AN UNDERGRADUATE THESIS

THE USE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH WITH INFORMATION GAP TECHNIQUE TO IMPROVE LISTENING SKILL AMONG THE TENTH GRADERS OF SMK DAARUL 'ULYA METRO IN THE ACADEMIC YEAR OF 2019/2020

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

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Presented as Partial Fufillment of the Requirements

For th Degree of Sarjana Pendidikan (S.Pd)

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ABSTRACT

BY :
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The purpose of this research was to improve the listening skill after using communicative language teaching approach among the tenth graders of SMK Daarul Ulya Metro. The focused on this research is student's listening skill. It is related to the problem identification that the students have difficulties to understanding the meaning of the words.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In this research the students were given pre-test before treatment and post-test after treatment. The object of this research was 18 students in TKJ class at the tenth grade of SMK Daarul 'Ulya Metro. In collecting the data the researcher used test (pre-test, post-test 1 cycle 1 and post-test 2 cycle 2), observation, field note, and documentation.

The result of the research shows that communicative language teaching has positive role in improving the listening skill among the tenth graders of SMK Daarul Ulya Metro. It can be proved by the students" average score from pre-test up to post-test. The average score in pre-test was 43,33 and the average score in post-test 1 was 60,00 and in the post-test 2 the average score of the students became 71,11. It means that Communicative Language Teaching can improve the Listening skill of the students.

Key Word: Listening Skill, Communicative Language Teaching

PENGGUNAAN PENDEKATAN MENGAJAR BAHASA KOMUNIKATIF DENGAN TEKNIK INFORMASI GAP UNTUK MENINGKATKAN KETERAMPILAN MENDENGAR DI KELAS 10 SMK DAARUL 'ULYA METRO DI TAHUN AKADEMIK 2019/2010

ABSTRAK

OLEH :
LULU OKTAVIA

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan mendengarkan setelah menggunakan pendekatan pengajaran bahasa komunikatif di antara siswa kelas sepuluh di SMK Daarul Ulya Metro. Fokus pada penelitian ini adalah keterampilan mendengarkan siswa. Hal ini terkait dengan identifikasi masalah bahwa siswa mengalami kesulitan untuk memahami makna kata-kata.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Dalam penelitian ini para siswa diberikan pre-test sebelum perawatan dan post-test setelah perawatan. Objek penelitian ini adalah 18 siswa di kelas TKJ di kelas sepuluh SMK Daarul 'Ulya Metro. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post-test 1 siklus 1 dan post-test 2 siklus 2), observasi, catatan lapangan, dan dokumentasi.

Hasil penelitian menunjukkan bahwa pengajaran bahasa komunikatif memiliki peran positif dalam meningkatkan keterampilan menyimak siswa kelas sepuluh di SMK Daarul Ulya Metro. Hal ini dapat dibuktikan dengan skor rata-rata siswa dari pre-test hingga post-test. Skor rata-rata pada pre-test adalah 43,33 dan skor rata-rata pada post-test 1 adalah 60,00 dan pada post-test 2 skor rata-rata siswa menjadi 71,11. Ini berarti bahwa Pengajaran Bahasa Komunikatif dapat meningkatkan keterampilan Mendengarkan para siswa.

Kata kunci: Keterampilan mendengarkan, pendekatan mengajar bahasa komunikatif.

APPROVAL PAGE

Title	:	THE USE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH WITH INFORMATION GAP TECHNIQUE TO IMPROVE LISTENING SKILL AMONG THE TENTH GRADERS OF SMK DAARUL 'ULYA METRO IN THE ACADEMIC YEAR OF 2019/2010
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di-
       Tempat

Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi : The Use Of Communicative Language Teaching Approach With Information Gap Technique To Improve Listening Skill Among The Tenth Graders Of Smk Daarul 'Ulya Metro In The Academic Year Of 2019/2010

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Metro,   Januari 2019

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Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Lulu Oktavia
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Title   : The Use Of Communicative Language Teaching Approach With
                  Information Gap Technique To Improve Listening Skill Among
                  The Tenth Graders Of Smk Daarul 'Ulya Metro In The Academic
                  Year Of 2019/2010

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

Metro,   Januari 2019
Sponsor   Co-Sponsor

Drs. Mahrus As'ad, M.Ag   **Syahreni Siregar, M.Hum.**
NIP. 19112211996031001   NIP. 19760814 200912 2 004

RATIFICATION PAGE

No. B-0348/In.28 4/D/PP.00.9/01/2020

An Undergraduate thesis entitled: THE USE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH WITH INFORMATION GAP TECHNIQUE TO IMPROVE LISTENING SKILL AMONG THE TENTH GRADERS OF SMK DAARUL 'ULYA METRO IN THE ACADEMIC YEAR OF 2019/2020, written by Lulu Oktavia, student number 1501070268, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 22th Januari 2020 at 15.30 – 17.00 am.

BOARD OF EXAMINERS:

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     Jurusan   : English Education Department

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka

Metro,   Januari 2020
Yang membuat pernyataan

Lulu Oktavia
1501070268

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

    Name   : Lulu Oktavia

    St Number   : 1501070268

    Faculty   : Tarbiyah and Teacher Training

    Department : English Education Department

State that this undergraduate thesis is originally the result of the writer research, in expection of certain parts which are exepted from the bibliographies mentioned.

Metro,   Januari 2020
The writer

Lulu Oktavia
1501070268

Motto

إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ ﴿٥﴾

"Thee (alone) we worship, Thee (alone) we ask for help"

(Q.S Al - Fatihah : 5)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parents, Mr Mujianto, and Mrs Lastri who always support me in

finishing this thesis.

My beloved brother and sister Danang Wibowo, Dedi Sutomo, Arum Ambar

Wati and all of my family.

My beloved friends, they are Astya ranti, Winda Aulia Sari, Wendi Ayu

Fransiska, Cia Karunia Anggraini, and Ter-Solid Class (C class) of TBI 2015

who always help me and give me motivation in finishing this thesis.

My beloved almamater IAIN Metro.

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6. All of the staff of English Education Department who helped the researcher in processing of administration.

7. All of the teacher of SMK Daarul Ulya Metro who give the researcher opportunity to conducted this research.

8. My beloved family, my parents (Mr. Mujianto and Mrs. Lastri), my beloved brother and sister (Danang Wibowo, Dedi Sutomo, Arrum Ambar Wati) and all of my beloved friends who always give me support, motivation, inspiration, and their prayer in the process of writing and counseling this undergraduate thesis.

As human being, the researcher realizes that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

<div style="text-align: right">

Metro, Januari 2020.
The researcher,

Lulu Oktavia
St Number: 1501070268

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is an international language and most used in every country on the world. English is one of material in the school. English as a foreign language consist of four skills including of listening, speaking, reading, and writing. These skills are so important because all of them have the relation and also support each other. Each skill has the different difficulty. The students and the foreign/second language learners should mastered the fourth skills above.

English is one of foreign language in our nation Indonesia. It's important in education aspect. English is not only used to educational aspect but also used to internatonal or global language is supported by its wide use in a range of fields such us politics, diplomacy, international trade and industry, sommerce science and technology, the media, information technologi and popular culture. Because of that, English is useful.

As one of the important language skills, listening is the basic language of human life to communicate with another people before knowing how to speaking, reading and writing. Many students avoid of listening subject in their school

because listening is the difficult subject learned by student especially for pupils academic university. Most of them get many difficulties in listening subject.

Moreover, listening is one of four important skills in English that should be mastered by the student. English is an internatonal language that holds various important roles in various lines of lines. The process occurs naturally and properly with a view to communicate in society environment. Listening skill in English as foreign language also plays an important role in building communication skill.

Listening is a language skill used to identify and understand what others are saying. Listening is following and understanding the sound and focus on what the listeners hear. It is a major component in language learning and in teaching process. Listening is the basic skill in each people before they can speak, read, write. If the people become a good listener listening comprehension automatically he has a good result in another skill

In addition, listening is one of English skill that must be mastered by students who learn english. Listening is the basic skill in English before people continue to the text skill in english. People should put the best strategy and approach to make the student understand about our listening materials because most of student are bored because they don't understand about what they listen when they learn English in listening class, and also the condition of study is not impressive.

However, listening skill is easy to master in a short time. There are many problems got by students in the process of learning to listen. The problems are caused by limitation of linguistic and non-linguistic factors. Listening problems caused by weak linguistic aspects include of limited English vocabulary, poor mastery of English grammar and difficulties in developing basic ideas and supporting ideas. In addition, listening problems related to low aspects of non-linguistics that include of lack motivation in listening, low interest in practicing the concepts of micro skills in listening, poor habbit in listening and low support in the environment.

Related to the listening problems above, the researcher had investigated listening problems in the tenth graders of SMK Daarul 'Ulya Metro based on the results of the pre-survey that had been done on 26 April 2019.

The table below is the students' test result of pre-survey of the students' listening comprehension at the tenth grade of SMK Daarul 'Ulya Metro.

Table 1

Pre-survey result

The Listening Grade of the students at the Tenth Grade of

SMK Daarul 'Ulya Metro

No	Name	Score	Criteria
1	MZ	30	Incomplete

2	RTH	40	Incomplete
3	DS	60	Incomplete
4	ADR	50	Incomplete
5	IB	40	Incomplete
6	AK	40	Incomplete
7	MAM	80	Complete
8	RM	50	Incomplete
9	AN	30	Incomplete
10	KN	70	Complete
11	RTRD	20	Incomplete
12	AB	50	Incomplete
13	NS	40	Incomplete
14	RS	10	Incomplete
15	SRL	50	Incomplete
16	SS	60	Incomplete
17	ST	70	Complete
18	TM	30	Incomplete

Source : Pre-Survey Data of Class X of SMK Daarul Ulya Metro

Table 2

Representation of Pre- Survey Result

Listening Comprehension of the Tenth grader

SMK Daarul 'ulya metro

No	Grade	Frequency	Percentage	Criteria
1	<70	15 Student	83.3%	Incomplete
2	≥70	3 Student	16.7%	Complete

Based on the pre-survey result above, it is known that the percentage of students whose lack of listening comprehension is 83.3%, while the percentage of students with more listening comprehension than Minimum Mastery Criteria (MMC) is 16.7%. That means that the percentage of students whose listening ability is less than that of MMC is greater than the percentage of students who are more than MMC. Therefore, it can be concluded that listening comprehension is matched by tenth graders students in SMK Daarul Ulya Metro.

Based on the pre-survey results, the students' listening problems in the SMK Daarul 'Ulya Metro are caused by the limited vocabulary of English that is mastered by students. In addition, students of the tenth graders in the SMK Daarul 'Ulya Metro also experienced obstacles in the form of weak mastery of

English grammar. The problem of listening to students in tenth graders of SMK Daarul 'Ulya Metro is also in the form of their difficulties in capturing the core messages they hear from native speaker sounds that are difficult for them to understand. The problem of student listening is also caused by the low motivation of students in listening. In addition, their interest in listening is very low.

Based on the listening problems above, there should be an effort to improve listening skill by implementing appropriate approach. One of the effective teaching approach for teaching listening is Comunicative Language Teaching with Information Gap.

Based on the explanation above, the researcher decides to implement communicative language teaching to solve the students' listening problems at the tenth grade of SMK Daarul 'Ulya Metro. The researcher wants to know about whether communicative language teaching can influencing the listening comprehension among the tenth graders of SMK Daarul 'Ulya Metro. Therefore, the researcher constructs a research proposal in the title of "The Use Of Communicative Language Teaching Approach with Information Gap To Improve Listening Skill Among The Tenth Graders Of Smk Daarul 'Ulya Metro In The Academic Year Of 2019/2010

B. Problem Identification

Based on the background of the study, the researcher identified several

research problems including:

1. The Students have limited English vocabulary.

2. The Students have limited English grammar skill.

3. The Students have lacked motivation in learning English.

4. The students have insufficient listening skill.

C. Problem Limitation

Based on the problem identification above, the researcher limits this problem

only by focusing on students' problems in the form of low listening. Therefore,

the researcher uses communicative language teaching with information gap to

know the influence the listening skills among the tenth graders of SMK Daarul

'Ulya Metro academic years 2019/2020.

D. Problem Formulation

Based on the problem limitation above, the researcher concludes that the

problem formulation of this research is ; "Can the use of communicative

language teaching approach with information gap on students' listening skill at

the tenth grade in SMK Darul Ulya Metro in the Academic Year of 2019/2010?"

E. Objective and Benefits of the Study

    1. Objective of the study

        The purpose of this study is to find out whether there implementation of using communicative language teaching approach with information gap on students' listening skill at the tenth grade in SMK Darul Ulya Metro in the Academic Year of 2019/2010.

    2. Benefits of the Study

        This research has various benefits not only for the writer but also for students, English teachers, and headmaster.

    a. For Students

        By using communicative language teaching this research is expected to contribute positively to students in improving English language skills especially listening and then by using communicative language teaching as the motivation to make the students more motivated and interested in learning listening process so that their listening skill will be develop.

    b. For the English teacher

        As an effective effort that inform the teacher about an effective teaching approach in teaching English in the classroom.

    c. For the next researcher

        For the next researcher this research will be one of the references that will help the next researcher in conducting research related to this

research variable. Through this research, the next researcher will get information about the effectiveness of the use of communicative language teaching in teaching listening. Therefore, the next researcher can consider the things that need to be added to be followed up in the form of subsequent research.

F. Prior Research

This research will be conducted by considering several prior researches which focus on the research domain using Communicative Language Teaching in listening. The first prior research was conducted by Yuhui Liu with the research title " Aplication of CLT in Computer –based teaching of listening and speaking" The research method used in the first prior research is Qualitative. The sample of the first prior research is in College english teaching. The results of the first prior research are effective.

Next, previous research was done by Mananulaili endtitle " Applying Communicative Language Teaching in Teaching English for Foreign language Learners. In this research the researcher used CAR method. The differences between this research and the first prior research is the method and the sample of this research is the student of Raden Fatah State Islamic University of Palembang. and the simililaritis in the research use communicative language teaching.

However, from the above study, there are similarities and differences from the previous ones. The similarities between the previuos study and this study are used communicative language teaching. Furthermore, the differences between the previous study and this study are : (1) Location and the sample of the study; (2) the independent variable of the study, most of the researcher use communicative language teaching to analysis listening and speaking skill.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Listening Skill

1. The Definition of Listening Skill

   a. Skill

According to Oxford advance learner's dictionary state that skill is the ability to do something well. In other words it is an ability that is inteded for an act that is useful and good.[1]

Jonathan states that skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both.[2]

Francis Green states that skill is one of those social science words in "ability", "competence", "knack", "aptitude" and varied imprecise translation in other language. It means that skill is a person ability which acquired them by complex process.[3]

Based on the explanation above, we know that skill is an ability of person which acquire them in complex process for an act that is useful and good.

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[1] Hornby, *Oxford Learners' Dictionary,* (New York : Oxford University Press, 2003). P.1225
[2] Jonathan Winterton, Francoise, and et all, *Typology of Knowledge, Skills and Competence : Clarification of The Concept and Prototype,* (European Communities: 2006). P.26
[3] Francis Green, *What is Skill ? An Inter-Disciplionary Synthesis, (*Institute of Education University of London). P.4

b. Listening

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.[4] In listening to the abilities that must be mastered by the main namely talking then listening.

James Asher states that Listening is as primary component in language teaching first before learning other skill.[5] In English language teaching the most important component is listening skills.

Listening is the channel in which we process language in real time-employing pacing, units of encoding and pausing that are unique to spoken language.[6]

Ronald Carter and David Nunan explain that listening is the ability to identify and understand what others say or speak.[7]

We know that listening is one of main skill in communication as long as we are student or teacher and also effect of listening skill has information, prior, and our skill that we use every day.

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[4] I.S.P Nasution and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking,* (New York and London, 2009), P.37

[5] H. Douglas Brown, *Teaching by principles an Interactive approach to Language Pedadogy, Second edition*, (San Fransisco State University, 2001). P.247

[6] Ronald Carter and David Nunan, *Teaching English to Speakers of Other Language,*(New York : Prees Syndicate of University of Cambridge, 2004) p.6

[7] Kottacheruvu Nagendra, *"Listening As A Basic Skill Of Communication"*, *Journal of Business Management & Social Sciences Researc,*(Malla Reddy Engineering College for Women : India) *Volume 3, No.4/April 2014, p.31*

c. Listening Skill

According to Embi and Latiff , listening skill is a process in language skill that needs practice by using audio/technology in using E-learning as a tool for learning ESL.[8] Listening process is a skill that uses a medium to listen like audio or video for listening material in teaching.

Listening skill is a psychophysical, subjective activity. Listening critically inevitably relates the activity to physical things such as amplifiers, microphones, loudspeakers, and environment.[9]

Listening skill is key to receiving message effectively. It is a combination of hearing what another person say and psychological involvement with the person who is talking.[10]

We know that listening skill is the ability to identify and understand what others are saying and we should interpret the meaning from what we hear, therefore listening is an active skill.

2. **Process of Listening**

The process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding.

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[8] Arono, *"Improving Students Listening Skill through Interactive Multimedia in Indonesia", Journal of Language Teaching and Research*, (University of Bengkulu : Academy Publisher Manufactured In Finland), Vol. 5, No. 1/ January 2014, p.63

[9] Alton Everes, *Critical Listening Skill For Audioprofessionals,*(Canada : The omson Course Technology PTR, 2007) p.2

[10] Babita Tyagi, "Listening an Important Skill and Its Various Aspect", *An International Journal in English,* (Chief : Dept of Profesional Com), ISSN 0976-8165, Febuary 2013, h.2

a. Hearing, it means that refered to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves.

b. Understanding, this step helps to understand symbols that have listener seen and by hear listener must analyze the meaning of the stimuli listener have perceived. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

c. Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank.

d. Evaluating, this step only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message.

e. Responding, this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.[11]

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[11] Babita Tyagi, "Listening an Important Skill and Its Various Aspect", *An International Journal in English,* (Chief : Dept of Profesional Com), ISSN 0976-8165, Febuary 2013, h.2

3. Skills Needed for Listening

Skill of listening comprises of some key components, they are:

  a. Discriminating between sounds

  b. Recognizing words and understanding their meaning

  c. Identifying grammatical groupings of words,

  d. Identifying expressions and sets of utterances that act to create meaning,

  e. Connecting linguistic cues to non-linguistic and paralinguistic cues, using background knowledge to predict and to confirm meaning and

  f. Recalling important words and ideas.[12]

4. Type of Listening Activities

Two broad types of listening that are explained by ISP Nasution are as follows:

  a. One-way listening—typically associated with the transfer of information (transactional listening).

  b. Two-way listening—typically associated with maintaining social relations (interactional listening).[13]

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[12] Ibid p.2

[13] I.S.P Nasution and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking,* (New York and London, 2009), p.40

5. **The Difficulties in Listening Skills of The Tenth Grade Students**

a. Trouble with sounds

Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception.

b. Have to understand every word

This is a very common problem, often unconsciously fostered by teachers and or listening comprehension materials which encourage the learner to believe that everything that is said bears (equally) important information. The effortto understand everything often results in ineffective comprehension, as well as feelings of fatigue and failure.

c. Can't understand fast, natural native speech

Learners will often ask the speaker to slow down and speak clearly-by which they mean pronounce each word the way it would sound in isolation

d. Need to hear things more than once

Need to hear things more than once listeners need two or more times to repeat an audio so that listeners are clearer in listening.

e. Find it difficult to keep up

Thie solution is not so much to slow down the discourse but rather to encourage the listener to relax, stop trying to understand everything, leam to pick out what is essential and allow themselves to ignore the rest.

f. Get tired

This is one reason for not making listening comprehension passages too long overall, and for breaking them up into short chunks through pause, listener response or change of speaker.[14]

g. Clustering

In spoken language, due to memory limitations and our predisposition, or clustering, we break down speech into smaller groups of words.

h. Redundancy

Spoken language, unlike most writen language, has a good deal of redundancy. The next time when the listener in a conversation, notice the rephrasings, repetitions, elaborations, little insertions of and Such redundancy helps the hearer to process meaning by offering more time and extra information.

i. Performance variables

In spoken language, except for planned discourse (speeches, lectures etc) hesitations, false starus, pauses, and corrections are common. Native listeners are conditioned from very young ages to weed out such performance variables, whereas they can casily interfere with comprehension in second language learners.

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[14] Penny Ur, *A Course in Language Teaching,*(New York: Cambridge University Press, 1991) p.112

j. Colloquial language

   Learners who have been exposed to standard wratten English and/or text-book language sometimes find it surprising and difficult to deal with colloguial language. Colloquialisms appear in both monologues and dialogues

k. Rate of delivery

   Virtually every language learner initially thinks that native speakers speak too fast. speed in pronunciation of English which makes it difficult for listeners to understand an audio that is being heard

l. Stress, rhythm, and intonation

   The prosodic features of the English language are very important for comprehension. Because English is a stress-timed language. then listening to an intonation sometimes has an effect on making listeners hard to capture the contents in the audio.

m. Interaction

   Here interaction will play large roles in listening comprehension, because if listeners do not interact with an audio the audience will lose understanding of the contents of the audio.[15]

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[15] H. Douglas Brown, *Teaching by principles an Interactive approach to Language Pedadogy, Second edition*, (San Fransisco State University, 2001). P.266

6. **Listening Assessment**

   The assessment units for Listening focus on:

   a. Using standard English where appropriate.

   b. Adaptation of style for meaning and effect.

   c. Listening with understanding, responding to others' ideas.

   d. Participation in discussion, taking turns and making a range of relevant contributions.[16]

B. **The Concept of Communicatve Language Teaching**

   1. **The Definition of Approach**

      Approach is a broader term then method. It is a view of looking at things. It has no scientific logic. It is a set of ideas. It is overall view or ideas to face a problem. It is personal philosophy of teaching. Approach can also have many methods. Teaching approach is like the form or the way we teach or how we do it. There are various approaches which are used in teaching learning process.

   2. **The Definition of Communicative Language Teaching Approach**

      Communicative Language Teaching is best considered an approach rather than a method.

      CLT is an approach that often requires teachers to acquire less teacher-centered classroom management skills. So in communicative language teaching the teacher who plays an active in the clasroom.[17]

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[16] Elizabeth Grugeon, Lyn Dawes, Carol Smith and Lorraine Hubbard, *Teaching Speaking and Listening in the Primary School,* (David Fulton : Lyn Dawes) p.156

Communicative Language Teaching is an approach and a philosophical orientation that connects classroom-based language learning with the language that the learners need in order to comminicate intside of the classroom.[18]

Based on all the explanation above communicative language teaching is the approach the teacher active in the class and make the student motivated in teaching and learning process with the CLT approach.

3. **The Roles of Teaching Communicative Language Teaching**

    a. The first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts.

    b. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it.

4. **The Characterictic of Communicative Language Teaching**

    Some of the characteristics of this communicative Language Teaching are follow :

    a. Language is a system for the expression of meaning

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[17] H. Douglas Brown, *Teaching by Principles   an interactive Approach to Language Pedadogy Second Edition* (San Fransisco: Longman, 2000) p.46

[18] Jack. C Richard and Theodore S. Rodger *, Approaches and Method in Language Teaching,* (Cambridge University Press : New York, 1986) p.78

b. The primary function of language is for interaction and communication.

c. The structure of language reflects its functional and communicative uses.

d. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.[19]

5. **Using Information Gap Technique in Listening**

The use of information gap in teaching listening is as follows:

a. Tasks in which one student or group of students has one set of information and another student or group has a complementary set of information.

b. The student must negotiate and find out what the other party's information is in order to complete an activity. (A particularly good discussion of activities and attendant research studies of information gap tasks is given.[20]

6. **The Steps of Information Gap**

According to Friederike Klippel there are several steps in teaching listening using information gap techniques, namely:

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[19] Ibid p.40

[20] Karlfried Knapp and Gerd Antos, *Handbooks of Applied Linguistics Communication Competence Language and Communication Problems Practical Solutions,* (Deutsche Nationalbibliothek : Germany, 2009) p.354

a. The researcher divides the students into some group and the researcher explains the communicative language teaching with information gap to the students about how to apply sequences of communicative language teaching in listening skill.

b. The researcher gives the student example about the material listening skill to the students during the discussion, the material is congratulations.

c. After a few minutes the music starts and all partners separate. When the music stops a second time, the procedure described in Step 1 is repeated with a different partner. Three or four description phases are sufficient.

d. The researcher reviews vocabularies will be used based on the context.

e. The researcher may give a model of what should the students say during activity.

f. The researcher gives the activity card consist of incomplete information that has been prepared for the students. It can be in the form of games, dialogues, pictures, etc.

g. The students in a pair or group complete the task. They should communicate with other students to get the complete information.[21]

[21] Friederike Klippel, *Keep Talking Communicative Fluency Activities for Language Teaching,* (New York : University of Cambridge, 1991) p.8

CHAPTER III

RESEARCH METHOD

A. **Variables and Definition Operational Variables**

Definition operational variable explains about variables that used in this research. This research consists of two variable, those are dependent variable and independent variable.

1. **Dependent Variable**

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable of this research in this research is the students' listening skill.

The improvement of students' listening skill can be done by the implementation of communicative language teaching with information gap. The way of measuring in dependent variable is through test, and measuring instrument using written test. Indicator of this variable is students can master their listening skill.

2. **Independent Variable**

Independent variable is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is the use of communicative language teaching approach with information gap

which can be defined as the technique that can make students' easier to study listening in the class. Students need supporting condition and enjoy teaching learning process, so choosing communicative language teaching approach with information gap can be one of many ways to teaching listening. Moreover, indicator of this variable is the student can make concrete and interest of what is talked about. The way of measuring independent variable is through observation and measuring instrument using observation sheet.

This variable will be measured by observation. To observe this variable the writer will use observation sheet. The measurement of this variable is 1- 4 score. The indicators of this variable are:

1) The students show good respond to learn listening skill using in communicative language teaching approach with information gap.

2) The students have more concentration to listen the sound in English.

B. The Research Setting

The writer will conduct the Classroom Action research (CAR) at SMK Daarul 'Ulya Metro. The object of this research is the students' listening skill at X TKJ of SMK Daarul 'Ulya Metro, consists of 18 students. The school located at Jl Merica No.31 Iringmulyo, Metro Timur Kota Metro.

C. The Subject of the Research

This research is the Classroom Action Research (CAR). The subject of this action research is the students of X TKJ SMK Daarul 'Ulya Metro.

The teacher choose one of his classes that the students had a lower average score in listening. Based on the teacher's experience during teaching and learning activities in listening of English subject, the teacher indicates that the students are difficult lack in vocabularies for understand some sound that they hear, exactly the communicative language teaching is the problem solution for making the students better.

Table 3

Total students of the tenth grade SMK Daarul 'Ulya Metro

No	Class	Gender		Total
		Male	Female	
1	X TKJ	9	9	18

D. Research produce

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional technique to solve problems in a class.

According to Glenda Mac, Action research is a cyclical process of 'think-do-think' to research and create change. In the process of CAR, the researcher thinks

about what they do at present, then they do something to create change, then they think again about what they've done and its effects.[22]

Jean Mc Niff Also stated that, "Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be".[23]

Based on the statement above, the writer can say that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

Classroom Action Research (CAR) consists[24] of the cycle and consisted of four steps, namely planning, acting, observing and reflecting. The writer describes the cycles through the scheme of action research design by Kurt Lewin as follows:

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[22]Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide,* (New York: Open University Press, 2009), p.1

[23] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (New York: Routledge Falmer, 2002) Second Edition, p.15

[24]*Ibid*, p.41
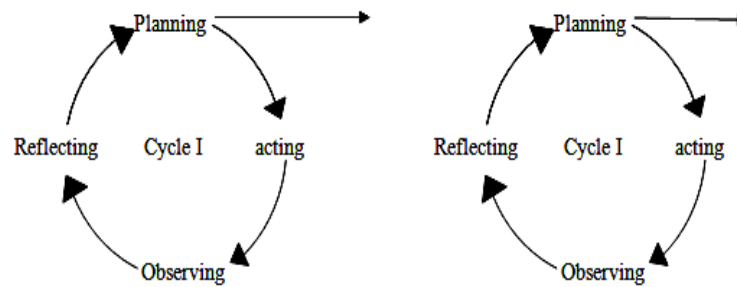
Figure 1

Kurt Lewin's Action Research Design

(Adapted from Jean McNiff, 2002)[7]

CAR will be applied in this research since it is regarded important to develop listening skill of the tenth grader of SMK Daarul 'Ulya Metro by communicative language teaching approach with information gap technique applying, by applying this approach it is expected to solve students' problems in teaching-learning process of listening skill.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the researcher will collaborate with the real English teacher of SMK Daarul Ulya Metro as an observer and collaborator. The researcher plays a role as an English teacher who teaches listening skill trough communicative language teaching to

the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but the researcher also took actions by making lesson plan and giving assessment. Then, the researcher also will collect and analyze data together with the teacher to know the result of their student listening result.

According to the Kurt Lewin's action research design, the writer wants to describe a plan for Classroom Action Research (CAR) as follows:

1. **Cycle 1**

   a. **Planning**

   After interviewing, observing and conducting test before CAR. The teacher and the researcher make instruments, as follows:

   1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.

   2) The researcher prepares the observational note and guidelines.

   3) The researcher prepares the instrument of written tests before and after CAR.

   b. **Acting**

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) The researcher divides the students into some group and the researcher explains the communicative language teaching with information gap to the students about how to apply sequences of communicative language teaching in listening skill.

2) The researcher gives the student example about the material listening skill to the students during the discussion, the material is congratulations.

3) The researcher divides the students into some group and the researcher explains the communicative language teaching with information gap to the students about how to apply sequences of communicative language teaching in listening skill.

4) The researcher gives the student example about the material listening skill to the students during the discussion, the material is congratulations.

5) After a few minutes the music starts and all partners separate. When the music stops a second time, the procedure described in Step 1 is repeated with a different partner. Three or four description phases are sufficient.

6) The researcher reviews vocabularies will be used based on the context.

7) The researcher may give a model of what should the students say during activity.

8) The researcher gives the activity card consist of incomplete information that has been prepared for the students. It can be in the form of games, dialogues, pictures, etc.

9) The students in a pair or group complete the task. They should communicate with other students to get the complete information.

c. **Observing**

In this phase, the researcher will conduct some activities as follows:

1) The real teacher observers teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.

2) Identifies the students' achievement in learning listening skill by giving the test after CAR in cycle 1.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.

2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the writer make instruments, as follows:

1) The writer prepares the lesson plan based on the 2013 curriculum and English syllabus.

2) The writer prepares the observational note and guidelines

3) The writer prepares the instrument of written tests before and after CAR.

b. Acting

In this phase, the writer acts as the teacher and the real teacher becomes the observer. The writer conducts some activities in the class as follows:

1) Pre-Teaching

   a) The researcher greets the students and checks the attendance list.

   b) The researcher gives warm up activities.

   c) The researcher gives the motivation for the student.

   d) The researcher explains general overview related to the topics.

   e) The researcher informs to the students about the competence, the indicator and the objectives that should be achieve.

2) Whilst Teaching

   a) The researcher divides the students into some group.

   b) The researcher explains the communicative language teaching to the students about how to apply sequences of communicative language teaching in listening skill.

   c) The researcher gives the student example about the material listening skill to the students during the discussion.

c. **Observing**

1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.

2) Students are given the test after CAR in cycle 2.

3) The writer calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. **Reflecting**

1) The researher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in listeningand about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.

2) And then, the researcher and the teacher make an agreement, if the target is not achieved, the action will be continued to cycle 3, but if the target is achieved, the action will be stopped.

E. The Data Collecting Technique

In collecting data the researcher will use the following steps:

1. Test

Test of this research consits of pre-test that will be conducted before the treatment and post-tests that will be done at the end of each cycle. The post test will be done after the treatments. After the treatment, the student will have a post-test. The form and the procedure of the post text are the same as pre-test. In this case, the researcher will do the test in order to know the listening skill of the tenth graders of SMK Daarul 'Ulya Metro. The tests that will be done include of pre-test and post-test.

2. Observation

The aim of observation is to explain the situation being investigate: activities, people, or individuals are involve in an activity and the relationship among them. Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyze, again employing systematic and plan procedures. It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the researcher will observe the learning process of the tenth graders of SMK Daarul Ulya Metro in their classroom. During the learning process, the researcher is going to observe the students' activeness in learning to listen the audio.

3. Documentation

Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of her Majesty's Inspectorate reports on the physical state of schools. It can have a number of features. For the example, they may be made up exclusively of written words, or they may include statistics, as in a survey research report. It means that documentation is note of information in the form of documentation. In this case, documentation is needed by the researcher in order to get the complete data about the establishment history of SMK Daarul 'Ulya Metro, the organization structure of SMK Daarul 'Ulya Metro, the names of teacher in each subject, the data about the school building sketch in order to know the location of each classes, the office, the library, the canteen, the mosque, the laboratory, the parking area, and the yard.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings. In this research, the researcher will use field note to record the student's activity during the learning process. In this research, the researcher will conduct the field note in order to get the complete data from the tenth graders of SMK Daarul 'Ulya Metro about the students' activities, events in

each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

F. Research Instrument

1. Listening Test

To measure students' procedure listening skill of the tenth graders of SMK Daarul 'Ulya Metro, the researcher will apply some listening tests that consist of pre-test and post-test. Both of the tests are in the form of multiple choice and fill in the blank.

2. Data Analysis Technique

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, interview, documentation, the researcher will analyze the data based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the researcher will do is in form of making abstraction of all collecting data. After conducting the research, she will make an abstraction of all data. Then, she will select the data that is related to the research question and classified them into the two categories data sin learning process. The researcher will tabulate the result of the test, and find the mean

of the pre-test and the post-test. The mean will be calculated by applying the following formula:

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

Notes:

$\overline{X}$ = Mean of average score

$\sum X$ = The total number of students' scores

N = The total number of students[25]

G. The Indicator of Success

To know the gain of data, the researcher will analize the result of test by taking the avarage score of pre-test and post-test. Furthemore, the result must reach the minimum standard of listening ability in this class at least 70. If the mean of post-test has fulfilled at least 70, and 70% of the students has been passed, the researcher will not continue to the next cycle. There will be two minimum cycles in this classroom action research.

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[25] Donald Ary at all, *Introduction to Research in Education,* (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

CHAPTER IV

RESEARCH RESULTAND DISCUSSION

A. RESEARCH RESULT

1. Description of Research Location

a. The History of SMK Daarul 'Ulya Metro

The history of the establishment of SMK Daarul 'Ulya Metro. SMK Daarul 'Ulya adalah SMK swasta yang berada di Metro alamatmya ada di Jl. Merica No.31 Iringmulyo Metro Timur Kota Metro Lampung Rt 33 Rw 15.

Since SMK Daarul 'Ulya Metro was established, SMK Daarul 'Ulya Metro has been led by the following principles:

1. Dr. Herri Sujianto (2011 – 2013)

2. Ahmad Madzkur, M.Pd (2013 - 2014)

3. Tri Nur Hidayah, S.Pd.I (2014 – 2016)

4. Ummul Khair, S.Pd.I (2016 – 2019)

b. Vision and Mission of SMK Daarul 'Ulya Metro

1) Vision of School

The vision of SMK Daarul 'Ulya Metro is to make SMK Daarul' Ulya Metro become a school that excels in academics and non-academics based on science and technology based on IMTAQ.

2) Mission of School

a) Implement participatory management

b) Implement a variety of learning innovations

c) Developing the school environment towards the learning community

3) Purpose of School

The aim of Daarul 'Ulya Metro Vocational School (SMK) is to increase intelligence, knowledge, personality, noble character, and students' skills to live independently and to follow further education in accordance with their vocational training.

a) General purpose of SMK Daarul 'Ulya Metro

Increase the faith and piety of students to God Almighty.

1) Developing the potential of students to become noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible citizens.

2) Developing the potential of students to have a national outlook, respect and understand the nation's cultural diversity.

3) Developing the potential of students to have a concern for the environment, as well as utilize natural resources effectively and efficiently.

b) Special objectives of SMK Daarul 'Ulya Metro

1) Educate students with expertise and skills in TKJ expertise competencies so that they can work well and independently or fill job openings that exist in the business world and industry as a middle-level workforce.

2) Educating students to be able to choose a career, competence in developing professional attitudes in the competencies of the skills they have.

3) Equipping students with competencies that are in accordance with expertise competencies.

4) Become a middle-level workforce to fill future needs within the scope of information and communication technology expertise, especially in the field of computer and informatics engineering.

5) Ready to enter the workforce and be able to develop a professional attitude within the scope of information and communication technology expertise, especially competency TKJ expertise.

c. **The Condition of Teacher and Official Employers at SMK Daarul 'Ulya Metro**

Condition of teachers and official employers in SMK Daarul 'Ulya Metro, the numbers of teachers and official employers in SMK Daarul 'Ulya Metro in the academic years of 2018/2019 could be identified as follows:

Table 4

The Condition of Teachers and the Official Employers

At SMK Daarul 'Ulya Metro in the academic year of 2019/2020

NAME	OCCUPATION	SEX
Ummul Khair, S.Pd.I	Principal	Female
Lyly Kusdartiana Nb, S.Pd.	Curriculum Representative / Mathematics Teacher	Female
Lidya Ningsih, S.Pd.	Treasurer / English Teacher	Female
Bariyanti, S.Pd.I	PKN Teacher	Female
Guntoro, S.Pd.	KWU teacher	Male
Slamet Wahyudi, S.Pd.I	ASWAJA Teacher	Male
Indiati, S.E.	Ips Teacher	Female
Dedi Maryanto, S.Pd.I	Bahasa Arab Teacher	Male
Yeti Rahmawati, A.Md.	KKPI Teacher	Female
Heni Rahmawati, S.Pd.	Fisika/Kimia Teacher	Female
Eka Puspita Dewi	IPA Teacher	Female
M. Akbar S. Kom	TKJ Teacher	Male
Rahman Ardi S	TKJ Teacher	Male

Sisca S.Pd	Bahasa Indonesia Teacher	Female
Rian Efrianto S.Pd	Sport Teacher	Male
Dwi Puspita Sari, S.Pd	Bahasa Inggris Teacher	Female
Ainun Naim	Infrastructure	Female

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d. The Quantity of the Students of SMA Negeri 1 Rumbia.

There are 55 students of SMK Daarul 'Ulya Metro. The tenth graders consist of one classes with 18 students. The eleventh graders consist of one classes with 15 students, and the twelvth graders consist of one classes with 22 students. The quantities of the students at SMK Daarul 'Ulta that could be identified as follows:

Table 5
The Students Quantity of SMK Daarul 'Ulya Metro.

No	Name of the Class	Total of Student		
		M	F	Total
1	XII TKJ	8	14	22
2	XII TKJ	7	8	15
3	X TKJ	9	9	18
	TOTAL	24	31	55

Source: Documentation of SMK Daarul 'Ulya Metro in academic year 2019/2020.

e. The Organization and the Sketch Location of SMK Daarul 'Ulya Metro

The organization of SMK Daarul 'Ulya Metro in Academic Year 2019/2020 could be shown in the figure as follows:

Figure 2.

The Organization of SMK Daarul 'Ulya Metro.

STRUCTURE ORGANIZATION

SMK DAARUL 'ULYA METRO

SCHOOL COMMITTEE	HEADMASTER
	Ummul Khair, S.Pd.I.

DEPUTY HEAD OF CURRICULUM	DEPUTY HEAD OF STUDENT AFFAIRS	DEPUTY HEAD OF INFRASTRUCTURE	DEPUTY HEAD OF PUBLIC RELATIONS
Lyly Kusdartiana, S.Pd	Lidya Ningsih, S.Pd.	Bariyanti, S.Pd.I.	Indiati, S.E.

HEAD OF LIBRARY	Extracurricular Coach	INFRASTUCTURE
Sisca S.Pd.I	Ainun	Tri Astuti

TEACHERS

STUDENTS
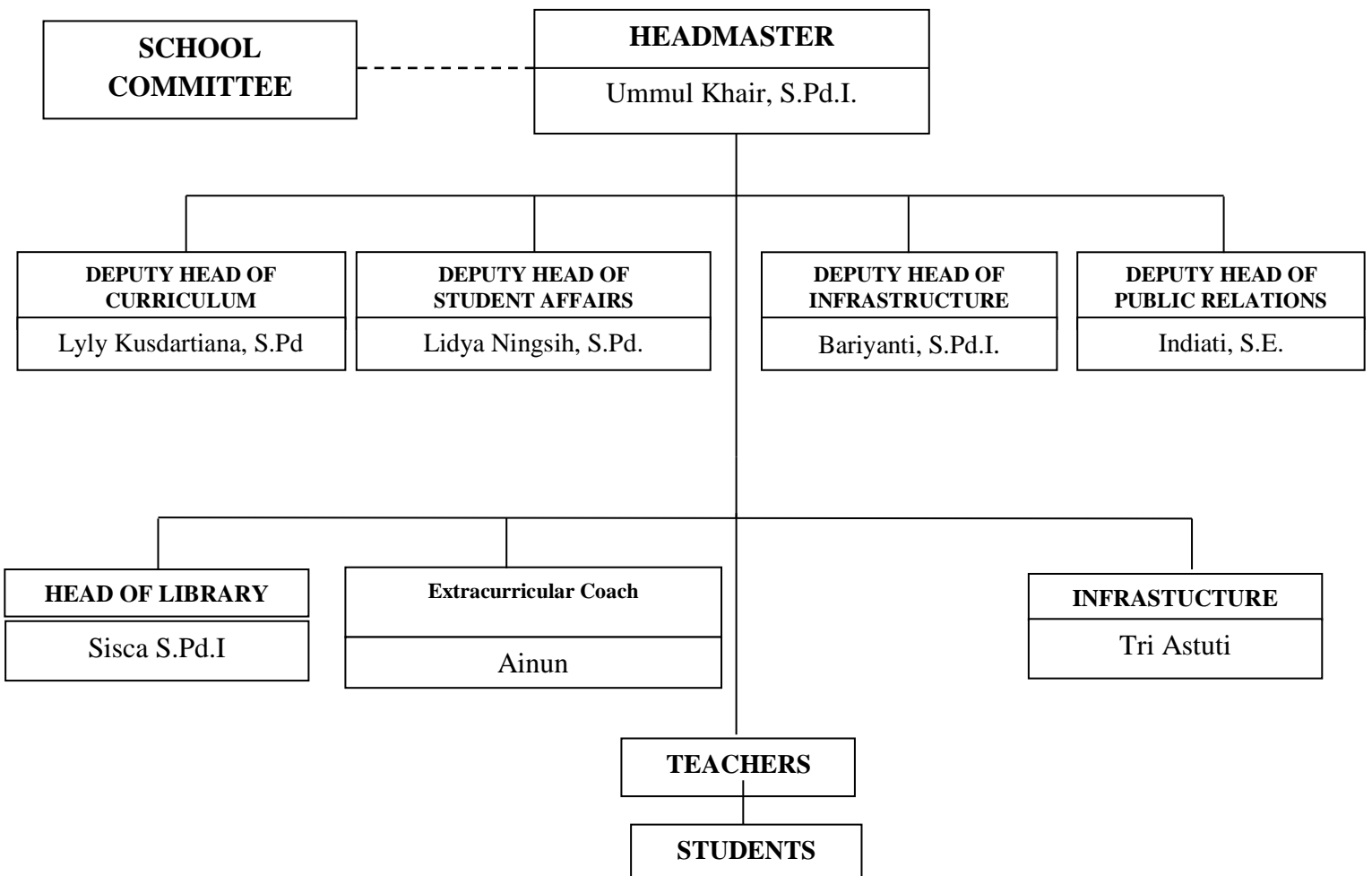
The Sketch Location of SMK Daarul 'Ulya Metro was illustrated as follow:

Figure 3

The Sketch Location of SMK Daarul 'Ulya Metro
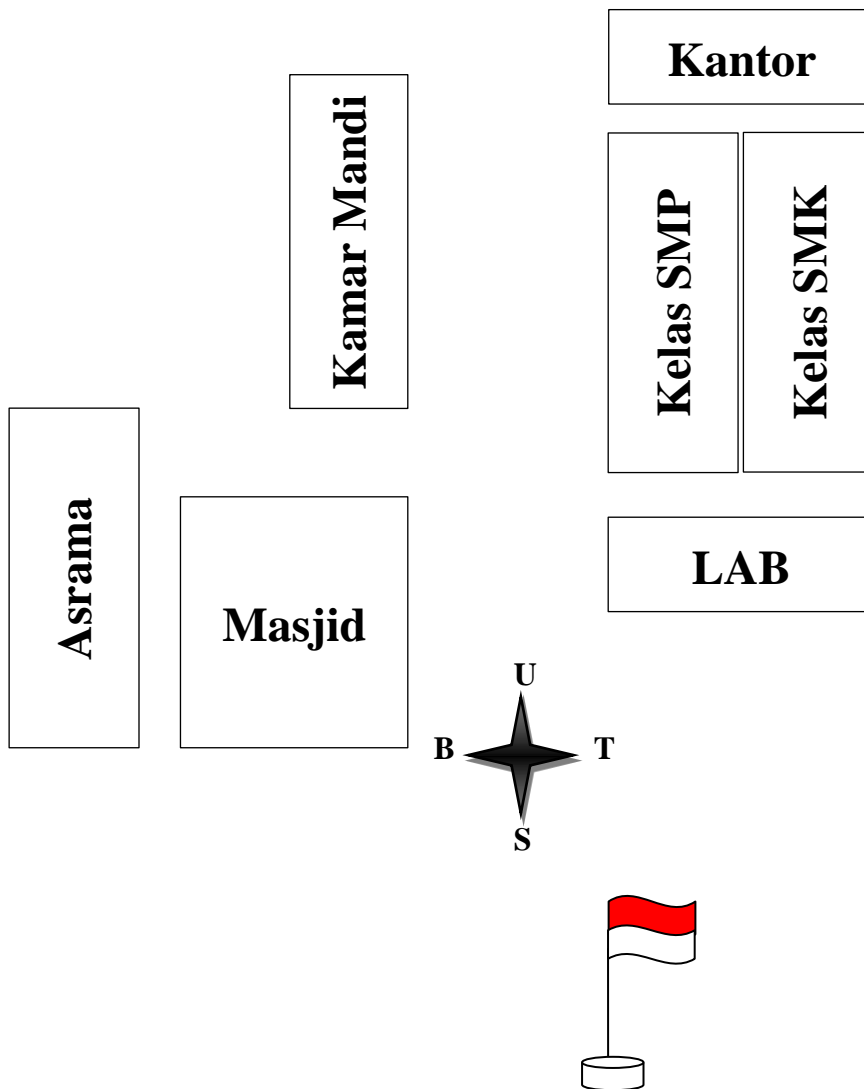
2. Description of Research Data

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consist of three meetings and each meeting takes 3x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made lesson plan. The action of this research was using Communicative Language Teaching approach with Information Gap Technique to improve the students' listening skill.

a. Pre-test Activity

The researcher conducted pre-test on Monday, October 14th, 2019 at 09.45 until 12.00. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their listening skill before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was essay consisted of one parts; each part consisted of 10 items. Then, the students' pre-test result can be seen on the table below:

Table 6

Students' Pre-test Grade

No.	Students' Name	Grade	Category
1.	RTH	50	INCOMPLETE
2.	ARS	40	INCOMPLETE
3.	MAM	80	COMPLETE
4.	IM	50	INCOMPLETE
5.	AK	50	INCOMPLETE
6.	IIS	60	INCOMPLETE
7.	ADW	60	INCOMPLETE
8.	DS	80	COMPLETE
9.	AN	60	INCOMPLETE
10.	UKW	0	INCOMPLETE
11.	UN	20	INCOMPLETE
12.	RM	30	INCOMPLETE
13.	NS	50	INCOMPLETE
14.	MZ	30	INCOMPLETE
15.	RTRD	40	INCOMPLETE
16.	TM	20	INCOMPLETE
17.	EF	30	INCOMPLETE
18.	ML	30	INCOMPLETE
Total		**780**	
Average		**43,33**	

Source: Thepre-test result ofcomplex sentence mastery at X TKHJ of SMK Daarul 'Ulya Metro on October 14th 2019.

Table 7

Frequency of students' Grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥70	2	11%	Complete
2	< 70	16	89%	Incomplete
	Total	18	100 %	

Source: Thepre-test result ofcomplex sentence mastery at X TKJ of SMK Daarul 'Ulya Metro October 14th 2019.

Figure 4

The Percentage of the Students' Grade Completeness on Pre-test
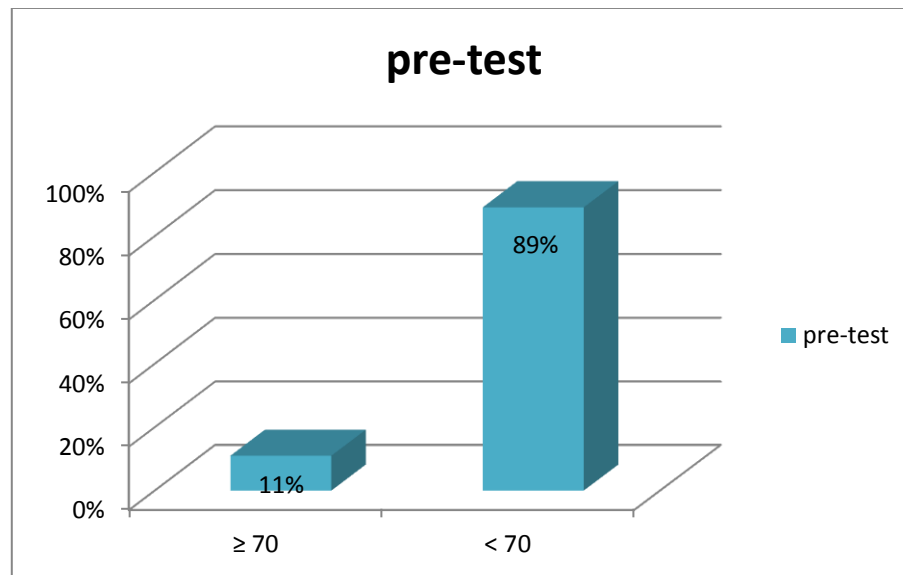
Based on the data above, it could be inferred that 16 students (89%) were not successful and 2 students (11 %) were successful. The successful students were those who achieved the minimum mastery criteria at SMK Daarul 'Ulya Metro at least 70. The successful students were fewer than the unsuccessful students. From the pre-test result, the researcher investigated that

students' average grade is 43, so the result was unsatisfied. Therefore, the researcher used communicative language teahing approach with information gap technique to improve the students' listening skill.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' learning activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Monday, October 21st, 2019 at 09.45 until 12.00 and followed by 18 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class.

It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce the procedure of approach that was used in the learning process, then started to deliver the material. The researcher presented the audio about congratulation. Then, the researcher said "Well class, now I want to ask you. What is the congratulation?" Some students answered "like happy birtday". The researcher said "Good!. Today we will discuss about congratulation. Next, the researcher explained about congratulation and the researcher give the example of congratulation.

Next, the researcher asked the students to pay attention while the researcher presented the audio conversation about congratulation. After that, the students and researcher listened the audio to found expression of congratulation in the audio.

The last, the researcher ask to students do extension activities in the form of congratulation assignment by asking them to make some congratulation.

In this stage, the students were actively following the teaching learning process, because they worked it on one by one, so they would think when found the difficulties. However, there were still trouble faced to the students. Such as, some of the students werenot

confidence to listen the audio because they are confused that their result true or false.

b) The second meeting

The second meeting was conducted on Monday, October 28th 2019 at 09.45 until 11.15 for 3x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity is continued by giving some explanation more about congratulation, how to apply CLT approach. Next the researcher asked the students do the extension activities in the form of congratulation assignment by asking them to make some congratulation.

c. **Post-Test I Activity**

Post-Test I was conducted on Monday, October 28th, 2019 at 11.15 until 12.00. The researcher gave post-test I with similar task on pre-test before. The post-test I was administrated to the students to be finished individually. Kind of the test was essay and multiple choice consisted of two parts; each part consisted of 5 items. The students' post-test I result can be seen on the table below:

Table 8

The Students' Post-Test I Grade

No.	Students' Name	Grade	Category
1.	RTH	60	INCOMPLETE
2.	ARS	60	INCOMPLETE
3.	MAM	80	COMPLETE
4.	IM	70	COMPLETE
5.	AK	60	INCOMPLETE
6.	IIS	60	INCOMPLETE
7.	ADW	60	INCOMPLETE
8.	DS	90	COMPLETE
9.	AN	80	COMPLETE
10.	UKW	60	INCOMPLETE
11.	UN	60	INCOMPLETE
12.	RM	60	INCOMPLETE
13.	NS	70	COMPLETE
14.	MZ	60	INCOMPLETE
15.	RTRD	70	COMPLETE
16.	TM	70	COMPLETE
17.	EF	60	INCOMPLETE
18.	ML	50	INCOMPLETE
Total		**1170**	
Average		**65**	

Source: The result of post-test I at X TKJ in SMK Daarul 'Ulya metro on October 28th, 2019.

Table 9

The Frequency of Students' Grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥70	7	39%	Complete
2	< 70	11	61%	Incomplete
	Total	18	100 %	

Source: The result of post-test I at X TKJ of SMK Daarul 'Ulya Metro on October 28th, 2019.

Figure 5

The Percentage of the Students' Grade Completeness on Post-test I
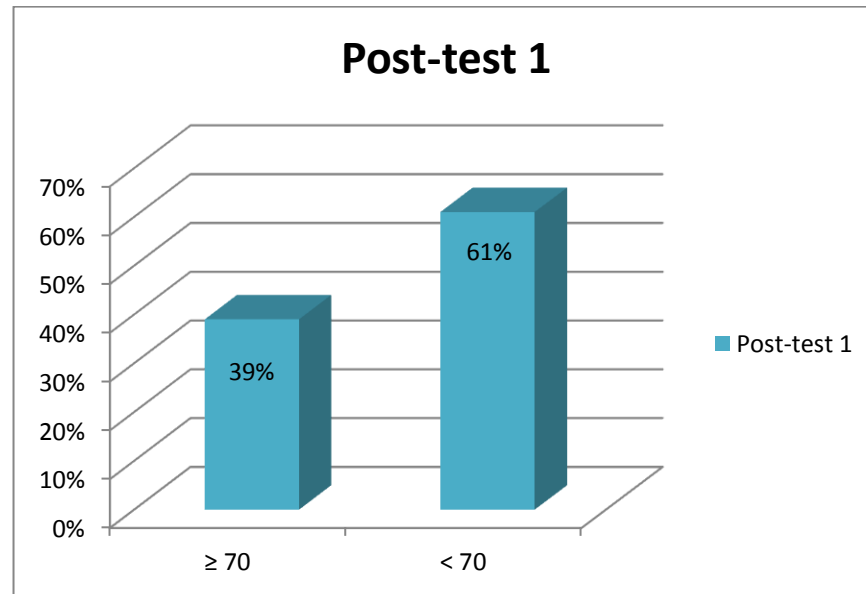
Based on the result above, it could be seen that 7 students (39%) achieved Minimum Mastery Criteria (MMC) and 11 students (61%)are not able to achieve MMC. The result of post-test I was higher than the result of pre-test. Based on the indicator of success, learning process was categorized success if 75% students achieved grade of MMC that is ≥70. The fact showed that the result was unsatisfied.

3) **Observing**

In observation, the collaborator observed the students' learning activities. The researcher as a teacher gave material about congratulation by using CLT approach.

While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for every cycle. The indicators of the students' learning activities were:

a) Some students pay attention of teacher's explanation.

b) Some students ask and answer the question.

c) Some students are active in class.

d) Some students are able to do the task.

The result of the students' learning activities could be seen as follow:

Table 10

The Observation Result of Students' Learning Activities in Cycle I

No.	Name	The Aspects that Observed			
		Paying attention to the teacher's explanation	Asking / answering question from the teacher	Being active in the class	Being able to do the task
1.	RTH	-	-	√	√
2.	ARS	√	√	-	-
3.	MAM	√	√	-	-
4.	IM	-	√	√	√
5.	AK	-	√	√	-
6.	IIS	-	-	√	-
7.	ADW	√	√	-	-
8.	DS	-	-	-	√
9.	AN	-	√	√	√
10.	UKW	√	-	-	√
11.	UN	√	-	-	-
12.	RM	-	-	√	-
13.	NS	√	-	-	-

14.	MZ	√	√	-	-
15.	RTRD		√	√	√
16.	TM	√	√	√	√
17.	EF	√	-	-	-
18.	ML	√	-	-	-
→	TOTAL	10	8	8	7

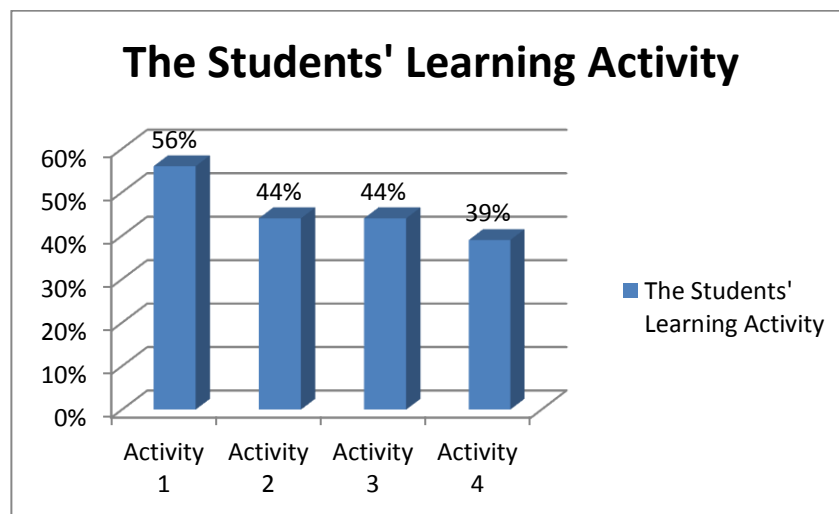*Source:* The result of students' learning activity at X TKJ of SMK Daarul Ulya Metro on October 28st, 2019.

Table 11

The Frequency of Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	10	56%
2	Asking/answering question from the teacher	8	44%
3	Being active in the class	8	44%
4	Being able to do the task	7	39%
Total of Students		**18**	

Source: The result of students' learning activity at X TKJ of SMK Daarul 'Ulya Metro on October 28st, 2019.

Figure 6

The Percentage of Students' Learning Activities in Cycle I

The graphic showed that the students' learning activity did not achieved the percentage that is 75%.There were 10 students (56%) who gave attention to the teacher explanation, 8 students (44%) who understood the materials, 8 students (44%) who were active in the class, and 7 students (39%) who were able to do the task.

4) **Reflecting**

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 12

The Comparison between Pre-Test andPost-Test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Improving	Explanation
1.	RTH	50	60	10	Improved
2.	ARS	40	60	20	Improved
3.	MAM	80	80	0	Constant
4.	IM	50	70	20	Improved
5.	AK	50	60	10	Improved
6.	IIS	60	60	0	Constant
7.	ADW	60	60	0	Constant
8.	DS	80	90	10	Improved
9.	AN	80	80	0	Constant
10.	UKW	0	60	60	Improved
11.	UN	20	60	40	Improved
12.	RM	30	60	30	Improved
13.	NS	50	70	30	Improved

14.	MZ	**30**	**60**	30	Improved
15.	RTRD	**40**	**70**	30	Improved
16.	TM	**20**	**70**	50	Improved
17.	EF	**30**	**60**	30	Improved
18.	ML	**30**	**50**	20	Improved
Total		**780**	**1170**		
Average		**43**	**65**		
High Grade		**80**	**90**		
Low Grade		**0**	**50**		

Table 13
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	2	7	Complete
< 70	16	11	Incomplete
Total	**18**	**18**	

Then, the graph of comparison students' listening skill based on the

result of pre-test and post-test I in cycle I could be seen as follow:

Figure 7
The Comparison of Percentage of the Students' Grade Completeness
based on Pre-test and post-test I
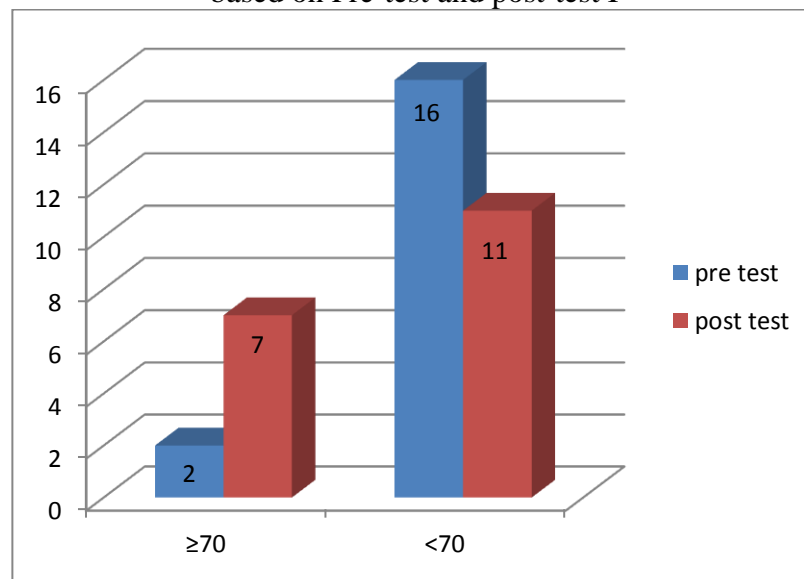
The table and the graphic above, in pre-test it could be seen that total from 18 students, it could be concluded that 11% or 2 students were able to achieve the minimum mastery criteria that is ≥ 70. Then the students who did not achieve the minimum mastery criteria were 89% or 18 students among interval < 70. In post-test I, it could be concluded that 39% or 7 students among the interval ≥70 students, was complete the minimum mastery criteria. Then those who were not able to achieve the minimum mastery criteria were 61% or 11 students among interval <70. The average grade of pre-test was 43 and average grade of post-test I was 65. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful. Because of the indicator of success could not be achieved yet that was 70% of the total students must pass the criteria.

Regarding to the result of student's post-test I grade and the observation of student's learning activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they get difficulties to answer the question and some students achieved failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting.

d. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in congratulation with CLT approach with infromation gap technique.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' learning activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Monday, November 4th, 2019 at 09.45 until 12.00 followed by 18 students. The researcher began the lesson by greeting, praying, checking attendance list and asking the students' condition. The researcher presented the audio to the listening. Next the researcher continued the material in the

last meeting, explained the example of congratulation in the daily activity. Then, the researcher asked the students to make conversation between two people about congratulation and the students read in front of class with the partner after finished.

After that, the researcher asks to students do the extension activities in the form of listening skill assignment by asking them to listen the audio. When the time was up, the researcher asks the students to submit their answer sheet. In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researcher gave the explanation to all of the students about the problem of listening skill that often faced by the students through CLT approach.

b) The second meeting

The second meeting was conducted on Monday, November 11th, 2019 at 09.45 until 11.15 for 3x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by

giving some explanation more about congratulation, how to apply CLT approach. Next the researcher asks the students to do the extension activities in the form of listening assignment by asking them to make some responds to expression of congratulations.

e. **Post-Test II Activity**

Post-Test II was conducted on Monday, November 11th, 2019 at 11.15 until 12.00 for 3x45 minutes.The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave post test II to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II. There were only 7 of 18 students achieved the grade under the minimum mastery criteria (MMC) in SMK Daarul 'Ulya is 70.

Table 14

The Students' Post Test II Grade

No.	Students' Name	Grade	Category
1.	RTH	80	COMPLETE
2.	ARS	60	INCOMPLETE
3.	MAM	90	COMPLETE
4.	IM	80	COMPLETE
5.	AK	80	COMPLETE
6.	IIS	70	COMPLETE
7.	ADW	60	INCOMPLETE
8.	DS	90	COMPLETE
9.	AN	90	COMPLETE
10.	UKW	60	INCOMPLETE
11.	UN	70	COMPLETE
12.	RM	60	INCOMPLETE
13.	NS	90	COMPLETE
14.	MZ	80	COMPLETE
15.	RTRD	70	COMPLETE
16.	TM	70	COMPLETE
17.	EF	80	COMPLETE
18.	ML	60	INCOMPLETE
Total		**1340**	
Average		**74**	

Source: The resultof post test II at X TKJ of SMK Daarul 'Ulya Metro on November 11th 2019.

Table 15

The Frequency of students' Grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	14	78 %	Complete
2	< 70	4	22 %	Incomplete
	Total	18	100 %	

Source: The result of post test II at X TKJ of SMK Daarul 'Ulya Metro on November 11th 2019.

Figure 8

The Percentage of the Students' Grade Completeness on Post-test II
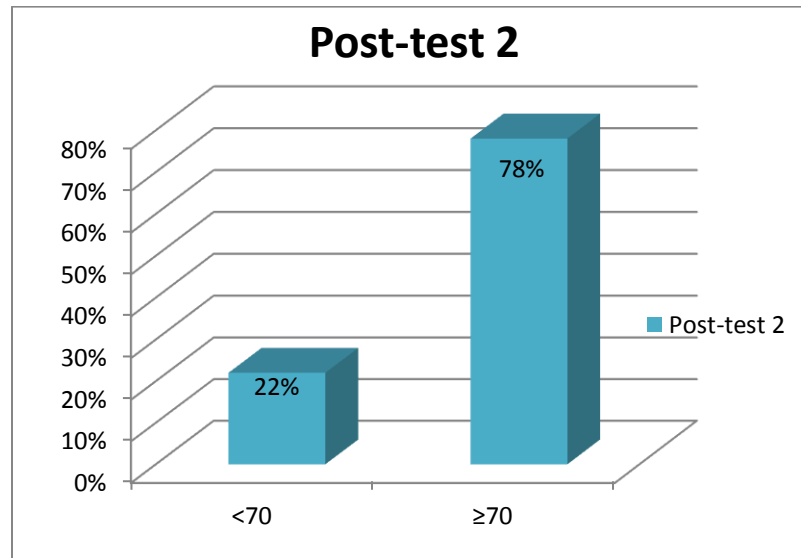
Based on the result above, it could be inferred that 14 students (78%) were successful and 4 other students (22%) were not successful. Based on the post-test 2 results, the researcher calculated the average grade that is 74. It was higher than post test I in cycle I.

3) Observing

In this step, the researcher presented the material by CLT approach. In learning process, there were also four indicators used to know the students' learning activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result of students' learning activities observation, as follow:

Table 16

The Students' Learning Activities Result in Cycle II

No	Name	The Aspect that Observed			
		Paying attention to the teacher's explanation	Asking /answering question from the teacher	Being active in the class	Being able to do the task
1.	RTH	√	√	√	√
2.	ARS	√	√	-	√
3.	MAM	√	√	√	√
4.	IM	√	√	√	√
5.	AK	√	-	√	√
6.	IIS	√	√	√	√
7.	ADW	-	-	-	-
8.	DS	√	√	√	√
9.	AN	√	√	√	√
10.	UKW	√	√	-	√
11.	UN	√	-	-	√
12.	RM	√	√	√	-
13.	NS	√	√	√	√
14.	MZ	√	√	√	√
15.	RTRD	√	√	√	√
16.	TM	√	√	√	-
17.	EF	√	√	√	√
18.	ML	-	-	√	√
	TOTAL	16	14	14	15

Source: The result of students' learning activity at X TKJ of SMK Daarul 'Ulya Metro on November 11th, 2019.

Table 17

The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	16	89%
2	Asking/answering question from the teacher	14	78%
3	Being active in the class	14	78%
4	Being able to do the task	15	83%
Total Students		**18**	

Source: The result of students' learning activity at X TKT of SMK Daarul 'Ulya Metro on November 11th, 2019.

Figure 9

The Percentage of Students Activities in Cycle II
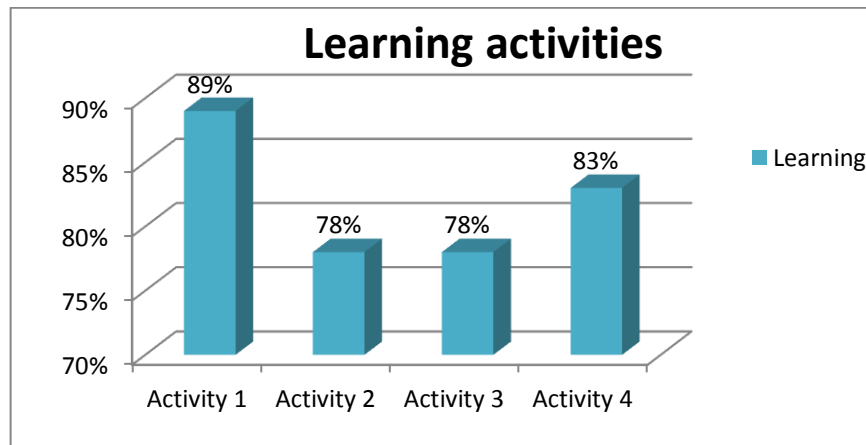
The graphic above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high percentage were the students pay attention of the teacher explanation 89%, then, the

students ask/answer the question from the teacher 78% and the students active in the class 78%, and the last the students able do the task 83%. Based on the result above, the researcher indicated that learning process in cycle II was success because the students' learning activity achieved percentage that is 75%.

4) **Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by using CLT approach of listening skill was improved.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 18

The Comparison between Post-Test I Grade and Post-Test II Grade

NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Improving	Explanation
1.	RTH	60	80	20	Improved
2.	ARS	60	60	0	Constant
3.	MAM	80	90	10	Improved
4.	IM	70	80	20	Improved
5.	AK	60	80	20	Improved
6.	IIS	60	70	10	Improved
7.	ADW	60	60	0	Constant
8.	DS	90	90	0	Constant
9.	AN	80	90	10	Improved

10.	UKW	**60**	**60**	0	Constant
11.	UN	**50**	**70**	20	Improved
12.	RM	**60**	**60**	0	Constant
13.	NS	**70**	**90**	20	Improved
14.	MZ	**60**	**80**	20	Constant
15.	RTRD	**70**	**70**	0	Constant
16.	TM	**70**	**70**	0	Constant
17.	EF	**60**	**80**	20	Improved
18.	ML	**50**	**60**	10	Improved
Total		**1170**	**1340**		
Average		**65**	**74**		
Lowest Grade		**50**	**60**		
Highest Grade		**90**	**90**		

Table 19

The Comparison of Students' Grade in Post-Test I and Post-Test II

Interval	Post-Test I	Post-Test II	Explanation
≥70	7	14	Complete
< 70	11	4	Incomplete
Total	**18**	**18**	

Then, the graph of comparison students' listening skill post-test I grade and post-test II grade in cycle II could be seen as follow:

Figure 10
The Percentage of Comparison of Students' Grade on
Post-test I and Post-test II
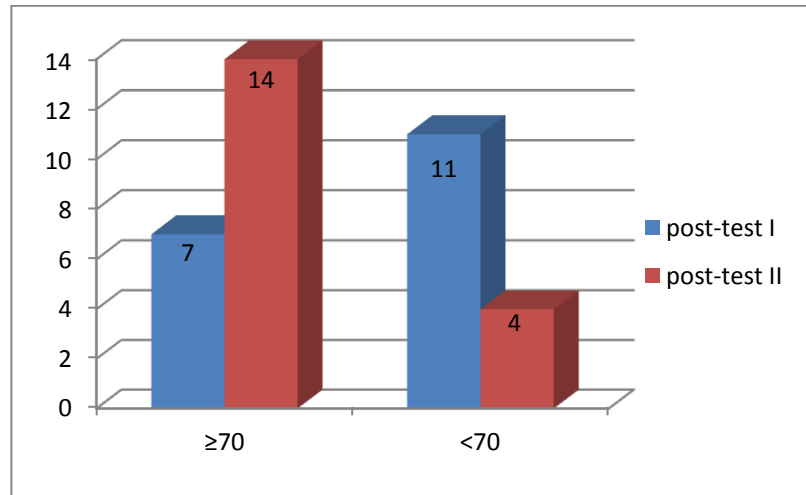
Based on the graphic above, it could be seen that the grade of the students in post-test II was various. The highest grade was 90 and the lowest grade is 60. The average grade of post-test II was 74. Besides, the percentage of students' success of post-test II grade was 78% or 14 students. 22% or 4 students did not pass the minimum mastery criteria. It means that the indicator of success of this research had been achieved because there was 75% students were able to achieve grade 70. It indicated that the students' listening skill was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that CLT approach improve students' listening skill..

B. INTERPRETATION

Listening skill would be easier to understanding when it supported by the right strategy or approach, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching listening skill by CLT approach with Information Gap Technique can improve students' listening skill. When CLT approach is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. Therefore, it has proved that CLT approach with Information Gap technique could be one the interesting approach to teaching listening skill.

1. Result of Students Learning

a. Result of Students Pre-Test Grade

In this phase, the researcher conducted the pre-test to measure the students' mastery before implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 75 minutes. It was done on Monday, October 14th, 2019. From the result of pre-test showed that most of the students achieved difficult for doing the test. Based on the table 8 the students average were 43, it showed that most of the students have not passed yet in achieving the Minimum Mastery

Criteria (MMC) at least 70. In this phase, only 2 students out of 18 students passed of the MMC.

b. Result of Students Post-Test 1 Grade

In this research, to know the students' mastery of listening skill after implementing the treatment the researcher conducted the post-test I. It was done on Monday, October 28th, 2019. Based on the table 10 the students average was 65 it shows that most of the students have not passed yet in achieved the MMC at least 70. In this stage there are 7 students out of 18 students passed of the minimum mastery criteria. It can be concluded that most of the students failed in achieving the material.

c. Result of Students Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not achieve the MMC yet that was only 39% passed the MMC. The researcher conducted the post-test II to measure the students' mastery after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 45 minutes. It was done on Monday, November 11th, 2019. Based on the table 16 students average were 74, it showed that most of the students have achieving the MMC at least 70. In this phase, 16 students out of 18 students of 75% students passed of the MMC and the research was successful.

2. **Comparison of Grade in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II.**

English learning process was successfully in cycle I but the students' average grade was low. While, the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II:

Table 20

The Comparison of Listening Skill of

Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	**Post-Test I**	**Post-Test II**
1.	50	60	80
2.	40	60	60
3.	80	80	90
4.	50	70	80
5.	50	60	80
6.	60	60	70
7.	60	60	60
8.	80	90	90
9.	60	80	90
10.	0	60	60
11.	20	50	70
12.	30	60	60
13.	50	70	90
14.	30	60	80
15.	40	70	70
16.	20	70	70
17.	30	60	80
18.	30	50	60
Total	**780**	**1170**	**1340**
Average	**43**	**65**	**74**
Complete	**2**	**7**	**14**

Table 21

The Comparison of Listening Skill of Pre-Test, Post-Test I in Cycle I and
Post-Test II in Cycle II

Interval	Criteria	Pre-Test		Post-Test I		Post-Test II	
		Frequency	Percentage	Frequency	percentage	frequency	percentage
≥70	Complete	4	11 %	7	39%	14	78%
< 70	Incomplete	16	89 %	11	61%	4	22 %

Based on the result of the pre-test, post-test I and post-test II, it was know
that there was a positive significant increasing of the students' grade. It could
be seen from the students get grade ≥ 70 from 4 to 7 became 14. Therefore,
the researcher concludes that the research was successful because the indicator
of success in this research had been achieved.

The researcher shows the graph of the result of pre-test, post-test I and
post-test II, as follow:

Figure 11

The Comparison Grade of Students' Listening Skill

Sentence in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II
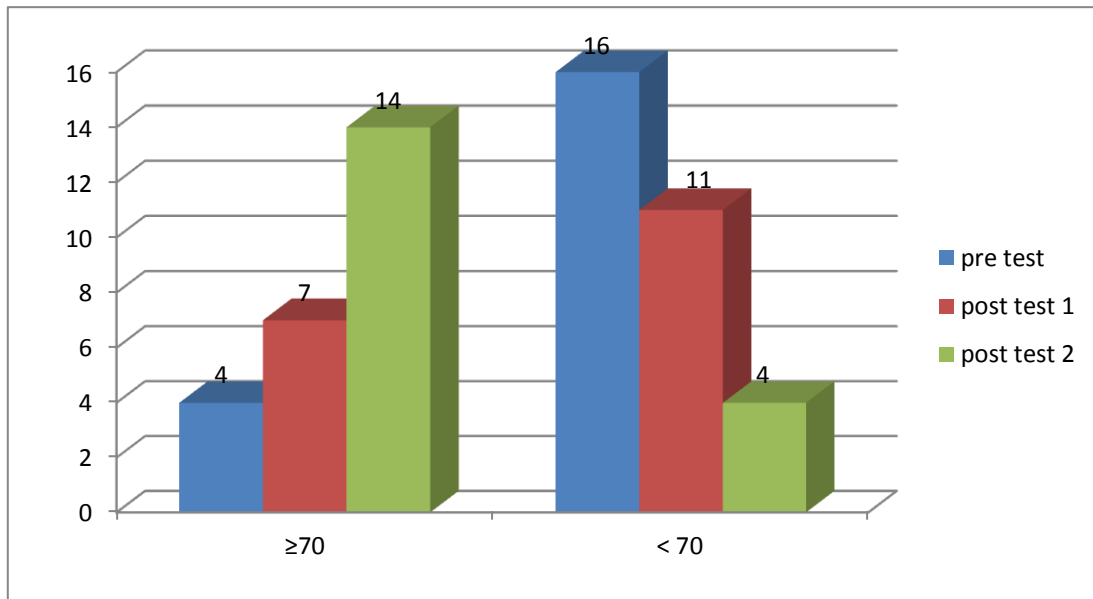
Based on the graphic above, it could be inferred that CLT approach could improving the students' listening skill. It is supported by improving Grade of the students from pre-test to post-test I and from post-test I to post-test II.

3. **The Result of Students' Learning Activities in Cycle I and Cycle II**

The students' learning activities data was achieved from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 22

The Percentage of Students Learning Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention to the teacher's explanation	10	56%	16	89%	**Improved**
2	Asking/answering question from the teacher	8	44%	14	78%	**Improved**
3	Being active in the class	8	44%	14	78%	**Improved**
4	Being able to do the task	7	39%	15	83%	**Improved**
The average percentage		32 %		81 %		**-**

Figure 12

Figure of Learning Activity in Cycle I and Cycle II
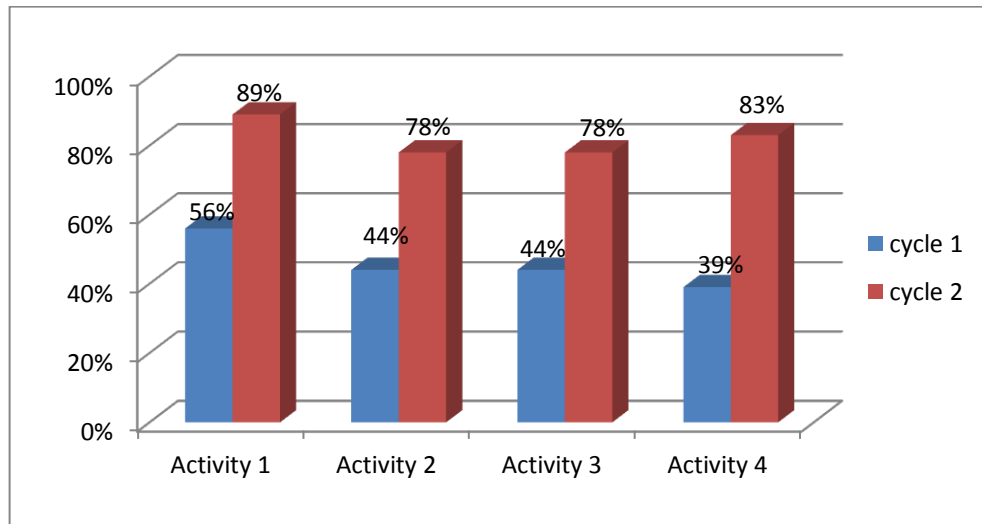
Based on the data had achieved, it can be explained as follow:

a) **Paying attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 56% and in cycle II 89%, it was improved 33%.

b) **Asking/answering question from the teacher**

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 34%, from cycle I 78% and cycle II 44%.

c) **Being active in the class**

The active students in class were improved. It could be seen on the cycle I 44% and cycle II 78%, it was improved 33%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when CLT was applied in learning process from cycle I up to cycle II.

d) **Being able to do the task**

The students who had done the task were increased. It could be seen on the cycle I 39% and cycle II 83%, it was improved 44%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of CLT approach with Informatio Gap Technique improve the students' listening skill. There was progress average grade from 43 to 65 and to 74.

From the graph 11, we could be seen that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average grade in the pre-test was 43 and only 2 students or (11%) passed the test.

Moreover, in the post-test I there was 7 students or (39%) passed the test the indicator students get grade$\geq$70 with average 65. In the post-test II there was 14 students or (78%) passed the test the indicator

students get grade ≥70 with average 74. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students achieved grade 70 was reached.

C. DISCUSSION

In teaching listening skill to the SMK Daarul 'Ulya Metro especially in students of class X TKJ, based on the pre survey there are some problems like some students have insufficient listening skill and have limited english vocabulary.. The researcher chose CLT Approach with Inforamation Gap Technique to improve the students' listening skill.

The researcher used this approach to make students more confident to listen the audio in learning English. There was significant improvement of the students' learning activities using CLT approach. Therefore CLT approach is useful to improve the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of CLT approach could improve the students' listening skill. There is progress from the students gets grade≥70 from pre-test 11% or 2 students, post-test I 39% or 7 students and post-test II become 78% or 14 students. It is investigated that there is an improvement on the students complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the minimum mastery criteria (MMC) was 70 in this research, in the post-test I there is 7 students or 39% passed the test with the average 65 and the post-test II is 14 students or 78% who passed the test with average 74. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students achieved grade ≥ 70.

The result of the students' learning activities in cycle I and cycle II are improve. Pay attention of the teachers' explanation from 56% become 89%, the students' ask/answer question from 44% become 78%, the students' activeness in the class from 44% become 78%, Being able to do the task from 39% become 83%. The result of students' activities in cycle I and cycle II, there are improvement in students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the listening skill that was improved through CLT approach with Information Gap Technique at the tenth graders of SMK Daarul 'Ulya Metro.

CLT approach with Information Gap Technique can improve learning activity at the tenth graders of SMK Daarul 'Ulya Metro. the result of post-test II proves that the percentage of students' learning activity is 83%. It means that CLT approach with Information Gap Technique can improve the student's learning activity.

Moreover, CLT approach with Information Gap Technique can improve the listening skill at the tenth graders of SMK Daarul 'Ulya Metro. The result of post-test II proves that percentage of students achieving minimum mastery criteria is 70%. It means that result of post-test II had already achieved the indicator of success that was 75 % students fulfill the minimum mastery criteria (MMC).

B. SUGGESTION

Based on the result of the research, the researcher gave some suggestion as follow:

1. For the students

   It is suggested for students to be active in the learning process. Especially, in English Listening Skill.

2. For the teacher

   It is suggested for the English teacher to use CLT approach to increase student's English Listening Skill. CLT approach is effective to increase student's English Listening Skill in the teaching and learning process.

3. For the headmaster

   It is suggested for headmaster to support the English learning process by preparing facilitation completely.
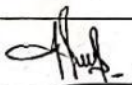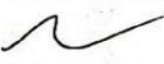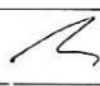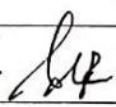
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
ATTENDANCE LIST OF STUDENTS
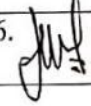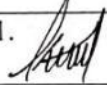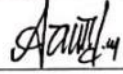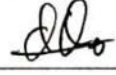
Pre- test

NO	NAMA	TTD
1	Rizqi Tri Hariadi	1.
2	Arya Rizki Sananda	2.
3	MUHAMMAD AMIN MARUF	3.
4	MUHLISOTULLATIFAH	4.
5	Khofifah Nursyami	5.
6	RISKA TRI Rahma D.	6.
7	Tsamrotul Mamu'ah	7.
8	Mudrikah Zen	8.
9	EKA FATMASARI	9.
10	Utai KHARISMA WATI	10.
11	IRVAN MUTOFA	11.
12	ANDREAS dwiwirawan.	12.
13	Rizki Maulana	13.
14	IMANUEL iqbal Sanjaya	14.
15	Nikmatur sa'adah	15.
16	Annisa Nabilla	16.
17	Dini Stiawan	17.
18	Amar Kurniawan	18.

ATTENDANCE LIST OF STUDENTS
POST TEST 1

NO	NAMA	TTD
1	Rizqi Tri Hariadi	1.
2	Arya Rifki S.	2.
3	Muhommad Amin Makuf	3.
4	IRVAN MUSTOFA	4.
5	Amar kurniawan	5.
6	ANDREAS DWI WIRAWAM	6.
7	IMANUUEL Iqbal Sanjaya	7.
8	DINI SETIAWAN	8.
9	Annisa Nabila	9.
10	Urai KHARISMA WFATI	10.
11	KHOFIFAH NURSYAMI	11.
12	Rizki maulana	12.
13	Nikmatus Sa'adah	13.
14	EKA FATMASARI	14.
15	MUHLISOTULLATIFAH	15.
16	Khofifah Nursyami	16.
17	Tsamrotul Mamlu'ah	17.
18	Mudrikah Zen	18.

ATTENDANCE LIST OF STUDENTS
POST TEST II

NO	NAMA	TTD
1	Rizal TRI Hariadi	1.
2	Arya Rifki S.	2.
3	Muhammad Amin Ma'ruf	3.
4	Ifvan Murtofa	4.
5	Omar kurniawan	5.
6	Iman eval Iqbal Sanjaya	6.
7	ANDREAS DWI Wirawan	7.
8	Dwi Setiawan	8.
9	Annisa Nabila	9.
10	Otai KHARISMA WATI	10.
11	KHOFIFAH NURSYAMI	11.
12	Rizki Maulana	12.
13	Nikmatus Sa'adah	13.
14	Mudrikah Zen	14.
15	Riska TRI Rahma D	15.
16	Tsamrotul Mamlu'ah	16.
17	EKA FATMASARI	17.
18	MUHLISOTULLATIFAH	18.

INSTRUMENT SOAL
PRE TEST

NAME : Eka fatmasari

CLASS : ~~XI~~ X (sepuluh)

Directions : Listen the audio and fill out the blanks below with the correct words!

Well I wonder,
Could it be?
When i was dreaming 'bout you baby
You were dreaming of me
Call me ...~~Crashan~~ Crazyen.... ✗
Call me blind, — Suffering ✗
To still be....~~singer~~...... is stupid after all of this time

Did i lose my love ..To some one better
And does she love you like i do, i do
You know i really really do

Well heyy...so much i need to say
....Well heyy.since the day ✗
The day you went away
So..Since ~~this~~ you ✗
For me there's only you
Been ...Crayed.... since the day ✗
The day you ..Went away...
Go On, Yay... Oh...

I remember - date and time
September 22nd Sunday twenty-five after nine
In the doorway
With your case
No longer ....Saken...... at each other ✗
There were tears on our faces

And we were ....remember ✗ go of ..Something. special
Something we'll never have again, i know
I guess i really really know

---GOOD LUCK----

(30)

NAME : IRVAN MurtofA
CLASS : ✗

Directions : Listen the audio and fill out the blanks below with the correct words!

Well I wonder,
Could it be?
When i was dreaming 'bout you baby
You were dreaming of me
Call me Crazy,
Call me blind, ~~tobar~~
To still be Suffering. is stupid after all of this time

Did i lose my love TO Someone better
And does she love you like i do, i do
You know i really really do

Well heyy...so much i need to say
✗ belong....since the day
The day you went away
✗ so Sad I.do
For me there's only you
✗ Been Crayon.. since the day
✗ The day you evriday..
Go On, Yay... Oh...

(So)

I remember - date and time
September 22nd Sunday twenty-five after nine
In the doorway
With your case ~~standing~~ — Shawdes
✗ No longer ~~standing~~ at each other
There were tears on our faces

And we were Letting....go of Something. special
Something we'll never have again, i know
I guess i really really know

---GOOD LUCK----

INSTRUMENT SOAL

PRE TEST

NAME   : Rizqi Tri H.

CLASS   : X TKJ

Directions : Listen the audio and fill out the blanks below with the correct words!

Well I wonder,
Could it be?
When i was dreaming 'bout you baby
You were dreaming of me
Call me .Crazy.,
Call me blind,
To still be..be.TO.[9. is stupid after all of this time X

Did i lose my love ...to... Someone better
And does she love you like i do, i do
You know i really really do

Well heyy...so much i need to say
..we.love...since the day   X
The day you went away
.So.: Sad but true
For me there's only you
Been .Crayon... since the day X
The day you .cutilah...   X
Go On, Yay... Oh...

I remember - date and time
September 22nd Sunday twenty-five after nine
In the doorway
With your case
No longer ..Since........ at each other X
There were tears on our faces

And we were ...letting....go of ..Something.special
Something we'll never have again, i know
I guess i really really know

---GOOD LUCK----

ANSWER SHEET

Name   : EKA PATMA SARI

Class   : X TKJ

Date   : I (Post Test I)

Part I

Cross the right answer

1	A	B	~~C~~	D
2	A	B	~~C~~	D
3	A	~~B~~	C	D
~~A~~	A	B	~~C~~	D
5	A	B	C	~~D~~

SCORE

70

Part II

1. Remembering.
2. Calling
3. Serius
4. Complication
5. Understood

ANSWER SHEET

Name   : Irfan Mustofa

Class   : X TKJ

Date   : Post test I

Part I

Cross the right answer

1	A	B	X (C)	D
X (1)	A	X (B)	C	D
X (2)	X (A)	B	C	D
X (3)	A	X (B)	C	D
5	A	B	C	X (D)

SCORE

70

Part II

1. remembering
2. recalling
3. seriuse X
4. Complication
5. Understod

ANSWER SHEET

Name : Rizky Tri Hatchi

Class : X TKJ

Date : 28 ock 2019 (post test I

Part I

Cross the right answer

1	A	B	X	D
2	A	B	X	D
3	A	X	C	D
4	X	B	C	D
5	A	B	C	X

SCORE

80

Part II

1. rembering

2. calbing X

3. Seriouse

4. exmanicahon X

5. understand

ANSWER SHEET

Name   : EKA FATMASARI

Class   : X TKJ

Date   : 11 November 2019 (post test 2)

Part I

Cross the right answer

1	(A)	B	C	D
2	(A)	B	C	D
3	(A)	B	C	D
4	(A)	B	C	D
5	A	B	C	(D)

SCORE

80

Part II

1. ANNOUNCEMENT

2. National Examination

3. Here you are

4. Proud of you

5. You are welcome

ANSWER SHEET

Name : IRVAN MUSTOFA

Class : X TKJ

Date : Post test 2

Part I

Cross the right answer

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

SCORE

80

Part II

1. the annoucement

2. National Examination

4. Proud of you

youre

ANSWER SHEET

Name   : RIZQI TRI Hariadi

Class   : X TKJ

Date   : Post Test 2

Part I

Cross the right answer

1	X	B	C	D
2	X	B	C	D
X3	A	B	X	D
4	X	B	C	D
5	A	B	C	X

SCORE

80

Part II

1. THE ANNOUNCEMENT

X

3. Here you Are

4. Proud OF you

5. you're welcome

Students' Pre-test Grade

No.	Students' Name	Grade	Category
1.	RTH	50	INCOMPLETE
2.	ARS	40	INCOMPLETE
3.	MAM	80	COMPLETE
4.	IM	50	INCOMPLETE
5.	AK	50	INCOMPLETE
6.	IIS	60	INCOMPLETE
7.	ADW	60	INCOMPLETE
8.	DS	80	COMPLETE
9.	AN	60	INCOMPLETE
10.	UKW	0	INCOMPLETE
11.	UN	20	INCOMPLETE
12.	RM	30	INCOMPLETE
13.	NS	50	INCOMPLETE
14.	MZ	30	INCOMPLETE
15.	RTRD	40	INCOMPLETE
16.	TM	20	INCOMPLETE
17.	EF	30	INCOMPLETE
18.	ML	30	INCOMPLETE
Total		**780**	
Average		**43,33**	

The Students' Post-Test I Grade

No.	Students' Name	Grade	Category
1.	RTH	60	INCOMPLETE
2.	ARS	60	INCOMPLETE
3.	MAM	80	COMPLETE
4.	IM	70	COMPLETE
5.	AK	60	INCOMPLETE
6.	IIS	60	INCOMPLETE
7.	ADW	60	INCOMPLETE
8.	DS	90	COMPLETE
9.	AN	80	COMPLETE
10.	UKW	60	INCOMPLETE
11.	UN	60	INCOMPLETE
12.	RM	60	INCOMPLETE
13.	NS	70	COMPLETE
14.	MZ	60	INCOMPLETE
15.	RTRD	70	COMPLETE
16.	TM	70	COMPLETE
17.	EF	60	INCOMPLETE
18.	ML	50	INCOMPLETE
Total		**1170**	
Average		**65**	

The Students' Post Test II Grade

No.	Students' Name	Grade	Category
1.	RTH	80	COMPLETE
2.	ARS	60	INCOMPLETE
3.	MAM	90	COMPLETE
4.	IM	80	COMPLETE
5.	AK	80	COMPLETE
6.	IIS	70	COMPLETE
7.	ADW	60	INCOMPLETE
8.	DS	90	COMPLETE
9.	AN	90	COMPLETE
10.	UKW	60	INCOMPLETE
11.	UN	70	COMPLETE
12.	RM	60	INCOMPLETE
13.	NS	90	COMPLETE
14.	MZ	80	COMPLETE
15.	RTRD	70	COMPLETE
16.	TM	70	COMPLETE
17.	EF	80	COMPLETE
18.	ML	60	INCOMPLETE
Total		**1340**	
Average		**74**	

FIELD NOTE

CYCLE I

The First meeting
- The researcher started the lesson by greeting
- The researcher gave the material about Congratulation
- The students Pay attention to the researcher explanation
- The researcher asked the students about congratulation.
- Some students forgot and just a little of them known the definition of Congratulation.
- The researcher gave the example of congratulation
- The researcher ask the students to listen the audio
- Some Students feel hard to find out the meaning of the text.
- the researcher gave the way how to get the meaning

The second meeting
- The researcher continued to explained about congratulation.
- the researcher explained how to apply Communicative language teaching with information gap to make the make the students easier comprehend the text.
- The researcher distributed the text of CLT with information gap
- the students and researcher tried to filled the missing words that has been deleted in the text together
- In the end learning activities the researcher gave the students post-test I. the students tried to answer corectly.

Metro,....................2019

Mengetahui,

The collabolator

The Researcher

Lidya Ningsih, S.Pd

Lulu Oktavia

NIP.

NPM.1501070268

FIELD NOTE

CYCLE II

The first Meeting
- The researcher began the lesson by greeting.
- The researcher tried to make the students more active
- the research continued to explain the material about congratulation.
- Most the students can aswer the question of congratulation
- the researcher gave the audio using clt with Information gave
- the studens listen the audio
- the students with researcher corected their answer

The Second Meeting
- The researcher explained more the CLT with Communicaly language teaching in Congratulation
- The researcher distributed the text that must be filled by students.
- Most of the students find out the missing words followed the teacher Instructions.
- Most of the students easier filled the blank words and undestand the meaning of the audio.
- the students listen the audio one by one

- In the end meeting, the researcher gave the students post-test ii
the students doing the test with seriously.

Metro,....................2019

Mengetahui,

The collabolator

Lidya Ningsih, S.Pd

NIP.

The Researcher

Lulu Oktavia

NPM.1501070268

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-934/In.28/S/OT.01/11/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	:	LULU OKTAVIA
NPM	:	1501070268
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070268.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 12 Nopember 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : LULU OKTAVIA

NPM : 1501070268

Fakultas : FTIK

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul _____

INDIVIDUAL DIFFERENCES AND INSTRUCTED LANGUAGE LEARNING.

_____

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Nomor   : B-3043/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMK DAARUL ULYA METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**LULU OKTAVIA**
NPM	:	1501070268
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE USE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH TO IMPROVE LISTENING SKILL AMONG THE TENTH GRADERS OF SMK DAARUL ULYA METRO IN THE ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di SMK DAARUL ULYA METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 September 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lulu Oktavia
NPM : 1501070268

Fakultas/Jurusan : TBI
Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Thursday 16/05/2019		✓	- Revise your problem formulation - prior research - chapter II (add the theory) - Chapter III (Quotation)	
2	Thursday 23/05/2019			Show Reference	
3	Thursday 20/06/2019			Acc and Continue to the first sponsor	

Mengetahui :
Ketua Jurusasn TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 197608142009122004

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lulu Oktavia
NPM : 1501070268

Fakultas/Jurusan : TBI
Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	01 Juni 2019 Senin	✓		1. Daftar isi 2. Revise the definition of listening 3. Add the skill of listening Revise the table of content Rebuild Outrun, See Drawaline.	
2.	08 Juni 2019 Senin	✓			
3.	10 Juni 2019 Rabu	✓			

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. NIP. 19112211996031001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lulu Oktavia   Jurusan   : TBI
NPM : 1501070268   Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	kamis 2019			Acc proposal	(ttd)

Mengetahui
Ketua Jurusan TBI

(ttd)

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

(ttd)

Dr. Mahrus As'ad, M.Ag
NIP. 19112211996031001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lulu Oktavia   Jurusan : TBI
NPM : 1501070268   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Thursday 03/Oct/2019		✓	- Revise your research instrument - Show the rubrics of measurement Listening	
2	Thursday 10/			Acc Research Instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar. M.Hum
NIP. 197608142009122004

SURAT TUGAS

Nomor: B-3244/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**LULU OKTAVIA**
NPM	:	1501070268
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMK DAARUL 'ULYA METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH TO IMPROVE LISTENING SKILL AMONG THE TENTH GRADERS OF SMK DAARUL 'ULYA METRO IN THE ACADEMIC YEAR OF 2019/2020".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 11 Oktober 2019

Mengetahui,
Pejabat Setempat

UMMUL KHAIR. S.Pd.I

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-3245/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK DAARUL 'ULYA
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3244/In.28/D.1/TL.01/10/2019, tanggal 11 Oktober 2019 atas nama saudara:

Nama	:	**LULU OKTAVIA**
NPM	:	1501070268
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK DAARUL 'ULYA METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH TO IMPROVE LISTENING SKILL AMONG THE TENTH GRADERS OF SMK DAARUL 'ULYA METRO IN THE ACADEMIC YEAR OF 2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

YAYASAN DAARUL 'ULYA KOTA METRO

SEKOLAH MENENGAH KEJURUAN (SMK) DAARUL'ULYA

NPSN. 69759076   NSS. 402126104019

ALAMAT:Jln.Merica RT.33/RW.15 No.31 Iringmulyo Kecamatan Metro Timur Kota Metro Kode Pos 34111,
E-Mail;smk.daarululya@Yahoo.com

Nomor   :019/SMK-DU/SIR/XI/2019

Lampiran   :-

Perihal   :**BALASAN SURAT RESEARCH**

Kepada Yth,

Ketua Jurusan TBI

Institut Agama Islam Negeri (IAIN)

Assalamu'alaikum Wr.Wb

Sehubungan dengansurat saudara pada tanggal 11 Oktober 2019 perihal perizinan melakukan Izin Research dalam rangka penyelesaian tugas akhir/skripsi atas nama **LULU OKTAVIA** dengan judul " THE USE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH TO IMPROVE LISTENING SKILL AMONG THE TENTH GRADERS OF SMK DAARUL'ULYA METRO IN THE ACADEMIC YEAR OF 2019/2020."

Demikian surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Metro, 13 November 2019

Kepala SMK Daarul'Ulya

UMMUL KHAIR S.Pd.I

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lulu Oktavia

NPM : 1501070268

Fakultas/Jurusan : TBI

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1		✓		Revise the Title	
2		✓		Revise Chapter II - Ben Defferences of technique and aproach	
3		✓		Revise chapter II - The concept of CLT - The role of teachers' CLT - The step of CLT	
4		✓			
5		✓		- Revise chapter II - The Definition of information gap. - The step of information gap.	
6		✓		- Revise Chapter II add the step information gap.	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lulu Oktavia　　　　　　　　　Fakultas/Jurusan : TBI

NPM : 1501070268　　　　　　　　　　Semester/TA　 : IX / 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7.	30 December 2019	✓		Revise Bab IV	
8.	9 Januari	✓		- Revise BAB III Acting. - Research Instrument Prkaetee Istruai. Acc dsmengesahkan	
9.					

Mengetahui :
Ketua Jurusan TBI

Ahmad Subham Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. NIP. 1911221199603 1001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lulu Oktavia   Jurusan : TBI
NPM : 1501070268   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Thursday 5/Dec 1		✓	- Revise your abstract - Revise the grafic (Chart) in chapter IV	
2	Thursday 12/12/2019		✓	Acc and Continue to the first Sponsor	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

DOCUMENTATION

Picture 1. Pree-Test

Picture 2. Teaching I in Cycle I

Picture 3. Post Test I

CURRICULUM VITAE

The name of writer is Lulu Oktavia. She was born on October 17th 1997, Raman Aji East Lampung. She is the last child from Mr.Mujianto and Mrs.Lastri.

She was enrolled her study in Kindergarten at TK Kasih Bunda Raman Aji, on 2002-2004. Then, she continued her study at SDN 5 Raman Aji on 2004- 2009. After that, she continued her study at SMPN 1 Raman Utara, on 2009-2012. Next, she continued her study at SMK Kartikatama Metro, on 2012-2015. It was long journey to find out her dream. Finally, she was registered as S1 students English Education Department of State Institute for Islamic Studies of Metro,on 2015.