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APPENDIX I

LESSON PLAN

(Experimental Class)

School Name : Madrasah Aliyah Swasta Ummikalsum Kota Gunungsitoli

Subject : English Language

Class/ semester: XI / II Time

Allocation: 2 X 40 Minutes

Type: Narrative

Theme: Animal

Skill: Listening

A. Core Competencies

- K1 respect and appreciation for religious teachings.
- K2 Respect and appreciation for integrity, order, accountability, thoughtfulness (tolerance, mutual aid), courtesy, and self-assurance in engaging successfully with the social and natural environment within the association's purview and supporting its existence.
- K3 Understanding knowledge (factual, conceptual, and procedural) depends on one's interest in phenomena and events connected to science, technology, art, and culture that are visible to the unaided eye.
- K4 using, parsing, assembling, changing, and creating in the physical world as well as writing, reading, and presenting in the abstract world (computing, painting, and writing) that are taught in school and from

comparable sources in point of view or theory.

B. Basic Competencies

- 1.1 It is appreciative of the opportunity to study English as a foreign language, demonstrated in the learner's excitement.
- 1.2 Displaying responsibility, consideration, teamwork, and harmony when communicating.
- 1.3 We examine narrative texts' social role, textual organization, and linguistic characteristics.
- 1.4 I understand spoken and written narrative text by focusing on social function, structure, and linguistic characteristics.

C. Indicators of Competence Achievement

1. Describe the meaning of the word "narrative."
2. Mention the details of the narrative.
3. It recognizes the traits of a narrative.
4. Recognizing the words in the video that are challenging

D. Learning Objectives

1. Following student learning, it is anticipated that:
2. Mention the details of the narrative.
3. Bring up the video's narrative ending.

E. Learning Materials

1. Definition of Narrative Text

A narrative text is created to amuse readers and tell a story. It may include fiction, nonfiction, tales, folktales, fables, myths, and epics. Its storyline typically includes a climax (complication) followed by a resolution.

2. Purpose of the text/social function

To amuse/entertain readers by telling a tale that addresses difficulties or troublesome situations.

3. Generic structure/text organization

- a. Provide context by stating when and where the narrative occurred and introducing the main characters.
- b. Complication: Describes the onset of the issues that result in the primary participant's crisis (climax).
- c. Resolution: The issue (the crisis) is resolved, whether in a good or unhappy way.

4. Language features

- a) Past simple, such as we visited the zoo, she was content, etc.
- b) Use time conjunctions and connectives to group occurrences (e.g., after that, shortly, etc.).
- c) Adverbs and adverbial words that describe the setting of the event, such as "here," "in the mountain," "happily ever after," and so on.
- d) Past tense action verbs, such as ascended, stayed, etc.
- e) Verbs of speech, such as "said," "told," "promised," "thought," "understood," "felt," and other verbs of perception.
- f) Adjectives that combine to make a noun phrase, such as two red apples, long black hair, etc.
- g) Stepsisters, chores, and other things; noun as a pronoun.

F. Learning Methods

1. Presentation
2. Practice
3. Production

G. Learning Media, Tools, and Sources

1. Media: An animated video that provides a narrative example.
2. A marker and an eraser for whiteboards.
3. Rangkuman Bahasa Indonesia, YouTube, and a glossary

H. Learning Activities

Pre-test

The teacher does pre-testing. Before receiving treatment, students take a pre-test.

Answering the listening exam is the test.

NO	STAGES	ACTIVITY		TIME
		TEACHER	STUDENT	
1	Activity Introduction	1. Welcome, request a prayer, and confirm the students' attendance. 2. I am creating the introduction. 3. We are providing the subject matter for discussion. 4. Outline the goals of today's learning session.	1. Salutations, say a prayer and then respond to the teacher. 2. I am performing a brief introduction. 3. Pay attention to the teacher's explanation.	10 minutes
2.	Core Activity	5. Present the text in a narrative format. 6. Provide a narrative text example. 7. Show the students the animated film. 5. Using the method, the	4. Concentrate on the instructor's explanations. 5. Concentrate on the	60 minutes

		students understood and recognized the narrative text.	instructor. 4. The pupils understand the text.	
3.	Closing Activity	8. Allow the pupils to raise questions about the narrative. 9. Provide a summary of the information covered. 10. Final words: Greetings 11.	6. Inquire regarding the narrative text. 7. Pay close attention to what the instructor is saying. 8. Respond to the greetings. 9.	10 minutes

I. Assessment

1. Technique of assessment

Assessment	Results
Listening test	0-100

Gunungsitoli, September 2020

Be cognizant of
English Teacher

Researcher.

Lela Syamsidar S,Pd

Marniansyah Gea

APPENDIX II

LESSON PLAN

School Name: Madrasah Aliyah Swasta Ummikalsum

Subject: English Language

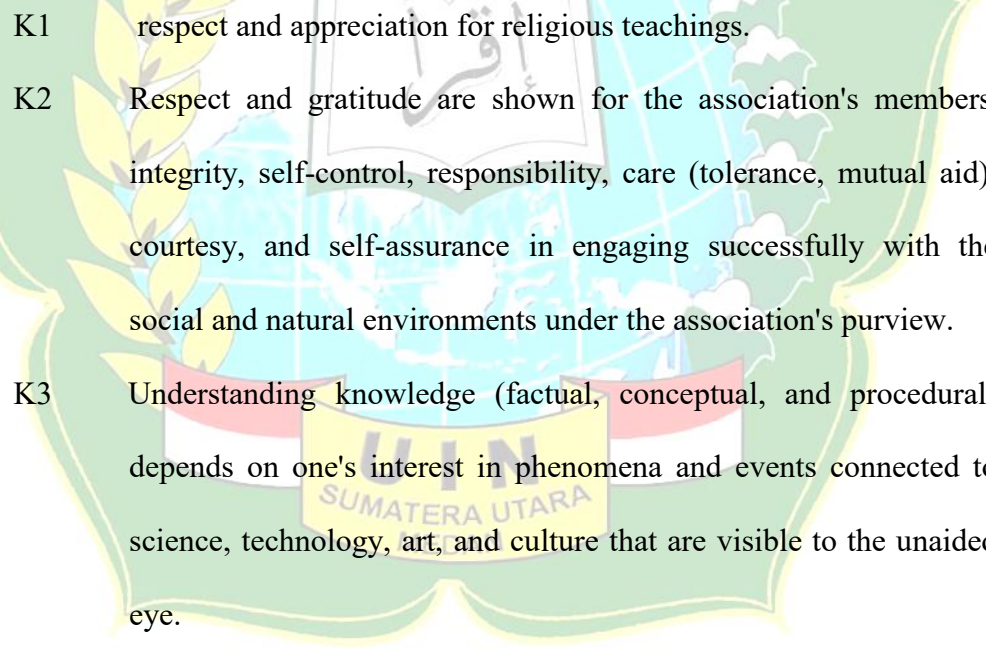
Class/ semester: XI / II Time

Allocation: 2 X 40 Minutes Text

Type: Describing PeopleSkill:

Listening

A. Core Competencies

- 
- K1 respect and appreciation for religious teachings.
- K2 Respect and gratitude are shown for the association's members' integrity, self-control, responsibility, care (tolerance, mutual aid), courtesy, and self-assurance in engaging successfully with the social and natural environments under the association's purview.
- K3 Understanding knowledge (factual, conceptual, and procedural) depends on one's interest in phenomena and events connected to science, technology, art, and culture that are visible to the unaided eye.
- K4 Attempting, processing, and presenting in the tangible (using, parsing, assembling, changing, and making) and abstract (writing, reading, computing, drawing, and composing) realms utilizing knowledge gained in school and from similar sources in point of view/theory.

B. Basic Competencies

- 1.1 It is appreciative of the opportunity to study English as a foreign language, demonstrated in the learner's excitement.
- 1.2 Displaying responsibility, consideration, teamwork, and harmony when communicating.
- 1.3 We examine narrative texts' social role, textual organization, and linguistic characteristics.
- 1.4 I understand spoken and written language.

C. Indicators of Competence Achievement

1. Describe the characters in the description.
2. Mention the data about characterizing people.
3. Spotting the words in the video that are challenging.

D. Learning Objectives

1. Following student learning, it is anticipated that:
2. Mention the data about characterizing people.
3. Bring up the video's analysis on how to describe people.

E. Learning Materials

Oral descriptive text about people.

social function

boast, introduce, name-drop, identify, laud, commend, promote, etc.

text structure

1. The mention of names of people, tourist attractions, and famous historic buildings, as well as the names of the chosen components to be described;
2. The mention of the characteristics of people, places, and famous historic

buildings, as well as their components; and

3. The mention of or related actions by people, tourist attractions, and famous historical buildings.

Elements of language

1. A noun connected to a renowned historical figure, a popular tourist destination, or both
2. The adverb attached to the subject, famous landmarks, or tourist destination
3. Proper spelling, penmanship, and print
4. When provided orally, speech, said stress, and intonation.
5. A referring term.

Topics

A model of tolerance, initiative, nationalism, and self-assurance.

Extended Materials:

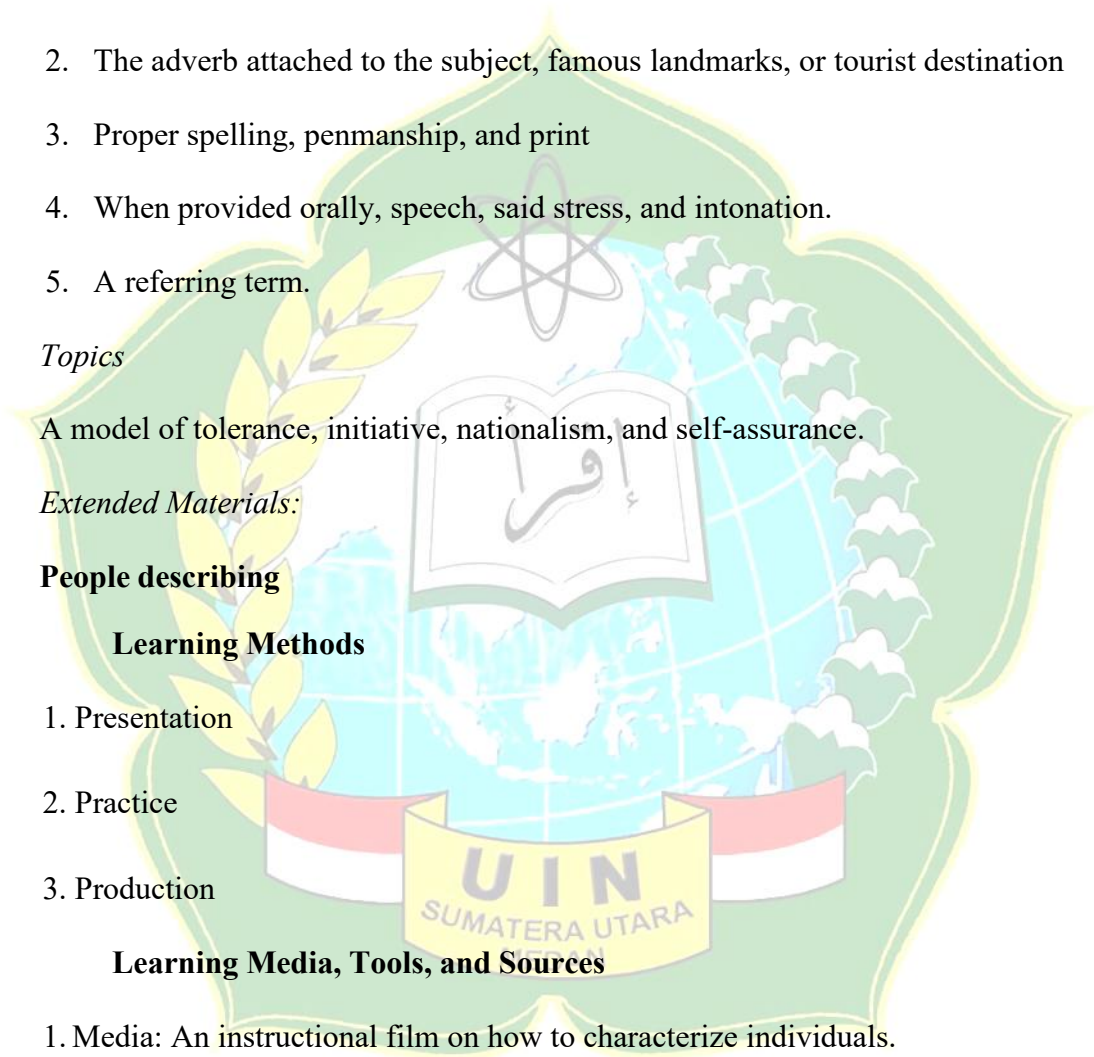
People describing

F. Learning Methods

1. Presentation
2. Practice
3. Production

G. Learning Media, Tools, and Sources

1. Media: An instructional film on how to characterize individuals.
2. A marker and whiteboard eraser.
3. A dictionary, Rangkuman Bahasa Indonesia, and YouTube.



1. Learning Activities

Pre-test

The teacher does pre-testing. Before receiving treatment, students take a pre-test.

Answering the listening exam is the test.

NO	STAGES	ACTIVITY		TIME
		TEACHER	STUDENT	
1	Activity Introduction	1. Welcome, request a prayer, and confirm the students' attendance. 2. I am creating the introduction. 3. We are providing the subject matter for discussion. 4. Deliver the learning goals from today's meeting.	1. Salutations, say a prayer, then respond to the teacher. 2. Performing a brief introduction. 3. Pay attention to the teacher's explanation.	10 minutes
2.	Core Activity	5. Present the text in a narrative format. 6. Provide a narrative text example. 7. Show the students the animated film. 8. Using the method, the students comprehend and recognize narrative text.	4. Concentrate on the instructor's explanations. 5. Concentrate on the instructor. 6. The students understand the text.	60 minutes

3.	Closing Activity	<p>9. Give a chance to the students to ask about the narrative.</p> <p>10. Summarize the material that has been discussed.</p> <p>11. Close with greetings</p>	<p>7. Ask about the narrativetext.</p> <p>8. Pay attention to the teacher's explanation.</p> <p>9. Answer the greetings</p>	10 minutes
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2 Assessment

1. Technique of assessment: test

Assessment	Result
Listening Test	0-100

Gunung Sitoli, November 2020

Approved by

English Teacher

Lela Syamsidar, S.Pd.I

Researcher

Marniansyah Gea
34154213



APPENDIX III

The Question of Pre-Test

Fill in the blank of this lyric

Do not let me down.

Crashing, hit a wall.

Right now, I need a miracle.

..... (1) now, I need a miracle

.....(2), reaching out

I call your name, but you are not (3)

I (4) *your name but you are not*
around I need you, I need you, I need you
right now Yeah, I need you.....(5)

So do not let me do not let me, do not let me
down I think I'm.....(6) *My*.....(7).

It is in my head, darling I... (8)

That you will be here when (9) *the most*

So do not let me do not let me, do not let me
down D-Don't let me down... Do not let me
down

Do not let me down, down, down, Do not.... (10) *down.*

Do not let me down, down,
down R-running, out of(11)

I thought you were on my side

But now there are..... (12) *by my side*

APPENDIX IV

The Question of Post-Test 1

Fill in the blank of this lyric

Trouble is a friend

Trouble(1) find you no matter where you go, oh oh

No Matter if you are fast no(2) if you are slow, oh oh

The eye of the storm and the (3) in the morn, oh oh

You are fine for a while, but then..... (4) lose control.

He is there in the..... (5)

He is there in my..... (6)

He waits in the..... (7)

He is gotta play a

partTrouble is a. (8)

Yeah, trouble is a friend of.....(9). Oh oh

Trouble is a friend but (10) is a foe, oh oh.

And no matter what I feed him, he..... (11)to grow, oh oh

He sees what I see, and he knows what I know, oh

ohSo do not.....(12) as you ease on down the road.

So do not be alarmed if he takes you by(13)

I will not let him win, but I am a sucker for his charm

Trouble is a friend

Yeah trouble is a friend of...(14), oh oh

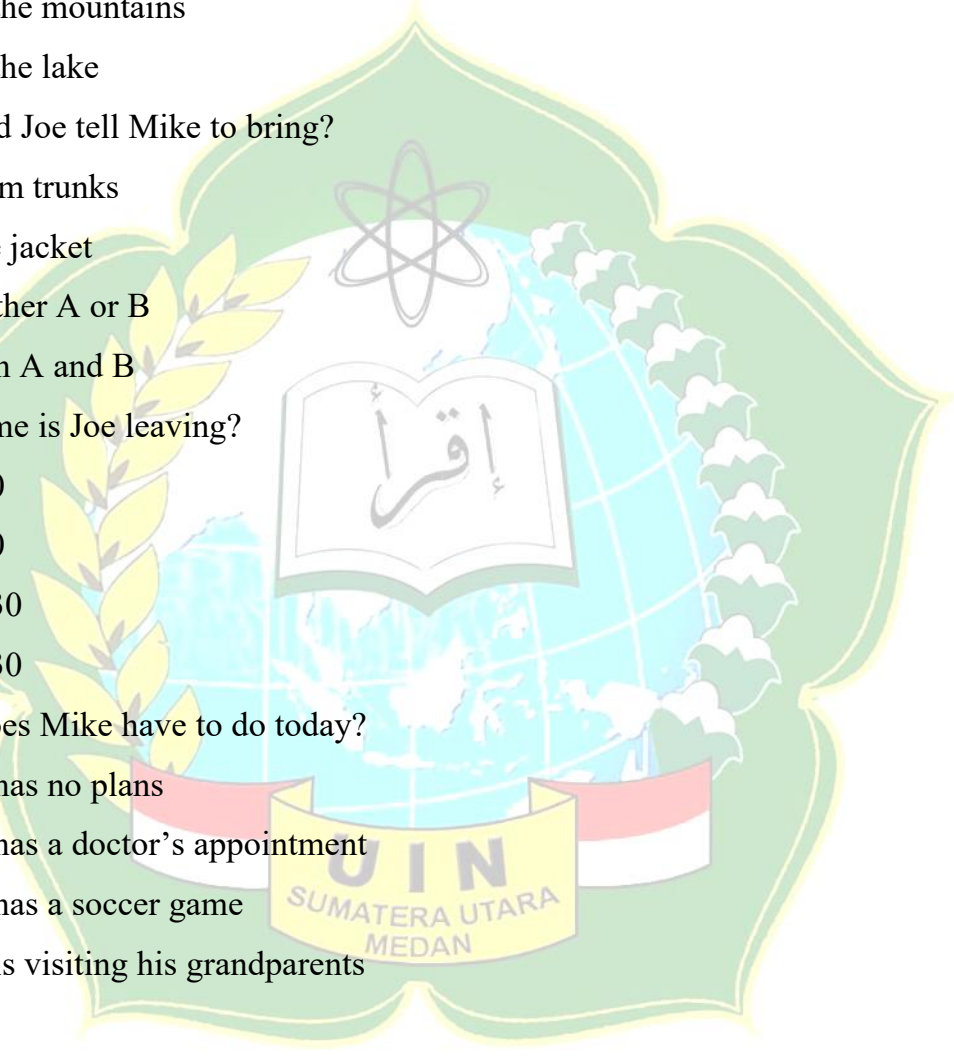
Oh, how I.....(15) the way he makes me feel

And how I try to make him leave, I try

Oh, oh, I try. ()*

APPENDIX V

Picnic by the Lake

1. Where is Joe going today?
 - a. To beach
 - b. To the amusement park
 - c. To the mountains
 - d. To the lake
 2. What did Joe tell Mike to bring?
 - a. Swim trunks
 - b. Life jacket
 - c. Neither A or B
 - d. Both A and B
 3. What time is Joe leaving?
 - a. 8:30
 - b. 9:30
 - c. 10:30
 - d. 11:30
 4. What does Mike have to do today?
 - a. He has no plans
 - b. He has a doctor's appointment
 - c. He has a soccer game
 - d. He is visiting his grandparents
- 

APPENDIX VI

The Answer to Pre-Test

1. Hurry up

2. Stranded

3. Around

4. Say

5. Right now

6. Losing

7. Mine now

8. I hope

9. I need

10. Let me

11. Time

12. Nobody



APPENDIX VII

The Answer of Post –Test 1

1. will
2. Matter
3. Cry
4. Start
5. Dark
6. Heart
7. Winds
8. Friend
9. Mine
10. Trouble
11. Always
12. Forget
13. Arm
14. Mine
15. Hate



APPENDIX VIII

The Answer of Post – Test II

Picnic by the lake

1. D

2. D

3. C

4. A



APPENDIX IX

OBSERVATION SHEET

CYCLE I

Date: September 07, 2020

Meeting: Cycle I Observer:

Raudhatunnisa

Aspect: The Process Teaching of Researcher

	Observation Items	yes	No	Description
A	Pre-Teaching			
1	The Researcher opens the class by greeting. the students	√		
2	The Researcher checks students' attendance.		√	
3	The Researcher introduces the topic to the students	√		
4	The Researcher delivers the aim of the lesson	√		
5	The Researcher informs that the video will. be learned	√		
B.	Whilst-Teaching			
1	The students are ready to learn the material.	√		
2	The Researcher uses LCD and speaker.	√		
3	Researcher Play the video.	√		
4	The students listen to the video.	√		
5	The students answer the question in listening test	√		

6	The Researcher checks the students understanding	√		
7	The students use a dictionary.		√	
C. Post-Teaching				
1	Researcher summaries the lesson		√	
2	The Researcher gives rewards and motivates the students to participate more I the next meeting	√		
D. Class Situation				
1	The Researcher gives the feedback.	√		
2	The Researcher concludes today's lesson.	√		
3	The Researcher tells the students about the material on the next meeting		√	
4	The Researcher closes the lesson.	√		

Gunungsitoli, 7th September 2020

Observer/ Collaborator

RAUDHATUNNISA

APPENDIX X
OBSERVATION SHEET

CYCLE II

Date: November 10, 2020

Meeting: Cycle I Observer:

Raudhatunnisa

Aspect: The Process Teaching of Researcher

	Observation Items	yes	No	Description
A	Pre-Teaching			
1	The Researcher opens the class by greeting the students	√		
2	Researcher checks students attendance		√	
3	The Researcher introduces the topic to the students	√		
4	The Researcher delivers the aim of the Lesson	√		
5	The Researcher informs the video that will be learned	√		
B.	Whilst-Teaching			
1	The students are ready to learn the material	√		
2	The Researcher uses LCD and speaker.	√		

3	Researcher Play the video.	√		
4	The students listen to the video.	√		
5	The students answer the question in listening test	√		
6	The Researcher checks the students. understanding	√		
7	The students use a dictionary.		√	
C.	Post-Teaching			
1	Researcher summaries the lesson		√	
2	The Researcher gives rewards and motivates the students to participate more in the next meeting	√		
D.	Class Situation			
1	The Researcher gives the feedback.	√		
2	The Researcher concludes today's lesson.	√		
3	The Researcher tells the students about the material for the next meeting		√	

4	The Researcher closes the lesson.	√		
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Gunungsitoli, 10st September 2020

Observer/ Collaborator

RAUDHATUNNISA



APPENDIX XI

INTERVIEW SHEET I

Following the observation, I interviewed a few students to understand their perceptions of the teaching and learning process. The following interview transcript demonstrates the issues the Researcher discovered.

R : Apakah belajar listening itu menarik? (is the listening already enjoyable?)

S : Biasa aja sih kak, karna Miss Lela jarang ngasih Listening gitu? (It is nottoo interesting, sis, Miss Lela rarely gives us the listening)

R : Kapan terakhir Miss Lela ngasi kalian tentang Listening? (When did Miss Lela give about the listening)

S : Pas semester 1 kak. (in semester 1 sis.)

R : Bagaimana pemberian materi listening dari guru? (how was the listening material from the teacher?)

S : Ya cuman gitu gitu sih kak, paling pake speaker. (it is just like that sist,only playing the recording.)

R : Gak pernah ngasi gambar atau video gitu dek? (Was she never given video or picture?)

S : Tidak pernah kak. (never sist.)

R : Berarti Listening gak pernah pake proyektor atau laptip dek?

S : Gak pernah kak. (never sist.)

INTERVIEW SHEET II

R : Bagaimana menurut kamu tentang listening menggunakan CALL method?

S : Suka kak sama metodenya

R : Apakah kamu merasa terbantu belajar Listening menggunakan metode ini?

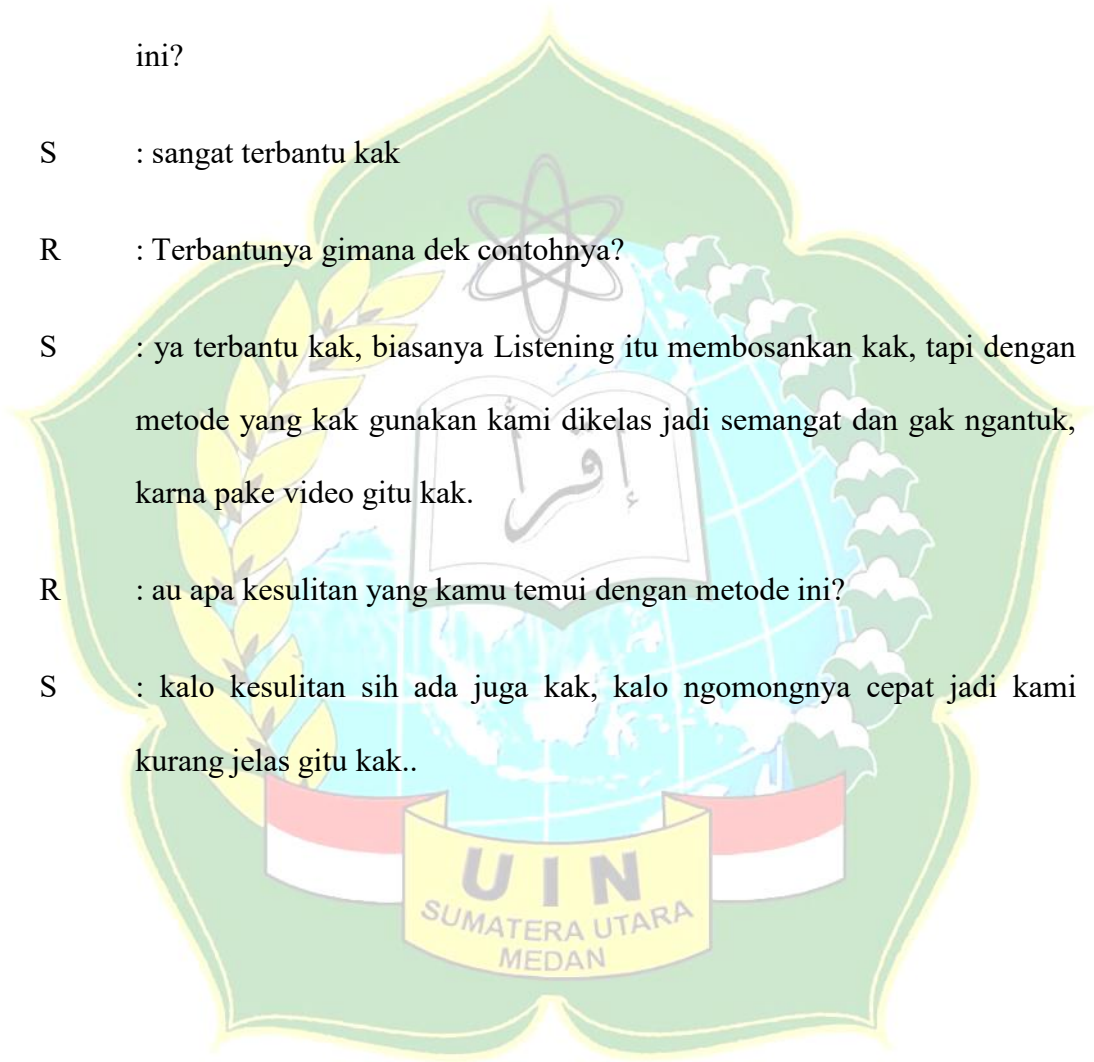
S : sangat terbantu kak

R : Terbantunya gimana dek contohnya?

S : ya terbantu kak, biasanya Listening itu membosankan kak, tapi dengan metode yang kak gunakan kami dikelas jadi semangat dan gak ngantuk, karna pake video gitu kak.

R : au apa kesulitan yang kamu temui dengan metode ini?

S : kalo kesulitan sih ada juga kak, kalo ngomongnya cepat jadi kami kurang jelas gitu kak..



APPENDIX XIII

INTERVIEW SHEET III

R : Bagaimana menurut miss prose belajar mengajar di kelas secara keseluruhan?

M : ya... cukup baik ya, anak anak bisa mengikuti peajaran dengan baik, walaupun ada beberapayang ketinggalan.

R : seberapa sering miss mengajarkan istening kepada siswa?

M : Saya itu jarang sekai mengajarkan Listening Miss.

R : Metode atau model pembelajaran apa yang biasanya Miss gunakan untuk mengajarkan Listening kepada siswa?

T : apa ya, saya kalau mengajarkan Listening kepada mereka palingan menggunakan rekaman rekaman saja sih Miss

R : Bagaimana dengan menggunakan proyektor Miss?

T : sebenarnya saya mau miss, mengajar menggunakan proyektor tapi fasilitasnya kurang memadai miss

R : lalu bagaiman keadaan keas saat miss mengajarkan istening?

T : ya tenag dan anak anak konsentrasi mendengarkan rekaman itu

R : lalu kesulitan apa yang Miss hadapai ketika mengajarkan tentang listening?

T : kalo kendalanya sih ya itu miss fasiitasnya. Speaker kurang jelas , kao kita minjam di TU gak memungkinkan juga karna biasanya dipake sama guru lain, karna bukan Cuma saya yang menggunakan speakernya Miss.



Documentation



