



**IMPROVING THE FIRST YEAR STUDENTS' LISTENING
COMPREHENSION ACHIEVEMENT BY USING RECORDED
TELEVISION NEWS ON VCD AT SMA PGRI 10 GLENMORE
IN THE 2006/2007 ACADEMIC YEAR**

THESIS

Presented as One of the requirements to obtain the S-1 Degree at the English
Education Program Language and Arts Education Department
of the Faculty of Teacher Training and Education

Jember University

Asal:	Halaman Pembelian	Klasifikasi
Jember University	30 NOV 2007	428 kur i e
No. Induk :		
KLACIP / PE YALIN		

By

HADI KURNIAWAN
NIM. 010210401264

**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2007**

DEDICATION

This Thesis is honorably dedicated to:

1. My adorable mother and father, Turiana and Suhardi. I am proud of being your son. Thank you a lot for your love, support, affection, care, sacrifice, and the endless pray. I will do my best to honor you.
2. My beloved brothers and sisters; Hari Wahyudi and Aurelia Misriani, Maman Sutarjo and Erna Karyaning Wardani, Hans Mastbroek, Ribut Teguh Waluyo, Christi Candra Kartika, and also my dearest nieces and nephews; Novi, Indri, Evan, and Giant.
3. My dearest closest friend Dini Triana Arimami and family. Thanks for the support and tremendous sharing moments we have spent together.
4. My friends in English program, especially the 2001 level. Thank you all for the time we have shared together.
5. My sharing partners; Benu, Narko, Eko Ndut, Ebes, Toyes, Too-cool, Bendhot, and all of my friends in Belitung 40 and Taruna dormitory, and also my friends in Big Brother management and Big Bubble band; Dali, Papa Andre and Mama Berti, Wawa, Inoel, Antok, indra Sulak, and Yoyok.
6. My beloved almamater, Jember University.

MOTTO

*The Lord GOD hath given me the tongue of the learned, that I should know how to
speak a word in season to him that is weary: He wakeneth morning by morning,*

He wakeneth mine ear to hear as the learned

(Isaiah 50:4-King James Version)

As cold waters to a thirsty soul, so is good news from a far country

(Proverbs 25:25- King James Version)

CONSULTANTS' APPROVAL

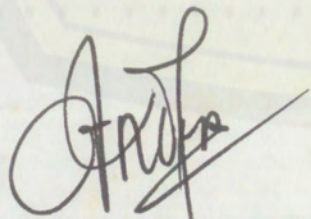
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ACHIEVEMENT BY USING RECORDED TELEVISION NEWS ON VCD
AT SMA PGRI 10 GLENMORE IN THE 2006/2007
ACADEMIC YEAR

THESIS

Name : Hadi Kurniawan
Identification Number : 010210401264
Level : 2001
Department : Language and Arts Education
Program : English Education
Place of Birth : Banyuwangi
Date of Birth : January 8th, 1982

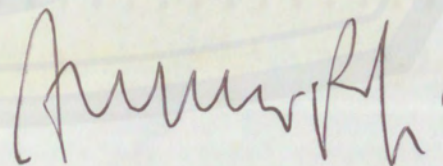
Approved by:

Consultant I



Dra. Made Adi Andayani T, M.Ed
NIP. 131 832 325

Consultant II



Drs. Annur Rofiq, MA, M.Sc
NIP. 132 232 799

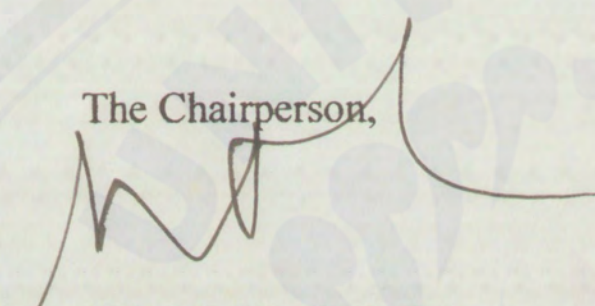
APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examiners Committee of the Teacher Training and Education Faculty, Jember University.

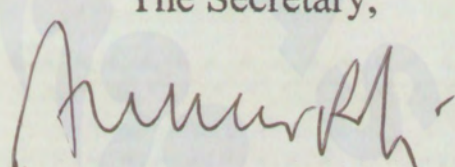
Day : Tuesday
Date : October 9th, 2007
Place : The Faculty of Teacher Training and Education Program

Examiners

The Chairperson,

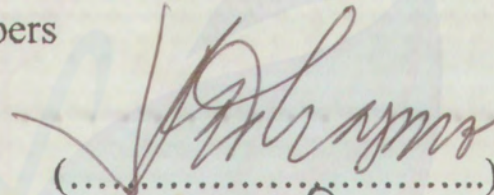

Dra. Wiwiek Eko B, M.Pd
NIP. 131 475 844

The Secretary,

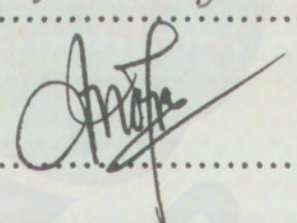

Drs. Annur Rofiq, MA, M.Sc
NIP. 132 232 799

Members

1. Drs. Sudarsono, M.Pd
NIP. 131 993 442


(.....)

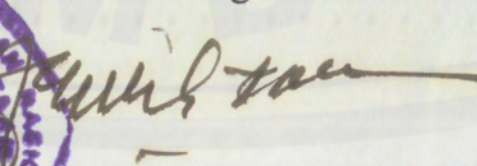
2. Dra. Made Adi Andayani T, M.Ed
NIP. 131 832 325


(.....)

The Dean

Faculty of Teacher Training and Education




Drs. H. Imam Muchtar, S.H, M.Hum
NIP. 130 810 936

ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to God who grants me the blessing, mercy, and grace so that I am able to accomplish the thesis entitled "Improving the First Year Students' Listening Comprehension Achievement by Using Recorded Television News on VCD at SMA PGRI 10 Glenmore in the 2006/2007 Academic Year".

At this time, I would like to say my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of the English Education Program of the Faculty of Teacher Training and Education.
4. The Examination Committee.
5. My consultants, Dra. Made Adi Andayani T, M.Ed and Drs. Annur Rofiq, MA, M.Sc. I do really thank and I would like to give my deepest regard to your time, knowledge; guidance, patience, and motivation that had led me compile and finish my thesis.
6. All of my lecturers in English Program.
7. The Principal and Vice Principal of SMA PGRI 10 Glenmore who gave permission to conduct this research.
8. The English teachers of the first year students of SMA PGRI 10 Glenmore who helped me to conduct the research.

Finally, I expect that this thesis will be useful for the readers and me. Nevertheless, the constructive comment and criticism are expected to make the writing of this thesis better.

Jember, 2007

The Writer

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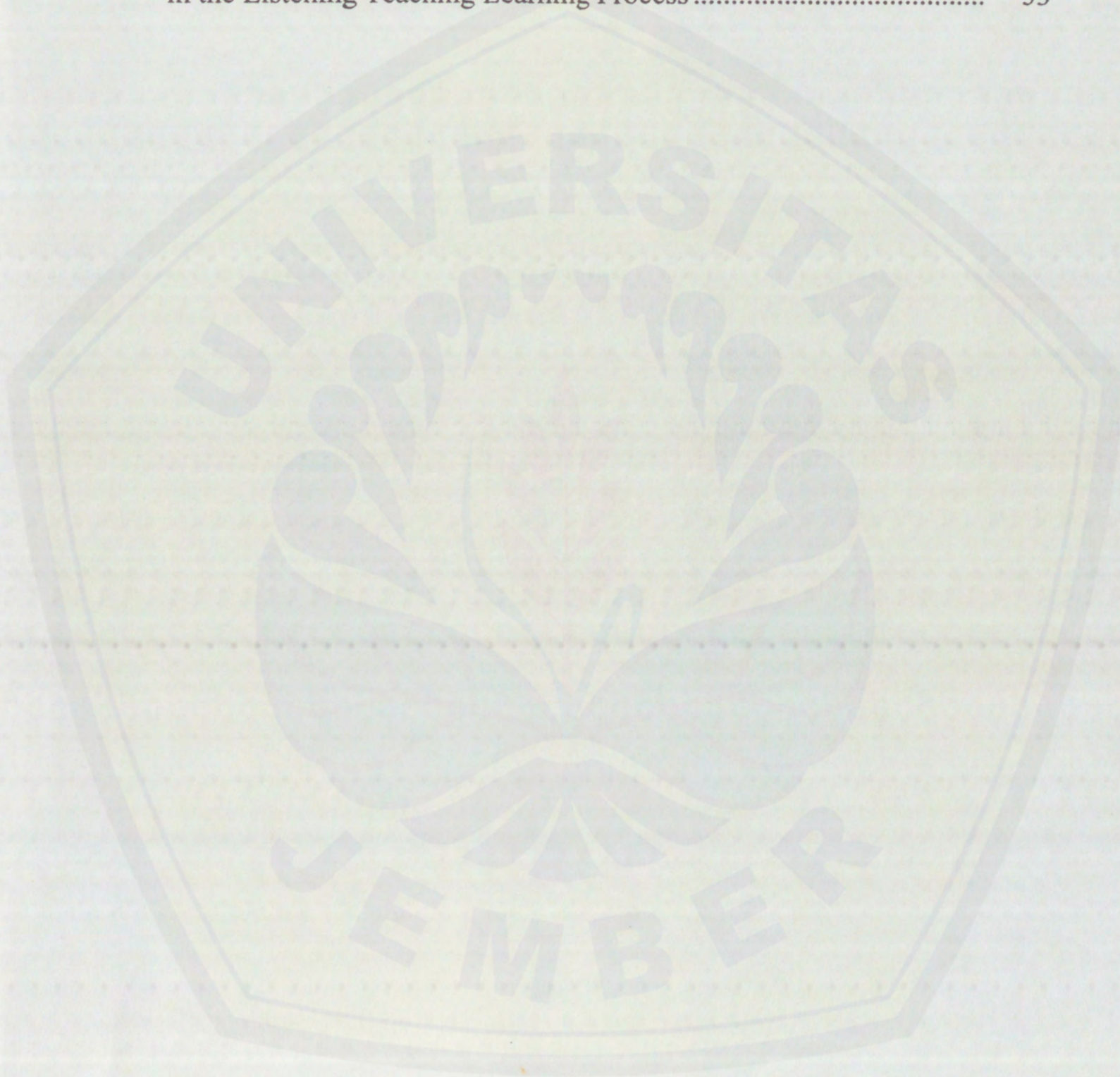
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SUMMARY

Improving the First Year Students' Listening Comprehension Achievement by Using Recorded Television News on VCD at SMA PGRI 10 Glenmore in the 2006/2007 Academic Year; Hadi Kurniawan, 010210401264; 2007: 61 pages; English Education Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

Based on the result of informal interview with the first year English teacher of SMA PGRI 10 Glenmore, it was revealed that most of the students' English scores were low. Furthermore, they often got difficulties in listening especially in finding general and specific information of news reports within the genre "news item". Additionally, in teaching learning activities, especially in teaching listening, the way of the teacher in teaching listening was still monotonous. She just focused on the use of textbook materials. This way of teaching had resulted the students' sleepiness and boredom. Considering the problems above, this research was undertaken to overcome the problems above by using recorded television news to improve the students' listening achievement, to give the students new learning experience and arouse the students' excitements. Additionally, in relation to recorded television news' features for listening comprehension aids were some of considerations for the researcher in conducting this action research entitled "*Improving the First Year Students' Listening Comprehension Achievement by Using Recorded Television News on VCD at SMA PGRI 10 Glenmore in the 2006/2007 Academic Year*".

To achieve the purpose, an action research was implemented through cycles. In the implementation, there were two meetings for each cycle. Furthermore, the research was conducted through the following procedures 1) Planning of the action, 2) Implementation of the action, 3) Classroom Observation and Evaluation, 4) Reflection of the action. Dealing with the data analysis method, the classroom observation used an observation checklist to identify the students' activeness, while the results of evaluation were analyzed by using percentage method to measure the students listening comprehension achievement and improvement in their listening test.





CHAPTER I INTRODUCTION

This chapter presents some aspects underpinning the topic of the research. It includes the background of the research, problems of the research, operational definitions of the terms, objective of the research and the significance of the research

1.1 Background of the Research

English plays an important role in the world. It is used as a means of communication among people all over the world. Its role is very important in every aspect of life, including in education. Considering its importance today, English has been taught in Indonesia as a foreign language for quite a long time. It has been regarded in the curriculum of education as one of the compulsory subjects that is given at junior high school and senior high school (Depdiknas, 2004:2).

In English teaching, there are four language skills, namely: listening, speaking, reading and writing that must be mastered (Depdiknas, 2004:6). All these language skills are interrelated. It means that each skill relates to the others. Hammer in Brandt (2005:1) confirms that to learn a language, it is necessary for the students to be exposed to it, and the best form is through listening. Further, listening is the most frequently used language skill in everyday life because more than forty percent of our daily communication time is spent on listening, thirty-five percent on speaking, sixteen percent on reading and only nine percent on writing (Burely-Allen in Miller, 2003:1). Those ideas show that listening is an important skill that may affect the other skills.

Nevertheless, English learners, especially foreign learners, still face many problems in mastering listening skill (Swan, 1995:xi). This condition also happens to Indonesian learners, particularly at Senior High School. Most of them had difficulty in understanding the meaning and catching the ideas from the spoken language. The same problem was also encountered by the first year students who study at

SMA PGRI 10 Glenmore. The students often had difficulty in catching the ideas from the spoken language. Contrary to this fact, at this level, students are supposed to reach informational literacy level to be prepared for entering University (Depdiknas, 2004:5). It means that students were supposed to be able to access knowledge and information by the language used as the medium, in this case English.

Based on the informal interview with the English teacher of SMA PGRI 10 Glenmore, it was known that most of the students, around 70 %, had difficulty in listening, especially in finding general and specific information of news reports in the spoken language within the genre "news item". It was shown by the students' average score which was 50. The score was below the minimum standard score requirement of 60. Additionally, genre is the text type or kind of text (Depdiknas, 2004:4).

The role of the teacher in teaching learning processes is very important. As it was informed by the English teacher of SMA PGRI 10 Glenmore, in teaching learning activities, especially in teaching listening, the way of the teacher in teaching listening was still monotonous. She just focused on the use of textbook materials. Additionally, the teacher used the text from the textbook and read it while the students were listening. However, Haycraft (1978:7) states that monotonous teaching can produce sleepiness to the students. Moreover, if the students only listen to the teacher in listening activities, they will tend to get bored and have lack of experience in listening to real life listening such as, daily conversation, television news, radio news, announcement on public places, etc. In line with this idea, Haycraft (1978: 8) states that the nearer language teaching can come to real life the more interesting it will be. It means that by connecting the content of an academic subject with the students' own experience, they will find meaning of their study and they will learn and apply what they study into their real life. Furthermore, Ur (1984:10) states that classroom practice should usually incorporate such characteristics of real life listening; yet, many books of listening exercise do not include any of them. Those statements show that variation in teaching, such as material, the way of teaching and

the media is very important for the students in order to relate their knowledge to real life.

The activity that may fulfill the requirements was listening to an authentic text such as recorded television news. According to Miller (2003:1), authentic texts are any spoken texts that have not been specially prepared for language learners' that can be delivered via technology such as television or video. As Mackenzie (1997:8) stated that recorded television news can be used in an English listening classroom because it is very interesting for the students. That is, the students will have a new learning experience in a real life situation. Furthermore, Bell (2006:1) states that the visual information provided by television news can help the students in understanding the presented information. This is because the visual information can give a description of what has already happened and how it happened.

By considering the description above, the researcher conducted classroom action research entitled "Improving the First Year Students' Listening Comprehension Achievement by Using Recorded Television News on VCD at SMA PGRI 10 Glenmore in the 2006/2007 Academic Year". The reason for choosing classroom action research as the research design is as it was informed by the English teacher that many students had difficulty in mastering the listening skill. Therefore, those problems had to be solved as soon as possible. The researcher intended to solve the problems by conducting classroom action research collaboratively with the English teacher. In addition, the application of recorded television news as the authentic material in the teaching learning process of listening at SMA PGRI 10 Glenmore had never been applied before by the English teacher or other researchers at this school.

CHAPTER II
RELATED LITERATURE REVIEW

This chapter presents the review of literature related to the topic of the research. They are television news in language teaching, teaching listening, the use of recorded television news on VCD to improve the students' listening comprehension achievement and action hypothesis.

2.1 Television News in Language Teaching

Webster (1996:913) defines news as a report of recent issues especially that is broadcasted over radio or television. Additionally, Hornby (1995:1228) defines television as a piece of electronical equipment with a glass screen which shows broadcasting programmes with motion pictures and sounds. From those ideas, it can be concluded that television news is a report of recent issues that is broadcasted over television which consists of motion pictures and sounds.

According to Bell (2003:1) television news is an immediate alternative source of information and a vast of growing language learning resource. In line with the idea, Mejia (2006:1) confirms that news is a vital importance to most people in which the reality makes television news always been a focus of modern language teaching lessons. Those statements show that television news is a source of information which is very important either to most people in social community or in language teaching as language learning resource. It is because in everyday situation learners are surely exposed to oral information coming from television (Merino and Massi, 1998:2).

Bringing the television news into the classroom offers a whole range of interesting possibilities to enhance the learners' command of the English language (Merino and Massi, 1998:4). It means that using television news as language learning material will allow the learners to access more information when listening because the learners can see what is happening as well as listening to the text (Miller, 2003:1).



Further, Meija (2006:1) confirms that television news has special features for its viewers or learners which make it interesting and useful in language teaching development. They are as follows:

1. Television news always starts with a teaser by the newscaster, a brief overview of the issue to stimulate the interest and get viewers ready to listen.
2. Television news is often presented in a general to specific pattern.
3. The newscaster generally provides summary style lead-ins to comments made by persons interviewed on the news.
4. In issue-based television news, an attempt is made to provide a viewpoint from both sides of the issue.
5. Television news provides an excellent model of the dialect known as network standard.

Additionally, Nash et al. (1996:1-3) confirm that using television news as listening material has many advantages. They are:

1. Availability

The biggest advantage of using television news is its availability. Due to the technology development, daily television news in English can be viewed from regional, national, and international television stations or by accessing through internet (Leloup, 2004:1).

2. Length

Because television news consists of many news reports, each of which is relatively short, the length of the individual report makes it ideal for classroom exploitation. Additionally, Tomalin & Steplenski in Nash et al. (1996:2) advise language teachers who have worked with video to use short segments – one to three minutes in length – for one or two specific language tasks rather than longer segments with vague goals.

3. Authenticity of Language

The language of television news is not artificially produced to illustrate a textbook lesson; it is a spoken language used to communicate ideas to native speakers. A particularly good feature of television news is that the speakers have clear, precise, and accurate pronunciation. Furthermore, when we are watching the speaker's face, we find comprehension less difficult than when we only listen to the voice of the reporter in the field. Moreover, their grammar is correct, and they use vocabulary and style of educated people. That is, news-people tend to speak standard, socially acceptable varieties.

4. Varieties of Language

In addition to varieties from predominantly English-speaking areas, television news exposes listeners/viewers to many other varieties of English, such as when South Africa's President Nelson Mandela or India's Prime Minister Rao is interviewed (Katchen in Nash et al, 1996). Further, we may hear many different geographical or nonstandard forms when the man in the street is asked for his opinion; these nonstandard comments also contain the hesitations and slips of tongue typical of ordinary, everyday speech. Thus, the educated non-native speakers seen on the television news using English can be good language role models for our students by showing them that they need not speak English exactly like a native speaker in order to be a good communicator and to use English effectively.

5. Additional Aids to Comprehension

Television news often provides additional aids to comprehension. They may add information with apposition, such as "Bill Clinton, the American president, ..." They show maps to help us locate the area in the world, such as a map of East Asia with Taiwan and Taipei pointed out. The name of the location is usually printed at the bottom of the

screen when we hear the report from the scene. In addition, names of famous or important people or experts being interviewed also appear on the screen. All these little extras help facilitate understanding, and the teacher can point these out to students.

6. Educational Value

In addition to all their other advantages, television news helps to educate learners. The news really is "news" about a variety of topics; although politics seems to predominate, we also hear about developments in medicine, technology, sports, education, and so on. Furthermore, learners should be informed about what is happening in the world around them. Moreover, this is the time they should begin reflecting on the larger issues and problems of adult life. The news is also a common topic of conversation; if learners learn about the issues and acquire the specific vocabulary for certain topics, they may find it a little easier to converse with English speakers in social situations.

Based on the explanations above, it can be concluded that television news might be useful in the language classroom to create an exciting and meaningful situation for it can motivate students to learn more about language, provide opportunities for practicing knowledge and skills especially in listening, and arouse the learners' interest to know more about anything concerning with news report. Accordingly, television news can improve their ability in learning the language, especially in improving their listening ability, to listen to many different characteristics of the speakers.

2.1.1 Teaching Listening Using Recorded Television News on VCD

Listening to live television programmed is very difficult, because it cannot be repeated. Ur (1984:24) states that recording is used for definite specific purpose that is difficult to present live. Further, Nash et al. (1996:7) state that recording the material might be used in the classroom when the teacher wants to bring off-air

material. Additionally, Merino and Massi (1998:3-5) state that in the case of television news, the teacher should record the program when it is aired and show all or part of it to the class. Therefore, there are some advantages that can be obtained from recorded material: it can be repeated, moved forward and backward, and stopped.

Hughes et al. (1969:128) state that there are some considerations about the importance of recording the material in teaching listening. They state that:

1. Recording and recorder seem eminently suited to aid in developing listening comprehension and discrimination.
2. The recorder may be used to take listening materials of suitable difficulty and appropriate character from the air, or excellent exercise material.
3. The recorder would appear to be an ideal tool for providing highly valid illustrative materials of current significance in a form that permits repetition for careful analysis and free discussion.

Based on those statements above it can be assumed that recording the material is very important. In addition, it will help the teacher in selecting material with suitable difficulty from the on-air programmed and managing the material for defined specific purposes that are difficult to present live to the students. Further, it will also help the students comprehend the material because it can be repeated, moved forward and backward, and stopped when the students need to analyze the material. Additionally, since the use of video compact disk player is very popular and it is also easy to find, the materials of television news in this research will be recorded in the form of video compact disk. Therefore, they will be easy to operate during the teaching learning process.

3. Gist Listening

The teacher plays the entire recorded television news with sounds and pictures. Next, he/she asks the students about the topic of the report and the main idea which are focused on the report. This should enable students to get general idea of the news report before moving on to the more specific listening task.

4. Listening for Detail

After the students have found the topic and the main idea of the report, the teacher continues the lesson by asking the students for more detailed information, such as: numbers, time expressions, opinions, references, and vocabulary.

5. Have Students Generate Their Own Questions

In this activity, the teacher can ask the students about what they want to know or difficult expressions or words they heard from the news. These questions might be open or closed, content based or language based.

6. Retelling the Report

After the students have done all the activities above, the teacher can ask the students to retell the important points they have heard from the news. Additionally, it is a useful way of checking comprehension and closing the lesson with a holistic activity that brings together all the information they have heard. Alternatively, the teacher can use the video with picture only, to help the students retelling the report.

Those are activities that should be considered by the English teacher who conducts listening activities by using recorded television news in the teaching learning process to make the material useful and interesting for students. In this action research, all of the activities above were applied in the teaching listening process by using recorded television news in order to obtain the students' interest and to improve the students listening achievement on finding the general and specific information of news report.

comprehension and interest and the report length that influences to students' fatigue and mental energy so that teaching listening by using television news can successfully satisfy the students' need in the language classroom.

2.1.4 Material Development

In developing the material of recorded television news, there are three methods that can be used to record the material. They are as follow:

1. By Using Video Camera

In order to work with video documentation or video material in language teaching by recording the material in the form of video, video camera can be used to record the material (Lonergan, 1984:91). Based on the opinion, the material of television news can be recorded from television by using video camera that is by placing the camera in front of the television using tripod.

2. By Using PCTV Turner

The development of information technology today enable personal computer to be functioned as television program receiver by using a device that added to the CPU board. This device is a personal computer television tuner (PCTV tuner). By adding this device into computer, viewers can watch television programs just as watching by using television. Further, we can record the television news program by clicking the record button on the screen and save it in the mpeg file type (type of video file) on the computer (Gadmei Corporation:1).

3. By Downloading Through Internet

Today, there are many live television news programs which can be viewed online by accessing through the Internet on websites such as CNN (Cable News Network), ABC, BBS, and Reuter. To download the television news program we can directly download the material or by

1. Listening is the earliest language ability to emerge

Besides affecting the infant's mood or physical behavior, listening precedes the other language arts because it is the foundation for speaking, reading and writing (Jalongo, 1991)

2. Listening is the most frequent language behavior

Researchers report that adults spend 40-50% communication time on listening, 25-30% on speaking, 11-16% on reading, and about 9% on writing (Rivers in Vandergrift, 1999:169).

Stovall (2004:2) states that listening involves a sender (a person, radio, and television), a message, and a receiver or the listener. Listeners must often process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. Additionally, Abdulmajid (2005:3) states that:

"Hearing is only one important component of listening. Hearing is a passive, generally involuntary process in which the brain receives and interprets sounds from the external environment. In contrast, listening is an active, voluntary process in which the listener deliberately pays attention to, interprets the meaning of, and responds to a message".

In other words, listening is more than just hearing, although children and adults often use the two terms, hearing and listening, synonymously. In line with the opinion, Lundsteen (1979) in Jalongo (1992:67) states that there are three things that are involved in teaching listening. They are:

1. Hearing

It deals with a physiological process. The students can discriminate among the sounds well; they can blend sounds together and hold the sequences of sounds in memory correctly.

2. Listening

Listening deals with the acts of perception. It consists of focusing, accuracy and selecting the clues from the environment.

3. Comprehension that begins with hearing and listening

It deals with how the students can get the meaning from what is heard well, how they can associate the words to something that they have known, and organized, managed and appreciated what is heard appropriately.

As Rost in Nunan (1997:1) states that, listening is vital in the language classroom because it provides input for the learners. It means that the listening ability is very important for the student to have in order to catch the information during the teaching learning process. Additionally, Maria (2004:2) states that modeling listening strategies and providing listening practice is important especially in authentic or real life situations: those that learners are likely to encounter when they use the language outside the classroom. Moreover, Henning (1997: 146) states that in the classroom, listening should be an active process, with students reacting rather than passively receiving. Thus, listeners should generate and express thoughts both verbally and nonverbally.

2.2.1 Cable News Networks (CNN) in Listening Classroom

News has always been a focus of modern language teaching lessons, since the news is of vital importance to all, it usually requires no effort on the part of the teacher to motivate students to listen to the news (Meija, 2006:1). Cable News Network (CNN) is the most influential news source on the face of the planet (Mackenzie, 1997:1). It means that CNN is a news station that is very famous in most countries around the world. Additionally, Meija (2006:1) confirms that in the early 1990s, Cable News Network (CNN) joined the broadcasters who were working with news as a teaching medium. Those statements show us that CNN is experienced in presenting and even in the form of news report especially dealing with education that is by relating the world of information in this term is news with the educational world.

In this action research, the recorded television news are news reports those are taken from CNN. According to Mackenzie (1997:1) there are some reasons why CNN should be used in listening classroom activity especially listening to news report. They are as follow:

1. CNN can be viewed online on <http://www.cnn.com>. So that the teacher can access the news anytime, and anywhere as long there is an internet connection.
2. CNN has global recognition as a quality information source.
3. CNN contains a huge variety of material on any topic and of any length.

Based on the explanations above, it can be concluded that by using CNN as the source of the recorded television news might be useful in the language classroom to create an exciting and meaningful situation for it can motivate students in their listening activities especially in the form of news report.

2.2.2 The Purpose of Teaching Listening Comprehension

In teaching listening, the teacher should motivate the students by stating some purpose in their listening activities (Ur, 1984:3). Based on the 2004 English basic course outline, the goal of teaching listening is finding the general and specific information of the English text. In this action research, the purpose of teaching listening was finding the general and specific information of the news report.

2.2.2.1 Listening for Finding General Information of the News Report

Listening for finding general information is listening for finding the substances or the gist of the text (Karlsson, 2003:1). In line with the opinion, Wright (1989:15) confirms that listening for finding general information has the same point as the skimming technique that is finding the gist of the story.

a. Listening for Finding the Topic

Simanjuntak (1988:101) states that topic is the one thing a paragraph tells about. It is the general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage as a whole belong (CSMP, 2006). Listening for finding the topic is listening for getting the gist of a whole spoken report, it focuses on what the report talks about (Rechayana, 2005:14). Additionally, Petty and Jensen (1980:192) state that in listening for determining the topic, by thinking of one of the important things that is talked about, the students will find the topic of the text. Moreover, Henning (1997:155) notes that the topic of the text can be found easily because it is often repeated and there is also only one topic in the text.

b. Listening for Finding the Main Idea

The main idea refers to the gist of a passage; central thought; the chief topic of a passage expressed or implied in a word or phrase; a statement that summarizes a paragraph, it includes the topic and the controlling idea of the text (CSMP, 2006). In line with the opinion, Berman (2003:5-6) states that there are three keys to identify the main idea in listening. They are as follow:

1. A speaker may signal a main idea through discourse markers; that is, there are certain phrases that tell you a main idea is coming.

Here are some examples:

The point I want to make/cover here is...

The main point is...

The important thing here is...

What I'm trying to show is...

What I'm going to talk about today is...

The purpose of my remarks is ...

This afternoon I'd like to explain/focus on...

CHAPTER III RESEARCH METHODS

This chapter discusses about the research methods that were used in this research, namely: research design, area determination method, respondent determination method, data collection method, and research procedure.

3.1 Research Design

Classroom Action Research (CAR) design was chosen for this study because it aimed at improving the first year students' listening achievement through recorded television news on VCD at SMA PGRI 10 Glenmore in the 2006/2007 academic year. This Classroom Action research applied a model developed by Ebbut (1985).

Action research is defined as the study of a social situation with a view to improving the quality of action within it (Elliott, 1991:69). While Kemmis and Carr in Blaxter et al (1996:63) define action research as a form of self-reflective enquiry undertaken by participants in social (including education) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of practices, and (c) the situation in which it happens. Further, McMillan (1992:44) states that classroom action research is a type of applied research that its purpose is to solve a specific classroom problem or make a decision at a single local site.

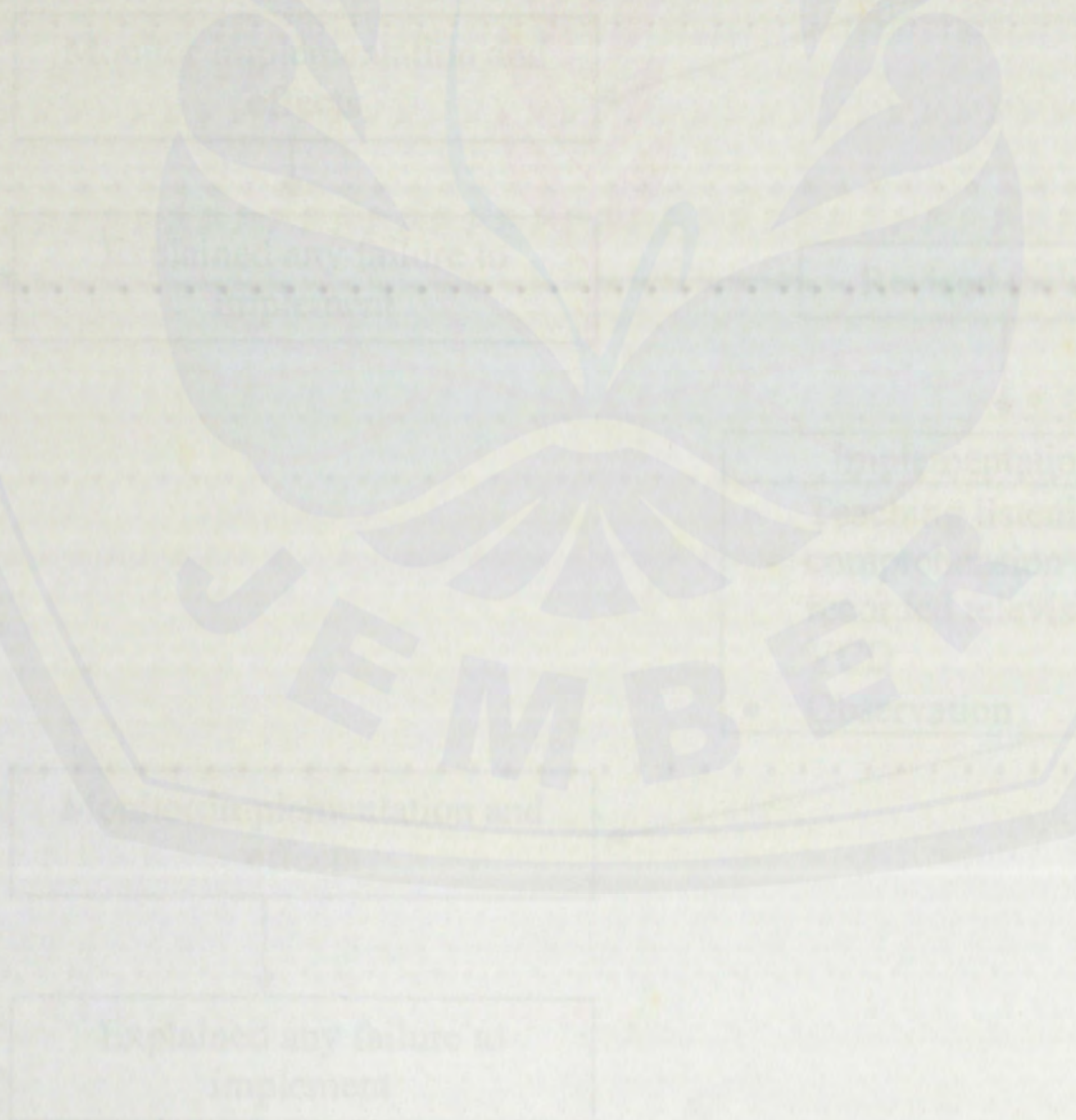
In sum, classroom action research (CAR) is a research that is intended to improve the quality of the teaching learning process. Therefore, this classroom action research was intended to overcome the students' problem in listening comprehension, especially on finding the general and specific information of news report.

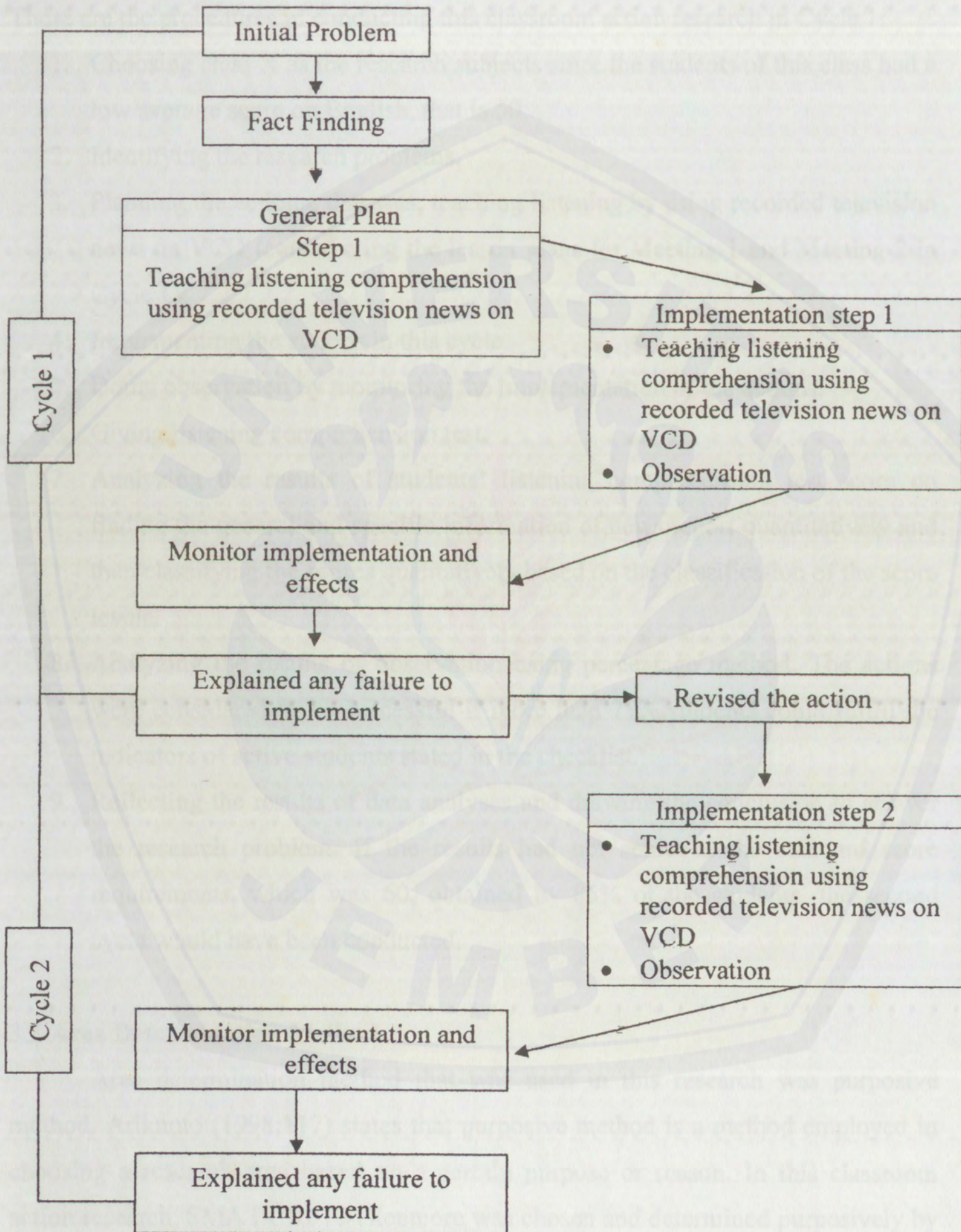
The classroom action research was conducted collaboratively with the English teacher who teaches the first year students of SMA PGRI 10 Glenmore. The collaboration focused on identifying problem, implementing the action, and doing the reflection and evaluation on the implementation of the action. In addition, the actions

were given by the researcher in which each cycle covered four stages of activities, namely: planning of the action, implementation of the action, observation and evaluation, and reflection.

This classroom action research was planned to be conducted in two cycles. The actions were regarded successful if more than 85% of the students in listening comprehension test of news report could achieve the minimum standard score requirement that is 60. In addition, there had to be more than 75% students who could fulfill the indicators of active students stated in the checklist. However, if the requirements above could not be achieved in Cycle 1, the actions would be continued to Cycle 2.

The design of this classroom action research is illustrated in the following diagram:





Adapted from Ebbut's model (in Kasbolah, 1999:118)

These are the procedures in conducting this classroom action research in Cycle 1:

1. Choosing class X as the research subjects since the students of this class had a low average score on English, that is 50.
2. Identifying the research problems.
3. Planning the actions, that was, teaching listening by using recorded television news on VCD (constructing the lesson plans for Meeting 1 and Meeting 2 in Cycle 1).
4. Implementing the actions in this cycle.
5. Doing observation by monitoring the implementation of the actions.
6. Giving listening comprehension test.
7. Analyzing the results of students' listening comprehension test score on finding the general and specific information of news report quantitatively and then classifying the scores qualitatively based on the classification of the score levels.
8. Analyzing the results of observation using percentage method. The actions were considered to be successful if more than 75% students could fulfill the indicators of active students stated in the checklist.
9. Reflecting the results of data analyses and drawing the conclusion to answer the research problem. If the results had not achieved the standard score requirements, which was 60, obtained by 85% of the students, the second cycle would have been conducted.

3.2 Area Determination Method

Area determination method that was used in this research was purposive method. Arikunto (1998:117) states that purposive method is a method employed in choosing a research area based on a certain purpose or reason. In this classroom action research, SMA PGRI 10 Glenmore was chosen and determined purposively by considering the following reasons: (1) based on the results of the informal interview with the English teacher, it was known that the first year students still had poor ability

in listening, especially in finding general and specific information of news report; (2) the English teacher had never used recorded television news for teaching listening comprehension; (3) the English teacher was willing to cooperate in the research; (4) and the permission to conduct this classroom action research at this school was available. Therefore, there was successful and cooperative collaboration between the researcher and the English teacher so that the objective of the action research could be achieved.

3.3 Respondent Determination Method

McMillan (1992:69) says that respondents are a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. In this research, the respondents were taken from the first year students of SMA PGRI 10 Glenmore. Based on the information from the English teacher, it can be assumed that students' listening comprehension in class X is low, especially in finding general and specific information of news report, shown by the average on English score that is 50. The total number of students in this class was 56. Therefore, it was necessary to improve the students' listening comprehension achievement, especially in finding general and specific information of news report. Since this classroom action research should not disturb the schedule of the teaching and learning process, the actions were given during the school hours adjusted with the schedule of the English subject in class X.

3.4 Data Collection Method

There were two kinds of data in this research namely, primary and secondary data. The primary data were collected by using listening comprehension test on finding the general and specific information of news report and observation. The secondary data were collected by using documentation.

3.4.1 Test

Test was used as the primary data collection method in this research. The test was used to measure the students' listening comprehension achievement on finding the general and specific information of news report. According to Arikunto (1998: 198), a test is a set of questions or exercises or other instruments used to measure skill, knowledge, intelligence, and aptitude of an individual or group. In addition, Hughes (1989:9) states that there are four types of tests, they are:

1. Proficiency test

This kind of test is designed to measure people's ability in a language regardless of any training they may have had in that language.

2. Achievement test

This kind of test is directly related to language courses, the purpose of the test is to establish how successful individual students, groups of students, or their courses themselves have been in achieving objectives.

3. Diagnostic test

This test is used to identify students' strengths and weaknesses. It is intended primarily to ascertain what further teaching is necessary.

4. Placement test.

This test is intended to provide information which will help to place students at the stage of the teaching programme most appropriate with their abilities.

Considering the objective of this research, achievement tests were used since students were tested after they had been taught finding the general and specific information of news report by using recorded television news.

The achievement test was used in this research to measure how successful individual student, group of students, or the courses themselves are in achieving objectives (Hughes, 1989: 10). The achievement test was a teacher made test in the form of objective type with multiple choice format. The reason of design the test in the form of objective type with multiple choice format was that, in term of scoring, this kind of test is perfectly reliable and concerns to have a high reliability

(Hughes, 1989: 59). In addition, a good test should have validity and reliability (Hughes, 1989:42). Further, the test becomes valid if the test materials are constructed by considering the indicators to be measured. Dealing with validity, listening test applied content validity. In this research, the test items were constructed based on 2004 English Basic Course Outline for Senior High School. Since the test used content validity it might be reliable as well (Hughes, 1989: 22).

The listening comprehension test on finding the general and specific information of news report was administered in each cycle after the actions had been given. The test consisted of 2 news reports with 20 test items which cover 4 items for finding the general information of the news reports (2 items for finding the topic and 2 items for finding the main idea of the news reports), and 16 items for finding the specific information of the news reports. The portion of the test items in finding the general information of the news reports had less numbers than the items for finding the specific information of the news report since there was only one topic and one main idea in each news. Dealing with the scoring, each correct item was scored 5 points. The time allocation for the test was 45 minutes.

3.4.2 Observation

Observation is the activity of observing and systematic record-keeping toward the phenomenon under investigation (Hadi: 2000:138). In this research, observation was done in each cycle during the teaching learning process. According to Arikunto (1998:204), the best way for doing observation is by using instrument paper. Therefore, checklist was used as the instrument to record the students' participation during the teaching learning process of listening comprehension by using recorded television news. The observation was intended to know whether or not the students were active or passive during the teaching learning activities. The indicators of active students as stated in the checklist were asking questions, answering questions, and paying attention. On the other hand, the indicators of passive students were never asking questions, never answering questions, and never paying attention.

RESEARCH MATRIX

Title	Problem	Variables	Indicator	Cycles	Data Resources	Research Methods	Action Hypothesis
Improving the First Year Students' Listening Comprehension by Using Recorded Television News on VCD at SMA PGRI 10 Glenmore in the 2006/2007 Academic Year	<p>Major Problems</p> <ol style="list-style-type: none"> Can the use of recorded television news on VCD improve the first year students' activeness during listening teaching learning process at SMA PGRI 10 Glenmore in the 2006/2007 academic year? Can the use of recorded television news on VCD improve the first year students' listening comprehension achievement at SMA PGRI 10 Glenmore in the 2006/2007 academic year? <p>Minor Problem</p> <ol style="list-style-type: none"> Can the use of recorded television news on VCD improve the first year students' activeness during listening teaching learning process in finding general information of news reports at SMA PGRI 10 Glenmore in the 2006/2007 academic year? Can the use of recorded television news on VCD improve the first year students' activeness during listening teaching learning process in finding specific information of news reports at SMA PGRI 10 Glenmore in the 2006/2007 Academic Year? Can the use of recorded television news on VCD improve the first year students' listening comprehension achievement in finding general information of news reports at SMA PGRI 10 Glenmore in the 2006/2007 Academic Year? Can the use of recorded television news on VCD improve the first year students' listening comprehension achievement in finding specific information of news reports at SMA PGRI 10 Glenmore in the 2006/2007 Academic Year? 	<p>Independent Variable Teaching listening by comprehension by using recorded television news</p> <p>Dependent Variable Students' listening comprehension achievement</p>	<p>Listening comprehension achievement:</p> <ul style="list-style-type: none"> - Most of students' (about 75%) actively involved in the listening teaching learning process - Most of students' (about 85%) test scores fulfil the standard mean score requirement that is 60, covering : <ul style="list-style-type: none"> > Listening to general information > Listening to specific information 	<p>The first cycle: Improving the first year students' listening comprehension through recorded television news by teaching note-taking strategy</p>	<ol style="list-style-type: none"> Research Subjects: The first year students of SMA PGRI 10 Glenmore in the 2006/2007 Academic Year Informant: The English teacher Document: - The name of research subjects - 2004 English Basic Course Outline 	<ol style="list-style-type: none"> Research Design with Cycle Model The steps of the cycle: a. Planning the action b. Implementing the action c. Monitoring (by observation) and Evaluation d. Analysis and Reflection Area Determination Method <ul style="list-style-type: none"> • Purposive Method Research subject Determination Method <ul style="list-style-type: none"> • Purposive Sampling Data Collection Method <ul style="list-style-type: none"> • Primary Data <ul style="list-style-type: none"> - Listening comprehension Achievement Test - Observation Supporting Data: <ul style="list-style-type: none"> - Interview - Documentation Data Analysis Method Descriptive Quantitative by the following formula: $E = \frac{n}{N} \times 100\%$ E = The Percentage of the students' achieved the standard score n = The number of the students Achieved standard score requirement N = The Total number of the students doing the test (Adapted from Ali, 1993:186) 	<p>Major Hypotheses:</p> <ol style="list-style-type: none"> The use of recorded television news on VCD can improve the first year students' activeness during listening teaching learning process at SMA PGRI 10 Glenmore in the 2006/2007 academic year. The use of recorded television news in teaching listening can improve the students' listening comprehension achievement of the first year students at SMA PGRI 10 Glenmore in the 2006/2007 academic year. <p>Minor Hypotheses:</p> <ol style="list-style-type: none"> The use of recorded television news on VCD can improve the first year students' activeness during listening teaching learning process in finding general information of news reports at SMA PGRI 10 Glenmore in the 2006/2007 academic year. The use of recorded television news on VCD can improve the first year students' activeness during listening teaching learning process in finding specific information of news reports at SMA PGRI 10 Glenmore in the 2006/2007 academic year. The use of recorded television news on VCD can improve the first year students' listening comprehension achievement in finding general information of news reports at SMA PGRI 10 Glenmore in the 2006/2007 Academic Year. The use of recorded television news on VCD can improve the first year students' listening comprehension achievement in finding specific information of news reports at SMA PGRI 10 Glenmore in the 2006/2007 Academic Year.

LESSON PLAN 1
(First Meeting of Cycle 1)

Subject : English
Level/Semester : X/2
Language Skill : Listening
Genre : News Item
Theme : Plane Accident
Time : 1 x 60 minutes

I. Basic Competence:

Students are able to find the general and specific information of the spoken language in the form of news report.

II. Indicators:

- 2.1 Students are able to find the topic of the presented news report individually.
- 2.2 Students are able to find the main idea of the presented news report individually.
- 2.3 Students are able to find the specific information of the presented news report individually.

III. Materials (Enclosed)

- IV. Media:**
- Video Compact Disk (VCD)
 - Video Compact Disk Player (VCD Player)
 - Television

Source: Cable News Network (CNN)

V. Teaching Learning Process

No	Teacher's Activities	Students' Activities	Time
I.	Introduction		
1.1	Greeting	Greeting	0.25'
1.2	Giving Leading Questions	Answering leading questions	1'
1.3	Stating Objective	Paying attention	0.25'
II.	Main Activities		
2.1	Playing the video once without the sound and asking the students to watch the video attentively	Watching the video attentively	2'
2.2	Asking the students' opinion about the information they can get from the video	Giving opinion	2'
2.3	Delivering the exercises and asking the students to read all the questions thoroughly	Receiving the exercises and reading the questions thoroughly	1'
2.4	Playing the video twice with the sound and asking the students to watch the video attentively and take notes on the important points of the	Watching the video attentively and making notes on the important points	5.5'

ANSWER KEY

Exercise I (Finding the General Information)

1. C
2. D

Exercise II (Finding the Specific Information)

1. A
2. D
3. B
4. C
5. B
6. C
7. A
8. D
9. B
10. A

No	Teacher's Activities	Students' Activities	Time
1.	Introduction		
1.1	Checking	Answering	0.5
1.2	Giving leading questions	Answering leading questions	0.5
1.3	Stating Objective	Listening	0.5
II.	Main Activities		
2.1	Playing the video once without the sound and asking the students to watch the video attentively	Watching the video attentively	2'
2.2	Asking the students' opinion about the information they can get from the video	Giving opinion	2'
2.3	Delivering the exercises and asking the students to read all the questions thoroughly	Receiving the exercises and reading the questions thoroughly	1'
2.4	Playing the video twice with the sound and asking the students to watch the video attentively and take notes on the important points of the	Watching the video attentively and making notes on the important points	5.5'

MATERIALS**SURGERY MIRACLE**

The operation is now complete and Zaharah and Fatimah have been successfully separated. The operation ended up taking about eighteen and a half hours. Originally, it was anticipated that it would take about 21 hours. Right from the start, the surgeon has encountered, little to know, complication. They initially thought that there would be some complications in the first stage of the surgery were the anesthetics but none of them aroused. It's really been a great day. Here the mood has been terrific. We spoke in to find out to their appearance. I spoke several times to Haizul Abbath the twins' father. Sort it of, feeling quite relaxed that the day would finally arrive and when the surgery would happen then he was a bit weary about the media attention and a bit nervous. He hadn't slept from the night before. By the end of the day, he was just over joy at this remarkable outcome. The twins were actually separated at about 8.15 pm local time at which point Dr. Abdullah Alrabeeah who head of this surgical team here at National Guard Hospital put a message to the parents and congratulating them on the separation of their daughters.

"We are very happy and proud that we have reached such a success. It represents a nation, a region and also it represents the world at the whole. Zaharah and Fatimah are now will spend about one or two weeks in the pediatric intensive care unit. It's gonna be a long road to recovery but the doctors are optimistic Zaharah and Fatimah have survived in eighteen and a half hours separation procedure involving ten phases and 28 doctors. They are now recovering in the pediatric intensive care unit. It would be the first in their lives; they will spend the night in two separated beds. Mohammed Jamjoon, CNN, Riyadh.

(Taken from: CNN, December 8, 2006 at 00:27 am)

Exercise 1 (Finding the General Information)

Choose the correct answer a, b, c, or d based on the news you have heard and watched!

1. What does the news talk about?
 - a. separation surgery to twins
 - b. a woman's pregnancy
 - c. handicapped baby girls
 - d. a happy family with 2 twin babies
2. What is the main idea of the presented news report?
 - a. a woman delivered twin babies
 - b. Zaharah and Fatimah have been successfully separated
 - c. two baby girls were just born
 - d. Zaharah and Fatimah have survived from accident

Exercises II (Finding the Specific Information)

Choose the correct answer a, b, c, or d based on the news you have heard and watched!

1. How many hours did the operation take?
 - a. eighteen and a half hours
 - b. eighty and a half hours
 - c. eighty five hours and a half
 - d. eighteen and five hours

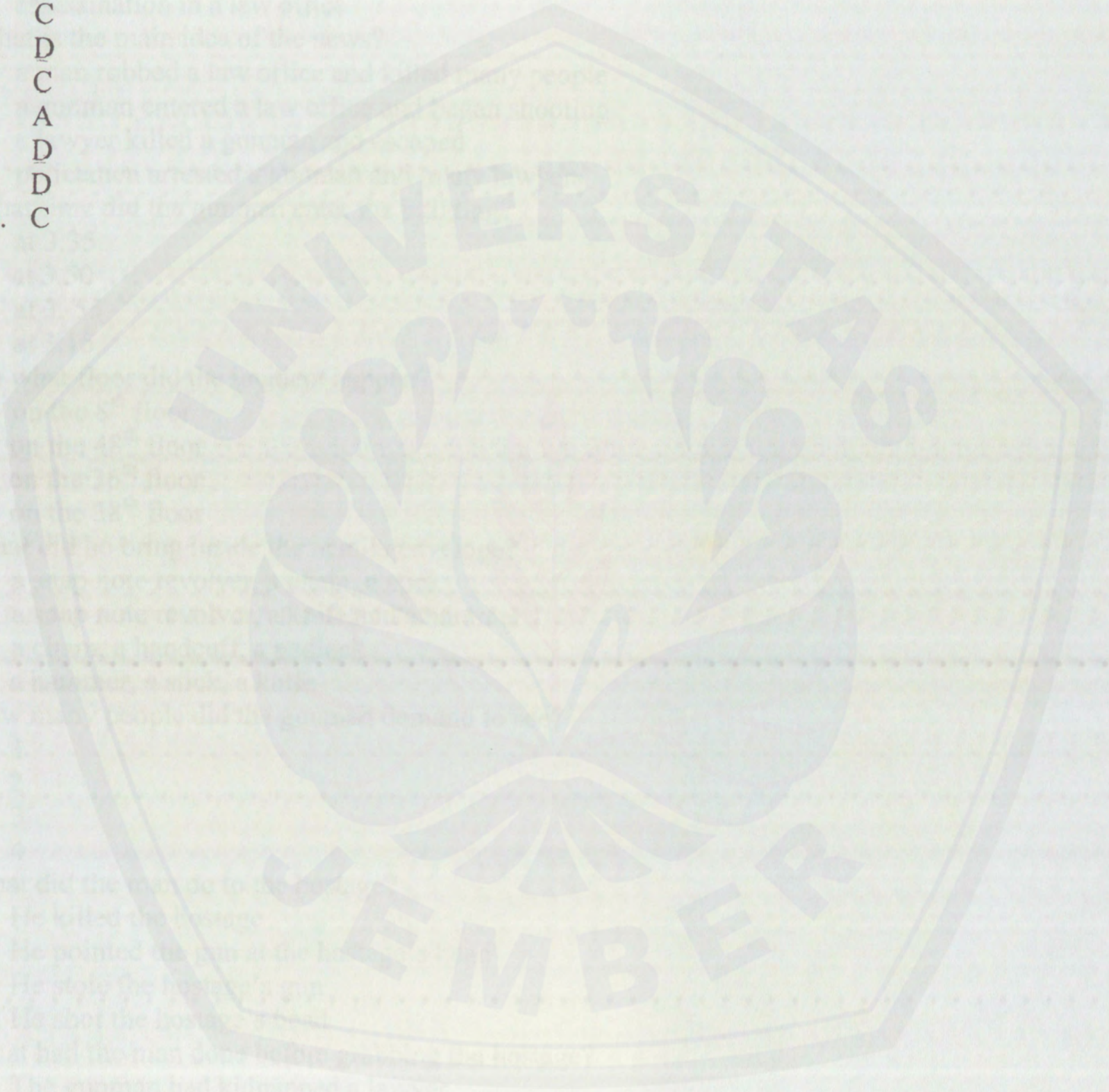
ANSWER KEY

Exercise I (Finding the General Information)

1. A
2. B

Exercise II (Finding the Specific Information)

1. A
2. B
3. B
4. C
5. D
6. C
7. A
8. D
9. D
10. C



9. Who succeeded to shoot the gunman?
 - a. FDA
 - b. FBI
 - c. SWAT team
 - d. a lawyer
10. How many people were there on the floor on which the incident happened?
 - a. at least 5 or 30 people
 - b. at least 35 or 45 people
 - c. at least 25 or 30 people
 - d. at least 5 or 13 people

Choose one of the correct answers by crossing a, b, c, or d based on the second news you have heard and watched!

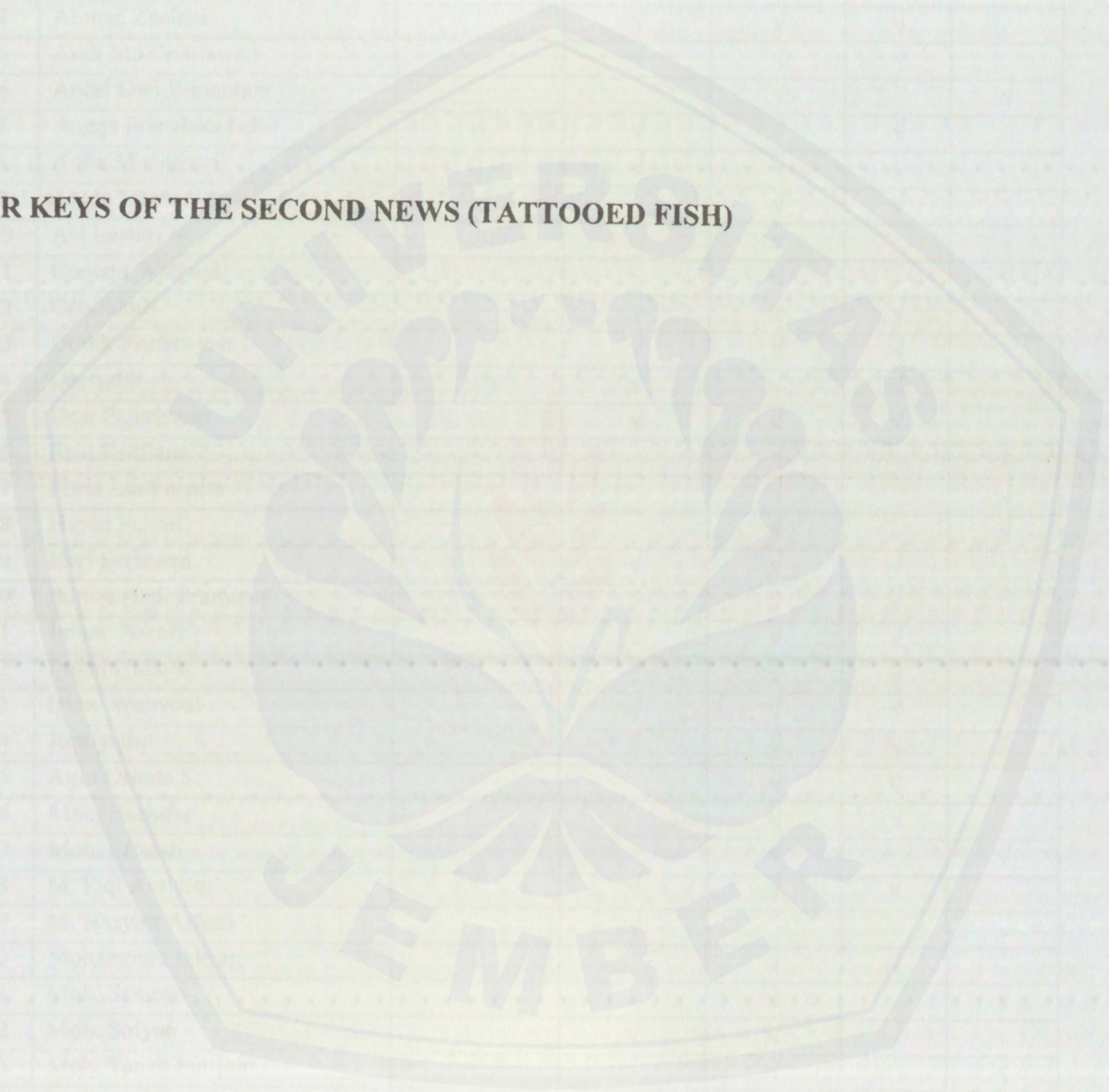
11. What does the news talk about?
 - a. beautiful fish
 - b. tattooed fish
 - c. poisonous fish
 - d. painted fish
12. What is the main idea of the news report?
 - a. beautiful fish that are used in movies
 - b. beautiful fish that are very expensive
 - c. fish that are tattooed and sold
 - d. fish that are sold in black market
13. Where can we find tanks full of colorful fish?
 - a. at Steve wonderful pets of world
 - b. at the zoo
 - c. at Steve wonderful aquarium in America
 - d. at Steve wonderful world of pets
14. What are the patterns of the tattooed fish?
 - a. polkadots, diamond, stripes.
 - b. polkadots, stripes, and purple heart
 - c. polkadots, a pink heart, checked
 - d. polkadots, stripes, a pink heart
15. Where were the fish imported from?
 - a. Singapore
 - b. England
 - c. Thailand
 - d. New Zealand
16. What is the law to sell the tattooed fish according to the SPCA?
 - a. forbidden
 - b. illegal
 - c. prohibited
 - d. legal
17. What is the opinion of a male customer who was interviewed about tattooed fish?
 - a. The man does not agree at all
 - b. He thinks that it's cruel and he finds it disturbing
 - c. He thinks that it's not cool but he finds it disturbing
 - d. He thinks that it's not cruel and he doesn't find anything disturbing about it at all

ANSWER KEYS OF THE FIRST NEWS (CHICAGO SHOOTING)

1. A
2. B
3. D
4. D
5. B
6. A
7. B
8. D
9. C
10. C

ANSWER KEYS OF THE SECOND NEWS (TATTOOED FISH)

11. B
12. C
13. D
14. D
15. A
16. D
17. D
18. B
19. B
20. C



39	Puput Eka Ningrum		√	√	√	
40	RA. Sofiyatul A.		√	√	√	
41	Roni Febria P.					√
42	Siti Nuralizah		√	√	√	
43	Supriyo Andi Pratomo		√	√	√	
44	Siti Komariyah	√		√	√	
45	Sofianto		√	√	√	
46	Tirta Amarta		√	√	√	
47	Ulfa Nurul Aida	√		√	√	
48	Ulisa		√	√	√	
49	Varis Rizal Vahlevi		√	√	√	
50	Vega Eka Permana P.	√	√	√	√	
51	Wahyudi		√	√	√	
52	Wasik Irfan Rusadi		√	√	√	
53	Winda Susanti			√		√
54	Wiwit Indrawati N.	√		√	√	
55	Yanuar Diastri N.			√		√
56	Yeni Erlina Dwi A.		√	√	√	
The Total Number of Students		56	56	56	56	56
Total (Σ)		9	34	53	42	14
Percentage		16,07%	60,71%	94,64%	75%	25%

THE RESULTS OF OBSERVATION IN CYCLE 1 (SECOND MEETING)

NO	NAME	INDICATORS			CATEGORIES	
		Asking Question	Answering Questions	Paying Attention	Active	Passive
1	Agus Santoso	√		√	√	
2	Ahmad Sauki Faris	√	√	√	√	
3	Ahmad Supramono A.		√	√	√	
4	Ahmad Zaelani		√	√	√	
5	Andi Ido Cristiawan		√	√	√	
6	Andri Dwi Winantara			√		√
7	Angga Fransiska S.P.		√	√	√	
8	Anita Mandasari	√	√	√	√	
9	Anton Darmawan		√	√	√	
10	Asi Lestari N.			√		√
11	Cuncun Wahyudi	√		√	√	
12	Crisdianto		√	√	√	
13	Dodik Fitriansyah		√	√	√	
14	Darwatic		√	√	√	
15	Desi Fajariyanti		√	√	√	
16	Feni Ferdiana			√		√
17	Fitria Lia Puspita	√		√	√	
18	Hasan Fahmi			√		√
19	Heri Setiawan		√	√	√	
20	Ikhtiar Hadi Pramana	√		√	√	
21	Imam Asrofi		√	√	√	
22	Imam Hidayat		√	√	√	
23	Irfan Wahyudi		√	√	√	
24	Jumiyatin		√	√	√	
25	Agin Orinda S.			√	√	
26	Moh. Bachtiar			√	√	
27	Moh. Effendi			√		√
28	M. Fiqi Assidiqi		√	√	√	
29	M. Hasyim Ashari		√	√	√	
30	Mohammad Ikhsan	√		√	√	
31	Moh. Santoso			√		√
32	Moh. Sofyan		√	√	√	
33	Moh. Tansil Furqon			√		√
34	Muh. Andriyanto		√	√	√	
35	Novita Arie Saputri		√	√	√	
36	Nurdiansyah					√
37	Nur Wahyuni Rosita	√		√	√	
38	Nonok Eko Purnomo	√	√	√	√	

LESSON PLAN 3
(First Meeting of Cycle 2)

Subject : English
Level/Semester : X/2
Language Skill : Listening
Genre : News Item
Theme : Fire Accident
Time : 1 x 75 minutes

I. Basic Competence:

Students are able to find the general and specific information of the spoken language in the form of news report.

II. Indicators:

- 2.1 Students are able to find the topic of the presented news report. in group.
- 2.2 Students are able to find the main ideas of the presented news report in group.
- 2.3 Students are able to find the specific information of the presented news report in group.

III. Materials (Enclosed)

- IV. Media:**
- Video Compact Disk (VCD)
 - Video Compact Disk Player (VCD Player)
 - Television

Source: Cable News Network (CNN)

V. Teaching Learning Process

No	Teacher's Activities	Students' Activities	Time
I.	Introduction		
1.1	Greeting	Greeting	0.25'
1.2	Giving Leading Questions	Answering leading questions	1'
1.3	Stating Objective	Paying attention	0.25'
II.	Main Activities		
2.1	Dividing Students into groups of five	Following teacher's direction	3'
2.2	Distributing papers containing of vocabularies exercises and asking the students to do it in group	Receiving papers containing of vocabularies exercises and doing the exercises in group	8'
2.3	Playing the video once without the sound and asking the students to watch the video attentively	Watching the video attentively	2'
2.4	Asking one member of each group to give opinion about the information they can get from the video	Giving opinion	3'
2.5	Delivering the exercises and asking the students to read all the questions thoroughly with the group	Receiving the exercises and reading the questions thoroughly with the group	1'

2.6	Playing the video three times with the sound and asking the groups to watch the video attentively and make notes on the important points of the presented news report	Watching the video attentively and making notes on the important points	7'
2.7	Asking the students to answer the questions about the general information of the presented news report in group	Answering the questions	5'
2.8	Asking the students to discuss the answers with class	Discussing the answers	5'
2.9	Playing the video three times with the sound and asking the students to watch the video attentively and make notes on the important points of the presented news report	Watching the video attentively and making notes on the important points	7'
2.10	Asking the students to answer the question about the specific information of the presented news report with their group	Answering the questions	14'
2.11	Asking the students to discuss the answers with class	Discussing the answers	8'
2.12	Playing the video to match the students' answer	Watching the video and matching the answers	2'
2.13	Asking 2 students from different groups to retell the news report with their own words briefly	Retelling the news report	5'
III	Closing		
3.1	Leading the students to draw conclusion	Drawing conclusion	3.25'
3.2	Parting		0.25'
			75'

VI. Evaluation

- Process Evaluation
Conducted during the teaching learning process of the listening comprehension using recorded television news.
- Product Evaluation
Conducted after the action in the last meeting (Instrument: Listening comprehension test on finding the general and specific information)

Teacher,

Glenmore, 26 Mei 2007
Researcher,

Dra. RAHAYU WIJAYANTI
NIP. 510 147 043

HADI KURNIAWAN
NIM. 010210401264

MATERIALS

The hospital's facade reveals little of the horror that unfolded inside as fire and smoke swept through a drug rehab-board. Police said that dozens of young women who checked in to reclaim their lives from drug and alcohol tragically died through the hospital own crude measure to keep them from getting out. "One of the main escapes was blocked by metal drill and the second was covered by heavy smoke so people could not escape".

Head authority had been notified earlier if in the hospital walls were not covered in a plastic, they'd give a poisonous smoke; maybe the victims would be alive. Added to this tale of negligence, the almost inconceivable possibility the fire was the result of arson. "We would be investigating all possible causes of the fire including the possibility that it was deliberately started, someone could have started the blaze on purpose. Saturday's fire was the most lethal in Moscow in nearly 3 decades. Ryan, Chilcote, CNN. Moscow.

(Taken from: CNN, December 9, 2006 at 10:41 pm)

Match the words on the left column with the words on the right column!

- | | |
|------------------------|--------------------------------|
| 1. façade (n) | a. mengembalikan |
| 2. unfolded | b. sulit dibayangkan/dipercaya |
| 3. reclaim (v) | c. kejahatan dengan pembakaran |
| 4. escape (v) | d. diketahui |
| 5. stairways (n) | e. bersifat mematikan |
| 6. poisonous (adj) | f. melarikan diri |
| 7. negligence (n) | g. api/kebakaran |
| 8. inconceivable (adj) | h. kegagalan |
| 9. arson (n) | h. disengaja |
| 10. deliberate (adj) | j. beracun |
| 11. blaze (n) | k. bagian depan gedung |
| 12. lethal (adj) | l. tangga |

Exercise 1 (Finding the General Information)

Choose the correct answer a, b, c, or d based on the news you have heard and watched!

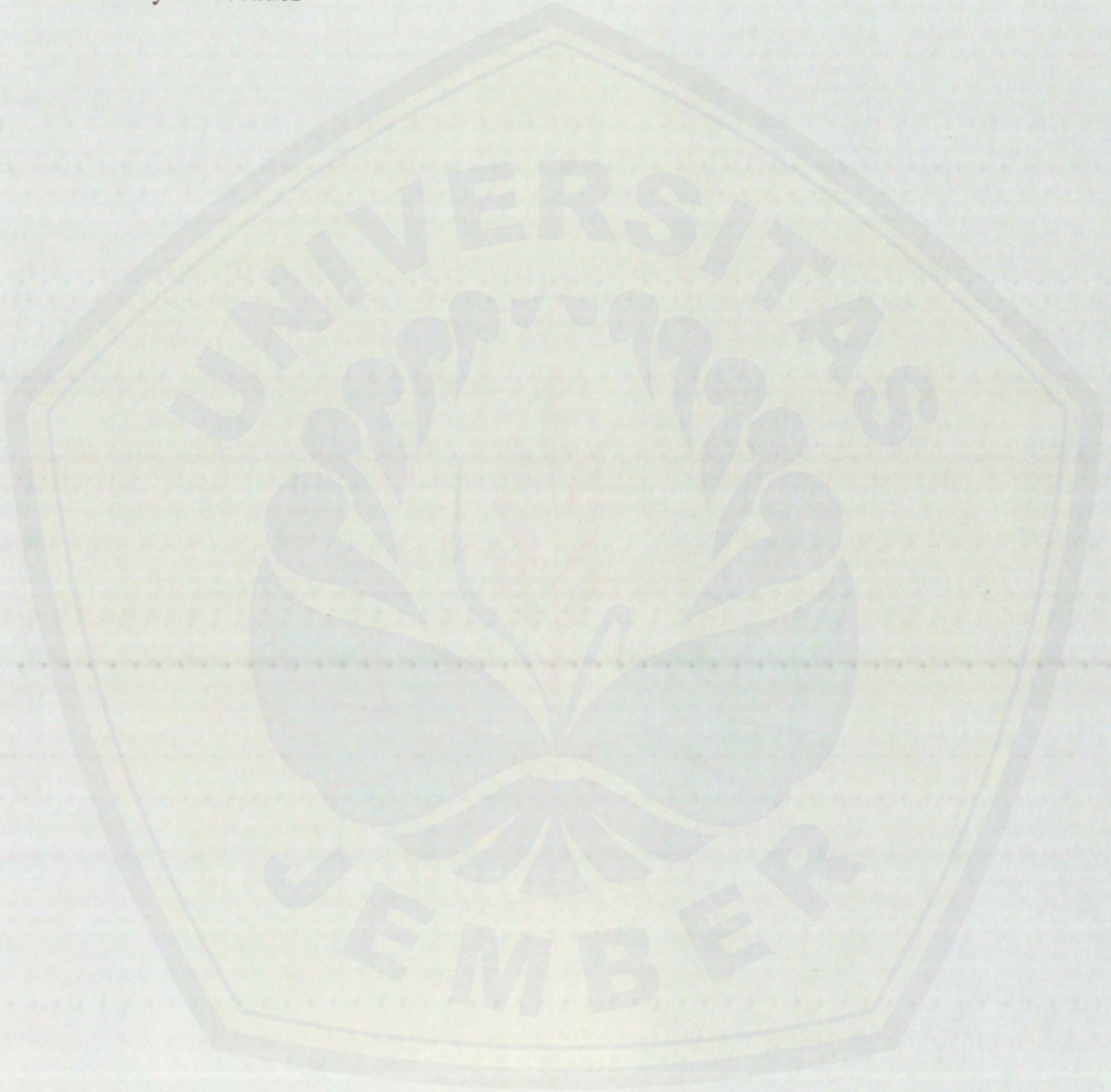
1. What does the news talk about?
 - a. fire accident
 - b. bomb blast
 - c. deserted hospital
 - d. old building
2. What is the main idea of the presented news report?
 - a. many people were burnt and sent to the hospital
 - b. dozens of young women who reclaimed their lives from drug and alcohol tragically died
 - c. the hospital's facade reveals horror as fire and smoke swept through a drug rehab-board
 - d. someone started the blaze on purpose

Exercises II (Finding the Specific Information)

Choose the correct answer a, b, c, or d based on the news you have heard and watched!

1. Where did the accident happen?
 - a. Moscow, China
 - b. Moscow, Russia
 - c. California, America
 - d. New York, America
2. What day did the accident happen?
 - a. Saturday
 - b. Thursday
 - c. Friday
 - d. Wednesday
3. Who were the victims according to the police?
 - a. many people
 - b. few men
 - c. dozens of women
 - d. hundreds of old people
4. What did the victims actually do in the hospital before the accident happened?
 - a. the victims accompanied their family member who was hospitalized
 - b. the victims visited their friends who were in the hospital
 - c. the victims worked in the hospital
 - d. the victims reclaimed their lives from drug and alcohol
5. What did the head authority say about the hospital walls?
 - a. if the hospital fence was covered in a plastic they gave a poisonous smoke maybe the victims would be alive
 - b. if the hospital wall was not covered in a plastic they gave a poisonous smoke maybe the victims would be alive
 - c. if the hospital fence was not covered in a plastic they gave a poisonous smoke maybe the victims would die
 - d. if the hospital ward was not covered in a metal they gave a poisonous smoke maybe the victims would die
6. What happened to one of the main stairways?
 - a. it was blocked by plastic drill.
 - b. it was blocked by iron drill
 - c. it was blocked by steel drill
 - d. it was blocked by metal drill
7. What happened to the second stairway?
 - a. it was covered by heavy smoke
 - b. it was covered by fire
 - c. it was burnt by fire
 - d. it collapsed
8. What caused the accident according to the head authority?
 - a. oil
 - b. gas
 - c. arson
 - d. petrol

9. What kinds of possibilities that would be investigating?
 - a. the possibilities that more people were killed
 - b. the possibility to find someone who burned the hospital
 - c. all possible causes of the fire including the possibility that it was deliberately started
 - d. all possible causes to reconstruct the hospital
10. In how many decades did the hospital fire accident become the most lethal in Moscow?
 - a. in nearly 3 decades
 - b. in nearly 30 decades
 - c. in nearly 2 decades
 - d. in nearly 13 decades



ANSWER KEY

Vocabulary Exercise

- | | |
|------------------------|-----------------------------------|
| 1. façade (n) | : (k) bagian depan gedung |
| 2. unfolded (adj) | : (d) diketahui |
| 3. reclaim (v) | : (a) mengembalikan |
| 4. escape (v) | : (f) melarikan diri |
| 5. stairways (n) | : (l) tangga |
| 6. poisonous (adj) | : (j) beracun |
| 7. negligence (n) | : (h) kegagalan |
| 8. inconceivable (adj) | : (b) sulit dibayangkan/dipercaya |
| 9. arson (n) | : (c) kejahatan dengan pembakaran |
| 10. deliberate (adj) | : (h) disengaja |
| 11. blaze (n) | : (g) api/kebakaran |
| 12. lethal (adj) | : (e) bersifat mematikan |

Exercise I (Finding the General Information)

1. A
2. C

Exercise II (Finding the Specific Information)

1. B
2. A
3. C
4. D
5. B
6. D
7. A
8. C
9. C
10. A

LESSON PLAN 4
(Second Meeting of Cycle 2)

Subject : English
Level/Semester : X/2
Language Skill : Listening
Genre : News Item
Theme : Criminal
Time : 1 x 75 minutes

I. Basic Competence:

Students are able to find the general and specific information of the spoken language in the form of news report.

II. Indicators:

- 2.1 Students are able to find the topic of the presented news report. in group.
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- 2.3 Students are able to find the specific information of the presented news report in group.

III. Materials (Enclosed)

- IV. Media:**
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 - Video Compact Disk Player (VCD Player)
 - Television

Source: Cable News Network (CNN)

V. Teaching Learning Process

No	Teacher's Activities	Students' Activities	Time
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1.1	Greeting	Greeting	0.25'
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III	Closing		
3.1	Leading the students to draw conclusion	Drawing conclusion	3.25'
3.2	Parting		0.25'
			75'

VI. Evaluation

- Process Evaluation
Conducted during the teaching learning process of the listening comprehension using recorded television news.
- Product Evaluation
Conducted after the action in the last meeting (Instrument: Listening comprehension test on finding the general and specific information)

Teacher,

Glenmore, 28 Mei 2007

Researcher,

Dra. RAHAYU WIJAYANTI

NIP. 510 147 043

HADI KURNIAWAN

NIM. 010210401264

MATERIALSDUMB CRIMINALS RUN OUT OF GAS

That apartment building right there was the primary target for these 3 guys, according to police. But due to their lack of common sense, after they broke in, they capered quickly unruffled. Officer Daniel Disson documented the whole the burglary. He didn't have to go hunting for the 3 young men who believed had broken in to this apartment, they stealth from the tenant to settle out score they ran out of gas.

They're clout right handed trying to drill a whole gas tank of this van so they can save gas and make their getaway. In plain side in their SUV, a 40 ounce beer, marijuana, and illegal machete leading police to the mother load. The vehicle packed with the stolen stuffs including golf club, a guitar and electronics. They also illegally hit this restaurant, breaking in to the walking cooler unpacked. "That's where they popped off and they just cleaned up the whole cooler and stacked on the side of the building over here and they had all packed up and ready to go. "They would have been really hungry to get do that. It's about \$1500 of the foods." But they had lifted out the food stacked out the restaurant because the ride was already sold pack there were no place to put it. So, police say 19 year old Preston Sherman and 22 year old Josh Bregnant and Don Bulkman tried to hot wire this truck, they ripped the part of the ignition but couldn't get it run, just another of their many failures. Oh, yes it gets worse, observation says he would never forget the look on their faces when they learned the man they were targeting in this apartment, moved from here a month ago. And, last but not least from me Matt Louch 7 news reporting.

(Taken from: CNN, December 9, 2006 at 10:56 pm)

Match the words on the left column with the words on the right column!

- | | |
|--------------------|---|
| 1. caper (v) | a. pisau pemotong yang besar |
| 2. unruffled (adj) | b. lubang kunci |
| 3. stealth (v) | c. barang-barang |
| 4. tenant (n) | d. muncul tiba-tiba |
| 5. getaway (n) | e. pelarian |
| 6. machete (n) | f. mengatur dengan rapi |
| 7. vehicle (n) | g. penyewa |
| 8. stuff(s) (n) | h. berlari/meloncat |
| 9. pop off (v) | i. melakukan sesuatu dengan sembunyi-sembunyi |
| 10. stack on (v) | j. merobek/ memindahkan/ membuka dengan paksa |
| 11. rip (v) | k. kegagalan |
| 12. ignition (n) | l. lancar/tanpa gangguan |
| 13. failure (n) | m. kendaraan/mobil. |

Exercise I (Finding the General Information)

Choose the correct answer a, b, c, or d based on the news you have heard and watched!

1. What does the news talk about?
 - a. murder
 - b. robbery
 - c. shop-lifting
 - d. selling car
2. What is the main idea of the presented news report?
 - a. three men stole cars
 - b. a man robbed a car
 - c. three man bought an apartment
 - d. three men committed several robberies

Exercises II (Finding the Specific Information)

Choose the correct answer a, b, c, or d based on the news you have heard and watched!

1. What was the primary target for the criminal?
 - a. a gas station
 - b. a restaurant
 - c. an apartment building
 - d. an office
2. How many people who committed the crime?
 - a. 5 people
 - b. 2 people
 - c. 4 people
 - d. 3 people
3. How old are those criminals?
 - a. 19 and 20 years old
 - b. 19 and 22 years old
 - c. 20 and 22 years old
 - d. 18 and 20 years old
4. Why did those guys try to drill a gas tank of the van?
 - a. they wanted to steal gas and sell it
 - b. they wanted to give mark on the van
 - c. they wanted to save gas and make their getaway
 - d. they wanted to steal gas so that the van would not move
5. What did the policemen find inside the SUV (car)?
 - a. 40 ounce beer, marijuana, illegal machete, golf club, a guitar, and electronics
 - b. 50 ounce beer, marijuana, illegal gun, gym club, a piano, and electronics
 - c. 50 ounce beer, vodka, illegal gun, gym club, violin, and TV
 - d. 40 ounce beer, drugs, illegal machete, golf club, flute, and radio
6. Where did the criminal steal the food from?
 - a. from a house
 - b. from a restaurant
 - c. from a gas station
 - d. from an apartment

7. How much was the total of the food stolen by the criminals?
 - a. it's about \$5000
 - b. it's about \$5550
 - c. it's about \$1550
 - a. it's about \$1500
8. What did the criminals do to the ignition of a red truck (see the video)?
 - a. they stole the part of the ignition
 - b. they burned the part of the ignition
 - c. they ripped the part of the ignition
 - d. they broke the part of the ignition
9. Did they succeed (from no. 8)?
 - a. no, they couldn't get the truck run
 - b. yes, they could get the truck run
 - c. they might get the truck run
 - d. nobody knows about it
10. Why were they called as a dumb criminal?
 - a. they came to the police office
 - b. they made track so that their action could be documented
 - c. they sold their stolen stuffs to the local villagers
 - d. they were caught in the act

ANSWER KEY

Vocabulary Exercise

- | | |
|--------------------|--|
| 1. caper (v) | : (h) berlari/meloncat |
| 2. unruffled (adj) | : (l) lancar/tanpa gangguan |
| 3. stealth (v) | : (i) melakukan sesuatu dengan sembunyi-sembunyi |
| 4. tenant (n) | : (g) penyewa |
| 5. getaway (n) | : (e) pelarian |
| 6. machete (n) | : (a) pisau pemotong yang besar |
| 7. vehicle (n) | : (m) kendaraan/mobil |
| 8. stuff(s) (n) | : (c) barang-barang |
| 9. pop off (v) | : (d) muncul tiba-tiba |
| 10. stack on (v) | : (f) mengatur dengan rapi |
| 11. rip (v) | : (j) merobek/ memindahkan/ membuka dengan paksa |
| 12. ignition (n) | : (b) lubang kunci |
| 13. failure (n) | : (k) kegagalan |

Exercise I (Finding the General Information)

1. B
2. D

Exercise II (Finding the Specific Information)

1. C
2. D
3. B
4. C
5. A
6. B
7. D
8. C
9. A
10. B

TEST
(CYCLE 2)

Choose one of the correct answers by crossing a, b, c, or d based on the first news you have heard and watched!

1. What does the news talk about?
 - a. a robbery at a car shop
 - b. a woman accident
 - c. a car accident
 - d. a car jacking
2. What is the main idea of the news?
 - a. a man tried to help an old woman
 - b. a man tried to kill a woman
 - c. a man helped a woman repair her car
 - d. a man tried to hijack a woman's car
3. How old was Marry Smith?
 - a. 25 years old
 - b. 35 years old
 - c. 55 years old
 - d. 75 years old
4. What was Marry Smith doing when a man tried to hijack her?
 - a. she was selling her car
 - b. she was buying something
 - c. she was filling up her car
 - d. she was sitting in her car
5. What did the carjacker ask Marry for?
 - a. a car
 - b. keys
 - c. money
 - d. knife
6. So where were the keys?
 - a. in the woman's car
 - b. in the woman's bag
 - c. at the man
 - d. in the woman's pocket
7. What did marry do when she realized that the man was going to hijack her car?
 - a. she gave the man the keys
 - b. she screamed and asked for help
 - c. she punched the man hard
 - d. she drowned him with the gasoline
8. How long were the policemen able to find the car and the driver?
 - a. within 13 minutes
 - b. within 30 minutes
 - c. within 15 minutes
 - d. within 50 minutes

9. How old was the carjacker?
 - a. 52 years old
 - b. 42 years old
 - c. 32 years old
 - d. 72 years old
10. Where would the policemen send the carjacker after he had been arrested?
 - a. court
 - b. a custody
 - c. city
 - d. police station

Choose one of the correct answers by crossing a, b, c, or d based on the second news you have heard and watched!

11. What does the news talk about?
 - a. Durian typhoon in Philippine
 - b. tornado in Philippine
 - c. drought in Philippine
 - d. flood in Philippine
12. What is the main idea of the news?
 - a. Durian typhoon hit Philippine and caused great damages and many victims
 - b. tsunami in Philippine and caused many people killed
 - c. many people and animals died because flood hit Philippine
 - d. tornado attacked Philippine and caused many buildings destroyed
13. What happened to the villages in the Albay Province of the Philippine?
 - a. the entire villages have simply disappeared
 - b. a half of the villages are destroyed
 - c. many houses and buildings are burnt
 - d. many trees fall down
14. Where did people put the corpses?
 - a. the mortuaries, shopping plazas, and municipal buildings
 - b. the mortuaries, houses, cemetery,
 - c. hospital, cemetery, mountain
 - d. shopping plaza, police station, municipal buildings
15. How many villages that were reported to be wiped off in the Philippine's map?
 - a. 2 villages
 - b. 12 villages
 - c. 20 villages
 - d. 22 villages
16. How many people that were estimated to be killed in Kino Bata and Albay?
 - a. thousands of people
 - b. hundreds of people
 - c. a thousand people
 - d. a hundred people
17. What happened to the woman's child who was interviewed?
 - a. he died
 - b. he disappeared
 - c. he is alive
 - d. he is sad

THIEF GET GASSED

75 year old Marry Smith from Tyler was filling up the car when a man out of no where approached her. "A man ran up and said give me the keys, give me the keys... and I said I don't have the keys. Then he popped the knife at my middle section". She told the man the keys were in her SUV and he immediately jumped in. "I realize he was gonna hijack me and so I grabbed the.... He slammed the door and I grabbed the gasoline nozzle out of the filling and I just opened the door and just drowned him with the gasoline". The gas didn't stop the carjacker, marry said he sped off and headed north through Tyler, the trip however were short. Using the SUV alarm system, police were able to find the car and the driver within 30 minutes.

"We had some investigators that get them behind the vehicle and follow the vehicle at the safe distances until we're able to get pulled over". Police took this man, 52 year old John Clay Striker Jr. into custody then gave Marry back her keys. "The chief of police lived in my neighborhood. I can wait to calling tonight and telling how helpful all the gentlemen were."

(Taken from: CNN, December 7, 2006 at 10:44 pm)

(Transcript of Second News)

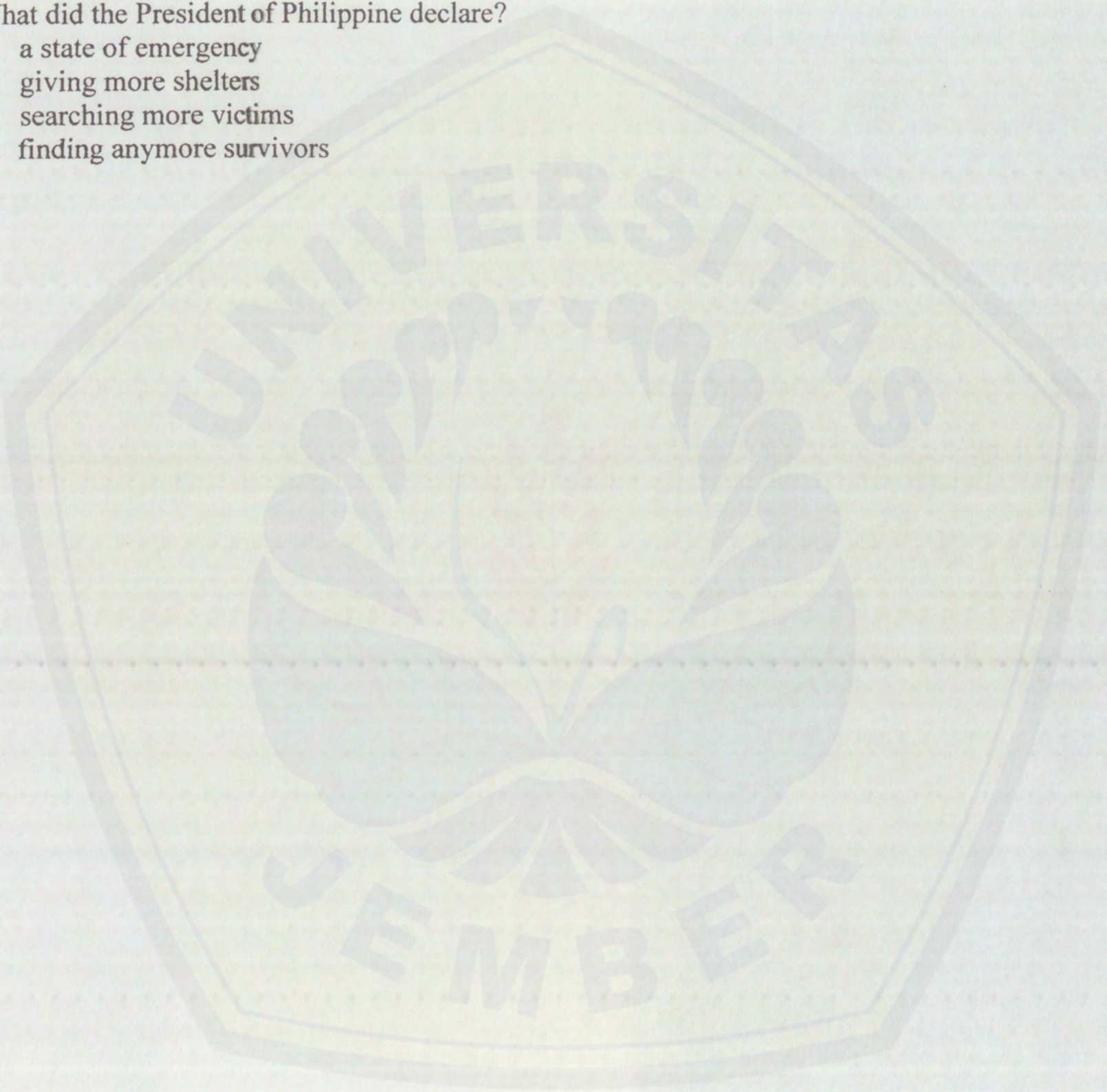
PHIILIPHINE (DURIAN TYPHOON)

Buried on the tons of mud and rubble, entire villages in the Albay Province of the Philippine have simply disappeared. Consumed by mudslide triggered by this ferocious typhoon, this is now waste land containing hundreds of bodies. In the shadow of Mount Mayon, survivors picked through the debris that destroyed homes. Many feared of volcanic eruption. Few believed a storm could be just this devastating. The earth is slowly yielding the dead, contorted beyond recognition and vast composing in the tropical heat. The mortuaries are crowded with corpses. Many more are expected to be recovered but there is not enough room for the dead. Shopping plazas and municipal buildings are quickly filled with bodies. People here knew durian was coming but no one expected to be quite as deadly. Its huge size made activity had disturbed the top soil of the reassert mud making it more accessible to mudslide the values of a continent the ferocious wind simply wash half of the volcano over nearby villages.

Those that survive arousal overwhelmed with grief. The scale of this tragedy is too much to take in. "There are two villages from Kino Bata and Albay that were reported to be wiped off in the Philippine's map and they estimated there could be thousands of people killed in that area. Survivors are making do with the little food they have salved from their smashed homes, each with their own hard ending story. "We struggle to hold on to a fallen tree. I tried not to let go but I lost hold of my child's hand, he died". Now the challenge is to reach those in need with food and shelter to stop disease compounding this tragedy. "Durians was the fourth typhoon to hit the Philippine in the last three months but it's looking like it would be by far the most deadly. President Gloria Arroyo has already declared a state of emergency, but two days on the chances on finding anymore survivors are growing smaller by the hour. Daan River, CNN, Manila.

(Taken from: CNN, December 8, 2006 at 00:21 am)

18. How many times has Durlans hit Philippine in the last three months?
 - a. once
 - b. twice
 - c. three times
 - d. four times
19. Who is the President of Philippine?
 - a. Gloria Arroyo
 - b. Gloria Esteban
 - c. Elisabeth Arroyo
 - d. Estella Arroyo
20. What did the President of Philippine declare?
 - a. a state of emergency
 - b. giving more shelters
 - c. searching more victims
 - d. finding anymore survivors

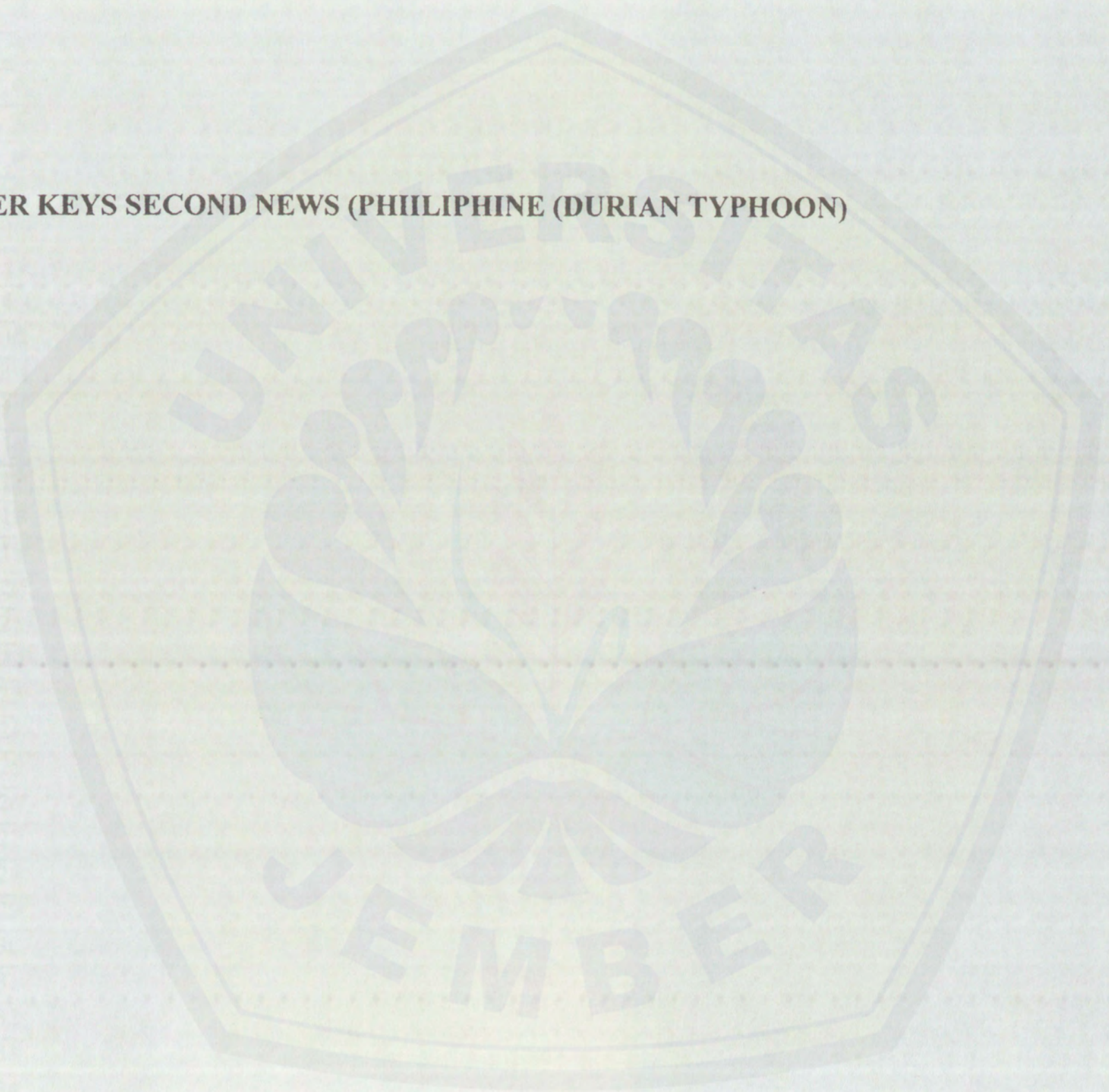


ANSWER KEYS FIRST NEWS (THIEF GET GASSED)

1. E
2. D
3. C
4. B
5. A
6. E
7. C
8. D
9. A
10. B

ANSWER KEYS SECOND NEWS (PHILIPINE (DURIAN TYPHOON))

11. D
12. A
13. B
14. C
15. E
16. A
17. D
18. B
19. E
20. C



THE RESULTS OF OBSERVATION IN CYCLE 2 (FIRST MEETING)

NO	NAME	INDICATORS			CATEGORIES	
		Asking Question	Answering Questions	Paying Attention	Active	Passive
1	Agus Santoso	√		√	√	
2	Ahmad Sauki Faris		√	√	√	
3	Ahmad Supramono A.		√	√	√	
4	Ahmad Zaelani	√	√	√	√	
5	Andi Ido Cristiawan		√	√	√	
6	Andri Dwi Winantara					√
7	Angga Fransiska S.P.	√	√	√	√	
8	Anita Mandasari		√	√	√	
9	Anton Darmawan	√	√	√	√	
10	Asi Lestari N.			√		√
11	Cuncun Wahyudi	√		√	√	
12	Crisdianto		√	√	√	
13	Dodik Fitriansyah		√	√	√	
14	Darwatic		√	√	√	
15	Desi Fajariyanti		√	√	√	
16	Feni Ferdiana			√		√
17	Fitria Lia Puspita	√		√	√	
18	Hasan Fahmi	√		√	√	
19	Heri Setiawan		√	√	√	
20	Ikhtiar Hadi Pramana	√	√	√	√	
21	Imam Asrofi		√	√	√	
22	Imam Hidayat		√	√	√	
23	Irfan Wahyudi		√	√	√	
24	Jumiyatin	√	√	√	√	
25	Agin Orinda S.	√		√	√	
26	Moh. Bachtiar	√		√	√	
27	Moh. Effendi			√		√
28	M. Fiqi Assidiqi		√	√	√	
29	M. Hasyim Ashari		√	√	√	
30	Mohammad Ikhsan	√	√	√	√	
31	Moh. Santoso			√		√
32	Moh. Sofyan		√	√	√	
33	Moh. Tansil Furqon			√		√
34	Muh. Andriyanto		√	√	√	
35	Novita Arie Saputri		√	√	√	
36	Nurdiansyah			√		√
37	Nur Wahyuni Rosita	√	√	√	√	
38	Nonok Eko Purnomo	√	√	√	√	

39	Puput Eka Ningrum		√	√	√	
40	RA. Sofiyatul A.		√	√	√	
41	Roni Febria P.			√		√
42	Siti Nuralizah		√	√	√	
43	Supriyo Andi Pratomo		√	√	√	
44	Siti Komariyah	√		√	√	
45	Sofianto		√	√	√	
46	Tirta Amarta		√	√	√	
47	Ulfa Nurul Aida	√	√	√	√	
48	Ulisa		√	√	√	
49	Varis Rizal Vahlevi		√	√	√	
50	Vega Eka Permana P.	√	√	√	√	
51	Wahyudi		√	√	√	
52	Wasik Irfan Rusadi	√	√	√	√	
53	Winda Susanti		√	√	√	
54	Wiwit Indrawati N.	√	√	√	√	
55	Yanuar Diastri N.					√
56	Yeni Erlina Dwi A.	√	√	√	√	
The Total Number of Students		56	56	56	56	56
Total (Σ)		20	40	54	47	9
Percentage		35,71%	71,43%	96,43%	83,93%	16,07%

THE RESULTS OF OBSERVATION IN CYCLE 2 (SECOND MEETING)

NO	NAME	INDICATORS			CATEGORIES	
		Asking Question	Answering Questions	Paying Attention	Active	Passive
1	Agus Santoso	√		√	√	
2	Ahmad Sauki Faris	√	√	√	√	
3	Ahmad Supramono A.		√	√	√	
4	Ahmad Zaelani	√	√	√	√	
5	Andi Ido Cristiawan		√	√	√	
6	Andri Dwi Winantara					√
7	Angga Fransiska S.P.	√	√	√	√	
8	Anita Mandasari		√	√	√	
9	Anton Darmawan	√	√	√	√	
10	Asi Lestari N.			√		√
11	Cuncun Wahyudi	√				√
12	Crisdianto		√	√	√	
13	Dodik Fitriansyah		√	√	√	
14	Darwatic		√			√
15	Desi Fajariyanti		√	√	√	
16	Feni Ferdiana			√		√
17	Fitria Lia Puspita	√		√	√	
18	Hasan Fahmi	√		√	√	
19	Heri Setiawan		√	√	√	
20	Ikhtiar Hadi Pramana	√	√	√	√	
21	Imam Asrofi		√	√	√	
22	Imam Hidayat		√	√	√	
23	Irfan Wahyudi		√	√	√	
24	Jumiyatin	√	√	√	√	
25	Agin Orinda S.	√				√
26	Moh. Bachtiar	√		√	√	
27	Moh. Effendi					√
28	M. Fiqi Assidiqi		√	√	√	
29	M. Hasyim Ashari		√	√	√	
30	Mohammad Ikhsan	√	√	√	√	
31	Moh. Santoso			√		√
32	Moh. Sofyan		√	√	√	
33	Moh. Tansil Furqon			√		√
34	Muh. Andriyanto		√	√	√	
35	Novita Arie Saputri		√	√	√	
36	Nurdiansyah			√		√
37	Nur Wahyuni Rosita	√	√	√	√	
38	Nonok Eko Purnomo		√	√	√	

39	Puput Eka Ningrum		√	√	√	
40	RA. Sofiyatul A.	√	√	√	√	
41	Roni Febria P.			√		√
42	Siti Nuralizah		√	√	√	
43	Supriyo Andi Pratomo		√	√	√	
44	Siti Komariyah	√		√	√	
45	Sofianto		√	√	√	
46	Tirta Amarta	√	√	√	√	
47	Ulfa Nurul Aida		√	√	√	
48	Ulisa		√	√	√	
49	Varis Rizal Vahlevi	√		√	√	
50	Vega Eka Permana P.	√		√	√	
51	Wahyudi		√	√	√	
52	Wasik Irfan Rusadi	√	√	√	√	
53	Winda Susanti		√	√	√	
54	Wiwit Indrawati N.	√	√	√	√	
55	Yanuar Diastri N.		√			√
56	Yeni Erlina Dwi A.		√	√	√	
The Total Number of Students		56	56	56	56	56
Total (Σ)		21	39	50	44	12
Percentage		37.50%	69.64%	89.29%	78.57%	21.43%

**The Difference of the Students' Mean Score in Listening Comprehension Test
in Cycle 1 and in Cycle 2**

NO	GENERAL INFORMATION				SPECIFIC INFORMATION			
	T1	Score	T2	Score	T1	Score	T2	Score
1	3	15	3	15	10	50	10	50
2	3	15	4	20	12	60	12	60
3	4	20	4	20	10	50	10	50
4	1	5	3	15	7	35	10	50
5	3	15	4	20	9	45	11	55
6	4	20	4	20	9	45	10	50
7	3	15	3	15	10	50	10	50
8	4	20	4	20	9	45	10	50
9	3	15	2	10	10	50	5	25
10	3	15	3	15	8	40	7	35
11	3	15	3	15	9	45	10	50
12	1	5	2	10	6	30	11	55
13	3	15	3	15	10	50	11	55
14	4	20	4	20	9	45	10	50
15	3	15	2	10	9	45	10	50
16	3	15	3	15	9	45	11	55
17	3	15	3	15	9	45	12	60
18	3	15	2	10	5	25	10	50
19	4	20	4	20	9	45	10	50
20	4	20	4	20	13	65	13	65
21	3	15	3	15	9	45	11	55
22	3	15	3	15	9	45	10	50
23	3	15	4	20	9	45	9	45
24	3	15	2	10	6	30	7	35
25	4	20	3	15	8	40	10	50
26	4	20	2	10	8	40	11	55
27	4	20	3	15	9	45	11	55
28	4	20	3	15	9	45	10	50
29	2	10	2	10	10	50	11	55
30	0	0	3	15	8	40	12	60
31	2	10	3	15	10	50	10	50
32	2	10	2	10	4	20	5	25
33	3	15	3	15	8	40	10	50
34	2	10	2	10	7	35	3	15
35	2	10	4	20	9	45	10	50
36	4	20	4	20	8	40	8	40

37	4	20	4	20	9	45	9	45
38	4	20	4	20	8	40	11	55
39	2	10	3	15	10	50	10	50
40	4	20	4	20	9	45	9	45
41	0	0	2	10	4	20	7	35
42	3	15	3	15	9	45	9	45
43	4	20	2	10	9	45	11	55
44	3	15	4	20	9	45	11	55
45	3	15	3	15	9	45	11	55
46	4	20	2	10	9	45	11	55
47	3	15	3	15	6	30	9	45
48	4	20	3	15	8	40	9	45
49	4	20	2	10	8	40	10	50
50	1	5	3	15	4	20	10	50
51	3	15	3	15	9	45	11	55
52	4	20	4	20	8	40	10	50
53	4	20	4	20	8	40	10	50
54	2	10	3	15	8	40	10	50
55	1	5	2	10	7	35	8	40
56	3	15	3	15	9	45	10	50
TOTAL SCORE		835		855		2365		2735
MEAN SCORE		14,91		15,27		42,23		48,84

Note: T1 : the number of correct answers achieved by the students in the test in Cycle 1
T2 : the number of correct answers achieved by the students in the test in Cycle 2