APPENDIX 1

LESSON PLAN OF THE FIRST CYCLE

Place : Walisongo State Islamic University Semarang

Class/semester : PBI 2B

Course : Intermediate Listening Comprehension

Skill Focus : Listening

Material : TOEFL listening comprehension section

Allocated time : 100 minutes (1 meeting)

I. Standard of Competence

Understanding speech and conversation

II. Basic Competence

Understanding spoken English on talk and speech on academic and social needs

III. Indicators

1. Cognitive and Psychomotoric
   a. Students are able to differenciate between literal and implied meaning of a speaker's utterance
   b. Students are able to find the restatement form of the speaker's utterance in the multiple-choice items.
   c. Students are able to identify the main idea and the detailed information of the conversation and talk on TOEFL listening comprehension section.

2. Affective
    a. Students' attention toward the lecturer's explanation
    b. Students ask question to either lecturer or their friends to clarify their understanding
    c. Students' participation during the implementation of five stages of metacognitive instruction
    d. Students accomplish their task

IV. Learning Aims

By the end of the lesson through metacognitive instruction, students are able to:

do TOEFL listening comprehension test well with the good ability on differenciating the literal and implied meaning of the speaker's utterance, on recognizing its restatement form, and on identifying main idea and detailed information of a conversation and talk.

V. Material

TOEFL Listening Comprehension Part A

These are the expressions and structures that are commonly used in part A:

1. Restatement

Most of the speaker's utterance in part A are restated using different words in the available multiple-choice items.

The strategies that can be used by students to understand it are: listening to the idea of the conversation and think of the possible restatement, then repeating what they had understood their mind as they read the multiple choices, and be careful of the similar vocabularies and sounds.

Example:

Woman : Can I borrow your notes from this morning's math class?
Man *: Sorry, I was absent today.*
What does the man mean?

A. He's upset about her request.
B. He was not in class.
C. She can borrow his notes.
He never gives his notes to anyone.

2. Drawing conclusion on Who, What, and Where

Sometimes the information needed to answer the question is not clearly stated in the conversation. Students should pay attention to the information presented in the conversation that can be the clues to figure out the answer. Therefore, find the key word and make an inference for answering the question.

Example:
Woman : Is the guitar the only instrument that you play?
Man : No, I also play the piano and the trumpet.
Who is the man most likely to be?

A. an athlete.
B. an actor.
C. a scientist.

3. Passive Sentence

Students need to understand well who or what is doing an action when they are listening to the conversation.

Example:

Woman : Do you know if the exams have been graded yet?

Man : The exams were graded by the teaching assistant.
What does the man say about the teaching assistant?

A. The teaching assistant prepared the exams.
B. The teaching assistant graded the exams.
C. The teaching assistant took the exams.
D. The teaching assistant discussed the exams.

4. Negative Expression

The most common kind of correct response to negative statement is a positive statement containing a word with an opposite meaning.

Negative Expressions		
Expression	Example	Correct Answer
Negative word: **tobe+*not*** or ***n't, nobody, none, nothing, never***	• Tom is **not** sad about the results. • **Nobody** arrived on time.	*not sad = happy* *Nobody…on time = late*
Prefixes:*un-, in-, dis*	She was **in**sane.	*Insane = not sane = crazy*

Double Negative Expression

It is possible for two negative ideas to appear in one sentence and the resulted meaning can be positive. When encounter such sentence, try to comprehend the resulted meaning. The situations where double negative expressions can occur:

Double Negatives		
Situation	Example	Meaning
Negative word and a negative prefix	He did**n't** like the **un**clean office.	**did not** like the **un**clean office = like the **clean** office
Two negative verbs	It **isn't snowing**, so they **aren't going to the mountains.**	implies that they would go if it were snowing
Neither or not….either	Sue **didn't** like the movie, and **neither** did Mark.	implies that both **did not** like the movie

Negative with Comparatives

A sentence with a negative and a comparative has a superlative or a very strong meaning which is commonly indicated by some words like *the most*, *strongly*, *extremely, absolutely*, *very*, *really*, etc.

Negatives with Comparatives:

Negatives with Comparatives		
Comparative	Example	Meaning
More	**No one** is **more** beautiful than her.	She is the most beautiful.
-er	He **couldn't** be happi**er**.	He is extremely happy.

Almost Negative Expressions

A sentence that contains an almost negative expression does not have a negative meaning, so avoid choosing the answer that has negative meaning.

The Common Almost Negative Expressions

Almost Negative Expression		
Meaning	Expressions	Example
Almost none	hardly, barely, scarcely,	There is *hardly* any food in the friger.
Almost never	rarely, seldom	He *rarely* drives to work.

5. Expression of Agreement

Some of expressions used in short conversations of listening part A, like *you can say that again* or *I'll say* may be unfamiliar for the students, because the expressions like *I agree with you*, *me too* tend to be more familiar for them. They have to know those expressions well. So that they will be easier to recognize and comprehend them when they find them in the conversation.

Example:

Woman: This course is much harder than I expected.
Man : You can say that again!
What does the man mean?

A. He agrees with the woman.
B. He wants her to repeat what she said.
C. He wants to take the course again.
D. He thinks the course is not very hard.

6. Expression of Suggestion

Why not.. and *Let's..* are the most common expressions of suggestion used in part A. Listen carefully to what the second speaker says when she conveys her suggestion to the first speaker.

Example:
Man : I'm not enjoying this novel at all.
Woman: Why not read another one then?
What does the woman suggest?

A. Not reading another novel.
B. Trying again to read the novel.
C. Reading some other time.
D. Reading a different book.

7. Expression of Surprise

Emphatic expressions of surprise is usually indicated by the strong stress on the auxiliary verbs. It implies that the speaker did not expect something to be true. Therefore, the answer for this kind of question is the one that has the opposite meaning with the second speaker's utterance.

Expression of Emphatic Surprise		
Emphatic Form	Example	Meaning
Be, with emphasis	Then, he **is** here!	I thought he wasn't here.
Modal, with emphasis	Then, he **can** go!	I thought he can't go.
Do, does, did, with emphasis	So, she **did** cry!	I thought she didn't cry.
Have, has, had, with emphasis	So, he **has** slept!	I thought he hasn't slept.

8. Wish and Conditional Sentence

The important thing to remember when students encounter them is that they imply the opposite meaning. So, the typical answer is the one that expresses the opposite meaning to what the second speaker said.

Example:
Woman : You've chemistry lab this afternoon, don't you?
Man : Yes, and I really wish I didn't have to go there.

What does the man mean?

A. He enjoys chemistry lab.
B. He doesn't have chemistry lab this afternoon.
C. He isn't taking chemistry class.
D. He has to go to the lab.

9. Two- or Three-Part Verbs and Idioms

Idiom and two or three-part verb is a group of words that has a meaning different from the meaning of the individual words included in the group. Try to understand them by paying attention to the context and the other words used in the conversation.

Example:

Woman : I guessed you would buy that new car.
Man : And you hit the nail on the head.
What does the man mean?

A. The woman hit her head on a nail.
B. The woman hit his new car.
C. The woman was exactly right.
D. The woman bought the new car.

TOEFL Listening Comprehension Part B and C

The strategies used for comprehending the conversation and talk and for answering the questions in these parts are generally the same. The strategies are:[1]

[1] Deborah Phillips, *Longman Preparation Course for the TOEFL Test; Skills and Strategies*, (New York: Pearson Education, 2003), p. 59-78.

1) Before listening

   Before listening to the audio, look ahead at the multiple-choice items of each question in order to know what information to listen for and to limit the choices while they are listening to the audio.

2) While listening

   a) Determine the topic

      The information for answering such question is not directly stated. So, listen carefully to the first and the second line of the audio since they generally talk about the main topic of the text.

   b) Draw conclusion on Who, What, When, Where

      Make a conclusion about who is talking, what the speaker is talking about, when and where the conversation takes place.

   c) Listen for answers in order

      The information used for answering detailed questions is usually delivered in order. Students can merely focus on listening to the audio while it is being spoken then choose the answers on the multiple choices, or read along with the answers while they are listening to the audio. Choose one of these ways based on your preference.

   d) Guess the meaning of the unknown word

Try to understand it using the other words that they have known and using the context of the conversation or talk.

The Example of long conversation in part B:

Listen to a conversation between two students. The conversation is about an exam.

(Man)	Hi, Pam, are you free on Saturday afternoon? Do you want to go see a movie or something?
(Woman)	Sorry, I can't. I'm going on a wildlife cruise.
(Man)	A wildlife cruise? What's that?
(Woman)	It's an activity for my science class. All the students in my science class are going. It's a two-hour trip on a boat on the local lake. The boat trip is led by a naturalist.
(Man)	A naturalist?
(Woman)	Yes, someone who knows about the plant and animal life around the lake.
(Man)	So you're going on a two-hour boat trip on the lake with your science class and with a naturalist to describe the lake's plants and animals?
(Woman)	Exactly. Then, after the cruise, we have to write a two-page summary of what we learned for science class.
(Man)	That doesn't sound like a very difficult assignment.
(Woman)	No, it's not such a difficult assignment, and it should be a pretty nice way to spend a Saturday afternoon. It does mean that I can't see a movie on Saturday afternoon, but how about if we see a movie that evening instead?
(Man)	Now, that DOES sound like a good idea. I'd love to.

Questions:

1. Who is the woman most likely to be?
2. What is the woman doing on Saturday afternoon?
3. What is a naturalist?
4. What is the assignment?
5. When do they decide to see a movie?

The Example of talk in part C:

Listen to a talk by a librarian.

Hallo and welcome to the library. I'm Ms. Martin, the assistant librarian, and this is the library orientation tour for new graduate students in the business department.

Now, let's get started. The library is open for extensive hours, from 07.00 a.m. until midnight seven days a week, so that you'll have access to the library research facilities almost anytime. During final exam week, the library is open twenty-four hours a day and there are library staff members available to help.

During this tour, we will be concentrating on two areas of the library. The first area is the computerized search facilities, which are located in the second floor of the library. On the floor above the computer area are reference materials devoted specially to business. Now that we have completed this little introduction, we are ready to start the tour.

Questions:

1. What is the topic of this talk?
2. What are the libray's hours in final exam weeks?

3. What two areas will the tour concentrate on?
4. What are the students probably going to do next?

VI. Learning Strategy

Metacognitive Strategy

VII. Learning Activities

Activities	Time	Interaction Pattern	Sample of Instruction
Pre Activities			
• Lecturer enters the class and greets the students	5 Minutes	T-Ss	• *Assalamualaikum* • *Good Morning Students* • *How are you today?*
• Students pray together		Ss-T	• *Let's open our lesson today by reciting basmallah together.*
• Lecturer checks student's attendance and informs the score they get on the first cycle test		T-Ss	• *Ok, let me check your attendance first.* • *Who is absent today?*
• Lecturer informs the student about the material		T-Ss	• *Student.. today we learn about the spoken text in TOEFL listening comprehension section,*

• Lecturer tells learning goals to the students • Lecturer announces the students' score on the pre-test		T-Ss	• *By the end of the lesson through metacognitive instruction, students are able to comprehend the spoken text on TOEFL listening comprehension section* • *The average of your pre-test score is 54.6.*
Main Activities			
Exploration • Lecturer stimulates students by giving them questions before explaining the material	90 Minutes	T-Ss	• *Well students, what expressions, vocabularies, and topics that you usually found in TOEFL listening comprehension section?* • *Do you know the types of information needed to answer the questions in part A, B, and C?* • *How do you usually comprehend the spoken text on this section?*

			What strategy do you usually use?
• Students give respond to the lecturer's		Ss-T	• *Ok, good.*
• Lecturer begins to give material on TOEFL listening comprehension section		T-Ss	• *Here are some structures and expressions usually used in the short conversation of part A..* • *To understand what the speaker says you can use this strategy.....* • *In the conversation and talk, the information is delivered in order, so....* • *The topics, expressions, and structures that are commonly used in TOEFL listening comprehension are....*
• Students listen to the examples of the conversations and talks on part A, B and C.		T-Ss	• *Oke students, let's listen to this conversation.....*

• Students ask some questions related to the material that has been explained by the lecturer. • The researcher explains the procedures to implement the stages of metacognitive instruction **Elaboration** • Students work in pair to do TOEFL listening exercise by following the stages of metacognitive instruction. • Students do the first stage in pair; planning and predicting		Ss-T T-Ss Ss-Ss Ss-Ss Ss-Ss	• *Do you have any questions?* • *To do the listening exercise given by the lecturer, you have to work in pair and follow these five stages: planning/predicting, 1st, 2nd, and 3rd listen and verification, reflection/goal-setting stage.* • *Ok students, Now it's your time to work in pair to do the exercise by following five stages of metacognitive instruction like what you can see on the form.* • *Let's make prediction and plan on what and how we are going to listen. When we listen*

			to the conversation in part A, we have to focus on....
• Students do the second stage in pair; 1st listen and verification		Ss-Ss	• *Listen to the audio and try to comprehend it and answer the question.* • *After listening to the audio once...what have you understood from the audio? Why do you choose that answer? What is the key word?.....I am still unable to understand the conversation number 4.....let's pay attention more to it.....let's try to understand it by using this strategy....*
• Students do the third stage; 2nd listen and verification		Ss-Ss	• *Listen to the audio for the second time and try to get a better understanding.*

• Students do the fourth stage together with the whole class; 3rd listen and verification		T-Ss Ss-T T-Ss Ss-T	• *Discuss the result of their listening with their pair.* • *Let's listen to the audio together and discuss the correct answer of each question. Each pair should give the answer as well as its reason or its key word.* • *What strategy that you think is effective to understand the audio of part A, B, and C.....* • *Please look at the transcription and pay attention well to the pronunciation, intonation, and the context where the words are used.* • *Do you find any new vocabulary or unfamiliar idiom? What is the meaning of that*

			idiom? When and where it is commonly used in a sentence?
Confirmation • The researcher guides students to do the last stage		Ss-T	• *Ok, How do you think is your ability in understanding the audio?* • *What difficulty did you meet during the listening process and how to deal with it?*
• Students do the fifth stage: reflection and goal-setting		Ss-Ss	• *It is difficult to understand almost negative expression and idiom.....answering the detail questions in part B is easier for me.....*
• Students set plan to improve their listening skill			• *We have to practice listening to the conversation more....we have to exercise to make different restatement of what*

• The lecturer gives chance to students for asking questions • Students ask question • Students do the test		T-Ss Ss-T	*people say....knowing more idioms is also really necessary.* • *is there anyone who wants to ask something?* • *Is it clear for you?* • *The lecturer answers....* • *You have 30 minutes to do it.*
Post Activities			
• Lecturer reminds the students to do more practice out of the classroom and to implement their plan. • Lecturer closes the class and prays together with the students	5 minutes	T-Ss T-Ss	• *To make you more understand about our lesson today, Please practice more listening* • *Ok class, that's all for the lesson today.* • *Thank s for your nice attention* • *Wassalamualaikum…*

VIII. Media

Audio, white board, the form of metacognitive instruction stages, transcription of the conversation and talk.

IX. Sources of Material

a. Deborah Phillips, *Longman Preparation Course for TOEFL test; skills and strategies*, (New York: Pearson Education, 2003), p. 12-81.

b. Deborah Phillips, *Longman Introductory Course for the TOEFL test*, (New York: Pearson Education, 2004), p. 11-46

X. Assessment

a. Cognitive and Psychomotoric

TOEFL listening comprehension test

b. Affective

Observation Checklist of activeness

No	Students	Criteria	Yes	No
1.		Students pay attention to the lecturer's explanation.		
		Students ask question to the lecturer or their peers to clarify their understanding.		
.		Students are involved in all the stages of metacognitive instruction.		
		Students accomplish their listening task.		

Checked by,

The Listening Course Lecturer

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Semarang, 18 March 2016

The Researcher

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LESSON PLAN OF THE SECOND CYCLE

Place : Walisongo State Islamic University Semarang

Class/semester : PBI 2B

Course : Intermediate Listening Comprehension

Skill Focus : Listening

Material : TOEFL listening comprehension section

Alocated time : 100 minutes (1 meeting)

I. Standard of Competence

Understanding speech and conversation

II. Basic Competence

Understanding spoken English on talk and speech on academic and social needs

III. Indicators

1. Cognitive and Psychomotoric
   a. Students are able to differenciate between literal and implied meaning of a speaker's utterance
   b. Students are able to find the restatement form of the speaker's utterance in the multiple-choice items.
   c. Students are able to identify the main idea and the detailed information of the conversation and talk on TOEFL listening comprehension section.
2. Affective
   a. Students' attention toward the lecturer's explanation

b. Students ask question to either lecturer or their friends to clarify their understanding
c. Students' participation during the implementation of five stages of metacognitive instruction
d. Students accomplish their task

IV. Learning Aims

By the end of the lesson through metacognitive instruction, students are able to:

do TOEFL listening comprehension test well with the good ability on differenciating the literal and implied meaning of the speaker's utterance, on recognizing its restatement form, and on identifying main idea and detailed information of a conversation and talk.

V. Material

TOEFL Listening Comprehension Part A

1. **Restatement**

Students are asked to make different restatement of the second speaker's utterance on the following short conversation:

Woman : Could you help me with my physics homework tonight? I am really having trouble with it.
Man : Sorry, I am busy tonight.
WHAT DOES THE MAN IMPLY?

A. He'll be busy with her homework tonight.
B. He can't help her tonight.
C. He's sorry he can't ever help her.

Man : Are you feeling better today?
Woman: Yes, thanks. I'm finally feeling pretty healthy now.
WHAT DOES THE WOMAN IMPLY?

A. She's always felt unhealthy.
B. She is feeling rather pretty.
C. She is not sick any more.
D. She felt better yesterday.

2. **Almost Negative Expression**

A sentence that contains an almost negative expression does not have a negative meaning, so avoid choosing the answer that has negative meaning.

Example:
Man : Was there enough soup to go around?
Woman : It was barely enough soup for everyone on the table.
What does the woman mean?

A. There wasn't enough soup for everyone.
B. We had so much soup that we couldn't finish it.
C. Everyone got one serving of soup, but there wasn't enough for seconds.
D. Everyone around the table had a lot of soup.

Woman : was the Philosophy exam very long?
Man : I scarcely had time to finish it.
What does the man mean?

A. He didn't take an exam yesterday.
B. He used every possible minute to finish the exam.
C. The exam was too long.
D. He could not complete the exam.

3. **Negative with Comparatives**

A sentence with a negative and a comparative has a superlative meaning which is commonly indicated by some words like *the most, strongly, extremely, absolutely, very, really,* etc.

Man : Are you pleased with the exam results?
Woman : I couldn't be happier.
What does the woman mean?

A. She's not too happy.
B. She didn't do very well on the exam.
C. She could be somewhat happier.
D. She's very pleased with the result.

4. **Expression of Surprise**

It implies that the speaker did not expect something to be true. Therefore, the answer for this kind of question is the one that has the opposite meaning with the second speaker's utterance.

Example:

Woman : I saw Bill in calculus class this morning.
Man : Then, he is NOT sick anymore!
What had the man assumed?

A. Bill had never really been sick.
B. Bill was too sick to come to class.
C. Bill was sick of calculus class.
D. Bill had forgotten about the calculus class this morning.

Man : I just sent off the letter that you wrote.
Woman : Then, you did figure out how to use the fax machine.
What had the woman assumed about the man?

A. He couldn't understand fax machine.
B. He wrote the letter that he sent.
C. The fax machine was easy for him to use.
D. He wasn't very good with figures.

5. **Two- or Three-Part Verbs and Idioms**

Try to understand Idiom and two or three-part verb by paying attention to the context and the other words used in the conversation.

Man : I have to read all six chapters this weekend.

Woman : We are all in the same boat

What does the woman mean:

A. They are taking a boat trip together.
B. The six chapters are all about the boat.
C. Everyone has to do the same thing.
D. The man will read while he's on the boat.

TOEFL Listening Comprehension Part B and C

The strategies used for comprehending the conversation and talk and for answering the questions in these parts are generally the same. The strategies are:

a. Before listening

   Before listening to the audio, look ahead at the multiple-choice items of each question in order to know what information to listen for and to limit the choices while they are listening to the audio.

b. While listening

   1) Determine the topic

      The information for answering such question is not directly stated. So, listen carefully to the first and the second line of the audio since they generally talk about the main topic of the text.

2) Draw conclusion on Who, What, When, Where

   Make a conclusion about who is talking, what the speaker is talking about, when and where the conversation takes place.

3) Listen for answers in order

   The information used for answering detailed questions is usually delivered in order. Students can merely focus on listening to the audio while it is being spoken then choose the answers on the multiple choices, or read along with the answers while they are listening to the audio. Choose one of these ways based on your preference.

4) Guess the meaning of the unknown word

   Try to understand it using the other words that they have known and using the context of the conversation or talk.

The Example of long conversation in part B:

Listen to a conversation between two students. The conversation is about an exam.

(Man)	Did you understand when the professor explained about the final exam? I'm not sure I understood the first part about what types of questions would be on it.
(Woman)	She said that there would be several different types of questions on the exam.
(Man)	I heard her mention multiple-choice questions.
(Woman)	Yes, there will be 50 multiple-choice questions, and there will also be 50 true-false questions.
(Man)	Fifty multiple-choice questions and 50 true-false questions? That's a lot of questions.
(Woman)	And that's not all. In addition to that, there will also be one essay question.

(Man)	An essay in addition to the 100 other questions? That's going to be a really long exam!
(Woman)	The professor said that we had no more than two hours to finish the exam. And today's Tuesday, so we only have three days to prepare for it.

Questions:

1. What are the man and the woman discussing?
2. On what day will the exam be given?
3. How many total questions are on the exam?
4. How many different types of questions are on the exam?
5. How long will the exam last?

The Example of talk in part C:

Listen to a talk in a lecture series.

This is the fourth lecture in a series of personal health care lectures presented by student health services. I'm Dr. Hall, a dermatologist, and tonight I will be speaking about the effect of stress on the skin.

The relationship between skin problems and stress is rather complicated: skin problems often accompany stress, but it is not the stress itself that directly causes the skin problems. Instead, it is the side effect of stress, such as the use of alcohol, tobacco, and caffein, that are often to blame.

Alcohol consumed in large quantities can cause problems with the skin by increasing the flow of blood to the skin; this makes the skin feel warmer and can really worsen the itching Nicotine and caffein, on the other hand, cause problems by reducing the

supply of blood to the skin; this, in turn, keep the skin from being properly nourished.

The best defense for your skin in times of stress is therefore to take the best possible care of yourself.

Thank you very much for your attention, and I hope that you will return next week for the next lecture in the series.

Questions:

2. Who is the speaker?
3. What is the topic of the talk?
4. Which of the following can worsen itching?
5. How does caffein irritate the skin?
6. What will the students probably do next?

VI. Learning Strategy

Metacognitive Strategy

VII. Learning Activities

Activities	Time	Interaction Pattern	Sample of Instruction
Pre Activities			
• Lecturer enters the class and greets the students • Students pray together	5 Minutes	T-Ss Ss-T	• *Assalamualaikum* • *Good Morning Students* • *How are you today?* • *Let's open our lesson today by reciting basmallah together.*

• Lecturer checks student's attendance and informs the score they get on the first cycle test • Lecturer informs the result of the students' test in the first cycle • Lecturer informs the student about the material • Lecturer tells learning goals to the students		T-Ss T-Ss T-Ss	• *Ok, let me check your attendance first.* • *Who is absent today?* • *In the first cycle test, the average of your score is 68.5* • *Student.. today we learn about the TOEFL listening comprehension section, especially on the conversation that contains negative expression, idiom, and.....* • *By the end of the lesson, students are able to comprehend the spoken text on TOEFL listening comprehension section*

Main Activities			
Exploration • Lecturer invites students to brainstorm on some aspects of TOEFL listening comprehension section • Students brainstorm them and give respond to the lecturer's questions.	90 Minutes	T-Ss Ss-T	• *Well students, let's brainstorm more topics, vocabularies, structures, expressions on TOEFL listening section.* • *What kind of information that you need to answer the questions on TOEFL listening part A, B, and C?* • *What strategies that you can use to comprehend the audio and get the information that you need?* • *Ok, good.*

• Lecturer explains the material that hasn't been understood well by the students		T-Ss	• *The important point to remember when you hear the conversation containing negative expression, expression of surprise, wish, and idiom is.....*
• Lecturer asks students to make various restatements		Ss-Ss	• *Listen to the audio and make different restatement of what the second speaker said.* • *Please ask a question to your friend and restate his answer with different words*
• Students listen to the example of conversation and talk on part B and C.		T-Ss	• *Keep your concentration when listen to the audio on part B and C, and use note-taking or*

			visualization strategy to get the numerical data that you need. • *Thank you for asking.....*
• Students ask some questions related to the material that has been explained by the lecturer. • The researcher explains the procedures to implement the stages of metacognitive instruction **Elaboration** • Students work in pair to do TOEFL listening exercise by following the stages of metacognitive instruction.		T-Ss Ss-Ss	• *To do the listening exercise given by the lecturer, work in pair and follow these stages: planning/predicting, 1st, 2nd, and 3rd listen and verification, reflection/goal-setting stage.* • *Ok students, Now it's your time to work in pair to do the exercise by following five stages of metacognitive instruction*

• Students do the first stage in pair; planning and predicting • Students do the second stage in pair; 1st listen and verification		Ss-Ss Ss-Ss	• *Let's make prediction and plan on what and how we are going to listen. When we listen to the conversation in part A, we have to focus on....* • *Listen to the audio and try to comprehend it and answer the question.* • *After listening to the audio once...what have you understood? Why do you choose that answer? What is the key word?I don't understand the conversation number 4.let's pay attention more to it and try to understand it using this strategy....*

• Students do the third stage; 2nd listen and verification • Students do the fourth stage together with the whole class; 3rd listen and verification		Ss-Ss T-Ss Ss-Ts	• *Listen to the audio for the second time and try to get a better understanding and to get the information they need.* • *Discuss the result of their listening with their pair.* • *Let's listen to the audio together and discuss the correct answer of each question. Each pair should give the answer as well as the reason or the key word.* • *What strategy that you think is effective to understand the conversation and talk in part A, B, and C.....*

Confirmation • The researcher guides students to do the last stage • Students do the fifth stage: reflection and goal-setting • Students set plan to improve their listening skill		T-Ss Ss-Ss	• *Please look at the transcription and pay attention well to the pronunciation, the intonation, and the context where the words are used.* • *Is there any vocabulary that is unfamiliar for you?* • *Ok, How do you think is your ability in understanding the audio?* • *What difficulty did you meet during the listening process and how to deal with it?* • *It is difficult to understand....it's easier for me to....* • *We have to practice listening to the conversation more....we have to...*

• The lecturer gives chance to students for asking question • Students ask question • Students do the test		T-Ss Ss-T	• *is there anyone who wants to ask something?* • *Is it clear for you?* • *The lecturer answers....* • *You have 30 minutes to do it.*
Post Activities			
• Lecturer reminds the students to do more practice out of the classroom and to implement their plan. • Lecturer closes the class	5 minutes	T-Ss T-Ss	• *To make you more understand about our lesson today, Please practice more listening* • *Ok class, I think that's all for the lesson today.* • *Thank you for your nice attention* • *Wassalamualaikum….*

VIII. Media

Audio, white board, the form of metacognitive instruction stages, transcription of the conversation and talk.

IX. Sources of Material

- Deborah Phillips, *Longman Preparation Course for TOEFL test; skills and strategies*, (New York: Pearson Education, 2003), p. 12-81.
- Deborah Phillips, *Longman Introductory Course for the TOEFL test,* (New York: Pearson Education, 2004), p. 11-46

X. Assessment

a. Cognitive and Psychomotoric

TOEFL listening comprehension test

b. Affective

Observation Checklist of activeness

	Students	Criteria	es	
1.		Students pay attention to the lecturer's explanation.		
		Students ask question to the lecturer or their peers to clarify their understanding.		
		Students are involved in all the stages of metacognitive instruction.		
.		Students accomplish their listening task.		

Checked by,

Listening Course Lecturer

Nadiah Ma'mun, M.Pd
NIP. 197 881103 200701 2 016

Semarang, 24 March 2016

The Researcher

Ida Nurhidayah
NIM: 123411049

APPENDIX 2

THE FORM OF METACOGNITIVE INSTRUCTION STAGES
CYCLE I

Pair : Name 1. Dika Ayu Zahriyah Agustianti (1503046043)
2. Halimatussa'diah (1503046054)

1. **Planning/predicting stage**	1. Restatement : conveying the same idea 2. Drawing conclusion : find the clue of the text 3. Passive sentence : listen carefully to S + D 4. Negative expression : the answer is ⊕ → usually 5. Almost negative expression : the answer almost negative (e.g : rarely) 6. Expression of Suggestion : the answer consist of suggestion 7. " " Surprise : ~~the~~ there is pressure on the aux emphasize
2. **1st listen- First verification stage**	The different answer is number 3, 5, 7, 8. Still not sure the meaning of the second speaker's say in number. 10
3. **2nd listen- Second verification stage**	• 3 : Dika hear a same word~~ed~~ (stole) Diah ~~didn't~~ choose the same word, just the sinonym. • 5 : we are still confused betwen a and C • 7 : Dika : the ~~girl~~ boy suggest the woman to take a rest. Diah : try to understand the content but still don't know • 8 : Dika didn't ~~know~~ answer
4. **3rd Listen- Final Verification stage**	• We agree about the same answer.
5. **Reflection and goal-setting stage**	We learned about : 1. ~~The~~ strategy of listening to have a good answer Plan : Add more vocabs specially idiom We will try better by learn it more or practice it more Betul : 7 Salah : 3

APPENDIX 3

TOEFL LISTENING COMPREHENSION PRE-TEST

NAME : Halimatussa'diah 55

CLASS : PBI 2B

STUDENT NUMBER : 150304005 9

PART A

1. A. The company was founded about a year ago ?
   B. It was just established that he could go into business.
   C. The family is well established.
   D. The business only lasted a year. ?

2. A. A pharmacist.
   B. A dentist.
   C. A teacher.
   D. A business manager.

3. A. He is not involved in the contact.
   B. Everyone has not yet been contacted
   C. He has tried to involve everyone. ?
   D. All interested parties signed the contract.

4. A. She has problems that others aren't aware of. ?
   B. Others aren't aware of her problems.
   C. She knows she's been a problem.
   D. She doesn't have a care in the world.

5. A. Although he did pass, Mark's exam grade wasn't too good.
   B. Mark failed his history exam.
   C. The highest grade on history exam went to Mark.
   D. Professor Franks didn't pass mark on the history exam. ?

6. A. He doesn't like working in groups.
   B. He shares the woman's opinion about groups. ?
   C. He has not worked in groups before.
   D. He prefers to work alone.

7. A. Waiting for the bus.
   B. Taking a half-hour trip.
   C. Going on foot. ?
   D. Walking to the bus stop. ?

8. A. He had not gone to the store.
   B. He was still at the market.
   C. He was going to take care of the shopping. ?
   D. He always went to the market.

9. A. He should put the organ in the closet.
   B. The closet has already been organized.
   C. He needs to rearrange the closet.
   D. He wishes the closet were closer. ?

10. A. She'd like some pie.
    B. It's easy to buy it.
    C. The task the man's working on isn't difficult.
    D. It's easier to prepare pie than do what the man is doing. ?

PART B

1. A. A Dolphin attraction
   B. A lecture on Dolphins ?
   C. A movie on Dolphins
   D. News on Dolphins

2. A. In a book
   B. From a television program
   C. During a trip that she took
   D. From a lecture ?

3. A. To communicate with other dolphins ?
   B. To recognize objects in the water
   C. To learn human language
   D. To express fear

4. A. Five
   B. Fifteen
   C. Fifty ?
   D. Five hundred

5. A. It is limited.
   B. It is greater than human intelligence.
   C. It is less than previously thought.
   D. We are beginning to learn how much they have. ?

PART C

1. A. What caused the Ring of Fire. ?
   B. The volcanoes of the ring of fire. ?
   C. Hawaiian volcanoes.
   D. Different types of volcanoes.

2. A. The Ring of Fire. ?
   B. The characteristics of volcanoes in the Ring of Fire.
   C. The volcanoes of Hawaii. ?
   D. Mauna Loa.

3. A. In Hawaii.
   B. In the United States
   C. Along the Ring of Fire. ?
   D. Within the Ring of Fire.

4. A. They are not so violent. ?
   B. They are located along the ring of fire. ?
   C. They contain a lot of gas.
   D. They contain thick lava.

5. A. A volcano on the Ring of Fire.
   B. An island in Hawaii.
   C. A long, low volcanic mountain. ?
   D. An explosive volcano.

TOEFL LISTENING COMPREHENSION TEST

CYCLE 1

NAME : Fina Oktiyanti

CLASS : PBI - 2B

STUDENT NUMBER : 1503046066

75

PART A

1. A. The final exam was harder than the others.
   B. There were two exams rather than one.
   C. He thought the exam would be easier.
   D. The exam wasn't difficult at all.

2. A. He's a pilot.
   B. He's a flight attendant.
   C. He's a member of the grounds crew.
   D. He works cleaning land.

3. A. He didn't want the coffee that the woman ordered.
   B. He wasn't sure if the woman wanted coffee.
   C. He assumed the woman had ordered coffee.
   D. He was unaware that coffee had already been ordered.

4. A. He never asked the woman to leave.
   B. He seriously wanted the woman to go.
   C. He was joking when he told the woman to leave.
   D. He left with the woman.

5. A. They always work hard in the afternoon.
   B. They don't do much in the afternoon.
   C. After noon they never work.
   D. It's never hard for them to work in the afternoon.

6. A. He is planning to get a lot of rest too.
   B. He took a long break during the exam.
   C. His final exams are already over.
   D. She's not going to have a long break.

7. A. Looking at the keys.
   B. Putting the keys in some place safe.
   C. Getting some other keys.
   D. Trying to find the keys.

8. A. He had a job.
   B. He was not working.
   C. He had to arrive at work earlier than 8 o'clock.
   D. He went to the office every morning.

9. A. His schedule is not really heavy.
   B. He needs to add a few more courses.
   C. He enrolled in more courses than he really wants.
   D. He will register for a lot of courses next semester.

10. A. The man's never late.
    B. It's good that the man was fifteen minutes late.
    C. It's never good to be late for class.
    D. It's good that the man went to class, on time or not.

PART B

1. A. A mathematics department student.
   B. A Business department student.
   C. A Science department student.
   D. A Science laboratory staff.

2. A. Taking a boat trip.
   B. Going to the zoo.
   C. Seeing a movie.
   D. Attending a science lab.

3. A. A person who is knowledgeable about plants and animals.
   B. A person who runs cruises.
   C. A person who lives in nature.
   D. A person who runs a farm.

4. A. To answer two questions.
   B. To attend a movie.
   C. To write a two-page paper.
   D. To submit a page of summary.

5. A. On Saturday afternoon.
   B. On Saturday evening.
   C. On Sunday afternoon.
   D. On Sunday evening.

PART C

1. A. A student in health services.
   B. A drug abuse lecturer.
   C. A dermatologist.
   D. A representative of tobacco industry.

2. A. How to reduce caffeine consumption.
   B. How stress affect the skin.
   C. The side effect of stress.
   D. How to stop smoking.

3. A. Alcohol.
   B. Nicotine.
   C. Caffeine.
   D. A reduced supply of blood.

4. A. It increases the flow of blood to the skin.
   B. It causes increased consumption of alcohol.
   C. It prevents the skin from receiving enough nourishing.
   D. It causes stress.

5. A. Do the exam next week.
   B. Do an experiment next week.
   C. Attend the lecture next week.
   D. Hand in an assignment next week.

TOEFL LISTENING COMPREHENSION TEST

CYCLE 2

NAME : M. Chandra. A.P

CLASS : PBI - 2B

STUDENT NUMBER : 1503046082

100

PART A

1. A. He plays baseball so well.
   B. He watches a lot of baseball.
   C. He's a talented artist.
   D. He is not very athletic.

2. A. On a plane.
   B. On a bus.
   C. On a train.
   D. In a car.

3. A. The window was opened.
   B. The window was broken.
   C. The woman opened the window.
   D. He wants to open the window.

4. A. He is going to the dance.
   B. He is a dancer.
   C. He wants to stay home.
   D. He likes dancing.

5. A. There is little rain in July.
   B. It never rains in July.
   C. It rains hard in July.
   D. It always rains heaviliy in July.

6. A. She agrees with the man.
   B. She would like him to repeat what he said.
   C. She thinks the book was interesting.
   D. She doesn't want to read a book.

7. A. Looking for some friends.
   B. Moving to another location.
   C. Getting a different job.
   D. Staying where he is.

8. A. The woman always rides a bicycle.
   B. The woman is not coming to the school today.
   C. The woman could ride a motorcycle since a long time ago.
   D. The woman does not know how to ride a motorcycle.

9. A. He has so much money.
   B. He doesn't have enough money.
   C. He isn't afraid to go.
   D. He doesn't want to spend the money.

10. A. She didn't do the assignment at all.
    B. She gave the assignment to her friend.
    C. She finished the assignment even though it was difficult.
    D. She gave the man a signal.

PART B

1. A. A lecturer.
   B. A Café employee.
   C. A student.
   D. A Librarian.

2. A. Attend a lecture with the woman.
   B. Invite the woman to have some coffee.
   C. Blame the woman for the accident.
   D. Borrow the woman's notes.

3. A. He missed class.
   B. He didn't take good notes.
   C. He got an accident with his notes.
   D. He got a car accident.

4. A. He spilled his coffee on them.
   B. He left them in the lecture hall.
   C. He lent them to the woman.
   D. He accidentally threw them away.

5. A. Buy him some coffee.
   B. Let him use her notes
   C. Borrow notes from someone else.
   D. Lend him some money.

PART C

1. A. A math course lecturer.
   B. A math course student.
   C. A staff of mathematics department office
   D. A Biology course lecturer.

2. A. To read ten pages.
   B. To solve ten problems.
   C. To read twenty pages.
   D. To complete twenty problems.

3. A. The odd numbered problems.
   B. The even numbered problems.
   C. All of the problems.
   D. The marked problems

4. A. Pictures.
   B. Diagrams.
   C. Calculations
   D. Answers

5. A. Before the end of the day today.
   B. Before the next class starts tomorrow.
   C. By the end of tomorrow's class.
   D. Next month.

APPENDIX 4

LIST OF STUDENTS' PAIR

PAIR 1	1. M. Nasrullah A. 2. Nur Khasanah
PAIR 2	1. Taslamnia Ahsani 2. Anissaur Rohmah
PAIR 3	1. Dika Ayu Zakiyah A. 2. Halimatussa'diah
PAIR 4	1. Ahmad Nur Hakim 2. Dzakirul Anwar
PAIR 5	1. A'an Khunaifi 2. Siti Ulin Nikmah
PAIR 6	1. Weny Fitriana 2. Fitrotun Nisa
PAIR 7	1. Dewi Ana Sofiana 2. M. Miftahul Hakim
PAIR 8	1. Siti Fatimah 2. Iswari Putri
PAIR 9	1. Fina Okfiyanti 2. Ahmad Altayani
PAIR 10	1. Kurnia Dwi Murti 2. Fikri Aini Syifa'
PAIR 11	1. Nabela Safira Baeiqlana 2. Ariyati Azizah
PAIR 12	1. Siti Robiah 2. Maulana Robby Fahmi
PAIR 13	1. Ahmad Arif 2. M. Chandra Adhi Putra

APPENDIX 5

OBSERVATION SCHEME

No	INDICATORS	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1	Students pay attention to the lecturer's explanation.						
2	Students ask question to the lecturer or their peers to clarify their understanding.						
3	Students are involved in all the stages of metacognitive instruction.						
4	Students accomplish their listening task.						

APPENDIX 6

STUDENTS' NAME LIST

NO.	STUDENTS' CODE	NAME	STUDENT NUMBER
1	A-1	Khoirul Anwar	123411057
2	A-2	Nur Hidayati	123411087
3	A-3	Ulfa Darisa	123411100
4	A-4	M. Nasrullah A.	1503046043
5	A-5	Nur Khasanah	1503046044
6	A-6	Taslamnia Ahsani	1503046049
7	A-7	Anissaur Rohmah	1503046051
8	A-8	Ahmad Nur Hakim	1503046052
9	A-9	Dika Ayu Zakiyah A.	1503046053
10	A-10	Halimatussa'diah	1503046054
11	A-11	Dzakirul Anwar	1503046056
12	A-12	A'an Khunaifi	1503046057
13	A-13	Siti Ulin Nikmah	1503046058
14	A-14	Weny Fitriana	1503046060
15	A-15	Fitrotun Nisa	1503046061
16	A-16	Dewi Ana Sofiana	1503046062
17	A-17	M. Miftahul Hakim	1503046063
18	A-18	Siti Fatimah	1503046064
19	A-19	Iswari Putri	1503046065
20	A-20	Fina Okfiyanti	1503046066
21	A-21	Ahmad Altayani	1503046067
22	A-22	Kurnia Dwi Murti	1503046068

NO.	STUDENTS' CODE	NAME	STUDENT NUMBER
23	A-23	Fikri Aini Syifa'	1503046071
24	A-24	Nabela Safira Baeiqlana	1503046074
25	A-25	Ariyati Azizah	1503046076
26	A-26	Siti Robiah	1503046078
27	A-27	Maulana Robby Fahmi	1503046079
28	A-28	Ahmad Arif	1503046081
29	A-29	M. Chandra Adhi Putra	1503046082
30	A-30	Miftahu Surur	1503046083
31	A-31	Haura Alma Addenia	1503046084

APPENDIX 7

WALISONGO STATE ISLAMIC UNIVERSITY
Adress : Jl. Prof. Hamka Kampus II UIN Walisongo Semarang 50185

THE QUETIONNAIRE OF LISTENING DIFFICULTIES

This questionnaire is used to identify the students' listening difficulty when they listen to the spoken text, especially in TOEFL Listening comprehension section.

It will not affect your grade in Intermediate Listening Comprehension Course. Please give a checkmark [✓] on the following "YES/NO" column to answer the questionnaire.

No.	Questionnaire	Response	
		YES	NO
1	I feel that listening is more difficult than reading, speaking, or writing in English.	✓	
2	I feel difficult to understand the implied meaning of the speaker's utterance in TOEFL listening comprehension section.	✓	
3	I feel difficult to understand the detailed information in the long conversation and talk of TOEFL listening comprehension section.		✓
4	I don't understand what the speaker says in the audio because he/she speaks so fast.	✓	
5	I feel difficult to recognize the words that I actually know when I listen to the spoken text.	✓	
6	I often miss the next part of the text because of thingking about the meaning of the previous word that I heard.	✓	
7	I feel difficult to make a mental representation or to make my own restatement of what I have heard in my mind.	✓	

APPENDIX 8

TRANSCRIPT

TOEFL Listening Comprehension Exercise

Part A

1.	(Woman)	Could you help me with my physics homework tonight? I am really having trouble with it.
	(Man)	Sorry, I am busy tonight.
		WHAT DOES THE MAN IMPLY?
2.	(Woman)	I didn't bring my laboratory manual today.
	(Man)	You can share mine. Today we are conducting the experiment on photosynthesis, and we can work together.
		WHERE DOES THIS CONVERSATION TAKE PLACE?
3.	(Woman)	I thought you had a bicycle. What happened to it?
	(Man)	It was stolen.
		WHAT DOES THE MAN MEAN?
4.	(Man)	Did you turn in your research paper for history class?
	(Woman)	I couldn't turn it in because it was incomplete.
		WHAT DOES THE WOMAN MEAN?
5.	(Man)	Does Steve study very much?
	(Woman)	He hardly ever opens a book.
		WHAT DOES THE WOMAN SAY ABOUT STEVE?
6.	(Woman)	I have to leave right now. I want to be on time.
	(Man)	Me, too.
		WHAT DOES THE MAN MEAN?
7.	(Woman)	I've been working on this chemistry chapter for hours, but I don't understand it.
	(Man)	Why not take a break and try reading it again later?
		WHAT DOES THE MAN SUGGEST?
8.	(Woman)	I just sent off the letter that you wrote.
	(Man)	Then, you did figure out how to use the Fax machine.
		WHAT HAD THE WOMAN ASSUMED ABOUT THE MAN?
9.	(Woman)	Are you going to the football game this weekend?
	(Man)	I wish I could but I have to work on my sociology paper.
		WHAT DOES THE MAN IMPLY?

10. (Woman) Do you want to work on the biology experiment together?
(Man) Two heads are better than one.
WHAT DOES THE MAN MEAN?

Part B

Listen to a conversation between two students. The conversation is about an exam.

(Man) Did you understand when the professor explained about the final exam? I know she said it would be on Friday, but I'm not sure I understood the first part about what types of questions would be on it.

(Woman) She said that there would be several different types of questions on the exam.

(Man) I heard her mention multiple-choice questions.

(Woman) Yes, there will be 50 multiple-choice questions, and there will also be 50 true-false questions.

(Man) Fifty multiple-choice questions and 50 true-false questions? That's a lot of questions.

(Woman) And that's not all. In addition to the 50 multiple-choice questions and 50 true-false questions, there will also be one essay question.

(Man) An essay in addition to the 100 other questions? That's going to be a really long exam!

(Woman) Well, it's going to be two hours long. The professor said that we had no more than two hours to finish the exam.

(Man) Then that's going to be a very difficult two hours.

(Woman) And today's Tuesday, so we only have three days to prepare for it.

Questions:

1. What are the man and the woman discussing?
2. On what day will the exam be given?
3. How many total questions are on the exam?
4. How many different types of questions are on the exam?
5. How long will the exam last?

Part C

Listen to a talk by a librarian.

Hallo and welcome to the library. I'm Ms. Martin, the assistant librarian, and this is the library orientation tour for new graduate students in the business department. If you are not a newly admitted graduate students or your major is not business, then you are in the wrong place.

Now, let's get started. I'm sure you understand that, as graduate students, you'll be required to do a tremendous amount of research. Here at the library, we try to make this process as easy as possible for you. The library is open for extensive hours, from 07.00 a.m. until midnight seven days a week, so that you'll have access to the library research facilities almost anytime that you want. During final exam week, the library is open twenty-four hours a day, and there are library staff members available to help you whenever the library is open.

During this tour, we will be concentrating on two areas of the library. The first area is the computerized search facilities, which are located in the second floor of the library. On the computer systems located in this area, you can conduct computer searches for books as well as articles in magazines, newspapers, and journals. On the floor above the computer area are reference materials devoted specially to business. In this area, you can find references from books and periodicals related to business and annual reports on major corporations.

Now that we have completed this little introduction, we are ready to start the tour. Please follow me.

Questions:

1. Who is Martin talking to?
2. What is the topic of talk 1?
3. What are the libray's hours during final exam weeks?
4. What two areas will the tour concentrate on?
5. What are the students probably going to do next?

APPENDIX 9

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : In. 06. 3/J.4/PP.009.9/5858/2015 Semarang, 11 Desember 2015

Lamp : -

Hal : Penunjukan Pembimbing Skripsi

Kepada Yth:

Nadiah Ma'mun, M.Pd

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Ida Nurhidayah

NIM : 123411049

Judul : The Use of Metacognitive Instruction to Improve Students' Listening Comprehension (A Classroom Action Research at 2nd Semester Students of English Language Teaching Department of Education and Teacher Training Faculty, Walisongo State Islamic University Semarang in the Academic Year of 2015/2016)

Dan menunjuk saudara:

Nadiah Ma'mun, M.Pd

Demikian penunjukkan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

A.n. Sekretaris Jurusan,
Sekretaris Jurusan PBI

Sayyidatul Fadlilah, M. Pd.
NIP. 19810908 200710 2 001

Tembusan disampaikan kepada Yth:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan (024) 7601295, 7615387 Semarang 50185

Nomor : Un.10.3/D.1/TL.00/1699/2016 Semarang, 10 Maret 2016
Lamp : 1 (satu) Proposal
Hal : **Mohon Izin Riset**
a.n. : Ida Nurhidayah
NIM : 123411049

Kepada Yth.
Rektor UIN Walisongo Semarang
Di Semarang

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama	:	Ida Nurhidayah
NIM	:	123411049
Alamat	:	Ds. Tambakserang, Kec. Bantarkawung, Kab. Brebes
Judul Skripsi	:	THE USE OF METACOGNITIVE INSTRUCTION TO IMPROVE STUDENTS' LISTENING SKILL ON TOEFL LISTENING COMPREHENSION SECTION (A Classroom Action Research at 2nd Semester Students of English Education Department of Walisongo State Islamic University Semarang in the Academic Year of 2015/2016)
Pembimbing	:	Nadiah Ma'mun, M.Pd

Bahwa Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiwa tersebut diijinkan melaksanakan riset selama 15 hari, mulai tanggal 14-28 Maret 2016.
Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akademik

Hj. Fatkhiyah Syukur, M.Ag
NIP. 19681212 199403 1 003

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang
50185

SURAT KETERANGAN

Nomor: In.06.3/D.3/PP.009/3791/2016

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo menerangkan dengan sesungguhnya, bahwa:

Nama	: Ida Nurhidayah
Tempat dan tanggal lahir	: Brebes, 3 Maret 1994
NIM	: 123411049
Progam/ Semester/ Tahun	: S1/VIII/2016
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Limbangan-Bantarkawung-Brebes

Adalah benar-benar telah melakukan kegiatan Ko-Kurikuler dan nilai dari kegiatan masing-masing aspek sebagaimana terlampir.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya. Kepada pihak-pihak yang berkepentingan diharap maklum.

Wassalamu'alaikum Wr. Wb.

Semarang, 11 April 2016
A.n. Dekan,
Wakil Dekan Bidang
Kemahasiswaan dan Kerjasama

Drs. H. Wahyudi, M. Pd.
NIP: 19680314 199503 1 001

CERTIFICATE 1

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
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KEPADA MASYARAKAT (LP2M)
Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

PIAGAM

Nomor : In.06.0/L.1/PP.06/1113/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **IDA NURHIDAYAH**

NIM : **123411049**

Fakultas : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-65 Tahun 2015 di Kabupaten Blora, dengan nilai :

..... **84** ..... (..... **4,0 / A** .....)

Semarang, 7 Desember 2015
Ketua,

Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004

CERTIFICATE 2

PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Semarang 50185 Telp. (024) 7614453
email : pbb.walisongo@gmail.com

WALISONGO

شهادة

In.06.0/P6/PP.00.9/0117/2015

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

الطالب/الطالبة : IDA NURHIDAYAH

تاريخ و محل الميلاد : 3 Maret 1994, Brebes

رقم القيد :20150143036

قد **نجحت** في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ٢٧ فبراير ٢٠١٥

بتقدير: **جيد (٣٧٠)**

وحررت له الشهادة بناء على طلبه.

سمارانج، ١٠ مارس ٢٠١٥

مدير،

KEMENTERIAN AGAMA
PUSAT PENGEMBANGAN BAHASA
SEMARANG
WALISONGO

أ.د. سيف الله الماجستير الحاج

رقم التوظيف : ١٩٧٠٠٣٢١١٩٩٦٠٣١٠٠٣

ممتاز : ٤٥٠ - ٥٠٠
جيد جدا : ٤٠٠ - ٤٤٩
جيد : ٣٥٠ - ٣٩٩
مقبول : ٣٠٠ - ٣٤٩
راسب : ٢٩٩ وأدناها

رقم الشهادة : 22015036

CERTIFICATE 3

KEMENTERIAN AGAMA
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email : pbb.walisongo@gmail.com

WALISONGO

Certificate

Nomor : In.06.0/P6/PP.00.9/0696/2015

Certificate Number : 12015229

This is to certify that

IDA NURHIDAYAH
Student Register Number: 20150142229

the TOEFL Preparation Test

conducted by

the Language Development Center State University for Islamic Studies (UIN) "Walisongo" Semarang

On July 1st, 2015

and achieved the following result:

Listening Comprehension	*Structure and Written Expression*	*Vocabulary and Reading*	*Score*
52	*63*	*63*	*593*

Give in Semarang,
August 4th, 2015

Director,

H. Muhammad Saifullah, M.Ag
NIP. 19700321 199603 1 003

KEMENTERIAN AGAMA PUSAT PENGEMBANGAN BAHASA SEMARANG UIN WALISONGO

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PHOTOS

The researcher guided the students to implement five metacognitive stages

One of students gave comment to the answer given by the other pair

CURRICULUM VITAE

Name : Ida Nurhidayah

Place and date of birth : Brebes, 3rd March 1994

Original address : Ds. Limbsngsn, Kec. Bantarkawung, Kab. Brebes

Dormitory address : Ma'had Al-Jami'ah Walisongo, Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang

E-mail : idanurhidayah70@yahoo.com

Education :

1. SDN Tambakserang 04
2. MTS Negeri Bantarkawung
3. MAN Brebes 02
4. Student of Tarbiyah and Teaching Training Faculty of Walisongo State Islamic University in 2012 period.