

**THE IMPLEMENTATION OF READING-WHILE-LISTENING  
(RWL) TECHNIQUE IN TEACHING LISTENING  
COMPREHENSION AT THE THIRD SEMESTER OF  
ENGLISH EDUCATION OF IAIN PALOPO**

A Thesis

*Submitted to the English Language Education Studies Program of S1 Tarbiyah  
and Teacher Training Faculty of the State Islamic Institute of Palopo in Partical  
Fulfillment of Requirement for S.Pd Degree in English Education*



Composed by :

**KIKY REZZA AWALIATURRAMADHAN**  
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**

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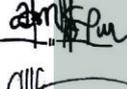
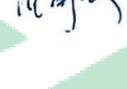
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TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**

## THESIS APPROVAL

This thesis entitled Implementation of Reading-While-Listening (RWL) Technique in Teaching Listening Comprehension at the Third Semester of English Education of IAIN Palopo, which is written by Kiky Rezza Awaliaturramadhan, Registration Number 1602020157, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Thursday, 31<sup>st</sup> August 2023/Shafar 15<sup>th</sup> 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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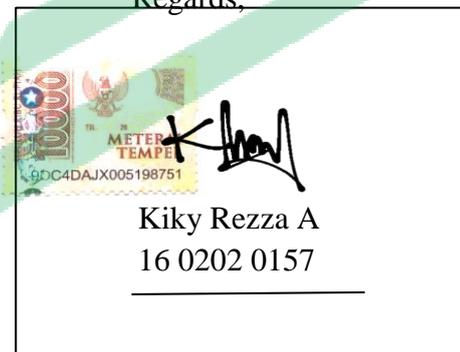
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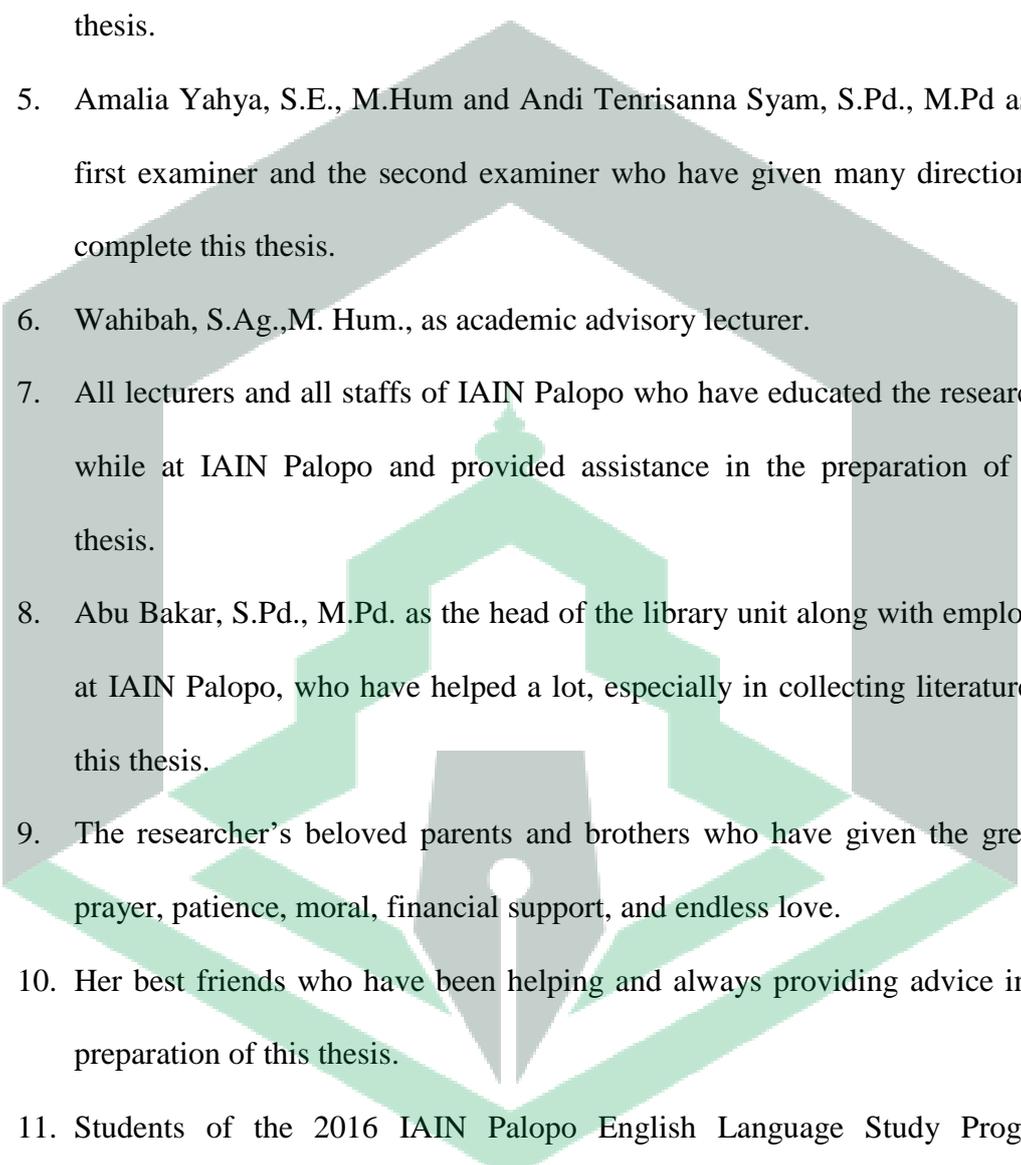
## ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ ، نَبِيِّنَا وَحَبِيبِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ , أَمَا بَعْدُ

Praise the researcher deliver to Allah SWT, which has bestowed grace, guidance, and inner and outer strength, so that the researcher can complete the writing of this thesis entitled "The Implementation of Reading-while-Listening (RwL) Technique In Teaching Listening Comprehension at The Third Semester of English Education of IAIN Palopo". Salawat and greetings to our prophet Muhammad SAW, to his family, friends, and followers. This thesis can be completed by the help, guidance, and encouragement of many parties. Therefore, the researcher would sincerely thank to:

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The Researcher



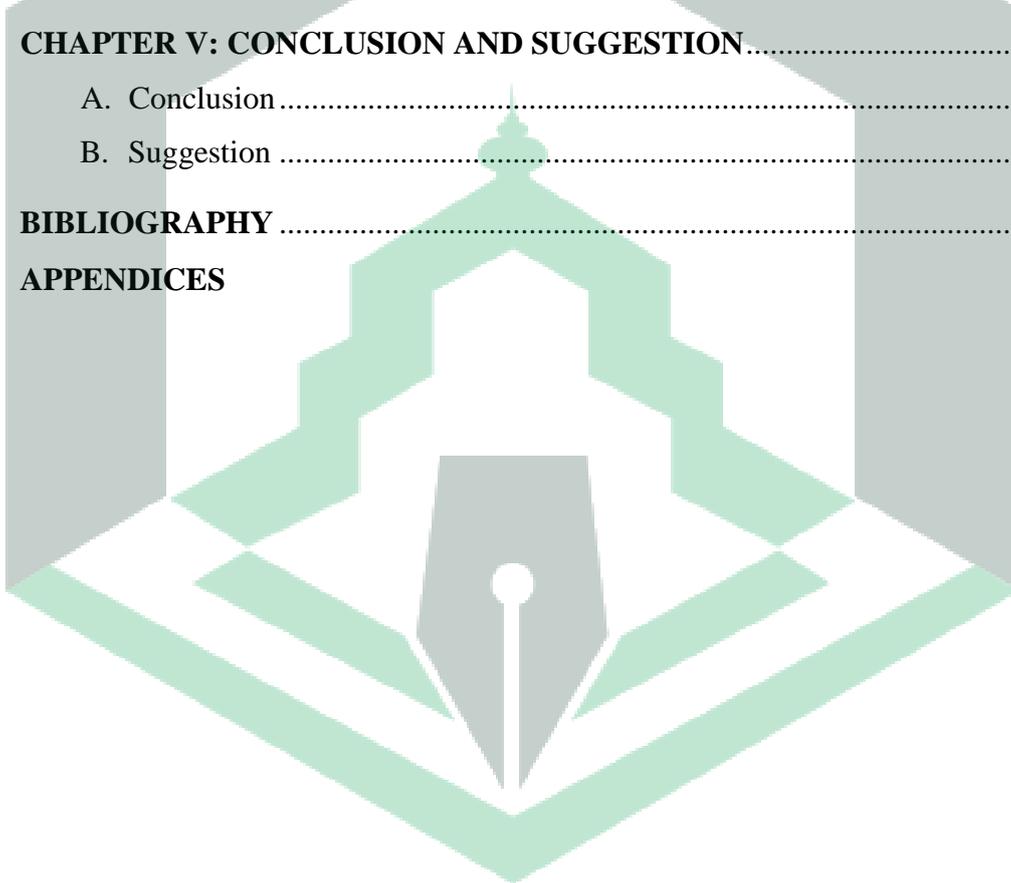
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## ABSTRACT

**Kiky Rezza Awaliaturramadhan, 2023.** “*The Implementation of Reading-while-Listening (RwL) Technique in Teaching Listening Comprehension at The Third Semester of English Education of IAIN Palopo*”. The thesis of The English Education Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by Wahibah, and Magfirah Thayyib.

This thesis focused on the effect of implementing the Reading-while-Listening (RWL) technique on student learning to improve listening comprehension using the British Council website. The research question is: What are the effects of implementations of Reading-while-Listening (RWL) technique on students' achievement in listening comprehension? The objective of the research is to find out whether Reading-while-Listening (RWL) technique gives significant effects to raise students achievement in listening comprehension. This thesis applied pre-experimental research. The research instrument is the speaking test in the form of a pretest and posttest. The data analyzed by using SPSS 20. The population of the research was the third semester students of English Education of IAIN Palopo. The sample was 20 students from class III B of English Education. The students' result of the mean score in the pre-test was lower than the mean score in the post-test (45,85 < 62,40). The researcher found that  $p$ -value was 0.00 than the alpha was 0.05, therefore  $p < \alpha$  (0.00 < 0.05). The researcher concludes that Reading-while-Listening (RwL) technique is effective in improving students' listening comprehension.

**Keywords:** British Council, Listening Comprehension, Reading-while-Listening

# CHAPTER I

## INTRODUCTION

### A. Background

Listening plays important role in peoples live. It cannot be separated from human live. Since early lively hood, people have needed listening. For example, in acquiring a language, a baby listen to his/her mother and people around him/her to learn how to speak. Infants are mastering language simply by listening to us to talk. During baby hood, a baby listens and watches around to absorb knowledge.<sup>1</sup>

Listening is one of the language skills that has an important role in the teaching and learning process. It is a vital mental capacity by which students understand and take part in the world around them. Listening is more than hearing words. Listening is a process by which spoken language is transformed into meaning in the mind.<sup>2</sup> Listening is considered not only to hear, but also includes an additional dimension of understanding, giving open attention, analyzing and evaluating the messages spoken, and possibly acting on what has been conveyed been heard.

Far from passively receiving and recording aural input, listening is an active process. Listeners actively engage in the interpretation of what they hear, bringing their own linguistic and background knowledge to support the information contained in the aural text.<sup>3</sup> In other words, listening is the process of

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<sup>1</sup>P. K, Kuhl, ‘ *Born to Learn: Language, Reading, and the Brain of the Child*’, *Early Learning Summit*: June 9-10, 2002, p. 2

<sup>2</sup>Walter Petty, T and Jensen, M, *Developing Children’s Language*, (Boston: Allyn and Bacon Inc, 1998), p.181.

<sup>3</sup> Grace Stovall *Burkart*, *Listening in a Foreign Language*, (Washington, 1998).

understanding a text by activating various kinds of phonology, grammar, background knowledge and experience.

In addition, Listening can provide enjoyment and stimulate cultural interest, participation in the target culture (through film, radio, TV, songs, drama), appreciation of the beauty of language (figuratively, sayings, sayings, everyday expressions), and meeting social needs (development of relationships, trust, gathering information for each survival need).<sup>4</sup> Because listening is so important in language learning, it needs to be utilized in ways that facilitate learning.

However, listening is a difficult subject for most EFL learners. It can be caused by less practice in listening activities, less vocabulary mastering, and sometimes less in grammatical ability. Some learners also get difficulties in getting ideas from listening activities because of speaker accent. The difficulty arose when there were noisy background when speaker speaking or when there are two or more people talking at the same time.

In teaching listening, teachers have several responsibilities in helping their students become proficient in listening. The teacher's responsibilities as follows: first, teachers must understand the role of listening in language learning in order to utilize listening in ways that facilitate learning. Second, they must understand the complex interactive nature of the listening process and the different types of listening learners must engage in to provide students with the appropriate variety and range of listening experiences.<sup>5</sup> In this case, the teacher must be careful to set appropriate goals for different levels of proficiency; selecting listening materials;

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<sup>4</sup> Rost, M, *Introducing Listening*, (London: Penguin Group, 1994), p.142.

<sup>5</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (Los Angeles : University of California, 2001), p.99.

incorporate supporting material such as visual aids into listening tasks and combine listening with other skills. Finally, teachers must understand how listening skills usually develop and must be able to assess the listening stage in which their students are at, so that each student can engage in the most rewarding type of listening activity given based on his or her level of proficiency.

A teacher can develop many techniques and strategies in teaching listening. The strategy can be a series of fun activities which are implemented during pre-listening, while listening or in post listening. Teacher can maximize the use of teaching utilities around the classroom such as markers, papers, mini whiteboard, and also can apply Reading-while-Listening (RWL) technique in teaching listening.

Reading while listening (RWL) is a form of listening support to help student understanding. It is a combination of reading and listening at the same time focusing on spoken text. It is very useful to help students verify spoken text with written text to develop auditory discrimination and word recognition get used to the spoken speed, rhythm, and natural flow of language, and understand how to cut text.<sup>6</sup> Simultaneous input in RWL also has an important role in assisting student teacher understanding and listening fluency.<sup>7</sup> In addition, that reading and listening at the same time can be very helpful in increasing reading speed because it can distance learners from a word for word reading style. Therefore, the use of written text during listening activities should emphasize students' listening skills

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<sup>6</sup> Osada, N. (2001). *What strategy do less proficient learners employ in listeningcomprehension? A reappraisal of bottom-up and top-down processing*.Journal of thePan-Pacific Association of Applied Linguistics, 5, 73-90.

<sup>7</sup> Chang, C-S. (2011). *The effect of reading while listening to audiobooks: Listeningfluency andvocabulary gain*. Asian Journal of English Language Teaching, 21, 43-64.

instead of reading because reading is considered a supporting skill to improve listening comprehension.<sup>8</sup>

Based on the interviews conducted during observation in third semester students of State Islamic Institute of Palopo on Thursday, May 22<sup>nd</sup>, 2019 there were several problems that occurred to students, namely lack of understanding listening in students' English learning due to lack of technique to support listening learning. Through this research, the researcher considers a way to overcome the obstacles above. The researcher conducts the research under title **“The Implementation Reading-while-Listening (RWL) technique in Teaching Listening Comprehension at the Third Semester of English Education of IAIN Palopo.”**

### **B. Research Question**

Based on the background above, the researcher formulates the research question as follow: Is Reading-while-Listening technique effectively improve the students' listening comprehension at the third semester of English Education of IAIN Palopo?

### **C. Objective of the Research**

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<sup>8</sup> Hill, D. R. (2013). Graded readers. *ELT Journal*, 55, 85–125. <https://doi.org/10.1093/elt/ccs067>

Based on the formulation of research question, this research aims is to find out whether Reading-while-Listening (RWL) technique gives significant effects to raise students achievement in listening comprehension at the third semester of English Education of IAIN Palopo.

#### **D. Significance of the Research**

The result of the research is expected to significant theoretically and practically :

##### 1. Theoretically

This research would be used as a reference for the teacher in implementation a kind of teaching and learning method. This research may also be useful for the next researcher. In this case, they can use the result and the implementation of this study as the guideline for their research to avoid misconception.

##### 2. Practically

- a. For teachers, this research is expected to provide benefits to improve practices or methods in the learning process, especially listening comprehension using reading while listening.
- b. Students do not hesitate to read while listening to several types of listening again and become interested in learning listening.

#### **E. Scope of the Research**

This research focuses on the effect of implementing the Reading-while-Listening (RWL) technique on student learning to improve listening comprehension using the British Council website.

## **F. Definition of Terms**

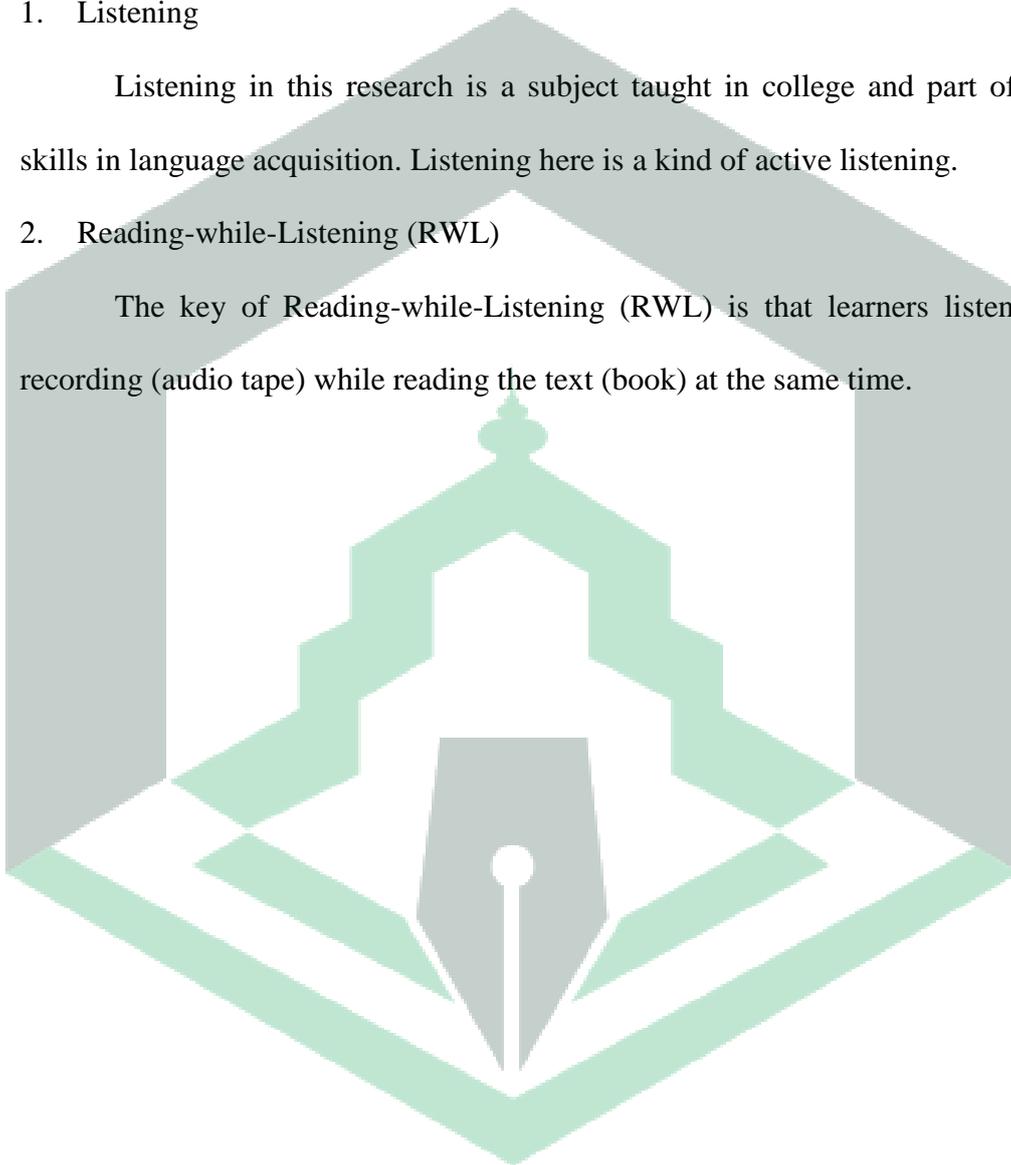
It is important to define several keywords of the thesis in order to prevent misunderstanding. The keywords are:

### 1. Listening

Listening in this research is a subject taught in college and part of four skills in language acquisition. Listening here is a kind of active listening.

### 2. Reading-while-Listening (RWL)

The key of Reading-while-Listening (RWL) is that learners listen to a recording (audio tape) while reading the text (book) at the same time.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Finding

There are some researchers who have conducted previous research on the implementation of Reading-while-Listening (RWL) technique in listening comprehension. They are:

1. Refi Ranto Rozak (2019), entitled "Reading While Listening (RWL) and Extensive Listening Course to Reduce Study Teachers' Foreign Language Listening Anxiety (FLLA)" The purpose of this study is to find out more about teaching listening. This research method uses experimental studies to link this to test the effect of reading while listening (RWL) as support and input that is understood by listening. The results of this study indicate that the student teacher FLLA survey scores after being taught their RWL use entry on the post-test are lower than the previous FLLA scores at the baseline FLLA score classification level on the initial test. This shows that student teacher FLLA has decreased significantly in value. This shows that the decrease in student teacher student FLLA with high levels of anxiety through RWL has contributed to the application of EL.
2. Nurmilah Fitria Atasyah (2019) with the title of her research is "The Effect of Using Reding-while-Listen (RwL) Strategy on Students' Reading Comprehension Of Narrative Text". The researcher the objective of this research was to get empirical evidence of the effectiveness using listen-read-discuss strategy on students' reading comprehension of narrative text. The

method used in this research was a quantitative method. The design was a quasi-experimental study and the primary instrument of this study was test. The result of the research showed a significant difference between the two classes in the mean score of post-test of the experimental class was 72.83, while the post-test means score of the controlled class was 69.33. Therefore, it can be concluded that the use of Reding-while-Listen (RwL) strategy was effectiveness on the students' reading comprehension of narrative text of tenth grade at SMAN 04 Pondok Ran.

3. Elsa Tragant (2019) conducted a study entitled "Reading while listening to learn: Perceptions of EFL students' adolescents". This study aims to determine the efficiency of foreign language learning as a way to improve the quality and quantity of L2 input and as a form to attract readers in the reading process. However, little research has been conducted on this reading method with young, inexperienced EFL students. This study reports on the level of involvement and perceptions of primary school students after participating in a one-year reading program at school. The results showed that the reading while listening mode appeared to contribute positively to students' perceptions and levels of engagement when reading in English.
4. Mardin Silalahi and Dwiki Rahmi Nizwana (2023), "The Implementation of Listening While Reading (LwR) to Enchance Student's Reading Fluency and Comprehension". The purpose of this study was to determine the effect of applying the listening while reading (LWR) strategy to improve students' reading fluency and comprehension in seventh grade students at SMP Y.P

Pematangsiantar Family in the 2021/2022 academic year. This study used a quantitative approach with a true experimental design. The results showed that the application of LWR had a significant effect on the reading fluency and comprehension abilities of students in seventh grade Y.P. Pematangsianean Family for the 2021/2022 school year.

5. Inayati Fitriyah Asrimawati and Margana (2020) conducted a research entitled "Using Reading While Listening to Develop Students' Receptive Skill: A Review Literature". The results of this study indicate that reading while listening simultaneously has a positive impact on students' reading and listening skills. It also helps L2 learners' fluency and comprehension in reading and listening. In addition, it can assist L2 learners in acquiring new language input in a new learning environment.

Based on the related studies above, the researcher concluded the equation that learning listening comprehension with the use of Reding-while-Listening (RwL) strategy was effectiveness made it easier for students to know the implementation of Reading-while-Listening, for example by knowing listening skills. The teacher must know what strategies students use it is very important. The difference from the above research is using a different method and the type of data processed.

## **B. Some Pertinent Ideas**

### **1. Definition of Listening**

Listening is a receptive skill. People receive language rather than produce it. Listeners must discriminate between sounds, understand vocabulary and

grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. Defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation)<sup>9</sup>It can be said that Listening is a complex, active process of interpretation in which listeners matches what they hear with what they already know.

A listener can either active or passive. A listener has some control of what are they listen to. For instance, when we are in a conversation; we listen, respond appropriately, and sometimes stop the conversation to ask the speaker to repeat what they said, to slow down, to clarify what they have said or to interrupt. There are also times when listening can be more passive and we do not to respond for example when we listen to news on the radio or public announcement.<sup>10</sup>

According to some experts, there are different ways to define listening. Listening is understanding speech in a first or second language. The results of this study indicate that reading while listening simultaneously has a positive impact on students' reading and listening skills. It also helps L2 learners' fluency and comprehension in reading and listening. In addition, it can assist L2 learners in acquiring new language input in a new learning environment. Listening is the

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<sup>9</sup>Siti Mukminatun, *Empowering The Students Through Listening Diaries to Motivate Students to Improve their Listening Ability*, (Yogyakarta State University, 2009)

<sup>10</sup>Cora Lindsay with Paul knight, *Learning and Teaching English*, (Oxford University press, 2006), p. 3-4

mental activity of generating meaning from verbal input.<sup>11</sup> Listening is an active purposeful processing of making sense of what we hear. In a nutshell, listening is the process of comprehending spoken language.

Related to the concept of listening, there are two concepts, namely listening as comprehension and listening as acquisition. The former deals with the traditional way of thinking about the nature of listening in which the main function of listening in second language learning is to facilitate understanding of spoken discourse. As a complementary to this view, the latter considers how listening can provide input that triggers the further development of second-language proficiency.<sup>12</sup>

To understand the real process of making sense of spoken language, a more comprehensive definition is required. There are two specialists who believe it operates in the same way. Listening is an active activity in which listeners pick and evaluate information derived from auditory and visual indications in order to define what is going on and what the speakers are attempting to say.<sup>13</sup> Listeners receive information and apply it to what they already know, as indicated by the phrase "active." Listeners use only a portion of the information received when they select.

Listening is a psychological process that begins with a person's awareness and attention to sounds or speech patterns (receiving), progresses through identification and recognition of specific auditory signals (decoding), and

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<sup>11</sup> Rost, M, *Introducing Listening*, (London: Penguin Group, 1994), p.142.

<sup>12</sup> Richards Jack C, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008)

<sup>13</sup> Ben Robin and Mark Hansen, *The Listening Post*, *Collaboration Articles*, 2005, 91-93.

culminates in comprehension (understanding).<sup>14</sup> Ears can hear many noises that come to them during the receiving process, such as someone's talk, music, and so on. They may, however, choose which noises they will listen to, which is known as the decoding process. The exact sounds that the ears detect are subsequently sent to the brain. Finally, the meaning of the sounds will be determined by the brain. This next step is referred to as comprehension.

## 2. The Process of Listening

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

There are two distinct processes involved in listening comprehension; top-down processes and bottom-up processes.<sup>15</sup> Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners use content words and contextual clues to form hypotheses in an exploratory fashion. Top-down strategy include: listening for the main idea, predicting, drawing inferences, summarizing.

Students obviously need both bottom-up and top-down processing skills in listening practice. Students must hear some sounds (bottom-up processing), hold

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<sup>14</sup> Sharon E.Smaldino, *Instructional Technology and Media for Learning* (Englewood Cliffs: Person Education, 2008).

<sup>15</sup>Tricia hedge, *Teaching and Learning in the Language Classroom*, (Oxford University Press, 2000) p. 230--232

them in their working memory long enough (a few seconds) to connect them each other and then interpret what they have just heard before something news come along. At the same time, listeners are using their background knowledge (top-down processing) to determine meaning with respect to prior knowledge and schemata.<sup>16</sup>

### 3. Teaching Listening

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.<sup>17</sup>

Effective language teachers show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

To accomplish this goal, teacher focuses on the process of listening rather than on its product.

- a. They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.
- b. They allow students to practice the full repertoire of listening strategies by using authentic listening tasks.

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<sup>16</sup>Steven brown, *Teaching Listening*, (Cambridge University Press, 2006) p. 3

<sup>17</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, op. cit. p. 7

- c. They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.
- d. When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies.
- e. They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they are doing while they complete listening tape assignments.
- f. They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.
- g. They encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making announcements, assigning homework, describing the content and format of tests.
- h. They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill.

By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors help their students develop both the ability and the confidence to handle communication

situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.<sup>18</sup>

#### 4. Listening Activity

The new teaching model of listening comprehension has three stages. Stage one is preparation before class; stage two is classroom teaching; and stage three is learning after class. During these stages, teachers and students set teaching objectives, choose teaching content and design teaching activities mutually.

Listening task can be divided into three aspects, which are; pre-listening, while-listening, and post-listening phases. These three phases as :<sup>19</sup>

- a. Pre-Listening: Doing an accurate pre-listening phase can result into an effective listening task. Because the learner is doing an activity to increase their readiness before listening lesson is starting. This step is designed to activate what the learner already knows.
- b. While-Listening: When the learner actually begins listening to the task, there needs to be some expectation for it. While-listening tasks can include guided note taking, completion of a picture or schematic diagram or table, composing questions or any various activity that the learner does while listening to demonstrate meaning.
- c. Post-Listening: The post-listening stage of listening occurs in the few minutes following the actual attending to the text. This is probably the most important part of listening instruction because it allows the learner

<sup>18</sup>sulistyanto, i. (2015). *Teaching listening at the second grade of sman 1 islamic university of malang faculty of teacher training and education 2015 teaching listening at the second grade of sman 1 karangrejo.*

<sup>19</sup>Michael Rost, *Listening Task and Language Acquisition*, (JALT International Conference, Teaching and Research Listening, Shizuoka, 2002), pp.18-28.

to build mental representations and develop short-term L2 memory and increase motivation for listening a second time.

There are three phases for Listening phases and the activities that English teacher can do in that phases:<sup>20</sup>

- a. Pre-Listening: The purpose of pre-listening is to prepare students for listening, to make sure students understand and to make them ready for listening. There are three activities that teachers should do while doing Pre-Listening; (1) Think About : this activity allow us to activate students' background knowledge about related topics; (2) Vocabulary : this activity let teachers to discussed a new words with students, the activity can be reviewing vocabularies and match words with pictures or definitions; (3) Prediction :Teachers can do many prediction activities, such as discussing with students to predict from the title of a paragraph what will be describe or others.
- b. While-Listening: In this phase, teacher should give a purpose or a task to perform based on the listening so that students can concentrate to listen carefully for the purpose or a task that is been given to them. Sahr recommends using one from three activities, which are; (1) Listen to Main Idea; (2) Listen for Specific Events; (3) Listen for Details.
- c. Post-Listening:Teacher should do a follow up after listening activities, not only for checking students' comprehension but to give them a satisfaction of knowing that they can apply what they just heard. Sahr stated that Post-

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<sup>20</sup>Sahr, S. 2011, August 22). *Planning a Listening Activity*. *TESOL Connections*, 1-4. <https://www.tesol.org/connect/tesol-resource-center/search-details/teaching-tips/2013/08/22/-planning-a-listening-activity>. Accessed on 23 June 2018

listening should not be seen as a test, but only checking if the students understood the passage.

#### 5. Definition of Reading-while-Listening (RWL)

Reading while listening (RWL) to graded readers or short texts is not an unusual instructional practice, and recent research with teenagers and young adults has shown that it can be quite advantageous in terms of learning outcomes. It has been shown to favour the incidental acquisition of vocabulary with learners of different levels of proficiency, and also achieves greater gains in reading and listening comprehension than reading only (RO) or listening only (LO).<sup>21</sup>

RWL appears to be effective because it helps students to make stronger connections between form and meaning and to acquire a greater sense of the rhythm of the language. RWL may also help learners to develop word recognition and auditory discrimination skills as well as to segment text into larger meaningful chunks. Young learners of English with a low level of proficiency are likely to benefit from RWL because of their problems with text segmentation and letter–sound correspondences. Apart from improving language proficiency, engaging students in extensive reading and extensive listening programmes may develop more positive attitudes towards reading in general.<sup>22</sup> Yet much of what we know about this instructional practice comes from research with adults and teenagers, rather than children.

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<sup>21</sup>Chang, A. and S. Millett. 2014. 'The effect of extensive listening on developing L2 listening fluency: some hard evidence'. *ELT Journal* 68/1: 31–40.

<sup>22</sup>Renandya, W. A. and G. M. Jacobs. 2016. 'Extensive reading and listening in the language classroom' in W. A. Renandya and H. P. Widodo (eds.). *English Language Teaching Today: Linking Theory and Practice*. Switzerland: Springer International Publishing.

The term of reading-while listening is simply defined as a listening of a text being read. The key of Reading-while-Listening (RWL) is that learners listen to a recording (audio tape) while reading the text (book) at the same time.

In the area of listening instruction, there are many studies that research ways to enhancing listening comprehension through the use of visual aids, mind maps, captions, and other tools. These are used to build schema, aid in planning and preparation and thus, lessen the cognitive load on the listener. Most of these support tools have been found to aid listener's comprehension with an added side effect of having a positive motivating effect on the learning. One common example of such support when using authentic materials would be captions, which provide listeners with written support for negotiating the gap in knowledge and processing. Brought down to an even simpler level, tape scripts for textbook recordings serve the same purpose.<sup>23</sup>

Reading while listening (RWL) is not a new technique, and has been used in student reading programs for decades, especially effective for students with reading disabilities. Reading stories to children is almost universally recognized as good pedagogy, and when done in a shared reading or recreational reading setting, it also results in substantial improvements in reading and listening skills. It does this by encouraging the reader to process larger semantic units, which in turn leads to better understanding. As a result, when engaging in RWL, two things can happen: learners may realize that a higher level of understanding is possible

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<sup>23</sup>Tragant, E. (2018). *Reading while listening to learn : Young EFL learners ' perceptions*. November. <https://doi.org/10.1093/elt/ccy009>

and that their reading processes (e.g. syntax decoding and semantic processing) can increase.<sup>24</sup>

Students are assigned to rate readership level and complete objectives based on their inception placement test scores. They were also told that the project would account for 20% of the each semester class. Orientation to British Council programs and RWL procedure, students are left alone to check books, read while listening, and take quizzes outside of class time. Each meeting or more teachers in each class check student records and encourage students to complete their assignments. That RWL work is designed as an "add-on" module to students' regular classes, requiring them to spend time outside of class with RWL and Moodle materials quiz. The British Council module is designed to get work done comfortably and meaningfully (in terms of completion rate, measure of progress, current rate information, and the finished book icon). During the first and last session of the program, students are given vocabulary level test and reading level test in their regular class. Administration of both tests approx. 30 minutes. The listening test was performed on to all participants as a group. The questionnaire was given in class at the end program.<sup>25</sup>

## 6. Advantages and Disadvantages of Reading-while-Listening (RWL)

Studies on the effectiveness of Reading-while-Listening (RWL) for comprehension have claimed that since low-proficiency readers tend to break

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<sup>24</sup> Amer, A. (1997). *The effect of the teacher's reading aloud on the reading comprehension of EFL students*. *ELT Journal*, 51, 43–47.

<sup>25</sup> Gobel, P., & Kano, M. (2014). *Implementing a year-long reading while listening program for Japanese University EFL students*. *Computer Assisted Language Learning*, 27(4), 279–293. <https://doi.org/10.1080/09588221.2013.864314>

sentences into small incoherent parts while they read, the sentence integrity is lost, and with it, meaning as well. With the teacher reading aloud, sentence and text integrity is preserved by pushing the readers to process larger semantic units, which in turn leads to better comprehension. As a result, when engaged in Reading-while-Listening (RWL), two things happen: learners may realize that a higher level of comprehension is possible; and learners reading process may change for the better<sup>26</sup>.

There have been a few recent studies that have pointed out the benefits of Reading-while-Listening (RWL), assuming it is helpful for learners listening comprehension and development and vocabulary acquisition. In particular, Reading-while-Listening (RWL) created the aural–written verification stage which was particularly valuable to low-proficiency groups for developing auditory discrimination skills, and to high-proficiency groups for refined word recognition. Similarly, matching aural text with a transcription of the text can help listeners develop an awareness of form–meaning relationships and word recognition skills.

Finally, Reading-while-Listening (RWL) was preferred over listening only by a majority of student in his study, leading him to suggest that Reading-while-Listening (RWL) has a positive effect on task completion and performance.<sup>27</sup>

Despite support for aural–written verification during learning, it is unclear whether Reading-while-Listening (RWL) enhances listening skill as such. One

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<sup>26</sup>Friedland, A., Gilman, M., & Johnson, M. (2017). *Does Reading-While-Listening Enhance Students ' Reading Fluency? Preliminary Results from School Experiments in Rural Uganda*. 8(7), 82–95.

<sup>27</sup>Tragant, E. (2018). *Reading while listening to learn : Young EFL learners ' perceptions*. November. <https://doi.org/10.1093/elt/ccy009>

clear difference between reading and listening is the presence or absence of a printed text. Spoken language is made up of many different sounds that are, by their very nature, fleeting and impermanent. In other words, the listener hears the sound, and the sound is gone, with no text to refer back to. In addition, in real-world listening, listeners have little or no control over input. With reading, on the other hand, readers can control the speed of information processing, and can refer back to the text whenever they feel the need.<sup>28</sup>

### C. Conceptual Framework

The conceptual framework of this research is presented below:

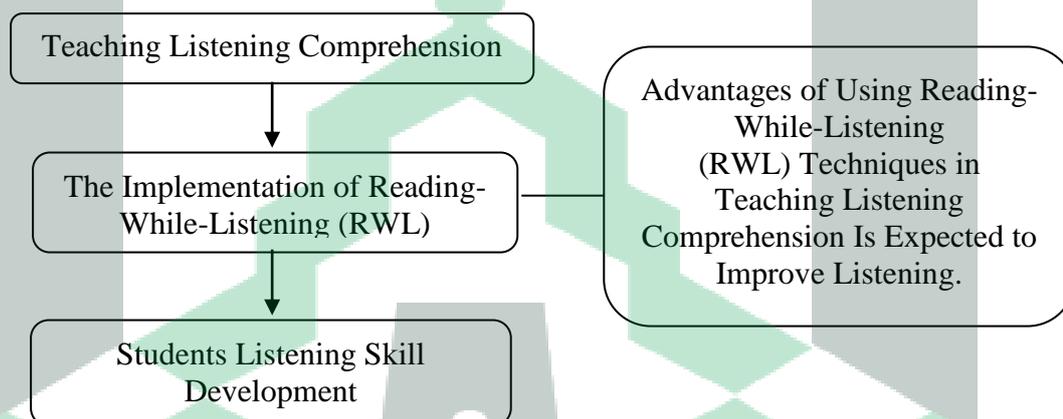


Figure 2.1 Conceptual Framework

This research describes teaching listening comprehension through the application of Reading-while-Listening (RWL) to third semester English students at IAIN Palopo. This study describes teaching listening comprehension through the application of reading-while-listening (RWL) to third semester english students at IAIN Palopo. However, in the early stages of research, the author of implementation reading-while-listening (RWL), the student was determined to

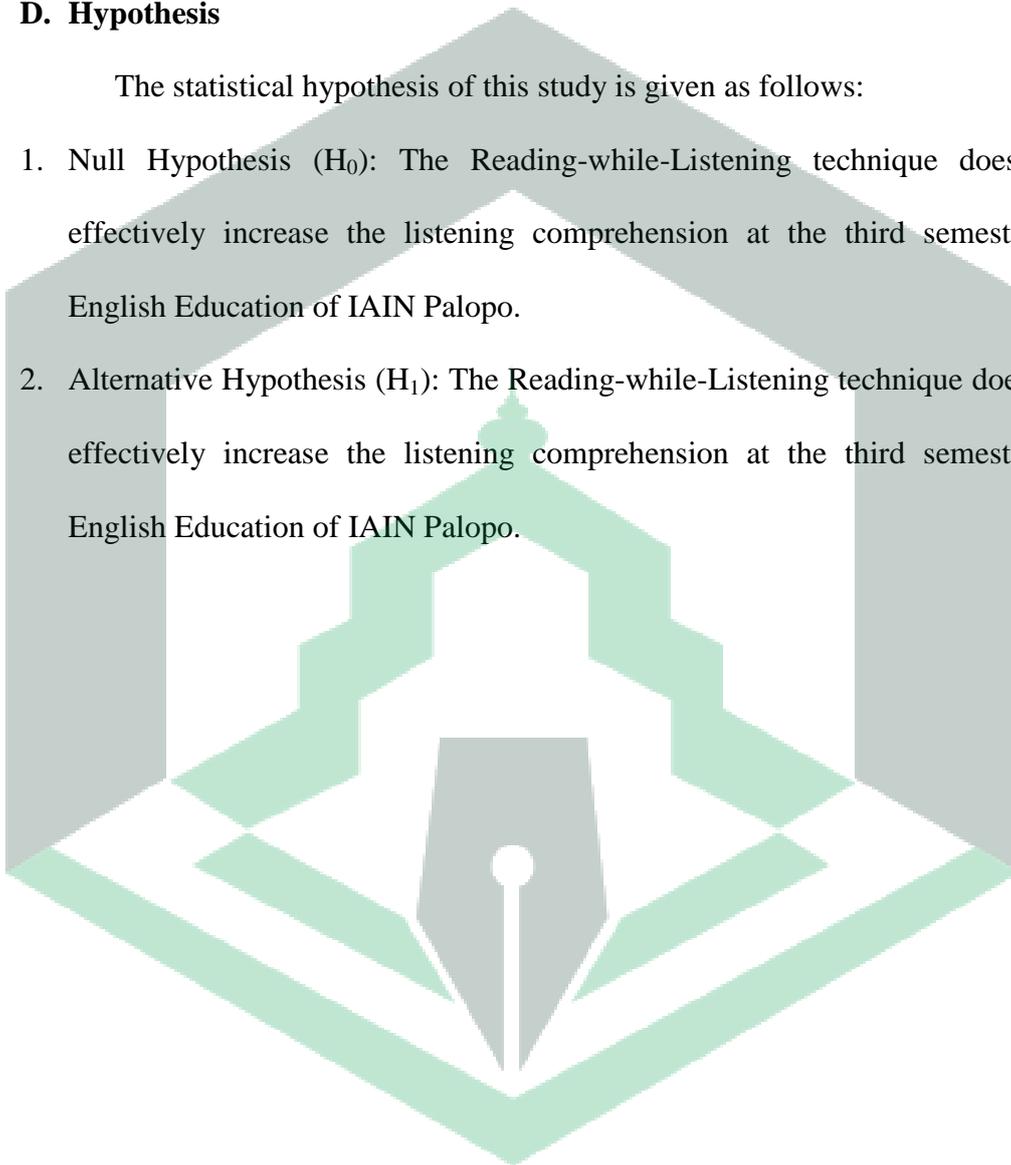
<sup>28</sup>Chang, C.-S. (2009) "Gains to L2 listeners from Reading-while-Listening (RWL) (RWL) vs. listening only in comprehending short stories", *System*, 37, pp. 652-pp. 663.

advantage r-w-l using reading-while-listening (RWL) techniques in teaching listening comprehension improving listening and reading skills. To explore the benefits of rwl and enhance the development of students' listening skills.

#### **D. Hypothesis**

The statistical hypothesis of this study is given as follows:

1. Null Hypothesis ( $H_0$ ): The Reading-while-Listening technique does not effectively increase the listening comprehension at the third semester of English Education of IAIN Palopo.
2. Alternative Hypothesis ( $H_1$ ): The Reading-while-Listening technique does not effectively increase the listening comprehension at the third semester of English Education of IAIN Palopo.



**CHAPTER III**  
**RESEARCH METHOD**

**A. Method and Design**

1. Method

Pre experimental is a research method applied in this research. Pre-experimental with the application of one group pre-test can facilitate the application by selecting the population from the whole between them as the final result<sup>29</sup>. Pre-experimental consist of three steps; they were pre-test, treatment, and post-test. This research aims to determine whether the technique used to assist teachers in developing students' listening skills is the Reading while Listening Technique (RWL).

2. Design

This research design used the formula as follow:

PRE-TEST	TREATMENT	POST-TEST
O <sub>1</sub>	X	O <sub>2</sub>

Where:

O<sub>1</sub> = Pre-test

X = Treatment

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<sup>29</sup> John W. Creswell, *Education Research*, (Fourth Edition; Library of Congress Cataloging in Publication Data, 2012), p. 321

$O_2 = \text{Post-test}^{30}$

## **B. Population and Sample**

### 1. Population

The population of this research is the third semester of English Education Study Program Students at IAIN Palopo. The population in this study were all third semester English students at IAIN Palopo consisting of four classes with a total of 152 people.

### 2. Sample

In this research, the researcher apply purposive sampling. The researcher take one class as a sample. The class is BIG III B which consist 20 students. The class is chosen because the recommendation from the study program

## **C. Instrument of the Research**

### Test

The instrument of this research to find out students' listening ability in the pre-test and post-test. Pre-test used is by the British Council Learn English, which consist of 6 items listening A1: Finding the library – preparation match the words with the definitions. Post-test used consists of task 1 and task 2 the material listen to a conversation about the university library to improve your listening skills.

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<sup>30</sup>Sugiyono, *metode penelitian kombinasi* (mixed method), (cet. IV: bandung: Alfabata, 2013),p. 112

## D. Procedure of the Research

The data collected by using the procedure below:

### 1. Pre-Test

This test is applied to determine the level of students' ability in listening comprehension. Pre-test given before teaching. Before the researcher gave the pre-test questions, the researcher explained in advance what they would do and gave examples to make it easier for them to do the test. The test material is taken from the British Council Learning English for English beginners (CEFR level A1), which consists of 6 questions. The pre-test was carried out for 30 minutes using a laptop, LCD and question sheets.

### 2. Treatment

The researcher perform experimental teaching to employ Reading-while-Listening (RWL) Technique in five meetings.

#### a. First meeting

- 1) Opening: the researcher gave an explanation about what they are going to do.
- 2) Whilst activity:
  - a) At the beginning of the meeting, the researcher provided an initial stimulus to test listening skills.
  - b) Before the researcher starts the treatment the researcher first explains the learning objectives followed by an explanation of the Reading-while-Listening technique and the listening material that will be given.

- c) The researcher begins the lesson by playing a video accompanied by subtitles about "Request from your boss" to be listened to and read carefully.
- d) After that, the researcher instructed the students to work on each lesson to get a preparatory task and an assignment to check understanding and practice various listening skills. The time to work on the questions is 10 minutes.
- e) After all students finished working on the questions, the researcher instructed them to exchange their answer sheets with their desk mates.
- f) The researcher and students jointly carry out the assessment.

3) Closing: before closing the first meeting the researcher were provided stimulations in the form of games related to listening for about 10-15 minutes.

#### b. Second Meeting

- 1) Opening: Giving some stimulates to improve the listening skill by asking them a few things about their daily lives.
- 2) Whilst activity:
  - a) Researchers do stimulus and attendance before conducting research.
  - b) After that the researcher explained the material taken from the British Council Learn English about "A voicemail message".
  - c) The researcher explains the task to be given, namely matching definitions and answering multiple choice questions.

- d) The researcher starts playing the video with the subtitle "A Voice Massage" and asks students to listen carefully.
- e) The students listen to audio while reading subtitles and doing exercises.
- f) After all students finished working on the questions, the researcher instructed them to exchange their answer sheets with their desk mates.
- g) The researcher and students jointly carry out the assessment.

- 3) Closing: The researchers will ask students to explain the audio they hear in English and with a duration of 1 to 3 minutes.

#### c. Third Meeting

- 1) Opening: Do not forget to give them the motivation to keep the spirit in the learning process
- 2) Whilst activity:
  - a) Researchers do stimulus and presence before conducting research.
  - b) After that the researcher explained the material taken from the British Council Learn English about "Booking a Table".
  - c) Researchers explain the task to be given
  - d) The researcher starts playing the video accompanied by subtitles and asks students to listen and read carefully.
  - e) Students watch the video and do the exercises.
  - f) After all students have finished working on the questions, the researcher instructs them to exchange their answer sheets with their desk mates.

g) Researchers and students jointly carry out the assessment.

3) Closing: The researcher will ask students to explain the audio they are listening to with a duration of 1 to 3 minutes.

#### d. Fourth Meeting

1) Opening: Do not forget to give them the motivation to keep the spirit in the learning process

2) Whilst activity:

a) Researchers do stimulus and presence before conducting research.

b) After that the researcher explained the material taken from the British Council Learn English about "Business Card".

c) Researchers explain the task to be given

d) The researcher starts playing the video accompanied by subtitles and asks students to listen and read carefully.

e) Students watch the video and do the exercises.

f) After all students have finished working on the questions, the researcher instructs them to exchange their answer sheets with their desk mates.

g) Researchers and students jointly carry out the assessment.

3) Closing: The researcher will ask students to explain the audio they are listening to with a duration of 30 to 60 seconds.

#### e. Fifth Meeting

1) Opening: Do not forget to give them the motivation to keep the spirit in the learning process

2) Whilst activity:

- a) Researchers do stimulus and presence before conducting research.
- b) After that the researcher explained the material taken from the British Council Learn English about "University Library".
- c) Researchers explain the task to be given
- d) The researcher starts playing the video accompanied by subtitles and asks students to listen and read carefully.
- e) Students watch the video and do the exercises.
- f) After all students have finished working on the questions, the researcher instructs them to exchange their answer sheets with their desk mates.
- g) Researchers and students jointly carry out the assessment.

3) Closing: The researcher will ask students to explain the audio they are listening to with a duration of 1 to 3 minutes.

3. Post-Test

After carrying out the fifth treatment, the researcher gave them a post-test listening to find out their abilities after going through several processes of the pre-experimental method. The post-test is given by playing audio which consists of two Tasks, each of which has 4 and 8 questions.

**E. The Technique of Data Analysis**

The data were analyzed using the following steps:

1. Scoring for pre-test and post-test

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

## 2. Classifying the students' score

The score of the students are classified into six levels as follow:

No	Score	Classification
1	86 – 100	Excellent
2	71 – 85	Very good
3	56 – 70	Good
4	41 – 55	Average
5	26 – 40	Poor
6	< - 25	Very poor

4. Calculating the rate percentage of the students' score. The percentage of the students' scores on listening test both of pre-test and post-test would be calculated by using SPSS 22 version.

## 5. Assessing the Hypothesis Acceptability

$t_0 > t_t =$  reject null hypothesis

$t_1 < t_t =$  receive null hypothesis

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter presents statistically calculated and tabulated data. It consists of pre-test and post-test scores for students, grouping of pre-test and post-test scores for students, and the average performance and standard deviation of pre-test and post-test scores for students.

##### 1. Analysis of Students' Scores in Tests

###### a. Pre-test

In this section, the researcher shows the students' pre-test score in tabular form.

Table 4.1 The Score of Students' Listening in Pre-Test

No	Respondents	Score of Test
1	R1	40
2	R2	40
3	R3	55
4	R4	60
5	R5	45
6	R6	65
7	R7	45
8	R8	55
9	R9	40
10	R10	45
11	R11	45
12	R12	50

13	R13	52
14	R14	25
15	R15	45
16	R16	40
17	R17	50
18	R18	40
19	R19	55
20	R20	25
Total		917
Mean Score		48,85

Table 4.1 shows the scores of students' listening skills in the pre-test. In this section, the researcher presents and tabulates the average scores of students' listening skills as shown in the following table:

Tabel 4.2 The Frequency and Percentage Score of Students in Pre-Test

No	Category	Score	Frequency	Percentage
1	Excellent	86-100	0	0%
2	Very Good	71 – 85	0	0%
3	Good	56 – 70	2	10%
4	Average	41 – 55	11	55%
5	Poor	26 – 40	5	25%
6	Very Poor	< - 25	2	10%
Total			20	100%

Table 4.2 shows the students' pretest scores taken by the researcher showing that none of the students were in the excellent and very good categories (0%), two students (10%) got the good category, 11 students (55%) got the average category. There were five students (25%) who scored poor, and two students (10%) who scored very poor. Therefore, it can be concluded that most students (55%) have an average listening ability with a score of 45.85.

#### b. Post-test

In this section, the researcher shows the students' post-test score in tabular form.

Tabel 4.3 The Score of Students in Post-test

No	Respondents	Score of Test
1	R1	55
2	R2	50
3	R3	72
4	R4	85
5	R5	60
6	R6	86
7	R7	65
8	R8	75
9	R9	65
10	R10	60
11	R11	60
12	R12	75
13	R13	60
14	R14	45
15	R15	45
16	R16	45
17	R17	60
18	R18	60
19	R19	85
20	R20	40
Total		1248
Mean Score		62,4

Table 4.3 shows the scores of students' listening skills in the post-test. It can be seen that the highest score is 86. While the lowest score is 40. The total score is 1248, and the average score is 62.4. On the other hand, the researcher also

assessed the listening skills of students who were treated with the Reading-While-Listening (RWL) technique. Presented through a percentage table as follows:

Table 4.4 The Frequency and Percentage Score of Students in Post-test

No	Category	Score	Frequency	Percentage
1	Excellent	86-100	1	5%
2	Very Good	71 – 85	5	25%
3	Good	56 – 70	8	40%
4	Average	41 – 55	5	25%
5	Poor	26 – 40	1	5%
6	Very Poor	< - 25	0	0%
Total			20	100%

It can be seen in Table 4.4 that the student scores in the post-test showed that one student (5%) got an excellent score, five students (25%) got very good scores, eight students (40%) were in the good category, 5 students (25%) is classified as average, one student (5%) were in the poor category, and no students (0%) are classified as very poor. Therefore, it can be concluded that most students (40%) have good listening skills.

## 2. The Comparison between Pre-test and Post-test

This research presents the total mean score and standard deviation of the pre-test and post-test, then compares both. The results are presented in a descriptive statistical table 4.5 as follows:

Table 4.5 The Mean Score and Standard Deviation of Pre-Test and Post-Test  
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	45,8500	20	10,09051	2,25631
	Post-test	62,4000	20	13,86931	3,10127

Table 4.5 tells us the mean score in pretest is 45,85 with a standard deviation of 10, 09051. Meanwhile, the mean score in the post-test is 62,40, with a standard deviation of 13,86931. Therefore, it can be concluded that the mean post-test score is higher than in the pre-test.

Table 4.6 The paired samples correlations of pre-test and post-test

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	20	,855	,000

Table 4.6 paired sample correlation of pre-test and post-test presents the correlation of the student's ability before and after treatment 0,855. It means a significant correlation existed between students' listening skill by using Reading-while-Listening (RwL) technique before and after treatment.

Table 4.7 The Paired Sample Test of Pre-Test and Post-Test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre test – Post test	-16,55000	7,40181	1,65510	-20,01416	-13,08584	-9,999 19	,000	

From Table 4.8, the researcher got the data that  $t_0$  (count) = 9.999 and df (degree of freedom) = 19. According to Gay, the value of  $t_t = 2,093$  ( $9,999 > 2,093$ ). Based on the result, the researcher concluded that  $t_0$  (count) was higher than  $t_t$  (table),  $t_0 > t_t$ , and the value of sig. 2-tailed  $< \alpha$  ( $0.00 < 0.05$ ).

$$9,999 > 2,093$$

The sum results used SPSS 20. It was concluded that there were significant differences in teaching vocabulary listening comprehension before and after learning with Reading-while-Listening (RwL) technique. Therefore, the researcher believe that using Reading-while-Listening (RwL) technique significantly improve students' listening skill in third semester of English Education of IAIN Palopo. Therefore, it means the alternative hypothesis ( $H_1$ ) has been accepted, and the null hypothesis ( $H_0$ ) has been rejected.

## **B. Discussion**

This study discusses the application of the Reading-while-Listening (RwL) technique in teaching Listening Comprehension in the third semester of English education at IAIN Palopo. The researcher chose listening comprehension to study because listening is one of the most important skills in English. However, listening comprehension is rarely a concern in learning English. Usually, students are only heard some audio or directed to listen to English songs to train their hearing. According to the researcher, this is not effective because it will make students bored. Therefore, the creativity of teachers or lecturers is needed to improve students' listening skills. One of them is by using various learning techniques, such as Reading-while-Listening. The researcher chose the Reading-while-Listening (RwL) technique as a student listening comprehension technique because this technique can help students verify spoken text with written text to develop auditory discrimination and word recognition, familiarize themselves with the speed, rhythm and flow of spoken language, and understand how to cut

text. The object of research in this study were students of class III B English Education at IAIN Palopo who incidentally still have average to low listening skills.

Based on the research that has been done, the researcher found that the Reading-while-Listening (RwL) technique was quite effective in improving students' listening skills. Before researcher conduct research, researchers make observations. The researcher found that students had difficulty writing and speaking English because they did not have good listening skills, which indicated that students did not understand what to write and said. Therefore, the researcher offers listening comprehension learning using the Reading-While-Listening (RWL) technique. The researcher chose listening skill because it is important in teaching English. Reading and listening at the same time can be very helpful in increasing reading speed because it can move the learner away from a word-for-word reading style. Therefore, the use of written texts in listening activities should emphasize students' listening skills rather than reading because reading is considered a supporting skill to improve listening comprehension.<sup>31</sup>

The Reading-while-Listening technique can improve students' listening skills because RwL is a learning technique that can align spoken and written so that students can directly check the words they have heard. In addition, by using the Reading-while-Listening technique, learning English especially listening can take place in a fun way so that students can focus and enjoy learning, making it easier for students to catch the lesson. In using the Reading-while-Listening

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<sup>31</sup> Hill, D. R. (2013). Graded readers. *ELT Journal* 55, 85–125. <https://doi.org/10.1093/elt/ccs067>

(RwL) technique, the teacher or lecturer needs to adjust the material delivered to students.

At the beginning of the meeting, the researcher distributed listening tests to students, and students answered questions from the listening test. Then the researcher started learning by explaining the material to be taught and explaining the Reading-while-Listening (RwL) technique. In addition, the researcher also explained the advantages of using the RwL technique in improving listening skills. Next, the researcher played the audio from "British Council Learn English a beginner (CEFR level A1) learner of English?" and asking students to fill in the blank sentences by selecting sentences that have been prepared on the student listening test sheet. Finally, the researcher chose several students to read their answers in front of the class by checking the correct answers together.

On the first day the topic was "Accepting Requests from Boss", and students answered questions enthusiastically, but during the learning process, students still had difficulty understanding what was being taught. Some students were just silent and did not seem interested in participating in learning. In the second and third meetings with the theme "A Voicemail Message" and "Booking a Table", the students enthusiastically filled in and answered the questions given by the researchers. This meeting was a very significant increase compared to the first meeting. At the fourth meeting, students were again given questions about listening, namely questions with the theme "Business Cards". The same thing was repeated by the researcher but with a different topic. During the research, students can be motivated and enthusiastic in the learning process and interested in

learning listening comprehension because they use the Reading-while-Listening (RwL) technique, which is fun, interactive, and effective for students to improve listening skills.

In this research, the listening test given to students who were still learning English consisted of 20 students of class B Semester III English Education at IAIN Palopo. The researcher also found several problems in class, such as students still having difficulty remembering the vocabulary they had listened to and read correctly. Some students still often ask and copy their friends' work because they do not understand what they should write.

This study is in line with the results of several researchers, Refi Ranto Rozak in his research showing that the FLLA survey scores of student teachers after being taught their RWL entry entries in the post-test were lower than the previous FLLA scores at the baseline FLLA classification level score on the initial test. This shows that prospective FLLA teachers have experienced a significant decrease in grades. This suggests that reducing the FLLA of teacher candidates with high levels of anxiety through RWL has contributed to the adoption of EL. Then, Nurmilah Fitria Atasyah found a significant difference between the two classes in the post-test mean score of the experimental class was 72.83, while the average value of the control class was 69.33. Therefore, it can be concluded that the use of the Reding-while-Listen (RwL) strategy is effective in the reading comprehension of class X students' narrative texts.

Based on the four previous studies, this research is in line with research that uses the same learning techniques in learning. It can be seen in the pre-test

that some students are not very proficient in English and are not used to learning listening, so they tend not to be able to answer questions about improving listening skills. However, in the post-test, students began to recognize different vocabulary. Therefore, the use of the RwL technique to improve students' listening skills is effective. This shows an increase in skills using the Reading-while-Listening (RwL) technique, so it can be concluded that the use of the Reading-while-Listening (RwL) technique is effective in increasing the listening comprehension of third semester students of English Education of IAIN Palopo.

In this research, there are several drawbacks, namely: *first*, there is too much distance between the time of research, in this case data collection and data processing time, so that the information presented is not the most recent. *Second*, the research conducted does not focus only on listening but also on vocabulary. *Third*, during the research process, the audio playback experienced several technical problems so that it was less than optimal. *Lastly*, the documentation in this study is not very complete because some have been lost.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the research, the researcher concluded that the use of the Reading-while-Listening (RwL) technique was effective in increasing students' listening comprehension. This is evidenced by the average score of students in the post-test 62.40 (good) higher than the pre-test 45.85 (average). In addition, the probability value is lower than alpha ( $\alpha$ ) or  $0.00 < 0.05$ . Thus, it means that the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

#### B. Suggestion

After finding the result of the study, the researcher would like to put forward some suggestions as follow:

1. Teachers and lecturers can apply the Reading-While-Listening technique in teaching English, especially in listening skills. However, in using this technique, teachers and lecturers need to do a number of things for this learning to be successful, such as choosing the right material. In addition, the teacher must also control students to stay focused on the lesson because usually students are too engrossed in playing and forget that they are studying.
2. Students should be more active in learning. They can use the RwL technique as an alternative to improve their listening skills in an easy and fun way. In

addition, students must focus on paying attention to the teacher's explanation to understand the lesson.

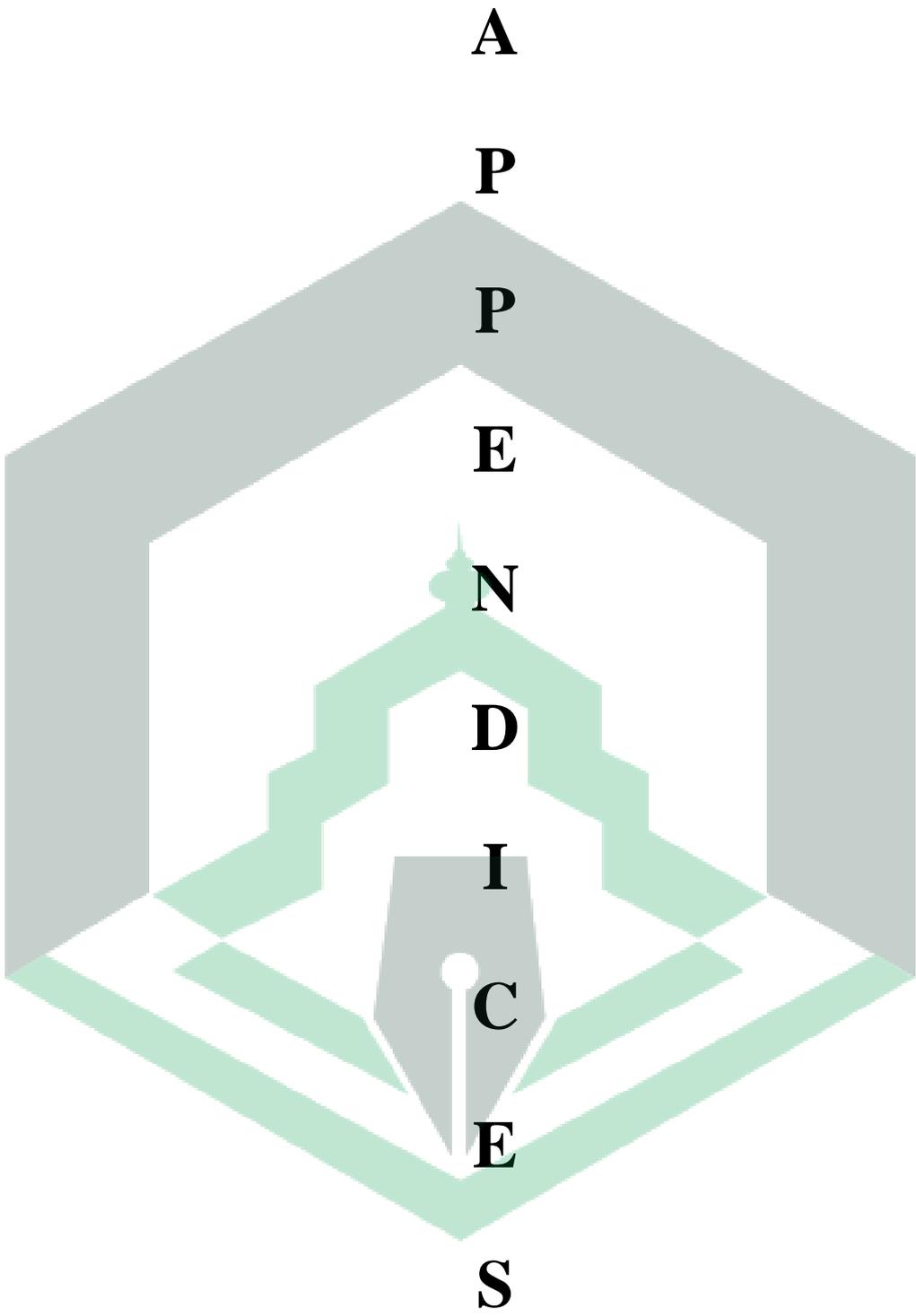
3. For future researchers, the researcher suggests applying the Reading-while-Listening (RwL) technique to improve students' listening skills. The researcher hopes that later the researcher will use the right materials other than those sourced from the 'British Council', then choose material that is appropriate to the level of student abilities. In addition, researchers suggest paying attention to the weaknesses in this research.



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## INSTRUMENT OF THE RESEARCH

### A. Pre-test

#### 1. Introductions:

- a. Before start the class the researcher prepared the class
- b. Then the researcher explain the way of this research
- c. The researcher plays the audio from the British Council
- d. The researcher asks students to listen carefully and fill in the questions that have been shared



LearnEnglish

Listening: A1

Finding the library

Listen to a conversation about the university library to practise and improve your listening skills.

Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

#### Preparation task

Match the definitions (a-f) with the vocabulary (1-6).

#### Vocabulary

1. .... registration
2. .... a library
3. .... a lecture
4. .... headphones
5. .... an office
6. .... a lecture theatre

#### Definitions

- a. a place where people can use or borrow books, newspapers, CDs, etc.
- b. something you wear over ears to listen to music
- c. the process of writing down students' information at start of the academic year
- d. a big room with many seats where students listen to teachers
- e. a room or building where people work
- f. a talk to teach many people about a subject

## B. Post-test

### 1. Instructions:

- a. Give a test, for the last meeting the researcher gives a listening test to the students.
- b. Researchers asked them to answer Task 1 and 2 tests from the British Council.

## Tasks

### Task 1

Write a number (1–4) to put the events in the order you hear them.

- \_\_\_\_\_ The librarian gives the student an application form.
- \_\_\_\_\_ The student asks someone for directions.
- \_\_\_\_\_ The student asks to borrow some books.
- \_\_\_\_\_ The librarian explains the rules.

### Task 2

Complete the sentences with the words from the box.

fifty	off	office	card
quietly	food	six	two
			lecture

1. The big building is the ..... theatre.
2. The library is next to the registration .....
3. You need a library ..... if you want to borrow books.
4. You can take out ..... books.
5. You can keep library books for ..... weeks.
6. For every late day, you have to pay ..... pence.
7. Mobile phones must be switched ..... and you cannot have ..... or drink.
8. Please speak ..... in the library.

# TREATMENT

## 1. First Meeting



LearnEnglish

### Transcript

**Susanne:** Hi, Mario. Can you help me prepare some things for the next month?

**Mario:** OK, sure. What can I help you with?

**Susanne:** I need to visit the customer in Germany. It's important.

**Mario:** What can I do to help?

**Susanne:** Can you send an email to the customer? Ask them when I can visit them next week. Please do this first. It's a priority and very urgent.

**Mario:** Right. I'll do it today.

**Susanne:** Thanks. This next task is also important. Can you invite everyone to the next team meeting?

**Mario:** Yes, I will.

**Susanne:** But first you need to book a meeting room. After that, please send everyone an email about it.

**Mario:** Yes, of course.

**Susanne:** And finally, can you write a short report about our new project? I have to give a presentation to our managers next month. Please do it when you have time – sometime in the next two or three weeks. It's not too urgent.

**Mario:** Sure, no problem. I can do it this week.

**Susanne:** There's no hurry. Take your time.

Listening: A1

### A request from your boss

Listen to some requests from a manager to practise and improve your listening skills.

#### Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

#### Preparation task

Write the sentences in the correct group.

There's no hurry.	It's important.	Take your time.
Do it when you have time.	Do this first.	This is a priority.
Urgent	Not urgent	

## Tasks

### Task 1

Match the beginnings and endings of the phrases.

the customer	a meeting room	to the meeting
to the customer	a report	a presentation

1. send an email .....
2. visit .....
3. reserve .....
4. invite people .....
5. write .....
6. give .....

## Answers

### Preparation task

	Urgent	Not urgent
It's important.		Take your time.
This is a priority.		There's no hurry.
Do this first.		Do it when you have time.

### Task 1

1. to the customer
2. the customer
3. a meeting room
4. to the meeting
5. a report
6. a presentation

### Task 2

1. Send an email to the customer.
2. Visit the customer.
3. Reserve a meeting room.
4. Invite people to the meeting.

## 2. Second Meeting



### Transcript

**John:** Hi, this is John. Thanks for calling. I'm not here at the moment, so please leave a message and I'll call you back.

**Marina:** Hi, John, this is Marina Silva calling from Old Time Toys. Your colleague Alex gave me your phone number. She said you can help me.

I need some information on your new products. Could you please call me when you are back in the office? My phone number is 0-2-0-8, 6-5-5-7-6-2-1.

Also, can you please email me your new brochure and information about your prices? My email address is Marina, that's M-A-R-I-N-A, dot Silva, that's S-I-L-V-A, at O-L-D-T-I-M-E hyphen toys dot com.

Thanks a lot. I look forward to hearing from you.

Listening: A1

### A voicemail message

Listen to a voicemail message and answer the questions to practise your listening skills.

#### Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

#### Preparation task

Match the definitions (a–h) with the words or symbols (1–8).

##### Words/Symbols

1. .... a colleague
2. .... -
3. .... \_
4. .... an office
5. .... a brochure
6. .... products
7. .... the price
8. .... @

##### Definitions

- a. things a company makes and sells
- b. someone you work with
- c. a place where people work at desks
- d. underscore
- e. the amount of money you pay for something
- f. at
- g. hyphen (or 'dash')
- h. a small book with information about a product

#### Tasks

##### Task 1

Choose the best answer.

1. John works at Old Time Toys.
  - a. Yes
  - b. No
2. Marina wants ...
  - a. product information, a brochure and prices.
  - b. to call John again later.
3. Marina's number is ...
  - a. 0208 6557621
  - b. 0208 6656721
4. Marina's email address is ...
  - a. marina.silva@oldtime\_toys.com
  - b. marina.silva@oldtime-toys.com

## Answers

### Preparation task

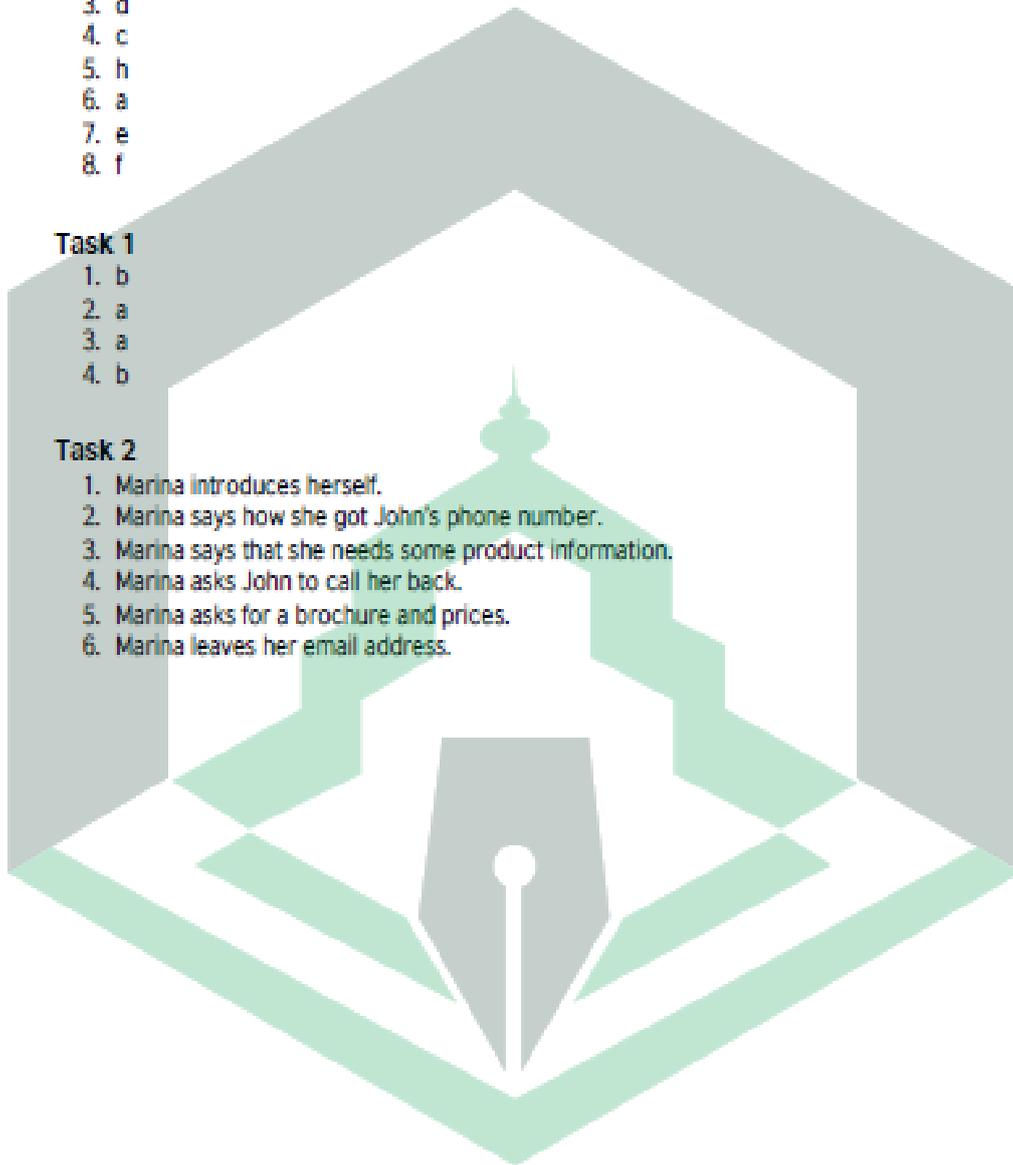
1. b
2. g
3. d
4. c
5. h
6. a
7. e
8. f

### Task 1

1. b
2. a
3. a
4. b

### Task 2

1. Marina introduces herself.
2. Marina says how she got John's phone number.
3. Marina says that she needs some product information.
4. Marina asks John to call her back.
5. Marina asks for a brochure and prices.
6. Marina leaves her email address.



### 3. Third Meeting



#### Transcript

**Staff:** Hello, Gino's.

**Jamie:** Hi. Can I book a table for tomorrow night, please?

**Staff:** How many people is it for?

**Jamie:** Four.

**Staff:** And what time would you like?

**Jamie:** About eight, eight thirty, please?

**Staff:** Let's see ... We're pretty busy tomorrow, so I can do half past seven, or nine.

**Jamie:** Oh. OK, then. Half seven, please.

**Staff:** And what name is it?

**Jamie:** Jamie.

**Staff:** J-A- ...?

**Jamie:** M-I-E

**Staff:** OK, so that's a table for four at half past seven tomorrow evening.

**Jamie:** Great. Thanks! Bye.

**Staff:** Bye.

**Staff:** Hello, Gino's.

**Jamie:** Hi, I called earlier to book a table for four and I was wondering if I can make it for six instead?

**Staff:** What name was it?

**Jamie:** It's Jamie.

**Staff:** Table for four. At half past seven. So you want to change it to six o'clock?

**Jamie:** No, sorry. Can I make it for six people?

**Staff:** Oh, I see. Sorry! That shouldn't be a problem. I can move you to a bigger table but it will be nearer the kitchen. Is that OK?

**Jamie:** No problem. Is it possible to change the time as well? Make it a little bit later?

**Staff:** Ah ... yeah, we can. Is eight OK for you?

**Jamie:** Perfect, thanks!

**Staff:** Lovely. See you tomorrow, then.

**Jamie:** Thanks! Bye!

Listening: A1  
**Booking a table**

Listen to someone booking a table in a restaurant to practise and improve your listening skills.

**Before listening**

Do the preparation task first. Then listen to the audio and do the exercises.

**Preparation task**

Put the times in the correct group.

Half past eight Eight thirty	Half eight Eight o'clock	Eight Seven thirty
7.30	8.00	8.30

**Tasks**

**Task 1**

Choose the best answer.

- When is the table booked for?
  - Tonight
  - Tomorrow morning
  - Tomorrow night
- When the woman says, 'About eight, eight thirty', what does she mean?
  - At eight o'clock
  - At half past eight
  - Between eight o'clock and half past eight
- What time is the first booking?
  - 7.30
  - 8.30
  - 9.00
- How do you spell the person's name?
  - Jamel
  - Jamie
  - Janie
- Where will the table be now?
  - By the door
  - Close to the kitchen
  - In the corner
- What time is the new booking?
  - 6.00
  - 7.30
  - 8.00

**Task 2**

Write a number (1-6) to put the questions in the same order as the telephone calls.

- \_\_\_\_\_ Is it possible to change the time?
- \_\_\_\_\_ What time would you like?
- \_\_\_\_\_ How many people is it for?
- \_\_\_\_\_ Can I make it for six people?
- \_\_\_\_\_ Can I book a table for tomorrow night?
- \_\_\_\_\_ Is eight OK for you?

## Answers

### Preparation task

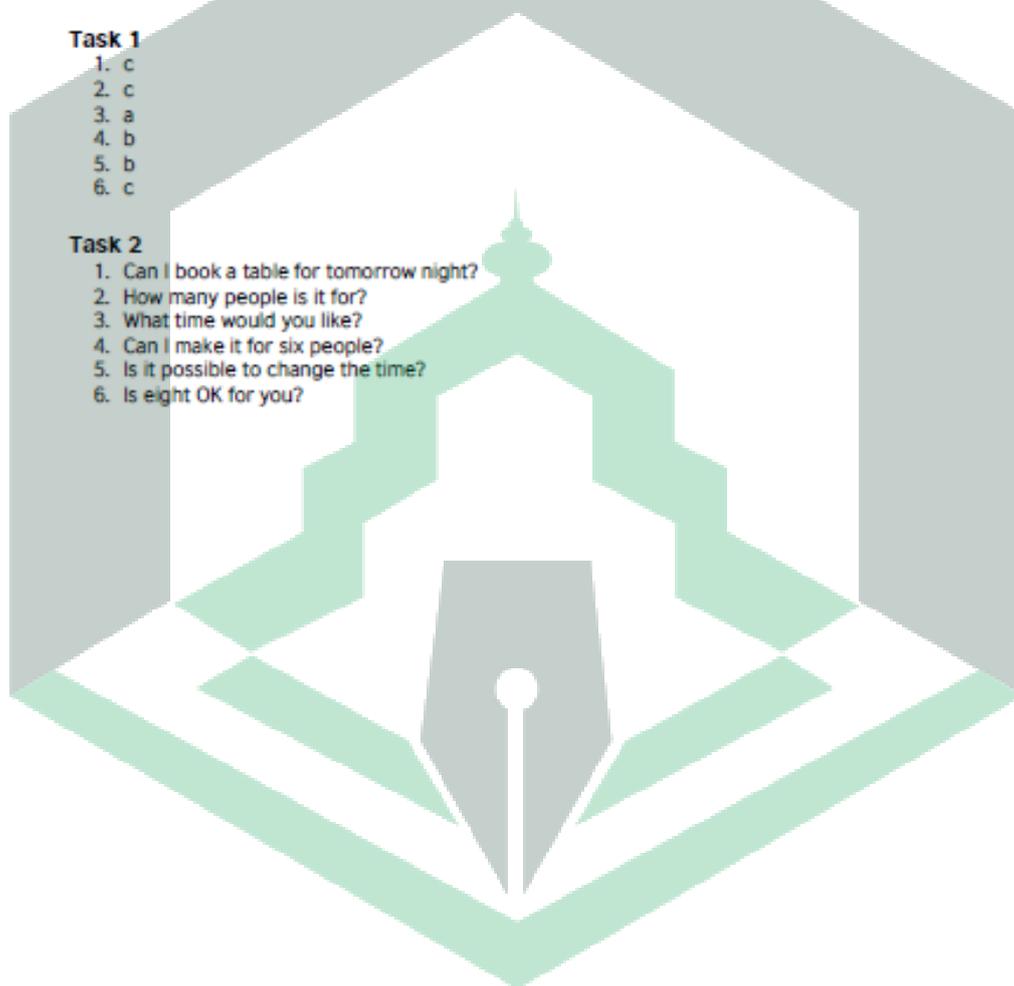
7.30	8.00	8.30
Seven thirty	Eight Eight o'clock	Eight thirty Half past eight Half eight

### Task 1

1. c
2. c
3. a
4. b
5. b
6. c

### Task 2

1. Can I book a table for tomorrow night?
2. How many people is it for?
3. What time would you like?
4. Can I make it for six people?
5. Is it possible to change the time?
6. Is eight OK for you?



## 4. Fourth Meeting



### Transcript

**A**

**A:** Hello, Doctor Miller. It's nice to meet you.

**B:** Please call me Peter.

**A:** OK. Are you a medical doctor? It must be helpful when you sell medical equipment.

**B:** Actually, no. My doctorate was in electronic engineering, but it's still helpful for me when I sell our equipment.

**B**

Good morning, everyone. I'm happy to be here today to tell you about our new project. My name is Alessandro Rossi. I'm the project leader on the Starlight programming project.

**C**

Pleased to meet you. Here's my card. My real name is Megumi Tanaka, but people who are not from my country think it's difficult to say my name, so I use another name, Meg, when I'm working internationally.

**D**

Hello, everyone. My name's Andres Mulligan. I'm very happy to be joining this team for the next few months and learning more about research and development.

Listening: A1

### Business cards

Listen to four people talk about their jobs to practise and improve your listening skills.

### Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

### Preparation task

Match the definitions (a-h) with the vocabulary (1-8).

#### Vocabulary

1. .... lead programmer
2. .... a manager
3. .... an intern
4. .... Ltd
5. .... a director
6. .... a temporary job
7. .... a doctorate
8. .... medical equipment

#### Definition

- a. a person who works in a job to get experience
- b. machines that doctors use
- c. a job that is not for a long time
- d. the main programmer
- e. a person who leads other people in a company
- f. the highest level of university education
- g. the person at the top of a company
- h. 'Limited', a kind of company that has private owners

## Tasks

### Task 1

Are the sentences true or false?

1. Peter Miller is not a medical doctor.
2. Peter sells machines for hospitals and doctors.
3. Starlight is the name of Alessandro's company.
4. Alessandro is the manager of the company.
5. Megumi thinks her real name is difficult to say.
6. Andres is not a permanent member of the team.

### Answer

True	False

## Answers

### Preparation task

1. d
2. e
3. a
4. h
5. g
6. c
7. f
8. b

### Task 1

1. True
2. True
3. False
4. False
5. False
6. True

## 5. Fifth Meeting



LearnEnglish

### Transcript

**Student:** Hi. Excuse me.

**Student B:** Yes?

**Student:** Where's the library?

**Student B:** The library? It's next to the registration office.

**Student:** Ah ... sorry, I'm new. Where's the registration office?

**Student B:** No problem. See the big building over there?

**Student:** Yes.

**Student B:** OK, so that's the lecture theatre. Next to that, on the right, is the registration office. And next to that is the library.

**Student:** I see. Thanks!

**Student:** Hello?

**Librarian:** Hello.

**Student:** Is this the library?

**Librarian:** Yes, it is. Quiet, please.

**Student:** Oh, sorry. Thank you.

**Librarian:** Can I help you?

**Student:** Er, yes, please. I want to borrow some books. What do I need?

**Librarian:** You need a library card. Here's the application form. You can take up to six books maximum today.

**Student:** OK. Six books.

**Librarian:** Yes. You have two weeks to read the books. Then you bring them back.

**Student:** And if I'm late?

**Librarian:** For every day you are late there is a fee of fifty pence.

**Student:** OK, 50p a day. Anything else?

**Librarian:** Mobile phones must be switched off in the library. You can bring your laptop, but please use headphones to watch videos or listen to music.

**Student:** OK, great.

**Librarian:** And you can't bring food or drink.

**Student:** No food, no drink. And ...?

**Librarian:** And please speak quietly! People are working here.

**Student:** Oh! Oh, OK. Thank you.

**Librarian:** You're welcome.

## Finding the library

Listen to a conversation about the university library to practise and improve your listening skills.

## Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

## Preparation task

Match the definitions (a-f) with the vocabulary (1-6).

## Vocabulary

1. .... registration
2. .... a library
3. .... a lecture
4. .... headphones
5. .... an office
6. .... a lecture theatre

## Definitions

- a. a place where people can use or borrow books, newspapers, CDs, etc.
- b. something you wear over ears to listen to music
- c. the process of writing down students' information at start of the academic year
- d. a big room with many seats where students listen to teachers
- e. a room or building where people work
- f. a talk to teach many people about a subject

## Tasks

## Task 1

Write a number (1-4) to put the events in the order you hear them.

- \_\_\_\_\_ The librarian gives the student an application form.
- \_\_\_\_\_ The student asks someone for directions.
- \_\_\_\_\_ The student asks to borrow some books.
- \_\_\_\_\_ The librarian explains the rules.

## Answers

## Preparation task

1. c
2. a
3. f
4. b
5. e
6. d

## Task 1

1. The student asks someone for directions.
2. The student asks to borrow some books.
3. The librarian gives the student an application form.
4. The librarian explains the rules.

Junica Reyza  
Big c

## PRE-TEST

### 1. Introductions:

- Before start the class the researcher prepared the class
- Then the researcher explain the way of this research
- The researcher plays the audio-video from the British Council
- The researcher asks students to listen dan read carefully and fill in the questions that have been shared



LearnEnglish

Listening: A1  
Finding the library

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#### Vocabulary

- \_\_\_ registration
- \_\_\_ a library
- \_\_\_ a lecture
- \_\_\_ headphones
- \_\_\_ an office
- \_\_\_ a lecture theatre

#### Definitions

- a place where people can use or borrow books, newspapers, CDs, etc. = 2 (a library) ✓
- something you wear over ears to listen to music = 4 (headphones) ✓
- the process of writing down students' information at start of the academic year = c (a lecture theatre) ✗
- a big room with many seats where students listen to teachers = 3 (a lecture) ✗
- a room or building where people work = 5 (an office) ✓
- a talk to teach many people about a subject = 1 (registration) ✗

Muh. Aqsa A

B16 III/C

### PRE-TEST

#### 1. Introductions:

- a. Before start the class the researcher prepared the class
- b. Then the researcher explain the way of this research
- c. The researcher plays the audio-video from the British Council
- d. The researcher asks students to listen dan read carefully and fill in the questions that have been shared



LearnEnglish

Listening: A1

### Finding the library

Listen to a conversation about the university library to practise and improve your listening skills.

#### Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

#### Preparation task

Match the definitions (a-f) with the vocabulary (1-6).

#### Vocabulary

1. \_\_\_ registration
2. \_\_\_ a library
3. \_\_\_ a lecture
4. \_\_\_ headphones
5. \_\_\_ an office
6. \_\_\_ a lecture theatre

#### Definitions

- a. a place where people can use or borrow books, newspapers, CDs, etc. (2) ✓
- b. something you wear over ears to listen to music (4) ✓
- c. the process of writing down students' information at start of the academic year (6) ✗
- d. a big room with many seats where students listen to teachers (3) ✗
- e. a room or building where people work (5) ✓
- f. a talk to teach many people about a subject (1) ✗

Nama : Nurul Andini

Kelas : B16 c

Nim : 1902010082

### PRE-TEST

#### 1. Introductions:

- a. Before start the class the researcher prepared the class
- b. Then the researcher explain the way of this research
- c. The researcher plays the audio-video from the British Council
- d. The researcher asks students to listen dan read carefully and fill in the questions that have been shared



LearnEnglish

Listening: A1

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#### Definitions

- a. a place where people can use or borrow books, newspapers, CDs, etc. (2) ✓
- b. something you wear over ears to listen to music (4) ✓
- c. the process of writing down students' information at start of the academic year (6) ✗
- d. a big room with many seats where students listen to teachers (3) ✗
- e. a room or building where people work (5) ✓
- f. a talk to teach many people about a subject (1) ✗

Nama : Mural Andini

Kelas : B15 C

Nim : 1902020082

Listening: A1

**A voicemail message**

Listen to a voicemail message and answer the questions to practise your listening skills.

**Before listening**

Do the preparation task first. Then listen to the audio and do the exercises.

**Preparation task**

Match the definitions (a-h) with the words or symbols (1-8).

**Words/Symbols**

1. — a colleague
2. — -
3. — \_
4. — an office
5. — a brochure
6. — products
7. — the price
8. — @

**Definitions**

- a. things a company makes and sells (6) ✓
- b. someone you work with (1) ✓
- c. a place where people work at desks (4) ✓
- d. underscore (8) ✗
- e. the amount of money you pay for something (7) ✓
- f. at (2) ✗
- g. hyphen (or 'dash') (3) ✗
- h. a small book with information about a product (5) ✓

**Tasks**

**Task 1**

Choose the best answer.

1. John works at Old Time Toys.
  - a. Yes
  - (b) No ✓
2. Marina wants ...
  - a. product information, a brochure and prices.
  - (c) to call John again later. ✗
3. Marina's number is ...
  - (b) 0208 6557621 ✓
  - b. 0208 6656721
4. Marina's email address is ...
  - a. marina.silva@oldtime\_toys.com
  - (b) marina.silva@oldtime-toys.com ✓

Nama : Nurul Andini  
Kelas : BIC C  
Nim : 1902020082

Fourth Meeting

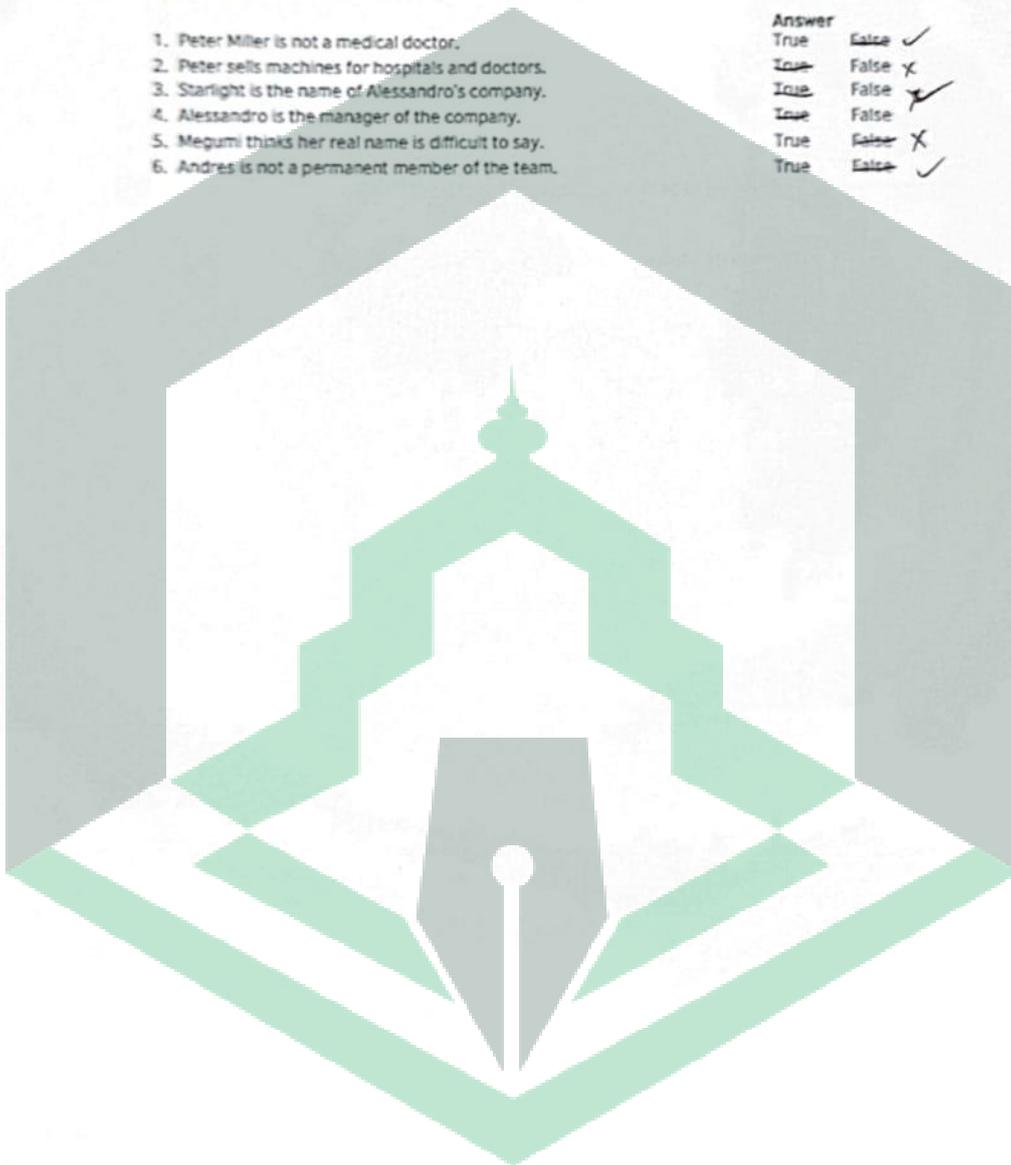
**Task 1**

Are the sentences true or false?

1. Peter Miller is not a medical doctor.
2. Peter sells machines for hospitals and doctors.
3. Starlight is the name of Alessandro's company.
4. Alessandro is the manager of the company.
5. Megumi thinks her real name is difficult to say.
6. Andres is not a permanent member of the team.

**Answer**

- |                 |                  |   |
|-----------------|------------------|---|
| True            | <del>False</del> | ✓ |
| <del>True</del> | False            | X |
| <del>True</del> | False            | ✓ |
| <del>True</del> | False            | ✓ |
| True            | <del>False</del> | X |
| True            | <del>False</del> | ✓ |



Nama : Nurul Anisri

Kelas : BIC C

NIM : 1907620082

Listening: A1  
Finding the library

Listen to a conversation about the university library to practise and improve your listening skills.

Before listening

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Preparation task

Match the definitions (a-f) with the vocabulary (1-6).

Vocabulary

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Definitions

- a. a place where people can use or borrow books, newspapers, CDs, etc. (2) ✓
- b. something you wear over ears to listen to music (4) ✓
- c. the process of writing down students' information at start of the academic year (1) ✓
- d. a big room with many seats where students listen to teachers (6) ✓
- e. a room or building where people work (5) ✓
- f. a talk to teach many people about a subject (3) ✓

Tasks

Task 1

Write a number (1-4) to put the events in the order you hear them.

- 3 The librarian gives the student an application form. ✓
- 1 The student asks someone for directions. ✓
- 2 The student asks to borrow some books. ✓
- 4 The librarian explains the rules. ✓

Junica Reyza  
Big C

## POST-TEST

### I. Instructions:

- Give a test, for the last meeting the researcher gives a listening test to the students.
- Researchers asked them to answer Task 1 and 2 tests from the British Council.

### Tasks

#### Task 1

Write a number (1-4) to put the events in the order you hear them.

- 2 The librarian gives the student an application form. ✗
- 1 The student asks someone for directions. ✓
- 3 The student asks to borrow some books. ✗
- 4 The librarian explains the rules. ✓

#### Task 2

Complete the sentences with the words from the box.

fifty	off	office	card
quietly	food	six	two
			lecture

- The big building is the lecture theatre. ✓
- The library is next to the registration office. ✓
- You need a library card if you want to borrow books. ✓
- You can take out six books. ✓
- You can keep library books for two weeks. ✓
- For every late day, you have to pay fifty pence. ✓
- Mobile phones must be switched off and you cannot have food or drink. ✓
- Please speak quietly in the library. ✓

Muh. Aqsa A  
Bia 11/c

### POST-TEST

#### 1. Instructions:

- Give a test, for the last meeting the researcher gives a listening test to the students.
- Researchers asked them to answer Task 1 and 2 tests from the British Council.

#### Tasks

##### Task 1

Write a number (1-4) to put the events in the order you hear them.

- 3 The librarian gives the student an application form. ✓
- 1 The student asks someone for directions. ✓
- 2 The student asks to borrow some books. ✓
- 4 The librarian explains the rules. ✓

##### Task 2

Complete the sentences with the words from the box.

fifty	off	office	card
quietly	food	six	two
			lecture

- The big building is the office theatre. ✗
- The library is next to the registration lecture. ✗
- You need a library card if you want to borrow books. ✓
- You can take out six books. ✓
- You can keep library books for two weeks. ✓
- For every late day, you have to pay fifty pence. ✓
- Mobile phones must be switched off and you cannot have or drink. ✗
- Please speak quietly in the library. ✓

Nama : Vural Andini  
Kelas : B1E C  
Nim : 1902020082

## POST-TEST

### 1. Instructions:

- Give a test, for the last meeting the researcher gives a listening test to the students.
- Researchers asked them to answer Task 1 and 2 tests from the British Council.

### Tasks

#### Task 1

Write a number (1-4) to put the events in the order you hear them.

- 2 The librarian gives the student an application form. ✗
- 1 The student asks someone for directions. ✓
- 3 The student asks to borrow some books. ✗
- 4 The librarian explains the rules. ✓

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- Please speak quietly in the library. ✓



1 2 0 2 3 1 9 0 0 9 0 4 6 7

**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048



**IZIN PENELITIAN**

NOMOR : 467/IP/DPMP/PTSP/IV/2023

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : KIKY REZZA AWALIATURRAMADHAN  
 Jenis Kelamin : Perempuan  
 Alamat : Jl. Balandi Kota Palopo  
 Pekerjaan : Mahasiswa  
 NIM : 16 0202 0157

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE IMPLEMENTATION OF READING - WHILE - LISTENING (RWL) TECHNIQUE IN TEACHING LISTENING COMPREHENSION AT THE THIRD SEMESTER OF ENGLISH EDUCATION OF IAIN PALOPO**

Lokasi Penelitian : INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO

Lamanya Penelitian : 14 April 2023 s.d. 14 Juni 2023

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
  2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
  3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
  4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
  5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 17 April 2023

a.n. Kepala Dinas Penanaman Modal dan PTSP  
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



ERICK K. SIGA, S.Sos  
Pangkat / Penata Tk.I  
NIP : 19830414 200701 1 005

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul.Sel.
2. Walikota Palopo
3. Dandim 1470 P/WG
4. Kapolres Palopo
5. Kepala Bidang Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

## DOCUMENTATIONS





## CURRICULUM VITAE



The researcher has complete name Kiky Rezza Awaliaturramadhan. She was born on December 31<sup>th</sup> 1997 in Ngawi, Jawa Timur. She is the first daughter from two children. Her father's name is Ahmad Ari Prasajo and her mother's name is Yunita Ambar Budiati. She has one sister. The researcher graduated from MI PSM SALAK, JATIM in 2010 and then she graduated from SMPN 5 Ngawi Jawa Timur in 2013. Then, in 2016 she graduated from SMAN 2 Ngawi Jawa Timur. The researcher continued her study at State Islamic Institute of Palopo (IAIN) and taking English Language Education Study Program S-1 degree.

In the end of the study at State Islamic Institute of Palopo (IAIN), she wrote a thesis entitled ***“Implementation of Reading-While-Listening (RWL) Technique at the Third Semester of English Education of IAIN Palopo”***.