ENGLISH LISTENING MATERIALS USING TASK BASED LANGUAGE TEACHING FOR EIGHTH GRADE STUDENTS OF SMP N 2 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Bayu Adi Pamungkas
Student Number: 091214019

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By
Bayu Adi Pamungkas
Student Number: 091214019

Approved by

Sponsor
Agustinus Hardi Prasetyo, S.Pd., M.A.

Date
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Defended before the Board of Examiners on 16 January 2014 and Declared Acceptable

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Member: Drs. Barli Bram, M.Ed., Ph.D.

Yogyakarta, 16 January 2014

Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Rohandi, Ph.D.

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This thesis is dedicated to:

Allah SWT

My beloved family: Father, Mother, Elder Sister,

all Teachers and friends who always support me till this point
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the works of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 16 January 2014

The writer

Bayu Adi Pamungkas

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ABSTRACT


Listening plays an important role since it is one of the English skills that is often used by students in the classroom activities. In learning languages, listening provides input for the learners to produce new languages through speaking and writing. One of the problems that students faced is that many schools has lack of listening materials for the students, especially eighth grade students of SMP N 2 Yogyakarta. This problem will result on the students’ failure in achieving the goals of the lesson itself. Besides, with the limitation of the material, students cannot improve their English skills, especially listening.

This study is aimed to design English listening materials for eighth grade students of SMP N 2 Yogyakarta semester 1 using Task Based Language Teaching approach. There are two problem formulations. First, how are the English listening materials using task based language teaching for eighth grade students of SMP Negeri 2 Yogyakarta designed? Second, what do the English listening materials using task based language teaching for eighth grade students of SMP Negeri 2 Yogyakarta look like?

The methodology applied in this study was Research and Development proposed by Borg and Gall combined with Kemp’s Instructional Design. In this study, the writer utilized five steps of R&D consist of Research and Information Collecting, Planning, Development of Preliminary Form of Product, Preliminary Field Testing, and Main Product Revision.

In order to answer the first problem formulation, the writer explained the steps in designing the English listening materials. The steps were: (1) Research and Information Collecting. (2) Planning. (3) Development of Preliminary Form of the Product. (4) Preliminary Field Testing. (5) Main Product Revision. The final version of the designed materials was presented to answer the second problem formulation. There are four units in the designed materials, namely What Do You Think?, My Story, Describing in Details, and Would You Like to. Each unit consists of (1) Warm Up, (2) Let’s Do!, (3) Language Focus, (4) What You Have Learnt.

Keywords: Listening, Design Material, Task Based Language Teaching, Research and Development, Eighth Grade students, SMP N 2 Yogyakarta.
ABSTRAK


Listening atau mendengarkan memainkan peranan penting karena merupakan salah satu ketrampilan dalam Bahasa Inggris yang sering digunakan di dalam kegiatan kelas. Di dalam belajar bahasa, listening menyediakan input kepada pelajar untuk memproduksi bahasa baru melalui berbicara dan menulis. Salah satu masalah yang dihadapi sekolah adalah keterbatasan materi listening untuk siswa, terutama siswa kelas delapan SMP N 2 Yogyakarta. Persoalan ini akan berakibat pada kegagalan siswa dalam mencapai tujuan dari pelajaran. Selain itu, dengan keterbatasan materi, siswa tidak bisa meningkatkan ketrampilan Bahasa Inggris mereka, terutama listening

Studi ini bertujuan untuk merancang materi listening untuk siswa kelas delapan SMP N 2 Yogyakarta semester I menggunakan pendekatan Task Based Language Teaching. Ada dua permasalahan yang dirumuskam dalam studi ini. Pertama, bagaimana materi listening Bahasa Inggris menggunakan Task Based Language Teaching untuk siswa kelas delapan SMP N 2 Yogyakarta dirancang? Kedua, bagaimana bentuk materi listening Bahasa Inggris tersebut?


Kata Kunci: Listening, Design Material, Task Based Language Teaching, Research and Development, Eighth Grade students, SMP N 2 Yogyakarta.
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CHAPTER I
INTRODUCTION

This chapter is about introduction of the study which will be explained deeper into six sections namely the research background, research problem, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

English becomes an international language which is used by people all over the world, even students in Junior High School level in Indonesia. In Indonesia, English is one of the major subjects that is taught in Junior High School level. Students in Junior High School are expected to be able to have abilities in English speaking, listening, writing, and listening skills based on the competency standard and basic competence. In this study, the writer tries to design English listening materials for eighth grade students of SMP Negeri 2 Yogyakarta in the first semester period which are focused on the listening skill based on basic competence using task-based language teaching. The writer chooses listening skill as the focus because listening is the skill that is often used by learners in classroom activities. Based on Goh (2002), human beings’ daily communications consist of listening that takes up as much as 50% and mostly used language skill at work, home, and as the main channel of classroom instruction (p. 1).

Listening plays an important role in people’s communication. Anderson and Lync (1988) state that listening skill is as important as speaking skill. It is
because people cannot communicate face-to-face unless the two types of skills are involved. Rehearsal production is useless if the people are unable to respond to the reply that it generates from their interlocutor (p. 1). Another reason that strengthens listening skill as an essential skill is that through this skill, learner will be introduced first to new languages before they produce them through writing and speaking. According to Rost (2002), listening plays a vital role in classroom activities since it provides input for the students (p. 238). The language sources will be received by the learners through listening. Therefore, it can be simply concluded that listening is the gate for learners to learn new languages, especially English.

Nowadays, one of the problems faced by some schools is that they have lack of listening materials for their students. English teachers do not have enough materials references to teach listening. This problem is one of the aspects that affects students’ failure to achieve the objective of the lesson besides student’s motivation, teaching method, and teaching media. Based on Rost (2002), English teachers must know that the central aspect of teaching listening is the selection and use of input, how teachers identify sources, select them and construct tasks around them (p. 122).

One of the schools facing this problem is SMP Negeri 2 Yogyakarta, where the writer did his Program Pengalaman Lapangan (PPL). This school has limitation of listening materials for all grades. Now, the prime listening materials that the students used is only Lembar Kerja Siswa (LKS). They actually have Buku Paket but they prefer to use LKS as a source in listening activities. The lack of listening materials encourages the writer to design the English listening materials
in order to give more listening material references to the students, especially in *SMP N 2 Yogyakarta*. By having more materials references, the writer expects that the students will have better listening abilities.

Besides lack of listening materials, the teachers in *SMP N 2 Yogyakarta* tend to speak *Bahasa Indonesia* rather than speaking English in explaining the lessons that are discussed. The teachers said that students will get better understanding on the lesson when the teachers speak *Bahasa Indonesia*. However, it causes students’ lack of opportunities to listen to English. Rost (2002) stated that “in any kind of “teacher talk”, we will find that teachers typically accommodate their speech to the comprehension abilities of their students” (p. 134). It means that teachers should speak English as often as possible in the class activities. Speaking English as often as possible will make students accustomed to listen to the English speaker. Listening to the English speaker frequently will help students to improve their listening abilities.

Even though this school has limitation of listening materials, in fact, *SMP Negeri 2 Yogyakarta* is one of junior high schools in Yogyakarta which has a language laboratory. The capacity of the language laboratory is enough to be used by 35 students. The laboratory’s equipments are also quite complete for Junior High School level. However, the English teachers never use the laboratory because of two problems. The first problem is that the English teachers in this school do not know exactly how to operate the equipments in the language laboratory. In the listening class, teachers are expected to have ability in operating the equipment in the language laboratory. The second problem is that the English teachers have lack of listening materials to support listening activities. If the
teachers want to have listening activities in language laboratory, they have to have materials in a form of CD and cassette to support the listening activities. Therefore, since this school has a language laboratory, the writer is going to design listening materials for the eighth grade students based on the basic competence using task-based language teaching.

The writer uses task based language teaching In designing the English materials for the eighth grade students of SMP Negeri 2 Yogyakarta. According to Nunan (2004), definition of Task Based Language Teaching is an approach which focuses on the content selection based on the learners’ needs and emphasizes on learning to communicate through interaction in the target language (p. 1). The consideration in using this approach is the students’ needs in learning English, especially through listening skill. The students’ needs become the basis for the researcher in choosing the materials in order to help students achieving the objectives of the course. Besides, Task Based Language Teaching approach also allows students to interact with other students in the activities. Based on the writer’s observation when the writer was doing PPL, students will understand the lesson better when its topics are related to their own experiences or related to their daily life. So, after students got the topics discussed, they can practice them in daily life outside the class.

Furthermore, in designing the English listening materials, the writer uses Research and Development (R&D). There are five of ten steps in R&D cycle that would be applied in this study. Those five steps would be combined with Kemp’s instructional design. The writer chooses Kemp’s instructional design because it allows the writer to start designing the materials from wherever step the writer is
ready on. Besides, these English listening materials are designed based on the 2006 School-Based Curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan). The writer also considers the Competence Standard of the eighth grade students of Junior High School.

B. Problem Formulation

After knowing the background of this study, the writer tries to formulate the problem Formulation:

1. How are the English listening materials using task based language teaching for eighth grade students of SMP Negeri 2 Yogyakarta designed?

2. What do the English listening materials using task based language teaching for eighth grade students of SMP Negeri 2 Yogyakarta look like?

C. Problem Limitation

In this thesis, the study is limited to the discussion of English Language Teaching which is focused on designing listening materials for eighth grade students of SMP N 2 Yogyakarta. The writer is going to design the English listening materials using Task Based Language Teaching approach. The writer chooses SMP N 2 Yogyakarta because the writer has been doing Program Pengalaman Lapangan (PPL) there and has known the condition of the students and the English listening materials. This study is conducted in order to accustom students’ listening ability to listen from the English speaker. The writer expects that after the materials are applied, students are able to have better listening abilities.
Basic Competence becomes the guide for the writer to design the English listening materials. Basic Competence can simply be defined as knowledge, skill, or attitude that students will need. Basic Competence is narrower than Competence Standard. The goals of the course also stated on the Basic Competence. The writer can know deeper the goals of the course that students have to achieve by taking a look at the basic competence. By knowing the goals of the course, the writer is helped to design the English listening materials for students in order to improve students’ listening abilities.

D. Research Objectives

This study has two objectives which are formulated from two problem formulations. The objectives of this study are:

1. To design English listening materials for eighth grade students of SMP N 2 Yogyakarta on the first semester period based on the basic competence using Task-based language teaching.

2. To present English listening materials for eighth grade students of SMP N 2 Yogyakarta on the first semester period based on the basic competence using Task-based language teaching.

E. Research Benefits

The result of this study is English listening materials for eighth grade students on the first semester period. Hopefully, the results give benefits for the English Teachers and students of SMP N2 Yogyakarta, next researchers, people
who are interested in doing research on English listening skill, and also the teaching or learning English development.

1. **English Teachers of SMP N 2 Yogyakarta**

   The writer expects that English teachers can apply the English listening materials that have been designed based on the Basic Competence to the grade eighth students of *SMP N 2 Yogyakarta*. The materials are also expected to help teachers in creating listening activities in the class.

2. **Students of SMP N 2 Yogyakarta**

   By learning through the English listening materials have been designed, the students of *SMP N 2 Yogyakarta* are expected to be able to improve their listening abilities. These materials are hoped to be able to motivate the students to learn English and accustom them to the originality of English.

3. **Next Researchers and People who are interested in listening**

   The writer hopes that the materials can be one of the references for the next researchers or people who are interested in doing research on the English listening skill. The writer also hopes that this study can be a trigger for people to study more on the English listening skill.

**F. Definition of Terms**

The writer will discuss some terms which are used in this study in order to make some concepts clear and avoid misinterpretation. The terms are:

1. **English Listening Materials**

   English listening materials means a set of materials that is used by English teachers to teach English listening. In this study, the writer combines some
English listening materials taken from the Internet, books, articles and other sources related to the topic of the listening materials. The purpose of these listening materials is to help students’ improving their listening abilities in learning English.

2. Task Based Language Teaching

In this study, Task Based Language Teaching is considered as an approach in teaching languages. Based on Nunan (2004), Task Based Language Teaching focuses on the need-based approach to content selection, emphasis on learning to communicate through interaction in the target language, introduction of authentic texts into learning situation, focus on the learning process itself, enhancement of the learner’s own personal experience, and linking of classroom language learning with language use outside the classroom. (p. 1). TBLT aproach consists of three kinds of tasks in each unit. These three tasks are Pre Task, Whilst Task, and Post Task. Pre Task concerns on the introduction of the topics that are going to be discussed. Whilst Task is the centre around of the task itself and various instructional options. Post Task is the part that involves procedures for following up on the task performance.
CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to present the literature reviews which are used in this study. They consist of theoretical description and theoretical framework.

A. Theoretical Description

The writer uses some theoretical principles as a foundation to do this study. There are some theoretical principles which are going to be discussed further in this part namely the Instructional Design Materials, 2006 School-Based Curriculum, Listening, Task Based Language Teaching, and Task Components.

1. Instructional Design Materials

Since the materials that would be designed are instructional design materials, the writer is going to use the theory from Kemp(1977). There are eight instructional design plans to design instructional design materials namely the goals, topics, and general purposes; learner characteristics; learning objectives; subject content; pre-assessment; teaching/learning activities, resources; support services; and evaluation (Kemp, 1977, p. 8). Each step would be described further as follows:
a. Goals, Topics, and General Purposes

In this step, there are three actions which have to be done by the writer. First is defining the goals which are derived from society, students, and subject areas (Kemp, 1977, p. 14). After that, the writer would use the goals as consideration in selecting topics and it is followed by listing general purposes. Based on Kemp (1977), “Topics are usually sequenced according to a logical organization, most often from simple or concrete levels to complex and more abstract levels” (p. 15).

b. Learners’ Characteristics

Since the instructional design would be used by learners, the writer should recognize the characteristics of the learners. According to Kemp (1977), the characteristics of the learners can be influenced by some factors such as academic factor, social factor, learning condition, and learning style (pp. 19-20).
c. Learning Objectives

Learning objectives should be stated in order to know what the learner should achieve in the end of the activities. Kemp (1977) states that objectives of learning can be categorized into three major types – *Cognitive, Psychomotor, and Affective* (p. 24).

d. Subject Content

In selecting the subject content, the writer should consider the objectives and students’ needs (Kemp, 1977, p. 43). The objectives and students needs become the basis to select the instructional materials.

e. Pre-assessment

Based on Kemp (1977), pre-assessment can give two kinds of information namely prerequisite testing and pre-testing (p. 51).

f. Teaching/Learning Activities and Resources

In this step, the writer would select the teaching/learning activities for the instructional plan. There are so many resources that can be used by the teachers to motivate the learners in the class activities.

g. Support Services

The writer needs support services to achieve a success in instructional plan. According to Kemp (1977), support services consist of fund, facility, equipment, and personnel whose time must be prepared for participation in an instructional plan (p. 84).
h. Evaluation

Evaluation should be done in order to develop the instructional plan. It is usually done after the instructional plan is implemented to the learners. Kemp (1977, p. 91) states that “your objectives indicate what evaluation should be”

2. 2006 School-Based Curriculum

According to Muslich (2007), School-Based Curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan) is an operational curriculum, as the completing of Competence-Based Curriculum or KBK (Kurikulum Berbasis Kompetensi), which is arranged and applied by each education element in each school (p.10). Referring to the Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 about National Education System, curriculum is defined as a set of planning and arrangement of goal, content, course materials, and method used as an orientation in conducting learning activities to achieve the purpose of education (section 1, verse 9). Curriculum itself is developed based on some principles and references such as centralize on the learners’ potency, development, and need; integrated; aware of knowledge, technology, and art; relevant to life’s need; comprehensive and continuously; timeless learning; and the balance between national’s priorities and region’s priorities.

Furthermore, based on Muslich (2007), School-Based Curriculum is arranged in order to fulfill the mandate which is stated in Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 about National Education System and Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 about National Education Standard (p.1).
3. Listening

Listening is an important skill in learning new languages, especially in learning English. Through this skill, learners will receive new languages. According to Rost (2002), listening plays an important role in the classroom activities because it provides input for the learners (p. 238). Moreover, listening skill is the most often used by people in daily communication rather than the other skills. Goh (2002) states that human beings’ daily communications consist of listening that takes up as much as 50% and mostly used language skill at work, home, and as the main channel of classroom instruction (p. 1). Furthermore, listening requires bottom-up and top-down processing to comprehend the passage.

In learning English, listening skill has a relationship with speaking skill. Anderson and Lync (1988) state that the fact that people cannot communicate face-to-face unless the two types of skill are developed in random shows that listening skill is as important as speaking skill (p. 81). In addition, according to Brownel (1996), the cues from the environment are continuously being processed as the work to share meanings with a partner prove that listening and speaking are integrated in function (p. 44).

a. Teaching Listening

Teaching listening plays an important role in learning process. The English teachers should consider wisely about the way they deliver the materials to the students. According to Rost (2002), the way the teachers identify sources, select among them and construct tasks around them are most salient decisions in teaching listening. Moreover, the central aspect of teaching listening is on the selection and use of input (p. 122). Teachers should deliver the materials clearly
when they are teaching, especially listening. Therefore, students will understand
the materials that have been delivered by the teachers. According to Rost (2002),
teachers typically accommodate their speech to the comprehension abilities of
their students using “teacher talk” (p. 134).

b. Listening Materials

Listening materials are also as important as teaching listening in learning
process. It is one of the factors that influences the students in achieving the goals
of the learning. Rost (2002, pp. 123-135), formulates six essential concepts in
selecting listening materials namely the Relevance, authenticity and genuineness,
genre, difficulty, simplification, and teacher talk. Furthermore, according to Goh
(2002, pp. 43-47), there are six types of authentic materials such as videos, songs,
literary texts, radio broadcasts, interactive CD ROMS, World Wide Web.

These theories are related to the teaching listening and listening materials
and would be used by the writer to conduct this study. They help the writer in
deciding the teaching technique and selecting the materials which would be put in
the design. By reviewing these theories, hopefully the writer can design the
materials that meet students’ characteristic and needs.

4. Task Based Language Teaching

In this study, the writer uses Task Based Language Teaching approach. The writer chooses TBLT because the basis of this study is students’ needs and
more focus on the communication between students in the learning activities. Nunan (2004) states that the principle of Task Based Language Teaching is
content selection using need-based approach and emphasizing on the learning
interaction itself (p. 1). In the Task Based Language Teaching approach, there are some components that would be described as follows.

a. Definition of Task

Task is the main point in this approach. Therefore, the writer needs to find some theories about the definition of task itself. Richards as cited by Nunan (2004) states that “. . .an activity or action which is carried out as the result of processing or understanding language” (p. 2). According to Ellis (2003), a task can be defined as a work plan that requires learners to process language pragmatically. Therefore, the learners could achieve an outcome and be evaluated in terms of whether the correct or appropriate propositional content has been delivered (p.16). Moreover, Nunan (2004) described one kind of tasks called pedagogical task. The definition of pedagogical task is a piece of classroom work that involves the learners in comprehending, producing, and interacting which is focused on grammatical knowledge in order to convey meaning (p. 4).

b. Task Based Language Teaching Framework

In developing units of work, Nunan (2004) proposes six steps. They are schema building, controlled practice, authentic listening practice, focus on linguistic elements, provide freer practice, and introduce the pedagogical task (Nunan, 2004, pp. 31-33). Each step would be described further below.

1. Schema building

According to Nunan (2004), the aim of this step is to develop a number of schema-building exercises in order to introduce the topic, set the context for the task, key vocabulary, and expression that are needed by the students (p. 31).
2. Controlled practice

After doing the schema building, the second step is controlled practice. Students are provided a controlled practice when they are using target languages such as vocabulary, structures, and function (Nunan, 2004, p. 31).

3. Authentic listening practice

According to Nunan (2004), in this step, the students are involved in an intensive listening practice that consists of listening text that involves a number of native speakers (p. 32). The listening practice in this step may extend from the listening practice in step two.

4. Focus on linguistic elements.

In this step, Nunan (2004) states that in this part, the students get to take part in a sequence of exercises in which the focus is on one or more linguistic elements. Moreover, the students are asked to analyze the linguistic system after they have seen, listened, and spoken in the communicative context (p. 32).

5. Providing freer practice

In this step, the students have come to the reproductive language work which allows them to work in constraints of language models provided by the teachers and materials (Nunan, 2004, pp. 32-33). Moreover, according to Nunan (2004), in this part, the teachers give opportunities to the students to engage in freer practice in the classroom activities, where they move beyond simple manipulation (p. 33).
6. Introduce the pedagogical task

In the final step, students are introduced to the pedagogical task in order to attain the goal of the learning process. The task for the students can be a group discussion and decision making task (Nunan, 2004, p. 35).

The writer would apply the six steps of Task Based Language Teaching to develop the units in the design materials. TBLT also gives the writer a concept in developing the tasks in each unit.

5. Task Components

Task is an important aspect in teaching and learning activities. Task can be functioned as an exercise to develop the learners’ abilities and measure their understanding on the topics discussed. There are so many definitions of task that have been defined by some experts or researchers. Ellis stated that:

“A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes” (as cited in Nunan, 2004, p. 3)

Furthermore, according to Willis (1996), tasks are always in forms of activities which use the target language for communicative purposes (goal) in order to achieve an outcome (p. 23).

In designing the tasks, there are some minimum specifications which are formulated by Nunan (2004). The minimum specifications are goals, input, procedures, teacher and learner role, and settings.
Figure 2.2. The Components of the task

1. Goals

According to Nunan (2004), the definition of goal is a general intention of the tasks that provides a link between the task and the broader curriculum (p. 41). Goals can be classified into several types, namely communicative goal, sociocultural goal, learning-how-to-learn goal, and language and cultural awareness goal (Nunan, 2004, p. 43).

2. Input

Based on Nunan (2004) input can be described as any kind of data to help students to complete the tasks. The data can be forms of spoken, written, and visualization which are got from teachers, textbook, or other sources (p. 47).

3. Procedures

Procedures play an important role in designing a task. Nunan (2004) states that “procedures specify what learners will actually do with the input that forms the point of departure for the learning task” (p. 52).
4. Teachers and learners role

The definition of role according to Nunan (2004), is the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (p. 64).

5. Settings

Based on Nunan (2004) settings are defined as an arrangement of the classroom which is implied in the task and also requires consideration in implementing the task, whether the task is to be carried out wholly or partly outside the classroom (p. 171).

B. Theoretical Framework

This part describes deeply the theoretical framework used to conduct this study, which consists of eight steps. These eight steps are the adoption of Kemp’s instructional design model. The writer also considers the theories of listening and Task Based Language Teaching in conducting this study. Reviewing the Basic Competence and Competence Standard also helps the writer to design the materials.

The writer chooses the Kemp’s instructional design because it allows the writer to do a revision on the designed. The writer can revise every step such as the goals, topics, and general purposes; learner characteristics; learning objectives; subject content; pre-assessment; teaching/ learning activities, resources; support, and evaluation. The writer can revise on wherever step the writer is, even the writer is still on the first step of the instructional design. Besides, the writer can
start from wherever part the writer has been ready. The figure below shows the framework of the steps that is used by the writer in this study.

Figure 2.3 The framework of the step in designing the English listening materials for SMP N 2 Yogyakarta
1. Listing the Students’ Characteristics

In this step, the writer will collect the basic data from the students and teachers related to the students’ needs, background knowledge, and difficulties in learning English. These data would be used by the writer as a basic to develop the design materials which hopefully can meet the students’ need. Besides, the writer also reviews the Basic Competence, Competence Standard and existing materials that have been applied in SMP N 2 Yogyakarta.

2. Stating the Goals and Listing the Topics

After listing the students’ characteristics, the writer tries to state the goals, topics, and general purposes. These three aspects become the foundation in designing the materials.

3. Specifying the Learning Objectives

Learning objectives are what students should be achieved at the end of the class. It is important for the writer to determine the activities and the content of the design materials that can help the students achieving the objectives of the lesson.

4. Listing the Subject Content

The writer should select the content based on the students’ needs and background knowledge. Therefore, the designed hopefully can meet the objectives of the learning process.

5. Selecting Teaching/ Learning Activities and Resources

In learning process, students do not only need content, but also need some activities in the class. In this step, the writer should develop the activities for the students that are related to the selected content. The activities can be a group work
or individual work. The resources of the activities can be many kinds of printed materials or audiovisual media (Kemp, 1977, p. 73)

6. Designing the Materials

In this step the writer starts to develop the instructional materials, handbooks, and evaluation devices. The development of the design materials is based on what the writer has done in the planning step such as stating goals, topics, and general purposes; formulating the learning objectives; determining the subject content; teaching/learning activities and resources; and support service.

7. Evaluating the Designed Materials

The evaluation would be done by preliminary testers. Preliminary testers should be the people who have abilities in teaching English. The preliminary field testers consist of one English teacher of SMP Negeri 2 Yogyakarta and some lecturers from English Language Education Study Program of Sanata Dharma University. The data evaluation obtains from the preliminary testers can be in the forms of comments, opinions, and suggestions toward the designed. The writer would use the data to do the last step of Kemp’s Instructional Design cycle. The data is used by the writer to develop the design materials better.

8. Revising the Materials

From the data has been collected from preliminary field testing, the writer would do revision on the designed. The feedback and suggestions from the preliminary field testers would be the basic to develop the designed materials in order to achieve the goals of the learning process.
CHAPTER III

METHODOLOGY

In this chapter, the writer is going to discuss the method that is used in the study. The methodology includes research method, research participants, research instruments, data gathering technique, and data analysis technique.

A. Research Method

As the writer mentioned in chapter I, this study is conducted in order to answer two research problems. These two research problems are: 1) How are the English listening materials using task based language teaching for eighth grade students of SMP Negeri 2 Yogyakarta designed? 2) What do the English listening materials using task based language teaching for eighth grade students of SMP Negeri 2 Yogyakarta look like?

In the process of designing English listening materials, the writer employs Research and Development (R&D) method. The writer chooses Research and Development because the goal of the study is to design the English listening materials. According to Borg and Gall (1983), Research and Development can be defined as a process done by a writer that is used to develop and validate educational product (p. 772). Furthermore, Borg and Gall state that (1983), R&D is aimed to develop the research knowledge and unite it into an educational product that consists of combination both educational research and educational practice (p. 771). In R&D method, there is a cycle which consists of ten steps in developing a product. These ten steps are (1) Research and information collecting; (2) planning; (3) development of preliminary form of product; (4) preliminary
field testing; (5) main product revision; (6) main field testing; (7) operational product revision; (8) operational field testing; (9) final product revision; (10) dissemination and implementation (Borg and Gall, 1983, p. 775). However, because of the limitation of time in conducting this study, the writer does not adapt all steps, but only five of them. These five steps that are going to be used in this study are:

1. Research and information collecting

The aim of research and information collecting is to gain information of the subject study. The information is related to the description of people, opinion, and situation. This step consists of four ways in obtaining the data such as literature review, questionnaire, interview, and classroom observation. Firstly, the writer would study the literature review as a basic to design a questionnaire. Questionnaire is used by the writer to collect data related to the students’ background knowledge, needs, difficulties in learning English, technique used in listening activities, and previous listening materials. The data could be gained from the two groups of respondents namely the students and English teachers of SMP Negeri 2 Yogyakarta. The students, as learners, definitely know what their background knowledge. On the other hand, the English teachers have been teaching the students for almost two years. Therefore, they actually knew the characteristics of the students and their needs in learning English. According to Borg and Gall (1983), it is essential for the researcher to describe as specifically as possible the product that is going to be developed (p. 776). The writer expects to obtain data from the respondents as much as possible.
2. Planning

After doing research and information collecting, the writer moves to the second step that is planning. In this step, the writer decided the skills, purpose of the designed materials, learning objectives to be achieved, and several topics which are suitable for the learners. Besides, the subject content, teaching/learning activities and resources, support services should be determined in this step. These aspects in this step mentioned before are developed based on the information which is obtained in the first step such as students’ characteristic, needs, and difficulties in learning English. These aspects are also the basis to develop the design materials. Based on these aspects have been decide, the writer could develop the materials, handbooks, and create several tasks and learning activities.

3. Development of preliminary form product

From the data collected in research and information collecting, the writer could develop the English listening materials for grade eighth students of SMP Negeri 2 Yogyakarta. The English listening materials are developed based on the aspects in the second step such as stating goals, topics, and general purposes, listing learning objectives, determining subject content, and deciding teaching/learning activities and support service. The contents of the materials are chosen based on the students’ background knowledge and needs that have been collected using questionnaire in the research and information collecting step. Therefore, the designed are expected to be able to fulfill the eighth grade students’ needs in listening activities and help them improving their listening abilities.
4. Preliminary field testing

In order to design the English listening materials, the writer also needs an evaluation from the preliminary testers. The evaluation toward design could be a consideration for the writer to improve the English listening materials better. The aim of this step is to obtain comments, opinions, and suggestions toward the English listening materials designed. The designed would be evaluated by an English teacher of SMP Negeri 2 Yogyakarta and two English Language Education Study Program of Sanata Dharma university lecturers. The feedback from the preliminary testers would be collected using questionnaire and interview. After getting the feedback, the writer would know the part of the designed that should be improved.

5. Main Product Revision

After getting the comments and feedback from the preliminary testers, the writer would do the final revision on the product. From the preliminary field testing, the writer would know the part of the designed that needs improvement. Preliminary filed testing is the basic for the writer to revise and improve the designed materials.

In this study, the writer uses the combination between Borg and Gall’s R&D steps and Kemp’s instructional design cycle. The figure on the next page is the figure of Research and Development process combined with Kemp’s instructional design which is used in this study.
Figure 3.1. The steps in designing English listening materials using R&D steps combined with Kemp’s instructional design steps.
1. Research and Information Collecting

This step is adapted from Research and Development cycle. In this step, the writer would collect the basic data from the students and teacher related to the students’ needs, background knowledge, and difficulties in learning English. These data would be used by the writer as a basic to develop the design materials for the eighth grade students. In this step, the writer also utilizes one of Kemp’s instructional design steps, that is listing students’ needs and characteristic.

2. Planning

Borg and Gall (1983) states that in this step, the writer starts to state the skills, objectives, and course sequence before develop the preliminary field product (p. 775). The writer also adapts the Kemp’s instructional design (1977) that is stating goals, topics, and general purposes, stating learning objectives, listing subject contents, and selecting teaching/ learning activities and resources, (p. 13).

3. Developing Preliminary Field Product

In this step, the writer could start to develop the design materials after getting the data from research and information collecting and stating the skills, objectives, subject content, teaching/ learning activities and resources, and support service. According to Borg and Gall (1983), the writer could start in developing the instructional materials, handbooks, and evaluation devices (p. 775). Besides, the writer also utilizes one of Kemp’s instructional design steps, that is designing the materials.
4. Preliminary Field Testing

This step is the fourth step of R&D cycle which is combined with the last step of Kemp’s instructional design. The evaluation would be done by preliminary tester. The data evaluation could be in the forms of feedback and suggestions on the designed. The writer would use the data to do the fifth step of R&D cycle. In this step, the writer also adapts evaluating the design materials step which is proposed by Kemp.

5. Main Product Revision

From the data has been collected from preliminary field testing, the writer would do revision on the designed. The feedback and suggestions from preliminary field testers would be the basic to improve the designed in order to achieve the goals of the learning process. The preliminary field testers consist of one English teacher of *SMP Negeri 2 Yogyakarta* and two lecturers from the English Language Education Study Program of Sanata Dharma University. In this step, the writer also utilizes one of Kemp’ instructional design steps, that is namely the revising the design materials step.

B. Research Participants

In order to support this study, the writer obtained data from three groups of respondents. There were the eighth grade students of *SMP N 2 Yogyakarta*, English Teachers of *SMP Negeri 2 Yogyakarta*, and English Language Education Study Program lecturers of Sanata Dharma University. The eighth grade of *SMP Negeri 2 Yogyakarta* consists of seven classes. Every class has 35 students, so that the total of grade eighth students is 245 students. Considering the huge number of
the students, the writer decided to use cluster sampling by choosing the students randomly from three classes, class A, C, and E. Therefore, the total of the students who would be the respondents were 104 students. The students’ and English teachers’ data were on the research and information collecting. The data would be used as a basis to develop the designed materials. In the preliminary field testing, the English teachers and ELESP lecturers would give feedback in the forms of suggestions, opinions, and comments. The data from preliminary field testing would be used as a guide to improve the designed materials.

C. Research Instruments

In collecting the data, the writer used a questionnaire which was distributed to the three groups of sources namely the eighth grade students of SMP Negeri 2 Yogyakarta, the English teachers of SMP N 2 Yogyakarta, and two English Language Education Study Program lecturers. In order to keep the respondents on the right track in answering the questions, the type of the questionnaire was close-ended questionnaire. The questionnaire would provide some choices for the respondents. Therefore, the respondents’ answers would not be out of context. Since close-ended questionnaire was used in this study, the writer would be easier in analyzing the data. The writer distributed the questionnaire twice. Based on the R&D cycle, there are two steps that allow the writer to obtain data from the respondents.

1. Research and information collecting

For the first group of respondents, the students, the questionnaire was distributed to them in order to help the writer to know the students’ needs in
learning English, especially when it deals with listening. From the students, the writer would also know the difficulties that they faced.

For the second group of respondents, two English teachers of *SMP N 2 Yogyakarta*, questionnaire was given to them in order to dig information related to the students’ needs based on English teachers’ point of view. In this case, the English teachers of *SMP Negeri 2 Yogyakarta* are people who have been with the students in the class for almost 6 months. So, they know at least the students’ characteristics and needs.

2. Preliminary field testing

In the preliminary field testing, the writer distributed the questionnaire to the two groups of respondents. The first was one English teacher of *SMP Negeri 2 Yogyakarta* and the second was two English Language Education Study Program lecturers of Sanata Dharma University Yogyakarta. Since the writer needed more suggestions and evaluations, feedback from the two groups of respondents was essentially needed. From the feedback, the writer would know which part of the designed that needed to be improved. The improvement of the designed depended on evaluation from the preliminary testers. If the data from the questionnaire was not really helpful to develop the designed, it was possible for the writer to conduct interview in order to get more evaluation, comments, opinions, and suggestions on the designed. The more evaluation toward the designed materials would result a better designed materials.
D. Data Gathering Technique

In doing this study, the writer applied two kinds of techniques to obtain data which were employed in research information collecting step and preliminary field testing step.

1. Research information collecting

In this step, the writer obtained the data related to the students’ descriptions and needs. The questionnaire was distributed to the students and English teachers of SMP Negeri 2 Yogyakarta on 27th and 29th March, 2013. It took place in the class for the students and in the teachers’ room for the English teachers. The writer finished in distributing and getting back the questionnaire from the respondents in 2 days.

2. Preliminary field testing

The second data gathering technique was applied in preliminary field testing. After finishing the English listening materials, the materials were evaluated by some experts consist of one English teacher of SMP Negeri 2 Yogyakarta and two English Language Education Study Program lecturers of Sanata Dharma University. Through the questionnaire, the writer gained the evaluations, comments, opinions, and suggestions from the experts to improve the designed materials better.

E. Data Analysis Technique

The writer would apply data analysis technique on the two steps used in the study. The two steps were research and information collection and preliminary
field testing. Since the writer used close-ended questionnaire in obtaining the data, the data would be presented in the forms of tables

1. Research and information collecting

The writer gained the data from the respondents through close-ended questionnaire. In this step, the data contained students’ background knowledge in learning English, needs, difficulties. By knowing the learners’ background knowledge, needs, and difficulties, the writer was expected to choose the English listening materials which are suitable for the students.

The questionnaire provided several options for the respondents. The writer analyzed the data from seventy students and two English teachers of SMP N 2 Yogyakarta by counting the total of the respondents who have chosen each option. The option which was chosen by the most respondents would be used as a basis to develop the English listening materials for the eighth grade students of SMP Negeri 2 Yogyakarta. The data was presented in the forms of tables. After presenting the data in the forms of tables, the writer provided the description of each table.

2. Preliminary field testing

In this step, the writer still used questionnaire in obtaining the data from the respondents. The respondents’ opinions were measured using 5 points of agreement on the next page:
Table 3.1. points of agreement

<table>
<thead>
<tr>
<th>Points of agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly disagree with the statements</td>
</tr>
<tr>
<td>2</td>
<td>Disagree with the statements</td>
</tr>
<tr>
<td>3</td>
<td>Doubt the statements</td>
</tr>
<tr>
<td>4</td>
<td>Agree with the statements</td>
</tr>
<tr>
<td>5</td>
<td>Strongly agree with the statements</td>
</tr>
</tbody>
</table>

From the data had been collected through 5 points of agreement, the writer analyzed the data by using central tendency which was presented below:

Table 3.2. The descriptive statistics of participants’ opinion

<table>
<thead>
<tr>
<th>No.</th>
<th>The Lecturer’s / Teacher’s Degree of Agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation on….</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note:  
N       : Number of respondents  
Mn      : Mean (the central tendency)

Ary, Jacobs, and Razvieh (1990) defines mean as the average point that is counted by adding all points and divided by the number of the questions. Median could be defined as the middle point of the odd ordered data from the smallest point into the biggest point. The mode is the point that frequently appears in the data (pp. 127-132). In order to get the mean or the central tendency, the researcher used a formulation below:

\[ X = \frac{\sum X}{N} \]

Note:  
X       : the range point
\[ \Sigma X \] : the sum of all score

\[ N \] : the number of participants.

In addition, if interview was needed in preliminary field testing step, the data would be processed by analyzing the recording of the interview in the forms of video and written note. Then, the result of the data would be presented in a form of table and its description.

The description of the participants’ educational background was also needed by the writer in this study. Below was the form of participants’ educational background.

<table>
<thead>
<tr>
<th>No</th>
<th>Group of Participants</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. Research Procedure

1. Research and Information Collecting
   a. Studying the review literature, Competence Standard, and Basic Competence
   b. Collecting data through questionnaire from the teachers and students

2. Planning
   a. Stating goals and listing topics
   b. Specifying learning objectives
c. Stating subject contents

d. Selecting teaching/ learning activities and resources

3. Development of Preliminary Form Product

a. Gathering sources for the listening materials

b. Developing the materials

c. Developing the handbook and classroom activities

4. Preliminary Field Testing

a. Distributing questionnaire

b. Conducting an interview

5. Final Product Revision

a. Analyzing the questionnaire and interview

b. Revising the designed materials

c. Writing the report
CHAPTER IV
RESULT AND DISCUSSION

In this chapter, the writer would explain about the result and discussion of the study. This chapter was divided into two main parts namely the discussion on the steps of designing English listening materials and the presentation of the final version of the English listening materials. The discussion on the steps of designing English listening materials referred to the five steps of R&D cycle and Kemp’s Instructional Design which had been explained on the theoretical framework. This part consisted of five components. The first component was about the results of research and information collecting. The results of the questionnaires which had been filled by teachers and students of SMP N 2 Yogyakarta would be described in this part. It also discussed about the interviews results from the English teacher. The analyzed data would be used as a guide for the writer to design the English listening materials.

The second component was about planning in designing the English listening materials. In this part, the writer started to state the objectives of the designed materials. The objectives should be clear in order to help the writer go to the next part. The third component was dealing with the preparation and designing the English listening materials. The designed materials consisted of three parts which were subject content; teaching/learning activities, resources; and support service. The fourth component was called preliminary field testing. In this part, the writer would get the feedback on the designed materials from the experts. The
fifth component was main product revision. In this part the writer would do revision on the designed materials based on the feedback from the experts.

A. The Steps of Designing English Listening Materials Using Task Based Language Teaching for Eighth Grade of SMP Negeri 2 Yogyakarta

The English listening materials using task based language teaching was designed based on the students’ needs and interests. The designed materials also considered SK (Standar Kompetensi) and KD (Kompetensi Dasar) so that it could help the eighth grade students to achieve the goals of learning English, especially listening in the first semester. The writer also considered the teachers’ experiences in teaching listening to design the materials. The teachers’ experiences were very helpful for the writer to design the materials that meet students’ characteristics.

In this study, the writer employed five steps of R&D cycle which is combined with Kemp’s instructional design to design the English listening materials. The steps were research and information collecting, planning, development of preliminary form product, preliminary field testing, and main product revision. Each step would be explained in detail below.

1. Research and Information Collecting

In this step, the writer tried to collect as much data as possible from both students and English teachers. The data was related to the students’ characteristic, needs, and difficulties. This data would be used as a guide for the writer in designing the English listening materials for the eight grade students of SMP N 2 Yogyakarta. By collecting this kind of data, hopefully the designed would meet
the students’ characteristic, needs, and help students to overcome their difficulties in learning English.

a. The results of questionnaires for the English teachers

The writer distributed the questionnaires to two English teachers of SMP N 2 Yogyakarta. All of them are the teachers of eight grade students. The questionnaire was distributed on 27th march, 2013. The data would be used as the basic in designing English listening materials. The descriptive statistics of the result of the questionnaire for the English teachers part 1 would be presented on table next page:
Table 4.1. Result of Questionnaire for English teachers (part 1)

<table>
<thead>
<tr>
<th>No</th>
<th>Participants’ statement on…</th>
<th>Frequency of the degree of agreement</th>
<th>Central tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1.</td>
<td>I do not get difficulties in delivering listening materials.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>I have many material references to teach listening.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>I have many kinds of teaching media (CD, cassette, video, books, etc) that support teaching listening activities.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>I have my own technique to deliver listening materials.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>I teach English with integrating several abilities in one activity. For example, teaching speaking, listening, and writing in one meeting.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>I often utilize media which can support listening activities.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>My students are active when they are following listening activities.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>My students get difficulties in accepting and comprehending listening materials</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>My students feel afraid when I am delivering listening materials</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>My students have big interest and enthusiasm in following listening activities</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Note:

N : Number of participants  
Mdn : Median  
Mn : Mean  
Md : Mode

The table above represented the teachers’ opinion in teaching listening and the grade eight students’ characteristics when they were in the listening activities. The statements number 1-6 presented the teachers’ opinion in teaching listening.
The data showed that teachers still got difficulties in teaching listening. One of the reasons of getting difficulties was the limitation of media. One teacher also said that she did not have enough materials references to teach listening. The teachers usually had their own technique to teach listening. They also usually integrated listening with other skills such as writing, speaking, and reading in one meeting.

Statements number 7-10 were related to the students’ characteristics. All the teachers agreed that students were active in class activities. They had big interest and enthusiasm in doing listening activities. In listening activities, students usually got difficulties in accepting and comprehending listening materials. It could be one of the reasons that made students feel afraid when the teachers were delivering listening materials.

The descriptive statistics of the result of the questionnaires for the English teachers part 2 would be presented on table next page:
Table 4.2. Result of Questionnaire for English teachers (part 2)

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Opinion</th>
<th>Number and percentage</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The school atmosphere is conducive to teach listening</td>
<td>a. Yes</td>
<td>2 (100%)</td>
<td>There are speakers in each class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>School facilities that support listening activities are:</td>
<td>a. language laboratory</td>
<td>2 (100%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tape recorder</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Computer</td>
<td>2 (100%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. listening cassette</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>How many times do you teach listening in the class?</td>
<td>a. Twice a week</td>
<td></td>
<td>Depends on the materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Once a week</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Once two weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Once a month</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Once two months</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Others</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>In your opinion, how is the ability of your students in learning listening?</td>
<td>a. Weak</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Enough</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Good</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Very good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The listening materials you use to teach are based on:</td>
<td>a. The school curriculum</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Book references which appropriate for students</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Students’ interests</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Students’ abilities in learning materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>What are the references that you use to teach listening?</td>
<td>a. Film</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. News recording</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Songs</td>
<td>2 (100%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Listening handbook</td>
<td>2 (100%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Downloading from the internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>What kinds of media do you use to teach listening?</td>
<td>a. MP3</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Cassette</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Video</td>
<td>1 (50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. CD</td>
<td>2 (100%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. VCD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>What kind of methods do you use to teach listening?</td>
<td>a. Explaining materials in front of class</td>
<td>1 (50%)</td>
<td>Listen and complete, listen and answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Games</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Others</td>
<td>2 (100%)</td>
<td></td>
</tr>
</tbody>
</table>
The table of questionnaire part 2 on the previous page showed the facilities, media, and condition in *SMP N 2 Yogyakarta*. Based on the teachers’ opinion, the atmosphere was conducive when they were teaching listening. In teaching listening, the teachers were also supported by a language laboratory, tape recorder, computer, and listening cassette. In order to avoid saturation, teachers usually took the materials from Mp3, cassette, Video, CD, film, news recording, and listening handbook. The teachers’ opinions on how many times they taught listening, one teacher said that she usually taught listening once a week. Another teacher said that she taught listening randomly. Randomly meant that she taught listening when the materials were about listening skill. The teachers usually used school curriculum and book references which were appropriate for the students. Teaching method which was usually used by teacher was explaining the materials in front of the class and then students were asked to do some exercises.

b. The results of questionnaires for the students

The questionnaire was distributed on 27th and 29th March, 2013. The respondents were the eighth grade students classes A, C, and E which consisted of 104 students. The writer chose these three classes because the writer had experienced in teaching them when the writer was doing *PPL (program Pengalaman Lapangan)* in *SMP N 2 Yogyakarta*.

The questionnaire consisted of 17 close-ended questions. The questionnaire was divided into two part, part A and part B. The descriptive statistics of the participants’ opinion would be shown on the next page.
Table 4.3. Result of Questionnaire for students (Part A)

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Opinion</th>
<th>Number and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Are you interested in learning listening skill?</td>
<td>a. Yes (80%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No (20%)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Can you follow the listening section well?</td>
<td>a. Yes (70%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No (30%)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>How often do you practice your listening skill at school?</td>
<td>a. Often (7%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Sometimes (67%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Seldom (24%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Never (2%)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Do you have references for listening?</td>
<td>a. Yes (12%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No (88%)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Is the listening material you have got interesting?</td>
<td>a. Yes 67.67%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No 32.32%</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Is the activity in listening class exciting?</td>
<td>a. Yes 71.72%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No 28.28%</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>What is your opinion about listening section in English course you have got in your class?</td>
<td>a. Difficult (to number 8) 29%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Fair (to number 9) 68%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Easy (to number 9) 3%</td>
<td></td>
</tr>
</tbody>
</table>

Questions number 1-7 showed the students’ interests and opinions about listening activities in the class. The writer concluded that the students had high interests in learning English, especially in listening skill. They could follow listening activities well because they sometimes did some practices. However, students did not have any references to help them in learning English, especially for listening skill. Related to the listening materials and activities, most of the students said that the materials that were given by the teachers were interesting and exciting. There were so many activities in the listening section such as drilling, discussion, question and answer in oral or written, problem-solving and combined exercises. However, their teachers mostly gave them some tasks about fill in the blank. They also said that the level of the listening materials were fair enough for them.
<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Opinion</th>
<th>Number and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>What are the factors which make listening section difficult?</td>
<td>a. Many difficult English words I have never known</td>
<td>41.43%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The listening material is too long</td>
<td>5.71%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. The listening material is only given once</td>
<td>2.86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. I do not pay attention</td>
<td>15.71%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Teachers rarely teach listening</td>
<td>1.43%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. I do not focus while listening</td>
<td>12.86%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. I do not practice quite often</td>
<td>15.71%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. I am not interested in listening section</td>
<td>1.43%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. The speaker speaks too fast</td>
<td>1.43%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. I am confused</td>
<td>1.43%</td>
</tr>
<tr>
<td>9.</td>
<td>What do you do when you find difficult words on listening section?</td>
<td>a. Asking the teacher</td>
<td>27.27%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Asking friends</td>
<td>38.84%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Ignoring them</td>
<td>3.03%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Studying them</td>
<td>0.82%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Consulting to the dictionary</td>
<td>27.27%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Asking people from outside the classroom</td>
<td>2.48%</td>
</tr>
<tr>
<td>10.</td>
<td>What activities do you usually do in listening class?</td>
<td>a. Drill</td>
<td>11.87%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Discussion</td>
<td>14.37%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Question and Answer (Oral)</td>
<td>13.75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Question and Answer (Written)</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Fill-in-the-blank Exercise</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Problem-solving</td>
<td>3.12%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Combined exercises</td>
<td>1.87%</td>
</tr>
</tbody>
</table>

Questions number 8-10 were related to some factors which made the listening section difficult for the students. The first factor was about new vocabularies that were not familiar for them. Students often met some new words that they did not know the definition or the meaning of those words. The second factor was that students did not pay attention to the materials given and practice quite often. The other factors were students feel confused and did not focus while
listening, the recording was too long, the listening materials were only given once, teacher rarely taught listening, the speaker in the recording spoke too fast and students were not really interested in listening materials. The solution to this problem was that the writer developed the listening materials which provided some activities related to new vocabulary items used in each topic. The writer also added some interesting activities such as listening to the song and put some pictures in order to attract students’ attention. There were some ways students did when they were facing difficulties in new vocabulary items such as asking people from the outside of classroom, consulting to the dictionary, asking their teachers and asking their classmates. However, most of them tended to ask their friends rather than asking their teachers or did the other ways. Only few students were studying and ignoring the new vocabulary items.
Table 4.4. Result of Questionnaire for students (Part B)

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Opinion</th>
<th>Number and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you need pre-activity before listening section?</td>
<td>a. Yes (77%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No (23%)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Before listening section, what pre-activity do you want?</td>
<td>a. Sharing experience related to the topic</td>
<td>20.32%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Question and Answer related to the topic</td>
<td>14.63%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Discuss the vocabulary related to the topic</td>
<td>61.78%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Lecturing</td>
<td>0.81%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Playing games</td>
<td>0.81%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Singing songs</td>
<td>0.81%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Being given the illustration related to the topic</td>
<td>0.81%</td>
</tr>
<tr>
<td>3.</td>
<td>What media do you want in listening section?</td>
<td>a. Recording</td>
<td>25.81%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Video</td>
<td>40.64%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Reading a lot by teacher</td>
<td>33.56%</td>
</tr>
<tr>
<td>4.</td>
<td>Do you need the listening material which is related to your daily life?</td>
<td>a. Yes</td>
<td>84%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>16%</td>
</tr>
<tr>
<td>5.</td>
<td>Is the listening material which is related to your daily life helps you to understand more about the listening material?</td>
<td>a. Yes</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>5%</td>
</tr>
<tr>
<td>6.</td>
<td>Do you need post-activity after listening section?</td>
<td>a. Yes</td>
<td>66.67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>33.33%</td>
</tr>
<tr>
<td>7.</td>
<td>After listening section, what pre-activity do you want?</td>
<td>a. Sharing about what have been learnt</td>
<td>30.82%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Question and Answer about what have been learnt</td>
<td>30.07%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Making a reflection about what have been learnt</td>
<td>33.08%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Lecturing</td>
<td>0.75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Discussing the difficult words</td>
<td>2.25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Playing games</td>
<td>3.01%</td>
</tr>
</tbody>
</table>

The second part of the questionnaire was about task based language teaching in the listening class. Most students agreed that they needed pre-activity in listening class to introduce them to the topics they were going to learn. Students chose discussing new vocabularies related to the topic as pre-activity. This choice
was chosen mostly by students because it was related to their difficulties on defining meaning of new vocabularies. Most students chose video as the media when they were having listening section. Videos gave them both sound and visualization. Therefore, videos were more interesting for them than the other media and also helped them in understanding the materials. Students mostly stated that they needed materials which were related to their daily life because they could understand the materials easier when the materials were related to their daily life. Besides, students also could apply the given materials in their daily activities. After doing some activities in listening section, most students also said that they needed post-activities. Pre-activity became an important thing for the teachers to check how far the students understand the materials. The activity that they mostly chose was making reflection about what they have learnt.

From the explanation of the data above, the writer made some lists of students’ characteristic, needs, and difficulties.

a. Students’ Characteristics:

1. The eighth grade students of SMP N 2 Yogyakarta belong to beginner level of English learners

2. Students had high interest in learning English and were excited in doing every activity in listening class.

3. Students had high motivation in learning English. It was proved by most of them who were doing exercises outside the class.
b. Students’ Needs:

1. Students needed more English listening materials that can help them understand English better.

2. Students needed creative English listening materials and activities which could attract their interest in learning English.

3. Students needed materials that are related to their daily life.

c. Students’ Difficulties

1. Students got difficulties when they are meeting with new unfamiliar vocabularies.

2. Lack of concentration.

2. Planning

In the planning step, the writer started to state the goals and list the topics, specify the learning objectives, list the subject content and select the teaching learning activities and resources. The data such as students’ characteristics, needs and difficulties that had been collected and analyzed in the research and information collecting were used as the basis in this step. Each step in planning would be described further as follows.

a. Stating Goals and Listing the Topics

The writer started to state goals of this study by reviewing and observing curriculum implemented in SMP N 2 Yogyakarta. In the 2006 curriculum, the Competence Standard was “to understand meaning in the simple transactional and interpersonal dialogue to interact in daily life context”
and “To understand meaning in oral functional text and short monologue in the form of descriptive and recount to interact in daily life context.” These Competence Standards were used by the writer to define the goals of this study. The goals of this study were to help students to understand meaning in English dialogues or monologues to interact in daily life context and to help students to increase their abilities in listening comprehension.

Beside listing the goals, the writer also formulated the Basic Competence. The Basic Competencies were adapted from 2006 School-Based Curriculum. The Basic Competencies of the whole units in the designed materials were presented below.

<table>
<thead>
<tr>
<th>No</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To respond meaning in the simple transactional and interpersonal dialogue accurately, fluently, and acceptance to interact in daily context involving speech act of giving and asking for opinion.</td>
</tr>
<tr>
<td>2</td>
<td>To respond meaning in simple short oral functional text accurately, fluently, acceptance to interact in daily context in the form of recount text.</td>
</tr>
<tr>
<td>3</td>
<td>To respond meaning in simple short oral functional text accurately, fluently, acceptance to interact in daily context in the form of descriptive text.</td>
</tr>
<tr>
<td>4</td>
<td>To respond meaning in the simple transactional and interpersonal dialogue accurately, fluently, and acceptance to interact in daily context involving speech act of invitation.</td>
</tr>
</tbody>
</table>

Since the writer adapted the Competence Standard used in SMP N 2 Yogyakarta as the goals of this study, the selected topics were also adapted from 2006 School-Based Curriculum for Junior High School. The four topics were chosen based on the students’ characteristics and needs that had been
analyzed by the writer. The selected topics and the titles in each unit presented as follows.

Table 4.6. Selected Topics and Titles

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Giving and Asking for Opinion</td>
<td>What Do You Think?</td>
</tr>
<tr>
<td>2</td>
<td>Recount</td>
<td>My Story</td>
</tr>
<tr>
<td>3</td>
<td>Descriptive</td>
<td>Explaining in Detail</td>
</tr>
<tr>
<td>4</td>
<td>Invitation</td>
<td>Would You Like to…</td>
</tr>
</tbody>
</table>

b. Specifying the Learning Objectives

The second step in planning was specifying the learning objectives. The learning objectives could be specified from the formulated Basic Competencies in each unit. In 2006 School-Based Curriculum, learning objective was stated as indicator. Indicator became important since it was used as a measurement for what have to be achieved by the students in each meeting. The formulated indicators in each unit were listed on table next page.
**Table 4.7. Indicators**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Indicator</th>
</tr>
</thead>
</table>
| 1    | What Do You Think?         | Students are able to:  
1. Identify the information of simple transactional and interpersonal dialogue in a form of giving and asking for opinion by answering the questions on the worksheet.  
2. Identify the expressions of simple transactional and interpersonal dialogue in a form of giving and asking for opinion by answering the questions on the worksheet. |
| 2    | My Story                   | Students are able to:  
1. Identify the information of short monologue in a form of recount text by answering the questions on the worksheet.  
2. Identify the generic structure and language features of short functional text in a form of recount text by answering the questions on the worksheet. |
| 3    | Explaining in Detail       | Students are able to:  
1. Identify the information of short monologue in a form of descriptive text by answering the questions on the worksheet.  
2. Identify the generic structure and language features of short functional text in a form of descriptive text by answering the questions on the worksheet. |
| 4    | Would You Like to…         | Students are able to:  
1. Identify the information of simple transactional and interpersonal dialogue in a form of invitation by answering the questions on the worksheet.  
2. Identify the expressions of simple transactional and interpersonal dialogue in a form of invitation by answering the questions on the worksheet. |
c. Listing the subject content

In this step, the writer arranged the contents that were used in the designed materials. The goals of the study, Basic Competencies, students’ characteristic and needs and selected topics were used as considerations in choosing suitable subject content. The subject content of the designed materials was presented in table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Subject Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Giving and Asking for Opinion</td>
<td>a. Giving opinion on the song.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Giving and asking for opinion about</td>
</tr>
<tr>
<td></td>
<td></td>
<td>meeting people online.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Giving and asking for opinion about a movie review.</td>
</tr>
<tr>
<td>2</td>
<td>Recount</td>
<td>a. Arranging sequence of pictures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Recount about birthday party.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Recount about excursion to a place.</td>
</tr>
<tr>
<td>3</td>
<td>Descriptive</td>
<td>a. Description of people’s job.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Description of places.</td>
</tr>
<tr>
<td>4</td>
<td>Invitation</td>
<td>a. Matching the appropriate invitation expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Birthday party invitation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Invitation to do an activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Invitation to go to a place.</td>
</tr>
</tbody>
</table>

d. Selecting the teaching learning activities and resources

The teaching learning activities were developed based on the students’ characteristics and needs, subject content and learning indicators. There were two kinds of activity involved in the designed, individual work and group or
pair work. Individual work was given to the students in order to generate their own ideas. In the other hand, group work or pair work was given with the purpose of increasing students’ abilities in reproducing English related to what they had learnt. Besides, group or pair work also gave students an opportunity to increase their confidence by working and sharing ideas to their classmates.

There were several kinds of task in the designed materials that can be done individually such as matching pictures, answering open-ended questions, filling the missing information, true or false, finding vocabulary meaning, brainstorming based on a picture and arranging jumbled paragraphs or dialogues into a good order. The students could do some activities in a group or in pairs such as making and practicing a dialogue, sharing ideas after listening to a song, sharing opinion about the materials they had learnt.

The listening activities were developed based on the six steps of Task Based Language Teaching framework which were proposed by Nunan. The five steps of TBLT framework were Introduction, Pre Task, Language Focus, Main Task, and Post Task. In the students’ handbook, Introduction and Pre Task were represented in “Warm Up”, Language Focus was represented in “Language Focus”, Main Task was represented in “Let’s Do!” and “Vocabulary Focus”, Post Task was represented in “What You Have Learnt”. Each section of the designed materials would be described further as follows.
1. Warm Up

The function of preliminary was to introduce the students to the topic and to engage students’ attention in doing several listening activities. The activities in this phase consisted of matching pictures and filling the missing lyric of a song. Preliminary was also used as a measurement of students’ basic knowledge on the topic discussed.

2. Language Focus

In this phase, students were given explanation about the language features, generic structure, and expression that were used on the topics they were discussed. The aim of language focus was to raise students’ awareness of the target language.

3. Let’s Do!

The aim of this phase was to measure the students’ understanding of each topic they were learning and to develop students’ listening abilities of the topic by doing some tasks. In this phase, the activities were full of listening activities for the students. Students were asked to listen to several recordings and do the tasks in forms of answering questions, true false, filling the missing information and arrange jumbled paragraphs or sentences.

4. Vocabulary Focus

The aim of this phase was to acquaint the students to some new vocabularies related to the topics that seem unfamiliar to them. The
activity in this phase consisted of matching the new words with their meaning and description in English or in Indonesian.

5. What You Have Learnt

This phase was aimed to monitor what students got after doing several listening activities. It also gave students opportunity to report what they found out on the given topic. The students also could relate what they have learnt with their daily activities.

The writer allocated 160 minutes in each unit. Based on the syllabus implemented in SMP N2 Yogyakarta, 80 minutes were allocated in one meeting. Therefore, each unit could be done in two meetings. The details information of the activities explained on table next page.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Sub-unit</th>
<th>Section</th>
<th>Aim</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Warm Up</td>
<td>Introduction</td>
<td>Introduce and prepare students to learn</td>
<td>Activity 1</td>
</tr>
<tr>
<td>What Do You Think?</td>
<td>and Pre task</td>
<td>giving and asking for</td>
<td>- Students fill the missing lyrics while listening to the song.</td>
<td>- Students fill the missing lyrics while listening to the song.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>opinion</td>
<td></td>
<td>- Students and teacher discuss the answer together.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students share their opinion about the song.</td>
</tr>
<tr>
<td>Let’s Do!</td>
<td>Main task</td>
<td>Involve students to</td>
<td>Activity 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the listening sources</td>
<td></td>
<td>- Students fill the missing words while listening to the recording.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and provide tasks</td>
<td></td>
<td>- Students and teacher discuss the answer together.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>related to the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>listening sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Activity 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students identify the expressions using in activity 2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students and teacher discuss the expression together.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students find a partner and practice using the expressions they</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>have identified.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Activity 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students listen to the recording.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students answer the multiple choice question.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students and teacher discuss the answer together.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Activity 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students filling the missing words on the sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students and teacher discuss the answer together.</td>
</tr>
</tbody>
</table>
Let’s Try
- Students make a group.
- Students make a conversation about giving and asking for opinion.
- Students practice the conversation.

<table>
<thead>
<tr>
<th>Vocabulary Focus</th>
<th>Introduce some new vocabularies related to tasks of giving and asking for opinion</th>
<th>Vocabulary Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Focus</td>
<td>Explain the expression in giving and asking for opinion</td>
<td>Language Focus</td>
</tr>
<tr>
<td>What You Have Learnt</td>
<td>Post task Give opportunity to the students to reflect what they have learnt</td>
<td>Activity 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Sub-unit</th>
<th>Section</th>
<th>Aim</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Warm Up</td>
<td>Introduction</td>
<td>Introduce and prepare students to learn recout text</td>
<td>Activity 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Pre task</td>
<td></td>
<td>- Students arrange the jumbled sentences based on the sequence of pictures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students and teacher discuss the answer together.</td>
</tr>
<tr>
<td></td>
<td>Let’s Do!</td>
<td>Main task</td>
<td>Involve students to the listening sources and provide tasks related to the listening</td>
<td>Activity 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students decide whether the statements are true or false while listening to the recording.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Students and teacher discuss the answer together.</td>
</tr>
<tr>
<td>Activity 3</td>
<td>Students fill the missing words while listening to the recording.</td>
<td>Students and teacher discuss the answer together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4</td>
<td>Students listen to the recording.</td>
<td>Students answer the questions.</td>
<td>Students and teacher discuss the answer together.</td>
<td></td>
</tr>
<tr>
<td>Let’s Try</td>
<td>Students think about their interesting holiday.</td>
<td>Students share their story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary Focus</td>
<td>Introduce some new vocabularies related to the tasks of recount text</td>
<td>Vocabulary Focus</td>
<td>Students match the English word with Indonesian meaning by giving number on the space provided.</td>
<td>Students and teacher discuss the answer together.</td>
</tr>
<tr>
<td>Language Focus</td>
<td>Language Focus</td>
<td>Explain the generic structure and language feature of recount text</td>
<td>Language Focus</td>
<td>Teacher explains the generic structure and language focus of recount text.</td>
</tr>
<tr>
<td>What You Have Learnt</td>
<td>Post task</td>
<td>Give opportunity to the students to reflect what they have learnt</td>
<td>Activity 5</td>
<td>Students answer several questions related to what they have learnt.</td>
</tr>
<tr>
<td>Unit</td>
<td>Sub-unit</td>
<td>Section</td>
<td>Aim</td>
<td>Activity</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------</td>
<td>--------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Unit 3       | Warm Up         | Introduction and Pre task| Introduce and prepare students to learn descriptive text | Activity 1  
- Students complete mind maps based on the pictures.  
- Students and teacher discuss the answer together. |
|              | Let’s Do!       | Main task                | Involve students to the listening sources and provide tasks related to the listening sources | Activity 2  
- Students rearrange the jumbled paragraphs while listening to the recording  
- Students completing the missing words by circling the correct answer while listening to the recording.  
- Students and teacher discuss the answer together.  
Activity 3  
- Students listening to the recording.  
- Students answer the questions.  
- Students and teacher discuss the answer together.  
Activity 4  
- Students fill the missing information while listening to the recording.  
- Students and teacher discuss the answer together.  
Let’s Try  
- Students find a partner  
- Students describe their house to their partner.  
- Students ask their partner to describe her/ his partner. |
| Vocabulary   | Introduction    | Introduce some new vocabularies related to | Vocabulary Focus  
- Students find the meaning of new vocabularies by giving |
Language Focus | Language Focus | Explain the generic structure and language feature of descriptive text | Language Focus | Teacher explains the generic structure and language feature of descriptive text.

What You Have Learnt | Post task | Give opportunity to the students to reflect what they have learnt | Activity 5 | - Students answer several questions related to what they have learnt.
- Students and teacher discuss the answer together.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Sub-unit</th>
<th>Section</th>
<th>Aim</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Unit 4 | Warm Up | Introduction and Pre task | Introduce and prepare students to learn invitation | Activity 1 | - Students match pictures with expressions of invitation.
- Students and teacher discuss the answer together.

Let’s Do! | Main task | Involve students to the listening sources and provide tasks related to the listening sources | Activity 2 | - Students read a conversation with a partner.
- Students practice using expressions in activity 1 with their partner.

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
</table>
| Activity 3 | - Students fill the missing information while listening to the recording.
- Students and teacher discuss the answer together.

Activity 4 | - Students listen to the recording
<table>
<thead>
<tr>
<th>Vocabulary Focus</th>
<th>Language Focus</th>
<th>Post task</th>
<th>Activity 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce some new vocabularies related to the tasks of invitation</td>
<td>Explain the expression in invitation</td>
<td>Give opportunity to the students to reflect what they have learnt</td>
<td>Students answer several questions related to what they have learnt.</td>
</tr>
<tr>
<td>Vocabulary Focus</td>
<td>Language Focus</td>
<td></td>
<td>- Students and teacher discuss the answer together.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let's Try</td>
<td>- Students find a partner</td>
<td>- Students make a conversation with their partner</td>
<td>- Students practice the conversation with their partner.</td>
</tr>
<tr>
<td>Activity 5</td>
<td>- Students arrange the jumbled conversation while listening to the recording.</td>
<td>- Students and teacher discuss the answer together.</td>
<td></td>
</tr>
<tr>
<td>What You Have Learnt</td>
<td>- Students answer the questions.</td>
<td>- Students and teacher discuss the answer together.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answer together.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Development of Preliminary Form of Product

In this step, the writer started to develop the designed materials. The steps done in planning step were developed into designed materials which consisted of four units. The designed materials consisted of several kinds of tasks such as matching pictures, answering open-ended question, filling the missing information, true or false, finding vocabulary meaning, brainstorming based on a picture and arranging jumbled paragraphs or dialogue into a good order. These kinds of task were developed based on the task framework proposed by Nunan. The writer also put some pictures related to the topics in the designed materials in order to make the designed materials more interesting. Besides, pictures also gave students visualization about the topics they learnt.

The materials that were used in the designed materials were obtained from many sources such as the Internet, textbook, and article. The writer chose the materials which were suitable for Junior High School students. Besides, the writer tried to compose the materials which were related to the students’ daily activities in order to help them understand the topics better. After choosing the materials, the writer modified the texts and started to record into several recording materials. The writer also used several recordings with native English as the speaker.

4. Preliminary Field Testing

In preliminary field testing, the designed materials were validated and verified by people who had competency in English. Validation and verification were needed in order to measure the appropriateness of the designed materials.
Besides, the writer obtained the comments and suggestions from the experts to develop the better designed materials. From this step, the writer knew whether the designed materials met the goals and students’ needs and characteristics or not.

a. Description of Participants

The writer gained the feedback from the participants through questionnaires. The participants were considered as experts and had competencies in teaching English. The participants were two English Language Education Study Program lecturers of Sanata Dharma University and an English teacher of SMP N 2 Yogyakarta. The description of the participants was described in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Group of Participants</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td>1.</td>
<td>English Language Education Study Program lecturers of Sanata Dharma University</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>English Teacher of SMP N 2 Yogyakarta</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

b. Data Presentation and Analysis

The writer used questionnaires to obtain the feedback from the experts. The questionnaires were distributed on September 16th, 2013. The
questionnaires consisted of two parts, part A and part B. In part A, the participants were expected to state their evaluation toward the designed materials by choosing number which indicated the degree of agreement. In part B, the experts were expected to give their opinions or suggestions toward the designed materials. The degree of agreement was presented in table 13.

<table>
<thead>
<tr>
<th>Degree of agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly disagree with the statements</td>
</tr>
<tr>
<td>2</td>
<td>Disagree with the statements</td>
</tr>
<tr>
<td>3</td>
<td>Doubt the statements</td>
</tr>
<tr>
<td>4</td>
<td>Agree with the statements</td>
</tr>
<tr>
<td>5</td>
<td>Strongly agree with the statements</td>
</tr>
</tbody>
</table>

The evaluation of the data obtained was presented on the table next page.
Table 4.12. The Result of Preliminary Field Testing

<table>
<thead>
<tr>
<th>No.</th>
<th>The Lecture’s / Teacher’s Evaluation on....</th>
<th>Degree of Agreement</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 N Mn Mdn Md</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The basic competences of the designed materials are well formulated.</td>
<td>2 1 3 4.3 4 4</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The indicators of the designed materials are well formulated.</td>
<td>1 1 1 3 4 4 -</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The designed materials are relevant to the basic competences and indicators.</td>
<td>2 1 3 4.3 4 4</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The designed materials are match with the students’ knowledge and skill level.</td>
<td>3 3 4 4 4 4</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The designed materials are appropriate with students’ proficiency level.</td>
<td>3 3 4 4 4 4</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The tasks or activities in each unit are well elaborated.</td>
<td>1 2 3 3.7 4 4</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The tasks or activities in each unit are relevant to the topics.</td>
<td>2 1 3 3.3 3 3</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The tasks or activities are related to the students’ daily life.</td>
<td>3 3 4 4 4 4</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The Pre-task in each unit introduces students to the topics.</td>
<td>1 2 3 3.7 4 4</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The post task gives students opportunity to recall what they have learnt on the given topics.</td>
<td>3 3 4 4 4 4</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The instruction of each task is clear enough to be understood by students.</td>
<td>2 1 3 4.3 4 4</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>The Lecture's / Teacher's Evaluation on….</td>
<td>Degree of Agreement</td>
<td>Central Tendency</td>
</tr>
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<td></td>
<td></td>
<td>1 2 3 4 5 N Mn Mdn Md</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The tasks or activities are interesting and various enough to encourage students to be more active.</td>
<td>2 1 3 3.3 3 3</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The tasks or activities can facilitate students to understand the topics.</td>
<td>1 2 3 3.7 4 4</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The tasks or activities can help students to achieve the goals and objectives.</td>
<td>3 3 4 4 4 4</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>The layout and pictures are interesting to help students understand the lesson more.</td>
<td>2 1 3 4.3 4 4</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>The recordings in each unit are clear enough.</td>
<td>3 3 3 4 4 4</td>
<td></td>
</tr>
</tbody>
</table>

Note:

N : Number of Participant  
Mdn : Median  
Mn : Mean  
Md : Mode

The descriptive statistics above indicated that the mean of the degree agreement of the evaluation was 3.3 up to 4.3. It could be concluded that the designed materials were good enough and appropriate for Junior High School students of SMP N 2 Yogyakarta. However, there were some parts of the recordings, the students’ handbook, the syllabuses, and the lesson plans that needed to be revised and improved. Besides obtained the degree of agreement from participants, the writer also gained some participants’ comments and opinions toward the designed materials that were listed as follows:

1. Overall, the designed materials were good.
2. In indicator part, it should be about students’ activities in class or what students do in class, e.g. students listen to the dialogue given. Learning objectives were about what students able to do after the lesson.

3. The pictures and layout were interesting to attract students’ attention.

4. The recordings were clear enough.

5. The level of difficulty was appropriate for students of Junior High School.

Here were some suggestions from the participants toward the designed materials:

1. The writer should write the method of teaching in lesson plan.

2. Title was not necessary written in the lesson plan.

3. Introduction of the topic should be given in the main activity as explanation.

4. Giving tasks or exercises should be in elaboration part.

5. When closing the meeting, teacher also gave the learning plan for the next meeting.

6. The writer should write the characters that were going to be taught, e.g. honesty, cooperation, etc.

7. The writer should find the song that was related to the main activities.

8. The writer should specify some questions in order to let students practice using critical thinking.

9. The writer should revise the *vocabulary focus* because it was not underlining a particular part of speech.
10. Instead of giving pattern, the writer also needed to give sentences and asked students to conclude by themselves in the language focus part.

5. Main Product Revision

In this section, the writer tried to revise and improve the designed materials in order to get the better designed materials. There were some parts that needed to be revised and improved in the recording, students’ handbook, lesson plans, and syllabus. The comments and the suggestions from the participants were used as the guide to do revision and improvement. There were some revisions and improvements that the writer did toward the designed materials.

a. Re-recording the spoken text.

Based on the participants’ suggestions and opinions, the recording materials were clear enough. However, there were some noises on several parts of the recording. Therefore, the writer decided to re-record the spoken texts that contained noises in order to get clearer recording.

b. Revising students’ handbook.

There were some grammatical mistakes that participants found in the students’ handbook. Hence, the writer did grammatical checking and revised the grammatical mistakes. Besides, the writer replaced the song titled “Hey Jude” in unit 1 with the song that has correlation with the next activities. The writer also added some questions for students after listening to the song. The questions were aimed to practice students’ critical thinking. In the language focus part, the writer added several tasks that students did not only listening to
the teachers’ explanation. From the participants’ comments on the *vocabulary focus* part, the writer decided to rename the *vocabulary focus* became *Glossary*. In order to make the designed materials more attractive, the writer added some videos related to the topics. Besides video, the writer also added more pictures related to the topics.

c. Revising the lesson plans

The writer did grammar checking on the lesson plan because there were some grammatical mistakes that were found by the experts. The writer also added more information on the time allocation about how many meetings that were needed to finish each unit. Besides, the method that was used in delivering the materials also needed to be written on the lesson plan.

d. Revising the syllabus

Based on the participants’ suggestions, the writer added the characteristics that were going to be taught to the students on the syllabus. In order to avoid confusion, the writer put more information related to how many meetings the materials planned for. Since the participants found some grammatical mistakes, the writer did grammar checking on the syllabus.

B. The Final Version of the Designed Material

After revising and improving the designed materials based on the participants’ opinions, comments, and suggestions, the writer presented the final version of the designed materials. The English listening materials were for Junior High School Students on the first semester and designed using Task Based
Language Teaching proposed by David Nunan. The designed materials consisted of four units, in which each unit was allocated for two meetings (one meeting 80 minutes). Here were the names of the four units.

1. What Do You Think?
2. My Story
3. Describing in Details
4. Would You Like to…

The designed materials were designed based on the 2006 School-Based Curriculum that was applied in SMP N 2 Yogyakarta. Hence, the writer chose the same topics with the topics in the syllabus. The five steps of Task Based Language Teaching Framework which consisted of Introduction, Pre task, Main task, Language Focus, and Post task were utilized by the writer to develop the learning activities in each unit. The names of the activities in each unit of the designed materials were Warm Up (Introduction and Pre task), Let’s Do! (Main task), Language Focus (Language Focus), and What You Have Learnt (Post task). The final version of the designed could be seen on the appendix C which consisted of the final version of students’ handbook, syllabus, and lesson plans.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer states the conclusions of the study and the suggestions. In conclusion section, the writer would discuss further about the problem formulations proposed by the writer and the findings in the study. Meanwhile, the suggestion section gives the English teachers of SMP N 2 Yogyakarta and for other researchers recommendation related to the designing English listening materials using Task Based Language Teaching.

A. Conclusions

The aim of this study was to design the English listening materials for the eighth grade students of SMP N 2 Yogyakarta using Task Based Language Teaching. Based on the aim of the study, the writer proposed two problem formulations. The first problem formulation was how the English listening materials using task based language teaching for eighth grade students of SMP Negeri 2 Yogyakarta designed. The second problem formulation was the English listening materials using task based language teaching for the eighth grade students of SMP Negeri 2 Yogyakarta look like.

In conducting this study, the writer adapted R & D cycle which was combined with the Instructional Design proposed by Kemp. The writer utilized five steps of R & D cycles. The first step was Research and Information Collecting. In this step, the writer tried to obtain as many information as possible related to the students’ characteristics, needs, and difficulties in learning English.
from students themselves and the English teachers. Besides, the recent curriculum used in *SMP N 2 Yogyakarta* was also reviewed to get more data related to the designed materials. The data would be used as the basis to develop the designed materials. The second step was planning. From the data gained in the first step, the writer started to state the goals and list the topics, specify the learning objectives, list the subject content, and select some teaching and learning activities and resources. The next step was development of preliminary form product. In this step, the designed materials started to be designed. The development of the designed materials was based on the some steps which had been done in planning step. The fourth step was preliminary field testing. In this step, the designed would be evaluated by one English teacher of *SMP N 2 Yogyakarta* and two lecturers of English Language Education Study Program of Sanata Dharma University. After getting the evaluations, comments, and suggestions from the experts, the writer moved to the fifth step that was main product revision. The participants’ evaluations, comments, and suggestions were used to revise and improve the designed materials.

The designed materials consisted of four units named “What Do You Think?”, “My Story”, “Describing in Details”, and “Would You Like to...” Each unit consisted of *Warm Up* (Introduction and Pre task), *Let’s Do!* (Main task), *Language Focus* (Language Focus), and *What You Have Learnt* (Post task). Those activities were developed based on the Task Based Language Teaching framework proposed by Nunan. The final version of the designed materials was attached in appendix C.
The writer expected that the designed materials could help students in learning English, especially listening. The designed materials consisted of various tasks and activities that could motivate students in learning English. The writer chose the contents and activities that had correlation with students’ daily activities. Therefore, the students would understand the materials easier. Besides, the writer also put some pictures and videos in order to attract students’ attention in doing several activities in the classroom.

B. Suggestions

In this section, the writer would give some suggestions to the English teachers of SMP N 2 Yogyakarta and other researchers who are interested in designing the English listening materials.

1. For the English teachers of SMP N 2 Yogyakarta

The writer suggests that the English listening materials designed can be applied in the classroom by the teachers. Before applying the designed materials, it is better for the teachers to prepare the listening media. Teacher also can use other techniques and strategies to deliver the listening materials to make students get better understanding of the materials. The writer also suggests the teachers to carry out the listening activities in the classroom or laboratory.

2. For other researchers

The writer suggests the other researchers who are interested in designing English listening materials to develop the materials based on the students’ need, characteristics, and difficulties in order to help students improving
their abilities in English listening. The design materials should consist of various kinds of task, activities, videos, and pictures in order to attract students’ attention.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix A

Letter of Permission to the Headmaster of SMP N 2 Yogyakarta
Letter of Permission from Permission department of Yogyakarta
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PENERINTAH KOTA YOGYAKARTA
DINAS PERIZINAN
Jl. Kenari No. 56 Yogyakarta 55185 Telepon 514488, 515656, 515866, 5162062.
EMAIL : perizinan@yogyakota.go.id EMAIL INTRANET : perizinan@intra.yogyakota.go.id

SURAT IZIN
NOMOR : 07067/2018/54

Membaca Surat Dari Dekan FKIP - USD Yogyakarta
Nomor : 018/Pn/Kp/FKIP/PS/W2018
Tanggal : 21/02/2013

Mengingat
1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 65 Tahun 2006 tentang Fungsi, Rincian Tugas, Dinas Perizinan Kota Yogyakarta

Dijinkan Kepada
Nama : BAYU ADI PAMUNGKAS
Pekerjaan : Mahasiswa FKIP - USD Yogyakarta
Alamat : Micono, Tremo Poj 29 Yogyakarta
Penanggungjawab : Agustinus Hardi Prisetyo, S.Pd., M.A.
Keperluan : Menjalankan Pemetaan dengan Judul Proposal : ENGLISH LISTENING MATERIALS USING TASK BASED LANGUAGE TEACHING FOR EIGHTH GRADE OF SMP N 2 YOGYAKARTA

Lokasi/Responend : Kota Yogyakarta
Waktu : 15/02/2013 Sampai 16/02/2013
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan
1. Wajib Menyerahkan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta
(Co. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menyampaikan semua informasi dan materi yang diperoleh selama penelitian
3. Menyiapkan laporan hasil penelitian sesuai dengan ketentuan yang berlaku

Surat ini dihantar kepada Pejabat Pemerintah yang terkait sesuai dengan kewenangannya, apabila tidak diperuntukan kepada Pejabat Pemerintah yang terkait atas dasar informasi yang telah dihantar.

Tanda tangan
Pemegang Izin

BAYU ADI PAMUNGKAS

Tembusan Kepada
Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Kepala Dinas Pendidikan Kota Yogyakarta
3. Kepala SMP Negeri 2 Yogyakarta
4. Dekan FKIP - USD Yogyakarta
5. Ybs.
Appendix B

- Questionnaire Research and Information Collecting for Teachers
- Questionnaire Research and Information Collecting for Students
- General Description
- Questionnaire Preliminary Field Testing
Questionnaire for the English Teachers

KUESIONER

Kuesioner ini dibuat dalam rangka mengumpulkan informasi untuk penelitian tentang listening material yang akan dibuat oleh penulis. Diharapkan kuesioner ini dapat dijawab dengan semestinya dan sejujur-jujurnya. Atas perhatian dan kerjasamanya, saya ucapkan terima kasih.

Nama : 
Jenis Kelamin : 
Umur : 
Pendidikan terakhir : 
Lama mengajar : 

Berilah tanda centang (√) untuk setiap pernyataan yang anda anggap sesuai!

1 : sangat tidak setuju
2 : tidak setuju
4 : setuju
5 : sangat setuju

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>1</th>
<th>2</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya tidak mengalami kesulitan dalam menyampaikan materi listening.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Saya mempunyai banyak referensi materi untuk mengajar listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saya mempunyai banyak media pengajaran (cd, kaset, video, buku, dll.) yang mendukung proses belajar mengajar listening.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Saya mempunyai strategi tersendiri dalam menyampaikan materi listening.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Saya mengajar Bahasa Inggris dengan mengintegrasikan beberapa kemampuan dalam satu aktivitas, misalnya mengajar speaking, listening, dan writing menjadi satu. (integrated skill)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Saya sering memanfaatkan media yang mendukung kegiatan listening.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Siswa aktif dalam mengikuti pelajaran Bahasa Inggris, terutama listening.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Siswa mengalami kesulitan dalam menerima dan memahami materi listening.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Siswa merasa takut ketika mendapat materi listening.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Siswa mempunyai minat dan antusiasme yang besar dalam mengikuti pelajaran Bahasa Inggris, terutama listening.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Berilah tanda silang pada jawaban yang telah tersedia. Anda boleh menjawab lebih dari satu pada setiap nomor.

1. Suasana sekolah cukup kondusif untuk proses belajar mengajar Listening.
   a. Ya Alasan......................
   b. Tidak Alasan.....................

2. Fasilitas di sekolah yang menunjang terselenggaranya kegiatan Listening berupa:
   a. Lab. Bahasa c. Komputer
   b. Tape recorder d. Kaset listening

3. Berapa kali anda mengajar listening di kelas?
   a. Seminggu dua kali d. Sebulan sekali
   b. Seminggu satu kali e. Dua bulan sekali
   c. Dua minggu sekali f. ......................

4. Menurut anda, bagaimanakah kemampuan Bahasa Inggris peserta didik anda dalam mempelajari materi listening?
   a. Kurang c. Baik
   b. Cukup d. Sangat baik

5. Materi listening yang anda ajarkan berdasarkan:
   a. Kurikulum yang digunakan sekolah
   b. Buku referensi yang anda anggap sesuai
   c. Minat belajar peserta didik anda
   d. Daya tangkap peserta didik anda
   e. ......................

6. Referensi apa saja yang anda pakai dalam menyampaikan materi listening?
   a. Film e. Buku pegangan listening
   b. Rekaman berita d. Download dari internet
   c. Lagu f. ......................
7. Media apa yang anda pakai untuk listening?
   a. MP3
e   b. Kaset
d   c. Video
e
7. Metode apa saja yang anda gunakan dalam pembelajaran listening di kelas anda?
   a. Menerangkan pelajaran di kelas
e   b. Latihan soal
f. Lainnya
   c. Diskusi
KUESIONER

“English Listening Materials Using Task-Based Language Teaching for Eighth Graders of SMP Negeri 2 Yogyakarta”


Nama : _______________________________________
Kelas : ____________

Lingkarilah jawaban yang paling sesuai dengan pendapat Anda!

A. Pengalaman selama mengikuti kelas listening.

1. Apakah Anda tertarik mengikuti pelajaran listening?
   a. Ya
   b. Tidak

2. Apakah Anda bisa menyimak materi listening dengan baik?
   a. Ya
   b. Tidak

3. Seberapa sering Anda melatih keterampilan listening di sekolah?
   a. Sering
   b. Kadang – kadang
c. Jarang
d. Tidak pernah

4. Apakah Anda mempunyai buku acuan atau pegangan untuk pelajaran listening?
   a. Ya
   b. Tidak

5. Apakah materi listening yang Anda dapatkan menarik?
   a. Ya
   b. Tidak

6. Apakah kegiatan dalam pelajaran listening menyenangkan?
   a. Ya
   b. Tidak

7. Bagaimana pendapat Anda mengenai listening dalam pelajaran Bahasa Inggris di kelas?
   a. Sulit (lanjut ke nomor 8)
   b. Biasa saja (lanjut ke nomor 9)
   c. Mudah (lanjut ke nomor 9)

8. Faktor apa yang membuat pelajaran listening menjadi sulit?
   a. Banyak kosakata Bahasa Inggris yang baru/tidak saya tahu
   b. Materi yang disampaikan terlalu panjang
   c. Materi hanya diulang satu/dua kali saja
   d. Tidak menyimak dengan baik
   e. Jarang diajarkan
   f. Kurang konsentrasi saat mendengarkan materi
   g. Kurang banyak latihan
   h. Lainnya ______________________________
9. Apa yang Anda lakukan ketika mendapatkan kata-kata yang sulit?
   a. Bertanya kepada guru
   b. Bertanya kepada teman
   c. Membiarkannya saja
   d. _________________________________

10. Apa saja kegiatan yang dilakukan di kelas ketika mendapat materi
    listening?
    a. Drill (latihan berulang - ulang)
    b. Diskusi
    c. Tanya jawab
    d. Menjawab pertanyaan
    e. Mengisi informasi yang kosong
    f. Memecahkan masalah
    g. _________________________________

B. Kegiatan yang diharapkan dalam kelas listening

1. Apakah Anda membutuhkan kegiatan pembuka sebelum mendengarkan materi listening?
   a. Ya
   b. Tidak

2. Sebelum mendengarkan materi listening, kegiatan pembuka seperti apa yang Anda inginkan? Jawaban boleh lebih dari satu.
   a. Sharing pengalaman berkaitan dengan topik
   b. Tanya jawab berkaitan dengan topik
   c. Menggali kosakata berkaitan dengan topik
   d. Lainnya _______________________________
   a. Mendengarkan materi melalui rekaman
   b. Mendengarkan materi melalui rekaman video
   c. Mendengarkan materi yang disampaikan langsung oleh guru

4. Apakah Anda memerlukan materi listening yang berhubungan dengan kehidupan sehari-hari?
   a. Ya
   b. Tidak

5. Apakah materi listening yang berhubungan dengan kehidupan sehari-hari membantu Anda lebih memahami isi materi listening?
   a. Ya
   b. Tidak

6. Apakah Anda memerlukan kegiatan penutup setelah mendengarkan materi listening?
   a. Ya
   b. Tidak

7. Setelah mendengarkan materi listening, kegiatan penutup seperti apa yang anda inginkan? Jawaban boleh lebih dari satu.
   a. Sharing tentang apa yang telah dipelajari
   b. Tanya jawab tentang apa yang telah dipelajari
   c. Membuat refleksi tentang materi listening yang telah dipelajari
   d. Lainnya _______________________________________________

😊 TERIMAKASIH 😊
GENERAL DESCRIPTION

This study entitled “English Listening Materials Using Task Based Language Teaching for Eighth Grade Students of SMP N 2 Yogyakarta”. The point of this study is designing English listening materials using Task Based Language Teaching which is appropriate for eighth grade students of SMP N 2 Yogyakarta.

A. Objectives of The Study
This study has two objectives:
1. To increase students’ ability in listening comprehension.
2. To provide another material as references for English teachers of SMP N 2 Yogyakarta in teaching listening.

B. Subject Content
The materials were designed based on the current curriculum applied in SMP N 2 Yogyakarta that is the 2006 School-Based Curriculum and a syllabus which was composed by the writer. The writer composed the syllabus which consists of 4 units. In each unit, the writer allocates 80 minutes. These are the 4 units English materials for eighth grade students:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Giving and Asking for Opinion</td>
<td>What Do You Think?</td>
</tr>
<tr>
<td>2</td>
<td>Recount</td>
<td>My Story</td>
</tr>
<tr>
<td>3</td>
<td>Descriptive</td>
<td>Explaining in Detail</td>
</tr>
<tr>
<td>4</td>
<td>Invitation</td>
<td>Would you like to…</td>
</tr>
</tbody>
</table>

C. Materials Description
In each unit, the materials are divided into five phases named Warm Up, Let’s Do!, What Have You Learnt, Language Focus and Vocabulary Focus. The activities can be done individually or in group. Each phase of each unit would be discussed deeper as follows:
1. **Warm Up**

The function of preliminary is to introduce the students to the topic. Besides, it is also used by the teacher to engage students’ attention in doing several listening activities. The activities in this phase consist of matching pictures and filling the missing lyric of a song. Preliminary also used as a measurement of students’ basic knowledge on the topic which is going to be discussed.

2. **Let’s Do!**

The aim of this phase is to measure the students’ understanding of each topic they are learning. Furthermore, it is also aimed to develop students’ ability and knowledge of the topic by doing some tasks. In this phase, the activities are full of listening activities for the students. Students are asked to listen to several recordings and do the tasks in a form of answering questions, true false, filling the missing information and arrange jumbled paragraphs or sentences.

3. **What You Have Learnt**

This phase is aimed to monitor what students got after doing several listening activities. It also gives students opportunity to report what they found out on the given topic. The students also can relate what they have learnt with their daily activities.

4. **Language Focus**

In this phase, students are given explanation about the language that is used on the topics they are discussed. The language focus can be forms of language features, Generic structure, expression, etc. The aim of language focus is to raise students’ awareness of the target language.

5. **Vocabulary Focus**

The aim of this phase is to acquaint the students to some new vocabularies related to the topics that seem unfamiliar to them. The activity in this phase consists of matching the new words with their meaning and description in English or in Indonesian.
Hal : Permohonan Pengisian Kuesioner
Lampiran : 1. Gambaran Umum (General Description)
            2. Modul Materi Siswa (Students’ handbook)
            3. Silabus Bahasa Inggris
            4. RPP (Lesson Plan)
            5. Lembar Kuesioner

Yth.
Ibu ……………………………
Di tempat

Dengan hormat,
Saya di bawah ini sebagai mahasiswa Universitas Sanata Dharma Yogyakarta
Nama : Bayu Adi Pamungkas
NIM : 091214019
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Hendak menyelesaikan tugas akhir/ skripsi dengan judul “English Listening
Materials Using Task Based Language Teaching for Eighth Grade Students
of SMP N 2 Yogyakarta”.

Untuk keperluan penyelesaian tugas akhir tersebut, saya memohon Bapak/ Ibu
untuk menilai dan memberikan pendapat terhadap materi yang telah saya susun
dengan mengisi lembar kuesioner terlampir.

Demikian surat permohonan ini saya buat. Atas kesediaan Bapak/ Ibu, saya
ucapkan terima kasih.

Yogyakarta, 16 September 2013
Hormat saya,

Bayu Adi Pamungkas
QUESTIONNAIRE
Evaluation of English Listening Materials for Eighth Grade Students of
SMP N 2 Yogyakarta Semester 1

Participant’s Identity
Name : .................................................................
Sex : Male / Female
Educational Background : S1 / S2 / S3
Teaching Experiences : ..............Years

The questionnaire consists of two parts: Part A and Part B.
Part A: You are expected to state your evaluation toward the designed by choosing
the number which indicates the degree of agreement.
Part B: You are expected to give your opinion or suggestion toward the designed.

Part A
You are expected to choose one of the options by giving tick ( √ ) the numbers
which indicate your degree of agreement. The numbers and degree of agreement
can be categorized as follow:

1: Strongly Disagree
2: Disagree
3: Doubt
4: Agree
5: Disagree
<table>
<thead>
<tr>
<th>No.</th>
<th>The Lecturer’s / Teacher’s Evaluation on….</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The basic competences of the designed materials are well formulated.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>The indicators of the designed materials are well formulated.</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>The designed materials are relevant to the basic competences and indicators.</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>The designed materials are match with the students’ knowledge and skill level.</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>The designed materials are appropriate with students’ proficiency level.</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>The tasks or activities in each unit are well elaborated.</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>The tasks or activities in each unit are relevant to the topics.</td>
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<tr>
<td>8.</td>
<td>The tasks or activities are related to the students’ daily life.</td>
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<td>9.</td>
<td>The Pre-task in each unit introduce students to the topics.</td>
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</tr>
<tr>
<td>10.</td>
<td>The post task gives students opportunity to recall what they have learnt on the given topics.</td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>The instruction of each task is clear enough to be understood by students.</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
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<td>1</td>
</tr>
<tr>
<td>13.</td>
<td>The tasks or activities can facilitate students to understand the topics.</td>
<td>1</td>
</tr>
<tr>
<td>14.</td>
<td>The tasks or activities can help students to</td>
<td>1</td>
</tr>
</tbody>
</table>
15. Generally, the layout and pictures are interesting to help students understand the lesson more.

16. The recording in each unit are clear enough.

<table>
<thead>
<tr>
<th>Part B</th>
</tr>
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</table>

1. What is / are your comment (s) or opinion (s) toward the overall designed materials?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

2. What is / are your suggestion (s) toward the overall designed materials?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Thank you
QUESTIONNAIRE
Evaluation of English Listening Materials for Eighth Grade Students of SMP N 2 Yogyakarta Semester I

Participant’s Identity
Name: M. Sri Purwanti
Sex: Male / Female
Educational Background: S1 / S2 / S3
Teaching Experiences: 30 Years

The questionnaire consists of two parts: Part A and Part B.
Part A: You are expected to state your evaluation toward the designing by choosing the number which indicates the degree of agreement.
Part B: You are expected to give your opinion or suggestion toward the designing.

Part A
You are expected to choose one of the options by giving tick (✓) the numbers which indicate your degree of agreement. The numbers and degree of agreement can be categorized as follow:

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15. Generally, the layout and pictures are interesting, to help students understand the lesson more. [✓]

16. The recording in each unit are clear enough. [✓]

**Part B**

1. What is / are your comment(s) or opinion(s) toward the overall designed materials?

   In indicators part, it should be about the students' activities in class / what the students do in class. Ex. Listen to the text and answer questions. But in learning objectives, what should the students be able to do after the lesson? Your designed materials are good enough.

2. What is / are your suggestion(s) toward the overall designed materials?

   - Title isn’t really well written in a lesson plan.
   - Introduce the topic is given in the main activity (as explanation) not in introduction part.
   -淙ing tasks / exercises should be in elaboration part.
   - In closing, teacher also gives learning plan for the next meeting.
   - You should write the characters you want to teach. Ex: honesty, cooperation, etc.

*Thank you*
QUESTIONNAIRE
Evaluation of English Listening Materials for Eighth Grade Students of
SMP N 2 Yogyakarta Semester 1

Participant’s Identity
Name: Arief K. Adi
Sex: Male
Educational Background: S1/S2/S3
Teaching Experiences: 6 Years

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Part A: You are expected to state your evaluation toward the designed by choosing the number which indicates the degree of agreement.
Part B: You are expected to give your opinion or suggestion toward the designed.

Part A
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16. The recording in each unit are clear enough.

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**Part B**

1. What is/are your comment(s) or opinion(s) toward the overall designed materials?
   
   Overall, the materials are good but sometimes

2. What is/are your suggestion(s) toward the overall designed materials?

---

Thank you
QUESTIONNAIRE

Evaluation of English Listening Materials for Eighth Grade Students of
SMP N 2 Yogyakarta Semester 1

Participant's Identity
Name: [Name]
Sex: [Male/Female]
Educational Background: [S1/S2/S3]
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</tbody>
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---

**Part B**

1. What is/are your comment(s) or opinion(s) toward the overall designed materials?

   [Text space for comments]

2. What is/are your suggestion(s) toward the overall designed materials?

   [Text space for suggestions]
Appendix C

- Syllabus
- Lesson Plan
- The Designed Materials
# SYLLABUS

**School**: SMP Negeri 2 Yogyakarta  
**Grade**: VII  
**Unit**: 1

**Competency Standard**: To understand meaning in the simple transactional and interpersonal dialogue to interact in daily life context.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Materials</th>
<th>Learning activities</th>
<th>Time Allocation</th>
<th>Sources</th>
</tr>
</thead>
</table>
|                  | 1. Cognitive                                   | • Related pictures                      | 1. fill missing lyric of the song.                                                 | 4 x 40 minutes | 1. Related pictures:  
http://kathyhallrealestat e.com  
http://360creativeinc.wo rdpress.com  
http://lovetomorrowtoda y.com  
2. Related text:  
www.esl-lab.com |
|                  | - Students are able to identify information of | • Short dialogue: giving and asking for opinion                                    | 2. Main-task:                                                                         |                 |                                                                        |
|                  | simple transactional and interpersonal dialogue| • Related texts                        | - fill missing words                                                                  |                 |                                                                        |
|                  | accurately, fluently, and acceptance to      | • Recording materials:                 | - identify the expressions of giving and asking for opinion.                        |                 |                                                                        |
|                  | interact in daily context involving speech   | - Meeting People Online                | - answer multiple choice questions                                                  |                 |                                                                        |
|                  | act of giving and asking for opinion.        | - A Movie Reviews                      | - arrange jumbled conversation                                                       |                 |                                                                        |
|                  | 2. Affective                                   | • Expressions in giving and asking for opinion:                                   | - fill missing words on the sentences                                                |                 |                                                                        |
|                  | - Students are able to                       | What do you think?                    | 3. Glossary: find the meaning of each answer used in main-task.                    |                 |                                                                        |
|                  | participate actively in open discussion in   | What is your opinion?                  | 4. Language focus: review on the expressions of giving and asking for opinion.      |                 |                                                                        |
|                  | the class.                                    | I think that . . .                    | 5. Practice in giving and asking for opinion.                                       |                 |                                                                        |
|                  | - Students obey the rule of the class         | In my opinion. . .                    | 6. Post-task: answer some questions based on the students have learnt.              |                 |                                                                        |
|                  | orderly.                                      | I feel that . . .                     |                                                                                     |                 |                                                                        |
SYLLABUS

School : SMP Negeri 2 Yogyakarta
Grade : VIII
Unit : 2

Competency Standard : To understand meaning in oral functional text and short monologue in the form of descriptive and recount to interact in daily life context.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Learning Materials</th>
<th>Learning activities</th>
<th>Time Allocation</th>
<th>Sources</th>
</tr>
</thead>
</table>
| To respond meaning in simple short oral functional text accurately, fluently,    | 1. Cognitive  
- Students are able to identify information of short monologue in a form of recount text by answering the questions on the worksheet.  
- Students are able to identify the generic structure and language features of short functional text in a form of recount text by answering the questions on the worksheet.  
2. Affective  
- Students are able to participate actively in open discussion in the class.  
- Students obey the rule of the class orderly. | • Related pictures  
• Related texts  
• Recording materials:  
  - Jane’s Birthday Party  
  - An Excursion to Bogor Botanic Garden  
• Generic structure of recount text:  
  Orientation  
  Re-orientation  
  Events  
• Language features of recount text  
  Conjunction (e.g. first, then, before, after, Etc.)  
  Using past tense | 1. Arranging jumbled sentences based on the sequence of pictures.  
2. Main-task:  
  - true false statements  
  - fill missing words  
  - answer questions  
3. Glossary: match English words which are used in main-task with their Indonesian meanings.  
4. Language focus: review on the generic structure and language feature of recount text.  
5. Practice telling past event.  
6. Post-task: answer some questions based on the students have learnt. | 4 x 40 minutes | 1. Related pictures:  
  http://cache1.abcteach.com  
  http://badlandsbadley.wordpress.com  
  http://www.freedom-center.com  
2. Related text:  
  www.esl-lab.com |
SYLLABUS

School : SMP Negeri 2 Yogyakarta
Grade : VIII
Unit : 3

Competency Standard : To understand meaning in oral functional text and short monologue in the form of descriptive and recount to interact in daily life context

<table>
<thead>
<tr>
<th>Basic Competence</th>
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<th>Learning Materials</th>
<th>Learning activities</th>
<th>Time Allocation</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To respond meaning in simple short oral functional text accurately, fluently, acceptance to interact in daily context in the form of descriptive text.</td>
<td>1. Cognitive - Students are able to identify information of short monologue in a form of descriptive text by answering the questions on the worksheet. - Students are able to identify the generic structure and language features of short functional text in a form of descriptive text by answering the questions on the worksheet. 2. Affective - Students are able to participate actively in open discussion in the class. - Students obey the rule of the class orderly.</td>
<td>Related pictures • Related texts • Recording materials: - The Borobudur Temple - My Lovely House • Generic structure of descriptive text: Identification Description • Language features of descriptive text: Using simple present tense Using adjective Using attributive</td>
<td>1. Mind mapping. 2. Main-task: - arrange jumbled paragraphs - answer questions - fill missing words 3. Glossary: match the English words which are used in main-task with their meanings. 4. Language focus: review on the generic structure and language feature of descriptive text. 5. Practice describing object. 6. Post-task: answer some questions based on the students have learnt.</td>
<td>4 x 40 minutes</td>
<td>1. Related pictures: <a href="http://7junipers.com">http://7junipers.com</a> <a href="http://www.pentel.com">http://www.pentel.com</a> <a href="http://www.psc.state.fl.us">http://www.psc.state.fl.us</a> <a href="http://www.kioskix.com">http://www.kioskix.com</a> <a href="http://vannw.org">http://vannw.org</a> <a href="http://www.buddhistchann">http://www.buddhistchann</a> el.tv 2. Related text: <a href="http://www.esl-lab.com">www.esl-lab.com</a></td>
</tr>
</tbody>
</table>
**SYLLABUS**

School : SMP Negeri 2 Yogyakarta  
Grade : VIII  
Unit : 4

**Competency Standard** : To understand meaning in the simple transactional and interpersonal dialogue to interact in daily life context.

<table>
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<tr>
<th>Basic Competence</th>
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</tr>
</thead>
</table>
| To respond meaning in the simple transactional and interpersonal dialogue accurately, fluently, and acceptance to interact in daily context involving speech act of invitation | 1. Cognitive  
- Students are able to identify information of simple transactional and interpersonal dialogue in a form of invitation by answering the questions on the worksheet.  
2. Affective  
- Students are able to participate actively in open discussion in the class.  
- Students obey the rule of the class orderly. | • Related pictures  
• Short dialogue: Invitation  
• Related text  
• Recording materials:  
  - An Invitation to Study Together  
  - An Invitation to a Bookstore  
• Expressions in Invitation:  
  - Would you like to...?  
  - Do you want to.....?  
  - That sounds lovely...  
  - I'd love to but ....  
  - Are you free on Friday? | 1. Matching pictures with the appropriate expressions.  
2. Language focus: review on the expressions of invitation.  
3. Main-task:  
  - identify the expressions of invitation  
  - fill missing words  
  - answer questions  
  - arrange jumbled conversation  
4. Glossary: find the meaning of each answer used in main-task.  
5. Practice giving and asking for opinion.  
6. Post-task: answer some questions based on the students have learnt. | 4 x 40 minutes | 1. Related pictures:  
http://www.fborganisation.com  
http://www.fosterfamilydirectory.com  
http://www.istockphoto.com  
http://westseattleblog.com  
http://www.123rf.com  
2. Related text:  
www.esl-lab.com |
LESSON PLAN

School : SMP Negeri 2 Yogyakarta
Course : English
Class/ Semester : VIII / 1
Time Allocation : 4x40 minutes (2 meetings)
Skill : Listening
Unit : 1
Topic : Giving and Asking for Opinion
Title : What Do You Think?

A. Competency Standard
To understand meaning in the simple transactional and interpersonal dialogue to interact in daily life context.

B. Basic Competence
To respond meaning in the simple transactional and interpersonal dialogue accurately, fluently, and acceptably to interact in daily context involving speech act of giving and asking for opinion.

C. Indicators
1. Cognitive
- Students are able to identify information of simple transactional and interpersonal dialogue in a form of giving and asking for opinion by answering the questions on the worksheet.
- Students are able to identify the expressions of simple transactional and interpersonal dialogue in a form of giving and asking for opinion by answering the questions on the worksheet.

2. Affective
- Students are able to participate actively in open discussion in the class.
- Students are able to obey the rule of the class.
D. Learning Objectives

1. Cognitive
- Given a simple transactional and interpersonal dialogue, students are able to identify information of simple transactional and interpersonal dialogue in a form of giving and asking for opinion by answering the questions on the worksheet.
- Given a simple transactional and interpersonal dialogue, students are able to identify the expressions of simple transactional and interpersonal dialogue in a form of giving and asking for opinion by answering the questions on the worksheet.

2. Affective
- In the class, students are able to participate actively in open discussion.
- In the class, students are able to obey the rule of the class.

E. Materials

1. Recording: “Meeting People Online”
   “A Movie Reviews”
2. Song: “Hey Jude”
3. Song’s lyric
4. Related texts.
5. Related Pictures.
6. Expressions in giving and asking for opinion.
7. Words used in the recording.

F. Sources

www.esl-lab.com
http://kathyhallrealestate.com/opinion
http://lovetomorrowtoday.com/2009/08/06/ltt-opinion
http://360creativeinc.wordpress.com
### G. Learning Process

#### Meeting 1

<table>
<thead>
<tr>
<th>Section</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
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<tbody>
<tr>
<td>Introduction + Greeting</td>
<td>- Teacher greets the students.</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>- Students are introduced to the topic.</td>
<td></td>
</tr>
<tr>
<td>Warm Up</td>
<td>Activity 1</td>
<td>10’</td>
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<tr>
<td></td>
<td>- Students listen to the song.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students fill the missing lyrics using words provided.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td>Let’s Do!</td>
<td>Activity 2</td>
<td>30’</td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording about “Meeting People Online.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students fill the missing information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording once again.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students identify the expression used in the recording in activity 2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students write the expression used in the recording in activity 2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td>Activity 4</td>
<td>- Students listen to the recording about “A Movie Reviews.”</td>
<td>30’</td>
</tr>
<tr>
<td></td>
<td>- Students do the multiple choice questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording once again.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>- Teacher concludes the lesson.</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>- Teacher closes the meeting.</td>
<td></td>
</tr>
</tbody>
</table>
### Meeting 2

<table>
<thead>
<tr>
<th>Section</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction + Greeting</strong></td>
<td>- Teacher greets the students.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>- Teacher reviews the lesson in meeting 1.</td>
<td></td>
</tr>
<tr>
<td><strong>Glossary</strong></td>
<td>- Students find the meaning of some words by drawing a line.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td><strong>Let’s Do!</strong></td>
<td>- Students listen to the recording about “A Movie Reviews.”</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>- Students complete the missing words on the sentences related to the recording using words have been discussed in Vocabulary Focus.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording once again.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td><strong>Language Focus</strong></td>
<td>Teacher explains expressions in giving and asking for opinion.</td>
<td>10’</td>
</tr>
<tr>
<td><strong>Let’s Try</strong></td>
<td>- Students make a group consists of 4 people.</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>- Students make a conversation about giving and asking for opinion about their hobbies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students practice the conversation with their group members.</td>
<td></td>
</tr>
<tr>
<td><strong>What You Have Learnt</strong></td>
<td>- Students answer some questions related to what they have learnt.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>- Students share the answers to the class.</td>
<td></td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td>Teacher closes the meeting</td>
<td>5’</td>
</tr>
</tbody>
</table>
LESSON PLAN

School : SMP Negeri 2 Yogyakarta
Course : English
Class/ Semester : VIII / 1
Time Allocation : 4x40 minutes (2 meetings)
Skill : Listening
Unit : 2
Topic : Recount
Title : My Story

A. Competency Standard

To understand meaning in oral functional text and short monologue in the form of descriptive and recount to interact in daily life context.

B. Basic Competence

To respond meaning in simple short oral functional text accurately, fluently, acceptably to interact in daily context in the form of recount text.

C. Indicators

1. Cognitive
   - Students are able to identify information of short monologue in a form of recount text by answering the questions on the worksheet.
   - Students are able to identify the generic structure and language features of short functional text in a form of recount text by answering the questions on the worksheet.

2. Affective
   - Students are able to participate actively in open discussion in the class.
   - Students are able to obey the rule of the class.
D. Learning Objectives

1. Cognitive
- Given a short monologue, students are able to identify information of short monologue in a form of recount text by answering the questions on the worksheet.
- Given a short monologue, students are able to identify the generic structure and language features of short functional text in a form of recount text by answering the questions on the worksheet.

2. Affective
- In the class, students are able to participate actively in open discussion.
- In the class, students are able to obey the rule of the class.

E. Materials

1. Recording: - “Jane’s Birthday Party”
   - “An Excursion to Bogor Botanic Garden”
2. Related texts.
3. Related Pictures and picture sequence.
4. Generic structure of recount text.
5. Language features of recount text
6. Words used in the recording.

F. Sources

http://cache1.abcteach.com/documents/story-sequence-picture
http://www.freedom-center.com/about/birthday-party
http://badlandsbadley.wordpress.com/2011/04/16/dont-know-what-to-say
http://iliketowastemytime.com/2012/01/10/beautiful-flower-garden
G. Learning Process

Meeting 1

<table>
<thead>
<tr>
<th>Section</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction + Greeting</td>
<td>- Teacher greets the students.</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>- Students are introduced to the topic.</td>
<td></td>
</tr>
<tr>
<td>Warm Up</td>
<td>Activity 1</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>- Students arrange the jumbled sentences based on the sequence of pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td>Let’s Do!</td>
<td>Activity 2</td>
<td>25’</td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording about “Jane’s Birthday Party.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students decide whether the statements are true or false.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording once again.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td>Glossary</td>
<td>Students match some English words with their Indonesian meanings.</td>
<td>15’</td>
</tr>
<tr>
<td>Let’s Do</td>
<td>Activity 3</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording about An Excursion to Bogor Botanic Garden.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students fill the missing information using words have been discussed in Vocabulary Focus.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording once again.</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>- Teacher concludes the lesson.</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>- Teacher closes the meeting.</td>
<td></td>
</tr>
</tbody>
</table>
Meeting 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction + Greeting</td>
<td>Teacher greets the students. Teacher reviews the lesson in meeting 1.</td>
<td>10’</td>
</tr>
<tr>
<td>Let’s Do</td>
<td>- Students and teacher discuss the answers in activity 3.</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>Activity 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students Listen to the recording about “An Excursion to Bogor Botanic Garden.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students answer some questions related to the recording.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording once again.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td>Language Focus</td>
<td>Teacher explains the generic structure and language features of descriptive text.</td>
<td>15’</td>
</tr>
<tr>
<td>Let’s Try</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students try to think about their interesting holiday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students share their holiday story in front of class.</td>
<td></td>
</tr>
<tr>
<td>What You Have Learnt</td>
<td>Students answer some questions related to what they have learnt.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>- Students share the answers to the class.</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>Teacher closes the meeting</td>
<td>5’</td>
</tr>
</tbody>
</table>
LESSON PLAN

School : SMP Negeri 2 Yogyakarta
Course : English
Class/ Semester : VIII / 1
Time Allocation : 4x40 minutes (2 meetings)
Skill : Listening
Unit : 3
Topic : Descriptive
Title : Describing in Details

A. Competency Standard
To understand meaning in oral functional text and short monologue in the form of descriptive and recount to interact in daily life context.

B. Basic Competence
To respond meaning in simple short oral functional text accurately, fluently, acceptably to interact in daily context in the form of descriptive text.

C. Indicators
1. Cognitive
- Students are able to identify information of short monologue in a form of descriptive text by answering the questions on the worksheet.
- Students are able to identify the generic structure and language features of short functional text in a form of descriptive text by answering the questions on the worksheet.

2. Affective
- Students are able to participate actively in open discussion in the class.
- Students are able to obey the rule of the class.
D. Learning Objectives

1. Cognitive
   - Given a short monologue, students are able to identify information of short monologue in a form of descriptive text by answering the questions on the worksheet.
   - Given a short monologue, students are able to identify the generic structure and language features of short functional text in a form of descriptive text by answering the questions on the worksheet.

2. Affective
   - In the class, students are able to participate actively in open discussion.
   - In the class, students are able to obey the rule of the class.

E. Materials

1. Recording: - “The Borobudur Temple”
   - “My Lovely House”
2. Related texts.
3. Related Pictures.
4. Generic structure of descriptive text.
5. Language features of descriptive text
6. Words used in the recording.

F. Sources

http://7junipers.com/log/bali-rice-farmer
http://www.pentel.com/blog/teacher-appreciation
http://www.buddhistchannel.tv/index
http://www.kiostix.com/tuk_kiostixevt/taman-wisata-candi-borobudur
http://vannw.org/professional-development/speak-up
http://www.psc.state.fl.us/consumers/house
### G. Learning Process

**Meeting 1**

<table>
<thead>
<tr>
<th><strong>Section</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Time Allocation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction + Greeting</td>
<td>- Teacher greets the students.</td>
<td>5'</td>
</tr>
<tr>
<td></td>
<td>- Students are introduced to the topic.</td>
<td></td>
</tr>
<tr>
<td>Warm Up</td>
<td>Activity 1</td>
<td>10'</td>
</tr>
<tr>
<td></td>
<td>- Students complete the mind maps.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td>Let’s Do!</td>
<td>Activity 2</td>
<td>30'</td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording about “The Borobudur Temple.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students arrange the jumbled paragraphs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording once again.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students complete the paragraphs by circling the correct words in the brackets.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording about “The Borobudur Temple.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students answer some questions related to the recording.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording once again.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 4</td>
<td>30'</td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording about “My Lovely House.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students fill the missing information using words provided.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students listen to the recording once again.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>- Teacher concludes the lesson.</td>
<td>5'</td>
</tr>
<tr>
<td></td>
<td>- Teacher closes the meeting.</td>
<td></td>
</tr>
</tbody>
</table>
### Meeting 2

| Introduction + Greeting | - Teacher greets the students.  
|                          | - Teacher reviews the lesson in meeting 1. | 15’ |
| Glosary                 | - Students find the meaning of some words used in the recording in activity 4.  
|                          | - Students and teacher discuss the answers together. | 10’ |
| Language Focus          | Teacher explains the generic structure and language features of descriptive text. | 15 |
|                         | **Let’s Try**  
|                         | - Students find a partner.  
|                         | - Students describe their house to their partner.  
|                         | - Students ask their partner to describe her/his house. | 20’ |
| What You Have Learnt    | - Students answer some questions related to what they have learnt.  
|                         | - Students share the answers to the class. | 15’ |
| Closing                 | Teacher closes the meeting | 5’ |
LESSON PLAN

School : SMP Negeri 2 Yogyakarta
Course : English
Class/ Semester : VIII / 1
Time Allocation : 4x40 minutes (2 meetings)
Skill : Listening
Unit : 4
Topic : Invitation
Title : Would You Like To…

A. Competency Standard
To understand meaning in the simple transactional and interpersonal dialogue to interact in daily life context.

B. Basic Competence
To respond meaning in the simple transactional and interpersonal dialogue accurately, fluently, and acceptably to interact in daily context involving speech act of invitation.

C. Indicators
1. Cognitive
- Students are able to identify information of simple transactional and interpersonal dialogue in a form of invitation by answering the questions on the worksheet.
- Students are able to identify the expressions of simple transactional and interpersonal dialogue in a form of invitation by answering the questions on the worksheet.

2. Affective
- Students are able to participate actively in open discussion in the class.
- Students are able to obey the rule of the class.
D. Learning Objectives

1. Cognitive
- Given a simple transactional and interpersonal dialogue, students are able to identify information of simple transactional and interpersonal dialogue in a form of invitation by answering the questions on the worksheet.
- Given a simple transactional and interpersonal dialogue, students are able to identify the expressions of simple transactional and interpersonal dialogue in a form of invitation by answering the questions on the worksheet.

2. Affective
- In the class, students are able to participate actively in open discussion.
- In the class, students are able to obey the rule of the class.

E. Materials

1. Recording:
   - “An Invitation to Study Together”
   - “An Invitation to a Book Store”
2. Related texts.
3. Dialogue text about invitation.
4. Related Pictures.
5. Expressions in invitation.
6. Words used in the recording.

F. Sources

http://www.fborganisation.com
http://www.fosterfamilydirectory.com/party-decorations/birthday
http://www.123rf.com/photo_13218549_illustration
http://westseattleblog.com/2009/03/happening-now-denny-concord-international-school
http://www.istockphoto.com/stock-illustration-10732493-conversation
G. Learning Process

Meeting 1

<table>
<thead>
<tr>
<th>Section</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
</table>
| Introduction + Greeting| - Teacher greets the students.  
                          - Students are introduced to the topic.                                  | 5’              |
| Warm Up                | Activity 1                                                                  | 10’             |
|                        | - Students match pictures with the appropriate invitation expressions.       |                 |
|                        | - Students and teacher discuss the answers together.                          |                 |
| Let’s Do!              | Activity 2                                                                  | 25’             |
|                        | - Students read a dialogue about invitation.                                   |                 |
|                        | - Students find a partner.                                                    |                 |
|                        | - Students practice a dialogue with a partner using expressions discussed in activity 1. |         |
| Language Focus         | Teacher explains the expressions of invitation.                              | 10’             |
| Let’s Do!              | Activity 3                                                                  | 30’             |
|                        | - Students listen to the recording about “Invitation to Study Together.”       |                 |
|                        | - Students fill the missing information using answers provided.                |                 |
|                        | Activity 4                                                                  |                 |
|                        | - Students listen to the recording about “Invitation to Study Together.”       |                 |
|                        | - Students answer some questions related to the recording.                     |                 |
|                        | - Students listen to the recording once again.                                 |                 |
|                        | - Students and teacher discuss the answers together.                          |                 |
| Closing                | - Teacher concludes the lesson.                                               | 5’              |
|                        | - Teacher closes the meeting.                                                 |                 |
Meeting 2

<table>
<thead>
<tr>
<th>Introduction + Greeting</th>
<th>Activity 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher greets the students.</td>
<td>Students listen to the recording about “Invitation to a Book Store.”</td>
</tr>
<tr>
<td>Teacher reviews the lesson in meeting 1.</td>
<td>Students arrange the jumbled conversation based on the recording.</td>
</tr>
<tr>
<td></td>
<td>Students listen to the recording once again.</td>
</tr>
<tr>
<td></td>
<td>Students and teacher discuss the answers together.</td>
</tr>
<tr>
<td>Let’s Do!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Glossary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find the Indonesian meaning of some words used in the recording in activity 5.</td>
<td>10’</td>
</tr>
<tr>
<td>Students and teacher discuss the answers together.</td>
<td></td>
</tr>
<tr>
<td>Let’s Try</td>
<td></td>
</tr>
<tr>
<td>Students find a partner.</td>
<td>20’</td>
</tr>
<tr>
<td>Students make a conversation about invitation.</td>
<td></td>
</tr>
<tr>
<td>Students practice the conversation with a partner.</td>
<td></td>
</tr>
<tr>
<td>What You Have Learnt</td>
<td></td>
</tr>
<tr>
<td>Students answer some questions related to what they have learnt.</td>
<td>15’</td>
</tr>
<tr>
<td>Students share the answers to the class.</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
</tr>
<tr>
<td>Teacher closes the meeting</td>
<td>5’</td>
</tr>
</tbody>
</table>
ENGLISH LISTENING

FOR EIGHTH GRADE STUDENTS OF
SMP N 2 YOGYAKARTA
UNIT 1
WHAT DO YOU THINK?

A. Warm Up

Activity 1.

Listen to the Video Clip from The Proclaimers, fill the missing words using answers provided and then answer some questions.

Thought that I’d be ___________
Going to be so happy
Living life ________ and never sharing anything

Thought that I was ___________
Thought that I was ___________
Thought that I was whole instead of being half of something

Thought that I was ___________
Growing older, wiser
Understanding why this world held nothing for my spirit

__________ that I was destined
Destined to be nothing
Destined to be nothing in this__________ and then I met you.

I ________ you
I met you
I met you
I met you

Thought that God had failed me
Thought my prayers were ____________
Thought that he would never give the__________ for me to
Praise him

Met
Chance
World
Thought
Useless
Growing
Happy
Complete
Alone
Finished

1. What is the song about?
2. What is your opinion about this song?

Video taken from: http://www.youtube.com/watch?v=6qknvMbZMNA
Taken from: http://www.metrolyrics.com/then-i-met-you-lyrics-proclaimers.htm
B. Let’s Do!

Activity 2.

Listen to the recording about “Meeting People Online” and fill the missing information based on the recording you hear.

Student A: How can I ask and give opinions?
What is your opinion of meeting people online?
Student B: In my (1)_________________________, it is awesome.
Student A: (2)_______do you feel about meeting people online?
Student C: I feel meeting people here is very fun!
Student A: (3)______________think about meeting people online?
Student D: I think it is cool.
Student A: What do you (4)_______________meeting people online?
Student E: from my (5)________________, it is risky

Activity 3.

Please identify and write the expressions of giving and asking for opinion used in activity 2 on the box below.
Find a partner, practice in giving and asking for opinion using expressions you have written.

1.  ......................................................
2.  ......................................................
3.  ......................................................
4.  ......................................................
5.  ......................................................
6.  ......................................................
7.  ......................................................
8.  ......................................................
Activity 4.  

Listen to the recording about “A Movie Reviews” and try to answer the following questions

1. What is one word to describe the father’s opinion about the movie’s storyline?
   a. absurd
   b. fantastic
   c. exciting

2. Whose performance do father and daughter agree upon in the movie?
   a. the captain
   b. the communication officers
   c. the doctor

3. What part of the movie does the father strongly disagree about with his daughter?
   a. the photography
   b. the soundtrack
   c. the acting

4. What kind of movie is this?
   a. comedy
   b. science fiction
   c. western

5. Where does this conversation take place?
   a. at a neighbor’s house
   b. at a movie theater
   c. at the speaker’s home

Recording taken from: http://www.esl-lab.com/review/review.htm

GLOSSARY

Below are some words which are used in the recording. Now, match each word with the appropriate meaning by drawing a line.

Admit (verb) • Strange, absurd, unusual
Bizarre (adjective) • To fall asleep
Fake (adjective) • The style of person’s hair
Plot (noun) • Accept or acknowledge
Hairdo (noun) • Not real, not authentic
Doze off (verb) • The story of a book, play, or movie
Awesome (adjective) • Fantastic, great, wonderful
Fill the missing words on the sentences using words on the Vocabulary Focus.

1. The father must have ________ during the last few minutes when he is watching movie.
2. Based on the father’s opinion, the story was a little ________.
3. How believable is a ________ about a captain who navigates his spaceship to the far reaches of the galaxy and encounters a race of frog people.
4. The daughter thinks that her father have to ________ about the special effects of the movie.
5. The special effects of the movie are ________.
6. The father thinks that one of the characters in the movie has a funny ________.
7. The Father says that the photography of the film is so ________.

<table>
<thead>
<tr>
<th>Asking for Opinion</th>
<th>Giving Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think of ...?</td>
<td>I’m convinced that ....</td>
</tr>
<tr>
<td>What are your views?</td>
<td>I think ....</td>
</tr>
<tr>
<td>What is your opinion about...?</td>
<td>In my opinion, ....</td>
</tr>
<tr>
<td>Is it right what I’ve done?</td>
<td>I consider that ....</td>
</tr>
<tr>
<td>What about ...?</td>
<td>I reckon ....</td>
</tr>
<tr>
<td>How about ...?</td>
<td>I feel ...</td>
</tr>
<tr>
<td>Do you have an idea ...?</td>
<td>I personally feel ...</td>
</tr>
<tr>
<td>Do you agree with ...?</td>
<td>I’m sorry, I don’t agree to your opinion but I think ...</td>
</tr>
<tr>
<td>What’s your reaction to that?</td>
<td>My reaction is that we should ...</td>
</tr>
</tbody>
</table>

UNIT 1 – What Do You Think? / 4
Let's Try...

- Make a group consist of 4 people.
- Make a conversation about giving and asking for opinion about your hobbies.
- Practice with your group members.

C. What You Have Learnt

Activity 6.

Answer the following questions based on what you have learnt.

1. What have you learnt from this meeting?

2. What is the expression of asking for opinion? *(Mention one of them)*

3. What is the expression of giving opinion? *(Mention one of them)*

4. Is learning giving and asking for opinion important for your daily life? Why?
UNIT 2

MY STORY

A. Warm Up

Activity 1.

Look at the pictures! Arrange the jumbled sentences into a good arrangement based on the sequence of pictures by giving number on the space provided.

1. Then, I brushed my teeth
2. I went to work
3. Next, I took a bath
4. I woke up in the morning
5. After that, I wear my clothes
6. Then, I have a breakfast
B. Let’s Do!

Activity 2.  

Listen to the recording about “Jane’s Birthday Party” and decide whether the statements are true or false.

1. Jane had a party in her house last Monday.  ____
2. She invited her teachers and friends.  ____
3. Her classmates and neighbors attended her party.  ____
4. Her classmate, neighbors, and friends brought her some money.  ____
5. She cut the birthday cake and gave it to her friend.  ____
6. She blew the candle.  ____
7. The party ended at 10 O’clock p.m.  ____

Glossary

Match the words in the box with the appropriate Indonesian meanings.

a. Explained  b. Next  c. Did  d. Interesting
   e. Morning tea  f. Lovely  g. European  h. First
   i. Then  j. Botanic  k. Met  l. Famous
   m. 16 March

2. 16 Maret  (.....)  7. elok / indah  (.....)  12. Selanjutnya  (.....)
4. Eropa  (.....)  9. Men jelaskan  (.....)
5. Kemudian  (.....)  10. Teh di pagi hari  (.....)
All right, everybody, I’ll tell you about this great place.

On Friday (1)_______ we went to Bogor (2)_________ Garden. We went there by bus and we arrived at that (3)_________ garden at 10 o’clock.

Arriving at the garden, we were divided into two groups. Group A followed Mrs. Nina and Group B followed Mr. Ahmad. I was in group A. Well, (4)_______ we went to the odd tropical plants and Mrs. Nina read us some of the information. Then, we looked at all the (5)_________ plants. After that, we went to a little spot near the Raffles cemetery and had (6)______. Next, we did some sketching and then we (7)_________ group B at the information center to have our lunch.

Soon, it was time for us to go to the orchid section while Group B (8)_________ some research on flowers. Uhm…A lady led us to the orchid section. Then, she (9)_________ about many kinds of orchid.

(10)_________, we had a look at the Indonesian orchid. Wow, we saw many kinds of Indonesian orchids. They were all beautiful. Later, we took a look at the American, (11)_________ and Asian orchid’s section. It was (12)______. Soon after we had finished our observations, we went back outside and met group B. (13)______, we got on the bus and returned to school. We really enjoyed the trip to Bogor Botanic Garden.

Recording taken from: http://www.smakhzmusthafa.sch.id/category/mata-pelajaran/bhs-inggris/bhs-inggris-x/listening/feed/

1. When did they go to Bogor Botanic Garden?
   ……………………………………………………………………………………………………………………………

2. How did they go to Bogor Botanic Garden?
   ……………………………………………………………………………………………………………………………
3. What time did they arrive at Bogor Botanic Garden?

4. What group did the writer follow and who was the leader?

5. Complete the following sentences (sequence of events):
   a. ____________________ to the odd tropical plants.
   b. ____________________ at all lovely plants.
   c. ____________________ we had morning tea.
   d. ____________________ sketching.
   e. Then we went to ____________________
   f. Finally, ____________________ and returned to school.

**Language focus**

Recount text is used to describe how something happened; to tell a story. So, it uses **Past Tense.**

<table>
<thead>
<tr>
<th>Pattern: S + V2 + O/C</th>
<th>or</th>
<th>S + was/were + O/C</th>
</tr>
</thead>
</table>

**Example:**

*She went to Jogja last Monday*

*She was born on 4th January 1990*

*She began to read the novel since one day ago*

**Generic Structure of Recount Text:**

1. Orientation : introduction of the place, time, figure, etc.
2. Events : sequence of events
3. Re-orientation : summary of the story / closing

**Language Feature of Recount Text:**

- Using past tense
- Using conjunction (e.g. first, then, before, after. Etc.)
Let's Try...

- Think about your interesting holiday during this year.
- Share your holiday story in front of class.

C. What You Have Learnt

Activity 5. 

- Answer the following questions based on what you have learnt.

1. What have you learnt from this meeting?

2. What is recount text? Can you mention the generic structure of recount text?

3. Is learning recount important for your daily life? Why?
UNIT 3

DEscribing In DetaIls

A. Warm Up

Activity 1.

- Complete the mind maps below with everything that you know related to the pictures

Here are some clues you can use:
- What he/she does
- Things or equipments he/she uses to work
- Where she/he works
Listen to the recording and try to rearrange the jumbled paragraphs. On the second listening, complete the paragraphs by circling the correct words in brackets.

The Borobudur Temple

(.....) The upper three are (circle / circular). Each of them is with a circle of bell shape stupa. The entire edifice is crowned by a large (stone / stupa) at the centre of the top circle. The way to the summit extends through some 4.8 Kilometers of passages and stairways.

(.....) The design of Borobudur which symbolizes the structure of (unity / universe) influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian (monument / moment) in 1983 is a valuable treasure for Indonesian people.

(.....) Borobudur is a Hindu-Buddhist temple. It was built in the (ninth / ninety) century under Sailendra Dynasty of (anxiety / ancient) Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

(.....) Borobudur is (well-known / well-built) all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill (48 / 46) meters high and consists of eight steps like (stone / sand) terrace. The first five terraces are square and surrounded by (walls / wounds) adorned with Buddhist sculpture in bas-relief.
Activity 3. Listen to the recording about “The Borobudur Temple” and try to answer the following questions.

1. Where is Borobudur located?

2. When was Borobudur built?

3. How many terrace that Borobudur has?

4. What is the shape of the first five terraces?

5. Where is the large stupa located?

6. How many kilometers the way to the summit of Borobudur?

7. What does the design of Borobudur symbolize?

8. When was Borobudur rededicated as an Indonesian monument?
Listen and fill the missing information based on the recording you hear using words provided

My lovely house is located near my school.

It is not very big, but very________(1) and quite. This is the best place where my family and I can find our own space. In our house, we really enjoy our relaxing time from the__________(2) of school and work.

It has a nice and________(3) living room. There is a beautiful painting of__________(4) hanging on the wall. My father is a keen__________(5). He puts some pots of indoor plants near the door. In a low__________(6), you will see the trophies, pictures of my family, small and some books.

I am__________(7) to have a room to myself. I paint the wall olive green. It is my favourite colour. There is a desk where I usually do my homework. I also put a__________(8) radio-tape there.

The kitchen is my mother’s__________(9). My mother keeps it clean all day. There is a blue wall cabinet in it. It harmonizes with the grey wall__________(10). However, only few will give my house a second glance. Still we are very proud of it.

GLOSSARY

- Find the meaning of each answer used in activity 3 by giving number in the space provided

(.....) Having, bringing or resulting from good luck (adj)
(.....) Person who works in a garden (noun)
(.....) Worry caused by need to achieve or behave in a certain way (noun)
(.....) That is easy to carry or move (noun)
Piece of furniture with drawers or shelves for storing something (noun)
Warm and comfortable (adj)
Natural features of an area, e.g. mountains, valleys and rivers (noun)
Area under someone’s control (noun)
Fairly hot; between cool and hot (adj)
Square piece of baked clay or other materials for covering roofs, walls and floors (noun)

The Definition and Purpose of Descriptive Text
Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

The Generic Structure of Descriptive Text
Descriptive text has structure as below:
Identification: identifying the phenomenon to be described.
Description: describing the phenomenon in parts, qualities, or/and characteristics.

The Language Feature of Descriptive Text
Using attributive and identifying process.
Using adjective and classifiers in nominal group.
Using simple present tense
Let's Try...

- Find a partner.
- Describe your house to your partner.
- Ask your partner to describe his/her house.

C. What You Have Learnt

Activity 5.

Answer the following questions based on what you have learnt.

1. What have you learnt from this meeting?

2. What are the generic structures of descriptive text? Explain each of them.

3. Is learning descriptive text important for you in daily life? Why?
A. Warm Up

Activity 1.

MATCH THE INVITATION STATEMENTS WITH THE APPROPRIATE PICTURES BY GIVING NUMBERS ON THE SPACE PROVIDED.

1. Would you like to come to my birthday party next week?
2. Do you want to go to High School reunion with me?
3. Would you mind attending kindergarten graduation celebration on Tuesday?
4. Would you come to the Kingston St. Michael CE Primary School anniversary celebration?

Please Join Us in Celebration!

Kindergarten Graduation

Tuesday, June 18, 2009
3:00 p.m.

Hill Street Elementary School
2nd floor, room 5
Huntington, California

IT'S A BIRTHDAY PARTY

Anniversary Celebration

We would like to celebrate the opening of the brand new building.

Monday, Oct. 30, 2008
From 6:00 to 9:00 p.m.

Kingston St. Michael Primary School

THE FAMILY CELEBRATION
**Activity 2.**

- Look at the conversation and read.
- Practice the conversation with a partner. Then practice one more time using the other invitations statements in activity 1.

<table>
<thead>
<tr>
<th>Jo</th>
<th>Alex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi Alex, I would like to invite you to my birthday party tonight.</td>
<td>tonight?</td>
</tr>
<tr>
<td>Alex: tonight?</td>
<td></td>
</tr>
<tr>
<td>Jo: Yes. Do you have free time tonight?</td>
<td></td>
</tr>
<tr>
<td>Alex: Sure, thank you for the invitation. I will come to your birthday party.</td>
<td></td>
</tr>
<tr>
<td>Jo: Ok. I will be waiting for you. Bye Alex.</td>
<td></td>
</tr>
<tr>
<td>Alex: Bye Jo.</td>
<td></td>
</tr>
</tbody>
</table>

**Language Focus**

<table>
<thead>
<tr>
<th>Simple invitations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like to</td>
<td>...come to my party?</td>
</tr>
<tr>
<td>Do you want to</td>
<td>...go to a chocolate bar?</td>
</tr>
<tr>
<td>How about</td>
<td>...having a dinner?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Invitations with gerunds</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you mind</td>
<td>...going to my party?</td>
</tr>
<tr>
<td>How about</td>
<td>...leaving work early?</td>
</tr>
</tbody>
</table>
### Ways to accept invitations

- I would love one / I would love to
- That would be fun
- That sounds lovely

### Declining invitations

<table>
<thead>
<tr>
<th>I would like to but</th>
<th>...I am meeting a friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would love to but</td>
<td>...I am really busy this weekend</td>
</tr>
<tr>
<td>Ah, no.. sorry</td>
<td>...I have got to meet a friend</td>
</tr>
</tbody>
</table>

### Checking someone is not busy

- Are you free on Friday?
- Are you busy on Friday?

---

**Activity 3.**

Listen to the recording about invitation to study together and fill the missing information based on the recording you hear using answers provided in a callout.

Mita: Hi Joni, _____________________________(1) this Sunday?

Joni: I am going to study____________(2) in my friend’s house. How about you?

Mita: I am not sure yet.

Joni: Well, ________________(3) to study math together with my friend and I? You know that we are going to have a math exam next week.

Mita:____________________(4). What time?

Joni: Around 9 a.m.

Mita: Okay. Do I need bring some snacks or soft drinks?

Joni: No. My friend will take care of them.

Mita: ________________(5), see you on Sunday.

Joni: See you.
Activity 4. Listen to the conversation once again and try to answer the following questions.

1. What is the invitation about?
   ........................................................................................................

2. When will they study together?
   ........................................................................................................

3. Why do they choose to study math together?
   ........................................................................................................

4. Where will they study math together?
   ........................................................................................................

5. What does Joni say to invite Mita?
   ........................................................................................................

Activity 5. Arrange the jumbled conversation between Roni and Ana into a good arrangement based on the conversation you hear by numbering each statement on the spaces provided.

(....) Hmmm. What about going to a bookstore?
(....) I heard that Gramedia is offering special prices for all books this week.
(....) What kind of movie is it?
(....) Okay. See you then.
(....) No, thanks. I am not really interested in action movie.
(....) Hi ana, do you have free time tonight?
(....) Okay. I will pick you up at 4 p.m.
(....) I am going to watch a movie tonight. I wonder if you want to come with me.
(....) It is an action movie.
(....) Not really. Why?
(....) Sounds good.
(....) Oh, sure. Where?
GLOSSARY

Find Indonesian meaning of each word used in activity 4 that have been bolded.

1. Bookstore: __________________________
2. Offering: __________________________
3. Interested: _________________________
4. Free time: _________________________
5. wonder: ___________________________

Let's Try...

- Find a partner.
- Try to make a simple conversation of giving and asking for opinion.
- Practice it with your partner.

C. What You Have Learnt

Activity 6.

- Answer the following questions based on what you have learnt.

1. What have you learnt from this meeting?
   …………………………………………………………………………………………………………………………………

2. What are the expressions in invitation?
   …………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………

3. Is learning invitation important for you in daily life? Why?
   …………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………