out what everyone remembered, we go back and watch again, pausing and repeating the sentences containing our assigned words.

### C. Conceptual Framework



**Figure 1.1 Conceptual Framework**

## **CHAPTER III**

### **METHOD OF THE RESEARCH**

This chapter deals with research design, variable and their operational definitions of variables, population and sample, instrument of the research, procedure of collecting data, and techniques of data analysis.

#### **A. Research Design**

This Classroom Action Research (CAR) was conducted at SMA Negeri 9 Makassar. The subject of the research the second grade student of the class XI the observation the research used test to know the students prior knowledge in the class.

The research was divided into two cycles with each cycle consists of five steps:

##### **Cycle 1**

Cycle 1 consists of planning, action, observation, evaluation and reflection as follow:

##### **1. Planning**

The activity in this research have two weeks in four times meeting and then had stages as follows:

- a.) In this section, the researcher prepared the material about listening ability give to the students.
- b.) The researcher made lesson planning based on the curriculum for the implementation of action.
- c.) Making checklist observation to observe the students' activity.

d.) Making research instrument.

## **2. Action**

In this activity, scenario learning process was based on English News Program. The learning process as follow:

- a.) The researcher give short record of English News Program
- b.) Each the students listen the English News Program by record
- c.) The researcher give exercise what they can get from what they listen
- d.) Attheend of cycle, the researcher give the students evaluation.

## **3. Observation**

- a.) Checking the students present and activeness in learning process every meeting
- b.) Identifying and making note the problem that have been found during learning process
- c.) Doing the evaluation which use the result of the studied to know their improvement in every meeting.

## **4. Reflection**

Analyzing all of the data which was collected from observation, to assess the teaching program's improvement after giving an action at the first cycle. The result would be a basic to formulate the next better lesson plan.

## **Cycle II**

The second cycle was conducted because the main target in the first cycle wasn't succes. In cycle II was conducted in three times and one time for test. the main activities were :

### **1. Planning**

- a.) Continue the activities that have been done in first cycle.
- b.) Repair the weakness of the first cycle.
- c.) Made planning in the scenario earning procces from the result of cycle I reflection.
- d.) Action research repair.

### **2. Action**

This step, the researcher continued from cycle I by teaching them about listening ability trough English News Program

- a.) Explain or describe to the students' about the topic of material where the students' had to choose one of them to make it easy for them to improve their listening.
- b.) The reseacher give a short record about English News program
- c.) Students listened the material to find about the knowledge about the material
- d.) Give the question paper of material
- e.) The students listen again the listening material
- f.) The teacher give question about the listening material that they have heard



- g.) The students' finds the question and write on the question paper
- h.) The Teacher do the value or scoring to the students
- i.) At the end of the class, the Teacher and the Students conclude the material together and than close the class.

### **3. Observation**

In generally, in this section observation of the cycle II was almost same as the observation of cycle I

### **4. Reflection**

In the cycle II the researcher found that the students' improvement in the field of focusing are good, while in summarizing the students need to be taught clearly about how to analyze the sentence. Reflection was finish to see the result of the second cycle action process, analyz, understand and make conclusion activity. The researcher analyz the result of cycle I to know whether the action of this cycle reach success criteria based on test result of second action.

## **B. Population and Sample**

### **1. Population**

The population of this research was the students' at the Seond Grade of SMA Negeri 9 Makassar academic year 2017-2018. It consisted of One Classes, the total population was 25 Students.

### **2. Sample**

A random sampling technique was applied to select the samples. Arikunto (2014) states that random sampling technique is sample determination technique that give equal chance to members of the population to be chosen as the sample.

### **C. Research variables and Indicators**

The researcher used two kinds of variables. Those were dependent variable and independent variable. The following variables of research were:

#### **1. Independent variable**

Independent variable of research will implementation English of News Program in teaching listening skill.

#### **2. Dependent variable**

Dependent variable is the students' listening ability both with the indicators are as follows :

a.) The students' listening ability to recognize critical listening by using English News Program at the Second Grade of SMA Negeri 9 Makassar.

b.) The students' listening ability to recognize descriptive listening by using English News Program at the Second Grade of SMA Negeri 9 Makassar

### **D. Research Instrument**

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

#### **1. Listening Test**

The test used to get the students' listening achievement by English News Program. The test had been given before action of cycle one started. It was considered as the diagnostic test. At the end of each cycle a test had been given to measure the students' improvement.

## 2. Observation sheet

Observation sheet aimed at finding out the students' data about their presence and activeness in teaching learning process.

## 3. Media Recorder

It is use to playing the voice recorder for students. Voice recorder have relate information with the material.

# **E. Procedure of Collecting Data**

1. The researcher used kind of listening test, listening to the English News recorder.
2. The student hear English News record through orally presentation from the researcher or from tape recorder and researcher ask some students to answer the available questions. The test have been given on the final of each cycle.
3. The students hear English News record through orally presentation from the researcher or from tape recorder and a researcher ask some students to write the answer on question paper

4. The researcher use observation sheet to observe the students' participation or activeness during teaching learning process by using English News Program. It would be collecte from observation sheet.

- .Rubric for Answering Question.

No	Criteria	Score
1.	Grammatical correct and the ideas is true	3
	Some grammatical error but the idea is true	2
	Many grammatical error but the idea is really true	1
	Grammatical error and the idea is false	0

- Rubric for Listening in Terms of True / False Statement

No	Criteria	Score
1.	If the students' answer is true	1
	If the students' answer is false	0

Etman and Zida (2010:22)

Based on the explanation above, the writer has chosen objective test as the test instrument. The test consists of 20 items. The correct answer is scored (1) and zero score (0) is incorrect answer. The data description of the test students' score in the listening ability can be divided into five criteria. Arikunto (1997:251) categories the criteria of measuring the test students' score as follows:

- Rubric of Students Score

SCORE	Category
80-100	Excellent
66—79	Good
56-65	Sufficient
40-55	Low
30-39	Poor
< 30	Bad

#### F. Technique of Analysis Data

The data collect through the listening test was analyzed by using the following formula:

1. Scoring the students' answer by using this formula

$$Score = \frac{Student's\ Answer}{Total\ Number\ of\ Item} \times 100$$

(Gay, 1981:298)

2. Classifying the score of the students listening test from the first and second cycle. Classifying the students' score into five levels are follows:

Classification	Score
Excellent	100
Good	80-99
Fair	ss70-79
Poor	0-69

( Kovach in Root, T. L., 2007)

3. Finding out the students' mean score in Listening Test first cycle and second cycle by using this formula :

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

Where:  $\bar{X}$  : Mean score of the students

: Total row score

N : The total respondent

(Gay, 1981:298)

4. To score of the students' activeness found out by using the following formulas:

$$P = 100$$

P : Percentage

Fq : Frequency

N: Sum of Subject

(Sudjana, 1990: 36)

5. Classifying the Students' Active Participation which is Describe as follows:

No	The students' Active Participation	Indicator
4	Very Active	Students respond the material very actively.

3	Active	Students respond to the material active
2	Fairly Active	Students respond the material just one or twice
1	Not Active	Students just sit down during the activity without doing something.

(Sudjono, in Sahabudding 2010 :29)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter particularly presents the finding of the research cover with the description of the students' improvement in listening comprehension. In the discussion part. The researcher described the findings in detail.

#### **A. Findings**

The finding of this research based on result of cycle I until finish in cycle II. There are two explanations in this finding, such as explanation of tables and graphics.

##### **1. The Improvement of The Students' Critical Listening and Discriminative Listening.**

In implementation of using English News Program in improving listening comprehension ability. the writer found that the mean score of Listening Comprehension aspect in the second cycle is greater than the mean score of Listening Comprehension in the first cycle and diagnostic test. It would be described in the table below:

**Table 4.2: The Students' Improvement in Listening Comprehension**

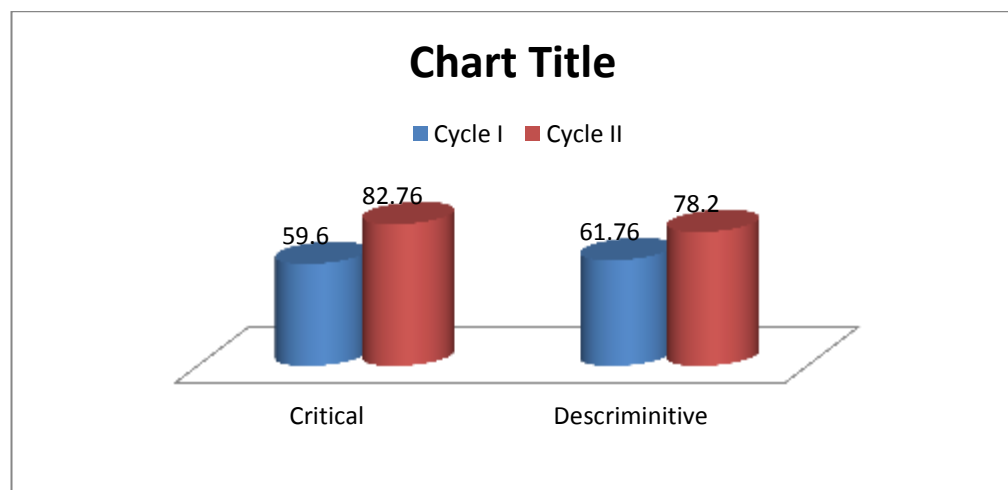
<b>Variable</b>	<b>Mean Score</b>		<b>Improvement</b>
	<b>Cycle I</b>	<b>Cycle II</b>	
<b>Critical Listening</b>	<b>59.60</b>	<b>82.76</b>	<b>38.85%</b>
<b>Discriminative Listening</b>	<b>61.76</b>	<b>78.20</b>	<b>26.61%</b>

The data in the table above shows the students' listening comprehension as



the result of calculating of cycle I and cycle II at the students' Listening Comprehension through English News Program in Critical and Discriminative listening where the students' score in cycle I and cycle II. In critical listening the mean score in D-test is 49.04, in cycle I is 59.60 and cycle II is 82.76. The achievement of cycle II is greater than cycle I ( $82.76\% > 59.60$ ) and classified as good. While in Discriminative listening the mean score in D-Test 45.20, in cycle I is 61.76, and cycle II is 78.20. The achievement of cycle II is greater than cycle I ( $78.20\% > 61.76$ )

Based on the percentages above there is significant improvements of the students by using English News Program but they are more interested in Critical listening than Discriminative listening. To see clearly the improvement of the students' Listening Comprehension, the following chart is presented.



*Graphic 2: The Students' Improvement in Listening Comprehension .*

The chart above shows that the improvement of the students' Listening

Comprehension in critical listening from cycle I to cycle II (38.85%), and the improvement in descriminative listening from cycle I to cycle II (26.61%). Therefore there is the improvement of the students' in Listening Comprehension and the target can be achieved. Finally, the English News Program is effective for students.

## 2. The Observation Result of Students' Activeness

The implementation of listening comprehension trough English News Program improving in The Observation Result of Students' Activeness could be seen clearly in the following table:

*Table 5: The Observation Result of Students' Activeness*

MEETING	I	II	III	IV	MEAN SCORE
CYCLE I	5.08%	5.30%	5.90%	6.79%	23.07%
CYCLE II	4.66%	6.30%	6.64%	7.30%	24.90%

The result of the students' observation in teaching and learning process improved significantly through English News Program in improving the students' listening comprehension. It is proved by the improvement of students' participation in the first meeting of cycle I was 48.52% and in the last meeting of cycle II students' participation became 83.08%. It indicates that the application of English News Program can stimulate the students' activeness in teaching and learning process.

## B. Discussion

In this part, the discussion covering the interpretation of finding derived

from the result of findings was based on the problem statement. They were: 1) How is the improvement of the students' listening comprehension through English News Program at second Grade Students of SMA Negeri 9 Makassar

The application of English News Program at the First Year of SMA Negeri 9 Makassar can improve the students' listening comprehension.

### **1. The Improvement of the Students' Critical and Descriptive listening in Listening Comprehension.**

After implementation of English News Program in the class, the researcher finds that the mean score of diagnostic test in Listening Comprehension in critical listening is 49.04, in the first cycle. The students just got 59.60. In the second cycle, the students get 82.76 and the mean score in descriptive listening of diagnostic test is 45.20, in the first cycle the students just got 61.76, in the second cycle the students' get 78.20. It means that the target score can be achieved in the second cycle.

Following was presented the improvement of students' Listening Comprehension percentage as the result of teaching learning observation:

In the second cycle the percentage of the students' Listening Comprehension was 19 students (60%) get very good. 10 students (40%) and none of the students for other classification. The result above also proves that the used of English News Program was able to improve the students' Listening Comprehension where the result of the second cycle was higher than the first cycle and diagnostic-test (Cycle II>Cycle I>Diagnostic-Test). There is improvement in cycle I because the researcher found the students can made

summarize based on the material and can answer all of the question.

## **2. The Implementation of English News Program**

The researcher observed the students' activeness to assess the implementation of English News Program as media teaching in teaching and learning process to improve the students' listening comprehension of the First Year of SMA Negeri 9 Makassar which was conducted in 2 cycles during 8 meetings was taken by the observer through observation sheet.

The researcher observes every meeting in two cycles where every cycle of four meetings. In the first cycle the students' responses low but in the second cycle the students' responses are classified into good.

Based on the result of the research the researcher found that the students' participation in each meeting of the two cycles improves normally. The first meeting up to the fourth meeting in the first cycle, the students' activeness was 5.08%, to 6.76% with the average of students' activeness was 69.47%. The researcher considers that the students' activeness in the first cycle still fairly good. The researcher results of observation in the first the second cycles were:

- a.) Most of students were still less active in carrying out the task.
- b.) Most group of student seems to be unaccustomed yet with the material.
- c.) The students got confuse in listening comprehension.

The researcher then thought about the teaching material to be modified in order to derive a significant improvement of the students' activeness in

teaching and learning process in the next cycle. Through some revision, the researcher results of the students' observation. In second cycle were:

- a.) The students have been active in learning, and even some of them very active in carrying out the task.
- b.) Each group of students has been sharing their ideas.
- c.) Some of the students prefer asked to the researcher when they get difficulties concerning the material.
- d.) The students were able to accomplish their material

Through the second cycle, the researcher indicated a significant improvement. From the first meeting of the second cycle, the students' activeness has been increased that was 44.66% to 7.30% with the average to the students' activeness in the second cycle was 66.87%. This result indicates if the students activeness has met the teacher expectation to gain significant improvement 68, 30% from the first cycle and the second cycle. It was obviously improves because the teaching material has been provided more attractively with difference kinds of topic in each meeting. So the students more interested to listening the material.

The students' listening comprehension can be improved through the English News Program, because in this method they can help the student to focus on listening material. And, if they got difficulty of listen or solve a problem about the news, English News Program can reduce this problem. So, it was fun and interesting. They can be motivated in learning the English

listening comprehension.

In the analysis of the students' achievement the researcher found that the mean score of students' in listening comprehension skill through English News Program was improved. The students mean score in d-test was 49.04, in the cycle I the students' mean score 59.60 and in the cycle II the students' mean score was 82.76 in critical listening, while in discriminative listening the students' mean score in d-test 45.20, in the cycle I 61.76, and in the cycle II is 78.20. The improvement of students' achievement from mean score of cycle I to cycle II was 38.85% in critical listening and 26.61% in discriminative listening.

From the explanation above the researcher analyzed that there significant improvement the students' listening comprehension through English News program, where the students' mean score in cycle I and cycle II was higher than d-test.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of conclusions and suggestions of this research. This chapter was concerned on what was discussed in the previous chapter.

#### **A. Conclusions**

After conducting classroom action research about the application of English News Program in the previous chapter, the researcher then can make conclusion as follows :

The improvement of the students listening comprehension through English News program at the Second Grade of SMA Negeri 9 Makassar improved significantly. The mean score in cycle II is higher than cycle I (82.76% > 59.60) in critical listening, and (78.20% > 61.76) in descriptive listening. It could be concluded that English News Program can improve the students' listening skill

#### **B. SUGGESTION**

The Improvement of students' listening skill has been proved in the result of research findings in previous chapter. To gain those such result, some suggestion forwarded as follows

1. It is suggested for English Teacher at Second Grade of SMA Negeri 9 Makassar to take English News Program in the teaching and learning process to improve the students' English skill especially in listening skill
2. It is suggested to the next researcher try to applying this method of using English News Program. It is suitable to be applied in Classroom Action

Research (CAR) since the students' improvement can be gained and observed directly in the classroom through some phase's action reflection

3. For the next researcher who want to investigate a research related this case, they can use this research as an additional knowledge to improve their ability to gain the their goal.



**A**

**P**

**P**

**E**

**N**

**D**

**I**

**C**

**E**

**S**

## **APPENDIX I**

### **INSTRUMENT TEST**

#### **DIAGNOSTIC TEST**

1. What is the title of the News ?
2. What year is the Messi accused of tax fraud?
3. How much taxes allegedly concealed by Messi?
4. What is Messi's response to this?
5. Write the conclusion about the News that have you listen !

#### **Keyword**

1. Messi Tax Trial
2. Between 2007 and 2009
3. Spanish tax authority out of 4,1 million euros
4. both Messi and his Father deny any wrong doing and claim the money owed has already been paid back.
5. ( Depend on the Students' it self)

## **CYCLE I**

### **First Meeting**

From VOA learning english this is the economics report. a New World Bank study says South Asian countries can improve economic condition for women. the study says the clothing manufacturing industry could provide millions of jobs for women in the area. that is because the cost of making clothing in China is rising, The study finds that Southeast Asian countries like Vietnam and Cambodia are increasing clothing manufacturing jobs faster than South Asian countries. These include India, Bangladesh and Pakistan. but the study says lower costs and an increasing number of young workers give South Asian countries the chance to compete. Clothing manufacturing is a labor intensive industry needing many workers. The World Bank study found that in countries where more girls and women work, marriages take place later in life. Women have fewer children. They eat better food and their children are more likely to go to school. All these help an economy grow. The World Bank study says clothing manufacturing can be a valuable industry for development. But, it also says there is a need for industry supervision better wages and higher value product

### **Listen to the record carefully, and answer the question !**

1. What is the topic of the News ?
2. Where the Countries that increasing clothing manufacturing ?
3. What the World Bank Study says about clothing manufacturing ?

4. A New World Bank Study says clothing manufacturing can improve economics condition for?

5. What kind of information can you get from listen that News ?

### **Key Answer**

1. Clothing Manufacturing Jobs

2. At the Southeast Asian like Vietnam and Cambodia

3. The World Bank Study says clothing manufacturing can be a valuable industry for development.

4. Clothing Manufacturing can improve economics condition for Women

5. ( Depend of the Students )

### **Second Meeting**

Facebook is the world's biggest social networks and the subject of the movie " The Social Networks" The real Mark Zuckerberg and his friend at Harvard University launched the site in two thousand four . Facebook says it reached five hundred millions users last july. Now the American bank Goldman sachs and the Russian company digital sky technologies have friended facebook. They are investing a total of five hundred million dollars in the company. the deal values facebook at fifty billion dollars more than publicly traded internet companies. Goldman Sachs is expecte to raise a billion and half dollars more by selling shares and ownership in facebook to rich investor. The plan does not include the public stock offering at least not right now. For now, Facebook would remain a private company-- meaning a company that does not sell shares to the public. The plan has brought new attention to the largely

secretive world of private financing the rules for private companies in the United States. The idea is that investor in public companies have protections that investors in private companies do not. and securities and exchange commissions says a private company must report financial information if it has more than five hundred shareholders a new business a startup company is usually considered to risky for average investors. but a promising startup may find a small numbers of private investors, often known as angels these investors are willing to lose everything for a chance at big returns. Ricky Tahta ha been involved in raising money for startups. He is now chairman of his own investment company, covestor with offices in New York and London. Mister Tahta compares the difference between public and private companies to the difference between marriage and dating, when people are dating he says, there are understanding but few rules. In marriage the rules are more clear and well-defined. in his opinion, the only real benefit for a private company is lower administrative and record keeping costs. yet he tells as covestors remain a private company after a few years because it is still too risky for most investors.

**Question :**

**Listen to the record carefully , and answer the True or False**

1. Facebooks is the World's biggest social network in the World. (.....)
2. Facebook says it reached five hundred million users last July (....)

3. Ricky Tahta is a chairman of Facebook (....)
4. Mark Zuckerberg launched the site in Two Thousand Four (....)
5. American Bank Goldman Sachs and the Russian company digital sky technology not investing with facebook (....)

**Key Answer**

1. T
2. T
3. F
4. T
5. F

**Third Meeting**

The earliest process of making paper was done almost five thousand years ago in Egypt and the Nile Valley in those days, paper was made from strips of the papyrus plant. Modern papermaking began in China about two thousand years ago, this process produced paper from cloth straw, wood or the bark of trees. the raw materials are stracks over and over until they become loose. then they are mixed with water after the water has been removed, the flat thin form remaining is permitted to dry, this become a sheet of paper. Large machines started to be used for making paper near the end of the sixteenth century. today papermaking is a big bussines, but it is still possible making paper by hand since the steps are the same as using big machines. you should choose paper with small amounts of printing. Old envelopes are good for this reason colored paper also can be used, as well as small amounts of newspaper. small

pieces of rags or cloth can be added. these should be cut into pieces about five centimeters by five centimeters. everything is placed in a container, covered with water and brought to a boil. it is mixed for about two hours with some common chemicals and then allowed to cool. then it is left until most of the water dries up. The substance left, called pulp can be stored until you are ready to make paper. when you are ready, the pulp is mixed with water again then the pulp is poured into a mold, the mold. is made of small squares of wire that hold the shape and thickness of the paper. to help dry the paper the mold lets the water flow through the small wire squares. after several more drying steps the paper is carefully lifted back from the mold. it is now strong enough to be touched. the paper is smoothed and pressed to remove trapped air. you can use it for pressing clothes. there are many other technologies for people making paper, using small machines more information about making paper you can find at the internet

**Question :**

1. What the topic of the News ?
2. Where the first place of paper making process ?
3. What the materials of made a paper ?
4. Where did modern paper making first begin ?
5. Write the conclusions you get from the news ?

**Key Answer**

1. The Process of Making Paper
2. In Egypt and Nile Valley

3. Paper was made from strips of the papyrus plant
4. Modern papermaking began in China
5. ( Depend on the students)

#### Four Meeting

Is this a future billionaire? at fifteen Thomas created and sells acts for smart phones and google glass that's has he's wearing by the way. and that's how he's filming us with his glasses and Thomas has big plans for summer. He wants to revolutionize 3d printing technology. "we slept applied for a patent on 3d printing, trying to make a 3d printing faster and more reliable. but thats the key there's speed and were trying to print ten times faster than current generation 3d printers , Thomas is self taught when it comes to bussines encoding. this school is trying to create enterpreanur starting from age 11 "for advertising and advertise i use social media as a device and then we have appeared this is my profit sharing plan' at the incubator school kids are encourage to star companies on school time

#### **Answer the question according to the News !!**

1. What Thomas created for the future ?
2. What Thomas big plans for summer ?
3. What Thomas using to present his project ?
4. How old Thomas now ?
5. This school is trying to create enterpreanur starting from age ?

#### **Key Answer**

1. Thomas created and sells acts for smartphones and google glass



2. He wants to revolutionize 3D printing technology
3. By Social Media as a device
4. Fifteen years old
5. Start from 11 years old

**Final Test Cycle I , 1 – 4 meeting material**

1. What the World Bank Study says about clothing manufacturing ?
2. A New World Bank Study says clothing manufacturing can improve economics condition for?
3. What kind of information can you get from listen that News in third meeting?
4. How old Thomas in English News at the Four meeting ?
5. This school is trying to create enterpreanur starting from age ?
6. What the topic of the News ?
7. Where the first place of paper making process ?
8. What the materials of made a paper ?
9. Facebook says it reached five hundred million users last July (.....)
10. Ricky Tahta is a chairman of Facebook (.....)

## CYCLE II

### First Meeting

Are you learning English these songs may help

Songs teach language consider a song like "Toms Dinner " by Suzanna Vega an American teaching, English oversease once told us that students love that song recently we ask people on the special English facebook page to suggest other songs that english learners might like . Noemi Nito wrote; i'm one of those english student who love Toms Diner i started learning english with " Lemon Tree " by Fools Garden. another favorite is "Truly Madly Deeply " by Savange Garden , another person Asi Tambunan suggested the song "God only knows " by orianti , gyongyi jako wrote that abba's songs from sweden are perfect for class work. other goo songs for learning english are songs by the Beatles and John Lennon as well as Louis Armstrngs " wonderfull world" Paul Cifuentes says Bob Marleys songs are amazing for teaching another teacher Joseph Deka says songs by Jhonny Cash have always worked in his classroom he says his students can hear the words plus the songs often have stories he also like "We will Rock you " by Queen and " Beautiful girl " Sean Kingstons he says young children love C is for Cookie by the Cookie Monster from the TV show " Sesame street " Nina John Smith suggested this songs " Its my Life " and " We weren't born to Follow " by Bon Jovi also " Nothing else matters " by Metalica . Aurelio Lourenco Costa gusmao says he began like English after his teacher played the Westlife songs " I Have a Dream ". He wrote that was eight years ago. i was in the sevent grade. and from that day on, my dream of improvig my English skills became attached in my mind. Teachers

can use this songs to convey the message to their students that they should have their own dream for the future. Aurelio story was no surprise to another commenter Katie Kavinko. she especially like songs by Michael Jackson and Queen she wrote : when you listen to your favorite songs you feel emotionally high and it moves you to action

### **Question**

1. What is your favorite English song ?
2. Started from the song whether Noemi Nito learn english ?
3. What songs are suggested by Asi Tambunant for students to listen ?
4. What is Aurelio Lourenco Costa Gusmao's opinion about the song I have a dream by Westlife ?
5. How about you ? what song make you interested to learn english and Why ?

### **Keyword :**

1. ( the answer depend on each students')
2. " Lemon Tree " by Fools Garden
3. Asi Tambunant suggested the songs " Only God Knows " by Orianti
4. Aurelio Lourenco Costa Gusmao said that he started to like English after his teacher played Westlife song "I Have a Dream". He wrote it eight years ago. I'm in seventh grade. and from that day on, my dream of improving my English skills became embedded in my mind.
5. ( the answer depend on each students')

### **Second Meeting**

**A Service groups built on " Friendship "**

Amizade means friendship in Portuguese. It is also the name of a service organization in the United States that places volunteers in projects mostly in developing countries. Amizade's executive director, Eric Hartmant thought of the idea in Brazil in nineteen-ninety four, which explains the Portuguese name. The Amizade Global service learning and volunteer programs places three hundred volunteers in nine countries last year. These American University students and others worked in thirteen communities. Amizade works with local groups and individuals on service and the learning project the local groups define and direct the projects. The volunteers learn about local culture and make friends as they work in the community. Amizade charges college students as much as ten thousand dollars for three months of experience. Volunteers generally provide labor and do things like teach and assist at health centers. They can also do research. College students can earn work study credits. Participants in programs have included a twelve-year-old boy and a man in his eighties. There are programs in Ghana, Tanzania, Brazil, Bolivia, Mexico and Jamaica. There are also programs in Germany, Poland, Northern Ireland and the United States recently. In Tanzania thirteen Amizade volunteers worked on a system to harvest rainwater from the roofs of homes. They worked on the project in the Karagwe area, in the northwestern part of the country, Eric Hartmant the director described the water collection systems in an internet blog posting from Tanzania in July. Rain falls on the metal roofs and flows into aluminum gutters, these gutters carry the water to a large collection tank on the side of the home, the rain harvesting systems mean that a family member no longer has to walk long distances to get water. So there is more

time for farming or schoolwork. the systems are especially useful for people who are too sick to go a long way for water. On the Caribbean island nation of Jamaica, Amizade places volunteers with a local partner in the small community of Petersfield. the volunteers live with local families, they help children with schoolwork and computer skills. they also visit the sick and work on building, painting and other restoration projects in the community.

### **Question**

1. What is the title about the News ?
  - a. A Service Groups Built on " Friendship "
  - b. Friendship Built a Service Group
  - c. Groups Friendship Built a Service
  - d. On Friendship a Service Group can Built
2. What is the name of A Service Groups in the News ?
  - a. Friendship
  - b. Tanzania
  - c. Amizade
  - d. Groups Community
3. Which Countries are not included in the Amizade program ?
  - a. Gana
  - b. Tanzania
  - c. Brazil
  - d. Polandia
4. How many volunteers work in Tanzania?

a. Twenty

b. Thirty

c. Thirteen

d. Fiveteen

5. Amizade is the name of a service organization in ?

a. Amerika Serikat

b. Brazil

c. Jamaica

d. Poland

### **Key Answer**

1. a. A service groups built on " Friendship"

2. c. Amizade

3. d. Polandia

4. c. Thirteen

5. a. Amerika Serikat

### **Third Meeting**

The International redcross movement grew out of a major battle in the unification of Italy. the battle of Solferino took place one hundred fifty years ago in June of eighteen fifty-nine, volunteers from red cross and red crescent societies around the world gathered in solferino to Mark the anniversary. about eight thousand people marched in a torch-lit event called the fiaccolata. They followed in the footsteps of those who took injured soldiers from solferino to the nearest village, castiglione, hannington segarunaya, national youth president of the Ugandan red

cross society says the visit made him want to work harder to help people. he said he is going back to uganda. to work for humanity. He said when young people come together, they have the possibility of doing whatever it takes to make the world a better place. in the battle, allied French and Sardinian troops defeated Austrian army. around six thousands men were killed and more than thirty thousand were wounded, yet says swiss historian francois Bugnion, the battle lasted only twelve hours. he says a swiss businessman named Henri Dunant was horrified by what he saw. thousands of wounded were brought to the next town of Castiglione. there was almost no medical assistance. Mister Dunant saw thousands of men suffering from very deep wounds and left to die without any real assistance. Mister Bugnion says Henri Dunant quickly took action. the businessman got local women to provide food and water, he also got them to dress the wounds of soldiers without concern for their nationality. Mister Dunant later wrote a book called "a memory of Solferino" in it, he launched two ideas, one was the idea of voluntary relief societies to provide assistance to the wounded or other people. this led to the Red cross and Red crescent movement, the second idea was a treaty protecting the wounded and medical personnel on the field of battle. this, explains historian Francois Bugnion, is the origin of the Geneva conventions. Stephen Ryan is the communication officer for youth and volunteers at the International federation of red cross and red crescent societies. he says it is important to get young people involved in volunteer work at an early age, he says young people need to be given the chance to feel like they are making a difference in the world.

**Answer The Question by True (T) or False (F) !!**

1. The International redcross movement grew out of a major battle in the unification of Italy (.....)
2. The battle of Solfarino took place one hundred fifty years ago in June of eighteen fifty-nine. (.....)
3. Seventy thousands men were killed and more than thirty thousand were wounded (.....)
4. Alliad French and Sardinian troops defeated Austrian army (.....)
5. Mister Dunant didn't saw thousands of men suffering from very deep wounds and left to die (.....)
6. Stephen Ryan is the communication officer for youth and volunteers at the International federation of red cross and red crescent societies (.....)
7. Mister Dunant wrote a book called " Red Cross of Solferino " (.....)
8. Historian Francois Bugnion says the battle lasted only two hours (.....)
9. There are Eight thousand people marched in a torch-lit event called the Fiaccolata (.....)
10. Volunteers from Red Cross and Red Cresent societies around the world gathered in Solferino to mark the anniversary (.....)

**Key Answer**

- |      |      |
|------|------|
| 1. T | 6. T |
| 2. T | 7. F |
| 3. F | 8. F |



4. T

9. T

5. F

10. T

### **Four Meeting**

#### **What is Relationship Between Age and Happiness**

Are people less happy or more happy the older they get ? if you answered more happy than you were right. based on the study publish two years ago. it found that people generally become happier and experiences less worry after age fifty, in fact it found that by the age of eighty five, people are happier with their life than they were at eighteen. the findings came from a gallup survey of more than three hundred forty thousand adults in the United States in two thousand eight. at that time the people were the ages of eighteen and eighty five. Arthur Stone in the department of psyciathry and Behavioral science at stony brook university in New York led the study. his team found that levels of stress were highest among adults between the ages twenty-two and twenty-five. stress levels dropped sharply after people reached their fifties. Happines was highest among the youngest adults and those in their early seventies. but the people least likely to report feeling negative emotions were those in their seventies and eighties, the survey also found that man and women have similar emotional patterns as they grow older. however women at all ager reported more sadness, stress and worry than men did. the researcher also considered possible influences like having young children being unemployed and being sigle. but they found that influences like these did not affect the levels of happiness and well-being related to age, so why would

happiness increase with age? one theory is that, as people get older, they become more thankful for what they have and have better control of their emotions. they also spend less time thinking about bad experiences. the findings appeared in the proceedings of the national academy of sciences. happiness is not the only thing that apparently improves with age and in a study published this year. people in their eighties reported the fewest problem with the quality of their sleep. Researcher surveyed more than one hundred fifty thousand american adults. the study, led by Michael Grandner at the university of Pennsylvania appeared in the journal sleep the original goal was to confirm the popular believe that aging is connected with increased sleep problems. the survey did find an increase during middle age especially in women but except for that, people reported that they felt their sleep quality improve as they got older.

**Answer the Question according to the news !!**

1. What the tittle of the News ?
2. What is the age of adults who have high levels of stress ?
3. Between Men and Women who often feel stress ?
4. How old a person will feel happier in their life ?
5. What is the problem that is often experienced by someone who is Eighty years old ?

**Key Answer**

1. What is Relathionship between Age and happines
2. Between the ages of twenty-two and twenty-five

3. Woman
4. People are happier with their life than they were at eighteen
5. People in their eighties problem is quality of their sleep

**Final Test Cycle II , 1-4 materials**

1. Which Countries are not included in the Amizade program ?
  - a. Gana
  - b. Tanzania
  - c. Brazil
  - d. Polandia
2. How many volunteers work in Tanzania?
  - a. Twenty
  - b. Thirty
  - c. Thirteen
  - d. Fiveteen
3. Amizade is the name of a service organization in ?
  - a. Amerika Serikat
  - b. Brazil
  - c. Jamaica
  - d. Poland
4. What is your favorite English song ?
5. Started from the song whether Noemi Nito learn english ?
6. What songs are suggested by Asi Tambunant for students to listen ?

7. What is Aurelio Lourenco Costa Gusmao's opinion about the song I have a dream by Westlife ?
8. How about you ? what song make you interested to learn english and Why ?
9. Between Men and Women who often feel stress ?
10. How old a person will feel happier in their life ?

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## LESSON PLAN

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Nama Satuan Pendidikan : SMA Negeri 9 Makassar**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/Semester : XI / 2**

**Materi Pokok : English News Program / Report**

**Skill : Listening**

**Alokasi Waktu : 2x45 menit**

#### **Standar Kompetensi : Mendengarkan**

Memahami makna dalam teks monolog sederhana berbentuk news program or report dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

#### **Kompetensi Dasar**

Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam bentuk english news or report.

#### **Sub Kompetensi Dasar**

Merespon Makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

#### **Indikator**

Dengan di perdengarkan teks monolog berbentuk english news or report siswa dapat :

- Mengidentifikasi inti dan sumber dari berita yang di dengarkan secara lisan

- Menentukan gagasan utama dalam teks monolog berbentuk English news or report yang di dengarkan secara lisan
- Menemukan informasi rinci tersurat dari teks monolog berbentuk English News yang di dengarkan secara lisan
- Menyimpulkan isi dari teks monolog berbentuk English news or report yang di dengarkan secara lisan
- Merespon isi teks monolog sederhana berbetuk English news or report yang di dengarkan secara lisan secara akurat dan benar.

### **Tujuan Pembelajaran**

**Di akhir pembelajaran siswa dapat :**

1. Mengidentifikasi inti dan sumber dari berita yang di dengarkan secara lisan
2. Menentukan gagasan utama dari English news or report yang di dengarkan
3. Menemukan informasi rinci tersurat dari English news or report yang di dengarkan
4. Menyimpulkan isi dari English news or report yang di dengarkan
5. Merespon isi English News or report yang di dengarkan

### **Materi Pelajaran**

English News record or report

Fungsi sosial : untuk menginformasikan kepada pembaca, pendengar atau penonton berita terbaru atau kejadian yang penting

#### **- Struktur**

Susunan teks English News biasanya terdiri dari

#### **- Newsworthy events**

Tell the event in a summary form

**- Background events**

Elaborate what happened, explains what caused the incident

**- Sources**

Comments by participants, witnesses, authorities, and experts involved in the event

**Materi Ajar**

From VOA learning english this is the economics report. a New World Bank study says South Asian countries can improve economics condition for women. the study

says the clothing manufacturing industry could provide millions of jobs for women in the area. that is because the cost of making clothing in China is rising,

The study finds that Southeast Asian countries like Vietnam and Cambodia are increasing clothing manufacturing Jobs faster than South Asian countries. These

include India, Bangladesh and Pakistan. but the study says lower costs and increasing number of young workers give South Asian countries the chance to

complete. Clothing manufacturing is a labor intensive industry needing many workers. The World Bank study found that in countries where more girls and

women work, marriages take place later in life. Women have fewer children. They eat better food and their children are more likely to go to school. All these help an

economy grow. The World Bank study says clothing manufacturing can be a valuable industry for development. But, it also says there is a need for industry

supervision better wages and higher value product

**Question :**

1. What is the topic of the News ?



2. Write one paragraph the conclusion about what you have listen !
3. What kind of information can you get from listen that News ?
4. Where the countries are increasing with clothing manufacturing jobs?
5. What the opinion of the World Bank study about clothing manufacturing ?

## **Media Pembelajaran**

### **A. Teaching Strategies**

Three phases technique

### **B. Media Pembelajaran**

-Audio Listening

-English news record

## **Kegiatan Pembelajaran**

### **I. Kegiatan pendahuluan**

-Salam pembuka

-Mengecek absensi siswa

-Menyiapkan siswa untuk mengikuti pbm baik fisik maupun psikis

-Menjelaskan tujuan pembelajaran

### **Eksplorasi**

-Guru menyajikan/memperdengarkan English News record

-Tanya jawab tentang rekaman yang di perdengarkan untuk membangun kosakata, tata bahasa dan pemahaman tema melalui media tersebut

### **Elaborasi**

-Mendengarkan English News yg di siapkan guru

-Merespon isi berita dengan menjawab pertanyaan dan melagalkan beberapa

kosakata

- Mengidentifikasi informasi/kejadian dalam berita
- Mengidentifikasi ciri-ciri kebahasaan dalam teks dan mengerjakan latihan-latihan terkait

### **Konfirmasi**

- Siswa diminta untuk menuliskan topic dan informasi tertentu dari apa yang didengarkan
- Menulis draft teks sederhana berbentuk English news secara mandiri

### **II. Kegiatan Penutup**

- Memberikan beberapa pertanyaan penutup tentang materi yang di berikan kepada siswa untuk mengetahui pemahaman siswa tentang materi
- Membuat kesimpulan dari apa yang telah dipelajari

### **Penilaian ( Instrumen Penilaian terlampir)**

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan

Makassar, 26 Juli 2017

Peneliti

**Nurul Itfah**

**10535 497 11**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**Nama Satuan Pendidikan : SMA Negeri 9 Makassar**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/Semester : XI / 2**

**Materi Pokok : English News Program / Report**

**Skill : Listening**

**Alokasi Waktu : 2x45 menit**

**Standar Kompetensi : Mendengarkan**

Memahami makna dalam teks monolog sederhana berbentuk news program or report dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

**Kompetensi Dasar**

Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam bentuk english news or report.

**Sub Kompetensi Dasar**

Merespon Makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Indikator**

Dengan di perdengarkan teks monolog berbentuk english news or report

siswa dapat :

- Mengidentifikasi inti dan sumber dari berita yang di dengarkan secara lisan
- Menentukan gagasan utama dalam teks monolog berbentuk English news or report yang di dengarkan secara lisan
- Menemukan informasi rinci tersurat dari teks monolog berbentuk English News yang di dengarkan secara lisan
- Menyimpulkan isi dari teks monolog berbentuk English news or report yang di dengarkan secara lisan
- Merespon isi teks monolog sederhana berbetuk English news or report yang di dengarkan secara lisan secara akurat dan benar.

### **Tujuan Pembelajaran**

**Di akhir pembelajaran siswa dapat :**

1. Mengidentifikasi inti dan sumber dari berita yang di dengarkan secara lisan
2. Menentukan gagasan utama dari English news or report yang di dengarkan
3. Menemukan informasi rinci tersurat dari English news or report yang di dengarkan
4. Menyimpulkan isi dari English news or report yang di dengarkan
5. Merespon isi English News or report yang di dengarkan

### **Materi Pelajaran**

English News record or report

Fungsi sosial : untuk menginformasikan kepada pembaca, pendengar atau penonton berita terbaru atau kejadian yang penting

### **- Struktur**

Susunan teks English News biasanya terdiri dari

**- Newsworthy events**

Tell the event in a summary form

**- Background events**

Elaborate what happened, explains what caused the incident

**- Sources**

Comments by participants, witnesses, authorities, and experts involved in the event

**Materi Ajar**

Facebook is the world's biggest social networks and the subject of the movie " The Social Networks" The real Mark Zuckerberg and his friend at Harvard University launched the site in two thousand four . Facebook says it reached five hundred millions users last july. Now the American bank Goldman Sachs and the Russian company digital sky technologies have friended facebook. They are investing a total of five hundred million dollars in the company. the deal values facebook at fifty billion dollars more than publicly traded internet companies. Goldman Sachs is expected to raise a billion and half dollars more by selling shares and ownership in facebook to rich investor. The plan does not include the public stock offering at least not right now. For now, Facebook would remain a private company-- meaning a company that does not sell shares to the public. The plan has brought new attention to the largely secretive world of private financing the rules for private companies in the United States. The idea is that investor in public companies have protections that investors in private companies do not. and securities and exchange commissions says a private

company must report financial information if it has more than five hundred shareholders a new business a startup company is usually considered to risky for average investors. but a promising startup may find a small numbers of private investors, often known as angels these investors are willing to lose everything for a chance at big returns. Ricky Tahta ha been involved in raising money for startups. He is now chairman of his own investment company, covestor with offices in New York and London. Mister Tahta compares the difference between public and private companies to the difference between marriage and dating, when people are dating he says, there are understanding but few rules. In marriage the rules are more clear and well-defined. in his opinion, the only real benefit for a private company is lower administrative and record keeping cost. yet he tells as convestors remain a private company after a few years because it is still too risky for most investors.

### **Question :**

**Listen to the record carefully , and answer the True or False**

1. Facebooks is the World's biggest social network in the World. (.....)
2. Facebook says it reached five hundred million users last July (.....)
3. Ricky Tahta is a chairman of Facebook (.....)
4. Mark Zuckerbeg launched the site in Two Thousand Four (....)
5. American Bank Goldman Sachs and the Russian company digital sky technology not investing with facebook (....)

### **Media Pembelajaran**

#### **A. Teaching Strategies**

Three phases technique

## **B. Media Pembelajaran**

-Audio Listening

-English news record

## **Kegiatan Pembelajaran**

### **I. Kegiatan pendahuluan**

-Salam pembuka

-Mengecek absensi siswa

-Menyiapkan siswa untuk mengikuti pbn baik fisik maupun psikis

-Menjelaskan tujuan pembelajaran

### **Eksplorasi**

-Guru menyajikan/memperdengarkan English News record

-Tanya jawab tentang rekaman yang di perdengarkan untuk membangun kosakata, tata bahasa dan pemahaman tema melalui media tersebut

### **Elaborasi**

-Mendengarkan Eglish News yg di siapkan guru

-Merespon isi berita dengan menjawab pertanyaan dan melagalkan beberapa kosakata

-Mengidentifikasi informasi/kejadian dalam berita

-Mengidentifikasi ciri-ciri kebahasaan dalam teks dan mengerjakan latihan-latihan terkait

### **Konfirmasi**

-Siswa diminta untuk menuliskan topic dan informasi tertentu dari apa yang

didengarkan

-Menulis draft teks sederhana berbentuk English news secara mandiri

## **II. Kegiatan Penutup**

-Memberikan beberapa pertanyaan penutup tentang materi yang di berikan kepada siswa untuk mengetahui pemahaman siswa tentang materi

-Membuat kesimpulan dari apa yang telah dipelajari

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1. Penilaian sikap
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**Mata Pelajaran : Bahasa Inggris**

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**Skill : Listening**

**Alokasi Waktu : 2x45 menit**

**Standar Kompetensi : Mendengarkan**

Memahami makna dalam teks monolog sederhana berbentuk news program or report dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

**Kompetensi Dasar**

Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam bentuk english news or report.

**Sub Kompetensi Dasar**

Merespon Makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Indikator**

Dengan di perdengarkan teks monolog berbentuk english news or report

siswa dapat :

- Mengidentifikasi inti dan sumber dari berita yang di dengarkan secara lisan
- Menentukan gagasan utama dalam teks monolog berbentuk English news or report yang di dengarkan secara lisan
- Menemukan informasi rinci tersurat dari teks monolog berbentuk English News yang di dengarkan secara lisan
- Menyimpulkan isi dari teks monolog berbentuk English news or report yang di dengarkan secara lisan
- Merespon isi teks monolog sederhana berbetuk English news or report yang di dengarkan secara lisan secara akurat dan benar.

### **Tujuan Pembelajaran**

**Di akhir pembelajaran siswa dapat :**

1. Mengidentifikasi inti dan sumber dari berita yang di dengarkan secara lisan
2. Menentukan gagasan utama dari English news or report yang di dengarkan
3. Menemukan informasi rinci tersurat dari English news or report yang di dengarkan
4. Menyimpulkan isi dari English news or report yang di dengarkan
5. Merespon isi English News or report yang di dengarkan

### **Materi Pelajaran**

English News record or report

Fungsi sosial : untuk menginformasikan kepada pembaca, pendengar atau penonton berita terbaru atau kejadian yang penting

### **- Struktur**

Susunan teks English News biasanya terdiri dari

**- Newsworthy events**

Tell the event in a summary form

**- Background events**

Elaborate what happened, explains what caused the incident

**- Sources**

Comments by participants, witnesses, authorities, and experts involved in the event

**Materi Ajar**

The earliest process of making paper was done almost five thousand years ago in Egypt and the Nile Valley in those days, paper was made from strips of the papyrus plant. Modern papermaking began in China about two thousand years ago, this process produced paper from cloth straw, wood or the bark of trees. The raw materials are stracks over and over until they become loose. then they are mixed with water after the water has been removed, the flat thin form remaining is permitted to dry, this become a sheet of paper. Large machines started to be used for making paper near the end of the sixteenth century. today papermaking is a big bussines, but it is still possible making paper by hand since the steps are the same as using big machines. you should choose paper with small amounts of printing. Old envelopes are good for this reason colored paper also can be used, as well as small amounts of newspaper. small pieces of rags or cloth can be added. these should be cut into pieces about five centimeters by five centimeters. everything is placed in a container, covered with water and brought to a boil. it is mixed for about two hours with some common chemicals and then allowed to cool. then it is

left until most of the water dries up. The substance left, called pulp can be stored until you are ready to make paper. when you are ready, the pulp is mixed with water again then the pulp is poured into a mold, the mold. is made of small squares of wire that hold the shape and thickness of the paper. to help dry the paper the mold lets the water flow through the small wire squares. after several more drying steps the paper is carefully lifted back from the mold. it is now strong enough to be touched. the paper is smoothed and pressed to remove trapped air. you can used for pressing clothes. there are many other technologies for people making paper, using small machines more information about making paper you can find at the internet

**Question :**

1. What the topic of the News ?
2. Where the first place of paper making process ?
3. What the materials of made a paper ?
4. Where did modern paper making first begin ?
5. Write the conclusions you get from the news ?

**Media Pembelajaran**

**A. Teaching Strategies**

Three phases technique

**B. Media Pembelajaran**

-Audio Listening

-English news record

**Kegiatan Pembelajaran**

## **I. Kegiatan pendahuluan**

- Salam pembuka
- Mengecek absensi siswa
- Menyiapkan siswa untuk mengikuti pbm baik fisik maupun psikis
- Menjelaskan tujuan pembelajaran

## **Eksplorasi**

- Guru menyajikan/memperdengarkan English News record
- Tanya jawab tentang rekaman yang di perdengarkan untuk membangun kosakata, tata bahasa dan pemahaman tema melalui media tersebut

## **Elaborasi**

- Mendengarkan English News yg di siapkan guru
- Merespon isi berita dengan menjawab pertanyaan dan melagalkan beberapa kosakata
- Mengidentifikasi informasi/kejadian dalam berita
- Mengidentifikasi ciri-ciri kebahasaan dalam teks dan mengerjakan latihan-latihan terkait

## **Konfirmasi**

- Siswa diminta untuk menuliskan topic dan informasi tertentu dari apa yang didengarkan
- Menulis draft teks sederhana berbentuk English news secara mandiri

## **II. Kegiatan Penutup**

- Memberikan beberapa pertanyaan penutup tentang materi yang di berikan kepada siswa untuk mengetahui pemahaman siswa tentang materi

-Membuat kesimpulan dari apa yang telah dipelajari

**Penilaian ( Instrumen Penilaian terlampir)**

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan

Makassar, 26 Juli 2017

Peneliti

**Nurul Itfah**

**10535 497 11**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**Nama Satuan Pendidikan : SMA Negeri 9 Makassar**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/Semester : XI / 2**

**Materi Pokok : English News Program / Report**

**Skill : Listening**

**Alokasi Waktu : 2x45 menit**

**Standar Kompetensi : Mendengarkan**

Memahami makna dalam teks monolog sederhana berbentuk news program or report dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

**Kompetensi Dasar**

Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam bentuk english news or report.

**Sub Kompetensi Dasar**

Merespon Makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Indikator**

Dengan di perdengarkan teks monolog berbentuk english news or report

siswa dapat :

- Mengidentifikasi inti dan sumber dari berita yang di dengarkan secara lisan
- Menentukan gagasan utama dalam teks monolog berbentuk English news or report yang di dengarkan secara lisan
- Menemukan informasi rinci tersurat dari teks monolog berbentuk English News yang di dengarkan secara lisan
- Menyimpulkan isi dari teks monolog berbentuk English news or report yang di dengarkan secara lisan
- Merespon isi teks monolog sederhana berbetuk English news or report yang di dengarkan secara lisan secara akurat dan benar.

### **Tujuan Pembelajaran**

**Di akhir pembelajaran siswa dapat :**

1. Mengidentifikasi inti dan sumber dari berita yang di dengarkan secara lisan
2. Menentukan gagasan utama dari English news or report yang di dengarkan
3. Menemukan informasi rinci tersurat dari English news or report yang di dengarkan
4. Menyimpulkan isi dari English news or report yang di dengarkan
5. Merespon isi English News or report yang di dengarkan

### **Materi Pelajaran**

English News record or report

Fungsi sosial : untuk menginformasikan kepada pembaca, pendengar atau penonton berita terbaru atau kejadian yang penting

### **- Struktur**



Susunan teks English News biasanya terdiri dari

**- Newsworthy events**

Tell the event in a summary form

**- Background events**

Elaborate what happened, explains what caused the incident

**- Sources**

Comments by participants, witnesses, authorities, and experts involved in the event

**Materi Ajar**

Is this a future billionaire? at fifteen Thomas created and sells acts for smart phones and google glass that's has he's wearing by the way. and that's how he's filming us with his glasses and Thomas has big plans for summer. He wants to revolutionize 3d printing technology. "we slept applied for a patent on 3d printing, trying to make a 3d printing faster and more reliable. but thats the key there's speed and were trying to print ten times faster than current generation 3d printers , Thomas is self taught when it comes to bussines encoding. this school is trying to create enterpreanur starting from age 11 "for advertising and advertise i use social media as a device and then we have appeared this is my profit sharing plan' at the incubator school kids are encourage to star companies on school time

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## **Kegiatan Pembelajaran**

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### **Konfirmasi**

- Siswa diminta untuk menuliskan topic dan informasi tertentu dari apa yang didengarkan
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2. Penilaian pengetahuan
3. Penilaian keterampilan

Makassar, 26 Juli 2017

Peneliti

**Nurul Itfah**

**10535 4987 11**

A

P

P

E

N

D

I

X

3

**STUDENTS' CRITICAL LISTENING SCORE IN LISTENING**

**COMPREHENSION TEST**

**(D'TEST, CYCLE I and CYCLE II)**

<b>NO</b>	<b>NAME</b>	<b>Diagnostic Test</b>	<b>Test Cycle I</b>	<b>Test Cycle II</b>
<b>1</b>	<b>Std-01</b>	<b>50</b>	<b>66</b>	<b>83</b>
<b>2</b>	<b>Std-02</b>	<b>40</b>	<b>50</b>	<b>66</b>
<b>3</b>	<b>Std-03</b>	<b>50</b>	<b>66</b>	<b>66</b>
<b>4</b>	<b>Std-04</b>	<b>40</b>	<b>66</b>	<b>66</b>
<b>5</b>	<b>Std-05</b>	<b>66</b>	<b>66</b>	<b>83</b>
<b>6</b>	<b>Std-06</b>	<b>40</b>	<b>66</b>	<b>83</b>
<b>7</b>	<b>Std-07</b>	<b>66</b>	<b>50</b>	<b>83</b>
<b>8</b>	<b>Std-08</b>	<b>40</b>	<b>50</b>	<b>83</b>
<b>9</b>	<b>Std-09</b>	<b>50</b>	<b>50</b>	<b>83</b>
<b>10</b>	<b>Std-10</b>	<b>40</b>	<b>66</b>	<b>83</b>
<b>11</b>	<b>Std-11</b>	<b>50</b>	<b>66</b>	<b>83</b>
<b>12</b>	<b>Std-12</b>	<b>40</b>	<b>50</b>	<b>83</b>
<b>13</b>	<b>Std-13</b>	<b>66</b>	<b>50</b>	<b>66</b>
<b>14</b>	<b>Std-14</b>	<b>40</b>	<b>66</b>	<b>83</b>
<b>15</b>	<b>Std-15</b>	<b>50</b>	<b>50</b>	<b>83</b>
<b>16</b>	<b>Std-16</b>	<b>40</b>	<b>66</b>	<b>83</b>
<b>17</b>	<b>Std-17</b>	<b>50</b>	<b>66</b>	<b>83</b>
<b>18</b>	<b>Std-18</b>	<b>40</b>	<b>50</b>	<b>83</b>

<b>19</b>	<b>Std-19</b>	<b>66</b>	<b>50</b>	<b>83</b>
<b>20</b>	<b>Std-20</b>	<b>40</b>	<b>50</b>	<b>83</b>
<b>21</b>	<b>Std-21</b>	<b>66</b>	<b>66</b>	<b>83</b>
<b>22</b>	<b>Std-22</b>	<b>40</b>	<b>66</b>	<b>83</b>
<b>23</b>	<b>Std-23</b>	<b>50</b>	<b>66</b>	<b>66</b>
<b>24</b>	<b>Std-24</b>	<b>40</b>	<b>66</b>	<b>83</b>
<b>25</b>	<b>Std-25</b>	<b>66</b>	<b>66</b>	<b>83</b>
	<b>Total Score</b>	<b>1226</b>	<b>1490</b>	<b>2069</b>
	<b>Mean Score</b>	<b>49.04</b>	<b>59.60</b>	<b>82.76</b>

#### THE MEAN SCORE IN CYCLE D-Test

- D-test

$$\bar{X} = \frac{\sum X}{N} = 49.04$$

#### THE MEAN SCORE IN CYCLE I

- Cycle I

$$\bar{X} = \frac{\sum X}{N} = 59.60$$

#### THE MEAN SCORE IN CYCLE II

- Cycle I

$$\bar{X} = \frac{\sum X}{N} = 82.76$$

#### Note :

X : Mean Score

$\sum x$  : Total Score

N : Number of Student

**STUDENTS' DESCRIMINATIVE LISTENING SCORE IN LISTENING  
COMPREHENSION TEST  
(D'TEST, CYCLE I and CYCLE II)**

<b>NO</b>	<b>NAME</b>	<b>Diagnostic Test</b>	<b>Test Cycle I</b>	<b>Test Cycle II</b>
<b>1</b>	<b>Std-01</b>	<b>40</b>	<b>70</b>	<b>80</b>
<b>2</b>	<b>Std-02</b>	<b>40</b>	<b>60</b>	<b>70</b>
<b>3</b>	<b>Std-03</b>	<b>50</b>	<b>66</b>	<b>75</b>
<b>4</b>	<b>Std-04</b>	<b>40</b>	<b>66</b>	<b>70</b>
<b>5</b>	<b>Std-05</b>	<b>40</b>	<b>70</b>	<b>80</b>
<b>6</b>	<b>Std-06</b>	<b>40</b>	<b>60</b>	<b>75</b>
<b>7</b>	<b>Std-07</b>	<b>60</b>	<b>50</b>	<b>70</b>
<b>8</b>	<b>Std-08</b>	<b>40</b>	<b>50</b>	<b>80</b>
<b>9</b>	<b>Std-09</b>	<b>55</b>	<b>60</b>	<b>80</b>
<b>10</b>	<b>Std-10</b>	<b>40</b>	<b>70</b>	<b>80</b>
<b>11</b>	<b>Std-11</b>	<b>50</b>	<b>60</b>	<b>75</b>
<b>12</b>	<b>Std-12</b>	<b>50</b>	<b>50</b>	<b>80</b>
<b>13</b>	<b>Std-13</b>	<b>50</b>	<b>50</b>	<b>70</b>
<b>14</b>	<b>Std-14</b>	<b>40</b>	<b>66</b>	<b>80</b>
<b>15</b>	<b>Std-15</b>	<b>50</b>	<b>66</b>	<b>83</b>
<b>16</b>	<b>Std-16</b>	<b>33</b>	<b>66</b>	<b>83</b>
<b>17</b>	<b>Std-17</b>	<b>40</b>	<b>70</b>	<b>80</b>
<b>18</b>	<b>Std-18</b>	<b>40</b>	<b>60</b>	<b>83</b>
<b>19</b>	<b>Std-19</b>	<b>60</b>	<b>50</b>	<b>83</b>
<b>20</b>	<b>Std-20</b>	<b>33</b>	<b>66</b>	<b>80</b>
<b>21</b>	<b>Std-21</b>	<b>66</b>	<b>60</b>	<b>80</b>

22	Std-22	40	66	75
23	Std-23	50	66	80
24	Std-24	33	60	83
25	Std-25	60	60	80
	<b>Total Score</b>	<b>1130</b>	<b>1544</b>	<b>1955</b>
	<b>Mean Score</b>	<b>45.20</b>	<b>61.76</b>	<b>78.20</b>

#### THE MEAN SCORE IN CYCLE D-Test

- D-test

$$\bar{X} = \frac{\sum X}{N} = 45.20$$

#### THE MEAN SCORE IN CYCLE I

- Cycle I

$$\bar{X} = \frac{\sum X}{N} = 61.76$$

#### THE MEAN SCORE IN CYCLE II

- Cycle I

$$\bar{X} = \frac{\sum X}{N} = 78.20$$

#### Note :

X : Mean Score

$\sum x$  : Total Score

N : Number of Student



A

P

P

E

N

D

I

X

4

## THE RESULT OF OBSERVATION SHEET OF STUDENTS'

### ACTIVENESS IN THE CYCLE I AND CYCLE II

N O	Sample	CYCLE 1				CYCLE 2			
		Meeting				Meeting			
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>rd</sup>
1	Std-01	2	3	3	4	2	3	4	4
2	Std-02	3	3	3	3	2	2	3	4
3	Std-03	4	2	4	4	2	3	3	4
4	Std-04	3	2	3	3	3	4	3	4
5	Std-05	2	2	3	4	3	4	3	4
6	Std-06	3	2	3	3	2	4	4	3
7	Std-07	2	3	4	3	2	3	3	4
8	Std-08	A	3	3	4	2	3	4	4
9	Std-09	3	2	3	4	S	2	4	4
10	Std-10	3	2	3	4	3	4	4	4
11	Std-11	3	3	4	4	3	4	3	4
12	Std-12	2	2	4	3	3	3	4	4
13	Std-13	2	2	2	3	2	3	4	3
14	Std-14	3	3	3	3	2	4	4	4
15	Std-15	2	4	2	4	3	3	3	4
16	Std-16	3	3	3	3	2	3	4	4
17	Std-17	3	3	3	4	3	4	3	4
18	Std-18	2	3	3	4	3	4	4	3
19	Std-19	A	4	3	4	2	3	S	3
20	Std-20	2	3	3	3	3	4	3	4
21	Std-21	3	4	2	3	2	3	4	4
22	Std-22	2	3	3	4	3	3	3	4
23	Std-23	3	2	3	3	2	2	3	4
24	Std-24	3	3	4	3	A	3	3	4
25	Std-25	3	3	3	4	2	4	3	3
<i>f</i>		6	69	77	88	56	82	83	95
<i>P</i>		5,08	5,30	5,90	6,76	4,66	6,30	6,64	7,30

#### Keterangan

4 : Very Active

3 : Active

2 : Less Active

1 : Not Active

P : percentage

A : absen

S : sakit

I : ijin

F : frequency

6	69	77	88	56	82	83	95
5,08	5,30	5,90	6,76	4,66	6,30	6,64	7,30

### Percentage of the Students' Activeness in Cycle I

- a. The First meeting      b. The Second meeting

$$\begin{aligned}
 P &= \frac{x}{N} \times 100 \\
 &= \frac{61}{100} \times 100 \\
 &= 61
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{x}{N} \times 100 \\
 &= \frac{69}{100} \times 100 \\
 &= 69
 \end{aligned}$$

- c. The Third meeting

$$\begin{aligned}
 P &= \frac{x}{N} \times 100 \\
 &= \frac{77}{100} \times 100 \\
 &= 77\%
 \end{aligned}$$

- d. The Fourth meeting

$$\begin{aligned}
 P &= \frac{x}{N} \times 100 \\
 &= \frac{88}{100} \times 100 \\
 &= 88\%
 \end{aligned}$$

### Percentage of the Students' Activeness in Cycle II

- a. The First meeting      b. The Second meeting

$$\begin{aligned}
 P &= \frac{x}{N} \times 100 \\
 &= \frac{56}{100} \times 100 \\
 &= 56\%
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{x}{N} \times 100 \\
 &= \frac{82}{100} \times 100 \\
 &= 82\%
 \end{aligned}$$

- c. The Third meeting

$$\begin{aligned}
 P &= \frac{x}{N} \times 100 \\
 &= \frac{83}{100} \times 100 \\
 &= 83\%
 \end{aligned}$$

- d. The Fourth meeting

$$\begin{aligned}
 P &= \frac{x}{N} \times 100 \\
 &= \frac{95}{100} \times 100 \\
 &= 95\%
 \end{aligned}$$

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