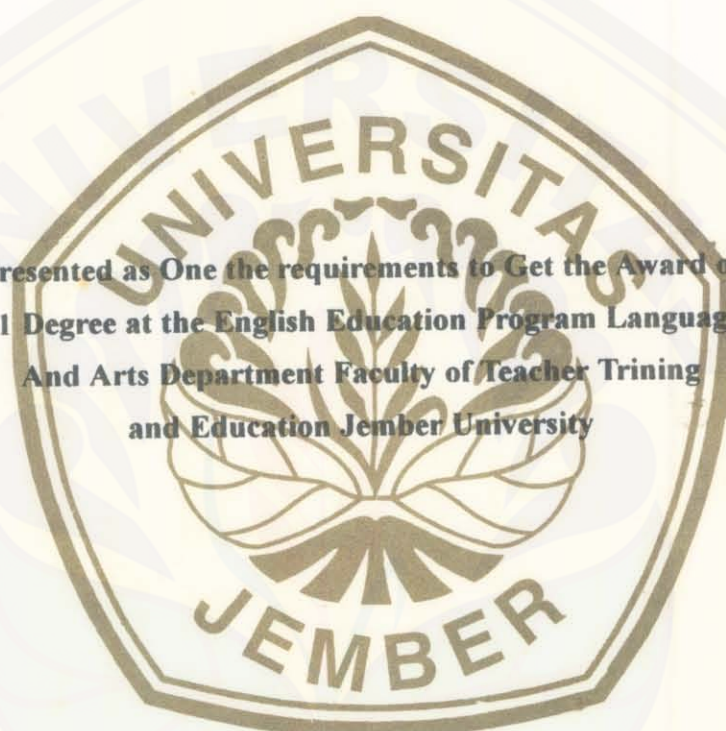


**IMPROVING LISTENING COMPREHENSION OF THE SECOND YEAR  
STUDENT OF SMU NEGERI 1 YOSOWILANGUN  
LUMAJANG BY USING TAPE RECORDER  
IN THE ACADEMIC YEAR 1999/2000**

**CLASSROOM ACTION RESEARCH REPORT**

Presented as One the requirements to Get the Award of  
S1 Degree at the English Education Program Language  
And Arts Department Faculty of Teacher Training  
and Education Jember University



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**THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2000**

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MOTTO

*MAN PROPOSES, GOD DISPOSES*

(Proverb)



## DEDICATION

This report writing is greatfully dedicated to:

MY BELOVED PARENTS

Thanks for your help and kindness support in completing my thesis

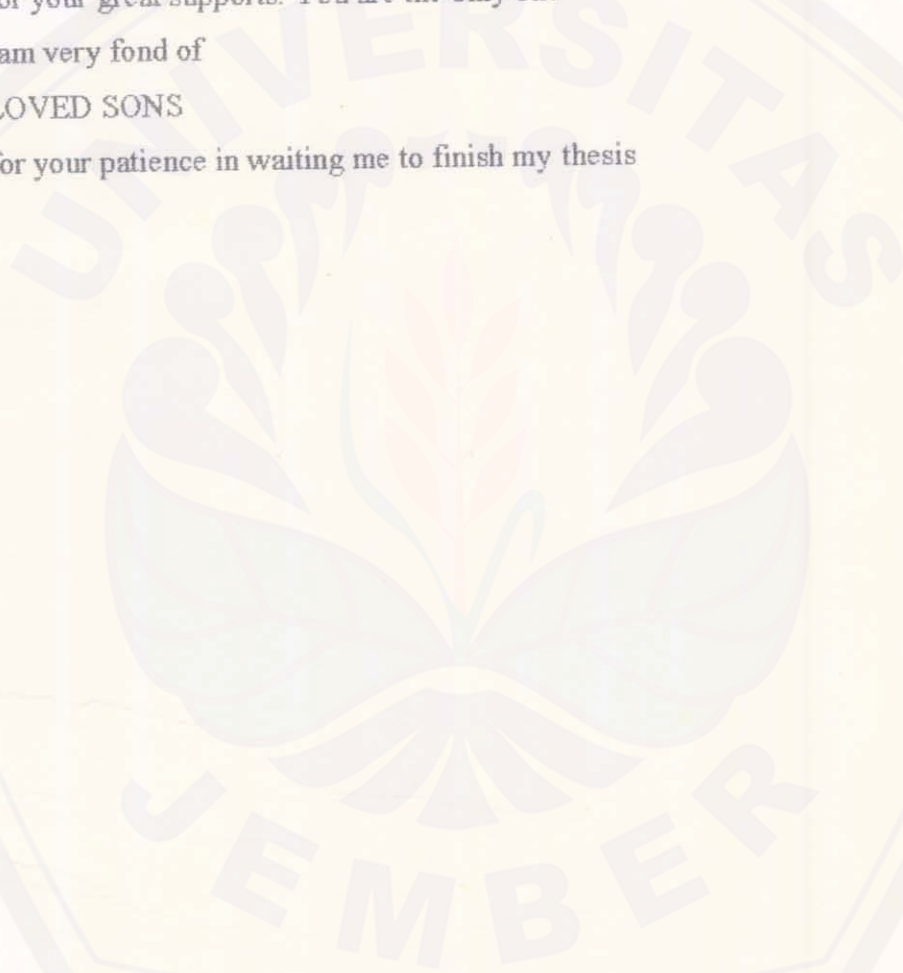
MY BELOVED WIFE

Thanks for your great supports. You are the only one

Whom I am very fond of

MY BELOVED SONS

Thanks for your patience in waiting me to finish my thesis



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Proposed as one of the  
requirement to get S-1 degree in English  
Education at the Faculty of Teacher  
Training and Education


by

ABD. Wahid

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THE LEVEL OF CLASS : 1999  
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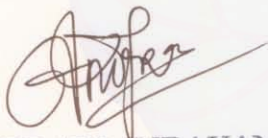
## APPROVAL SHEET

Approved and received by  
Examination Committee of the Faculty of Teacher  
Training and Education, Jember University

DAY : Wednesday  
DATE : January, 27<sup>th</sup> 2001  
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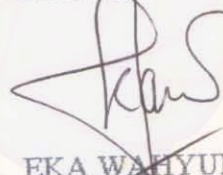
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And then I expect that this research can give useful information for readers, mostly for English teachers.

The Writer

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IN THE ACADEMIC YEAR 1999/2000**

**KEY WORDS : Tape Recorder, Listening Comprehension.**

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**ABSTRACT**

This classroom action research was aimed to develop the students' English listening skill in learning English, and to arouse students' ability in listening messages spoken in English. This research was carried out in SMU Negeri 1 Yosowilangun Lumajang which took one month and implemented two cycles. The data about the students' progress were collected from the results of the written field notes. The data about the improvement of students' listening comprehension were collected from the results of the writing test scores. The collected data were analyzed by descriptive qualitative technique. The results show that there was better improvement of listening comprehension achieved by students' at the end of action cycle 2. The mean score increased from 59,50 in the first cycle to 69,27 in the second cycle, which was categorized good enough.

## CHAPTER I INTRODUCTION

### 1.1 Background of Research

As an international language, English is taught in Indonesian schools, from junior high school until University or college, even in elementary school. However the teaching-learning English seems to face a big problem since most of the students are afraid of studying English. They think that English is very difficult to study, so we have to solve this problem. If we do not do it, the purpose of the teaching-learning English will not be achieved successfully.

To know the success of the teaching-learning English, we can use a very simple criterion. It is just how far the students can use English during the teaching-learning process. If most of the students can master the topics taught by the teacher, it is said that, the teaching-learning process can run successfully. Further the success of teaching-learning English is just how far the students can use it in a real communication.

According to the 1994 curriculum the instructional objectives of teaching of the English language at the senior high school are to help the students master the four language skills, listening, speaking, reading, and writing, (Depdikbud; 1996:3). In the classroom, the English teaching learning process should be oriented to the mastery of the four language skills. The skills can be divided into passive and active skills. The active skills consist of speaking and writing. The passive skills consist of reading and listening. So we can conclude that the four language skills taught to the students are expected to help students in order to be able to communicate in English.

Yet, the reality shows that there are only some of senior high students who succeed in learning English because of lacks of interest, motivation and learning sources (Baraja, 1986:61). Further more, he says that English learning for junior up to senior high school in our country, Indonesia, has not significantly achieved the

instructional goals yet (Baraja, 1986:61). It means that most of the Indonesian students do not succeed in learning English, and of course can not use English to communicate. It happens because the English teachers probably provided no media for their teaching activities.

Based on my experiences as the English teacher in SMU Negeri 1 Yosowilangun-Lumajang, many or most students can not be well familiar with the English words spoken by their English teacher. They can not catch on their pronunciation, then, they feel difficult to use it in communication. It takes them difficult to say something in English because they are afraid of making mispronunciation or misspelling of their spoken English.

Based on the above conditions, the writer wants to know whether the using of tape recorder in English learning process can improve their motivations, interests and curiosities, or can improve their listening comprehension.

### **1.2 Problem of The Research.**

Is the use of the tape recorder as a teaching media able to improve the English listening comprehension of the second year students of SMU Negeri 1 Yosowilangun – Lumajang in the academic year 1999/2000 ?

### **1.3 Scope of The Research**

The scope of this action research is determined to:

- 1.3.1 Use of the tape recorder as a media in the process of English listening teaching-learning process.
- 1.3.2 Improve the students' skill in listening.

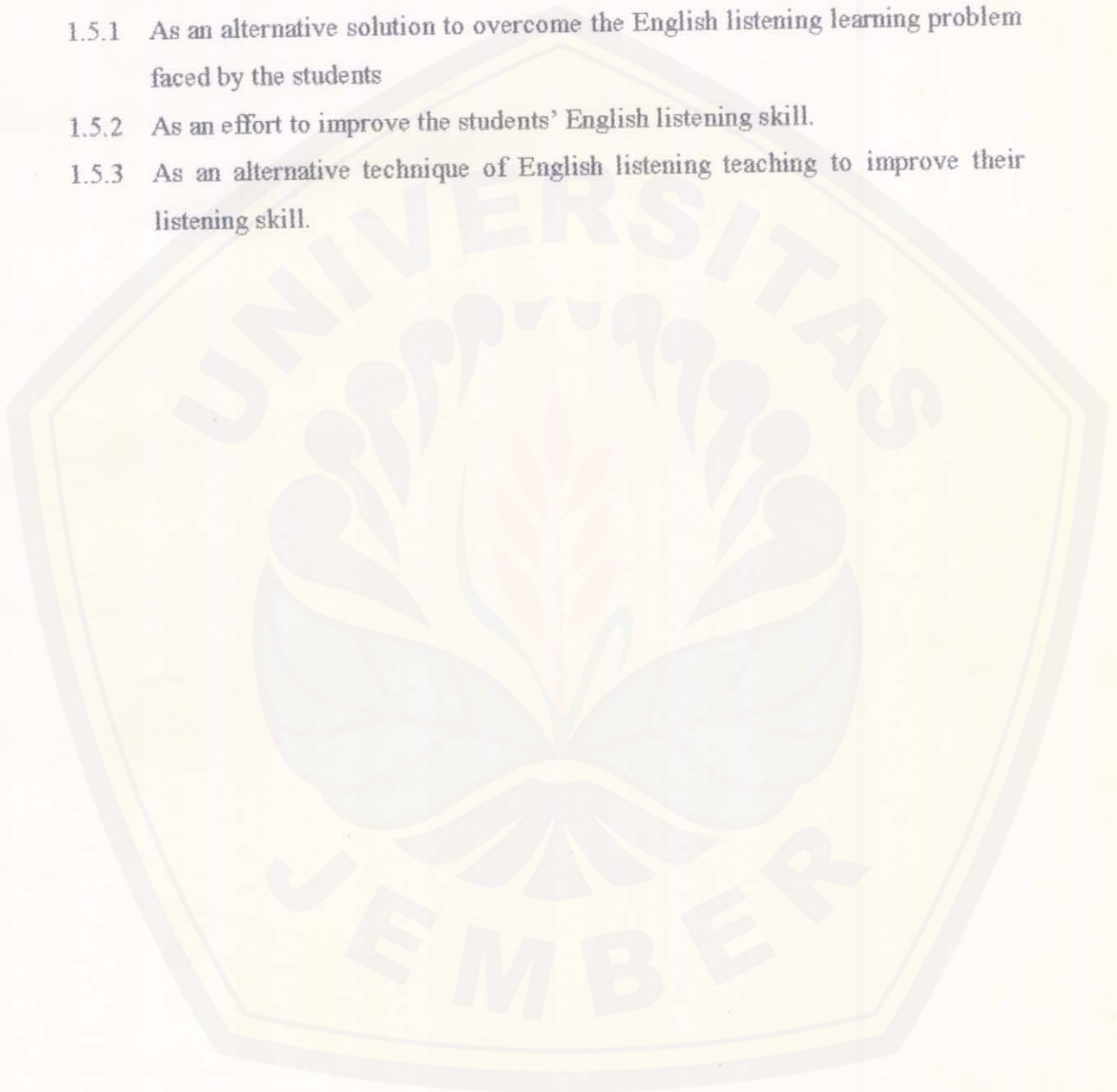
### **1.4 Purpose of the Research**

The purpose of this action research is to improve the listening comprehension of the second year students of SMU Negeri 1 Yosowilangun Lumajang by using tape

recorder in the academic year 1999/2000, which is carried out to improve their speaking skill.

### **1.5 Significance of the Research**

- 1.5.1 As an alternative solution to overcome the English listening learning problem faced by the students
- 1.5.2 As an effort to improve the students' English listening skill.
- 1.5.3 As an alternative technique of English listening teaching to improve their listening skill.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Instructional Media

In order to get good result in teaching, teacher needs media to make the topics clear and easy to understand. It is a very important instrument in teaching learning process. By using suitable media the teacher can bring the students master the topics he teaches more effectively and effeciently. So in teaching difficult topics, the teacher should use the suitable media because it can make the students become more familiar with the given topics.

Media, according to Ali (1984 : 69) is considered as a learning instrument used to transfer the massages, to arouse the motivation, feeling, attention and the desires of the learners to improve the learning activity. Soekartawi (1996 : 72) adds that "it" is a learning source to motivate the students to learn easily. It is briefly assumed that media is a learning instrument used by teacher in the teaching learning process to motivate the student improve their learning, achievement, and to arouse their motivation to learn English more interestingly.

#### 2.2 The kinds of Instructional Media.

Many kinds of instructional media are used by the English teachers in an effort to reach a more successful and more effective learning. According to Talizidulu (1981 : 48), instructional media includes a chart, a picture and tape recorder.

##### 1. Chart

A chart is a sheet of paper presenting a variety of related materials on a large sheet of paper. It will be very helpful to be more specific. Moreover, Zainuddin (1984:58) says that a chart is visual symbol used to compete and to contrast the facts. In addition when the student monitors his own writing via charts, he can quickly and easily fix his errors. This strategy gives the child's responsibility, and forter a positive

attitude (Mercer : 1983 : 258). In short, chart can help the students easily correct his own writing errors. Via chart, the students can improve their positive attitude toward writing skill.

## 2. Picture.

A picture is a representation of somebody by painting, drawing or art of painting. It can represent a human life such as animal, or something. The advantage of using picture in teaching learning process is to begin the scenes which can not be seen by the bare eyes. The pictures however are very useful in helping the students recognize and remember visual patterns (Eddie : 1981 : 137). Picture is to help students recognize the meanings of objects.

## 3. Tape recorder.

There are at least three kinds of audio media, which are commonly used by the English teachers in teaching learning process, such as radio, tape recorder and language laboratory. Tape recorder according to Sadiman (1986 : 53) is one of the most important instructional media, used to transfer the information.

The following are the advantages of tape recorder as the instructional media.

1. It is the most effective instrument to record.
2. It can be used several times and repeatedly.
3. It can be controlled by the teacher in the teaching learning process.
4. It can arouse many learning activities. (Sadiman et al : 1986 : 54)

It is believed that tape recorder is one of the instructional media that can help the student to achieve the aims of teaching learning process. With the help of tape recorder, the teachers are not necessary to pronounce some of unfamiliar words to the students. Again, the cassette used may provide more accurate pronunciation compared with the teachers, since it usually records the native speaker's voice.

Related to the improvement of the speaking skill, the use of tape recorder could provide the students a chance to be familiar with the real pronunciation,

utterances or real dialogue spoken by the native speakers. Here, the students are also expected to familiarize with the real English speaking as commonly spoken by the English people.

### 2.3 The Function of Media in Instructional Process.

As the function of media is to improve the motivation, attention or interest of the students toward the learning process, the subjects/contents are more easily transmitted, and the teacher will also be able to keep the class learning activity more effectively and efficiently. So media is truly needed during the class/learning activity.

Another function of media in teaching learning process is to develop communicative activity, to support the learners participation, to attract the students attentions and to overcome the learning obstacles happen in the classroom (Yusuf 1984 : 109). It means that the use of media is to stimulate the students participation and attention.

Moreover, the function of media in the instructional process is :

1. to present the subject contents systematically

By using media, the materials can be systematically prepared as well as possible. With the help of media, the teacher can prepare the lesson materials at home without writing the materials on the blackboard, or in front of the class.

2. to reinforce the learning contents

It means that media can improve the students' understanding upon the given materials.

3. to modify the monotonous learning atmosphere(Sukartawi 1996 : 73).

In this case, the use of media 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.

It can be concluded that the use of media for the teachers and the students is to help them get easiness for having their main goals.

#### 2.4 The Function of Tape Recorder in the Instructional Process.

Sadiman (1986 : 2) says that media can be classified into audible and visible media. The audible media is the media which can be heard or listened by bare ears because of its sounds, for example, radio, tape recorder. The visible media is the media that can be seen by bare eyes such as pictures, photo, real thing and so on.

“Tape recorder is an apparatus for recording sound on, and playing sound back from” (Hornby A.S 1977 : 884) Based on the above explanation, tape recorder is a any useful instrument used to record the sounds. It is an instrument commonly used by the English teacher. And what's speaking ? Hornby A.S (1977 : 826) says that in English teaching-learning process, mainly in English listening teaching, with the help of the tape recorder, it is more possible for him to give his students more opportunity to listen how the English words spoken by native speakers, and how the English speaking people make their daily communication. By using tape recorder, the class looked more interesting, and the students are more enthusiastic because they could avoid more monotonous classroom atmosphere.

According to Sadiman et al (1986:55) tape recorder is one of he most effective media in the teaching learning process. It can make the language learning process, mainly in the laboratory, run more effeciently. It is clear that a tape recorder is a useful language learning audio media which can help the classroom run effectively and efficiently.

Further he says that tape recorder can be the most important education media to transfer information, to create instructional activities : discussion, dramatitation, and listening activities.

It is my own experience, the students are used to using the tape recorder in the teaching of listening and it always takes them more serious, to follow the lesson.

The following are the common procedures usually used by the writer in teaching English listening in the classroom. These procedures had been adopted by the writer since several years ago, taken from the short-workshop followed by the writer.



1. asks the learners to listen to tape recorder for two turns of a certain dialogue
2. the researcher plays the tape recorder in cut way and asks them to follow for two or three turns
3. the researcher plays it twice or three times or more and asks the learners to try to understand the message of the dialogue
4. the researcher gives and explains the difficult words both their meaning and pronunciation
5. the researcher plays it once again and ask them to listen to it more carefully and seriously
6. the researcher asks them to practise it in pairs
7. the researcher asks them to make short dialogue in a nearly same topic and practise it in pairs in front of the class.

By applying the steps and ways above, the researcher is so sure that it is a very useful media.

### **2.5 Action Hypothesis**

Based on the above explanations, the hypothesis of this action research is that the student will be able to improve their listening comprehension if the teacher uses tape recorder as a media in his instructional process.

## CHAPTER III THE METHOD OF RESEARCH

### 3.1 Research Setting

This research was held in SMU Negeri 1 Yosowilangun-Lumajang. It's south-east of Lumajang. It's a rural SMU whose students are very low in every subject mostly in English and Mathematics.

The activity was carried out in the third cawu of the academic year 1999/2000. The researcher chose the second year students (II2) of SMU Negeri 1 Yosowilangun since he got students' difficulty in speaking English when he was teaching them. They needed more help to improve their abilities in expressing their ideas in English.

The class consisted of 26 female and 15 male students. They got a new way of learning speaking and are surely expected to improve their speaking skill.

### 3.2 Research Procedure

In conducting this research, the researcher carried out the following steps in order that the research could accordingly run to the title, the writer had. Those steps were

1. General description of the research
2. Detail of the research procedure
3. Monitoring

#### 3.2.1 General description of the research

This clasroom action research was designed to be implemented by means of collaboration among the English teachers in the SMU Negeri 1 Yosowilangun. They had the same concerns to do this action research. The researcher developed this research in four steps. They are:

1. Planning the action
2. Implementating this action

3. Observation
4. Reflection (Kemmis and Elliot in McNiff: 1995:27)

### 3.2.2 Detail of the research procedure

#### a. Preparation

The researcher had to have a good preparation in managing all component planned before in order to get desired goal of this action research (Team PGSM; 1999:35). The preparation was a means of how the researcher achieved the goal of the research. The preparation are as follows:

1. Choosing the themes used in the instructional process.
2. Preparing tape recorder and the cassette containing the suitable topic/theme.
3. Designing the lesson plan.
4. Designing the procedure how to operate the action.
5. Making the test items to measure the students' listening comprehension.
6. Discussing the criteria to measure the students' ability
7. Designing instrument for monitoring and evaluation

#### b. Implementation

In this step, the lesson plan designed collaboratively and was implemented in the classroom the collaborators observed the condition of the class (1 the students' involvements, 2 the bravery of the students in listening, 3 and, the main purpose, "The Students' ability in listening").

In applying the activity, the researcher and the collaborators were involved in the teaching-learning process.

During the implementation of the action, the teacher as the main researcher had also observed the classroom activities including the teaching-learning activities, the students learning progress or the available phenomene happened in the class. The information collected by both the writer and his collaborator would be analyzed and

reflected descriptively to evaluate whether or not the results of reflection were still needed to revise the next actions.

### c. Monitoring and Evaluating

In this research, monitoring was badly needed to know directly whether the teaching-learning process and media used at that time could make the students' interested or not. The monitoring was conducted by the writer together with his team members during the process of the listening teaching-learning was still going on. The researcher and his team members recorded the important things during the teaching-learning activity. They recorded them to get hypothesis whether tape recorder was needed or not as media. The data which were recorded during the teaching-learning were :

1. The students' involvement in the process of teaching-learning.
2. The bravery of the students to express their ideas in English
3. The students' English listening during the instructional process
4. The students' improvement of their listening English.

In noting the important things above the team used the field notes. They did them accurately. They took attention to each of the students about their involvements, their bravery and their improvement in listening English. They noted the things seriously in order they could get the concrete data to analyze the effectiveness of the tape recorder as one of the effective media for teaching and learning listening English.

Evaluation was carried out when the teaching-learning process was going on. It's done to know the improvement of each student. The form of the test used to evaluate was written test.

### d. Analysis and Reflection

The observation data and the last result were analyzed by using descriptive-qualitative method. The data are dealing with:

1. The students' involvement in teaching-learning process by using observation which was collected in the field notes.

2. The students' bravery to express English by using observation
3. The students' ability by using test result which were conducted at the end of the first and the second cycle.

The observers found the fact that most of the students were serious in joining the teaching-learning process since they thought that the new way and media could help them in pronunciation by listening to the cassette, the words or phrases well. The listened expression could be easily memorized in their minds so they had more vocabularies that could make them easy in following the tape recorder.

Based on the above condition the students felt happy to study English and all of them, except one or two students, who were not seriously involved in the teaching-learning process, felt that English was not difficult anymore. Their seriousness brought them master the materials carried out by the teacher, and they were well motivated to study more seriously. Their seriousness made them have enough bravery to express their ideas in English. They were not lazy anymore to practise speaking English both in class and out of the class even at home. Step by step they were able to use English since they had good bravery to speak English with their friends and their teachers (the researcher and other English teachers in SMU Negeri 1 Yosowilangun).

The scores of the students' were categorized into four normative ranks, they were:

1. Excellent if one got  $\geq 8$
2. Good if one got 7
3. Fair if one got 6
4. Poor if one got  $\leq 5$

(taken from school report 1997)

The result of reflection were badly needed to implement the next action if the students had not achieved better progress in their learning and the average of their English listening scores had not fulfilled the school score criteria. So, the performance of the following actions should be modified in order to help the students achieve the score criteria required by the curriculum. Briefly the second cycle should be done if

the result of reflection says that the progress of their English listening is difficult and if less than 80% of the population have achieved less than 65% of the instructional aims.



## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

This chapter presents (1) the description of the result of action cycle 1 that includes the classroom atmosphere and result of their English listening test, and (2) the description of the result of action cycle 2 that include the classroom atmosphere and the result of the English listening, and (3) discussion.

#### 4.1 Description of the action cycle 1

##### 4.1.1 Classroom Atmosphere

In the first action, most of students looked not so serious, less interested to follow the learning process. They could not enjoy the class activity as well as possible. Some of them caught nothing about the contents of the lesson. Through the tape recorder, they just listened to the sounds but with a little comprehension. There were only a few of them who could understand the information which was not more than sixty percent.

But, little by little the class became more familiar with the language sounded by the tape recorder. The students became more and more interested, and some of them could give some responses with the questions asked by the teacher. Here, they could repeat some words or some simple sentences stated by the tape recorder.

However, at the end of the first cycle, there were still 5 students seemed confused, and said nothing. They could not answer the question asked by their teacher.

##### 4.1.2 The result of the English listening test in cycle 1.

As soon as the first cycle ended, the writer together with his collaborative team gave the respondents an English listening test. It was done to know whether or not the students had achieved the English scores targeted by curriculum.

The following is the result of the first listening test done by students in the first cycle.

Table 1. The data of English listening scores in the first cycle.

Respondent	Score
1	60
2	60
3	50
4	60
5	50
6	50
7	70
8	70
9	60
10	50
11	50
12	50
13	50
14	40
15	30
16	50
17	60
18	60
19	70
20	60
21	70
22	80
23	60
24	60
25	60
26	60
27	80
28	80
29	50
30	50
31	50
32	40
33	70
34	60
35	60
36	80
37	70
38	60
39	40
40	40
41	60
N1 = 41	$\Sigma X1 = 2300$ Mean = 59,50



The above data shows that the students had not achieved the required curriculum target because the total number of their English listening score is 2300, and the average score achieved by students is 59,50, or less than 65. There were only 10 students (25%) of them achieved the curriculum target while the rest (75%) had English listening score less than 65.

In this case, the second cycle was necessary to be carried out in order to help them improve their English listening achievement. In this second action, the revised lesson plan should be made.

## **4.2 The Description of the Action cycle 2**

### **4.2.1 Classroom Atmosphere**

During the second cycle, the students looked more cooperative and more enjoyable with the lesson given by teacher. They looked more serious to follow the teaching-learning activities, and more interested in responding the teacher's questions. They were actively involved in the discussion with both English teacher and with the other students.

Most of them could understand the lesson given through the tape recorder. They could give correct answers to the questions taken from the text spoken by the speaker in tape recorder. They could catch the meanings of the difficult words sounded through the cassette. It took them not so difficult to find out the important information, or made them not so difficult to retell what the sounded story was about.

### **4.2.2 The Result of the English listening test in cycle 2**

As it was mentioned above, the class during the cycle 2 became more joyful and faced no difficult problems to follow the lesson. It is believed that the students would be able to do the English listening test given by the teacher at the end of the second cycle better than the first cycle. Most of them can do the test better in comparison with the first one.

The following is the result of the second listening test done by the students in the second cycle.

Table 2. The Data of The English listening scores in the second cycle

Respondent	Score	
1	80	
2	70	
3	60	
4	70	
5	70	
6	60	
7	80	
8	70	
9	70	
10	70	
11	60	
12	70	
13	70	
14	50	
15	50	
16	70	
17	70	
18	70	
19	70	
20	80	
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26	80	
27	80	
28	70	
29	60	
30	70	
31	70	
32	60	
33	60	
34	70	
35	60	
36	80	
37	70	
38	80	
39	60	
40	60	
41	80	
N2 = 41	$\Sigma X^2 = 2840$	Mean = 69,27

The above data shows that the mean score of the English listening score achieved by the students in the second cycle is 69,27, and the total number of their scores are 2840. It means that the class had achieved the English scores required by our curriculum, or the average score is higher than 65. There were at least 29 students (73%) who could get score higher than 65. In this case the next cycle or the third cycle was not necessary to be conducted because the class had achieved the curriculum target.

The following is the data of the mean score achieved by the students both in the first and the second cycle.

Table 3. The data of the mean score of the English listening test in cycle 1 and cycle 2

Cycle	Cycle 1	Cycle 2
Mean	59,50	69,27

The above results shows that there is a better improvement achieved by the students.

#### 4.3 Discussion

As it was explained in the previous explanation, the result of the English listening test achieved by the students had achieved the minimum target stated by SMU curriculum. There was a better achievement in cycle 2 than in cycle 1. It means that there was a better improvement of their English listening ability. The listening ability achieved in cycle 2 is better if compared with the cycle 1.

Moreover, the total scores achieved by the students in cycle 2 was higher than those in cycle 1. It indicated that the implementation of the provided action was able to improve the listening ability of the second year students of SMU Negeri 1 Yosowilangun-Lumajang in the academic year 1999/2000. Therefore, this classroom action research should be ended since the mean score fulfilled the criteria of minimal mean score. But, it is still possible to hold the next cycle with better modification of the implemented action.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the result of this action research, the writer could make some conclusion as the followings:

1. The use of tape recorder could arouse the students' English learning progress, motivation, and their involvement in the teaching learning process. More students could actively involve in the language communication using English by the end of cycle 2.
2. The use of tape recorder in English learning process could help students improve their English listening ability. By the help of tape recorder the teacher could motivate the students to listen something in spoken English, to express their ideas in oral language. Further, the use of tape recorder could improve the students' English listening achievement beginning from the cycle 1 up to the cycle 2. It was proved by the results of their English listening test. The mean score of cycle 1 (59,50) is lower than the mean of score cycle 2 (69,27). The result shows that the use of tape recorder was effective to improve the students' listening ability.

#### 5.2 Suggestions

1. The English teacher is fairly suggested to use a tape recorder in teaching listening because it can improve the students' listening skill and their listening ability.
2. The school is suggested to provide a tape recorder as one of the most important teaching media in the teaching learning process.
3. The students are suggested to get involved in the teaching learning activity at school.

4. The other researcher is suggested to hold the other research concerning with the techniques in improving students' listening skill.



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Appendix 1

Data Observasi Selama Cycle I

No.	Aspek	Jumlah	Ket.
1.	Siswa dapat memahami isi pembicaraan (mengacungkan jari)	20	
2.	Siswa dapat memuliskan informasi dari isi pembicaraan	16	
3.	Siswa berani memberi gambaran isi percakapan	8	
4.	Siswa dapat mengajukan pertanyaan berkenaan dengan isi pembicaraan	6	

Tape Recorder

1. Keberanian Siswa

Awal pertemuan siswa kurang komunikatif, kelas kurang kondusif, pengajaran speaking kurang efektif.

Berikutnya sedikit demi sedikit siswa mulai tertarik pada materi yang diberikan, kelas lebih kondusif dengan adanya media audio. Siswa menjadi tertarik dan mulai berani merespon pertanyaan guru. Siswa mulai berani mengemukakan pendapat walau jumlahnya masih kecil.

2. Kemajuan Belajar

Dibandingkan awal pertemuan, siswa lebih memahami materi pelajaran yang didiskusikan. Siswa lebih menyukai materi, karena semakin banyak siswa yang serius mengikutinya. Banyak pertanyaan guru yang direspon, walaupun beberapa respon siswa kurang mengena pada sasaran.

## Appendix 2

## Data Observasi Selama Cycle II

No.	Aspek	Jumlah	Ket.
1.	Siswa dapat memahami isi pembicaraan (mengacungkan jari)	34	
2.	Siswa dapat menuliskan informasi dari isi pembicaraan	28	
3.	Siswa berani memberi gambaran isi percakapan	24	
4.	Siswa dapat mengajukan pertanyaan berkenaan dengan isi pembicaraan	22	

## Tape Recorder

## 1. Keberanian Siswa

Pada cycle ini siswa sudah bisa bekerja sama dengan baik, hampir setiap siswa yang mendapat kesempatan bisa merespon dengan baik. Mereka sering mengemukakan beberapa pertanyaan berkenaan dengan materi. Berani melakukan tanya jawab.

## 2. Kemajuan Belajar

Siswa lebih cepat memahami materi pelajaran yang diberikan. Hampir semua pertanyaan dapat direspon dengan baik dan benar. Mereka lebih aktif dalam setiap "Language Activity". Rata-rata kemajuan belajar meningkat. Di samping itu masih ada 4 orang siswa yang sedikit mengalami kesulitan dalam menyimak.



Unit Pelajaran : Bahasa Inggris  
Tema / Anak Tema : Profession  
1.1 Choose One Chair  
1.2 Understanding Job Ads. And  
Letters of Application  
Satuan Pendidikan : S.M.U  
Kelas / Program : II / Umum  
Catur Wulan : III (tiga)  
Waktu : 6 x 45 menit

I. Tujuan Pembelajaran

A. Keterampilan Berbahasa

1. Membaca

- 1.1 Menemukan informasi tertentu
- 1.2 Menafsirkan makna kata/frasa berdasarkan konteks

2. Menyimak

- 2.1 Menulis kata-kata yang berkaitan dengan tema
- 2.2 Menjawab pertanyaan-pertanyaan sesuai dengan informasi yang diperdengarkan

3. Berbicara

- 3.1 Melakukan percakapan pendek dengan lancar
- 3.2 Mengungkapkan pikiran dan pendapat secara lisan

B. Penggunaan Bahasa dan Unsur Bahasa

- 1.1 Memahami dan mempergunakan kosa kata yang berkaitan dengan wacana "Choose One Chair"
- 1.2 Menafsirkan makna kata-kata yang terdapat dalam wacana berdasarkan teks iklan

II. Tujuan Pembelajaran Khusus

Pertemuan 1.

1.1 Membaca

1. Siswa dapat menemukan nama-nama pekerjaan dari bacaan.
2. Siswa dapat menjawab pertanyaan-pertanyaan secara tertulis pada teks 3.

1.2 Menyimak

1. Siswa dapat mengucapkan kata-kata dalam bahasa Inggris dengan benar.



Siswa dapat melengkapi kalimat dengan benar.

Pertemuan 2

2.1 Menyimak

1. Siswa dapat memperoleh informasi dari tape recorder yang dimainkan.
2. Siswa dapat menyimpulkan informasi yang mereka peroleh dari tape recorder.
3. Siswa dapat menjawab pertanyaan-pertanyaan tentang sesuatu yang telah didengarkan.

Pertemuan 3

3.1 Menyimak

1. Siswa dapat menuliskan kata-kata tertentu yang diambil dari percakapan.
2. Siswa dapat menjawab pertanyaan-pertanyaan yang berhubungan dengan pekerjaan sesuai dengan informasi yang didengarkan.

Pertemuan 4

4.1 Menulis

1. Siswa dapat memberikan persetujuan tentang surat yang diberikan secara tertulis.

4.2 Berbicara

1. Siswa dapat menentukan pekerjaan sesuai dengan kebutuhan yang tersebut dalam iklan.
2. Siswa dapat mendiskusikan beberapa jenis pekerjaan yang tidak tertulis didalam buku.

Pertemuan 5

5.1 Menyimak

1. Siswa dapat menuliskan kata-kata yang telah didengarkan.
2. Siswa dapat memperoleh informasi yang lengkap dari percakapan yang dimainkan.

5.2 Menulis

1. Siswa dapat melengkapi biodata dan surat lamaran.

Pertemuan 6

6.1 Membaca

1. Siswa dapat menjawab pertanyaan sesuai dengan bacaan yang diberikan.

6.2. Menyimak

1. Menyimak Siswa dapat menuliskan kata-kata tertentu yang ditekankan.
2. Siswa dapat menjawab pertanyaan-pertanyaan tentang pekerjaan sesuai dengan informasi yang diperdengarkan.

III. Penilaian

Prosedur :

1. Penilaian proses pembelajaran dilaksanakan selama proses kegiatan belajar-mengajar.
2. Penilaian hasil belajar dilaksanakan sesudah pelaksanaan proses kegiatan belajar mengajar Unit 13 selesai.

IV. Catatan :

Mengetahui,

Kepala Sekolah  
Yosowilangun

Drs. H. Wani  
Nip. 131 406 051



Guru Mata Pelajaran

Abd. Wahid  
Nip. 131 572 815

## Rencana Pelajaran

Mata Pelajaran : Bhs. Inggris  
 Tema : occupation  
 Sub Tema : Getting Job  
 Kelas / Cawan : II/3  
 Alokasi Waktu : 2 x 45 menit  
 Pertemuan ke : 2

## I. Tujuan Pembelajaran (TP)

Siswa dapat :

1. Memperoleh informasi penting dari dialog yang dimainkan pada tape recorder.
2. Mengerti ungkapan ungkapan penting dari dialog.
3. Menyelesaikan ungkapan ungkapan penting dari dialog.

## II. Bahan Pembelajaran

Sumber :

1. GBPP Kurikulum 1994 plus suplemen
2. Buku Paket Kelas II
3. Sumber lain yang relevan

## III. Alat Peraga

Tape recorder

## IV. a. Kegiatan Awal

1. Salam dan tanyai siapa
2. Mengabsen siswa
3. Memberikan motivasi

## b. Kegiatan Inti

1. Menyiapkan alat tulis
2. Mendengarkan tape recorder dengan cermat
3. Mendatat informasi penting dari tape recorder
4. Menyimpulkan informasi yang diperoleh
5. Menjawab pertanyaan pertanyaannya

## c. Kegiatan Akhir

1. Guru memberikan kesempatan pada para siswa untuk bertanya.
2. Guru memberikan tugas tindak lanjut.

## V. Penilaian

1. Prosedur : Penilaian proses
2. Alat Penilaian : Tugas dan latihan

Yogyakarta, 20 Maret 2000

Abd. Walid  
131 572 813

APPENDIX 5

PERCAKAPAN 1: You want to be salesman

Derek melamar pekerjaan sebagai penjual di Jepang, dan kini ia datang untuk wawancara

- Interviewer : Come in! .... Ah, come in, come in .... Good morning.  
Derek : Good morning.  
Interviewer : Oh, don't stand there .... Please sit down.  
Derek : Thank you.  
Interviewer : Now, Mr. .... oh, I'm sorry, I haven't got your name, er, what is your name?  
Derek : Jones. Mr. Derek Jones.  
Interviewer : Thank you. Now, Mr. Jones, you want to be a salesman.  
Derek : Yes.  
Interviewer : In Japan.  
Derek : Yes.  
Interviewer : Why?  
Derek : Because I want to go to Japan, and I haven't got any money.  
Interviewer : Oh .... yes. Can you speak Japanese?  
Derek : No, I can't speak it.  
Interviewer : No?  
Derek : But I can understand it.  
Interviewer : Can you drive?  
Derek : Yes.  
Interviewer : Have you got a car?  
Derek : Yes.  
Interviewer : How old are you?  
Derek : I'm twenty-five.  
Interviewer : Have you got a passport?  
Derek : Yes, I have.  
Interviewer : Can I see it? Thank you. 672854. That's fine.  
Derek : Well, er .... can I have the job?  
Interviewer : Um .... Yes. Can you go to Japan on Tuesday? At three o'clock.  
Derek : Yes, Er, what's the product I'm selling?  
Interviewer : Rice.



Appendix 6

TES CYCLE I

Mata Pelajaran	: Bahasa Inggris
Tema	: Occupation
Anak Tema	: Getting Job
Kelas/Cawu	: II/3
Waktu	: 1 x 45 menit

---

I. Choose the right answer

- The interview happens ....
  - at about 09.00 pm
  - at about 12.00 o'clock
  - at about 08.00 am
  - at about 17.00 o'clock
  - at about 13.15 pm
- The way to ask someone's name is ....
  - who is name
  - who is your name
  - what is your name
  - what name is
  - how is your name
- The applicant's name is ....
  - Interview
  - Derek Jones
  - Salesman
  - Japanese
  - Rice

4. The applicant wants to be
  - a. able to speak English
  - b. able to speak Japanese
  - c. a salesman
  - d. a director
  - e. a driver
5. To call someone's name is by his/her ....
  - a. first name
  - b. last name
  - c. complete name
  - d. parent's name
  - e. pen name
6. The interviewer asked "Can you speak Japanese?" The expression is used to ....
  - a. ask whether someone is able to do something
  - b. to refuse someone to do something
  - c. to ask someone to do something
  - d. to can someone to do something
  - e. to ask someone whether he has something
7. Derek : No I can't speak it  
Interviewer: No?  
Derek : "But I can understand it" Derek answered. This means that he ....
  - a. can do something but he can understand it
  - b. can do something and he can understand it
  - c. can do something although he can understand it
  - d. is not able to do something but he understand what some one does it
  - e. is not able to do something so he doesn't know what some one doesn't it

8. The applicant ....
- can not drive but he has a car
  - can drive but he has no car
  - can drive and he has a car
  - can not drive and he has no car
  - can not drive so he has no car
9. Derek asked "Can I have the job"?
- do you have the job?
  - Do you know what any job is ?
  - Do you refuse me have the job ?
  - Do you let me have the job ?
  - Do you want to do the job ?
10. "Can you go to Japan on Tuesday ? The interviewer asked him, means that ....
- He asked Derek whether he could go there soon
  - Derek Jones must go to Japan by next month
  - Derek may not go there soon
  - The sooner the better
  - Derek was allowed to go to Japan only every Tuesday



**Appendix 7**

**KUNCIJAWABAN  
ULANGAN CYCLE I**

---

1. c. at about 08.00 pm
2. c. what is your name
3. b. Derek Jones
4. a a salesman
5. b. last name
6. a. asked whether someone is able do something
7. d. is not able to do something but he understand what someone does
8. c. can drive and he has a car
9. d. Do you let me have the job
10. a. He asked Derek whether he could go there soon

Mata Pelajaran : Bahasa Inggris  
 Tema : Occupation  
 Sub Tema : Interview  
 Kelas / Cawu : II/3  
 Alokasi Waktu : 2 x 45 menit  
 Pertemuan ke : 5

I. Tujuan Pembelajaran (TP)

Siswa dapat:

1. memperoleh informasi penting dari dialog yang diperdengarkan
2. mengerti ungkapan - ungkapan penting dari dialog
3. mengucapkan ungkapan penting dari dialog

II. Bahan Pembelajaran

Sumber:

1. GBPP Kurikulum plus suplemen
2. Buku Paket Kelas II
3. Sumber lain yang relevan

III. Alat Peraga

Tape Recorder

IV. Kegiatan Pembelajaran

a. Kegiatan Awal

1. Salam dan tegur sapa
2. Mengabsen siswa
3. Memberikan motivasi

b. Kegiatan Inti

1. Menyajikan alat tulis menulis
2. Mendengarkan tape dengan cermat
3. Mencatat informasi penting dari tape recorder.
4. Menyimpulkan informasi yang diperoleh
5. Mengawab pertanyaan - pertanyaan

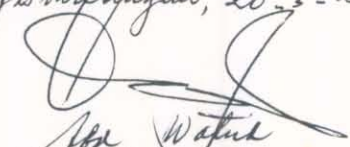
c. Kegiatan Akhir

1. Guru memberikan kesempatan para siswa untuk bertanya.
2. Guru memberikan tugas rumah lanjut.

V. Penilaian

1. Prosedur : Penilaian proses
2. Alat Penilaian : Tugas dan latihan

Yogyakarta, 20-3-2020

  
 Abd. Wafud  
 131 572 813

APPENDIX 9

*Fred Brown juga melamar pekerjaan sebagai penjual – tidak di Jepang, tetapi di Brazil. Ia datang untuk wawancara*

- Interviewer : Come in. Good morning.  
Fred : Good morning.  
Interviewer : Please sit down.  
Fred : Thank you.  
Interviewer : Now, Mr. .... er .... I'm sorry, I haven't got your name. What is your name?  
Fred : Brown. Mr. Fred Brown.  
Interviewer : Thank you. Now, Mr. Brown, you want to be a sales man.  
Fred : Yes.  
Interviewer : In Brazil.  
Fred : Yes.  
Interviewer : Can you drive?  
Fred : Yes I can.  
Interviewer : Have you got a car?  
Fred : Yes I have.  
Interviewer : How old are you?  
Fred : I'm forty-two.  
Interviewer : Fine.  
Fred : Can I have the job?  
Interviewer : Yes. Can you go to Brazil on Friday? At eight o'clock?  
Fred : Yes. Oh – what's the product I'm selling?  
Interviewer : English coffee.

Appendix 10

TES CYCLE II

Mata Pelajaran	: Bahasa Inggris
Tema	: Occupation
Anak Tema	: Interview
Kelas/Cawu	: II/3
Waktu	: 1 x 45 menit

I. Choose the right answer

1. "Please sit down" This expression is used ....
  - a. when some sees someone who is sitting on the chair
  - b. to please some to have a seat
  - c. to avoid in order someone doesn't sit down
  - d. to show a chair to someone
  - e. to make someone happy because of the chair
2. "I am sorry" this is expressed ....
  - a. when someone have made a mistake
  - b. if someone will make a mistake
  - c. if someone feels that he makes in mistake
  - d. where someone has to make a mistake
  - e. when someone sees someone else's mistake
3. In that interview Fred said "Brown Mr. Fred Brown". The same as ....
  - a. is your name Mr. Brown
  - b. my name is Mr. Fred Brown
  - c. do you know Mr. Fred Brown
  - d. is Mr. Fred Brown your friend?
  - e. He is Mr. Fred Brown.

4. Interviewer : Now, Mr. Brown, you want to be a salesman

Fred : Yes

The underlined word has the same as .....

- a. Does Mr. Fred Brown want to be a salesman ?
  - b. Have you ever been a salesman?
  - c. Who wants to be a salesman?
  - d. Do you want to be a salesman?
  - e. Is Mr. Fred Brown want to be a salesman?
5. Interviewer : Thank you Now, Mr. Brown, you want to be a salesman  
Fred : Yes  
Fred's answer should be .....
- a. thank you
  - b. yes, I want to be
  - c. yes, I do
  - d. yes, he does
  - e. yes, you do
6. The best statement, according to text, is .....
- a. Fred can drive and has a car
  - b. Fred can not drive and has no car
  - c. Fred can drive but he doesn't have a car
  - d. Fred can not drive but he has a car
  - e. Fred can drive and has a car
7. " Can I have the job ?" Fred asked, it is the same as .....
- a. Can I give the job?
  - b. Do you give me the job?
  - c. Can you explain the job?
  - d. Can I have you the job?
  - e. Can explain the job?

8. Interviewer : How old are you

Fred : I'm forty two

Interviewer : Fine

Fine means ....

- a. you are healthy
- b. you are good
- c. it's good
- d. we are right
- e. you are not sick

9. Interviewer : ...can you go to Brazil on Friday at eight o'clock?

Fred : Yes

Yes means ....

- a. yes, you can go to Brazil on Friday
- b. yes, there gone to Brazil on Friday
- c. yes, I am ready to go to Brazil on Friday
- d. yes, I want to Brazil on Friday
- e. yes, I here ever gone to Brazil

10. Fred : .... Oh, what's the product I'm selling ?

Interviewer : English coffee

English coffee means ....

- a. you will sell English coffee
- b. you like drinking English coffee
- c. do you like coffee
- d. coffee, please it's very nice
- e. I want a cup of English coffee

Appendix 11

KUNCI JAWABAN  
ULANGAN CYCLE II

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1. b. to please someone to have a seat
2. c. if someone feels that he makes a mistake
3. b. my name is Mr. Fred Brown
4. d. do you want to be a salesman
5. c. yes, I do
6. e. Fred can drive and has a car
7. b. Do you give me the job ?
8. c. It's good
9. c. yes, I am ready to go to Brazil on Friday
10. a. you will sell English coffee

DAFTAR NAMA SISWA KELAS II.2  
TAHUN PELAJARAN 1999 - 2000

No.	No. Induk Siswa	N a m a	L / P	T a n g g a l																			
1	2570	Abdul Rohim	L																				
2	2571	Achmad Zakki Ghufron	L																				
3	2572	Agustin Wulandari	P																				
4	2573	Anas Sujayanto	L																				
5	2574	Andhi Yudhanto	L																				
6	2575	Ari Susanti	P																				
7	2576	Aris Firmansah	L																				
8	2577	Bayu Permana	L																				
9	2578	Budiyanto	L																				
10	2579	Denok Widowati	P																				
11	2580	Devit Hantasari	P																				
12	2581	Dunuk Verawati	P																				
13	2582	Dwi Hesti Ivanti	P																				
14	2583	Dwi Mawan Karifianto	P																				
15	2584	Eni Herlina	P																				
16	2586	Frederika Frentin Ekaristi	P																				
17	2587	Hariyadi	L																				
18	2588	Husnul Khotimah	P																				
19	2589	Ika Indrawati	P																				
20	2590	Iman Agustian	L																				
21	2591	Iman Mutakhim	L																				
22	2592	Indra Vellyp Fouklend	L																				
23	2594	Kiki V. Kurnianingsih	P																				
24	2596	Lely Luhtitis Damayanti	P																				
25	2597	Mariana Fitria	P																				
26	2599	Mohammad Soyibin Efendi	L																				
27	2600	Puput Army Darmawanti	P																				
28	2601	Reci Purnoasih	P																				
29	2602	Ririn Aprilianah	P																				
30	2603	Siti Nur Khotimah	P																				
31	2604	Sundusiyah	P																				
32	2605	Susiana	P																				
33	2606	Syariffurrohman	L																				
34	2607	Taurusiana Dwi Yanti Putri	P																				
35	2608	Tego Sampurno	L																				
36	2609	Triwit Febri Utami	P																				
37	2610	Usman Ali Murdani	L																				
38	2611	Yeni Ekowati	P																				
39	2612	Yetik Dwi Ekawati	P																				
40	2613	Yusi Lestari	P																				
41	2753	Anita Maharani	P																				

Jumlah = 41    P= 25    L= 16