

**THE INFLUENCE OF USING THINK ALOUD PAIR PROBLEM  
SOLVING (TAPPS) TECHNIQUE TOWARD STUDENTS' LISTENING  
SKILL AT THE SECOND SEMESTER OF THE EIGHTH GRADE  
OF SMPN 1 JATI AGUNG SOUTH LAMPUNG  
IN THE ACADEMIC YEAR OF 2018/2019**



**A Thesis**

**Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree**

**By:  
APRIYADI YUSUF  
SRN: 1411040022**

**Advisor : IWAN KURNIAWAN, M. Pd  
Co Advisor : DEWI KURNIAWATI, M. Pd**

**English Education Study Program**

**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE UNIVERSITY OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG  
2019**

## **ABSTRACT**

### **THE INFLUENCE OF USING THINK ALOUD PAIR PROBLEM SOLVING (TAPPS) TECHNIQUE TOWARD STUDENTS' LISTENING SKILL AT THE SECOND SEMESTER OF EIGHTH GRADE OF SMPN 1 JATI AGUNG IN THE ACADEMIC YEAR OF 2018/2019**

**By  
APRIYADI YUSUF**

Listening is one of the receptive skills. It involves students in capturing and understanding the input of English. Listening is probably more difficult than reading because students often recognize the written word more easily than they recognize the spoken word. Students still confuses and difficult in listening, because the students have limit time practice English. They fell hard when they learned listening skill in the class because the teacher only read the text and the students have to listen to the text. The objective of this research is to know whether there is a significant difference of using Think Aloud Pair Problem Solving (TAPPS) technique toward students' listening skill at second semester of the eighth grade of SMPN 1 Jati Agung in the academic year of 2018/2019.

In this research, the researcher used quantitative research. The researcher used quasi experimental design with pre-test and post-test. The sample was taken from two classes, VIII B and VIII C which consists of 60 students. The treatments were held in 3 meetings, 2 x 40 minutes for each. The population of the research was the eighth grade students at SMPN 1 Jati Agung. In collecting the data, the researcher used instrument in form of essay question of song. After conducting try-out, the instrument used pre-test and post-test. The total items of pre-test and post-test were 20 items for each. After giving pre-test and post-test, the researcher analysed the data by using SPSS to compute independent sample t-test.

After giving the post-test, then the researcher analysed the data. From the data analysis the result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.040. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted. Based on the result of data analysis, the researcher concluded that, there is a significance influence of using Think Aloud Pair Problem Solving (TAPPS) technique toward students' listening skill at second semester of the eighth grade of SMPN 1 Jati Agung in the academic year of 2018/2019.

**Key words :** TAPPS Technique, Listening, Song , Quantitative Research.



KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

ADMISSION

A thesis entitled: **THE INFLUENCE OF USING THINK ALOUD PAIR PROBLEM SOLVING (TAPPS) TECHNIQUE TOWARD STUDENTS' LISTENING SKILL AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 1 JATI AGUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**, By: **APRIYADI YUSUF, NPM: 1411040022**, Study Program: **English Education**, was tested and defended in final examination session held on: **Tuesday, August 20<sup>th</sup>, 2019**.

**Board of Examiners:**

**Chairperson** : Meisuri, M. Pd

**The Secretary** : Sri Suci Suryawati, M. Pd

**The Primary Examiner** : Dr. Melinda Roza, S. Pd., M. Pd

**The First Co- Examiner** : Iwan Kurniawan, M. Pd

**The Second Co- Examiner** : Dewi Kurniawati, M. Pd

**The Dean of  
Tarbiyah and Teacher Training Faculty**

**Prof. Dr. Hj. NIRVA DIANA, M. Pd**  
NIP. 19640828 198803 2 002



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UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

APPROVAL

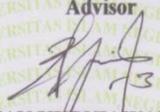
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THE SECOND SEMESTER OF THE EIGHTH  
GRADE OF SMPN 1 JATI AGUNG SOUTH  
LAMPUNG IN THE ACADEMIC YEAR OF  
2018/2019

Student's Name : APRIYADI YUSUF  
Student's Number : 1411040022  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

was tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, the State University of  
Islamic Studies Raden Intan Lampung

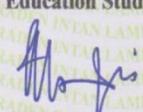
Advisor

  
**TWAN KURNIAWAN, M. Pd**  
NIP. 19740520 200003 1 002

Co-Advisor

  
**DEWI KURNIAWATI, M. Pd**  
NIP. 19800601 200614 2 047

The Chairperson of  
English Education Study Program

  
**MEISURI, M. Pd**  
NIP. 19800515 200312 2 004

## **DECLARATION**

I hereby state that this thesis entitled The Influence of Using Think Aloud Pair Problem Solving (TAPPS) Technique Toward Students' Listening Skill at Second Semester of the Eighth Grade of SMPN 1 Jati Agung in the academic year of 2018/2019 is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, August 2019

Declared by,

**APRIYADI YUSUF**

## MOTTO

وَاللَّهُ أَخْرَجَكُم مِّن بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

*And Allah has extracted you from the wombs of your mother not knowing a thing, and He made for you hearing and vision and intellect that perhaps you would be grateful. (Q.S an-Nahl: 78)<sup>1</sup>*

---

<sup>1</sup>Kementerian Agama RI. 2005. *Al-Qur'an dan Terjemahannya*. Bandung: CV. Diponegoro. p. 220.

## **DEDICATION**

The researcher dedicates this thesis to:

1. His beloved parents, Mr. Masrun and Mrs. Kasiyah who always pray and support for his success.
2. His beloved brother M. Romi Ardianto, His beloved sister Ririn Noviana and Farkhah Lailatul Mustaghfiroh who always support him.
3. His friends who always support him and all members of PBI A 2014.
4. His almamater UIN Raden Intan Lampung.

## **CURRICULUM VITAE**

Apriyadi Yusuf was born in Simpang Asam on April 10<sup>th</sup>, 1996. He is third child of the four children of Mr. Masrun and Ms. Kasiyah. He has one brother his name M. Romi Ardianto, M. Pd. I and two sister their name Ririn Noviana, S. Pd. I and Farkhah Lailatul Mustaghfiroh.

He began his study at MIN 02 Way Kanan in 2002 and graduated in 2008. Then, he studied at Mts Nurul Islam Banjit and finished in 2011. Afterwards, continued his study in MAN 1 Way Kanan in 2011 and completed in 2014. Furthermore, in 2014, he decided to study in English Education Program of Tarbiyah and Teacher Training Faculty in the State University of Islamic Studies Raden Intan Lampung.

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1. Prof. Dr. Hj. Nirva Diana, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
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11. The last, his big family in KKN 161 and PPL 02.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. May Allah the most merciful give goodness and blessings for all guidance and help that have been given to the researcher. For this, the researcher hopes that this thesis will be useful for the readers.

Bandar Lampung, August 2019  
The Researcher,

**APRIYADI YUSUF**

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## **CHAPTER 1 INTRODUCTION**

### **A. Background of the Problem**

Listening is the process of identifying the component of sounds and sound sequences, whereby known words are recognizable.<sup>1</sup> From the four linguistic activities, listening is often overlooked, both in importance and practice. Yet, listening is a process, involving more than mere hearing of sounds and noises, as it includes identifying, understanding and interpreting spoken languages. It enables students to become aware of language and how it is used and gives them creative use of grammar.<sup>2</sup> It means that listening skill is one of major skill that must be mastered by the students to understand what he/she get from the speaker or to get some of the information that they already heard by the speaker.

By interviewing an English teacher at SMPN 1 Jati Agung, the researcher found that students listening skill are still low. The researcher got information that student still confuses and difficult in listening, because the students have limit time practice English. They fell hard when they learn listening skill in the class because the teacher only read the text and the students have to listen to the text.

Furthermore, the researcher asked the teacher about the score in listening skill. Based on Brown, the listening score of the students is low if the students

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<sup>1</sup> Henry Erhamwenmwonyi Asemota, *Nature, Importance, And Practice Of Listening Skill*. (UK: British Journal of Education, 2015), p. 27-28.

<sup>2</sup> Ibid.

get 45-69. Based on data obtained by listening score from the students at the eighth grade of SMPN 1 Jati Agung, as from the three class only 40 (42,5%) students got score above criteria and 50 (57,5%) students got under criteria. So, it can be said that the students' listening skill in SMPN 1 Jati Agung is low.

After having the interview with the teacher, it looks that the problem above also caused by some factors, such as their low motivation in the learning process, the limited time to explain material and learn the listening skill. One of the factors is probably method or technique of teaching, the teacher used the technique that is still not good because the technique is monotonous so the students do not enjoy the technique used by the teacher. In the teaching and learning process, the teacher usually used Dictation technique. Based on the explanation above, the used technique is the less effective technique in teaching listening skill, so that in this case the researcher offers the other technique in teaching listening skill. An alternative technique is using Think Aloud Pair Problem Solving (TAPPS) technique.

In Think Aloud Pair Problem Solving students receive a series of problems as well as specific rules-problem solver and listener-that switch with each problem. The problem solver "think aloud", talking through the steps of solving the problem. The partner listens to the problem solver, following the steps, and offering suggestions if there are missteps.<sup>3</sup>

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<sup>3</sup> Elizabeth F. Barkley, K. Patricia Cross, Claire Howell Major, *Collaborative Learning Techniques*. (San Fransisco: A Wiley Imprint, 2005), p. 172.

Articulating one's own problem-solving process and listening carefully to another's process helps students practice what they have read about or heard in a lecture. Think Aloud Pair Problem Solving (TAPPS) improves analytical skills by helping students to formulate ideas, rehearse concepts, understand the sequence of the steps underlying their thinking, and identify errors in someone else reasoning.

There are some previous researches that use Think Aloud Pair Problem Solving technique. Based on previous research by Lambang Prakoso from Sebelas Maret University in thesis *The Effectiveness of Think Aloud Pair Problem Solving (TAPPS) in Teaching Speaking Viewed From Students' Interest (an Experimental Study at X Grade Of SMKN 1 Boyolali)* at the academic year 2013/2014 show that Think Aloud Pair Problem Solving (TAPPS) is an effective method to teach speaking for the tenth grade students of SMK N 1 Boyolali in the Academic Year of 2013/2014. The effectiveness of the method is influenced by the students' level of interest.<sup>4</sup>

Besides that, Think Aloud Pair Problem Solving (TAPPS) was used in teaching speaking in MTsN Tegal Mukti by Ibnatum Masruroh from State Islamic University Raden Intan also applying Think Aloud Pair Problem Solving in the thesis *The Influence of Using Think Aloud Pair Problem Solving toward Students' Speaking Ability*. It can be concluded that Think Aloud Pair Problem Solving is the very good technique that can help to increase students' motivation, participation, and confidence in speaking

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<sup>4</sup> Lambang Prakoso, "The Effectiveness Of Think Aloud Pair Problem Solving (TAPPS) In Teaching Speaking Viewed From Students' Interest". (An Experimental Study At X Grade Of Smkn 1 Boyolali at the academic year 2013/2014", Boyolali, 2014), p. 55.

English. It also can to develop the creativity, spontaneity, and students' fluency , and can maximize the use of English. The result of the research that was done by the researcher showed that there was influence of Think Aloud Pair Problem Solving (TAPPS) toward students' speaking ability at the second semester of the eighth grade of MTsN Tegal Mukti.<sup>5</sup>

In the other research, Think Aloud Pair Problem Solving (TAPPS) was used by Priyo Waspodo et al. The Effect of Using Think Aloud Pair Problem Solving (TAPPS) on the Eighth Grade Students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember. The result revealed that the use of Think Aloud Pair Problem Solving (TAPPS) technique on reading comprehension achievement was effective. This could be seen from the t-test analysis. The value of significance (2-tailed) was less than 0.05 (confidence interval 95%) that was 0.043. It indicated that the result of t-test analysis was significant. This is likely due to the implementation of TAPPS technique in the teaching learning process.<sup>6</sup>

According to some previous researches, Think Aloud Pair Problem Solving (TAPPS) technique is suitable to teach the troubleshooting skill, also speaking skill and reading comprehension. Barkley states, Think Aloud Pair Problem Solving (TAPPS) besides can be used to teach troubleshooting skill, Think Aloud Pair Problem Solving (TAPPS) also is suitable to teach listening

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<sup>5</sup> Ibnatum Masruroh, "The Influence of Using Think aloud pair problem solving towards Students' Speaking Ability at the Second Semester of the Eight Grade of MTSN Tegal Mukti Way Kanan in Academic Year of 2016/2017". (thesis Undergraduate UIN Raden Intan, Way Kanan: 2017), p. 60.

<sup>6</sup> Priyo Waspodo, Wiwiek Eko Bindarti, Eka Wahjuningsih, "The Effect of Using Think Aloud Pair Problem Solving (TAPPS) on the Eighth Grade Students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember". (UNEJ Jurnal Edukasi, Jember: 2015), p. 1.

skill. So, the researcher gave the novelty's research about the using Think Aloud Pair Problem Solving (TAPPS) to teach listening.

Based on the identification of the problem above, the researcher wants to conduct a research entitled: the Influence of using Think-Aloud Pair Problem Solving (TAPPS) technique toward students' listening skill at the second semester of the eighth grade of SMPN 1 Jati Agung in the academic year of 2018/2019.

## **B. Identification of the Problem**

1. The students need more motivation to learn.
2. The students are difficult to understand the listening material because they are not used to listening.
3. The time to learn listening is limited.
4. The technique used by the teacher is less appropriate with the listening.

## **C. Limitation of the Problem**

Based on the identification above, the researcher only focused and emphasized on micro skill of listening skill that are recognize reduced forms of words and recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms, and focus on using the singular and plural noun and verb.

#### **D. Formulation of the Problem**

Based the identification of the problem above, the researcher formulated the problem as follows: “Is there any significant the influence of using Think-Aloud Pair Problem Solving (TAPPS) technique toward students’ listening skill at the second semester of eighth grade of SMPN 1 Jati Agung in the academic year of 2018/2019? ”

#### **E. Objective of the Research**

To find out whether there is any the influence of using Think-Aloud Pair Problem Solving (TAPPS) technique toward students’ listening skill at the second semester of SMPN 1 Jati Agung in the academic year of 2018/2019.

#### **F. Significance of the Research**

The following are the uses of the research :

1. Theoretically, the result of the research can be employed as a useful reference for future experimental research with similar interest, especially on Think Aloud Pair Problem Solving (TAPPS) and listening skill of Song, and useful references for future the next study concentrated on students listening skill of Song.
2. Practically, the result of the research will become new information for the teacher and the students:

a. for the teacher

The teacher will get valuable information about an alternative technique to be used to improve students' listening skill, especially with the use of Think Aloud Pair Problem Solving (TAPPS) technique.

b. for the students

By using Think Aloud Pair Problem Solving (TAPPS) technique, the students will know their strengths and weaknesses in listening, and will encourage them to improve their listening skill.

## **G. Scope of the Research**

1. Subject of the Research

The subject of the research was the students of the second semester of eighth grade of SMPN 1 Jati Agung in the academic year of 2018/2019.

2. Object of the Research

The object of the research was the students' listening skill and Think Aloud Pair Problem Solving (TAPPS) technique.

3. Place of the Research

The research conducted at SMPN 1 Jati Agung.

4. Time of the Research

The research conducted in the second semester in the academic year of 2018/2019.

## **CHAPTER II REVIEW OF LITERATURE**

### **A. Frame of Theories**

#### **1. Concept of Listening**

On the linguistic activities, there are four activities such as listening, speaking, reading and writing. Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Listening is probably more difficult than reading because students often recognize the written word more easily than they recognize the spoken word.<sup>1</sup>

In other hand, Ogrodnik states that listening is the most important form of communication, yet it is still frequently ignored; “probably more attention should be directed to the subject of listening. Both students and the businessmen may need to further recognize the importance of this communicative function”<sup>2</sup> Listening is a vital component of the oral communication, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and nonverbal component. Listening skill should be a major area of concern to teachers and students of a second or foreign language, this is the concern of this chapter which tends to summarize what is essential to be known about the listening process as it relates to foreign language learning.

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<sup>1</sup> Lucy Polard. *Guide To Teaching English*, (Lucy Polard, 2008), p. 39.

<sup>2</sup> Sullivan Amy Ogrodnik. *The Importance of Effective Listening skills: Implication For The Workplace And Dealing With Difficult People*.(2011), p. 4.

From the four linguistic activities, listening is often overlooked, both in importance and practice. Yet, listening is a process, involving more than mere hearing of sounds and noises, as it includes identifying, understanding and interpreting spoken languages. It enables students become aware of language and how it is used and gives them creative use of grammar. Listening helps students acquire detailed comprehension. It assists students approach a foreign language with greater confidence and expectation of success. Of equal importance is listening for overall meaning. Students highly involved in listening learn better and faster and have sounder judgments about what is heard. It is believed that listening and speaking are by far two most important communication skills.<sup>3</sup>

From those theories, the researcher concludes that listening is one of major skill that must be mastered by the students to understand what he/she get from the speaker or to get some of information that they already heard by the speaker.

## **2. Concept of Listening Skill**

Listening is the ability to find meaning and knowledge of information with a focus on what the speaker is saying. By listening, the students are able to receive information in order to learn and knowledge in education. This means that listening is one of the important capabilities that must be mastered by the student. Through listening, students can gain knowledge and new information that they never knew before.

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<sup>3</sup> Op. Cit. p. 27

Based on the language assessment theory by Brown, especially is designing tasks intensive listening there are commonly used in assessing students' listening ability. They are :

a. Phonological element

The student give spoken stimulus and ask them to identify the stimulus from two or more choices. The students analyze the phonemic pair (consonant or vowels).

b. Morphological element

In the case the students identify and analyze the structure of morphemes and other units of meaning in a language like words, affixes and part of speech and intonation or stress.

c. Paraphrase

In the next step up on the scale of listening comprehension micro skills is word phrases, and sentence and asking the students to choose the correct paraphrase from the number of choice.<sup>4</sup>

For the explanation about listening skill above, the researcher concludes that criteria from listening skill are the phonological element, then morphological and paraphrase.

In listening skill, a useful way of synthesizing the above two lists is to consider a finite number of micro- skills and macro-skills implied in the performance of listening. Brown (2004) offers a simplified list of micro-

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<sup>4</sup> Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Longman, 2004), p. 120.

skills and macro-skills for conversational listening. The macro-skills isolate those skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills. listening comprehension micro-skills for conversational discourse are as follows.

- a. Retain chunks of language of different lengths in short-term memory.
- b. Discriminate among the distinctive sounds of English.
- c. Recognize English stress patterns, words in stressed and unstressed
- d. Positions Rhythmic structure, intonational contours, and their role in signaling information.
- e. Recognize reduced forms of words.
- f. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- g. Process speech containing pauses, errors, corrections, and other performance variables.
- h. Process speech at different rates of delivery.
- i. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- j. Detect sentence constituents and distinguish between major and minor constituents.
- k. Recognize that a particular meaning may be expressed in different grammatical forms”.

Macro-skills for conversational discourse are:

- a. Recognize cohesive devices in spoken discourse.
- b. Recognize the communicative functions of utterances, according to Situations, participants, goals.
- c. Infer situations, participants, goals using real-world knowledge (pragmatic competence).
- d. From events, ideas, etc., describe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e. Distinguish between literal and implied meanings.
- f. Use facial, kinetic, body language, and other nonverbal cues to decipher meanings.
- g. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.<sup>5</sup>

Besed on the micro-skill and macro-skills above, in this research, the researcher focused on micro-skill, that are recognize reduced forms of words and Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.

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<sup>5</sup> Ibid. p. 121

### 3. Types of Listening

Based on the characteristics of listening and the micro and macro skills of listening, we can design listening tasks. Brown and Abeywickrama propose that listening tasks be classified into intensive, responsive, selective, extensive, and interactive tasks.

- a. Intensive listening, which is listening to identify phonemes, word, sentences, or discourse, e.g. identifying certain phonemes in a sentence.
- b. Responsive listening, which is listening to short stretches of language and their short responses, e.g. understanding greeting, congratulation, announcement.
- c. Selective listening, which is listening for certain details of a discourse, e.g. finding names, numbers, facts, or events.
- d. Extensive listening, which is listening to a longer discourse, and comprehending main ideas, implied details, and other components of listening, e.g. making a outline from a short talk.
- e. Interactive listening, which is listening involving interaction with the speaker. This kind of listening overlaps with speaking. Therefore, it can belong to speaking when the emphasis is on ability to respond, and it can be considered as listening when the emphasis is on comprehending what is heard.<sup>6</sup>

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<sup>6</sup> Fachrurrazy, Tresnadewi Sintha. *Assessment in Language Teaching*. (Banten: Universitas Terbuka, 2017). p. 3.8

#### **4. Listening Process**

##### **a. Bottom-up process**

These are the process the listener uses to assemble the message piece by piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive. It means that bottom-up process more focuses on grammatical relationship in the words. So, the listeners understand the sound, words, intonations, grammatical structure, and other components of spoken language.

##### **b. Top-down processes**

Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing. When we put these two types of processing together we see listening not as a single skill, but as a variety of sub-skills. In the top-down process, the listeners should have other background information that they bring to the text. The listeners can predict what

kind of information from the text if they have the prediction about the text that they will hear before.<sup>7</sup>

## 5. Concept of Teaching Listening

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>8</sup> It means that teaching is a process for the learners to gain information from their learning activity. In teaching process, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in the learning process.

The principles can be standard to limit teachers when they teach listening. The principles of teaching are stated below.

- a. The tape recorder is just as important as the tape
- b. Preparation is vital
- c. Once will not be enough
- d. Students should be encouraged to respond the content of listening not just to the language
- e. Different listening stages demand different listening tasks
- f. Good teacher exploits listening tasks to the full.<sup>9</sup>

Based on the definition above, it means that teaching listening is processing in which listeners play an active role in discrimination between

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<sup>7</sup> Ibid. p. 40

<sup>8</sup> H. Brown Douglas. Op. Cit p. 19

<sup>9</sup> Jeremy Harmer, *How to Teach English an Introduction to the Practice Language Teaching* (New York: Longman, 2001), p. 135-137.

sounds, understanding the vocabulary and grammatical structures, interpreting intonation and stress.

## **6. Procedure of Teaching Listening**

There are three main procedures in teaching listening; they are the pre-listening stage, while-listening stage, and post-listening stage.

### **a. The Pre-Listening Stage**

This is a stage where students do some activities before they listen to the text. Underwood states in Etman and Zaida that unfair to plunge the students straight into the listening text, even when testing rather than teaching listening comprehension, as this makes it extremely difficult for them to use the natural listening skills ( which we all use in our native language) of matching what they hear with what they expect to hear and using their previous knowledge to make sense of it. Therefore, before listening, the students should be “tuned in” so that they know what to expect, both in general and for particular tasks.

The ideas for pre-listening activities, there are number activities that can be used in the pre-listening activities stage :

- 1) Looking at the pictures before listening.
- 2) Looking at a list of items/ thought etc.
- 3) Making the list of possibilities/ ideas/ suggestion etc.
- 4) Reading a text before listening.
- 5) Reading through questions (to be answered while listening)
- 6) Labeling pictures

7) Completing part of charts.

#### **b. The While Listening Stage**

The While listening stage is a stage where the students are asked to do some activities during the time that the students are listening to the text. The purpose of the while listening activities is to help the learners develop the skills of eliciting messages from the spoken language. Good while listening activities help learners find their way through the listening text and built up on the expectation raised by pre-listening activity.

Ideas for while listening activities there are a number of activities that can be used in the while listening stage:

- 1) Marking/ checking items in a pictures
- 2) Matching pictures with what is heard
- 3) Storyline picture sets
- 4) Putting pictures in order
- 5) Completing pictures
- 6) Picture drawing
- 7) Carrying out an action
- 8) Multiple choice questions.<sup>10</sup>

#### **c. The Post- Listening Stage**

The post activities are activities related to a particular listening text, which are done after the listening is completed. Some post-listening

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<sup>10</sup> Ibid. p. 18

activities are extensions of the work done at the pre-listening and while listening stages and some relate only loosely to the listening text itself. Post-listening activities can be much longer than while listening activities because at this stage the students have time to think, to discuss, to write.

Ideas for post-listening stage:

- 1) Form/ chart completion
- 2) Extending lists
- 3) Sequencing/ grading
- 4) Matching with a reading text
- 5) Extending notes into the written response
- 6) Summarizing
- 7) Using information from the listening text for problem-solving and decision-making activities
- 8) Jigsaw listening.<sup>11</sup>

## **7. What to Test in Listening**

### **Micro and Macro-skill of Listening**

A useful way of synthesizing the above two lists is to consider a finite number of micro- and macro-skills implied in the performance of listening comprehension. Richards' (1983) list of micro-skills has proven useful in the domain of specifying objectives for learning and may be even more useful in forcing test makers to carefully identify specific assessment

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<sup>11</sup> Ibid. p. 19

objectives. In the following box, the skills are subdivided into what I prefer to think of as micro-skills (attending to the smaller bits and chunks of language, in more of a bottom-up process) and macro-skills (focusing on the larger elements involved in a top-down approach to a listening task). The micro and macro skills provide 17 different objectives to assess in listening.

Micro and macro-skills of listening (adapted from Richards, 1983).

a. Micro-skills

- 1) Discriminate among the distinctive sounds of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
- 4) Recognize reduced forms of words.
- 5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- 6) Process speech at different rates of delivery.
- 7) Process speech containing pauses, errors, corrections, and other performance variables.
- 8) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement/ pluralization), patterns, rules, and elliptical forms.

- 9) Detect sentence constituents and distinguish between major and minor constituents.
- 10) Recognize that a particular meaning may be expressed in different grammatical forms.
- 11) Recognize cohesive devices in spoken discourse.

b. Macro-skills

- 1) Recognize the communicative functions of utterances, according to situations, participants, goals.
- 2) Infer situations, participants, goals using real-world knowledge.
- 3) From events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, flew information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings.
- 5) Use facial, body language, and other nonverbal clues to decipher meanings.
- 6) Develop and use a battery of listening strategies, such as detecting key words, guessing the 'meaning of words from context, appealing for help, and signaling comprehension or lack thereof.<sup>12</sup>

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<sup>12</sup> Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Longman, 2004), p. 121.

## **8. How to Test Listening**

### **a. Intensive Listening Task**

Intensive listening is listening for a perception. It is suitable for some of the micro skills. Below are some intensive listening tasks.

- 1) Recognizing Phonological and Morphological Elements.
  - a) Ability to identify certain phonemes
  - b) Ability to identify certain words
  - c) Ability to identify the stress position
  - d) Ability to identify an emphasis (sentence stress)
- 2) Paraphrase Recognition
  - 1) Ability to paraphrase from a sentence
  - 2) Ability to paraphrase information from a dialogue
  - 3) Recognizing a Familiar or Retold Story

Ability to recall some information from a retold story.

### **b. Responsive Listening Task**

This task is in the form of question and answer. The test-taker hears a question, and then selects the correct written response, or writes an appropriate short response.

- 1) Ability to identify the correct response to a question.
- 2) Ability to give a short response to a question.

### **c. Selective Listening Task**

There are several kinds of selective listening tasks, e.g. listening cloze, information transfer, identifying facts or grammatical sentences, guessing from a description, and finding certain details from a passage.

#### **1) Completing a Listening Cloze**

Listening cloze task is a task which requires the test-taker to listen to a passage which has a number of missing words or phrases to be completed by the test-takers while they are listening.

#### **2) Transferring Information**

Transferring information task is a task which requires the test-taker to transfer spoken information to a visual representation, such as obeying instructions, labeling a diagram, identifying an element in a picture, completing a form or a table, showing routes on a map, etc.

#### **3) Identifying Facts From Common Knowledge**

Ability to identify true facts from common knowledge.

#### **4) Identifying Grammatically Correct Sentences**

Ability to determine the grammatically correct sentences.

#### **5) Guessing an Object Based on an Oral Description**

Ability to guess an object from an oral description

#### **6) Finding Stated Details From a Text**

Ability to find a certain information from a heard text.

#### **d. Extensive Listening Task**

##### 1) Dictation task

As mentioned earlier in the listening cloze task, for a dictation it is suggested to follow the following procedure. First, the test taker listen to the whole passages, to get overall ideas. Then, in the second reading, the passage is read again chunk by chunk twice, with the pauses to give time for the test-takers to write. After that, the passage is read once again like in the first reading (without pauses), for a recheck by test-takers. This procedure is a standard procedure for conducting a dictation. In addition, the standard dictation requires that the passage should be around 150 words in length.

A suggested scoring method for dictation is reduction method, namely, we determine that the highest score is, for instance, 100. Every time a test-taker makes a mistakes, the score is reduced one point. Therefore, if there are 7 mistakes, the score is  $100 - 7 = 93$ .

##### 2) Task in the form of a dialog

Ability to get details of information from a dialog. Alternatively, if seeing the questions after listening to the dialog is considered too difficult, the test-takers may be asked to learn the questions first before listening to the dialog.

### 3) Task in the form of a lecture

This task is similar to the dialog task above, except that the text is in the form of a lecture. A suggested text for lecture task is that of an exposition.

### 4) Interpretation task

In this task, the test-takers listen to a poem or a text, and then give oral or written interpretation.

### 5) Retelling, summarizing, and making outline tasks

These three kinds of task can also be used for speaking tasks. However, there should be difference when they are focused on listening and they are focused on speaking. When the focused on listening, the criterion of scoring is on comprehension only; and when the focus is on speaking, the scoring criteria may be include speaking elements, such as, pronunciation and grammar, in addition to comprehension.

Retelling, summarizing and making outline are different. In retelling a speaker attempts to tell again the same text as close as possible (in terms of length, contents and their organization) for the original text. Summary is a short form of the original text, and an outline is a list of main points of the contents of a text.

## **e. Interactive Listening Task**

Interactive listening task is a task is a combination of listening and speaking, or a listening as a basis for study and discussion . In this task

there should be a balance between listening portion and speaking portion. If the speaking portion is too much, like in an interview, this task becomes a speaking task. An example of interactive task is a problem-solving.<sup>13</sup>

Based on explanation above, the researcher concludes that there are five types of task in listening skill and how to test listening task. They are intensive, responsive, selective, extensive, and interactive tasks, but in this research, the researcher focused on intensive listening (identify certain words) and selective listening (completing a listening cloze) task as the task in listening.

## 9. Concept of Song

The song is a short piece of music with words that you sing. Everyone enjoys with song everywhere, at home, while traveling or while studying. So, the teacher can use song to open or close the lesson, to illustrate themes and topics or to present new vocabulary. Bannet states that students go into music because of passion.<sup>14</sup> It means that to learn English will be motivated by music because the students will not feel bored with music.

Songs help students to memorize the words in unique ways, according to Holmes and Moulton in Rosova say, "songs engage our imagination, emotions and intellect with equal force regardless of our language

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<sup>13</sup> Ibid. Pp. 3.11-3.26

<sup>14</sup> Dawn Bannet, *Understanding The Classical Music Profession*, (Australia: Asghate, 2008), p. 57.

backgrounds".<sup>15</sup> it can be said that song help students to memorize the words by stimulating their imagination, emotion, and intellect.

There many types of songs which can be used in the classroom, they are golden age, jazz standard, shondeim, rock musical, contemporary, pop and disney.<sup>16</sup> The teacher must choose one types of songs to teach in the classroom appropriately with the grade of students. Songs, which including both lyric and music, can stimulate students' motivation to learn and help the students to get the ideas when they teach noun. Teachers can apply song in teaching learning process provide an active process for the students because they are intended to sing. The song is fun, and using the song as a medium will make the students enjoy in the lesson. The song is good media to motivate students to be more interest to learn English.

Lynch states there are some reasons that songs can be work exceedingly well in the foreign language classroom include the following:

- a. The song almost always contains authentic, natural language.
- b. A variety of new vocabulary can be introduced to students through songs.
- c. Song is usually very easily obtainable.
- d. Songs can be selected to suit the needs and interest of the students.
- e. Grammar and cultural aspects can be introduced through songs.
- f. Time length is easily controlled.

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<sup>15</sup> Veronica Rosova, *The Use of Music in Teaching English*, (London: Masaryk Press, 2007), p. 14.

<sup>16</sup> Hornbacker, Meghan. *7 Types of Songs that Should be in Your Audition Book*. (online), Available on <https://theatrenerds.com/7-types-songs-audition-book/>. Accessed on March 27, 2018, at 07.00 a.m.

- g. Students can experience a wide range of accents.
- h. Song lyrics can be used in relating to situations of the world around us.
- i. Students think song is natural and fun.<sup>17</sup>

Based on reasons above, songs are useful. Song contains authentic languages which are easily obtainable, provide vocabulary, grammar, and cultural aspects and also fun for students. In order, students can be more active to practice English with their friends in and out of the classroom. Students often find a poetic text and a lyrics poem language in the song lyrics that use slang words that can enrich students' knowledge of the literary language.

According to Lo and Li's article, songs are invaluable tools to develop students' language abilities in listening, speaking, reading and writing, and can be used to teach a variety language items such as sentence patterns, vocabulary, pronunciation, rhythms, adjectives, adverbs and so on.<sup>18</sup> based on that explanation, the song is recommended for teaching listening, speaking, reading, writing, pronunciation, etc. Moreover, the song can be used to teach English from elementary level until the high level or adult.

The researcher assumes that song is needed by the teacher to help students learning English because the song can improve students' interest. English teacher would be able to create the class to be the enjoyable situation and use some techniques or media to motivate students to more

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<sup>17</sup> Lynch, Lary. *Using Song To Teach English*. (online), Available on <http://www.esblase.com/articles/songs.html>. Accessed on March 27<sup>th</sup>, 2018, at 09.00 a.m.

<sup>18</sup> Regina Suk Mei and Henry Chi Fai Li, *Songs Enhance Learner Involvement: Materials Development*, volume 36 number 3, (1998), p.8.

enjoy in the classroom and also more active in oral communication by using the song.

#### **10. Concept of Teaching Listening Through Song**

In Indonesia, most of English students have difficulties in learning English, students are less motivated in studying English because students believe that English is difficult. In that case, as English teachers need to be responsive to students' condition, the teachers should make students enthusiastic in learning English. Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>19</sup> So, teacher as facilitator in learning process should think creatively to make English can be learned well and make students interested in learning. One of the strategies that can be used by the teacher is using media to support teaching and learning process.

Media is important in the teaching-learning process. Asnawir and Usman say that teaching media are used to convey teaching messages and stimulate students to learn.<sup>20</sup> In other words, teaching media are used by the teacher to convey the teaching material to the students and stimulate students to learn in the classroom. According to Asnawir and Usman, there are 4 classifications of teaching media, those are:

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<sup>19</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (Fourth Ed.), (New York: Pearson Education, 2005), p. 7.

<sup>20</sup> Asnawir and Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p.10.

- a. Visual aids; it is media that can be seen such as filmstrip, transparency, micro projection, chart, globe, map etc.
- b. Audio aids; it is media that can be heard such as phonograph record, radio, tape recorder etc.
- c. Audio Visual aids; it is media that can be seen and heard such as film, television etc.
- d. Drama, role play, sosiodrama, etc.<sup>21</sup>

From several definitions above, the researcher concluded that media are important in the teaching-learning process. It makes students easily to catch the material and the teaching-learning process will be more variety so that the students enjoy it. Students also will be more active in giving the response to the teacher's explanation.

## **11. Procedures of Applying Song**

The procedure of applying Song:

- a. Start with the essential question.
- b. Design a plan for the song. Planning is about rules, the selection of activities that can support in answering the essential question, by integrating a variety of subjects as possible and to know the tools and materials that can be accessed to assist the completion of the song.
- c. Create a schedule. Activities in this stage include: (1) create a timeline for completing the song, (2) make the deadline completion of the song, (3) bringing learners in order to plan a new way, (4) guiding

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<sup>21</sup> Ibid, p. 29.

learners when they make a manner that is not related to the song, (5)  
require learners to make reason about the election in some way.

- d. Monitor the students and the progress of the song.
- e. Assess the outcome.
- f. Evaluate the experience.<sup>22</sup>

From the procedure above, the researcher assumes that students will be easy to understand the material and also will not feel bored in the classroom.

## 12. Advantages and Disadvantages of Song

According to Brewster in Nurhayati, there are three advantages of using song in the classroom, those are:

- a. Linguistic resource, in this case the song became a media introduction of new languages and media for strengthening grammar and vocabulary.
- b. Affective/psychological resource, beside fun, the songs are also able to motivate students and enhance a positive attitude towards English.
- c. Cognitive resource, song help improve memory, concentration is also coordination.<sup>23</sup>

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<sup>22</sup> Herwandy, Erwan. *Tema Perjalanan*. Edu Mipa Mania. *Menyenangkan*. (online), Available on <http://erwanherwandy.blogspot.co.id/2013/09/vbehaviorurldefaultvml0.html>. Accessed on March 27<sup>th</sup>. 2018 at 11.30 a.m.

<sup>23</sup> Lusi Nurhayati, *Penggunaan Lagu dalam Pembelajaran Bahasa Inggris untuk Siswa SD; Mengapa dan Bagaimana?*, *Majalah Ilmiah Pembelajaran*, Volume 5, Number 1, (May 2009), p. 67.

In other hand, the use of song in teaching learning process also has disadvantages. Those are:

- a. Song disturbs concentrations when applying to people who hate a genre of song.
- b. Song can hurt eardrums if it is set up so loud.<sup>24</sup>

According to the advantages and the disadvantages above, the researcher concludes that the use of song in teaching learning process has more good effect than bad effect. It gives good effects to activate understanding and makes students easy to memorize the material. The disadvantages of using song in the classroom also can be solved, the teacher should choose appropriate genre for the students and not set the volume of music too loud.

### **13. Concept of Think Aloud Pair Problem Solving (TAPPS) Technique**

To make a clear explanation about Think Aloud Pair Problem Solving (TAPPS) technique, there are several definitions about the TAPPS technique, Think Aloud Pair Problem Solving (TAPPS) is a teaching technique used to force students to verbalize their thoughts in order to gain more control over their thoughts.<sup>25</sup> In this case the cognitive process must be emphasized, because the use of this technique should be more successful than previous techniques. Because the technique is better for students.

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<sup>24</sup> Lary Lynch, *Loc. Cit.*

<sup>25</sup> Lochhead, J., and Whimbey, A. “ *Teaching Analytical Reasoning Through Thinking Aloud Pair Problem Solving*, (1987), p. 73.

Another definition from Greenfield, he states Think Aloud Pair Problem Solving is a combination of think aloud teach back and technique an articulation reflection method development and researched.<sup>26</sup> In this case the teacher should be develop the technique well and with the great accuracy and then the teacher should be attention to what kind of material will be taught to students that this technique can be used very well.

Besides that, there is another definition from Barkley's idea, Think Aloud Pair Problem Solving (TAPPS) is suitable for teaching listening. In Think Aloud Pair Problem Solving (TAPPS), student pairs receive a series of problem as well as specific rules-problem solver and listener-that switch with each problem. The problem solver "think aloud" talking through the steps of solving problem. The partner listens to the problem solver, following the steps, attempting to understand the reasoning behind this steps, and offering suggestions if there missteps.<sup>27</sup>

Based on theory above, the researcher assumed that Think Aloud Pair Problem Solving (TAPPS) technique is ones of techniques that can develop the listening skill of student through the way that use in problem solving.

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<sup>26</sup> Lois Broder Greenfield. *Teaching Thinking Through Thinking Aloud Pair Problem Solving*, (1987), p. 5.

<sup>27</sup> Elizabeth F. Barkley, K. Patricia Cross, Claire Howell Major. *Collaborative Learning Techniques*. ( San Fransisco: A Wiley Imprint, 2005), p. 172.

#### **14. Procedure of Using Think Aloud Pair Problem Solving (TAPPS) Technique in Teaching Listening of Song**

In doing the research, the researcher gave treatment the students to teach listening Using Think Aloud Pair Problem Solving technique. The procedure of Think Aloud Pair Problem Solving as follows :

- a. Create a worksheet with a series of problems.
- b. Ask the students to form pairs and explain to students roles of problem solver and listener. The role of problem solver is to read problem aloud and talk through the reasoning process in attempting to solve the problem. The role of listener is to encourage the problem solver to think aloud, describing the steps to solve the problem. The listener may also ask clarification questions and offer suggestion, but should refrain from actually solving the problem.
- c. Ask the students to solve a set problem, alternating roles with each new problem.
- d. The activity concludes when students have solved all problems.<sup>28</sup>

To apply the Think Aloud Pair Problem Solving (TAPPS) technique in teaching listening, the researcher proposes some steps as follows :

- a. Share the worksheet about the song.
- b. Explain the description of the song.
- c. Ask the students to form pairs and explain to students roles of problem solver and listener. The role of the problem solver is to read analyze

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<sup>28</sup> Ibid, p. 173.

aloud and talk through the reasoning process in analyzing the song. The role of the listener is analyzing what is conveyed by the problem solver, after which the listener can give a response to the analysis. Besides, the listener can also convey the analysis he gets. But, the listener still has to provide an opportunity for the problem solver to deliver the analysis.

- d. The next role of the listener is to deliver the analysis obtained.
- e. The role between problem solver and the listener will alternate when there is a new analysis.
- f. The teacher play the song.
- g. The teacher asks students to carry out the role of problem solver and listener.
- h. The activity concludes when students have analyzed about the song.

Based on the explanation above, the researcher can take conclusion that there are some steps that can be adapted by the teacher when they are going to teach listening by using Think Aloud Pair Problem Solving (TAPPS) technique. Those steps can help the teachers teach easily.

#### **15. Advantages and Disadvantages of Using Think Aloud Pair Problem Solving (TAPPS) Technique in Teaching Listening**

The advantages and disadvantages of using Think Aloud Pair Problem Solving (TAPPS) technique as follow:

- a. Advantages
  - 1) Improving student's analytical skills. .

- 2) Helping diagnose problem solving errors.
- 3) Fostering student's metacognitive awareness.
- 4) Working great with teleconferences.
- 5) Fostering discussion in order to construct the student's knowledge.
- 6) Permitting students to rehearse the concept and produce a deeper understanding of the material.
- 7) Encouraging analytical reasoning skills.
- 8) Supporting problem solving skills.

b. Disadvantages

- 1) The role of listener is more difficult than problem solver..
- 2) The listener must be active to support the problem solver.
- 3) It needs more practice.
- 4) Miscommunications way occur during the process.<sup>29</sup>

## 16. Concept of Dictation Technique

Nation described that dictation technique where the learner receives some input, hold this in his memory for short timr and then writes of what he heard, so this dictation technique will help language learning by making learner focuses o sentence.<sup>30</sup> Nation also stated that dictation is the teacher says sentences and learners write them.<sup>31</sup> Run Kurtus states

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<sup>29</sup> Jhonson, S. *The Effect Of Thinking Aloud Pair Problem Solving*, (2006).

<sup>30</sup> Nation, *Language Teaching Technique*, Victory University of Weeinton, (1990), page 45.

<sup>31</sup> Ibid, page 15.

dictation is way to learn what they hear.<sup>32</sup> Dictation is the process of writing down what someone else has said. With young children, dictation offers a way for a parent or a teacher to record a child thought or ideas when the writing demands surpass writing skills.

Richard says that during the most dictation, learners need focus only on the words rather than on the overall meaning of the text. This activity requires them to think about meaning as they listen, write, and read what they have already written.<sup>33</sup> referring to the description above, the researcher wants to find out the dictation is one of technique for students in learning listening for junior high school. Meanwhile, the sentence should be short and simple construction for the level of the students.

Sawyer and Silver said that dictation can be with a class of any size, so it will be effectively quiet the class down if the sentences dictation is presented at the first item in the presenting of the class. Using dictation is easy to correct, it makes the teacher is enable to identify and correct a maximum number of different problems in a minimum time. For the students, dictation makes the students are active and forces the students to correct the sentences if they make some errors. In other hand, the students get practice in short of note taking many courses require and get practice in writing and listening.<sup>34</sup>

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<sup>32</sup> Stansfield, *a Hisrory of Dictation in Foreign Language Taeching and Testing*, the Modern Language Journal, (1985), page 122.

<sup>33</sup> Richard, *New Ways in Teaching Reading*, (Tesol, 1993), page 269.

<sup>34</sup> Jese Lawyers and Shirley Kling, *Teaching English as a Second Language*. (Mc. Graw Hill: 1965), page 332.

Sawyer and Silver add dictation can be used only as learning exercises and secondary as testing exercise and the students are easily to get tired. So dictation must be selected from contemporary sources that offer reasonable model of the written variety of language being learned.<sup>35</sup>

### **17. Procedure of Using Dictation Technique in Teaching Listening of Song**

One of the most useful developments in language teaching is methodology. In recent years has been in the organization of students in classroom. Dictation makes the students and the teacher aware of the students' comprehension errors phonological, grammatical, or both. In English, typical errors include the frequent omissions of bound morphemes.<sup>36</sup> It means dictation very useful for the students to motivate them in learning English especially structure because by using dictation they will be more understand what the teacher talk about. In doing the research, the researcher gave treatment to the students by teaching Song text using dictation technique. The researcher applied the teaching procedure as follows:

- a. The teacher read Song text.
- b. The teacher ask the students to write what they heard.
- c. The teacher asks the students to read the text.
- d. The teacher writes the text on white board
- e. The teacher asks the students to check their writing.

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<sup>35</sup> Ibid, page 333

<sup>36</sup> Davis, P. And M Rinvoluceri, Dictation; New Methods, New Possibilities, (Cambridge: Cambridge University Press 1988), page 7.

- f. The teacher give reflection to the students by asking them about what they have learn.
- g. The teacher asks the students to make Song using their own words or sentences.<sup>37</sup>

## B. Relevance Study of the Research

One important thing in the research is relavance study that make research valid. There are some previous researches that use Think Aloud Pair Problem Solving technique. Based on previous research by Lambang Prakoso from Sebelas Maret University in thesis *The Effectiveness of Think Aloud Pair Problem Solving (TAPPS) in Teaching Speaking Viewed From Students' Interest (an Experimental Study at X Grade Of SMKN 1 Boyolali)* at the academic year 2013/2014 show that Think Aloud Pair Problem Solving (TAPPS) is an effective method to teach speaking for the tenth grade students of SMK N 1 Boyolali in the Academic Year of 2013/2014. The effectiveness of the method is influenced by the students' level of interest.<sup>38</sup>

Besides that, *Think Aloud Pair Problem Solving (TAPPS)* was used in *teaching speaking in MTsN Tegal Mukti* by Ibnatum Masruroh from State Islamic University Raden Intan also applying *Think Aloud Pair Problem Solving* in the thesis *The Influence of Using Think Aloud Pair Problem Solving toward Students' Speaking Ability*. It can be concluded that Think Aloud Pair Problem Solving is the very good technique that can help to

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<sup>37</sup> <http://iteslj.org/Techniques/Alkire-Dictation.html>, No. 3 March 2002, by John W. Oller

<sup>38</sup> Lambang Prakoso, "*The Effectiveness Of Think Aloud Pair Problem Solving (TAPPS) In Teaching Speaking Viewed From Students' Interest*". (*An Experimental Study At X Grade Of Smkn 1 Boyolali* at the academic year 2013/2014", Boyolali, 2014), p. 55.

increase students' motivation, participation, and confidence in speaking English. It also can to develop the creativity, spontaneity, and students' fluency , and can maximize the use of English. The result of the research that was done by the researcher showed that there was influence of Think Aloud Pair Problem Solving (TAPPS) toward students' speaking ability at the second semester of the eighth grade of MTsN Tegal Mukti.<sup>39</sup>

In the other research, Think Aloud Pair Problem Solving (*TAPPS*) was used by Priyo Waspodo et al. The Effect of Using Think Aloud Pair Problem Solving (TAPPS) on the Eighth Grade Students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember. The result revealed that the use of Think Aloud Pair Problem Solving (TAPPS) technique on reading comprehension achievement was effective. This could be seen from the t-test analysis. The value of significance (2-tailed) was less than 0.05 (confidence interval 95%) that was 0.043. It indicated that the result of t-test analysis was significant. This is likely due to the implementation of TAPPS technique in the teaching learning process.<sup>40</sup>

According to some previous researches, Think Aloud Pair Problem Solving (TAPPS) technique is suitable to teach the troubleshooting skill, also speaking skill and reading comprehension. Barkley states, Think Aloud Pair Problem Solving (TAPPS) besides can be used to teach troubleshooting skill,

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<sup>39</sup> Ibnatum Masruroh, "The Influence of Using Think aloud pair problem solving towards Students' Speaking Ability at the Second Semester of the Eight Grade of MTSN Tegal Mukti Way Kanan in Academic Year of 2016/2017". (thesis Undergraduate UIN Raden Intan, Way Kanan: 2017), p. 60.

<sup>40</sup> Priyo Waspodo, Wiwiek Eko Bindarti, Eka Wahjuningsih, "The Effect of Using Think Aloud Pair Problem Solving (TAPPS) on the Eighth Grade Students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember". (UNEJ Jurnal Edukasi, Jember: 2015), p. 1.

Think Aloud Pair Problem Solving (TAPPS) also is suitable to teach listening skill. So, the researcher gave the novelty's research about the using Think Aloud Pair Problem Solving (TAPPS) to teach listening . The researcher hope that the result of the research can be employed as a useful reference for future experimental research with similar interest, especially on Think Aloud Pair Problem Solving (TAPPS).

### **C. Frame of Thinking**

Listening skill is one of skill that must be mastered by the students when they are study about English. Listening is a part of communication process that as an important one to the students so that they can know what the speaker saying about, or to get the information that they heard from the speaker.

In teaching listening skill needs a valuable technique so that the students can learn the material easily. Think Aloud Pair Problem Solving (TAPPS) technique can give advantages in teaching listening, cause this technique help the teacher to teach the listening. The steps of Think Aloud Pair Problem Solving (TAPPS) technique is the student to think aloud and heard carefully about information that play by speaker. So that this technique can help the students to overcome their problem in their listening skill.

**D. Hypothesis**

The hypothesis of the research as follows:

Ha : There is significant influence of using Think Aloud Pair Problem Solving (TAPPS) Technique toward Students' listening skill.

Ho : There is no significant influence of using Think Aloud Pair Problem Solving (TAPPS) technique toward students' listening skill.

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher used the experimental design. Experimental design is the general plan to carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach the valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>1</sup> It means that experimental design is a research design that is used to find the influence of one variable to another.

The researcher used quasi-experimental. Quasi-experimental design is a research design that includes assignment, but not random assignment participant to groups because the experimenter cannot artificially create groups for the experiment.<sup>2</sup> It means that we do not have the opportunity for random assignment of the students to special groups in different conditions. The variety of quasi-experimental designs which can be divided into two main categories, one of them is pre-test post-test control group design.<sup>3</sup> In this research, the researcher used quasi-experimental pre-test post-test group, because by using experimental

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<sup>1</sup> Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education (8<sup>th</sup> edition)*, (Canada: Wardsworth Cengage Learning, 2010), p.301.

<sup>2</sup> *Op.Cit.*, p. 50

<sup>3</sup> *Ibid.*, p. 60

design researcher will be easier to use the techniques in conducting research better than prior techniques used by English teachers in the school.

Creswell says that we can apply pre-test and post-test group design approach to quasi-experimental design.<sup>4</sup> In addition, a pre-test and post-test provide a measure on some attribute or characteristic that you assess for participants in an experiment before they receive treatment. A post-test is a measure of some attribute or characteristic that is assessed for participants in an experiment after a treatment. The researcher selected two classes consisting of experimental and control class. The experimental class taught by using Think Aloud Pair Problem Solving as a treatment, whereas, the control class taught by using the Dictation technique from the teacher. In this research, the students were given pre-test to know their listening skill before treatment and post-test to know their listening skill after the treatment. The pre-test and post-test conducted for control and experimental class.

The research design is as follows:

$$\begin{array}{l} G_1 (\text{Random}) = \quad T_1 \quad X \quad T_2 \\ G_2 (\text{Random}) = \quad T_1 \quad O \quad T \end{array}$$

Where:

G<sub>1</sub>: Experimental Class (which receives the treatment of Using Think-Aloud Pair Problem Solving (TAPPS))

G<sub>2</sub>: Control Class (which is taught by using Dictation technique)

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<sup>4</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research (4<sup>th</sup> Ed)*, (Boston: Person Education, 2012), p. 310.

T<sub>1</sub>: Pre-test (this is given to see the Students' Listening Skill)

T<sub>2</sub>: Post-test (this is given after the treatment to see the result after applying the treatment)

X: Treatment by using Think Aloud Pair Problem Solving (TAPPS)

O: Treatment by using Dictation technique<sup>5</sup>

This research design present several characteristics; (1) it had two groups of experimental subjects or treatment group and control group; (2) the two groups compared with respect two measurements of observation on the dependent variable; (3) both groups have been measured twice, the first measurement serve as the pre-test and the second as the post-test; (4) measurement on the dependent variable for both groups had been done at the same time with the same test; and (5) the experimental group manipulated with particular treatment.

## **B. Research Variable**

There are two variables of this research, they are:

1. Independent variable is using Think-Aloud Pair Problem Solving (TAPPS) technique (X).
2. The dependent variable is students' listening skill (Y).

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<sup>5</sup> Ag. Bambang Setiady, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.142.

### **C. Operational Definition of the Variable**

The operational definition of the variable of this research as follows:

1. Think-Aloud Pair Problem Solving (TAPPS) is mainly based on thinking aloud and listening. As the name suggests, this involves students working in pairs. One student (the problem solver) is required to read the problem aloud and think aloud during the problem-solving process, which includes verbalizing everything they are thinking and doing.
2. Listening skill is the skill that must be mastered by the students to understand what he/she get from the speaker or to get some of the information that they already heard by the speaker.

### **D. Population, Sample and Sampling Technique**

#### **1. Population**

The population is all individuals which can be the target of the research. Fraenkel and Wallen state that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.<sup>6</sup> The population of this research was the students of SMPN 1 Jati Agung. It consists of five classes and there are 148 students. (See appendix 6)

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<sup>6</sup> Jack R. Fraenkel, Norman E. Wallen, *How to Design and Evaluate Research in Education*, (7<sup>th</sup> Edition) ( New York: McGraw-Hill, 2009), p. 90.

## **2. Sample**

The sample of research was the individual group that represented all individuals as a part of target groups. The sample of the research was two classes. One class as the experimental class in which the student taught by Think Aloud Pair Problem Solving (TAPPS) technique, and another class is as the class control in which the students taught by using dictation technique that is used by the teacher. The researcher took two classes of the five classes, one class as the experimental class, and another class as control class.

## **3. Sampling Technique**

In conducting this research, the researcher took the sample from the population the research by using cluster random sampling technique because the population is in groups and considered homogenous. Frankel and Wallen state that the selections of groups, or clusters, of subjects, rather than individual are known as cluster random sampling. The researcher took the sample from the group of the class.

Steps in determining the experimental and control class as follows:

- a. The first, the researcher provided five pieces of small paper, the researcher wrote five names of classes in the small piece of paper.
- b. The second, the researcher made a kind of lottery. Then, the researcher rolled them up and put them into a glass.

- c. Then, the researcher took one of the papers. The researcher took the second paper as the experimental class, and the researcher did the same to choose the control class.

#### **E. Data Collecting Technique**

The researcher used the data which use the data which come from:

1. Pre-test, the researcher gave pre-test before giving treatment in a control class and in experimental class, it was done to know the students listening skill. The test was done by asking the students to listen to the conversation on the tape recorder that played, after that they answered the question based on information that they got from the conversation that they heard.
2. Post-test, it was done to know students listening skill after giving the treatment by using Think-Aloud Pair Problem Solving (TAPPS) technique. The system and degree of difficulty of post-test was same as the pre-test because both of them used to measure the students' listening skill in order to know the development of the students' listening skill after using Think-Aloud Pair Problem Solving (TAPPS) technique that applied.

#### **F. Research Instrument**

The instrument is a device use by the researcher during the data collection by which the work is easier as the data are complete and systematic. According to Creswell, an instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that we

establish or develop in advance of the study.<sup>7</sup> The research instrument in this research the researcher used listening test. The researcher made two instruments, they are pre-test and post-test.

Because the researcher took listening skill, so the researcher chose the spesification of the test intensive listening and selective listening. The spesification of pre-test and post-test. (See appendix 7) In intensive listening, the researcher used the ability to identify certain words, there are two words that have to be choosen by the listener. In selective listening, the researcher used the kind of intensive listening that is completing a listening cloze, listening cloze task is a task which requires the test-taker to listen to a passage which has a number of missing words or phrases to be completed by the test-takers while they are listening, it also called fill in the blank.

### **G. Scoring System**

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. The researcher used Arikunto's formula.<sup>8</sup> The ideal highest score is 100. The scores of pre-test and post-test calculated by using the following formula :

$$S = \frac{r}{n} 100$$

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<sup>7</sup> John W. Creswell, *Educational Research*, 4<sup>th</sup> Edition, (Boston: Pearson Education, 2008), p. 14

<sup>8</sup> Suharsini Arikunto, *Prosedur Penelitian*, (Jakarta: PT. Bina Aksara, 1989),. p. 271.

Notes :

S : the score of the test

r : the total right answer

n : the total items

## H. Research Procedure

There are three steps in research procedure, they are :

### 1. Planning

Before the researcher applied the research procedure, the researcher made some planning to run the application well. There were some steps that should be planned by the researcher.

The procedure of making the planning of this research as follows:

- a. Determining the population and select the sample.
- b. Trying out the test items were 40 items. The try out was administered in 80 minutes. Then the researcher evaluated the test items to get good items that tested in pre-test and post-test.
- c. Preparing the pre-test material and giving and the pre-test.
- d. Determining the material to be taught.
- e. Preparing the treatments

The researcher taught listening skill using Think Aloud Pair Problem Solving (TAPPS) technique in experimental class and taught by using Dictation technique in the control class.

f. Preparing the post-test.

## 2. Application

After making the planning, the researcher tried to apply the research procedure that has been planned. There are some steps in doing this research.

They are:

- a. In the first meeting, the researcher gave the tryout. This test was essay that consist of 40 questions.
- b. The second meeting, the researcher gave pre-test. The test used essay with option fill in the blank . The total of the test items was determined by the validity and reliability analysis of the tryout. It means that the valid and reliable test items that was used in the pre-test. After giving the pre-test the students, the researcher conducted the treatment by using Think Aloud Pair Problem Solving (TAPPS) technique in the experimental class and the researcher conducted the treatment by using Dictation technique in the control class.
- c. In the last meeting, the researcher gave post-test. The test was used essay with option fill in the blank. The total of the test items was determined by the validity and reliability analysis of the tryout. It means that the valid and reliable test items that was used in the post-test.

### 3. Reporting

The last point had been in this research procedure was report. They are :

- a. Analysis the data that has received from the tryout.
- b. Analyzing the data that has received from the pre-test and post-test.
- c. Making a report on findings.

#### I. Validity and Reliability of the Test

##### 1. Validity of The Test

A good test is test that has validity. The test can be said valid if the instrument item can be use to measure what should be measured.<sup>9</sup> In other words, a test is valid if the test can really test what needs to be test correctly. The researcher analyzed the test from content and construct validity to measure whether the test is validity or not.

##### a. Content validity

Content validity is the extent to which the question on the instrument and the scores from the questions are representative of all the possible questions that could be asked about the content or skills.<sup>10</sup> Content validity can be found by relating the material of the test with the curriculum for SMP. It means that the researcher gave the test to the sample based on the current curriculum in the school.

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<sup>9</sup>Sugiyono. *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R & D)*, (Bandung: Alfabeta, 2016), p. 173.

<sup>10</sup>John W. Creswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 618.

To get contents validity of the listening test, the test adapted with the students' book. The researcher consulted to the English teacher of SMPN 1 Jati Agung, Mrs. Supriantini S. Pd, tried to arrange the material based on the objectives of teaching in school based curriculum and syllabus for eighth grade of SMPN 1 Jati Agung.

b. Construct validity

Construct validity is a determination of the significant, meaning, purpose, and use of scores from an instrument.<sup>11</sup> Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. To make sure the researcher consulted to the Co-advisor, Mrs. Dewi Kurniawati, M. Pd, for determining whether the test has obtained construct validity or not.

c. Item Validity

Item validity use to measure whether test item is valid or not. In the research of the test validity which consist of 40 items essay. The researcher calculated the data by using IBM SPSS 21. The result of the items tryout for pre-test and post-test there were 20 items considered valid.

They were number 1, 2, 4, 5, 6, 8, 13, 14, 15, 16, 27, 28, 30, 32, 33, 34, 36, 37, 39, 40 in pre-test. Meanwhile, in post-test they were number 1, 4, 5,

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<sup>11</sup>*Ibid.* p. 618.

6, 9, 10, 12, 14, 16, 17, 23, 24, 25, 27, 28, 30, 32, 34, 35, 36. (see appendix 7)

## 2. Reliability of The Test

Arikunto says that reliability show that an instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough.<sup>12</sup> A test is reliable if the test is able to give constant result even though the test give repeatedly to the same individuals or sample. In addition, Sugiyono states that the reliable instrument which is if use to measure the same object for some times will result same data.<sup>13</sup> Reliability refers to consistency of the test. The researcher used IBM SPSS 21. SPSS can help analysis of item quickly, easy and accurately. SPSS is necessary in the research to assess the instrument are got or not.

The criteria of reliability as follows:

1. 0.800 – 1.000 = Very High
2. 0.600 – 0.800 = High
3. 0.400 – 0.600 = Medium
4. 0.200 – 0.400 = Low
5. 0.000 – 0.200 = Very Low

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<sup>12</sup>Suharsimi Arikunto, *Op. Cit.*, p. 221.

<sup>13</sup>Sugiyono, *Loc. Cit.*

From the criteria of reliability, it can be drawn a conclusion that result obtained in the Cronbach Alfa of reliability on pre-test was 0,869 (r- Hitung) and  $r = 0,361$  (r-Table). It means that reliability of pretest items was high than the reliability r-Hitung. While the result reliability post-test was 0,695 and  $r = 0,361$ , it means that the reliability of the test in this research are very high and reliable.

## J. Analysis Data

### 1. Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research was used statistical computation by using SPSS (*Statistical Program for Social Science*) version 21. The tests of normality employed were Kolmogrov-Smirnov. The hypotheses for the normally test are formulated as follows:

$H_0$  = The data are normally distributed

$H_a$  = The data are not normally distributed

The criteria are as follows:

$H_0$  is accepted if  $\text{sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig.} < \alpha = 0.05$ <sup>14</sup>

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<sup>14</sup> Budiyono, *Statistika Untuk Penelitian*, (Surakarta: UNS Press, 2009), p.171.

## 2. Homogeneity Test

Before administering the data in t-test, it is necessary that the data are homogenous or not. The following explanation is to prove homogeneity of the test.<sup>15</sup> Homogeneity test is used to know whether the data in experimental class and control class are homogeneous or not. The researcher used SPSS (*Statistical Program for Social Science*). The test of homogeneity employed is Levane Statistic test.

The hypotheses for the homogeneity test are formulated as follows:

$H_0$  : The variances of the data are homogenous

$H_a$  : The variances of the data are not homogenous

The criteria for homogeneity test are as follows:

$H_0$  is accepted if sig.  $> \alpha = 0.05$

$H_a$  is accepted if sig.  $< \alpha = 0.05$

## 3. Hypothetical Test

In this research, the researcher analyzed the data by using independent sample T-test. The researcher used SPSS (*Statistical Package for The Social Sciences*) where the hypotheses of the research are as follows:

$H_0$ : There is no significance Influence of Think Aloud Pair Problem Solving (TAPPS) Technique Toward Students' Listening Skill at the Second

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<sup>15</sup> *Ibid*, p.250.

Semester of Eighth Grade of SMPN 1 Jati Agung in the Academic Year of 2018/2019.

$H_a$  : There is a significance Influence of Think Aloud Pair Problem Solving (TAPPS) Technique Towards Students' Listening Skill at the Second Semester of Eighth Grade of SMPN 1 Jati Agung in the Academic Year of 2018/2019.

While criteria acceptance or rejection of the test are:

$H_o$  is accepted if  $\text{sign} > \alpha = 0,05$

$H_a$  is accepted if  $\text{sign} < \alpha = 0,05$

While the criteria acceptance or rejection of the hypothesis were:

$H_o$  is accepted if  $\text{Sig.} > 0.05$

$H_a$  is accepted if  $\text{Sig.} < 0.05$

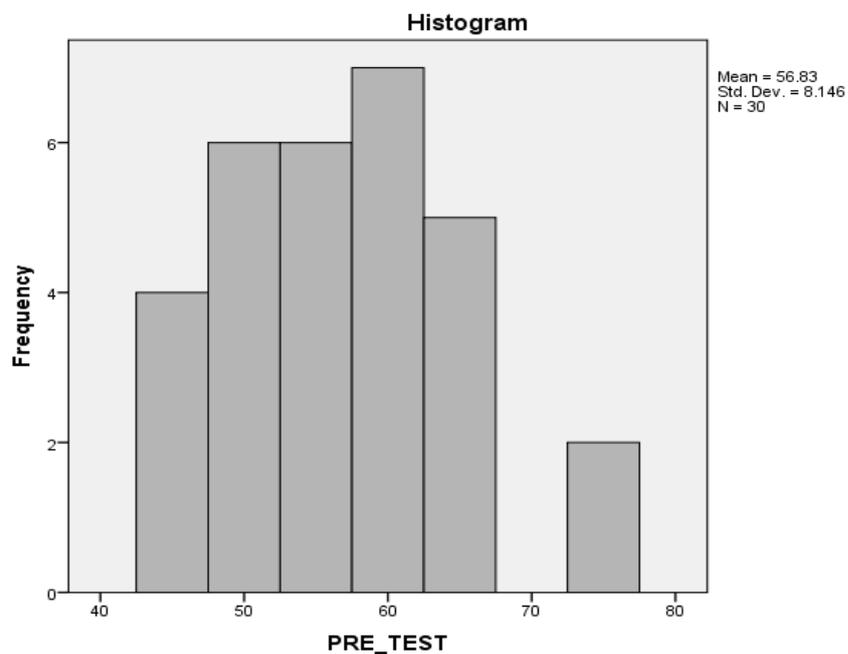
## CHAPTER IV RESULT AND DISCUSSION

### A. Result of the Research

#### 1. Result of Pre-test in Experimental Class

The pre-test was administered on April 30<sup>th</sup>, 2019. It was the first meeting, the researcher conducted pre-test order to find out the previous students ability in listening skill. The scores of students' answer tested in pre-test in the experimental class could be seen in figure 1.

**Figure 1**  
**Graph of the Result of the Pre-test in Experimental Class**



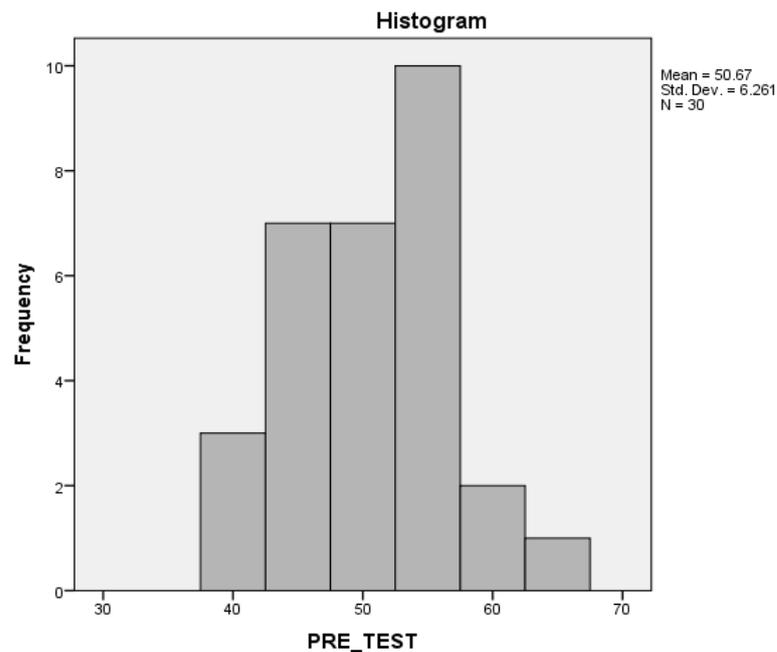
Based on figure 1, it could be seen that 4 students got score >45 (13,3%), 6 students got score >50 (20%), 6 students got score >55 (20%), 7 students got score >60 (23,3%), 5 students got score >65 (16,7%), and 2 students got score >75 (6,7%). The mean of pre-test in experimental class

was 56,83, standard of deviation was 8.146, N was 30, median was 56.54, variance was 66,351, minimum score was 45, and maximum score was 75. (See appendix 11).

## 2. Result of Pre-test in Control Class

The researcher also gave pre-test in control class to know their listening skill. It was administered on April 30<sup>th</sup>, 2019. The scores of students' answer tested in pre-test in the control class could be seen in figure 2.

**Figure 2**  
**Graph of the Result of the Pre-test in Control Class**



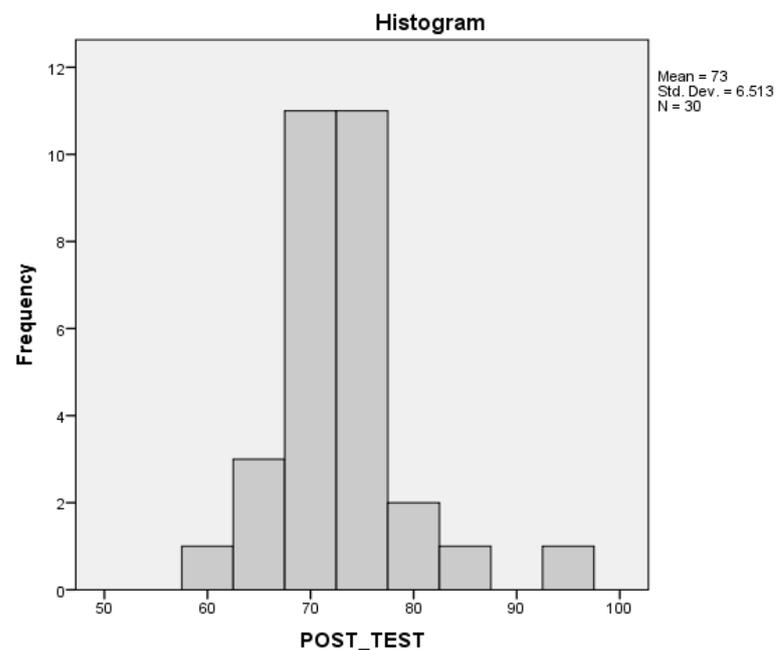
Based on figure 2, it could be seen that 3 students got score > 40 (10,3%), 7 students got score >45 (23,3%), 7 students got score >50 (23,3%), 10 students got score >55 (33,3%), 2 students got score >60 (6,7%), and 1 student got score >65 (3,3%). The mean of pre-test in control class was 50.67, standard of deviation was 6.261, N was 30,

median was 50.88, variance was 39.195, minimum score was 40, and maximum score was 65. (See appendix 12).

### 3. Result of Post-test in Experimental Class

The researcher conducted post-test in order to find out the students' increase in listening skill, after they got treatment by using Think Aloud Pair Problem Solving (TAPPS) technique. The post-test was administered on May 16<sup>th</sup>, 2019. The scores of students' answer tested in post-test in the experimental class could be seen in figure 3.

**Figure 3**  
**Graph of the Result of the Post-test in Experimental Class**



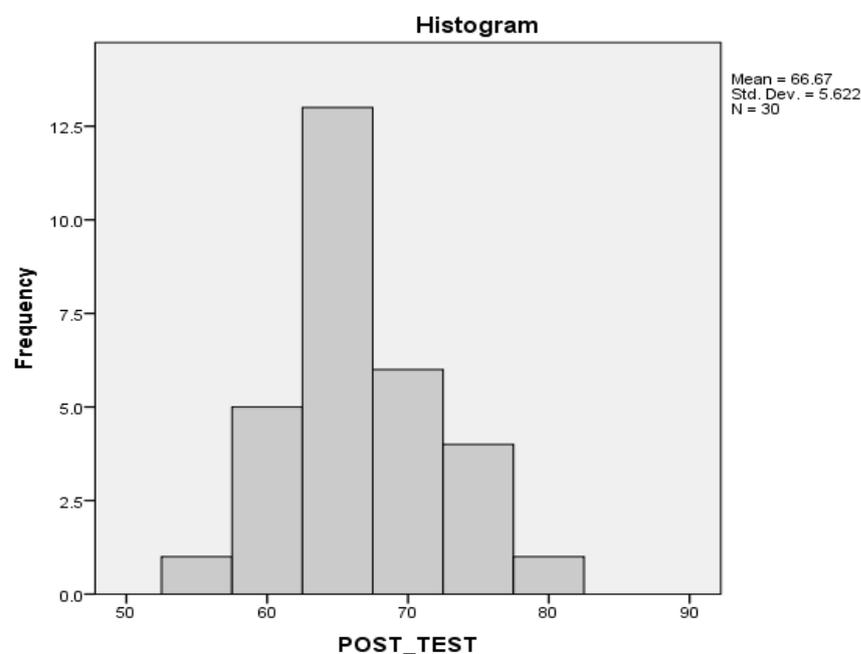
Based on figure 3, it could be seen that 1 student got score >60 (3,3%), 3 students got score >65 (10,0%), 11 students got score >70 (36,7%), 11 students got score >75 (36,7%), 2 students got score >80 (6,7%). 1 student got score >85 (3,3%), and 1 students got score >95

(3,3%). The mean of post-test in experimental class was 73.00, standard of deviation was 6.513, N was 30, median was 72.50, variance was 42.414, minimum score was 60, and maximum score was 95. It showed students' listening skill after they got the treatments. It can be seen in appendix 13.

#### 4. Result of Post-test in Control Class

The researcher also conducted post-test in control class in order to find out the students' development in students' listening skill after they got treatment by using Dictation Technique. The post-test was administered on May 16<sup>th</sup>, 2019. The scores of students tested in post-test in the control class could be seen in figure 4.

**Figure 4**  
**Graph of the Result of the Post-test in Control Class**



Based on figure 4, it could be seen that 1 student got score >55 (3,3%), 5 students got score >60 (16,7%), 13 students got score >65

(43,3%), 6 students got score >70 (20%), 4 students got score >75 (13,3%), and 1 student got score >80 (3,3%). The mean of that post-test in control class was 66.67, standard of deviation was 5.622, N was 30, median was 66.32, variance was 31.609, minimum score was 55, and maximum score was 80. It can be seen in appendix 14.

Based on the data of pre-test and post-test for both experimental and control class, it can be seen that there was improvement in both classes. From the figure 1 and 3, The mean of pre-test of experimental class was 56.83 and the post-test was 73.00. Whereas, From the figure 2 and 4 above, the mean of pre-test of control class was 50,67 and the post-test was 66.67. The improvement can be seen on both classes. But, the score of experimental class was higher than the control class. The difference between experimental and control class, in experimental class the researcher using Think Aloud Pair Problem Solving (TAPPS) Technique, this technique was improved students' listening skill, make a students easy, be more active and confident to learning English. But, control class the teacher just used Dictation Technique.

## **B. Data Analysis**

After concluding the data, the data were analyzed by using SPSS (*Statistical Program for Social Science*) version 21. SPSS is a comprehensive system for analyzing data. The data were analyzed through three test, they were normality test, homogeneity test and hypothetical test.

## 1. The Result of Normality Test

The normality test was used to measure whether the data in the experimental class and control class were normal or not. The result of pre-test and post-test which have been obtained where tested their normality by using SPSS (*Statistical Program for Social Science*) version 21.

a. The hypotheses are :

$H_0$ : The data have normal distribution.

$H_a$ : The data do not have normal distribution.

b. The test criteria

If the value (p) > significant ( $\alpha = 0.05$ ) it means that,  $H_0$  was accepted.

If the value (p) > significant ( $\alpha = 0.05$ ) it means that,  $H_a$  was accepted.

The sample of each control and experimental class were consisted of 30 students. The Kolmogorov-Smirnov should be used if the sample was more than 30 and the Shapiro-Wilk should be used if the sample was less 30. Because of that reason, the normality of the data was analyzed by using Kolmogorov-Smirnov since the sample was 30. Based on result, it can be seen that Sig. ( $P_{\text{value}}$ ) in the table of Kolmogorov-Smirnov was 0.54 and  $\alpha = 0.05$ . It means that Sig. ( $P_{\text{value}}$ ) >  $\alpha$  and  $H_0$  is accepted. The conclusion is that the population is in the normal distribution. (see appendix 15)

## 2. Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogenous or not. The result pre-test and post- test which have been obtain were tested their homogeneity by using SPSS (*Statistical Program for Social Science*) version 21.

a. The hypotheses were :

$H_a$ = The variance of the data is not homogeneous

$H_o$ = The variance of the data is homogeneous

b. The criteria of the test were follows:

$H_o$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$

After analyzing the normality data, the data were analyzed for it is Homogeneity. In this research, the Levene Statistic was used to assess the equality of variances in different sample. Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that  $\text{Sig. (P}_{\text{value}}) = 0.498 > \alpha = 0.05$ . It demonstrated that  $H_o$  was accepted because  $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$ . It means that the variance of the data was homogenous. (See appendix 16)

## 3. Result of Hypothetical Test

After the data was considered as normal and homogenous, the final step was testing the hypothetical of the research. It was used to prove whether or not the objectives of the research accomplished. The hypothetical was tested by using SPSS (*Statistical Program for Social Science*) version 21.

The hypotheses as follows:

$H_o$  : There is no a significance Influence of Using TAPPS Technique Towards Students' listening skill at the second semester of Eighth Grade of SMPN 1 Jati Agung in the Academic Year of 2018/2019.

$H_a$  : There is a significance Influence of Using TAPPS Technique Towards Students' listening skill at the second semester of Eighth Grade of SMPN 1 Jati Agung in the Academic Year of 2018/2019.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

$H_a$  is accepted if  $Sig. < \alpha 0.05$

$H_o$  is accepted if  $Sig. > \alpha 0.05$

Based on the result obtained in the independent sample t-test that the value of significant generated  $Sig. (P_{value}) = 0.040 < \alpha = 0.05$ . So,  $H_o$  is rejected and  $H_a$  is accepted. (See appendix 17) Based on the computation, it could be concluded that there was a significance Influence of Using Think Aloud Pair Problem Solving (TAPPS) Technique Toward Students' Listening Skill at the Second Semester of Eighth Grade of SMPN 1 Jati Agung in the Academic Year of 2018/2019.

### C. Discussion

At the beginning of the research, the researcher explained there were some procedures used to know students' listening skill. Some tests were conducted to collect the data such as pre-test and post-test. The pre-test was

administered to know students' quality in listening before they were given treatments by the researcher.

There are three treatment meetings given by researcher to students. The first meeting was held on Thursday, May 2<sup>nd</sup>, 2019. Each treatment lasted for 80 minutes. The researcher explained the material to the students, in this research was song. So, they got some general illustration about the song. The researcher explained about song, especially about using the singular and plural noun and verb. The song in the first treatment is "We Will Not Go Down (Song For Gaza)". The researcher explained of Think Aloud Pair Problem Solving (TAPPS) Technique that was used. In here the researcher explained what Think Aloud Pair Problem Solving (TAPPS) and how the procedure of this technique. After that, the researcher started to listen the song about We Will Not Go Down (Song For Gaza) to know about the singular and plural noun and verb. The researcher gave questions for the students, after they finished we can discussed together about the question answer.

In the second treatment the researcher administered on May 7<sup>th</sup>, 2019. Like previous treatment in each treatment lasted for 80 minutes. The topic in the second treatment is "You Raise Me Up". After explaining about the material, the researcher told the students that they did exercise while make Think Aloud Pair Problem Solving (TAPPS) with procedure in the first treatment and the students doing the exercise using Think Aloud Pair Problem

Solving (TAPPS) technique. After that the researcher and students discussed together, then the researcher gave to the students to ask if they had difficulty.

In the third treatment the researcher administered on May 9<sup>th</sup>, 2019. Like previous treatment in each treatment lasted for 80 minutes. In this session, the researcher discussed about topic “We are The World”. After explaining about the material, the researcher told the students that they did exercise based on the topic given while using Think Aloud Pair Problem Solving (TAPPS) technique like the first and the second treatment. The procedure was same with the previous treatments. The students looked interesting in teaching learning process, they enjoyed the material given and enthusiastic to do the task.

Based on the finding of the research, there is a significant influence of using Think Aloud Pair Problem Solving (TAPPS) Technique on the student’s listening skill. It showed by conducted three times treatments. In the first treatments was held on May 2<sup>nd</sup> 2019. The second treatment was held on May 7<sup>th</sup> 2019. The third treatment was held on May 9<sup>th</sup> 2019. The students who were taught Think Aloud Pair Problem Solving (TAPPS) Technique could understand how to listen the song well, because they have to know means of the song and were active in the class.

The result of previous research had been done by Ibnatum Masruroh that, the aim of the implementation of the Think Aloud Pair Problem Solving (TAPPS) was to improve the students’ speaking ability. Think Aloud Pair

Problem Solving (TAPPS) is the very good technique that can help to increase students' motivation, participation, and confidence in speaking English.<sup>1</sup>

The result of previous research has been done by Lambang Prakoso that, there is a significant influence of using TAPPS towards students' speaking show that TAPPS is an effective method to teach speaking for the tenth grade students of SMK N 1 Boyolali in the Academic Year of 2013/2014. The effectiveness of the method is influenced by the students' level of interest.<sup>2</sup>

The other previous research has been done by Priyo Waspodo that, there is a significant influence of using Think Aloud Pair Problem Solving (TAPPS) towards students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember. The result revealed that the use of Think Aloud Pair Problem Solving (TAPPS) technique on reading comprehension achievement was effective.<sup>3</sup>

According to the result of the data analysis by using SPSS (*Statistical Program for Social Science*). The result showed, the post-test was given to measure The Influence of Think Aloud Pair Problem Solving (TAPPS) Technique toward Students' listening skill in both classes after treatments done. The mean score of post-test in experimental class was 73.00 and the mean score of post-test in control class was 66.67. It showed that the students' post-test score in experimental class was higher than students' post-

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<sup>1</sup>Ibnatum Masruroh, "The Influence of Using Think aloud pair problem solving towards Students' Speaking Ability at the Second Semester of the Eight Grade of MTSN Tegal Mukti Way Kanan in Academic Year of 2016/2017". (thesis Undergraduate UIN Raden Intan, Way Kanan: 2017), p. 60.

<sup>2</sup>Lambang Prakoso, "The Effectiveness Of Think Aloud Pair Problem Solving (TAPPS) In Teaching Speaking Viewed From Students' Interest". (An Experimental Study At X Grade Of Smkn 1 Boyolali at the academic year 2013/2014", Boyolali, 2014), p. 55.

<sup>3</sup>Priyo Waspodo, Wiwiek Eko Bindarti, Eka Wahjuningsih, "The Effect of Using Think Aloud Pair Problem Solving (TAPPS) on the Eighth Grade Students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember". (UNEJ Jurnal Edukasi, Jember: 2015), p. 1.

test score in control class. Next, the researcher analyzed the data of normality test score and showed that the data were normal and the data of homogeneity were homogenous.

Based on the result of the students' pre-test score and post-test score, it showed that the students' post-test is higher than in pre-test. Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis ( $H_o$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It means that the treatments have Influence of Using Think Aloud Pair Problem Solving (TAPPS) Technique Toward Students' listening skill, so alternative hypothesis is accepted. The result of the data analysis showed that Think Aloud Pair Problem Solving (TAPPS) Technique in teaching listening skill can be implemented. The technique encouraged the students to be more active and motivated in learning listening, especially in listening song.

In conclusion, the researcher concluded that Think Aloud Pair Problem Solving (TAPPS) technique was more helpful to students enjoyed, understand about information at the song, and increased their vocabulary. So, finally there is significance Influence of Using Think Aloud Pair Problem Solving (TAPPS) Technique toward Students' Listening Skill at the second semester of Eighth Grade of SMPN 1 Jati Agung in the Academic Year of 2018/2019.

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

At the end of the research, the post-test was given to measure The Influence of Using Think Aloud Pair Problem Solving (TAPPS) Technique Toward Students' Listening Skill in both classes after treatments done. The mean score of post-test in experimental class was 73.00 and the mean score of post-test in control class was 66.67. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. The final judgment was not based on the mean of the students' score alone, but also the result of the value of significant generated Sig ( $P_{\text{value}}$ ) with the Sig ( $P_{\text{value}}$ ) which the Sig ( $P_{\text{value}}$ ) should be  $< 0.05$ .

In the previous chapter the result of the value of significant generated Sig. ( $P_{\text{value}}$ ) had been calculated by using independent T-Test's formula of SPSS (*Statistical Program for Social Science*) version 21. The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.040. It is lower than  $\alpha = 0.05$  and it means that  $H_o$  is rejected and  $H_a$  is accepted. Based on the result of data analysis, the researcher concluded that there is a significant The Influence of Using Think Aloud Pair Problem Solving (TAPPS) Technique Toward Students' Listening Skill at the Second Semester of Eighth Grade of SMPN 1 Jati Agung in the Academic Year of 2018/2019.

## **B. Suggestion**

Based on the research finding, the researcher tries to give some suggestion after finishing this researcher. The suggestion as follows:

### 1. For the Teacher

- a. In this research, it turn out that Think Aloud Pair Problem Solving (TAPPS) technique can help the students to improve the students' listening skill, where the students can be simulation to think actively and be more confident through this technique.
- b. The researcher find out that Think Aloud Pair Problem Solving (TAPPS) Technique can increase students' listening skill, the English teacher can use Think Aloud Pair Problem Solving (TAPPS) Technique as one of the way in teaching listening especially song.
- c. The English teacher should give the students more practice and give more time to improve their skill in listening especially song.
- d. When the students encounter new material or technique for the first time, it is wish if the teacher helps or guides the students. It helps to build the students' confidence and motivation.

### 2. For students

- a. The students must be more confident and active in learning activity.
- b. The students should not afraid in expressing their ideas or making mistakes in teaching and learning process.
- c. The students should learn and be more seriously in learning English in order to develop their listening.

d. The student should practice using Think Aloud Pair Problem Solving (TAPPS) Technique the pattern they had learned with their friends or the teachers.

3. For the next researcher

After conducting this result and getting the result, the researcher would like to suggest order research to develop this research with the new innovation and be creative such as the use Think Aloud Pair Problem Solving (TAPPS) Technique with difference material or order to increase students' listening skill. Moreover, hopefully the result of this research can be a reference.

**Appendix 1****THE RESULT OF INTERVIEW WITH THE ENGLISH TEACHER IN  
PRELIMINARY RESEARCH****Interview for the Teacher**

<b>NO</b>	<b>QUESTION</b>	<b>ANSWER</b>	<b>CONCLUSION</b>
1.	How long have you been teaching English?	I have been teaching since twenty years ago. Actually start from 1998.	The teacher has been teaching English for a long time.
2.	Can you explain your experience in teaching English, especially listening?	It is difficult to teach English especially in listening because it is difficult skill in learning English.	The teacher said that she hard to teach his students.
3.	Do you have special methods, strategies, techniques in teaching listening?	I don't have special strategy to teaching listening, actually I only use dictation technique.	Based on the preliminary research, the teacher didn't have special technique to teaching listening. She just explain to her students.
4.	Do you have problems in teaching English especially listening ? what are they ?	The problems in teaching English are the less motivated students in learning that I think are lacking. Many students find it difficult to learn English. The reason may be because they are less fond of English and also English is hard to learn. Then if to teach listening that I face is the time available in listening teaching I think very less. Then maybe other than the words I use in teaching listen.	Of the several problems that exist, many students whose learning motivation is still low, lack of time available in learning English and listening. Techniques used are less suitable.

5.	How about your opinion, if I will teach listening with TAPPS technique?	I have not use this technique, because I think it is a new technique. I hope it can be effective in teaching listening.	The teacher supports the writer to use the TAPPS technique.

## **Appendix 2**

### **The Interview for the Students**

1. Apakah anda menyukai pelajaran bahasa Inggris?
2. Apakah anda sudah pernah belajar listening sebelumnya?
3. Masalah apa sajakah yang anda hadapi saat listening, khususnya listening song?
4. Apakah anda menikmati teknik yang digunakan guru untuk mengajar?

## The Result of Interview for Students

### Student 1

No	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris?	Iya, saya menyukainya. Karena belajar bahasa Inggris itu menyenangkan.	Siswa tidak merasa kesulitan belajar bahasa Inggris
2	Apakah anda sudah pernah belajar listening sebelumnya?	Iya sudah	Siswa sudah pernah belajar listening
3	Masalah apa sajakah yang anda hadapi saat listening, khususnya listening song?	Masalahnya ya kosakata, kosakata yang saya miliki masih kurang	Kosakata yang dimiliki menjadi salah satu masalah yang dimiliki
4	Apakah anda menikmati teknik yang digunakan guru untuk mengajar?	Cukup menikmati, walaupun saya pikir tekniknya kurang sesuai.	Teknik yang digunakan kurang membantu/ kurang efektif.

## The Result of Interview for Students

### Student 2

No	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris?	Tidak, saya tidak suka bahasa Inggris. Karena belajar bahasa Inggris itu susah	Siswa tidak menyukai pelajaran bahasa Inggris
2	Apakah anda sudah pernah belajar listening sebelumnya?	Iya sudah pernah.	Siswa sudah pernah belajar listening
3	Masalah apa sajakah yang anda hadapi saat listening, khususnya listening song?	Banyak kosakata yang tidak saya tahu, audionya juga terkadang kurang jelas.	Kosakata menjadi masalah yang ada pada siswa
4	Apakah anda menikmati teknik yang digunakan guru untuk mengajar?	Iya saya cukup menikmati	Siswa menikmati teknik yang digunakan guru

## The Result of Interview for Students

### Student 3

No	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris?	Iya, saya menyukai bahasa Inggris. Bahkan sejak saya masih sekolah dasar.	Siswa menyukai pelajaran bahasa Inggris
2	Apakah anda sudah pernah belajar listening sebelumnya?	Iya sudah pernah. Saat pembelajaran dikelas.	Siswa sudah pernah belajar listening
3	Masalah apa sajakah yang anda hadapi saat listening, khususnya listening song?	Mungkin sama seperti kebanyakan orang kosakata yang saya miliki masih kurang banyak. Sehingga cukup sulit mengerti materinya	siswa kurang memiliki kosakata
4	Apakah anda menikmati teknik yang digunakan guru untuk mengajar?	Iya menikmati. walaupun kurang efektif dalam belajar listening	Teknik yang digunakan guru kurang efektif

## The Result of Interview for Students

### Student 4

No	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris?	Saya kurang menyukai bahasa Inggris karena bahasa Inggris itu susah	siswa kurang menyukai bahasa Inggris
2	Apakah anda sudah pernah belajar listening sebelumnya?	iya sudah pernah belajar listening pakai lagu	siswa sudah pernah belajar listening
3	Masalah apa sajakah yang anda hadapi saat listening, khususnya listening song?	Kadang listeningnya kecepatan jadi susah ngerti kosa katanya terus kadang lagunya itu terlalu panjang tapi pas lagunya saya tau itu enak listeningnya	Siswa kurang mengerti kosakata yang ada didalam lagu.
4	Apakah anda menikmati teknik yang digunakan guru untuk mengajar?	Tidak terlalu menikmati karena teknik guru membosankan menurut saya	Siswa kurang menikmati teknik yang di ajarkan oleh guru

## The Result of Interview for Students

### Student 5

No	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris?	Iya saya menyukai pelajaran bahasa Inggris karena menurut saya bahasa Inggris itu seru.	siswa menyukai pelajaran bahasa Inggris
2	Apakah anda sudah pernah belajar listening sebelumnya?	iya udah belajar listening pakai lagu	siswa sudah pernah belajar listening
3	Masalah apa sajakah yang anda hadapi saat listening, khususnya listening song?	Kadang yang di dengerin gak sesuai, dengernya apa ternyata bukan itu liriknya, suka gak jelas juga listening nya	Siswa sering salah mendengarkan lirik yang di putarkan
4	Apakah anda menikmati teknik yang digunakan guru untuk mengajar?	Biasa aja gak terlalu menikmati	Siswa tidak begitu menikmati teknik guru

## The Result of Interview for Students

### Student 6

No	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris?	Saya tidak menyukai pelajaran bahasa Inggris karena membosankan	siswa menyukai pelajaran bahasa Inggris
2	Apakah anda sudah pernah belajar listening sebelumnya?	Iya udah pernah belajar waktu kelas 1 dulu	siswa sudah pernah belajar listening
3	Masalah apa sajakah yang anda hadapi saat listening, khususnya listening song?	Saya suka gak paham sama lagu yang di putar kak karena lagunya panjang dan kosa katanya juga banyak jadi susah mahaminya	Siswa kurang paham dengan lagu yang didengarkan.
4	Apakah anda menikmati teknik yang digunakan guru untuk mengajar?	Suka si kak tapi kadang teknik gurunya ngebosenin jadi suka males	Siswa merasa teknik guru membosankan

### The Result of Interview for Students

#### Student 7

No	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris?	Saya tidak suka bahasa Inggris, sulit di pahami.	Siswa tidak menyukai pelajaran bahasa Inggris
2	Apakah anda sudah pernah belajar listening sebelumnya?	Ya, sudah pernah.	Siswa sudah pernah belajar listening
3	Masalah apa sajakah yang anda hadapi saat listening, khususnya listening song?	Ya, susah listening cepat banget yang ngomong di audio kadang gak paham apa isi audio nya. Tapi, Belajar listening song itu seru tapi saya tidak mengerti arti nya	Siswa tidak memahami audio yang didengarkan. Tapi menikmati materi tentang lagu
4	Apakah anda menikmati teknik yang digunakan guru untuk mengajar?	Tidak, saya tidak menikmatinya.	Siswa tidak menikmati teknik yang digunakan guru

## The Result of Interview for Students

### Student 8

No	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris?	Ya saya suka bahasa Inggris karena menarik untuk dipelajari	Siswa menyukai pelajaran bahasa Inggris
2	Apakah anda sudah pernah belajar listening sebelumnya?	Sudah pernah	Siswa sudah pernah belajar listening
3	Masalah apa sajakah yang anda hadapi saat listening, khususnya listening song?	Ya kesusahan dalam listening itu bosan belajar nya susah di pahami. Tapi, kalau belajar song itu saya suka karena asik dengerin lagu	Materi listening itu susah dan membosankan.
4	Apakah anda menikmati teknik yang digunakan guru untuk mengajar?	Ya saya menikmati tekniknya	Siswa menikmati tekniknya

## The Result of Interview for Students

### Student 9

No	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris?	Saya tidak suka bahasa inggris karena susah dimengerti.	Siswa tidak menyukai pelajaran bahasa Inggris
2	Apakah anda sudah pernah belajar listening sebelumnya?	Sudah.	Siswa sudah pernah belajar listening
3	Masalah apa sajakah yang anda hadapi saat listening, khususnya listening song?	Dalam listening khususnya materi song, saya kesusahan dalam vocabulary nya kadang saya gak ngerti apa yang di ucapkan di audio	Vocabulary menjadi masalah dalam listening song
4	Apakah anda menikmati teknik yang digunakan guru untuk mengajar?	Tidak, waktu nya terlalu cepat kadang masih bingung.	Siswa tidak menikmati teknik yang digunakan guru

## The Result of Interview for Students

### Student 10

No	Question	Answer	Conclusion
1	Apakah anda menyukai pelajaran bahasa Inggris?	Suka	Siswa menyukai pelajaran bahasa Inggris
2	Apakah anda sudah pernah belajar listening sebelumnya?	Pernah, tapi belum begitu paham	Siswa kurang memahami listening
3	Masalah apa sajakah yang anda hadapi saat listening, khususnya listening song?	Kadang suka kurang jelas audio yang di putar, dan keadaan kelas yg kurang kondusif sehingga mengganggu ketika listening	Audio dan kondisi kelas menjadi masalah dalam listening
4	Apakah anda menikmati teknik yang digunakan guru untuk mengajar?	Ya cukup menikmati teknik yg diberikan	siswa menikmati teknik dari guru

### **Appendix 3**

#### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENTAL CLASS**

Satuan Pendidikan : SMPN 1 JATI AGUNG  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII / Genap  
Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

##### **A. KOMPETENSI INTI**

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. KOMPETENSI DASAR

Kompetensi Dasar		Indikator Pencapaian Kompetensi
3.15	Memahami fungsi sosial dan unsur kebahasaan dalam lagu.	3.11 mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lagu. 3.7.2 menemukan informasi yang ada dalam lagu.
4.19	Menangkap makna lagu.	4.7.1 menemukan makna dalam lagu. 4.7.2 memahami isi pada lagu.

## C. Tujuan Pembelajaran

Setelah proses pembelajaran diharapkan siswa dapat:

1. Mengidentifikasi fungsi sosial, unsur kebahasaan yang ada dalam lagu.
2. Menemukan informasi fungsi sosial, unsur kebahasaan dalam lagu.
3. Menemukan makna tersirat dan tersurat pada sebuah lagu.
4. Mengungkapkan makna yang ada di dalam lagu.
5. Memahami penggunaan TAPPS teknik dalam pengajaran listening menggunakan lagu.
6. Mendengarkan lagu kemudian menganalisa makna lagu secara berkelompok.

## D. Materi Pembelajaran

Teks lagu pendek dan sederhana

- *Fungsi sosial*  
Memahami pesan moral lagu dan menghargai lagu sebagai karya seni.
- *Unsur kebahasaan*
  - 1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
  - 2) Ucapan, tekanan kata, intonasi
  - 3) Ejaan dan tanda baca.
  - 4) Tulisan tangan

- *Topik*  
Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.

#### E. Metode Pembelajaran

- Teknik TAPPS (Think Aloud Pair Problem Solving)

#### F. Media/alat, Bahan, dan Sumber Belajar

- Media/Alat : Laptop, Speaker, LCD, Board marker, Papan Tulis
- Bahan : Gambar, Buku, Audio.
- Sumber : internet

#### G. Kegiatan Pembelajaran

Langkah pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam.</li> <li>2. Siswa berdoa dan kemudian guru memeriksa kehadiran siswa.</li> <li>3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>4. Siswa mendengarkan motivasi yang diberikan oleh guru secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari</li> <li>5. Guru menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari</li> </ol>	10 menit

	6. Siswa memperhatikan penjelasan guru tentang tujuan pembelajaran atau kompetensi dasar yang akan akan dicapai.	
Kegiatan Inti	<p><b>(Pre Listening)</b></p> <p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Siswa membentuk pasangan yang terdiri dari 2 orang sesuai dengan instruksi guru.</li> <li>2. Guru membagikan lembar kerja tentang lagu.</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>1. Siswa diarahkan oleh untuk membuat pertanyaan terkait isi pada lagu.</li> <li>2. Siswa mengajukan pertanyaan terkait isi pada lagu.</li> </ol> <p><b>Mengumpulkan informasi</b></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan pengertian, tujuan, dan prosedur TAPPS teknik kepada siswa.</li> <li>2. Siswa mendengarkan penjelasan guru.</li> </ol> <p><b>(While Listening)</b></p> <p><b>Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Siswa menyiapkan lembar kerja sebelum mulai mendengarkan lagu.</li> <li>2. Siswa mendengarkan lagu yang diputar oleh guru.</li> <li>3. Siswa menuliskan lirik selama mereka</li> </ol>	65 menit

	<p>mendengarkan lagu kedalam lembar kerja yang telah disiapkan.</p> <p>4. Setiap siswa yang berperan sebagai problem solver mengungkapkan lirik lagu yang sudah mereka tulis kepada teman sekelompoknya.</p> <p>5. Setiap siswa yang menjadi listener memberikan klarifikasi atau saran kepada teman sekelompoknya yang berperan sebagai problem solver.</p> <p><b>(Post Listening)</b></p> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Guru mengecek hasil kerja siswa.</li> <li>2. Guru membagikan teks terkait lirik lagu yang sudah di perdengarkan.</li> <li>3. Siswa menerima feedback yang diberikan oleh guru terkait materi yang dijelaskan.</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>1. Siswa bersama guru membuat simpulan tentang materi/hal hal yang telah dipelajari.</li> <li>2. Siswa mendengarkan penjelasan guru tentang rencana kegiatan pembelajaran yang akan datang.</li> <li>3. Guru memberi salam.</li> <li>4. Siswa menjawab salam yang diberikan oleh guru.</li> </ol>	5 Menit

## H. Penilaian, Pembelajaran Remedial dan Pengayaan

### 1. Penilaian

Teknik penilaian

- Sikap : Observasi
- Pengetahuan : Tertulis

### 2. Intrument

*Complete and choose these following lyrics based on the audio.*

#### We Will Not Go Down (Song for Gaza)

Burn Up	The Bombs	Smoky Haze	Hear	Their Planes
---------	-----------	------------	------	--------------

A blinding flash of white light  
 Lit up the sky over Gaza tonight  
 (**People/ Peoples**) running for cover  
 Not knowing whether they're dead or alive

They came with (**their tank/ their tanks**) and (.....)  
 With ravaging fiery flames  
 And nothing remains  
 Just (**a voices/ a voice**) rising up in the (.....)

We will not go down  
 In the night, without (**a fights/ a fight**)  
 You can (.....) our mosques and our homes and our schools  
 But our spirit will never die  
 We will not go down  
 In Gaza tonight

Women and (**childrens/ children**) alike  
 Murdered and massacred night after night  
 While the so-called leaders of countries afar  
 Debated on who's wrong or right

But their powerless words were in vain  
And (.....) fell down like acid rain  
But through the tears and the blood and the pain  
You can still (.....) that voice through the smoky haze

We will not go down  
In the night, without a fight  
You can burn up our mosques and our homes and our schools  
But our spirit will never die  
We will not go down  
In Gaza tonight

### 3. Pedoman Penilaian

- a. Tiap jawaban benar skornya = 5
- b. Jumlah soal maksimal = 20
- c. Nilai maksimal = 100
- d. Nilai siswa =  $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 = \text{Nilai Siswa}$

Jati Agung, 2019

Guru Mata Pelajaran B.Ingggris

SUPRIANTINI, S. Pd  
NIP. 19640623 199203 2 002

Mahasiswa

APRIYADI YUSUF  
NPM. 1411040022



Mengetahui,  
Kepala SMP Negeri 1 Jati Agung

Dra. Rd. EMI SULASMI, M. Pd  
NIP. 19661026 199412 2 003

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**EXPERIMENTAL CLASS**

Satuan Pendidikan : SMPN 1 JATI AGUNG  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII / Genap  
Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

**A. KOMPETENSI INTI**

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. KOMPETENSI DASAR

Kompetensi Dasar		Indikator Pencapaian Kompetensi
3.15	Memahami fungsi sosial dan unsur kebahasaan dalam lagu.	3.11 mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lagu. 3.7.2 menemukan informasi yang ada dalam lagu.
4.19	Menangkap makna lagu.	4.7.1 menemukan makna dalam lagu. 4.7.2 memahami isi pada lagu.

## C. Tujuan Pembelajaran

Setelah proses pembelajaran diharapkan siswa dapat:

1. Mengidentifikasi fungsi sosial, unsur kebahasaan yang ada dalam lagu.
2. Menemukan informasi fungsi sosial, unsur kebahasaan dalam lagu.
3. Menemukan makna tersirat dan tersurat pada sebuah lagu.
4. Mengungkapkan makna yang ada di dalam lagu.
5. Memahami penggunaan TAPPS teknik dalam pengajaran listening menggunakan lagu.
6. Mendengarkan lagu kemudian menganalisa makna lagu secara berkelompok.

## D. Materi Pembelajaran

Teks lagu pendek dan sederhana

- *Fungsi sosial*  
Memahami pesan moral lagu dan menghargai lagu sebagai karya seni.
- *Unsur kebahasaan*
  - 1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
  - 2) Ucapan, tekanan kata, intonasi
  - 3) Ejaan dan tanda baca.
  - 4) Tulisan tangan

- *Topik*  
Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.

#### E. Metode Pembelajaran

- Teknik TAPPS (Think Aloud Pair Problem Solving)

#### F. Media/alat, Bahan, dan Sumber Belajar

- Media/Alat : Laptop, Speaker, LCD, Board marker, Papan Tulis
- Bahan : Gambar, Buku, Audio.
- Sumber : internet

#### G. Kegiatan Pembelajaran

Langkah pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam.</li> <li>2. Siswa berdoa dan kemudian guru memeriksa kehadiran siswa.</li> <li>3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>4. Siswa mendengarkan motivasi yang diberikan oleh guru secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari</li> <li>5. Guru menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari</li> <li>6. Siswa memperhatikan penjelasan guru tentang tujuan pembelajaran atau kompetensi dasar yang akan akan dicapai.</li> </ol>	10 menit

Kegiatan Inti	<p><b>(Pre Listening)</b></p> <p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Siswa membentuk pasangan yang terdiri dari 2 orang sesuai dengan instruksi guru.</li> <li>2. Guru membagikan lembar kerja tentang lagu.</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>1. Siswa diarahkan oleh untuk membuat pertanyaan terkait isi pada lagu.</li> <li>2. Siswa mengajukan pertanyaan terkait isi pada lagu.</li> </ol> <p><b>Mengumpulkan informasi</b></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan pengertian, tujuan, dan prosedur TAPPS teknik kepada siswa.</li> <li>2. Siswa mendengarkan penjelasan guru.</li> </ol> <p><b>(While Listening)</b></p> <p><b>Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Siswa menyiapkan lembar kerja sebelum mulai mendengarkan lagu.</li> <li>2. Siswa mendengarkan lagu yang diputar oleh guru.</li> <li>3. Siswa menuliskan lirik selama mereka mendengarkan lagu kedalam lembar kerja yang telah disiapkan.</li> <li>4. Setiap siswa yang berperan sebagai problem solver mengungkapkan lirik lagu yang sudah mereka tulis kepada teman sekelompoknya.</li> </ol>	65 menit

	<p>5. Setiap siswa yang menjadi listener memberikan klarifikasi atau saran kepada teman sekelompoknya yang berperan sebagai problem solver.</p> <p><b>(Post Listening)</b>  <b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Guru mengecek hasil kerja siswa.</li> <li>2. Guru membagikan teks terkait lirik lagu yang sudah di perdengarkan.</li> <li>3. Siswa menerima feedback yang diberikan oleh guru terkait materi yang dijelaskan.</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>1. Siswa bersama guru membuat simpulan tentang materi/hal hal yang telah dipelajari.</li> <li>2. Siswa mendengarkan penjelasan guru tentang rencana kegiatan pembelajaran yang akan datang.</li> <li>3. Guru memberi salam.</li> <li>4. Siswa menjawab salam yang diberikan oleh guru.</li> </ol>	5 menit

## H. Penilaian, Pembelajaran Remedial dan Pengayaan

### 1. Penilaian

Teknik penilaian

- Sikap : Observasi
- Pengetahuan : Tertulis

## 2. Instrument

Complete these following lyrics based on the audio.

### You Raise Me Up

Wait	Stormy Seas	Come	Sit	Stand
------	-------------	------	-----	-------

When I am down and, oh my soul, so weary;  
 When (*troubles/trouble*) come and my heart burdened be;  
 Then, I am still and (.....) here in the silence,  
 Until you (*come/comes*) and (.....) awhile with me.

You raise me up, so I can (.....) on (*mountains/mountain*)  
 You raise me up, to walk on (.....);  
 I am strong, when I am on (*your shoulders/ your shoulder*)  
 You raise me up... To more than I can be.

You raise me up, so I can stand on mountains;  
 You raise me up, to walk on stormy seas;  
 I am strong, when I am on your shoulders;  
 You raise me up... To more than I can be.

There is no life - no life without its hunger;  
 Each restless heart beats so imperfectly;  
 But when you (.....) and I am filled with (*wonder/ wonders*),  
 Sometimes, I think I glimpse eternity.

You raise me up, so I can stand on mountains;  
 You raise me up, to walk on stormy seas;  
 I am strong, when I am on your shoulders;  
 You raise me up... To more than I can be.

You raise me up, so I can stand on mountains;  
 You raise me up, to walk on stormy seas;  
 I am strong, when I am on your shoulders;  
 You raise me up... To more than I can be.

You raise me up... To more than I can be

### 3. Pedoman Penilaian

- a. Tiap jawaban benar skornya = 5
- b. Jumlah soal maksimal = 20
- c. Nilai maksimal = 100
- d. Nilai siswa =  $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 = \text{Nilai Siswa}$

Jati Agung, 2019

Guru Mata Pelajaran B.inggris

Mahasiswa

SUPRIANTINI, S. Pd  
NIP. 19640623 199203 2 002

APRIYADI YUSUF  
NPM. 1411040022

Mengetahui,

Kepala SMP Negeri 1 Jati Agung

Dra. Rd. EMI SELASMI, M. Pd  
NIP. 19661020 199412 2 003

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**EXPERIMENTAL CLASS**

Satuan Pendidikan : SMPN 1 JATI AGUNG  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : IX / Genap  
Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

**A. Kompetensi Inti**

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar**

<b>Kompetensi Dasar</b>		<b>Indikator Pencapaian Kompetensi</b>
3.15	Memahami fungsi sosial dan unsur kebahasaan dalam lagu.	3.11 mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lagu. 3.7.2 menemukan informasi

		yang ada dalam lagu.
4.19	Menangkap makna lagu.	4.7.1 menemukan makna dalam lagu. 4.7.2 memahami isi pada lagu.

### C. Tujuan Pembelajaran

Setelah proses pembelajaran diharapkan siswa dapat:

1. Mengidentifikasi fungsi sosial, unsur kebahasaan yang ada dalam lagu.
2. Menemukan informasi fungsi sosial, unsur kebahasaan dalam lagu.
3. Menemukan makna tersirat dan tersurat pada sebuah lagu.
4. Mengungkapkan makna yang ada di dalam lagu.
5. Memahami penggunaan TAPPS teknik dalam pengajaran listening menggunakan lagu.
6. Mendengarkan lagu kemudian menganalisa makna lagu secara berkelompok.

### D. Materi Pembelajaran

Teks lagu pendek dan sederhana

- *Fungsi sosial*  
Memahami pesan moral lagu dan menghargai lagu sebagai karya seni.
- *Unsur kebahasaan*
  - 1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
  - 2) Ucapan, tekanan kata, intonasi
  - 3) Ejaan dan tanda baca.
  - 4) Tulisan tangan
- *Topik*  
Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.

### E. Metode Pembelajaran

- Teknik TAPPS (Think Aloud Pair Problem Solving)

### F. Media/alat, Bahan, dan Sumber Belajar

- Media/Alat : Laptop, Speaker, LCD, Board marker, Papan Tulis
- Bahan : Gambar, Buku, Audio.
- Sumber : internet

### G. Kegiatan Pembelajaran

#### Pertemuan Pertama :

Langkah pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam.</li> <li>2. Siswa berdoa dan kemudian guru memeriksa kehadiran siswa.</li> <li>3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>4. Siswa mendengarkan motivasi yang diberikan oleh guru secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari</li> <li>5. Guru menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari</li> <li>6. Siswa memperhatikan penjelasan guru tentang tujuan pembelajaran atau kompetensi dasar yang akan akan dicapai.</li> </ol>	10 menit
Kegiatan Inti	<p><b>(Pre Listening)</b></p> <p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Siswa membentuk pasangan yang terdiri</li> </ol>	65 menit

	<p>dari 2 orang sesuai dengan instruksi guru.</p> <p>2. Guru membagikan lembar kerja tentang lagu.</p> <p><b>Menanya</b></p> <p>1. Siswa diarahkan oleh untuk membuat pertanyaan terkait isi pada lagu.</p> <p>2. Siswa mengajukan pertanyaan terkait isi pada lagu.</p> <p><b>Mengumpulkan informasi</b></p> <p>1. Guru menjelaskan pengertian, tujuan, dan prosedur TAPPS teknik kepada siswa.</p> <p>2. Siswa mendengarkan penjelasan guru.</p> <p><b>(While Listening)</b></p> <p><b>Mengasosiasi</b></p> <p>1. Siswa menyiapkan lembar kerja sebelum mulai mendengarkan lagu.</p> <p>2. Siswa mendengarkan lagu yang diputar oleh guru.</p> <p>3. Siswa menuliskan lirik selama mereka mendengarkan lagu kedalam lembar kerja yang telah disiapkan.</p> <p>4. Setiap siswa yang berperan sebagai problem solver mengungkapkan lirik lagu yang sudah mereka tulis kepada teman sekelompoknya.</p> <p>5. Setiap siswa yang menjadi listener memberikan klarifikasi atau saran kepada teman sekelompoknya yang berperan sebagai problem solver.</p>	
--	---	--

	<p><b>(Post Listening)</b></p> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Guru mengecek hasil kerja siswa.</li> <li>2. Guru membagikan teks terkait lirik lagu yang sudah di perdengarkan.</li> <li>3. Siswa menerima feedback yang diberikan oleh guru terkait materi yang dijelaskan.</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>1. Siswa bersama guru membuat simpulan tentang materi/hal hal yang telah dipelajari.</li> <li>2. Siswa mendengarkan penjelasan guru tentang rencana kegiatan pembelajaran yang akan datang.</li> <li>3. Guru memberi salam.</li> <li>4. Siswa menjawab salam yang diberikan oleh guru.</li> </ol>	5 Menit

## H. Penilaian, Pembelajaran Remedial dan Pengayaan

### 1. Penilaian

Teknik penilaian

- Sikap : Observasi
- Pengetahuan : Tertulis

### 2. Intrument

*Complete these following lyrics based on the audio.*

### **We Are The World**

Make	Realize	Stand	Hear	Send
------	---------	-------	------	------

There comes a time when we (.....) a certain call  
When the world must come together as one

There are (*peoples/ people*) dying and it's time (*to lend/ to lends*) a hand  
To life the greatest gift of all.

We can't go on pretending day by day  
That someone, somewhere will soon (.....) (*a change/ a changes*)  
We are all part of God's great big family  
And the truth, you know, love is all we need

We are the world, we are (*the children/ the childrens*)  
We are the ones who make a brighter day so let's start giving  
There's a choice we're making, we're saving our own lives  
It's true we'll make a better day just you and me

Well, (.....) them your heart so they'll know that someone cares  
And their lives will be stronger and free  
As God has shown us by turning stones (*to bread/ to breads*)  
And so we all must lend a helping hand

We are the world, we are the children  
We are the ones who make a brighter day so let's start giving  
There's a choice we're making, we're saving our own lives  
It's true we'll make a better day just you and me

When you're down and out, there seems no hope at all  
But if you just believe, there's no way we can fall  
Well, well, well, well let us (.....) that a change can only come  
When we (.....) together as one

We are the world, we are the children  
We are the ones who make a brighter day so let's start giving  
There's a choice we're making, we're saving our own lives  
It's true we'll make a better day just you and me

We are the world, we are the children  
We are the ones who make a brighter day so let's start giving  
There's a choice we're making, we're saving our own lives  
It's true we'll make a better day just you and me

We are the world, we are the children  
We are the ones who make a brighter day so let's start giving

There's a choice we're making, we're saving our own lives  
It's true we'll make a better day just you and me

### 3. Pedoman Penilaian

- a. Tiap jawaban benar skornya = 5
- b. Jumlah skor maksimal = 20
- c. Nilai maksimal = 100
- d. Nilai siswa =  $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 = \text{Nilai Siswa}$

Jati Agung, 2019

Guru Mata Pelajaran B.inggris

SUPRIANTINI, S. Pd  
NIP. 19640623 199203 2 002

Mahasiswa

APRIYADI YUSUF  
NPM. 1411040022

Mengetahui,  
Ketua SMP Negeri 1 Jati Agung



Dra. Rd. EMI SULASMI, M. Pd  
NIP. 19661020 199412 2 003

**Appendix 4**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**CONTROL CLASS**

Satuan Pendidikan : SMPN 1 JATI AGUNG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII / Genap  
 Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar**

Kompetensi Dasar		Indikator Pencapaian Kompetensi
3.15	Memahami fungsi sosial dan unsur kebahasaan dalam lagu.	3.15.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lagu. 3.15.2 Menemukan informasi yang ada dalam lagu.

4.19	Menangkap makna lagu.	4.19.1 Menemukan makna dalam lagu. 4.19.1 Memahami isi pada lagu.
------	-----------------------	--

### C. Tujuan Pembelajaran

Setelah proses pembelajaran diharapkan siswa dapat:

1. Mengidentifikasi fungsi sosial, unsur kebahasaan yang ada dalam lagu.
2. Menemukan informasi fungsi sosial, unsur kebahasaan dalam lagu.
3. Menemukan makna tersirat dan tersurat pada sebuah lagu.
4. Mengungkapkan makna yang ada di dalam lagu.
5. Memahami penggunaan *dictation technique* dalam pengajaran listening menggunakan lagu.
6. Mendengarkan lagu kemudian menganalisa isi lagu secara individual.

### D. Materi Pembelajaran

Teks lagu pendek dan sederhana

- *Fungsi sosial*  
Memahami pesan moral lagu dan menghargai lagu sebagai karya seni.
- *Unsur kebahasaan*
  - 1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
  - 2) Ucapan, tekanan kata, intonasi
  - 3) Ejaan dan tanda baca.
  - 4) Tulisan tangan
- *Topik*  
Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.

### E. Metode Pembelajaran

- Dictation Technique

### F. Media/alat, Bahan, dan Sumber Belajar

- Media/Alat : Laptop, Speaker, LCD, Board marker, Papan Tulis

- Bahan : Gambar, Buku, Audio.
- Sumber : internet

## G. Kegiatan Pembelajaran

### Pertemuan Pertama :

Langkah pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam.</li> <li>2. Berdoa dan guru memeriksa kehadiran siswa.</li> <li>3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>4. Guru memotivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari</li> <li>5. Guru menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari</li> <li>6. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> </ol>	5 menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Guru menyanyikan sebuah lagu pada siswa</li> <li>2. Siswa mendengarkan dan menuliskan lirik pada lagu yang dinyanyikan oleh guru.</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>1. Guru menanyakan kepada siswa tentang apa yang sudah mereka dengarkan.</li> <li>2. Siswa menjawab pertanyaan guru.</li> </ol> <p><b>Mengumpulkan informasi</b></p> <ol style="list-style-type: none"> <li>1. Siswa berdiskusi tentang lirik dan pesan lagu</li> </ol>	70 menit

	<p>yang mendengarkan.</p> <p><b>Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Guru menyuruh siswa menyanyikan atau membaca teks yang sudah mereka tulis.</li> <li>2. Guru menuliskan lirik lagu di papan tulis.</li> <li>3. Guru mengarahkan siswa untuk mengecek lirik yang sudah mereka tulis.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. guru mengecek hasil kerja siswa</li> <li>2. Guru memberikan feedback kepada siswa.</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>1. Guru memberikan refleksi tentang materi/hal hal yang telah dipelajari.</li> <li>2. Guru menyampaikan rencana kegiatan pembelajaran yang akan datang.</li> <li>3. Guru memberi salam.</li> </ol>	5 menit

## H. Penilaian,Pembelajaran Remedial Dan Pengayaan

### 1. Penilaian

#### a. Teknik penilaian

- 1) Sikap : Observasi
- 2) Pengetahuan : Tertulis

### 2. Intrument

*Complete these following lyrics based on the audio.*

### We Will Not Go Down (Song for Gaza)

Burn Up	The Bombs	Smoky Haze	Hear	Their Planes
---------	-----------	------------	------	--------------

A blinding flash of white light  
 Lit up the sky over Gaza tonight  
 (**People/ Peoples**) running for cover  
 Not knowing whether they're dead or alive

They came with (*their tank/ their tanks*) and (.....)  
 With ravaging fiery flames  
 And nothing remains  
 Just (*a voices/ a voice*) rising up in the (.....)

We will not go down  
 In the night, without (*a fights/ a fight*)  
 You can (.....) our mosques and our homes and our schools  
 But our spirit will never die  
 We will not go down  
 In Gaza tonight

Women and (*childrens/ children*) alike  
 Murdered and massacred night after night  
 While the so-called leaders of countries afar  
 Debated on who's wrong or right

But their powerless words were in vain  
 And (.....) fell down like acid rain  
 But through the tears and the blood and the pain  
 You can still (.....) that voice through the smoky haze

We will not go down  
 In the night, without a fight  
 You can burn up our mosques and our homes and our schools  
 But our spirit will never die  
 We will not go down  
 In Gaza tonight

### 3. Pedoman Penilaian

- |                               |  |
|-------------------------------|--|
| a. Tiap jawaban benar skornya | = 5  |
| b. Jumlah soal maksimal       | = 20   |
| c. Nilai maksimal             | = 100  |
| d. Nilai siswa                | = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 = \text{Nilai Siswa}$ |

Jati Agung, 2019

Guru Mata Pelajaran B.inggris

Mahasiswa

SUPRIANTINI, S. Pd  
NIP. 19640623 199203 2 002

APRIYADI YUSUF  
NPM. 1411040022

Mengetahui,  
Kepala SMP Negeri 1 Jati Agung

Dra. Rd. EMI SELASMI, M. Pd  
NIP. 19661020 199412 2 003

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL CLASS

Satuan Pendidikan : SMPN 1 JATI AGUNG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII / Genap  
 Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar

Kompetensi Dasar		Indikator Pencapaian Kompetensi
3.15	Memahami fungsi sosial dan unsur kebahasaan dalam lagu.	3.15.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lagu. 3.15.2 Menemukan informasi yang ada dalam lagu.

4.19	Menangkap makna lagu.	4.19.1 Menemukan makna dalam lagu. 4.19.1 Memahami isi pada lagu.
------	-----------------------	--

### C. Tujuan Pembelajaran

Setelah proses pembelajaran diharapkan siswa dapat:

1. Mengidentifikasi fungsi sosial, unsur kebahasaan yang ada dalam lagu.
2. Menemukan informasi fungsi sosial, unsur kebahasaan dalam lagu.
3. Menemukan makna tersirat dan tersurat pada sebuah lagu.
4. Mengungkapkan makna yang ada di dalam lagu.
5. Memahami penggunaan *dictation technique* dalam pengajaran listening menggunakan lagu.
6. Mendengarkan lagu kemudian menganalisa isi lagu secara individual.

### D. Materi Pembelajaran

Teks lagu pendek dan sederhana

- *Fungsi sosial*  
Memahami pesan moral lagu dan menghargai lagu sebagai karya seni.
- *Unsur kebahasaan*
  - 1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
  - 2) Ucapan, tekanan kata, intonasi
  - 3) Ejaan dan tanda baca.
  - 4) Tulisan tangan
- *Topik*  
Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.

### E. Metode Pembelajaran

- Dictation Technique

## F. Media/alat, Bahan, dan Sumber Belajar

- Media/Alat : Laptop, Speaker, LCD, Board marker, Papan Tulis
- Bahan : Gambar, Buku, Audio.
- Sumber : internet

## G. Kegiatan Pembelajaran

### Pertemuan Pertama :

Langkah pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam.</li> <li>2. Berdoa dan guru memeriksa kehadiran siswa.</li> <li>3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>4. Guru memotivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari</li> <li>5. Guru menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari</li> <li>6. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> </ol>	5 menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Guru menyanyikan sebuah lagu pada siswa</li> <li>2. Siswa mendengarkan dan menuliskan lirik pada lagu yang dinyanyikan oleh guru.</li> </ol>	70 menit

	<p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>1. Guru menanyakan kepada siswa tentang apa yang sudah mereka dengarkan.</li> <li>2. Siswa menjawab pertanyaan guru.</li> </ol> <p><b>Mengumpulkan informasi</b></p> <ol style="list-style-type: none"> <li>1. Siswa berdiskusi tentang lirik dan pesan lagu yang dengarkan.</li> </ol> <p><b>Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Guru menyuruh siswa menyanyikan atau membaca teks yang sudah mereka tulis.</li> <li>2. Guru menuliskan lirik lagu di papan tulis.</li> <li>3. Guru mengarahkan siswa untuk mengecek lirik yang sudah mereka tulis.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. guru mengecek hasil kerja siswa</li> <li>2. Guru memberikan feedback kepada siswa.</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>1. Guru memberikan refleksi tentang materi/hal hal yang telah dipelajari.</li> <li>2. Guru menyampaikan rencana kegiatan pembelajaran yang akan datang.</li> <li>3. Guru memberi salam.</li> </ol>	5 menit

## H. Penilaian,Pembelajaran Remedial Dan Pengayaan

### 1. Penilaian

#### a. Teknik penilaian

- 1) Sikap : Observasi
- 2) Pengetahuan : Tertulis

## 2. Instrument

Complete these following lyrics based on the audio.

### You Raise Me Up (Josh Groban Cover)

Wait	Stormy Seas	Come	Sit	Stand
------	-------------	------	-----	-------

When I am down and, oh my soul, so weary;  
 When (**troubles/trouble**) come and my heart burdened be;  
 Then, I am still and (.....) here in the silence,  
 Until you (**come/comes**) and (.....) awhile with me.

You raise me up, so I can (.....) on (**mountains/mountain**)  
 You raise me up, to walk on (.....);  
 I am strong, when I am on (**your shoulders/ your shoulder**)  
 You raise me up... To more than I can be.

You raise me up, so I can stand on mountains;  
 You raise me up, to walk on stormy seas;  
 I am strong, when I am on your shoulders;  
 You raise me up... To more than I can be.

There is no life - no life without its hunger;  
 Each restless heart beats so imperfectly;  
 But when you (.....) and I am filled with (**wonder/ wonders**),  
 Sometimes, I think I glimpse eternity.

You raise me up, so I can stand on mountains;  
 You raise me up, to walk on stormy seas;  
 I am strong, when I am on your shoulders;  
 You raise me up... To more than I can be.

You raise me up, so I can stand on mountains;  
 You raise me up, to walk on stormy seas;  
 I am strong, when I am on your shoulders

You raise me up... To more than I can be.

You raise me up... To more than I can be

1. Pedoman Penilaian

- a. Tiap jawaban benar skornya = 5
- b. Jumlah Soal maksimal = 20
- c. Nilai maksimal = 100
- d. Nilai siswa =  $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 = \text{Nilai Siswa}$

Jati Agung, 2019

Guru Mata Pelajaran B.inggris

SUPRIANTINI, S. Pd  
NIP. 19640623 199203 2 002

Mahasiswa

APRIYADI YUSUF  
NPM. 1411040022



Mengetahui,  
Kepala SMP Negeri 1 Jati Agung

Dr. Rd. EMI SULASMI, M. Pd  
NIP. 19641020 199412 2 003

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**CONTROL CLASS**

Satuan Pendidikan : SMPN 1 JATI AGUNG  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII / Genap  
Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 :Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar**

Kompetensi Dasar		Indikator Pencapaian Kompetensi
3.15	Memahami fungsi sosial dan unsur kebahasaan dalam lagu.	3.15.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lagu. 3.15.2 Menemukan informasi yang ada dalam lagu.

4.19	Menangkap makna lagu.	4.19.1 Menemukan makna dalam lagu. 4.19.1 Memahami isi pada lagu.
------	-----------------------	--

### C. Tujuan Pembelajaran

Setelah proses pembelajaran diharapkan siswa dapat:

1. Mengidentifikasi fungsi sosial, unsur kebahasaan yang ada dalam lagu.
2. Menemukan informasi fungsi sosial, unsur kebahasaan dalam lagu.
3. Menemukan makna tersirat dan tersurat pada sebuah lagu.
4. Mengungkapkan makna yang ada di dalam lagu.
5. Memahami penggunaan *dictation technique* dalam pengajaran listening menggunakan lagu.
6. Mendengarkan lagu kemudian menganalisa isi lagu secara individual.

### D. Materi Pembelajaran

Teks lagu pendek dan sederhana

- *Fungsi sosial*  
Memahami pesan moral lagu dan menghargai lagu sebagai karya seni.
- *Unsur kebahasaan*
  - 1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
  - 2) Ucapan, tekanan kata, intonasi
  - 3) Ejaan dan tanda baca.
  - 4) Tulisan tangan
- *Topik*  
Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.

### E. Metode Pembelajaran

- Dictation Technique

## F. Media/alat, Bahan, dan Sumber Belajar

- Media/Alat : Laptop, Speaker, LCD, Board marker, Papan Tulis
- Bahan : Gambar, Buku, Audio.
- Sumber : internet

## G. Kegiatan Pembelajaran

### Pertemuan Pertama :

Langkah pembelajaran	Deskripsi	Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru memberi salam.</li> <li>2. Berdoa dan guru memeriksa kehadiran siswa.</li> <li>3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li> <li>4. Guru memotivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari</li> <li>5. Guru menyampaikan kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari</li> <li>6. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> </ol>	5 menit
Kegiatan Inti	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Guru menyanyikan sebuah lagu pada siswa</li> <li>2. Siswa mendengarkan dan menuliskan lirik pada lagu yang dinyanyikan oleh guru.</li> </ol>	70 menit

	<p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>1. Guru menanyakan kepada siswa tentang apa yang sudah mereka dengarkan.</li> <li>2. Siswa menjawab pertanyaan guru.</li> </ol> <p><b>Mengumpulkan informasi</b></p> <ol style="list-style-type: none"> <li>1. Siswa berdiskusi tentang lirik dan pesan lagu yang dengarkan.</li> </ol> <p><b>Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Guru menyuruh siswa menyanyikan atau membaca teks yang sudah mereka tulis.</li> <li>2. Guru menuliskan lirik lagu di papan tulis.</li> <li>3. Guru mengarahkan siswa untuk mengecek lirik yang sudah mereka tulis.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. guru mengecek hasil kerja siswa</li> <li>2. Guru memberikan feedback kepada siswa.</li> </ol>	
Penutup	<ol style="list-style-type: none"> <li>1. Guru memberikan refleksi tentang materi/hal hal yang telah dipelajari.</li> <li>2. Guru menyampaikan rencana kegiatan pembelajaran yang akan datang.</li> <li>3. Guru memberi salam.</li> </ol>	5 menit

## H. Penilaian,Pembelajaran Remedial Dan Pengayaan

### 1. Penilaian

#### a. Teknik penilaian

- 1) Sikap : Observasi
- 2) Pengetahuan : Tertulis

## 2. Instrument

Complete these following lyrics based on the audio.

### We Are The World

Make	Realize	Stand	Hear	Send
------	---------	-------	------	------

There comes a time when we (.....) a certain call  
When the world must come together as one

There are (*peoples/ people*) dying and it's time (*to lend/ to lends*) a hand  
To life the greatest gift of all.

We can't go on pretending day by day  
That someone, somewhere will soon (.....) (*a change/ a changes*)  
We are all part of God's great big family  
And the truth, you know, love is all we need

We are the world, we are (*the children/ the childrens*)  
We are the ones who make a brighter day so let's start giving  
There's a choice we're making, we're saving our own lives  
It's true we'll make a better day just you and me

Well, (.....) them your heart so they'll know that someone cares  
And their lives will be stronger and free  
As God has shown us by turning stones (*to bread/ to breads*)  
And so we all must lend a helping hand

We are the world, we are the children  
We are the ones who make a brighter day so let's start giving

There's a choice we're making, we're saving our own lives  
It's true we'll make a better day just you and me

When you're down and out, there seems no hope at all  
But if you just believe, there's no way we can fall  
Well, well, well, well let us (.....) that a change can only come  
When we (.....) together as one

We are the world, we are the children  
We are the ones who make a brighter day so let's start giving  
There's a choice we're making, we're saving our own lives  
It's true we'll make a better day just you and me

We are the world, we are the children  
We are the ones who make a brighter day so let's start giving  
There's a choice we're making, we're saving our own lives  
It's true we'll make a better day just you and me

We are the world, we are the children  
We are the ones who make a brighter day so let's start giving  
There's a choice we're making, we're saving our own lives  
It's true we'll make a better day just you and me

### 3. Pedoman Penilaian

- |                               |  |
|-------------------------------|--|
| a. Tiap jawaban benar skornya | = 5  |
| b. Jumlah soal maksimal       | = 20   |
| c. Nilai maksimal             | = 100  |
| d. Nilai siswa                | = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 = \text{Nilai Siswa}$ |

Jati Agung, 2019

Guru Mata Pelajaran B.inggris



SUPIRANTINI, S. Pd  
NIP. 19640623 199203 2 002

Mahasiswa



APRIYADI YUSUF  
NPM. 1411040022

Mengetahui,  
Kepala SMP Negeri 1 Jati Agung



Dra. Rd. EMI SULASMI, M. Pd  
NIP. 19661020 199412 2 003

## Appendix 5

### SILABUS SMP/MTs

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VIII**

**Kompetensi Inti :**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

<b>Kompetensi Dasar</b>	<b>Materi Pokok/Materi Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	<b>Penilaian</b>	<b>Alokasi Waktu</b>	<b>Sumber Belajar</b>
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					

<p>3.1 Memahami fungsi sosial dan unsur kebahasaan dalam lagu pesan dalam lagu.</p> <p>4.19 Menangkap makna lagu.</p>	<p><b>Lagu pendek dan sederhana</b></p> <p><b>Fungsi sosial</b></p> <p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca.</p> <p>(5) Tulisan tangan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya.</li> <li>Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya.</li> <li>Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial lagu.</li> <li>Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu.</li> </ul>	<p>2 JP</p>	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Contoh lagu dalam CD/VCD/ DVD/kaset</li> <li>Kumpulan lirik lagu</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li>- <a href="http://www.mylearningpages.com/site.php_files/lyrics_and_songs.php">http://www.mylearningpages.com/site.php_files/lyrics_and_songs.php</a></li> </ul> </li> </ul>
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	<p><b>Topik</b></p> <p>Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.</p>	<p>isi pesan dan unsur kebahasaan yang digunakan.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin.</li> <li>• Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb.</li> <li>• Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya.</li> </ul> <p><b>Mengasosiasi</b></p>	<p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu.</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap</li> </ul>		
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		<ul style="list-style-type: none"> <li>• Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut.</li> </ul>	<p>kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu.</p> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca pemahaman tentang isi pesan lagu.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan lagu yang ditulis tangan</li> <li>• Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat.</li> </ul>		
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		<ul style="list-style-type: none"><li>• Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li><li>• Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li></ul>	<ul style="list-style-type: none"><li>• Lembar soal dan hasil tes</li></ul>		
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Mengetahui,  
Kepala SMP Negeri 1 Jati Agung

*[Handwritten Signature]*  
Dra. Rd. EMI SULASMI, M. Pd  
NIP. 19661020 199412 2 003

Jati Agung, 22 Mei 2019

Guru Mata Pelajaran B.inggris

*[Handwritten Signature]*

SUPRIANTINI, S. Pd  
NIP. 19640623 199203 2 002

**Appendix 6****The Spesification of the Pre-Test Before Validity**

Aspect of Materials	Items of the Test		Total
	Odd	Even	
Intensive listening	1, 3, 5, 17, 19, 27, 29	2, 4, 6, 18, 20, 26, 28, 30,	15
Selective listening	7, 9, 11, 13, 15, 21, 23, 25, 31, 33, 35, 37, 39	6, 8, 10, 12, 14, 22, 24, 32, 34, 36, 38, 40	25
Total	20	20	40

**The Spesification of the Post-Test Before Validity**

Aspect of Materails	Items of the Test		Total
	Odd	Even	
Intensive listening	1, 3, 5, 17, 19, 27, 29	2, 4, 6, 18, 20, 26, 28, 30,	15
Selective listening	7, 9, 11, 13, 15, 21, 23, 25, 31, 33, 35, 37, 39	8, 10, 12, 14, 22, 24, 32, 34, 36, 38, 40	25
Total	20	20	40

### The Specification of the Pre-Test After Validity

Aspect of Materials	Items of the Test		Total
	Odd	Even	
Intensive listening	1, 5, 27	2, 4, 28, 30,	7
Selective listening	13, 15, 33, 37, 39	6, 8, 14, 16, 32, 34, 36, 40	13
Total	8	12	20

### The Specification of the Post-Test After Validity

Aspect of Materials	Items of the Test		Total
	Odd	Even	
Intensive listening	1, 5, 17, 27, 29	4, 28, 30,	8
Selective listening	23, 25, 31, 35,	6, 10, 12, 14, 24, 32, 34, 36,	12
Total	9	11	20

**Appendix 7****The Total Number of Students in SMPN 1 Jati Agung of Eighth Grade at  
Second Semester in 2018/ 2019**

No	Class	Gender		Total of Students
		Male	Female	
1	VIII A	12	18	30
2	VIII B	17	13	30
3	VIII C	16	14	30
4	VIII D	16	13	29
5	VIII E	15	14	29
<b>Total</b>		<b>76</b>	<b>72</b>	<b>148</b>

**Students' Name of Eighth Grade  
of SMPN 1 Jati Agung**

<b>NO</b>	<b>NAME</b>	<b>CLASS</b>
1	ADELIA NOVITA SARI	A
2	ADELIA RAHMAWATI	A
3	AKAS REGA PRATAMA	A
4	AL'FAZRI AKBAR RAMADHAN	A
5	ALYA DEA SAPUTRI	A
6	ANDREYAN RAMADAN	A
7	ANISA MAYASARI	A
8	ARRAZACKY LEONDA PERDANA	A
9	AZZAHRA INTAN RAHMADANI	A
10	CITRA APRILIANA	A
11	DELLA APRILIA	A
12	DEWI SAFITRI	A
13	DICKY FIRNANDA	A
14	DIKI ANDRIAN	A
15	DINDA SARI	A
16	DINI OPI TARINA	A
17	EKA DESTIANA PUTRI	A
18	ENDANG SUCIATI	A
19	FIRMAN HADI NASRULLAH	A
20	IIN MELIANA	A
21	IKHSANUDIN	A
22	LUTFIAH SAHARANI	A
23	M. SYARIF AMMAR	A
24	MUHAMMAD VION PRATAMA	A
25	NABILLA IRANIA SYAQI	A
26	NENI SELVIANA	A
27	RANGGA ANGGARA PUTRA	A
28	RIO IRAWAN	A
29	VALENTINA RIKA RESTI SAFIRA	A
30	VIA OLIVIA	A

**Students' Name of Eighth Grade  
of SMPN 1 Jati Agung**

<b>NO</b>	<b>NAME</b>	<b>CLASS</b>
1	ADELA KHOIRUNNISA	B
2	ADI JAYATAMA	B
3	ADI PRATAMA	B
4	AHMAD SETIAWAN	B
5	ALIN AFIANA	B
6	ANISA HAYATIN NUPUS	B
7	APRILLIA ZAHRA SAPUTRI	B
8	ARIS FITRA RAMADHANI	B
9	ARISTA DESTIANA	B
10	BAGAS RANGGA SAPUTRA	B
11	BEKTI KURNIAWAN	B
12	DEFRIANA REGISTIYA	B
13	DEO PRADIPA	B
14	FAJAR RAMADANI	B
15	INDAH NURHALIZAH	B
16	ISNA KURNIAWATI	B
17	KHAILA DWI APRIZA	B
18	MUHAMMAD NURI NAUFAL HILAL	B
19	NITA TRI MELANI	B
20	NINDYA RAHMADANI	B
21	OLGA ALFERIA MELA ANDESTA	B
22	PANCA PRABOWO DANANJOYO	B
23	RAHMAD GHONIYYUN KARIM	B
24	RIDHO SAPUTRA	B
25	RIFAT ADI NUGROHO	B
26	RIKO SAFE'I	B
27	RIZKI DIMAS SAPUTRA	B
28	SANDI SYAPUTRA	B
29	SENDI RAMA DANNI	B
30	SISILIA SAVIKA	B

**Students' Name of Eighth Grade  
of SMPN 1 Jati Agung**

<b>NO</b>	<b>NAMA</b>	<b>KELAS</b>
1	ADITYA RAMMADANI	C
2	AHMAD ALFIANNUR	C
3	DIO AGUNG PRAMANA	C
4	DIYO SIGIT SAPUTRA	C
5	ELSA MELANI	C
6	FADILA AMANDA	C
7	FAHRAN ZAKI	C
8	FRANSISKA DERIKA HARYATI	C
9	INDRAWAN	C
10	KHOIRUNNISA	C
11	LISTI RIANDA	C
12	MARLIANA SARI	C
13	MELY YULIARTI	C
14	M. AFRIZAL	C
15	NEZA MAYANGSARI	C
16	PRASETIYO YULIANTO	C
17	PUTRA ANDREANSYAH	C
18	REGYHANS ASSIVA	C
19	RIDO NUGRAHA SETIADI	C
20	RIFKI PRADANA	C
21	RIFQI SAPUTRA EFENDI	C
22	ROFI JULIYANTO	C
23	SELENA PUTRI RAHAYU	C
24	SELVIA INTAN DAMAYANTI	C
25	SITI SHELSYA INTAN AULIA	C
26	TALITA SAFA DESLITA	C
27	THOMAS ANGGARA	C
28	TRI AGUS EFENDI	C
29	TRI SUHERMAN	C
30	YULIYANA	C

**Students' Name of Eighth Grade  
of SMPN 1 Jati Agung**

<b>NO</b>	<b>NAME</b>	<b>CLASS</b>
1	ALVIN ABI PRAYOGA	D
2	BELLA DINYA PUTRI	D
3	BENING ADELIA	D
4	DEKA ARMANDA	D
5	DICKY AZIZ PRATAMA	D
6	DINDA NURHALIZA	D
7	EGI WINATA	D
8	FAISAL FACRI Z.R	D
9	FRANSISKA DWI SEKAR KINASIH	D
10	KASIH FEBRI YANTI	D
11	KAYLILA SYAFA MELATI PUTRI	D
12	LULU SELVIANA	D
13	M. RENDY SAPUTRA	D
14	MUHAMMAD RICAN AL FARIZI	D
15	MUHAMMAD TEGAR	D
16	NURAINI	D
17	NURUL MUNTAZA	D
18	RENGGA DENI S	D
19	REZA ANDIKA P	D
20	RIFAN SOLIKHIN	D
21	RIYA DWI SIONI	D
22	RIZAL HARIS G	D
23	SEPTIA WIDIA NINGRUM	D
24	TEGAR IRFAN RAMADHAN	D
25	VIKI TRIO AURIZA	D
26	VIRA ANJANI	D
27	WAHYU AMIN N	D
28	WULAN SAFITRI	D
29	ZELA TRI SYIFA	D

**Students' Name of Eighth Grade  
of SMPN 1 Jati Agung**

<b>NO</b>	<b>NAMA</b>	<b>KELAS</b>
1	ADELIA PUTRI	E
2	ADILIA NUR FADILAH	E
3	AGIL MIFTAH KUSUMA	E
4	AHMAD FIRDAUS	E
5	AIRIN ARYA AFRIZAL	E
6	ALENSA NIVES SAPUTRA	E
7	ALVINA DAMAYANTI	E
8	APRILIA AYU SAGITA	E
9	BAGAS BUDIONO	E
10	BOBI ADI PUTRA	E
11	BRIAN REVALDO	E
12	DEKA SAPUTRA	E
13	DESI SETIANINGSIH	E
14	DIAZ NOVRIANTO	E
15	DINA FEBRIANA LESTARI	E
16	ECHA PINGKY DWI SAPUTRI	E
17	FEBRI SETIAWAN	E
18	FIRMAN ARDIANSYAH	E
19	GUNAWAN PANGESTU	E
20	HANI NUR ADILLA	E
21	MUHAMMAD ABEL	E
22	NASRUDIN NAUFAL	E
23	NOVAL DWI ANTORO	E
24	NUR HALIMAH	E
25	PUPUT DEVI NOVIANTI	E
26	RIDWAN YUSUF	E
27	SARTIKA YUNI SAPUTRI	E
28	SIFRA MELISA APRILIA	E
29	TRIA RAHAYU	E

**Appendix 8****REKAPITULASI ITEM OF PRE-TEST TRY OUT**

RELIABILITAS TEST : 0,869    BUTIR SOAL : 40    JUMLAH SUBJEK : 30

<b>BUTIR SOAL</b>	<b>R-TABEL</b>	<b>R-HITUNG</b>	<b>RESULT</b>
1	0,361	0,611	VALID
2	0,361	0,790	VALID
3	0,361	0,071	NOT VALID
4	0,361	0,674	VALID
5	0,361	0,760	VALID
6	0,361	0,622	VALID
7	0,361	0,145	NOT VALID
8	0,361	0,619	VALID
9	0,361	0,303	NOT VALID
10	0,361	0,252	NOT VALID
11	0,361	0,266	NIOT VALID
12	0,361	0,297	NOT VALID
13	0,361	0,448	VALID
14	0,361	0,606	VALID
15	0,361	0,836	VALID
16	0,361	0,487	VALID
17	0,361	0,176	NOT VALID
18	0,361	0,057	NOT VALID
19	0,361	0,041	NOT VALID
20	0,361	0,240	NOT VALID
21	0,361	0,338	NOT VALID
22	0,361	0,314	NOT VALID
23	0,361	-0,066	NOT VALID

24	0,361	0,072	NOT VALID
25	0,361	0,327	NOT VALID
26	0,361	0,305	NOT VALID
27	0,361	0,520	VALID
28	0,361	0,597	VALID
29	0,361	0,106	NOT VALID
30	0,361	0,668	VALID
31	0,361	0,272	NOT VALID
32	0,361	0,615	VALID
33	0,361	0,597	VALID
34	0,361	0,622	VALID
35	0,361	0,329	NOT VALID
36	0,361	0,558	VALID
37	0,361	0,583	VALID
38	0,361	0,234	NOT VALID
39	0,361	0,493	VALID
40	0,361	0,431	VALID

**Appendix 9****REKAPITULASI ITEM OF POST-TEST TRY OUT**

RELIABILITAS TEST : 0,695    BUTIR SOAL : 40    JUMLAH SUBJEK : 30

<b>BUTIR SOAL</b>	<b>R-TABEL</b>	<b>R-HITUNG</b>	<b>RESULT</b>
1	0,361	0,549	VALID
2	0,361	-0,115	NOT VALID
3	0,361	-0,215	NOT VALID
4	0,361	0,519	VALID
5	0,361	0,393	VALID
6	0,361	0,456	VALID
7	0,361	0,097	NOT VALID
8	0,361	0,115	NOT VALID
9	0,361	0,593	VALID
10	0,361	0,424	VALID
11	0,361	0,199	NOT VALID
12	0,361	0,524	VALID
13	0,361	0,051	NOT VALID
14	0,361	0,535	VALID
15	0,361	0,084	NOT VALID
16	0,361	0,508	VALID
17	0,361	0,488	VALID
18	0,361	-0,086	NOT VALID
19	0,361	0,294	NOT VALID
20	0,361	0,288	NOT VALID
21	0,361	-0,097	NOT VALID
22	0,361	-0,027	NOT VALID
23	0,361	0,461	VALID

24	0,361	0,508	VALID
25	0,361	0,381	VALID
26	0,361	-0,309	NOT VALID
27	0,361	0,495	VALID
28	0,361	0,541	VALID
29	0,361	-0,106	NOT VALID
30	0,361	0,593	VALID
31	0,361	-0,055	NOT VALID
32	0,361	0,508	VALID
33	0,361	0,097	NOT VALID
34	0,361	0,593	VALID
35	0,361	0,461	VALID
36	0,361	0,549	VALID
37	0,361	-0,091	NOT VALID
38	0,361	0,131	NOT VALID
39	0,361	-0,100	NOT VALID
40	0,361	0,097	NOT VALID

**Appendix 10****THE SCORE OF PRE-TEST AND POST-TEST**

<b>EXPERIMENTAL CLASS</b>			
<b>Student</b>	<b>Pretest</b>	<b>Posttest</b>	<b>Gain score</b>
C1	55	60	5
C2	60	70	10
C3	55	80	25
C4	50	70	20
C5	65	70	5
C6	65	75	10
C7	55	95	40
C8	60	70	10
C9	55	75	20
C10	65	70	5
C11	45	65	20
C12	50	75	25
C13	75	75	0
C14	60	65	5
C15	50	75	25
C16	65	70	5
C17	75	85	10
C18	60	75	15
C19	65	75	10
C20	45	65	20
C21	50	80	30
C22	60	75	15
C23	55	75	20
C24	45	70	25
C25	55	70	15
C26	50	70	20
C27	60	75	15
C28	60	70	10
C29	45	75	30
C30	50	70	20

<b>CONTROL CLASS</b>			
<b>Student</b>	<b>Pretest</b>	<b>Posttest</b>	<b>Gain score</b>
B1	50	60	10
B2	55	70	15
B3	55	65	10
B4	45	60	15
B5	40	55	15
B6	40	60	20
B7	55	65	10
B8	50	65	15
B9	55	65	10
B10	55	65	10
B11	50	70	20
B12	45	80	35
B13	55	70	15
B14	65	70	5
B15	50	65	15
B16	45	75	30
B17	55	65	10
B18	45	75	30
B19	60	75	15
B20	55	65	10
B21	45	60	15
B22	50	65	15
B23	55	70	15
B24	45	65	20
B25	60	75	15
B26	40	60	20
B27	55	70	15
B28	45	65	20
B29	50	65	15
B30	50	65	15

**Appendix 11****RESULT OF PRE-TEST IN EXPERIMENTAL CLASS****Statistics****PRE\_TEST**

N	Valid	30
	Missing	0
Mean		56.83
Std. Error of Mean		1.487
Median		56.54 <sup>a</sup>
Mode		60
Std. Deviation		8.146
Variance		66.351
Skewness		.435
Std. Error of Skewness		.427
Kurtosis		-.135
Std. Error of Kurtosis		.833
Range		30
Minimum		45
Maximum		75
Sum		1705

a. Calculated from grouped data.

**PRE\_TEST**

	Frequency	Percent	Valid Percent	Cumulative Percent
45	4	13.3	13.3	13.3
50	6	20.0	20.0	33.3
55	6	20.0	20.0	53.3
Valid 60	7	23.3	23.3	76.7
65	5	16.7	16.7	93.3
75	2	6.7	6.7	100.0
Total	30	100.0	100.0	

**Appendix 12****RESULT OF PRE-TEST IN CONTROL CLASS****Statistics**

PRE\_TEST

N	Valid	30
	Missing	0
Mean		50.67
Std. Error of Mean		1.143
Median		50.88 <sup>a</sup>
Mode		55
Std. Deviation		6.261
Variance		39.195
Skewness		.070
Std. Error of Skewness		.427
Kurtosis		-.384
Std. Error of Kurtosis		.833
Range		25
Minimum		40
Maximum		65
Sum		1520

a. Calculated from grouped data.

**PRE\_TEST**

	Frequency	Percent	Valid Percent	Cumulative Percent
40	3	10.0	10.0	10.0
45	7	23.3	23.3	33.3
50	7	23.3	23.3	56.7
Valid 55	10	33.3	33.3	90.0
60	2	6.7	6.7	96.7
65	1	3.3	3.3	100.0
Total	30	100.0	100.0	

**Appendix 13****RESULT OF POST-TEST IN EXPERIMENTAL CLASS****Statistics**

## POST\_TEST

N	Valid	30
	Missing	0
Mean		73.00
Std. Error of Mean		1.189
Median		72.50 <sup>a</sup>
Mode		70 <sup>b</sup>
Std. Deviation		6.513
Variance		42.414
Skewness		1.220
Std. Error of Skewness		.427
Kurtosis		3.777
Std. Error of Kurtosis		.833
Range		35
Minimum		60
Maximum		95
Sum		2190

a. Calculated from grouped data.

b. Multiple modes exist. The smallest value is shown

**POST\_TEST**

	Frequency	Percent	Valid Percent	Cumulative Percent
60	1	3.3	3.3	3.3
65	3	10.0	10.0	13.3
70	11	36.7	36.7	50.0
75	11	36.7	36.7	86.7
80	2	6.7	6.7	93.3
85	1	3.3	3.3	96.7
95	1	3.3	3.3	100.0
Total	30	100.0	100.0	

**Appendix 14****RESULT OF POST-TEST IN CONTROL CLASS****Statistics**

POST\_TEST

N	Valid	30
	Missing	0
Mean		66.67
Std. Error of Mean		1.026
Median		66.32 <sup>a</sup>
Mode		65
Std. Deviation		5.622
Variance		31.609
Skewness		.370
Std. Error of Skewness		.427
Kurtosis		.065
Std. Error of Kurtosis		.833
Range		25
Minimum		55
Maximum		80
Sum		2000

a. Calculated from grouped data.

**POST\_TEST**

	Frequency	Percent	Valid Percent	Cumulative Percent
55	1	3.3	3.3	3.3
60	5	16.7	16.7	20.0
65	13	43.3	43.3	63.3
Valid 70	6	20.0	20.0	83.3
75	4	13.3	13.3	96.7
80	1	3.3	3.3	100.0
Total	30	100.0	100.0	

**Appendix 15****THE RESULT OF NORMALITY TEST**

**Tests of Normality**

	CLASS	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SCORE	EXPERIMENTAL CLASS	.134	30	.179	.961	30	.329
	CONTROL CLASS	.158	30	.054	.931	30	.053

a. Lilliefors Significance Correction

**Appendix 16****THE RESULT OF HOMOGENEITY TEST****Test of Homogeneity of Variances**

SCORE

Levene Statistic	df1	df2	Sig.
.464	1	58	.498

**Appendix 17****THE RESULT INDEPENDENT SAMPLES T-TEST**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCO RE	Equal variances assumed	.464	.498	-2.098	58	.040	-5.500	2.622	-10.748	-.252
	Equal variances not assumed			-2.098	57.098	.040	-5.500	2.622	-10.749	-.251

**Appendix 18****Instrument Pre-Test before Validity**

**Name** :  
**Class** :  
**Subject/ sub matter** : English/ Listening  
**Time allocation** : 80 minutes (2x40 minutes)

**Instruction**

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

*Listen the audio carefully, fill and choose the best answer in the following songs.*

Perfect  
Simple Plan

<b>Try</b>	<b>Spent</b>	<b>Think</b>	<b>Make</b>
<b>Used</b>	<b>Lost</b>	<b>Disapproved</b>	<b>Talk</b>

Hey, Dad, look at me  
Think back, and (1.....) to me  
Did I grow up according to (2.*plan/ plans*) ?  
And do you (3.....) I'm wasting my time  
Doing things I want to do?  
But it hurts when you (4.....) all along  
And now I try hard to make it  
I just want to make you proud  
I'm never gonna be good enough for  
You can't (5.*pretend/ pretends*) that I'm alright  
And you can't (6.*change/ changes*) me

'Cause we (7.....) it all  
 Nothin' lasts forever  
 I'm sorry I can't be perfect  
 Now it's just too late  
 And we can't go back  
 I'm sorry I can't be perfect

I try not to think  
 About the pain I feel inside  
 Did you (8.*know/ knows*) you (9.....) to be my hero?  
 All the days you (10.....) with me  
 Now seem so far away  
 And it feels like you don't care any more  
 And now I (11.....) hard to make it  
 I just want to make you proud  
 I'm never gonna be good enough for you  
 I can't (12.*stand/ stands*) another fight  
 And nothing's all right

'Cause we lost it all  
 And nothin' lasts forever  
 I'm sorry I can't be perfect  
 Now it's just too late  
 And we can't (13.*go/ goes*) back  
 I'm sorry I can't be perfect

Nothing's gonna change the things that you said  
 And nothing's gonna (14.....) this right again  
 Please don't (15.*turn/ turns*) your back  
 I can't believe it's hard just to (16.*talk/ talks*) to you  
 But you don't understand

'Cause we lost it all  
 Nothin' lasts forever  
 I'm sorry I can't be perfect  
 Now it's just too late  
 And we can't go back  
 I'm sorry I can't be perfect

'Cause we lost it all  
Nothin' lasts forever  
I'm sorry I can't be perfect  
Now it's just too late  
And we can't go back  
I'm sorry I can't be perfect

## We Are the Champions

### Queen

Brought	Made	Keep on	Committed	Done
---------	------	---------	-----------	------

I've paid my dues  
 Time after time  
 I've (17.....) my sentence  
 But committed no crime  
 And bad (18.*mistake/ mistakes*)  
 I've (19.....) a few  
 I've had my share of sand kicked in my face  
 But I've come through

We are the champions, my friends  
 And we'll (20.....) fighting 'til the end  
 We are the champions  
 We are the champions  
 No time for losers  
 'Cause we are the champions of the world

I've taken (21.*my bows/ my bow*)  
 And my curtain calls  
 You (22.....) me fame and fortune  
 and everything that (23.*go/ goes*) with it  
 I thank you all

But it's been no bed of (24.*rose/ roses*)  
 No pleasure cruise  
 I consider it (25.*a challenge/ a challenges*) before the whole human race  
 And I ain't gonna lose

We are the champions, my friends  
 And we'll keep on fighting 'til the end  
 We are the champions  
 We are the champions  
 No time for losers  
 'Cause we are the champions of the world

We are the champions, my friends  
And we'll keep on fighting 'til the end  
We are the champions  
We are the champions  
No time for losers  
'Cause we are the champions

# I Have a Dream

## Westlife

<b>a Fairy Tale</b>	<b>the Future</b>	<b>Know</b>	<b>a fantasy</b>	<b>See</b>
<b>Reality</b>	<b>Fail</b>	<b>Take</b>	<b>Cross</b>	<b>Believe</b>

I have a dream  
 (26. *A song/ A songs*) (27. *to sing/ to sings*)  
 To (28. *help/ helps*) me cope  
 With anything

If you (29.....) the wonder  
 Of (30.....)  
 You can take (31.....)  
 Even if you (32.....)

I (33.....) in angels  
 Something good in everything I see  
 I believe in angels  
 When I (34.....) (35. *the time/ the times*) is right for me

I'll (36.....) the stream  
 I have a dream, oh yeah

I have a dream  
 (37.....)  
 To help me through  
 (38.....)

And my destination  
 Makes it worth the while  
 Pushing through the darkness  
 Still another (39. *mile/ miles*)

I believe in angels  
 Something good in everything I see  
 I believe in angels  
 When I know the time is right for me

I'll cross the stream  
I have a dream

I have a dream (oh yeah)  
A song to sing  
To help me cope  
With anything

If you see the wonder  
Of a fairy tale  
You can (40.....) the future  
Even if you fail

I believe in angels  
Something good in everything I see  
I believe in angels  
When I know this time is right for me

I'll cross the stream  
I have a dream  
I'll cross the stream  
I have a dream

**Appendix 19****Instrument Post-Test before Validity**

**Name** :  
**Class** :  
**Subject/ sub matter** : English/ Listening  
**Time allocation** : 80 minutes (2x40 minutes)

**Instruction**

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

*Listen the audio carefully, fill and choose the best answer in the following songs.*

**Heal the World****Michael Jackson**

Bliss	Reveal	Shine	Glow	Try
Conceived	Create	Better Place	Sorrow	Fly

There's a (1.*place/ places*) in your heart  
 And I know that it is love  
 And this place could be much  
 Brighter than tomorrow  
 And if you really (2.....)  
 You'll find there's no need to cry  
 In this place you'll feel

There's no (3.*hurt/ hurs*) or (4.....)  
 There are (5.*ways/ way*) to get there  
 If you care enough for the living

Make a little space  
 Make a better place

Heal the world  
 Make it a **(6.....)**  
 For you and for me  
 And the entire human race  
 There are **(7.people/ peoples)** dying  
 If you care enough for the living  
 Make it a better place  
 For you and for me

If you want to know why  
 There's **(8.love/ loves)** that cannot lie  
 Love is strong  
 It only cares of joyful giving  
 If we try we shall see  
 In this **(9.....)** we cannot feel  
 Fear of dread  
 We stop existing and start living

The it feels that always  
 Love's enough for us growing  
 So make a better world  
 Make a better place

Heal the world  
**(10.Make it/ Make its)** a better place  
 For you and for me  
 And the entire human race  
 There are people dying  
 If you care enough for the living  
 Make a better place for you and for me

And the dream we were **(11.....)** in  
 Will **(12.....)** a joyful face  
 And the world we once believed in  
 Will **(13.....)** again in **(14.grace/ graces)**  
 Then why do we keep strangling life  
 Wound this earth, crucify its soul

Though it's **(15.plain/ plains)** to see  
 This world is heavenly  
 Be god's **(16.....)**

We could **(17.....)** so high  
 Let our spirits never die  
 In my heart I feel you are all my brothers  
**(18.....)** **(19.a world/ a worlds)** with no fear  
 Together we cry happy tears  
 See the nations turn their swords into plowshares

We could really get there  
 If you cared enough for the living  
 Make a little space  
 To make a better place

Heal the world  
 Make it a better place  
 For you and for me  
 And the entire human race  
 There are people dying  
 If you care enough for the living  
 Make a better **(20.place/ places)** for you and for me

There are people dying  
 If you care enough for the living  
 Make a better place for you and for me  
 You and for me

Graduation (Friends Forever)  
Colleen Fitzpatrick

Find	Guess	Survive	Things	Got
Big Jobs	Make	Leave	Came	Turn

And so we talked all night about the rest of our lives  
 Where we're gonna be when we (21.....) twenty five  
 I keep thinking times will never change  
 Keep on thinking (22.....) will always be the same  
 But when we (23.....) (24.*this year/ this years*) we won't be coming back  
 No more hanging out 'cause we're on a (25.*different track/ different tracks*)  
 And if you (26.....) something that you need to say  
 You better say it right now 'cause you don't have (27.*another day/ another days*)  
 Cause we're moving on and we can't slow down  
 These memories are playing like (28.*a film/ a films*) without sound  
 And I keep thinking of that night in June  
 I didn't know much of love  
 But it (29.....) too soon  
 And there was me and you  
 And then we got real cool  
 Stay at (30.*home/ homes*) talking on the telephone with me  
 We'd get so excited, we'd get so scared  
 Laughing at ourselves thinking life's not fair  
 And this is how it feels

As we go on  
 We remember  
 All the times we  
 Had together  
 And as our lives change  
 Come whatever  
 We will still be  
 Friends forever

So if we get the (31.....)  
 And we (32.....) the big money  
 When we (33.*look/ looks*) back now

Will (**34.our jokes/ our joke**) still be funny?  
 Will we still remember everything we learned in school  
 Still be trying to break every (**35.single rule/ single rules**) ?  
 Will little brainy Bobby be the stockbroker man?  
 Can Heather (**36.....**) a job that won't interfere with her tan?  
 I keep, I keep thinking that it's not goodbye  
 Keep on thinking it's a time to fly  
 And this is how it feels

As we go on  
 We remember  
 All the times we  
 Had together  
 And as our lives change  
 Come whatever  
 We will still be  
 Friends forever

La, la, la, la  
 Yeah, yeah, yeah  
 La, la, la, la  
 We will still be friends forever

Will we think about tomorrow like we think about now?  
 Can we (**37.....**) it out there?  
 Can we make it somehow (somehow)?  
 I (**38.....**) I thought that this would never end  
 And suddenly it's like we're women and men  
 Will the past be (**39.a shadow/ a shadows**) that will follow us 'round?  
 Will these memories fade when I leave (**40.this town/ this town**)  
 I keep, I keep thinking that it's not goodbye  
 Keep on thinking it's a time to fly

As we go on  
 We remember  
 All the times we  
 Had together  
 And as our lives change  
 Come whatever

We will still be  
Friends forever

As we go on  
We remember  
All the times we  
Had together  
And as our lives change  
Come whatever  
We will still be  
Friends forever

As we go on  
We remember  
All the times we  
Had together  
And as our lives change  
Come whatever  
We will still be  
Friends forever

**Appendix 20****Instrument Pre-Test after Validity**

**Name** :  
**Class** :  
**Subject/ sub matter** : English/ Listening  
**Time allocation** : 80 minutes (2x40 minutes)

**Instruction**

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

*Listen the audio carefully, fill and choose the best answer in the following songs.*

Perfect  
Simple Plan

<b>Try</b>	<b>Spent</b>	<b>Think</b>	<b>Make</b>
<b>Used</b>	<b>Lost</b>	<b>Disapproved</b>	<b>Talk</b>

Hey, Dad, look at me  
 Think back, and (1.....) to me  
 Did I grow up according to (2.*plan/ plans*) ?  
 And do you think I'm wasting my time  
 Doing things I want to do?  
 But it hurts when you (3.....) all along  
 And now I try hard to make it  
 I just want to make you proud  
 I'm never gonna be good enough for  
 You can't (4.*pretend/ pretends*) that I'm alright  
 And you can't (5.*change/ changes*) me

'Cause we lost it all  
 Nothin' lasts forever  
 I'm sorry I can't be perfect  
 Now it's just too late  
 And we can't go back  
 I'm sorry I can't be perfect

I try not to think  
 About the pain I feel inside  
 Did you (**6.know/ knows**) you used to be my hero?  
 All the days you spent with me  
 Now seem so far away  
 And it feels like you don't care any more  
 And now I try hard to make it  
 I just want to make you proud  
 I'm never gonna be good enough for you  
 I can't stand another fight  
 And nothing's all right

'Cause we lost it all  
 And nothin' lasts forever  
 I'm sorry I can't be perfect  
 Now it's just too late  
 And we can't (**7.go/ goes**) back  
 I'm sorry I can't be perfect

Nothing's gonna change the things that you said  
 And nothing's gonna (**8.....**) this right again  
 Please don't (**9.turn/ turns**) your back  
 I can't believe it's hard just to (**10.talk/ talks**) to you  
 But you don't understand

'Cause we lost it all  
 Nothin' lasts forever  
 I'm sorry I can't be perfect  
 Now it's just too late  
 And we can't go back  
 I'm sorry I can't be perfect

'Cause we lost it all  
Nothin' lasts forever  
I'm sorry I can't be perfect  
Now it's just too late  
And we can't go back  
I'm sorry I can't be perfect

# I Have a Dream

## Westlife

<b>a Fairy Tale</b>	<b>the Future</b>	<b>Know</b>	<b>a fantasy</b>	<b>See</b>
<b>Reality</b>	<b>Fail</b>	<b>Take</b>	<b>Cross</b>	<b>Believe</b>

I have a dream  
 A song **(11.to sing/ to sings)**  
 To **(12.help/ helps)** me cope  
 With anything

If you see the wonder  
 Of **(13.....)**  
 You can take the Future  
 Even if you **(14.....)**

I **(15.....)** in angels  
 Something good in everything I see  
 I believe in angels  
 When I **(16.....)** the time is right for me

I'll **(17.....)** the stream  
 I have a dream, oh yeah

I have a dream  
**(18.....)**  
 To help me through  
 Reality

And my destination  
 Makes it worth the while  
 Pushing through the darkness  
 Still another **(19.mile/ miles)**

I believe in angels  
 Something good in everything I see  
 I believe in angels  
 When I know the time is right for me

I'll cross the stream  
I have a dream

I have a dream (oh yeah)  
A song to sing  
To help me cope  
With anything

If you see the wonder  
Of a fairy tale  
You can (20.....) the future  
Even if you fail

I believe in angels  
Something good in everything I see  
I believe in angels  
When I know this time is right for me

I'll cross the stream  
I have a dream  
I'll cross the stream  
I have a dream

**Appendix 21****Instrument Post-Test after Validity**

**Name** :  
**Class** :  
**Subject/ sub matter** : English/ Listening  
**Time allocation** : 80 minutes (2x40 minutes)

**Instruction**

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

*Listen the audio carefully, fill and choose the best answer in the following songs.*

**Heal the World****Michael Jackson**

Bliss	Reveal	Shine	Glow	Try
Conceived	Create	Better Place	Sorrow	Fly

There's a (**1.place/ places**) in your heart  
 And I know that it is love  
 And this place could be much  
 Brighter than tomorrow  
 And if you really Try  
 You'll find there's no need to cry  
 In this place you'll feel

There's no hurt or (**2.....**)  
 There are (**3.ways/ way**) to get there  
 If you care enough for the living

Make a little space  
 Make a better place

Heal the world  
 Make it a (4.....)  
 For you and for me  
 And the entire human race  
 There are people dying  
 If you care enough for the living  
 Make it a better place  
 For you and for me

If you want to know why  
 There's love that cannot lie  
 Love is strong  
 It only cares of joyful giving  
 If we try we shall see  
 In this (5.....) we cannot feel  
 Fear of dread  
 We stop existing and start living

The it feels that always  
 Love's enough for us growing  
 So make a better world  
 Make a better place

Heal the world  
 (6.**Make it/ Make its**) a better place  
 For you and for me  
 And the entire human race  
 There are people dying  
 If you care enough for the living  
 Make a better place for you and for me

And the dream we were conceived in  
 Will (7.....) a joyful face  
 And the world we once believed in  
 Will shine again in (8.**grace/ graces**)  
 Then why do we keep strangling life  
 Wound this earth, crucify its soul

Though it's plain to see  
This world is heavenly  
Be god's (9.....)

We could (10.....) so high  
Let our spirits never die  
In my heart I feel you are all my brothers  
Create a world with no fear  
Together we cry happy tears  
See the nations turn their swords into plowshares

We could really get there  
If you cared enough for the living  
Make a little space  
To make a better place

Heal the world  
Make it a better place  
For you and for me  
And the entire human race  
There are people dying  
If you care enough for the living  
Make a better place for you and for me

There are people dying  
If you care enough for the living  
Make a better place for you and for me  
You and for me

Graduation (Friends Forever)  
Colleen Fitzpatrick

Find	Guess	Survive	Things	Got
Big Jobs	Make	Leave	Came	Turn

And so we talked all night about the rest of our lives  
 Where we're gonna be when we turn twenty five  
 I keep thinking times will never change  
 Keep on thinking things will always be the same  
 But when we **(11.....)** **(12.this year/ this years)** we won't be coming back  
 No more hanging out 'cause we're on a **(13.different track/ different tracks)**  
 And if you got something that you need to say  
 You better say it right now 'cause you don't have **(14.another day/ another days)**  
 Cause we're moving on and we can't slow down  
 These memories are playing like **(15.a film/ a films)** without sound  
 And I keep thinking of that night in June  
 I didn't know much of love  
 But it came too soon  
 And there was me and you  
 And then we got real cool  
 Stay at **(16.home/ homes)** talking on the telephone with me  
 We'd get so excited, we'd get so scared  
 Laughing at ourselves thinking life's not fair  
 And this is how it feels

As we go on  
 We remember  
 All the times we  
 Had together  
 And as our lives change  
 Come whatever  
 We will still be  
 Friends forever

So if we get the big jobs  
 And we **(17.....)** the big money  
 When we look back now

Will (**18.our jokes/ our joke**) still be funny?  
 Will we still remember everything we learned in school  
 Still be trying to break every (**19.single rule/ single rules**) ?  
 Will little brainy Bobby be the stockbroker man?  
 Can Heather (**20.....**) a job that won't interfere with her tan?  
 I keep, I keep thinking that it's not goodbye  
 Keep on thinking it's a time to fly  
 And this is how it feels

As we go on  
 We remember  
 All the times we  
 Had together  
 And as our lives change  
 Come whatever  
 We will still be  
 Friends forever

La, la, la, la  
 Yeah, yeah, yeah  
 La, la, la, la  
 We will still be friends forever

Will we think about tomorrow like we think about now?  
 Can we survive it out there?  
 Can we make it somehow (somehow)?  
 I guess I thought that this would never end  
 And suddenly it's like we're women and men  
 Will the past be a shadow that will follow us 'round?  
 Will these memories fade when I leave this town  
 I keep, I keep thinking that it's not goodbye  
 Keep on thinking it's a time to fly

As we go on  
 We remember  
 All the times we  
 Had together  
 And as our lives change  
 Come whatever

We will still be  
Friends forever

As we go on  
We remember  
All the times we  
Had together  
And as our lives change  
Come whatever  
We will still be  
Friends forever

As we go on  
We remember  
All the times we  
Had together  
And as our lives change  
Come whatever  
We will still be  
Friends forever

**Appendix 22****DOCUMENTATION**

Students pay attention when the researcher explained about how to answer questions in pre-test



The researcher gave pre-test to the students



The researcher gave the treatment with TAPPS Technique



Treatment with TAPPS Technique



Treatment with TAPPS Technique



Treatment with TAPPS Technique



The researcher gave the post-test



The researcher gave the post-test



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURURAN

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung ☎ (0721) 703260

Nomor : B-533/Un.16/DT/TL.01/04/2019  
Sifat : Penting  
Lampiran : -  
Perihal : Permohonan Mengadakan Penelitian

Bandar Lampung, 22 April 2019

Kepada  
Yth. Kepala SMP Negeri 1  
Jati Agung

di  
Tempat

*Assalamu'alaikum Wr. Wb.*

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama : Apriyadi Yusuf  
NPM : 1411040022  
Semester/T.A : X (Sepuluh)  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Influence Of Using Tapps Technique toward students' listening skill at the second semester of eighth grade of SMPN 1 Jati Agung in the academic year of 2018/2019

Akan mengadakan penelitian di SMP Negeri 1 Jati Agung, Guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai tanggal 22 April 2019 sampai dengan 22 Mei 2019.

Demikian, atas perkenan dan bantuannya diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Dr. H. Chairul Anwar, M.Pd.  
NIP. 19560810 198703 1 001

Tembusan :

1. Wakil Dekan Bidang Akademik;
2. Kajar/Kaprodi FBI
3. Kanibag Akademik;
4. Mahasiswa yang bersangkutan.



PEMERINTAH KABUPATEN LAMPUNG SELATAN  
DINAS PENDIDIKAN  
SMP NEGERI 1 JATIAGUNG

NIS : 200190

NSS : 201120121343

NPSN : 10800526

Email : [smp1jatiagung@gmail.com](mailto:smp1jatiagung@gmail.com) website : [smp1jatiagung.wordpress.com](http://smp1jatiagung.wordpress.com) FB : [smp1jatiagungedyukito](https://www.facebook.com/smp1jatiagungedyukito)  
Jl. Merapi Ds. Jatimulyo Kec. Jatiagung Lampung Selatan. Pos 35365 Telp. 0721 7403490

Nomor : 422.2/066/IV.02/SMP01JA/2019

Jatiagung, 22 Mei 2019

Lampiran : ---

Perihal : Pemberian Izin Penelitian

Kepada Yth.

Dekan UIN Raden Intan Lampung

di

Bandar Lampung

Dengan hormat,

Sesuai dengan surat permohonan izin pra penelitian tugas akhir Karya Tulis Ilmiah / Proposal Skripsi nomor : B-5236/Un.16/DT/TL.01/04/2019 Tanggal 22 April 2019, maka kami Kepala SMP Negeri 1 Jatiagung tidak keberatan untuk memberikan izin kepada :

N a m a : APRIYADI YUSUF

N P M : 1411040022

Semester : IX ( Sepuluh )

Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris  
SI- UIN Raden Intan Lampung

Judul Skripsi : "The Influence Of Using Tapps Technique toward student's listening skill at the second sememster of eighth grade of SMPN 1 Jati Agung in the academic year of 2018/2019"

Untuk mengadakan pra penelitian di SMP Negeri 1 Jatiagung yang digunakan untuk persyaratan penyusunan proposal skripsi strata satu ( S1 ) UIN Raden Intan Lampung. Demikianlah surat izin penelitian ini kami buat untuk dapat dipergunakan bagi yang bersangkutan.



Kepala SMP Negeri 1 Jatiagung

Dr. Rd. EMI SCLASMI, M.Pd

Pembina Tk. I

NIP. 19661020 199412 2 003

Instrument Pre-Test After Validity

Name : Elsa Melani  
Class : 8C - Experimental Class.  
Subject/ sub matter : English/ Listening  
Time allocation : 80 minutes (2x40 minutes)

B-10  
J-10

**Instruction**

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.



*Listen the audio carefully, fill and choose the best answer in the following songs.*

Perfect  
Simple Plan

Try	Spent	Think	Make
Used	Lost	Disapproved	Talk

Hey, Dad, look at me  
Think back, and (1. Talk) to me  
Did I grow up according to (2. plan/plans) ?  
And do you think I'm wasting my time  
Doing things I want to do?  
But it hurts when you (3. ....) all along  
And now I try hard to make it  
I just want to make you proud  
I'm never gonna be good enough for  
You can't (4. pretend/pretends) that I'm alright  
And you can't (5. change/changes) me

'Cause we lost it all  
Nothin' lasts forever  
I'm sorry I can't be perfect  
Now it's just too late  
And we can't go back  
I'm sorry I can't be perfect

I try not to think  
About the pain I feel inside  
Did you (~~6.know~~/ **knows**) you used to be my hero?  
All the days you spent with me  
Now seem so far away  
And it feels like you don't care any more  
And now I try hard to make it  
I just want to make you proud  
I'm never gonna be good enough for you  
I can't stand another fight  
And nothing's all right

'Cause we lost it all  
And nothin' lasts forever  
I'm sorry I can't be perfect  
Now it's just too late  
And we can't (~~7.go~~/ **goes**) back  
I'm sorry I can't be perfect

Nothing's gonna change the things that you said  
And nothing's gonna (~~8.....~~<sup>Make</sup>) this right again  
Please don't (~~9.turn~~/ **turns**) your back  
I can't believe it's hard just to (~~10.talk~~/ **talks**) to you  
But you don't understand

'Cause we lost it all  
Nothin' lasts forever  
I'm sorry I can't be perfect  
Now it's just too late  
And we can't go back  
I'm sorry I can't be perfect

'Cause we lost it all  
Nothin' lasts forever  
I'm sorry I can't be perfect  
Now it's just too late  
And we can't go back  
I'm sorry I can't be perfect

## I Have a Dream Westlife

a Fairy Tale	the Future	Know	a fantasy	See
Reality	Fail	Take	Cross	Believe

I have a dream  
A song (11. to sing / sings)  
To (12. help / helps) me cope  
With anything

If you see the wonder  
Of (13. ....)  
You can take the Future  
Even if you (14. Fail.....)

I (15. Believe.....) in angels  
Something good in everything I see  
I believe in angels  
When I (16. know.....) the time is right for me

I'll (17. ....) the stream  
I have a dream, oh yeah

I have a dream  
(18. ....) a Fairy tale.  
To help me through  
Reality

And my destination  
Makes it worth the while  
Pushing through the darkness  
Still another (19. mile / miles)

I believe in angels  
Something good in everything I see  
I believe in angels  
When I know the time is right for me

I'll cross the stream  
I have a dream

I have a dream (oh yeah)  
A song to sing  
To help me cope  
With anything

If you see the wonder  
Of a fairy tale  
You can (20...<sup>See</sup>.....) the future  
Even if you fail

I believe in angels  
Something good in everything I see  
I believe in angels  
When I know this time is right for me

I'll cross the stream  
I have a dream  
I'll cross the stream  
I have a dream

Instrument Post-Test After Validity

Name : *Thairunnisa*  
Class : *8c - Experimental class*  
Subject/ sub matter : **English/ Listening**  
Time allocation : **80 minutes (2x40 minutes)**

*B = 16*  
*S = 4*

**Instruction**

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.



*Listen the audio carefully, fill and choose the best answer in the following songs.*

**Heal the World**

Michael Jackson

Bliss	Reveal	Shine	Glow	Try
Conceived	Create	Better Place	Sorrow	Fly

There's a (~~1.place~~ *places*) in your heart  
And I know that it is love  
And this place could be much  
Brighter than tomorrow  
And if you really Try  
You'll find there's no need to cry  
In this place you'll feel

There's no hurt or (~~2.sorrow~~ *sorrow*)  
There are (~~3.ways~~ *way*) to get there  
If you care enough for the living

Make a little space  
Make a better place

Heal the world  
Make it a (4.....) *Better Place*  
For you and for me  
And the entire human race  
There are people dying  
If you care enough for the living  
Make it a better place  
For you and for me

If you want to know why  
There's love that cannot lie  
Love is strong  
It only cares of joyful giving  
If we try we shall see  
In this (5. *Bliss*.....) we cannot feel  
Fear of dread  
We stop existing and start living

The it feels that always  
Love's enough for us growing  
So make a better world  
Make a better place

Heal the world  
(6. *Make it/ Make its*) a better place  
For you and for me  
And the entire human race  
There are people dying  
If you care enough for the living  
Make a better place for you and for me

And the dream we were conceived in  
Will (7. *Reveal*.....) a joyful face  
And the world we once believed in  
Will shine again in (8. *grace/ graces*)  
Then why do we keep strangling life  
Wound this earth, crucify its soul

Though it's plain to see  
This world is heavenly  
Be god's (9<sup>6</sup>low.....)

We could (10<sup>fly</sup>.....) so high  
Let our spirits never die  
In my heart I feel you are all my brothers  
Create a world with no fear  
Together we cry happy tears  
See the nations turn their swords into plowshares

We could really get there  
If you cared enough for the living  
Make a little space  
To make a better place

Heal the world  
Make it a better place  
For you and for me  
And the entire human race  
There are people dying  
If you care enough for the living  
Make a better place for you and for me

There are people dying  
If you care enough for the living  
Make a better place for you and for me  
You and for me

Graduation (Friends Forever)  
Colleen Fitzpatrick

Find	Guess	Survive	Things	Got
Big Jobs	Make	Leave	Came	Turn

And so we talked all night about the rest of our lives  
Where we're gonna be when we turn twenty five  
I keep thinking times will never change  
Keep on thinking things will always be the same  
But when we (11.<sup>Leave</sup>.....) (12.this year/~~this year~~) we won't be coming back  
No more hanging out 'cause we're on a (13.different track/~~different tracks~~)  
And if you got something that you need to say  
You better say it right now 'cause you don't have (14.another day/~~another days~~)  
Cause we're moving on and we can't slow down  
These memories are playing like (15.a film/~~a films~~) without sound  
And I keep thinking of that night in June  
I didn't know much of love  
But it came too soon  
And there was me and you  
And then we got real cool  
Stay at (16.home/~~homes~~) talking on the telephone with me  
We'd get so excited, we'd get so scared  
Laughing at ourselves thinking life's not fair  
And this is how it feels

As we go on  
We remember  
All the times we  
Had together  
And as our lives change  
Come whatever  
We will still be  
Friends forever

So if we get the big jobs  
And we (17.<sup>Make</sup>.....) the big money  
When we look back now

Will (18.our jokes(our joke) still be funny?  
Will we still remember everything we learned in school  
Still be trying to break every (19.single rule/single rules) ?  
Will little brainy Bobby be the stockbroker man?  
Can Heather (20.Find.....) a job that won't interfere with her tan?  
I keep, I keep thinking that it's not goodbye  
Keep on thinking it's a time to fly  
And this is how it feels

As we go on  
We remember  
All the times we  
Had together  
And as our lives change  
Come whatever  
We will still be  
Friends forever

La, la, la, la  
Yeah, yeah, yeah  
La, la, la, la  
We will still be friends forever

Will we think about tomorrow like we think about now?  
Can we survive it out there?  
Can we make it somehow (somehow)?  
I guess I thought that this would never end  
And suddenly it's like we're women and men  
Will the past be a shadow that will follow us 'round?  
Will these memories fade when I leave this town  
I keep, I keep thinking that it's not goodbye  
Keep on thinking it's a time to fly

As we go on  
We remember  
All the times we  
Had together  
And as our lives change  
Come whatever

We will still be  
Friends forever

As we go on  
We remember  
All the times we  
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And as our lives change  
Come whatever  
We will still be  
Friends forever

As we go on  
We remember  
All the times we  
Had together  
And as our lives change  
Come whatever  
We will still be  
Friends forever

Instrument Pre-Test After Validity

Name : Adi Pratama  
Class : B - Control Class  
Subject/ sub matter : English/ Listening  
Time allocation : 80 minutes (2x40 minutes)

B = 11  
S = 9

**Instruction**

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

55

*Listen the audio carefully, fill and choose the best answer in the following songs.*

Perfect  
Simple Plan

Try	Spent	Think	Make
Used	Lost	Disapproved	Talk

Hey, Dad, look at me  
Think back, and (1. talk) to me  
Did I grow up according to (2. plan/plans)?  
And do you think I'm wasting my time  
Doing things I want to do?  
But it hurts when you (3. disapproved) all along  
And now I try hard to make it  
I just want to make you proud  
I'm never gonna be good enough for  
You can't (4. pretend/pretends) that I'm alright  
And you can't (5. change/changes) me

'Cause we lost it all  
Nothin' lasts forever  
I'm sorry I can't be perfect  
Now it's just too late  
And we can't go back  
I'm sorry I can't be perfect

I try not to think  
About the pain I feel inside  
Did you (6.know/ knows) you used to be my hero?  
All the days you spent with me  
Now seem so far away  
And it feels like you don't care any more  
And now I try hard to make it  
I just want to make you proud  
I'm never gonna be good enough for you  
I can't stand another fight  
And nothing's all right

'Cause we lost it all  
And nothin' lasts forever  
I'm sorry I can't be perfect  
Now it's just too late  
And we can't (7.go/ goes) back  
I'm sorry I can't be perfect

Nothing's gonna change the things that you said  
And nothing's gonna (8.Make) this right again  
Please don't (9.turn/ turns) your back  
I can't believe it's hard just to (10.talk/ talks) to you  
But you don't understand

'Cause we lost it all  
Nothin' lasts forever  
I'm sorry I can't be perfect  
Now it's just too late  
And we can't go back  
I'm sorry I can't be perfect

'Cause we lost it all  
Nothin' lasts forever  
I'm sorry I can't be perfect  
Now it's just too late  
And we can't go back  
I'm sorry I can't be perfect

## I Have a Dream Westlife

a Fairy Tale	the Future	Know	a fantasy	See
Reality	Fail	Take	Cross	Believe

I have a dream  
A song (~~11~~ *to sing* / *to sings*)  
To (~~12~~ *help* / *helps*) me cope  
With anything

If you see the wonder  
Of (~~13~~ *a fairy tale*)  
You can take the Future  
Even if you (~~14~~ *fail*.....)

I (~~15~~ *a fantasy*) in angels  
Something good in everything I see  
I believe in angels  
When I (~~16~~ *see*.....) the time is right for me

I'll (~~17~~ *know*.....) the stream  
I have a dream, oh yeah

I have a dream  
(~~18~~.....)  
To help me through  
Reality

And my destination  
Makes it worth the while  
Pushing through the darkness  
Still another (~~19~~ *mile* / *miles*)

I believe in angels  
Something good in everything I see  
I believe in angels  
When I know the time is right for me

I'll cross the stream  
I have a dream

I have a dream (oh yeah)  
A song to sing  
To help me cope  
With anything

If you see the wonder  
Of a fairy tale  
You can (~~20...~~) the future Believe  
Even if you fail

I believe in angels  
Something good in everything I see  
I believe in angels  
When I know this time is right for me

I'll cross the stream  
I have a dream  
I'll cross the stream  
I have a dream

Instrument Post-Test After Validity

Name : fajar Ramadani  
Class : 8B - Control class  
Subject/ sub matter : English/ Listening  
Time allocation : 80 minutes (2x40 minutes)

B = 13

S = 7

65

Instruction

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

*Listen the audio carefully, fill and choose the best answer in the following songs.*

**Heal the World**

Michael Jackson

Bliss	Reveal	Shine	Glow	Try
Conceived	Create	Better Place	Sorrow	Fly

There's a (1. place/ places) in your heart  
And I know that it is love  
And this place could be much  
Brighter than tomorrow  
And if you really Try  
You'll find there's no need to cry  
In this place you'll feel

There's no hurt or (2. Sorrow)  
There are (3. ways/ way) to get there  
If you care enough for the living

Make a little space  
Make a better place

Heal the world  
Make it a (4.....) *Better Place*  
For you and for me  
And the entire human race  
There are people dying  
If you care enough for the living  
Make it a better place  
For you and for me

If you want to know why  
There's love that cannot lie  
Love is strong  
It only cares of joyful giving  
If we try we shall see  
In this (5.....) we cannot feel *Bliss*  
Fear of dread  
We stop existing and start living

The it feels that always  
Love's enough for us growing  
So make a better world  
Make a better place

Heal the world  
(6) *Make it* *Make its* a better place  
For you and for me  
And the entire human race  
There are people dying  
If you care enough for the living  
Make a better place for you and for me

And the dream we were conceived in  
Will (7. *Reveal*) a joyful face  
And the world we once believed in  
Will shine again in (8. *grace* *graces*)  
Then why do we keep strangling life  
Wound this earth, crucify its soul

Though it's plain to see  
This world is heavenly  
Be god's (9...glaw.....)

We could (10...ry....) so high  
Let our spirits never die  
In my heart I feel you are all my brothers  
Create a world with no fear  
Together we cry happy tears  
See the nations turn their swords into plowshares

We could really get there  
If you cared enough for the living  
Make a little space  
To make a better place

Heal the world  
Make it a better place  
For you and for me  
And the entire human race  
There are people dying  
If you care enough for the living  
Make a better place for you and for me

There are people dying  
If you care enough for the living  
Make a better place for you and for me  
You and for me

## Graduation (Friends Forever)

Colleen Fitzpatrick

Find	Guess	Survive	Things	Got
Big Jobs	Make	Leave	Came	Turn

And so we talked all night about the rest of our lives  
Where we're gonna be when we turn twenty five  
I keep thinking times will never change  
Keep on thinking things will always be the same  
But when we (11. ~~leave~~) (12. ~~this year~~ *this years*) we won't be coming back  
No more hanging out 'cause we're on a (13. ~~different track~~ *different tracks*)  
And if you got something that you need to say  
You better say it right now 'cause you don't have (14. ~~another day~~ *another days*)  
Cause we're moving on and we can't slow down  
These memories are playing like (15. ~~a film~~ *a films*) without sound  
And I keep thinking of that night in June  
I didn't know much of love  
But it came too soon  
And there was me and you  
And then we got real cool  
Stay at (16. ~~home~~ *homes*) talking on the telephone with me  
We'd get so excited, we'd get so scared  
Laughing at ourselves thinking life's not fair  
And this is how it feels

As we go on  
We remember  
All the times we  
Had together  
And as our lives change  
Come whatever  
We will still be  
Friends forever

So if we get the big jobs  
And we (17. ~~came~~ *came*) the big money  
When we look back now

Will (18.our jokes/our joke) still be funny?  
Will we still remember everything we learned in school  
Still be trying to break every (19.single rule single rules) ?  
Will little brainy Bobby be the stockbroker man?  
Can Heather (20.F.I.N.C.) a job that won't interfere with her tan?  
I keep, I keep thinking that it's not goodbye  
Keep on thinking it's a time to fly  
And this is how it feels

As we go on  
We remember  
All the times we  
Had together  
And as our lives change  
Come whatever  
We will still be  
Friends forever

La, la, la, la  
Yeah, yeah, yeah  
La, la, la, la  
We will still be friends forever

Will we think about tomorrow like we think about now?  
Can we survive it out there?  
Can we make it somehow (somehow)?  
I guess I thought that this would never end  
And suddenly it's like we're women and men  
Will the past be a shadow that will follow us 'round?  
Will these memories fade when I leave this town  
I keep, I keep thinking that it's not goodbye  
Keep on thinking it's a time to fly

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And as our lives change  
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