

**IMPROVING STUDENTS' LISTENING COMPREHENSION USING
CLOZE DICTATION TECHNIQUE**

**(A Pre-Experimental Research at the Tenth Grade of SMA Nurkarya
Tidung Makassar)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
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Degree of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

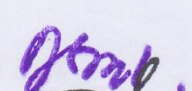
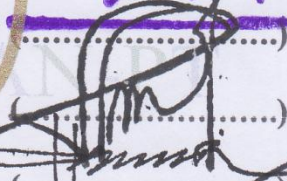
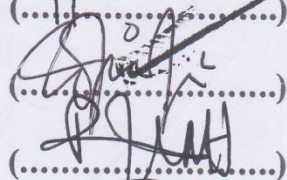
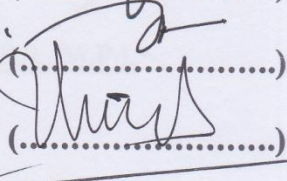


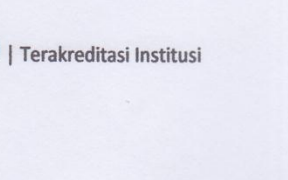
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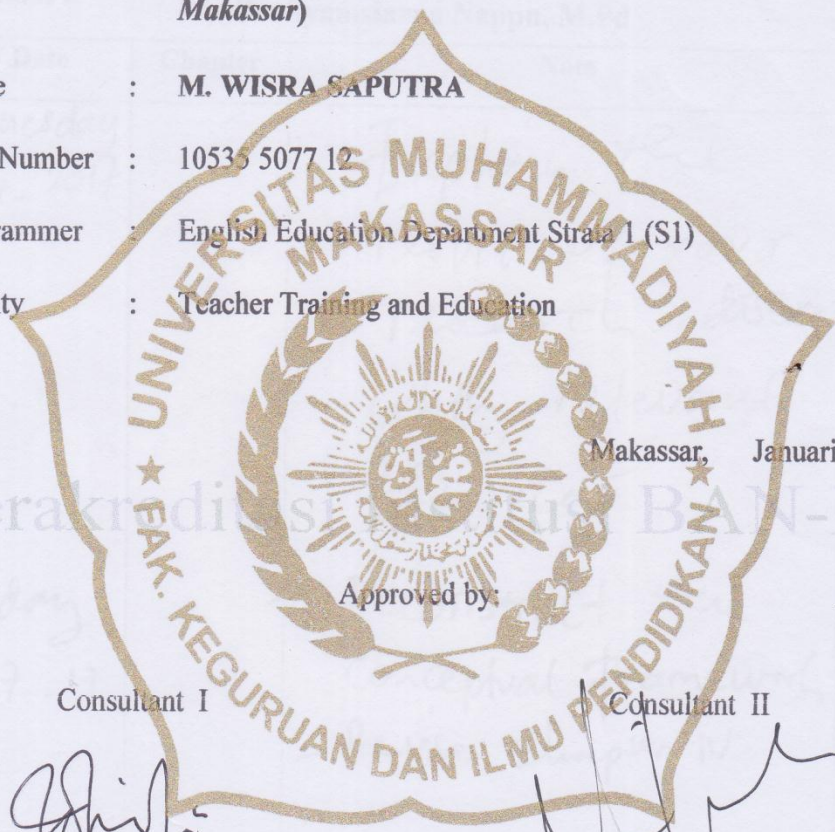
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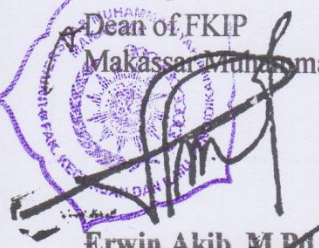
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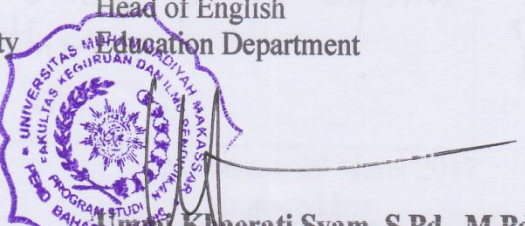
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MOTTO

Life is All About the Next Step

Karena sesungguhnya sesudah kesulitan itu ada kemudahan. Sesungguhnya sesudah kesulitan itu ada kemudahan

(Q.S 94:5-6)

This Thesis was dedicated to my beloved parents, my big family, my grandma, my classmates. Thanks for all support and pray.

ABSTRACT

M WISRA SAPUTRA. 2017. *Improving Students' Listening Comprehension Using Cloze Dictation Technique (A Pre-Experimental Research at the Tenth Grade of SMA Nurkarya Tidung)*, English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervisor by Syamsiarna Nappu and Yasser Mallapiang.

This research aimed at finding out the improvement of students' listening comprehension particularly in terms of accuracy of answer and general understanding in dialogue text using Cloze Dictation Technique at Tenth Grade students of SMA Nurkarya Tidung Makassar.

A Pre-experimental Design was employed with one group pre-test and post-test design. The population of this research was the Tenth Grade Students of SMA Nurkarya Tidung Makassar year 2016/2017. 25 students was selected as sample using Total Sampling Technique. The research had conducted ten meetings. The data were obtained through listening test.

The findings showed that Cloze Dictation Technique in terms of accuracy of answer was effective to improve students' listening comprehension. It was supported by the students' mean score in pre-test was 5,88 and it was improved to be 7.88 in post-test and the value of t-test was bigger rather than the value of t-table ($4.85 > 1.711$). And in terms of general understanding, also effective to improve students' listening comprehension. It was supported by the students' mean score in pre-test was 6.43 and it was improved into 7.98 in the post test. And the value of t-test was bigger rather than the value of t-table ($4.72 > 1.711$). Therefore, the Alternative Hypothesis was accepted and the Null hypothesis was rejected. Based on the result analysis, the researcher concluded that Cloze Dictation Technique improved students' listening comprehension.

Key Words: Listening Comprehension, Cloze Dictation Technique, Accuracy, General Understanding.

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Makassar, October 2017

The Researcher

M. WISRA SAPUTRA

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CHAPTER I

INTRODUCTION

A. Background

Learning English is very important for students. Why is English important? The answer is obvious. English has become an international language. Because of that in Indonesia, English is taught beginning in the elementary school in order that the students are familiar with English and can use to communicate in English well.

There are four skills taught in English subject namely: speaking, writing, reading and listening. Listening is the first language skill that an individual acquires in someone life and the one that use most for the rest of the life. Listening is the ability to identify and understand what others are saying. This is involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping the meaning (Howatt and Dakin in Saricoban (1999: 1). Listening starts at the pre-school period with the efforts of the individual on understanding what's happening around, the information of the universe containing the knowledge, feeling, thought of this era and the development of the basic mental structures (Arici and Sever in Acat (2016: 2).

In teaching listening, there are several techniques to increase the students' motivation, to pay attention, to improve students' listening comprehension. One

of them is to improve the students' ability by using cloze dictation in English class.

Cloze Dictation is teaching technique to know how far the students understand the text. It means that the students are given a written version of the text (along with the spoken version) where the written passage has certain portions left out. The students must listen to the spoken material and fill in the blanks in the written version. Other factors being equal, cloze dictation an esier task from the students' point of view though it takes more effort to prepare from the vantage point of the examiner. It is easier to perform because more sensory information is given concerning the massage a cloze written version and a complete spoken version. This technique is extremely useful for testing both reading and listening ability. It is challenging so the students get more vocabulary from learning words based on context.

In this case, the researcher used cloze dictation to improve students listening comprehension. The reason of researcher chose SMA Nurkarya Tidung Makassar as the place for the research because the researcher have been performed teaching in that school. And chose listening comprehension as a title based on the researcher personal experience when the researcher performed teaching in SMA Nurkarya Tidung Makassar. The researcher found that there were many students still difficult in recognizing the sound of words, the meaning, the content in English when hear the spoken version. This is indicate that the students ablitity in listening comprehension still low. Therefore, the researcher initiate to conduct a researche to improve the students listening comprehension by

using cloze dictation. The researcher realize that it is very important to know the level of students' skill in listening early through cloze dictation technique. Therefore, the researcher want to conduct a research entitled: *"Improving Students' Listening Comprehension Using Cloze Dictation Technique at Tenth Grade Students' of SMA Nurkarya Tidung Makassar."*

B. Problem Statements

Based on the background, the researcher formulates the problem statement in question form as follow:

1. Does the application of Cloze Dictation Technique improve students listening comprehension in terms of accuracy of answer in dialogue text at Tenth Grade Students of SMA Nurkarya Tidung Makassar?
2. Does the application of Cloze Dictation Technique improve students listening comprehension in terms of general understanding in dialogue text at Tenth Grade Students of SMA Nurkarya Tidung Makassar?

C. Objectives of the Research

Related to the problem statements, the objective of this research are to find out:

1. The application of Cloze Dictation Technique improves students' listening comprehension achievement especially in terms of accuracy of answer in dialogue text.
2. The application of Cloze Dictation Technique improves students' listening comprehension achievement especially in terms of general understanding in dialogue text.

D. Significance of the Research

The result of this research is expected to be useful, both theoretically and practically. Theoretically, this research would help teacher to give a new technique to the students in learn listening skill by using cloze dictation technique. Practically, this research is expected to help language teacher in assessing listening through a practical way such as cloze dictation, help the students to improve their listening comprehension, to understand about the meaning of the text, and also to be source of information for the next researcher who wants to have futher research on dictation

E. Scope of the Research

The scope of this reserach is the use of cloze dictation technique to increase listening comprehension at Tenth Grade Students of SMA Nurkarya Tidung Makassar achievement especially in terms of accuracy of answer and general understanding in dialogue text, where the students can fill the blank corretly according what the students hear from the audio and answer the questions to test whether the students understood what the students have listened or not.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Ratnawati (2013), in her thesis entitled *Improving Students' Listening Ability Using Cloze Dictation Technique (A Classroom Action Research at the Eight Grade Students of SMP Muhammadiyah Limbung Gowa)*, find out that using cloze dictation technique can improve the students listening comprehension and also improve students' participation in teaching and learning process. It is showed by the students mean score, in cycle I was 66.22 (fairly good) and become 73.83 (good) incycle II after applied the technique. The students' participation in teaching and learning listening also improved every meeting, where in the first meeting of cycle I was 60.79% and became 76.70% in the fourth meeting of cycle II.

Rasyid (2015), in her thesis entitled *Dictation as a Testing in Measuring the Students Listening Comprehension in Junior High School (A Descriptive Research in MTS Aisyiyah Sungguminasa)* found out that dictation can be used in measuring listening comprehension. The test showed that the mean of the test score is 60.35% .

Rezky (2011), in his thesis entitled *Improving the Students Listening Comprehension Through Dictogloss Strategy at the Eleventh Grade of SMK Muhammadiyah Tello Baru Makassar (A Classroom Action Research)*, found that

dictogloss strategy can improve students listening comprehension. It is showed by the data obtained from the test. The result of the students mean score in dialogue text in cycle I was 5.93 and 6.68 in cycle II. Meanwhile mean score in monologue text in cycle I was 5.84 and 6.76 in cycle II. It is showed that there was a significant different between cycle I and cycle II.

Ramadhani (2010), in her thesis entitled *Improving Students' Listening Comprehension Ability Through English Song (A Classroom Action Research at the Second Year of SMA Negeri 2 Sengkang)*, found out that there were the improvement of the students listening comprehension ability through english song and the students participation in teaching and learning process. It is showed by the data obtained from the test. The result of the students mean score in cycle I was 63.60 and it is improved in cycle II was 75.60. The students' participation also improved every meeting, where in the first meeting of cycle I was 27.27% and became 70.45% in the fourth meeting of cycle II.

Rahman (2015), in his thesis entitled *Dictation as a Testing Device of Listening: Analysis of Students' Error (The Case at the Seventh Grade Students of SMPN 17 Makassar)* found out that there are 877 errors made by the students of the seventh grade students at SMPN 17 Makassar. The highest percentage of incorrect answer made by students was 50%, while the lowest one was 6% and also found that there were 31 students' score above 51.66% at the seventh grade students' listening mastery was low.

Based on the related research findings, the researcher stated that there are similarities and differences between with the objectives and what the researcher wanted to investigate. They are similar in the case that the researcher use dictation technique and listening comprehension and the differences are some of the previous research, used dialogue, monologue, song and dictogloss strategy to measuring the students improvement in listening comprehension, and the previous researcher used Classroom Action Reseach (CAR), Experimental Research and Descriptive Research model whereas in the current study, the researcher used dialogue text and pre-experimental research model in conducting the research.

B. Some Partient Ideas

1. The Concept of Listening Comprehension

a. Definition of Listening

Listening is the first language skill that an individual acquires in someone life and the one that most use for the rest of the life. Listening starts at the pre-school period with the efforts of the individual on understanding what's happening around, the formation of the universe containing the knowledge, feeling, thought of this era and the development of the basic mental structures (Arici, Sever in Acat (2016: 2) and shows itself in almost all circumstances where learning may occur. In this regard, the time spent for improving listening skills will not be a waste of time (Petress in Acat (2016: 2). Considering the fact that students should listen the explanation of the teacher in order to understand the lectured topic, it is possible to say that there is a close relationship between academic success and listening skill.

According to Howatt and Dakinin Saricoban (1999: 1), Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously.

Comprehension is the speech reception at the syntactic, lexical, pragmatic, and discourse levels. Thus the last component is comprehension. It involves different steps. The first step is to establish the context. Real language happens within a communicative framework and the listener should know the framework to recreate the speaker's message. The second step is to activate related background knowledge and use it to predict the ideas the message may have. The third step is to anticipate the general content of the message. Skilled listening requires that listener look ahead in anticipation of what is coming. They are checking the received material as opposed to trying to make an unexpected and immediate interpretation. The fourth step is to sample the important meaning carrying components of the material. Listeners should expend more energy to understand material about unfamiliar topics and they rely more on linguistic clues to make up for their lack of background knowledge. The last step is to use the samples to confirm or reject the formerly made anticipations. When the samples are in line with listeners' anticipations, they accept them as being correct. When the samples do not comply with their anticipations, they should reconsider either their anticipation or the

material as they look for making the message meaningful (Kaspar in Ahmadi (2016: 8).

Rost and Hamouda in Gilakjani and Sabouri (2016: 1671) define listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues.

Nadig in Gilakjani and Sabouri (2016: 1671) define listening comprehension as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. According to Brown and Yule and Hamouda in Gilakjani and Sabouri (2016: 1671), listening comprehension is an individual understanding of what he has heard and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension.

Listening comprehension is the most forgotten skills in second language learning, because the listening was paid the least attention of the four language skills. This neglect gets the fact that the teachers do not spend more time on students' listening and look for ways of improving students' listening skills. Unfortunately, it is supposed that

listening comprehension is a passive activity, but on the contrary, it is an active process because people cannot develop oral skills if the speaker is not understood by the listener.

According to Kurita in Ahmadi (2016: 7) learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners' self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers.

From the explanation above, the researcher can conclude that listening comprehension refers to the understanding of what the listener has heard and it is listener ability to repeat the text, in fact the listener may repeat the sounds without real comprehension. .

b. Elements of Listening

According to Shockingawful (2017: 1) in iRubric, said that there are four elements of listening, namely:

1. Ability to Focus

Ability to focus means the capability of students or listeners in listening the material from the audio. Ability to focus define into two, focus on ears for listen the audio and focus on eyes for

read and match the text with the audio. Such as eyes may not be adapting well to the numerous distraction in a typical classroom and some noisy sound from the outside of classroom.

2. General Understanding

General understanding means that the students or listeners can understand about main idea of the content from the text. The listeners usually quick to understand the idea of the text. The listener can imagine to catch the general meaning of something they hear.

3. Listening for Details

Listening for details sometimes known as listening for the specific information. It involves understanding the task and focusing to catch certain information.

4. Accuracy of Answer

Accuracy of answer means the capability of students or listeners to answer the task with the correct answer. It is involves understanding the text and vocabulary to get the correct answer.

From the explanation above, the researcher used general understanding and accuracy of answer in measuring the improvement of students' listening comprehension using cloze dictation technique.

c. The Importance of Listening Comprehension

According to Chastain in Gilakjani and Sabouri (2016: 123), stated that the goal of listening comprehension is to comprehend the language at

normal speed in an automatic condition. Listening comprehension needs an intensive concentration and requires a fast understanding of what is said. To intensify listening comprehension, many factors have to be taken into consideration from listeners' part. Context, facial expressions and body gestures, for example, are some elements that the learner can benefit from in order to ease the interpretation of what is intended to be conveyed by the speaker.

Rost in Ziane (2012: 11), declare that listening comprehension is very important in foreign language instruction because of many reasons. One reason is that listening is a process by which we get input, and without understanding it learning cannot occur.

Referring to (Nunan in Ziane (2012: 11), listening comprehension is not an easy skill, but it is very complicated and very necessary process. It gets its importance from the important role it plays in constructing either first or second language acquisition.

d. Definition of Teaching Listening Comprehension

Comprehension is often considered to be the first-order goal of listening, the highest priority of the listener and sometimes the sole purpose of listening. Although the term listening comprehension is widely used to refer to all aspects of listening.

According to Rost in Ratnawati (2013: 19), comprehension is the process of relating language to concepts in one's memory and to reference

in the real world. Comprehension is the sense of understanding what the language used refers to in one's experiences or in the outside world. Complete comprehension then refers to the listener having clear concepts in memory for every referent used by the speaker.

The process of comprehending occurs in the treatments' process as the listener is attending to speech. A concrete starting point of discussing how comprehension takes place is the notion of "given" and "new" information. The term "new" refers to the status that the information is undefined by the listener. "Given" refers to the status that the information is already known by the listeners. Most fundamental aspect of comprehension is the integration of the information conveyed by the text with information and concepts already known by the listeners. In teaching listening there are main stages that we should construct. It is the same as we teach listening comprehension. According to Helgesen and Brown, in Ratnawati (2013: 21) They are:

- 1) Pre-listening

Pre-listening is the warming up activity before the students have the real listening tasks. Pre-listening is how we can help learners achieve the balance between the top-down and bottom-up processing. In many warming up activities, learners do task to activate their schemata. When learners use top-down and bottom-up processing, this is called interactive processing. Pre-listening activity is almost the same as brainstorming in reading or writing.

In real life it is unusual for people to listen to something without having some idea of what they are going to hear. Rees in his article at teachingenglish.org.uk explain that pre-listening task aim to deal with (1) Setting the context i.e. giving an idea about who is speaking, where and why. (2) Activating current knowledge i.e. asking questions related to the context. (3) Acquiring knowledge i.e. providing knowledge input to the students. (4) Activating vocabulary or language i.e. providing vocabulary that they may find in the context. (5) Cheking or understanding the listening tasks i.e. give students plenty of time to understand the main listening comprehension.

2) Listening tasks

There are three types of listening activities for beginners' level. they are listening for specific information, listening and in ferencing.

3) Post-listening

The range of post listening activities is at lest as wide as listening tasks themselves. At times, post listening maybe as simple as cheking the answer to comprehension questions, either by the teacher telling the learners what the correct answer are, by eliciting answer from the students themselve, or by having students compare their answers in pairs or small group.

e. General Principles in Teaching Listening Comprehension

According to Morley and Lawrence in Ahmadi (2016: 9), there are general principles for teaching listening comprehension. They are as follows:

1. Listening comprehension lessons should have definite goals and they should be clearly stated.
2. Listening comprehension lessons should be constructed with careful step by step planning. This suggests that listening activities move from the simple to the more complex ones; that the learners know what the activities are and are given directions as to “what to listen for, where to listen, when to listen, and how to listen.”
3. Listening comprehension structure should demand active overt student participant. That is, the most overt student participant includes his written answer to listening comprehension material and immediate feedback on performance helps keep learners’ interest and motivation.
4. Listening comprehension lessons should provide a communicative necessity for remembering to develop concentration. This necessity should come from the lesson. This is done by giving the learners the writing assignment before they listen to the material.
5. Listening comprehension lessons should emphasize conscious memory work. One of the objective of listening is to strengthen the learners’ immediate recall to increase their memory spans. It means that listening

is receiving, receiving needs thinking, and thinking needs memory; there is no way to separate listening, thinking, remembering.

6. Listening comprehension lessons should “teach” not “test.” It means that the goal of checking the learners’ responses should be viewed only as feedback, as a way of allowing the learners understand how they did and how they are progressing. There should be no pass/fail attitude related with the correction of the exercises.

f. The Types of the Listening Comprehension Material

Listening comprehension is generally regarded as the most difficult skill by most learners. Therefore, it is necessary for teachers to find some effective ways for the learners outside the classroom to improve their listening comprehension.

According to Abbot in Ratnawati (2013: 12), the types of listening material that the students want to listen are as follows:

1) Dialogue

Dialogue is focused conversation, engaged in intentionally with the goal of increasing understanding, addressing problems, and questioning thoughts or actions. It engages the heart as well as the mind. It is different from ordinary, everyday conversation, in that dialogue has a focus and a purpose.

a) Unscripted is spontaneous conversation and discussion between:

1. The teacher and other foreign language speakers

2. The learners and native English speaker and

3. Other foreign language speaker without the learner's participation.

b) Set scripted conversation for example dialogue in plays and films usually between native speakers.

c) Authentic dialogue

The advantages of authentic dialogue are probably mostly in the area of listening comprehension. By using authentic dialogues, learners are comforted with real life experiences in which they will have to function. By using these authentic dialogue, the teacher and focus on structures are used to express meaning. By having students focus on such areas discussion about, and practice appropriate types of openings do sure as well as other appropriate language (or in appropriate as case maybe) other, subtle issue may also be addressed by using authentic dialogues, for an advanced class, the manner which this is achieved in authentic dialogue as an example. Student could then model oral activities on the exchange and see how close they can come to producing the same effect (a very difficult tasks in indeed).

d) Scripted dialogue

Using scripted dialogue are probably most useful when a teacher is trying to focus on correct form. This is particularly

appropriate when working towards stimulating oral work. By using scripted dialogue, the teacher can steer the class towards the new or regaled language skill while keeping classes, where communication skill are generally the primary target of such and activity, the used of scripted dialogues allows the teacher concentrate on bare-bark structures without having to worry about confusing the students. The issue of shared knowledge does not need to be addressed, as well other linguistic subtleties (such as flaunting co-operative principles in order to express irony) and the teacher can use students knowledge of the class's ability to model to conversational flow.

2) Monologue

A monologue is a moment in a play, film, or novel, where a character speaks without being interrupted by any other characters. These speeches can be addressed to someone, or spoken to the actor's self or to the audience. Another type of this speech, especially in novels, is the interior monologue, where a character has a long bout of thinking personal thoughts, which are not interrupted by speech or actions. The monologue can act in a number of ways. It can forward the plot by signifying the character's intentions, it can reveal information about the character's thought processes, or it may simply serve to more fully flesh out a character.

In this research, the researcher took the dialogue text as the instrument of research.

2. The Concept of Cloze Dictation Technique

In the Longman Dictionary of Applied Linguistics in Kazazoglu (2012: 1338) 'dictation' is defined as a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down what they have heard as accurately as possible. Davis and Rinvoluceri in Kazazoglu (2012: 1338) defines dictation as decoding the sounds of English and recoding them in writing.

Nation in Kazazoglu (2012: 1339) considers dictation a valuable language-focused teaching and learning technique. The most common advantages are: dictation can help students to diagnose and correct grammatical errors; it ensures attentive listening and trains students to distinguish sounds; it helps to learn punctuation and develop aural comprehension.

Among the family of dictation procedures that have been used in a variety of ways as testing techniques are standard dictation, partial dictation/cloze dictation, dicto-comp, dictation with competing noise, and elicited imitation. At this time the researcher used cloze dictation technique to improve students comprehension in listening.

Cloze dictation sometimes known as partial dictation is a combination technique of dictation and the cloze procedure. In partial dictation, actually all the materials presented in an auditory version, and a part of it is also presented in printed form. The portions of the text are missing in the printed version are the criterion parts where the examinee must write what is heard though all of the material is presented in an auditory form, only part of it is really dictated for the learner to write down. The technique has a great deal of flexibility and may be done in such a way as to break up the text somewhat less the standard of dictation (Oller in Ratnawati (2013:6).

The researcher think that Cloze Dictation Technique suitable for the listening, because just like Oller said that, Partial Dictation, actually all materials presented in an auditory version, and a part of it is also presented in printed form. In an “auditory version” means the students will hear the audio, the students will listen the material. That's why the researcher used Cloze Dictation technique to improve students' listening comprehension.

a. The Benefit of Cloze Dictation Technique

Brown's book acclaiming the positive benefits of the beleaguered cloze dictation practice helped it become popular again. It was extensively used in tandem with the grammar-translation method which was popular in the United States until WWII as well as with the direct and reading methods. However, after World War II, school adopted the US army's new method for training translators and interpreter quickly, in less than one year, for the war effort, the method now known as the audio-lingual method. The

audio-lingual method stressed aural and oral skills by focusing on oral repetition. As the audio-lingual method became more popular in foreign language teaching during the 1960's. dictation as a teaching tool, considered "non-communicative", slipped out of favor once again it was resurrected as a testing tool, however, for evaluating overall language proficiency, which will be discussed in the next section.

In cloze dictation we have the most perfect combination of faculties and functions. There is the accurate tongue, speaking to the listening and discriminating ear; there is the reproductive hand, bringing back to the intelligent and critical eye that which the mind has heard by ear- all the faculties of perception, conception and expression are alert and in harmonious cooperation (Joynes in Ratnawati (2013: 7).

b. The Advantages of Using Cloze Dictation Technique in the Classroom

Contrary to essay writing which can be judged as too open ended, a dictation is right or wrong, therefore, it is an essay exercise for new instructors and it can give students a chance to know where they stand compare to the rest of the class. Among the list of 21 advantages offered by (Montalvan in Ratnawati (2013: 7).

- a) As students develop their aural comprehension of meaning and also of the relationship among segments of language, the students are learning grammar.

- b) Practice in careful listening to dictation will be useful later in note taking exercises.
- c) Correcting dictation can lead to oral communication.
- d) Dictation can serve as an excellent review exercise.
- e) Dictation is challenging
- f) Dictation fosters unconscious thinking in the new language
- g) If the students do well, dictation is motivating.
- h) Dictation involves the whole class, no matter how large it is
- i) During and after the dictation, all the students are active
- j) Dictation can be prepared for mixed ability groups.
- k) The dictation passage can (and should) be completely prepared in advance (it can be also be taped).
- l) Develops short term memory.
- m) Corrections can be done by students
- n) Can be prepared for any level.
- o) Dictation can be administered quite effectively by an inexperienced teacher.
- p) While dictating, the teacher can move about, giving individual attention.
- q) Dictation exercise can pull the class together, for example, during those valuable first minutes
- r) Dictation can provide access to interesting text, by introducing a topic, for example, or summarizing it, as in a dicto-comp.

- s) Dictation can help develop all four language skills in an integrative way
- t) Provides feedback for students as well as teachers
- u) Research has shown that learning to write down what listener hear can encourage the development of literacy.

c. Process of Cloze Dictation Technique in Listening Classroom

In this research, there are three stages of teaching learning process using cloze dictation (Hoelker in Ratnawati (2013: 10)).

1) Pre-Dictation

In the pre-dictation activity, the students must get the necessary background information they need to know what the topic is about. The researcher can help students get ready for the dictation by helping them understand something about the topic they'll be listening. They can also teach the vocabulary that may be unfamiliar to the students. Finally, the researcher should allow students to make some predictions about what the students hear during the dictation.

2) Whilst-Dictation

The researcher set some tasks the students must do whilst listening to cloze texts so they can filter out (or ignore) what is not important for their comprehension and write the texts down correctly. Remember, the filtering helps the students to concentrate

on comprehending the information that is useful in doing the comprehension tasks the researcher has set.

3) Post-Dictation

Finally, the researcher can present post-dictation activities. In these activities, the researcher gave the students a chance to check their comprehension of the speech in light of the purpose (or purposes) the researcher set up for the students.

C. Conceptual of Framework

The focus in this research was the application of cloze dictation in improving students listening comprehension for the students for the Tenth Grade of SMA Nurkarya Tidung Makassar. The researcher expected cloze dictation can improve the students listening comprehension. This reserach was aim to improve students listening comprehension by using cloze dictation technique in terms of accuracy of answer and general understanding in dialogue text.

The conceptual of framework of this research was illustrated as follows:

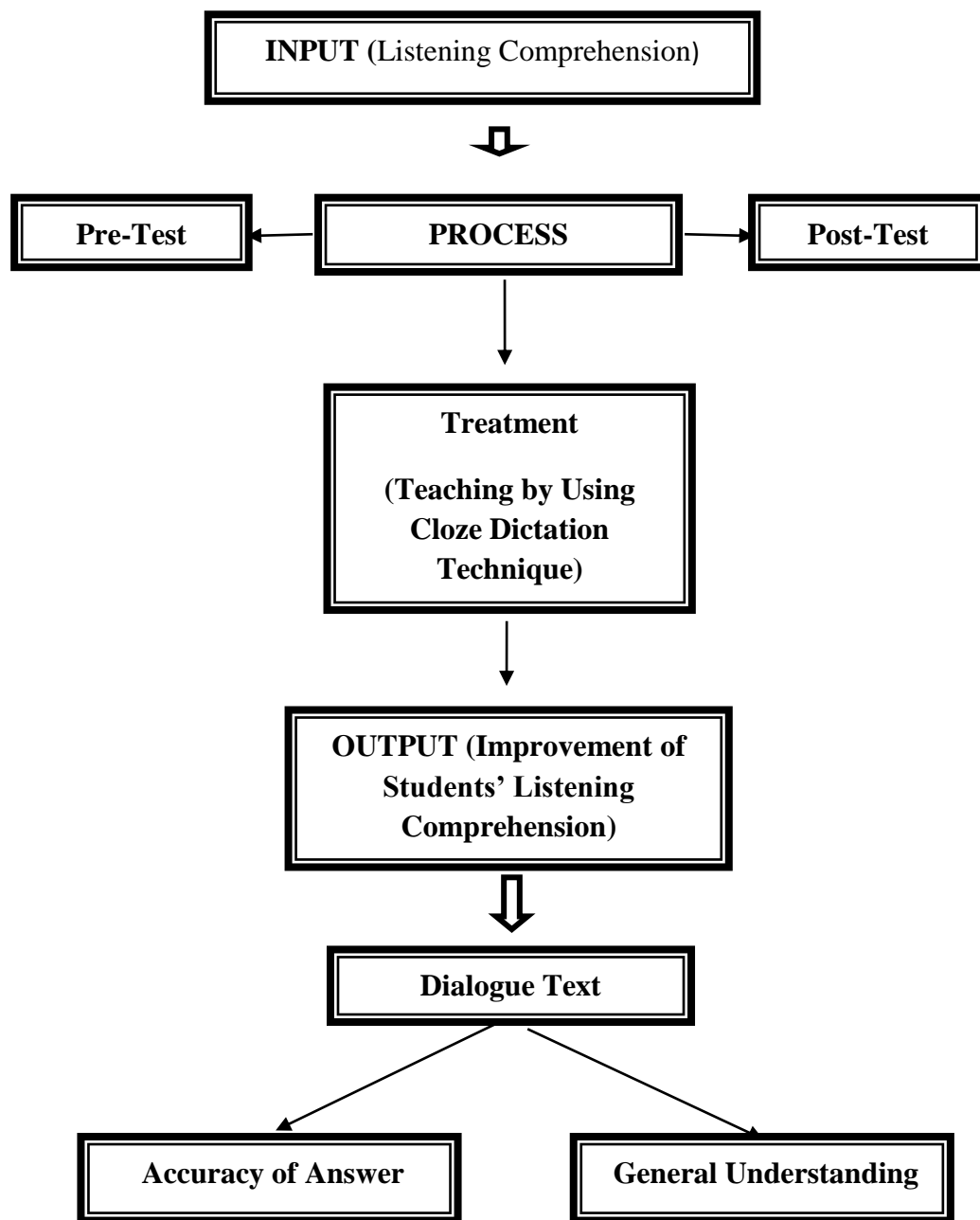


Figure 2.1 Conceptual Framework

This research focused on listening comprehension skill. The researcher used dialogue text as a task for the students to see their understanding and the information that they get from the text. In dictation, there are many aspects that

could be observed to get students understanding or comprehension, but the researcher took two aspects, namely the accuracy of answer and general understanding in dialogue text. Sometimes, students do not understand or still confused with sound of the word, the spelling of the word, so, the researcher took the accuracy of answer and general understanding as delegation to know the students understanding in listening comprehension by using cloze dictation technique in dialogue text. After cloze dictation technique had applied to students, output from this research was improvement listening comprehension of students.

D. Hypothesis

- a. Null Hypothesis (H₀): There is no significance different between the students listening comprehension applying cloze dictation technique.
- b. Alternative Hypothesis (H₁): There is significance different between the students listening comprehension applying cloze dictation technique.

CHAPTER III

RESEARCH METHOD

A. Research Design

The applied method in this research was Pre-Experimental Design with one group pre-test and post-test design, it consist of single class. the researcher gave pre-test, a treatment and post-test.

The research design present in the following table:

01	X	02
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(Emzir,2008: 96)

Where:

01 : Pre-test

X : The treatment by using cloze dictation

02 : Post-test

1. Pre-test

Before giving the treatment to the students, the researcher gave listening test to know the prior level of the students' listening comprehension. It was applied at the first meeting.

2. Treatment

The researcher gave treatment to the students for eight times. The researcher taught by using cloze dictation technique. The technique was used to improve students listening comprehension. In the treatment, the researcher focused on the improvement of students listening comprehension in terms of accuracy of answer and general understanding in dialogue text.

The procedures of the treatment as follows:

- a. The researcher gave the students a task paper of listening task contains incomplete script of dialogue according the audio.
- b. Then, the researcher explain the material to the students.
- c. Next, the students listened to the audio, the audio was play three times with pauses between them.
- d. The first listening, students just listened to the audio without taking notes.
- e. And, the second and third listening, students started taking notes based on their understanding or what they hear from the audio.
- f. After all students finished to fill the blank on the unfinished dialogue script, the researcher told to students to answer the question to know the students understanding about the text. after that check their answer.
- g. Finally, after all students finished to check their answer, the researcher and the students discussed the correct answer and

match with the students answer, so the students can know the students' capability in listening test.

3. Post-test

After giving the treatment, the researcher gave the listening test to determine the effectiveness of the method. The listening test was listened the audio to fill the blank on the dialogue script and answer the question to know students' understanding about the text. It applied at the last meeting.

B. Population and Sample

1. Population

The population of this research took from single class that is the Tenth Grade Students of SMA Nurkarya Tidung Makassar, where is the Tenth Grade consist with 25 students.

2. Sample

In this reserach the researcher used total sampling technique. Thus, the total numbers of sample in this research are 25 students.

C. Variables and Indicator

1. Variables

The variable of this research are dependent and independent. the dependent variable was students' listening comprehension and the independent variable was the implementation of cloze dictation technique.

2. Indicator

The indicator of listening comprehension focused on students accuracy of answer and general understanding in dialogue text.

D. Research Instrument

The instruments of this research was listening test. The test was fill the blank and answer the questions to test whether the students understood what they have listened or not. The researcher applied listening test by using cloze dictation technique in pre-test and post-test segment. The pre-test used to find out the students' prior level in listening comprehension, while the post-test was designed to find out the effectiveness and the significance of the treatment by using cloze dictation technique.

E. Procedure of Data Collection

In collecting data, the researcher used some procedures as follows:

1. Pre-test

The pre-test was given to find out how the students listening comprehension was they were treated before doing the treatment, In this case, the researcher asked the students to answer the listening comprehension test. in this test, the students were asked to listen a dialogue about *Confirming a Hotel Booking*, played on the laptop. While listen, the students were required to fill some of blank dialogue script spoken on the laptop to complete the dialogue made by the speakers. after complete the blank in dialogue, the students answer the questions to test whether the students understood what they have listened or not. The test run for 50 minutes.

After the test, the researcher checked the students' answer on the fill the blank and the question's answer. whether or not they had filled the blank with the correct words, and only the correct words to be choosed by the students were calculated as the data of this research for pre-test.

2. Treatment

After doing the pre-test, the students were given treatment by using cloze dictation technique. It tooks eight meeting in treatment and spent 2 hours in each meetings. In each meetings, the researcher used the different topic, the first meeting, the researcher gave topic to the students about *Buying a Shirts*, in second meeting the reseracher gave a topic about *Invitation for Dinner*. And the third, fourth, and fifth meeting a topic about *Asking Direction*, in the sixth meeting the researcher gave a topic about *Go to the Library*, for the seventh meeting, the reseracher gave a topic about *Buying a Ticket*, and the last meeting a topic about *Looking for Convenience*.

In each meetings, the reseracher used has the same procedure as follows:

- a. The researcher gave the students a task paper of listening task contains incomplete script of dialogue according the audio.
- b. Then, the researcher explain the material to the students.
- c. Next, the students listened to the audio, the audio was play three times with pauses between them.

- d. While listening to the dialogue from audio, the students wrote down words or phrases that they hear from the audio.
- e. The first listening, students just listened to the audio without taking notes.
- f. And, the second and third listening, students started taking notes based on their understanding or what they hear from the audio.
- g. After all students finished to fill the blank on the unfinished dialogue script, the researcher told to students to answer the question to know the students understanding about the text. after that check their answer.
- h. Finally, after all students finished to check their answer, the researcher and the students discussed the correct answer and match with the students answer, so the students can know the students' capability in listening test.

3. Post-test

As similar as pre-test, the researcher gave a post-test to find out the influence of treatment by comparing the result of the pre-test and post-test aimed to see the improvement of students' listening comprehension. , In this case, the researcher asked the students to answer the listening comprehension test. in this test, the students were asked to listen a dialogue about *Tourist information*, played on the laptop. While listen, the students were required to fill some of blank

dialogue script spoken on the laptop to complete the dialogue made by the speakers. after complete the blank in dialogue, the students answer the questions to test whether the students understood what they have listened or not. The test run for 50 minutes.

After the test, the researcher checked the students' answer on the fill the blank and the question's answer. whether or not they had filled the blank with the correct words, and only the correct words to be choosed by the students were calculated as the data of this research for post-test.

F. Procedure of Data Analysis

The data get through the test was analyzed by using the following steps:

1. Scoring the Student's Accuracy of Answer

The students listened a dialogue script on audio and complete the incomplete dialogue script.

Table 3.1. Table of Scoring Student's Accuracy of Answer

1	Area of Concern	The student's answer were mostly left out or unrelated to the information given
2	Needs Work	The student included a small amount of information, however, a lot was left out or was not accurate.
3	Good	Answer were mostly accurate and related to the information given, with a only a few errors.
4	Very Good	The content was always accurate and related to the information given

(Shockingawful, 2017: 1)

2. Scoring the Student's General Understanding

Table 3.2. Table of Scoring Student's General Understanding

1	Area of Concern	Student did not understand enough vocabulary or information to answer the questions
2	Needs Work	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions
3	Good	The student showed a good general understanding of the vocabulary and information, with most questions completed
4	Very Good	The students showed a very good general understanding of all vocabulary and information, completing all the questions.

(Shockingawful, 2017: 1)

3. To find out the students mean score the pre-test and post-test, the researcher applied the formula:

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

Where : X = mean score

N = The number of Students

$\sum x$ = Total score

(Gay , 1981: 298)

4. To find out the significant differences between the score of pre test and post test, the researcher used the following formula :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = t significant

D = the difference between the scores of pre-test and post-test

\bar{D} = the mean score of the difference between the score of pre-test and post-test

N = the number pairs of subject in the study

(Gay, 1981: 366)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answered the problem statement in the previous chapter and consisted of findings and discussion. Findings showed a description of results from the data that had been collected through listening comprehension tests in pre-test and post-test. It was described in graphic or chart or table form. Then, discussion was an explanation of findings but it still showed the result of the data. In this discussion, the researcher used their own words to explain it.

1. Findings

The findings of this research deal with the implementation of cloze dictation technique in improving students' listening comprehension which consists of the students' improvement in listening comprehension in dialogue text in terms of the accuracy of answer and general understanding in dialogue text.

1. The Improvement of Students' Listening Comprehension in Term of the Accuracy of Answer in Dialogue Text.

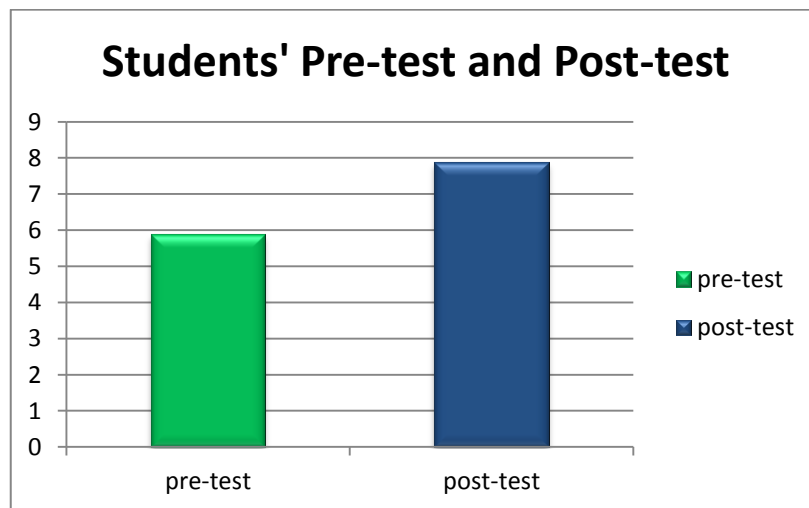
The finding of this research presents the result description of the research through the distribution score of pre-test and post-test in terms of accuracy of answer in dialogue text by using cloze dictation technique. It showed from mean score of the students in pre-test and post-test and also improvement percentage. It could be seen in the table below:

Table 4.1. The Students' Listening Comprehension Accuracy of Answer in Dialogue Text

No.	Indicator	Mean score		Improvement
		Pre-test	Post-test	
1.	Accuracy of answer	5.88	7.88	34.24%

Table 4.1 showed that the score of students in post-test improved after teaching listening comprehension in terms of the accuracy of answer by using cloze dictation technique. The mean score of the students in pre-test were 5.88 and post-test which to be 7.88.

The result of pre-test and post-test had improvement which was 34.24 %. The data showed that using cloze dictation technique could improve students' listening comprehension in terms of the accuracy of answer in dialogue text.



Graphic 4.1. The Mean Score and Improvement of the Students' Listening Comprehension in Terms of Accuracy of Answer in Dialogue Text

Graphic 4.1 showed that there was improvement of the students in listening comprehension in terms of the accuracy of answer from pre-test with the mean score was 5.88 to post-test with the mean score was 7.88 and the improvement of pre-test to post-test was 34.24%.

2. The Improvement of Students' Listening Comprehension in Term of General Understanding in Dialogue Text.

The finding of this research presents the result description of the research through the distribution score of pre-test and post-test in terms of general understanding in dialogue text by using cloze dictation technique. It showed from mean score of the students in pre-test and post-test and also improvement percentage. It could be seen in the table below:

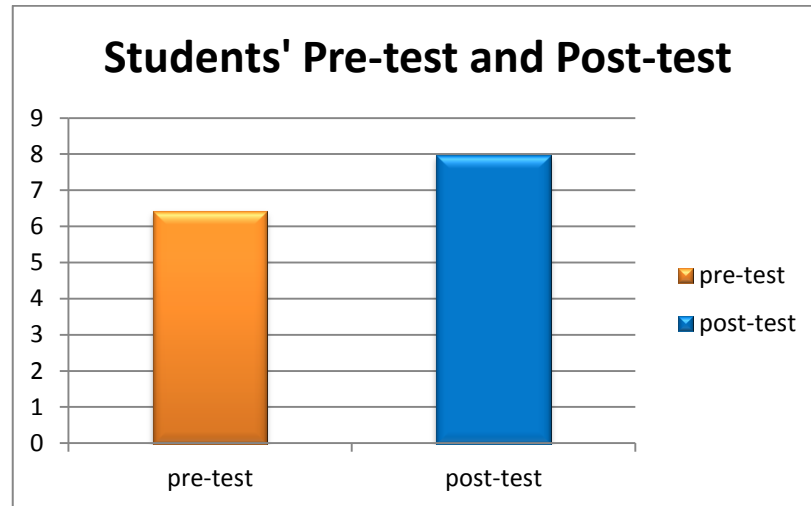
Table 4.2. The Students' Listening Comprehension on general Understanding in Dialogue Text

No.	Indicator	Mean score		Improvement
		Pre-test	Post-test	
1.	General Understanding	6.43	7.98	24.10%

Table 4.2 showed that the score of students in post-test improved after teaching listening comprehension in terms of the general understanding by using cloze dictation technique. The mean score of the students in pre-test were 6.43 and post-test which to be 7.98.

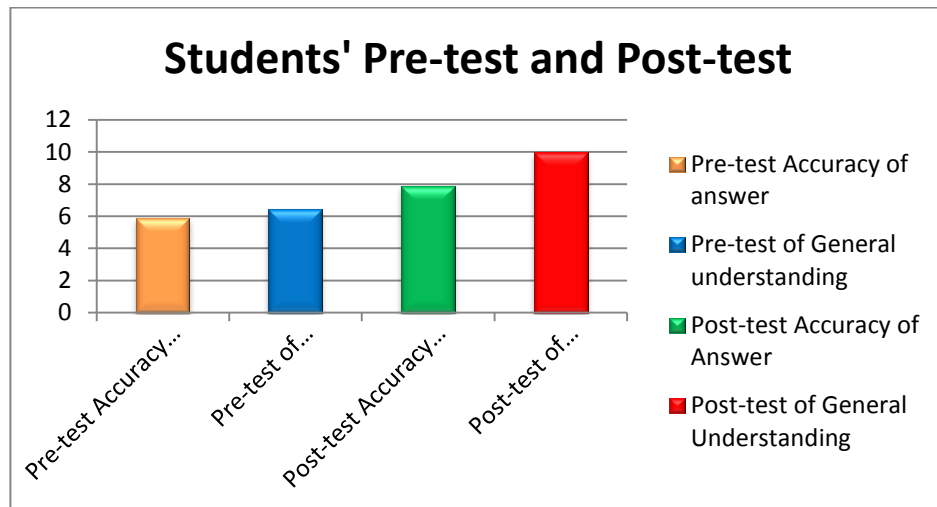
The result of pre-test and post-test had improvement which was 24.10 %. The data showed that using cloze dictation technique could improve students'

listening comprehension in terms of the general understanding in dialogue text.



Graphic 4.2. The Mean Score and Improvement of The Students' Listening Comprehension in Terms of General Understanding in Dialogue Text

Graphic 4.2 showed that there was improvement of the students in listening comprehension in terms of the general understanding from pre-test with the mean score was 6.43 to post-test with the mean score was 7.98 and the improvement of pre-test to post-test was 24.10%.



Graphic 4.3. The Result of Pre-test and Post-test in Term of Accuracy of Answer and General Understanding.

Graphic 4.3 showed that there was improvement of the students in listening comprehension in terms of accuracy of answer and general understanding from pre-test and post-test. It was also showed that the students low in accuracy of answer rather than finding the general understanding in dialogue text.

The results of the data analysis t-test of the students' listening comprehension in accuracy of answer and general understanding were shown in the table, below:

Table 4.3. T-test of the Students' Listening Comprehension

No.	Components	t-Test Value	t-Table Value	Description
1.	Accuracy of Answer	4.85	1.711	Significance
2.	General Understanding	4.72	1.711	Significance

The table shows that t-test value of accuracy of answer was greater than t-table value ($4.85 > 1.711$) and also t-test value of general understanding was

greater than t-table value ($4.72 > 1.711$). It meant that there was significance difference between the students' listening comprehension before and after the researcher used inference strategy in listening comprehension to the Tenth Grade Students of SMA Nurkarya Tidung Makassar. It was show that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was rejected.

2. Discussion

The description of data collected from listening comprehension in terms of the accuracy of answer and general understanding in dialogue text as explanation in the previous section showed that the students' listening comprehension in term of accuracy of answer and general understanding in dialogue text in listening was improved. It was supported by mean score and percentage of the students' pre-test and post-test result. Based on the finding above, the using cloze dictation technique made students had mean score that was higher in listening comprehension than before they knowed cloze dictation technique

1. The Improvement of Students' Listening Comprehension in Terms of Accuracy of Answer in Dialogue Text.

Listening comprehension in terms of accuracy of answer in dialogue text was about the skill to recognized and chose the correct word as answer in dialogue text, it could develop it based on the topic that had given from the researcher and also it was suitable for students' needs and wants. It was happened if we had more interested so the speakers understandabled and got information from it. Vocabulary was very important aspect in listening so it should be good unity and completeness.

Pre-test was given before the treatment to know the students prior level in listening comprehension. In pre-test, the students had to fill the blank in the dialogue script by discriminating the sounds in choosing the correct words in dialogue text. In discriminating the sound through cloze dictation, the students felt difficult to choose the options because their background knowledge was limited. Most of their answer were false.

Some students choose the wrong word to complete the text because the sound of the word almost same with the correct word. Some even choose according what they hear. For example of students answer;

.....*I was **excepting** an email but I have not received anything.*

Excepting was the wrong word, the correct word was **expecting**. Two different words and sound students still confused to choose the correct word.

.....*two double rooms for the **knights** of 23rd to the 29th July...*

Knights was a wrong word, the correct word was **nights**. Knight: /nait/ and naight: /nait/. Two word has the same sound but different meaning.

The last mistake was students choose the word according what they hear.

.....*well, I wanted to know if you did **vejetarian** food for the evening meal...*

Some students choose vejetarian rather than **vegetarian**, it was happen because the word not familiar to students and did not know how to spell the word. It was happend because there was interference occurs across a learner's native language and the target language. According to Brown in Solati (2014: 38), interlingual transfer is significant source of errors for all

learners. In the beginning stages of learning a second language, learners usually make interlingual errors, because of transfer of L1 onto L2. Richard in Solati (2014: 38), mentions that the interference from the mother tongue is clearly a major source of difficulty in second-language learning.

In terms of accuracy of answer in dialogue in pre-test, the students were did not know how to choose the correct word in dialogue, because the students still confused with the sound of words that the speakers say and also because the students were lack of vocabularies that related to the topic were given and did not understand the meaning about the speakers talk in the conversation. So, it made the students have the mistakes in spelling error. It just like what Kuritain Ahmadi (2016: 7) said, that learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. It could be seen in Table 4.1 that the students' listening comprehension achievement in pre-test is mean score was fair, it was 5.88. thus the result it means that the students listening comprehension in pre-test was categorized fair.

In the treatment at the first meeting, the researcher actually found that most of students got problem in listening comprehension because most of them still lack in finding and discriminating the sound between one word with other words especially with unfamiliar word for students. Many of them still made incorrect answer. In the second and the third meeting, the students still made mistake, they still confused with the sound. but they did not give up, and paid attention with the researcher explanation. In the fourth

meeting until the last meeting, they tried to finding and understanding the recognized the differences sound between one word and other words especially with unfamiliar word in dialogue text and also pay attention to the explanation that given by the researcher to them at the end of meeting.

In the post-test, the students' listening comprehension was improved. The capability to discriminating the sound was improved. The students can understand what the speakers say and choose the correct word in spoken text to fill the blank. In this case, the students not only able to discriminate the sound but also students got more vocabularies from the text given because in every meeting, the researcher gave a dialogue text as the task, so, they were more challenging to finish the cloze dictation and could be fun to improve their listening comprehension. The students achievement in post-test was improved to become 7.88. It was higher score than pre-test score. The improvement percentage showed 34.24 %. This means, the students' listening comprehension in terms of accuracy of answer in dialogue was improved after being exposed to treatment namely cloze dictation technique. Just like what Lightfoot in Tere (2012: 42) said, that the dictation exercise are very important, particularly for developing the children's awareness of phonic sound, and contrary to the popular view of dictation, it can be a lot of fun.

2. The Improvement of Students' Listening Comprehension in Terms of General Understanding in Dialogue Text.

Listening comprehension in terms of general understanding was about the capability of students to understand the text. The test was given to know

whether the students understood what they have listened or not. Vocabulary also one aspect to know the meaning of the questions and the text so the students can answer the questions correctly.

In pre-test, many students confused about answering the question because did not completely understand about the dialogue text. Because lack of vocabulary, there are many uncorrect answer and some question was did not answer the question. That's why the score of pre-test was 6.43 (fair). In the treatment, first and second meeting, the students still confused for looking the correct answer from the text because the students lack of vocabulary. In the third, fourth until last meeting in treatment, the students try and learn to find the answer from the text, even they still made a mistake in answering the questions. In post test, the students showed their improvement, the students able to find the answer of the questions even there are some students still made a mistake in answering the questions. The result of the post-test was 7.98 (good).

In Table 4.2. the students achievement in post-test was improved to become 7.98. It was higher score than pre-test score. The improvement percentage showed 24.10 %. This means, the students' listening comprehension in terms of general understanding in dialogue was improved after being exposed to treatment namely cloze dictation technique.

Using cloze dictation technique can improve students' listening comprehension especially listening comprehension in terms of accuracy of answer and general understanding. This is similar with the findings of

Alexa's research (2012). She find out that listening comprehension in terms of identifying main idea was improved from 66.67 in pre-test become 77.50 in post-test, and also improve in terms of listening for details, where the pre-test was 61.67 become 69.17 in post-test. From that result, she conclude that cloze dictation technique can improve students listening comprehension. That is just like what kazazoglu (2012: 1345) said that, dictation is considered as one of the technique used in mainly to develop listening skills.

Based on the result of the t-test, the researcher found that there were significant difference between the result of the pre-test and post-test. It means that there was significant difference of the pre-test before and after teaching and learning processed by using cloze dictation technique. Thus, by using cloze dictation technique can be improved students' listening comprehension especially listening comprehension in terms of accuracy of answer and general understanding in dialogue text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

As has been stated on the previous chapter, the present research investigated the use of cloze dictation to improve students' listening comprehension in accuracy of answer and general understanding. The research employed pre-experimental design in SMA Nurkarya Tidung. Therefore, the findings and discussion in the previous chapter, the researcher concluded that:

1. The application of Cloze Dictation Technique improve students' listening comprehension in terms of accuracy of answer in dialogue text. The improvement was significant in mean score of pre-test was 5.88 and mean score of post-test was 7.88. Looking of mean score pre-test and post-test so the improvement percentage of students was 34.24 % and t-test analysis of content was 4.85, it was higher than t-table ($4.85 > 1.711$).
2. The application of Cloze Dictation Technique improve students' listening comprehension in terms of general understanding. The improvement significant in mean score of pre-test was 6.43 and mean score of post-test was 7.98. Looking of mean score pre-test and post-test so the improvement percentage of students was 24.10 % and t-test analysis of content was 4.72, it was higher than t-table ($4.72 > 1.711$).

B. SUGGESTIONS

The suggestion consisted of meaning could apply practically and accepted usefully. Suggestions consisted also researchers' recommendation and expectation related to the research that has done. Suggestions of this research could be seen in the belows:

1. The Tenth Grade Students of SMA Nurkarya Tidung Makassar are suggest to do more practice in listening comprehension to improve their abilities and increase their vocabulary.
2. For English Teacher at SMA Nurkarya Tidung Makassar is extremely suggest to delivery teaching and learning in a more interesting way, particulary in using technique and method in accordance with the students'level in listening comprehension.
3. And for the further researcher, they should develop this research findings to investigate the listening comprehension issues in any level of students, especially senior high school level and use this thesis as an additional reference.

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APPENDIX 1 : QUESTIONS IN PRE-TEST

Dialogues / Conversation

Fill in the blanks with the correct word or phrase based on the audio you have heard !and asnwer the questions below!

Situation : a telephone conversation between a hotel receptionist and a person trying to make a booking. The line is bad but the receptionist has the telephone skills to deal with this problem.

Available	Ring in	Repeted	Someone	Impossible
Sure name	Reservetion	Sistem	Unavailable	Knights
Ringin	Expecting	Nights	Reservation	Somewan
Possible	System	Surname	Excepting	Vejetarian
Vegetarian	Repeating			

CONFIRMING A HOTEL BOOKING

Receptionist : Good afternoon, Orion Hotel, how may I help you?

Customer : I'm _____ (1) to confirm a booking I made a week ago. I was _____(2) an email but I haven't received anything.

Receptionist : I'm sorry, the line is rather bad, would you mind _____(3) that, please?

Customer : Yes, I made a reservation on your website under the name of Coutts. George Coutts.

Receptionist : Could you spell your _____(4) for me, please?

Customer : Yes, that's C-O-U-T-T-S

Receptionist : And when was the _____(5) for?

Customer : July 23rd to the 29th

Receptionist : Sorry, did you say the 21st?

Customer : No, the 23rd

Receptionist : Let me just check if we have your details on the _____(6). Ah... yes,

here we are.

Customer : I put down one double and one single room, but I wonder if I could change that.

Receptionist : I'm terribly sorry I didn't quite catch that. Would you mind speaking up a little?

Customer : Yes, I wanted to change the number of rooms. Is it _____(7) to have two doubles instead of a single and a double?

Receptionist : Let's see...oh hold on a moment. I've got _____(8) on the other line. (*Speaks to other customer*) yeah, yeah...would you mind if I rang you back. I'm just dealing with a reservation. thanks.

Customer : Sorry?

Receptionist : Yes, sorry about that Mr. Coutts, I'm just getting your booking details up now. Yes, we do have another double _____(9) for those nights. Was there anything else?

Customer : Well, I wanted to know if you did _____(10) food for the evening meal. It wasn't clear from the website.

Receptionist : Yes, we do, but by prior arrangement. But now you've requested it, I'll put that down in the booking. how many people was that for?

Customer : Just myself

Receptionist : Very good. Anything else?

Customer : Well, we've got a very early return flight on the 30th, so we'll need an alarm call at about 5.30, I should think.

Receptionist : No problem sir, I'll arrange that now. Was that all?

Customer : I think so

Receptionist : So you'd like two double rooms for the _____(11) of 23rd to the 29th July inclusive, vegetarian provision for one and an early morning call on your departure. Is that correct?

Customer : That's right

Receptionist : If we can help with anything else, just give us a ring. We look forward to

seeing you in July.

(source: <http://britishcouncil.org>)

QUESTIONS

1. What is the dialogue talk about?
2. What is the main idea of this conversation?
3. Who is do the confirming hotel?
4. Who is pick up the telephone?
5. Where Mr. Scoutt will staying for a weak?
6. When Mr. Scoutt will come to Orion Hotel?
7. What he order as an evening meal?
8. Why he need an alarm call in 5.30 am?
9. When he will leave the hotel?
10. How many peaple order a vegetarian food?

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Nurkarya Tidung Makassar
Mata Pelajaran : Bhs Inggris
kelas/ Semester : X/1
Pertemuan : Pertama
Alokasi Waktu : 2x45 menit

A. Standar Kompetensi : Listening

7. Memahami makna dalam wacana yang sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar :

7.1. Merespon makna dalam wacana yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan diterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur.

C. Indikator :

1. General understanding
2. Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding and accuracy of answer dalam dialogue text, dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar :

Pre-Test

Dialogues / Conversation

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8. Why he need an alarm call in 5.30 am?
9. When he will leave the hotel?
10. How many peaple order a vegetarian food?

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
<p>a. Kegiatan Awal</p> <ul style="list-style-type: none"> • Motivasi and apersepsi • Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka dengarkan. • Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	15 menit
<p>b. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru memberikan kepada setiap siswa teks monolog dan dialog untuk mereka dengarkan, kemudian siswa mencocokkan kalimat yang rumpang dengan kata yang telah disediakan. • Guru meminta siswa untuk melengkapi “fill in blank” dari teks dialog yang disediakan. • Guru meminta siswa untuk menentukan accuracy of answer and general understanding dalam teks dialog. • Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan • Guru membantu siswa dalam proses pembelajaran khususnya cloze dictation. 	2x70 menit
<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya • Menyimpulkan materi 	15 menit

H. Sumber/bahan/Alat Ajar:

- Internet
- Buku Bahasa Inggris Look Ahead 1
- Audio Kaset/CD
- Speaker
- Laptop
- Script dari internet dan buku Look Ahead 1

I. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

5. Scoring the Student's Accuracy of Answer

The students listened a dialogue script on audio and complete the incomplete dialogue script.

1	Area of Concern	The student's answer were mostly left out or unrelated to the information given
2	Needs Work	The student included a small amount of information, however, a lot was left out or was not accurate.
3	Good	Answer were mostly accurate and related to the information given, with a only a few errors.
4	Very Good	The content was always accurate and related to the information given

(Shockingawful, 2017: 1)

6. Scoring the Student's General Understanding

1	Area of Concern	Student did not understand enough vocabulary or information to answer the questions
2	Needs Work	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the

		questions
3	Good	The student showed a good general understanding of the vocabulary and information, with most questions completed
4	Very Good	The students showed a very good general understanding of all vocabulary and information, completing all the questions.

(Shockingawful, 2017: 1)

Makassar, Februari 2017
Mahasiswa

M Wisra Saputra

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Nurkarya Tidung Makassar
Mata Pelajaran : Bhs Inggris
kelas/ Semester : X/1
Pertemuan : Ke dua
Alokasi Waktu : 2x45 menit

A. Standar Kompetensi : Listening

7. Memahami makna dalam wacana yang sangat sederhana untuk berinteraksi dengan lingkungan terdekat

B. Kompetensi Dasar :

7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan

C. Indikator :

1. General understanding
2. Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding and accuracy of answer dalam dialogue text, dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar :

Dialogue

Fill in the blanks with the correct word or phrase based on the audio you have heard !and answer the questions below!

Sale	30 dollars	Similar
Cost	Different	May

Buying Shirt

- Man : Excuse me
Woman : Hello sir. _____(1)I help you?
Man : Yes, Can I see that shirt on the top shelf please?
Woman : Sure, here it is
Man : How much does it _____(2)?
Woman : 50 dollars
Man : 50 dollras. That too much
Woman : How about this one? It's on _____(3) for only 35 dollars.
Man : I don't like that one
Woman : How about the one next to the black sloves? it's very
_____(4) to the
one you like.
Man : That's nice. How much is it?
Woman : _____(5)
Man : That'll be fine
Woman : Is this color ok, or would you like a _____(6) color?
Man : The blue one's fine
Woman : Do you need any more of these shirts?
Man : Yes
Woman : How many do you want?
Man : I'll take two more, a red one and a white one.

QUESTIONS

1. Who is the character of this conversation?
2. Who is want to buy a shirts?
3. What is asking the man about the colour he likes?
4. Where is the position about the cheaps' shirt?
5. Where this conversation happen?
6. When this conversation happen?

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
a. Kegiatan Awal <ul style="list-style-type: none">• Motivasi and apersepsi• Guru membantu siswa untuk menyiapkan diri	15 menit

<p>mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka dengarkan.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	
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1	Area of Concern	Student did not understand enough vocabulary or information to answer the questions
2	Needs Work	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions
3	Good	The student showed a good general understanding of the vocabulary and information, with most questions completed
4	Very Good	The students showed a very good general understanding of all vocabulary and information, completing all the questions.

(Shockingawful, 2017: 1)

Makassar, Februari 2017
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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Nurkarya Tidung Makassar
Mata Pelajaran : Bhs Inggris
kelas/ Semester : X/1
Pertemuan : Ke tiga
Alokasi Waktu : 2x45 menit

A. Standar Kompetensi : Listening

7. Memahami makna dalam wacana yang sangat sederhana untuk berinteraksi dengan lingkungan terdekat

B. Kompetensi Dasar :

7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan

C. Indikator :

1. General understanding
2. Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding dan accuracy of answer dalam dialogue text dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar :

DIALOGUE

Fill in the blanks with the correct word or phrase based on the audio you have heard !and answer the questions below!

Korean	Dinner	9:00 pm	Today
Italian	Want	Tomorrow	Place

Invitation for Dinner

- John : Jennifer, would you like to have _____(1) with me?
 Jennifer : Yes, That would be nice. When do you _____(2) to go?
 John : Is today ok?
 Jennifer : Sorry, I can't go _____(3).
 John : How about _____(4) night?
 Jennifer : Ok. What time?
 John : Is _____(5) all right?
 Jennifer : I think that's too late
 John : Is 6:00 pm ok?
 Jennifer : Yes, that's good. Where would you like to go?
 John : The _____(6) restaurant on 5th street.
 Jennifer : Oh, I don't like that restaurant. I don't want to go there.
 John : How about the _____(7) restaurant next to it?
 Jennifer : Ok. I like that _____(8)

QUESTIONS

1. Who is the character of this conversation?
2. Who is asking for dinner?
3. Who is rejected the invitation of asking dinner today?
4. Where is the restaurant that girl dislike?
5. Where is the restaurant that they will go?
6. When they will have a dinner?

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
a. Kegiatan Awal <ul style="list-style-type: none"> • Motivasi and apersepsi • Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka dengarkan. • Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	15 menit

<p>b. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru memberikan kepada setiap siswa teks monolog dan dialog untuk mereka dengarkan, kemudian siswa mencocokkan kalimat yang rumpang dengan kata yang telah disediakan. • Guru meminta siswa untuk melengkapi “fill in blank” dari teks dialog yang disediakan. • Guru meminta siswa untuk menentukan accuracy of answer and general understanding dalam dialog. • Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan • Guru membantu siswa dalam proses pembelajaran khususnya cloze dictation. 	2x70 menit
<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya • Menyimpulkan materi 	15 menit

I. Sumber/bahan/Alat Ajar:

- Internet
- Buku Bahasa Inggris Look Ahead 1
- Audio Kaset/CD
- Speaker
- Laptop
- Script dari internet dan buku Look Ahead 1

J. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

1. Scoring the Student’s Accuracy of Answer

The students listened a dialogue script on audio and complete the incomplete dialogue script.

1	Area of Concern	The student’s answer were mostly left out or unrelated to the information given
2	Needs Work	The student included a small amount of information, however, a lot was left out or

		was not accurate.
3	Good	Answer were mostly accurate and related to the information given, with a only a few errors.
4	Very Good	The content was always accurate and related to the information given

(Shockingawful, 2017: 1)

2. Scoring the Student's General Understanding

1	Area of Concern	Student did not understand enough vocabulary or information to answer the questions
2	Needs Work	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions
3	Good	The student showed a good general understanding of the vocabulary and information, with most questions completed
4	Very Good	The students showed a very good general understanding of all vocabulary and information, completing all the questions.

(Shockingawful, 2017: 1)

Makassar, Februari 2017
Mahasiswa

M Wisra Saputra

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Nurkarya Tidung Makassar
Mata Pelajaran : Bhs Inggris
kelas/ Semester : X/1
Pertemuan : ke empat
Alokasi Waktu : 2x45 menit

A. Standar Kompetensi : Listening

8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk

narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar :

8.1. Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana

(misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.

C. Indikator :

1. General understanding
2. Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding dan accuracy of answer dalam dialogue text, dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar : Dialogue

Fill in the blanks with the correct word or phrase based on the audio you have heard !and answer the questions below!

Store	Looking	Restroom	Across	Over
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Asking Direction

Amy : Hi Michael

Michael : Hi Amy. What's up?
 Amy : I'm _____ (1) for the airport. Can you tell me how to get there?
 Michael : No, sorry. I don't know
 Amy : I think I can take subway to the airport. Do you know where the subway is?
 Michael : Sure, It's _____ (2) there
 Amy : Where? I don't see it
 Michael : _____ (3) the street
 Amy : Oh, I see it now. thanks
 Michael : No problem
 Amy : Do you know if there's a _____ (4) around here?
 Michael : Yes, there's one here. It's in the _____ (5).
 Amy : thank you
 Michael : Bye
 Amy : Bye

QUESTIONS

1. Who is the character in the conversation?
2. Who is asking direction?
3. Who is want to go to airport?
4. When this conversation happen?
5. Where she will get rest?
6. Where is the subway is?

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
a. Kegiatan Awal <ul style="list-style-type: none"> • Motivasi and apersepsi • Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka dengarkan. • Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	15 menit
b. Kegiatan Inti <ul style="list-style-type: none"> • Guru memberikan kepada setiap siswa teks monolog dan dialog untuk mereka dengarkan, kemudian siswa mencocokkan kalimat yang rumpang dengan kata yang telah disediakan. • Guru meminta siswa untuk melengkapi "fill in 	2x70 menit

<p>blank” dari teks dialog yang disediakan.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk menentukan accuracy of answer and general understanding dalam dialog Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan • Guru membantu siswa dalam proses pembelajaran khususnya cloze dictation. 	
<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya • Menyimpulkan materi 	15 menit

H. Sumber/bahan/Alat Ajar:

- Internet
- Buku Bahasa Inggris Look Ahead 1
- Audio Kaset/CD
- Speaker
- Laptop
- Script dari internet dan buku Look Ahead 1

I. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

1. Scoring the Student’s Accuracy of Answer

The students listened a dialogue script on audio and complete the incomplete dialogue script.

1	Area of Concern	The student’s answer were mostly left out or unrelated to the information given
2	Needs Work	The student included a small amount of information, however, a lot was left out or was not accurate.
3	Good	Answer were mostly accurate and related to the information given, with a only a few errors.
4	Very Good	The content was always accurate and

		related to the information given
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(Shockingawful, 2017: 1)

2. Scoring the Student's General Understanding

1	Area of Concern	Student did not understand enough vocabulary or information to answer the questions
2	Needs Work	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions
3	Good	The student showed a good general understanding of the vocabulary and information, with most questions completed
4	Very Good	The students showed a very good general understanding of all vocabulary and information, completing all the questions.

(Shockingawful, 2017: 1)

Makassar, Februari 2017
Mahasiswa

M Wisra Saputra

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Nurkarya Tidung Makassar
Mata Pelajaran : Bhs Inggris
kelas/ Semester : X/1
Pertemuan : Ke lima
Alokasi Waktu : 2x45 menit

A. Standar Kompetensi : Listening

8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk

narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar :

8.1. Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana

(misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari.

C. Indikator :

1. General understanding
2. Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding and accuracy of answer dalam dialogue text, dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar :

Dialogue

Fill in the blanks with the correct word or phrase based on the audio you have heard !and asnwer the questions below!

Trouble	Been	Train	Moved
Way	Double	Straight	Ahead
Library	Correct	Across	Catch

Conversation on asking for directions

- William** : Excuse me, I am sorry to you, but could you tell me how I can get to the station?
- Kate** : Yes no problem, it's that Keeping walking ahead then after you pass the you have to turn left. then take your first right and it's from the bus station. You cannot miss it!
- William** : Thank you so much! I have onlyin Manchester for 2 days, so I don't know how to get anywhere yet.
- Kate** : Oh, I know that feeling. Me and my husband here a 6 months ago, and I still don't know how to find certain places! Manchester is so big.
- William** : So just to check Keep walking straight till I pass the library, then I have to turn left and take the first right. Then it's across the bus station. Is that?
- Kate** : Yes, that is correct.
- William** : Well thanks for helping me. I must go and my train, hopefully I haven't miss it!
- Kate** : OK, bye.

Questions

1. Who is the character of this dialogue?
2. Who is asking the direction?
3. Who is show the way to go to train station?
4. When William arrived in Manchester?
5. Where this conversation happen?
6. When Kate and her husband live in Manchester?

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
a. Kegiatan Awal <ul style="list-style-type: none"> • Motivasi and apersepsi • Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka 	15 menit

<p>mengerti mengenai topik yang akan mereka dengarkan.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	
<p>b. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru memberikan kepada setiap siswa teks monolog dan dialog untuk mereka dengarkan, kemudian siswa mencocokkan kalimat yang rumpang dengan kata yang telah disediakan. • Guru meminta siswa untuk melengkapi “fill in blank” dari teks dialog yang disediakan. • Guru meminta siswa untuk menentukan accuracy of answer and general understanding dalam dialog. • Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan • Guru membantu siswa dalam proses pembelajaran khususnya cloze dictation. 	2x70 menit
<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya • Menyimpulkan materi 	15 menit

H. Sumber/bahan/Alat Ajar:

- Internet
- Buku Bahasa Inggris Look Ahead 1
- Audio Kaset/CD
- Speaker
- Laptop
- Script dari internet dan buku Look Ahead 1

I. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

1. Scoring the Student's Accuracy of Answer

The students listened a dialogue script on audio and complete the incomplete dialogue script.

1	Area of Concern	The student's answer were mostly left out or unrelated to the information given
2	Needs Work	The student included a small amount of information, however, a lot was left out or was not accurate.
3	Good	Answer were mostly accurate and related to the information given, with a only a few errors.
4	Very Good	The content was always accurate and related to the information given

(Shockingawful, 2017:1)

2. Scoring the Student's General Understanding

1	Area of Concern	Student did not understand enough vocabulary or information to answer the questions
2	Needs Work	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions
3	Good	The student showed a good general understanding of the vocabulary and information, with most questions completed
4	Very Good	The students showed a very good general understanding of all vocabulary and information, completing all the questions.

(Shockingawful, 2017:1)

Makassar, Februri 2017
Mahasiswa

M Wisra Saputra

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Nurkarya Tidung Makassar
Mata Pelajaran : Bhs Inggris
kelas/ Semester : X/1
Pertemuan : ke enam
Alokasi Waktu : 2x45 menit

A. Standar Kompetensi : Listening

8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk

narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar :

8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa

lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative, descriptive, dan news item*

C. Indikator :

1. General understanding
2. Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding and accuracy of answer dalam dialogue text, dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar :

Dialogue

Fill in the blanks with the correct word or phrase based on the audio you have heard !and asnwer the questions below!

Store	Looking	Restroom	Across	Over
-------	---------	----------	--------	------

Asking Direction

Amy : Hi Michael
Michael : Hi Amy. What's up?
Amy : I'm _____ (1) for the airport. Can you tell me how to get there?
Michael : No, sorry. I don't know
Amy : I think I can take subway to the airport. Do you know where the subway is?
Michael : Sure, It's _____ (2) there
Amy : Where? I don't see it
Michael : _____ (3) the street
Amy : Oh, I see it now. thanks
Michael : No problem
Amy : Do you know if there's a _____ (4) around here?
Michael : Yes, there's one here. It's in the _____ (5).
Amy : thank you
Michael : Bye
Amy : Bye

QUESTIONS

1. Who is the character in the conversation?
2. Who is asking direction?
3. Who is showing Amy the position of subway?
4. When this conversation happen?
5. Where she will get rest?
6. Where is the subway is?

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
a. Kegiatan Awal <ul style="list-style-type: none"> • Motivasi and apersepsi • Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka dengarkan. • Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	15 menit
b. Kegiatan Inti <ul style="list-style-type: none"> • Guru memberikan kepada setiap siswa teks 	2x70 menit

<p>monolog dan dialog untuk mereka dengarkan, kemudian siswa mencocokkan kalimat yang rumpang dengan kata yang telah disediakan.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk melengkapi “fill in blank” dari teks dialog yang disediakan. • Guru meminta siswa untuk menentukan accuracy of answer and general understanding dalam dialog • Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan • Guru membantu siswa dalam proses pembelajaran khususnya cloze dictation. 	
<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya • Menyimpulkan materi 	15 menit

I. Sumber/bahan/Alat Ajar:

- Internet
- Buku Bahasa Inggris Look Ahead 1
- Audio Kaset/CD
- Speaker
- Laptop
- Script dari internet dan buku Look Ahead 1

J. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

1. Scoring the Student's Accuracy of Answer

The students listened a dialogue script on audio and complete the incomplete dialogue script.

1	Area of Concern	The student's answer were mostly left out or unrelated to the information given
2	Needs Work	The student included a small amount of information, however, a lot was left out or was not accurate.
3	Good	Answer were mostly accurate and related

		to the information given, with a only a few errors.
4	Very Good	The content was always accurate and related to the information given

(Shockingawful, 2017:1)

2. Scoring the Student's General Understanding

1	Area of Concern	Student did not understand enough vocabulary or information to answer the questions
2	Needs Work	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions
3	Good	The student showed a good general understanding of the vocabulary and information, with most questions completed
4	Very Good	The students showed a very good general understanding of all vocabulary and information, completing all the questions.

(Shockingawful, 2017:1)

Makassar, Februari 2017
Mahasiswa

M Wisra Saputra

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Nurkarya Tidung Makassar
Mata Pelajaran : Bhs Inggris
kelas/ Semester : X/1
Pertemuan : ke tujuh
Alokasi Waktu : 2x45 menit

A. Standar Kompetensi : Listening

8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk

narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar :

8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa

lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative, descriptive, dan news item*

C. Indikator :

1. General understanding
2. Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding and accuracy of answer dalam dialogue text, dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar :

Dialogue

Fill in the blanks with the correct word or phrase based on the audio you have heard !and answer the questions below!

Go to Library

Museum	Walk	Afternoon	Up late	Straight	Newspaper
Umbrella	Coming	Drive	Left	Sleeping	Minutes

Andi : Lisa, would you think to go to the library with me?
 Lisa : Ok. Do you think we can go buy a _____(1) first?
 Andi : Sure. First we'll go to buy a newspaper and then we'll go to the library.
 Lisa : Are we going to _____(2) or _____(3)?
 Andi : The weather is really nice to day. Let's walk
 Lisa : The weather is good now, but I think it's suppose to rain this _____(4)
 Andi : Alright, then let's take an _____(5). Is your brother _____(6)
 Lisa : No, he's still _____(7)
 Andi : Wow, It's already 10.00 am. He must have been _____(8) last night.
 Lisa : Yeah. He didn't come home until 12.00 am
 Andi : I hope he can came later
 Lisa : I hope so too. I'll give him a call when we get there
 Andi : How do we get to the library from here?
 Lisa : it's _____(9) down thisroad on the _____(10), next to the _____(11). It takes about 10 _____(12)

QUESTIONS

1. Who is the character of this conversation?
2. Who is asking to go to library?
3. Who is still sleeping?
4. Where is they want to go before go to the library?
5. Where is the library is?
6. When Lisa's brother come home ?

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
a. Kegiatan Awal <ul style="list-style-type: none"> • Motivasi and apersepsi • Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka dengarkan. • Guru meminta siswa untuk membuat beberapa 	15 menit

prediksi tentang apa yang akan mereka dengarkan	
<p>b. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru memberikan kepada setiap siswa teks monolog dan dialog untuk mereka dengarkan, kemudian siswa mencocokkan kalimat yang rumpang dengan kata yang telah disediakan. • Guru meminta siswa untuk melengkapi “fill in blank” dari teks dialog yang disediakan. • Guru meminta siswa untuk menentukan accuracy of answer and general understanding dalam dialog • Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan • Guru membantu siswa dalam proses pembelajaran khususnya cloze dictation. 	2x70 menit
<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk bertanya • Menyimpulkan materi 	15 menit

H. Sumber/bahan/Alat Ajar:

- Internet
- Buku Bahasa Inggris Look Ahead 1
- Audio Kaset/CD
- Speaker
- Laptop
- Script dari internet dan buku Look Ahead 1

I. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

1. Scoring the Student's Accuracy of Answer

The students listened a dialogue script on audio and complete the incomplete dialogue script.

1	Area of Concern	The student's answer were mostly left out or unrelated to the information given
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2	Needs Work	The student included a small amount of information, however, a lot was left out or was not accurate.
3	Good	Answer were mostly accurate and related to the information given, with a only a few errors.
4	Very Good	The content was always accurate and related to the information given

(Shockingawful, 2017:1)

2. Scoring the Student's General Understanding

1	Area of Concern	Student did not understand enough vocabulary or information to answer the questions
2	Needs Work	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions
3	Good	The student showed a good general understanding of the vocabulary and information, with most questions completed
4	Very Good	The students showed a very good general understanding of all vocabulary and information, completing all the questions.

(Shockingawful, 2017:1)

Makassar, Februari 2017
Mahasiswa

M Wisra Saputra

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Nurkarya Tidung Makassar
Mata Pelajaran : Bhs Inggris
kelas/ Semester : X/1
Pertemuan : ke delapan
Alokasi Waktu : 2x45 menit

A. Standar Kompetensi : Listening

8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk

narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar :

8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa

lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative, descriptive, dan news item*

C. Indikator :

1. General understanding
2. Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding and accuracy of answer dalam dialogue text, dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar :

Dialogue

Fill in the blanks with the correct word or phrase based on the audio you have heard !and asnwer the questions below!

Buying Ticket

One way	Change	Sold out	Availability	Reserve
---------	--------	----------	--------------	---------

Leaving	Seats	Flight	Help	New York
---------	-------	--------	------	----------

- Woman : Next please, hello. How can I _____(1)you?
 Man : I'd like to buy a ticket to _____(2)
 Woman : Would you like _____(3) or round trip?
 Man : Round trip
 Woman : When will you be _____(4)
 Man : When does the next plane leave?
 Woman : In about 2 hours.
 Man : I'd like a ticket for that _____(5) please.
 Woman : First class or coach?
 Man : Coach
 Woman : Ok. Let me check _____(6). I'm sorry. Tickets for that flight are _____(7)
 Man : How about the one after that?
 Woman : Let me see. Yes, that one still has _____(8) available. Would you like me to _____(9) a seat for you?
 Man : Yes please.
 Woman : That'll be 120 dollars
 Man : Ok
 Woman : Thank you. here's you _____(10)

QUESTIONS

1. Who is the character of this conversation?
2. Who is buying ticket?
3. Who is selling ticket?
4. Where is the man will sit in the plane?
5. Where is the conversation happen?
6. When the next plane leave?

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
a. Kegiatan Awal <ul style="list-style-type: none"> • Motivasi and apersepsi • Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka 	15 menit

<p>dengarkan.</p> <ul style="list-style-type: none"> Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	
<p>b. Kegiatan Inti</p> <ul style="list-style-type: none"> Guru memberikan kepada setiap siswa teks monolog dan dialog untuk mereka dengarkan, kemudian siswa mencocokkan kalimat yang rumpang dengan kata yang telah disediakan. Guru meminta siswa untuk melengkapi “fill in blank” dari teks dialog yang disediakan. Guru meminta siswa untuk menentukan accuracy f answer dalam dialog Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan Guru membantu siswa dalam proses pembelajaran khususnya cloze dictation. 	2x70 menit
<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> Guru memberikan kesempatan kepada siswa untuk bertanya Menyimpulkan materi 	15 menit

I. Sumber/bahan/Alat Ajar:

- Internet
- Buku Bahasa Inggris Look Ahead 1
- Audio Kaset/CD
- Speaker
- Laptop
- Script dari internet dan buku Look Ahead 1

J. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

1. Scoring the Student's Accuracy of Answer

The students listened a dialogue script on audio and complete the incomplete dialogue script.

1	Area of Concern	The student's answer were mostly left out
---	-----------------	---

		or unrelated to the information given
2	Needs Work	The student included a small amount of information, however, a lot was left out or was not accurate.
3	Good	Answer were mostly accurate and related to the information given, with a only a few errors.
4	Very Good	The content was always accurate and related to the information given

(Shockingawful, 2017:1)

2. Scoring the Student's General Understanding

1	Area of Concern	Student did not understand enough vocabulary or information to answer the questions
2	Needs Work	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions
3	Good	The student showed a good general understanding of the vocabulary and information, with most questions completed
4	Very Good	The students showed a very good general understanding of all vocabulary and information, completing all the questions.

(Shockingawful, 2017:1)

Makassar, Februari 2017
Mahasiswa

M Wisra Saputra

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Nurkarya Tidung Makassar
Mata Pelajaran : Bhs Inggris
kelas/ Semester : X/1
Pertemuan : ke sembilan
Alokasi Waktu : 2x45 menit

A. Standar Kompetensi : Listening

8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk

narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar :

8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa

lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative, descriptive, dan news item*

C. Indikator :

1. General understanding
2. Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding and accuracy of answer dalam dialogue text, dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar :

Dialogue

Fill in the blanks with the correct word or phrase based on the audio you have heard !and answer the questions below!

Looking for Convenience

Building	Cab	Expensive	Before	Probably
Closest	Store	ATM	24 Hours	Subway

- Alex : Pam, where's the closest _____(1)?
- Pam : it's not that far. Do you see that yellow _____(2) over there?
- Alex : The big one or the small one?
- Pam : The big one
- Alex : Yes
- Pam : It's right next to it, on the right.
- Alex : Do you no if there's convenience store around here?
- Pam : I don't think there's one around here. The _____(4) one is on 3rd street, but that's _____(5) closed now.
- Alex : I really need to get some things _____(6) I leave.
- Pam : Well, you could go down to 22nd street. There are lot of stores down there that are open _____(7) a day.
- Alex : Can I take the _____(8) to get there?
- Pam : yes, but that'll probably take about half an hour. You should just take a cab.
- Alex : Won't that be _____(9)?
- Pam :No, from here I think it's only about 5 dollars.

QUESTIONS

1. Who is the character of this conversation?
2. Who is looking the convenience?
3. Who is showing the location of ATM?
4. Where is the ATM located?
5. Where is Alex will go to buy something?
6. When the store in 22nd street close?

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
a. Kegiatan Awal <ul style="list-style-type: none"> • Motivasi and apersepsi • Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka 	15 menit

<p>dengarkan.</p> <ul style="list-style-type: none"> Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	
<p>b. Kegiatan Inti</p> <ul style="list-style-type: none"> Guru memberikan kepada setiap siswa teks monolog dan dialog untuk mereka dengarkan, kemudian siswa mencocokkan kalimat yang rumpang dengan kata yang telah disediakan. Guru meminta siswa untuk melengkapi “fill in blank” dari teks dialog yang disediakan. Guru meminta siswa untuk menentukan accuracy of answer and general understanding dalam dialog Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan Guru membantu siswa dalam proses pembelajaran khususnya cloze dictation. 	2x70 menit
<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> Guru memberikan kesempatan kepada siswa untuk bertanya Menyimpulkan materi 	15 menit

H. Sumber/bahan/Alat Ajar:

- Internet
- Buku Bahasa Inggris Look Ahead 1
- Audio Kaset/CD
- Speaker
- Laptop
- Script dari internet dan buku Look Ahead 1

I. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

1. Scoring the Student's Accuracy of Answer

The students listened a dialogue script on audio and complete the incomplete dialogue script.

1	Area of Concern	The student's answer were mostly left out
---	-----------------	---

		or unrelated to the information given
2	Needs Work	The student included a small amount of information, however, a lot was left out or was not accurate.
3	Good	Answer were mostly accurate and related to the information given, with a only a few errors.
4	Very Good	The content was always accurate and related to the information given

(Shockingawful, 2017:1)

2. Scoring the Student's General Understanding

1	Area of Concern	Student did not understand enough vocabulary or information to answer the questions
2	Needs Work	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions
3	Good	The student showed a good general understanding of the vocabulary and information, with most questions completed
4	Very Good	The students showed a very good general understanding of all vocabulary and information, completing all the questions.

(Shockingawful, 2017:1)

Makassar, Februri 2017

Mahasiswa

M Wisra Saputra

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA Nurkarya Tidung Makassar
Mata Pelajaran : Bhs Inggris
kelas/ Semester : X/1
Pertemuan : ke sepuluh
Alokasi Waktu : 2x45 menit

A. Standar Kompetensi : Listening

8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk

narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar :

8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa

lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative, descriptive, dan news item*

C. Indikator :

1. General understanding
2. Accuracy of answer

D. Tujuan Pembelajaran :

Siswa mampu mengidentifikasi general understanding and accuracy of answer dalam dialogue text, dan menjawab pertanyaan sesuai apa yang mereka dengarkan.

E. Materi Ajar :

Dialogue

Tourists Information

Listen to a tourist asking for information in a tourist information office and fill the blank with the correct word based on the Audio you have heard! and answer the questions below!

Arrival	Beach	Several	Famous	Sereal	Ten O'clock
---------	-------	---------	--------	--------	-------------

Freak	Taro	Timetables	Bitch	Festivals	Famished
Festive	Arrived	Narrow	Cancer	Time travels	Strait
Straight	Concerts	Free	Tendon		

Tourist : Excuse me. Do you speak English?

Woman : Yes, of course. Can I help you?

Tourist : Yes, we've just _____(1) on holiday here. Have you got a map of the town?

Woman : Yes. Here you are. The tourist office is just here. I'll mark it with a cross. If you walk down this street here, you get to the _____(2). It's about 5 minutes.

Tourist: Thank you. Where is the old part of the town?

Woman : Over here. You can see lots of _____(3) winding streets, and there's the church.

Tourist : How long would it take to walk there?

Woman : About 10 or 15 minutes. the easiest way from here is turn left and go _____(4) along the road until you reach the bus station and then turn right

Tourist: Is there a train station as well as a bus station?

Woman : Yes. The train station is here on the edge of the town. I'll just get some _____(5). (pause and rustling) Here you have a train timetable, and one for the buses.

Tourist: Thanks very much. Do you have any information about things to do in the area?

Woman : Yes, of course. Over there we've got leaflets about local attractions. And this free guide here tells you what's on this month. It has information about _____(6), _____(7), children's events etc.

Tourist: That looks very useful, thank you.

Woman : There are also _____(8) guided tours you can take from here.

There's a walking tour of the old town. It takes a couple of hours and is very interesting. And then there are coach tours. There's one which takes you round the castles in this area. I don't know if you know that this region is _____(9) for its castles.

Tourist: No, I didn't. Would we need to book in advance?

Woman : Yes, for the coach tour you need to book at least a day in advance, and you can do that from here. For the walking tour you just turn up outside this office at _____(10) in the morning on Tuesday or Thursday..

Tourist: Right, well, thank you very much. You've been most helpful.

Woman : Not at all. I hope you enjoy your stay here and if you need to know anything else, feel _____(11) to ask.

QUESTIONS

1. Who is the characters in this conversation?
2. Who is asking the information?
3. Who is explain about the local attraction?
4. Where is the location of the old part of the town?
5. When the coach tour need to book?
6. Where is the location of train station?
7. What the woman gave to tourist when talk about train station?
8. What the tourist ask to the woman in the first conversation?
9. What we can found in the leaflets?
10. How long would it take to walk to the old part of the town?

F. Metode pembelajaran : Cloze Dictation

G. Langkah-Langkah Pembelajaran

Jenis kegiatan	Alokasi waktu
a. Kegiatan Awal <ul style="list-style-type: none"> • Motivasi and apersepsi • Guru membantu siswa untuk menyiapkan diri mereka dengan membantu membuat mereka mengerti mengenai topik yang akan mereka dengarkan. 	15 menit

<ul style="list-style-type: none"> Guru meminta siswa untuk membuat beberapa prediksi tentang apa yang akan mereka dengarkan 	
<p>b. Kegiatan Inti</p> <ul style="list-style-type: none"> Guru memberikan kepada setiap siswa teks monolog dan dialog untuk mereka dengarkan, kemudian siswa mencocokkan kalimat yang rumpang dengan kata yang telah disediakan. Guru meminta siswa untuk melengkapi “fill in blank” dari teks dialog yang disediakan. Guru meminta siswa untuk menentukan accuracy of answer and general understanding dalam dialog Guru meminta siswa untuk menjawab pertanyaan yang telah disediakan Guru membantu siswa dalam proses pembelajaran khususnya cloze dictation. 	2x70 menit
<p>c. Kegiatan Akhir</p> <ul style="list-style-type: none"> Guru memberikan kesempatan kepada siswa untuk bertanya Menyimpulkan materi 	15 menit

H. Sumber/bahan/Alat Ajar:

- Internet
- Buku Bahasa Inggris Look Ahead 1
- Audio Kaset/CD
- Speaker
- Laptop
- Script dari internet dan buku Look Ahead 1

I. Penilaian :

Jenis penilaian : Penilaian proses dan penilaian hasil

Bentuk penilaian : individu dan tes akhir

1. Scoring the Student's Accuracy of Answer

The students listened a dialogue script on audio and complete the incomplete dialogue script.

1	Area of Concern	The student's answer were mostly left out
---	-----------------	---

		or unrelated to the information given
2	Needs Work	The student included a small amount of information, however, a lot was left out or was not accurate.
3	Good	Answer were mostly accurate and related to the information given, with a only a few errors.
4	Very Good	The content was always accurate and related to the information given

(Shockingawful, 2017:1)

2. Scoring the Student's General Understanding

1	Area of Concern	Student did not understand enough vocabulary or information to answer the questions
2	Needs Work	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions
3	Good	The student showed a good general understanding of the vocabulary and information, with most questions completed
4	Very Good	The students showed a very good general understanding of all vocabulary and information, completing all the questions.

(Shockingawful, 2017:1)

Makassar, Februari 2017
Mahasiswa

M Wisra Saputra

APPENDIX 3 : QUESTIONS IN POST-TEST

Dialogue

Tourists Information

Listen to a tourist asking for information in a tourist information office and fill the blank with the correct word based on the Audio you have heard! and answer the questions below!

Arrival	Beach	Several	Famous	Sereal	Ten O'clock
Freak	Taro	Timetables	Bitch	Festivals	Famished
Festive	Arrived	Narrow	Cancer	Time travels	Strait
Straight	Concerts	Free	Tendon		

Tourist : Excuse me. Do you speak English?

Woman : Yes, of course. Can I help you?

Tourist : Yes, we've just _____(1) on holiday here. Have you got a map of the town?

Woman : Yes. Here you are. The tourist office is just here. I'll mark it with a cross. If you walk down this street here, you get to the _____(2). It's about 5 minutes.

Tourist: Thank you. Where is the old part of the town?

Woman : Over here. You can see lots of _____(3) winding streets, and there's the church.

Tourist : How long would it take to walk there?

Woman : About 10 or 15 minutes. the esiest way from here is turn left and go _____(4) along the road until you reach the bus station and then turn right

Tourist: Is there a train station as well as a bus station?

Woman : Yes. The train station is here on the edge of the town. I'll just get some _____(5). (pause and rustling) Here you have a train timetable, and one for the buses.

Tourist: Thanks very much. Do you have any information about things to do in the area?

Woman : Yes, of course. Over there we've got leaflets about local attractions.

And this free guide here tells you what's on this month. It has information about _____(6), _____(7), children's events etc.

Tourist: That looks very useful, thank you.

Woman : There are also _____(8) guided tours you can take from here.

There's a walking tour of the old town. It takes a couple of hours and is very interesting. And then there are coach tours. There's one which takes you round the castles in this area. I don't know if you know that this region is _____(9) for its castles.

Tourist: No, I didn't. Would we need to book in advance?

Woman : Yes, for the coach tour you need to book at least a day in advance, and you can do that from here. For the walking tour you just turn up outside this office at _____(10) in the morning on Tuesday or Thursday..

Tourist: Right, well, thank you very much. You've been most helpful.

Woman : Not at all. I hope you enjoy your stay here and if you need to know anything else, feel _____(11) to ask.

QUESTIONS

1. Who is the characters in this conversation?
2. Who is asking the information?
3. Who is explain about the local attraction?
4. Where is the location of the old part of the town?
5. When the coach tour need to book?
6. Where is the location of train station?
7. What the woman gave to tourist when talk about train station?
8. What the tourist ask to the woman in the first conversation?
9. What we can found in the leaflets?
10. How long would it take to walk to the old part of the town?

APPENDIX 4

The List Name of the Students of Class X SMA Nurkarya Tidung Makassar

No	Sample	Code
1	M Adam Ahmad S	S-1
2	Rahmat Paeluran	S-2
3	Sri Wahyuningsi	S-3
4	Agustina	S-4
5	Sudarni	S-5
6	Muhammad Agus	S-6
7	Mutmainna Datu L	S-7
8	Lulu Lusiana	S-8
9	Irawati	S-9
10	Nur Halija	S-10
11	Tirza Sunarti	S-11
12	Nikolaus J Onca	S-12
13	Agata Astra	S-13
14	Erna	S-14
15	Fadil Fajri Awan	S-15
16	Destin	S-16
17	Lidya Ria Jelita	S-17
18	Rosa Dwi Sagita	S-18
19	Graceiana Stevanie	S-19
20	Milda	S-20

21	Nella Purnama	S-21
22	Nurul Annisa	S-22
23	Sri Demi Damayanti	S-23
24	Putri Amalia	S-24
25	Nur Afia	S-25

APPENDIX 5 : STUDENT'S SCORE

DATA ANALYSIS

A. Accuracy of Answer

1. Data Analysis of Pre-test and Post-test Accuracy of Answer in Dialogue Text

Accuracy to Answer					
No	Code Siswa		Pre-test		Post test
1	S-1	24	5,45	36	8,18
2	S-2	28	6,36	36	8,18
3	S-3	28	6,36	40	9
4	S-4	32	7,27	44	10
5	S-5	24	5,45	32	7,27
6	S-6	24	5,45	36	8,18
7	S-7	20	4,54	28	6,36
8	S-8	24	5,45	32	7,27
9	S-9	24	5,45	32	7,27
10	S-10	28	6,36	36	8,18
11	S-11	24	5,45	28	6,36
12	S-12	20	4,54	28	6,36
13	S-13	36	8,18	44	10
14	S-14	28	6,36	36	8,18
15	S-15	24	5,45	32	7,27
16	S-16	28	6,36	32	8,18
17	S-17	20	4,54	28	6,36
18	S-18	24	5,45	36	8,18
19	S-19	24	5,45	36	8,18
20	S-20	24	5,45	32	7,27
21	S-21	28	6,36	36	8,18
22	S-22	24	5,45	32	7,27
23	S-23	28	6,36	36	8,18
24	S-24	28	6,36	36	8,18
25	S-25	34	7,27	40	9
TOTAL			147,17		197,04
MEAN SCORE			5,88		7,88

2. Data Analysis of Listening Comprehension Accuracy to answer in Dialogue Text

No	Code Name	Pre test		Post test		D	D ²
		X ₁	X ₁ ²	X ₂	X ₂ ²	(X ₂ - X ₁)	
1	S-1	5,45	29,7025	8,18	66,9124	2,73	7,4529
2	S-2	6,36	40,4496	8,18	66,9124	1,82	3,3124
3	S-3	6,36	40,4496	9	81	2,64	6,9696
4	S-4	7,27	52,8529	10	100	2,73	7,4529
5	S-5	5,45	29,7025	7,27	52,8529	1,82	3,3124
6	S-6	5,45	29,7025	8,18	66,9124	2,73	7,4529
7	S-7	4,54	20,6116	6,36	40,4496	1,82	3,3124
8	S-8	5,45	29,7025	7,27	52,8529	1,82	3,3124
9	S-9	5,45	29,7025	7,27	52,8529	1,82	3,3124
10	S-10	6,36	40,4496	8,18	66,9124	1,82	3,3124
11	S-11	5,45	29,7025	6,36	40,4496	0,91	0,8281
12	S-12	4,54	20,6116	6,36	40,4496	1,82	3,3124
13	S-13	8,18	66,9124	10	100	1,82	3,3124
14	S-14	6,36	40,4496	8,18	66,9124	1,82	3,3124
15	S-15	5,45	29,7025	7,27	52,8529	1,82	3,3124
16	S-16	6,36	40,4496	8,18	66,9124	1,82	3,3124
17	S-17	4,54	20,6116	6,36	40,4496	1,82	3,3124
18	S-18	5,45	29,7025	8,18	66,9124	2,73	7,4529
19	S-19	5,45	29,7025	8,18	66,9124	2,73	7,4529
20	S-20	5,45	29,7025	7,27	52,8529	1,82	3,3124
21	S-21	6,36	40,4496	8,18	66,9124	1,82	3,3124
22	S-22	5,45	29,7025	7,27	52,8529	1,82	3,3124
23	S-23	6,36	40,4496	8,18	66,9124	1,82	3,3124
24	S-24	6,36	40,4496	8,18	66,9124	1,82	3,3124
25	S-25	7,27	52,8529	9	81	1,73	2,9929
TOTAL		147,17	884,7773	197,04	1576,9522	49,87	104,3659
MEAN SCORE		5,88	35,39	7,88	63,07	1,99	4,17

B. General Understanding

1. Data Analysis of Pre-test and Post-test General Understanding in Dialogue Text

General Understanding					
No	Code Siswa		Pre-test		Post test
1	S-1	27	6,75	34	8,5
2	S-2	28	7	34	8,5
3	S-3	29	7,25	36	9
4	S-4	28	7	36	9
5	S-5	24	6	29	7,25
6	S-6	27	6,75	35	8,75
7	S-7	23	5,75	29	7,25
8	S-8	24	6	33	8,25
9	S-9	20	5	28	7
10	S-10	22	5,5	30	7,5
11	S-11	24	6	30	7,5
12	S-12	21	5,25	27	6,75
13	S-13	28	7	36	9
14	S-14	22	5,5	28	7
15	S-15	24	6	34	8,5
16	S-16	26	6,5	30	7,5
17	S-17	26	6,5	32	8
18	S-18	28	7	31	7,75
19	S-19	28	7	31	7,75
20	S-20	26	6,5	30	7,5
21	S-21	28	7	34	8,5
22	S-22	29	7,25	33	8,25
23	S-23	25	6,25	30	7,5
24	S-24	28	7	34	8,5
25	S-25	28	7	34	8,5
TOTAL			160,75		199,5
MEAN SCORE			6,43		7,98

2. Data Analysis of Listening Comprehension General Understanding in Dialogue Text

No	Code name	Pre test		Post test		D ($X_2 - X_1$)	D ²
		X ₁	X ₁ ²	X ₂	X ₂ ²		
1	S-1	6,75	45,5625	8,5	72,25	1,75	3,0625
2	S-2	7	49	8,5	72,25	1,5	2,25
3	S-3	7,25	52,5625	9	81	1,75	3,0625
4	S-4	7	49	9	81	2	4
5	S-5	6	36	7,25	52,5625	1,25	1,5625
6	S-6	6,75	45,5625	8,75	76,5625	2	4
7	S-7	5,75	33,0625	7,25	52,5625	1,5	2,25
8	S-8	6	36	8,25	68,0625	2,25	5,0625
9	S-9	5	25	7	49	2	4
10	S-10	5,5	30,25	7,5	56,25	2	4
11	S-11	6	36	7,5	56,25	1,5	2,25
12	S-12	5,25	27,5625	6,75	45,5625	1,5	2,25
13	S-13	7	49	9	81	2	4
14	S-14	5,5	30,25	7	49	1,5	2,25
15	S-15	6	36	8,5	72,25	2,5	6,25
16	S-16	6,5	42,25	7,5	56,25	1	1
17	S-17	6,5	42,25	8	64	1,5	2,25
18	S-18	7	49	7,75	60,0625	0,75	0,5625
19	S-19	7	49	7,75	60,0625	0,75	0,5625
20	S-20	6,5	42,25	7,5	56,25	1	1
21	S-21	7	49	8,5	72,25	1,5	2,25
22	S-22	7,25	52,5625	8,25	68,0625	1	1
23	S-23	6,25	39,0625	7,5	56,25	1,25	1,5625
24	S-24	7	49	8,5	72,25	1,5	2,25
25	S-25	7	49	8,5	72,25	1,5	2,25
TOTAL		160,75	1044,188	199,5	1603,25	38,75	64,9375
MEAN SCORE		6,43	41,76	7,98	64,13	1,55	2,59

CALCULATING MEAN SCORE

1. The Mean Score of Students' Pre-Test and Post Test in Terms of Accuracy to Answer

a. Mean score of students' pre-test

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

$$\bar{X} = \frac{147,17}{25}$$

$$\bar{X} = 5,88$$

b. Mean score of students' post test

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

$$\bar{X} = \frac{197,04}{25}$$

$$\bar{X} = 7,88$$

2. The Mean Score of Students' Pre-Test and Post Test in Terms of General Understanding

a. Mean score of students' pre-test

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

$$\bar{X} = \frac{160,75}{25}$$

$$\bar{X} = 6,43$$

b. Mean score of students' post test

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

$$\bar{X} = \frac{199,5}{25}$$

$$\bar{X} = 7,98$$

3. Percentage of Students' Improvement in Listening Comprehension

a. Percentage of Students' Improvement in Terms of Accuracy to Answer

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

$$P = \frac{7,88 - 5,88}{5,88} \times 100\%$$

$$P = 34,24 \%$$

b. Percentage of Students' Improvement in Terms of General Understanding

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

$$P = \frac{7,98 - 6,43}{6,43} \times 100\%$$

$$P = 24,10 \%$$

4. Calculating the t-Test

a. T-Test in terms of Accuracy to Answer

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1,99}{\sqrt{\frac{104,3659 - \frac{(4,17)^2}{25}}{25(25-1)}}$$

$$t = \frac{1,99}{\sqrt{\frac{104,3659 - 0,695556}{25(24)}}$$

$$t = \frac{1,99}{\sqrt{\frac{103,670344}{600}}}$$

$$t = \frac{1,99}{\sqrt{0,17}}$$

$$t = \frac{1,99}{0,41}$$

$$t = 4,85$$

b. T-Test in terms of General Understanding

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$
$$1,55$$

$$t = \frac{1,55}{\sqrt{\frac{64,9375 - \frac{(2,59)^2}{25}}{25(25-1)}}}$$
$$1,55$$

$$t = \frac{1,55}{\sqrt{\frac{64,9375 - 0,268324}{25(24)}}}$$
$$1,55$$

$$t = \frac{1,55}{\sqrt{\frac{64,669176}{600}}}$$
$$1,55$$

$$t = \frac{1,55}{\sqrt{0,10}}$$
$$1,55$$

$$t = 0,32$$

$$t = 4,72$$

TABLE DISTRIBUTION OF T-VALUE

a (for two group sample)						
Df	0,50	0,20	0,10	0,05	0,02	0,1
	a (for one group sample)					
	0,25	0,10	0,05	0,02	0,1	0,005
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,737	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11.	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,687	1,328	1,729	2,093	2,539	2,861
20.	0,686	1,325	1,725	2,086	2,528	2,845
21.	0,66	1,323	1,721	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819

23.	0,685	1,319	1,714	2,069	2,500	2,807
■	0,684	1,318	■	2,064	2,492	2,797
25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779
27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	1,699	2,045	2,462	2,756
30.	0,683	1,310	1,697	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660
120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,362	2,676

APPENDIX 7 : DOCUMENTATIONS







CURRICULUM VITAE



M WISRA SAPUTRA was born on July 27th, 1993 in Sinjai from the marriage of his parents M Darwis and Rostina. He is the first child from six siblings, two young brother and three young sister.

He began his elementary school at SD 103 Bontompare in 2000 and graduated in 2006. He continued his study at SMPN 1 Sinjai Utara and graduated in 2009. After finished his junior high

school, he continued his study at SMAN 2 Sinjai Utara and graduated in 2012. In the same year he continued his study at the English Department of FKIP of Makassar Muhammadiyah University in 2012.

