



**Improving the Eleventh Year Students' Listening Comprehension  
Achievement and Their Active Participation by Using Authentic Materials at  
SMA Negeri 1 Pesanggaran in the 2017/2018 Academic Year**

**THESIS**

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JEMBER UNIVERSITY**

**2018**



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Presented as One of the Requirement to Obtain S1 Degree of the English  
Education Program of the Language and Arts Education Department of  
The Faculty of Teacher Training and Education  
Jember University

By

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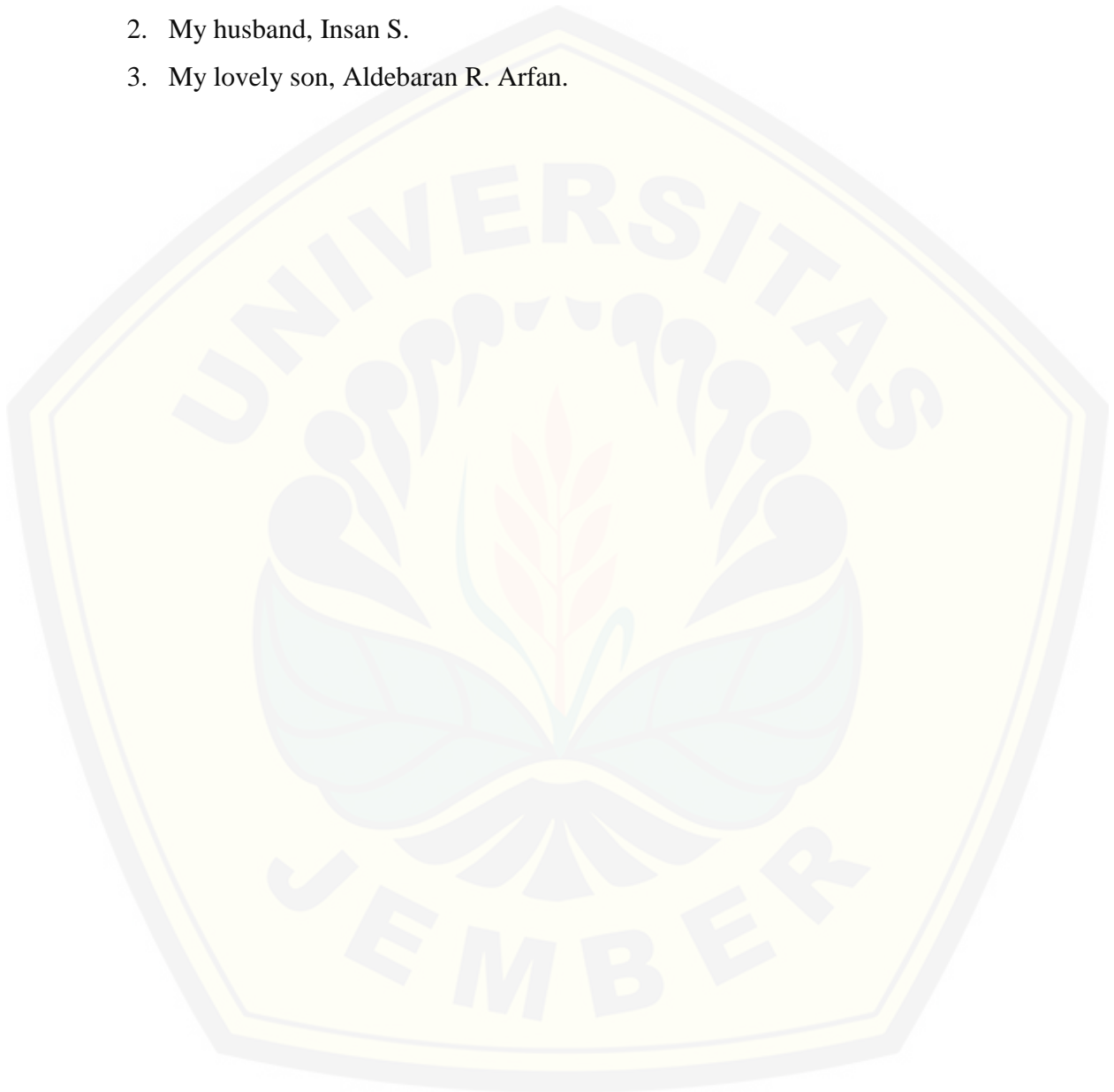
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2018**

**DEDICATION**

I proudly dedicate this thesis to:

1. My parents, Abdullah and Darsini.
2. My husband, Insan S.
3. My lovely son, Aldebaran R. Arfan.



**MOTTO**

Most of the successful people are  
the ones who do more listening than talking

(Bernard M. Baruch)



**STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

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**Improving the Eleventh Year Students' Listening Comprehension  
Achievement and Their Active Participation by Using Authentic Materials at  
SMA Negeri 1 Pesanggaran in the 2017/2018 Academic Year**

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The writer



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## SUMMARY

**Improving the Eleventh Year Students' Listening Comprehension Achievement and Their Active Participation by Using Authentic Materials at SMA Negeri 1 Pesanggaran in the 2017/2018 Academic Year** Indah Winarti, 100210401103; 2017; 98 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

Listening is considered as the most important skill. We put listening as the most frequent skill that we use. Most of the students spend their time with the activities related to listening. Sometimes, the students still have some difficulties in finding the general and specific information in the spoken passage. Therefore, they failed in the listening comprehension test. Further, the teacher also rarely gives chance to the students' to listen native speaker's voice. It makes the students have no experience in comprehending native speakers' voice and the students assume that the teaching learning process of listening comprehension in the classroom is uninteresting. In this case, authentic materials was chosen to help the students to improve their listening comprehension achievement to give them new experiences in listening to real native speaker's voice since authentic material could give the students various information about what is happening in the world nowadays, so they can get a lot of experiences especially in educational field.

This research was classroom action research. It was intended to improve the XI IPA 1 students' listening comprehension achievement and active participation by using authentic materials. This research subjects were the students of class XI IPA 1 at SMA Negeri 1 Pesanggaran in the 2017/2018 academic year. This class was chosen because this class had problem in listening comprehension and the mean score for this class in listening comprehension was 69. Besides, according to the teacher, the students' participation in learning process is also low. The improvement of the students' listening comprehension achievement and their participation were analyzed quantitatively. In this research, the observation and listening comprehension test were used to get the primary data, while interview guide and documentation were used to get the secondary data.

This research was conducted in two cycles and each cycle had two meetings and listening comprehension test. Each cycle covered the four stages that include planning of the action, the implementation of the action, classroom observation and evaluation, data analysis and reflection. Based on the students listening comprehension achievement in the first cycle had met the target criteria, There were 28 out of 36 students (77.78%) who got score at least  $\geq 75$ . But, the action was continued to Cycle 2 in order to see the consistency of the success achieved in Cycle 1. In cycle 2 the mean score of listening comprehension test were 85. There were 30 out of 36 students (83.33%) who got score at least  $\geq 75$ .

Based on the observation, the average result of the percentage of the students' active participation in cycle 1 was 79.17 %. It means that the target of success in this research had met the target criteria. Further, the observations were continued to cycle 2. Moreover, the average result of the percentage of the students' active participation was 81.95 % in cycle 2. It means that the use of authentic materials could increase the students' active participation in the teaching learning process of listening activities. Thus, it is suggested to the English teachers to use authentic materials in teaching listening because authentic materials could motivate the learners to learn the target language as authentic materials are really close to the use of real language.



## CHAPTER 1. INTRODUCTION

This chapter presents background of the research, problems of the research, and research contribution. Each point is highlighted chronologically in this following section.

### 1.1 Background of the Research

Listening is one of the language skills that has an important role in daily communication and educational process, it must be taught well. English is taught as a foreign language in Indonesia, the students' spend most of the time to listen their teacher explanation during teaching learning process. Littlewood (1981:65) states that most learners will spend considerably more time in listening to the foreign language than in producing it themselves. Moreover, Rivers in Vandergrift (1999:168) states that adults spend 40-50% of communication time listening, 25-30% speaking, 11-16% reading, and about 9% writing. It can be said that listening has large portion in language learning.

Listening is the first stage in learning a language. The first thing that a child can do before they can speak, read and write, is listening. It also happen when students firstly learn a language, they have to listen the words several times before they are able to recognize and pronounce the words. Celce (2001:87) states that at the beginning stages of language study, before students have learned to read well, it is by listening that they can have the most direct connection to meaning in the new language. Moreover, Berman (2003:38) also states that listening skill is an earlier skill when the child begins to learn the language. By listening, students will learn how to pronounce every single words and add some vocabularies.

Related to the ideas above, a preliminary study was done to know the problem of listening comprehension which happened to the students at SMAN 1 Pesanggaran. The preliminary study was conducted on 19th July 2017 at SMAN 1 Pesanggaran Banyuwangi. By interviewing the English teacher, it was known that listening comprehension only taught once a month, the English teacher usually



teaches listening skill by reading the text from the book. It makes the students' uninterested in following teaching and learning process of listening. The teacher also rarely gives chance to the students to listen native speaker's voice. As a result, the students have difficulty in understanding English spoken by native speaker. The recording that is usually used by the teacher during the exam is using native speaker accent. Consequently, the students could not understand the content as they are not familiar with it. Based on the data gathered it was found that their listening test mean score is 69 that is still below the passing grade.

Regarding with those problems, the researcher will conduct a Classroom Action Research. In this case the purpose of Classroom Action Research is to solve the problem in listening comprehension class. One of the focuses in Classroom Action Research is solving a real problem (O'Brien, 1998:6). The authentic materials can be a good choice after knowing the problem of the students. Authentic materials can be applied at school especially in teaching listening, it can be taken from the internet, television and radio. There is a vital advantage of introducing authentic materials at an early stage of language learning, it helps students become familiar with the target language (Field, 1998:18).

Tamo (2009:75) states that bringing authentic materials into the classroom can be motivating for the students, as it adds a real life element to the student's learning experience. Further, authentic materials is significant since it increases students motivation for learning, makes the students be exposed to the real language. The students also have opportunities to hear and practice using the language they face outside the classroom. Tamo (2009) also states some benefits of using authentic materials. First, authentic materials have a positive effect to motivate the students on learning. So, the students will be more enthusiasm to join listening class, and the teaching learning process becomes more enjoyable. Secondly, language always develops. So, both the teacher and the students can follow the development of the language by using authentic materials.

There are many sources of authentic listening materials, such as internet, television and radio. They bring the students to easily communicate, the students

not only produce grammatical sentences but also enable to use the language effectively in appropriate context and society. This classroom action research will investigate whether the use of authentic materials can improve students' listening achievement as well as improve students' active participation in the classroom.

## **1.2 Problems of the Research**

Based on the background of the research explained above, the problems are formulated as follows.

1. Can the use of authentic material improve the eleventh year students' active participation in listening comprehension class at SMAN 1 Pesanggaran in the 2017/2018 academic year?
2. Can the use of authentic material improve the eleventh year students' listening comprehension achievement at SMAN 1 Pesanggaran in the 2017/2018 academic year?

## **1.3 Research Contribution**

The results of this class room action research are expected to be beneficial for the following people:

### **1. Theoretical Contribution**

Researcher will applied authentic materials in listening class. So, it helps students become familiar with the target language.

### **2. Empirical Contribution**

This research will reveal the benefit of using authentic materials to improve students' achievement in listening comprehension as well as to improve their active participation whilst attending listening class.

### **3. Future researchers**

The result of this research will be usefull for the future researchers as a reference and source dealing with the use of authentic listening materials in teaching learning process.

## CHAPTER 2. RELATED LITERATURE REVIEW

This chapter presents some literature and theories to teach listening comprehension by applying authentic materials. The theory is needed to give the researcher framework to solve the problem well. The theories that will be presented are as the following:

### 2.1 Theoretical Framework

#### 2.1.1 Listening Comprehension

Listening is an important skill in English language teaching. Language learning depends on listening since it provides some basic ability for language acquisition and can easily enables the learners interact in spoken communication. Listening is the first language skill that learners acquire. Helmen (1997:114) state that listening provides the foundation for all aspects of language and cognitive development, and it plays a vital role in the processes of communication. Listening is the primary communication activity that is mostly used than the other skills. It is indeed interesting that listening has not receive wider attention in the past given that it is the language skill most often used in everyday life. As Burely and Allen (1995:126) state that more than forty percent of our daily communication time is spent on listening, thirty-five percent in speaking, sixteen percent on reading, and only nine percent on writing. It can be infered that listening is the basic skills that language learners had.

Listening plays a significant role in daily communication and educational process, further listening is the most frequently used skill in english language. Listening means more than just hearing or perceiving speech sounds. There are many definition of listening as a skill. Purdy (1997:8) defines listening as the active and dynamic process of attending, interpreting, remembering and responding to the expressed (verbal and nonverbal), needs, concerns and information offered by other human beings. Moreover Underwood (1989:1) defines listening as the activity of paying attention to and trying to get meaning from something we hear.

Listening actually is considered as an active skill. Byrnes (1984) in Osada (2004:55) states that listening comprehension is characterized as a highly complex problem solving activity. It means that when someone is listening to the speech, it naturally happens that the human senses will be activated. Furthermore, Rost (1994) in Sevil (2012:15) summarizes the significances of listening in EFL/ESL classroom as follows.

1. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding, access to speakers of the language is essential.
3. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.

Listening is not passive activity because listening involves thinking, understanding and interpreting every information and messages. Hennings (1997:146) states that listening should be an active process, with the students' active participation rather than passively receiving. In listening activities, all activities are done in purpose. Hennings (1997:149) states that listeners are generally most successful when they listen with a purpose in mind. The purpose in listening is concentrating in the messages and do not pay attention into unrelated areas. They listen selectively, according to the purpose of the task. In teaching listening, the teachers should find the strategies how to make listening activities in the classroom successful. Besides, they should be able to know how to manage and present the materials in the classroom, so that the students will be interested in following the listening activities.

## **2.2 Conceptual Review**

Operational definition is a guide to understand the concept of the research. It is necessary to avoid ambiguity between the reader and the researcher. It is very important to make the reader and the researcher have the same perception of the

concept that is used in this research. The definitions of the terms which are needed to be defined operationally in this research are as follows.

## 1. Listening Comprehension Achievement

Listening comprehension achievement in this research refers to students' ability in comprehending listening test, covering finding general information and specific information. In this research, the students' listening comprehension achievement can be seen through their scores in listening comprehension test after they are taught listening by using authentic materials. The listening comprehension test is constructed with the aspects of finding general information and specific information. There are 2 spoken passage and 20 test items for the listening test. The number of test item is 20 items which consist of 8 items for finding general information and 12 items for finding specific information of English text. Dealing with scoring, each correct answer of the item is scored 5 points. So, the total score of the test items is 100. Furthermore, the test will be done in 45 minutes in each cycle.

## 2. Authentic Listening Materials

In this research, authentic listening materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. The authentic material used is from CNN news which has 2 minutes long.

## 3. The Students' Active Participation

In this research, students' active participation refers to the students' participation in listening class. The indicators will be observed are as follows.

1. The students' asking questions
2. The students' answering teacher's question
3. The students' making note about the content of the listening
4. The students' doing the exercises

The students are categorized as the active students if they can fulfill three indicators that have been determined. But, if they fulfill  $\leq$  two indicators, they will be considered as passive students.



#### 4. Procedure of Teaching Listening using Authentic Materials

In this research, the researcher use authentic materials to teach listening skill. Martinez (2002) in Tamo (2009:77) suggests that teachers may use authentic materials for the learners to listen for the gist of the information presented. He adds that the teachers have many opportunities to encourage the students to follow the learning process with the certain topics of their interest. Wang and Whittaker (1997:2) inspired some procedure of teaching listening by using authentic materials. The clear procedures on the use of authentic materials in listening class are presented below.

1. Before conducting listening activities in the classroom, the teacher should list the words or phrases in the news that the students may not be familiar with and asking the students to find the meaning of the difficult words.
  2. The teacher distributing the exercise in the form of multiple choices.
  3. The teacher playing the audio for the first time and ask the students' to listen to the audio.
  4. The teacher asks the students' to make a note on specific and general information of the spoken passage.
  5. The teacher playing the audio for the second times and asking the students' to do the task individually.
  6. The teacher playing the audio for the third times and asking the students' to check their answer.
  7. Discussing the answers with the class.
- #### 5. The Advantages and Disadvantages of Using Authentic Materials in Teaching Listening

In developing proficiency in the language and using the language communicatively in the real world for the students, the teacher should begin to bring the real language in the classroom. Authentic materials have been already needed in language teaching since it gives some advantages. According to Tamo (2009:75) there are several advantages in using authentic materials in the classroom.

1. Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. They provide exposure to real language.
2. Authentic materials have a positive effect on learner motivation. In other words, they will be motivated to know further how the native speakers use the real language.
3. Language change is reflected in the materials so that students and teachers can keep abreast of such changes.
4. Authentic materials also contain interesting topic to the students, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

From those explanations, authentic materials are useful for language teaching to gain the learners' motivation in learning the real language. However, the consideration that we have to pay attention is that we are aware that the students will feel that they are learning the "real" language. Consequently, the students will face some difficulties. Tamo (2009:76) points some disadvantages in using authentic materials as follows.

1. Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community.
2. The vocabulary might not be relevant to the student's immediate needs.
3. Too many structures are mixed, so that lower levels have a hard time decoding the texts.
4. Too many different accents can be heard which can cause some confusion.

To overcome those problems, there are many things that should be considered by the teacher. McKay (2007) in Kilickaya (2010:3) states that the use of cultural content will foster the learners' motivation. Besides, learning about culture does not mean accepting the culture. The role of culture in the materials is just to create learners' interest toward language that is highly desirable. The teachers should also discuss about the vocabularies used in the spoken passage, so that the students can list some difficult vocabularies before listening to the spoken passage. Another thing that should be considered by the teacher is that the teacher



should select simple authentic listening materials that contain non-mixed structures. The teacher can provide background information of the issues that will be emerged in the spoken passage.

It can be concluded that using authentic materials should be relevant to the students' level. The students especially in lower levels might feel difficult to understand what native speakers say while listening. So, the teachers should be selective in choosing the appropriate materials for teaching listening using authentic materials.

### **2.3 Review of Previous Studies**

Farisy (2014) conducted research related to listening by using authentic materials as the media. In his classroom action research authentic listening materials taken from VOA. He applied classroom action research design with the research purpose is to improve the year eleventh students' listening comprehension achievement of narrative text and their active participation of learning process at SMA Negeri 1 Pakusari in the 2013-2014 Academic Year. In order to achieve the purpose, he applied an objective test in the form of multiple choices to collect the data after implementing authentic materials in listening class in meeting 1 and meeting 2.

The result of his classroom action research was not successful in the first cycle. Because, the researcher did not give more chance to the students to ask questions when they had some difficulties especially in understanding the main points of the spoken passage. Then he continued to the second cycle. In the second cycle of the classroom action research of teaching listening by using authentic materials was successful. In other words, teaching listening comprehension by using authentic materials could improve the students' listening comprehension achievement and their active participation in the learning process of the class 11 IPA 3 at SMA Negeri 1 Pakusari in the 2013-2014 Academic Year.

## CHAPTER 3. THE STUDY

This chapter consists of research design, research context, research data, and research procedure. Each part was presented in the following explanation respectively.

### 3.1 Research Design

Classroom action research was applied in this research, because this research was intended to improve the students' listening comprehension achievement by using authentic materials on the eleventh grade students at SMA Negeri 1 Pesanggam Banyuwangi. According to Elliott (1993:69), action research is the study of a social situation with a view to improve the quality of the action. Furthermore, Elliot (1991:69) states that action research is the study of a concrete situation with a view to improve the quality of action through practicing theories.

This research was conducted collaboratively with English teacher of grade XI. Arikunto (2011:17) suggests that collaborative research is ideal because it could reduce the researcher's subjectivity. The collaboration focuses on identifying the problems faced by the students in listening comprehension, selecting the action, constructing the materials, carrying out the action, and doing the classroom observation and reflection. The action given to the subjects of the research is teaching listening comprehension by using authentic materials.

The action of this research was conducted in Cycles and each Cycle covers four stages of activity: planning of the action, implementation of the action, classroom observation and evaluation, and data analysis and reflection of the action (Elliott, 1991:70).

The design of this classroom action research is illustrated in the diagram (*see appendix B page 37*).

The activities of the research will use the following procedures:

- 1) Conducting the preliminary study by interviewing the English teacher of SMA Negeri 1 Pesanggaran Banyuwangi in order to identify the problems in listening comprehension.
- 2) Observing the students' participation to know the students' active participation during the teaching learning process of listening class before they were taught listening by using authentic materials.
- 3) Finding out the documents to gain the supporting data.
- 4) Finding out the eleventh grade class that has the lowest listening score as the research subjects (from the English teachers' information and the document).
- 5) Planning the actions by constructing the lesson plans (lesson plan 1 and lesson plan 2) for the Cycle 1. It is done in two meetings collaboratively with the English teacher.
- 6) Implementing the actions in Cycle 1 (meeting 1 and meeting 2) in teaching listening comprehension by using authentic materials.
- 7) Observing the classroom during implementing the actions in Cycle 1. It is done by the English teacher.
- 8) Administering a listening comprehension test in meeting 3 after the action given in Cycle 1.
- 9) Analyzing the results of listening comprehension test in Cycle 1.
- 10) Analyzing the results of the classroom observations in Cycle 1.
- 11) Reflecting the result of the listening comprehension test and the result of classroom observation in Cycle 1.

The result of the actions in Cycle 1 achieved the criteria of success of the research. Although the actions in the first Cycle achieved the target criteria of this research, it was still necessary to continue the action to the second Cycle to see the consistent results of the action by applying the following steps:

- 1) Planning the actions by constructing a lesson plan for the Cycle 2. It was done in two meeting collaboratively with the English teacher.

- 2) Implementing the actions in Cycle 2 (meeting 1 and meeting 2) in teaching listening comprehension by using authentic materials.
- 3) Observing the classroom during implementing the actions in Cycle 2. It is done by the English teacher.
- 4) Administering a listening comprehension test in meeting 3 after the action given in Cycle 2.
- 5) Analyzing the result of listening comprehension test in Cycle 2 statistically to find the mean score and the percentage of the students who got score of  $\geq 75$  as the passing grade.
- 6) Analyzing the result of classroom observation in Cycle 2 statically to find the percentage of the students' active participation.
- 7) Reflecting the result of listening comprehension test and the result of classroom observation in Cycle 2.

### **3.2 Research Context**

The area determination of this research was determined by using purposive method. According to Arikunto (2010:139) purposive method is a method that is used to determine the research based on the certain purpose. This research was conducted at SMA Negeri 1 Pesanggaran Banyuwangi. The school is chosen purposively based on the following reasons:

1. The XI IPA 1 students of SMA Negeri 1 Pesanggaran had problem with listening comprehension.
2. The English teacher had never used authentic listening materials in teaching listening.
3. The English teacher wanted to collaborate with the researcher to conduct this classroom action research.
4. The headmaster of SMA Negeri 1 Pesanggaran gave permission to the researcher to conduct the classroom action research at the school.

### 3.3 Research Data

#### 3.3.1 Listening Comprehension Test

In this research listening comprehension test was given to get the primary data. Dealing with the test, Djiwandono (1996:1) says that test is an instrument or a series of procedure which is used to measure the abilities achieved by an individual in certain subjects. Further, Hughes (2003:11) says that test could be categorized into four types, they are: proficiency tests, achievement tests, diagnostic tests, and placement tests. In this research, an achievement test was used because it was intended to know the students listening comprehension achievement after they are taught by using authentic listening materials.

A good test must be valid and reliable, Hughes (2003:26-36) states that the criteria to construct a good test; they are validity and reliability. A test is said to be valid if it measures accurately what is intended to be measure. On the other hand, the test items should represent the course objective that is taught, if the test is presented to measure listening ability, then the test taker should require listening activity. A test is said to be reliable if the test have the consistent result if it is administers in other time. It means that, to get the consistent result of the test, the researcher applied objective test type in the form of multiple choices. In this research, the listening comprehension achievement test was established by content validity. As Hughes (1989:22) the test that establishes content validity it might be reliable as well.

Meanwhile, Hughes (2003:22) states that there are two kinds of test based on method of scoring. They are objective and subjective test. It is called objective scoring if there is no interpretation required on the part of scorer. On the other hand, it is called subjective scoring if judgment and interpretation are needed. The researcher chooses the objective test in the form of multiple choices. In conducting the achievement test, the researcher will collaborated with the English teacher to construct the test which is suitable with the syllabus of senior high school for the eleventh grade. The form of the test is multiple choices. This form is chosen because the researcher could give scores easily and objectively. As Hughes (2003: 76) states that using multiple choices has some advantages, there



are: the scoring is rapid, economical and the candidates only have to make a mark on the paper. Further, Heaton (1989:27) says that multiple choice formats is one of the most frequently used types of items in objective test. The number of test item was 20 items which consist of 8 items for finding general information and 12 items for finding specific information of English text. Dealing with scoring, each correct answer of the item was scored 5 points. So, the total score of the test items was 100. Furthermore, the test was done in 45 minutes in each cycle. The test item classification is presented in the table below.

**Table 3.1 : Test Item Classification.**

No.	Aspects to be Evaluated	Numbers of item	Total Number	Score
1.	General information (finding topic, main idea, and title)	1,2,9,10,11,12,19,20	8 items	40
2.	Specific information (WH question)	3,4,5,6,7,8,13,14,15, 16,17,18	12 items	60
<b>Total</b>			<b>20 items</b>	<b>100</b>

### 3.3.2 Observation

Observation in this classroom action research was used to get the primary data about the students' active participation in the teaching learning process in listening class by using authentic materials. The students' active participation was observed by the English teacher. According to McMillan (1992:128), observation in the classroom action research was used to describe the activities, responses, and involvement of the students in the teaching learning process. The observation instrument used in this research was observation checklist which was used to observe the students' participation. Arikunto (2010: 272) notes that the most effective way in doing an observation is by using checklist (sign system) as instrument. The indicators observed were as follows: 1) the students' asking questions; 2) the students' answering teacher's questions; 3) the students' making note about the content of the listening; 4) the students' doing the exercises. The students are categorized as active if they fulfilled at least three indicators during

the teaching learning process and categorized as passive if they fulfilled less than two indicators during the teaching learning process. The observation checklist was as follows:

**Table 3.2 : The Observation Checklist**

No.	Name	Indicators				Active	Passive
		1	2	3	4		
1.							
2.							

Notes:

1. The students' asking questions
2. The students' answering teacher's question
3. The students' making note about the content of the listening
4. The students' doing the exercises

### 3.3.3 Documentation

According to Arikunto (2006: 158), documentation is used to get data from written documents, such as books, reports, and daily notes. In this research, documentation was used to get the supporting data about the list of students' names and the students' previous listening comprehension score of class XI IPA 1.

## 3.4 Research Procedure

In this classroom action research, the action of the research was implemented in four stages of activities in each Cycle namely: 1) planning of the action, 2) implementation of the action, 3) observation and evaluation, 4) data analysis and reflection.

### 3.4.1 The Planning of the Action

In this research, there were some activities to be prepared before implementing the action. They were as follows.

1. Conducting preliminary study to obtain the information about the students' problem in reading comprehension.



2. Preparing the teaching materials of listening used in teaching listening comprehension.
3. Constructing the lesson plans for Cycle 1 collaboratively with the English teacher (meeting 1 and meeting 2).
4. Preparing the observation guide in the form of checklist containing the indicators to be observed in the teaching learning process.
5. Constructing the listening comprehension test by using authentic materials.

All of those activities need to be prepared before conducting the research in order to make the researcher easy in doing the research.

#### 3.4.2 The Implementation of the Action

The implementation of the action was done during the school hours based on the schedule of the English lesson. The implementations of the action in the first and second Cycle were based on the Lesson Plan made by the researcher that will consult with the English teacher. The researcher will carry out this classroom action research collaboratively with one of the English teachers of the eleventh year at SMA Negeri 1 Pesanggaran. The implementation of the actions in Cycle 1 was based on lesson plan 1 and lesson plan 2. Each meeting in each Cycle lasted for  $2 \times 45$  minutes. The second Cycle was conducted to see the consistent results of the action.

#### 3.4.3 Observation and Evaluation

Observation in this classroom action research was conducted during the teaching learning process of the listening class. It was essential to observe the students' participation whether they were active or not during the teaching learning process in the listening class. Observation in this research was done by the English teacher. While the researcher's implementing the action, the English teacher's doing the observation. It focuses on the students' asking questions, the students' answering the teacher's question, the students' making note about the content, the students' doing the exercises.

In order to find whether or not the use of authentic materials could improve the students' listening comprehension achievement, the evaluation was

needed. According to O'Malley and Pierce (1996:238), evaluation is an interpretation of assessment data regarding the quality, value, or worth of some response, products, or performance. The evaluation used in this classroom action research was process evaluation and product evaluation. The process evaluation was done by conducting observation in every meeting in each Cycle during the teaching learning process of listening by using authentic materials. The product evaluation was carried out in each Cycle after the actions are implemented by giving listening comprehension test to evaluate the students' listening comprehension achievement.

The criteria used to determine whether the actions given were successful or not if it fulfilled as follows.

1. 75% of the students achieve the minimum requirement standard score that is  $\geq 75$  and the mean score of the students is  $\geq 75$ .
2. The result of observation shows that the students' active participation reaches at least 75%.

#### 3.4.4 Data Analysis and Reflection

Data analysis and reflection were needed to analyze the obtained data and to know about the students' improvement in listening comprehension achievement after being taught by using authentic materials. The data analysis and reflection are discussed as follows.

##### a. Data Analysis

In this research, the data analysis method was essential in analyzing the obtained data. The data obtained in this research were primary data that cover the students' scores of listening test and the result of the observation data in teaching and learning process.

##### 1) Observation

The result of students' participation in the observation checklist was analyzed by using the following formula to find the percentage of the students' active participation.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentages of the students who are active

n = the total number of the students who are categorized as active students

N = the total number of the students

(Ali, 1993: 186)

2) Test

In this research, the result of students' listening test in each cycle is computed quantitatively by using the following formula to find the percentage of the students who got at least  $\geq 75$ .

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentages of the students who are active

n = the total number of the students who are categorized as active students

N = the total number of the students

(Ali, 1993: 186)

b. Reflection

The reflection was conducted to reflect the result of the actions whether successful or not. After analyzing the collected data, the researcher collaborates with the English teacher did the reflection. Then, the result of reflection was used as a guide to conduct Cycle 2. At the end of this research, the results of reflection in Cycle 1 and in Cycle 2 are used to draw a conclusion to answer the research problem.

## CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion. The suggestions are given to the English teachers, the students and the future researcher.

### 5.1 Conclusion

Based on data analysis and discussion, it could be concluded that teaching listening comprehension by authentic materials could improve the students' listening comprehension achievement and their active participation in the teaching learning process of the class XI IPA 1 at SMA Negeri 1 Pesanggaran in the 2017/2018 academic year.

The improvement of the students' listening comprehension achievement could be seen from the students' mean score of listening comprehension test improved from 69 in the previous listening comprehension score to 80 (77.78 %) in Cycle 1 and 85 (83.33 %) in Cycle 2. The percentage improvement strengthened that the use of authentic materials could help the students to improve their score in listening comprehension test. The improvement of the students' active participation could be seen from the result of the observation in cycle 1, There were 79.17 % who were actively involved in the teaching learning activities. While in cycle 2, there were 81.95 % who were actively involved in the teaching learning activities. The results already achieved the target criteria of this research that was at least 75% of the students did at least three indicators of observation stated in observation checklist. In other word, the students actively participated in the teaching learning process of listening comprehension achievement by using authentic materials.

## 5.2 Suggestions

Considering the results of this research, some suggestions are given in order that they are expected to be useful and gave some contributions to these following people.

### 1. The English Teacher

Based on the research results, it is suggested to the English teacher to use authentic materials in teaching listening because authentic materials could motivate the learners to learn real language; so, it could give the students the new experience in comprehending the native speaker accents. As a result, it could help the students improved their listening comprehension achievement.

### 2. The Students

The students of SMA Negeri 1 Pesanggaran are suggested to use practice listening by using authentic materials to help them in comprehending the real native speaker voice. From listening to the authentic materials, the students could learn how to pronounce the words correctly so that they can practice the daily English conversation with the correct pronunciation.

### 3. The Future Researchers

The future researchers who had some difficulties in teaching listening are suggested to use authentic materials, because dealing with the research result in this research, it could help the students not only having better score of listening test, but also having better experience in learning English.



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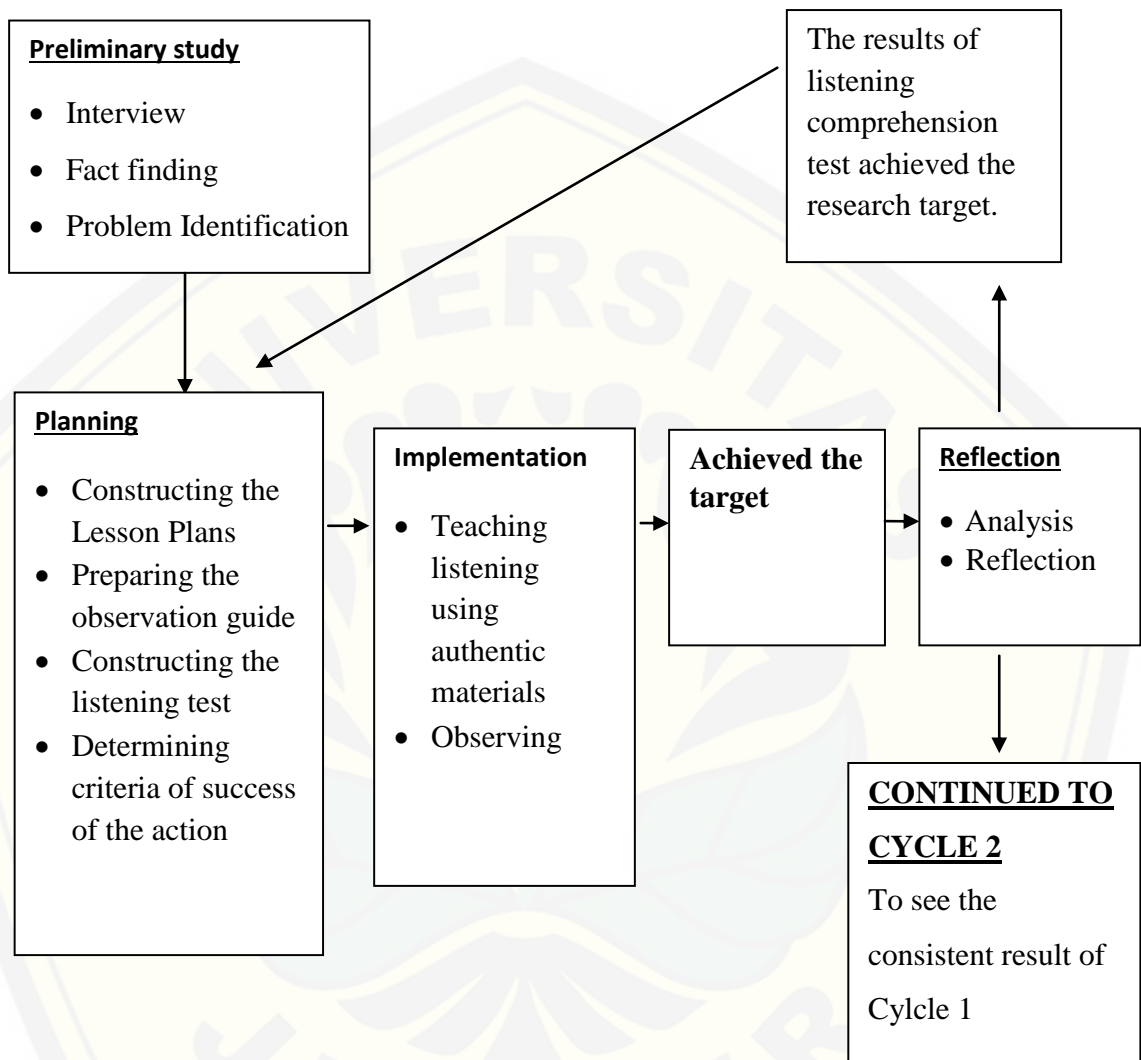
*Appendix A*

## Research Matrix

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
Improving the Eleventh Year Students' Listening Comprehension Achievement and their active participation by Using Authentic Materials at SMAN 1 Pesanggaran in the 2017/2018 Academic Year.	<ol style="list-style-type: none"> <li>1. Can the use of authentic material improve the eleventh year students' listening comprehension achievement at SMAN 1 Pesanggaran in the 2017/2018 academic year?</li> <li>2. Can the use of authentic material improve the eleventh year students' active participation in listening comprehension class at SMAN 1 Pesanggaran in the 2017/2018 academic year?</li> </ol>	<p><b>Independent Variable:</b> Teaching listening comprehension by using authentic materials.</p> <p><b>Dependent variable:</b> 1. Students' listening comprehension on achievement in teaching learning process.</p>	<ol style="list-style-type: none"> <li>1. Original</li> <li>2. Interesting</li> <li>3. Motivating</li> <li>4. useful</li> </ol> <p><b>The students' scores of a listening comprehension test covering:</b></p> <ol style="list-style-type: none"> <li>1. The students' ability in finding general information.</li> <li>2. The students' ability in finding specific information.</li> <li>3. The students' listening comprehension achievement</li> </ol>	<p><b>Research Subject:</b> The eleventh year students of SMAN 1 Pesanggaran in the 2017/2018 academic year.</p> <p><b>Informant and Collaborator:</b> The English teacher of the eleventh year students of SMAN 1 Pesanggaran.</p> <p><b>The School Documents:</b></p> <ul style="list-style-type: none"> <li>• The names of the research participants.</li> <li>• The score of the students' listening comprehension achievement.</li> </ul>	<p><b>Research Design:</b> Classroom Action Research The steps of the Cycle are:</p> <ol style="list-style-type: none"> <li>a. The planning of the action.</li> <li>b. The implementation of the action.</li> <li>c. Observing and evaluation of the action.</li> <li>d. Data analysis and reflection.</li> </ol> <p>(adapted from: Elliot 1991:70)</p> <p><b>Research area determination method:</b> Purposive Method</p> <p><b>Participants determination Method:</b> Purposive method</p> <p><b>Data collection method:</b></p> <ol style="list-style-type: none"> <li>a. Primary data                             <ul style="list-style-type: none"> <li>• Listening test</li> <li>• Observation</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching listening by using authentic material can improve the eleventh year students' listening comprehension achievement at SMAN 1 Pesanggaran.</li> <li>2. Teaching listening by using authentic material can improve the eleventh year students' active participation in listening comprehension class at SMAN 1 Pesanggaran.</li> </ol>

		<p>2. Students' active participation in teaching learning process.</p>	<p><b>The students' active participation:</b></p> <ol style="list-style-type: none"> <li>1. Asking questions.</li> <li>2. Answering the teacher's questions</li> <li>3. Making note about the content.</li> <li>4. Doing the exercises.</li> </ol>		<p>b. Supporting data</p> <ul style="list-style-type: none"> <li>• Interview</li> <li>• Documentation</li> </ul> <p><b>Data Analysis method:</b> The primary data taken from reading test and observation are analyzed quantitatively using the following formula:</p> $E = \frac{n}{N} \times 100$ <p>E= the percentage of the students' score (%) n= the total number of students who get certain score. N= the total number of the students. (Ali, 1998: 186)</p>	
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**The Design of Classroom Action Research**



(Adapted from Lewin 1980 in Elliot, 1991:70)

## Appendix C

## LESSON PLAN

## CYCLE 1 (THE FIRST MEETING)

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Senior high School</b>
<b>Class/Semester</b>	<b>: XI IPA 1/ 1</b>
<b>Genre</b>	<b>: Report Text</b>
<b>Language Skill</b>	<b>: Listening</b>
<b>Time</b>	<b>: 2 x 45 Minutes</b>

**A. Standard Competence**

2. Memahami makna teks fungsional pendek dan monolog berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari

**B. Basic Competence**

- 2.2 Merespon makna dalam teks monolog yang menggunakan ragam ragam bahasa secara akurat, lancar, berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *report*, *narrative* dan *analytical exposition*

**C. Achievement Indicators****Cognitive**

- a. Product
  1. Finding general information of spoken passage in the form of multiple choices.
  2. Finding specific information of spoken passage in the form of multiple choices.
- b. Process
  1. Finding the meaning of some difficult words that are written on the white board by the teacher.
  2. Making notes on specific and general information of the recording.
  3. Answering the questions that follow.

**Affective**

1. Showing responsibility in joining the teaching learning process.
2. Showing enthusiasm in doing the exercises given by the teacher.

**D. Learning Objectives**

**Cognitive**

- a. Product
  - 1. Students are able to find general information of spoken passage in the form of multiple choices.
  - 2. Students are able to find specific information of spoken passage in the form of multiple choices.
- b. Process
  - 1. Students are able to find the meaning of some difficult words that are written on the white board by the teacher.
  - 2. Students are able to make a note on specific and general information of the recording.
  - 3. Students are able to answer the questions that follow

**Affective**

- 1. Students are able to show responsibility in joining the teaching learning process.
- 2. Students are able to show enthusiasm in doing the exercises given by the teacher.

**E. Teaching and Learning Activities**

No	Teacher activities	Students Activities	Techniques	Time
1.	Set Induction			
	a. Greeting and checking students' attendance and readiness	Responding the teacher	Question and answer	5'
	b. Stating the objectives	Paying attention		5'
2.	Main Activities			
	<b>Pre-listening</b>			
	a. Activating the students' prior knowledge by giving leading questions related to the topic of the spoken passage.	Answering the questions.		5'
	b. Listing some difficult words that			



	are used in the spoken passage.			5'
	c. Asking the students to find the meaning of the difficult words.	Finding the		10'
	d. Distributing the exercise in the form of multiple choices.	meaning of the difficult words.		
	<b>While-Listening</b>			
	e. Playing the audio for the first time and asking the students' to listen to the audio.	Listening to the audio.		5'
	f. Asking the students' to make a note on specific and general information of the spoken passage.	Making a note.	Individual work	5'
	g. Playing the audio for the second times and asking the students' to do the task individually.	Listening to the audio.		5'
	h. Playing the audio for the third times and asking the students' to check their answer.	Listening to the audio		5'
	i. Discussing the answers with the class.			
	Closure			10'
	<b>Post-Listening</b>			
3.	a. Asking the students about the difficulties during the teaching learning process.			
	b. Giving the students the chance to ask question.			5'
	c. Guiding the students to conclude the materials being learnt.	Asking the		10'
	d. Parting the students.	questions.	Question	

		Concluding the materials	and answer	<b>10'</b>
		Parting the teacher		<b>5'</b>

**F. Assessment**

**1. Product**

Description	Score for each number
1. Answering the questions of the multiple choices task correctly	10
2. Answering the questions of the multiple choices task incorrectly	0
<b>Total</b>	<b>100</b>

**2. Process**

**The Observation Checklist**

No.	Name	Indicators				Active	Passive
		1	2	3	4		
1.							
2.							

Notes:

1. The students' asking questions
2. The students' answering teacher's question
3. The students' making note about the content of the listening
4. The students' doing the exercises

- Students are categorized as active if they can fulfill at least three indicators
- Students are categorized as passive students if they perform  $\leq$  two indicators

**G. Sources and Media**

1. [www.cnnnews.com](http://www.cnnnews.com)
2. Media: Classroom speaker.
3. Material: Enclosed

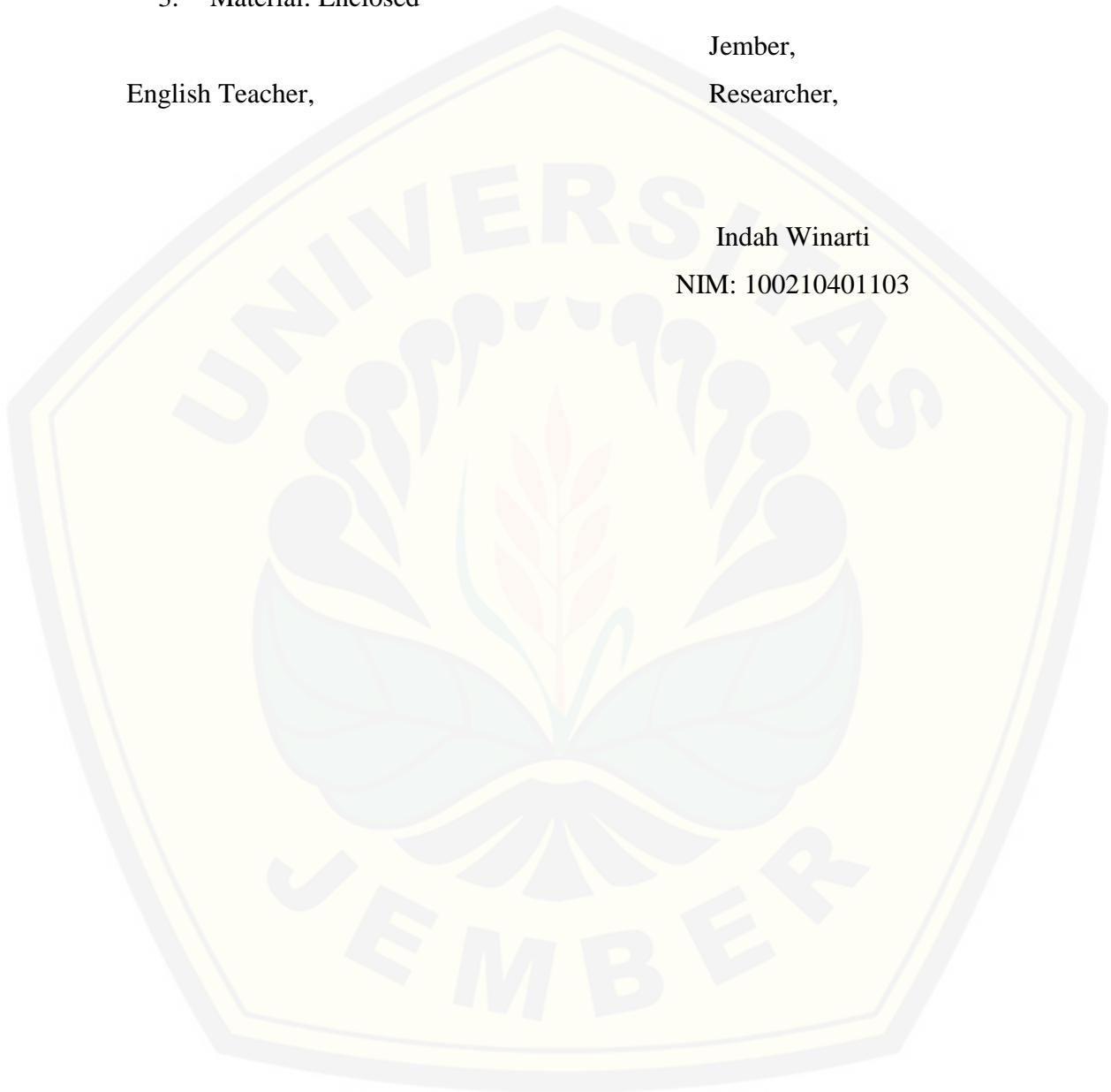
English Teacher,

Jember,

Researcher,

Indah Winarti

NIM: 100210401103



## H. Learning Materials

### Leading questions

1. Do you know who is the President of America before Donald Trump?
2. How can the president improve good relations between two countries?

- **The Generic Structures of Report Text.**

1. **General classification:** General statements that describe the subject of the report, description, and classification.
2. **Description:** Tell the details of topic such as physical appearance, parts, qualities, habits/behavior

- **The Language Features of Report Text.**

1. Nouns
2. Present tense
3. Behavioral verbs
4. Technical terms

Authentic listening materials taken from internet.

### **President Obama Arrives in Vietnam**

Welcome to CNN student news. I'm Carl Azuz. The Southeast Asian country of Vietnam is where we start today. U.S. President Barack Obama arrived there over the weekend. His goal, to improve relations with a government that was a U.S. enemy during the Vietnam War. The conflict extended from 1954 to 1975. The communist government of North Vietnam and its allies eventually defeated South Vietnam, which was supported by the U.S. More than 58,000 U.S. troops were among the millions overall who died in the Vietnam War. Former President Bill Clinton reestablished U.S. diplomatic ties with Vietnam in 1995 and President Obama is hoping to increase economic and security cooperation between the two countries. Reactions to this trip are mixed. Some veterans groups say it will help remind Americans of the war and those who served. Others say the president needs to ask about more than 1,600 U.S. troops who are still listed as missing from the war. But there's another factor in this visit. The U.S. sees Vietnam as a partner in slowing down the influence of China. That country has become increasingly territorial in the South China Sea.

Source : [www.cnnnews.com](http://www.cnnnews.com)

#### **A List of difficult words.**

1. Goal
2. Relations
3. Enemy
4. Conflict
5. Extended
6. Allies
7. Troops
8. Reestablished
9. Veteran
10. Increasingly
11. Territorial



**LISTENING PRACTICE IN THE FIRST MEETING OF CYCLE 1**

**Exercise**

**Task 1**

**Find the meaning of these following words.**

1. Arrived :.....
2. Weekend :.....
3. Improve :.....
4. Government :.....
5. War :.....
6. Ties :.....
7. Security :.....
8. Factors :.....
9. Visit :.....
10. Influence :.....

**Task 2**

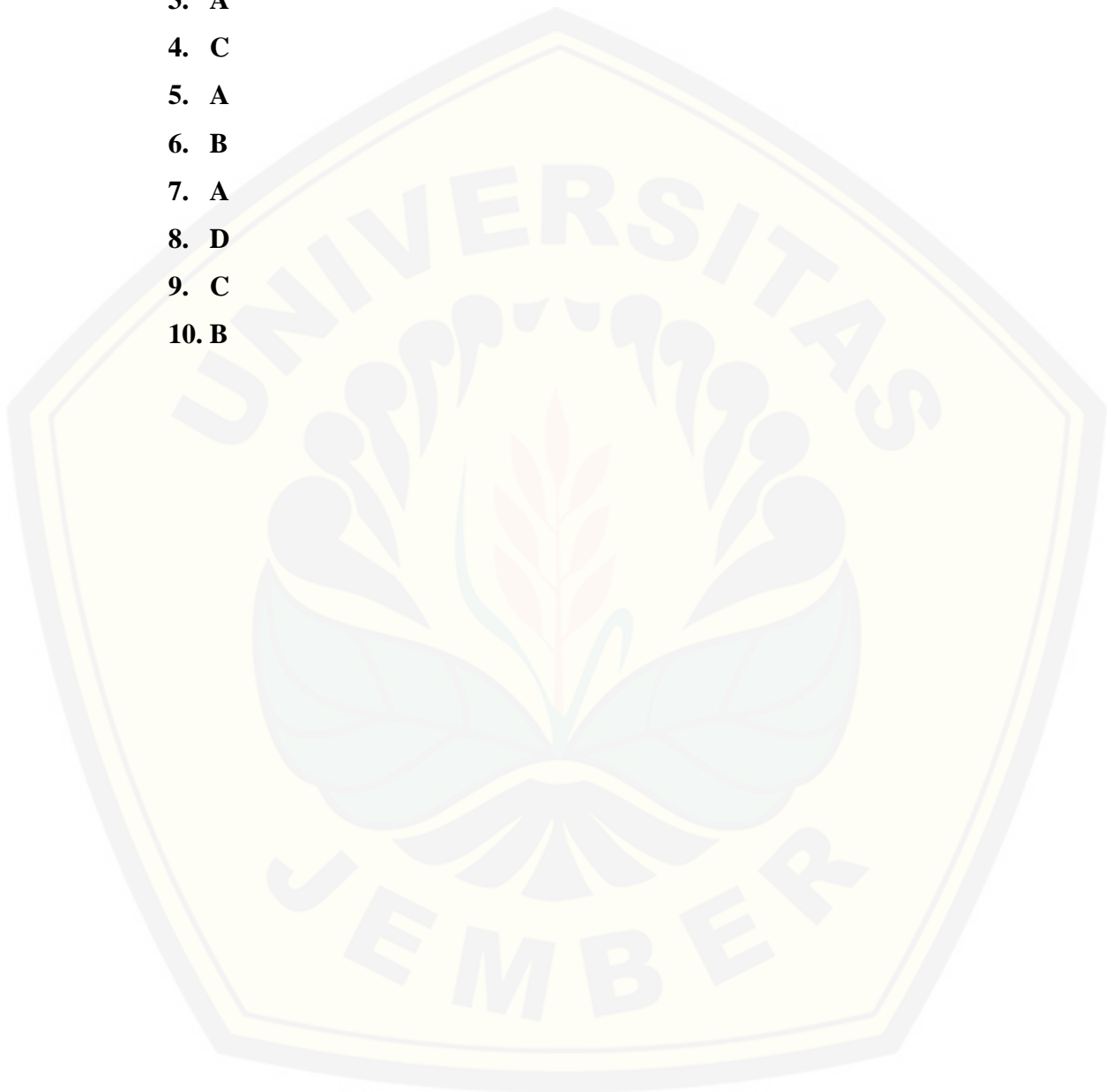
**Listen to the spoken passage carefully. Then put a cross (X) either a,b,c, or, d for the correct answer based on the spoken passage!.**

1. What is the topic of the spoken passage?
  - a. Vietnam war
  - b. Communist government
  - c. Diplomatic relations
  - d. North Vietnam
2. What is the main idea of the spoken passage?
  - a. The communist government in Vietnam
  - b. The Vietnam war
  - c. The U.S. troops in Vietnam
  - d. The visit of Obama in Vietnam
3. What is the purpose of president Obama's visit to Vietnam?
  - a. To tighten diplomatic relations
  - b. To defeat South Vietnam
  - c. To defeat North Vietnam
  - d. To ask about U.S. troops

4. When did the conflict between America and Vietnam happen?
  - a. 1854 to 1975
  - b. 1944 to 1975
  - c. 1954 to 1965
  - d. 1954 to 1975
5. When did Former President Bill Clinton reestablish U.S. diplomatic tie with Vietnam?
  - a. 1965
  - b. 1975
  - c. 1995
  - d. 1985
6. What does president Obama hope by visiting Vietnam?
  - a. Remind Vietnam war
  - b. Increasing economic
  - c. Decreasing economic
  - d. Decreasing security cooperation
7. Who does not accept president Obama's visit?
  - a. Bill Clinton
  - b. U.S. troops
  - c. Veterans
  - d. Vietnam president
8. Why don't people accept president Obama's visit?
  - a. Some veterans accept America
  - b. U.S. troops still missing
  - c. America is Vietnam enemy
  - d. Remind Vietnam war
9. What is the information that you get from the spoken passage?
  - a. Vietnam war
  - b. Obama's visit in Vietnam
  - c. U.S. troops in Vietnam
  - d. Veterans in Vietnam
10. What is the purpose of the spoken passage?
  - a. To tell the listener about Obama's visit
  - b. To tell the listener about Vietnam war
  - c. To entertain the listener about Obama's visit
  - d. To entertain the listener about Vietnam war

**Key answer:**

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



## Appendix D

## LESSON PLAN

## CYCLE 1 (THE SECOND MEETING)

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Senior high School</b>
<b>Class/Semester</b>	<b>: XI IPA 1/ 1</b>
<b>Genre</b>	<b>: Report Text</b>
<b>Language Skill</b>	<b>: Listening</b>
<b>Time</b>	<b>: 2 x 45 Minutes</b>

**A. Standard Competence**

2. Memahami makna teks fungsional pendek dan monolog berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari

**B. Basic Competence**

- 2.2 Merespon makna dalam teks monolog yang menggunakan ragam ragam bahasa secara akurat, lancar, berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *report*, *narrative* dan *analytical exposition*

**C. Achievement Indicators****Cognitive**

- a. Product
  1. Finding general information of spoken passage in the forms of multiple choices.
  2. Finding specific information of spoken passage in the forms of multiple choices.
- b. Process
  1. Finding the meaning of some difficult words that are written on the white board by the teacher.
  2. Making notes on specific and general information of the recording.
  3. Answering the questions that follow.

**Affective**

1. Showing responsibility in joining the teaching learning process.
2. Showing enthusiasm in doing the exercises given by the teacher.

**D. Learning Objectives**

**Cognitive**

- a. Product
  - 1. Students are able to find general information of spoken passage in the form of multiple choices.
  - 2. Students are able to find specific information of spoken passage in the form of multiple choicees.
- b. Process
  - 1. Students are able to find the meaning of some difficult words that are written on the white board by the teacher.
  - 2. Students are able to make a note on specific and general information of the recording.
  - 3. Students are able to answer the questions that follow

**Affective**

- 1. Students are able to show responsibility in joining the teaching learning process.
- 2. Students are able to show enthusiasm in doing the exercises given by the teacher.

**E. Teaching and Learning Activities**

No	Teacher activities	Students Activities	Techniques	Time
1.	Set Induction			
	a. Greeting and checking students' attendance and readiness	Responding the teacher	Question and answer	5'
	b. Stating the objectives	Paying attention		5'
2.	Main Activities			
	<b>Pre-listening</b>			
	a. Activating the students' prior knowledge by giving leading questions related to the topic of the spoken passage.	Answering the questions.		5'
	b. Listing some difficult words that			



	are used in the spoken passage.			5'
	c. Asking the students to find the meaning of the difficult words.	Finding the		10'
	d. Distributing the exercise in the form of multiple choices.	meaning of the difficult words.		
	<b>While-Listening</b>			
	e. Playing the audio for the first time and asking the students' to listen to the audio.	Listening to the audio.		5'
	f. Asking the students' to make a note on specific and general information of the spoken passage.	Making a note.	Individual work	5'
	g. Playing the audio for the second times and asking the students' to do the task individually.	Listening to the audio.		5'
	h. Playing the audio for the third times and asking the students' to check their answer.	Listening to the audio		5'
	i. Discussing the answers with the class.			
	Closure			10'
	<b>Post-Listening</b>			
3.	a. Asking the students about the difficulties during the teaching learning process.			5'
	b. Giving the students the chance to ask question.			
	c. Guiding the students to conclude the materials being learnt.	Asking the questions.		10'
	d. Parting the students.	Concluding the	Question	10'

		materials Parting the teacher	and answer	5'
--	--	----------------------------------	------------	----

**F. Assessment**

**1. Product**

Description	Score for each number
1. Answering the questions of the multiple choices task correctly	10
2. Answering the questions of the multiple choices task incorrectly	0
<b>Total</b>	<b>100</b>

**2. Process**

**The Observation Checklist**

No.	Name	Indicators				Active	Passive
		1	2	3	4		
1.							
2.							

Notes:

1. The students' asking questions
2. The students' answering teacher's question
3. The students' making note about the content of the listening
4. The students' doing the exercises

- Students are categorized as active if they can fulfill at least three indicators
- Students are categorized as passive students if they perform  $\leq$  two indicators

**G. Sources and Media**

1. [www.cnnnews.com](http://www.cnnnews.com)
2. Media: Classroom speaker.
3. Material: Enclosed

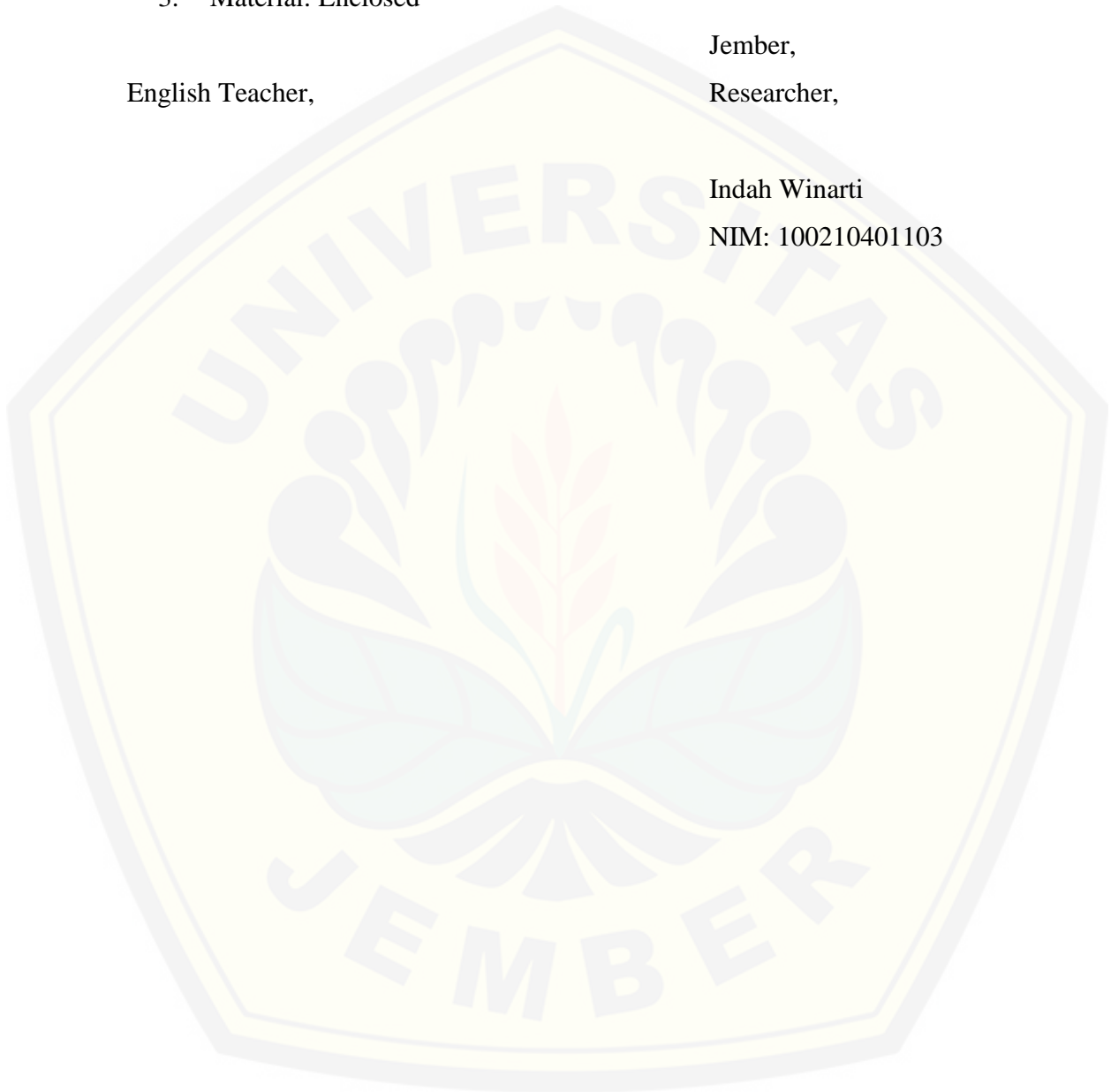
English Teacher,

Jember,

Researcher,

Indah Winarti

NIM: 100210401103



## H. Learning Materials

### Leading questions

1. Have you ever heard about Japan technology?
2. Do you know about nuclear power?
3. What do you think if nuclear power exploded?

- **The Generic Structures of Report Text.**

1. **General classification:** General statements that describe the subject of the report, description, and classification.
2. **Description:** Tell the details of topic such as physical appearance, parts, qualities, habits/behavior

- **The Language Features of Report Text.**

1. Nouns
2. Present tense
3. Behavioral verbs
4. Technical terms

Authentic listening materials taken from internet.

### **Japanese Officials Scour Land and Sea for Radiation**

Welcome back to the show. I'm Carl Azuz. For many of you, the weekend was an hour shorter and we'll be explaining why later today. First up, the new normal Japan. Japanese lawmakers and citizens observed a moment of silence at 2:46 p.m. on Friday. That was the exact time that a magnitude 9.0 earthquake struck five years beforehand. Businesses, transit, school lessons, they all came to a stop. We've explored some of the lasting damage from the historic quake, and the devastating tsunami and the contaminating nuclear meltdowns that followed. But today, even in areas where fishermen are back to work and where kids were back to school, changes brought on by the 2011 disaster are still visible. Japan is still a country in recovery and still on guard.

Source: [www.cnnnews.com](http://www.cnnnews.com)

#### **List of difficult words.**

1. Goal
2. Relations
3. Enemy
4. Conflict
5. Extended
6. Allies
7. Troops
8. Reestablished
9. Veteran
10. Increasingly
11. Territorial

**LISTENING PRACTICE IN THE SECOND MEETING OF CYCLE 1**

**Exercise**

**Task 1**

**Find the meaning of these following words.**

1. Shorter : .....
2. Observed : .....
3. Moment : .....
4. Struck : .....
5. Explored : .....
6. Lasting : .....
7. Damage : .....
8. Historic : .....
9. Devastating : .....
10. Nuclear : .....

**Task 2**

**Listen to the spoken passage carefully. Then put a cross (X) either a,b,c, or, d for the correct answer based on the spoken passage!.**

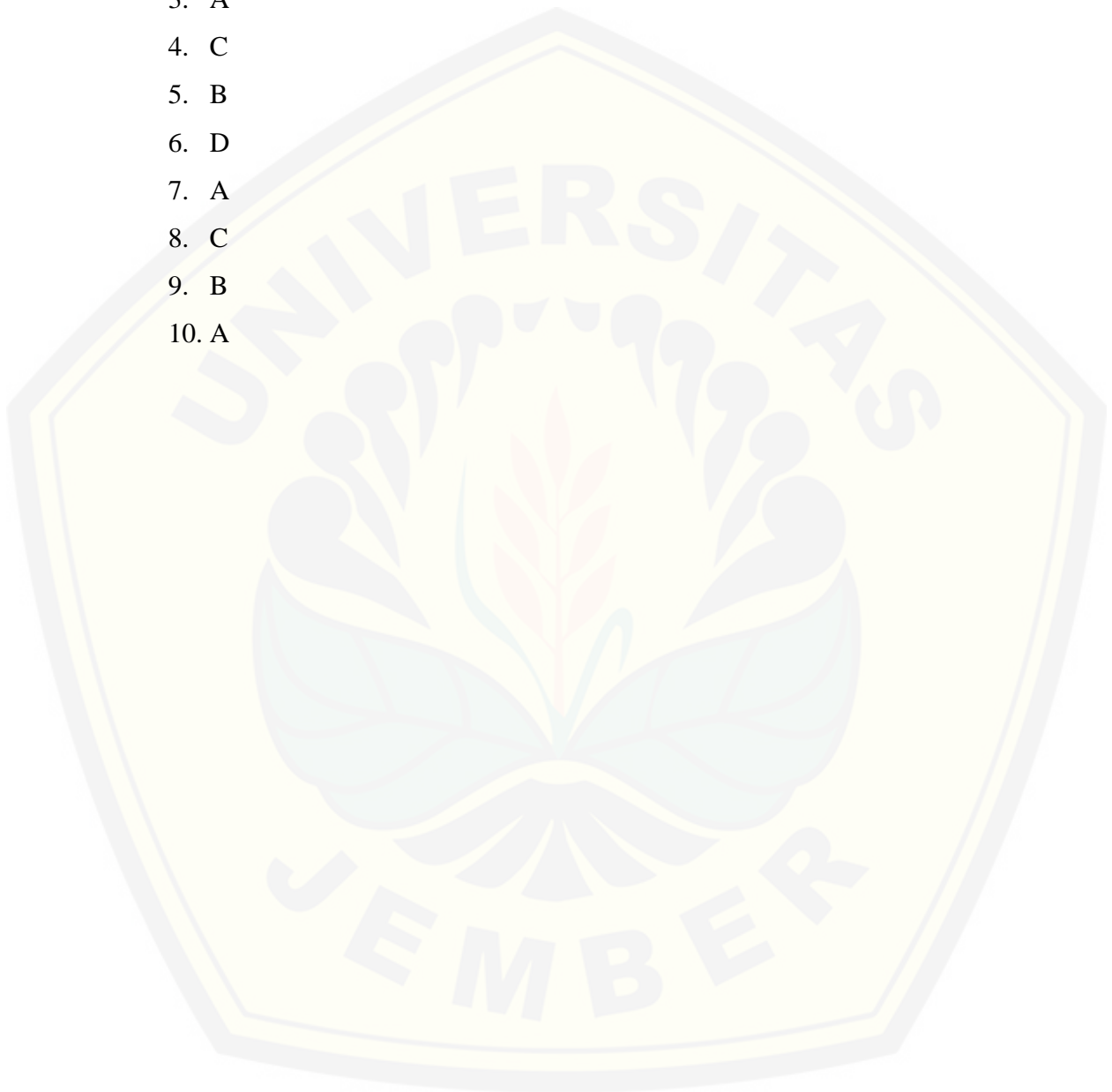
1. What is the topic of the spoken passage?
  - a. Japan
  - b. Tsunami
  - c. Earthquake
  - d. Fishermen
2. What is the main idea of the spoken passage?
  - a. A tsunami happen in Japan
  - b. An earthquake happen in Japan
  - c. The nuclear meltdown
  - d. The damage of nuclear
3. On what day did lawmakers and citizens observe a moment of silence?
  - a. Friday
  - b. Monday
  - c. Sunday
  - d. Tuesday
4. What time did a magnitude earthquake strike Japan?
  - a. 2.46 am
  - b. 3.46 am
  - c. 2.46 pm
  - d. 3.46 pm



5. What did businesses, transit, school lessons, became to stop?
  - a. Earthquake
  - b. Tsunami
  - c. Nuclear
  - d. Traffic
6. What is the most damage caused by the earthquake?
  - a. Business stopped
  - b. Nuclear meltdown
  - c. Tsunami
  - d. Traffic jam
7. When did the last disasters happen in Japan?
  - a. 2011
  - b. 2012
  - c. 2013
  - d. 2014
8. What damage was followed by the earthquake?
  - a. Nuclear
  - b. Eruption
  - c. Rain
  - d. Tsunami
9. What is the information that the listener get from the spoken passage?
  - a. Nuclear can't exploded
  - b. Japan is a save country
  - c. Japan is still a country in recovery
  - d. Nuclear is save
10. What is the purpose of the spoken passage?
  - a. To give information about Japan
  - b. To give information about earthquake
  - c. To give information about tsunami
  - d. To give information about fishermen

Key answer:

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



*Appendix E***LISTENING TEST OF CYCLE 1**

**Listen to the first spoken passage carefully. Then put a cross (X) either a,b,c, or, d for the correct answer based on the spoken passage!**

1. What is the topic of the spoken passage?
  - a. Obama asking apologize
  - b. Obama visit to Japan
  - c. Atomic bomb in Japan
  - d. Atomic bomb in U.S.
2. What is the main idea of the spoken passage?
  - a. Discussing about nuclear weapons
  - b. Discussing about Hiroshima
  - c. Discussing about atomic bomb
  - d. Discussing about industrialized nations
3. There are some reasons Obama's visit to Japan, EXCEPT?
  - a. Economic cooperation
  - b. Discussing energy
  - c. Atomic bomb
  - d. International security
4. Where did the U.S. drop the first of two atomic bombs on Japan?
  - a. Fukushima
  - b. Nagasaki
  - c. Tokyo
  - d. Hiroshima
5. What happened after U.S. dropped atomic bombs on Japan?
  - a. U.S. apology for the bombings
  - b. Japan economic started growing
  - c. The end of World War II
  - d. The end of World War I
6. How many times does Obama make a trip to Hiroshima?
  - a. Once
  - b. Twice
  - c. Fourth
  - d. Fifth
7. What does Obama discuss in Japan?
  - a. World War II
  - b. White house
  - c. Atomic bomb
  - d. Nuclear weapon
8. Who is Obama?
  - a. U.S. vice president
  - b. Japan President
  - c. U.S. president
  - d. Japan vice president

9. What is the information that you get from the spoken passage?
- The end of World War II
  - The first time Obama visit Hiroshima
  - U.S. apology for the bombings
  - The treatment of American prisoners
10. What is the purpose of the spoken passage?
- To tell the listener about international security
  - To tell the listeners about the effect of nuclear weapons
  - To entertain the listener or the audience about Japan
  - To inform the listener about Obama's visit

**Listen to the second spoken passage carefully. Then put a cross (X) either a,b,c, or, d for the correct answer based on the spoken passage!**

11. What is the topic of the spoken passage?
- Ecuador
  - Japan
  - Earthquake
  - Pacific ocean
12. What is the main idea of the spoken passage?
- A strong earthquake in Ecuador and Japan
  - Ring of Fire in Ecuador and Japan
  - A strong earthquake around the Pacific Ocean
  - A volcanic activity around the Pacific Ocean
13. How strong was the earthquake in Ecuador?
- 7.7 magnitude
  - 7.6 magnitude
  - 7.9 magnitude
  - 7.8 magnitude
14. When did the earthquake in Ecuador happen?
- On Wednesday night
  - On Saturday night
  - On Friday night
  - On Sunday night
15. How many people were killed?
- At least 238 people
  - At least 338 people
  - At least 438 people
  - At least 538 people

16. When did the last earthquake hit Ecuador?
  - a. 1887
  - b. 1947
  - c. 1997
  - d. 1987
17. On what day did the earthquake strike Japan?
  - a. Thursday and Sunday
  - b. Thursday and Saturday
  - c. Sunday and Saturday
  - d. Saturday and Tuesday
18. Which of the following are NOT the military did in Japan?
  - a. Delivering prime minister
  - b. Delivering food
  - c. Delivering blanket
  - d. Delivering first aid
19. What is the information that the listener get from the spoken passage?
  - a. The region around the Pacific Ocean
  - b. A volcanic activity in Ecuador and Japan
  - c. A strong earthquake hit Ecuador and Japan
  - d. The country is located along the Ring of Fire
20. What is the purpose of the spoken passage?
  - a. To inform the listener about volcanic activity
  - b. To inform the listener about current events
  - c. To inform the listener about Ring of Fire
  - d. To inform the listener Pacific Ocean

**Text 1****Obama to Make Historic Visit to Hiroshima**

U.S. President Barack Obama will be traveling to Japan later this month to meet with the leaders of six other industrialized nations. They'll be discussing economic cooperation, energy and international security. While he's there, President Obama is scheduled to visit the Japanese city of Hiroshima. That's where the U.S. dropped the first of two atomic bombs on Japan, killing hundreds of thousands of people and bringing World War II to an end. Obama's trip to Hiroshima would be the first time that a sitting American president visited the city. And the White House says the U.S. leader will discuss his goal for the world to get rid of its nuclear weapons. Critics say the visit would be inappropriate, partly because it will be seen as a U.S. apology for the bombings, and veterans groups say Japan should apologize for its conduct in the war and treatment of American prisoners.

Source : [www.cnnnews.com](http://www.cnnnews.com)

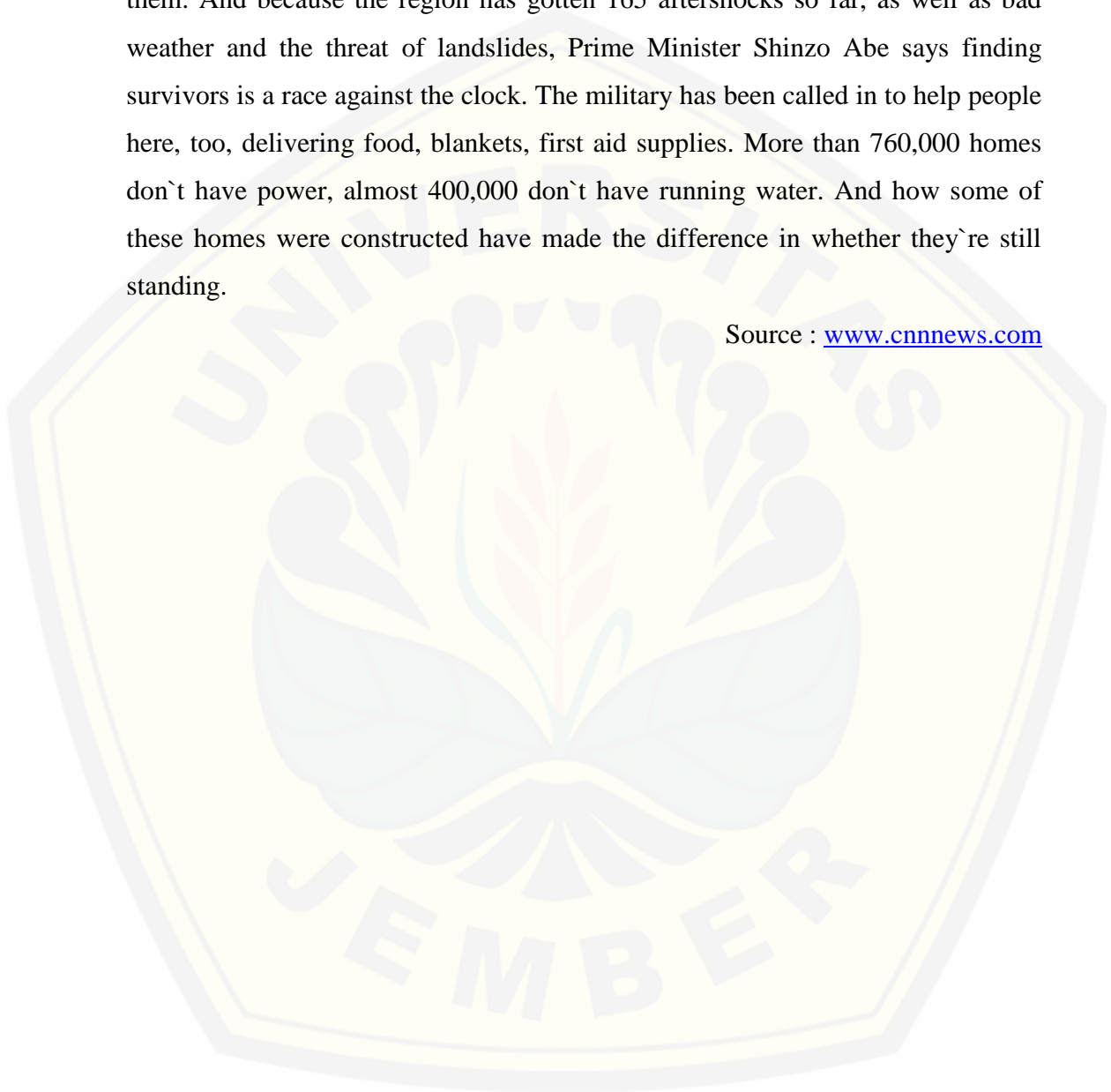
**Text 2****Earthquakes Claim Lives and Homes in Ecuador and Japan**

Happy Monday, April 18th, to you. I'm Carl Azuz with your daily delivery of international current events and, of course, that includes what's happening in Ecuador and Japan. People in several regions of western Ecuador are recovering from what one resident called the worst experience of life. A major 7.8 magnitude earthquake struck on Saturday night and was strong enough to flatten homes, knock out power and buckle highways across the region. At least 238 people were killed, a number that the country's government expects will increase as rescuers searched through the rubble. Portable hospitals have been set up, thousands of police and soldiers have been deployed to affected areas and mobile phone companies are giving free text messages to help people locate and communicate with their loved ones. This was the deadliest earthquake to strike Ecuador since one hit in 1987. The country is located along the Ring of Fire. It's a horseshoe-shaped region around the Pacific Ocean where much of the world's earthquake and volcanic activity happens. Japan sits on the other side of that ring, and the



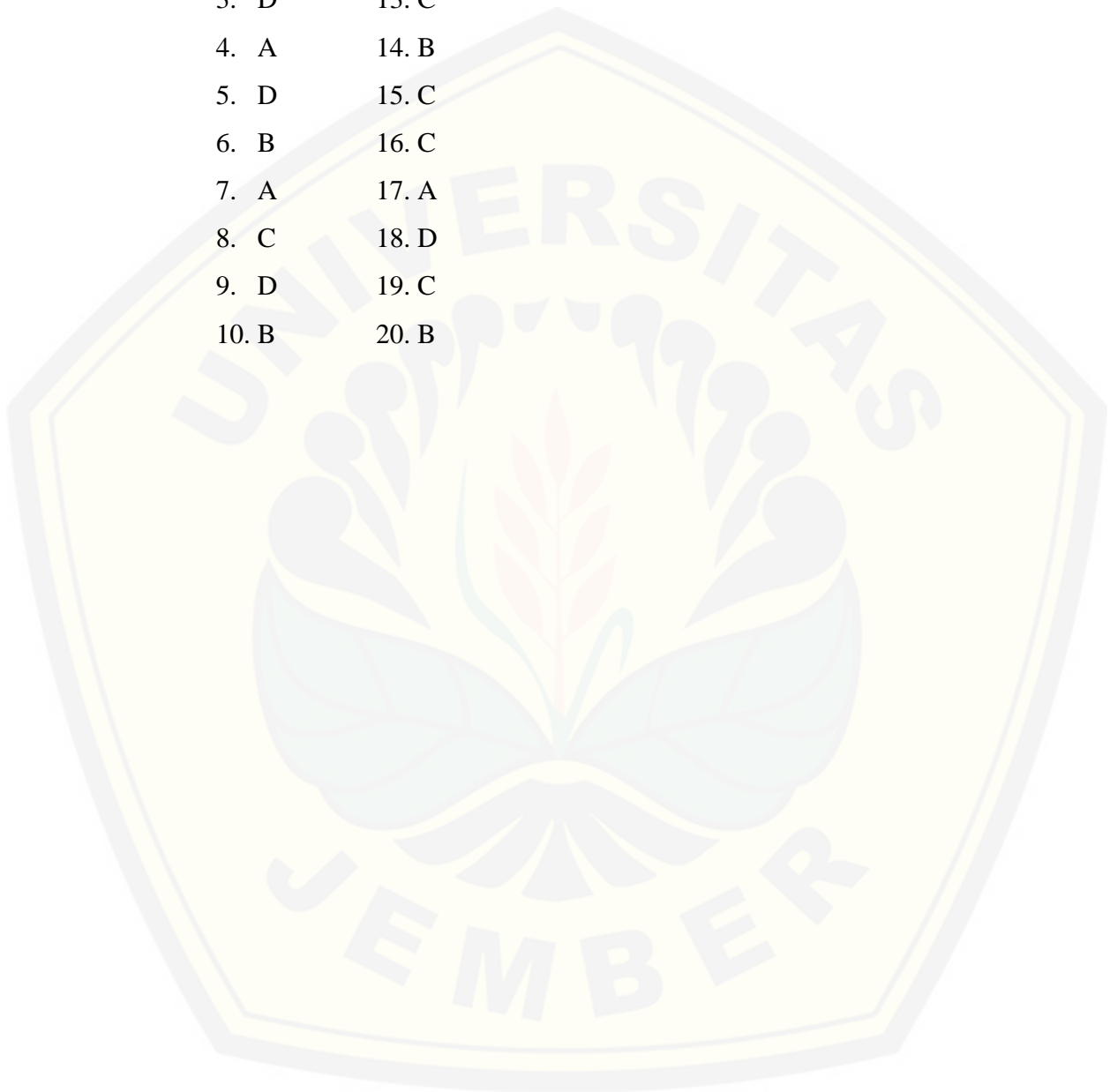
southwestern part of that country has been reeling from its own series of earthquakes. A strong magnitude 6.2 tremor struck the region last Thursday and then a major 7.0 quake hit on Saturday. Dozens of people were killed in both of them. And because the region has gotten 165 aftershocks so far, as well as bad weather and the threat of landslides, Prime Minister Shinzo Abe says finding survivors is a race against the clock. The military has been called in to help people here, too, delivering food, blankets, first aid supplies. More than 760,000 homes don't have power, almost 400,000 don't have running water. And how some of these homes were constructed have made the difference in whether they're still standing.

Source : [www.cnnnews.com](http://www.cnnnews.com)



Key answer:

- |       |       |
|-------|-------|
| 1. C  | 11. D |
| 2. B  | 12. A |
| 3. D  | 13. C |
| 4. A  | 14. B |
| 5. D  | 15. C |
| 6. B  | 16. C |
| 7. A  | 17. A |
| 8. C  | 18. D |
| 9. D  | 19. C |
| 10. B | 20. B |



## Appendix F

## LESSON PLAN

## CYCLE 2 (THE FIRST MEETING)

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Senior high School</b>
<b>Class/Semester</b>	<b>: XI IPA 1/ 1</b>
<b>Genre</b>	<b>: Report Text</b>
<b>Language Skill</b>	<b>: Listening</b>
<b>Time</b>	<b>: 2 x 45 Minutes</b>

**A. Standard Competence**

2. Memahami makna teks fungsional pendek dan monolog berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari

**B. Basic Competence**

- 2.2 Merespon makna dalam teks monolog yang menggunakan ragam ragam bahasa secara akurat, lancar, berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *report*, *narrative* dan *analytical exposition*

**C. Achievement Indicators****Cognitive**

- a. Product
  1. Finding general information of spoken passage in the form of multiple choices.
  2. Finding specific information of spoken passage in the form of multiple choices.
- b. Process
  1. Finding the meaning of some difficult words that are written on the white board by the teacher.
  2. Making notes on specific and general information of the recording.
  3. Answering the questions that follow.

**Affective**

1. Showing responsibility in joining the teaching learning process.
2. Showing enthusiasm in doing the exercises given by the teacher.

**D. Learning Objectives**

**Cognitive**

- a. Product
  - 1. Students are able to find general information of spoken passage in the form of multiple choices.
  - 2. Students are able to find specific information of spoken passage in the form of multiple choices.
- b. Process
  - 1. Students are able to find the meaning of some difficult words that are written on the white board by the teacher.
  - 2. Students are able to make a note on specific and general information of the recording.
  - 3. Students are able to answer the questions that follow

**Affective**

- 1. Students are able to show responsibility in joining the teaching learning process.
- 2. Students are able to show enthusiasm in doing the exercises given by the teacher.

**E. Teaching and Learning Activities**

No	Teacher activities	Students Activities	Techniques	Time
1.	Set Induction			
	a. Greeting and checking students' attendance and readiness	Responding the teacher	Question and answer	5'
	b. Stating the objectives	Paying attention		5'
2.	Main Activities			
	<b>Pre-listening</b>			
	a. Activating the students' prior knowledge by giving leading questions related to the topic of the spoken passage.	Answering the questions.		5'
	b. Listing some difficult words that			

	are used in the spoken passage.			5'
	c. Asking the students to find the meaning of the difficult words.	Finding the		10'
	d. Distributing the exercise in the form of multiple choices.	meaning of the difficult words.		
	<b>While-Listening</b>			
	e. Playing the audio for the first time and asking the students' to listen to the audio.	Listening to the audio.		5'
	f. Asking the students' to make a note on specific and general information of the spoken passage.	Making a note.	Individual work	5'
	g. Playing the audio for the second times and asking the students' to do the task individually.	Listening to the audio.		5'
	h. Playing the audio for the third times and asking the students' to check their answer.	Listening to the audio		5'
	i. Discussing the answers with the class.			
	Closure			10'
	<b>Post-Listening</b>			
3.	a. Asking the students about the difficulties during the teaching learning process.			
	b. Giving the students the chance to ask question.			5'
	c. Guiding the students to conclude the materials being learnt.	Asking the		10'
	d. Parting the students.	questions.	Question	

		Concluding the materials	and answer	<b>10'</b>
		Parting the teacher		<b>5'</b>

**F. Assessment**

**1. Product**

Description	Score for each number
1. Answering the questions of the multiple choices task correctly	10
2. Answering the questions of the multiple choices task incorrectly	0
<b>Total</b>	<b>100</b>

**2. Process**

**The Observation Checklist**

No.	Name	Indicators				Active	Passive
		1	2	3	4		
1.							
2.							

Notes:

1. The students' asking questions
2. The students' answering teacher's question
3. The students' making note about the content of the listening
4. The students' doing the exercises

- Students are categorized as active if they can fulfill at least three indicators
- Students are categorized as passive students if they perform  $\leq$  two indicators



**G. Sources and Media**

1. [www.cnnnews.com](http://www.cnnnews.com)
2. Media: Classroom speaker.
3. Material: Enclosed

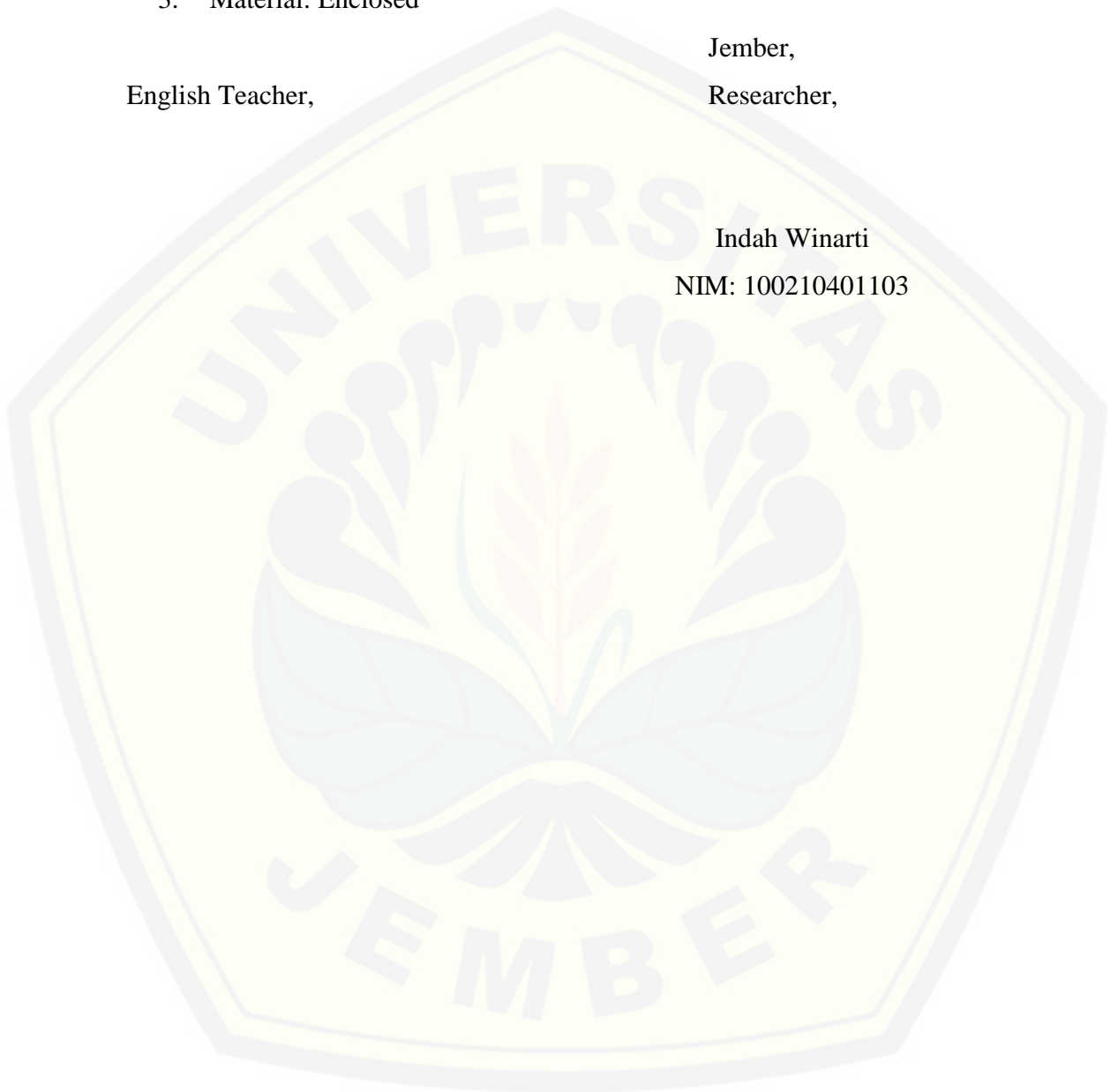
English Teacher,

Jember,

Researcher,

Indah Winarti

NIM: 100210401103



## H. Learning Materials

### Leading questions

1. Do you know the tallest mountain in Bali?
2. What happen there?
3. What should we do if the mountain suddenly blowing up?

- **The Generic Structures of Report Text.**

1. **General classification:** General statements that describe the subject of the report, description, and classification.
2. **Description:** Tell the details of topic such as physical appearance, parts, qualities, habits/behavior

- **The Language Features of Report Text.**

1. Nouns
2. Present tense
3. Behavioral verbs
4. Technical terms

Authentic listening materials taken from internet.

### **A Series of Volcanic Eruptions in Indonesia**

What country has more volcanoes than any other nation on Earth? Indonesia, Japan, Philippines or Mexico? According to the U.S. Central Intelligence Agency, Indonesia tops the list of nations with the most volcanoes. More than 24,000 people and dozens of airplanes have been ordered to get out of the way because Mount Agung is blowing its top. The volcano is located in the Pacific island nation of Indonesia. It erupted three times on Saturday alone and more on Sunday. It sent a thick cloud of ash several miles into the air. Indonesia's government advised anyone within about four and a half miles of the volcano's peak to evacuate. And 24,000 people did. As the ash cloud drifted east over the island nation one airport was temporarily closed. And thousands of airline passengers were stranded after their flights were cancelled. The ash can melt if it's sucked into plane engines, so pilots are told not to fly through it. And some areas where ash is falling, residents were given masks to help them breath.

Source : [www.cnnnews.com](http://www.cnnnews.com)

#### **List of difficult words.**

1. Volcano
2. Intelligent
3. Dozens
4. Blow
5. Erupted
6. Thick
7. Ash
8. Advised
9. Peak
10. Evacuate

**LISTENING PRACTICE IN THE FIRST MEETING OF CYCLE 2**

**Exercise**

**Task 1**

**Find the meaning of these following words.**

1. Drifted :.....
2. East :.....
3. Airport :.....
4. Temporarily :.....
5. Stranded :.....
6. Sucked :.....
7. Engines :.....
8. Passenger :.....
9. Resident :.....
10. Mask :.....

**Task 2**

**Listen to the spoken passage carefully. Then put a cross (X) either a,b,c, or, d for the correct answer based on the spoken passage!.**

1. What is the topic of the spoken passage?
 

a. A stranded Passenger	c. A volcanic Eruptions
b. A sucked airplane	d. A closed airport
2. What is the main idea of the spoken passage?
  - a. The Central Intelligence Agency
  - b. The effect of a volcanic eruptions
  - c. The Pacific island nation of Indonesia
  - d. The volcano is located in Indonesia
3. How many people should be evacuated because of the eruption?
 

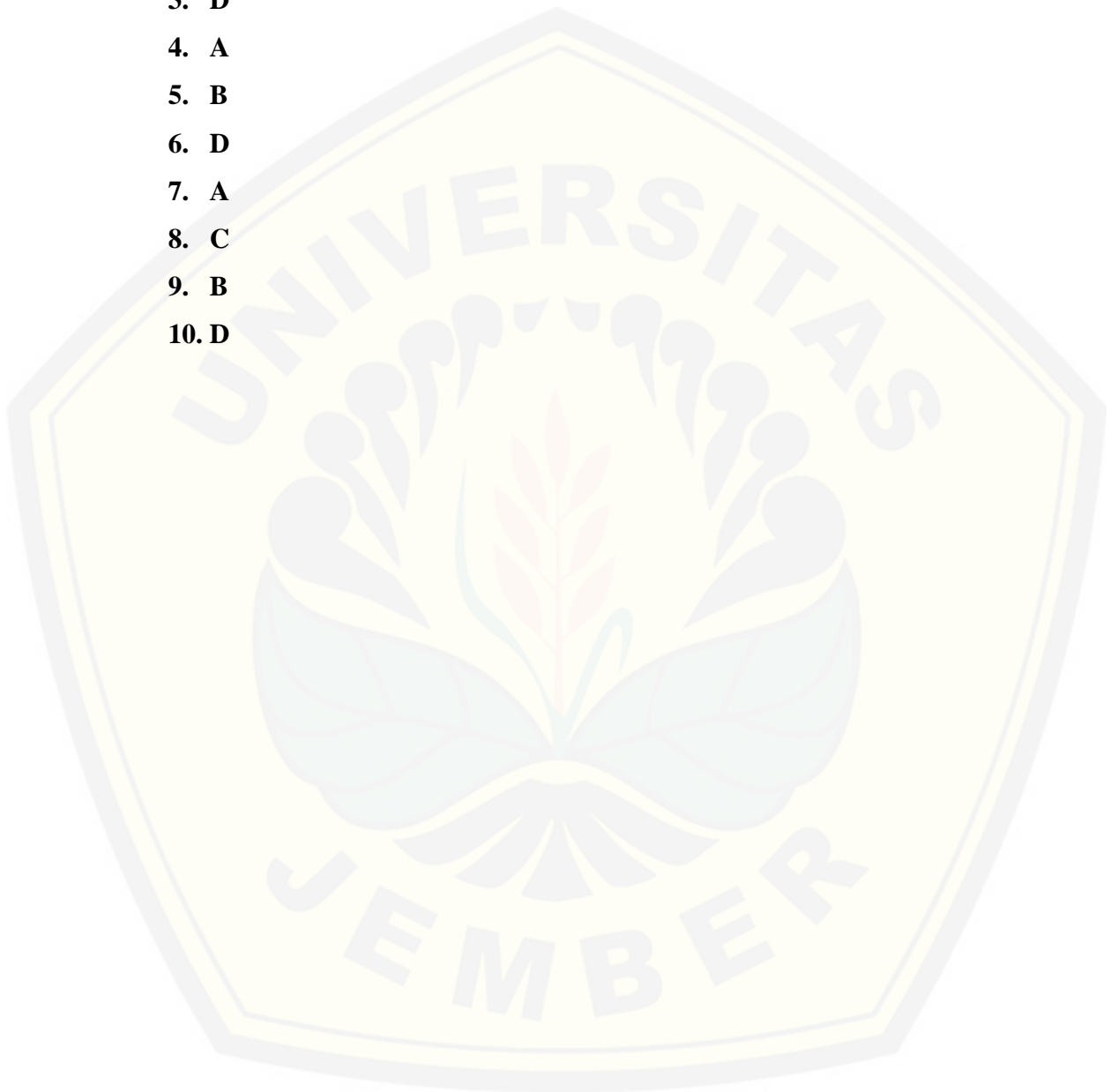
a. 35.000	c. 25.000
b. 34.000	d. 24.000
4. Where is the volcano's location?
 

a. Pacific island	c. Australian island
-------------------	----------------------

- b. Atlantic island                      d. Indonesian island
- 5. How many times did the volcano has erupted?
  - a. Four times                                      c. Seven times
  - b. Three times                                      d. Thirty times
- 6. Why did the the flight were cancelled?
  - a. Because of government advised
  - b. Because of thick cloud
  - c. Because of volcano's peak
  - d. Because of ash cloud
- 7. How many airport has closed caused by the volcanic Eruptions?
  - a. One                                      c. Two
  - b. Three                                      d. Five
- 8. What did the government help for the resident to help them breath?
  - a. Giving food                                      c. Giving masks
  - b. Giving shelter                                      d. Giving money
- 9. What is the information that you get from the spoken passage?
  - a. An airport was temporarily closed
  - b. A volcanic eruptions in Indonesia
  - c. Evacuate people on volcano`s peak
  - d. Airline passengers were stranded
- 10. What is the purpose of the spoken passage?
  - a. To tell the listener about volcano`s peak
  - b. To tell the listener about airline passengers
  - c. To tell the listener about flights were cancelled
  - d. To tell the listener about volcanic eruption

**Key answer:**

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





## Appendix G

## LESSON PLAN

## CYCLE 2 (THE SECOND MEETING)

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Senior high School</b>
<b>Class/Semester</b>	<b>: XI IPA 1/ 1</b>
<b>Genre</b>	<b>: Report Text</b>
<b>Language Skill</b>	<b>: Listening</b>
<b>Time</b>	<b>: 2 x 45 Minutes</b>

**A. Standard Competence**

2. Memahami makna teks fungsional pendek dan monolog berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari

**B. Basic Competence**

- 2.2 Merespon makna dalam teks monolog yang menggunakan ragam ragam bahasa secara akurat, lancar, berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *report*, *narrative* dan *analytical exposition*

**C. Achievement Indicators****Cognitive**

- a. Product
  1. Finding general information of spoken passage in the forms of multiple choices.
  2. Finding specific information of spoken passage in the forms of multiple choices.
- b. Process
  1. Finding the meaning of some difficult words that are written on the white board by the teacher.
  2. Making notes on specific and general information of the recording.
  3. Answering the questions that follow.

**Affective**

1. Showing responsibility in joining the teaching learning process.
2. Showing enthusiasm in doing the exercises given by the teacher.

**D. Learning Objectives**

**Cognitive**

- a. Product
  - 1. Students are able to find general information of spoken passage in the form of multiple choices.
  - 2. Students are able to find specific information of spoken passage in the form of multiple choicees.
- b. Process
  - 1. Students are able to find the meaning of some difficult words that are written on the white board by the teacher.
  - 2. Students are able to make a note on specific and general information of the recording.
  - 3. Students are able to answer the questions that follow

**Affective**

- 1. Students are able to show responsibility in joining the teaching learning process.
- 2. Students are able to show enthusiasm in doing the exercises given by the teacher.

**E. Teaching and Learning Activities**

No	Teacher activities	Students Activities	Techniques	Time
1.	Set Induction			
	a. Greeting and checking students' attendance and readiness	Responding the teacher	Question and answer	5'
	b. Stating the objectives	Paying attention		5'
2.	Main Activities			
	<b>Pre-listening</b>			
	a. Activating the students' prior knowledge by giving leading questions related to the topic of the spoken passage.	Answering the questions.		5'
	b. Listing some difficult words that			

	are used in the spoken passage.			5'
	c. Asking the students to find the meaning of the difficult words.	Finding the		10'
	d. Distributing the exercise in the form of multiple choices.	meaning of the difficult words.		
	<b>While-Listening</b>			
	e. Playing the audio for the first time and asking the students' to listen to the audio.	Listening to the audio.		5'
	f. Asking the students' to make a note on specific and general information of the spoken passage.	Making a note.	Individual work	5'
	g. Playing the audio for the second times and asking the students' to do the task individually.	Listening to the audio.		5'
	h. Playing the audio for the third times and asking the students' to check their answer.	Listening to the audio		5'
	i. Discussing the answers with the class.			
	Closure			10'
	<b>Post-Listening</b>			
3.	a. Asking the students about the difficulties during the teaching learning process.			5'
	b. Giving the students the chance to ask question.			
	c. Guiding the students to conclude the materials being learnt.	Asking the questions.		10'
	d. Parting the students.	Concluding the	Question	10'

		materials Parting the teacher	and answer	5'
--	--	----------------------------------	------------	----

**F. Assessment**

**1. Product**

Description	Score for each number
1. Answering the questions of the multiple choices task correctly	10
2. Answering the questions of the multiple choices task incorrectly	0
<b>Total</b>	<b>100</b>

**2. Process**

**The Observation Checklist**

No.	Name	Indicators				Active	Passive
		1	2	3	4		
1.							
2.							

Notes:

1. The students' asking questions
2. The students' answering teacher's question
3. The students' making note about the content of the listening
4. The students' doing the exercises

- Students are categorized as active if they can fulfill at least three indicators
- Students are categorized as passive students if they perform  $\leq$  two indicators

**G. Sources and Media**

1. [www.cnnnews.com](http://www.cnnnews.com)
2. Media: Classroom speaker.
3. Material: Enclosed

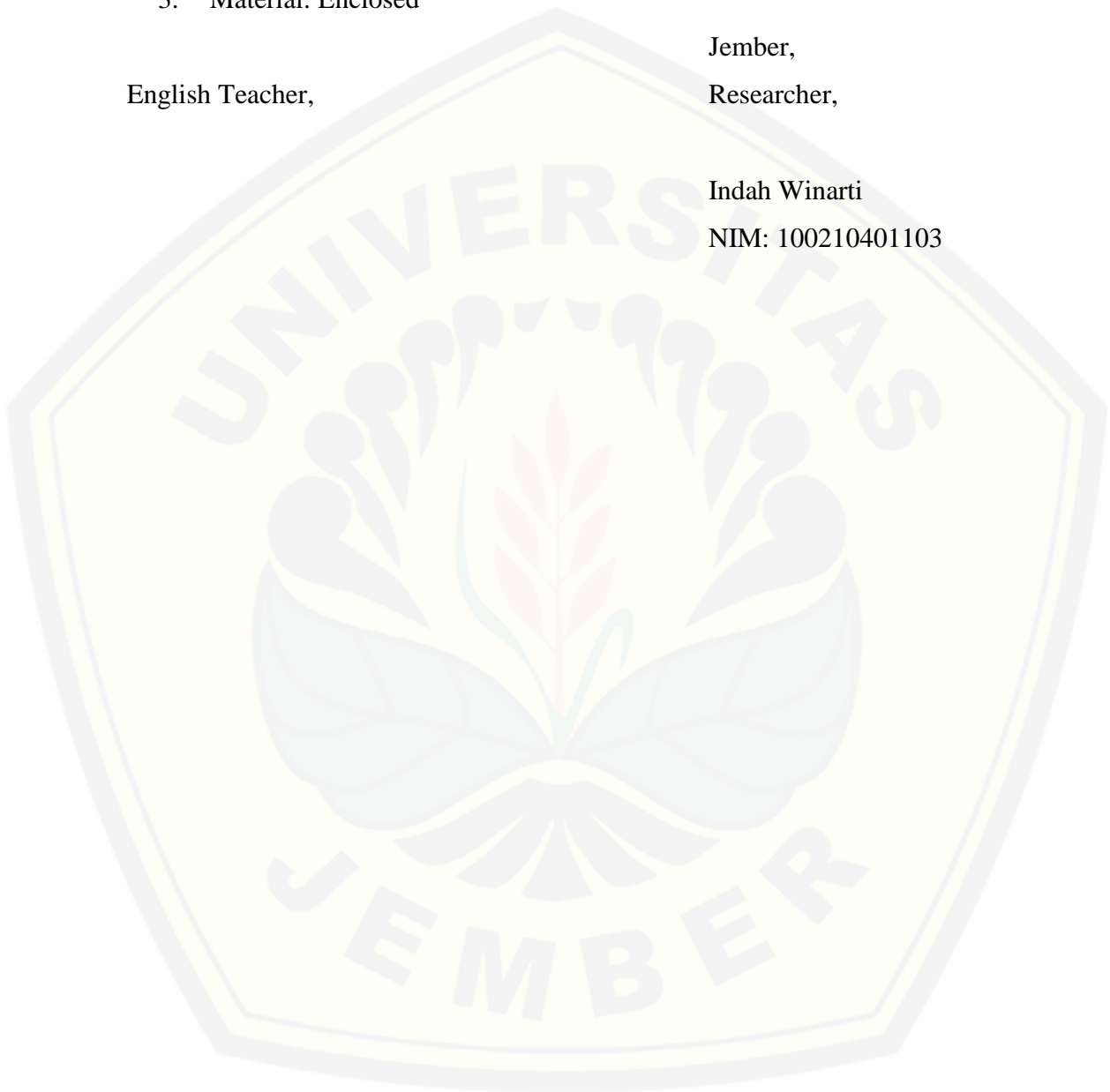
English Teacher,

Jember,

Researcher,

Indah Winarti

NIM: 100210401103



## H. Learning Materials

### Leading questions

1. Can you mention what danger caused by air pollutions?
2. Do you know where the city that struggled with air pollutions?
3. What is the best way to reduce air pollutions?

- **The Generic Structures of Report Text.**

1. **General classification:** General statements that describe the subject of the report, description, and classification.
2. **Description:** Tell the details of topic such as physical appearance, parts, qualities, habits or behavior.

- **The Language Features of Report Text.**

1. Nouns
2. Present tense
3. Behavioral verbs
4. Technical terms



Authentic listening materials script.

### **China's Challenge to Clear Its Air**

And while the Chinese capital has grown to become an industrial powerhouse, it's struggled with the side effect of that -- air pollution. Dangerous smog is a visible problem in and around Beijing. A few years ago, the communist nation declared a war on pollution. It has occasionally banned high-polluting cars and trucks from driving. It's put a hold on winter construction projects to try to improve air quality. Winter is usually the time of highest pollution because the country burns coal to keep heaters powered up. The country set a goal for Beijing and the cities around it to reduce air pollutants by 25% by the year's end. But the measures to help air quality have hurt the economy. Businesses like glass factories have lost sales as they've had to upgrade to cleaner equipment. China's annual economic growth was more than 10 percent in 2010. It's now below 7%. At times, the government has relaxed the rules to protect jobs. Analysts say it's trying to find the balance between keeping the economy growing while keeping pollutants from growing. There's a growing number of tools that can help.

Source: [www.cnnnews.com](http://www.cnnnews.com)

#### **List of difficult words.**

1. Capital
2. Powerhouse
3. Side effect
4. Coal
5. Pollutant
6. Hurt
7. Upgrade
8. Growth
9. Analyst
10. Rule

**LISTENING PRACTICE IN THE SECOND MEETING OF CYCLE 2**

**Exercise**

**Task 1**

**Find the meaning of these following words.**

1. Grown : .....
2. Struggle : .....
3. Smog : .....
4. Reduce : .....
5. Measure : .....
6. Factories : .....
7. Annual : .....
8. Relax : .....
9. Balance : .....
10. Equipment : .....

**Task 2**

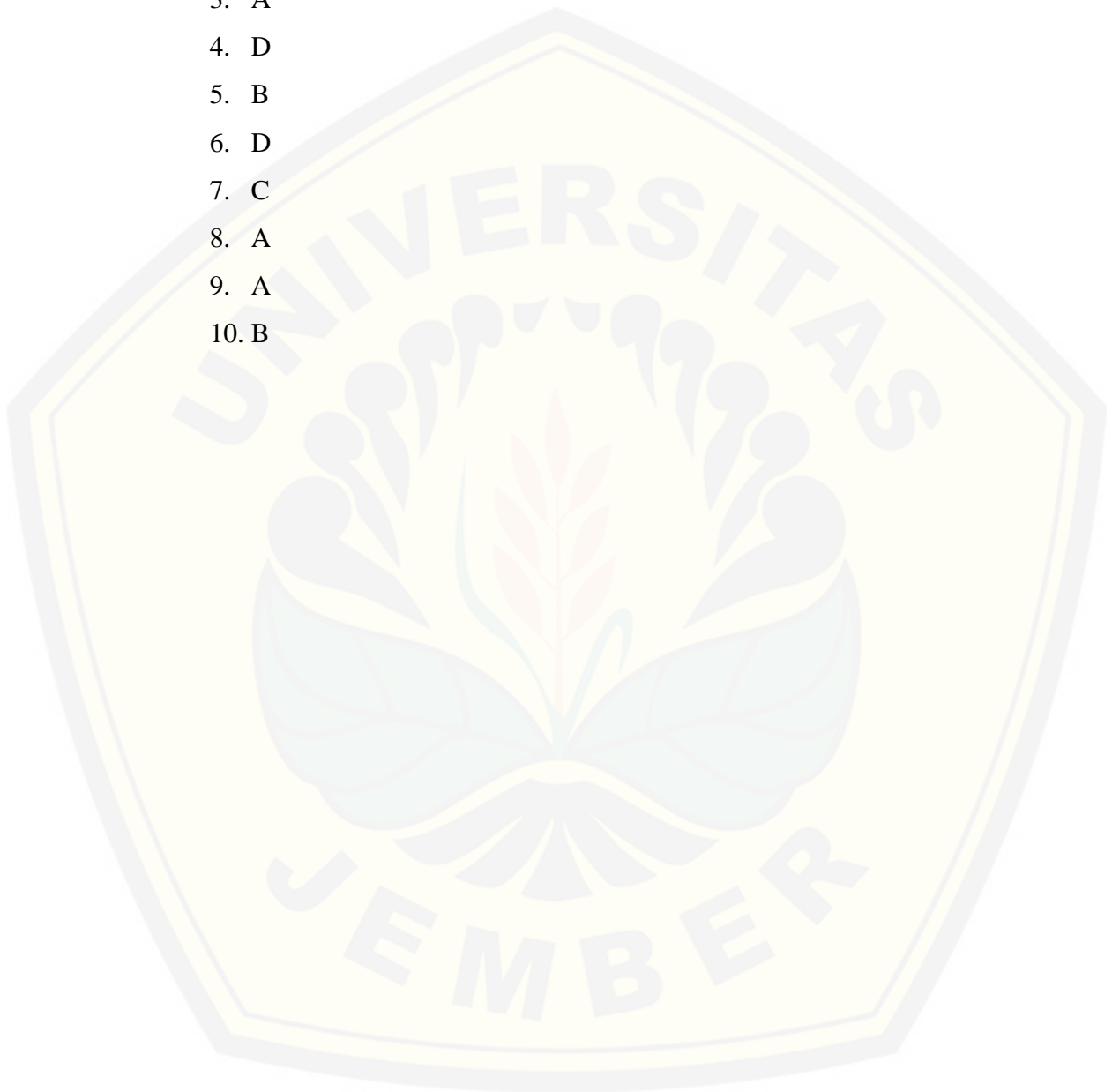
**Listen to the spoken text carefully. Then put a cross (X) either a,b,c, or, d for the correct answer based on the spoken passage!.**

1. What is the topic of the spoken passage?
  - a. China's problem
  - b. China's government
  - c. China's pollutions
  - d. China's economic
2. What is the main idea of the spoken passage?
  - a. The Dangerous smog
  - b. China's challenge to clear its air
  - c. The communist nation in China
  - d. The improve air quality
3. What did the government do to improve air quality?
  - a. Declared a war on pollution
  - b. Hold on winter construction projects
  - c. Burns coal to keep heat
  - d. Reduce air pollutants

4. Why did the winter usually the time of highest pollution?
  - a. Because the country had dangerous smog
  - b. Because the country clear its air
  - c. Because the country reduce air pollutants
  - d. Because the country burns coal
5. How many percent did china had to reduce air pollutants?
  - a. 35%            c. 45%
  - b. 25%            d. 65%
6. What aspect that had the great effect by measuring air pollution?
  - a. Business aspects                      c. Social aspects
  - b. Industrial aspects                      d. Economic aspects
7. In 2010 how many percent did the economic growth in China?
  - a. 12%            c. 10%
  - b. 20%            d. 14%
8. Why did some businesses lose sales?
  - a. They've had to upgrade to cleaner equipment
  - b. They've had to to protect jobs
  - c. They've had to help air quality
  - d. They've had to reduce air pollutants
9. What is the information that the listener get from the spoken passage?
  - a. High polluting cars and trucks
  - b. Air pollution in China
  - c. Dangerous smog in China
  - d. Businesses growth in China
10. What is the purpose of the spoken passage?
  - a. To tell the listener about China's dangerous smog
  - b. To tell the listener about China's air pollutions
  - c. To tell the listener about annual economic
  - d. To tell the listener about cleaner equipment

Key answer:

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



*Appendix H***LISTENING TEST OF CYCLE 2**

**Listen to the first spoken text carefully. Then put a cross (X) either a,b,c, or, d for the correct answer based on the spoken text!**

1. What is the topic of the spoken text?
  - a. A volcano eruptions
  - b. Mount Agung`s peak
  - c. Mount Agung in Indonesian island
  - d. Biggest industry in Indonesia
2. What is the main idea of the spoken text?
  - a. People has been ordered to evacuate
  - b. Mount Agung in Indonesian started erupting
  - c. An eruption caused spewed ash
  - d. An eruption caused big impact
3. How many people has already evacuated by the volcanic eruptions?
  - a. 3000
  - b. 30.000
  - c. 4000
  - d. 40.000
4. When did mount Agung`s last eruption?
  - a. 1963
  - b. 1973
  - c. 1943
  - d. 1933
5. Why did the people keep stay in their homes?
  - a. To protect their family
  - b. To protect their gardens
  - c. To protect their government
  - d. To protect their industry
6. What is the biggest effect because of volcanic eruptions?
  - a. Influence on soil
  - b. Influence on economic industry
  - c. Influence on vegetation
  - d. Bali`s main airport closed
7. Where did the resident stay when volcanic eruption happen?
  - a. Hotels
  - b. Street
  - c. Shelters
  - d. Homes
8. How much deficit did Bali had because of volcanic eruptions?
  - a. \$20 million every day
  - b. \$80 million every day
  - c. \$18 million every day
  - d. \$28 million every day

9. What information did you get from the spoken text?
  - a. The biggest industry was closed
  - b. The economic effect caused by volcano eruptions
  - c. An airport was temporarily closed
  - d. The impact caused by volcano eruptions
10. What is the purpose of the spoken text?
  - a. To tell the listener about volcanic eruption
  - b. To tell the listeners about flights were cancelled
  - c. To tell the listener about airline passengers
  - d. To tell the listener about volcano`s peak

**Listen to the second spoken text carefully. Then put a cross (X) either a,b,c, or, d for the correct answer based on the spoken text!**

11. What is the topic of the spoken text?
  - a. Weather
  - b. Storms
  - c. Natural disaster
  - d. Tsunami
12. What is the main idea of the spoken text?
  - a. A largest blackout in U. S. History
  - b. An Unusual Atlantic Hurricane Season
  - c. A winner analytics firm
  - d. The most expensive Hurricane
13. Which of the following are NOT the name of the hurricane?
  - a. Near
  - b. Harvey
  - c. Irma
  - d. Maria
14. Where did the single storm happen by the hurricane Harvey?
  - a. in the continental U. S.
  - b. in the intercontinental U. S.
  - c. in the midle U. S.
  - d. in the nearly U. S.
15. When did the huricane Maria hit Texas and Lousiana?
  - a. September 40th
  - b. September 50th
  - c. September 20th
  - d. September 30th



16. What is the largest effect caused by the hurricane in U.S. history?
- a. Heavy rain
  - b. Strong wind
  - c. Tsunami
  - d. Blackout
17. How many percent of the island who did not had the electricity?
- a. 40%
  - b. 30%
  - c. 50%
  - d. 60%
18. How many storms and hurricanes has named this year?
- a. 70 storms and 10 hurricanes
  - b. 7 storms and 10 hurricanes
  - c. 17 storms and 7 hurricanes
  - d. 17 storms and 10 hurricanes
19. What information did you get from the spoken text?
- a. The largest blackout in U. S. History
  - b. The most expensive disaster
  - c. Unusual Hurricane Season
  - d. Damage on American soil
20. What is the purpose of the spoken text?
- a. To tell the listener about U. S. Government's
  - b. To tell the listener about blackout in U. S. history
  - c. To tell the listener about Hurricane Harvey
  - d. To tell the listener about U. S. Hurricane season

## **Listening script**

### **Spoken text 1**

#### **The Threat from Indonesian`s Mt. Agung Volcano Grows**

An erupting volcano in Indonesia has already forced the evacuation of 30,000 people. Authorities say 100,000 more need to get out of the danger zone. That`s our first story on CNN 10 this Wednesday. Before Mount Agung on the Indonesian island of Bali started erupting last week, it had been dormant for more than 50 years. Its last eruption was in 1963. But though it spewed ash more than five miles in the air over the past few days, authorities are concerned that a larger eruption could happen soon. So, Bali`s main airport has been shut down. Tens of thousands of people have headed to shelters and everyone within six miles of Mount Agung`s peak has been ordered to evacuate. Though government officials say many are staying in their homes to protect their gardens and their animals. Besides the danger, though, there`s an economic effect to all of this. Bali is considered an Indonesian island paradise. Its biggest industry is tourism. Millions visit every year, many traveling over the Christmas and New Year holidays. With thousands cancelling their vacations, international airlines, local businesses and street vendors could all lose money. One analyst says just having Bali`s main airport closed costs the island about \$18 million every day. The tourism industry has been hurt before by terrorist attacks and volcanic activity. The worst case scenario this time around, according to experts, is if Mount Agung erupts on and off for several months. That would hurt Bali and Indonesia as a whole. But it`s not unheard of on the Pacific Ring of Fire.

Source : [www.cnnnews.com](http://www.cnnnews.com)

### **Spoken text 2**

#### **An Unusual Atlantic Hurricane Season**

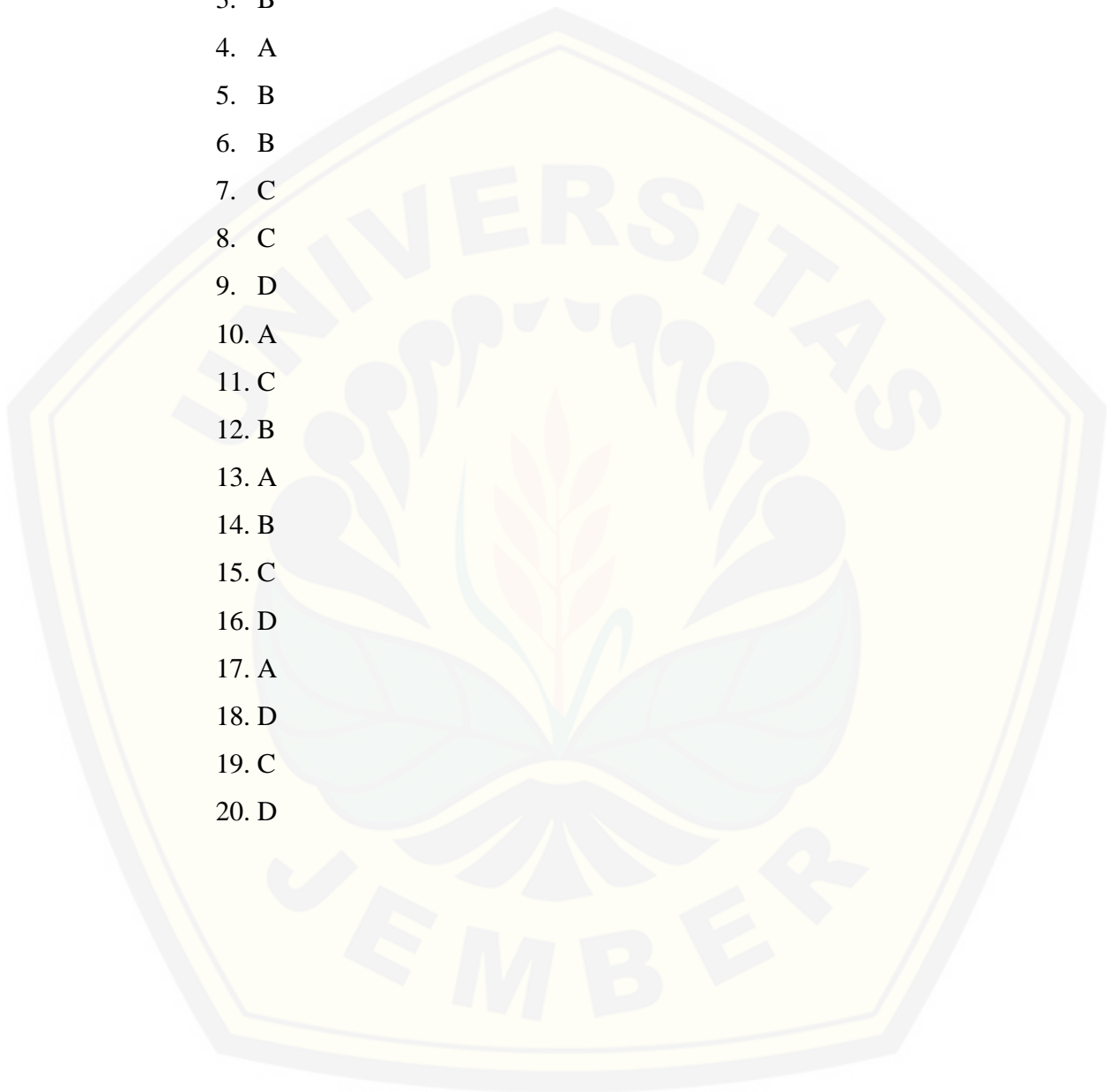
Now serving Fridays with a heaping, helping awesome. I`m Carl Azuz for CNN 10. We have a full plate of news for you this December 1st. And we starting with the weather. The 2017 Atlantic hurricane season is officially over. These storm can format anytime, but the window of when they`re most likely expired yesterday. It was unusual season in several ways. One, it might have been the

most expensive for the U.S. Hurricane Harvey, Irma, Maria and Nate combined likely cost hundreds of billions of dollars in damage on American soil. The U. S. Government's official cost assessment comes out later this year. There are rather records, though. A winner analytics firm says Hurricane Harvey brought more than four feet of rain to some places, the most ever recorded from a single storm in the continental U. S. The slow-moving system dropped an estimated 27 trillion gallons of water over Texas and Louisiana when it hit in late August in Hurricane Maria, which hit Puerto Rico on September 20th, might have caused the largest blackout in U. S. History. That's according to an economic research firm. Nearly 40percent of the island still doesn't have electricity. But though this year's season spawned an above average number of storms, it did not set a record for busiest atlantic hurricane season. The year for that was 2005 which had 28 named storms and 15 hurricanes. This year named 17 storms and 10 hurricanes.

Source : [www.cnnnews.com](http://www.cnnnews.com)

Key answer:

1. A
2. D
3. B
4. A
5. B
6. B
7. C
8. C
9. D
10. A
11. C
12. B
13. A
14. B
15. C
16. D
17. A
18. D
19. C
20. D



Appendix I

The Result of Observation in Cycle 1

Number of Subjects	Meeting 1						Meeting 2					
	1'	2'	3'	4'	Passive	Active	1'	2'	3'	4'	Passive	Active
1		√	√	√		√	√		√	√		√
2	√		√	√		√	√	√		√		√
3			√	√	√		√	√	√	√		√
4	√	√	√	√		√	√		√	√		√
5			√	√	√		√	√	√	√		√
6		√	√	√		√	√	√	√	√		√
7	√	√	√	√		√	√	√	√	√		√
8		√	√	√		√		√		√	√	
9	√		√	√		√	√		√	√		√
10	√	√	√	√		√		√	√	√		√
11	√		√	√		√		√	√	√		√
12		√		√	√		√	√	√	√		√
13	√	√	√	√		√		√	√	√		√
14			√	√		√			√	√	√	
15	√	√	√	√		√		√		√	√	
16		√	√	√		√	√	√	√	√		√
17			√	√	√			√	√	√		√
18	√	√	√	√		√	√	√	√	√		√
19	√	√	√	√		√			√	√	√	
20	√			√	√			√	√	√		√
21	√	√	√	√		√	√	√		√		√
22		√		√	√				√	√	√	
23	√		√	√		√	√		√	√		√
24	√		√	√		√		√	√	√		√
25		√	√	√		√	√		√	√		√
26			√	√	√		√	√	√	√		√
27	√	√	√	√		√	√	√	√	√		√
28	√	√	√	√		√			√	√	√	
29		√	√	√		√	√	√	√	√		√
30	√		√	√		√	√		√	√		√
31	√	√	√	√		√	√		√	√		√
32		√		√	√		√	√	√	√		√
33	√		√	√		√	√	√	√	√		√
34	√	√	√	√		√			√	√	√	
35	√	√		√			√	√	√	√		
36	√	√	√	√		√	√	√	√	√		√
<b>Total</b>					<b>8</b>	<b>28</b>					<b>7</b>	<b>29</b>
<b>%</b>					<b>22.22%</b>	<b>77.78%</b>					<b>19.44%</b>	<b>80.56%</b>

## Appendix J

## The Result of Observation in Cycle 2

Number of Subjects	Meeting 1						Meeting 2					
	1'	2'	3'	4'	Passive	Active	1'	2'	3'	4'	Passive	Active
1	√		√	√		√	√	√	√	√		√
2		√		√	√		√	√	√	√		√
3	√	√	√	√		√	√		√	√		√
4	√		√	√		√	√	√	√	√		√
5		√		√	√		√	√	√	√		√
6	√	√	√	√		√		√	√	√		√
7	√	√	√	√		√	√		√	√		√
8	√	√	√	√		√		√	√	√		√
9	√	√		√		√		√		√	√	
10	√	√	√	√		√	√	√	√	√		√
11	√	√	√	√		√	√		√	√		√
12	√	√		√		√	√	√	√	√		√
13			√	√	√			√	√	√		√
14	√	√	√	√		√	√	√	√	√		√
15	√	√	√	√		√			√	√	√	
16	√	√	√	√		√	√	√	√	√		√
17			√	√	√		√	√	√	√		√
18	√	√		√		√		√		√	√	
19		√	√	√		√	√	√	√	√		√
20		√	√	√		√	√		√	√		√
21	√	√		√		√		√	√	√		√
22	√		√	√		√			√	√	√	
23		√	√	√		√	√	√	√	√		√
24		√		√	√		√	√	√	√		√
25	√	√	√	√		√	√	√	√	√		√
26	√	√	√	√		√			√	√	√	
27			√	√	√		√	√	√	√		√
28		√	√	√		√	√		√	√		√
29	√	√		√		√		√	√	√		√
30		√	√	√		√	√	√		√		√
31		√		√	√			√	√	√		√
32		√	√	√		√	√	√	√	√		√
33	√		√	√		√			√	√	√	
34	√	√		√		√	√	√	√	√		√
35	√		√	√		√	√	√	√	√		√
36		√	√	√		√	√		√	√		√
<b>Total</b>					<b>7</b>	<b>29</b>					<b>6</b>	<b>30</b>
<b>%</b>					<b>19.44%</b>	<b>80.56%</b>					<b>16.67%</b>	<b>83.33%</b>



Appendix K

Students' Listening Comprehension Achievement Test Score in Cycle 1

No.	Students' Name	Score	Score < 75	Score ≥ 75	Achievement	
					Achieved	Not Achieved
1	ARS	70	√			√
2	AMP	80		√	√	
3	ADF	75		√	√	
4	AH	85		√	√	
5	AN	90		√	√	
6	BWW	70	√			√
7	BF	85		√	√	
8	DFM	90		√	√	
9	DRW	85		√	√	
10	FYAP	65	√			√
11	HFA	85		√	√	
12	IJNS	85		√	√	
13	IAN	80		√	√	
14	IB	70	√			√
15	JMP	65	√			√
16	LN	60	√			√
17	LA	85		√	√	
18	MHA	85		√	√	
19	MAHS	80		√	√	
20	MG	80		√	√	
21	MIM	85		√	√	
22	MRSW	80		√	√	
23	NTIA	95		√	√	
24	NLFP	90		√	√	
25	NK	85		√	√	
26	ORA	85		√	√	
27	ORA	85		√	√	
28	PLR.	80		√	√	
29	QA	80		√	√	
30	SW	80		√	√	
31	SNAM	65	√			√
32	SAWM	80		√	√	
33	SR	95		√	√	
34	SAN	65	√			√
35	SASHAK	80		√	√	
36	TH	80		√	√	
<b>Total</b>		2880	<b>8</b>	<b>28</b>	<b>28</b>	<b>8</b>
		<b>80</b>				

## Appendix L

## Students' Listening Comprehension Achievement Test Score in Cycle 2

No.	Students' Name	Score	Score < 75	Score ≥ 75	Achievement	
					Achieved	Not Achieved
1	ARS	80		√	√	
2	AMP	80		√	√	
3	ADF	95		√	√	
4	AH	85		√	√	
5	AN	90		√	√	
6	BWW	70	√			√
7	BF	85		√	√	
8	DFM	90		√	√	
9	DRW	85		√	√	
10	FYAP	85		√	√	
11	HFA	95		√	√	
12	IJNS	85		√	√	
13	IAN	85		√	√	
14	IB	70	√			√
15	JMP	70	√			√
16	LN	70	√			√
17	LA	85		√	√	
18	MHA	85		√	√	
19	MAHS	90		√	√	
20	MG	80		√	√	
21	MIM	95		√	√	
22	MRSW	80		√	√	
23	NTIA	100		√	√	
24	NLFP	90		√	√	
25	NK	85		√	√	
26	ORA	90		√	√	
27	ORA	90		√	√	
28	PLR.	100		√	√	
29	QA	85		√	√	
30	SW	95		√	√	
31	SNAM	70	√			√
32	SAWM	95		√	√	
33	SR	95		√	√	
34	SAN	70	√			√
35	SASHAK	95		√	√	
36	TH	80		√	√	
<b>Total</b>		3075	<b>6</b>	<b>30</b>	<b>30</b>	<b>6</b>
		<b>85</b>				