IMPROVING THE VIII - A STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT BY USING TAPE RECORDER AT SMPN 2 NGULING-PASURUAN IN THE 2006/2007 ACADEMIC YEAR

THESIS

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2007
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father and mother (Sumadijono and Emy Sukarni), no words compared with your love, your everlasting affection, your sacrifice, your advice, and your pray. I will try to do the best for your happiness.

2. My almamater.
ACKNOWLEDGEMENT

Praise to Allah Swt, the most Gracious and the Most Merciful, who gives me His guidance and blessing so I can finish this thesis entitled “Improving the VIII - A Students’ Listening Comprehension Achievement by Using Tape Recorder at SMPN 2 Nguling-Pasuruan in the 2006/2007 Academic Year.” A lot of hard work has been put in the making of this thesis, not only from my self but also the people who have been there to support and guide me.

In relation to the writing and finishing this thesis, I would like to express my deepest and sincerest thanks to:

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3. The Chairperson of the English Education Program;
4. The First and Second Consultants who gave me precious and countless guidance, corrections as well as suggestions for the improvement of this thesis.
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6. My friends at the English Education Program, especially the 2002 level.

Finally, I feel grateful to all of those who gave positive comments and criticism for the improvement of this thesis.

Jember, June 2007
The Writer
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IMPROVING THE VIII - A STUDENTS’ LISTENING COMPREHENSION ACHIEVEMENT BY USING TAPE RECORDER AT SMPN 2 NGULING-PASURUAN IN THE 2006/2007 ACADEMIC YEAR

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SUMMARY

Improving the VIII – A Students’ Listening Comprehension Achievement by Using Tape Recorder at SMPN 2 Nguling-Pasuruan in the 2006/2007 Academic Year; Kurnia Anggraeni, 020210401232; 2007: 45 pages; English Education Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University, Jember University.

In Indonesia, English is the first foreign language that has been taught from elementary schools up to university levels. In learning English, it is necessary for students to master the four language skills, namely listening, speaking, reading, and writing. Listening is one of the four basic language skills that cannot be neglected in the English teaching because it is the first skill for students to start learning a language. Knowing that listening is necessary for communication, English teachers should be able to select an appropriate technique for teaching listening. Techniques in teaching listening are reading aloud done by the teacher and by using a tape recorder or audio media.

Based on the preliminary study doing by informal interview with the English teacher at SMPN 2 Nguling-Pasuruan, it was known that the English teacher has never taught listening by using tape recorder. He only teaches listening orally. The students usually still get difficulties in comprehending the text. Moreover, their listening achievement was still low. It was supported by their average score on the listening test was 60.

This research was intended to give actions in the form of teaching listening by using tape recorder to improve the VIII – A students’ listening comprehension achievement. So, the appropriate design of this research was a classroom action research. The subjects of this research were the students of class VIII-A determined purposively. They were chosen because their listening comprehension achievement
average score was the lowest among the other seven existing classes (M=60 or fair category). This research was done in two cycles, in which each cycle covered four activities, namely; preparation of the action, implementation of the action, class observation, and reflection of the action. Then, each cycle was conducted in two meetings. The main data about the students’ listening comprehension achievement were collected by using listening test by using tape recorder and class observation in cycle I and II. The supporting data were collected by interview, and documents. The results of the mean score of listening test by using listening test with tape recorder in cycle 1 was M=64,4 or fair category. This mean score had not achieved the target mean score, that was M ≥ 70 or good category. Therefore, the actions were continued in cycle 2 by revising the teaching technique (the students did the listening exercises individually in cycle I changed into the students did the listening exercises in pairs) and the materials that were interesting for the students. The result of the mean score of listening test by using tape recorder in cycle 2 was better (M=74,7) or good category than that in cycle 1 (M=64,4) or fair category. It means that the student listening comprehension achievement by using tape recorder improved in cycle 2. Based on the results, it could be concluded that the use of tape recorder could improve the students’ listening comprehension achievement in two cycles. Then, it is suggested for English teachers to use tape recorder as an alternative technique to teach listening since it could attract the students’ interest in listening achievement and increase their listening achievement.
I. INTRODUCTION

This chapter presents some issues related to the topic of the study. They are the research background, the research problem, the operational definition of the terms, the research objective, and the research significances.

1.1 The Research Background

In Indonesia, English is the first foreign language that has been taught from elementary schools up to university levels. Therefore, learning to master English is important. In learning English, it is necessary for students to master the four language skills, namely listening, speaking, reading, and writing. In relation to the idea, Hatchett and Hughes (1956:118) note that children learn to listen before they learn to talk. Furthermore, Temple and Gillet (1984:35) say that our listening experience provides the foundation for the growth in the ability to talk, to read, and to write. Based on the ideas above, listening is one of the four basic language skills that cannot be neglected in the English teaching because it is the first skill for students to start learning a language.

Listening is the basic skill that plays an important role in the process of language learning acquisition (Allen, 1965:242). Listening Skill, for example can help learners participate well in oral communication. This is because communication cannot take place successfully if the message said is not understood. Vandergift (1999:168) says that listening is a hard work, and deserves more analysis and support. It means that, we need to optimize our listening skill so that we can understand the message from the speaker well.

Knowing that listening is necessary for communication, English teachers should be able to select an appropriate technique for teaching listening. According to Ur (1984:23), listening comprehension exercises are usually based on a text prepared in advanced and read aloud by the teacher or on a tape recorder. It means that the
techniques in teaching listening are reading aloud done by the teacher and by using a tape recorder or audio media.

Teaching listening by using audio media or a tape recorder is considered to be very useful, especially for the foreign language learning, because it can attract the students’ attention and it can make the lesson run efficiently. In addition, it has function to help and facilitate the students to understand the materials. Allen (1965:347) says that how much of what goes on in the classroom, the pupil will retain after leaving the lesson depends on his own interest in the subject and his own linguistic ability and on the teacher’s ability to “get at” the individual member of the class. In other words, teachers should create conducive atmosphere of the teaching learning process that makes the students become more motivated to learn in the subject being taught without feeling depressed.

The media that can be used in teaching listening are audio and audio-visual media. According to Aisyad (2002:140), audio and audio-visual media are the teaching media that are inexpensive and easy to find. Tape recorder, as an example of audio media is inexpensive and many students have it. In this case, Gerlach and Ely (1980:319) say that tape recorder has become a standard teaching tool, and has enormous potential function in teaching listening. In addition, tape recorder offers a valuable help and stimulus to both the students and the teacher. Tape recorder can be brought anywhere including the place that cannot get electricity power. This is because tape recorder can also be operated by battery. According to Wittich and Schuller (1953:304), tape recorder is a flexible and easy to operate. Therefore, tape recorder is useful for teaching listening.

Based on the preliminary study before the research doing by informal interview with the English teacher at SMP N 2 Nguling-Pasuruan, it was known that the English teacher has never taught listening by using tape recorder. He only teaches listening orally. The students listen to the teacher and then do exercises based on the procedure. They usually still get difficulties in comprehending the text. Moreover, their listening achievement was still low. It was supported by their average score on
the listening test was 60. In addition, teaching listening orally is less effective and if it is done continually, the students will get bored. It means that the teaching technique of listening should be made variative so that the students do not feel bored. The use of tape recorder in teaching listening is one alternative teaching technique that is more effective and efficient.

Dealing with the explanation above, the researches wanted to improve the teaching quality of listening by conducting a classroom action research at the school entitled “Improving the VIII – A Students’ Listening Comprehension Achievement by Using Tape Recorder at SMPN 2 Nguling-Pasuruan in the 2006/2007 Academic Year.”

1.2 The Research Problem

Based on the research background above, the research problems were formulated as follows:

1. Can the use of tape recorder in teaching listening improve the VIII – A students’ listening comprehension achievement at SMPN 2 Nguling-Pasuruan in the 2006/2007 academic year?

2. How can the use of tape recorder in teaching listening improve the VIII – A students’ listening comprehension achievement at SMPN 2 Nguling-Pasuruan in the 2006/2007 academic year?

1.3 The Operational Definition of the Terms

An operational definition is needed to understand the concepts used in the title. It brings the writer and the readers in the same perception to understand the concepts used in the title. The terms that are necessary to be defined operationally are: listening comprehension achievement, and teaching listening by using tape recorder.
1.3.1 Listening Comprehension Achievement

Listening comprehension achievement in this study was indicated by the results of the listening test obtained by the students in each cycle after the implementation of the actions. The listening achievement here covered the materials of listening for finding general information of text (the main ideas) and listening for finding specific information of text. In this research, the target mean score of listening comprehension achievement was in the good category ($M = 70 - 100$) because the minimum standard of mastery level at SMPN 2 Nguling-Pasuruan is 70.

1.3.2 Teaching Listening by Using Tape Recorder.

In this research, a tape recorder was used as a medium in teaching listening to the research subjects. Thus, teaching listening by using tape recorder was used as the action to improve the students’ listening comprehension achievement. The actions were done twice in each cycle by the researcher as the teacher. It was intended as the media to teach listening for finding general information of texts and specific information of texts. There were three texts which consist of 95 up to 271 words. The students listened to the three texts spoken by a native speaker through a tape recorder twice before they were given the listening test.

1.4 The Research Objective

Based on the research background and the research problems, the research objective was formulated as follow:

The objective of this research was to improve the VIII – A students’ listening comprehension achievement by using tape recorder at SMPN 2 Nguling-Pasuruan in the 2006/2007 academic year.
1.5 The Significances of the Research

The results of this research are expected to give some significances to the following people:

a. **For English Teacher**

   Hopefully, the research results are useful for the English teacher as information or input to encourage him in teaching listening by applying a tape recorder to improve the students’ listening achievement.

b. **For the Students**

   The actions given to the students are hopefully useful for them to provide exercises of listening to the short texts through the use of tape recorder to improve the students’ listening comprehension achievement.

c. **For Other Researchers**

   The results of this research can be used by other researchers as information or a reference to conduct a further research with a similar problem with a different research design in different settings to develop the teaching quality of listening.
II. REVIEW OF RELATED LITERATURE

This chapter presents some theoretical review related to the problems. They are listening comprehension, the advantages of using tape recorder in teaching listening, and the material of listening comprehension for the eighth grade students of SMPN 2 Nguling-Pasuruan. The topics above are discussed in the following parts respectively.

2.1 Listening Comprehension
2.1.1 Listening Comprehension Definitions

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker’s accent pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin, 1974 in Yagang, 1993). According to Buletin (1952), in Saricoban (1999) listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. Frantzis (1982:52) says that listening is the ability to identify individual words from a blur of speech, recognizing the significance of stress, intonation and syntactic patterns. From the statements above, it can be concluded that listening is the ability to identify and understand what others are saying. In addition, it is one of the fundamental language skills and a medium in communication.

Listening has often been called a passive skill and this is misleading because listening is an active work of how to listen and what to listen. In this case, Vandergrift (1999:168) says that listening comprehension is a complex, active process in which the listener must discriminate between sounds, understand
vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio cultural context of the utterances. From the explanation above, it can be concluded that listening comprehension is an active skill, not passive skill.

Furthermore, Rivers (1966) in Suparmin (1997:223) says that listening to a foreign language involves two levels of activity. The first is recognition level, which involves the identification of words and phrases in their structural interrelationships, of time sequences, logical and modifying terms, and of phrases which are redundant interpolations adding nothing to the development of the line of thought. The second is selection level, which involves the drawing out of elements in the communication, which seems to contain the gist of the message. It means that listening comprehension is an active skill since it requires recognitions and selections. It is an active work of how to listen and what to listen, as well as the ability to grasp the information from the utterances.

2.1.2 The Nature of Listening Comprehension

Norton (1990:106) says that listening is an active process requiring participation on the part of the listener. It means that students should participate in the process of listening. The participation can be in the form of giving attention and concentration on the utterances they listen to. Without paying attention and concentrating on what speaker said there will be poor communication between the listener and the speaker. In addition, based on Little Wood (1995:66), listening has often been called a passive skill. This idea is misleading because listening demands active involvement of the listener.

Furthermore, Little Wood (1995:67) says that the nature of learning listening comprehension requires that the learner be encouraged to learning listening engage in an active process of listening for meanings, use not only the linguistic cues but also his nonlinguistic knowledge. Linguistic cues are related to the knowledge of the
language itself such as speech, intonation, pronunciation, etc. Non-linguistic knowledge is a knowledge that is getting from someone’s experience. Therefore, the students must be active in the teaching learning process, so that they are successful in his listening class. It is a process of listening of the spoken language with full attention, comprehensions, appreciation and interpretation for getting information, the message and the meaning of the communication from the speaker.

Henning (1997:146) says that listening should be an active process, with students reacting, rather than passively receiving. From the statement above, it is known that listening comprehension demands active involvement of the hearer therefore, listening is not a passive skill. Furthermore, Faix (in Henning, 1997:146) describes the indicators of active listening as follows:

1. Physical or vocal expression of feeling. In order to show the students’ active responses in class, they can do the expression by using their bodies to respond, by moving spontaneously, by manipulating or organizing materials, etc.

2. Cooperation with others in a group. In this case, students can discuss the subject with their friends. So, it will make them active.

3. Expression of acceptance toward others in a group. Students can share their ideas through cooperation, each student must show his own ideas and there will be many ideas that can be shown. Finally, it will make them active in class by showing those ideas.

4. Expressions of desire to keep an open mind. Students as listeners must be prepared to listen with an open mind what the speaker has to say. They can do everything to promote their understanding such as keep their eyes on the speaker, make something that they can see and listen, and take appropriate notes.
5. Asking to clarify questions and sticking to the topic. The listener may ask questions, comment on the information, which has been discussed and utilized the acquired information

From the statements above, it can be concluded that there are a number of activities that students can do when they are listening. Thus, it is very essential to keep their active condition while they are listening, so that their listening ability can be maximized.

2.1.3 The Principles of Teaching Listening

In language teaching, listening comprehension skill is taught differently from pronunciation and grammar. According to Saricoban (1999), in teaching listening skill, a teacher should firstly state the difficulties. For a student of a foreign language, accurate and intelligent listening is a necessity, and the teacher is responsible to help his/her learners to acquire this skill, which provides the very foundation for learning and functioning in a language. In addition, the teacher should help the learners to distinguish sounds, isolate significant content and informational items by controlled listening exercises. So, the teacher should know the students’ difficulties because it will help the students to acquire listening skill. Besides, listening exercises should be as natural as the situations from which they grow.

In teaching listening, the students get difficulties to practice their language skill, when they want to comprehend native speakers in all kinds of speech situation just like to understand the news from TV and radio broadcasts. Besides, they are usually got bored, and feel depressed when the teacher teaches listening because the teacher only uses one technique. Thus, to help the students overcome the problem; the teacher should use another technique by using tape recorder in teaching listening. Kevin and King (2000:165) say that tape recorder is the most effective in gaining attention at the beginning of a lesson or in providing variation within a lesson.
Furthermore, Morly in Paulston and Bruder (1976:129) proposed a general set of principles in teaching listening comprehension, as follows:

- Listening comprehension lessons must be appropriate with curriculum. Here, the curriculum used is the English basic course outline (GBPP) that was issued by Education and Culture Department in 1994.

- Listening comprehension lesson should be constructed step-by-step planning. This implies that teaching listening is started from the simplest one to the more complex one.

- Listening comprehension lesson should emphasize on conscious memory work. So, the activities are for making the students do conscious memory work. For example, students have listened about supermarket. So, the students recall their memory about supermarket.

2.1.4 Listening Skills

Listening skill plays an important role in the process of language learning/acquisition, and facilitates the emergence of other language skills (Vandergift, 1999:170). As a language skill, listening is certainly not less important than the others. Temple & Gillet (1984:35) say that the first and most important kind of listening skill turns out to be nothing less than the knowledge of language itself. This knowledge comes to us first, and foremost through listening, and our listening experience provide the foundation for the growth of the ability to talk, to read, and to write. Therefore, having good listening skill is very important for the students in order that their other language skills can be achieved.

In addition, it is not only used for responding the speaker’s spoken language, but also developing vocabulary, pronunciation and grammar. Human beings will be able to gain any kinds of knowledge through listening activity. Unlike other language skills, listening is an internal process that cannot be directly observed. Nobody can say with certainty what happens when we listen.
According to Hughes (1989:134), listening skill is divided into two kinds: micro and macro skills. The macro skill is related to the purpose of listening activity, which includes: listening for detailed information, obtaining gist, following direction and following instruction. The micro skill related to the interpretation of intonation, recognition of function of structure, and interpretation of phonetic code. Since the objectives of teaching listening for the eighth grade of SMP students as the research subjects are finding specific and general information, this research will focus on the macro skill.

1. Listening for finding general information

Listening for finding general information is listening for finding the substances or the gist of the text (Henning, 1997:155). It is also stated by Wright (1989:15) who says that listening for finding the general information has the same point as skimming technique, it find the gist of text. The students are expected to listen to the short text carefully, in order that they can grasp the meaning of the text. Listening for finding general information can be divided into listening for finding topics and listening for finding main ideas.

   a. Listening for finding topics

   Listening for finding a topic is listening for getting the gist of whole spoken short text. It focuses on what the text talks about. Petty and Jensen (1980:192) state that in listening for finding the topic, the teacher asks the students to what they are going to listen to the story carefully and to think about what important thing that in the spoken text.

   b. Listening for finding main ideas

   According to McWhorter (1989:109), the main idea is explicitly stated in the first, middle, and the last of the paragraph. The main idea, in general, is stated in the first sentence of the paragraph. If it is stated in the middle of the paragraph, the writer will begins to write the detail information of the paragraph before he states the main idea. When the main idea is stated in the
last of the paragraph, the writer begins with the detail information of the paragraph, and then sums up all of the details in the last sentence of the paragraph.

In this action research, the subjects are taught listening by finding the main idea that is stated at the beginning of the sentence of paragraph and finding the main idea that is stated at the last sentence of the paragraph as a conclusion.

2. Listening for Finding Specific Information

Listening for finding specific information could be done by scanning technique (Wright, 1989:159) that is listening to locate specific information in which the listeners are trying to absorb all of the information given. In addition, Henning (1997:156) states that specific information or supporting details work naturally to support the main idea.

In this listening activity, the students are asked to listen to the short text from tape recorder. While listening to the short text, the students are expected to listen carefully in order they can find the general and specific information of the short text.

2.1.5 Some Factors Affecting the Students’ Listening Comprehension

Yagang (1993) says some factors that affect the students listening comprehension, they are: the message, the speaker, the listener, and the physical setting.

1. The Message

The message is related to the content such as news report on the radio, an interviewer's questions, an everyday conversation, etc. In some cases, listeners cannot predict what speakers are going to say, whether it is news report on the radio, an interviewer's questions, an everyday conversation, etc.
In spontaneous conversations, people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundancy. This condition may also make difficult for the listener to understand the content.

2. The Speaker

Ur (1984:7) points out that in ordinary conversation or even in much extempore speech-making or lecturing. Redundant utterances may take the form of repetitions, false starts, rephrasing, self-corrections, elaborations, tautologies, and apparently meaningless additions, such as I mean or you know. This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on the students’ level. It may make it more difficult for beginners to understand what the speaker is saying.

3. The Listener

Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture (Anderson and Lynch, 1988, in Yagang, 1993). Students of English subject usually have more time on reading than on listening, so they tend to have lack of exposure to different kinds of listening materials. Besides, both psychological and physical factors may affect the perception and interpretation of listening material.

4. The Physical Setting

Noise, including both background noises on the recording and environmental noises, can take the listener’s mind off the content of the listening materials. Under sound resulting from poor quality equipment, it can interfere the listener’s comprehension.

According to Tarigan (1994:98), there are some factors which influence listening ability, they are: physical factor, psychological factor, experience factor, attitude factor, motivation factor and environmental factor.
1. Physical Factor

Physical condition of listeners can influence their listening. If they are fatigued, hungry, worried, or ill, they will find that listening is very difficult. Someone who is in good condition is potentially a better listener than another one in a poor physical condition. It means that, physical condition may determine the ability of listening. Therefore, it is important to have good physical condition in order to be a good listener.

2. Psychological Factor

Psychological factor that involves personalities, traits, attitudes, and biases may also contribute to bad listening. The poor listeners are more biased than the good ones. The poor listeners have less emotional control, they have biased or prejudice against the speaker with some reasons, for example in negative thinking. Besides, they may feel bored and then they have no attention to the speaker’s utterance. On the other hand, a good listener tends to listen with an open mind, with all the evidence before making adjustment, pay attention courteously until the speaker finishes the discussion. Thus, positive psychological factors can help the students to be good listeners but the negative ones will make them become bad listeners.

3. Experience Factor

Experience factor will help the listener listen well about the speaker says. The result of the growth and development of their experience influences their attitude in listening. Besides, if the listeners have no background knowledge of the discussion, they may have difficulty to understand the discussion, because there are some terms, or words that they do not understand. Then, they will have personal interest to the topic of the discussion.
4. Attitude Factor

Listeners tend to listen to the topic of discussion that they like thoroughly rather than the topic that they do not like. Basically, they have two main attitudes about everything to accept or to reject. The listeners tend to accept something that is interesting and beneficial. On the contrary, they tend to reject the uninteresting and unbeneificial thing. In other words, attitudes give an effect to them, whether a positive or a negative one. Therefore, the teacher should choose a positive or appropriate material in order to make the students have positive attitude to this subject, and finally they are interested in listening class.

5. Motivation Factor

Motivation is one of the decisive factors, which determines someone to reach his success. If they have strong motivation to do something, they can get good result and achieve their goal. In general, listening activities involve the listener’s judgment. If the listeners think that they can get beneficial thing from the discussion, they will listen seriously. However, if they are not sure that they can get benefit from the discussion, they may not listen seriously. So, the listener will get good result if they have motivation to listen seriously.

6. Environmental Factor

Logan et al (in Tarigan, 1994:105) says that there are two kinds of environment which influence listening; they are physical and social environment. The example of physical environment is a crowded situation. When the listeners listen to something in a crowded environment, the listening may tune in problem, because they cannot listen to the speaker’s utterance clearly. On the other hand, if they listen in quiet environment, they can listen to them easily and clearly. Besides, the equipment can also influence the listeners to listen to something. The listeners may also have difficulty in listening if they join a certain environment.
So, it is necessary for the teacher to help their students to overcome their difficulty in listening and it is useless if the teacher knows the students’ difficulties but he/she does not want to help their students to become effective listeners.

2.2 The Advantages of Using Tape Recorder in Teaching Listening

According to Sadiman et al (1986:55), tape recorder is one of the most effective media in the teaching learning process. It can make the language learning process run more effectively. It is clear that tape recorder is a useful language learning audio media, which can help the listening class, run effectively and efficiently. Further they say that tape recorder can be the most important education media to transfer information, to create instructional activities: discussion, dramatization, and listening activities. Thus, as the function of media is to improve the motivation, attention or interest of the students toward the learning process, the materials are more easily transmitted, and the teacher will also be able to keep the class learning activity more effectively and efficiently. Besides, the media is truly needed during the teaching learning activity.

In addition, Carlton (1965:242) says that tape recorder is part of teaching system. According to Hornby (1977:826), in English teaching-learning process, mainly in English listening teaching, with the help of the tape recorder, it is possible to give his students more opportunity to listen how the English words spoken by a native speaker, and how the English speaking people make their daily communication. In addition, Allen (1965:349) says that tape recorder is the most potential and the most useful teaching aid available.

From the above explanations, it can be concluded that tape recorder is a good audio medium that can help the students improve their motivation and attention to the listening class. Besides, the teacher can keep the listening class running most effectively and efficiently.
listening class. Besides, the teacher can keep the listening class running most effectively and efficiently.

According to Soekartawi (1996:73), there are some functions of tape recorder in the instructional process, they are as follows:

1. To present the subject contents systematically
   By using tape recorder, the materials can be systematically presented as well as possible. With the help of it, the teacher can present the lesson materials without writing the materials on the blackboard, or in front of the class.

2. To reinforce the learning contents
   It means that tape recorder can improve the students’ understanding upon the given materials.

3. To modify the monotonous learning atmosphere
   In this case, the use of tape recorder can help the teachers make the classroom atmosphere more conducive because the classroom learning condition always changes minute by minute. So, it can arouse the students’ motivation.

In addition, there are some advantages of using tape recorder in the teaching of listening. Aisyad (2002:152) says that by using tape recorder the students can listen the native speaker as a model. Then, Gerlach and Ely (1980:324) state some advantages of using tape recorder as follows:

1. The tape recorder has become commonplace at homes, cars, and schools. Thus, it is readily available in most school.

2. A teacher can be in two places at one time if a recording can substitute for one’s actual presence.

3. The operation of tape recorder is relatively simple.

According to Witch and Schuler (1953:304), some advantages of using tape recorder are as follows:

1. It is a highly flexible teaching tool that can be put too many various and unique uses.
4. It is easy to operate and convenient to transport.

Based on the ideas above, it could be said that the use of tape recorder in teaching listening can be used as a good model of the English native speaker for the students and it can make the classroom atmosphere more conducive.

2.3 The Objectives and the Materials of Listening Comprehension for the Eighth Grade of SMPN 2 Nguling-Pasuruan

The listening materials here have fulfilled the 1994 English curriculum for SMP. It means that the topics chosen and the objective of listening materials must be based on the syllabus and the English Basic Course Outline (GBPP) of SMP. The objectives of listening materials that are stated in the SMP syllabus (1994:13) are as follows:

1. The students are able to find out the detailed information in the forms of conversations, narration, and description.
2. The students are able to find out the topic of the texts, conversation, narration, and description.
3. The students are able to find out the main idea of the texts, conversation, narration, and description.

The theme and sub-themes for listening materials for the eight grade students were based on the 1994 English curriculum of SMP. They cover sports, healthy, clothes, life in village and city, recreation, public service, advertisement, animal, and weather.

2.4 Action Hypothesis

The hypothesis of this research is: The use of tape recorder in listening can improve the VIII – A students’ listening comprehension achievement at SMPN 2 Nguling-Pasuruan in the 2006/2007 academic year.
III. RESEARCH METHODS

This chapter presents the research methods applied in this research. They cover the research design, the area determination method, the research subject, the data collection methods, the research procedures, and the data analysis method.

3.1 The Research Design

This research was intended to give actions in the form of teaching listening by using recorded material (tape recorder) to improve the VIII – A students’ listening comprehension achievement. So, the appropriate design of this research was a classroom action research. According to Elliot (1993:12), an action research is the study of a social situation with a view to improve the quality of the action. Furthermore, Bogdan and Biklen (1992:223) say that the action research is the systematic collection of information designed to bring about social change. Another definition of the action research is as follows:

An action research as a form of self-reflective enquiry undertaken by participants (teacher, students or principals, for example) in social (including educational) situations in order to improve the rationally and justice of (1) their own social or educational practices, (2) their understanding of these practices, and the situations (and institutions) in which the practices are carried out.

(Kemmis, 1998:42)

In this research, the researcher worked together with the English teacher in finding and defining the research problem, planning the action, carrying out the action, collecting the data and doing the reflection. This action research was conducted by using the cycle model. It was done in two cycles, in which each cycle consisted of four stages of activities, namely: the planning of the action, the implementation of the action, class observation and evaluation, and the reflection of the action. The actions in the second cycle was done if the results of listening test in
the first cycle have not achieved the target mean score in this research. The design of this classroom action research is illustrated in the following diagram.

**The Model of the Classroom Action Research**

1. **Preliminary study:** Interview, Fact Finding, Initial Problem, Identification
2. **Planning:** Prepare suitable materials in teaching listening by using tape recorder, lesson plan, tests, facilities, observation sheet, and criteria of success.
3. **Revising some necessary aspects (the teaching technique):**
4. **Acting:**
   - Teaching listening by using tape recorder
   - Observation
5. **Reflecting Analysis and Reflection**
6. **If the results of listening test have not achieved the target mean score**
7. **If the results of listening test have achieved the target mean score**
8. **The cycle is stopped Reporting the result**

(Adapted from: Lewin, in Elliot, 1993:70)

The activities of the research used the following procedures:

1. Interviewing the eighth grade English teacher for identifying and finding the research problem.
2. Finding out some documents from the English teacher to gain the supporting data about the mean score of the students' previous listening achievement.
3. Determining the research subjects, one class that has the lowest mean score of listening achievement among the existing classes.

4. Planning the action, constructing the lesson plan for meeting I and II in the first cycle collaboratively with the English teacher. The teaching technique used was, by asking the students to answer the questions individually.

5. Implementing the action in cycle I, listening by using tape recorder, done by the researcher and doing observation done by English teacher.

6. Giving listening test to the research subjects after having the actions in the first cycle. It was done in the third meeting.

7. Analyzing the results of listening test quantitatively, and then classifying the results qualitatively based on the classification of the score levels.

8. Reflecting the result of the classroom observation and the listening test.

9. The results of the listening test in the first cycle have not fulfilled the target mean score (M=70) in this research, so the lesson plans in cycle I were revised. The lessons plans were revised collaboratively with the English teacher.

10. Constructing the lesson plan for the second cycle by revising the lesson plans of the first cycle, mainly dealing with the teaching technique and the listening materials that were by asking the students to answer the questions in pairs and chose the listening materials that were interesting for the students.

11. Implementing the actions in the second cycle by teaching listening by using tape recorder to the subjects based on the revised teaching technique and listening materials and doing observation.

12. Giving listening test to the subjects after the actions in the second cycle.

13. Analyzing the results of listening test quantitatively, and then classifying the results qualitatively based on the classification of the score levels.

14. Reflecting the results of classroom observation and the listening test of the second cycle.
15. The results of listening test in the second cycle have achieved the target mean score (M=70) in this research, so the action cycle was stopped.

16. Drawing a conclusion to answer the research problems.

3.2 The Area Determination Method

This classroom action research was conducted at SMPN 2 Nguling-Pasuruan. It was chosen purposively for some reasons. Firstly, tape recorder has never been used by English teacher in teaching listening. Secondly, the VIII – A students have problems with listening skill as informed by the English teacher, their average listening ability was still low that was M=60 (reported by the teacher). Thirdly, the headmaster and the English teacher of SMPN 2 Nguling-Pasuruan gave permission to the researcher to conduct the classroom action research at the school.

3.3 The Research Subjects

The subjects of this research were the VIII grade students of SMPN 2 Nguling-Pasuruan in the 2006/2007 academic year. There were seven classes of the eight grade students in which each class consisted of 44 students. Therefore, the subjects were taken purposively by considering the students who had problem in listening skill. One class of the eighth grade students which had the lowest mean score of listening achievement among the existing classes was taken as the research subjects. The result, the subjects were class VIII – A of SMPN 2 Nguling-Pasuruan in the 2006/2007 academic year.

3.4 The Data Collection Methods

3.4.1 Listening Test

Arikunto (2002:127) states that a test is a set of questions/exercises/other instrument used to measure skill, knowledge, intelligence and aptitude of an individual or group. Hughes (1996:9) divides a test into four categories according to the purpose of information being sought. They are proficiency test, diagnostic test,
achievement test, and placement test. In this research, achievement test on listening was used to get the main data because the purpose of achievement test was to establish the success of the individuals, groups of the students or course in achieving the objective (Hughes, 1996:10). Therefore, listening test was used in this research to measure the students’ listening comprehension achievement after they were taught listening by using tape recorder. Meanwhile, based on the person who constructs the test, Arikunto (2002:198) divides test into two kinds, they are teacher made test and standardized test. In this research, used teacher made-test was used because the test was constructed by the researcher by considering the materials of listening skills having been taught during the actions, and the indicators to be measured.

In addition, a good test must be valid and reliable. Heaton (1990:159) states that a valid test should measure accurately what supposed to be measured. According to Hughes (1996:22), the validity of the test can be classified into content validity, criterion related validity, construct validity, and face validity. This research used content validity because the content of the test or the test materials were constructed based on the 1994 curriculum for junior high school, the indicators to be measured and were consulted to the English teacher and the research consultants before the test was given to the subjects. Further, Hughes (1996:42) states that a valid test must be reliable because it provides the results consistently. Since this listening test used content validity, it was also reliable. To ensure that the listening comprehension tests used in this research were reliable, the test reliability has been sought using test retest method was established in this research. Besides, the test retest method used to know whether the instruction was understandable or not and whether the time allocation was sufficient or not. It involved administering the same test twice to the same testee and was held before the test was given to the research subjects. The testee were VIII-C students because their mean score was close to VIII-A’s students (M=62).

In this action research, the listening test was done in each cycle after the actions. The form of the test was multiple choice with four options. In the test, the students were asked to choose the best answer among the available options. The form
of test was chosen because it could give high reliability (Hughes, 1996:19). The listening test was given to the subjects after giving the actions in each cycle. The test consisted of 20 items covering 4 items for general information and 16 items for specific information. Dealing with scoring, each correct answer of the item was scored 5 points. Thus, the total score of the test items was 100 points. The instrument of listening test of the first cycle is enclosed on Appendix 6.

3.4.2 Interview

McMillan (1992:132) states that interview is a form of data collection method in which questions are asked orally and the subjects’ responses are recorded. In this research, interview was conducted with the eighth grade’s English teacher to gain the supporting data about the technique used by the teacher in teaching listening comprehension and to get the information about the students’ problems in listening skill. In the process of interview, a list of questions related to the data needed was used as an interview guide (enclosed on Appendix 2).

3.4.3 Documentation

According to Arikunto (2002:206), documentation is a method of collecting data to support the variables being researched from written sources such as notes, transcript, books, news, magazines, agenda, etc. In this research, documentation was used to get the supporting data dealing the names of the research subjects and the themes or sub-themes of the teaching of listening for the eighth grade students of SMP. The theme and sub-themes for listening materials for the eighth grade students were based on the 1994 English Curriculum of SMP. They were “sports”, “health”, “clothes”, “life in village and city”, “recreation”, “public service”, “advertisement”, animal”, and “geography”.
3.5 Research Procedures

3.5.1 General Description of the Research

In order to achieve the goal of this research, the actions were implemented in two cycles, in which each cycle covered four stages of activities, namely:

1. The planning of the action,
2. The implementation of the action,
3. Class observation or monitoring and evaluation,
4. Reflection of the action.

The actions given to the subjects were teaching listening by using tape recorder. Since the results of listening test in the first cycle has not achieved the target mean score of the listening test, that was in the good category (M= 70 – 100), the actions were continued in the second cycle. The actions of the second cycle were done by revising the teaching technique and the listening materials of the first cycle that were by asking the students to answer the questions in pairs and chose the listening materials that were interesting for the students.

3.5.2 Details of the Research Procedures

a. The Planning of the Action

There were some activities that were planned and prepared before the actions given to the subjects, they were as follows:

1. Choosing the theme and sub-theme based on the English Basic Course Outline (GBPP) and the 1994 curriculum for the eight grade students of SMPN 2 Nguling-Pasuruan,
2. Constructing the lesson plans for the first cycle (meeting 1 and meeting 2),
3. Preparing the observation guide in the form of checklist containing the indicators to be evaluated,
4. Preparing the students’ worksheet dealing with listening exercises,
5. Constructing the listening test by using tape recorder for the first cycle.
b. The Implementation of the Action

After the planning of the action, the researcher implemented the actions namely teaching listening by using tape recorder in the class. These actions were conducted in two cycles, in which each cycle had four activities, namely the planning of the action, the implementation of the action, classroom observation and evaluation, and the reflection of the action. The actions were done during the school hours when the students had the English lesson. Each cycle was done in two meetings. The implementation of the action in cycle I was based on lesson plan I and lesson plan II (enclosed on Appendix 3 and 4). The implementation of the action in cycle II was done because the results of listening test in the first cycle have not achieved the target mean score of the listening test in the first cycle (in the good category M= 70 – 100). The actions in the second cycle were conducted by revising the teaching technique (asking the students to answer the questions in pairs) and listening materials that were interesting for the students.

c. Monitoring and Evaluation of the Action

The monitor or classroom observation was conducted by the teacher when the teaching of listening by using tape recorder in the first and the second cycles were conducted by the researcher. Observation was done twice in each cycle. The instrument used to monitor the class was an observation sheet in the form of checklist containing some indicators. The indicators of observation were as follows:

a) The students’ activities in asking the questions,
b) The students’ activities in answering the teacher’s oral questions,
c) The students’ interest in the lesson.

The students were considered as the active students if they fulfilled at least two of the indicators above. The result of observation in the first cycle was used as the information to revise the lesson plans of the second cycle (The guide of observation is enclosed on Appendix 14 and 16).
Evaluation was carried out to measure the students’ listening comprehension achievement after following the listening instruction by using tape recorder. The evaluation that was done in this action research were process evaluation and product evaluation. The process evaluation was done by conducting observation in every meeting in each cycle during the teaching learning process of listening by using tape recorder. Then, the product evaluation was carried out at the end of each cycle in the form of listening achievement test after the actions given (in the third meeting and the sixth meeting).

Based on Materi Pelatihan PKG Bahasa Inggris (1998:8) there were some criteria that were used to indicate the success of the actions. They were as follows:

1. This classroom action research was considered to be successful if the results of the listening test by using tape recorder could achieve the target mean score that was in the good category ($M = 70 - 100$).

2. Most of the students (about 75% of the students) achieve good score category of listening achievement test.

3. Most of the students (about 75% of the students) were actively involved in the teaching learning process of listening by using a tape recorder.

d. Reflection

The researcher and the English teacher did the reflection after analyzing the results of listening test in each cycle and the result of observation in each cycle. The purpose of doing reflection was to know whether or not the actions done had weakness or problems. After doing the reflection, the researcher discussed the problems with the teacher to find possible solution to solve the problem that appeared.

The result of reflection was used as a guide to revise the actions in the first cycle, mainly the teaching technique in the second cycle (asking the students to answer the questions in pairs) and the listening materials that were interesting for the students.
3.6 Data Analysis Method

After listening test was done in the first and the second cycles to collect the data about the students' listening achievement, the collected data in the forms of scores of the students' listening test were analyzed quantitatively by using the following formula to find the mean score:

\[ M = \frac{\sum x}{n} \]

(Adapted from Hadi, 1989:37)

Notes:

M : The mean score
\( \sum x \) : The total score of the students' listening comprehension test
n : The number of the students

Then, the results of the data analysis were classified qualitatively based on the category of the score levels below.

**Table 1. The Category of the Score Level**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% – 100%</td>
<td>Good</td>
</tr>
<tr>
<td>60% – 69%</td>
<td>Fair</td>
</tr>
<tr>
<td>40% – 59%</td>
<td>Poor</td>
</tr>
<tr>
<td>0 - 39%</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

(Adapted from Depdikbud, 1999:10)
IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of try out, the results of the action in cycle I and cycle II. Each cycle consists of the results of listening test by using tape recorder, the results of observation and the results of reflection. The results of supporting data and discussion are also presented in this chapter.

4.1 The Results of Try-Out

It has been mentioned in chapter III, the try out of the listening test materials was intended to know whether the instruction was understandable or not, whether the time allocation was sufficient or not, and to know the reliability of the listening comprehension achievement test. In this research, two sets of test were tried out to the students of VIII-C because the mean score of the students was close to the mean score of the VIII-A students (the subjects). The VIII-C students were divided into two groups, group A and group B since the reliability was established by test and retest, the first test was done twice by group A and the second test was done twice by group B. The test was carried out on March 1 and 3, 2007 with 30 minutes of time allocation to do the tests.

The results of the reliability coefficient of the test in cycle 1 was 0.82 and 0.86 for the test in cycle 2. According to Saukah (1997:211) a test is regarded reliable if it has reliability coefficient of ≥ 0.5. Therefore, the two sets of test were reliable since their reliability coefficient were above 0.5. Besides, the time allocation was enough to do the test and the students understood the instruction well. Thus, the tests did not need to be revised. The results and calculation of the try out are enclosed on Appendix 13.
4.2 The Results of the Action in Cycle I

The action in cycle I was done in two meetings. The doer of the action was the researcher. The first meeting was done on March 7th 2007 and the second meeting was done on March 9th 2007. The stages of activities done in the first cycle covered preparation, implementation, observation and evaluation and reflection of the action.

The implementation of the actions was based on the lesson plan made by the researcher. The first meeting was carried out based on lesson plan I and the second meeting was done based on lesson plan II. Lesson plan I and II for cycle I are enclosed on Appendix 3 and 4. The theme and sub-theme were taken from the 1994 English curriculum. The listening materials were taken from Practice and Progress an integrated for pre-intermediate students and Way Points Plus for junior high schools 2. They were chosen based on the theme and sub-theme that was relevant to the theme in the course outline. The themes used in the first cycle were ‘animals’ and ‘sports’. The titles of the text in meeting 1 were ‘In or Out’ and ‘Pets’ and in meeting 2 were ‘Olympic Games’ and ‘Football or Polo?’.

The process evaluation was done in each meeting during the teaching learning process of listening by using tape recorder. The observation guide in the form of checklist was used to evaluate the teaching learning process. It is enclosed on Appendix 14.

Beside the process evaluation, product evaluation was also done in each cycle. It was listening test by using tape recorder which was done after the actions in cycle I in the third meeting (on March 14th 2007). The test was done to measure the students’ listening comprehension achievement by using tape recorder after the actions given in cycle I. In the listening test, the titles of the text were ‘An Exiting Trip’, ‘Crystal Palace National Sport Centre’, and ‘Everything except the weather’. The number of the test items was 20, covering 4 items for asking the general information of texts and 16 items for asking the specific information of the texts. Dealing with scoring, each correct item was scored 5. Thus, the total score of the listening test items was 100.
points. The results of the listening test by using tape recorder in the first cycle are presented in Table 2, then followed by the results of the observation, and the results of reflection.

4.2.1 The Results of Listening Test in Cycle I

The listening test was administered in the third meeting. The English teacher played the cassettes in the tape recorder entitled ‘An Exiting Trip’, ‘Crystal Palace National Sport Centre’, and ‘Everything except the Weather’. After that, the students answered the listening questions individually. The results of the students’ listening test in cycle I are presented in Table 2.

Table 2. The Students’ Listening Test Scores in Cycle I

<table>
<thead>
<tr>
<th>The Subjects’ Number</th>
<th>The Students’ Listening Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>75</td>
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<tr>
<td>2.</td>
<td>75</td>
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<tr>
<td>3.</td>
<td>40</td>
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<tr>
<td>4.</td>
<td>45</td>
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<td>5.</td>
<td>45</td>
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<td>6.</td>
<td>45</td>
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<td>7.</td>
<td>65</td>
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<td>8.</td>
<td>60</td>
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<tr>
<td>9.</td>
<td>65</td>
</tr>
<tr>
<td>10.</td>
<td>60</td>
</tr>
<tr>
<td>11.</td>
<td>60</td>
</tr>
<tr>
<td>12.</td>
<td>50</td>
</tr>
<tr>
<td>13.</td>
<td>70</td>
</tr>
<tr>
<td>14.</td>
<td>70</td>
</tr>
<tr>
<td>15.</td>
<td>75</td>
</tr>
</tbody>
</table>
The result showed that the teaching technique of teaching listening by using tape recorder in cycle I could not improve the students' listening comprehension achievement. This was based on the data that the students' mean score of listening test was 64.4 which was still below 70 as the target mean score of listening test (good category) and there were 18 students (41%) who got good score category (70 - 100) or better than that in cycle I. This result showed that the target mean score of the listening test (the good category), had not been reached. Therefore, the actions needed to be continued to the second cycle.

4.2.2 The Results of Observation in Cycle I

By conducting observation on the listening teaching learning process, the process evaluation was carried out. Observation was done by using checklist paper. It focused on the students' activeness and passiveness. The indicators of the active students were: (1) most of the students (75% or more) asked questions, (2) most of the students (75% or more) could answer the teachers' questions, (3) most of the students (75% or more) interest to the listening lesson. The students were considered to be active when they fulfilled at least two of the indicators. Based on the observation, there were 21 students or 47% of 44 students were actively involved in the listening teaching learning process. It means that, the requirement that 75% of the students' activeness to involve in the listening teaching learning process had not been fulfilled yet. It can be said that most of the students were still passive in the listening teaching learning process. The result of observation by using checklist paper is enclosed on Appendix 14.
4.2.3 The Results of Reflection in Cycle I

Following the process and product evaluation, teaching listening by using tape recorder had not improved the students' listening comprehension achievement. It could be seen from the students’ mean score of the listening test in cycle I (M=64.4), and the students’ activeness (47%) to involve in the listening teaching learning process. So, the action in the second cycle needed to be continued.

There were some factors that might influence the results, they were as follows:

1. The listening materials used were not interesting for the students because the students were not familiar with the materials.
2. The students still had problems in comprehending the text of the listening materials because some of the words were difficult to understand.
3. The students might need listen to the tape recorder more than twice.

Since the results of the listening test obtained by the students had not achieved the target mean score of listening test, the actions in the second cycle were conducted by revising the teaching technique and the materials used in the first cycle. In the first cycle, the tape recorder was played twice and the students did the exercises individually. In the second cycle, the tape recorder was played three times and the students did the exercises in pairs. It was expected the students could share their prior knowledge and information with their friends. The revised teaching technique of listening was intended to improve the students’ listening comprehension achievement by using tape recorder from fair category to good category. The listening materials that were chosen should interest for the students materials and familiar with them.

4.3 The Results of the Action in Cycle II

The second cycle was also done in two meetings. The first meeting was done on March 16th, 2007 and the second meeting was done on March 21st, 2007. Each cycle tested for 30 minutes. The procedure was the same as that applied in the first
teaching listening by using tape recorder. The results of the students’ listening test in cycle II is presented in the following table.

**Table 3. The Students’ Listening Test Scores in Cycle II**

<table>
<thead>
<tr>
<th>The Subjects’ Number</th>
<th>The Students’ Listening Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>75</td>
</tr>
<tr>
<td>2.</td>
<td>75</td>
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<tr>
<td>3.</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>80</td>
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<td>5.</td>
<td>75</td>
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<td>6.</td>
<td>80</td>
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<td>7.</td>
<td>80</td>
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<tr>
<td>8.</td>
<td>75</td>
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<td>9.</td>
<td>70</td>
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<td>10.</td>
<td>55</td>
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<tr>
<td>11.</td>
<td>70</td>
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<tr>
<td>12.</td>
<td>70</td>
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<tr>
<td>13.</td>
<td>80</td>
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<tr>
<td>14.</td>
<td>80</td>
</tr>
<tr>
<td>15.</td>
<td>85</td>
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<tr>
<td>16.</td>
<td>80</td>
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<tr>
<td>17.</td>
<td>80</td>
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<td>18.</td>
<td>80</td>
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<tr>
<td>19.</td>
<td>95</td>
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<tr>
<td>20.</td>
<td>80</td>
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<tr>
<td>21.</td>
<td>90</td>
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<tr>
<td>22.</td>
<td>80</td>
</tr>
<tr>
<td>23.</td>
<td>75</td>
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<tr>
<td>24.</td>
<td>70</td>
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</tr>
<tr>
<td>25.</td>
<td>75</td>
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<tr>
<td>26.</td>
<td>85</td>
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<tr>
<td>27.</td>
<td>75</td>
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<td>28.</td>
<td>65</td>
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<td>29.</td>
<td>70</td>
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<td>30.</td>
<td>75</td>
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<td>31.</td>
<td>70</td>
</tr>
<tr>
<td>32.</td>
<td>75</td>
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<td>33.</td>
<td>70</td>
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<td>34.</td>
<td>80</td>
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<td>35.</td>
<td>70</td>
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<tr>
<td>36.</td>
<td>80</td>
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<td>37.</td>
<td>70</td>
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<tr>
<td>38.</td>
<td>75</td>
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<td>39.</td>
<td>75</td>
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<tr>
<td>40.</td>
<td>70</td>
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<td>41.</td>
<td>75</td>
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<td>42.</td>
<td>65</td>
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<td>43.</td>
<td>60</td>
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<tr>
<td>44.</td>
<td>55</td>
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<tr>
<td>N</td>
<td>3285</td>
</tr>
</tbody>
</table>

\[ M = \frac{\sum x}{n} \quad M = \frac{2835}{44} = 74.7 \]

From the data above, it could be seen that the results of listening test in cycle II was better than the results of listening test in the first cycle. The mean score of the students’ listening test in the second cycle was M=74.7 that was higher than the mean score in the first cycle (M=64.4). There were 39 students (89%) who got good score
category (≥70) in cycle II. This means that the action of teaching listening by using tape recorder in cycle two could improve the students’ listening comprehension achievement.

4.3.2 The Results of Observation in Cycle II

Observation was done in the second action in the listening teaching learning process. The observation was done by applying checklist paper which focused on the indicators to be observed as mentioned in chapter III. Based on the result of observation on appendix 16, it was known that there were 38 of 44 the students were active (two from three indicators were fulfilled). In other words, 86% of the students were active to join the listening teaching process in cycle II because the students interest in the materials. This means that the students had reached the target requirement of the students’ active involvement in the listening teaching learning process (75%). In other words, the students were more active to involve in the listening teaching learning process than those in the cycle I. Thus, teaching listening by using tape recorder could improve the students’ activeness or participation in learning process. The result of observation by using checklist paper is enclosed on Appendix 16.

4.3.3 The Results of the Reflection in Cycle II

The results of the actions in cycle II had reached the target mean score requirement of the two evaluations. In the process evaluation, it was found that 86% of the students’ were actively involved in the listening teaching learning process, whereas in the product evaluation, 89% of the students got good score category in the listening test. It showed that the students’ listening test scores had improved from cycle I to cycle II. The mean score of the students’ listening test score increased from fair category (M=64.4) in cycle I to good category (M=74.7) in cycle II. In the first cycle, the students’ mean score had not fulfilled the mean score of listening test (in
the good category or M=70) because the students’ means score in this cycle was 64.4. It means that teaching listening by using tape recorder still create a problem for the students. That is why, the further actions were done in cycle II. In the second cycle, the students’ mean score of listening test improved, that was 74.7 (in the good category). It could be said that the technique of teaching listening by using tape recorder in cycle II could improve the students’ active involvement in the listening teaching learning process and could improve the students’ listening achievement.

4.4 The Results of Supporting Data

In this research, the supporting data were obtained from the results of interview and documentation.

4.4.1 The Results of Interview

The interview was conducted with the English teacher of SMPN 2 Nguling-Pasuruan after the research in an hour. It was intended to obtain the supporting data about the teaching of listening covering the English curriculum used, how often the teaching of listening done by the teacher in a week, the English book used in teaching listening, the teaching technique used by the teacher, the students’ difficulties in listening, the media used in teaching listening and the why to overcome the problem on listening in particular. The results of interview were as follows.

The English teacher used the 1994 English curriculum in teaching English. The teacher has been teaching listening to the students once a month and the English book being used by the teacher in teaching listening was ‘Lets Learn English 2’, published by Edumedia.

In teaching listening, the English teacher wrote the questions on the blackboard and asks the students whether the questions were understandable or not. Then, he read the text loudly. Next, the students did the exercises and the teacher discussed the exercises with the class.
By interviewing the English teacher, the researcher knew the difficulties of the students in listening. In this case, the students do not have motivation to learn listening because the teacher only taught orally in listening and the students got difficulties in comprehending the text. When the students got difficulties, the teacher read the text more than three times and translates the difficult words.

4.4.2 The Results of Documentation

Documents were used to get the supporting data about the research subjects and the theme and sub-themes of materials used for teaching listening to the eighth grade students. The documentation results are presented below.

The subjects of this research were the VIII – A students of SMPN 2 Nguling-Pasuruan in the 2006/2007 Academic Year., which consisted of 44 students. They were chosen because they had the lowest mean score among the seven existing VIII grade classes. The names of the research subjects are presented on Appendix 18.

The theme and sub-themes for listening materials for the eight grade students were based on the 1994 English curriculum of SMP. They were taken from the English textbook only. They cover sports, healthy, clothes, life in village and city, recreation, public service, advertisement, animal, and geography.

4.5 Discussion

Based on the results of listening test, it could be claimed that teaching listening by using tape recorder was able to improve the students listening comprehension achievement. The finding was relevant to the idea suggested by Soekartawi (1996:73), that there are some functions of tape recorder. First, by using tape recorder, the materials can be systematically presented as well as possible. Second, tape recorder can improve the students’ understanding upon the recorded materials. Last, the use of tape recorder can help the teacher make the classroom atmosphere more conducive. So, it can arouse the students’ interest. In addition, tape
recorder is one of the most effective media in the teaching learning process (Sadiman et al, 1986:55). Therefore, based on the result of the product evaluation in cycle II, the technique of teaching listening by using tape recorder could improve the students' listening comprehension achievement.

In addition, the process evaluation was carried out by applying observation in each cycle. It focused on the students' active or passive involvement in the listening teaching learning process. The target requirement of process evaluation was 75% of the students' activeness in the teaching learning process of listening by using tape recorder. The results of observation showed that there was 47% of the students who were involve active in the first cycle. This means that the action in cycle I still got a problem because the target requirement of process evaluation had not been fulfilled. Meanwhile, in cycle II, there was 86% of the students who were active in asking questions, could answer the teacher’s questions and had interest in listening lesson. This means that the result of observation in cycle II had fulfilled the target requirement of process evaluation (75% of the students’ activeness). Thus, the actions in cycle II could improve the students’ activeness to involve in the listening teaching learning process. This result was supported by the result of asking some questions after the listening test to some of the students. They said that they enjoyed having the action of teaching listening by using tape recorder. The students gave positive responses toward the use of tape recorder. The technique of teaching listening by using tape recorder was interesting. That is why, the students were not bored. Although, teaching listening by using tape recorder helped them focus on their listening activity, the students still get difficulties in comprehending the text. Thus, the other researchers were suggested to solve the problem. Finally, it proved that the technique of teaching listening by using tape recorder could improve the students’ listening comprehension achievement of VIII A at SMP N 2 Nguling-Pasuruan in the 2006/2007 academic year.
V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the data analysis and discussion, the research results could be concluded as follows:

The use of tape recorder in teaching listening could improve the VIII – A students’ listening comprehension achievement at SMP N 2 Nguling-Pasuruan in the 2006/2007 academic year in two cycles from fair category (M=64.4) in the first cycle to good category(M=74.7) in the second cycle. Besides, 47% of the students actively involved in the teaching learning process of listening by using tape recorder in the first cycle to 86% of the students actively involved in the teaching learning process of listening by using tape recorder in second cycle.

5.2 Suggestions

Since the use of tape recorder could improve the students’ listening comprehension achievement, some suggestions are given to the following people.

a. The English Teacher

The English teacher is suggested to be creative to find the technique in teaching listening to improve the students’ listening comprehension achievement. He is suggested to use tape recorder as one of the techniques in teaching listening because it is motivating and fun.

b. The School

The school is suggested to accept the information or reference from the English teacher to use another technique like tape recorder in teaching listening since it can increase the students’ listening comprehension achievement.
b. The Students

The students are suggested to improve their listening skill by practicing listening by using tape recorder regularly since the students can learn and listen from the English native speaker as a good model.

c. Other Researchers

It is suggested that other researchers use the research results as information or a reference to conduct the research with the similar topic in the same design to improve the students’ listening skill by using tape recorder at other schools.
REFERENCES


Bogdan, R.C and Biklen, S.K. *Qualitative Research for Education: An Introduction to Theory and Method*. London: Allyn and Bacon


<table>
<thead>
<tr>
<th>Title</th>
<th>Problems</th>
<th>Variable</th>
<th>Indicators</th>
<th>Data Resources</th>
<th>Research Method</th>
<th>Cycle</th>
<th>Hypothesis</th>
</tr>
</thead>
</table>
| Improving the VIII-A Students' Listening Comprehension Achievement by Using Tape Recorder at SMPN 2 Nguling-Pasuruan in the 2006/2007 Academic Year | 1. Can the use of tape recorder in teaching listening improve the VIII-A students' listening comprehension achievement at SMPN 2 Nguling-Pasuruan in the 2006/2007 academic year? 2. How can the use of tape recorder in teaching listening improve the VIII-A students' listening comprehension achievement at SMPN 2 Nguling-Pasuruan in the 2006/2007 academic year? | The use of tape recorder to improve students' listening comprehension achievement | - The students listening achievement in finding general information  
- The students listening achievement in finding specific information | 1. Subjects: The VIII – A Students of SMPN 2 Nguling-Pasuruan in the 2006/2007 Academic Year 2. informant: The English teacher of the eighth grade in SMPN 2 Nguling-Pasuruan | 1. Research Design: Classroom Action Research with the cycle model. Each cycle consists of four activities:  
- The planning of the action  
- The implementation of the action  
- The class observation and evaluation  
- The reflection of the action | 1. The cycle I action: Teaching listening comprehension by using tape recorder to improve the VIII-A students' listening comprehension achievement at SMPN 2 Nguling-Pasuruan in the 2006/2007 academic year 2. The cycle II action will be conducted if the mean score of listening test in cycle I has not achieved the target mean score in this research (the good category) | 1. Research hypothesis: The use of tape recorder in listening can improve the VIII-A students' listening comprehension achievement at SMPN 2 Nguling-Pasuruan in the 2006/2007 academic year |
GUIDE OF SUPPORTING DATA COLLECTION

a. The Interview Guide

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Data Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What curriculum do you use in teaching English?</td>
<td>The English teacher of the grade eighth at SMPN 2 Nguling-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pasuruan in the 2006/2007 academic year</td>
</tr>
<tr>
<td>2.</td>
<td>How often do you teach listening in a week?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>What kinds of books do you use in teaching listening?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>What technique do you use in teaching listening?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>What kind of media do you use in teaching listening?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>What are the students’ difficulties in listening?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>How do you overcome the problems on listening in particular?</td>
<td></td>
</tr>
</tbody>
</table>

b. The Documentation Guide

<table>
<thead>
<tr>
<th>No.</th>
<th>The Data Taken</th>
<th>Data Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The names of the research subjects</td>
<td>Documents</td>
</tr>
<tr>
<td>2.</td>
<td>The themes and sub-themes of listening materials for the eighth grade students’ of SMPN 2 Nguling-Pasuruan in the 2006/2007 academic year</td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLAN I (CYCLE 1)

Time Subject : English
Level/Semester : Grade Eighth/II
Theme : Animal
Language skill : Listening
Time : 2x45'

I. Basic Competence

The students are able to listen to the short text by using a tape recorder entitled “In or Out and Pets”

II. Indicators

1. The students are able to mention the topic of the spoken material.
2. The students are able to mention the main idea of the paragraph.
3. The students are able to answer the specific information stated in the spoken material.

III. Material

In or Out and Pets (tape script 1 and 2)

IV. Activities

Contextual teaching learning
V. Teaching learning process

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Greeting</td>
<td>a. Greeting</td>
<td>8’</td>
</tr>
<tr>
<td></td>
<td>b. Asking some leading questions to stimulate the students’ interest to the materials by using tape recorder (tape script 1 and 2)</td>
<td>b. Answering the leading questions</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Main activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Asking the students to listen to the tape recorder carefully.</td>
<td>a. Listening to the tape recorder</td>
<td>25’</td>
</tr>
<tr>
<td></td>
<td>b. Asking the students to answer the listening exercises on the worksheet individually.</td>
<td>b. Answering the listening exercises on the worksheet individually.</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>c. Discussing the answers with the class (if it is necessary to replay the tape recorder)</td>
<td>c. Discussing the answers with the English teacher</td>
<td>40’</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Closing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Guiding the students to conclude the materials by giving some oral questions.</td>
<td>a. Answering the teacher’s question</td>
<td>7’</td>
</tr>
<tr>
<td></td>
<td>b. Parting</td>
<td>b. Parting</td>
<td></td>
</tr>
</tbody>
</table>

VI. Media and Resources

1. Media: Cassette, tape recorder, work sheet, blackboard, chalk
2. Resources:
VII. Evaluation

Process Evaluation: Conducted during the listening teaching learning process

The Indicators evaluated

a. Students’ activeness:
   - Most students’ (≥75%) ask questions related to the exercises
   - Most students’ (≥75%) answers the teacher’s questions
   - Most students’ (≥75%) give interest to the lessons

b. Students’ passiveness:
   - Most students’ (< 75%) do not ask question
   - Most students’ (< 75%) do not answer the teacher’s questions
   - Most students’ (< 75%) do not interest to the lessons

Jember, 24 Februari 2007

Researcher

Teacher

Kurnia Anggraeni

Hariyono
Tape Script 1

In or Out?

Our dog, Rex, used to sit outside our front gate and bark. Every time he wanted to come into the garden he would bark until someone opened the gate. As the neighbours complained of the noise, my husband spent weeks training him to press his paw on the latch to let himself in. Rex soon became an expert at opening the gate. However, when I was going out shopping last week, I noticed him in the garden near the gate. This time he was barking so that someone would let him out! Since then, he has developed another bad habit. As soon as he opens the gate from the outside, he comes into the garden and waits until the gate shuts. Then he sits and barks until someone lets him out. After this he immediately lets himself in and begins barking again. Yesterday my husband removed the gate and Rex got so annoyed we have not seen him since.

(Adapted from practice and progress)

Tape Script 2

Pets

British people love animals and about nine million families have pets. Pets are animals that the British generally keep in their houses as companions. Dogs, cats, canaries and goldfish are very common pets. Dogs are good pets but it is important to have space for them. For example, you can keep a collie in a large house with a big garden for exercise. If you live in a flat, you can keep a small dog like a spaniel or Yorkshire terrier. Cats are independent pets, so many people prefer to keep them. But they like outside exercise too. Birds are fine pets to keep in a small house or in a flat. They live in cages and need little space. Canaries sing and people like to listen to them. Fish are also very popular. They have one advantage compared with other pets. People can leave them for one or two days without food. If you keep them in an aquarium, it is important to have some plants there. The plants provide oxygen for the fish. Finally, other popular pets in British homes are hamsters and rabbits.

(Adapted from Way Points Plus 2)
Choose the best answer from the four options provided by crossing (x) the letters a, b, c, or d on your answer provided based on the listening material presented by tape recorder.

1. What is the topic of the spoken material?
   a. Neighbours’ habit
   b. My habit
   c. My husband habit
   d. Rex’ habit

2. What is the main idea of the spoken material?
   a. The Rex habits in front of the gate
   b. The wife habits in front of the gate
   c. The husband habits in front of the gate
   d. The neighbours’ habits in front of the gate

3. Where does their dog usually sit?
   a. Outside front garden
   b. Outside front gate
   c. Outside front home
   d. Outside front shop

4. What would the dog do to come into the gate?
   a. Crying
   b. Singing
   c. Barking
   d. Shouting

5. What made their neighbours complain?
   a. The noise
   b. The dog
   c. The smell
   d. The gate

6. What did the dog do before someone let him out?
   a. Sitting and shouting
   b. Standing and barking
   c. Crying and barking
   d. Sitting and barking

7. What did the dog do from the outside?
   a. Closed the gate
   b. Opened the gate
   c. Opened the home
   d. Closed the shop
8. What did the husband do yesterday?
   a. Removed the home  
   b. Repaired the gate  
   c. Repaired the home  
   d. Removed the gate

9. What is the topic of the spoken material?
   a. Cats  
   b. Animals  
   c. Pets  
   d. Dogs

10. What is the main idea of the spoken material?
    a. Popular pets in Britain  
    b. Popular animals in Britain  
    c. Popular dogs in Britain  
    d. Popular cats in Britain

11. What are the most common pets in Britain?
    a. Dogs and cats  
    b. Dogs and horse  
    c. Cats and mouse  
    d. Dogs and monkey

12. How many families in Britain who love pets?
    a. Nine billion  
    b. Ninety thousands  
    c. Nineteen thousands  
    d. Nine million

13. Where is the canary live?
    a. In the aquarium  
    b. In the cage  
    c. In the box  
    d. In the basket

14. Why is it important to have plant in an aquarium?
    a. The plants provide oxygen  
    b. The plants provide air  
    c. The coral provide air  
    d. The coral provide oxygen

15. What other animals are popular as pets?
    a. Hamster and snake  
    b. Chicken and rabbit  
    c. Hamster and rabbit  
    d. Hamster and mouse
LESSON PLAN II (CYCLE 1)

Time Subject : English
Level/Semester : Grade Eighth/II
Theme : Sports
Language skill : Listening
Time : 2x45'

I. Basic Competence

The Students are able to listen to the short text by using a tape recorder entitled “The Olympic Games and Football or Polo?”

II. Indicators

1. The students are able to mention the topic of the spoken material.
2. The students are able to mention the main idea of the paragraph.
3. The students are able to answer the specific information stated in the spoken material.

III. Material

The Olympic Games and Football or Polo (tape script 3 and 4)

IV. Activities

Contextual teaching learning
V. Teaching learning process

<table>
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<td></td>
<td>a. Greeting</td>
<td>a. Greeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Asking some leading questions to stimulate the students’ interest to the materials by using tape recorder (tape script 3 and 4)</td>
<td>b. Answering the leading questions</td>
<td>8’</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Main activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Asking the students to listen to the tape recorder carefully.</td>
<td>a. Listening to the tape recorder</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>b. Asking the students to answer the listening exercises on the worksheet individually.</td>
<td>b. Answering the listening exercises on the worksheet individually.</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>c. Discussing the answers with the class (if it is necessary to reply the tape recorder)</td>
<td>c. Discussing the answers with the English teacher</td>
<td>40’</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Closing</strong></td>
<td></td>
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<tr>
<td></td>
<td>a. Guiding the students to conclude the materials by giving some oral questions.</td>
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</table>

VI. Media and Resources

1. Media: Cassette, tape recorder, work sheet, blackboard, chalk

2. Resources:


VII. Evaluation

Process Evaluation: Conducted along the listening teaching learning process

The Indicators evaluated

a. Students’ activeness:
   - Most students’ (≥75%) ask questions related to the exercises
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Jember, 24 Februari 2007

Researcher

Kurnia Anggraeni

Teacher

Hariyono
The Olympic Games

The Olympic Games will be held in our country in four years’ time. As a great many people will be visiting the country, the government will be building new hotels, an immense stadium, and a fine new swimming pool. They will also be building new roads and a special railway-line. The Games will be held just outside the capital and the whole area will be called ‘Olympic City’. Workers will have completed the new roads by the end of this year. By the end of next year, they will have finished work on the new stadium. The fine modern buildings have been designed by Kurt Gunter. Every body will be watching anxiously as the new buildings go up. We are all very excited and are looking forward to the Olympic Games because they have never been held before in this country.

(Adapted from Practice and Progress)

Football or polo

The Wayle is a small river that cuts across the park near my home. I like sitting by the Wayle on fine afternoons. It was warm last Sunday, so I went and sat on the river bank as usual. Some children were playing games on the bank and there were some people rowing on the river. Suddenly, one of the children kicked a ball very hard and it went towards a passing boat. Some people on the bank called out to the man, but he did not hear them. The ball struck him so hard that he nearly fell into the water. I turned to look at the children, but there weren’t any in sight: they had all run away! The man laughed when he realized what had happened. He called out to the children and threw the ball back to the bank.

(Adapted from Practice and Progress)
Students’ work sheet

Choose the best answer from the four options provided by crossing (x) the letters a, b, c, or d on your answer provided based on the listening material presented by tape recorder.

1. What is the topic of the spoken material?
   a. Olympic Games          c. ASEAN Games
   b. SEA Games               d. City Games

2. What is the main idea of the spoken material?
   a. Government preparation for football games
   b. Government preparation for ASEAN games
   c. Government preparation for SEA games
   d. Government preparation for Olympic games

3. What event will be held in our country?
   a. The ASEAN Games
   b. The Olympic Games
   c. The football games
   d. The SEA Games

4. Who will build new hotels?
   a. Workers
   b. Civilian
   c. Government
   d. President

5. What is the whole area called?
   a. Olympic country
   b. Games city
   c. Stadium city
   d. Olympic city

6. Who will complete the new roads?
   a. Civilian
   b. Workers
   c. People
   d. President

7. When will the stadium finish?
   a. At the end of next month
   b. At the early next year
   c. At the early next month
   d. At the end of next year
An Exciting Trip

I have just received a letter from my brother, Tim. He is in Australia. He has been designed there for six months. Tim is an engineer. He is working for a big firm and he has already visited a great number of different places in Australia. He has just bought an Australian car and has gone to Alice Springs, a small town in the centre of Australia. He will soon visit Darwin. From there, he will fly to Perth. My brother has never been abroad before, so he is finding this trip very exciting.

(Adapted from Practice and Progress)

Crystal Palace National Sport Centre

Welcome to Crystal Palace National Sport Centre. Crystal Palace is the home for sport in the South East. We provide indoor and outdoor facilities for over 100 different activities, including Athletics, Swimming, Football, Martial Arts and keep fit. In addition to coverage of all major sports we also cater for specialist activities such as scuba diving, rafting, canoeing, skiing and fencing. The centre also hosts exhibitions and trade fairs.

(Adapted from Way Points Plus 2)

Everything Except the Weather

My old friend, Harrison, had lived in the Mediterranean for many years before he returned to England. He had often dreamed of retiring in England and had planned to settle down in the country. He had no sooner returned than he bought a fine house and went to live there. Almost immediately he began to complain about the weather, for even though it was still summer, it rained continually and it was often bitterly cold. After so many years of sunshine, Harrison got a shock. He acted as if he had never lived in England before. In the end, it was more than he could bear. He had hardly had time to settle down when he sold the house and left the country. The dream he had for so many years ended there. Harrison had thought of everything except the weather.

(Adapted from Practice and Progress)
Choose the best answer from the four options provided by crossing (x) the letters a, b, c, or d on your answer provided based on the listening materials presented by tape recorder.

1. What is the main idea of the spoken material?
   a. Australia                        c. Tim
   b. Trip                             d. I

2. What is the name of my brother?
   a. Dim                              c. Lin
   b. Jim                              d. Tim

3. How long did he stay in Australia?
   a. Six weeks                        c. Six months
   b. Seven months                     d. Seven weeks

4. Where is he working?
   a. Big firm                         c. Big company
   b. Little firm                      d. Little company

5. What does he buy?
   a. A motorcycle                     c. A fan
   b. A bicycle                        d. A car

6. Where will he visit soon after going to a small town?
   a. In Darwin                        c. In Alice Springs
   b. In Perth                         d. In Australia

7. How does he feel after going for a trip to Australia?
   a. Very annoyed                     c. Very excited
   b. Very surprised                   d. Very impressed
8. What is the topic of the spoken material?
   a. Sports
   b. Crystal palace
   c. Palace
   d. Exercises centre

9. What is the main idea of the spoken material?
   a. Crystal palace is the name of athletics with a lot of facilities
   b. Crystal palace is the centre of football with a lot of facilities
   c. Crystal palace is the home of sport with a lot of facilities
   d. Crystal palace is the home of trade fairs with a lot of facilities

10. What is a crystal palace?
    a. Home for singer
    b. Centre for martial arts
    c. Centre for skiing
    d. Home for sport

11. How many facilities are in the crystal palace?
    a. 100 facilities
    b. 1000 facilities
    c. 10 facilities
    d. 10,000 facilities

12. What kind of sports that is facilitated?
    a. Softball and Swimming
    b. Athletics and Swimming
    c. Softball and football
    d. Boxing and athletics

13. What special sports that need special facilities?
    a. Rafting and hockey
    b. Scuba diving and rugby
    c. Volley ball and canoeing
    d. Scuba diving and rafting

14. What is the topic of the spoken material?
    a. Harrison
    b. Place
    c. Weather
    d. House

15. Where did my old friend live for many years?
    a. In Mediterranean
    b. In Asia
    c. In British
    d. In England
16. What did he dream?
   a. Retiring in Mediterranean
   b. Buying a home
   c. Selling a home
   d. Retiring in England

17. What did he want to buy?
   a. A car
   b. A fine house
   c. A motorcycle
   d. A fan

18. What did he complain about?
   a. The house
   b. The weather
   c. The country
   d. The car

19. How did Harrison feel about the weather?
   a. Happy
   b. Interested
   c. Shocked
   d. Depressed

20. What did he do after selling his house?
   a. Stayed in the country
   b. Left in Mediterranean
   c. Stayed in Mediterranean
   d. Left in the country
ANSWER KEY

LESSON PLAN I Meeting 1
1. D  6. D  11. A

LESSON PLAN I Meeting 2

Post-Test I
1. B  11. A
2. D  12. B
3. C  13. D
4. A  14. C
5. D  15. A
6. A  16. D
7. C  17. B
10. D  20. D
LESSON PLAN III (CYCLE II)

<table>
<thead>
<tr>
<th>Time Subject</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level/Semester</td>
<td>Grade Eighth/II</td>
</tr>
<tr>
<td>Theme</td>
<td>Life in village and city</td>
</tr>
<tr>
<td>Language skill</td>
<td>Listening</td>
</tr>
<tr>
<td>Time</td>
<td>2x45’</td>
</tr>
</tbody>
</table>

I. Basic Competence

The students are able to listen to the short text by using a tape recorder entitled “Taxi and Cycling through the Air”

II. Indicators

1. The students are able to mention the topic of the spoken material.
2. The students are able to mention the main idea of the paragraph.
3. The students are able to answer the specific information stated in the spoken material.

III. Material

Taxi and Cycling through the Air (tape script 8 and 9)

IV. Activities

Contextual teaching learning
V. Teaching learning process

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s Activities</th>
<th>Students’ Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Greeting</td>
<td>a. Greeting</td>
<td>8’</td>
</tr>
<tr>
<td></td>
<td>b. Asking some leading questions to stimulate the students’ interest to the materials by using tape recorder (tape script 8 and 9)</td>
<td>b. Answering the leading questions</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Main activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Asking the students to listen to the tape recorder carefully.</td>
<td>a. Listening to the tape recorder</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>b. Asking the students to answer the listening exercises on the worksheet in pairs.</td>
<td>b. Answering the listening exercises on the worksheet individually.</td>
<td>15’</td>
</tr>
<tr>
<td></td>
<td>c. Discussing the answers with the class (if it is necessary to replay the tape recorder)</td>
<td>c. Discussing the answers with the English teacher</td>
<td>40’</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Closing</strong></td>
<td>a. Answering the teacher’s question</td>
<td>7’</td>
</tr>
<tr>
<td></td>
<td>a. Guiding the students to conclude the materials by giving some oral questions.</td>
<td>b. Parting</td>
<td></td>
</tr>
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<td></td>
<td>b. Parting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI. Media and Resources

1. Media: Cassette, tape recorder, work sheet, blackboard, chalk

2. Resources:

VII. Evaluation

Process Evaluation: Conducted during the listening teaching learning process

The Indicators evaluated

a. Students’ activeness:
   - Most students’ (≥75%) ask questions related to the exercises
   - Most students’ (≥75%) answers the teacher’s questions
   - Most students’ (≥75%) give interest to the lessons

b. Students’ passiveness:
   - Most students’ (< 75%) do not ask question
   - Most students’ (< 75%) do not answer the teacher’s questions
   - Most students’ (< 75%) do not interest to the lessons

Jember, 14 Maret 2007

Researcher

Kurnia Anggraeni

Teacher

Hariyono
Materials
Tape Script 8

Taxi!

Captain Ben Fawcett has bought an unusual taxi and has begun a new service. The “Taxi” is a small Swiss aero plane called “Pilatus Porter”. This wonderful plane can carry seven passengers. The most surprising thing about it, however, is that it can land anywhere: on snow, water, or even on a ploughed field. Captain Fawcett’s first passenger was a doctor who flew from Birmingham to a lonely village in the Welsh mountains. Since then, Captain Fawcett has flown passengers to many unusual places. Once he landed on the roof of a block of flats and on another occasion, he landed in a deserted car park. Captain Fawcett has just refused a strange request from a businessman. The man wanted to fly to Rockall, a lonely island in the Atlantic Ocean, but Captain Fawcett did not take him because the trip was too dangerous.

(Adapted from Practice and Progress)

Tape Script 9

Cycling Through the Air

The Hatfield Puffin is a modern airplane, but its designer, Mr. John Wimpenny, is finding it difficult to get it off the ground. The reason for this is that this aero plane is also a bicycle. Its pilot has to pedal hard to get it into the air. After Mr. Wimpenny had the plane built, it was tested thoroughly. In 1961, it was the first man-powered aircraft to fly a mile. While being flown by a champion amateur cyclist in 1963, the plane crashed on an airfield. Since then, Mr. Wimpenny has had it rebuilt. He has had the length of the wings increased so that they now measure 93 feet-almost as long as those of a Dakota. Many people have shown interest in this new and unusual sport. But through air cyclist may learn how to fly over short distances, and may, eventually even get across the English Channel, it is doubtful whether they will ever cycle across the Atlantic.

(Adapted from Practice and Progress)
Students’ work sheet

Choose the best answer from the four options provided by crossing (x) the letters a, b, c, or d on your answer provided based on the listening material presented by tape recorder.

1. What is the topic of the spoken material?
   a. An unusual taxi
   b. An unusual car
   c. An unusual helicopter
   d. An unusual bus

2. What is the main idea of the spoken material?
   a. The wonderful a big Swiss aeroplane
   b. The wonderful a small Swiss helicopter
   c. The wonderful a small Swiss aeroplane
   d. The wonderful a big Swiss helicopter

3. What is the name of the captain?
   a. Bean Fawcett
   b. Bill Fawcett
   c. Ben Farrell
   d. Ben Fawcett

4. What is taxi?
   a. A big Swiss aeroplane
   b. A small Swiss aeroplane
   c. A small Swiss helicopter
   d. A big Swiss helicopter

5. What is the taxi called?
   a. Pilatus brother
   b. Brutus brother
   c. Pilatus Porter
   d. Brutus porter

6. How many passengers can be carried?
   a. 11 Passengers
   b. 12 Passengers
   c. 17 Passengers
   d. 7 Passengers

7. Who is the first passenger?
   a. A doctor
   b. A businessmen
   c. A teacher
   d. A captain
8. Where did the businessman want to go?
   a. To Cornwall
   b. To Rockall
   c. To Greenhill
   d. To Runnel

9. What is the topic of the spoken material?
   a. A modern aircraft
   b. A modern helicopter
   c. A modern bicycle
   d. A modern aeroplane

10. What is the main idea of the spoken material?
    a. A modern bicycle that is different from other bicycle
    b. A modern aircraft that is different from other aircraft
    c. A modern aeroplane that is different from other aeroplane
    d. A modern helicopter that is different from other helicopter

11. What is the name of the modern aeroplane?
    a. Hatfield Puffin
    b. Hatfield Muffin
    c. Hatchett Puffin
    d. Hatchett Muffin

12. What is the name of the designer?
    a. Joe Wimpenny
    b. John Wimpenny
    c. John William
    d. Joe William

13. When did it become the first man-powered aeroplane to cover half a mile?
    a. 1916
    b. 1619
    c. 1961
    d. 1691

14. Where did it crash when flown by an amateur champion cyclist two years later?
    a. On an Dakota
    b. In an Dakota
    c. In an airfield
    d. On an airfield

15. What did he do after the plane crash?
    a. Rebuilt the plane
    b. Removed the bicycle
    c. Rebuilt the bicycle
    d. Removed the aeroplane
LESSON PLAN IV (CYCLE II)

Time Subject : English
Level/Semester : Grade Eighth/II
Theme : Advertisement
Language skill : Listening
Time : 2x45’

I. Basic Competence

Students are able to listen to the short text by using tape recorder entitled “Not Very Musical and Not for Jazz”

II. Indicators

1. The students are able to mention the topic of the spoken material.
2. The students are able to mention the main idea of the paragraph.
3. The students are able to answer the specific information stated in the spoken material.

III. Material

Not Very Musical and Not for Jazz (tape script 10 and 11)

IV. Activities

Contextual teaching learning
### V. Teaching learning process

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<td>a. Greeting</td>
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</tr>
<tr>
<td></td>
<td>b. Asking some leading questions to stimulate the students’ interest to the materials by using tape recorder (tape script 10 and 11)</td>
<td>b. Answering the leading questions</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Main activities</strong></td>
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<td></td>
</tr>
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<td>c. Discussing the answers with the class (if it is necessary to replay the tape recorder)</td>
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<td><strong>Closing</strong></td>
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### VI. Media and Resources

1. Media: Cassette, tape recorder, work sheet, blackboard, chalk

2. Resources:

VII. Evaluation

Process Evaluation: Conducted during the listening teaching learning process

The Indicators evaluated

a. Students’ activeness:
   - Most students’ \( \geq 75\% \) ask questions related to the exercises
   - Most students’ \( \geq 75\% \) answers the teacher’s questions
   - Most students’ \( \geq 75\% \) give interest to the lessons

b. Students’ passiveness:
   - Most students’ \( < 75\% \) do not ask question
   - Most students’ \( < 75\% \) do not answer the teacher’s questions
   - Most students’ \( < 75\% \) do not interest to the lessons

Jember, 14 Maret 2007

Researcher

Teacher

Kurnia Anggraeni

Hariyono
Not Very Musical

As we had a long walk through one of the markets of Old Delhi, we stopped at a square to have a rest. After a time, we noticed a snake-charmer with two larger baskets at the other side of the square, so we went to have a look at him. As soon as he saw us, he picked up along pipe which was covered with coins and opened one of the baskets. When he began to play a tune, we had our first glimpse of the snake. It rose out of the basket and began to follow the movements of the pipe. We were very much surprised when the snake charmer suddenly began to play jazz tunes and popular modern songs. The snake, however, continued to ‘dance’ slowly. It obviously could not tell the difference between Indian music jazz!

(Adapted from Practice and Progress)

Not For Jazz

We have an old musical instrument. It is called a clavichord. It was made in Germany in 1681. Our clavichord is kept in the living room. It has belonged to our family for a long time. The instrument was bought by my grandfather many years ago. Recently it was damaged by a visitor. She tried to play jazz on it! She struck the keys too hard and two of the strings were broken. My father was shocked. Now we are not allowed to touch it. It is being repaired by a friend of my father’s.

(Adapted from Practice and Progress)
Students' work sheet

Choose the best answer from the four options provided by crossing (x) the letters a, b, c, or d on your answer provided based on the listening material presented by tape recorder.

1. What is the topic of the spoken material?
   a. Snake
   b. Tunes
   c. Snake-charmer
   d. Old Delhi

2. What is the main idea of the spoken material?
   a. Snake-charmer dance modern tunes in Old Delhi
   b. Snake-charmer plays modern tunes in Old Delhi
   c. Snake-charmer sing modern tunes in Old Delhi
   d. Snake-charmer song modern tunes in Old Delhi

3. What did we watch in a square in Old Delhi?
   a. Snake-charmer
   b. Markets
   c. Modern tunes
   d. Snake-dance

4. What did he have?
   a. Two small snakes
   b. Two small Baskets
   c. Two large snakes
   d. Two large baskets

5. What did he play?
   a. Dance
   b. Snake
   c. Basket
   d. Tune

6. What did the snake in one of the basket do?
   a. Follow the movement of the dance
   b. Follow the movement of the sing
   c. Follow the movement of the pipe
   d. Follow the movement of the basket
7. What did the snake-charmer play?
   a. Jazz
   b. Pop
c. Dangdut
d. R & B

8. What music could tell the difference?
   a. Indian music and jazz
   b. Indian music and pop
c. Modern songs and jazz
d. Modern songs and Indian music

9. What is the topic of the spoken material?
   a. An old violin instrument
   b. A young musical instrument
c. A young violin instrument
d. An old musical instrument

10. What is the main idea of the spoken material?
    a. The broken Clavichord
    b. The broken violin
c. The repaired Clavichord
d. The repaired violin

11. When was it made?
    a. 1861
    b. 1618
c. 1816
d. 1681

12. Who did buy the instrument many years ago?
    a. My father’s friend
    b. My mother’s friend
c. My grandfather
    d. My grandmother

13. Who damaged it recently?
    a. Father
    b. Visitor
c. Mother
d. Me

14. What did she break?
    a. Strings
    b. Keys
c. Struck
d. Chair

15. Who is repairing it?
    a. My mother’s friend
    b. My friend
c. My grandfather’s friend
d. My father’s friend
Weather Report

Today is beautiful day in some parts of Canada but not in others. In South West near Vancouver it is sunny and dry is windy too. In the North West near Dawson is very cloudy and rainy. Open the North of Canada in Queen Elizabeth Islands is cold and very cloudy, but in the South around Quebec is beautiful sunny day its little changeable in the North East near Baffin Island and is cloudy and windy in the East around St John’s and Halifax. Finally, in the South East in the area of Quebec, Montreal, and Ottawa is windy and changeable while it is sunny but windy day in Toronto.

(Adapted from Way Points Plus 2)

Did You Want to Tell Me Something

Dentist always ask question when it is impossible for you to answer. My dentist pulled out one of my teeth and had told me to rest for a while. I tried to say something, but my mouth was full of cotton-wool. He knew I collected bird’s eggs and asked me whether my collection was growing. He then asked me how my brother was and whether I liked my new job in London. In answer to these questions I either nodded or made strange noises. Meanwhile, my tongue was busy searching out the whole where the tooth had been. I suddenly felt worried, but could not say anything. When the dentist at last removed the cotton-wood from my mouth, I was able to tell him that he had pulled out the wrong tooth.

(Adapted from Practice and Progress)
Self Service

If you are in a hurry and want to have a quick meal, there is no better place sooner self service restaurant. You go into the restaurant, pick up a tray, knife, fork and spoon and queue at the counter where the food is on display. You pick out what you want and put it on your tray which you have to push along a special rack till you reach the cashier. The cashier will give you your bill. After paying her, take your tray to any table you like. You can sit alone or with another costumer. You can have a good meal in 10 minutes and has no waiter you don’t have to give a tip.

(Adapted from Way Points Plus 2)
Choose the best answer from the four options provided by crossing (x) the letters a, b, c, or d on your answer provided based on the listening material presented by tape recorder.

1. What is the topic of the spoken material?
   a. Whether
   b. Climate
   c. Temperature
   d. Canada

2. How is the weather in Vancouver?
   a. Sunny and cold
   b. Cloudy and dry
   c. Sunny and dry
   d. Windy and rainy

3. Where is Dawson?
   a. In the Northwest of Vancouver
   b. In the Northwest of Canada
   c. In the Northeast of Canada
   d. In the Northeast of Vancouver

4. What islands are in the North of Canada?
   a. Dawson
   b. Baffin Island
   c. Vancouver
   d. Queen Elizabeth

5. How is the weather in Quebec?
   a. Windy
   b. Cloudy
   c. Sunny
   d. Rainy

6. How is the weather in St John and Halifax?
   a. Sunny
   b. Windy
   c. Dry
   d. Cloudy

7. What is the topic of the spoken material?
   a. Dentist
   b. Doctor
   c. Veterinarian
   d. Surgeon
8. What is the main idea of the spoken material?
   a. The Surgeon that is pulled out the wrong tooth
   b. The Veterinarian that is pulled out the right tooth
   c. The doctor that is pulled out the right tooth
   d. The dentist that is pulled out the wrong tooth

9. What had he told him to do?
   a. To wait for a second
   b. To talk for a second
   c. To talk for a while
   d. To rest for a while

10. What was his mouth full of?
    a. Cotton-wool
    b. Cotton-fibber
    c. Spoons-wool
    d. Spoons-fibber

11. What was the speaker’s collection?
    a. Bird’s cages
    b. Chicken’s cages
    c. Chicken’s eggs
    d. Bird’s eggs

12. What did the dentist eventually remove from his mouth?
    a. Cotton-wool from the dentist’s mouth
    b. Cotton-wool from the speaker’s mouth
    c. Cotton-fibber from the speaker’s mouth
    d. Cotton-fibber from the dentist’s mouth

13. What did the speaker tell him?
    a. He had pulled in the wrong tooth
    b. He had pulled in the right tooth
    c. He had pulled out the wrong tooth
    d. He had pulled out the right tooth

14. What is the main idea of the spoken material?
    a. Facilities in self service restaurant
    b. Disadvantages in self service restaurant
    c. Facilities in yourself service restaurant
    d. Facilities in yourself restaurant

15. What is the name of the restaurant?
    a. Yourself service
    b. Self service
    c. Itself service
    d. Themselves service
16. What should we do first when we go to the restaurant?
   a. Pick up a tray, knife, fork, spoon and food
   b. Pick out a tray, spoon and food
   c. Pick up a tray, knife, fork and spoon
   d. Pick out a tray, knife, fork and spoon

17. Where is the food place?
   a. On display
   b. On counter
   c. In tray
   d. In display

18. What should you do after you put the food on your tray?
   a. Push on a special rack
   b. Push on a special counter
   c. Push along a special rack
   d. Push along a special counter

19. What is given by the cashier for you?
   a. Menu
   b. Bill
   c. Note
   d. Money

20. How many times you can have a good meal in this restaurant?
   a. 20 seconds
   b. 20 minutes
   c. 10 seconds
   d. 10 minutes
# Answer Key

## Lesson Plan II Meeting 1
1. A  
6. D  
11. A  
2. C  
7. A  
12. B  
3. D  
8. B  
13. C  
4. B  
9. D  
14. D  
5. C  
10. C  
15. A

## Lesson Plan II Meeting 2
1. C  
6. C  
11. D  
2. B  
7. A  
12. C  
3. A  
8. A  
13. B  
4. D  
9. D  
14. A  
5. D  
10. A  
15. D

## Post-Test II
1. A  
11. D  
2. C  
12. B  
3. B  
13. C  
4. D  
14. A  
5. C  
15. B  
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16. D  
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17. A  
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9. D  
19. B  
10. A  
20. D
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### Appendix 13

#### THE RESULTS OF TRY OUT TEST IN CYCLE 2 (FIRST TEST) done by Group B

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#### THE RESULTS OF TRY OUT TEST IN CYCLE 2 (SECOND TEST) done by Group B

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X: The score of the first try out
Y: The score of the second try out
Try out of cycle 1 test:

\[
 r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\left[ N \sum x^2 - (\sum x)^2 \right] \left[ N \sum y^2 - (\sum y)^2 \right]}} \]

\[
 = \frac{(22)(80025) - (1255)(1360)}{\sqrt{(22)(75625) - (1255)^2 \left[ (22)(86300) - (1360)^2 \right]}} \]

\[
 = \frac{53750}{\sqrt{88725[49000]}} \]

\[
 = \frac{53750}{65935.76} = 0.82 \]

Try out of cycle 2 test:

\[
 r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\left[ N \sum x^2 - (\sum x)^2 \right] \left[ N \sum y^2 - (\sum y)^2 \right]}} \]

\[
 = \frac{(22)(92450) - (1385)(1445)}{\sqrt{(22)(89975) - (1385)^2 \left[ (22)(96325) - (1445)^2 \right]}} \]

\[
 = \frac{32575}{\sqrt{61225[31125]}} \]

\[
 = \frac{32575}{43653.5} = 0.76 \]
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**Notes:**

1. Students’ asking questions
2. Students’ answering questions
3. Students’ giving interest
# Appendix 16

**OBSERVATION CHECKLIST CYCLE 2**

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Σ 3285
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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama: KURNIAN AUGRAENI
NIM/Angkatan: 08.0210901232 / 2002
Jurusan/Prog. Studi: PBS / PENDIDIKAN BAHASA INDONESIA
Judul Skripsi: Improving the Eighth Grade Students' Listening Comprehension Achievement by Using Tape Recorder at SMPN 2 Ngasing - Pasuruan in the 2006/2007 Academic Year

Pembimbing I: Dra. Fakhriah Tasnim, M.A
Pembimbing II: Dra. Siti Sondari, M.A

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Catatan:
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi
LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama: KURNIA ANGGRAGUNI
NIM/Angkatan: 07021041232 / 2002
Jurusan/Prog. Studi: PJS.../PENDIDIKAN...BAHASA...W.E.P.S.
Judul Skripsi: Improving the Eighth Grade Students’ Listening Comprehension Achievement by Using Tape Recorder at SMPN 2 Nguling Pasuruan in the 2006 / 2007 Academic Year
Pembimbing I: Dra. Fatihah Tasnim, M.A.
Pembimbing II: Dra. Siti Sundari, M.A.

KEGIATAN KONSULTASI

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Catatan:
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi
DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITIES JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat: Jl. Kalimanatan III/5 Kampus Tegal Boto Kotak Pos 162
Telp/ Fax (0331) 334988 Jember 68121

Jember, Februari 2007

Lampiran : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala SMPN 2 Nguling

di-
Pasuruan

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember mene.mangkakan bahwa
Mahasiswa tersebut dibawah ini:

Nama : KURNIA ANGGRAENI
NIM : 020210401232
Jurusan/Program : Pendidikan bahasa dan Seni/ Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaiin studinya, mahasiswa tersebut bermaksud melaksanakan
penelitian di lembaga saudara dengan judul:

“Improving the Eighth Grade Students’ Listening Comprehension Achievement by
Using Tape Recorder at SMPN 2 Nguling-Pasuruan in the 2006/2007 Academic Year”

Sehubungan dengan hal tersebut kami mohon berkenan saudara agar memberikan ijin, dan
sekaligus bantuan informasi yang diperlukannya.

Demikian atas berkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan

Pembantu Dekan I,

Drs. Winik Eko Binda, M.Pd
NIP. 131475844
SURAT KETERANGAN

Yang bertanda tangan dibawah ini saya:

Nama: Drs. IGN BAMBANG LAGIMAN, M.Pd.
NIP: 130532339
Pangkat/Golongan: Pembina, IV/a
Jabatan: Kepala Sekolah
Unit Kerja: SMP Negeri 2 Nguling Kabupaten Pasuruan

Menerangkan dengan sebenarnya bahwa:

Nama: KURNIA ANGGRAENI
Tempat/Tanggal Lahir: Pasuruan, 17 Mei 1984
NIM: 020210401232
Jurusan/Program: Pendidikan bahsa dan seni/Pendidikan Bahasa Inggris

Yang namanya tersebut diatas benar – benar melakukan kegiatan Penelitian ke siswa SMP Negeri 2 Nguling Kabupaten Pasuruan mulai tanggal 7 Maret 2007 sampai dengan 23 Maret 2007 dengan judul "Improving the Eighth Grade Students Listening Comprehension Achievement by Using Tape recorder at SMP negeri 2 Nguling Pasuruan in the 2006/2007 Academic Year"

Demikian Surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya

Nguling, 24 Maret 2007
Kepala

Dinas Pendidikan dan Kebudayaan
SMP Negeri 2 Nguling
NIP: 130532339
Appendix 11
Post test 2

Choose the best answer from the four options provided by crossing (x) the letters a, b, c, or d on your answer provided based on the listening material presented by tape recorder.

1. What is the topic of the spoken material?
   a. Whether
   b. Climate
c. Temperature
   d. Canada

2. How is the weather in Vancouver?
   a. Sunny and cold
   b. Cloudy and dry
c. Sunny and dry
   d. Windy and rainy

3. Where is Dawson?
   a. In the Northwest of Vancouver
   b. In the Northwest of Canada
c. In the Northeast of Canada
   d. In the Northeast of Vancouver

4. What islands are in the North of Canada?
   a. Dawson
   b. Baffin Island
c. Vancouver
   d. Queen Elizabeth

5. How is the weather in Vancouver?
   a. Windy
   b. Cloudy
c. Sunny
   d. Rainy

6. How is the weather in St John and Halifax?
   a. Sunny
   b. Windy
c. Dry
   d. Cloudy

7. What is the topic of the spoken material?
   a. Dentist
   b. Doctor
c. Veterinarian
   d. Surgeon

8. What is the main idea of the spoken material?
   a. The Surgeon that is pulled out the wrong tooth
   b. The Veterinarian that is pulled out the right tooth
c. The doctor that is pulled out the right tooth
   d. The dentist that is pulled out the wrong tooth

9. What had he told him to do?
   a. To wait for a second
   b. To talk for a second
c. To talk for a while
   d. To rest for a while

10. What was his mouth full of?
    a. Cotton-wool
    b. Cotton-fibber
c. Spoons-wool
d. Spoons-fibber

11. What was the speaker’s collection?
    a. Bird’s cages
c. Chicken’s eggs
    b. Chicken’s cages
d. Bird’s eggs

12. What did the dentist eventually remove from his mouth?
    a. Cotton-wool from the dentist’s mouth
    b. Cotton-fibber from the speaker’s mouth
c. Cotton-fibber from the speaker’s mouth
d. Cotton-wool from the dentist’s mouth

13. What did the speaker tell him?
    a. He had pulled in the wrong tooth
    b. He had pulled in the right tooth
c. He had pulled out the wrong tooth
d. He had pulled out the right tooth

14. What is the main idea of the spoken material?
    a. Facilities in self service restaurant
    b. Disadvantages in self service restaurant
c. Facilities in yourself service restaurant
d. Facilities in yourself restaurant

15. What is the name of the restaurant?
    a. Yourself service
c. Itself service
    b. Disadvantages in self service restaurant
d. Hemselves service
16. What should we do first when go to the restaurant?
   a. Pick up a tray, knife, fork, spoon and food
   b. Pick out a tray, spoon and food
   c. Pick up a tray, knife, fork and spoon
   d. Pick out a tray, knife, fork and spoon

17. Where is the food place?
   a. On display
   b. On counter
   c. In tray
   d. In display

18. What should you do after you put the food on your tray?
   a. Push on a special rack
   b. Push on a special counter
   c. Push along a special rack
   d. Push along a special counter

19. What is given by the cashier for you?
   a. Menu
   b. Bill
   c. Note
   d. Money

20. How many times you can have a good meal in this restaurant?
   a. 20 seconds
   b. 20 minutes
   c. 10 seconds
   d. 10 minutes
16. What should we do first when go to the restaurant?
   a. Pick up a tray, knife, fork, spoon and food
   b. Pick out a tray, spoon and food
   ✔ Pick up a tray, knife, fork and spoon
   d. Pick out a tray, knife, fork and spoon

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   d. In display

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20. How many times you can have a good meal in this restaurant?
   a. 20 seconds
   b. 20 minutes
   ✔ 0 minutes
Choose the best answer from the four options provided by crossing (x) the letters a, b, c, or d on your answer provided based on the listening material presented by tape recorder.

1. What is the topic of the spoken material?
   a. Weather
   b. Climate
   c. Temperature
   d. Canada
   ✗ Sun and dry

2. How is the weather in Vancouver?
   a. Sunny and cold
   b. Cloudy and dry
   ✗ Sunny and dry
   c. Windy and rainy

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   b. Pick out a tray, spoon and food
   [x] c. Pick up a tray, knife, fork and spoon
   d. Pick out a tray, knife, fork and spoon

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   a. 20 seconds
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