

APPENDICES

Appendix 1. Transliteration

Al-A'raf (7): 204

Transliteration	English Translation	Indonesian Translation
“Wa iza qur’al Quraanu fastami’uu lahuu wa ansituu la ‘allakum turhamun”	“When the Al-Qur’an is read, pay attention and be quiet, then you will get mercy.”	“Dan apabila dibacakan Al-Qur’an, maka dengarkanlah baik-baik, dan perhatikanlah dengan tenang agar kamu mendapat rahmat.”

Appendix 2. Observation Sheet

For Lecture

The Implementation of Multimodal Approach

No.	Teaching Process	Activities	Comments
1.	Preparation before class	Preparing lesson plan	
		Warming up/reviewing	
		Introduction to a new lesson	
		Presentation	
		Practice	
	Evaluation		
2.	In class practice	Showing some pictures materials	
		Showing some video materials	
		Showing some audio materials	

		Asking some questions to the students	
		Asking the students to present their ideas orally	
		Offering encouraging comments	
		Asking the students to do the multimodal exercise	
3.	After class practice	Giving homework	
		Asking the students write after-listening report	
		Sending the students' report to online group sharing area	
		Asking the students find some materials that the students are interested in	
		Asking the students read it	
		Asking the students record it into MP3	

For Students

No.	The Structure of Attitude	Positive	Negative	Comments
1.	Affect	Inclination	Disinclination	
		Happiness	Unhappiness	
		Satisfaction	Dissatisfaction	
		Security	Insecurity	

2.	Judgement	Social Esteem	
		Social Sanction	
3.	Appreciation	Reaction	
		Composition	
		Significance	

Appendix 3. Interview Guideline

For Students

Open-ended Questions

1. How do you feel while listening the audio about TOEFL/IELTS Test using audio?
2. While listening TOEFL/IELTS Test, what are you focused on? Why?
3. While listening TOEFL/IELTS Test, what steal your focus? Why?
4. What are you most aware of during listening TOEFL/IELTS Test? Why?
5. Describe what your favorite material on TOEFL/IELTS Test is like?
6. Describe any perceptions you get during listening TOEFL/IELTS Test?
7. Describe what that perceptions feel like?
8. Do your listening skills stay the same/go down/go up because of this class? Why?
9. Is the lecture's listening instruction in this class useful? Why or why not?
10. Do the listening activities help your listening skills? How?
11. Is the teaching of listening in this class the same or different from other English classes you've taken (junior high school, senior high school, Antasari Islamic University Banjarmasin)?

12. In your class, you learn several strategies. Which strategies do you think are the most useful? Why?

13. Are there any other perceptions you experience while listening TOEFL/IELTS Test that we have not covered?

Appendix 4. Script of Interview

Script of Interview with Students

1.

001	Interviewer	:	“How do you feel while listening the audio about TOEFL/IELTS Test using audio?”
002	Student A	:	“Pretty normal, since it is not that hard or fast to listen to.”
003	Student B	:	“I feel excited because I think listening is easier but still, sometimes I'm confusing in choosing the answer.”
004	Student C	:	“When listening to the audio, usually I feel happy and challenged to understand the conversation.”
005	Student D	:	“I feel happy because it will increase my ability and focus on every sentence in English.”
006	Student E	:	“I think the audio that is already dedicated to TOEFL/IELTS test is easier than listening to it directly. I feel satisfied.”
007	Student F	:	“Nervous because of not being able to answer correctly and afraid that the results will not same with expectations.”
008	Student G	:	“I feel like I am taking an exam.”
009	Student H	:	“Most of the time I feel okay listening it but sometimes it can be difficult.”

010	Student I	:	“It feels easy and fun, if what is conveyed sounds simple.”
011	Student J	:	“I feel good, but it makes me a little difficult because in audio the speaker is a native speaker which for me as a beginner sometimes it is difficult to catch what is being said.”
012	Student K	:	“Yes, it's fun, but it's a little difficult if the speaker speaks too fast.”
013	Student L	:	“From me, Alhamdulillah, it's pretty easy, but because I have vocabulary and words spoken by native speakers that I don't understand, those are the obstacles that make it difficult for me to answer them.”
014	Student M	:	“For the first time, I felt I had trouble when listened it. But now, Alhamdulillah I can more understand when listen it.”
015	Student N	:	“My feeling when listening to the TOEFL/IELTS test audio is that I feel a little troubled because sometimes I can't understand the conversation in the audio.”
016	Student O	:	“It feels really difficult.”

2.

017	Interviewer	:	“While listening TOEFL/IELTS Test, what are you focused on? Why?”
018	Student A	:	“The main point of what they are talking about. Because by knowing the main point, you can assess what are the things that are related to the things they are talking about without the need for the whole conversation.”

019	Student B	:	“I focused on the second person who speaks. Because Miss Nisa suggested like that and it’s one of the listening strategies.”
020	Student C	:	“Mostly, what I focused on while listening to the audio is the words that the speakers spoke. Why I’m focusing on the words that the speaker spoke? Because that’s one of the most crucial parts when we are listening in English. And also, many words have similar sounds with other words, so we have to focus on them to prevent misunderstanding.”
021	Student D	:	“Important points, and the second person who speaks. So, the important point of the core of the conversation is usually in the second person. Because based on my experience when doing the TOEFL test, most of the questions will lead ‘What is meant by the second speaker?’”
022	Student E	:	“I focused on how the letters are pronounced, not on how the words are pronounced. I find it easier to distinguish words that have similar pronunciation. The reason is in my opinion, it is easier to differentiate the pronunciation of alphabets than words, so to get the answers, I will focus on the pronunciation of the alphabets of words that is being mentioned, so it is easier to answer. Example, ‘see’ and ‘sea’.”
023	Student F	:	“Focus on the second speaker because as a tip I often hear that the second speaker is the focal point of the answer.”

024	Student G	:	“I focused on the questions and usually If it's a conversation, I more focus on the last. Because most of the answer of listening test on the last conversation.”
025	Student H	:	“I mostly focus on the question. Why I focus on the questions? because I can't get the answer easier. I tried to focus on the answer, but thing is I can't hear the question, so it's better to focus on the questions that the answer for me.”
026	Student I	:	“I will focus on certain parts depending on the skills that have been taught. Sometimes, I focus on the last discussion, sometimes I also focus on the words spoken by the speaker. What I usually focus on is the skill that's been taught, sometimes there are parts that are required to focus on the first part, like or focus on subtext, and so on, so I'll focus on certain areas depending on the skill.”
027	Student J	:	“I focus on some of the words I understand and the questions from the test audio.”
028	Student K	:	“Hearing usually at the end of the sentence. Because at the end it is something he asked, but now I think, focusing our hearing at the beginning of a sentence is also important because usually there are keywords for us to answer.”
029	Student L	:	“I focus on the answers to the questions in question. The reason is because when I listen to the audio, I have to look for answers to save time.”

030	Student M	:	“I focused on the words that I knew. I mean even I don't know all the words, if I know apart it, I can understand what is talking about. Because if I listen the entire words and there's a word that I'm not sure, my concentrations will be got distract. So, I will just listen or focus to the words that I understand in order to get the conclusion from that audio listening, even I don't know the meaning.”
031	Student N	:	“When listening to the TOEFL/IELTS test, I focus on the words of the people in the audio or on their vocabulary. Because when I focus on words, it makes it easier for me to answer questions and increase my vocabulary in English.”
032	Student O	:	“Their accent or the way they're talking. Because their accent is difficult to be listened, especially British's accent.”

3.

033	Interviewer	:	“While listening TOEFL/IELTS Test, what steal your focus? Why?”
034	Student A	:	“The place, time, person, and the general information of what they are talking about. Because these are the main things that usually came out in questions”
035	Student B	:	“Usually, I listen to the first person who speaks and usually I choose the wrong answer. Sometimes, I'm

			hesitated with the second speaker, but when I played it once again, I'm not sure and focus on the first speaker.”
036	Student C	:	“Because I’m studying in an online lecture, the thing that usually steals my focus is the sounds. Like when my mom called me, my little brother playing outside with his friends, or the vehicle noise on the road voices around me. Why do they steal my focus? Because when I’m facing the listening session, it’s kinda hard to focus on the audio while there are also many loud sounds around me, especially my brother and his friends’ shouts when they’re playing together.”
037	Student D	:	“Similar words/sentences. Similar words make me confused when I hear them, usually similar words are indeed a deception to test accuracy during the listening test.”
038	Student E	:	“Of course, the accent of the person I'm listening to. I can lose focus if I listen too much to the accent of the person that is speaking in the audio. Because listen to people’s accent is satisfying and interesting. I like learning language because of the native speaker.”
039	Student F	:	“Words that are not heard clearly make me confused until the second speaker because I overthink what the first speaker said. The cold air also sometimes steals my focus. I can't focus when I'm in an air-conditioned room, So, to overcome this I wear thick clothes and socks.”
040	Student G	:	“How the surrounding can steal my focus. If the surrounding noisy, it’s hard to focus, because in Listening, we have to listen carefully all of the sound/audio.”

041	Student H	:	“My phone notifications steal my focus or I accidentally daydreaming. I’m easily distracted, it’s not just about my phone notifications, anything that catches my eyes will distract me. I don’t know why; I’ve been like this since I’m a child.”
042	Student I	:	“Usually I am disturbed by words that are similar to what the speaker is saying, or the speaker speaks too fast, so I can’t understand what he means, and the atmosphere around me can also be annoying sometimes, if it is noisy. Sometimes, many words that are similar to those spoken by the speaker, sometimes causing me to deceived because I can’t tell the difference. Sometimes, the speaker was too fast for me to control the pace of the conversation, and sometimes I felt that I was in trouble. The atmosphere around me can also make it difficult for me to focus.”
043	Student J	:	“When the speaker may speak too fast and I have trouble interpreting what is being said.”
044	Student K	:	“Lack of concentration and the speaker is too fast to speak. Because sometimes I can’t understand when the speaker speaks the conversation too fast.”
045	Student L	:	“What makes me lose focus is the pronunciation is sometimes sped. The reason is because I still have words that I don’t understand when the speaker says those words, so they can interfere with my focus.”

046	Student M	:	“I think my own imagination. Because I often daydream or think another thinking accidentally. I like reading and watching. So, I usually imagine the story I’ve read or even my life story I’ve done anywhere and anytime. Sometimes, I daydream and then it becomes a habit.”
047	Student N	:	“When listening to the TOEFL/IELTS test, what caught my attention was how the person speaking said the word or sentence. Because the way people speak makes it easier for me to understand.”
048	Student O	:	“Noises or music. The reason, noises or music distract me while doing a TOEFL test because the noises outside of my house is too loud and I can’t hear what they are talking about in the TOEFL test audio.”

4.

049	Interviewer	:	“What are you most aware of during listening TOEFL/IELTS Test? Why?”
050	Student A	:	“The point of the conversation. Because the point of the conversation will allow for a better understanding of the subject and makes it easier to find all the things that were asked even if there are some mistakes in the hearing part.”
051	Student B	:	“That listening is not as easy as we think in the TOEFL/IELTS test. In listening section, we have to focus to choose the right answer.”
052	Student C	:	“What I most aware of during listening to the test is about number. Since I could see the answers’ choice, I notice what key answer that will be on the audio. Maybe

			the answer is kinda similar to question number two. It's because we have to recognize well the words that the speakers spoke. If we are wrong in guessing the spoken words, so the meaning will be different.”
053	Student D	:	“Maybe the IESL test is more difficult than the TOEFL. I think IELTS is more difficult because it leans more towards a British's accent, so you have to be more careful when listening to it. Also, more complex than TOEFL, not just multiple choice. Most are short entries, matching answers and questions.”
054	Student E	:	“I finally realized that there are still many tests (TOEFL/IELTS) that are more difficult than I thought. Because I realize that learn TOEFL/IELTS is difficult, not as easy as I see.”
055	Student F	:	“The listening test is difficult, so it made me realize that I need to practice listening often, so that my ears and brain get used to it. I focus on the easier questions because the accuracy of correct answer is high, example for a conversation, I will focus on the second speaker. Or if there are questions about agreement, like ‘I couldn't agree more’, the meaning is ‘I'm very agree’, I like it to listen like that, because I'm sure about the answer. The other hand, I can't focus anymore to the last questions, because I've answered a lot of questions and it's hard. But I try to oversee the choice answer in order to get the answer.”
056	Student G	:	“I most aware of the pronunciation. Because if we listen to the audio in TOEFL test, we will aware that we use right pronunciation or not.”

057	Student H	:	“How the word pronounced. Like I said before, I get easily distracted, that’s why I choose to focus on how the word is pronounced.”
058	Student I	:	“Usually, I have to focus on paying attention to the part of the word that is similar to other words, should be more careful in that part. I have to focus and concentrate more on a few words that sound the same, because there can’t be any mistakes.”
059	Student J	:	“I am aware that I must have a lot of vocabulary to learn and have good hearing and thinking skills and what I am most aware of is the time to do it.”
060	Student K	:	“Something the speaker talked about in the audio and the time of the test. Because these two things are very important in my opinion. If we don’t know what is being said that we can’t answer the questions because of our ignorance.”
061	Student L	:	“I pay attention to the time for fear of not having time. The reason was because I was worried that I might unknowingly run out of time.”
062	Student M	:	“I think the words that I knew and sometimes the easy grammar. Of course, the most I aware of during listening test is the words I know and the easy grammar. Because it just comes out my mind without permission.”
063	Student N	:	“What I am most aware of while listening to the TOEFL/IELTS Test is the numbers because sometimes I can be less focused. Because, I think the number when mentioned, if I don’t focus, I’m often misled.”
064	Student O	:	“The way they're talking is sometimes is really strange so I need to hear what were they saying. The reason is that they are talking really fast and sometimes I can’t keep up from their conversation, so I have to listen their

		conversation so many times so that I don't get wrong answer."
--	--	---

5.

065	Interviewer	:	“Describe what your favorite material on TOEFL/IELTS Test is like?”
066	Student A	:	“The simple ones that does not require too deep of thinking and guessing.”
067	Student B	:	“I like short conversation or dialogue. Why I like this? Because, I can be more focus in listen to the conversation and I don't need much time to answer it.”
068	Student C	:	“My favorite materials are listening to TOEFL part two and three. There, we can test our listening skills harder than when we just listening to a short conversation; like just two dialogs in listening part one.”
069	Student D	:	“My favorite is listening to double negative expressions, because it feels easier than others, because the trick is if a negative sentence meets a negative sentence, it will produce a positive sentence, so when there is a conversation that is both negative the answer is positive.”
070	Student E	:	“Actually, I don't have a favorite material, it's just this material is easy for me. It's about "direction-location". I learned a lot of vocabulary in this material, for example between, across from, next to, etc.”
071	Student F	:	“The material is about mentioning numbers and names because in my opinion it's quite easy, tips then if there is the word "I couldn't agree more" it means strongly

			agree, so just look for the option whose choice relates to strongly agree.”
072	Student G	:	“I like material about avoiding a similar sound, it's like while you listening, you don't have to answer that have a similar sound with the sound. Because it's tricky.”
073	Student H	:	“I think I don't have favorite material for now.”
074	Student I	:	“I like almost all materials, one of them is about “listen for idioms”. I like it very much.”
075	Student J	:	“My favorite material is listening and reading because listening helps me learn how to understand when native speakers speak and pronounce words in English correctly and for reading also trains my English reading skills.”
076	Student K	:	“Maybe listening comprehension.”
077	Student L	:	“My favorite material is listening comprehension.”
078	Student M	:	“I like every material and I like the material that I am good at the most.”
079	Student N	:	“My favorite material on the TOEFL/IELTS Test is about.”
080	Student O	:	“Making assumptions, because it’s really easy to learn.”

6.

081	Interviewer	:	“Describe any perceptions you get during listening TOEFL/IELTS Test?”
082	Student A	:	“So, the class itself is pretty fun. Despite the task can be pretty repetitive, but I like repetitive routine. So, I can say I am satisfied with the class.”
083	Student B	:	“I'm satisfied and fascinated during the listening class.”

084	Student C	:	“My perception about this TOEFL test class is fun, not boring, I learn new knowledge about listening.”
085	Student D	:	“So much fun.”
086	Student E	:	“Between happy and also hard. I feel happy but at the same time I feel it's hard.”
087	Student F	:	“Happy, unhappy, happy, satisfied.”
088	Student G	:	“In listening we can know the real meaning of English. So, we can understand well what the speaker said.”
089	Student H	:	“Listening helps me a lot. When I watch the video, I finally understand what native speaker said without enabling the subtitles.”
090	Student I	:	“Very useful. I learnt a lot about how to listen well, carefully, be more patient, and of course practice to take advantage of the time that has been given.”
091	Student J	:	“My perception when listening is fun and trains me to listen in understanding what is being said in English dialogue.”
092	Student K	:	“My perception of listening class is fun, because I think using interesting learning methods such as through audio that can train my listening skills.”
093	Student L	:	“My perception is that it is fun but sometimes confusing.”
094	Student M	:	“It's good if I know apart of words of just understand what is talking about. On the other side, I lie if I say I never bored or even annoyed with the class, but I really love English and whatever is in it including listening. So, I will say I really love when studying listening.”
095	Student N	:	“This class is fun.”
096	Student O	:	“It tested your listening skills and finding an answer from their conversation.”

7.

097	Interviewer	:	“Describe what that perceptions feel like?”
098	Student A	:	“It feels like a tingle in your brain when you hear the sound. Mostly because it is easy on the brain and I don’t need to change what to expect every time.”
099	Student B	:	“Yes, during the listening class I feel happy, satisfied, and fascinated. Because I think listening is easier than other study. We just have to listen on the speaker but of course we must focus too in listening so that we can choose the best answer.”
100	Student C	:	“This class is not boring because the lecturer is kind, able to control the class atmosphere, and the material is also not hard to understand.”
101	Student D	:	“Because when she was in the listening class, Miss Nisa was also very good and easy going in running her class.”
102	Student E	:	“‘Happy’, I mean I can learn with help from the lecturer and it helps me to improve my skills. ‘Hard’, I mean the test is really hard (sometimes) so it makes me confused and dizzy at the same time.”
103	Student F	:	“Sometimes I am happy when I can easily answer questions, but sometimes I am not happy when the questions are too difficult, such as a speaker who is too fast. So sometimes I’m really scared that when the listening class is happened in weekly, I’m very scared about that day. But when I collect it, I am definitely grateful for every work that I do. I am satisfied if the results I get same as my expectations.”
104	Student G	:	“Like knowing the hidden meaning maybe.”
105	Student H	:	“It makes me more confident with my skill.”
106	Student I	:	“It’s like when I’m given a little time to listen to audio, then only given three chances to repeat it, then I have to

			learn to make the most of opportunity, and reduce carelessness.”
107	Student J	:	“Satisfactory because it helps the ability to hear and think in capturing what is being said in English.”
108	Student K	:	“Satisfied, because can train or improve our hearing ability with practice and little by little my knowledge is increasing.”
109	Student L	:	“The perception is like that because when listening to it I sometimes enjoy listening to it because it feels like it is being told, while at times it is confusing when I don't understand what the native speakers are saying.”
110	Student M	:	“If I know the words then I can imagine the words in my mind for every word that I listen. Meanwhile, when I bored or annoyed maybe because I have another problem which causes lack of enthusiasm when learning. Even so, I really enjoy listening. I am very motivated when I think that I can speak with native speaker. Because of that I learn listening seriously.”
111	Student N	:	“It's fun because the way our teachers teach is fun, good and fun.”
112	Student O	:	“It feels sometimes difficult at start but when you get used to it, it'll become very easy.”

8.

113	Interviewer	:	“Do your listening skills stay the same/go down/go up because of this class? Why?”
114	Student A	:	“It has gone up, because there are some new ways to approach the subject.”

115	Student B	:	“During the listening class, my skills on listening go up because there is a lecturer that guide us and there are strategies in answer the TOEFL/IELTS test.”
116	Student C	:	“Of course, my listening skill is going up because here I learn many something new that I’ve never known about listening before.”
117	Student D	:	“Go up, because every explanation and task that Miss Nisa gives is very helpful in my learning process.”
118	Student E	:	“My listening skills are getting better (go up) during the lessons in this class. I think this is because I often get assignments that I must do it without help from anyone, so it makes me practice a lot.”
119	Student F	:	“Go up, because it has been a lot of practice and given some tips.”
120	Student G	:	“My listening skill go up with this class because I feel I'm getting more accustomed to listening in English.”
121	Student H	:	“I think most of the time my skills go up but at certain time it can go down, I think it depends on how focused I am.”
122	Student I	:	“In my opinion, maybe there are still some skills that are the same as the previous class, there are still some that are related because there are some things that I have learnt.”
123	Student J	:	“My skills go up and down because when I listen, sometimes I don't focus and the speed of time is hindered so that some answers go wrong it makes my skills decline.”
124	Student K	:	“I think it slightly practice more often increased, because we.”
125	Student L	:	“Go up, because with this class I understand more material that I didn't understand before.”

126	Student M	:	“Alhamdulillah my listening skill have gone up. Because the material and specially the teacher help me to increase my skill.”
127	Student N	:	“My listening skills improved because of this class. Because in this class I get a lot of materials that make it easier for me.”
128	Student O	:	“I think it's stays the same, because I started to learn listening when I was in Junior High School and then I continue to learn again in YouTube and then until now, it's still the same.”

9.

129	Interviewer	:	“Is the lecture’s listening instruction in this class useful? Why or why not?”
130	Student A	:	“It has been useful, because it gives more chance to practice.”
131	Student B	:	“Of course, she's useful. Because she has guided and given lessons to us and if there such a thing that we didn't understood then she's explained what we didn't understood.”
132	Student C	:	“Yes, it's very useful. The lecturer tells us how to do the listening test well, she also explains to us when there is something that we don't understand and many more.”
133	Student D	:	“Yes really, because this can be an exercise when we talk to real foreigners abroad and make it easier for us to quickly catch up with what is being said.”
134	Student E	:	“The instruction from the lecturer was very useful for me. First, I could not understand all the material myself. Second, I can understand the material more easily and quickly. Third, it is easier for me to understand what the lecturer means.”
135	Student F	:	“Very useful because the instructor teaches patiently and very clearly.”

136	Student G	:	“Very useful, because she always explained about the skill that we learned. And always give feedback.”
137	Student H	:	“Yes, it is, because it helps me to understand more about some situation or even how the words work in conversation.”
138	Student I	:	“Of course, it is very useful, because there are many skills that she explained which I have not understood before or there are skills that are easier to understand because of her explanation.”
139	Student J	:	“Yes, because easy-to-understand listening instructions are useful for practicing listening skills.”
140	Student K	:	“Very useful, because it can increase knowledge about how to listen or answer questions well.”
141	Student L	:	“Useful, because with lecture's listening instruction in this class, I can understand listening regularly.”
142	Student M	:	“Yes, because by learning will improve my skills.”
143	Student N	:	“Instructions for listening to lectures in this class are useful, because they make me understand better how to do the TOEFL/IELTS Test.”
144	Student O	:	“Yes, because I can learn new things that I haven't learn back in Junior High School and High School.”

10.

145	Interviewer	:	“Do the listening activities help your listening skills? How?”
146	Student A	:	“Yes, it does. Because it gives me more insight as to how things are pronounced and what are the general pattern for a listening test is like.”

147	Student B	:	“Yes, it does. Because we trained to be focus while listening and I know more about vocabulary.”
148	Student C	:	“Yes, because just studying the material without practice is not very effective. By doing exercise, we can know-how is our listening skills development.”
149	Student D	:	“Yes, because this is like sharpening our hearing and focus.”
150	Student E	:	“Yes, they do. Listening activities can become a habit, a habit that is done frequently can help improve my listening skills.”
151	Student F	:	“Yes, it is very helpful because I have often practiced, as the saying goes ‘practice makes perfect’.”
152	Student G	:	“Yes, more often we do the listening activities and understand about the lesson, our listening skill will better.”
153	Student H	:	“Yes, listening help me understand better what people said.”
154	Student I	:	“Very helpful, because sometimes when we are not required to learn from the course, it will be more difficult to learn it on our own initiative, if there is no this learning, maybe I will need more time to study on my own.”
155	Student J	:	“Yes, because listening trains me to understand the dialogue between native speakers in English, knows how to pronounce the right words and trains my focus and thinking is to catch what is being said.”
156	Student K	:	“Yes, because we often practice and discuss together about this TOEFL.”
157	Student L	:	“It is very helpful because it can train the hearing and understanding of the speaking native speakers.”
158	Student M	:	“Yes, because listening often will increase vocabulary and get used to in listening English.”

159	Student N	:	“Listening activities help my listening skills, such as making it easier for me to understand English audio, and improve my English skills.”
160	Student O	:	“Yes, it helps me to understand what they're saying and not just the listening but you can communicate with their accent as well.”

11.

161	Interviewer	:	“Is the teaching of listening in this class the same or different from other English classes you’ve taken (junior high school, senior high school, Antasari Islamic University Banjarmasin)?”
162	Student A	:	“Different, because there are more task and it is more focus on listening, rather than general English.”
163	Student B	:	“It's the same as high school we learn about strategy, parts and others thing in the TOEFL/IELTS test.”
164	Student C	:	“Actually, I don't really know whether is it the same or different because I've never in a listening class before. English lesson that taught in my school then mostly just based on the textbook, no listening test.”
165	Student D	:	“It's different, because in elementary, middle or high school I don't have listening lessons like this.”
166	Student E	:	“Some are the same and some are different. A different way is going on in Senior High School, at my School my teacher teaches listening through films and games. I think this method is different from the method used in this class.”

167	Student F	:	“I think it's different, when I was in high school, we were only assigned to listen without any strategy to answer questions.”
168	Student G	:	“Different, because in this class we learn about listening in more detail than in my senior or junior high school.”
169	Student H	:	“It's different and something new for me, because in high school we rarely do listening class.”
170	Student I	:	“The material is a little different, especially in this second semester, IELTS has started to be studied which I have studied before.”
171	Student J	:	“Slightly the same but when at the state Islamic university Antasari Banjarmasin in teaching listening, many skills are taught in understanding listening.”
172	Student K	:	“Maybe a little different from what I learned in senior high school or junior high school.”
173	Student L	:	“I think it's different because every teacher has a different teaching technique.”
174	Student M	:	“A little different from another teacher.”
175	Student N	:	“The teaching of listening in this class is a little different when I was in high school, because in this class, I was taught to go deeper.”
176	Student O	:	“No, it's the same.”

12.

177	Interviewer	:	“In your class, you learn several strategies. Which strategies do you think are the most useful? Why?”
178	Student A	:	“The one where we have to learn of the main topic of the conversation, because it is the most useful in real life practice.”

179	Student B	:	“I choose the strategy named "listen for negative expression". I think this strategy is easier to understand than other strategy. We just have to focus on the negative sentence and then choose the answer within opposite sentence (kind of antonym).”
180	Student C	:	“In my opinion, the most useful strategies when listening are the first three: focus on the last line, find the synonyms, and avoid similar sounds. For the reason: First, when listening to the last line, sometimes we can directly find a conclusion about what the speaker said. Second, knowing the synonyms is important because every language has many words that different but has the same meaning. Third, avoiding similar sounds can prevent us from miscommunication with others.”
181	Student D	:	“Listen to double negative expressions, because it feels easier than others, because the trick is that if a negative sentence meets a negative sentence, it will produce a positive sentence, so when there is a conversation with a negative sentence, the answer is positive. So, it's easier to analyze.”
182	Student E	:	“'Avoid similar sound' is the most useful strategy for me. I find it difficult to distinguish sounds that are similar, but with this strategy I have learned two things. First, I find it easier to distinguish similar sounds. Second, I find it easier to answer the questions on a test.”
183	Student F	:	“One of my favorite strategies is to focus on the second speaker and when in idioms material avoid the same answer options as the question.”

184	Student G	:	“I think listen to idioms, because from this, we know about idioms that used native speakers.”
185	Student H	:	“I usually use the see answer first strategy, it’s a habit actually but it useful because when I see the answer, we can easily guess what the question about.”
186	Student I	:	“There are many strategies that have really helped me so far, one of which is the strategy of avoiding similar words.”
187	Student J	:	“From myself I like the practice strategy then being together and discussing each other makes it easier and trains my thinking and listening skills.”
188	Student K	:	“I think the strategy focuses on the last line because I think usually the answer is in the last sentence or the last conversation.”
189	Student L	:	“A useful strategy in my opinion is to do the exercises and answer together. Because by doing so, they can exchange opinions.”
190	Student M	:	“I think all the strategies are useful when we knew the words and I usually use strategy I just focus on the words that I knew.”
191	Student N	:	“A strategy that I find very useful is a strategy that teaches to avoid the same sound. Because for me personally, I am often fooled by the same sound.”
192	Student O	:	“Listen to the words, because sometimes I imagine the scene while they're talking. For an example if they're talking in the office. Then I imagine theme talking in the office and then I try to picture out what they are saying.”

13.

193	Interviewer	:	“Are there any other perceptions you experience while listening TOEFL/IELTS Test that we have not covered?”
194	Student A	:	“No, there are none.”
195	Student B	:	“No. There are not. It's enough, I think.”
196	Student C	:	“About this, I think not. Everything has been well covered.”
197	Student D	:	“Nothing, I think Miss Nisa has already discussed everything.”
198	Student E	:	“I have other perception. It makes me confused.”
199	Student F	:	“I don't think so.”
200	Student G	:	“I don't know, I think listening also can increase our focus.”
201	Student H	:	“Very much covered it all I think, because I'm not an expert in this field so I can't pinpoint what haven't covered.”
202	Student I	:	“Confusing, sometimes I still feel confused to adjust how to listen to audio according to the time that has been given.”
203	Student J	:	“Listening is one of the TOEFL tests to test our ability to capture topics around us and the ability to communicate in English.”
204	Student K	:	“Nothing.”
205	Student L	:	“Nothing.”
206	Student M	:	“If I have no idea what is talking about then I will choose the answer through my feeling. I feel very satisfied when I answer the test correctly.”
207	Student N	:	“I feel a little trouble.”

208	Student O	:	“I think not.”
-----	-----------	---	----------------

Appendix 5. Official Letter



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 188 TAHUN 2020
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GENAP
TAHUN AKADEMIK 2019/2020

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
- b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan Ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.
- Mengingat : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
3. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No. 72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin.
- Memperhatikan : Usul Ketua Jurusan TBI Tanggal 6 Agustus 2020
- MEMUTUSKAN:
- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GENAP TAHUN AKADEMIK 2019/2020
- Pertama : Menunjuk dan menugaskan kepada:
1. Nama : Dra. Andi Irlina, M.Hum
NIP/NUP : 196901122003122004
Pangkat/Golongan : Penata/III/c
Jabatan Akademik : Lektor
Sebagai Pembimbing Bidang Konten dan Metodologi
2. Nama : Sovia Rahmanlah, M.Pd
NIP/NUP : 201702018
Pangkat/Golongan : Penata Muda Tingkat I/III/b
Jabatan Akademik : Assisten Ahli
Sebagai Pembimbing Bidang Bahasa dan Teknik Penulisan
- Untuk membimbing mahasiswa penyusun skripsi:
- Nama : Rossy May Yanti
NIM : 170102030023
Jurusan/Prodi : TBI
Judul Skripsi : Multimodal Approach In Listening Class
- Kedua : Blaya akibat dikeluarkannya keputusan Ini dibebankan kepada DIPA UIN Antasari Banjarmasin.
- Ketiga : Keputusan Ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan sebagaimana mestinya.

Ditetapkan di Banjarmasin
pada tanggal 07 Agustus 2020
DEKAN,


Prof. Dr. H. Ulinah, M.Pd.
NIP. 19600106196603200

- Tembusan:
1. Rektor UIN Antasari Banjarmasin;
 2. Ketua Jurusan;
 3. Dosen Pembimbing;
 4. Anslp.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3268838 Faksimile (0511) 3274482
Email: fk.antasari@gmail.com Web: www.fk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: 1931/Un.14/III.1.t/pp.00.9/12/2020

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Rossy May Yanti
N I M : 170102030023
Jurusan/Prodi : TBI
Alamat : Jl. Al-Fatah, No. 34, RT/RW. 027/007, Kec.
Pelaihari, Kab. Tanah Laut, Kalimantan
Selatan


adalah benar telah melaksanakan Seminar Desain Operasional Skripsi
yang berjudul:

**THE IMPLEMENTATION OF MULTIMODAL APPROACH IN LISTENING
II CLASS OF ENGLISH EDUCATION DEPARTMENT STUDENTS**

Pada Hari/Tanggal : Kamis, 19 November 2020
Tempat : WhatsApp (Video Call)

Demikian surat keterangan ini dibuat, untuk dipergunakan
sebagaimana mestinya.

Banjarmasin, 14 Desember 2020
Ketua,


Mahmudah, M.Pd.I
NIP. 198708212015032004

Appendix 6. Notes



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

CATATAN SEMINAR PROPOSAL SKRIPSI

- | | | |
|----|------------------------|--|
| 1. | Nama Mahasiswa | : Rossy May Yanti |
| 2. | N I M | : 170102030023 |
| 3. | Program Studi | : Tadris Bahasa Inggris |
| 4. | Judul Proposal Skripsi | : The Implementation of Multimodal Approach in Listening II Class of English Education Department Students |
| 5. | Dosen Pembimbing | : 1. Dra. Andi Irlina, M. Hum
: 2. Sovia Rahmaniah, M.Pd |
| 6. | Catatan Hasil Seminar | : |

NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1.	Fajriannur 1. Penggunaan beberapa kosakata seperti 'will use', 'wants', 'give', 'tries', 'take', dsb. untuk academic writing, terutama research proposal dirasa kurang tepat, lebih baik mencari sinonimnya.	1.	Dra. Andi Irlina, M. Hum 1. Judul tambah Multimodal Approach in Listening Class of English Department Students 2. Research Questions no. 2 bukan 'response', tapi 'how are the students' attitude' 3. Definition of keyterms: Multimodal Approach dan Listening Class saja, Attitude tidak perlu karena tidak ada di judul. Jelaskan menurut ahli dulu kemudian menurut diri sendiri 4. BAB II tambah approach in teaching listening, harus lebih jelas multimodalnya, harus ada teori lain, nanti 1 saja yang dipakai 5. BAB III, jelaskan Research Settingnya, kenapa mengambil jurusan TBI bukan yang lain, jangan menjudge langsung dosennya cuma memberi pertanyaan dan langsung dijawab. Jelaskan juga semester berapa. 6. Tentukan jumlah participantsnya, ditulis dengan lengkap
2.	Karimah 1. Mengapa memilih kelas Listening di UIN Antasari Banjarmasin? 2. Apakah ada kriteria tertentu? Jawaban: Karena ada beberapa materi dimana dosen Listening menggunakan multimodal approach seperti bermain games, menonton cerita, dan menceritakannya kembali. Selain itu, dari penelitian previous studies, kelas yang diteliti adalah kelas Poetry dan Reading yang notabeneanya cara mengajarnya hanya 1 approach saja.		
3.	Gusti Helma Nur Azizah 1. Di previous studies, kenapa kamu memilih penelitian dari luar negeri daripada lokal? Jawaban: Karena, academic supervisor saya meminta untuk mencari sumber dari luar, bukan Indonesia. Selain		

<p>mencari sumber dari luar, bukan Indonesia. Selain itu, penelitian multimodal approach di Indonesia menggunakan bahasa Indonesia dan topiknya kurang sesuai dengan penelitian saya sendiri.</p>	<p>2. Sovia Rahmaniah, M.Pd 1. Title terlalu singkat, tambahkan the use/the implementation dan level kelasnya 2. Definition of key terms masih general 3. Page number hal 1, 3, dan 25 posisinya di tengah bawah 4. Dalam technique of data collection, jelaskan berapa banyak pertanyaan dalam instrumennya</p>
---	--



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

	<p>5. Jangan menggunakan referensi dari website.</p>
--	--

Banjarmasin, 19 November 2020
Moderator,


Muhammad Regil

THESIS CONSULTATION NOTES





NAME	ROSSY MAY YANTI
SRN	170102030023
DEPARTMENT	ENGLISH EDUCATION DEPARTMENT
YEAR	2017
TITLE	THE IMPLEMENTATION OF MULTIMODAL APPROACH IN LISTENING II CLASS OF ENGLISH EDUCATION DEPARTMENT
ADVISOR OF CONTENTS AND RESEARCH METHODS	DRA. ANDI IRLINA, M. HUM
ADVISOR OF LANGUAGE AND WRITING TECHNIQUES	SOVIA RAHMANIAH, M. PD




CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: DRA. ANDI IRLINA, M. HUM

Dates	Notes	Signature
26/02/2021	1. Chapter 1, perjelas definition of keyterms 2. Chapter 2, disusun agar tidak tercampur 3. Chapter 3, hilangkan alasan no. 4&5 4. Tulis tahun ajaran dan angkatan participants 5. Tidak perlu pakai sample jika sudah memakai participants 6. Masukkan teori apa yang digunakan di bab 2 ke analisa data	
22/03/2021	1. Chapter 1, perjelas definition Listening, Multimodal Approach, dan Attitude 2. Chapter 2, lihat persamaan dan perbedaan previous studies dari segi apa	
24/05/2021	1. Chapter 2, tambahkan Types of Attitude 2. Instrument harus mengacu pada chapter 2	
18/09/2021	1. Chapter 1, perjelas keyterms Multimodal Approach 2. RQ 1 diubah menjadi, "How many types of Multimodal Approach due to	



	<p>the lecture implementation in Listening II class?"</p> <p>3. Chapter 3, jelaskan observation dan kriteria dari observation sheet</p> <p>4. Chapter 4, jelaskan implementation yang dipakai lecture selama observasi dan hubungkan ke wawancara</p> <p>5. Coding students' attitude agar katanya tidak terulang dan berikan penjelasan</p>	
17/12/2021	<p>1. Chapter 3, perbaiki Research Design</p> <p>2. Ganti dari random sampling ke purposive sampling karena memilih kelas</p> <p>3. Tulis sumber yang belum ada</p>	



CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: SOVIA RAHMANIAH, M. PD.

Dates	Notes	Signature
16/04/2021	1. Perbaiki tenses di questionnaire, pakai present tense. Pakai past tense jika sudah ada hasilnya di chapter 4	
27/12/2021	1. Perbaiki grammar	

CURRICULUM VITAE

I. Personal Details		
Name	:	Rosy May Yanti
Place and Date Birth	:	Tanah Laut, May 30 th 1999
Gender	:	Female
Marital Status	:	Single
Religion	:	Islam
Nationality	:	Indonesia
Parents	:	Yunardi and Juariyah
Siblings	:	Muhammad Ridho Dharma Septyan Noor, Rahmat Yuliannor, and Fahri Arju Nizam
II. Formal Educational Background		
2004 – 2005	:	Kartini Kindergarten (TK Kartini)
2005 – 2011	:	Islamic Elementary School Pelaihari (MIN Pelaihari)
2011 - 2014	:	Islamic Senior High School Pelaihari (MTsN 1 Pelaihari)
2014 - 2017	:	Islamic Senior High School Tanah Laut (MAN Tanah Laut)
2017 - 2021	:	English Education Department of Antasari State Islamic University Banjarmasin
III. Organization Experience		
2017 – 2019	:	ESA Antasari Banjarmasin
2017 - 2021	:	LiDS (Linguistic and Debating Society) Educia