A SET OF SUPPLEMENTARY LISTENING MATERIALS USING AUTHENTIC MATERIALS FOR THE 11TH GRADE EXTRACURRICULAR CLASS OF SMA PANGUDI LUHUR 1 YOGYAKARTA

A Thesis

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

By

Mayora Pirena Toto
Student Number: 041214129

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Approved by

Sponsor

Carla Sih Prabandari, S.Pd., M.Hum.

July, 25, 2011
A Thesis on

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Defended before the Board of Examiners on July 29, 2011, and Declared Acceptable

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Yogyakarta, July 29, 2011
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Drs. Tarsisius Sarkim, M.Ed., Ph.D.
Listen

When I ask you to listen to me
And you start giving advice.
You have not done what I asked.

When I ask you to listen to me
And you begin to tell me why I shouldn’t feel that way.
You are trampling on my feelings.

When I ask you to listen to me
And you feel you have to do something to solve my problems.
You have failed me, strange as that may seem.

Listen! All I ask is that you listen.
Not talk or do – just hear me.

Advice is cheap: 50p will get you both Claire Rayners and Russell Grant in the same newspaper.

And I can DO for myself. I’m not helpless.

Maybe discourage and faltering, but not helpless.

But when you accept as a simple fact that I do feel what I feel,
No matter how irrational, then I stop trying to convince you,
And can get about the business of understanding what’s behind this irrational feeling.

And when that’s clear, the answers are obvious and I don’t need advice.

So please listen and just hear me, and if you want to talk,
Wait a minute for your turn, and I’ll listen to you.

Anonymous
STATEMENT OF WORK’S ORIGINALITY

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

Yogyakarta, July 25, 2011

Mayora Pirena Toto
041214129
ABSTRACT

Toto, Mayora Pirena. 2010. A Set of Supplementary Listening Materials Using Authentic Materials for the 11th Grade Extracurricular Class of SMA Pangudi Luhur 1 Yogyakarta. Yogyakarta: English Language Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

SMA Pangudi Luhur 1 Yogyakarta has a long-term plan to create SMA Pangudi Luhur 1 Yogyakarta as a National Plus School which the lessons will be delivered in English. The extracurricular is a program to bridge over the long term plan. Extracurricular class has two aims; first is to re-discuss the materials that are discussed in regular class. Second is to give additional materials that can support on student’s English skill and applicable in their daily activity.

There were two problems in this study. First, how a set of supplementary listening materials using authentic materials for the 11th grade extracurricular class of SMA Pangudi Luhur 1 Yogyakarta is designed? Second, what the designed a set of supplementary listening materials using authentic materials for the 11th grade extracurricular class of SMA Pangudi Luhur 1 Yogyakarta looks like?

The first problem was solved by interviewing the English teachers in SMA Pangudi Luhur 1 Yogyakarta. The writer also distributed the questionnaire to the 11th grade students in SMA Pangudi Luhur 1 Yogyakarta. There were two classes involved in the questionnaire, they are: science and social classes. In order to design the materials the writer applied six steps which were adapted from Kemp’s instructional design model; (1) Learners Characteristics, (2) Considering Goal, Listing Topics and Stating General Purposes, (3) Specifying the Learners Objectives to be Achieved, (4) Selecting Teaching Learning Activities and Instructional Resources, (5) Evaluation the Design Materials, (6) Revision the Design Materials. In order to evaluate and revised the designed set of materials, the writer conducted survey research. This survey research was elaborated to gather data from qualified and appropriate respondents to gain opinions and suggestions on the designed set of materials. The writer used questionnaires and informal interview to gain the data. Moreover, the respondents are three English teachers from SMA Pangudi Luhur 1 Yogyakarta and two English Language Education Study Program Sanata Dharma University lecturers. After the survey had been conducted, the writer analyzed the data. The result of the analysis indicated that the mean ranged from 4 to 4.75 at 5 scales. The median and modus ranged from 4 to 5. It means that the designed set of materials is well designed and acceptable.

The second problem was solved by presenting the materials, which consisted of three units. Each units contain of five activities namely, Warming up (brainstorming), Vocabulary, Listening for Main Ideas, Listening for Details and Follow up Activity.

Finally, the writer hopes that this designed set of materials will be useful for the students and teacher of SMA Pangudi Luhur 1 Yogyakarta that would like to apply this set of designed materials. The writer also hopes that the designed set of English listening materials using authentic materials will inspire other designers to develop a new instructional listening material for English extracurricular activity.
ABSTRAK


Kelas ekstrakurikuler mempunyai dua tujuan yaitu, pertama mempelajari kembali materi yang telah dipelajari di kelas regular. Kedua, memberikan materi tambahan yang dapat mendukung kemampuan berbahasa inggris dan dapat diterapkan dalam kehidupan sehari-hari. SMA Pangudi Luhur 1 Yogyakarta mempunyai rencana jangka panjang untuk membuat SMA Pangudi Luhur 1 Yogyakarta menjadi Sekolah Nasional Plus dimana mata pelajaran akan disampaikan dengan bahasa inggris. Ekstrakurikuler merupakan salah satu program dari rencana jangka panjang tersebut.

Ada dua permasalahan yang dirumuskan pada study ini. 1) Bagaimana seperangkat materi pembelajaran ‘mendengarkan’ dengan menggunakan materi yang bersifat otentik dirancang? 2) Bagaimana penyajian materi tersebut?


Akhirnya, penulis berharap materi ini bisa berguna bagi para siswa dan guru SMA Pangudi Luhur 1 Yogyakarta yang akan menggunakan materi ini. Penulis juga berharap materi ini akan mengilhami penulis lainnya untuk membuat materi pembelajaran baru untuk kegiatan ekstrakurikuler bahasa inggris.
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Praise be to God, that I finally could finish my thesis as partial fulfillment of the requirements to obtain Sarjana Pendidikan Degree in English Language Study Program. Thanks for His mercy and blessing that fill all of my days. He gives me His love through my suffering and happiness.

I would like to thank my major sponsor, Carla S. Prabandari, S.Pd., M. Hum. for her guidance, input, and patience so that I could finally finish this thesis. My sincere appreciation goes to Caecilia Tutyandari, S.Pd., M.Pd. and A. Hardi Prasetyo, S.Pd. M.A. My greatest appreciation goes to all lecturers and secretariat staff of PBI

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I deeply thank all my lecturers and the staff of Sanata Dharma University. My gratitude goes to all of the respondents for my research survey that have given me the opinions, suggestions, and comments toward my designed materials.

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Mayora Pirena Toto
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Univeristas Sanata Dharma:

Nama : Mayora Pirena Toto
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Demi perkembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Univeristas Sanata Dharma karya ilmiah saya yang berjudul:

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Demikian pernyataan ini saya buat dengan sebenarnya,
Dibuat di Yogyakarta
Pada tanggal: 22 Juli 2011
Yang menyatakan,

Mayora Pirena Toto
# TABLE OF CONTENTS

Title Page ........................................................................................................... i
Approval Pages .................................................................................................... ii
Dedication Page .................................................................................................... iv
Statement of Work’s Originality .......................................................................... v
Abstract ................................................................................................................ vi
Abstrak ................................................................................................................... vii
Acknowledgements ............................................................................................. viii
Lembar Pernyataan Publikasi .............................................................................. x
Table of Contents ................................................................................................ xi
List of Tables .......................................................................................................... xiv
List of Figures ........................................................................................................ xv
List of Appendices ................................................................................................ xvi

## CHAPTER 1 INTRODUCTION

1.1 Background of the Study ................................................................................ 1
1.2 Problem Identification .................................................................................... 4
1.3 Problem Limitation ........................................................................................ 5
1.4 Problem Formulation ..................................................................................... 5
1.5 Objectives of the Study .................................................................................. 5
1.6 Research Benefits .......................................................................................... 5
1.7 Definition of Terms ........................................................................................ 6

## CHAPTER 2 THEORETICAL REVIEW

2.1 Instructional Design ....................................................................................... 8
  2.1.1 Kemp’s Model .......................................................................................... 8
  2.1.2 Teaching Listening .................................................................................. 10
    2.1.2.1 The Nature of Listening .................................................................. 10
    2.1.2.2 Listening Process ............................................................................ 12
    2.1.2.3 Staging a Listening Lesson ............................................................... 13
2.1.2.4 Strategies in the Classroom .......................................................... 14
2.1.2.5 Developing Listening Comprehension Activities and Materials Design .................................................. 16
2.1.2.6 Learners’ Problems in Listening Skill .............................................. 18
2.1.2.7 Listening Media ................................................................................ 19
2.1.3 Authentic Materials ............................................................................ 20
  2.1.3.1 Definition of Authentic Materials .................................................... 20
  2.1.3.2 The Characteristic of Authentic Materials ........................................ 21
  2.1.3.3 The Importance of Authentic Materials ........................................... 21
2.1.4 Content Based Instruction ................................................................... 22
  2.1.4.1 Content Based Models ....................................................................... 23
  2.1.4.2 Materials Development and Adaptation ............................................ 27
2.2 Theoretical Framework ........................................................................... 28

CHAPTER 3 METHODOLOGY
3.1 Research Method ..................................................................................... 31
  3.1.1 Research and Information Collecting .................................................. 31
  3.1.2 Planning ............................................................................................... 32
  3.1.3 Develop Preliminary Form of Product ................................................ 32
  3.1.4 Preliminary Field Testing ...................................................................... 33
  3.1.5 Main Product Revision ........................................................................ 33
3.2 Research Participants ................................................................................ 34
3.3 Research Instruments ............................................................................... 35
3.4 Data Gathering Techniques ..................................................................... 37
3.5 Data Analysis Techniques ....................................................................... 38
3.6 Research Procedure .................................................................................. 41

CHAPTER 4 Finding and Discussion
4.1 The Steps of the Material Design ............................................................ 43
  4.1.1 The Result of Research and Information Collecting ............................. 44
    4.1.1.1 Learners Characteristics ................................................................. 44
4.1.2 Planning ......................................................................................................................... 46
  4.1.2.1 Considering the Topics and General Purposes .................................................... 47
  4.1.2.2 Formulating Learning of Objectives ................................................................. 49
4.1.3 Developing a Set of Instructional Materials .......................................................... 50
  4.1.3.1 Selecting Teaching Learning Activities and Instructional Resources .......... 51
4.1.4 Preliminary Field Testing .......................................................................................... 54
  4.1.4.1 The Description of the Evaluation of the Materials Design Respondents ....... 55
  4.1.4.2 Data Presentation and Analysis .......................................................................... 56
  4.1.4.3 Comments on the Designed Set of Materials ................................................ 57
  4.1.4.4 Suggestions on the Designed Set of Materials ................................................ 58
4.1.5 Revising in the Instructional Materials .................................................................. 58
4.2 Presentation of the Designed Materials ..................................................................... 60

CHAPTER 5 CONCLUSIONS AND SUGGESTIONS
5.1 Conclusions .................................................................................................................. 66
5.2 Suggestions .................................................................................................................. 67
REFERENCES ...................................................................................................................... 69
APPENDIXES
APPENDIX 1: Letter of Permission .................................................................................. 71
APPENDIX 2: Questionnaire on the Need Survey ............................................................ 73
APPENDIX 3: Information Collecting Questionnaire for the Students ......................... 75
APPENDIX 4: Formative Evaluation Questionnaire ....................................................... 79
APPENDIX 5: Syllabus ......................................................................................................... 83
APPENDIX 6: Lesson Plan .................................................................................................. 86
APPENDIX 7: Presentation of the Materials ....................................................................... 105
APPENDIX 8: Teacher Manual Book .............................................................................. 118
LIST OF TABLES

2.1. The Distinguishing Features of Three Content-Based Models ......... 26
3.1. The Format of Descriptive Statistic of the Respondents’ Opinion (Blank) .................................................................................. 40
4.1. The Topics and Titles of the Designed Materials .................... 47
4.2. The Basic Competencies .......................................................... 48
4.3. The Indicators in Each Topic ..................................................... 49
4.4. The Description of the Respondents of the Preliminary Field Testing .... 55
4.5. The Result of the Design Materials Evaluation .......................... 56
LIST OF FIGURES

2.1. Instructional Design Model (Kemp) ................................................................. 10
2.2. The Framework Cycle ........................................................................ 30
3.1. The Comparison between the Writer’s Results of Synchronization
     the Instructional Design and R & D Cycle ........................................... 42
LIST OF APPENDICES

APPENDIX 1: Letter of Permission ................................................................. 71
APPENDIX 2: Questionnaire on the Need Survey ........................................... 73
APPENDIX 3: Information Collecting Questionnaire for the Students .......... 75
APPENDIX 4: Formative Evaluation Questionnaire ........................................ 79
APPENDIX 5: Syllabus ................................................................................ 83
APPENDIX 6: Lesson Plan ........................................................................... 86
APPENDIX 7: Presentation of the Materials ................................................... 105
APPENDIX 8: Teacher Manual Book ............................................................... 118
CHAPTER 1
INTRODUCTION

In this chapter, the writer would like to present the background of the study, problem identification, problem limitation, problem formulation, objectives of the study, research benefits, and the definition of important terms in this study.

1.1 Background of the Study

English takes a main role on the Indonesia education curriculum. It is proved by English is the one of lessons that is used by the government as the one of requirements to pass the National Final Examination/UAN. The government put the pre-requisite score for certain lesson including English lesson. School are trying to follow the epoch of English by developing their ways in teaching including their approach, method or strategies so that students more familiar with all skills in English lesson and pass the examination satisfactorily.

The curriculum contains four skills (listening, speaking, reading, and writing) integrated with three language components (pronunciation, vocabulary, and grammar). Brownwell (1996: 6) clarifies that listening is learnt first before speaking, reading, and writing. When, people want to have an effective communication, they have to listen first in order to know what to say (1996: 6). Ereene (1982: 27) defines listening as "giving full attention to the sound". The
sound can be from the teacher's explanation, parents' direction or television news report (Ereene, 1982: 27).

However, the obstacles are coming from the text-book that is used daily by teachers. The book itself does not give a space for the teacher to elaborate their methods and strategies because they only use one hand-book from the school as the source in studying. The text-books are mostly studying about reading and writing then listening and speaking are given in a small area. They rarely exposed to others sources instead of the school hand-book. Goh (2002) proposed some media to support listening materials, for example video, song, radio broadcast, Internet and many more.

Based on the brief explanation above, the learners need more materials particularly for listening skill to support the English text-book. There are two kinds of materials in language learning, namely genuine and authentic materials (Widdowson, 1990, as cited in Martinez, 2002). Genuine materials are produced for language learning, the target learners are the proficiency level. They take an important role because they determine the complexity of the materials that will be used. Secondly, authentic materials are materials that have been fulfilled some special purposes in the target language community (Peacock, 1997, as cited in Martinez, 2002). In line with those authentic materials would be proper materials to improve learners listening skill. Sanderson (1999) clarifies authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. Indeed using authentic materials more motivate them because students are learning to do something useful with the language. As
teachers, we are working within the school system, so education and general development are part of our responsibilities.

*SMA Pangudi Luhur 1 Yogyakarta* is also experiencing this issue. Strategy that they use to bridge over this issue is providing English extracurricular activity. It is a compulsory activity for all students that is conducted after the school hours. There are two main purposes in extracurricular activity, first is to re-discuss the materials that are discussed in regular class. Second is to give additional materials that can support and apply on student daily activity. *SMA Pangudi Luhur 1 Yogyakarta* has a long-term plan to make *SMA Pangudi Luhur 1 Yogyakarta* to be a National Plus School which the lessons will be delivered in English. The extracurricular is one of programs to provide a place for the long-term plan. The function is giving others materials to increase students’s knowledge beside the materials from the curriculum so that the students are able to use the knowledge for the daily activity. In fact, this activity has not overcome the issue yet, because the teachers are only used the English book from regular class as the source materials. Teachers have limited time to prepare other kinds materials that are not based on the school syllabus and they are overwhelming with their tasks. In another hand the students are bored and exhausted because they learn the same materials.

The writer would like to design listening supplementary materials for the eleventh grade of *SMA Pangudi Luhur 1 Yogyakarta*. Since the teachers could not provide the materials that are not based from the school syllabus then the writer
would like to design it. The students will be given alternatives topics beside the school syllabus. The writer conducted this research into two intentions. Firstly, teachers need more materials because they have limited references for listening skill, as the consequence the students have difficulties in listening skill because they seldom do listening. According to the writer’s informal interview with the English teacher so far the students are accustomed to reading and writing only. Secondly, teachers need to create listening materials using authentic materials to motivate them in learning listening because they enjoy the materials and introduce the students to the language use in the real life setting.

1.2. Problem Identification

It cannot be denied teachers take main role in the success of teaching learning. Teachers have big responsibility and duty to create listening materials in such a way interesting media so that it can arouse learners’ motivation. However, it is not an easy case in creating and providing an interesting material with certain consideration to achieve the purpose. Beside the English text-book, teachers need other kinds of materials to support listening materials such as song, video, internet and those kinds of materials we can find in authentic materials. Authentic materials, in this case, are one material in language learning can be used to teach listening. Using authentic materials deliver the students to avoid boredom because they get pleasure besides knowledge.

Therefore the writer tries to introduce listening materials using authentic materials to solve the teacher’s problem in providing listening materials so that the students are not bored and difficult in listening.
1.3 Problem Limitation

This study is limited to the 11th grade English extracurricular class of SMA Pangudi Luhur 1 Yogyakarta. The writer will focus on listening activity and the focus of this study is to develop a set of supplementary listening materials which use authentic materials.

1.4. Problem Formulation

In this study, the writer formulates two problems. They are:

1. How is a set of supplementary listening materials using authentic materials for the 11th grade of SMA Pangudi Luhur 1 Yogyakarta designed?
2. What does a set of supplementary listening materials using authentic materials look like?

1.5. Objectives of the Study

The objectives of this study are:

1. To design a set of supplementary listening materials using authentic materials for the 11th grade of SMA Pangudi Luhur 1 Yogyakarta.
2. To present a set of supplementary listening materials using authentic materials for the 11th grade of SMA Pangudi Luhur 1 Yogyakarta.

1.6. Research Benefits

The writer hopes that the study will give several benefits to the teachers, the 11th grade of SMA Pangudi Luhur 1 Yogyakarta and future researchers. The benefit for the English teachers is to provide them with a set of instructional
supplementary listening using authentic materials that will challenge them to develop the materials using their own creativity. For the students, authentic materials will improve their listening skill facilitated by appropriate and variant materials. For future researchers of the English Education Study Program, this thesis will help them doing a research to find out whether this set of instructional supplementary listening using authentic materials is effective for the eleventh grade English extra activity students of SMA Pangudi Luhur 1 Yogyakarta.

1.7. Definition of Terms

Some specific terms will be used in this research. In order to avoid misunderstanding and get the same idea during this research, the following terms will represent some definition of terms which are used in this research.

1. Authentic Materials.

Peacock (1997, as cited in Martinez, 2002) defines an authentic materials as materials that have been produced to fulfill some social purpose in the target language. In this study, authentic materials will be designed for the listening activity.

2. Supplementary Listening Materials.

According to Cambridge Advanced Learner’s Dictionary (2003: 1285), a supplement is something which is added to something in order to improve or complete it. According to Nunan (2003), listening defines as a receptive skill that requires a person to receive and understand incoming information (input).
In this study, the designed materials is intended to reinforce and complete the teachers’ existing materials that studied in regular class.

3. Extracurricular Class.

Extracurricular are activities performed by students that fall outside the realm of the normal curriculum of school or university education. Extracurricular exist at all levels of education, from 4th-6th, junior high/middle school, high school, college and university education. In this study, it is a compulsory activity followed by all students in SMA Pangudi Luhur 1 Yogyakarta.

4. 11th grade students of SMA Pangudi Luhur 1 Yogyakarta.

SMA Pangudi Luhur 1 Yogyakarta is located in Jl. P. Senopati 18 Yogyakarta. It is Catholic private school. It used to be male school but in 1973 becomes male and female school. The students are coming from different background culture, there Javanese; Chinese and many others. In this study the designed materials are intended for the eleventh grade. The eleventh grade is similar to the second grade of senior high school. The age range of eleventh grade students is 16-17 years old.
CHAPTER II
THEORETICAL REVIEW

This chapter deals with some theories that become the basis for the discussion. The purpose of this chapter is to obtain the understanding of what the basic principles of the study are, so that the problems stated in the previous chapter can be answered.

In this chapter, two major points are discussed. First is the review of related theories that discusses the relevant theories underlying the study, and second is theoretical framework that focuses on the steps in developing a set of English listening materials.

2.1 Instructional Design

According to Dick and Raiser (1989:3) instructional design is defined as a systematic process of designing, developing, implementing and evaluating instruction. Instructional design is conducted using system approach. In short, the instructional design is a systematic plan in designing a set of lesson.

There are many design models that proposed by experts then the writer employs one instructional design proposed by Kemp.

2.1.1 Kemp’s Model

The writer employs Kemp’s model because Kemp’s model offers an effective instruction model based on the learner’s need and characteristic. Indeed,
Kemp’s model can be applied in all education level from elementary school up to college and it can be implemented to an instructional unit for a single subject. Kemp (1977:8) clarifies that the instructional design plan is designed to equip answer to the three questions; what must be learnt (objectives), what procedures and resources will work best to reach the desired learning level (activities and resources), how will we know when the required learning has taken place (evaluation).

Kemp’s design (1977: 8-9) consists of nine parts. They are as follows:

1) Consider the goal and then list topic, stating the general purposes for teaching each topic.
2) Enumerate the important characteristic of the learners for whom the instruction is to be designed.
3) Specify the learning objectives to be achieved in terms of measurable student behavioral outcomes.
4) The subject content supports each objective.
5) Develop pre-assessments to determine the students’ background and present level of knowledge about the topic.
6) Select the teaching/learning activities and instructional resources that will treat the subject content so students will accomplish the objectives.
7) Coordinate support services as budget, personnel, facilities, equipment and schedules to carry out the instructional design.
8) Evaluate students’ learning in terms of their accomplishment of objective.
9) Revise any phases of the plan that need improvement.
In Kemp’s model the teacher can start developing the instructional system from any point and go anywhere. This process can happen because the instrument program development is considered as a system in which their components are interdependent. However, Kemp suggests starting on deciding the goal and finish on evaluation because the development activities should be seen as a dynamic activity in which every step should relate directly with revision and evaluation.

2.1.2 Teaching Listening

2.1.2.1 The Nature of Listening

Michael Rost (2001: 7) said that the term listening is used in language teaching to refer to a complex process that allows us to understand spoken
language. Listening is one of the skills that become the basic skill in learning foreign language. It is usually used in other skills: reading, writing, and speaking.

In addition, Rost (1994: 141-142, cited in Nunan 1999-2000) gave other three important reasons of focusing listening in the second language learning. they are as follows:

1) In spoken language, e.g. conversation, the learner can interact with others. In the interaction, the learner needs to understand the information (input) and use the language. The learner’s access in using the language is essential. Furthermore, learners’ failure to understand they hear is an impetus, not an obstacle, to interact and learning.

2) The learner is challenged to understand language as the native speakers are when authentic spoken language is used.

3) Listening exercise help the teachers to draw learner’s attention to new forms (vocabulary, grammar, new interaction, patterns) in the language.

Petterson (2001: 87) says that listening plays a big role in the learners’ development into another language. He devises the level into, the first is the beginning level, in this level listening is used to build the learners awareness of the connection of the language system at the variety level and create a base for being more in production. The next level is the intermediate level, listening can stimulate awareness of details and promote accuracy since the learners are studying and understanding the grammar. The last level is advance level, the advance learners are competent in reading and writing and listening plays the central role in the language use.
2.1.2.2 Listening Processes

There are two kinds of listening processes in listening comprehension, they are: bottom up and top down processes. Bottom up processing is “the use of incoming data as a source of information about the meaning of a message (Richards, 1988: 59). He explained that the listeners digest the information they received such as sounds, words, clauses, and sentences, so that they can get the meaning. In this process the listener receive the new input that they have never known before. Top down processing is “the use of background knowledge in understanding the meaning of a message” (Richards, 1988: 60). Still, the listeners use their previous knowledge about some topics, situations, characters, events, place, and even their knowledge in long-term memory in the form of script or schema. Here, top down processing is used to refer to the application of background knowledge for facilitating and enhancing comprehension.

These processes are equipping and supporting each others, the listeners need bottom up and top down processing to comprehend the passage. Learners need top down processing in order to create the situation in the listeners’ mind while bottom up processing that recognizes the words and sentences. Otherwise, listening does not only need top down processing but also bottom up because it can help listeners find words’ meaning so that they have good description of the circumstances.

In this study the writer would combine those two listening processes so it will help the leaners in the real life communication.
2.1.2.3 Staging a Listening Lesson

David Rindell (2003:109-110) describes the stages in listening class briefly, they are as follows:

1) Teaching the essential vocabulary.
   The goal is the student find the material easier in completing the task because the teacher should not waste much time in this stage

2) Establishing interest in the topic.
   Here, the teacher triggers the students’s interest so that students concern to read the text. Since it is involving a prediction then the students predict what the recording will be about. The goal is to arouse students’s interest toward topic.

3) Listening for the gist.
   It means to listen for main ideas or information globally. It is also called as global listening because the listener focus to get general ideas rather than supporting details. Those tasks will provide delicate introduction to the recording using easy questions to build students’ confidence and get them used to it.

4) Listening for the text.
   It involves specific information including the supporting details. This stage still relates with the stage 1 because it needs alot of vocabulary. In answering the questions the students need to understand the meaning for that they need vocabulary. The goal is the students practising their abilty in understanding the text.

5) A follow-up activity based on the topic.
   In this stage the teacher may integrate with another skill (reading, speaking or writing). This stage is more acceptable for the students.
2.1.2.4 Strategies in the Classroom

According to Goh (2002:52), there are three major criteria for specific strategies to listening comprehension, they are; cognitive, meta-cognitive and social-affective strategies. They will explain as follows:

Cognitive Domain

There are six strategies cognitive domain, namely; inferencing, elaboration, prediction, contextualization and reconstruction.

1) Inferencing.

In inferencing the students are filling the blanks, they have to use the related clues, use information from familiar words, draw on knowledge of the world, apply knowledge about the target language and use the visual clues.

2) Elaboration.

The students are to embellish an initial interpretation. Here, the students will draw on knowledge of the world and the target language.

3) Prediction.

The students are anticipating both general contents and the details in the text.

4) Contextualization.

The students have to relate new information to wider context.

5) Visualization.

The students will form a mental picture of what is heard. They image scenes, events, object, etc being described, mentally display the shape through spelling of key word.

6) Reconstruction.

The students use words heard to create meaning, it means they reconstruct meaning from word heard and from notes taken.
Meta Cognitive Domain

There are six strategies in Meta cognitive domain, they are explain as follows:

1) Pre Listening Preparation.

The students need to prepare mentally for listening task. They need to preview contents, rehearse sound potential content words

2) Selective Attention.

The teacher guides the students to notice specific aspects of input, such as listening the words in groups, listening for the gist, listening for the familiar content word, noticing how information is structured, paying attention to repetition, noticing the intonation features, listening to specific input, paying attention to visual an body language.

3) Directed attention.

The students are concentrating hard; continuing to listen in spite of difficulty

4) Comprehension Monitoring.

The students need to confirm that the comprehension has taken place, identify words or ideas that are not understood check current interpretation with context of the message or check current interpretation with prior knowledge.

5) Real-Time Assessment of Input.

The students determine the value of specific parts of the input

6) Comprehension on the Strategy

The students check interpretation for accuracy, completeness and acceptability
Social Affective Domain

There are only two strategies for social affective domain, namely:

1) Cooperation.

   The students are given opportunity to ask for repletion, explanation or clarification or verifying the interpretation to the speaker

2) Confidence building.

   The students may tell themselves or be relax and use positive self-talk to facilitate better learning

2.1.2.5 Developing Listening Comprehension Activities and Materials Design

   According to Morley (2001:76) there are three important points about listening a language act, they are as follows:

   1) Information processing. It is an action of processing the information which the listener is involved in bidirectional communication, unidirectional communication, and/or auto-directional communication.

   2) Linguistic function. The real world communication may serve two linguistic functions: interactional and transactional.

   3) Dimension of cognitive processing. The cognitive processing appears to involve both bottom-up and top-down processing in order for the listeners to build the meaning of the input.

   Beside the important points about listening as a language act, Morley also proposed three principles in developing materials. The principles guide the teachers to get students attention, keep them actively engage in the teaching-
learning process and the task and maximize the effectiveness of listening.

Morley (2001: 77-78) explains the three principles as follows:

1) Relevance. In choosing the topic, the teachers must give big consideration of the relevance between the topic and the learners. The content (the information) and the outcome (the nature of the use of the information) must be relevant to the learners. The more that lesson on real-life relevance, the more they appeal to the students, the better students’ motivation to listen. Indeed, the teachers uses the existing lesson, they may adapt the lesson to the students’ condition by modifying the objectives, lengthening the pre-listening activities, changing the procedure/strategies, devising the post-listening activities.

2) Transferability/applicability. The relevant materials must be transferable. Considering the content level and/or the outcome level, the listening lesson must be able to be transferred or applied internally (e.g. can be used in other classes), or externally (i.e. can be used out of the school) or both. In order to promote transfer of training, it is better if the lesson’ topics are near to real-life setting.

3) Task orientation. The listening materials will be good if the teacher include two different kinds of focus: (1) language use tasks, (2) language analysis activities. In developing the materials, the teacher should concern on the task. The task must not just ask the student to prove their understanding on the text. The teacher must use the task as a means for the students to use the information in the aural text (Marley and Moulding, as cited Morley, 200:77).
2.1.2.6 Learners’ Problems in Listening Skill

According to Ur (1996: 112), the students face some problems in having listening skill. Those problems are:

1) The students have problems with sound.

The students are used to dealing with written exercises and rarely listen to the foreign speech. This situation caused them to have limited information about correct pronunciation.

2) The students have to understand every word.

The students think that they have to understand every word in order to understand the whole information. The teachers also support this common mistake by demanding the students to grasp every word. This wrong perception will make the listeners become tired and fatigue easily. The teacher should explain that listeners do not need to pay attention to the whole text, but they have to select the important information.

3) The students cannot understand fast, natural native speech.

The students usually ask the teacher to speak slowly and repeat the information if they cannot catch the idea. In other words, they cannot understand natural native speech. In contrast, the teacher has to speak in natural native speech when giving the information. The purpose is to give the students listening exposure. When the students strongly demand the teacher to speak slowly, it is better if the teacher does not do so in order to make the students get used to the fast, natural native speech.

4) The students need to hear things more than once.

The students tend to ask repetition when listening to particular information. In contrast, listening occurs only once in real life situation. Ur (1996: 112)
suggests that the teacher uses redundancy text that contains repetition in the important information.

5) The students find it difficult to keep up.

The learners feel overloaded with the incoming information (Ur, 1996: 112).

The solution is not to slow down the discourse, but to encourage the students to relax, not to focus on the whole text, and select the important information.

6) The students get tired.

The students usually get tired if they have to listen to long conversations. This situation gives good inputs for the teacher to create variations of the speakers’ voice, give pauses and not to make listening comprehension too long.

2.1.2.7 Listening Media

Written text and reading passages are the common material presentations for foreign language teaching (Candlin, 1981: 52). Therefore, Candlin suggests that the teacher can also use the other media to give more exposures to the students. If the language teaching is to enable the students to understand in all types of requiring their own utterances, the written texts are no longer sufficient. The teacher can provide the other media to support the written texts. There are three media proposed by Goh (2000). Those are:

a. Videos.

Video have the advantage of providing the learners with visual clues that are an important source of information in real-life communication. These materials support the top-down strategies by contextualizing what they heard and combine both auditory and visual.
b. Songs.

Songs are excellent input to enhance the wide range of comprehension the task this materials normally using simple natural language and contain repletion.

c. Radio broadcast.

Radio program provide updated information, for example: topical issue. This material stimulates learners’ background knowledge.

d. Interactive CD ROMS.

CD ROMS is a multimedia experience by combining video, images, sound, animation and text. Moreover, it provides a special advantage, that is, precise replay of textual-audio-visual sequence of information.

e. Internet.

Internet is the latest source contains of wide variety of program transmitted in both written text and real audio. We can find up to date information around the world, of course learner’s background knowledge is used here.

2.1.3 Authentic Materials

2.1.3.1 Definition of Authentic Materials

There are some definitions about authentic materials. The first definition comes from Peacock (1997). Peacock (1997) defines authentic materials are materials that have been produced to fulfill some social purpose in the language community. There are many authentic listening/viewing materials that teacher may use in the learning process, for example: TV commercials, news from radio, advertisements, professionally audio-taped short stories, songs, documentaries (Gebhard, 1996:100).
2.1.3.2 The Characteristics of Authentic Materials

Nunan (1988:4) provides three characteristic of authentic materials. They are as follows:

1) The aim of producing the materials is other than to teach language in class. In short, the authentic materials are used to deliver message in real-life and not simply represent the language.

2) The materials are taken from certain sources. It is not adapted from other sources.

3) The look is original. It is not changed neither the language nor the spelling.

2.1.3.3 The Importance of Authentic Materials

Using authentic material in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons, amongst which are, Sanderson (1999) authentic materials keep students informed about what is happening in the world. Authentic materials provide the information about cultural or social life of foreign countries. Brooks (1986, as cited in Herawati, 1996:84) stated that it is important for the teacher to teach the language and culture and the same time. Learning language can be meaningless which the students attach the wrong meaning unless we teach culture together with the language, in others words, the students also have an intrinsic educational value.

The best part by using the authentic materials as cited from Nunan (1992:212) are authentic materials contain few of the overlaps, hesitations and
false found n the authentic text. They also have little negotiation in meaning. However, non-authentic materials have more linguistic features in written rather than in spoken language. Further, by using authentic materials it can enhance student’s motivation because the topic is interesting and they know the epoch progress on the side of the world (Herawati, 1996:83). In this study, the writer will use authentic materials as the listening source for the students. As stated previous the source can be from a radio news program, TV commercial, songs or movie. The next is discussion about content-based instruction.

2.1.4 Content-based Instruction

According to Richards and Rogers (2001) content-based instruction refers to an approach to second language teaching in which teaching is organized around the content or information that student will acquire, rather than around the linguistic or other type of syllabus. Content-based instruction provides opportunity to learn academic subject matter and second language skills at the same time. The students can learn the content via language and develop their academic language skills during the process of acquiring the knowledge.

In line with that, the focus of content-based instruction is to eliminate the artificial gap between the language learning and subject matter classes (Brinton, 1989:2). The activities on the class are specific and focus on the subject content. Also, teacher can stimulate the students to think and learn by using the target language.

There are five rationales supporting the implementation of content-based instruction (Brinton, 1989: 3-4). First, the language syllabus must take into
account the final uses that the learners will make of the target language. Second, the content can increase the students’ motivation and promote effective learning, since the interests and the needs of the learners are taken into account in creating the syllabus. Third, pedagogical learning is applied in content-based instruction. Learners’ previous experiences and their existing knowledge dealing with the subject matter are needed to build the learning process. Fourth, it allows a focus on use as well as usage. The language is taught by focusing on a contextualize use. Thus the students can aware of larger discourse and the features, the social interaction pattern and the convention grammatical use. Lastly, content-based instruction provides comprehension input that will interact with the learners’ knowledge of language and with their world knowledge an expectation. It exposes the learners to meaningful language in use. In the process, the learners’ attention is focused on meaning rather than on form.

2.1.4.1 Content Based Models

There are three models of content-based (Brinton, 1989: 14-17), namely: theme-based language instruction, sheltered content instruction and adjunct language instruction. They will be explained as follows:

1) Theme/topic-based language instruction

Theme/topic-based language is a way to increase the use of subject matter content in language classes. In line with that, it is a type instruction in which selected topics or themes provide the content from which teachers extract language learning activities. This model is not only implemented in elementary
but also in language instruction at the college or university, where classes often consists of various language background or interest whose goal is to attend college or university in English-speaking. Here, according to Brinton (1989: 14-15) the topics in the course are around one major topic then further subdivided into more specialized topics, but the topics can also be selected to match students’ interest.

There are some implications for the theme/topic-based instruction (Brinton, 1989:20). First, the instruction is targeted to improve low proficiency level to advanced level. Additionally, the topic-based integrated four skills; it means the topics should go along with the program curriculum. The teachers develop the materials in curriculum; they can use or take from some commercial ESL texts. As the last implication, since topic-based needs much teachers’ involvement and efforts to develop the syllabus design and materials then language teachers need training.

There are two keys important keys factor to success the topic-based program. First, the curriculum planners or material designers need to have the ability to unlock students’ interests and choose the suitable themes, text types and activities that proper to the learners. Second, the material designers must maintain the balance between the content and language. In developing the language skill the materials designers challenged to find themes that will engage the student’s interest and provide a rich skill (Brinton, 1989:40).
2) Sheltered Content Instruction

This model derives from the model’s deliberate separation of second ad
foreign language students from native students of the target language for the
purpose of content instruction. The courses are almost like traditional elementary
sheltered content courses are assumed an institutional framework in which the
access content is available.

There some implication for the sheltered content instruction (Brinton, 1989: 21-22). Namely, the proficiency levels of the students on second language
are intermediate to high. The syllabus in sheltered content instruction is content
course syllabus. The language skills can be integrated into content syllabus. The
materials are taken from commercial content texts that are selected to proficiency
level. Sheltered content instruction requires the coordination of lectures and
readings. Brinton (1989, 21-22) stated that in developing the materials the content,
here, teachers need awareness of second language development.

3) Adjunct Language Instruction

In adjunct language courses, the students enroll to two linked courses, they
are a content course and a language course. Further, it complements each other by
coordinating the assignments and here, the second language learners and native
speaking students in the same rooms. The success of this model depends on the
coordination and assignments between language and content instructor.

Likewise others instructors above, the adjunct language instructor also
have some implication, namely; the proficiency of the second language learners
are high intermediate to advance. In line with that the language and content instructor work together to coordinate the objectives of the curriculum. Content texts and lectures are the sources for language skills instruction and practice (Brinton, 1989: 21-22).

According to Brinton (1989: 17-19) those three models have some similar qualities. First, content is the point of departure and organizing the course. It means, the learning will be successful when the target language materials are given in meaningful and contextual way and the initial focus is acquiring the information. Second, the authentic materials and task are used in the learning process. Lastly, the models help the students process the content materials and fulfill the students’ needs. Whereas, Brinton distinguish features among three models by contrasted them in five features. They are presented as follows:

**Table 2.1 Distinguishing Features of Three Content-Based Models**

(Brinton, 1989: 19)

<table>
<thead>
<tr>
<th>Features</th>
<th>Theme-Based</th>
<th>Sheltered</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary purposes</td>
<td>Help students to develop the target language within some topic areas</td>
<td>Help the students master the content materials</td>
<td>Help the students master the content materials Introduce L2 academic discourse and develop transferable academic skills</td>
</tr>
<tr>
<td>Instructional</td>
<td>ESL format</td>
<td>Content course</td>
<td>Linked content and ESL course</td>
</tr>
</tbody>
</table>
### 2.1.4.2 Materials Development and Adaptation

This part, we will discuss about how authentic content-based are selected, supplemented, adapted and developed for language teaching purposes. There are two general principles in selecting appropriate content-based materials. First, the authentic materials must be exploitable and provide language function, structures
availability also. The second principle, in selecting the materials the students and the teachers are involved because the materials must suit to the students’ needs and interests. Indeed, the teachers must be expertise and interested in the content areas (Brinton, 1989:89-90).

There are eleven points that need to be considered in making decision in selecting texts. They are content authenticity, task authenticity, interest level, difficulty level, accessibility, availability, packaging, textual aids, supporting materials, flexibility and the other is source (Brinton, 1989: 89-90).

Regarding this, the writer will use content based instruction because it combines both content learning and language learning. In this case, the writer will use theme-based language instruction because the topics are selected with students’ interest. After reviewing related theories, now we will summarize the theories that will be used in this research.

2.2 Theoretical Framework

In the theoretical framework, the writer will discuss the steps in designing materials. Kemp’s instructional design is to be considered as the appropriate model for the writer’s design materials. The writer employs Kemp’s model because Kemp’s model offers an effective instruction model based on the learner’s need and characteristic. However, the writer only adapts the Kemp’s design, they are going to be discussed as follows.

a. Learner Characteristic

The writer will conduct research and information collecting. The writer collects the information from the 11th grade students of SMA Pangudi Luhur 1
Yogyakarta about the learners’ needs, difficulties, motivation and interest in learning English language. Indeed, the writer identified entry behaviors and characteristic of the learners. The information will be gained by distributing the questionnaire. Collecting the data from the 11th grade students of *SMA Pangudi Luhur 1* Yogyakarta is important because the writer will use the data to design the instructional materials.

**b. Considering Goals, Listing Topics and Stating General Purposes**

Kemps explains identifying the goals of each topic should be done after listing the topic. It is used for guiding the teachers and the students to achieve the goal each topic. The topics refer to the syllabus that is made by school. The general purposes will lead the learners to know and understand how to use English properly.

**c. Specifying the Learning Objectives to be Achieved**

The writer is going to formulate objectives based on the goals and the data from the needs survey the learning objectives are formulated to measure the learners’ achievement (behavioral outcomes).

**d. Selecting Teaching Learning Activities and Instructional Resources**

In designing the learning activities the writer will apply the strategies in listening lesson including cognitive, metacognitive and social affective strategies. The instructional materials will consist of three main parts, namely: pre-listening, main listening, post listening. Authentic materials will be used as the listening materials, because the materials can arouse students’ motivation in learning.
e. Evaluation and Revision the Designed Materials

The aim of this step is to evaluate and to revise the designed materials into the final version after conducting the post-designed survey. Since the writer does not implement the design materials, the evaluation will be gained the feedback (comments, opinion, advice, criticism) from the expert participants (English lectures, teachers and instructor). After gaining the feedback from the expert participants, the writer will make an evaluation and a revision to the listening design materials. The design that will be evaluated and revised would be the learning activities and/or the sources for the listening materials so that ready to be used for the teacher. All the steps above will be illustrated as follows.

Figure 2.2 The Framework Cycle

Note: Process line
Revision line

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
CHAPTER III

METHODOLOGY

In this chapter, the writer would like to clarify the methodology of the study. This chapter divided into six sections. There are research the method of the study, research participants, instrument in gathering the data, data gathering, data analysis, and procedures in finishing the thesis.

3.1 Research Method

According to Borg and Gall (1963: 772), the educational research and development (R&D) is a process of developing and validating educational products. In line with that, educational research and development is different from the basic research, which aims to answer some specific questions about practical problems. Research and development can translate the basic and applied research finding into usable educational products (Borg, 1963: 772).

Borg and Gall also state that R&D consists of cycle in which a set of instructional materials of the product is developed. They enlist 10 steps of R&D, but the writer only adopts five steps (Borg and Gall, 1963: 775-776). The five steps in R & D also covers the theoretical framework, they will be discussed as follows.

3.1.1 Research and information collecting

It includes review of literature, classroom observation and preparation of report of state of the art. In this step the writer observed the classroom, gained
information from informal interviewing with the English teacher and distributed the questionnaire for the 11th grade students. Based on this data the writer designed materials.

3.1.2 Planning

It includes defining skills, stating objectives, determining course sequence and small scale feasibility testing. In planning, statement of specific objectives is the most important aspect to research and development. In this step identifying the goal was used for guiding the teachers and the students to achieve the goal of each topic and statement of specific objectives were going to formulate the objectives based on the goal and the data from the needs survey. The writer analyzed the data and selected the listening materials which were appropriate with the students needs. In selecting the topic the writer was refer to the school syllabus.

3.1.3 Develop preliminary form of product

The writer developed a set of supplementary materials using authentic materials. Next, for evaluation devices, the writer distributed questionnaire to three English teachers in SMA Pangudi Luhur 1 Yogyakarta and two lecturers in English Language Education Study Program, Sanata Dharma University.
3.1.4 **Preliminary field testing.**

Interview, observational and questionnaire data are collected and analyzed. The purpose of the preliminary field test is to get an initial qualitative evaluation of the new educational product. After collected the feedback from the expert participants the writer analyzed it.

3.1.5 **Main product revision**

After gaining the feedback from the expert participants, the writer revised and improved the instructional materials using the gathered data as suggested by the respondents. The revision and evaluation would be the teaching learning activities or/and the materials sources. In the next part the writer discussed the research participants that participated in the research.

1) **Pre-design survey**

Pre-design survey covers research and information collecting, planning, and developing the preliminary form of the product. The first study was conducted in order to get data about the student’s interest, necessities, wants and lacks in learning English. In the research and information collecting, the writer wanted to obtain data from the 11th grade students, in order to know students’ favorite themes, the data was gained by questionnaire to the students. Based on that data, the writer designed a set of instructional materials using authentic materials for the 11th grade students. For planning step, the writer analyzed the data and selected topics which were appropriate for their favorite themes. The writer should consider whether or not the topic could approach the objectives for
the students. After having designed the syllabus, the writer developed a set of instructional materials using authentic materials.

2) Post-design survey

Preliminary field testing and main product revision is included in post-design survey. This survey was aimed to gather data from the appropriate and qualified participants to get feedback on the designed materials. The survey was conducted by distributing and gathering questionnaire.

3.2 Research Participants

There were two kinds of participants in this research, they were, pre design participants and post design participants. The pre design participant of the research was the 11th grade students of SMA Pangudi Luhur 1 Yogyakarta. The post design participant for were two lecturers in English Language Study Program, Sanata Dharma University and three teachers from SMA Pangudi Luhur 1 Yogyakarta.

In the post-design research, the writer distributed the instructional materials and the questionnaire to three teachers from SMA Pangudi Luhur 1 Yogyakarta and two lecturers from English Language Study Program, Sanata Dharma University. The writer expected that they could evaluate the instructional materials. By gaining comments, suggestions or criticisms, the writer could make needed modification in the set of supplementary listening materials.
The next section the writer discussed the instruments applied in this research. The instruments themselves were used to collect the data from the participants.

3.3 Research Instruments

There were three kinds of instruments used in this survey. They were interview, class observation and questionnaire. For pre design instruments the writer used interview, class observation and questionnaire, meanwhile, the post design the writer used questionnaire.

1. Interview

Interview is a way of gathering data about people’s feelings, thoughts, beliefs and opinions by asking them some questions. The questions may be different from one respondent to the others depending on the situation. The response is taken by recording using the tape-recorder or taking notes. Interview is including pre-design survey because the purpose to gain the data about learners’ need, characteristic and problem.

The writer only interview two English teachers of SMA Pangudi Luhur. The teachers were interviewed to gain the data about learners’ needs, characteristics, and problems. By using open questions, the respondents were free to answer the questions using their own words. The writer employed the interview in which the questions varied a little from one respondent to another, but still in the same framework.
2. Class observation

Observation is the careful watching and recording or taking a note of something. Class observation is also including into pre-design survey. The writer observed the 11th grade class, there were five classes but the writer only observed two class, they were one science class and one social class. The observation including the learners’ characteristic, the learner’s activities and problem in the process of teaching-learning activities and learners’ problems. The writer made some notes as the consideration in making design materials.

3. Questionnaire

Elliot (1991: 82) states that a questionnaire is a list of questions asking about people’s opinion. Best (1983: 24) agrees that questionnaire is used when opinions rather than facts are desired. The questionnaires are conducted twice, in pre design survey and post design survey. The pre design questionnaire is used to collect data about the learners’ characteristic, activities and problem in teaching-learning activities. The post design survey is used to gather data from the expert participants to get feedback so that the writer can revise and improve the design materials.

In this study, for pre design questionnaire the writer distributed one of questionnaire to the 11th grade students of SMA Pangud Luhur 1 Yogyakarta. The students and the teachers had to choose the alternative answers in each question. the writer provided many alternative answers and a blank space if the answer was not available. The questions were written in Indonesian to avoid misunderstanding. Post design questionnaires were given to the English teachers
in SMA Pangudi Luhur 1 Yogyakarta and some lecturers of English Language Study Program, Sanata Dharma University. The questionnaires were distributed in order to obtain the opinions, comments, and suggestions toward the designed set of the English instructional listening materials. The feedback is gained to revise the design materials. After knowing the instruments of the survey, the discussion moved on how the writer gathered the data from the participants.

3.4 Data Gathering Techniques

The data were gathered in two ways. The writer studied the relevant theories and distributed questionnaire. The writer studied theories about the instructional design, authentic materials, listening theories, content based in order to have a good understanding about listening materials. While creating the design, the writer looked for some references about listening materials to improve the design. This data gathering began in January 2010.

The second way was conducting interview, observing class and distributing questionnaire. As stated above, for pre design instruments the writer used interview, class observation and distributing questionnaire. The interview was only for the two English teachers by asking some questions related to the topic. For class observation, the writer observed the two class of the eleventh grade, they were one science class and one social class. After doing interview and class observation the writer distributed the pre design questionnaire to the eleventh grade students. Next, for post design instruments the writer used post design questionnaire. The writer distributed the questionnaire to the participants, they
were, two English teachers from SMA Pangudi Luhur 1 Yogyakarta and one lecture of English Language Study Program, Sanata Dharma University.

There were two purposes in this way, first was to get the needs analysis and the second was for the materials evaluation. Interview and class observation was held in February 2010. The questionnaire was held in May 2010. The materials evaluation was held in July 2010 for evaluating and revising a set of supplementary listening materials. The result of the questionnaires and interview was used to organize and develop a set of instructional supplementary listening materials.

3.5 Data Analysis Techniques

In this thesis, the writer used descriptive and data analysis. The data from pre design survey were analysed and the result will be used as the scaffolding in solving the problem how the supplementary listening materials using authentic materials was designed. ‘The data in qualitative research may be derived from direct observation of an individual’s behavior, from interview, from written opinion or public document’, (Sprinthall et al, 1991:100). In this study, the writer used qualitative data analysis to describe the result of the interview. The data of the interview will be used as the basis data for the need analysis (pre design).

The writer distributes questionnaire to the eleventh grade students of SMA Pangudi Luhur 1 Yogyakarta. The result analysis of the questionnaire will also as the basis for the needs analysis (pre-design). The formula to count the percentage of the pre-design questionnaire.
\[ \frac{X}{N} \times 100\% \]

Notes:

N=the percentage of expected opinion from the learners.

X= Number of learners who choose certain answer

N= The total number of learners

Meanwhile, the data from post design survey was used to evaluate and revise the design for further improvement. The data will be assessed using five points agreements. The writer used Likert scaling technique suggested by John W. Best (1983: 181-182).

1= absolutely disagree
2= disagree
3= doubt
4= agree
5= absolutely agree

After the respondents gave their responses, the data were analyzed using central tendency. Central tendency is regarded as the proper way concluding the data because it represents the whole set of measurements. The measurements of central tendency or average is known as mean, median and mode (Sprinthal et al, 1991: 114-115).

Mean is the average point that is counted by adding all the points and divided them by the number of the questions. Median is the middle point of the odd ordered data from the smallest point into the biggest ones or the average to
the middle points from the even ordered data. The mode is the points that frequently appear in the data. The descriptive statistics were presented as follows:

<table>
<thead>
<tr>
<th>Table 3.1</th>
<th>The Descriptive Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Respondent’ opinion</td>
</tr>
<tr>
<td>----</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The formula to get the Central tendency, below:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- $\bar{X}$ = the mean
- $\sum$ = the sum
- $X$ = each values in the distribution
- $N$ = number of cases

The total mean from all the participants was used to show whether the material designed were good enough. The assessment of the mean was classified as follows:

- 1-2 : the designed were not appropriate and not acceptable
- 2.1-3 : the designed material needed revision
- 2.1-5 : the designed materials were appropriate and acceptable
3.6 Research Procedure

The writer used five steps R & D in this research. Those five steps were research and information collecting (step 1), planning (2), developing the product (step 3), evaluating the product (step 4) and revising the product (step 5). In the research and information collecting, the writer wanted to get data on English extracurricular that had been determined by the school. To know students’ favorite themes, the writer distributed the questionnaire to the students. Based on this data, the writer designed a set of supplementary materials using authentic materials for the 11th grade extracurricular class.

The next step was planning; the writer analyzed the data and selected the topics which were suitable with their favorite themes. In selecting the topics, the writer had to consider whether the topics could in line with the objectives of English extracurricular. After choosing the suitable topics, the writer designed the syllabus. Following from designed the syllabus, the writer developed a set of supplementary materials using authentic materials.

After developing a set of supplementary materials using authentic materials, the writer distributed questionnaire to one English teacher from SMA Pangudi Luhur 1 and one listening lecture in English Language Education Study Program, before that the writer had to write cover letter in order to get the permission from the head of the study program. Next, the questionnaire data were collected and analyzed. This step was done to evaluate the material. The last step was revising the product, after getting the feedback from the English teacher and
listening lecture, the writer revised and improved the supplementary materials using the gathered data as suggested by the respondents.

**Figure 3.1.:** Comparison between the writer’s result of synchronization the instructional design and R & D cycle.
CHAPTER 4

FINDING AND DISCUSSION

This chapter gives answers to the questions formulated in Chapter 1 and analysis of the research. It consists of two main parts: the first is how is a set supplementary listening materials using authentic materials is designed. Second is what does is a set of supplementary listening materials look like. The discussions are divided into five parts. The first part discusses research and information collecting. The second part is a discussion about planning. The third part presents a discussion on developing preliminary form of product. The fourth part discusses preliminary field testing. The last part presents a discussion about the main product revision.

4.1 The Steps of the Material Design

This part described processes of conducting this study. Some steps from Kemps’ model and Educational Research and Development (R&D) cycle were elaborated to design the materials. The discussions are divided into five parts. The first part discusses research and information collecting. The second part is a discussion about planning. The third part presents a discussion on developing preliminary form of product. The fourth part discusses preliminary field testing. The last part presents a discussion about the main product revision.
4.1.1 The Result of Research and Information Collecting

In the first step, the researcher adapted the first of Research and Design, research and information collecting and the first step of the instructional model applied in this study, namely identifying learners characteristic. The main result of research and information collecting stemmed from document analysis and the questionnaire.

4.1.1.1 Learners Characteristics

The first step was conducted a need survey to the eleventh grade students of SMA Pangudi Luhur 1 Yogyakarta. The aim of this step is to determine what is to be learned. In order to know the problem, source of the problem and possible solution the writer conducted need analysis of the learners. The writer distributed seventy questionnaires to the eleventh grade students; consists of thirty students from science class and forty students from social class. The writer received sixty eight questionnaires back from the students. The detailed of the need survey is can be seen in appendix 4.

Research and information collecting result was the information about English extracurricular class. The extracurricular had already composed the course description and the competence standard. The information gathered as the foundation in developing the supplementary materials. English extracurricular activity is a compulsory activity for all students that are conducted after the school hours. There are two main purposes in extracurricular activity, first is to re-discuss the materials that are discussed in regular class. Second is to give
additional materials that can support and apply on student daily activity. The topics used in the class cover social, cultural, sports, entertainment, politic etc.

Based on the result questionnaires the writer can assume some points that can be used as the scaffolding to determine what is to be learned. Indeed, the problems, source of the problem are revealed. The result questionnaires will be analyzed as follows:

1. The respondents still regard listening as difficult skill to be learnt. There were more than half of respondents admitted that listening was difficult. It can be showed there were 56 (82%) respondents. There were small number of respondents has different opinion about listening, for instance: the difficulty in listening is in medium level. In another words, it is not too difficult or not too easy to be learned. Others admitted that listening is easy and the rest respondent answered listening is interesting activity even though little bit difficult. This means the students wanted to gain listening skill to improve their English skills.

2. The respondents faced some obstacles while listening. The top three factors are the respondents found the materials were given to them were not varied and the topics were not familiar with them and the respondents confessed that they lacked exercises. Others factors were the materials presentation were not clear, too fast, and too long. It become worst because the respondents were lacks of vocabulary. Thus far, the respondents ask their friends or teacher and open the dictionary when they find difficult words.
3. In view of 42 (62%) respondents, the learners hadn’t been helped by learning the materials that are given. Nevertheless, the learners have already accustomed with many kinds of activities. It was shown in the table (see the full table in appendix 4) that the respondents usually got drills, question-answer activities, and also discussion and filling the blanks. The respondents also experienced in problem solving. It can be concluded that the teachers have given various listening activities to the students. The designed set of materials will include those activities.

4. There were 39 (57%) respondents proposed their opinion in motivating the listening materials by using varied materials such as MP3, VCD, CD, card movie, internet source, poster etc will motivate them in learning listening. Familiar topic and pictures also can raise their motivation.

4.1.2 Planning

In this step, the writer elaborated R&D step (Planning) with two steps from Instructional Design (considering and stating goals, topics, and general purposes and determining learning objectives and formulating learning objectives). Since the goal of the course had been formulated by the school, the writer only listed the topics, determined the general purposes and stated the learning objectives. This part was divided into two sections, namely: considering the topics and general purposes and stating the learning objectives. They were based on the data gathered from the research and information collecting.
4.1.2.1 Considering the Topics and General Purposes

The main focus in this course was listening skill, but in developing the instructional materials the writer also considered others language skills (writing, reading and speaking) and one component in language skill (vocabulary) because the students also needed to improve the literacy skills. Since the goal of the course had been formulated by the school, the writer only listed the topics, determined the general purposes and stated the learning objectives. This part was divided into two sections, namely: determining topics and general purposes and stating the learning objectives. They were based on the data gathered from the research and information collecting.

Topic is the theme of a particular skill to be learned. The topics were formulated based on the goals of the developed materials in which concerning with the expressions used in daily conversation. The units were sequenced from the simplest to more complex one. The writer also put a title on each unit in order to introduce the particular that is going to be learned in each unit. The chosen topics are presented as follows.

Table 4.1. The Topics and Titles of the Designed Materials

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Offering help and comparing products</td>
<td>Can I help you?</td>
</tr>
<tr>
<td>2</td>
<td>Numbers and describing things</td>
<td>The red shoes</td>
</tr>
<tr>
<td>3</td>
<td>Appearances and feeling</td>
<td>Who are they?</td>
</tr>
<tr>
<td>4</td>
<td>Signs and expressing ideas</td>
<td>Caution wet!</td>
</tr>
<tr>
<td>5</td>
<td>Giving direction and expression wants and needs</td>
<td>It’s a beautiful city!</td>
</tr>
<tr>
<td>6</td>
<td>Literacy works: short movie and song</td>
<td>It’s inspiring me!</td>
</tr>
<tr>
<td>7</td>
<td>Report (world news)</td>
<td>Todays News</td>
</tr>
<tr>
<td>8</td>
<td>Preferences and capabilities</td>
<td>I prefer singing to dancing</td>
</tr>
<tr>
<td>9</td>
<td>Telling story (The adventure of Tom Sawyer)</td>
<td>It was an unforgettable moment!</td>
</tr>
</tbody>
</table>
After listing the topics and titles, the writer formulated the general purposes of each topic. The general purposes were stated as the basic competencies. The full table of the title of the topics, titles and the basic competencies can be seen in Appendices 5 and 6.

Table 4.2. Table Basic Competencies

<table>
<thead>
<tr>
<th>Unit</th>
<th>Titles</th>
<th>Basic Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Can I help you?</td>
<td>Understanding the transactional and interactional discourse in the form of descriptive and report genres that direct to the various interpersonal meaning about offering help and comparing products.</td>
</tr>
<tr>
<td>2.</td>
<td>The red shoes</td>
<td>Understanding the transactional and interactional discourse in the form of descriptive and recount genres that direct to the various interpersonal meaning about numbers and describing things.</td>
</tr>
<tr>
<td>3.</td>
<td>Who are they?</td>
<td>Understanding and identifying the transactional and interactional discourse in the form of the descriptive and exposition genres that direct to the various interpersonal meaning about people's appearances and feelings.</td>
</tr>
<tr>
<td>4.</td>
<td>Caution wet!</td>
<td>Understanding the transactional and interactional discourse in the form of anecdote, analytical exposition, and discussion genres about that direct to the various interpersonal meaning about some signs and expressing the idea.</td>
</tr>
<tr>
<td>5.</td>
<td>It’s very beautiful city!</td>
<td>Identifying the transactional and interactional discourse in the form of description genre that direct to the various interpersonal meaning about giving direction and expressing wants and needs.</td>
</tr>
<tr>
<td>6.</td>
<td>It’s inspiring me!</td>
<td>Understanding and identifying the transactional and interactional discourse in the form of literary work that directs into interpersonal about English song and movie.</td>
</tr>
<tr>
<td>7.</td>
<td>Today’s News</td>
<td>Understanding and identifying the transactional and interactional discourse in the form of the report.</td>
</tr>
<tr>
<td>8.</td>
<td>I prefer singing to dancing</td>
<td>Understanding the transactional and interactional discourse in the form of news item genre that direct to the various interpersonal meaning about preferences and capabilities.</td>
</tr>
<tr>
<td>9.</td>
<td>It was an unforgettable moment!</td>
<td>Understanding and identifying the transactional and interactional discourse in the form of narrative genre that direct to the various interpersonal meaning about an event using past tense.</td>
</tr>
</tbody>
</table>
4.1.2.2 Formulating Learning Objectives

After considering the general purposes of the instructional materials, the writer formulated the learning objectives for each unit in which the students were to achieve at the end of the semester. First, the students are able to respond the conversation about the topic. Second, the students were able to identify the similiar vocabulary based on the topic. Third, the students were able to identify the some expression based on the topic. Forth, the students were able to develop a composition about the topic. However the formulation of indicators in each topic is presented in table 4.3.

Table 4.3. Table Indicators in Each Topic

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Offering help and comparing products</td>
<td>• Respond the conversation about comparison and offering help.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the similiar vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifying the some expression in offering helps and comparing some products</td>
</tr>
<tr>
<td>2.</td>
<td>Numbers and describing things</td>
<td>• Respond to the conversations about cardinal and ordinal numbers, colours and shapes, sizes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the similiar vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the expression of asking and answering colours, shapes, sizes, and prices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the products.</td>
</tr>
<tr>
<td>3.</td>
<td>Appearances and feeling</td>
<td>• Respond to the conversation about people’s characteristics and appearances.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the similiar vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify people’s appearances and feeling</td>
</tr>
<tr>
<td>4.</td>
<td>Signs and expressing ideas</td>
<td>• Identify the similiar vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respond the anecdote conversation a sign.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify and retell the correct pictures about possibilities and signs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop a composition of a sign and the possibilities that might happen if someone ignores it</td>
</tr>
<tr>
<td>5.</td>
<td>Giving direction and expression wants and needs</td>
<td>• Identify the similiar vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respond to the listening about description of some locations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the expression of asking and giving direction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the expression of expressing wants and needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the places that will be visited by the speakers and the speakers’ needs</td>
</tr>
</tbody>
</table>
4.1.3 Developing a Set of Instructional Materials

This step meant developing a set of preliminary instructional materials that were tested. In this step, the writer elaborated the R&D step, developing preliminary form of product with Instructional Design step, selecting teaching learning activities and instructional resources. The supplementary materials were developed from the data of Research and information collecting (identifying the learners’ characteristics) and the result of Planning (topic, general purposes and learning objectives). The supplementary materials consist of nine units and time allotment for each unit was 2x30’ (60 minutes). Since the limited of time the writer designed for three units only, they were unit 6, unit 7 and unit 9. Before starting to design the materials, the writer collected some pictures related to the each unit topic. Since the designed was using authentic materials then the writer searching and downloading materials from the internet. The materials were taken
from internet and the materials covered storytelling, news and song. The source of each picture and listening task can be found in the designed materials. After all the materials were collected then the writer started to type the designed materials in Microsoft Word program before transferred the designed materials to Corel Draw format.

4.1.3.1 Selecting Teaching Learning Activities and Instructional Resources.

In this study, the writer selected teaching learning activities for unit 6, unit 7 and unit 9 namely, warming-up, vocabulary, listening for the main ideas, listening for the details and closed with follow-up activity. The instructional resources based on the data gathered in research and information collecting and the result of planning. The resources mostly were taken from www.bbcradio.com and kinds these materials considered as an authentic materials. The course and competence standard gave a general picture for the writer in selecting the activities and resources. In accomplishing the task, the students worked individually mostly, but the writer doesn’t ignore teamwork.

Individual task was used to train students’ listening skill because in listening skill they worked individually. After accomplishing the task, students were given time to discuss and check the answer with their friends and teacher. In another hand discussion in small group or whole class also important since the students were develop not only their individual skill but also their collaborative skills. To complete learning, the writer had also prepared pictures and audio, video materials for the students. There were five activities, they were explained as follows:
1. Warming-up

Warming-up is similar with discussion. It is function as pre-activity to stimulate the students’ previous knowledge. In unit 6, there are three activities, first is watching a short movie. Second is discussing the questions related to the short movie. Last, sharing and discussing the students’ answer. Unit 7, there are three activities, first is answering the question about students’ interesting on listening news. Second is listening to the passage related to the topic and do some exercises. Third is the students sharing and discussing about their favorite and the update news. Unit 9, the concept of the activities is similar with unit 7. There are three activities first is answering the question about students’ past experience using past tense. Second is listening to the passage related indeed supporting with some exercise. Last is the students sharing and discussing about characters of figure with their friends.

2. Vocabulary

The second activity will be vocabulary, in this section the students are introduced to difficult or new words that they could find in the listening passage. There is only one activity for this section. The students have to choose the appropriate answer on the box and discuss the correct answer with teacher. Unit 6, unit 7 and unit 9 have the same activity because the concept of this section is introduction new and difficult vocabulary.

3. Listening for the main idea

In the third activity, the students find the main ideas based on the listening passage. Some questions will be given to the students while listen the students
need to focus on the main ideas in the passage. In unit 6, the activity is listening to the song while listen the students find out the theme of the song’s lyric. Unit 7, the students have to figure out the headlines of the news while they listen to the listening passage. Unit 9, the activities are listening to the first chapter the Adventure of Tom Sawyer and answer some questions to find out the main idea from the first chapter.

4. Listening for details
This activity provided chances for the students to notice specific information. Unit 6, the activity is listening to the song and while listen the students filling the blank lyric of the song. The activity for unit 7 is students listen to the world news passage and decide the True-False statements. Unit 9, the activities are similar with unit 7 the activity is listening to the second chapter of the Adventure of Tom Sawyer. The form of the activity is the students have to decide whether the statements based on the passage are True or False.

5. Follow-up activity
The purpose of class activity is the students have learned in the form of spoken, written, and reading exercises without leaving the listening skill itself. In unit 6, is writing about their inspiring song, after that sharing and discussing with friend and teacher. Unit 7, the activity is writing about their favorite news and the up to date news then sharing n discussing it with their friend n teacher. Unit 9, the students write their opinion about the character of figure. After that, they share and discuss their opinion with others friend and teacher.
In brief, the Warming Up and Vocabularies are pre-activities. This step presents the opening of the main lesson and this step is conducted before the teacher go to the main material so that the students will not get confused of some difficult words. The Listening for the main ideas and Listening for details are guided exercise. They are the main step in this designed set material. The Follow-Up Activity was the post activity. Written exercises are called Write It Down. Reading Exercises are named Read It Aloud. Speaking exercises were called Speak Up.

4.1.4 Preliminary Field Testing

In this step, the writer combine R & D step, preliminary filed testing and the instructional design step, evaluating the design materials. This step was so important because the result of those steps would be used to evaluate and revise the design materials. In evaluating the design material the writer distributed questionnaires to the five participants. The writer distributed questionnaires to three the English teachers in SMA I Pangudi Luhur Yogyakarta and two lecturers from English study program. There were five participants asked to fill the questionnaire. The three English teachers are female, their last educational background were Bachelor Degree. Two of them have teaching experience about five to ten years. One teacher has teaching experience about ten to fifteen years. Two lecturers were male, the educational background of them were Bachelor Degree and Master Degree. One lecture has teaching experience one to five years and another five to ten.
The respondents gave their opinions, comments, and suggestions for the designed set of listening materials. The questionnaire for the respondents contained of eighteen questions. The respondents gave their opinion by stating their agreement, disagreement and doubt by choosing one of the five points of agreement on the fourteen first questions of the questionnaire. Indeed, the respondents were asked to give their opinion, comment and suggestion on the designed materials for the four last questions. The result of the post design questionnaire was used to evaluate and revise the designed material. The discussion on the description of the respondents and the data presentation are as follows.

4.1.4.1 The Description of the Evaluation of the Materials Design Respondents

The description of the respondents of the preliminary filed testing is presented in Table 4.4.

**Table 4.4. The Description of the Respondents of the Preliminary Field Testing**

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>No</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experiences (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>D3</td>
</tr>
<tr>
<td>English Teacher in SMA Pangudi Luhur 1 Yogyakarta</td>
<td>1</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English Lecturer from English Study Program Sanata Dharma Yogyakarta</td>
<td>4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
4.1.4.2 Data Presentation and Analysis

The questionnaires were distributed to the respondents to gain the data about the evaluation of the designed materials. The respondents’ opinion were classified into numbers that show their degree of agreement. The points of agreements are shown below.

1= strongly disagree with the statement
2= disagree with the statement
3= doubtful
4= agree with the statement
5= strongly agree with the statement

The descriptive statistic presented the result of the writer’s calculation on the data from the evaluation questionnaire using central tendency. The results were used to revise the designed materials. In the questionnaire, the respondents’ opinions were expressed in numbers which showed their degree of agreement as shown in Table 4.5. and the result of the respondents’ opinion is presented as follows.

Table 4.5. The Result of the Design Materials Evaluation

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents’ Opinion</th>
<th>N</th>
<th>Central Tendency</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The standard competencies</td>
<td>5</td>
<td></td>
<td>4.40</td>
</tr>
<tr>
<td>2.</td>
<td>The standard competencies are well formulated</td>
<td>5</td>
<td></td>
<td>4.40</td>
</tr>
<tr>
<td>3.</td>
<td>The indicators are well formulated</td>
<td>5</td>
<td></td>
<td>4.20</td>
</tr>
<tr>
<td>4.</td>
<td>The indicators are able to support the attainment of basic competencies.</td>
<td>5</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>5.</td>
<td>The topics are well formulated</td>
<td>5</td>
<td></td>
<td>4.20</td>
</tr>
<tr>
<td>6.</td>
<td>The listening materials are match with the competencies and indicators.</td>
<td>5</td>
<td></td>
<td>4.40</td>
</tr>
<tr>
<td>No</td>
<td>Respondents’ Opinion</td>
<td>N</td>
<td>Central Tendency</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The materials are relevant to the topic.</td>
<td>5</td>
<td>4.60</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The materials are able to develop the students’ listening skill.</td>
<td>5</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The tasks in each unit are sufficient for one meeting (2x30 minutes).</td>
<td>5</td>
<td>4.20</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The tasks support competencies achievements.</td>
<td>5</td>
<td>4.60</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The tasks in each topic are able to facilitate the students to comprehend the topic being discussed.</td>
<td>5</td>
<td>4.60</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The instructions in each task are clear and easy to be understood.</td>
<td>5</td>
<td>3.80</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Generally, the set of English instructional listening materials is well formulated.</td>
<td>5</td>
<td>4.20</td>
<td></td>
</tr>
</tbody>
</table>

The total mean of the designed materials was 4.2, it meant that the designed materials were good and acceptable for the eleventh grade students of SMA *Pangudi Luhur* 1 Yogyakarta. However, the designed materials still needed revisions based on the respondents’ evaluation comments, suggestion and feedback.

### 4.1.4.3 Comments on the Designed Set of Materials

The participants were also asked to give their comments towards the designed materials. There were some spaces for the comments available to dig out respondents’ comments.

All the respondents agreed that the designed set of listening materials was helpful for the students to develop their English listening mastery. Furthermore, they stated that the recorded material was useful for the students and the teaching learning activities were interesting so could make the students enjoy learning.
4.1.4.4 Suggestions on the Designed Set of Materials.

Respondents mentioned some suggestions to improve the designed set of English listening materials. The suggestions were as follows:

a. Some respondents said that the fonts should be improved to make the layout more interesting.

b. Respondents expected the writer to check the minor grammatical mistakes.

c. One respondent asked the writer to revise the instruction in the second and fifth activities. The instructions weren’t clear to be understood.

d. One respondent expected the writer to revise the indicators in the lesson plan unit 1. The writer mixed two operational active verbs “listen and mention…” in one point. One respondent asked the writer to check the using of punctuation.

e. In unit 9, two respondents asked the writer to revise the picture because the picture wasn’t clear enough.

f. One respondent asked the writer to check the copyrighted of pictures that are used in the designed materials.

4.1.5 Revising the Instructional Materials

In this step, the writer combined the R&D step, revising the main product and the instructional design step, revising the design material. The writer revised the design materials based on the respondents’ suggestions gathered in the evaluating the product. After revising the instructional materials, the writer presented the final version of the design materials. Dealing to the suggestions from respondents the writer decided to revise.
Based on the table of the descriptive statistics of the respondents’ opinion, the conclusion can be drawn that the designed set of English instructional materials was good designed and acceptable. The grand mean was 4.00 (can be seen in the appendix 9).

There were some revisions of the designed materials based on the respondents’ suggestions. The revision was done in order to make the designed materials better. The adjustments are as follows:

1. The fonts of the materials were verified to improve the layout so that the materials’ layout was not monotonous.
2. The grammatical mistakes were verified by the writer.
3. Some confusing instructional in designed materials was cleared by the writer. Especially the instruction in the second and fifth activities. The instructions were written from students’ point a view. They were clear and brief so that the students could understand what they had to do.
4. The indicator in the unit 1 was checked and revised by using only one operational active verb in each point.
5. The unclear picture in unit 9 was revised into the clear one. Pictures have a specific function in the designed materials because it supported the materials much than those arouse students’ interest in learning.
6. The copyrighted of the pictures has been checked and there were free. The websites address has been put, including the date when the pictures were accessed in the designed materials and the lesson plans.
4.2 Presentation of the Designed Materials

Upon the completion of designing the materials the writer administered a survey study in order to do an evaluation towards the designed set of materials so that some changes could be made for the sake of improvement. To do this, the writer distributed the questionnaire and the designed materials to the five participants an used the result of the questionnaire as the guidance to revise the designed materials and presented the final version of the designed materials.

In this section, the writer presented the final version of the designed set of English instructional listening materials to answer the second questions in the problem formulation about what the designed set of the listening materials looks like. The complete presentation of the lesson plan of the designed set of English instructional listening materials is in Appendix 10. The designed set of Supplementary Listening Materials Using Authentic Materials consists of nine units and the time allotment for each unit was 2x30’. Every unit contains five sections each; namely: Warming-up, Vocabulary, Listening for Main Ideas, Listening for the Details and Follow-up Activity and those topics are explained as follows: Unit 6, the topic is about literacy work and the forms are on a short movie and English song and the title is It’s Inspiring Me. Some activities and exercises are provided to support the topic. Listening for the main and details information are the main activities; still support with others activities such as watching a short movie. Unit 7, the topic is news report which the title is Todays News. This unit provides activities and exercise on listen the news report. The ability on listening will be enhanced through listen and find out the main and
details information from the listening passage about news report. Unit 9, the topic is story telling (narrative information) and the title is *It was an unforgettable moment*. Based on the topic, this unit provides the activities and exercises which support the students to use the expression to tell about the story using simple past properly. The students figure out the new vocabulary and identify the main and details information. Indeed, the students also identify the character based on the listening passage.

Every unit consists of five activities, namely **Warming-Up, Vocabulary, Listening for Main Ideas, Listening for Details and Follow up Activity**. Those activities are explained as follows:

1. **Warming-up**

   Warming-up is similar with discussion. It is functions as per-activity to stimulate the students’ previous knowledge. This activity also aims to attract the students’ attention to the new material. In this activity the students are expected to state their opinion. Teacher gives some questions related to the topic then students worked with their friends to help each other bring the information about the topic (Chammot, 1999:19). Pictures will be used as the supporting materials in warming-up activity and video is used as well. Variants materials such pictures and video will help students are interest to learn the topic and the teacher gives some questions and students answer and share it orally.

   In unit 6, *It’s Inspiring Me!* There are two activities first watching a short movie, students are going to watch an inspiring short movie. After watching the short movie the students answer question related to the topic. In this section the
students will make prediction related to the question. Next, the students share and discuss their answer with their friends. Students might give their opinion and comments about the answer. To cross check their prediction the short movie will be played once again. Next, unit 7 the titles is Todays News. The activity is answering some questions related to the topic. The students are asked their opinion about their frequency in watching news report and their favorite topic in news report. Soon after that, the students share and discuss their answer with other friends. They might give any comments and opinion for the answer. Last is unit 9, the titles is It was an unforgettable moment!. Unit 9 has similar activity with unit 7, the students are given question about their unforgettable experience and it might a sad, pleasant or funny experience. After that the students share their story with others students.

2. Vocabulary

The second activity will be vocabulary, in this section the students are introduced to difficult or new words that they could find in the listening passage. Introducing vocabulary is essential for the students; since it will help the students comprehend the listening passage. This step is conducted before the teacher go to the main material so that the students will not get confused of some difficult words. There are various activities for vocabulary exercises, for unit 6, It’s Inspiring Me, the students are given questions and they have to find the most appropriate words/phrases in the box that can substitute the bolded words/phrases and rewrite in the brackets. In unit 7, Todays News and unit 9, It was
Unforgettable Moment, the exercise is finding the most appropriate words that have similar meaning with the statements.

After getting ready to learn the topic, the students come to learn the main core of listening class. In listening, the students listened to the authentic materials. In this case, the students would be accustomed to the pitch and speed of the speaker.

3. Listening for Main Ideas

In the third activity, the students find the main ideas based on the listening passage. Some questions will be given to the students while listen the students need to focus on the main ideas in the passage. The activity for unit 6, It’s Inspiring Me, the students listen to a song while they listen they have to figure out theme of the song and look for other songs that have similar theme. The listening passage will be played twice. Next, unit 7, Today’s News, the students listen to the news, they will listen the passage twice then the students have to find out how many headline news and explain the headlines news. In unit 9, It was an Unforgettable Moments, the students listen to the first chapter of the Adventure of Tom Sawyer. Similar with others units the listening will be played twice and while listen they have to answer the questions related to the passage.

4. Listening to the Details.

This activity provided chances for the students to notice specific information. The drill is different with listening for the main ideas. The students are provided with some statements and they have to decide whether those statements are true or false. This activity requires students’ concentration because
the detail in the passage builds the meaning. In unit 6, *It’s Inspiring Me*, the exercise is listening to the song while they listen they have fill the blank lyrics. The listening passage will be played twice and discuss it with their friends and teacher. Unit 7, *Today’s News*, the activity is True False exercise. The students listen to another news report twice while listen they have find out the detail information to answer the questions. The questions will be several statements and they decide whether the statements are true or false. Next, the students compare and discuss it with friends and teachers. Unit 9, *It was an Unforgettable Moment*; the activity is True False exercise. The students listen to the second chapter the story of the Adventure of Tom Sawyer while as the students listen to the passage they decide and write whether the statements are T (for True) or F (for False) in the brackets and compare and discuss it with friends and teacher. The listening passage will be played twice.

5. Follow-up Activity

The purpose of class activity is the students learn in the form of spoken, written, and reading exercises without leaving the listening skill itself. The exercises are done by individual work, pair work, or group work. In this section, the students are expected to interact with the other students. Therefore, speaking skill is required in this activity.

The concept exercise in unit 6, unit 7 and unit 9 are the same. They discuss some questions related to the topic. Unit 6, *It’s Inspiring Me*, the students answer some questions related to their favorite inspiring song and it is individually task because they ask about their own opinion. Finish with it, students share and
discuss their answer with others’ friends. They might give an opinion and comments about the answer. Unit 7, *Today's News*, it is individually task, the students write about their favorite and trading news include the reason why they choose the news. Then compare and discuss it with other’s answer. They might give an opinion, comments or ask more about the news. In unit 9, *It was an Unforgettable Moment*, the students are asked their opinion about the characters of Tom Sawyer. Some characters already provided for students to be choosen, then compare and discuss their answer with others’ answers.

The complete the final designed materials including the CD of listening passage each unit can be seen in the Appendices 11.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first is the conclusion of the study. The second part provides suggestions for the English instructor who would apply the designed and also for the others researchers who would like to conduct the same type of research.

5.1 Conclusion

This study aimed to design a set of supplementary listening materials using authentic materials for the 11th grade extracurricular class of SMA Pangudi Luhur 1 Yogyakarta. There were two problems in this study. First, how a set of supplementary listening materials using authentic materials for the 11th grade extracurricular class of SMA Pangudi Luhur 1 Yogyakarta is designed. Second, what the designed a set of supplementary listening materials using authentic materials for the 11th grade extracurricular class of SMA Pangudi Luhur 1 Yogyakarta looks like.

To answer the first problem, the writer adapted Kemp’s instructional model. The result of the adaptation was six steps in designing the materials. The results were: (1) Learners Characteristics, (2) Considering Goal, Listing Topics and Stating General Purposes, (3) Specifying the Learners Objectives to be Achieved, (4) Selecting Teaching Learning Activities and Instructional Resources, (5) Evaluation the Design Materials, (6) Revision the Design Materials.
To answer the second problem, the writer presented the final version of the designed materials consisted of three units. They are

The content activities of each are: warming up (brainstorming), vocabulary, listening for main ideas, listening for details and follow up activity. The whole designed can be seen in Appendix.

5.2 Suggestion

The writer would like to give suggestions for the lecturers that are going to use the designed materials and for future researchers.

1. For English teachers
   a. Before conducting the materials, the writer should do the preparation well to give a smooth guidance for the students so that students will be able to do the graded exercises without feeling stressful.
   b. The teachers need to be creative in conducting the learning process to avoid the students’ boredom.
   c. The teachers should be able to recognize the typical class they teach. Each class has its own characteristics. Through understanding how the class involves in an activity, the teachers may choose the best technique that results in the active communication activity.

2. For future researchers
   a. The future researchers may implement this designed set of listening materials using authentic materials to see its effectiveness. Moreover, they can improve the designed set of materials based on the weaknesses found in
the implementation.

b. The future researchers are also suggested to design other sets of listening materials using authentic materials. The existences of listening materials using authentic materials are still lack because those kinds’ materials are still uncommon for some English teachers.
REFERENCES


APPENDICES
APPENDIX 1

Letter of Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SARA Dharma
Mr. Mace, Tromol Pos 29 Yogyakarta 55002. Telp. (0274) 513301, 515352, Fax. (0274) 562383

Nomor: 
PnL/Kajur/FPBS/ 

Hal: 
Permohonan Ijin Penelitian

Kepada

Yth. Kepala Sekolah
SMA Pangeran Luhur I Yogyakarta
da tempat.

Dengan hormat,

Dengan ini kami memohonkan Ijin bagi mahasiswa kami,

Nama: Mayangsara Pirena Toto
No. Mahasiswa: 04 1214 129
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Pendidikan Bahasa dan Seni
Fakultas: Keguruan dan Ilmu Pendidikan
Semester: 

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi: SMA Pangeran Luhur I Yogyakarta
Waktu: Mei 25-26 2010
Topik/Judul: A set of Supplementary Listening Materials Using Authentic Materials for the 11th Grade Extracurricular Class of SMA Pangeran Luhur I Yogyakarta

Atas perhatian dan Ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 14 Mei 2010
u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

C. Tryand, S.Pd., M.Pd.
NPP: 1680

Tembusan Yth.: 
1.
2. Dekan FKIP
APPENDIX 2

Questionnaire on the Need Survey
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Response</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What do you think about listening?</td>
<td>a. Difficult.</td>
<td>56</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Not too difficult, not too easy.</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Easy.</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Others:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interesting, even though a bit difficult.</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>2.</td>
<td>What are the problems do you face in practicing listening?</td>
<td>a. The materials are not varied.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Lacks of practice.</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. The topics are not interesting.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Difficult in concentrating.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. The recording is too fast.</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. The materials are not familiar.</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. The vocabulary is difficult.</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. The materials are too long.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. Others:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I feel nervous.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The recording was not clear.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>What do you do most when you find difficult words?</td>
<td>a. I ask my friend.</td>
<td>23</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. I ask teacher.</td>
<td>22</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. I open the dictionary.</td>
<td>18</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. I let them be.</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>4.</td>
<td>Does listening materials that are given by teachers have helped you in learning listening?</td>
<td>a. Yes.</td>
<td>26</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No.</td>
<td>42</td>
<td>62%</td>
</tr>
<tr>
<td>5.</td>
<td>What activities do you usually get in listening?</td>
<td>a. Drills.</td>
<td>17</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Question and Answer.</td>
<td>14</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Discussion.</td>
<td>10</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Problem solving.</td>
<td>7</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Filling the blanks.</td>
<td>14</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Respond to the problem.</td>
<td>6</td>
<td>9%</td>
</tr>
<tr>
<td>6.</td>
<td>What kind of materials will motivate you in learning listening?</td>
<td>a. A lot of pictures.</td>
<td>8</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. A familiar topic.</td>
<td>21</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Varied materials: using others media MP3, VCD, CD, card movie, internet source, song, poster etc.</td>
<td>39</td>
<td>57%</td>
</tr>
</tbody>
</table>
APPENDIX 3
Information Collecting Questionnaire for the Students
Nama : __________________________________
No. Absent : __________________________________
Kelas : __________________________________

Silanglah (x) untuk tiap jawaban yang anda anggap sesuai.

1. Apakah menurut anda listening sulit?
   a. Sulit
   b. Cukup sulit
   c. Mudah
   d. Lainnya…………………………………………………………………………………………………………………………………………………………

   Jika jawaban anda A (sulit) silahkah lanjut menjawab pertanyaan no.2.
   Jika jawaban anda B,C atau D silahkan lanjut menjawab pertanyaan no.3

2. Permasalahan apa yang anda hadapi saat berlatih listening: (boleh pilih lebih dari satu)
   a. Materi tidak bervariasi
   b. Porsi latihan yang sedikit
   c. Materi tidak menarik
   d. Sulit berkonsentrasi
   e. Rekaman terlalu cepat
   f. Materi yang tidak terlalu familiar
   g. Kosakata yang sulit
   h. Materi yang terlalu panjang
   i. Lainnya………………………………………………………………………………………………………………………………………………

3. Apa yang sering anda lakukan ketika menemukan kesulitan?
a. Tanya teman  
b. Tanya guru  
c. Membuka kamus  
d. Membiarkanya  
e. Lainnya……………………………………………………………………………………………………………

4. Apakah materi yang diberikan oleh guru anda sudah membantu anda dalam listening?  
a. Sudah  
b. Belum  
c. Lainnya……………………………………………………………………………………………………………

5. Aktifitas seperti apa yang anda biasa lakukan dalam listening?  
a. Latihan  
b. Tanya jawab  
c. Diskusi  
d. Problem solving (pemecahan masalah)  
e. Filling the blank (melengkapi kata yang kosong)  
f. Respond the problem (merespon permasalahan)  
g. Lainnya……………………………………………………………………………………………………………

6. Aktifitas seperti apa yang memotivasi anda dalam belajar listening?  
a. Materi yang seperti sebelumnya  
b. Banyak gambar  
c. Topik yang familiar  
d. Materi yang bervariasi, menggunakan: MP3, VCD, CD, Kartu, film, Internet, poster dll.
e. Lainnya

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 4

Formative Evaluation Questionnaire
MATERIALS EVALUATION QUESTIONNAIRE

A SET OF SUPPLEMENTARY LISTENING MATERIALS USING AUTHENTIC MATERIALS FOR THE 11TH GRADE EXTRACURRICULAR CLASS OF SMA PANGUDI LUHUR 1 YOGYAKARTA

Name : 
Sex : 
Age (optional): 
Educational background:  
☐ Bachelor degree (S1)  
☐ Master Degree (S2)  
☐ Doctoral Degree (S3)  
☐ (Other) __________________

Teaching Experience:  
☐ 1-5 years  
☐ 6-10 years  
☐ 11-15 years  
☐ 16-20 years  
☐ <20 years

Put a cross in one of the five points of agreement column for each statement.

<table>
<thead>
<tr>
<th>Points of agreement</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly disagree (SD)</td>
</tr>
<tr>
<td>2</td>
<td>Disagree (D)</td>
</tr>
<tr>
<td>3</td>
<td>Undecided (U)</td>
</tr>
<tr>
<td>4</td>
<td>Agree (A)</td>
</tr>
<tr>
<td>5</td>
<td>strongly agree (SA)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The standard competencies are well formulated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The basic competencies are well formulated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>The indicators are well formulated.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>The indicators are able to support the attainment of basic competencies.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>The topics are well selected</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>The listening materials are match with the competencies and indicators.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>The pre activity, main activity, and the post activity are well developed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The materials are relevant to the topics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The materials are able to develop the students’ listening skill.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The tasks in each unit are sufficient for one meeting (2x40 minutes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The tasks support competencies achievements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The tasks in each topic are able to facilitate the students to comprehend the topic being discussed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The instructions in each task are clear and easy to understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Generally, the set of English instructional listening materials is well elaborated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What is (are) your comment(s) about the overall materials?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. What are the strengths of the set of English instructional listening materials?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
3. What are the weaknesses of the set of English instructional listening materials?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What are your suggestions in order for improvements?

________________________________________________________________________
________________________________________________________________________

THANK YOU
APPENDIX 5

Syllabus
ENGLISH EXTRACURRICULAR CLASS
FOR THE 11TH GRADE STUDENTS
SMA PANGUDI LUHUR 1 YIGYAKARTA

Time allocation: 2 X 30’ class minutes
Skill: Listening

1. Course Description
   English extracurricular class is a compulsory activity for all students that is conducted after the school hours. There are two main purposes in extracurricular activity, first is to re-discuss the materials that are discussed in regular class. Second is to give additional materials that can support and apply on student daily activity. This activity is set to train students’ listening skill as well as improving their literacy skills. The topic used in the class cover extensive areas of inquiry in their daily conversation. In facilitating independent learning the task mostly do individually.

2. Competence Standard (Goal of the course)
   Be able to understand the meanings in formal and sustained transactional and interpersonal daily life conversation the interactional or monologue text in the form of descriptive, narrative, recount, literary works, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

Topics and the titles of listening materials are presented as follows:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Offering help and comparing</td>
<td>Can I help you?</td>
</tr>
<tr>
<td></td>
<td>products</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Numbers and describing things</td>
<td>The red shoes</td>
</tr>
<tr>
<td>3.</td>
<td>Appearances and feeling</td>
<td>Who are they?</td>
</tr>
<tr>
<td>4.</td>
<td>Signs and expressing ideas</td>
<td>Caution wet!</td>
</tr>
<tr>
<td>5.</td>
<td>Giving direction and expression wants and needs</td>
<td>It’s a beautiful city!</td>
</tr>
<tr>
<td>6.</td>
<td>Literacy works: short movie and song</td>
<td>It’s inspiring me!</td>
</tr>
</tbody>
</table>
3. Evaluation
The students are evaluated through
a. Students’ active participants
b. Students’ performance in class
c. Home assignment
d. Progress test
e. Exam

4. References

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Report (world news)</td>
<td>Todays News</td>
</tr>
<tr>
<td>8.</td>
<td>Preferences and capabilities</td>
<td>I prefer singing to dancing</td>
</tr>
<tr>
<td>9.</td>
<td>Telling story (The adventure of Tom Sawyer)</td>
<td>It was an unforgettable moment!</td>
</tr>
</tbody>
</table>
APPENDIX 6
Lesson Plans
Extracurricular SMA Pangudi Luhur 1 Yogyakarta

Semester 1

**Competency standard**: Be able to understand the meanings in formal and sustained transactional and interpersonal daily life conversation the interactional or monologue text in the form of descriptive, narrative, recount, literary works, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

**Listening Material**: Can I help you?
**Listening Source**: www.bbcradio.com

**Unit**: 1. Can I help you?

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
</table>
| • Understanding the transactional and interactional discourse in the form of descriptive and report genres that direct to the various interpersonal meaning about offering help and comparing products. | At the end of the meeting, the students will be able to:  
   • Respond the conversation about comparison and offering help.  
   • Identify the similar vocabulary  
   • Identifying the some expression in offering helps and comparing some products. | 1. Warming up | 2 X 40’ | 1. A set of computer  
2. A viewer  
3. White board and markers  
4. Handout |
<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the transactional and interactional discourse in the form of descriptive and report genres that direct to the various interpersonal meaning about offering help and comparing products.</td>
<td>At the end of the meeting, the students will be able to:</td>
<td>2. Vocabulary</td>
<td>5. The students choose the most appropriate word in the box and then discuss their answer with the teacher.</td>
<td>2 X 40’</td>
<td>1. A set of computer 2. A viewer 3. White board and markers 4. Handout</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Listening for main ideas</td>
<td>Main Task: 6. The students listen to the passage twice to get the main idea of the passage about the chosen products and reason why the customer wants to buy the product.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Listening for details</td>
<td>7. The students listen to the second passage. As the students listen to the passage, they pay attention to the detail information, so that they can complete the statements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Follow up activity</td>
<td>Post task: 8. The students ask to perform a role-play as buyer and seller. 9. Teacher discusses the students’ task. 10. The students review the lesson with the teacher. 11. The students respond teacher’s closing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Extracurricular SMA Pangudi Luhur 1 Yogyakarta

Semester 1

**Competency standard**: Be able to understand the meanings in formal and sustained transactional and interpersonal daily life conversation the interactional or monologue text in the form of descriptive, narrative, recount, literary works, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

**Listening Material**: Kinds of Products

**Listening Source**: BBC Radio 7

**Unit**: 2. The Red Shoes

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the transactional and interactional discourse in the form of</td>
<td>At the end of the meeting, the students will be able to:</td>
<td>Pre task:</td>
<td>1. <strong>Warming up</strong></td>
<td>2 X 40'</td>
<td>1. A set of computer</td>
</tr>
<tr>
<td>descriptive and recount genres that direct to the various interpersonal meaning</td>
<td>- Respond to the conversations about cardinal and ordinal numbers, colours</td>
<td>2. <strong>Vocabulary</strong></td>
<td>2. The students greet the teacher.</td>
<td></td>
<td>2. A viewer</td>
</tr>
<tr>
<td>about numbers and describing things.</td>
<td>and shapes, sizes.</td>
<td>3. <strong>Vocabulary</strong></td>
<td>3. The students discuss the question and</td>
<td></td>
<td>3. White board and markers</td>
</tr>
<tr>
<td></td>
<td>- Identify the similar vocabulary.</td>
<td>4. <strong>Vocabulary</strong></td>
<td>share their answer with their friends.</td>
<td></td>
<td>4. Handout</td>
</tr>
<tr>
<td></td>
<td>- Identify the expression of asking and answering colours, shapes, sizes,</td>
<td>5. <strong>Vocabulary</strong></td>
<td>4. Teacher asks student to share their</td>
<td></td>
<td>5. Picture many kinds of</td>
</tr>
<tr>
<td></td>
<td>and prices.</td>
<td></td>
<td>answer in front of the class and discuss it.</td>
<td></td>
<td>gifts.</td>
</tr>
<tr>
<td></td>
<td>Identify the products.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pre task**

1. The students greet the teacher.
2. The students discuss the question and share their answer with their friends.
3. Teacher asks student to share their answer in front of the class and discuss it.
<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
</table>
| Understanding the transactional and interactional discourse in the form of descriptive and recount genres that direct to the various interpersonal meaning about numbers and describing things. | At the end of the meeting, the students will be able to:  
- Respond to the conversations about cardinal and ordinal numbers, colours and shapes, sizes.  
- Identify the similar vocabulary.  
- Identify the expression of asking and answering colours, shapes, sizes, and prices.  
- Identify the products. | 3. Listening for main ideas  
4. Listening for details  
5. Follow up activity | Main Task:  
1. The students listen to the passage twice to get the main idea of the passage about fashion and the stuff.  
2. The students listen to the second passage. As the students listen to the passage, they pay attention to the detail information, so that they can complete the statements. | 2 X 40' | 1. A set of computer  
2. A viewer  
3. White board and markers  
4. Handout  
5. Picture many kinds of gifts. |
Competency standard: Be able to understand the meanings in formal and sustained transactional and interpersonal daily life conversation the interactional or monologue text in the form of descriptive, narrative, recount, literary works, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

Listening Material: Appearances and feelings.
Listening Source: www.voanews.com

Unit: 3. Who are they?

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
</table>
| Understanding and identifying the transactional and interactional discourse in the form of the descriptive and exposition genres that direct to the various interpersonal meaning about people’s appearances and feelings. | At the end of the meeting, the students will be able to:  
- Respond to the conversation about people’s characteristics and appearances.  
- Identify the similar vocabulary.  
- Identify people’s appearances and feeling. | 1. Warming up | Pre task:  
1. The students greet the teacher.  
2. The students discuss the question and share their answer with their friends.  
3. Teacher asks student to share their answer in front of the class and discuss it. | 2 X 40’ | 1. A set of computer  
2. A viewer  
3. White board and markers  
4. Handout  
5. ‘Who is it?’ game. Elementary Communication games. |
<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
</table>
| Understanding and identifying the transactional and interactional discourse in the form of the descriptive and exposition genres that direct to the various interpersonal meaning about people’s appearances and feelings. | At the end of the meeting, the students will be able to:  
- Respond to the conversation about people’s characteristics and appearances.  
- Identify the similar vocabulary.  
- Identify people’s appearances and feeling. | 2. Vocabulary | 4. The students choose the most appropriate word in the box and then discuss their answer with the teacher. | 2 x 40’ | 1. A set of computer  
2. A viewer  
3. White board and markers  
4. Handout  
5. ‘Who is it?’ game. Elementary Communication games. |
| 2. Vocabulary | 3. Listening for main ideas | Main Task: 2 The students listen to the passage twice to get the main idea of the passage about people’s characteristics and their position in company. | |
| 3. Listening for details | 4. Listening for details | 3 The students listen to the second passage. As the students listen to the passage, they pay attention to the detail information, so that they can complete the statements. | |
| 5. Follow up activity | Post task: 1. Teacher gives clues and finds the correct pictures based on the given clues.  
2. Teacher discusses the students’ task.  
3. The students review the lesson with the teacher.  
4. The students respond teacher’s closing. | | | |
Competency standard: Be able to understand the meanings in formal and sustained transactional and interpersonal daily life conversation the interactional or monologue text in the form of descriptive, narrative, recount, literary works, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

Listening Material: Signs
Listening Source: [www.oprahshow.com](http://www.oprahshow.com)
Unit: 4. Caution Wet!

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
</table>
| Understanding the transactional and interactional discourse in the form of anecdote, analytical exposition, and discussion genres about that direct to the various interpersonal meaning about some signs and expressing the idea. | At the end of the meeting, the students will be able to:  
- Identify the similar vocabulary  
- Respond the anecdote conversation a sign.  
- Identify and retell the correct pictures about possibilities and signs.  
- Develop a composition of a sign and the possibilities that might happen if someone ignores it. | Pre task:  
1. The students greet the teacher.  
2. The students discuss the question and share their answer with their friends.  
3. Teacher ask student to share their answer in front of the class and discuss it. | 2 X 40' | 1. A set of computer  
2. A viewer  
3. White board and markers  
4. Handout  
5. Signs and meaning cards |
<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
</table>
| ▪ Understanding the transactional and interactional discourse in the form of anecdote, analytical exposition, and discussion genres about that direct to the various interpersonal meaning about some signs and expressing the idea. | At the end of the meeting, the students will be able to:  
  ▪ Identify the similar vocabulary  
  ▪ Respond the anecdote conversation a sign.  
  ▪ Identify and retell the correct pictures about possibilities and signs.  
  ▪ Develop a composition of a sign and the possibilities that might happen if someone ignores it. | 2. Vocabulary                                                                                                                                                                                                  | 4. The students choose the most appropriate word in the box and then discuss their answer with the teacher.                                                                                                   | 2 x 40'         | 1. A set of computer  
  2. A viewer  
  3. White board and markers  
  4. Handout  
  Signs and meaning cards                                                                 |
Competency standard: Be able to understand the meanings in formal and sustained transactional and interpersonal daily life conversation the interactional or monologue text in the form of descriptive, narrative, recount, literary works, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

Listening Material: It’s a beautiful city
Listening Source: www.bbcradio7.com

Unit: 5. It’s a Beautiful City

<table>
<thead>
<tr>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying the transactional and interactional discourse in the form of description genre that direct to the various interpersonal meaning about giving direction and expressing wants and needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the meeting, the students will be able to:</td>
</tr>
<tr>
<td>- Identify the similar vocabulary</td>
</tr>
<tr>
<td>- Respond to the listening about description of some locations.</td>
</tr>
<tr>
<td>- Identify the expression of asking and giving direction.</td>
</tr>
<tr>
<td>- Identify the expression of expressing wants and needs.</td>
</tr>
<tr>
<td>- Identify the places that will be visited by the speakers and the speakers’ needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Warming up</td>
</tr>
<tr>
<td>Pre task:</td>
</tr>
<tr>
<td>1. The students greet the teacher.</td>
</tr>
<tr>
<td>2. The students discuss the question and share their answer with their friends.</td>
</tr>
<tr>
<td>3. Teacher ask student to share their answer in front of the class and discuss it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allocation</td>
</tr>
<tr>
<td>Media</td>
</tr>
<tr>
<td>2 X 40’</td>
</tr>
<tr>
<td>1. A set of computer</td>
</tr>
<tr>
<td>2. A viewer</td>
</tr>
<tr>
<td>3. White board and markers</td>
</tr>
<tr>
<td>4. Handout</td>
</tr>
</tbody>
</table>
## Basic Competence

- Identifying the transactional and interactional discourse in the form of description genre that direct to the various interpersonal meaning about giving direction and expressing wants and needs.

## Indicators

At the end of the meeting, the students will be able to:

- Identify the similar vocabulary
- Respond to the listening about description of some locations.
- Identify the expression of asking and giving direction.
- Identify the expression of expressing wants and needs.

Identify the places that will be visited by the speakers and the speakers’ needs.

## Materials

- Vocabulary

## Learning Activities

4. The students choose the most appropriate word in the box and then discuss their answer with the teacher.

### Main Task:

5. The students listen to the passage twice to get the main idea of the passage by identifying the places where the speakers want to drop and the name of place the speakers want to visit.

6. The students listen to the second passage. As the students listen to the passage, they pay attention to the detail information, so that they can complete the statements

### Follow up activity

7. The students work in pairs. They exchange the information on the incomplete map by asking and giving direction.

8. Teacher discusses the students’ task.

9. The students review the lesson with the teacher.

10. The students respond teacher’s closing.

### Time Allocation

2 X 40’

1. A set of computer
2. A viewer
3. White board and markers
4. Handout

### Media
Competency standard: Be able to understand the meanings in formal and sustained transactional and interpersonal daily life conversation the interactional or monologue text in the form of descriptive, narrative, recount, literary works, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

**Listening Material**: Short movie and songs

**Listening Source**: www.youtube.com

**Image source**: http://www.google.co.id/images?q=best+friend+picture Accessed on August 8, 2010

**Unit**: 6. It’s inspiring me!

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
</table>
| **Understanding and identifying the transactional and interactional discourse in the form of literary work that direct into interpersonal about English song and movie.** | Students are able to:  
- Respond to the listening passage.  
- Identify the similiar vocabulary  
- Identify the song’s topic | 1. Warming up | **Pre task:**  
1. The students greet the teacher.  
2. Teacher plays the short movie  
3. The students discuss the question and share their answer with their friends.  
4. Teacher discuss the students’ answer | 2 X 40’ | 1. A set of computer  
2. A viewer  
3. White board and markers  
4. Handout |
<p>| 2. Vocabulary | 5. The students choose the most appropriate word in the box and then discuss their answer with the teacher. | | | | |</p>
<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
</table>
| Understanding and identifying the transactional and interactional discourse in the form of literary work that direct into interpersonal about English song and movie. | Students are able to:  
  - Respond to the listening passage.  
  - Identify the similar vocabulary  
  - Identify the song’s topic | 3. Listening for main ideas | **Main Task:**  
  6. The students listen to the passage twice to get the main idea of the passage. | 2 X 40’          | 1. A set of computer  
  2. A viewer  
  3. White board and markers Handout |
|                                                                                 |                                                                            | 4. Listening for details    | 7. The students listen to the second passage. As the students listen to the passage, they pay attention to the detail information, so that they can complete the statements. |                 |                        |
|                                                                                 |                                                                            | 5. Follow up activity      | **Post task:**  
  8. The students write their opinion about the favorite song  
  9. Teacher discusses the students’ task.  
  10. The students review the lesson with the teacher.  
  11. The students respond to teacher’s closing. |                 |                        |
Extracurricular SMA Pangudi Luhur 1 Yogyakarta

Semester 1

**Competency standard**: Be able to understand the meanings in formal and sustained transactional and interpersonal daily life conversation the interactional or monologue text in the form of descriptive, narrative, recount, literary works, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

**Listening Material**: World News

**Listening Source**: BBC radio 7

**Image source**:
- [http://www.google.co.id/images?q=picture+boy+and+his+sail&um=1&hl=id&tbs=isch:1&ei=7EvTPHLFI5G1rAFHmMm-DA&sa=N&start=108&ndsp=18](http://www.google.co.id/images?q=picture+boy+and+his+sail&um=1&hl=id&tbs=isch:1&ei=7EvTPHLFI5G1rAFHmMm-DA&sa=N&start=108&ndsp=18) Accessed in August 06, 2010

**Unit**: 7. Today's News

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
</table>
| Understanding and identifying the transactional and interactional discourse in the form of the report. | The students are able to:  
- Respond to the listening passage about text report  
- Identify the main ideas in the listening passage about text report  
- Identify specific information in a listening passage about text report | 1. Warming up | Pre task:  
1. The students greet the teacher.  
2. The students discuss the question and share their answer with their friends.  
3. Teacher ask student to share their answer in front of the class and discuss it. | 2 X 40’ | 1. A set of computer  
2. A viewer  
3. White board and markers  
4. Handout |
<table>
<thead>
<tr>
<th>▪ Identify the similar vocabulary</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Vocabulary</td>
<td>4. The students choose the most appropriate word in the box and then discuss their answer with the teacher.</td>
<td></td>
</tr>
<tr>
<td>3. Listening for main ideas</td>
<td><strong>Main Task:</strong> 5. The students listen to the passage twice to get the main idea of the passage.</td>
<td></td>
</tr>
<tr>
<td>4. Listening for details</td>
<td>6. The students listen to the second passage. As the students listen to the passage, they pay attention to the detail information, so that they can complete the statements.</td>
<td></td>
</tr>
<tr>
<td>5. Follow up activity</td>
<td><strong>Post task:</strong> 7. The students write their favorite update news. 8. Teacher discusses the students’ task. 9. The student review the lesson with the teacher. The students respond teacher’s closing.</td>
<td></td>
</tr>
</tbody>
</table>
Extracurricular SMA Pangudi Luhur 1 Yogyakarta  
Semester 1

**Competency standard**: Be able to understand the meanings in formal and sustained transactional and interpersonal daily life conversation the interactional or monologue text in the form of descriptive, recount, narrative, literary works, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

**Listening Material**: preferences and capabilities

**Listening Source**: www.voanews.com

**Unit**: 8. I prefer singing to dancing

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
</table>
| ▪ Understanding the transactional and interactional discourse in the form of news item genre that direct to the various interpersonal meaning about preferences and capabilities. | At the end of the meeting, the students will be able to:  
▪ Respond to the conversation about preferences and capabilities.  
▪ Identify the similiar vocabulary.  
▪ Identify the expressions about preferences and capabilities. | 1. Warming up  
Pre task:  
1. The students greet the teacher.  
2. The students discuss the question and share their answer with their friends.  
3. Teacher ask student to share their answer in front of the class and discuss it. | 2 X 40’ | 1. A set of computer  
2. A viewer  
3. White board and markers  
4. Handout |
| ▪ 2. Vocabulary                                                                  | 4. The students choose the most appropriate word in the box and then discuss their answer with the teacher. |           |                                       |                 |                                 |

**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
</table>
| ▪ Understanding the transactional and interactional discourse in the form of news item genre that direct to the various interpersonal meaning about preferences and capabilities. | ▪ At the end of the meeting, the students will be able to:  
  ▪ Respond to the conversation about preferences and capabilities.  
  ▪ Identify the similiar vocabulary. Identify the expressions about preferences and capabilities.                                                                                                                                                                                                 | 3. Listening for main ideas  
  5. The students listen to the passage twice to get the main idea of the passage by identifying someone’s capability.                                                                                                                                                                                                                              | 2 x 40’                                                                                                                                                                                                                                                                                                                                |                | 1. A set of computer  
  2. A viewer  
  3. White board and markers  
  4. Handout                                                                 |
Extracurricular SMA Pangudi Luhur 1 Yogyakarta  
Semester 1

**Competency standard**: Be able to understand the meanings in formal and sustained transactional and interpersonal daily life conversation and the interactional or monologue text in the form of descriptive, narrative, recount, literary works, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

**Listening Material**: The story of Tom Sawyer  
**Listening Source**: [www.bbcradio.com](http://www.bbcradio.com)  

**Unit**: 9. It was an unforgatable moment!

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Materials</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
</table>
| ▪ Understanding and identifying the transactional and interactional discourse in the form of narrative genre that direct to the various interpersonal meaning about an event using past tense. | The students are able to:  
▪ Respond to the conversation about narrative information using past tense  
▪ Identify the similar vocabulary  
▪ Identify the main ideas based on listening passage  
▪ Identify specific information based on listening passage  
▪ Identifying the characters based on the story. | 1. Warming up  
Pre task:  
1. The students greet the teacher,  
2. The students discuss the question and share their answer with their friends.  
3. Teacher ask student to share their answer in front of the class and discuss it. | 2 X 40’ | 1. A set of computer  
2. A viewer  
3. White board and markers  
4. Handout |
<table>
<thead>
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<td>2. Vocabulary</td>
<td>4. The students choose the most appropriate word in the box and then discuss their answer with the teacher.</td>
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<td>Main Task:</td>
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<td>1. The students listen to the passage twice to get the main idea of the passage about the adventure of Tom Sawyer Chapter 1.</td>
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<td>2. Listening for details</td>
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<td>2 The students listen to the second passage about the adventure of Tom Sawyer Chapter 2. As the students listen to the passage, they pay attention to the detail information, so that they can complete the statements.</td>
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<td>3. Follow up activity</td>
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<td>Post task:</td>
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<td>3 The students write their opinion about the character in the listening passage.</td>
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<td>4 Teacher discusses the students’ task.</td>
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<td>5 The students review the lesson with the teacher.</td>
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<td>The students respond teacher’s closing.</td>
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APPENDIX 7

Presentation of the Materials
UNIT 6
IT'S INSPIRING ME

WARMING UP

Check this out: A movie about uncommon friendship will be played for you after that answer these following questions. Just speak up.
1. Will Christian remember with their old friends (John Randall & Ice Berg)? Give a reason for your answer.
2. Do you have best friend/s? What kind of best friend/s do you have?

VOCABULARY

Find the most appropriate words/phrases in the box that can substitute the bolded words/phrases and rewrite in the brackets. Number one has been done for you.
1. The town hasn't altered (changed) much since I left.
2. She is a timid girl (________) She always hides when she meets somebody that she crushes on.
3. My parent is interested on (________) to know what the children do in the class every day.
4. We like the way my teacher in teaching us. She observes (________) and helps us when we still don’t understand about the materials.

5. He looked so sad (______) when knew that she couldn't pass examination.
6. Her arrival is light up (______) his gloomy day.
7. Don’t hesitate! Just phone (______) anytime you need my help.

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<td>Shy</td>
<td>changed</td>
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3. LISTENING FOR MAIN IDEAS
Answer the following questions based on the listening passage. Compare your answer with your friends’ work.
1. What do the song’s lyrics talk about?

………………………………………………………………………………………………………………………………
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2. Give other example of songs that have similar topic with the listening passage.

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4. LISTENING FOR DETAILS
While you listen, fill in the blanks. Compare your answer with your friends’ work.

YOU’VE GOT A FRIEND
BY: CAROLE KING

When you’re (1)......... and (2) ...........
And you need some (3)...........................
And nothing, nothing is going right
(4).......... your eyes and think of me
And soon I will be there
To (5) ...................... even your darkness night
#You just (6) ................ my name
And you know wherever I am
I'll come (7) ................ to see you again
Winter (8) .................., summer or (9) ...........
All you have to do is (10)........
And I'll be there
You've (11) ........................
If the sky above you
Grows dark and full of clouds
And that old north wind begins to blow
Keep your (12)............ together
And call my name out (13)........
Soon I'll be(14) ............. upon your door

Back to #
Ain't it good to know that you've got a friend?
When people can be so cold
They'll hurt you and desert you
And take your soul if you let them
Oh but don't you let them

Back to #

Song's lyric taken from:
http://www.iloveblue.com/lirik/lyric Accessed on Tuesday, August 10, 2010
Image source:
FOLLOW-UP ACTIVITY

Answer these following questions and discuss with your friends.

1. What is your favorite or inspiring song?
   ........................................................................................................................................

2. What does your favorite or inspiring song tell about?
   ........................................................................................................................................

3. Give your reasons why you like that song.
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   ........................................................................................................................................
   ........................................................................................................................................
Discuss with your friends these questions below. Just speak up!

1. Do you always provide your time to watch a news report?
2. What kind of report do you like to watch (politic, social, culture, education, sports, fashion etc.)? Give your reason.
VOCABULARY

Find the most appropriate words below that have similar meaning with the statements.

Number one has been done for you.

1. (....C.) Coming together again of things or people that have been divided.
2. (......) Go from place to place.
3. (......) Something such as a prize that is given in recognition of somebody’s achievement.
4. (......) A building where goods are manufactured on large scale using machinery.
5. (......) An exciting or extraordinary events or series of events.
6. (......) To recognize somebody or something and to be able say who or what he, she or it is.
7. (......) A holder of office in government department.
8. (......) Something that is given to the winner of the contest.
9. (......) Annual tennis match that holds US.
10. (......) A man who catches fish as an occupation or sport.
11. (......) Affecting by or experiencing a storm.

e. US Open  f. Travelled  g. Award  h. Official
i. Fisherman  j. Prize  k. Adventure

Image source:
LISTENING FOR MAIN IDEAS

Answer these following questions based on the listening passage. Compare your answer with your friends' work.

1. How many headline news are the listening passage?

2. Explain what is the headlines news talking about in the listening passage?

LISTENING FOR DETAILS

Decide whether these statements are true or false. As you listen to the passage please write T (for True) or F (for False) in the brackets. Compare your answer with your friends' work.

1. _____ The workers of factories in Cambodia were angry and thousands stop working protested about their paid.
2. _____ The 9 years old boy who travelled by mistake finally met their family after 6 months adventure.
3. _____ The boy was identified by the Abudabi official and the family saw him on TV.
4. _____ Lady Gaga got 9 prices at MTV Awards.
5. _____ Justin Bieber got award for the new artist at MTV Award.
6. _____ Jacobic as a winner for the man US open final.
7. _____ The basketball match was between US and Turkey.
8. _____ The fisherman is from Papua.
9. _____ Benedict Jaw lose in the sea for 3 weeks.
10. _____ Bennedict kept alive because he ate coconut and collected the rain water for drink.
Write your most favorite news topic and give the update/trading news from it. Compare your answer with other friends. You may ask and add some information on it.
UNIT 9

IT WAS AN UNFORGETTABLE MOMENT

WARMING UP

Discuss with your friends your unforgettable experience when you were a child. It might be your sad/happy/funny experience. Compare your story with other friends. Just speak up!

Find the most appropriate words/phrases in the box that has similar meaning with the statements. Number one has been done for you.

1. (....e....) To take hold of something quickly, suddenly or forcefully.
2. (.........) To strike somebody or something deliberately with the hand or something held in it.
3. (.........) To escape or flee from somebody or something.
4. (.........) A structure built to surround an area and act as a barrier.
5. (.........) To act in particular way that express character.
6. (.........) To follow instruction or behave along with law, rule or order.
7. (.........) A container, usually in cylinder shape with an open top.
8. (.........) Tool with a short stiff hair attached to handle. Use for painting or polishing.
9. (.........) A boat with an engine powered by steam.
10. (.........) Toy for flying. Flown for fun in the wind.

VOCABULARY

a. Bucket  
b. Ran away  
c. Behaved  
d. A kite  
e. Grabbed  
f. Obey  
g. Brush  
h. Fence  
i. Steamboat  
j. Hit

LISTENING FOR MAIN IDEAS

Answer the following questions based on the listening passage of Tom Sawyer (Chapter 1). Compare your answer with your friends' work. Write it down:

1. Who is Tom’s aunt name?

2. What is Tom doing in the food cupboard?

3. How old is Tom? And where does he live?

4. What is punishment Tom’s aunt giving to Tom on Saturday?

LISTENING FOR DETAILS

Decide whether these statements are true or false. As you listen to the passage of Tom Sawyer (Chapter 2), please write T (for True) or F (for False) in the brackets. Compare your answer with your friends' work.

1. (____) Tom had to paint the fence of Aunt Polly’s garden.
2. (____) Tom was please to paint the fence.
3. (____) Ben Rogers was making sounds like the bell on the steamboat.
4. (____) Ben Rogers was holding a green apple.
5. (____) Tom was pretending to be interested in painting to attract Ben’s attention.
6. (____) Ben was bartering his apple with painting the fence.
7. (____) Billy Wisher was bartering his toy car with painting the fence.
8. (____) When morning passed, Tom had a kite, a cat, a short piece rope, a cake, ten rounds stone and a metal door handle.
Please write your opinion about the question below.
According to your opinion which character belongs to Tom Sawyer? You may choose more than one and give your reason. Write your opinion in the blue box below.

1. He is a clever boy.
2. He is a naughty boy.
3. He is a funny boy.
4. He is a clumsy boy.
5. He is a nice boy
6. He is a cheerful boy.
7. He is a cunning boy.

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**Introduction**

**A. Warming-Up**
Warming-up is intended for activating and building preexisting knowledge. The aim of this section is to help students get ready for the task by thinking about what they have already known. By having in mind what the students have already known, it is easier for the students to comprehend and learn new information since they related with preexisting knowledge (Chamot et al, 1999:19).

The students are to respond the questions in whole class or in group setting. This activity is intended to help the students to build their preexisting knowledge. Except questioned and answered, in some units there will be a watching movie activity. The movies are as the variant supporting material so that students more interest. After watching the movie the students will answer the questions related to the movie and discuss it in whole class or group setting.

**B. Vocabulary**
In this activity, the difficult new words are introduced. Knowing the meaning of difficult new words is very important since it played an essential role in helping the students comprehend the listening passage and enriching their vocabulary. The exercise is to read the statements and find out the similar phrase or words that have alike meaning with the statements.

**C. Listening for main ideas**
In this section, the students are to pay attention to the main ideas of listening passage, not the supporting details. In doing the exercise, the teacher has to discuss the questions first. It is done to help the students to do the task. The teacher may play the recording twice. In answering the question there is a discussion with whole class, while discussing and checking the answers teacher can play the recording once again to avoid the misunderstanding.

**D. Listening for details**
In this activity, the students have to notice to the details information. The teacher must guide the students to learn the knowledge in deep meaning not just surface understanding, in doing the exercise the teacher has to discuss the question first. In answering the question there is a discussion with whole class, while discussing and checking the answers teacher can play the recording once again to avoid the misunderstanding.
E. Follow-Up Activity

There are two kinds of activity in this section, first is speak up. In this activity, the students have to share their thought based on the questions. It is expected that the students will synthesize the information that they get from the listening passage. The second is writing activity, in this section is alike speak up activity but the students have to write down their thought or opinion. Afterwards there will be a small discussion with their friends. During the discussion, the students will likely to have different opinion each other, in this case the teacher acted as the mediator of the discussion.
A. Warming-Up

It is an introduction to the topic. First, the students are watching to the short movie. In the middle of the movie the teacher will stop the movie and the students answer the question related to the topic. The question is asking the students to make some predictions what will be occurred next on the movie. To learn deeper about the topic the students are given opportunity to compare their story by sharing with their friends. In this section, teacher needs to encourage the students to speak up.

B. Vocabulary

The students will find the new vocabularies in the listening passage. They can understand the passage listening easier by knowing the meaning of new words that can be found in the passage. In this section, the students need to find the most appropriate words/phrases which can substitutes the bolded words/phrases. When they have finished, the teacher can discuss the answer.

1. The town hasn’t **altered** (changed) much since I left.
2. She is a **timid** girl (**shy**) She always hides when she meets somebody that she crushes on.
3. My parent is **interested on** (**care**) to know what the children do in the class every day.
4. We like the way my teacher in teaching us. She **observes** (sees) and helps us when we still don’t understand about the materials.
5. He looked so **sad** (**down**) when knew that she couldn’t pass examination.
6. Her arrival is **light up** (**brighten up**) his gloomy day.
7. Don’t hesitate! Just **phone** (**call**) anytime you need my help.

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C. Listening for main ideas

In this section, the students will answer the questions based on the listening song ‘U’ve got a friend’ from Carole King. The song will be played twice while listen to the song the students have to answer the questions related to the topic. It is objectives questions because it is asking about students’ opinion then the students might answer it according to their own opinion. Right after completing the task, the teacher may discuss the students’ answer in whole class discussion.

D. Listening for details

In this section, the students will listen to the similar song. While listen the students have to complete the blank lyrics. The song will be played twice.

YOU’VE GOT A FRIEND
BY: CAROLE KING

When you’re down and troubled
And you need some loving care
And nothing, nothing is going right
Close your eyes and think of me
And soon I will be there
To brighten up even your darkest night

You just call out my name
And you know wherever I am
I’ll come running to see you again
Winter, spring, summer or fall
All you have to do is call
And I’ll be there
You’ve got a friend

If the sky above you
Grows dark and full of clouds
And that old north wind begins to blow
Keep your head together
And call my name out loud
Soon you’ll hear me knocking upon your door
Ain’t it good to know that you’ve got a friend?
When people can be so cold
They’ll hurt you and desert you
And take your soul if you let them
Oh but don’t you let them

E. Follow-Up Activity

It is the final activity part of the unit, where the students are asked to write and discuss their favorite or inspiring song and what the song is telling about. The students should give reason why they like that song. Each student may have different answer. Then, students share and discuss their question with other friends. They might give an opinion or comments. The teacher can discuss what the students have got in whole class discussion.
Todays News

A. Warming-Up

The activity is answering some questions related to the topic. The students are asked their opinion about their frequency in watching news report and their favorite topic in news report. Soon after that, the students share and discuss their answer with other friends. They might give any comments and opinion for the answer.

B. Vocabulary

The students will find the new vocabularies in the listening passage. They can understand the passage listening easier by knowing the meaning of new words that can be found in the passage. In this section, the students need to find the most appropriate words/phrases which can substitutes the bolded words/phrases. When they have finished, the teacher can discuss the answer.

1. (...C..) Coming together again of things or people that have been divided.
2. (...F..) Go from place to place.
3. (...J...) Something such as a prize that is given in recognition of somebody’s achievement.
4. (...B..) A building where goods are manufactured on large scale using machinery.
5. (...K...) An exciting or extraordinary events or series of events.
6. (...A..) To recognize somebody or something and to be able say who or what he, she or it is.
7. (...H...) A holder of office in government department.
8. (...G...) Something that is given to the winner of the contest.
9. (...E...) Annual tennis match that holds US.
10. (...F...) A man who catches fish as an occupation or sport.
11. (...D...) Affecting by or experiencing a storm.

e. US Open  f. Travelled  g. Award  h. Official
i. Fisherman  j. Prize  k. Adventure
C. Listening for main ideas

In this section the students listen to the news, they will listen the passage twice then the students have to find out how many headline news and explain the headlines news. Right after completing the task, the teacher may discuss the students’ answer in whole class discussion, while discussing and checking the answers teacher may play the listening passage once again to avoid the misunderstanding.

1. How many headline news are the listening passage?

There are three headline news

2. Explain what is the headlines news talking about in the listening passage?

The nine year old boy, he travelled hundreds of miles by mistake. Lady Gaga win big MTV Award and the man who saved by coconut.

D. Listening for details

In this section, the students will listen to another news report and while they listen the students must decide whether the each statement is true (by writing T) or false (by writing F). There are eight questions have to be answered. In this case, to answer the questions the listening passage will be played twice. Right after completing the task, the teacher may discuss the students’ answer in whole class discussion, while discussing and checking the answers teacher may play the listening passage once again to avoid the misunderstanding.

1. ___T___ The workers of factories in Cambodia were angry and thousands stop working protested about their paid.

2. ___F___ The 9 years old boy who travelled by mistake finally met their family after 6 months adventure.

   The 9 years old boy who travelled by mistake finally met their family after 4 months adventure.

3. ___T___ The boy was identified by the Abudabi official and the family saw him on TV.
4. ___F__ Lady Gaga got 9 prizes at MTV Awards.
   *Lady Gaga got 8 prizes at MTV Awards.*

5. ___T___ Justin Bieber got award for the new artist at MTV Award.

6. ___F__ Jacobic as a winner for the man US open final.
   *The US open final hasn’t started yet.*

7. ___T___ The basketball match was between US and Turkey.

8. ___F__ The fisherman is from Papua.
   *The fisherman is from Papua Nu*gu*n*.

9. ___T___ Benedict Jaw lose in the sea for 3 weeks.

10. ___T___ Benedict kept alive because he ate coconut and collected the rain water for drink.

### E. Follow-Up Activity

This section is individually task, the students write about their favorite and trading news include the reason why they choose the news. Then compare and discuss it with other’s answer. They might give an opinion, comments or ask more about the news.
Listening script:

**Today's News**

This is downloading from the BBC.

Hi there, I'm Lea from the BBC World News for children. It's Monday thirteen of September.

Coming up the nine year old boy who travelled hundreds of miles by mistake. Lady Gaga win big the MTV Award and the man was who saved by coconut.

But the first, some of world most famous high street shops by their clothes from factories in Cambodia in South East Asia but the workers who make that those clothes angry about how much they being paid and thousands of made the decisions to stop working until the bossy is agree t raise their monthly wage. At the moment most people get payment just over sixty dollars a month.

Next, a nine year old Indian boy who mistakenly ended it up on cross country trained adventure has been reunite with his family four months later. Muhammed was playing in Bagalow city and he boarded a tram that left before he can get off. He ended up hundreds of kilometers away Taminadi state when he got there he struggled to tell the official about what happened because he didn't speak his language. The boy was finally indentified when his family saw him in a TV appealed. And today's question we want to know what capital of India?

Now, Lady Gaga got tire out last night MTV Video Music award after taking home a massive eight prizes. And I should tell she was pretty pleased. Justin Bieber was named best new artist. This what he have to say 'Ee.. u know come from a little town in Canada. In never thought I be in this position so thank you for everybody and thank you for all my fans'.

Next up, heavy rain means that tennis fans have to wait to find out the winner of this year Man Us Open Final. Novac Jocovic who now face Rafel Nadel tonight and Jocovic is perfectly happy to have a big more time to prepare before he makes the world number one. ‘I was having fun calling for the rain and here we go, u know, so I got what I want, so maybe it’s gonna help me to recover, be ready and fit’.

A woman single has been already ranked up for the second year in Europe, Belgian came classes took the prizes after beating Russian, Viara, as one over in a strict set. And in basketball there are massive celebrations for team USA as they captured the
first world championship basketball title in sixteen years diminished on eighty one: sixty four.

Finally if you were strained to save what will you need to survive? Water? Definitely something to keep you alive but what about coconuts? That might be different between life or death for the fisherman from Papua Nugini, Bennedict Jaw, was lost to save for three weeks after stormy weather washed his boat. But Bennedict diminished to survive by eating coconut and collecting rain water to drink and finally rescue by a big Australia hip that spotted his tinny boat which spotted that point with the ninety kilometers from the coast of Papua Nugini. OK that’s all from the world news for children. We back tomorrow.
It was an Unforgettable Moment

A. Warming-Up

It is an introduction to the topic. The provided questions will direct the students to the topic the students are going to listen. The question is about the unforgettable experience when the students were a child. It may be their sad/happy/funny etc experience. The answers each students will be different, it depends on their own experience. To learn deeper about the topic the students are given opportunity to compare their story by sharing with their friends. In this section, teacher needs to encourage the students to speak up.

B. Vocabulary

The students will find the new vocabularies in the listening passage. They can understand the passage listening easier by knowing the meaning of new words that can be found in the passage. In this section, the students need to find the most appropriate words/phrases which can substitutes the bolded words/phrases. When they have finished, the teacher can discuss the answer.

1. (..e..) To take hold of something quickly, suddenly or forcefully.
2. (..j..) To strike somebody or something deliberately with the hand or something held in it.
3. (..b..) To escape or flee from somebody or something.
4. (..h..) A structure built to surround an area and act as a barrier.
5. (..c..) To act in particular way that express character.
6. (..f..) To follow instruction or behave along with law, rule or order.
7. (..a..) A container, usually in cylinder shape with an open top.
8. (..g..) Tool with a short stiff hair attached to handle. Use for painting or polishing.
9. (..i..) A boat with an engine powered by steam.
10. (..d..) Toy for flying. Flown for fun in the wind.

f. Obey g. Brush h. Fence i. Steamboat j. Hit
C. Listening for main ideas

In this section, the students will answer the questions based on the listening passage of Tom Sawyer chapter 1. There are four questions have to be answered. In this case, to answer the questions the listening passage will be played twice. Right after completing the task, the teacher may discuss the students’ answer in whole class discussion, while discussing and checking the answers teacher may play the listening passage once again to avoid the misunderstanding.

1. Who was Tom’s aunt name?
   
   Tom’s aunt name was Aunt Polly

2. What was Tom doing in the food cupboard?
   
   Tom was stealing and eating Aunt Polly’s fruit

3. How old was Tom? And where did he live?
   
   Tom was eleven years old. He lived in St. Petersburg, Missouri

4. What was punishment Tom’s aunt giving to Tom on Saturday?
   
   The punishment that Aunt Polly gave to Tom was painting the fence

D. Listening for details

In this section, the students will answer the questions based on the listening passage of Tom Sawyer chapter 2. The students must decide whether the each statement is true (by writing ‘T’) or false (by writing ‘F’). There are eight questions have to be answered. In this case, to answer the questions the listening passage will be played twice. Right after completing the task, the teacher may discuss the students’ answer in whole class discussion, while discussing and checking the answers teacher may play the listening passage once again to avoid the misunderstanding.

1. (T) Tom had to paint the fence of Aunt Polly’s garden.

2. (F) Tom was pleased to paint the fence.
Tom did not like painting the fence. Tom wanted to go swimming, fishing and playing with his friends.

3. (T) Ben Rogers was making sounds like the bell on the steamboat.

4. (F) Ben Rogers was holding a green apple.
   *Ben Rogers was holding a big red apple.*

5. (T) Tom was pretending to be interested in painting to attract Ben’s attention.

6. (T) Ben was bartering his apple with painting the fence.

7. (F) Billy Wisher was bartering his toy car with painting the fence.
   *Billy Wisher was bartering his kite with painting the fence.*

8. (F) When morning passed, Tom had a kite, a cat, a short piece rope, a cake, ten rounds stone and a metal door handle.
   *Tom had a kite, a cat and a long piece of rope, a cake, twelve round stones and a metal door-handle.*

### E. Follow-Up Activity

It is the final activity part of the unit, where the students are asked to write and discuss their understanding about Tom Sawyer’s characters. There are some characters have already provided, the students may choose the characters of Tom Sawyer more than one characters. The students have to give their reason why the characters that they choose belong to Tom Sawyer. Each student may have different answer. Then, the teacher can discuss what the students have got in whole class discussion.
Listening Script

The Story of Tom Sawyer

Chapter 1:

‘Tom’ there was no reply. ‘Tom’ there was no reply. ‘Where is he?’ said Aunt Polly. She went to the door of the kitchen and looked into the garden. ‘Tom’ she shouted again. There was no reply from the garden. Then Aunt Polly heard a noise from the kitchen. She turned around and she saw Tom. He came out of the food cupboard. He ran toward the door. Aunt Polly grabbed his jacket and he stopped. ‘Why were you in the food cupboard?’ she asked. Then she saw Tom’s mouth. It was red bright. ‘I know’ she said. ‘You were eating my food. Tom, you are a bad boy!’ the old lady lifted her hand. She was going to hit Tom. ‘Look behind you aunt Polly!’ said Tom. Aunt Polly let go of Tom’s jacket and turned around quickly. Tom ran away. He ran into the garden and climbed over the fence. ‘Tom Sawyer!’ said Aunt Polly. Then she laughed. ‘He always plays tricks on me’, she said to herself. ‘I never learn’.

It was 1844. Tom was eleven years old. He lived in St. Petersburg, Missouri. St. Petersburg was a town on the Mississippi river, in North America. Tom’s parents were dead. He lived with his father’s sister, Aunt Polly. Tom was clean and tidy. He did not help Aunt Polly with the housework. But Aunt Polly loved him so much. Aunt Polly loved Tom but she worried about him too. ‘Tom must behave better’, she said to herself. ‘He must obey me. He must be a good boy. He stole my fruit and I will punish him. He must do some work. Tomorrow is Saturday. There’s no school on Saturday. Tomorrow, Tom will paint the fence’.

Chapter 2:

It was Saturday morning. There was no school today. But Tom had to work. He had to paint the fence. It was a long fence around the garden of Aunt Polly’s house. Tom had a big bucket of paint and a brush with a long handle. He looked at fence. ‘I want to go swimming. I want to go fishing. I want to play with my friends, said Tom to himself’. ‘I don’t want to paint the fence. My friends will all see me. They’ll laugh at me. Tom started to paint. After an hour Tom was tired. He looked sadly at the big bucket of paint and the brush with a long handle. Then Tom had an idea. He smiled. He started to paint the fence again. Soon he was one of his
friends, Ben Rogers. Ben was walking towards him. He was making a strange noise. Ben was a steamboat on the Missipi River. ‘Ting-a-ling!’ he said. He was making the noise of the bell on the steamboat. ‘Ssssh Sssshhh!’, he said. He was making the noise of the steam in the engine of the steamboat. Ben was holding a big red apple. ‘I’m going swimming’, Ben said. ‘You have to work!’ ‘I’m not working’, said Tom. ‘This isn’t work!’ ‘Do you like painting the fence?’, asked Ben. He was surprised. ‘Yes’, said Tom. Tom started to paint again. Sometimes he stopped and looked at the fence. Then he painted again. There was a happy smile on his face. Ben watched him, ‘Let me paint the fence’, he said. ‘No’, said Tom. ‘It’s very difficult to paint the fence’. Ben was not happy. Tom liked painting the fence. So Ben wanted to paint the fence. ‘Please, let me paint it’, Ben said. ‘I’ll give you some of my apple’. Tom thought for a minute, ‘No’, he replied. And he smiled and started to paint again. ‘I’ll give you all of my apple’, said Ben. Tom thought for another minute. ‘All right’, he said. So Tom sat down at started to eat Ben’s apple and Ben started to paint the fence. After an hour ben was tired he gave the bucket of paint and the brush to Tom. Then he went away. He made the noises of steamboat again ‘Ting-a-ling, Sssshhh, Sssshhh’. Then Tom saw another friend. Billy Fisher. Billy was holding a kite. ‘Ben was painting your fence’, said Billy. ‘Let paint your fence’. ‘No’, replied Tom. ‘Lots of boys want to paint my fence. But it’s very difficult to paint a fence’. ‘Oh’, said Billy. ‘Ben gave me his apple’, said Tom. ‘Then he painted the fence’. ‘I’ll give you my kite’, said Billy. Tom thought for minute, ‘All right’, he said. So Tom sat down, he was holding Billy’s kite and Billy started to paint the fence.

The morning passed. The fence was painted twice. Tom has a kite, a cat and a long piece of rope. He had a cake, twelve round stones and a metal door-handle. He was happy. He went to speak to Aunt Polly. ‘The fence is painted’, he said. ‘And there is no more paint’. Aunt Polly was very surprised, ‘You are a good boy, Tom’, she said.