



**THE IMPACT OF USING AUTHENTIC MATERIALS ON THE
ELEVENTH GRADE STUDENTS' LISTENING
COMPREHENSION ACHIEVEMENT**

THESIS

By

**ANISA YUSA FITRI
NIM 130210401048**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2018



**THE IMPACT OF USING AUTHENTIC MATERIALS ON THE
ELEVENTH GRADE STUDENTS' LISTENING
COMPREHENSION ACHIEVEMENT**

THESIS

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

By

**ANISA YUSA FITRI
NIM 130210401048**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2018



DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Juma'un and Uswatun Hasanah.*
- 2. My beloved husband Ahmad Yusron Arafat, M.Pd.I*
- 3. My beloved brothers Ilham Novianto and my sisters Syifana Choirun Nisa and Fitri Nur Hasanah and all of my family.*

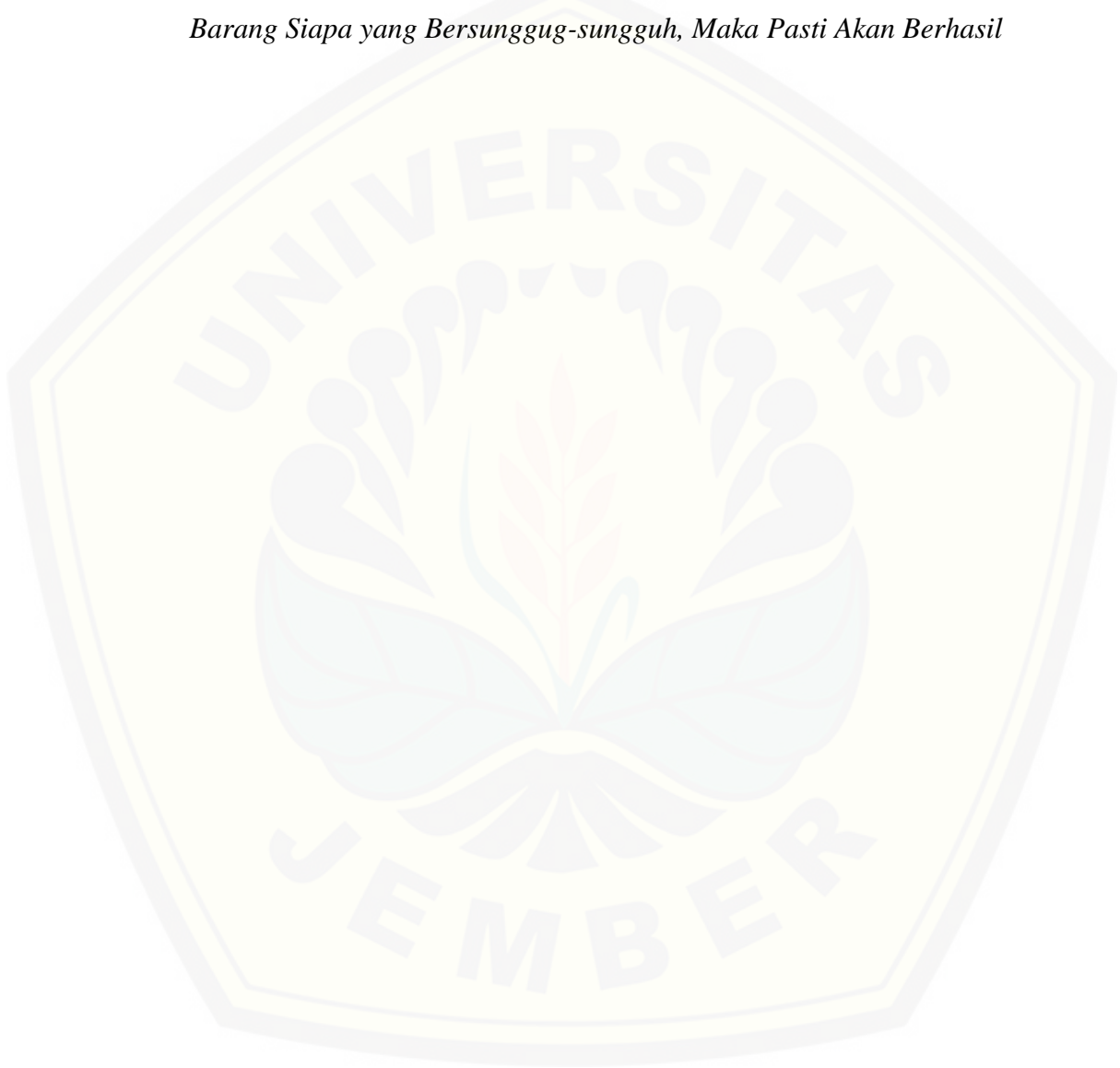


MOTTO

Man Jadda, Wa Jadda

(Whoever Strives, Shall Succeed)

Barang Siapa yang Bersungguh-sungguh, Maka Pasti Akan Berhasil



APPROVAL SHEET

**THE IMPACT OF USING AUTHENTIC MATERIALS ON THE
ELEVENTH GRADE STUDENTS' LISTENING
COMPREHENSION ACHIEVEMENT**

THESIS

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

By:

Name : Anisa Yusa Fitri
Identification Number : 130210401048
Level of Class : 2013
Department : Language and Arts
Place of Birth : Jember
Date of Birth : March 07th , 1995

Approved by:

The First Consultant

The Second Consultant

Dr. Aan Erlyana Fardhani, M.Pd
NIP. 19650309 198902 2 001

Drs. I Putu Sukmaantara, M.Ed.
NIP. 19640424 199002 1 003

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Day : Thursday

Date : February 22nd, 2018

Place : The Faculty of Teacher Training and Education, Jember University

The Chairperson

The Secretary

Drs. Bambang Suharjito, M.Ed.
NIP. 196110251989021004

Drs. I Putu Sukmaantara, M.Ed.
NIP. 19640424 199002 1 003

The Members

Signatures

1. Dr. Aan Erlyana Fardhani, M.Pd. 1
- NIP. 19650309 198902 2 001

2. Drs. Erfan, M.Pd. 2
- NIP. 196701101994031008

The Faculty of Teacher Training and Education
The Dean,

Prof. Drs. Dafik, M.Sc., Ph.D.
NIP. 196808021993031004

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author her-self. All materials incorporate from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approval thesis title. This thesis has not been submitted previously, in whole or in part, to quality award. Besides, ethnics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guideless, e.g. cancelation of academic award. I hereby grant the University of Jember the right to archive and reproduce and communicate to the public my thesis in whole or in part in the university/faculty libraries in all forms of media, now or hereafter known.

Jember, 5 January 2018

Anisa Yusa Fitri
NIM. 130210401048

ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful.

Praise be to Allah, the Cherisher and Sustainer of the world, who has given the writer many things such as change to learn, strength, motivation and guidance. Therefore, this thesis can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad SAW, his families, his relatives and all followers.

This thesis was written to fulfill one of the requirements to obtain S-1 degree at the English Department of Faculty of Teacher Training and Education of Jember University. I did realize that this thesis would not be finished without the people who gave me a great deal of support, motivation and suggestion. I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. The first and second consultants, Dr. Aan Erlyana Fardhani, M. Pd. and Drs. I Putu Sukmaantara, M.Ed. for their guidance and suggestions in this thesis;
5. The Principal, the English teacher and the research respondents who had helped obtaining the research data;

Finally, I realize that this is far from being perfect and needs for suggestions and corrections. It is a great pleasure for me to receive critics and suggestion in improving this research. Hopefully, this paper may give the advantages for all.

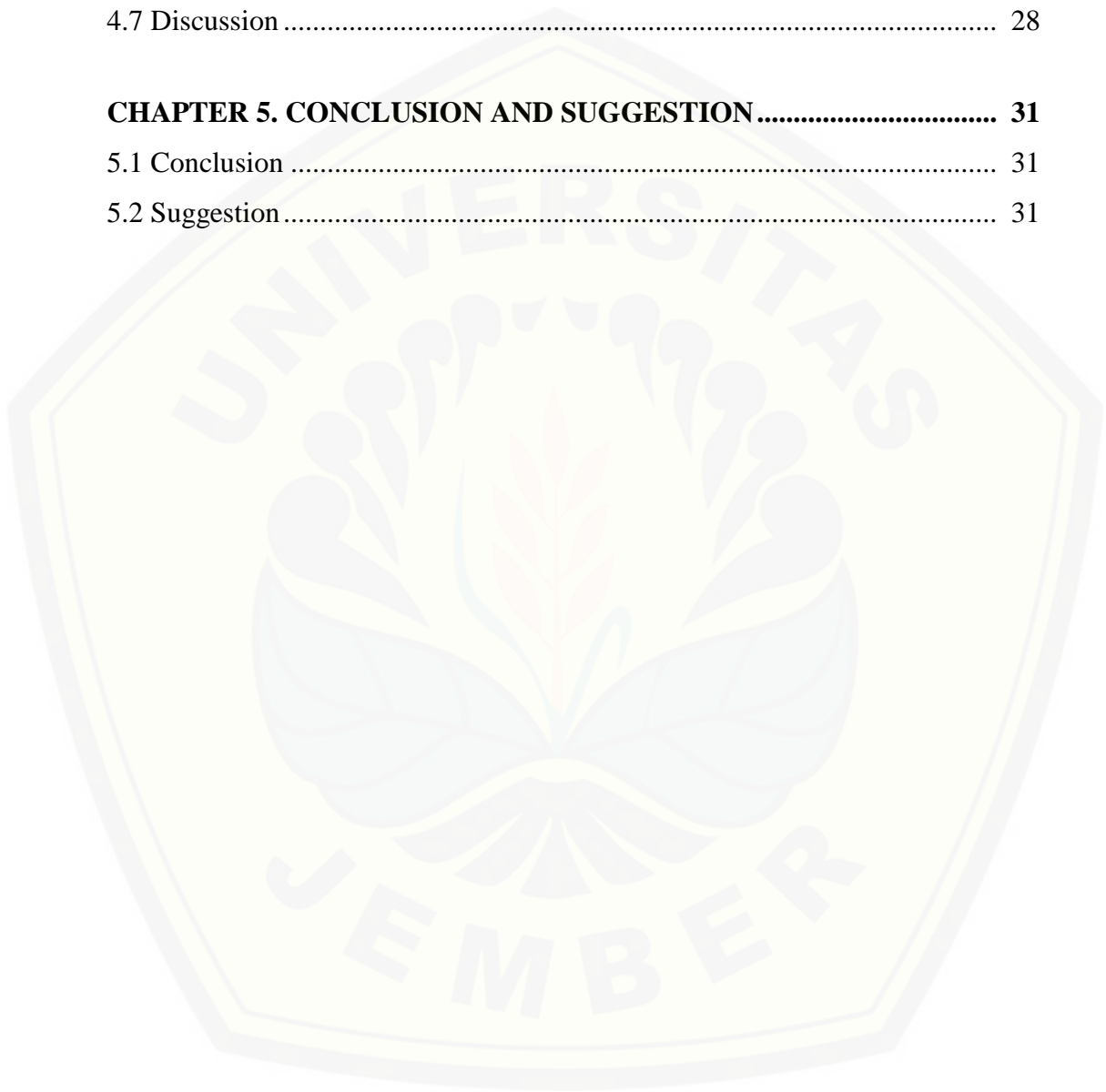
Jember, 5 January 2018

The Writer

TABLE OF CONTENT

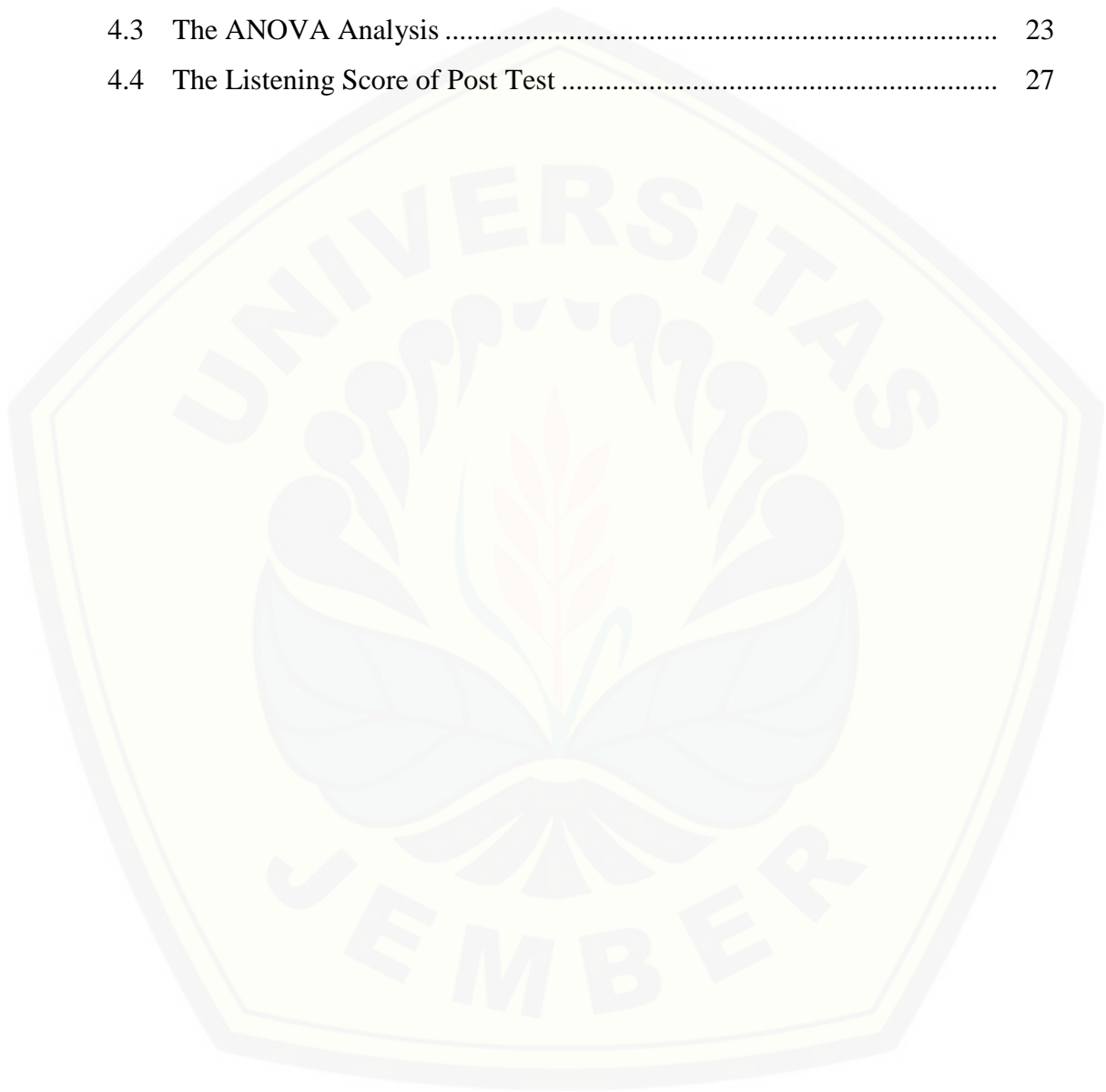
TITLE PAGE	i
DEDICATION	ii
MOTTO	iii
APPROVAL SHEET	iv
APPROVAL OF THE EXAMINATOR COMMITTEE	v
STATEMENT OF THESIS AUTHENTICITY	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
THE LIST OF TABLE	ix
THE LIST OF APPENDICES	xi
SUMMARY	xii
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Research Problem	3
1.3 Research Significance	3
CHAPTER 2. REVIEW OF RELATED LITERATURE	4
2.1 The Theoretical Framework	4
2.2 Conceptual Review	11
2.3 Previous Research Review	15
CHAPTER 3. RESEARCH METHOD	16
3.1 Research Design	16
3.2 Research Context	16
3.3 Respondent of the Research	18
3.4 Data Collection Method	19
CHAPTER 4. RESEARCH RESULTS AND DISCUSSION	21
4.1 The Results of Primary Data Analysis	21
4.2 The Results of Supporting Data Analysis	22

4.3 The Homogeneity Analysis of English Score from English Teacher	23
4.4 The Analysis of the Try Out Test	24
4.5 The Result of Post Test	26
4.6 The Hypothesis Verification	28
4.7 Discussion	28
CHAPTER 5. CONCLUSION AND SUGGESTION.....	31
5.1 Conclusion	31
5.2 Suggestion.....	31



THE LIST OF TABLES

4.1	The Schedules of Research Activities	21
4.2	The Total Number of Students at Grade XI IPA of SMA Muhammadiyah 3 Jember in the 2017/2018 Academic Year	23
4.3	The ANOVA Analysis	23
4.4	The Listening Score of Post Test	27



THE LIST OF APPENDICES

Appendix 1. Research Matrix	35
Appendix 2. Interview Guide	36
Appendix 3. Lesson Plan 1	37
Appendix 4. Lesson Plan 2	54
Appendix 5. Try Out Test	70
Appendix 6. Post Test	71
Appendix 7. The Score from The Teacher	72
Appendix 8. The Reliability Coefficient Of Odd Numbers (X)	74
Appendix 9. The Reliability Coefficient Of Even Numbers (Y).....	75
Appendix 10. The Division of Odd (X) and Even (Y) Numbers.....	76
Appendix 11. Difficulty Index of Try Out Test	77
Appendix 12. The Names of Respondents.....	78

SUMMARY

The impact of using authentic materials on the Eleventh Grade Students' listening comprehension achievement, Anisa Yusa Fitri, 130210401048,45 Pages, 2017, English Education Program, Language and Arts Departement, Teacher Training and Education Faculty, Jember University.

Consultant: 1. Dr. Aan Erlyana Fardhani, M. Pd.
2. Drs. I Putu Sukmaantara, M.Ed.

Key Words: Listening Comprehension and Authentic Materials

This experimental research was intended to know whether or not there was a significant impact of using Authentic Materials on the eleventh grade students' listening comprehension achievement. This research started with conducting interview with the English teacher of the eleventh grade on August, 7 2017. Based on the preliminary study, it was found that the English teacher never provided Authentic Materials in teaching listening. Listening was taught intergratedly with other skills such as reading, writing, and speaking. The activity in teaching listening was done by asking the students to answer the questions while the teacher dictating the students.

It is a good way to use Authentic Materials in teaching listening because of some advantages in teaching learning process. For instances, first to help the student exposed to real discourse, as in videos of interviewers with famous people where intermediate students listen for gist. Authentic materials provide exposure to real language. The second authentic materials have a positive effect on learners' motivation. In other words, Students will be motivated to know further about how the native speakers use the real language. And the third authentic materials also contain interesting topic to the students.

The respondent of this research were eleventh grade students of SMA Muhammadiyah 3 Jember. The researcher did not applied homogeneity test but she used English scores from teacher to determine experimental class and the control class. Based on the result of ANOVA analysis of score from teacher, it was know that the result was homogenous. So, Class XI IPA 1 was determined as the experimental group and class XI IPA 3 as the control group based on lottery.

Based on the result of data analysis of independent sample t-test computing system, it was found that in t-test column, the value of significant (2-tailed) was 0,004. Thus, it could be concluded that there was a significant impact of Authentic Materials on the eleventh grade students' listening comprehension achievement at SMA Muhammadiyah 3 Jember. Based on the result, the English teacher is suggested to use Authentic Materials in teaching English especially in teaching listening to improve the students' listening achievement.

I. INTRODUCTION

This research is about the use of authentic materials on teaching listening comprehension.. This research is proposed to know the impact of authentic materials on students' listening comprehension achievement. This chapter presents the Research Background, the Research Problem, and Research Significances.

1.1 Background of the Research

The domination of the English language globally is undeniable. English is widely used in most of aspects in our life. English is the language of international communications, business, tourism, education, science, computer technology, media and internet because English is also used to develop communication, technology, programming, software, etc.

English as a means of communication is taught as the first foreign language in every school from junior high school up to senior high school in curriculum Indonesia. In the English teaching learning process, the four language skills namely reading, listening, speaking and writing should be taught and developed integrated. Listening is an essential part of the communication process as Guo and Wills (2008) say that listening is the first language mode that children acquire. It provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of communication.

Listening is one of the skills to be achieved by students because, according to Regina (1997), "Students spend the majority of each school day listening and much of what students know is acquired through listening". Thus, English teachers have to choose the best method and type of material to develop the students listening skill. The material that is used should be relevant and interesting for students.

Authentic Materials is one of the materials that can help students in listening class. According to Ross (2007), "the use of authentic listening

materials is an important factor to take into consideration in designing listening comprehension materials since the learners are given the chance to develop the skills needed to comprehend and to use language used in real situations". From this case, it can be said that authentic material can expose the students to get information or knowledge from the real language use which is very useful for their learning language experience.

Here, authentic material that was used is recorded from VOA since it provides an opportunity for the selection of content that is both interesting and motivating for the students (Morrison 1989,14). Besides, recorded from VOA will bring the students to communicate something "real", up to date information and of course, it is relevant. In addition, VOA special English is one of the radio programs from VOA network it provides a short feature report, about agriculture. Further, it is a good authentic material which can explore students' need and it can develop students' motivation for learning English, especially in science program.

The similarity between the previous research and the present research is in the research design. The previous researches used experimental research design dealing with the use of authentic aural materials on listening ability. Conversely, there are some differences between the previous research and the current research. The research participants of the previous researches were students of University level, but the present research will take students of senior high school. Besides, there was a different way in obtaining the data, the previous research used pre-test and post-test design, but the current research will use post-test only design. Based on some considerations above, the researcher will conduct an experimental research to know whether or not there is a significant impact of implementing authentic materials for teaching of listening, entitled *The Impact Of Using Authentic Materials On The Eleventh Grade Students' Listening Comprehension Achievement*.

1.2 Research Problem

The problem that was discussed in this paper is limited only in the use of authentic materials in teaching listening comprehension on report texts at the Senior High School. The formulation of the problem which is going to be discussed in this paper is as follows:

Is there any significant impact of using recorded authentic materials to the Eleventh Grade Students' listening comprehension achievement?

1.3 Research Significance

The expectation of the researcher after conducting this research is giving essential contribution to:

1.3.1 Empirical Contribution.

The results of this research are expected to be useful for those who want to conduct a research in English teaching-learning process. They can use the implementation of authentic materials teaching of listening or authentic materials language teaching with different research design, and participant.

1.3.2 Practical Contribution.

Hopefully this research can give contribution to the English teachers in finding an effective method and being reference of how apply authentic materials in teaching listening especially report text listening.

II. REVIEW OF RELATED LITERATURE

This chapter presents the theories that are related to the variables of the research. This chapter reviews some points including the Theoretical Framework, Conceptual Review, and Previous Research Review.

2.1 The Theoretical Framework

2.1.1 Listening Comprehension

Listening comprehension can be defined as the ability to recall and understand information which is presented orally. According to Little Wood (1995:67), the nature of listening comprehension means that the students should be encouraged to engage in an active process of listening for meanings, using not only the linguistic cues but also his nonlinguistic knowledge. In acquiring the listening comprehension, the students should involve their linguistic and nonlinguistic knowledge. For instance, in comprehending one utterance in listening activity, the students should recall their psychological knowledge beside their linguistic knowledge to comprehend the utterance.

Listening is different from hearing. According to Maureen (2011), hearing is the act of perceiving sound and receiving sound waves or vibration through the ear. Listening is the act of hearing a sound and understanding what is heard. Hearing is one of the five senses and it just happens all the time whether we like it or not, or unless we have a hearing problem. However, if someone wants to listen to something or someone, he or she is consciously choosing what he or she wants to hear. He or she concentrates on what he or she hears in order to understand a message. For example, if someone hears a baby cries because he or she is hungry, it is a form of listening because he or she has attached a meaning to what he or she has heard. Hearing is a skill where we use our ears only. Listening uses different senses, like the sense of hearing, seeing, or sense of touch. Listening is a skill that lets the sound heard go through the listener's brain to process the meaning of it. Listening also means observing what

someone heard like the speaker's behavior and body language in order to better understand what the speaker is talking about. Hearing is a form of a communication technique that lets the listener understand, interpret and put meaning to what we hear. Listening can build a better relationship with others, while hearing is just merely receiving sounds through our ears.

2.1.2 The Purpose of Teaching Listening

In listening activities, the students listen to something by having certain aims. They listen to the record selectively in accordance with the purpose of the task. The listening activities described under the hearing, the students are alerted to look for specific meanings, related to a task which they must perform (Littlewood, 1995:68). Based on K13 English basic course outline, the goal of listening is finding general and specific information from the text.

a. Finding General Information

Hennings (1997:55) informs that getting the gist of a message, grasping its main idea is at the heart of informational listening. The listening target should center the student attention on the general idea of listening text that is usually called the gist of the text. The students just pay attention to something important, that is the main point (general idea). It will be frustrating and time-consuming if they try to understand the whole things in listening comprehension. The time in the listening comprehension is very important because the students have limited and short time in doing the listening task.

Berman (2003:6) states that there are four keys to identify main ideas in listening.

1. Signal through discourse markers

There are some phrases that indicate that the main idea is coming. The examples are:

- *The main point is ...*
- *The important thing here is ...*
- *What I'm trying to show is ...*

2. Repetition

Another key to identify main ideas is repetition. The words or phrases which are repeated several times by the speaker suggest the importance, because repetition reflects main idea.

The example of Repetition:

Some people say broccoli looks like small trees, and cauliflower like gathered clouds. They think broccoli is only green and cauliflower is only white. But these nutritious vegetables also come in more colorful versions. One kind of cauliflower, for example, is orange, and broccoli can be purple.

These lines have been taken from script of Broccoli and Cauliflower are among the most nutritious vegetables by VOA Special English Agriculture Report. The repetition in this sentence is Broccoli and Cauliflower.

3. Pace

The third key to identifying the main or important ideas is pace. Pace is the speed of speech. Unimportant points or small details are usually spoken more quickly. Important points, such as main ideas, are usually spoken more slowly and clearly.

4. Visual aids

Berman (2003:7) states that visual aids can be outlines, lists or drawings which provide obvious clues to a speaker's main points. The students can take the advantage from those visual aids in order to comprehend the content of the spoken passage.

There are some examples of Visual aids:

- Chart
- Pictures
- Black and White board
- Print Materials
- Maps
- Slide projector

Here is the example of authentic listening material taken from voanews.com and the questions for general information.

Broccoli and Cauliflower are among the most nutritious vegetables

This is the VOA Special English Agriculture Report.

Some people say broccoli looks like small trees, and cauliflower like gathered clouds. They think broccoli is only green and cauliflower is only white. But these nutritious vegetables also come in more colorful versions. One kind of cauliflower, for example, is orange, and broccoli can be purple.

Broccoli and cauliflower are among the most nutritious vegetables. They are high in Vitamin C, fiber and other nutrients. And they contain substances that are believed to fight cancer. They belong to the cabbage or cole family. Other members include cabbage, collards, Brussels sprouts, kale and kohlrabi.

Agriculture experts at the Ohio State University Extension say broccoli and cauliflower grow best in cooler climates. They suggest planting them where the average daily temperature is between eighteen and twenty-six degrees Celsius.

Both crops grow best in sunshine and fertile, moist soil. But water should not be standing on the soil. Using mulch helps keep the ground moist and cool. Mulch also helps feed the soil and controls weeds. Broccoli and cauliflower can grow outdoors from seed or as small plants. Vincent Fritz of the University of Minnesota Extension suggests that results are far better with small plants. He says the vegetables should be planted so that they can be harvested before the hottest weather.

Experts differ about how to space the plantings in the ground. One suggestion is to plant them in rows about three quarters of a meter to nearly one meter apart.

Then place broccoli plants about twenty to thirty centimeters apart in the rows. Set cauliflower plants thirty-eight to about forty-six centimeters from each other in the rows.

As it grows, a cauliflower plant will start to form a head. The head contains flower buds that are tightly closed and at least two leaves wrapping it. Gather and tie the leaves over the head, and do not wait for the buds to separate before harvesting.

Harvest the center flower-bud cluster of broccoli when it reaches the size you want and while the buds are still tightly together. Cut the main stem about twelve to fifteen centimeters below the head.

You can eat broccoli and cauliflower raw. Or you can steam them in a small amount of water or stir fry them in a small amount of oil. The less time they cook, the better.

And that's the VOA Special English Agriculture Report, written by Jerilyn Watson. I'm Bob Doughty.

Voanews.com

From that example, we can identify the general information which usually covers the questions about topic and main idea. Here are the examples of questions for general information taken from the above text.

1. What is the main idea of the text?
 - a. Broccoli and cauliflower
 - b. The characteristic of Broccoli and cauliflower
 - c. Broccoli and cauliflower have more colorful version
 - d. Broccoli and cauliflower are one of the nutritious vegetables
2. What is the topic of the text?
 - a. The way to plant Broccoli and cauliflower
 - b. The way to cook Broccoli and cauliflower

- c. The way to harvest Broccoli and cauliflower
 - d. The best climates for Broccoli and cauliflower
3. What nutrition do broccoli and cauliflower contain?
- a. Fiber and vitamin B
 - b. Fiber and vitamin C
 - c. Fat and vitamin B
 - d. Fat and vitamin C

Answer key

- 1. B
- 2. A
- 3. B

b. Finding Specific Information

Specific information of the text deals with the supporting ideas of the text. In this case, the students are asked to comprehend the text hear and finding the specific information that is stated explicitly in the text. In addition, Hennings (1997:156) states that in content are study, listening for main ideas flows naturally into working with significant details. The students could not catch the main ideas of the listening materials without comprehension of main ideas will follow along with the comprehension of significant details at the same time.

In listening to specific information, questions words (5W+1H) are usually used. Question words (when, who, where, why, when, and how) are very useful to help the students understand detail of what they just heard. In short, question words are used to help the students understand and find the specific information that is stated explicitly.

The examples of questions that probably occur for finding specific information are as follows:

- 1. How wide should the space to place the broccoli plants in a row?
 - a. Twenty to forty centimeters apart
 - b. Thirty to forty centimeters apart
 - c. Twenty to thirty centimeters apart
 - d. Thirty to fifty centimeters apart
- 2. What will grow first of cauliflower?
 - a. The root
 - b. The head
 - c. The flower
 - d. The stem
- 3. How many leaves will wrap the flower bud?
 - a. Two leaves
 - b. Three leaves

- c. Four leaves
- d. Five leaves

Answers key:

- 1. A
- 2. B
- 3. A

2.1.3 Authentic Materials

Authentic materials has been defined by many experts of languages. Hammer (1991) in Tamo (2009:74) defines authentic materials as the real texts which are designed for native speakers. They are not designed for language students, but for the speakers of the language. It means that all parts of authentic materials are not aimed to the language learning, but it is purely for interaction between native speakers. According to Peacock (1997) in Tamo (2009:75), authentic materials are materials that have been produced to fulfill some social purpose in the language community. Social purpose here means that authentic materials can be used for social interactions.

In addition, Sanderson (1999) in Tamo (2009:75) defines authentic materials as materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that is written for a native-English-speaking audience. McKay (2011:1) states that it is compatible that communicative language teaching (CLT) often encourages teachers to use authentic materials as a resource for two main purposes. First, it is used to increase the students' listening comprehension by including the real examples of language use. It means that ESL students can accustom themselves to be acquainted with the language of native speakers. Second, authentic material is used to illustrate how English is used in English-speaking countries. It is important for the students to know the variety of English accents that is used by native speakers especially British English and American English.

In this sense, there are some sources of authentic listening materials in our life such as from TV and radio broadcast, daily conversations, speech, films, news paper, and magazine. English teachers can easily find the authentic listening materials. Some resources are provided in the internet that can be freely downloaded. The most important thing that should be considered by the teacher is that the teacher should select the appropriate and suitable materials for the students by considering the students' level. Using authentic materials in listening can give challenge to the teachers to know how it will attract the students' attention and motivation.

Krashen (1987), in Larsen-Freeman & Long (1991), believes that a high affective filter inhibits acquisition, whereas a low affective filter promotes it. In this regard, Krashen (1989) identifies materials which tend to lower the affective filter as "comprehensible input on topics of real interest" that is, by and large, a hint if not direction, to authentic materials.

2.1.4 The Advantages and Disadvantages of Using Authentic Materials

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 of using authentic materials in the classroom.

1. Students are exposed to real discourse, as in videos of interviewers with famous people where intermediate students listen for gist. They provide exposure to real language.
2. Authentic materials have a positive effect on learners' motivation. In other words, they will be motivated to know further about 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 they 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 (2008:76) 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 Klickaya (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 vocabulary used should be relevant to the students' need and the curriculum.

2.2 Conceptual Review

2.2.1 The Procedures of Teaching Listening Using Authentic Material

There are three stages in the new teaching model of listening comprehension. Stage one is preparation before class, stage two is classroom teaching, and stage three is learning after class. During these stage, teachers and students set teaching objectives, choose teaching content and design teaching activities mutually. The following activities are

adapted from some source including Guo and Wills (2008), Lou and Qi (2005), and Regina (1997).

1. Pre- Listening activities

The activities chosen during pre-listening may serve as preparation for listening in several ways. Pre-Listening activities are also needed to encourage students to listen at the interpretive and critical levels. Besides, it is important to activate and build students' prior knowledge. Guo and Wills (2008) say that setting a listening purpose and/or determining the strategy whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrase) should be prepared by the teacher. Further, before listening the teacher can show pictures, review related vocabulary, predict the content of listening text, give opportunity for class discussion or just give instructions or directions to the activity. Those activities can spark interest and motivate students to attend to the spoken message.

2. Whilst listening activities

Activities while listening relate directly to engagement with text, and students do them during or immediately after the time they are listening. During the listening activity, students verify and revise their prediction. Regina (1997) adds that while listening students make interpretations and judgments based upon what they know, assessing what more they need to know. In this activity, students' comprehension of the speaker's language, ideas and message will also be encouraged. Further, Guo and Wills (2008) point some activities while listening can be used by teacher. Some of them are decide what is and is not important to understand, use predicting to encourage students to monitor their comprehension as they listen and encourage students to examine how or why their responses were incorrect.

3. Post-listening activities

This activity is intended as a kind of follow up activities. This is because post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences and encourage interpretive and critical listening and reflective thinking (Regina,1997). Post-listening activities are most effective when implemented immediately after the listening experience. It is important to the teacher to extend students' learning, encourage students to understand that there are purposes for listening, and emphasize that the information gained will be useful to them. Further, Lou and Qi (2005) confirms the purpose of post listening activities is to check and reflect whether the learners have understood or not what they need to understand and whether they have successfully completed the while-listening task or not. In addition checking each other's answers, summarizing and writing a report, doing an oral presentation or Group Discussing on the passage(s) can be developed in this activities.

By practicing the new teaching model of listening comprehension teachers help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom (Guoand Wils, 2008). In this way, the teachers try to have both top down and bottom up strategy are well develop in listening class.

2.2.2 VOA Special English in Teaching Listening

Voice of America (VOA) Special English radio programs are broadcast every day of the year on the VOA network (www.VOAspecialenglish.com). Each broadcast starts with the latest world news, followed by a short feature report about development, agriculture, health, education, economics, news events and American idioms and 15-minute features about life in the United States, news about science and space, American history, popular culture, influence, influential Americans and short stories.

VOA special English's goal is to communicate by radio in clear and simple English with people whose native language is not English. It employs a 1,500 word-family vocabulary, with simpler syntax, and very few idioms. Special English broadcast also read at a slower pace, about two-thirds the speed of standard English. This helps people learning English because they can hear each word clearly.

In this experimental research, VOA special English used was Agriculture reports. They were downloaded from the internet free of charge. By using this listening materials, students can practice their listening comprehension enjoyably since they provide materials which are relevant with their subject area. Besides, they will also get some new information and/or knowledge about agriculture, which they can learn, for their experimental and develop their experience.

2.2.3 Teaching Listening Report Text

In this research, the researcher will use report text based on the revised 2013 Curriculum (*K-13*). Report text, as one of the texts provided in the curriculum, is a text which presents information about something, as it is. It is as a result of systematic observation and analysis (Reporttext.blogspot.com). The purpose of a report is to describe and classify information. Reports have a logical sequence of facts that are stated without any personal involvement from the writer. The generic structure of report text is divided into two parts, general classification and description. General classification is stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general. It is usually stated in the first paragraph to introduce what will be described in the next paragraph to the readers. It contains the general information of the text. Thus, description deals with paragraph describe the thing which will be discussed in detail part by part, customs or deed for living creature and usage for materials. The language features are Introducing group or general aspect, using conditional logical connection; when, so, etc and using simple

present tense. Dealing with the syllabus, the report text will be used in this research is about agriculture.

2.3 Previous Research Review

The use of authentic materials has been previously investigated by some researchers. First, an experimental research that had been conducted by Ghaderpanahi (2012). The purpose of her research was to examine the influences of authentic aural materials on listening ability of thirty female undergraduate psychology majors studying English as a foreign language. It basically focused on using authentic materials and real-life situations as part of the communicative approach. The results of the listening comprehension post test were compared to that of the pretest using t-test ($P < .05$). Analysis of the interviews and the questionnaire revealed that the use of authentic materials in the EFL classroom enhanced EFL students' listening comprehension ability. Results showed a statistically significant improvement in listening ability of the EFL students.

III. RESEARCH DESIGN

This chapter explains the methods or the procedure of the research. It consists of Research Design, Research Context, Respondent of the Research, Data Collection Method, and Data Analysis Method.

3.1 Research Design

The design of this research is a quasi-experimental with post-test only design. It aims to know whether or not using Authentic Materials has significant impact on high school student's report text listening achievement. The researcher uses a quasi-experimental design because the researcher must use groups formed naturally like a classroom, a family unit and an organization. According to Keppel & Wickens (as cited in Cresswell: 2014), to be selected as research respondents, each individuals has an equal probability and the sample in the research should be representative of the population.

This research focuses on the Eleventh Grade Students' report text listening achievement by using Authentic Materials at SMA Muhammadiyah 3 Jember. There are two groups in the research, they are control group and experimental group. The control group does not receive a treatment of Authentic Materials while the experimental group receive a treatment of Authentic Materials in teaching report text listening.

The quasi-experimental design in this research is illustrated in the following table:

Posttest only-design		Time →
Select Control Group	No treatment of authentic materials	Posttest
Select Experimental Group	Treatment of authentic materials	Posttest

(Cresswell, 2012:310)

In accordance with the research design above, the researcher was apply some procedures as follows:

1. Doing the homogeneity test from Students' English score in sixth classes of the eleventh grade of SMA Muhammadiyah 3 Jember in the 2017/2018 academic year.
2. Analyzing the scores of homogeneity test by means of ANOVA (Analysis of Variance) on SPSS (Statistical Package for Social Science). If the value of variance is more than 0.05 which means that the population is homogeneous, two classes are randomly chosen as the respondent of the research.
3. Determining which class is the control group and which class is the experimental group through lottery.
4. Preparing the lesson plans for the experimental and control groups. The following preparation will do the research.
 - a. Experimental group
 - Download the materials from VOA
 - Composing the lesson plans
 - b. Control group
 - Composing the lesson plans
5. Applying treatment to the experimental class, that is teaching listening by using authentic materials. Meanwhile, the control group is taught without using authentic materials. The teaching-learning process for both classes will perform two times.
6. Administering posttest for the experimental and control groups.
7. Analyzing the students' posttest scores by applying independent sample t-test on SPSS to find the mean difference between the experimental and the control groups.
8. Drawing a conclusion based on the data analysis result.

3.2 Research Context

This research was conducted at SMA Muhammadiyah 3 Jember. The research area is determined by purposive method. In purposive method the researcher selects particular elements from the population that will be representative or informative about the topic (Mc Millan, 1996:92). Moreover, a purposive method is a method in choosing a research area based on a certain purpose or reason. The school is chosen purposively as the research area based on some reasons as follows:

- 1) The Headmaster and the English teacher give permission to the researcher to conduct this experimental research in SMA Muhammadiyah 3 Jember.
- 2) The English teacher has never taught listening by applying authentic materials for the eleventh grade students.
- 3) There is no research on the topic has been conducted in SMA Muhammadiyah 3 Jember.

3.3 Respondent of the Research

The population of this research, the eleventh grade students of SMA Muhammadiyah 3 Jember in 2017/2018 academic year. The eleventh grade students of SMA Muhammadiyah 3 Jember especially in science program are divided into six classes: XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5 and XI IPA 6. Before determining the respondents, the researcher will do the homogeneity analysis to the population. Two of the six classes are selected as the control group and the experimental group by using cluster random sampling method. As stated by Fraenkel et.al (2012:96), cluster random sampling is the selection of groups, or clusters, of subjects rather than individuals. The researcher decides to use this sampling because it is often far easier to implement in schools and frequently less-time consuming.

The researcher was analyze the eleventh grade students' English scores that are obtained from the homogeneity test. Homogeneity test is

given to the population before determining the sample. The result of this test was analyzed by using ANOVA test SPSS computation version 23. If the value of variance is more than 0.05, it means that the population is homogeneous. Two groups are randomly chosen as the respondent of the research. If the value of variance is less than 0.05, it means the population is heterogeneous. Thus, two sample classes that have the same or the closes mean difference are chosen as experimental group and control group.

3.4 Data Collection Method

The collected data are needed in a research to give the evidence about whether the hypothesis is accepted or not. In this study, the researcher used test as instrument, therefore, the researcher applies a Post-test. The test is used to know the influence of the treatment which had been given by the researcher to the students. According to Creswell (2012:297), a post-test is to measure some attributes or characteristics that are assessed for participants in an experiment after a treatment. The test is in the form of multiple choices and true or false questions. Hughes (2003: 76) states that using multiple choices has some advantages, those are: the scoring is rapid, economical and the candidates only have to make a mark on the paper. The test consists of report texts with 20 questions. The time allocation will be given is 40 minutes.

3.4.1 Data Analysis Method

Data analysis method is a way to analyze the data. In this research the primary data will be obtained from students' English score in the post-test. In this case, the data obtained from the English score will be analyzed statistically using (SPSS program) by using independent sample t-test. Independent sample t-Test is used to compare the mean score of the control and the experimental group. It is done to find whether or not there is a significant impact of Authentic Materials on the eleventh grade students' listening comprehension achievement.

The procedure of analyzing the data by using SPSS are, firstly open or create the data. It must be in the form of rows mean cases and columns mean variables. Then, click *Data View* on SPSS data editor. Insert the data according to the variables. To analyze the data, Click *Analyze* → *Compare means* → *Independent* → *Sample t-Test*. When a new dialogue box is opened, click score variable and transfer it into *Test Variable (s)* box. For grouping variable, click Define Groups. Type “1” in group 1 and type “2” in group 2, then click Continue. In option, use significant degree of 5%, click continue then click ok.

If the result of the test shows that the value of the significant (sig) 2-tailed ≥ 0.05 , this means that H_0 is accepted, and if the value of Sig. (2-tailed) ≤ 0.05 , this means that H_a is accepted. Independent sample t-test is used in order to know whether or not there is a significant effect of using Authentic Materials on the eleventh grade students' listening comprehension achievement. From the possibility above, the hypothesis of the research is formulated as follows:

- H_0 : There is no significant impact of using Authentic Materials on the eleventh grade students' listening comprehension achievement
- H_a : There is a significant effect of using Authentic Materials on the eleventh grade students' listening comprehension achievement

V. CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and suggestions. The suggestions are for the English teacher, the students, and other researchers.

5.1 Conclusion

Based on the research results of data analysis that was discussed and interpreted in previous chapter, it can be concluded that there was a significant impact of using Authentic Materials on the Eleventh Grade Students' listening comprehension achievement at SMA Muhammadiyah 3 Jember in the 2017/2018 academic year. It was indicated by the result of data analysis of statistical value of t-statistic significant level was 0,214. This meant that the students in the experimental group who were taught English listening by using Authentic Materials for eleventh grade students, especially in science program had better achievement that than of the students in the control group who were taught listening using conventional materials. This meant that using Authentic Materials can improve the students' English listening comprehension achievement on the eleventh grade students' listening comprehension achievement at SMA Muhammadiyah 3 Jember in the 2017/2018 academic year.

5.2 Suggestions

After knowing that there was a significant impact of using Authentic Materials on the eleventh grade students' listening comprehension achievement at SMA Muhammadiyah 3 Jember in the 2017/2018 academic year, some suggestions are given as follows.

5.2.1 The English Teacher

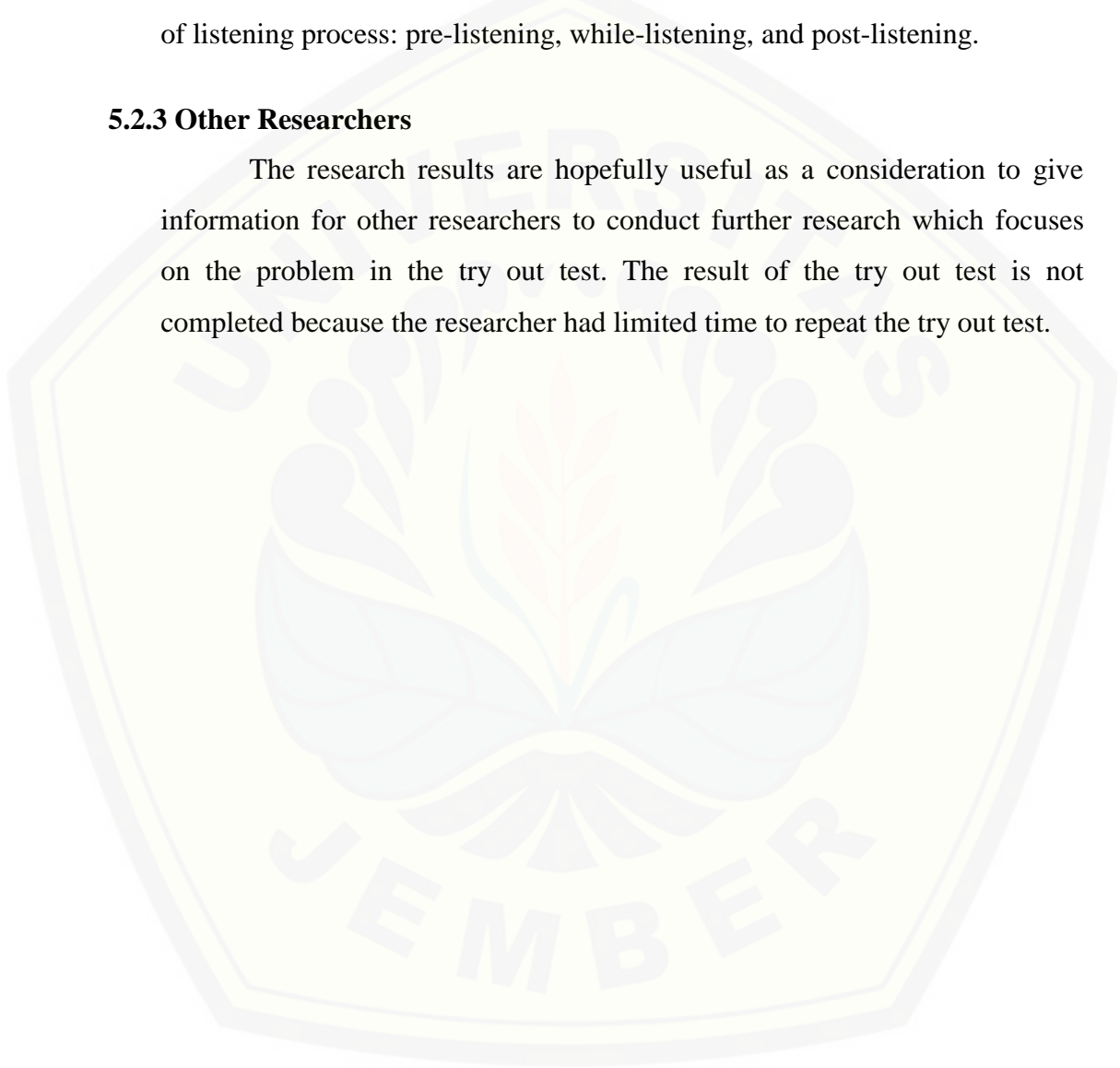
It is suggested to the English teacher of SMA Muhammadiyah 3 Jember to apply Authentic Materials as an effective material to improve and motivate the students' interest in listening comprehension achievement.

5.22 The Students

The students of SMA Muhammadiyah 3 Jember can practice their ability in comprehending the listening achievement by using Authentic Materials to improve their listening comprehension achievement. In addition, it is also expected that they will be highly motivated to engage in each stage of listening process: pre-listening, while-listening, and post-listening.

5.2.3 Other Researchers

The research results are hopefully useful as a consideration to give information for other researchers to conduct further research which focuses on the problem in the try out test. The result of the try out test is not completed because the researcher had limited time to repeat the try out test.



REFERENCES

- Berman, M. (2003). *Advanced Listening: Listening Strategy Guide*. California: Dyned International, Inc. Online: www.dyned.com. [Retrieved on: December 8, 2013].
- Colosi, L. (2009). *Reliability and Validity: What's the Difference?* (online). <http://www.laymansguide.com/education/k12/articles/5966.aspx#ixzz11wxpfnKO>. Retrieved on October 11, 2009.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed). Boston, MA: Pearson.
- Ghaderpanahi.(2012). *Using Authentic Aural Materials to Develop Listening Comprehension in the EFL Classroom*. Al-Zahra University.
- Goh, C. (1997). Factors that Influence Listening Comprehension: How Much Do Learners Know About the Factors That Influence Their Listening Comprehension? (p.17-35). (online). <http://sunzil.lib.hku.hk/hkjo/view/5/500059.pdf>. Retrieved on August 24, 2009.
- Guo, N and Wills, R. (2008). *An Investigation of Factors Influencing English Listening Comprehension and Possible Measures for Improvement* (online). <http://www.aare.edu.au/05pap/guo05088.pdf>. Retrieved on December 2, 2008.
- Hamed. (2014). *The Effect Of Using Authentic Materials In Teaching*. ELT Journal Volume 3/ 10 October 2014.
- Hennings, D.G. (1997). *Communication in Action: Teaching Literature-Based Language Arts*. Baston: Houghton Mifflin Company.
- Hughes, A. (1996). *Testing for Language Teaching*. Cambridge: Cambridge University Press.
- Kadagidze, L. (2006). *'Different Types of Listening Materials'*. *IBSU International Refereed Multi-Disciplinary Scientific Journal* (online). Available at <http://www.ibsu.edu.ge/journal.index.php/ibsu/article/view/7>. Retrieved on November 4, 2008.
- Littlewood, W. (1995). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press
- Marks, J. (2000). *'Methodology: New Ways To Teach Listening'*. *English Teaching Professional* 16 (2000) (online). Available at <http://www.onestopenenglish.com/section.asp?docid=146394>. Retrieved on July 19, 2009.

- Maureen. (2011). *Difference between listening and hearing*. Available at: <http://www.differencebetween.net/science/nature/difference-between-listening-and-hearing/> retrieved on January, 23th 2013
- McMillan, J.H. (1992). *Educational Research: Fundamental for the Consumer*. New York: Harpen Collins Publisher.
- Morrison, B. (1989). 'Using News Broadcasts for Authentic Listening Comprehension'. *ELT Journal Volume 43/1* January 1989.Oxford University Press.
- Ross. (2007). *Designing Lessons for EFL Listening Comprehension Classes*. Jakarta: Rineka Cipta
- Tamo, D. (2009). *The Use of Authentic Materials in Classroom*. Article 9 in LCPJ: www.lcpj.pro/.../1277547685-74_pdfsam_LCPJ,%20Per%20shtyp.pdf. [Retrieved on: December 7, 2013].
- Wang, J and Whittaker, P.F. (1997). The Voice of America Moving ESL Students toward Listening Success. *TESL Journal* Vol. 30, No.2. Online: ojs.lib.byu.edu. [Retrieved on: December 19, 2013].

Appendix 1

RESEARCH MATRIX

Title	Research Problem	Research Variable	Indicators	Data	Research Method	Hypothesis
The Impact Of Using Authentic Materials On Eleventh Grade Students' Listening Comprehension Achievement.	Is there any significant impact of using authentic materials on the Eleventh Grade Students' listening comprehension achievement?	<p>Independent variable : The use of authentic materials</p> <p>Dependent variable : Eleventh Grade Students' listening comprehension achievement</p>	<p>The use of Authentic Materials:</p> <ol style="list-style-type: none"> 1.Pre listening (previewing activities) 2.While listening (listening activities) 3.Post listening (discussing activities) <p>Students' scores of listening test:</p> <ol style="list-style-type: none"> a.In finding general information b.In finding specific information. 	<p>1.Participants : Eleventh Grade Students'</p> <p>2.Informant : a. The English teacher</p> <p>3. Document : a. The names of the respondents b. The name of English Teacher</p>	<p>1.Research Design: A quasi-experimental research with the post-test only design</p> <p>2.Area Determination Method : Purposive Method</p> <p>3. Respondent Determination Method: Cluster Random Sampling</p> <p>4. Data collection Methods : a. Primary Data : English score b. Supporting Data : a. Interview</p> <p>5. Data Analysis:The data will be analyzed with independent t-test. The calculation of t-test will be done by using SPSS (Statistical Package for Social Science).</p>	The use of authentic materials has significant impact on the Eleventh Grade Students' listening comprehension achievement.

Appendix 2

Supporting Data
Instruments

a. Interview Guide

No.	The Researcher's Questions	The Teacher's Answers
1.	What curriculum do you use in teaching English?	I use school based curriculum (K13).
2.	How often do you teach English in a week?	I teach English twice a week.
3.	What books do you use for teaching English?	I use Buku Guru BAHASA INGGRIS
4.	What media do you use for teaching English?	I use students' worksheet.
5.	What techniques do you use for teaching English?	I use lecturing and question-answer method.
6.	Have you ever used Authentic Materials for teaching listening?	I have never used Authentic Materials for teaching listening.
7.	Do you teach listening integrated with the language skills?	Yes I do. I teach students listening integratedly with reading skill.
8.	What are your students' difficulties in learning listening?	The students have difficulty in memorizing the sentence.

Appendix 3**LESSON PLAN (Experimental Class)**

School	: SMA Muhammadiyah 3 Jember
Subject	: English
Program	: IPA
Main Material	: Report Text (Listening)
Time Allocation	: 1 X 2 JP
Semester	: 1/2017-2018

A. Basic Competence and Indicator

Basic Competence	Indicator
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.	<ol style="list-style-type: none"> 1. Showing gratefulness because they can learn English as a language for international communication by creating a reflection. 2. Showing seriousness in doing every activity dealing with English teaching and learning process. 3. Showing enthusiasm teaching and learning process.
2.2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	<ol style="list-style-type: none"> 1. Showing peacefulness to others by respect other's idea. 2. Showing responsibilities while doing the tasks in listening activity. 3. Showing enthusiasm while doing the task.
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI	<ol style="list-style-type: none"> 1. Finding the general information of the recorded material. 2. Finding the specific information of the recorded material. 3. Determining the specific information of the true or false questions 4. Finding the correct answer of the multiple choice questions

B. Learning Objectives

1. Students are able to find the general information of the recorded material.
2. Students are able to find the specific information of the recorded material.
3. Students are able to determine the specific information of the true or false questions.

4. Students are able to find the correct answer of the multiple choice questions.

C. Learning Material

REPORT TEXT

A. WHAT IS REPORT?

Report text is a text that describes something in general. It is as a result of systematic observation and analyses. Every text has a communicative purpose. Communicative purpose of report text is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

(<http://freeenglishcourse.info/what-is-report/>)

B. GENERIC STRUCTURE

The Generic Structure of Report Text consists of **General classification** and Description.

General classification: Stating classification of general aspect of thing, animal, public place, plant, etc which will be discussed in general

Description: Describing the thing which will be discussed in detail; customs or deed for living creature and usage for materials and things

(<http://freeenglishcourse.info/what-is-report/>)

C. LANGUAGE FEATURES

Language Feature of Report Text

- a. Nouns and noun phrases are used rather than personal pronouns. The use of personal pronouns is limited.
- b. Most reports are written in the present tense.
- c. Some reports use technical or scientific terms.

- d. Linking verbs are used, eg. is, are, has, have, belong to, to give coherence.
- e. Uses some action verbs (crop, grow).

D. Learning Activities

NO	Teacher's Activities	Students' Activities	Techniques	Time
1.	<p>Set Induction</p> <ul style="list-style-type: none"> a. Greeting and setting up readiness b. Giving some leading questions related to the topic of the recorded text c. <p>Main Activities</p> <p>Pre-listening</p> <ul style="list-style-type: none"> a. Distributing the list of some difficult words that are used in the recorded text. b. Asking the students to find the meaning of the difficult words by using dictionary. c. Directing the students to find the main points while listen the recorded text entitled Broccoli and Cauliflower. d. Playing for the first time audio and asking the students to listen to the audio <p>While-listening</p> <ul style="list-style-type: none"> e. Distributing the exercise in the form of multiple choice and true false question. f. Playing the audio of recorded text and asking the students to do the task individually. g. Discussing the answers with the class. h. Playing the audio of the recorded text so that the students can check their answers. 	<p>Responding the teacher</p> <p>Answering the questions</p> <p>Reading and studying</p> <p>Finding the meaning of the difficult words by using dictionary</p> <p>Paying attention</p> <p>Listening to the recorded materials</p> <p>Listening to the recorded materials and doing the task</p> <p>Checking the answer</p>	<p>Question and answer</p> <p>Individual work</p>	<p>3'</p> <p>5'</p> <p>2'</p> <p>15'</p> <p>5'</p> <p>10'</p> <p>5'</p> <p>20'</p> <p>10'</p> <p>5'</p>

	Closure			
	Post-Listening			
3.	<ul style="list-style-type: none"> a. Making conclusion and review the material b. Parting the students. 	Concluding the materials	Question and answer	5' 5'

E. Scoring Rubric

True Task 1 : Multiple Choice 10 (items)

1. Each correct item will be scored = 5
2. Total score = 5 X 10 = 50

Task 2 : True False 10 (items)

1. Each correct item will be scored = 5
2. Total score = 5 X 10 = 50

F. Sources and Learning Media

a. Sources :

<https://www.chinavoa.com/show-518-122370-1.html>

<http://freeenglishcourse.info/what-is-report/>

<https://learningenglish.voanews.com/a/broccoli-cauliflower-growing-87000102/111963.html>

b. Media:

LCD/ Projector

Students' worksheet

Laptop

Speaker

Recorded text

G. Learning Method

- 1. Approach : Scientific
- 2. Metode : Communicative Language Teaching
- 3. Tecnique : Lecturing, Individual working and Question response
listening the recorded text

INSTRUCTIONAL MATERIALS

I. Leading Questions.

- 1. Do you like to eat broccoli?
- 2. How about cauliflower, do you like it?
- 3. Have you ever tried to grow them by yourself?
- 4. Do you know the steps to grow them?
- 5. Can you tell me about the steps?

II. Find the meaning of these difficult words which were taken from the recorded text by using dictionary.

Substances :	Moist soil :	Plants :	Buds :
Cabbage :	Mulch :	Harvest :	Leaves :
Crops :	Weeds :	Weather :	Steam :
Fertile :	Seed :	Ground :	Steam :

III. Listen to the recorded text carefully .Then, write down the main points of the recorded text on this worksheet.

Main points:

-
-

Task 1. 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 in this worksheet.

1. What is the main idea of the text?
 - a. Broccoli and cauliflower
 - b. The characteristic of Broccoli and cauliflower
 - c. Broccoli and cauliflower have more colorful version
 - d. Broccoli and cauliflower are one of the nutritious vegetables
2. What is the topic of the text?
 - a. The way to plant Broccoli and cauliflower
 - b. The way to cook Broccoli and cauliflower
 - c. The way to harvest Broccoli and cauliflower
 - d. The best climates for Broccoli and cauliflower
3. What nutrition do broccoli and cauliflower contain?
 - a. Fiber and vitamin B
 - b. Fiber and vitamin C
 - c. Fat and vitamin B
 - d. Fat and vitamin C
4. These are the reasons why mulch is good for broccoli and cauliflower, expect...
 - a. because mulch helps keep the ground cool
 - b. because mulch helps keep the ground moist
 - c. because mulch can control weeds
 - d. because mulch helps feed the soil
5. In what climates do broccoli and cauliflower grow best according to agriculture expert at the Ohio State University Extension?
 - a. Coold climates
 - b. Hot climates
 - c. Warm climates
 - d. A and B are true

6. How should the wide space to place the broccoli in a row?
 - a. Twenty to forty centimeters apart
 - b. Thirty to forty centimeters apart
 - c. Twenty to thirty centimeters apart
 - d. Thirty to fifty centimeters apart
7. What will grow first of cauliflower?
 - a. The root
 - b. The head
 - c. The flower
 - d. The stem
8. How many leaves will wrap the flower bud?
 - a. Two leaves
 - b. Three leaves
 - c. Four leaves
 - d. Five leaves
9. When should we harvest the broccoli plant?
 - a. While it has the big size
 - b. While the color are bright
 - c. While the buds are still tighten together
 - d. While the buds are separated each other
10. Which statement is not true according to the text?
 - a. Broccoli and cauliflower have colorful version
 - b. Broccoli and cauliflower contain substances to fight cancer
 - c. Broccoli and cauliflower can grow outdoors from seeds
 - d. Broccoli and cauliflower cannot grow in sunshine

Task 2. Write T if the statement is true of F if the statement false according to the text!

1. The color of broccoli is only green and cauliflower is only white. ()
2. Broccoli and cauliflower belong to cabbage or cole family ()
3. Broccoli and cauliflower contain substances that are believed to fight cancer ()

4. Agriculture experts suggest that planting them where the average daily temperature is thirty-six degrees Celsius. ()
5. Both broccoli and cauliflower will grow best in sunshine and fertile, moist soil. ()
6. To plant broccoli and cauliflower, water should be standing on the soil ()
7. Vincent Fritz suggest that broccoli and cauliflower should be planted outdoors from seed ()
8. Broccoli and cauliflower cannot grow in the ground ()
9. The reason why we need to harvest the cauliflower is to separate the flower duds ()
10. The less time broccoli and cauliflower cook will make them better ()

Listening script

Broccoli and Cauliflower are among the most nutritious vegetables

This is the [VOA Special English](#) Agriculture Report.

Some people say broccoli looks like small trees, and cauliflower like gathered clouds. They think broccoli is only green and cauliflower is only white. But these nutritious vegetables also come in more colorful versions. One kind of cauliflower, for example, is orange, and broccoli can be purple.

Broccoli and cauliflower are among the most nutritious vegetables. They are high in Vitamin C, fiber and other nutrients. And they contain substances that are believed to fight cancer. They belong to the cabbage or cole family. Other members include cabbage, collards, Brussels sprouts, kale and kohlrabi.

Agriculture experts at the Ohio State University Extension say broccoli and cauliflower grow best in cooler climates. They suggest planting them where the average daily temperature is between eighteen and twenty-six degrees Celsius.

Both crops grow best in sunshine and fertile, moist soil. But water should not be standing on the soil. Using mulch helps keep the ground moist and cool. Mulch also helps feed the soil and controls weeds. Broccoli and cauliflower can grow outdoors from seed or as small plants. Vincent Fritz of the University of Minnesota Extension suggests that results are far better with small plants. He says the vegetables should be planted so that they can be harvested before the hottest weather.

Experts differ about how to space the plantings in the ground. One suggestion is to plant them in rows about three quarters of a meter to nearly one meter apart.

Then place broccoli plants about twenty to thirty centimeters apart in the rows. Set cauliflower plants thirty-eight to about forty-six centimeters from each other in the rows.

As it grows, a cauliflower plant will start to form a head. The head contains flower buds that are tightly closed and at least two leaves wrapping it. Gather and tie the leaves over the head, and do not wait for the buds to separate before harvesting.

Harvest the center flower-bud cluster of broccoli when it reaches the size you want and while the buds are still tightly together. Cut the main stem about twelve to fifteen centimeters below the head.

You can eat broccoli and cauliflower raw. Or you can steam them in a small amount of water or stir fry them in a small amount of oil. The less time they cook, the better.

And that's the VOA Special English Agriculture Report, written by Jerilyn Watson. I'm Bob Doughty.



LESSON PLAN (Experimental Class)

School	: SMA Muhammadiyah 3 Jember
Subject	: English
Program	: IPA
Main Material	: Report Text (Listening)
Time Allocation	: 1 X 2 JP
Semester	: 1/2017-2018

A. Basic Competence and Indicator

Basic Competence	Indicator
1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.	<ol style="list-style-type: none"> 1. Showing gratefulness because they can learn English as a language for international communication by creating a reflection. 2. Showing seriousness in doing every activity dealing with English teaching and learning process. 3. Showing enthusiasm teaching and learning process.
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	<ol style="list-style-type: none"> 1. Showing peacefulness to others by respect other's idea. 2. Showing responsibilities while doing the tasks in listening activity. 3. Showing enthusiasm while doing the task.
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI	<ol style="list-style-type: none"> 1. Finding the general information of the recorded material. 2. Finding the specific information of the recorded material. 3. Determining the specific information of the true or false questions 4. Finding the correct answer of the multiple choice questions

B. Learning Objectives

1. Students are able to find the general information of the recorded material.
2. Students are able to find the specific information of the recorded material.
3. Students are able to determine the specific information of the true or false questions.

4. Students are able to find the correct answer of the multiple choice questions.

C. Learning Material:

REPORT TEXT

A. WHAT IS REPORT?

Report text is a text that describes something in general. It is as a result of systematic observation and analyses. Every text has a communicative purpose. Communicative purpose of report text is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

(<http://freeenglishcourse.info/what-is-report/>)

B. GENERIC STRUCTURE

The Generic Structure of Report Text consists of **General classification** and Description.

General classification: Stating classification of general aspect of thing, animal, public place, plant, etc which will be discussed in general

Description: Describing the thing which will be discussed in detail; customs or deed for living creature and usage for materials and things

(<http://freeenglishcourse.info/what-is-report/>)

C. LANGUAGE FEATURES

Language Feature of Report Text

- a. Nouns and noun phrases are used rather than personal pronouns. The use of personal pronouns is limited.
- b. Most reports are written in the present tense.
- c. Some reports use technical or scientific terms.
- d. Linking verbs are used, eg. is, are, has, have, belong to, to give coherence.

e. Uses some action verbs (crop, grow).

D. Learning Activities

NO	Teacher's Activities	Students' Activities	Techniques	Time
1.	<p>Set Induction</p> <p>a. Greeting and setting up readiness</p> <p>b. Giving some leading questions related to the topic of the recorded text</p>	<p>Responding the teacher</p> <p>Answering the questions</p>	<p>Question and answer</p>	<p>3'</p> <p>5'</p>
2.	<p>Main Activities</p> <p>Pre-listening</p> <p>a. Distributing the list of some difficult words that are used in the recorded text.</p> <p>b. Asking the students to find the meaning of the difficult words by using dictionary.</p> <p>c. Directing the students to find the main points while listen the recorded text entitled Growing Chili Pepper.</p> <p>d. Playing for the first time audio and asking the students to listen to the audio</p>	<p>Reading and studying</p> <p>Finding the meaning of the difficult words by using dictionary</p> <p>Paying attention</p> <p>Listening to the recorded materials</p>		<p>2'</p> <p>15'</p> <p>5'</p> <p>10'</p>
3.	<p>While-listening</p> <p>a. Distributing the exercise in the form of multiple choice and true false question.</p> <p>b. Playing the audio of recorded text and asking the students to do the task individually.</p> <p>c. Discussing the answers with the class.</p> <p>d. Playing the audio of the recorded text so that the students can check their answers.</p>	<p>Listening to the recorded materials and doing the task</p> <p>Checking the answer</p>	<p>Individual work</p>	<p>5'</p> <p>20'</p> <p>10'</p> <p>5'</p>

	Closure			
	Post-Listening			
	c. Making conclusion and review the material	Concluding the materials	Question and answer	5'
	d. Parting the students.			5'

E. Scoring Rubric

Task 1 : Multiple Choice 10 (items)

1. Each correct item will be scored = 5
2. Total score = 5 X 10 = 50

Task 2 : True False 10 (items)

1. Each correct item will be scored = 5
2. Total score = 5 X 10 = 50

F. Sources and Learning Media

a. Sources :

- <https://www.chinavoa.com/show-518-122370-1.html>
- <http://freeenglishcourse.info/what-is-report/>
- <https://learningenglish.voanews.com/a/growing-chili-peppers-120655869/112203.html>

b. Media:

- LCD/ Projector
- Students' worksheet
- Laptop
- Speaker
- Recorded text

G. Learning Method

1. Approach : Scientific
2. Metode : Communicative Language Teaching

3. Tecnique : Lecturing, Individual working and Question response
listening the recorded tex

INSTRUCTIONAL MATERIALS

I. Leading Questions

1. Have you ever tried to grow chili peppers by yourself?
2. Did you plant them inside or outside?
3. When did you plant them?
4. Do you know the steps to grow chili peppers?
5. Can you tell me the steps to grow chili peppers?

II. Find the meaning of these difficult words which were taken from the recorded text by using dictionary

Peppers	:	Breathe	:	Gardener	:	Homegrown	:
Glass	:	Wind	:	Run out	:	Tap	:
Settle	:	Surface	:	Layer	:	Hold	:
Rubber band	:	Tie	:	Potash	:		:

III. Listen to the recorded text carefully .Then, write down the main points of the recorded text on this worksheet.

Main points:

-
-

Task 1. 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 in this worksheet.

1. What is the main idea of the text?
 - a. Hot chili peppers

- b. The characteristic of chili peppers
 - c. The function of chili peppers for our body
 - d. Chili peppers are a heated plant
2. What is the topic of the text?
 - a. The way to set chili peppers
 - b. The way to grow chili peppers
 - c. The way to harvest chili peppers
 - d. The best climates for chili peppers
 3. What climate do the chili peppers need?
 - a. Hot climate
 - b. Warm climate
 - c. Cool climate
 - d. A and B are true
 4. Why should the pot have holes in the bottom?
 - a. To run out the air
 - b. To run out the root
 - c. To run out the soil
 - d. To run out the water
 5. What do we use to cover the top of the pot?
 - a. A bright plastic bag
 - b. A black plastic bag
 - c. A see-through plastic bag
 - d. Unseen-through plastic bag
 6. When will the bag take off?
 - a. When the flowers start growing
 - b. When the leaves start growing
 - c. When the stem start growing
 - d. When the chilies start growing
 7. How high are the plants when we should tie them?
 - a. 10 centimeters high
 - b. 20 centimeters high

- c. 30 centimeters high
 - d. 40 centimeters high
8. When the first flowers show, what should we give the plants?
- a. Some potash fertilizer
 - b. Some potassium fertilizer
 - c. A potash fertilizer
 - d. A potassium fertilizer
9. How many liter pots do we put when the weather is warm?
- a. 25 liter pots
 - b. 15 liter pots
 - c. 10 liter pots
 - d. 5 liter pots
10. Which statement is not true according to the text?
- a. Some people believe that hot chili peppers can help them breathe better if they have a cold
 - b. People have been growing chilies for centuries
 - c. We cannot put the seeds in our home or a greenhouse
 - d. There are more than one hundred fifty kinds of chili peppers.

Task 2. Write T if the statement is true or F if the statement is false according to the text!

- 1. Some people believe that chilies can give them energy ()
- 2. There are between 250 and 300 kinds of chili peppers that a gardener at the Colorado State University Extension ()
- 3. We should tap the sides of the pot to settle the soil ()
- 4. We cannot plant the seeds of chili peppers in our home ()
- 5. Place the seeds of chili pepper under a glass will protect them from wind ()
- 6. We have to place the pot of chili pepper seeds in a cool area ()
- 7. When the plants are two meters high, we tie the plants to a stick ()

8. To make new branches grow, we pinch the tops off when the plant are thirty Centimeters high ()
9. When the weather is warm, we put them inside. ()
10. We can harvest the chili peppers when they are still green ()

Listening Script

Growing Chili Pepper

This is the VOA Special English Agriculture Report.

Some people say eating hot chili peppers can help you breathe easier if you have a cold. Others believe that chilies give you more energy. All we know is that people have been growing chilies for centuries. And there are plenty of different kinds of chili peppers to choose from, along with different levels of heat.

Want to spice up your meals with homegrown chilies? They need a warm climate. If you plant the seeds outside when the weather is cool, place a glass over them. That will add warmth from the sun and protect them from wind. You can also start the seeds in your home or a greenhouse.

If you plant chili peppers inside, fill an eight-centimeter pot with soil. The pot should have holes in the bottom so water can run out. Tap the sides of the pot to settle the soil.

Drop several seeds over the surface of the pot and cover with a thin layer of vermiculite. Vermiculite is a material that can hold air, water and nutrients. Then cover the top of the pot with a see-through plastic bag. Hold the bag in place with a rubber band. Place the pot in a warm area.

When the chilies start growing, take off the bag. When the plants have reached about two centimeters high, place each one carefully in its own eight-centimeter pot.

When the roots show through the holes in the bottom of the pot, transplant each seedling into a twelve-centimeter pot. When the plants are twenty centimeters high, tie the plants to a stick placed in the pot to support them.

When the chili peppers are thirty centimeters high, pinch the tops off with your fingers. That should get new branches to grow. When the first flowers show, give the plants some potash fertilizer. When the weather is warm, put them into five-liter pots and place them outside. Make sure they get a good amount of light and water.

Some people like mild chilies, others like plenty of heat. Some like to harvest the plants when the chilies are green. Others like their chilies red. Either way can give color and taste to many different foods.

Appendix 4

LESSON PLAN (Control Class)

School	: SMA Muhammadiyah 3 Jember
Subject	: English
Program	: IPA
Main Material	: Report Text (Listening)
Time Allocation	: 1 X 2 JP
Semester	: 1/2017-2018

A. Basic Competence and Indicator

Basic Competence	Indicator
1.3. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.	<ol style="list-style-type: none"> 1. Showing gratefulness because they can learn English as a language for international communication by creating a reflection. 2. Showing seriousness in doing every activity dealing with English teaching and learning process. 3. Showing enthusiasm teaching and learning process.
2.4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	<ol style="list-style-type: none"> 1. Showing peacefulness to others by respect other's idea. 2. Showing responsibilities while doing the tasks in listening activity. 3. Showing enthusiasm while doing the task.
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI	<ol style="list-style-type: none"> 1. Finding the general information of the recorded material. 2. Finding the specific information of the recorded material. 3. Determining the specific information of the true or false questions 4. Finding the correct answer of the multiple choice questions

B. Learning Objectives

1. Students are able to find the general information of the recorded material.
2. Students are able to find the specific information of the recorded material.
3. Students are able to determine the specific information of the true or false questions.
4. Students are able to find the correct answer of the multiple choice questions.

C. Learning Material:

REPORT TEXT

A. WHAT IS REPORT?

Report text is a text that describes something in general. It is as a result of systematic observation and analyses. Every text has a communicative purpose. Communicative purpose of report text is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

(<http://freeenglishcourse.info/what-is-report/>)

B. GENERIC STRUCTURE

The Generic Structure of Report Text consists of **General classification** and Description.

General classification: Stating classification of general aspect of thing, animal, public place, plant, etc which will be discussed in general

Description: Describing the thing which will be discussed in detail; customs or deed for living creature and usage for materials and things

(<http://freeenglishcourse.info/what-is-report/>)

C. LANGUAGE FEATURES

Language Feature of Report Text

- a. Nouns and noun phrases are used rather than personal pronouns. The use of personal pronouns is limited.
- b. Most reports are written in the present tense.
- c. Some reports use technical or scientific terms.
- d. Linking verbs are used, eg. is, are, has, have, belong to, to give coherence.
- e. Uses some action verbs (crop, grow).

D. Learning Activities

NO	Teacher's Activities	Students' Activities	Techniques	Time
1.	Set Induction <ol style="list-style-type: none"> Greeting and setting up readiness Giving some leading questions related to the topic of the recorded text 	Responding the teacher Answering the questions	Question and answer	3' 5'
2.	Main Activities Pre-listening <ol style="list-style-type: none"> Distributing the list of some difficult words that are used in the recorded text. Asking the students to find the meaning of the difficult words by using dictionary. Directing the students to find the main points while listen the recorded text entitled Earthquake Playing for the first time audio and asking the students to listen to the audio 	Reading and studying Finding the meaning of the difficult words by using dictionary Paying attention Listening to the recorded materials	Individual work	2' 15' 5' 10' 5'
3.	While-listening <ol style="list-style-type: none"> Distributing the exercise in the form of multiple choice and true false question. Playing the audio of recorded text and asking the students to do the task individually. Discussing the answers with the class. Playing the audio of the recorded text so that the students can check their answers. 	Listening to the recorded materials and doing the task Checking the answer	Question and answer	20' 10' 5'
	Closure Post-Listening <ol style="list-style-type: none"> Making conclusion and review the material Parting the students. 	Concluding the materials		5' 5'

E. Scoring Rubric

Task 1 : Multiple Choice 10 (items)

1. Each correct item will be scored = 5
2. Total score = 5 X 10 = 50

Task 2 : True False 10 (items)

1. Each correct item will be scored = 5
2. Total score = 5 X 10 = 50

F. Sources and Learning Media

a. Sources :

<https://www.chinavoa.com/show-518-122370-1.html>

<http://freeenglishcourse.info/what-is-report/>

<http://bahasainggrismudah.com/3-report-text-about-earthquake-terbaik/>

b. Media:

LCD/ Projector

Students' worksheet

Laptop

Speaker

Recording

G. Learning Method

1. Approach : Scientific
2. Metode : Communicative Language Teaching
3. Tecnique : Lecturing, Individual working and Question response

INSTRUCTIONAL MATERIALS**Leading Questions**

1. Do you know Earthquake?
2. What is an earthquake?
3. What causes earthquake?

I. Find the meaning of these difficult words which were taken from the recorded text by using dictionary.

Earthquake	:	Damage	:
Shock	:	Disaster	:
Waves	:	Vibrations	:
Categorized	:	Earth	:
Occur	:	Ground	:

II. Listen to the recorded text carefully .Then, write down the main points of the recorded text on this worksheet.**Main points:**

-
-

Task 1. 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 in this worksheet.

1. The genre of the text is...
 - a. Narrative
 - b. Descriptive
 - c. Report
 - d. Invitation
2. What is the main idea of the text?
 - a. Earthquake
 - b. The categorise of Earthquake
 - c. The difference between Tectonic and Volcanic
 - d. Describing about Earthquake

3. What is the type of earthquakes that can cause any damage or natural disaster ?

a. Tectonic earthquakes

b. Volcanic earthquakes

c. All type of earthquakes

d. a,b,c are true

4. 1. Earthquake is a natural process that often occurs around us.

2. There are three types of earthquakes.

3. Volcanic earthquakes occur due to magma activity inside the volcano.

4. Tectonic earthquakes are one of the most common earthquakes.

5. Earthquakes can't cause the damage.

The sentences are true, except..

a. Just 1

b. 2 and 3

c. 1 and 4

d. 2 and 5

5. What is Seismograph?

a. Seismograph is a tool for measuring earthquake

b. Seismograph is one of the earthquake

c. Seismograph is an instrument for measuring temperature

d. Seismograph is the natural disaster

6. What is main idea in the third paragraph?

a. The earthquake

b. Tectonic earthquakes

c. Volcanic earthquakes

d. There are two types of earthquakes

7. Both of types are tectonic and volcanic.

The underlined word has the same meaning with...

a. Kinds

b. Category

c. Species

- d. Group
8. What is the example of Natural Disaster?
- a. Earthquake
 - b. Tectonic
 - c. Volcanic
 - d. Go green
9. What is the main idea in the last paragraph?
- a. Types of earthquakes
 - b. Describe about Tectonic and Volcanic
 - c. Earthquakes can cause the damage
 - d. Magma activity
10. How many types of an earthquake?
- a. 3 types
 - b. 4 types
 - c. 2 types
 - d. A, b, c are false

Task 2. Write T if the statement is true or F if the statement is false according to the text!

- a. Earthquake is a natural process that often occurs around us ()
- b. The earthquake is also very easier to be predicted ()
- c. There are three types of earthquakes ()
- d. Tectonic earthquakes are one of the most common earthquakes ()
- e. Volcanic type of earthquakes can cause any damage or natural disaster ()
- f. Volcanic earthquakes occur due to magma activity inside the volcano ()
- g. Tectonic earthquakes can be felt just around the volcano ()
- h. The earthquake is also very difficult to be predicted ()
- i. Tectonic and Volcanic is types of earthquake ()
- j. Earthquake is natural disaster ()

Listening Script

Earthquake

Earthquake is a natural process that often occurs around us. It can produce a big shock of waves that can destroy anything. The earthquake is also very difficult to be predicted. However, earthquake's power can be measured using a tool called seismograph. There are two types of earthquakes that categorized by geological factors and the area where the earthquake occurred. Both of types are tectonic and volcanic.

Tectonic earthquakes are one of the most common earthquakes. This occurred when the earth's crust rocks broken because geological force created by the movement of tectonic plates. This type of earthquakes can cause any damage or natural disaster. Its strong vibrations are capable to spread into other parts of the earth quickly.

The second is volcanic earthquakes. Volcanic earthquakes occur due to magma activity inside the volcano. If the magma activity is getting higher, it will cause an explosion and earthquake vibrations. Volcanic earthquakes can be felt just around the volcano.

Earthquakes can cause the damage, if the power produced is quite large. The damages include: the buildings, the ground, and even can cause a tsunami.

(buku guru BAHASA INGGRIS, 2014)

LESSON PLAN (Control Class)

School	: SMA Muhammadiyah 3 Jember
Subject	: English
Program	: IPA
Main Material	: Report Text (Listening)
Time Allocation	: 1 X 2 JP
Semester	: 1/2017-2018

A. Basic Competence and Indicator

Basic Competence	Indicator
1.4. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.	<ol style="list-style-type: none"> 1. Showing gratefulness because they can learn English as a language for international communication by creating a reflection. 2. Showing seriousness in doing every activity dealing with English teaching and learning process. 3. Showing enthusiasm teaching and learning process.
2.5. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	<ol style="list-style-type: none"> 1. Showing peacefulness to others by respect other's idea. 2. Showing responsibilities while doing the tasks in listening activity. 3. Showing enthusiasm while doing the task.
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI	<ol style="list-style-type: none"> 1. Finding the general information of the recorded material. 2. Finding the specific information of the recorded material. 3. Determining the specific information of the true or false questions 4. Finding the correct answer of the multiple choice questions

B. Learning Objectives

1. Students are able to find the general information of the recorded material.
2. Students are able to find the specific information of the recorded material.

3. Students are able to determine the specific information of the true or false questions.
4. Students are able to find the correct answer of the multiple choice questions.

C. Learning Material:

REPORT TEXT

A. WHAT IS REPORT?

Report text is a text that describes something in general. It is as a result of systematic observation and analyses. Every text has a communicative purpose. Communicative purpose of report text is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

(<http://freeenglishcourse.info/what-is-report/>)

B. GENERIC STRUCTURE

The Generic Structure of Report Text consists of **General classification** and Description.

General classification: Stating classification of general aspect of thing, animal, public place, plant, etc which will be discussed in general

Description: Describing the thing which will be discussed in detail; customs or deed for living creature and usage for materials and things
(<http://freeenglishcourse.info/what-is-report/>)

C. LANGUAGE FEATURES

Language Feature of Report Text

- a. Nouns and noun phrases are used rather than personal pronouns. The use of personal pronouns is limited.
- b. Most reports are written in the present tense.
- c. Some reports use technical or scientific terms.
- d. Linking verbs are used, eg. is, are, has, have, belong to, to give coherence.
- e. Uses some action verbs (occur, destroy).

D. Learning Activities

NO	Teacher's Activities	Students' Activities	Techniques	Time
1.	<p>Set Induction</p> <ul style="list-style-type: none"> a. Greeting and setting up readiness b. Giving some leading questions related to the topic of the recorded text 	<p>Responding to the teacher</p> <p>Answering the questions</p>	<p>Question and answer</p>	<p>3'</p> <p>5'</p>
2.	<p>Main Activities</p> <p>Pre-listening</p> <ul style="list-style-type: none"> a. Distributing the list of some difficult words that are used in the recorded text. b. Asking the students to find the meaning of the difficult words by using dictionary. c. Directing the students to find the main points while listen the recorded text entitled Octopus. d. Playing for the first time audio and asking the students to listen to the audio 	<p>Reading and studying</p> <p>Finding the meaning of the difficult words by using dictionary</p> <p>Paying attention</p> <p>Listening to the recorded materials</p>	<p>Individual work</p>	<p>2'</p> <p>15'</p> <p>5'</p> <p>10'</p>
3.	<p>While-listening</p> <ul style="list-style-type: none"> a. Distributing the exercise in the form of multiple choice and true false question. b. Playing the audio of recorded text and asking the students to do the task individually. c. Discussing the answers with the class. d. Playing the audio of the recorded text so that the students can check their answers. <p>Closure</p> <p>Post-Listening</p> <ul style="list-style-type: none"> a. Making conclusion and review the material b. Parting the students. 	<p>Listening to the recorded materials and doing the task</p> <p>Checking the answer</p> <p>Concluding the materials</p> <p>Parting the teacher</p>	<p>Question and answer</p>	<p>5'</p> <p>20'</p> <p>10'</p> <p>5'</p> <p>5'</p> <p>5'</p>

E. Scoring Rubric

Task 1 : Multiple Choice 10 (items)

1. Each correct item will be scored = 5
2. Total score = 5 X 10 = 50

Task 2 : True False 10 (items)

1. Each correct item will be scored = 5
2. Total score = 5 X 10 = 50

F. Sources and Learning Media

a. Sources :

<https://www.chinavoa.com/show-518-122370-1.html>

<http://freeenglishcourse.info/what-is-report/>

http://americanenglish.state.gov/files/ae/resource_files

b. Media:

LCD/ Projector

Students' worksheet

Laptop

Recording

G. Learning Method

1. Approach : Scientific
2. Metode : Communicative Language Teaching
3. Tecnique : Lecturing, Individual working and Question response

INSTRUCTIONAL MATERIALS**Leading Questions**

1. Do you ever saw Octopus?
2. What is Octopus?
3. Can you describing characteristics of Octopus?

I. Find the meaning of these difficult words which were taken from the recorded text by using dictionary

Octopus : Feet :

Line : Huge :

Weigh : Ocean :

Tentacle : Enemis :

II. Listen to the recorded text carefully .Then, write down the main points of the recorded text on this worksheet**Main points:**

-
-

Task 1. 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 in this worksheet.

1. Which group of sea creatures belongs to the same family with octopus?
 - a. turtle and crab
 - b. shrimp and crab
 - c. crab and cuttlefish
 - d. cuttlefish and squid
2. How much a fully-grown octopus can weigh?
 - a. 25 kilograms
 - b. 35 kilograms
 - c. 45 kilograms
 - d. 55 kilograms
3. How does the octopus look for food?
 - a. It uses magic colors.
 - b. It uses its teeth.

- c. It uses its hand.
 - d. It uses its tentacles.
4. What is the octopus do before eats the victim?
 - a. changes the color of its body
 - b. realizes a thick dark fluid
 - c. bite it
 - d. crushes it
5. How large a fully-grown octopus can be from the tip of one tentacle to the tip of another?
 - a. 6,5 meters.
 - b. 7,5 meters.
 - c. 8,5 meters.
 - d. 9,5 meters.
6. What does the word “octopus” mean in Greek?
 - a. Eight feet
 - b. Fish
 - c. Dark fish
 - d. Ghost Sea
7. What kind of the text?
 - a. Report text
 - b. Recount text
 - c. Narrative text
 - d. Descriptive text
8. What does the octopus do to run away or escape from its enemy?
 - a. It stings the enemies.
 - b. It gives out a thick fluid to darken the water.
 - c. It swims
 - d. It runs
9. What is the main idea of the text?
 - a. The octopus
 - b. The characteristics of octopus

- c. The sea animals
- d. The eight feet

10. What is the text about?

- a. Describing octopus in general
- b. Explaining octopus in the ocean
- c. Telling the habitat of the octopus
- d. Giving information about the octopus

Task 2. Write T if the statement is true or F if the statement is false according to the text!

- a. The Octopus is an ocean creature with seven effective feet ()
- b. The cuttlefish fit in with the same family that has no outside shells ()
- c. Octopus's bodies are secured totally with skin ()
- d. The octopus additionally utilizes them against its adversaries ()
- e. The octopus wraps its appendages around the exploited person and crushes it before eating it ()
- f. "Octopus" originates from two words ()
- g. The meaning of Octopus is eight feet ()
- h. The octopus escapes from its adversaries by giving out a thick dull liquid to obscure the water ()
- i. Octopus can be as huge as 7,5 meters ()
- j. Octopus can weigh as much as 45 kilograms. ()

Listening Script

Octopus

The Octopus is an ocean creature with eight effective feet which it utilizes as hands. These are called tentacles or limbs. "Octopus" originates from two words that have meaning "eight feet".

The octopus, the squid and the cuttlefish fit in with the same family that has no outside shells. Their bodies are secured totally with skin. Along these lines the assortment of an octopus is delicate. It would appear that a huge blow up. A completely developed octopus can be as huge as 8,5 meters from the tip of one arms to the tip of another. It can weigh as much as 45 kilograms.

Other than utilizing its tentacles or limbs to catch little fish, ocean plants, crab and lobsters, the octopus additionally utilizes them against its adversaries. The octopus wraps its appendages around the exploited person and crushes it before eating it.

The octopus escapes from its adversaries by giving out a thick dull liquid to obscure the water. It can likewise change the color of its body to match its surroundings. It escapes its enemis by doing this.

(buku guru BAHASA INGGRIS)

Appendix 5**TRY OUT TEST**

Listen to the news report carefully!

Then write T if the statement is true or F if the statement is false according to the text!

1. Carrots are roots vegetable ()
2. Carrots are difficult to raise but easy to harvest ()
3. Our body will make Carotene into vitamin A. ()
4. There are only three kinds of carrots ()
5. Imperator carrots' size are about five centimeters around ()
6. The color of Belgian White carrots are orange ()
7. Carrots come in many different sizes and shapes ()
8. Carrots should be grown in dry soil ()
9. To grow carrot, the soil should have no rocks. ()
10. Carrots taste will be affected by soil conditions only ()
11. a medium soil temperature are the best conditions for growing carrots that tense great. ()
12. The brighter the color, the better the taste of carrots. ()
13. The best way to judge if a carrot is ready to be harvest is by its shape ()
14. Carrots need time to develop their full sugar content ()
15. We have to wait very long to pull them from the ground. ()
16. If carrots are harvested too early, they will have enough sugar. ()
17. Carrots can be grown during the winter months. ()
18. Thick layer of leaves or straw will prevent the ground from freezing ()
19. Carrots are one the world's most popular vegetables ()
20. Carrots can be eaten without cooked ()

Appendix 6**Listening test (Post-Test)**

Subject	:	English
Class/ Semester	:	XI/1
Genre	:	Report Text
Time	:	2 x 30 minutes

Listen to the News Report Carefully!

Playing the recording

Now, answer the following questions.

Write T if the statement is true or F if the statement is false according to the text!

1. Carrots are roots vegetable ()
2. Carrots are difficult to raise but easy to harvest ()
3. Our body will make Carotene into vitamin A. ()
4. There are only three kinds of carrots ()
5. Emperor carrots' size are about five centimeters around ()
6. The color of Belgian White carrots are orange ()
7. Carrots come in many different sizes and shapes ()
8. Carrots should be grown in dry soil ()
9. To grow carrot, the soil should have no rocks. ()
10. Carrots taste will be affected by soil conditions only ()
11. a medium soil temperature are the best conditions for growing carrots that tense great. ()
12. The brighter the color, the better the taste of carrots. ()
13. The best way to judge if a carrot is ready to be harvest is by its shape ()
14. Carrots need time to develop their full sugar content ()
15. We have to wait very long to pull them from the ground. ()
16. If carrots are harvested too early, they will have enough sugar. ()
17. Carrots can be grown during the winter months. ()
18. Thick layer of leaves or straw will prevent the ground from freezing ()
19. Carrots are one the world's most popular vegetables ()
20. Carrots can be eaten without cooked ()

Appendix 7**The Score from the teacher**

XI IPA 1

No.	Names	Score
1	AAL	85
2	ANA	78
3	AMP	70
4	ARH	79
5	AFA	65
6	ATR	85
7	AIB	78
8	CTC	78
9	C	70
10	DRS	70
11	DFAN	70
12	DRR	85
13	FPL	78
14	FSP	85
15	FS	78
16	FTS	70
17	FQ	65
18	HCF	85
19	IRK	75
20	ISKD	83
21	KRA	85
22	KDP	83
23	MN	79
24	MA	83
25	MIF	85
26	MIA	75
27	NHI	75
28	NSD	85
29	NDO	85
30	PAP	85

XI IPA 3

No	Names	Score
1	ACSS	85
2	AWP	75
3	AAF	85
4	AOP	85
5	AMK	78
6	AF	70
7	DSS	65
8	DADJP	79
9	FAI	79
10	FBJ	83
11	FAAN	78
12	FMS	65
13	FT	75
14	FM	79
15	GRF	85
16	HS	85
17	IKS	85
18	LHS	85
19	MAS	70
20	MAA	70
21	MLNA	78
22	NL	70
23	NPE	70
24	NIFZ	83
25	OKF	85
26	PPP	78
27	SAA	78
28	SAK	75
29	SNS	85
30	SSF	85

Appendix 8

The Reliability Coefficient Of Odd Numbers (X)

NO	Odd Numbers										Total
	1	3	5	7	9	11	13	15	17	19	
1	1	1	0	1	1	1	1	0	0	1	7
2	0	0	1	1	0	1	1	1	0	0	5
3	1	0	1	1	1	1	1	1	1	1	9
4	1	1	1	0	0	0	1	1	1	0	6
5	1	1	1	1	0	1	0	1	0	1	7
6	1	1	1	1	1	1	0	1	0	1	8
7	1	1	1	1	1	1	1	1	0	1	9
8	0	1	1	1	1	1	1	1	0	1	8
9	1	1	1	1	0	1	1	0	1	1	8
10	1	1	1	1	0	1	1	1	1	1	9
11	1	1	1	1	0	1	1	1	0	1	8
12	1	1	1	1	0	1	1	1	1	1	9
13	1	1	1	1	1	1	1	1	1	1	10
14	0	1	1	1	1	1	1	1	1	1	9
15	1	1	1	1	1	1	0	1	1	1	9
16	1	1	1	1	1	0	1	0	0	1	7
17	1	1	1	1	0	1	1	1	0	1	8
18	1	1	1	1	0	1	1	1	0	1	8
19	1	1	1	1	1	1	1	1	0	1	9
20	1	1	1	1	0	1	1	1	0	1	8
21	1	0	1	1	1	1	1	1	1	1	9
22	1	0	0	0	1	1	1	1	0	1	6
23	1	0	0	0	1	1	1	1	0	1	6
24	1	0	0	0	0	1	1	1	0	1	5
25	1	0	1	1	1	1	1	1	1	1	9
26	1	0	1	1	1	1	1	1	0	1	8
27	1	0	1	1	0	1	1	1	1	1	8
28	1	1	1	1	0	1	1	1	0	1	8
29	1	1	1	1	0	1	0	1	1	1	8
30	1	1	1	1	1	1	1	1	0	1	9
31	1	1	1	1	0	1	1	1	1	1	9
32	1	1	1	1	0	1	1	1	0	1	8
33	0	1	1	1	0	1	1	1	0	1	7
34	1	1	1	1	1	1	1	0	1	1	9
TOTAL	22	25	26	26	30	23	24	23	7	25	

Appendix 9

The Reliability Coefficient Of Even Numbers (Y)

NO	Even Numbers										Total
	2	4	6	8	10	12	14	16	18	20	
1	1	1	1	1	1	1	0	0	0	1	7
2	1	0	1	1	1	1	1	1	1	0	8
3	1	1	1	1	1	1	1	1	1	1	10
4	1	1	1	1	0	1	1	1	1	0	8
5	1	1	1	1	1	1	0	1	1	1	9
6	1	1	1	1	1	1	1	1	1	1	10
7	1	1	0	1	1	0	1	1	0	1	7
8	1	1	1	1	1	1	1	1	1	0	9
9	1	1	1	1	0	1	1	1	1	1	9
10	1	0	1	1	1	1	0	1	1	1	8
11	1	1	1	1	1	0	1	1	1	1	9
12	1	1	1	1	1	1	1	1	0	1	9
13	1	1	1	1	1	1	0	1	1	1	9
14	1	1	0	1	1	1	1	1	1	1	9
15	1	1	1	1	1	1	0	1	1	1	9
16	1	1	1	1	1	1	1	0	1	1	9
17	1	1	1	1	1	0	1	1	1	1	9
18	1	1	0	1	1	1	1	1	1	1	9
19	1	0	1	1	0	1	1	1	1	1	8
20	1	0	1	0	1	1	1	1	1	1	8
21	1	1	1	1	1	1	1	0	1	1	9
22	1	1	1	0	1	1	1	1	1	1	9
23	1	1	1	1	1	1	1	1	1	0	9
24	1	1	1	1	1	1	1	1	1	1	10
25	1	1	0	1	1	1	1	1	1	1	9
26	1	1	1	1	0	1	1	1	1	1	9
27	1	1	1	1	1	1	1	0	1	1	9
28	1	1	1	0	1	1	1	1	1	0	8
29	1	1	1	1	1	1	0	1	1	1	9
30	0	1	1	1	1	1	1	1	0	1	8
31	1	1	1	0	1	1	1	1	1	0	8
32	1	1	1	1	1	1	1	0	1	1	9
33	1	1	1	0	1	0	1	1	1	1	8
34	1	0	1	1	1	1	1	1	1	1	9
TOTAL	29	26	24	25	23	26	24	23	26	21	

Appendix 10**The Division of Odd (X) and Even (Y) Numbers****TRY OUT TEST**

NO	X	Y	X ²	Y ²	XY	X+Y
1	8	6	64	36	48	14
2	7	8	49	64	56	15
3	9	9	81	81	81	18
4	6	8	36	64	48	14
5	9	9	81	81	81	18
6	9	10	81	100	90	19
7	10	7	100	49	70	17
8	9	9	81	81	81	18
9	8	9	64	81	72	17
10	10	8	100	64	80	18
11	9	9	81	81	81	18
12	10	9	100	81	90	19
13	10	9	100	81	90	19
14	9	9	81	81	81	18
15	9	9	81	81	81	18
16	8	9	64	81	72	17
17	10	9	100	81	90	19
18	9	9	81	81	81	18
19	10	8	100	64	80	18
20	10	8	100	64	80	18
21	9	9	81	81	81	18
22	7	9	49	81	63	16
23	7	9	49	81	63	16
24	7	10	49	100	70	17
25	9	9	81	81	81	18
26	9	9	81	81	81	18
27	9	9	81	81	81	18
28	10	8	100	64	80	18
29	9	9	81	81	81	18
30	9	8	81	64	72	17
31	10	8	100	64	80	18
32	9	9	81	81	81	18
33	9	8	81	64	72	17
34	9	8	81	64	72	17
SUM	281	283	2.545	2.946	2.591	629

Appendix 11**Difficulty Index of Try Out Test**

Item Numbers	JPT	JJB	P	Criteria
1	34	22	0,6470588235	Fair
2	34	29	0,8529411765	Easy
3	34	25	0,7352941176	Fair
4	34	26	0,7647058824	Fair
5	43	26	0,7647058824	Fair
6	34	24	0,7058823529	Fair
7	34	26	0,7647058824	Fair
8	34	25	0,7352941176	Fair
9	34	30	0,8823529412	Easy
10	34	23	0,6764705882	Fair
11	34	23	0,6764705882	Fair
12	34	26	0,7647058824	Fair
13	34	24	0,7058823529	Fair
14	34	24	0,7058823529	Fair
15	34	23	0,6764705882	Fair
16	34	23	0,6764705882	Fair
17	34	7	0,2058823529	Difficult
18	34	26	0,7647058824	Fair
19	34	25	0,7352941176	Fair
20	34	21	0,6176470588	Fair

Appendix 12**The Names of Respondents**

Experimental class (XI IPA 1)

1. Ade Abdullah Anwar Lubis
2. Aisyah Najmah Amini
3. Anggi Marnata Putri
4. Anisa Rizki Herawati
5. Anisa Fairuz Afiyah
6. Aurelya Trineza Regina
7. Azharuddin Ikhdhar Wibowo
8. Calvin Try Cahyo Pamungkas
9. Chitra
10. Daffa Rayhan Syah
11. Dimas Firdaus Arie Nugroho
12. Dwi Rizqon Ramadhani
13. Fani Puji Lestari
14. Farah Salsabil Rahma
15. Farel Salsabilla
16. Febrianka Tossy Syah Putra
17. Fusthatul Qonitah
18. Hakim Catur Febrianto
19. Ibtihal Ratna Kumala
20. Ikke Shululatus Kurnia D
21. Kharisma Rafian Aziz
22. Krisna Dwi Pangstu
23. Masailun Nisa'
24. Moch.Andanazulva
25. Muhammad Ivan Fariz
26. Muliarsi Indah Agustina
27. Nadika Hesti Ivanningrum
28. Nurlaili Syarifah Damayanti
29. Nurmalia Dwi Oktavia
30. Pramudia Ananda Putra

Control class (XI IPA 3)

1. Adi Chandra Setiawan S
2. Agung Wicaksono P
3. Ahmad Alif Fathoni
4. Anggun Octavia Purnamasari
5. Anjani Meiliana Kusumawati
6. Aprilian Firmansyah
7. Diana Sarah Salsabillah
8. Divvy Aulia Dwi Julian P
9. Faisal Akbar Ibrahim
10. Fajar Budi Julianto
11. Farrel Ascarya Awana Nugraha
12. Febi Marlina Sari
13. Fiqi Turmudzi
14. Firdaus Maulana
15. Gusmendra Ryfky Fernanda
16. Helmiyatus Sa'adah
17. Intan Kartika Sari
18. Lusiana Herni Sullystiawati
19. Mohammad Agung Sembodo
20. Mohammad Andre Agasi
21. Muhammad Lutfi Nur Azizi
22. Nissrina Lukman
23. Novia Putri Elmawati
24. Nur Ika Fizatus Soleha
25. Oki Fadrian Hadi
26. Preti Pricillia Putri
27. Sholafuddin Al Ayyubi
28. Siti Alfi Khoirun Nafi'ah
29. Siti Nurhalimatus Sa'diya
30. Suciati Setyo Palupy

