

**A CASE STUDY OF TEACHING AND LEARNING LISTENING OF THE  
TENTH YEAR STUDENTS OF SMK N 1 KLATEN IN ACADEMIC YEAR  
2015/2016**

**S1-Thesis**

The Thesis is Presented as a Requirement for Accomplishing Undergraduate Degree  
of Education in English Education Study Program



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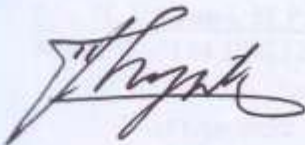
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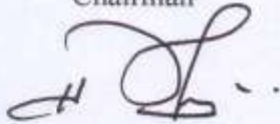
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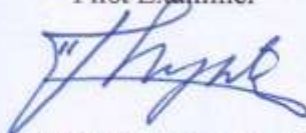
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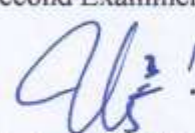
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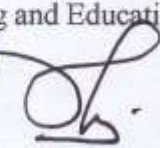
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“A CASE STUDY OF TEACHING AND LEARNING LISTENING OF THE TENTH YEAR STUDENTS OF SMK N 1 KLATEN IN ACADEMIC YEAR 2015/2016”**.

It is not plagiarism or made by others. Anything related to others' work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, March 2016



**Retno Shinta Ayu Martha**  
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## MOTTO

- ❖ Happiness is the highest level of success.

The writer

- ❖ Today is cruel. Tomorrow is crueler and the day after tomorrow is beautiful.

Jack Ma

- ❖ *Dia yang tahu, tidak bicara. Dia yang bicara, tidak tahu.*

Lao Tse

- ❖ *Hiduplah seperti pohon kayu yang lebat buahnya: hidup di tepi jalan dan dilempari orang dengan batu, tetapi dibalas dengan buah.*

Abu Bakar Sibli

- ❖ *Kemenangan yang indah-indahnya dan sesukar-sukarnya yang boleh direbut oleh manusia ialah menundukkan diri sendiri.*

Ibu Kartini

## **PRESENTATION**

This thesis is presented to:

1. My beloved parents, my father Suratno, my mother Tri Woro Hartati.  
Beloved parents, who give help in the form of spirit, love, material, and moral. Thank you for everything.
2. My beloved brother Heri Adi Nugroho and my beloved sister Dewi Retno Widya Sari.
3. My beloved partner Taufik Hidayanto, thanks for settling down with me for years. I love you so much.
4. My best friends Norma, Ari, Handa, who accompany me in my research Febri, Wahyu, Gita, Muna, Niken, Ayu, Desi and all friends that I can't write one by one. Thanks for all your help and support. I love you guys.

## ACKNOWLEDGMENT

Alhamdulillahirrobbil'alamiin, greatest thanks to ALLAH SWT that always loves and gives the best way of life to all of the human being. Through His blessing and guidance, I can finish this thesis on time, and this thesis is as a requirement for Undergraduate Degree of Education in English Education Study Program.

I realize that this thesis cannot be finished without other people's help. In this opportunity, I would like to express the deep appreciation to:

1. Prof. Dr. H. Triyono, M.Pd., the Rector of Widya Dharma University.
2. Drs. H. Udiyono, M.Pd., Dean of Teacher Training and Education Faculty.
3. Dra. Hj. Sri Haryanti, M.Hum., the Head of English Education Study Program and the first consultant for giving suggestion and correction in writing this thesis and guides me patiently and sincerely in finishing the thesis.
4. Kustinah, S.Pd, M.Hum., the second consultant who has given the guidance, suggestion, correction, advice, information, and motivation during writing and finishing this thesis.
5. Drs. Budi Sasangka, MM., the headmaster of SMK N 1 Klaten who has given the permission to the writer to do the research.
6. Dewi Novilia, S.Pd., the English teacher of SMK N 1 Klaten for helping and giving information in doing the research.
7. The tenth year students of SMK N 1 Klaten in Academic Year of 2015/ 2016 who have participated enthusiastically during the teaching and learning process.
8. Everyone who has contributed in this thesis.

I realize that this thesis is far from being perfect. Therefore, I would accept correction, suggestion, and criticism from the readers to make this thesis perfect. Hopefully, this thesis will be useful especially for the readers in general.

Klaten, March 2016

Retno Shinta Ayu Martha



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## **LIST OF ABBREVIATIONS**

FN	: Fieldnote
Obs	: Observation
I.T.	: Interview of teacher
I.S.	: Interview of student
Doc	: Document
LP	: Lesson Plan

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## ABSTRACT

**RETNO SHINTA AYU MARTHA, NO. 1211202799**, English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2016. Undergraduate Thesis: *A Case Study of Teaching and Learning Listening of the Tenth Year Students of SMK N 1 Klaten in Academic Year 2015/2016*.

The problems of this study are: 1) How is the process of teaching and learning listening in the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016?; 2) What are the obstacles found in teaching and learning listening in the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016?; 3) How is the solution that the teacher uses to solve the obstacles found in teaching and learning listening in the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016?. This study aims to describe the process of teaching and learning listening in the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016; to describe the obstacles found in teaching and learning listening in the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016; to know the solution that the teacher uses to solve the obstacles found in teaching and learning listening of the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016.

The strategy of this study is qualitative. While the data are the activities of the teaching and learning listening process, the atmosphere of teaching and learning listening of the tenth year students of SMK N 1 Klaten. The sources of the data are event, informant, and the document which are related with teaching and learning listening. The techniques of collecting the data are observation, interview and documentation concerning with teaching and learning listening of the tenth year students of SMK N 1 Klaten in Academic Year of 2015/2016. The technique of analyzing the data is interactive model.

After analyzing the data, the writer gets research findings. The writer findings are: 1) The Process of teaching and learning listening in the tenth year students of SMK N 1 Klaten consists of preparation, the activities in teaching learning listening, the teaching method, the media, classroom atmosphere, and the evaluation. 2) The obstacles found in the process of teaching and learning listening are the students have the limited vocabulary and pronunciation, the students are also bored with the same activity in the class, the class is crowded when the teacher explains about the materials. 3) The solutions that the teacher use to solve the obstacles that are found in Teaching and Learning Listening are the teacher orders the students to translate the material and use their dictionary to translate it, the students listen some song to improve their knowledge, the teacher just warns the students to be silent when they make noise, the teacher makes the class conducive before she explains about the materials.

**Key words:** Case Study, Teaching and Learning Process, Listening.

# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

Language is an important part of human life and it is one of the most advanced achievements of human civilization. It is a means of communication to convey the ideas, information, feeling and so on. Paul in Kumara et al (2013: 3) states that “Language is a complex form of communication, and that people talk in order to share and request information”. That is certainly a very important use of language; moreover it may be the aim of why language is created. The theories guide us to the comprehension that language is very important until today which is known as modern era, although the language itself is produced in a conventional way like making sounds by using our potential organs of speech.

English is one of the international languages used as a means of communication among nations in the world. According to Ramelan (1992: 3) out of the following foreign languages like Russian, French, German, English, and Chinese, we have opted for English, since it is most widely used language in politics, business, and diplomatic circle. English as foreign language is difficult for Indonesian people because English is different from mother tongue. The differences of English and Indonesian language are: vocabulary, culture, grammar, phonology, etc. English is a means of communication, spoken or written. The notion of communication is how to understand and

express information, opinion, feeling, and to develop science and technology, culture, by using that language.

English is used by most people all over the world as a means of communication among nations. It means that English is learned by people to communicate each other around the world because English is an international language, so it is very important to be learnt.

English begins to be regarded as a compulsory subject in Vocational School. It is given from the first grade of Senior High School up to third grade of Senior High School. In learning English, many students face difficulties because there are many differences between their native language and the foreign language.

In applying such method in teaching and learning English in Indonesia, a teacher must make adjustment with the curriculum used at present. In *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia tentang Kurikulum 2013, Peraturan Pemerintah No. 32 in 2013* dealing with *Standar Nasional Pendidikan (SNP)* or National Standard of Education on section 2 on verse 1 the coverage of the National Standard of Education is as follows:

The national standard of education consists of content standard, process standard, graduate competence standard, educator and educational employees' standard, instrument standard, management standard, financial standard and educational assessment standard.

The content standard covers materials and competence level to achieve graduate competence at certain type and level of education. The process standard at all educational units is done interactively, inspiringly, fun, challengingly to motivate students to participate actively and to give them an adequate space for their initiative, creativity, and independency which is suitable with their talent, interest, as well as physical and psychological development. That is why, the teaching and learning process plan consists of syllabus and lesson plan which has at least the objectives, materials, methods, learning sources, and assessment. (*Permendikbud, No. 69 section 1 verse 1 in 2013*)

The application of content standard in English subject for Vocational School is regulated on *Peraturan Menteri Pendidikan dan Kebudayaan* No. 69 section 1 verse 1 in 2013. It is said that the content standard for Elementary School until Senior High School which is called as the content standard includes the minimum material and the grade of minimum competency standard to achieve the minimum graduation competency in the grade and kind of the certain education. The teaching and learning English for Vocational School consists of listening, speaking, reading, and writing.

Based on the explanation above, teaching and learning activities in English class for Junior High School cover four skills (listening, speaking, reading, and writing). All those skills cannot be separated as they complete each other. As one of four language skills, listening is important to be



learned. According to Celce-Murcia (2001: 70), it is important to note that multiple benefits occur to the learner beyond the obvious improvements in the listening skills. In particular, listening comprehension lessons are a vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse.

According to Nunan 2003 in Nation and Newton (2009: 37) it has been claimed that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening. Despite this, we often take the importance of listening for granted, and it is arguably the least understood and most overlooked of the four skills (Listening, Speaking, Reading, and Writing) in the language classroom.

Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this “cognitive” map in the mind. To do this, they feel, the best method is to practice meaningful listening.

In this view of language learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of

observation and learning which provides the basis for the other language skills (Nation and Newton, 2009:38).

Certainly, most of the early research on comprehension approaches to learning was not well done, and both research and theory now consider that there is important role for early spoken production in a language course. The effect of the comprehension approach on language teaching has been to highlight the importance of listening and to direct attention to the development of techniques for providing interesting, successful, and sustained opportunities for listening early in a learner's language learning (Nation and Newton, 2009:39).

Realizing that teaching listening is important, the writer is eager to know the process of teaching and learning of the tenth year students of SMK N 1 Klaten in Academic Year of 2015/2016. In this case, the writer analyzes the teaching and learning listening of the tenth year students of SMK N 1 Klaten. By doing so, the writer can know the problems on teaching and learning English in class and hopes the teaching and learning English can succeed and creates the students who have best quality and more knowledge.

Based on the explanation above, the writer is interested in conducting a case study research on teaching and learning of listening entitled "*A Case Study on Teaching and Learning Listening to the Tenth Year Students of SMK N 1 Klaten in academic year of 2015/2016*".

## **B. The Reason for Choosing the Topic**

The reasons that encourage the writer to choose this topic are as follow:

1. Listening is one of the four language skills that must be taught in Vocational High School. As a result, listening needs special attention as an important communicative skill which enables the learner to plan and rethink the communication process.
2. The objective of teaching and learning English both speaking and listening in Vocational High School is the students' capability to master four skills: listening, reading, speaking, and writing.

## **C. The Limitation of the Study**

In order to focus on the problem in this study, the writer wants to limit the study to the teaching and learning Listening.

## **D. The Problem of the Study**

The writer presents the problem that can be formulated as the following statements:

1. How is the process of teaching and learning listening in the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016?
2. What are the obstacles found in teaching and learning listening in the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016?
3. How is the solution that the teacher uses to solve the obstacles found in teaching and learning listening in the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016?

### **E. The Aim of the Study**

In this study, there are three aims of the study as follow:

1. To describe the process of teaching and learning listening of the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016.
2. To describe the obstacles found in teaching and learning listening of the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016.
3. To know the solution that the teacher uses to solve the obstacles found in teaching and learning listening of the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016.

### **F. The Use of the Study**

#### 1. Theoretical Use

The use of the study can enrich the repertoire of teaching and learning English. For the writer, it can be useful to know what she should do as an English teacher in the future. For the readers, and the education stakeholders, it can be useful as a reference for their study or research in the future. While for parents, the result of the study can be a good knowledge for improving their children's achievement in learning English.

#### 2. Practical Use

For the teacher, the study can be used to develop and improve the teaching English to Vocational High School students by using various techniques; appropriate repetition or other drilling, group and pair activities, and small games in order that the learners can obtain a success

in their English learning.

## **G. The Clarification of the Key Terms**

To clarify the meaning of the title, the writer would like to describe the key terms as follow:

### **1. Case study**

According to Yin (2011: 1), case study is one of the research methods related with the social sciences. Commonly, case study is a proper strategy in a research related to the question of how or why, when the writer had a little change to control the researched events, and when the research lied in the contemporary phenomenon in a real life.

Based on the statement above, what is meant by case study in this study is a research method in which the primary question is how is the process of teaching and learning listening of the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016.

### **2. Teaching and Learning**

Similarly, teaching, which is implied in the first definition of learning, may be defined as “showing or helping someone to learn how is to do something, giving instructions, guiding in the study of something, providing, with knowledge, causing to know or understand”. So, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Brown, 2000: 7). While learning is acquiring or

getting knowledge of a subject or a skill by study, experience or instruction (Brown, 2000: 7).

In this study, teaching and learning means guiding and facilitating learning, enabling the learner to learn, setting the condition for listening of the tenth year students of SMK N 1 Klaten in 2015/2016, by acquiring or getting knowledge subject or a skill by study, experience or instruction.

### 3. Listening

Listening is an active, purposeful process of making sense of what we hear (Nunan, 2003: 24). Language skills are often categorized as receptive or productive. Speaking and writing are the productive skills. Listening, along with reading, is a receptive skill. That is, it requires a person to receive and understand incoming information (input).

According to Nunan (2003: 24), listening is receptive, we can listen to and understand things at a higher level than we can produce. For this reason, people sometimes think of it as a passive skill. Listening is a very active skill.

For the statement above, listening is meaning based. When we listen, we are normally doing so for a purpose. The listener might even say we don't listen to work, we listen to the meaning behind the words.

## **H. The Organization of the Study**

In order to give a description to the readers and to facilitate the thesis arrangement, the writer presents this thesis as follows:

**Chapter I** deals with introduction consisting of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

**Chapter II** deals with review of related literature consisting of theory of teaching and learning English in Senior High School, meaning of listening, the importance of listening in language learning, the models and types of listening, the listening process, the principles of listening, teaching listening strategies, and listening in the classroom.

**Chapter III** deals with the research method consisting of the meaning of research method, the strategy of the study, the data and the source of the data, the method of collecting the data, and the technique of analyzing the data.

**Chapter IV** deals with the result of the study consisting of analysis of the data and the discussion of the findings.

**Chapter V** deals with conclusion and suggestion.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer would like to give conclusion and suggestion for the teaching and learning listening of the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016.

#### A. Conclusion

After the writer analyzes the result of the observation, interview with the informants and document of teaching and learning listening of the tenth year students of SMK N 1 Klaten in the Academic Year 2015/2016, the writer can get informations about teaching and learning listening. In this case, the writer answers the problem stated in chapter 1. They are as follow:

1. How is the process of teaching and learning listening in the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016?
2. What are the obstacles found in teaching and learning listening in the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016?
3. How is the solution that the teacher uses to solve the obstacles found in teaching and learning listening in the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016?

Based on the analysis of data, the writer concludes as follow:

1. The Process of Teaching and Learning Listening
  - a. Preparation: the teacher prepares lesson plan based on the syllabus which has been made in the beginning of the semester including the



material based on the syllabus for teaching.

b. The activities in Teaching and Learning Listening:

1) Opening

In opening, the teacher greets and the teacher gives the students apperception before teaching the material.

2) Main Activity

The main activities in teaching and learning listening are: the teacher explains of the material by playing the song while the students fill the missing lyrics; the students answer the questions based on the result of discussion in group; the students present it in the front of the class.

3) Closing

In closing activity, the teacher always closes the lesson by saying 'good bye' to the students. She also gives them assignment or homework before she closes it.

c. The teaching method: The teacher varies methods of teaching and uses them depending on each situation. The teacher uses discussion to teach listening.

d. The media: The media used in teaching listening are cassette and textbook. The teacher uses various materials and media that make the students interested and the teacher gives them a chance to discuss.

e. Classroom Atmosphere: the atmosphere of the class is still crowded. The students look bored with the same activities during the lesson. The writer can state that the classroom is not conducive.

- f. The evaluation: The teacher gives evaluation to the students in the end of the lesson by giving them homework or assignment.
2. The Obstacles Found in The Process of Teaching and Learning Listening
    - a. The students face difficulty in vocabulary and pronunciation.
    - b. The students are also bored with the same activity in the class.
    - c. The class is crowded when the teacher explains about the materials.
  3. The Solutions that the Teacher uses to Solve the Obstacles that are found in Teaching and Learning Listening
    - a. The teacher asks the students to translate the material and use their dictionary to translate it. The students listen some song to improve their knowledge. The teacher also helps them by correcting their wrong pronunciation. Here, the solutions are effective.
    - b. The teacher just warns the students to be silent when they make noise.
    - c. The teacher makes the class conducive before she explains about the materials. The teacher makes an interesting method in teaching listening to make so the students more focus on teaching and learning process.

## **B. Suggestion**

Based on the study result of teaching and learning listening of the tenth year students of SMK N 1 Klaten in Academic Year 2015/2016, the writer would like to present some suggestion as follow:

1. For the teacher
  - a. The teacher should attract the students with interesting media and method.
  - b. The teacher should make the students who make class noisy be discipline.
  - c. The teacher should give more motivation to the students in order to create the students' self-motivation that English is easy, fun and interesting.
2. For the students
  - a. The students should be more active in the class.
  - b. It is better for the students to be calm and pay more attention to the teacher's explanation.
  - c. It is better for the students to always try to memorize the vocabulary.

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