

**“IMPROVING THE STUDENTS’ LISTENING ABILITY THROUGH
T.Q.L.R (Tune in, Question, Listen, Review) TECHNIQUE**

*(A Classroom Action Research of The Eleventh Grade of
SMA Negeri 9 Makassar)*



A THESIS

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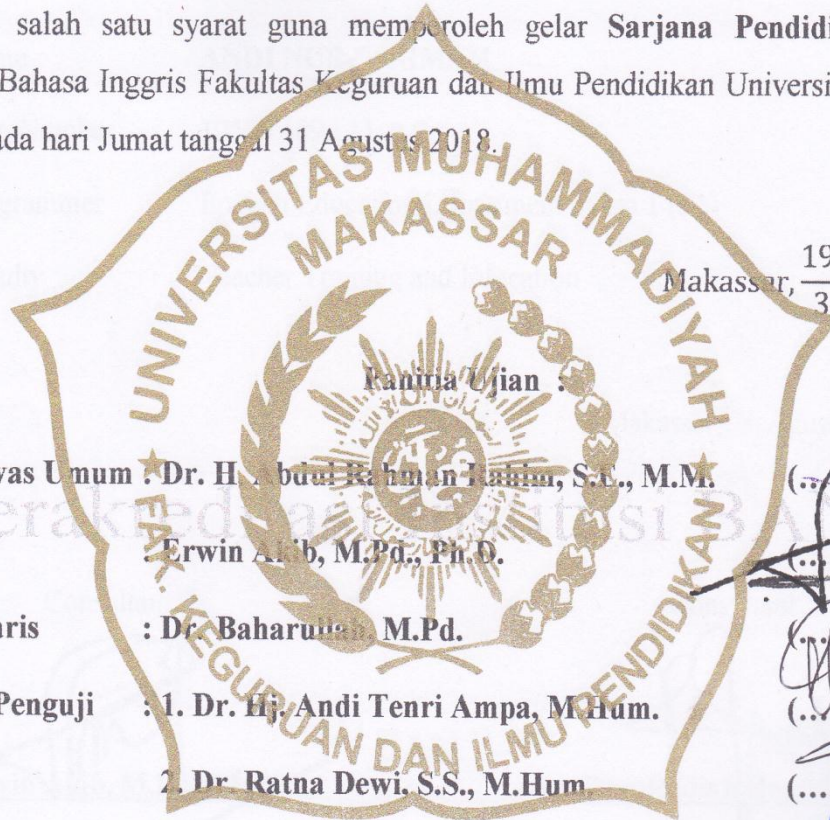


**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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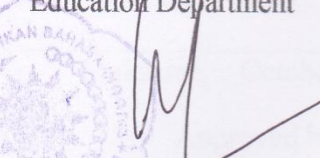

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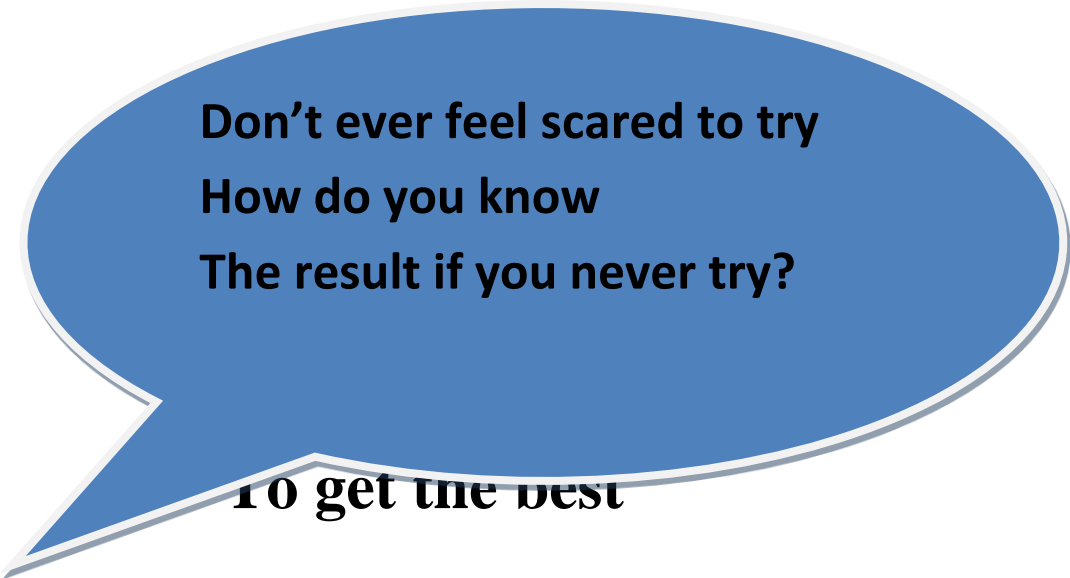
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Motto and Dedication



**Don't ever feel scared to try
How do you know
The result if you never try?**

to get the best

**I dedicated this little work
To my beloved parents, sisters, brother and
friends**

ABSTRACT

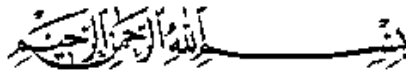
ANDI NUR RAHMAH, 2018. *Improving the Students' Listening Ability through Tune in Question, Listen Review (TQLR) Technique (A Classroom Action Research)*, under the thesis of English Education Department, the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Supervisor by Erwin Akib and Radiah

This research aims to find out the improvement of the students' Listening Ability through Tune in Question, Listen Review (TQLR) Technique at the Eleventh Grade of SMA Negeri 9 Makassar.

The method of this research was a Classroom Action Research that consisted of two cycles. One cycle consisted of four meetings. It means that there were eight meetings for two cycles. The instrument of the research was observation and listening test indicated that the students have high score in listening achievement. The subject of this research was the eleventh grade student class in SMA Negeri 9 Makassar academic years 2015-2016 by Tune in Question, Listen Review (TQLR) Technique as Technique in teaching learning process. It consisted of 25 students.

The finding of the first cycle indicated that the students' listening skill improved along with a lot of listening practices. The result of the second cycle shows that the implementation of Tune in Question, Listen Review (TQLR) Technique improves the students' listening skill, especially their spelling, vocabulary mastery and motivation by providing them a lot of listening activities. It was also found that using the classroom language more often can improve their vocabulary. The indicators of the success of the implementation were that: (1) the students were familiar with English sounds; (2) the students were more enthusiastic in doing listening activities; and (3) the students' vocabulary mastery was improved. Furthermore, the findings were also supported by the means of the students' listening score which improved from 58.36 in the cycle 1 to 79.60 in the cycle II at the Eleventh Grade of SMA Negeri 9 Makassar.

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In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah Robbil ‘Alamin, I am grateful for all the bounties that Allah has showered on me which enabled me to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

I would like to express my deepest and affectionate thank to my beloved parent, Andi Muhammad Yunus (my father) and Dra. Nur Elyati (my mother), my beloved brother and sisters for their prayers, unfailing love, sacrifice and continual understanding. *Love them with all my heart.* My beloved husband Chairuddin and my little daughter Andi Sabina Zunnu Rayyan.

I realize that many hands had given their helps and useful suggestions for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, I would like to express his appreciation and sincere thanks to all of them, particularly to

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Finally, I realized that this thesis still have not been perfect yet and still need more. suggestions and critics, thus more improvements for this thesis are strongly needed. Hopefully, this thesis would be useful for many people who need it. May almighty, Allah SWT bless us all now and forever, *Amin*.

Writer

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
APPROVAL SHEET	iii
CONSELLING SHEET.....	iv
SURAT PERNYATAAN	vi
SURAT PERJANJIAN	vii
MOTTO AND DEDICATION.....	viii
ABSTRACT	ix
ACKNOWLEDGEMENTS.....	x
LIST OF CONTENTS	xii
LIST OF TABLES	xiii
LIST OF APPENDICES	ix
CHAPTER II: INTRODUCTION	
A. Background.....	1
B. Problem Statement	4
C. The Objective of the Research	4
D. The Significance of the Research	4
E. The Scope of the Research	5
CHAPTER II: REVIEW RELATED LITERATURE	
A. Previous Findings.....	6
B. Some Pertinent Ideas.....	8
C. The Concepts of TQLR Technique.....	22

D. Conceptual Framework	25
CHAPTER III: RESEARCH METHOD	
A. Research Design	27
B. Research Subject.....	30
C. Research Variables and Indicators	31
D. Research Instrument	31
E. The Procedure of Collecting Data.	32
F. Data Analysis	33
CHAPTER IV: FINDING AND DISCUSSION	
A. Findings	36
B. Discussion	42
CHAPTER V: CONCLUSSION AND SUGGESTION	
A. Conclusion	47
B. Suggestion	47
BIBLIOGRAPHY	49
CURICULUM VITAE	
APPENDICES	

LIST OF TABLES

Table 4.1: The Students' Improvement in Listening Comprehension in Cycle 1..... 36

Table 4.2: The Students' Improvement in Listening Comprehension in Cycle II..... 39

Table 4.3: The students' Improvement in Listening Comprehension 42

CHAPTER 1

INTRODUCTION

A. Background

As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. English is also, of course a mother tongue for many people in the world, though, as we shall see, such ' native speakers are increasingly out – numbered by people who have English as a second or third language and use it for international communication. (Kline: 2009). In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. Studying English is very important for them because there are many books written in English. In addition most sciences, technology, art, culture, and a lot of communication's in internet or computer are written in English. It means that English is very popular as a world language. Therefore, their good mastery of English will make it easier for them to comprehend books written in English.

In English, there are four skill should be westered such us speaking, writing, reading and listening. 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) 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 a very essential in communication because we cannot catch someone's idea that is transmitte 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. .

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 skills 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. The lack of interest and motivation of the students to study may be cause 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.

Using TQLR (Tune In, Question, Listen, Review) Ttechnique is one of the alternatives for the researcher in designing listening materials for the students. TQLR assists with listening comprehension. Students answer questions and listen for specific statements related to those questions. TQLR is a problem solving that stimulates thought processes of listening.

TQLR strategy is a four-step listening strategy to improve their listening skills. Manzo (1990) says that the purpose of TQLR strategy is to improve the student's ability to listen in focused manner and to recall, try the TQLR (Tune in, Question Listen, and Review) strategy.⁶ It means that, the strategy is appropriate in teaching listening, because it can improve the students' skill in listening

Based on the diagnostic test in SMA Negeri 9 Makassar, especially at the Eleventh Grade, there were still many of students have a problem in listening skills. As a value of diagnostic test, the score of listening ability of student was a lowest than another skills, it just only about 52 (fifty two) while the KKM was 70. This score was as a category poor. It was because the students seldom practice listening in teaching-learning process. They tend to focus on writing and grammar.

Based on the problems described above, the writer wants to apply an appropriate way as an effort to increase listening ability for the students at Eleventh Grade Students of SMA Negeri 9 Makassar. The way has to be acceptable and easy for students to follow. The writer is interested in applying the TQLR strategy as a strategy in teaching listening. This strategy assists listening comprehension. Students generate questions and listen for specific statements related to those questions. Classroom Action Research is conducted in this research because the researcher is an English researcher in that class. Based on the problems above, the researcher intends to conduct a research under the title of "Improving the Students' Listening Ability through **TQLR** (*Tune in, Question, Listen, Review*) Technique (Classroom Action Research at Eight Grade Students of SMA Negeri 9 Makassar)"

B. Problem Statement

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

“How is the improvement of the students’ listening ability in terms of dialog through T.Q.L.R (Tune in, Question Listen, and Review) Technique at Eleventh Grade Students 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 students’ listening ability by using T.Q.L.R (Tune in, Question Listen, and Review) strategy at Eleventh Grade Students of SMA Negeri 9 Makassar

D. Significance of the Research

The results of the study are expected to be useful for theoretical and practical 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 eleventh Grade Students of SMA Negeri 9 Makassar.

E. Scope of the Research

The research is under applied linguistic, it is restricted in the listening comprehension Eleventh Grade Students of SMA Negeri 9 Makassar that expected to improve the teaching by using T.Q.L.R Technique and get focused to dialogue material.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Findings

There were some researchers who was conducted research related to the teaching of writing. Some of the findings of related research were presented in the following section.

1. Hussein, Mohammad (2013: 2) on title “*Effectiveness of the TQLR Technique on the performance of the Jordanian Tenth Grade Male Students in reading comprehension*” in his research, she would to improve the students reading comprehension by using TQLR technique. The researcher concluded that the strategy was effective in improving the reading comprehension performance and recommended that the strategy should be integrated into the English curriculum of the Jordanian schools.
2. Nur Hikmah Laila. (2009:3) on title “*Improving Students’ Reading Ability By Using Printed Mass Media (A Classroom Action Research Conducted in the Eighth Grade Students of SMP N 3 Colomadu Karanganyar in 2008/2009 Academic Year*”, the researcher found that during the action, the students have shown their improvement such as they are able to comprehend the text well, the situation of the teaching and learning process became more joyful and interesting, the students also didn’t reluctant to open their dictionary, and all of the students were involved in the teaching and learning process.
3. Jamal, Jurita. (2010) on title “*Increasing Listening Skill through Using Top – Down Processing*” conclude that Using Top – Down Processing is an excellent learning technique of role playing, that is found to be effective in listening skill. Using Top –

Down Processing is best represented as a dialog between teachers and students in which participants take turns assuming the role of teacher

4. Restianasari, Dewi. (2010) on title “*Teaching Listening through TLQR (Tune in, Question, Listen, Review) Strategy at the Eight Grade Students of SMPN Pasawahan*” concludes that Using TLQR strategy is an alternative learning technique to make students more focus on listening the English material, because there is interactive communication between teacher and students.
5. Fruarsih, S. *The Effect of Using TLQR (Tune In, Question, Listen, Review) Strategy Toward Listening Comprehension of The First Year Students at Junior High School YKPP Dumai.* concludes that Using TLQR strategy is a creative way to teach students easier to comprehend the listening material when the students feel blank of their concentration.

From the all research findings above, the researcher concludes that in teaching and learning reading process, the teacher has to catch the students’ attention and involve them to learn actively by creating varieties of technique. The result of creating good technique in learning English can bring the students to listening ability. The differences of previous findings above with this research is the researcher want to observation about the students vocabulary achievement in term of dialogue through of TQLR Technique it has a good advantage in teaching and learning English course especially in listening ability. TQLR Technique is very suitable to be applied to the students of second year of SMA Negeri 9 Makassar to measure the students’ listening skill achievement. It is very helpful and good strategy for the students to give solution to improve the students’ listening skill.

B. Some Pertinent Ideas

1. Concepts of Listening

a. Definition of Listening

Listening was defined by many experts. Kline (2009) defines listening is the process of receiving, attending, and understanding auditory messages; that is, messages transmitted through the medium of sound. Underwood (1989:32) defines listening is the activity of paying attention to and trying to get meaning from something we hear. Miller (2002:4) defines listening as an active process of organizing, understanding, and accurately interpreting the message communication by others. McErlain (1999) defines listening as the ability to receive and decode oral communication by processing a language sample.

Cullen (1999) states that listening comprehension is a complicated operation. It involves two important processes:

- 1) The first is bottom-up processing where the listener builds up the sound into words, sentence and meaning.
- 2) The second is top-down processing where the listener uses background knowledge to understand the meaning of a message.

Referring to the definitions above, the writer concludes that listening is an active process in which we just not hear the speaker's message but there are several things that should be done such as we must try to process it, understand it, interpreting it, evaluation it and then respond it. Background knowledge is also important in listening activity.

b. The Nature of Listening

Sometimes people are often mistaken regard listening as a passive process, whereas there is an active process in it. Underwood (1989) states that to listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions and not simply to understand the words themselves. Moreover, McErlain (1981: 54) also stated that in order to decode the message that the speaker is delivering, the listener must actively contribute knowledge from both linguistic and non-linguistic sources. The writer concluded that there is an active process in listening activity, because the listeners not only listen to the speaker but they should use all of the aspects that can help them to understand the message that conveyed.

McKeating (1981:57) states that the listener passes through certain processes in constructing a message out of a stream of sound in the L1 situation:

- 1) Perception.
- 2) Decoding.
- 3) Prediction and selection.

Perception of sounds refers to the process of identifying speech sounds. The listener uses linguistics knowledge to identify these and makes sense of the sounds to which she is exposed by segmenting them into familiar units, recognizing and using intonation to indicate word boundaries. Thus the learner is able to segment the flow of speech into meaningful parts.

Decoding refers to the means by which the listener makes sense of the message by taking in chunks and not just sentences. This has implications for the teacher training the student to listen, not only for key words, but also for chunks of meaning. Each chunk should be recognized as meaningful and understood on reception and held in short term memory long enough for it to be related to what has gone before or what follows.

Prediction of specific items with a high degree of accuracy helps the listener to listen without straining to catch every word. The prediction of unknown or unheard words reduces tension in the listener. Redundancy also helps the listener and has a role to play in ensuring the message is received. Selection refers to the process of sifting information and retrieving relevant information in a mass of data. Oller (1974:76) uses the term *expectancy* to describe the fact that cognitive processes are dependent to a great extent on the human capacity to anticipate elements in the sequence of experience. This insight goes back to a series of experiments which showed that the more predictable a series of elements becomes the more readily it is processed.

Referring to the statements above, the writer concluded that in listening activity there is an active process although this activity seems as passive process. When we are in listening activity our brain is working, it can be proved from the fact that in constructing the message from what we hear, we pass through certain processes that is perception, decoding, prediction and selection. Perception is the most important because it

influences the next process. If we are mistaken in the first process, it means that we will mistake until the last process or if we lost when in perception process I take for granted that we will fail to continue the next part.

c. The Process of Listening

Devito (2000:58) states that the process 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 you open your ears or when you get within earshot of some auditory stimuli. But listening begins with receiving messages the speakers sends.

2) Understanding

Understanding is the stage at within you learn what the speaker means. To improve understanding, we relate information to what you have known or place the received meaning into your own experience. Nicholas (1988) purposes the process of listening with understanding is going through the following stages:

- a) The listener decides whether the sound 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.

3) 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.

4) Evaluating

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

5) 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 speaker 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 process 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.

d. The Types of Listening

Devito (2000: 62) divides three types of listening in which people involved, namely:

1). Appreciative Listening

Appreciative listening is listening for entertainment and enjoyment. In appreciative listening skills that should be practiced are listen for information as well as feelings and relate what we are hearing to our experiences.

2). Informative Listening

Informative listening is listening to gain knowledge and comprehend ideas. Informative listening skills that should be practiced are identify the main ideas, relate ideas/ arguments to your experiences and paraphrase ideas and put them into your own words.

3). Emphatic Listening

Emphatic listening is listening to the feelings of other person. Emphatic listening skills that should be practiced are avoid negative responses and strive to be strong emphatic listener, namely: identify the emotions, listen to the story and left the person talk through their problems.

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, emphatic 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 emphatic 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.

e. The Potential Problems in Learning to Listen to English

Underwood (1989: 98) states that there are many problems that students may encounter when learning to listen, namely:

1). Lack of control over the speed at which speakers speak.

Most of the students have problem in listening to English because they cannot control how quickly a speaker speaks. They feel that the utterance disappear before they can sort them out. This frequently means that students who are learning to listen cannot

keep up. They are so busy working out the meaning of one part of what they hear that they miss the next part.

2). Not being able to get things repeated.

Another difficulty associated with controlling what the speaker says is that the listener is not always in a position to get the speaker to repeat an utterance. For example, when we speak to a native speaker it is impossible if we ask him/ her to repeat what he/ she had said.

3). The listener's limited vocabulary.

Choice of vocabulary is depend of the speaker. It is become a problem when people listening to a foreign language an unknown word can cause them to stop and think about the meaning of the word and thus making them miss the next part of the speech.

4). Failure to recognize the "signals".

There are many ways in which a speaker can indicate that he/ she is moving from one point to another. These signals are not immediately self-evident to a person listening to a foreign language and can easily be missed.

5). Problems of interpretation.

Problems of interpretation can occur when students who are unfamiliar with the context may have considerable difficulty in interpreting the words they hear even if they can understand their "surface" meaning.

6). Inability to concentrate.

In listening work, inability to concentrate is a major problem, because even the shortest break in attention can seriously impair comprehension.

7). Established learning habits.

Established learning habit is not a good way if we want to improve our students' listening ability because we do not teach our students the real situation. It can be seen in most of the school, listening was taught traditionally (teacher repeat and pronounce words carefully, speaking slowly and pausing frequently). Underwood (1989: 102)

Moreover, in teachers' articles from internet, the writer found that there are eleven possible reasons why some students find listening difficult (Underwood,1989: 98) namely:

- 1) They are trying to understand every word.
- 2) They get left behind trying to work out what a previous word meant.
- 3) They just do not know the most important words.
- 4) They do not recognize the words that they know.
- 5) They have problems with different accents.
- 6) They lack listening stamina/ they get tired.
- 7) They have a mental block.
- 8) They are distracted by background noise.
- 9) They cannot cope with not having images
- 10) They have hearing problems

11) They cannot tell the difference between the different voices.

From the explanation above, the writer can conclude that there are many problems that we will face in listening activity. The problems are various from the easy one until the most difficult, especially when we learn to listen for foreign language. But it is not a hindrance for us to learn listening skill. We must remember that listening skill is very important because most of our time we spend for listening activity.

C. The Concepts of TQLR Technique

1. Definition of TQLR Technique

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, elements of good listening, use of the “**T**une-in, **Q**uestion, **L**isten and **R**ecite” (**TQLR**) technique.

TQLR encourages students to **T**une in, **Q**uestion, **L**isten, and **R**eview what has been said. After answering questions, the students listen for information relate to these questions while the researcher talks (Educational Research Service: 2000).

TQLR technique assists with listening comprehension. Students answer questions and listen for specific statements relate to those questions.

- a. Strengthens language development
- b. Improves access to prior knowledge
- c. Builds awareness of learning
- d. Reduces confusion in locus of control. Collier (2002: 262-267)

2. Practice the TQLR Technique

TQLR is one of the listening comprehension were introduced by Anthony V Manzo & Manzo (1990) as a strategy in teaching listening. The TQLR is an acronym for tune in, question, listen and review. Manzo (1995:282) states that TQLR (*tune in, question, listen and review*) is a simply origin strategy. In this strategies, a different task targeting a specific listening skill goes with each repetition text. Troyka (1987:2) defines TQLR is one way of developing listening skills. It means that TQLR is something that teacher use to make children has capability in listening. TQLR can be applied to increase students' listening comprehension in learning English.

From definition above, the writer can conclude that TQLR strategy is a strategy that can help the students to increase their ability and knowledge. This strategy focused on helping students to use their background knowledge and mindset effectively and active thinking. In teaching listening the students must focus to listen the speaker in listening process. There are some procedures that can

According to Manzo (1990) divides practice of TQLR technique into some process, such as:

- Tune-in:** Listening takes energy. Look at the speaker. His/her expressions and mannerisms will give extra clues. (Don't let the personality or mannerisms of a speaker put you off.) Looking helps focus.
- Question:** Nothing will generate interest so much as an appropriate question.
- Listen:** Be selective. Some things are more important than others. Be alert for speaker emphasis through tone and gesture, repetition,

use of cue words such as *remember*, *most important*, etc., illustration on the board, and reference to text. Note especially those ideas which conflict with your own picture of the world: “*odd*” ideas are difficult to understand initially and require extra effort: you tend to remember things which support your existing concepts and forget those things which disagree.

Review: Glance back over material from time to time to see if a pattern is emerging, if consistency is being maintain, etc. If possible, clarify points during or after lecture: give the speaker a reasonable chance to make his/her point clear. Avoid sidetracking the speaker.

3. Step Of TQLR:

There are procedure of TQLR Strategy, according to Manzo & Manzo(1995) :

- a. Tune in. Get ready to listen and to give the speaker your full attention. If you are still getting settled and miss the beginning of a lesson, a story being read, or an assignment being given, it's hard to understand what you are hearing. Students must ready to listen. Rid of small thing that will probably disturb during the process of listening.
- b. question. Ask yourself question while you are listening. Your job as a listener is to identify the main ideas. Here are some good questions to ask yourself when you listen. In this step the students make questions and predic the answer of the question.

- c. Listen. Now listen to get answers to your questions. Try to guess what is coming next. Students listen to the information from the speaker. Listen to the statement and find the main idea of the recording.
- d. Review. Write it down in short form to review again later the same day. To make your review even stronger, say it out loud.

4. The Strategies of TQLR in the classroom

According Troyka (1987:32) states that TQLR can apply in the classroom with some steps such as:

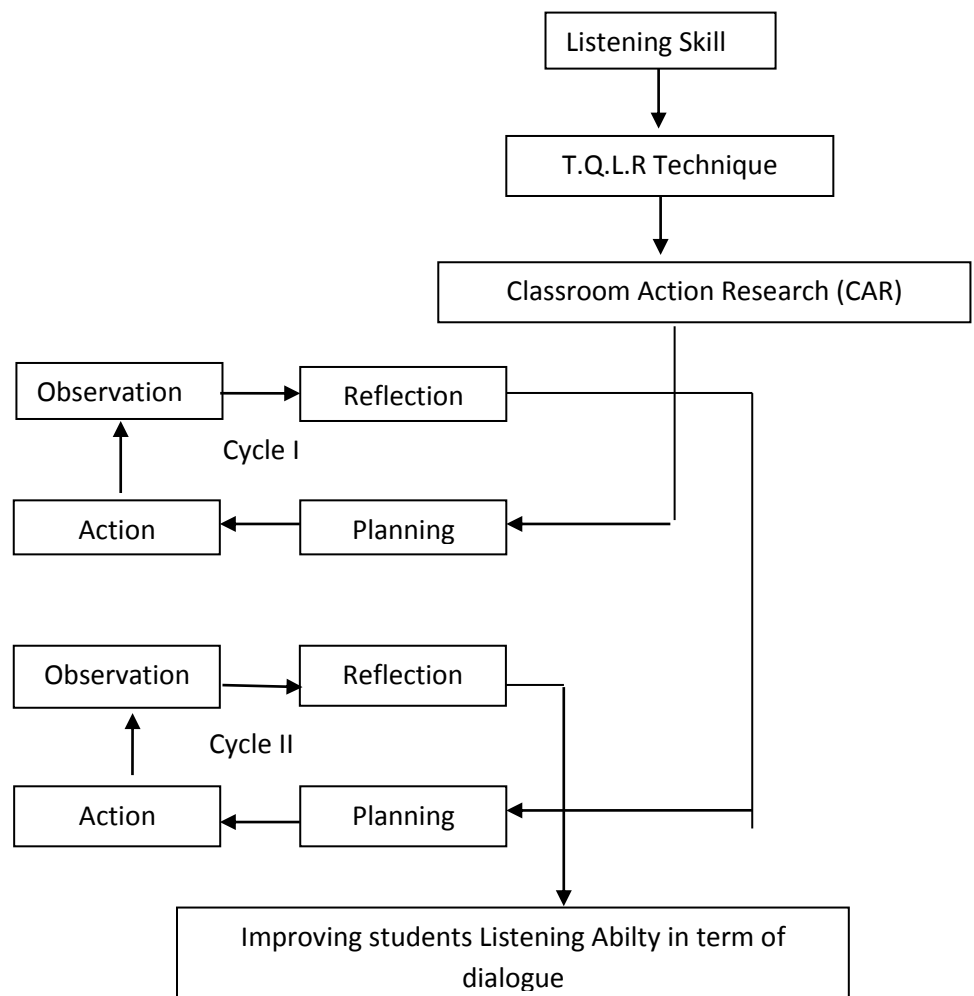
- a. **T** (Tune In): The listener must “tune in” to the speaker and the subject, mentally calling up everything the listener knows about the subject and shutting out distractions.
- b. **Q** (Question): The listener should have a clear purpose for listening and mentally formulate questions to help set a purpose. What will this speaker say about this topic? What do I need to listen for in this presentation
- c. **L** (Listen): The listener should listen for specific information and ideas as they are present, anticipate what the speaker will say next, jot notes, and react mentally to what is heard.
- d. **R** (Review): The listener should go over what has been said, summarize, and evaluate what was heard. Main ideas and their supporting details can be note and questions or additional ideas could be explore.

D. Conceptual Framework

The conceptual framework below shows the road map of the research, where listening materials are present by using TQLR Technique. The mechanism in this technique is pause. It requires the students to pause in every sentence that they hear.

The research have been held around two cycles. In the first cycle the researcher will lead the students to reflecting and understanding statement. At the second cycle the researcher repairs the weakness of the first cycle in order to get the target of the students' improvement in listening comprehension.

The theoretical framework in this research is shown in the diagram as follows:



CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used Classroom Action research. Its stages were: Planning, Action, Observation, Evaluation or Reflection. The researcher held around two cycles and each cycle consisted of two meetings. They were first and second cycle and each cycle was a series of activities which have a close relation. Where, the realization of the second cycle was continuing and repairing from the first cycle described as follows:

Cycle 1

1. Planning

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

- a. In this section, the researcher prepared the material about listening ability given 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, the learning process should be based on TQLR technique in listening ability as follows:

- 1) Tune-in:

- a) The teacher started with ask the student to shutting out distractions
- b) The teacher asked to the students to pay attention to the speaker.

2) **Question:**

- a) The teacher used mechanical pause to give a time for student to answer the questions after the students listen to the tape recorder or through orally presentation from the teacher.

3) **Listen:**

- a) The listener listened for specific information and ideas as they were present, anticipate what the speaker would say next.

4) **Review:**

- a) The listener should gone over what have been said, summarized, and evaluate what was heard.
- b) Asking the students to collect their final product.

3. Observation

- a. In this phase, the researcher observed the students' activity in learning-process by using checklist observation to know the active students (active or not active).
- b. After applying TQLR technique in action since fourth meeting, the researcher gave evaluation to the students to know the students' listening improvement in cycle I.
- c. Identification and made note all the problem that we need when teaching and learning process based on observation paper that had arrange.

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 2

a. Planning

- 1) Continuing the activities that have been done in first cycle.
- 2) Repairing the weakness of the first cycle.
- 3) Made planning in the scenario earning process from the result of cycle I reflection.
- 4) Action research repair.

b. Action

In this stage, action was finished to increase the result based on the reflection cycle I. The action in the cycle II was done by continuing the first cycle's steps base on the second cycle planning. The material and learning model was same namely listening test through TQLR technique but the researcher more concern to the field of summarizing because the students need to be taught clearer about that.

c. Observation

In generally, in this section observation of the second cycle was continuous action in the first section.

d. 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. The Population

The population of this research was the eleventh grade students of SMA Negeri 9 Makassar Each class consists of 25 students. So the whole population of the second year students at SMA Negeri 9 Makassar is 75.

2. The Sample

In this research the researcher applied cluster random sampling by taking only one class. chose one class randomly by lottery. This enables the researcher to conduct the research. Based on the population above, the researcher took class XI IPA. 1 which consists of 25 students as sample. Those consist of 16 of women and 9 men.

C. Research Variables and Indicators

This research used two variables, they were:

1. Independent variable

The independent variable was implementation of TQLR technique. It was a technique use by the researcher when teaching the material.

2. Dependent variable

The dependent variable was the students' dialogue text of listening ability in term of vocabulary achievement as indicators

D. Research Instrument

In this research, the researcher used some instruments. They were listening test, observation sheet and media recorder.

1. Listening Test

It is design to measure the students' ability in English listening in each style. The test format was test listening a voice recording that had been learn by using TQLR technique. The test administer in the last meeting of each cycle to measure the students' improvement in listening based on their vocabulary achievement in term of verb and noun.

2. Observation sheet

It was used to observe and to note the students' activities during the teaching and learning process for each style.

3. Media Recorder

It was used to playing the voice recorder for students. Voice recorder had related information with the material.

E. Technique of Data Collection

1. The researcher used kind of listening tes, listening to the voice recording:

- a. The students listened voice recording through orally presentation from the researcher or from tape recorder and a researcher asked some students to answer the available questions. The test had been give on the final of each cycle.
 - b. The students listened voice recording through orally presentation from the researcher or from tape recorder and a researcher asked some students to write the main ideas. Test had been given on the final of each cycle.
2. The researcher used observation sheet to observe the students' participation or activeness during teaching learning process by using TQLR technique. It would be collected from observation sheet.

1. 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

2. 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 answered was 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:

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

F. Data Analysis

The data will collect through the listening test have been analyze by using the following formula:

3. Scoring the students' answer by using this formula

$$\text{Students' } \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

(Sudjana, 1990: 30)

4. Classifying the score of the students listening test from the first and second cycle. Classifying the students' score into seven levels were followed:

Classification	Score
Excellent	90-100
Very Good	80-89
Good	70-79
Fair	60-69
Poor	0-59

(Depdikbud 2004).

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

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

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

$\sum X$: Total row score

N : The total respondent,

(Gay, 1981 : 298)

4. To analyze the percentage technique by using the following formula:

$$P = \frac{F}{N} \times 100$$

P : Percentage

F : Number of correct

N: Number of sample, (Sudjana, 1990: 83).

5. To know the percentage of the students' improvement:

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Where: P = Percentage

X1 = mean score of cycle I

X2 = mean score of cycle II

(Gay, 1981 : 298)

6. 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.

(Sudijono, in Sahabuddin 2010: 29)

(2) To score of the students' active participation find out by using the following formula:

$$P = \frac{Fq}{4 \times N} \times 100$$

Fq : Frequency

P : Percentage

N: Sum of Subject, (Sudjana, 1990:36).

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. The Findings

1. The Result of The Students' listening comprehension in cycle 1

In implementation of TQLR (Tune in, Question, Listen, Review) Technique in improving listening comprehension ability. the writer found that the mean score of Listening Comprehension aspect in the first 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 4.1:
The Students' Improvement in Listening Comprehension in Cycle 1

No	Indicators	D-test		Cycle 1		Improvement (%)
		Score	%	Score	%	D-test-CI
1	Listening Comprehension	1143	45.72	1459	58.36	27.64

The data in the table above shows the students' listening comprehension as the result of calculating of cycle diagnostic test and cycle 1 at the students' Listening Comprehension by TQLR (Tune in, Question, Listen, Review) Technique, where the students' score in diagnostic test and cycle I. The mean

score in D-tes is 45.72, in cycle I is 58.36 and. The achievement of cycle I is greater than diagnostic test (58.36 % > 45.72%) and classified as poor

2. Implementation of Cycle I

a. Cycle 1

1) Planning and Action in Cycle 1

In this planning session, the researcher and the English teacher determined the form of the diagnostic test and the use of podcasts to be applied in Cycle 1. Then, she designed the lesson plans and the tasks. In order to know the students' achievement on their listening skill, the researcher gave a pre-test in the first meeting. The test was in the form of answering the questions based on the recording. The students were required to use headsets in the listening laboratory.

Cycle 1 consisted of two meetings. For the use of TQLR technique which were applied in Cycle 1, the researcher and the English teacher agreed to make the activities that would be used to improve the students' listening skill and make the students familiar with English sounds and spellings. First, the researcher would use classroom English to check the students' vocabulary mastery. Second, the researcher and the English teacher planned to make many kinds of assignment using audio podcasts to drill students' listening skill. The researcher would also check students' spelling. Third, the researcher and the English teacher planned to make many vocabulary assignments based on the recording. The assignments were also referring to the standard of the listening assignments for junior high school students. The last, because of the monitors in the listening laboratory did not run well, the researcher would

give some homework to the students about listening. In order to make the activity interesting, the topics of the material were changed in every meeting. Therefore, the students would not feel bored in joining the listening class. The researcher hoped that by giving an interesting topic the students would be more enthusiastic and interested in having the listening class.

2) Observation in Cycle 1

The implementation of the actions in Cycle 1 was conducted in two meetings. The first meeting of Cycle 1 and Cycle 2. The actions were focused on implementing TQLR technique which required the students to answer some assignments based on the recording. In this cycle, while the researcher implemented the action, the teacher took notes at the back of the class to observe the teaching and learning process by fulfilling the observation checklist sheet. The data during Cycle 1 was collected through classroom observation and interviews.

3) Reflection of Cycle 1

After implementing the action, the researcher and the collaborator evaluate the action. The discussion was done based on the observations in the teaching and learning process, the students' and the collaborator's opinions. The research team members discussed the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

From the first until the second meeting in Cycle 1, the researcher always used classroom English to motivate the students. She used English

when she explained the materials and asked the students some questions. Sometimes she used Indonesian when the students got difficulties in understanding. They answered the researcher's questions using both English and Indonesian. The researcher also gave the students some interesting assignments using TQLR technique. It was different audio podcasts in every assignment, so the students did not feel bored with the activities

3. The Result of The Students' listening comprehension in cycle II

In implementation of TQLR (Tune in, Question, Listen, Review) Technique in improving listening comprehension ability. the writer found that the mean score of Listening Comprehension aspect in the first cycle is greater than the mean score of Listening Comprehension in the second cycle and diagnostic test. It would be described in the table below:

Table 4.2:
The Students' Improvement in Listening Comprehension in Cycle II

No	Indicators	D-test		Cycle II		Improvement (%)
		Score	%	Score	%	D-test-CI
1	Listening Comprehension	1143	45.72	2069	79.6	74.10

The data in the table above shows the students' listening comprehension as the result of calculating of cycle diagnostic test and cycle II at the students' Listening Comprehension by TQLR (Tune in, Question, Listen, Review) Technique, where the students' score in diagnostic test and cycle I. The mean

score in D-tes is 45.72, in cycle II is 79.6and. The achievement of cycle II is greater than diagnostic test (79.6%>45.72%) and classified as good

4. The Implementation of Cycle 2

a. Plans and action of Cycle 2

After implementing the actions in Cycle 1, the researcher and the English teacher did a reflection. Based on the reflection in the first cycle, they agreed to continue the similar actions, use classroom English, make many kinds of assignment using audio, make many vocabulary assignments based on the recording, and give them homework to listen podcasts available on website by themselves. The English teacher gave the researcher idea to add the picture and the vocabulary questions in each meeting to make the students more interested. Based on the reflection in the first cycle, some of the students still had difficulties in spelling, so that the researcher planned to drill them in some vocabulary questions. In the Cycle 2 she would ask them some spelling of the vocabulary from the assignments. By asking the spelling, she expected that they would have better score in the listening activity. Still the same as in the first cycle, in the second cycle the researcher and the English teacher agreed tried to apply interesting topics in order not to make the students bored. The topics were changed in every meeting. Beside that, to make the students discipline, the researcher asked them to raised their hand before they answer all of the questions from the teacher

b. Action and Observation

In the first meeting in Cycle 2, the researcher started the presentation by asking the students about the dialogue based on the material. Many of them were very enthusiastic to raise their hand. She chose them randomly and listened to their story seriously. When they were reading the dialogue, some of their pronunciation was low. After they finished their story, she asked their friends to retell the story and asked them some questions (WH+H questions) based on the story. It was like what they did in the first cycle. That made the Cycle 2 was different with Cycle 1 was the students raised their hand first before answering the questions, so the class did not be noisy.

The same as the second meeting in the Cycle 1, by the topic of "*Happy New Year*" the researcher did the meeting by asking the students about their story in the new year time. They were enthusiastic to raise their hand and tell the their experience stories they liked to the class. The researcher chose two students to read text of "*Happy New Year*". In this meeting, the students tried to read the story using pronunciation well. The other students were listening to their friends seriously because the researcher asked them to analyze the stories. They were asked to analyze the character of the stories, the problems occurred in the stories and the moral of the stories. They analyzed the text, sometimes the researcher corrected their vocabulary mistakes.

c. Reflection of Cycle 2

Having implemented the actions in the Cycle 2, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the actions and the interviews with the English teacher and the students after the actions were implemented. The classroom

English used in the Cycle 2 could improve students' motivation in learning the materials. Many of them tried to answer the questions and told some stories using English according to their knowledge. And sometimes the researcher corrected their vocabulary mistakes. This cycle indicated that the students' listening skill and the teaching-learning process improved.

5. The Improvement of The Students' listening comprehension in Cycle II

In implementation of TQLR (Tune in, Question, Listen, Review) Technique 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 4.3: The students' Improvement in Listening Comprehension

No	Indicators	D- test		CI		CII		Improvement (%)
		Score	%	Score	%	Score	%	CI-CII
1	Listening Comprehension	1143	45.72	1459	58.36	2069	79.6	36.39

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 by TQLR (Tune in, Question, Listen, Review) Technique, where the students' score in cycle I and cycle II. The mean score in D-tes is 45.72, in cycle I is 58.36 and cycle II is 79.60. The achievement of cycle II is greater than cycle I (79.60% > 58.36 %) and classified as good

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 in terms of dialog through T.Q.L.R Technique at eleventh Grade Students of SMA Negeri 9 Makassar

1. The Improvement of the Students' Listening Comprehension in Cycle I

The application of TQLR (Tune in, Question, Listen, Review) Technique at the First Year of SMA Negeri 9 Makassar Makassar can improve the students' listening comprehension..

The research was started by gathering initial information from the English teacher and XI class of SMA Negeri 9 Makassar. It was done by interviewing the English teacher and the students, observing the teaching and learning process, and conducting a D-test.

The researcher tried to solve the field problems by using some steps, the first step was writing a course grid. The course grid consisted of the basic competence, indicators, learning materials about vocabulary, and teaching learning activities.

Cycle 1 was conducted in two meetings. The basic competency for Cycle 1 was responding the meaning that contain in simple short monologue and dialogue accurately, fluently and thankful. Cycle 2 was conducted in two meetings. The basic competency for Cycle 2 was responding the meaning contained in simple short

monologue and dialogue accurately, fluently and thankful. The media consisted of headsets, computer, hand out, students worksheet, and the teacher's explanation. The TQLR technique related to the activities was used in every meeting. It was used in every meeting to improve the students' listening skill. The activities in every meeting were different.

At first cycle, students were given English audio material. The duration of material was not more than three minutes. At this cycle students seemed enthusiastic to answer the assignments. Students' motivation in learning listening was increasing. It could be seen from students' activities. They were asked to play another audio by the researcher. Once experience has been gained in this area, and the researcher asked the students to search podcasts material as alternative, podcasts could also be seen as one option among a range of possibilities for using and producing authentic materials with the new functions of collaborative, online tools by using TQLR technique assists with listening comprehension. Students answer questions and listen for specific statements relate to those questions; a) Strengthens language development, b) Improves access to prior knowledge, c) Builds awareness of learning, d) Reduces confusion in locus of control, and as described by Collier

The result of the research the students' listening comprehension as the result of calculating of cycle diagnostic test and cycle 1 at the students' Listening Comprehension by TQLR (Tune in, Question, Listen, Review), the students' achievement of cycle I is greater than diagnostic test (58.36 % > 45.72%) and classified as poor

From definition above, the writer can conclude that TQLR strategy is a strategy that can help the students to increase their ability and knowledge. This strategy focused on helping students to use their background knowledge and mindset effectively and active thinking. In teaching listening the students must focus to listen the speaker in listening process. There are some procedures that can

In Cycle 1, there were some problems related to listening skills that have to be solved. The students' behavior affected the completion of the teaching and learning process and severely affected the overall completion and submission of the learning materials. There were some students that had difficulty in the spelling, so they had many mistakes in their assignments. To overcome that problem, the researcher used audio podcasts in their listening activity. Sometimes she wrote the right spelling in the whiteboard and asked them to write it, so if they found those vocabularies again, they did not write the wrong spelling.

In every meeting, she used classroom English to drill their vocabulary skill. In the first meeting, she used English to explain the material, but when the students found difficulty to understand the material, she used Indonesian to make it clear. The classroom English conducted effectively in the second meeting, although some of the students difficult to pronounce well a new vocabulary. Sometimes she also checked their vocabulary mistakes when the researcher showed the audio script.

The researcher always used some interesting assignments to the students. Many of the assignments were vocabulary assignments. Those assignments could drill their vocabulary mastery. Sometimes she also asked them to write the difficult vocabulary from the script, so they had their own list of vocabulary that could improve their vocabulary mastery.

2. The Improvement of the Students' Listening Comprehension in Cycle II

The data analysis the researcher found the result of students' listening comprehension as the result of calculating of cycle diagnostic test and cycle II at the students' Listening Comprehension by TQLR (Tune in, Question, Listen, Review) Technique, where the students' score in diagnostic test and cycle II. The mean score in D-tes is 45.72, in cycle II is 79.6and. The achievement of cycle II is greater than diagnostic test ($79.6\% > 45.72\%$) and classified as good

The actions in Cycle 2 were aimed to get better achievements 79.6% of the learning indicators for listening and establish a conducive teaching and learning process. After conducting some actions, the students have improved in four main issues addressed in this research. Firstly, the students gave opportunity to learn listening continuously at the Listening Laboratory. They were very enthusiastic to do activities there. It could improve their listening skill especially in English sound and spelling.

Secondly, in terms of vocabulary mastery, most of them also had many new vocabularies from the assignments given to them. They were also asked to write all of difficult vocabulary with the right spelling and meaning they found in audio script and assignments by the researcher. Thirdly, the various assignments make the materials given by the researcher were interesting enough, so they did not get bored in the class. There were many kinds of assignments that contained many pictures that made them more interested. Giving reward to the students who had highest score in every assignment was effective to motivate the students in learning listening skill. Moreover, the researcher used some podcasts audios that contained of back song to support the teaching and learning process. The students were more enthusiastic and

interested in learning English when they got the audio. The researcher also had positive response from the students when she applied the rule to raise hand before answer the questions. It made the students more discipline than the first cycle.

Classroom English in every meeting also made the students' vocabulary skill improved. In Cycle 2, there were many of them tried to answer the questions using English, although they still had some vocabulary mistakes. The researcher also paid more attention to the students' sentence production and sometimes corrected their vocabulary mistake.

The TQLR technique was successful to make the students familiar with learning listening. Drilling the students some vocabularies could make the students focus to listen the audio. They had better score since they did not make mistake in answer the questions. Using different topics in each meeting could make the students felt enjoyable with the activity. They were not bored because they listened different recording and they did various assignments

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of the study on the previous chapters, in this chapter the researcher would like to draw the conclusion and suggestions.

A. Conclusion.

Based on the findings and discussion above it can be concluded that the result of this research was satisfying. This research was successful in the effort to improve the students' listening skill through TQLR (Tune in, Question Listen, and Review) technique supported by some other actions such as correcting the word spelling, giving the students rewards, applying some listening assignments, etc. After conducting the research at class XI IPA. 1 SMA Negeri 9 Makassar, there is the achievement of cycle II is greater than diagnostic test (79.6%>45.72%) and classified as good.

B. Suggestion

Based on the conclusion above, the researcher like to put forward some suggestion as follows:

1. For English Teachers at the Eleventh Grade SMA Negeri 9 Makassar

Its is suggested to use TQLR Technique that are able to make students practice their listening in the meaningful contexts. During the research conducted, the researcher used some media such as PC, headsets, speakers, pictures and handouts. The English teachers can apply those media even other media that can support the

teaching-learning process so that the students will be more interested in learning English.

2. To the Other Researchers

This study is mainly intended to describe how TQLR (Tune in, Question Listen, and Review) Technique were implemented to improve the listening skill of XI Class Students of SMA Negeri 9 Makassar. The other researchers may follow this study in different contexts in order to find more actions to improve the students' listening skill. This study may be used as one of the resources before the researchers do an action research related to the improving students' listening skill.

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SFC-DZEPA

APPENDIX A

INSTRUMENT OF DIAGNOSTIC TEST

NAME :

REG. NO :

CLASS :

I. Listen to the text carefully of the recorder

(Transcript)

➤ Title: A New Chef

Carlos : Hi, Tony! Could I have a coffee, please?

Tony : OK ...

Carlos : What food have you got on today?

Tony : The usual – I've got some sandwiches – you can have tuna, chicken, cheese or ham. I can do some fried eggs, or an omelette. I've got some nice sausages, some chicken curry ...

Carlos : Erm, that's OK, thanks, I'll just have the coffee.

Tony : Fair enough. Suit yourself.

Olivia : Hi there, Carlos! Come and sit over here!

Carlos : OK. Thanks!

Olivia : You didn't fancy anything to eat then?

Carlos : No. I don't want to sound rude, but ... well ... the food here isn't very good!

Olivia : Go on ... It's not bad! Just standard British food, that's all.

Carlos : Yeah. Exactly.

Olivia : Oh, don't be such a snob! We eat pretty well in Britain!

Johnny : Hi, all! Mind if I join you?

Carlos/Olivia: Hey! Oh hi!

Carlos : No, not at all.

Olivia : Pull up a seat!

Johnny : What's going on?

Olivia : Carlos was just saying how much he hates British food.

Johnny : Yeah. He's got a point.

Olivia : Oh, don't you start as well!

II. Decide whether these statements above are true (T) or false (F)

1. Carlos thinks the food at Tony's is bad

T	F
---	---

2. Tony serves Chinese food.

T	F
---	---

3. Carlos thinks London restaurants are rubbish

T	F
---	---

4. Olivia ordered a ham \ sandwich.

T	F
---	---

5. Tony isn't feeling well.

T	F
---	---

6. Carlos has worked in a restaurant before.

T	F
---	---

7. surprised to see Carlos behind the counter.

T	F
---	---

III. Complete the phrases in each sentence.

1. Fair; 2. yourself; 3. pretty 4. local; 5. problem;

1. A: I'll do the dishes, and you clear the table.

B: _____ enough.

2. A: I just want a coffee, thanks.

B: Suit _____.

3. A: Have you tried Carlos's food?

B: Yes! He cooks _____ well.

4. A: You should try to buy _____ food. It's better for
the environment, and fresher too.

5. A: Can I sit here?

B: Sure. No _____.

INSTRUMENT OF DIAGNOSTIC CYCLE 1

NAME :

REG. NO :

CLASS :

IV. Listen to the text carefully of the recorder

(Transcript)

➤ Title: A New Chef

Carlos : Hi, Tony! Could I have a coffee, please?

Tony : OK ...

Carlos : What food have you got on today?

Tony : The usual – I've got some sandwiches – you can have tuna, chicken,
cheese or ham. I can do some fried eggs, or an omelette. I've got some
nice sausages, some chicken curry ...

Carlos : Erm, that's OK, thanks, I'll just have the coffee.

Tony : Fair enough. Suit yourself.

Olivia : Hi there, Carlos! Come and sit over here!

Carlos : OK. Thanks!

Olivia : You didn't fancy anything to eat then?

Carlos : No. I don't want to sound rude, but ... well ... the food here isn't very good!

Olivia : Go on ... It's not bad! Just standard British food, that's all.

Carlos : Yeah. Exactly.

Olivia : Oh, don't be such a snob! We eat pretty well in Britain!

Johnny : Hi, all! Mind if I join you?

Carlos/Olivia: Hey! Oh hi!

Carlos : No, not at all.

Olivia : Pull up a seat!

Johnny : What's going on?

Olivia : Carlos was just saying how much he hates British food.

Johnny : Yeah. He's got a point.

Olivia : Oh, don't you start as well!

V. Decide whether these statements above are true (T) or false (F)

8. Carlos thinks the food at Tony's is bad

T	F
---	---

9. Tony serves Chinese food.

T	F
---	---

10. Carlos thinks London restaurants are rubbish

T	F
---	---

11. Olivia ordered a ham \ sandwich.

T	F
---	---

12. Tony isn't feeling well.

T	F
---	---

13. Carlos has worked in a restaurant before.

T	F
---	---

14. surprised to see Carlos behind the counter.

T	F
---	---

VI. Complete the phrases in each sentence.

1. Fair;	2. yourself;	3. pretty	4. local;	5. problem;
----------	--------------	-----------	-----------	-------------

3. A: I'll do the dishes, and you clear the table.
B: _____ enough.
4. A: I just want a coffee, thanks.
B: Suit _____.
3. A: Have you tried Carlos's food?
B: Yes! He cooks _____ well.
4. A: You should try to buy _____ food. It's better for
the environment, and fresher too.
5. A: Can I sit here?
B: Sure. No _____.

INSTRUMENT OF CYCLE II

NAME :
REG. NO :
CLASS :

I. Listen to the text carefully

- Harry** : “Campaign to save local shops”
Bindyu : Yes, they put my article on the front page of the newspaper...
Harry : “Historic buildings threatened by new development”
Bindyu : I feel like a real journalist now!
Olivia : It must make a change from writing about interior design...
Bindyu : Oh yes...
Sarah : Let’s have a look...

- Harry** : Great photo as well – look, you can see my banner on the front of the café!
- Sarah** : “We have discovered that Tony’s Café and the shoe shop threatened with demolition are actually historic buildings...” Erm, it was really me and my friend who discovered that, Bindyu, not you...
- Bindyu** : Yes, you’re right, but what’s important is that now they can’t close the café!
- Olivia** : Or my shop....
- Bindyu** : Exactly!
- Sarah** : I guess you’re right... “We have found exclusive information which shows that the company building the new flats – who want to demolish the historic buildings to make more space – know they should not demolish the buildings...” Hang on! The building company already know! How did you find that out?
- Bindyu** : It’s an exclusive! A scoop!
- Sarah** : But how did you find that information?
- Bindyu** : That’s a secret!
- Olivia** : Go on, tell us!
- Bindyu** : A good journalist never reveals her sources!
- Sarah** : Go on, tell us!
- Bindyu** : Magda told me!
- Magda** : Hello everyone!
- Olivia** : Talk of the devil...

II. Listen to the episode and decide whether these statements are true or false.

1. Bindyu’s article is on the front page of the newspaper.

T	F
---	---

2. Tony told Bindyu that the café was an historic building.

T	F
---	---

3. Harry helped Bindyu to write the article.

T	F
---	---

4. Olivia was surprised that Magda got information from her company.

T	F
---	---

5. Bindyu included Magda's name in the article.

T	F
---	---

6. Fadi has returned to the café after a long time.

T	F
---	---

Match the speaker. Decide who does the following things:

Olivie	Sarah	Bindyu	Harry	Fadi
--------	-------	--------	-------	------

1. _____ Let's have a look...
2. _____ "Historic buildings threatened by new development"
3. _____ I guess you're right... "We have found exclusive.."
4. _____ That's a secret!
5. _____ It's an exclusive! A scoop!
6. _____ Go on, tell us!

APPENDIX B

CYCLE I

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Nama sekolah : SMA Negeri 9 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/1

Pertemuan ke : Pertama

Alokasi Waktu : 2 x 45 Menit

Skill : Listening

A. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertamu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji.

C. Indikator

Mengidentifikasi kata yang didengar yang melibatkan noun dan verb

Menemukan kata yang didengar yang melibatkan noun dan verb

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi noun dan verb dari teks dialog
2. Siswa dapat memahami noun dan verb dari teks dialog
3. Siswa dapat menggunakan vocabulary yang tepat dalam mendengar

E. Materi pokok :

Dialogue text: Boy Talk

Teaching Materials**First meeting****(Audio script)**

Johnny : Hey, guys! Did you hear about Magda?

All : No.

Johnny : She won a prize for her architecture!

All : That's great!

Johnny : ... but it turned out she'd only designed the door handles for the winning building!

Harry : Ha ha ha! Yeah, but c'mon, that's not funny. She's really talented! It's a great place to start.

Johnny : What? Do you fancy her or something?

Harry : No! Get out of here! I'm just being nice.

Fadi : Yeah, Johnny, come on ...

Johnny : Guys! I'm only joking – good on her, really! Talking of girlfriends ...

All : Yeah?

Johnny : I hear you've been going out with Olivia, Fadi!

Fadi : OK, yeah, just once or twice, though. She's really nice.

Harry : Are you going to see her again?

Fadi : Probably – she's in this café every day!

Harry : You know what I mean! Are you going to go out with her again?

Fadi : Oh ... I don't know ... maybe ... Anyway – let's change the subject: what about you and Bindyu?

Harry : Yeah. It's good, y'know, we're really different as people, but we get on pretty well actually.

F. Metode Pembelajaran:

TQLR (Tune in, Question Listen, and Review) Strategy

G. Langkah – langkah kegiatan

I. Kegiatan awal

1. Pembukaan (salam)
2. Apersepsi
3. Absen

II. Kegiatan Inti

1. Guru memberikan penjelasan kepada siswa tujuan pengajaran yang harus dicapai.
2. Guru membagikan teks dialog kepada siswa
3. Siswa membaca dan memahami dialog tersebut,
4. Siswa mendengarkan dialog
5. Guru memutarakan recorder teks dialog selama 2-3 kali
6. Siswa dapat mengerjakan soal.
7. Siswa dapat mengidentifikasi kata noun dan verb.

III. Kegiatan Akhir

1. Memberikan kesempatan kepada siswa untuk bertanya
2. Memberikan penguatan/Menyimpulkan materi
3. Tugas rumah
4. Absen

H. Sumber bahan/Alat

1. Buku bahasa Inggris yang relevan
2. Kamus
3. Spidol
4. White Board
5. Penghapus
6. Recorder/Loudspeaker

I. Penilaian

Teknik: Tulisan

Bentuk: Lisan dan Tulisan

Makassar, Juli 2017

Peneliti

ANDI NUR RAHMAH

10535 4896 11

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Nama sekolah : SMA Negeri 9 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/1

Pertemuan ke : Kedua

Alokasi Waktu : 2 x 45 Menit

Skill : Listening

A. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertamu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji.

C. Indikator

Mengidentifikasi kata yang didengar yang melibatkan noun dan verb

Menemukan kata yang didengar yang melibatkan noun dan verb

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi kata-kata noun dan verb dari teks dialog
2. Siswa dapat memahami kata-kata noun dan verb dari teks dialog
3. Siswa dapat menggunakan vocabulary yang tepat dalam mendengar

E. Materi Pembelajaran :

Dialogue text berjudul: Happy New Year

**Teaching Material
(Audio script)**

Sarah : New Year already! Christmas has only just finished!

Magda : Strictly speaking, Sarah, it still is Christmas – Christmas goes on until January 6th. New Year's Eve is part of Christmas.

Sarah : Wow, it never ends...

Carlos : I can cook again! Is there a special dinner for New Year in Britain?

Harry : Not really.

Johnny : In China there are lots of processions in the streets. Are there processions here?

Olivia: Not really.

Sarah : In China New Year is a very important holiday. Is it very important in Britain?

Fadi : Not really.

Johnny : So what do people do for New Year?

Harry : Depends... some people have parties, some people go to a pub or a club and drink a lot.

Olivia : Some people go and stand outside – quite a lot of people go to Trafalgar Square in the centre of London...

Johnny : Let's do that!

Harry : No way! It's too cold!

Fadi : And usually raining!

Olivia : And too chaotic!

Sarah : Do people drink a lot?

Harry : Some do.

Sarah : I hate drinking beer.

Harry : A lot of people stay at home and watch TV.

Olivia : Then sing a song at midnight.

Sarah : What's the song?

Olivia : It's a Scottish song really...

F. Metode Pembelajaran:

TQLR (Tune in, Question Listen, and Review) Strategy

G. Langkah – langkah kegiatan

I. Kegiatan awal

1. Tegur sapa
2. Absen

3. Memberikan motivasi

II. Kegiatan Inti

1. Guru memberikan penjelasan kepada siswa tujuan pengajaran yang harus dicapai.
2. Guru membagikan teks dialog kepada siswa
3. Siswa membaca dan memahami dialog tersebut
4. Guru memutarakan recorder teks dialog selama 2-3 kali
5. Siswa dapat mengerjakan soal.
6. Siswa dapat mengidentifikasi kata noun dan verb.

III. Kegiatan Akhir

1. Memberikan kesempatan kepada siswa untuk bertanya
2. Memberikan penguatan/Menyimpulkan materi
3. Tugas rumah
4. Absen

H. Sumber bahan/Alat

1. Buku bahasa Inggris yang relevan
2. Kamus
3. Spidol
4. White Board
5. Recorder/Loudspeaker

I. Penilaian

Teknik: Tulisan

Bentuk: Pertanyaan lisan dan Tulisan

Makassar, Juli 2017

Peneliti

ANDI NUR RAHMAH
10535 4896 11

RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)

Nama sekolah : SMA Negeri 9 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/1
Pertemuan ke : Ketiga
Alokasi Waktu : 2 x 45 Menit
Skill : Listening

A. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertamu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji.

C. Indikator

Mengidentifikasi kata yang didengar yang melibatkan noun dan verb

Menemukan kata yang didengar yang melibatkan noun dan verb

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi kata-kata noun dan verb dari teks dialog
2. Siswa dapat memahami kata-kata noun dan verb dari teks dialog
3. Siswa dapat menggunakan vocabulary yang tepat dalam mendengar

E. Materi pokok: Job Interview

(Audio Script)

New Year Resolution

- Johnny** : Happy New Year!
- Fadi** : Stop, please! Enough New Year!
- Johnny** : It's the first time I've seen you this year! You're supposed to say „Happy New Year!“
- Fadi** : OK, OK...happy New Year to you too, then!
- Johnny** : It will be Chinese New Year soon – then we can do it all again!
- Fadi** : Fine, OK, let's wait until then, though, eh?
- Magda** : Hello everyone!
- Fadi** : Hi!
- Johnny** : Hi!
- Magda** : Happy New Year!
- Fadi** : Oh, please!
- Magda** : I'm only trying to be friendly....
- Fadi** : Yeah, sure, sorry... can we think about something else now please?
- Magda** : Have you made any new year's resolutions?
- Johnny** : New Year's what?
- Magda** : new Year's resolutions. Olivia told me about it - at the beginning of the year, you should decide to do something, and do it all year.
- Johnny** : What kind of thing?
- Fadi** : Something like stop smoking, or go to the gym every day, or study more...
- All** : Hi Olivia! Hey! Hello!
- Olivia** : Hmmph. Tony – could I have a large coffee please? Make it extra strong!

F. Metode Pembelajaran:

Explanation

TQLR Strategy

G. Langkah – langkah kegiatan

I. Kegiatan awal

1. Apersepsi

2. Absen
3. Memberikan motivasi

II. Kegiatan Inti

1. Guru memberikan penjelasan kepada siswa tujuan pengajaran yang harus dicapai.
2. Guru membagikan teks dialog kepada siswa
3. Siswa membaca dan memahami dialog tersebut
4. Guru memutarakan recorder teks dialog selama 2-3 kali
5. Siswa dapat mengerjakan soal.
6. Siswa dapat mengidentifikasi kata noun dan verb.

III. Kegiatan Akhir

1. Memberikan kesempatan kepada siswa untuk bertanya
2. Memberikan penguatan/Menyimpulkan materi
3. Tugas rumah
4. Absen

H. Sumber bahan/Alat

1. Buku bahasa Inggris yang relevan
2. Kamus
3. Spidol
4. White Board
5. Penghapus
6. Recorder/Loudspeaker

I. Penilaian

Teknik: Tulisan

Bentuk: Pertanyaan lisan dan Tulisan

Makassar, Juli 2017

Peneliti

ANDI NUR RAHMAH

10535 4896 11

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Nama sekolah : SMA Negeri 9 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/1

Pertemuan ke : Empat

Alokasi Waktu : 2 x 45 Menit

Skill : Listening

A. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertamu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji.

C. Indikator

Mengidentifikasi kata yang didengar yang melibatkan noun dan verb

Menemukan kata yang didengar yang melibatkan noun dan verb

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi kata-kata noun dan verb dari teks dialog
2. Siswa dapat memahami kata-kata noun dan verb dari teks dialog
3. Siswa dapat menggunakan vocabulary yang tepat dalam mendengar

E. Materi pokok: Discussion

Teaching Material

(Audio Script)

Johnny : Hey, guys! Did you hear about Magda?

All : No.

Johnny: She won a prize for her architecture!

All : That's great!

Johnny : ... but it turned out she'd only designed the door handles for the winning building!

Harry : Ha ha ha! Yeah, but c'mon, that's not funny. She's really talented! It's a great place to start.

Johnny : What? Do you fancy her or something?

Harry : No! Get out of here! I'm just being nice.

Fadi : Yeah, Johnny, come on ...

Johnny : Guys! I'm only joking – good on her, really! Talking of girlfriends ...

All : Yeah?

Johnny : I hear you've been going out with Olivia, Fadi!

Fadi : OK, yeah, just once or twice, though. She's really nice.

Harry : Are you going to see her again?

Fadi : Probably – she's in this café every day!

Harry : You know what I mean! Are you going to go out with her again?

Fadi : Oh ... I don't know ... maybe ... Anyway – let's change the subject: what about you and Bindyu?

Harry : Yeah. It's good, y'know, we're really different as people, but we get on pretty well actually.

All : Carlos!

Carlos : Hello there, guys! Only you lot today?

Johnny : Looks like it. Don't know where all the girls are today ...

Fadi : Gone shopping, probably.

Carlos : I think those girls have more interests than just shopping. They're a pretty intelligent bunch of people!

Harry : That's true actually. They're all more successful than we are

F. Metode Pembelajaran:

TQLR (Tune in, Question Listen, and Review) Strategy

G. Langkah – langkah kegiatan

I. Kegiatan awal

1. Apersepsi
2. Absen
3. Memberikan motivasi

II. Kegiatan Inti

1. Guru memberikan penjelasan kepada siswa tujuan pengajaran yang harus dicapai.
2. Guru membagikan teks dialog kepada siswa
3. Siswa membaca dan memahami dialog tersebut
4. Siswa mendengarkan dialog
5. Guru memutarakan recorder teks dialog selama 2-3 kali
6. Siswa dapat mengerjakan soal.
7. Siswa dapat mengidentifikasi kata noun dan verb

III. Kegiatan Akhir

1. Memberikan kesempatan kepada siswa untuk bertanya
2. Memberikan penguatan/Menyimpulkan materi
3. Tugas rumah
4. Absen

H. Sumber bahan/Alat

1. Buku bahasa Inggris yang relevan
2. Kamus
3. Spidol
4. White Board
5. Penghapus
6. Recorder/Loudspeaker

I. Penilaian

Teknik: Tulisan

Bentuk: Pertanyaan lisan dan Tulisan

Makassar, Juli 2017

Peneliti

ANDI NUR RAHMAH

10535 4896 11

APPENDIX C

CYCLE II

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Nama sekolah : SMA Negeri 9 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/2

Pertemuan ke : Pertama

Alokasi Waktu : 2 x 45 Menit

Skill : Listening

J. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

K. Kompetensi Dasar

Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertamu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji.

L. Indikator

Mengidentifikasi kata yang didengar yang melibatkan noun dan verb

Menemukan kata yang didengar yang melibatkan noun dan verb

M. Tujuan Pembelajaran

4. Siswa dapat mengidentifikasi noun dan verb dari teks dialog
5. Siswa dapat memahami noun dan verb dari teks dialog
6. Siswa dapat menggunakan vocabulary yang tepat dalam mendengar

N. Materi pokok :

Dialogue text: Pooping the Question

**Teaching Materials
(Transcript)**

Fadi : Are you ready then, mate?

Harry : Guess so. Ready as I'll ever be.

Johnny : Got the ring and everything?

Harry : Yep.

Fadi : Blimey. You're a brave boy!

Johnny : It'll be your turn next, Fadi!

Fadi : I doubt it. Very much.

Johnny : Look, here she comes now!

Harry : Oh no! She's with all the others!

Fadi : You'll have to get her alone.

Olivia/Sarah/Bindy/Magda: Hi, boys! Hello there!

Fadi/Harry/Johnny : Oh, erm, hello.

Olivia : What's up? What's going on?

Harry : Oh, erm, nothing ...

Olivia : Don't believe you!

Johnny : Olivia! Pssst! Harry's going to pop the question!

Olivia : Pop the what?

Johnny : The question! He's going to ask Bindyu to marry him!

Olivia : I know what it means, stupid! I'm just surprised!

Fadi : Are you ready, Harry?

Harry : I can't do it! I'm not going to ask her now! Not in the café! I'm going to wait for a quiet, romantic moment, when we're alone together.

Fadi : Oh! Spoilsport! We wanted to watch.

(Comprehension Task)

Complete the sentences with the names in the box.

<i>Bindyu</i>	<i>Olivia</i>	<i>Carlos</i>	<i>Fadi</i>	<i>Harry</i>	<i>Sarah</i>
---------------	---------------	---------------	-------------	--------------	--------------

- _____ is going to ask somebody to marry him.
- _____ doesn't think he will be in this situation soon.
- Olivia asks _____ if she had known this was going to happen.

4. _____ agrees to go out with Carlos again.
5. Fadi asks _____ to go out with him.

First meeting Metode Pembelajaran:

TQLR strategy

O. Langkah – langkah kegiatan

IV. Kegiatan awal

4. Pembukaan (salam)
5. Apersepsi
6. Absen

V. Kegiatan Inti

8. Guru memberikan penjelasan kepada siswa tujuan pengajaran yang harus dicapai.
9. Guru membagikan teks dialog kepada siswa
10. Siswa membaca dan memahami dialog tersebut,
11. Siswa mendengarkan dialog
12. Guru memutar kaset teks dialog selama 2-3 kali
13. Siswa dapat mengerjakan soal. yakni melengkapi dialog
14. Siswa dapat mengidentifikasi kata noun dan verb.

VI. Kegiatan Akhir

5. Memberikan kesempatan kepada siswa untuk bertanya
6. Memberikan penguatan/Menyimpulkan materi
7. Tugas rumah
8. Absen

P. Sumber bahan/Alat

7. Buku bahasa Inggris yang relevan
8. Kamus
9. Spidol
10. White Board
11. Penghapus

12. Kaset/Loudspeaker

Q. Penilaian

Teknik: Tulisan

Bentuk: Lisan dan Tulisan

Makassar, November 2015

Peneliti

ANDI NUR RAHMAH

10535 4896 11

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Nama sekolah : SMA Negeri 9 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI//1

Pertemuan ke : Kedua

Alokasi Waktu : 2 x 45 Menit

Skill : Listening

J. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

K. Kompetensi Dasar

Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertamu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji.

L. Indikator

Mengidentifikasi kata yang didengar yang melibatkan noun dan verb

Menemukan kata yang didengar yang melibatkan noun dan verb

M. Tujuan Pembelajaran

4. Siswa dapat mengidentifikasi kata-kata noun dan verb dari teks dialog
5. Siswa dapat memahami kata-kata noun dan verb dari teks dialog
6. Siswa dapat menggunakan vocabulary yang tepat dalam mendengar

N. Materi Pembelajaran :

Dialogue text berjudul: Iam in

Teaching Material

Second meeting

Olivia : Hi, Sarah! How are you?

Sarah : Hmmmm ...

Olivia : What's up?

Sarah : Well, now it seems I'm going out with the chef in a café!

Olivia : Oh Sarah, come on! This is a nice place. Carlos is just helping out while Tony's sick.

Sarah : Well, perhaps ... But it's not exactly a 'high-powered' job, is it?

Fadi : Hi there! What's happening?

Olivia : Sarah's not happy because her boyfriend is the chef in a café.

Fadi : Oh, come on! He's just helping out – it shows what a nice guy he is!

Sarah : Well, hmm, maybe. But Carlos has always talked about opening up his own restaurant, a really good, high-class place serving South American food.

Olivia : And I'm sure he'll do that ... eventually!

Fadi : Yeah, he will. Just let him get a bit more experience here.

Sarah: Well ... OK then ... We'll see.

Fadi : Talking of business plans ... I've got an idea!

Olivia : Oh no!

Fadi : Such faith! Come on, at least listen to me!

Sarah : Here are a couple of people who'll listen to you.

Fadi : Hi, Johnny! Hi, Harry!

Johnny/Harry: Hi there!

Olivia : Fadi's got a business proposition for you guys.

O. Metode Pembelajaran:

TQLR (Tune in, Question Listen, and Review) strategy

P. Langkah – langkah kegiatan

IV. Kegiatan awal

4. Tegur sapa
5. Absen
6. Memberikan motivasi

V. Kegiatan Inti

7. Guru memberikan penjelasan kepada siswa tujuan pengajaran yang harus dicapai.
8. Guru membagikan teks dialog kepada siswa
9. Siswa membaca dan memahami dialog tersebut
10. Guru memutar kaset teks dialog selama 2-3 kali
11. Siswa dapat mengerjakan soal.
12. Siswa dapat mengidentifikasi kata noun dan verb.

VI. Kegiatan Akhir

5. Memberikan kesempatan kepada siswa untuk bertanya
6. Memberikan penguatan/Menyimpulkan materi
7. Tugas rumah
8. Absen

Q. Sumber bahan/Alat

6. Buku bahasa Inggris yang relevan
7. Kamus
8. Spidol
9. White Board
10. Penghapus
11. Kaset/Loudspeaker

R. Penilaian

Teknik: Tulisan

Bentuk: Pertanyaan lisan dan Tulisan

Peneliti

ANDI NUR RAHMA
10535 4896 11

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Nama sekolah : SMA Negeri 9 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI//1

Pertemuan ke : Ketiga

Alokasi Waktu : 2 x 45 Menit

Skill : Listening

J. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

K. Kompetensi Dasar

Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertamu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji.

L. Indikator

Mengidentifikasi kata yang didengar yang melibatkan noun dan verb

Menemukan kata yang didengar yang melibatkan noun dan verb

M. Tujuan Pembelajaran

4. Siswa dapat mengidentifikasi kata-kata noun dan verb dari teks dialog
5. Siswa dapat memahami kata-kata noun dan verb dari teks dialog
6. Siswa dapat menggunakan vocabulary yang tepat dalam mendengar

N. Materi pokok: Congratulation

O.

Teaching Material

Third meeting

Johnny : Hey, Fadi! How's it going?

Fadi : Fine, thanks, Johnny. How are you?

Johnny : Good, but busy, busy, busy, as always. Time is money – you know what I mean?

Fadi : Oh yes, I do, I do. I'm a businessman myself, don't forget!

Johnny : How could I? I'm one of your major shareholders!

Olivia : Hello, everyone!

Johnny : Hi there!

Fadi : Come and sit over here!

Olivia : Just popped in to see Harry and Bindyu.

Fadi : Not me?

Olivia : I see quite enough of you!

Fadi : You can never have too much.

Johnny : What's going on with Harry and Bindyu?

Olivia : Bindyu was taking Harry to meet her parents last night – for the first time. She was really nervous about it.

Johnny : Why was she so nervous? Harry's a nice guy.

Olivia : Well, she says her parents are very traditional, quite old-fashioned. They might not approve of her having a boyfriend.

Decide whether these statements are true (T) or false (F).

1. Fadi and Johnny are both businessmen.
2. Olivia has come into the café to see Fadi.
3. Harry took Bindyu to meet his parents the previous night.
4. Harry likes Bindyu's family.
5. Bindyu's family like Harry.
6. Harry has asked Bindyu to marry him.

T	F
T	F
T	F
T	F
T	F
T	F

P. Metode Pembelajaran:

TQLR strategy

Q. Langkah – langkah kegiatan

IV. Kegiatan awal

4. Apersepsi
5. Absen
6. Memberikan motivasi

V. Kegiatan Inti

7. Guru memberikan penjelasan kepada siswa tujuan pengajaran yang harus dicapai.
8. Guru membagikan teks dialog kepada siswa
9. Siswa membaca dan memahami dialog tersebut
10. Guru memutar kaset teks dialog selama 2-3 kali
11. Siswa dapat mengerjakan soal, melengkapi dialog
12. Siswa dapat mengidentifikasi kata noun dan verb.

VI. Kegiatan Akhir

5. Memberikan kesempatan kepada siswa untuk bertanya
6. Memberikan penguatan/Menyimpulkan materi
7. Tugas rumah
8. Absen

R. Sumber bahan/Alat

7. Kamus
8. Spidol
9. White Board
10. Penghapus
11. Kaset/Loudspeaker

S. Penilaian

Teknik: Tulisan

Bentuk: Pertanyaan lisan dan Tulisan

Makassar, November 2015

Peneliti

ANDI NUR RAHMA

10535 4896 11

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Nama sekolah : SMA Negeri 9 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/1

Pertemuan ke : Empat

Alokasi Waktu : 2 x 45 Menit

Skill : Listening

Sub skill : Vocabulary

J. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

K. Kompetensi Dasar

Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertamu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji.

L. Indikator

Mengidentifikasi kata yang didengar yang melibatkan noun dan verb

Menemukan kata yang didengar yang melibatkan noun dan verb

M. Tujuan Pembelajaran

4. Siswa dapat mengidentifikasi kata-kata noun dan verb dari teks dialog
5. Siswa dapat memahami kata-kata noun dan verb dari teks dialog
6. Siswa dapat menggunakan vocabulary yang tepat dalam mendengar

N. Materi pokok: Telling the Date

Teaching Materials

Fourth meeting (TELLING THE DATE)

1. Ani and Anna

- Ani : What is the date today?
- Anna : It's the fifth of May
- Ani : And what is the day?
- Anna : It's Wednesday
- Ani : When are you leaving for Brazil?
- Anna : I'll be leaving on the tenth
- Ani : How long will you be staying there for?
- Anna : Around three weeks
- Ani : Have a wonderful time while in Brazil. And don't forget to
bring me gifts
- Anna : What would you like me to bring? A handsome Brazilian?
- Ani : That would be the perfect gift for me?

O. Metode Pembelajaran:

Explanation

TQLR strategy

P. Langkah – langkah kegiatan

IV. Kegiatan awal

4. Apersepsi
5. Absen
6. Memberikan motivasi

V. Kegiatan Inti

8. Guru memberikan penjelasan kepada siswa tujuan pengajaran yang harus dicapai.
9. Guru membagikan teks dialog kepada siswa

10. Siswa membaca dan memahami dialog tersebut
11. Siswa mendengarkan dialog
12. Guru memutar kaset teks dialog selama 2-3 kali
13. Siswa dapat mengerjakan soal, melengkapi dialog
14. Siswa dapat mengidentifikasi kata noun dan verb

VI. Kegiatan Akhir

5. Memberikan kesempatan kepada siswa untuk bertanya
6. Memberikan penguatan/Menyimpulkan materi
7. Tugas rumah
8. Absen

Q. Sumber bahan/Alat

7. Buku bahasa Inggris yang relevan
8. Kamus
9. Spidol
10. White Board
11. Penghapus
12. Kaset/Loudspeaker

R. Penilaian

Teknik: Tulisan

Bentuk: Pertanyaan lisan dan Tulisan

Makassar, November 2015

Peneliti

ANDI NUR RAHMA

10535 4896 11

APPENDIX D**TEACHING MATERIAL
(DIALOGUE)****CYCLE I**

The teacher will give four materials and exercises which will perform in four meeting in circle I as follows:

➤ **The first meeting**

The teacher will give each pair of teaching material.

➤ **Audio script : (The Boys Talk)**

Johnny : Hey, guys! Did you hear about Magda?

All : No.

Johnny : She won a prize for her architecture!

All : That's great!

Johnny : ... but it turned out she'd only designed the door handles for the winning building!

Harry : Ha ha ha! Yeah, but c'mon, that's not funny. She's really talented! It's a great place to start.

Johnny : What? Do you fancy her or something?

Harry : No! Get out of here! I'm just being nice.

Fadi : Yeah, Johnny, come on ...

Johnny : Guys! I'm only joking – good on her, really! Talking of girlfriends ...

All : Yeah?

Johnny : I hear you've been going out with Olivia, Fadi!

Fadi : OK, yeah, just once or twice, though. She's really nice.

Harry : Are you going to see her again?

Fadi : Probably – she's in this café every day!

Harry : You know what I mean! Are you going to go out with her again?

Fadi : Oh ... I don't know ... maybe ... Anyway – let's change the subject: what about you and Bindyu?

Harry : Yeah. It's good, y'know, we're really different as people, but we get on pretty well actually.

(Comprehension Task)

*Decide whether these statements above are **true** (T) or **false** (F)*

- | | | |
|---|----------------------------|----------------------------|
| 1. Harry thinks Magda is talented. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 2. Fadi has been out with Magda a few times. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 3. Harry thinks that he and Bindyu are very different people. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 4. Carlos is thinking about moving to China. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 5. Harry is thinking of asking Bindyu to marry him | <input type="checkbox"/> T | <input type="checkbox"/> F |

➤ **The second meeting**

➤ **Audio script: (Happy New Year)**

Sarah : New Year already! Christmas has only just finished!

Magda : Strictly speaking, Sarah, it still is Christmas – Christmas goes on until January 6th. New Year's Eve is part of Christmas.

Sarah : Wow, it never ends...

Carlos : I can cook again! Is there a special dinner for New Year in Britain?

Harry : Not really.

Johnny : In China there are lots of processions in the streets. Are there processions here?

Olivia: Not really.

Sarah : In China New Year is a very important holiday. Is it very important in Britain?

Fadi : Not really.

Johnny : So what do people do for New Year?

Harry : Depends... some people have parties, some people go to a pub or a club and drink a lot.

Olivia : Some people go and stand outside – quite a lot of people go to Trafalgar Square in the centre of London...

Johnny : Let's do that!

Harry : No way! It's too cold!

Fadi : And usually raining!

Olivia : And too chaotic!

Sarah : Do people drink a lot?

Harry : Some do.

Sarah : I hate drinking beer.

Harry : A lot of people stay at home and watch TV.

Olivia : Then sing a song at midnight.

Sarah : What's the song?

Olivia : It's a Scottish song really...

(Comprehension Task)

Decide whether these statements above are true (T) or false (F)

1. It is New Year's Day the following day.

T	F
---	---

2. Johnny wants to go to Trafalgar Square.

T	F
---	---

3. Sarah likes drinking beer.

T	F
---	---

4. Olivia knows what Auld Lang Syne means.

T	F
---	---

5. Tony is opening the café all night on New Year's Eve.

T	F
---	---

6. Harry wants to spend New Year's Eve with his girlfriend.

T	F
---	---

7. Olivia is babysitting on New Year's Eve.

T	F
---	---

8. Olivia invites everyone to her place.

T	F
---	---

➤ **The third meeting**

➤ **Audio Script: New Year Resolution**

Johnny : Happy New Year!

Fadi : Stop, please! Enough New Year!

Johnny : It's the first time I've seen you this year! You're supposed to say „Happy New Year!“

Fadi : OK, OK...happy New Year to you too, then!

Johnny : It will be Chinese New Year soon – then we can do it all again!

Fadi : Fine, OK, let's wait until then, though, eh?

Magda : Hello everyone!

Fadi : Hi!

Johnny : Hi!

Magda : Happy New Year!

- Fadi** : Oh, please!
- Magda** : I'm only trying to be friendly....
- Fadi** : Yeah, sure, sorry... can we think about something else now please?
- Magda** : Have you made any new year's resolutions?
- Johnny** : New Year's what?
- Magda** : new Year's resolutions. Olivia told me about it - at the beginning of the year, you should decide to do something, and do it all year.
- Johnny** : What kind of thing?
- Fadi** : Something like stop smoking, or go to the gym every day, or study more...
- All** : Hi Olivia! Hey! Hello!
- Olivia** : Hmmph. Tony – could I have a large coffee please? Make it extra strong!

(Comprehension Task)

Match the speaker. Decide who does the following things:

Olivie	Sarah	Bindyu	Harry	Fadi
---------------	--------------	---------------	--------------	-------------

1. _____ enjoys saying "Happy New Year".
2. _____ has a problem with her website.
3. _____ recommends somebody to help Olivia.
4. _____ offers to fix the web page.
5. _____ isn't happy that her boyfriend is going to fix the web page.
6. _____ wants to ask somebody out on a date.
7. _____ is the last person to arrive at the café.

➤ **The fourth meeting**

(Audio Script)

Johnny : Hey, guys! Did you hear about Magda?

All : No.

Johnny: She won a prize for her architecture!

All : That's great!

Johnny : ... but it turned out she'd only designed the door handles for the winning building!

Harry : Ha ha ha! Yeah, but c'mon, that's not funny. She's really talented! It's a great place to start.

Johnny : What? Do you fancy her or something?

Harry : No! Get out of here! I'm just being nice.

Fadi : Yeah, Johnny, come on ...

Johnny : Guys! I'm only joking – good on her, really! Talking of girlfriends ...

All : Yeah?

Johnny : I hear you've been going out with Olivia, Fadi!

Fadi : OK, yeah, just once or twice, though. She's really nice.

Harry : Are you going to see her again?

Fadi : Probably – she's in this café every day!

Harry : You know what I mean! Are you going to go out with her again?

Fadi : Oh ... I don't know ... maybe ... Anyway – let's change the subject: what about you and Bindyu?

Harry : Yeah. It's good, y'know, we're really different as people, but we get on pretty well actually.

All : Carlos!

Carlos: Hello there, guys! Only you lot today?

Johnny: Looks like it. Don't know where all the girls are today ...

Fadi: Gone shopping, probably.

Carlos: I think those girls have more interests than just shopping. They're a pretty intelligent bunch of people!

Harry: That's true actually. They're all more successful than we are!

(Comprehension Task)***I. Decide whether these statements are true (T) or false(F).***

1. Harry thinks Magda is talented.

T	F
---	---

2. Fadi has been out with Magda a few times.

T	F
---	---

3. Harry thinks that he and Bindyu are very different people.

T	F
---	---

4. Carlos is thinking about moving to China.

T	F
---	---

5. Harry is thinking of asking Bindyu to marry him.

T	F
---	---

II. Match the sentences with the speakers.

Fadi	Harry	Carlos	Johnny
-------------	--------------	---------------	---------------

1 _____ Well, only you know, like ... maybe ... just a though

2 _____ Probably – she's in this café every day!

3 _____ I think those girls have more interests than just shopping

4 _____ Hey! Speak for yourself! I'm very successful!

**TEACHING MATERIAL
(DIALOGUE)**

CYCLE II

The teacher will give four materials which will perform in four meeting in circle I as follows:

➤ **The fifth meeting**

➤ **Audio Script: Pooping the Question**

Fadi : Are you ready then, mate?

Harry : Guess so. Ready as I'll ever be.

Johnny : Got the ring and everything?

Harry : Yep.

Fadi : Blimey. You're a brave boy!

Johnny : It'll be your turn next, Fadi!

Fadi : I doubt it. Very much.

Johnny : Look, here she comes now!

Harry : Oh no! She's with all the others!

Fadi : You'll have to get her alone.

Olivia/Sarah/Bindyu/Magda: Hi, boys! Hello there!

Fadi/Harry/Johnny : Oh, erm, hello.

Olivia : What's up? What's going on?

Harry : Oh, erm, nothing ...

Olivia : Don't believe you!

Johnny : Olivia! Pssst! Harry's going to pop the question!

Olivia : Pop the what?

Johnny : The question! He's going to ask Bindyu to marry him!

Olivia : I know what it means, stupid! I'm just surprised!

Fadi : Are you ready, Harry?

Harry : I can't do it! I'm not going to ask her now! Not in the café! I'm going to wait for a quiet, romantic moment, when we're alone together.

Fadi : Oh! Spoilsport! We wanted to watch.

(Comprehension Task)

Complete the sentences with the names in the box.

<i>Bindyu</i>	<i>Olivia</i>	<i>Carlos</i>	<i>Fadi</i>	<i>Harry</i>	<i>Sarah</i>
---------------	---------------	---------------	-------------	--------------	--------------

6. _____ is going to ask somebody to marry him.
7. _____ doesn't think he will be in this situation soon.
8. Olivia asks _____ if she had known this was going to happen.
9. _____ agrees to go out with Carlos again.
10. Fadi asks _____ to go out with him.

➤ **The sixth meeting**

➤ **Audio Script : I am in**

Olivia : Hi, Sarah! How are you?

Sarah : Hmmmm ...

Olivia : What's up?

Sarah : Well, now it seems I'm going out with the chef in a café!

Olivia : Oh Sarah, come on! This is a nice place. Carlos is just helping out while Tony's sick.

Sarah : Well, perhaps ... But it's not exactly a 'high-powered' job, is it?

Fadi : Hi there! What's happening?

Olivia : Sarah's not happy because her boyfriend is the chef in a café.

Fadi : Oh, come on! He's just helping out – it shows what a nice guy he is!

Sarah : Well, hmm, maybe. But Carlos has always talked about opening up his own restaurant, a really good, high-class place serving South American food.

Olivia : And I'm sure he'll do that ... eventually!

Fadi : Yeah, he will. Just let him get a bit more experience here.

Sarah: Well ... OK then ... We'll see.

Fadi : Talking of business plans ... I've got an idea!

Olivia : Oh no!

Fadi : Such faith! Come on, at least listen to me!

Sarah : Here are a couple of people who'll listen to you.

Fadi : Hi, Johnny! Hi, Harry!

Johnny/Harry: Hi there!

Olivia : Fadi's got a business proposition for you guys.

(Comprehension Task)

Decide whether these statements are true (T) or false (F).

1. Sarah is pleased that Carlos is working in the café.

T	F
---	---
2. Fadi wants to go into business with his friends.

T	F
---	---
3. Carlos wants to open a South American restaurant.

T	F
---	---
4. Fadi thinks he and his friends are all very similar.

T	F
---	---
5. Olivia and Sarah decide not to join in with the business proposal.

T	F
---	---
6. Fadi's idea is aimed at people from London.

T	F
---	---
7. There is a business meeting planned for the following week.

T	F
---	---
8. Olivia's business is doing well.

T	F
---	---

➤ **The sixth meeting**

➤ **Audio Script: Time is Money**

Johnny : Hey, Fadi! How's it going?

Fadi : Fine, thanks, Johnny. How are you?

Johnny : Good, but busy, busy, busy, as always. Time is money – you know what I mean?

Fadi : Oh yes, I do, I do. I'm a businessman myself, don't forget!

Johnny : How could I? I'm one of your major shareholders!

Olivia : Hello, everyone!

Johnny : Hi there!

Fadi : Come and sit over here!

Olivia : Just popped in to see Harry and Bindyu.

Fadi : Not me?

Olivia : I see quite enough of you!

Fadi : You can never have too much.

Johnny : What's going on with Harry and Bindyu?

Olivia : Bindyu was taking Harry to meet her parents last night – for the first time. She was really nervous about it.

Johnny : Why was she so nervous? Harry's a nice guy.

Olivia : Well, she says her parents are very traditional, quite old-fashioned. They might not approve of her having a boyfriend.

Decide whether these statements are true (T) or false (F).

1. Fadi and Johnny are both businessmen.

T	F
---	---

2. Olivia has come into the café to see Fadi.

T	F
---	---

3. Harry took Bindyu to meet his parents the previous night.

T	F
---	---

4. Harry likes Bindyu's family.

T	F
---	---

5. Bindyu's family like Harry.

T	F
---	---

6. Harry has asked Bindyu to marry him.

T	F
---	---

APPENDIX E

OBSERVATION RESULT
THE RESULT OF OBSERVATION SHEET OF STUDENTS'
PARTICIPATION IN THE CYCLE I AND CYCLE II

NO	Sample	CYCLE 1				CYCLE 2			
		Meeting				Meeting			
		1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 rd
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	6	7	8	56	82	8	9
<i>P</i>	5,08		5,3	5,9	6,76	4,66	6,30	6,64	7,30

Keterangan

4	: Very Active	A	: absen
3	: Active	S	: sakit
2	: Less Active	I	: ijin
1	: Not Active		
P	: percentage		
F	: frequency		

6	69	77	88	56	82	83	95
5,08	5,3	5,9	6,76	4,66	6,30	6,64	7,30

Percentage of the Students' Activeness in Cycle I

a. The First meeting

$$P = \frac{f}{4 \times N} \times 100$$

$$= \frac{61}{100} \times 100$$

$$= 61$$

b. The Second meeting

$$P = \frac{f}{4 \times N} \times 100$$

$$= \frac{69}{100} \times 100$$

$$= 69$$

c. The Third meeting

$$P = \frac{f}{4 \times N} \times 100$$

d. The Fourth meeting

$$P = \frac{f}{4 \times N} \times 100$$

$$= \frac{77}{100} \times 100$$

$$= 77\%$$

$$= \frac{88}{100} \times 100$$

$$= 88\%$$

Percentage of the Students' Activeness in Cycle II

a. The Second meeting

$$P = \frac{f}{4 \times N} \times 100$$

$$= \frac{56}{100} \times 100$$

$$= 56\%$$

c. The Second meeting

$$P = \frac{f}{4 \times N} \times 100$$

$$= \frac{82}{100} \times 100$$

$$= 82\%$$

b. The Third meeting

$$P = \frac{f}{4 \times N} \times 100$$

$$= \frac{83}{100} \times 100$$

$$= 83\%$$

d. The Fourth meeting

$$P = \frac{f}{4 \times N} \times 100$$

$$= \frac{95}{100} \times 100$$

$$= 95\%$$

APPENDIX F**OBSERVATION SHEET FOR FIRST CYCLE/ First Meeting**

NAMA SEKOLAH : SMA Negeri 9 Makassar

MATA PELAJARAN : BAHASA INGGRIS

Waktu : / /2017

NO	KODE SISWA	KRITERIA				KET
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	
1	Std-01			√		
2	Std-02		√			
3	Std-03	√				
4	Std-04		√			
5	Std-05			√		
6	Std-06		√			
7	Std-07			√		
8	Std-08	A				
9	Std-09		√			
10	Std-10		√			
11	Std-11		√			
12	Std-12			√		
13	Std-13			√		
14	Std-14		√			
15	Std-15			√		
16	Std-16		√			
17	Std-17		√			
18	Std-18			√		
19	Std-19	A				
20	Std-20			√		
21	Std-21		√			
22	Std-22			√		
23	Std-23		√			
24	Std-24		√			

25	Std-25		√		
	N=25	1	13	11	

OBSERVATION SHEET FOR FIRST CYCLE/ Second Meeting

NAMA SEKOLAH : SMA Negeri 9 Makassar

MATA PELAJARAN : BAHASA INGGRIS

Waktu : / /2017

NO	KODE SISWA	KRITERIA				KET
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	
1	Std-01		√			
2	Std-02		√			
3	Std-03			√		
4	Std-04			√		
5	Std-05			√		
6	Std-06		√			
7	Std-07		√			
8	Std-08		√			
9	Std-09			√		
10	Std-10			√		
11	Std-11		√			
12	Std-12			√		
13	Std-13			√		
14	Std-14		√			
15	Std-15	√				
16	Std-16		√			
17	Std-17		√			
18	Std-18	√				
19	Std-19		√			
20	Std-20		√			
21	Std-21	√				

22	Std-22		√		
23	Std-23			√	
24	Std-24		√		
25	Std-25		√		
N=34		3	13	9	

OBSERVATION SHEET FOR FIRST CYCLE/Third Meeting

NAMA SEKOLAH : SMA Negeri 9 Makassar

MATA PELAJARAN : BAHASA INGGRIS

WAKTU : / /2017

NO	KODE SISWA	KRITERIA				KET
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	
1	Std-01	√				
2	Std-02		√			
3	Std-03	√				
4	Std-04		√			
5	Std-05	√				
6	Std-06		√			
7	Std-07		√			
8	Std-08	√				
9	Std-09	√				
10	Std-10	√				
11	Std-11	√				
12	Std-12		√			
13	Std-13		√			
14	Std-14		√			
15	Std-15	√				
16	Std-16		√			
17	Std-17		√			
18	Std-18	√				
19	Std-19		√			
20	Std-20	√				
21	Std-21	√				
22	Std-22	√				

23	Std-23		√			
24	Std-24		√			
25	Std-25	√				
	NO.34	13	12			

OBSERVATION SHEET FOR FIRST CYCLE/ Fourth Meeting

NAMA SEKOLAH : SMA Negeri 9 Makassar

MATA PELAJARAN : BAHASA INGGRIS

WAKTU : / /2017

NO	KODE SISWA	KRITERIA				KET
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	
1	Std-01		√			
2	Std-02		√			
3	Std-03	√				
4	Std-04		√			
5	Std-05		√			
6	Std-06		√			
7	Std-07	√				
8	Std-08		√			
9	Std-09		√			
10	Std-10		√			
11	Std-11	√				
12	Std-12	√				
13	Std-13			√		
14	Std-14		√			
15	Std-15			√		
16	Std-16		√			
17	Std-17		√			
18	Std-18		√			
19	Std-19		√			
20	Std-20		√			
21	Std-21		√			
22	Std-22			√		

23	Std-23		v			
24	Std-24	v				
25	Std-25		v			
N= 25		5	17	3		

OBSERVATION SHEET FOR FIRST CYCLE

$$P = \frac{F}{N \times 4} \times 100\%$$

Note:

- P : Rate Percentage
- F : Frequency of the correct answer
- N : Total Number of subject (students)
- 4 : The maximal score

OBSERVATION SHEET FOR SECOND CYCLE/ First Meeting**OBSERVATION SHEET FOR FIRST CYCLE/ First Meeting**

NAMA SEKOLAH : SMA Negeri 9 Makassar

MATA PELAJARAN : BAHASA INGGRIS

Waktu : / /2017

NO	KODE SISWA	KRITERIA				KET
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	
1	Std-01			√		
2	Std-02			√		
3	Std-03			√		
4	Std-04		√			
5	Std-05		√			
6	Std-06			√		
7	Std-07			√		
8	Std-08			√		
9	Std-09	S				
10	Std-10		√			
11	Std-11		√			
12	Std-12		√			
13	Std-13			√		
14	Std-14			√		
15	Std-15		√			
16	Std-16			√		
17	Std-17		√			
18	Std-18		√			
19	Std-19			√		
20	Std-20		√			
21	Std-21			√		
22	Std-22		√			
23	Std-23			√		

24	Std-24		A		
25	Std-25			√	
N=25			11	14	

OBSERVATION SHEET FOR SECOND CYCLE/ Second Meeting

NAMA SEKOLAH : SMA Negeri 9 Makassar

MATA PELAJARAN : BAHASA INGGRIS

Waktu : / /2017

NO	KODE SISWA	KRITERIA				KET
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	
1	Std-01		√			
2	Std-02			√		
3	Std-03		√			
4	Std-04	√				
5	Std-05	√				
6	Std-06	√				
7	Std-07		√			
8	Std-08		√			
9	Std-09			√		
10	Std-10	√				
11	Std-11	√				
12	Std-12		√			
13	Std-13		√			
14	Std-14	√				
15	Std-15		√			
16	Std-16		√			
17	Std-17	√				
18	Std-18	√				
19	Std-19		√			
20	Std-20	√				
21	Std-21		√			
22	Std-22		√			

23	Std-23			√		
24	Std-24		√			
25	Std-25	√				
N=25		10	12	3		

OBSERVATION SHEET FOR SECOND CYCLE/ Third Meeting

NAMA SEKOLAH : SMA Negeri 9 Makassar
MATA PELAJARAN : BAHASA INGGRIS
Waktu : / /2017

NO	KODE SISWA	KRITERIA				KET
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	
1	Std-01	√				
2	Std-02		√			
3	Std-03		√			
4	Std-04		√			
5	Std-05		√			
6	Std-06	√				
7	Std-07		√			
8	Std-08	√				
9	Std-09	√				
10	Std-10	√				
11	Std-11		√			
12	Std-12	√				
13	Std-13	√				
14	Std-14	√				
15	Std-15		√			
16	Std-16	√				
17	Std-17		√			
18	Std-18	√				
19	Std-19	S				
20	Std-20		√			

21	Std-21	√				
22	Std-22		√			
23	Std-23		√			
24	Std-24		√			
25	Std-25		√			
N=25		11	14			

OBSERVATION SHEET FOR SECOND CYCLE/ Fourth Meeting

NAMA SEKOLAH : SMA Negeri 9 Makassar

MATA PELAJARAN : BAHASA INGGRIS

Waktu : / /2017

NO	KODE SISWA	KRITERIA				KET
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	
1	Std-01	√				
2	Std-02	√				
3	Std-03	√				
4	Std-04	√				
5	Std-05	√				
6	Std-06		√			
7	Std-07	√				
8	Std-08	√				
9	Std-09	√				
10	Std-10	√				
11	Std-11	√				
12	Std-12	√				
13	Std-13		√			
14	Std-14	√				
15	Std-15	√				
16	Std-16	√				
17	Std-17	√				
18	Std-18		√			

19	Std-19		√			
20	Std-20	√				
21	Std-21	√				
22	Std-22	√				
23	Std-23	√				
24	Std-24	√				
25	Std-25					
N=25		21	5			

OBSERVATION SHEET FOR SECOND CYCLE

$$P = \frac{F}{N \times 4} \times 100\%$$

APPENDIX G

No	Name	Listening Comprehensin			Mean Score
		D-test	Cycle 1	Cycle II	
1	Std-01	50	66	83	66.33
2	Std-02	33	50	66	49.66
3	Std-03	50	66	66	60.66

**THE RESULT OF THE STUDENTS' READING IN CYCLE I
OF SMA NEGERI 9 MAKASSAR**

4	Std-04	33	66	66	55
5	Std-05	66	66	83	71.66
6	Std-06	33	66	83	60.66
7	Std-07	66	50	83	66.33
8	Std-08	33	50	83	55.33
9	Std-09	50	50	83	61
10	Std-10	33	66	83	60.66
11	Std-11	50	66	83	66.33
12	Std-12	33	50	83	55.33
13	Std-13	66	50	66	60.66
14	Std-14	33	66	83	60.66
15	Std-15	50	50	83	61
16	Std-16	33	66	83	60.66
17	Std-17	50	66	83	66.33
18	Std-18	33	50	83	55.33
19	Std-19	66	50	83	66.33
20	Std-20	33	50	83	55.33
21	Std-21	66	66	83	71.66
22	Std-22	33	66	83	60.66
23	Std-23	50	66	66	60.66
24	Std-24	33	66	83	60.66
25	Std-25	66	66	83	71.66
Total Score		1142	1459	2069	
Mean Score		45.72	58.36	79.6	

THE MEAN SCORE IN CYCLE D-Test

➤ D-test

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{1142}{25} = 45.68$$

THE MEAN SCORE IN CYCLE I

➤ Cycle I

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{1459}{25} = 58.36$$

THE MEAN SCORE IN CYCLE II

➤ Cycle I

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{2069}{25} = 79.36$$

Note :

X : Mean Score

Σx : Total Score

N : Number of Student

CURRICULUM VITAE



ANDI NUR RAHMAH, She was born on November, 16th 1992 in Ujung Pandang from the marriage of parents Drs. Andi Muhammad Yunus and Dra. Nur Elyati. She is the first sister from four brother and sister. She entered elementary school at SDN Minasa Upa and graduated in 2005. Then she continued her study at SMPN 1 Makassar and graduated in 2008. When she finished her junior high school, she study at SMAN 9 Makassar and graduated in 20011. In the latest 2011, she continued her study at Muhammadiyah University of Makassar and she was admitted as a student of English department of The Teacher Training and Education Faculty.

