DEVELOPING LISTENING TASKS FOR GRADE VIII STUDENTS IN THE FIRST SEMESTER AT SMP NEGERI 2 GRABAG IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

Presented as Partial Fulfilment of the Requirement for the Attainment of the *Sarjana Pendidikan* Degree in English Education Department

By

Ambar Arum Jatiningsih

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

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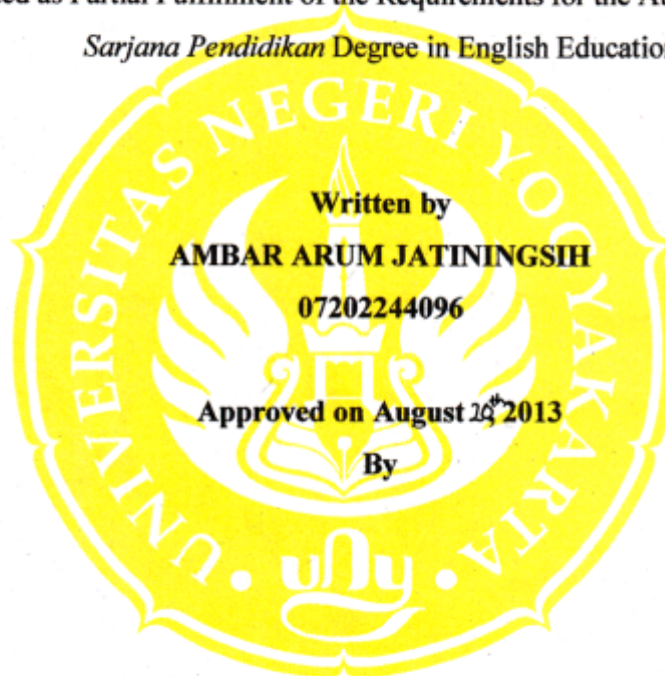**FACULTY OF LANGUAGES AND ARTS**
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Accepted by the Board of Thesis Examiners, Faculty of Languages and Arts, Yogyakarta State University, on September 2013 and declared to have fulfilled the Requirements for the Attainment of a Sarjana Pendidikan Degree in English Education Department.

Board of Examiners

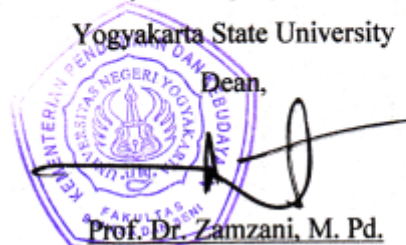|		
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PERNYATAAN

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                        Students in the First Semester at SMP Negeri 2
                        Grabag in the Academic Year of 2012/2013

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta,   September 2013

Penulis,

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DEDICATIONS

This thesis is dedicated to

my beloved mother,

my beloved father,

and my beloved brothers.

MOTTOS

I can do everything through Him who gives me strength (Phil 4: 13).

That which does not kill us makes us stronger (Friedrich Nietzsche).

ACKNOWLEDGMENTS

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DEVELOPING LISTENING TASKS FOR GRADE VIII STUDENTS IN THE FIRST SEMESTER AT SMP NEGERI 2 GRABAG IN THE ACADEMIC YEAR OF 2012/2013

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ABSTRACT

The objectives of this study are to identify the target needs and learning needs of Grade VIII students of SMP Negeri 2 Grabag in teaching and learning process of listening and to develop the appropriate listening tasks for Grade VIII students of SMP Negeri 2 Grabag in the academic year of 2012/2013.

This study was classified as a research and development (R & D) study. The instruments used in this study were interview guidelines and questionnaires. The data from the need analysis and evaluation were analyzed quantitatively, while the data from the interviews were analyzed qualitatively. Meanwhile, the development procedure comprised of identification of needs for materials (needs analysis), exploration of needs, production of materials, student use of the materials (try-out), evaluation of materials, revision of the materials, and production of the final draft.

The results of the research were as follows. The average scores obtained from the evaluation questionnaires ranging from 3.04 to 4.37 show the students' agreements on the developed tasks. Based on the try-out and evaluations results, listening tasks that are suitable for Grade VIII students of SMP Negeri 2 Grabag are those which help them explore their listening skills. Meanwhile, the characteristics of listening tasks that are suitable for Grade VIII students of SMP Negeri 2 Grabag are that: (1) the goals of the tasks should be feasible and appropriate to the indicators stated in the course grids; (2) the inputs should be comprehensible, not be too long, be in interesting and familiar topics, use brief and motivating explanations, and use simple vocabulary which might help the students to accomplish the tasks and improve their vocabulary mastery; (3) the activities should be varied, interesting, challenging, simple, motivating, sequenced from guided to free, and from easy to difficult; (4) the teacher should play roles as a prompter, a resource, a tutor, an instructor, a facilitator, and a monitor; (5) the students should play roles as active and responsive participants; (6) the setting should be varied from individual, pairs, small groups, or whole class works; and (7) the instruction should be clear, the vocabulary should be simple and understandable, the illustration should be clear, interesting, and understandable, and the recording should be clear.

CHAPTER I
INTRODUCTION

A.   Background of the Study

The Ministry of National Education and Culture states that junior high school students should have the competency to comprehend and produce oral and written texts in the four language skills: writing, reading, speaking, and listening. Especially in listening skills, the junior high school students are expected to be able to understand the meanings of the simple transactional and interpersonal oral texts, both formal and informal. Those texts are commonly found in various forms in the daily life contexts. They can be in the form of recount, narrative, procedure, descriptive, report, exposition, explanation, news items, poems, songs and specific functional texts (advertisements, notices, announcements, etc). Additionally, the students have to comprehend those oral texts which are presented in the forms of monologues and dialogues.

The preliminary observation in grade VIII students of SMP Negeri 2 Grabag showed that the students found listening as the most difficult skill to master. They could not understand the content of recordings well. For example, after listening to a recording, they could not tell what the text was about. Furthermore, they could not answer the detailed questions correctly. Those problems arose from some factors such as the teaching methods, the materials and the media.

The first reason why the teacher tended to avoid teaching listening was the limited access to good listening materials that encourage students to listen actively. He found it difficult to find the materials which made the students enjoy the listening teaching and learning process. He did not have any materials in the form of audio or video, so that the students were not accustomed to good example of English pronunciation. The materials used were mostly taken from the text books which did not come with the recording of the transcript. As the result, the students were not provided with different listening tasks.

The problem dealing with the teaching and learning process of listening also came from the use of media. The use of media should be able to help the students to understand the lesson easier. However, though the school had provided a language laboratory which was completed with supporting media, it had not been used optimally yet. The teacher did not know how to conduct the teaching and learning process of listening there. He found it difficult to operate the provided devices. Ideally, the students needed the media which did not only help them in comprehending the listening texts but also give them good atmosphere during listening teaching and learning process. Teaching media such as pictures, graphics, videos, etc could be used as the alternatives. They were powerful to give the students enjoyment and avoid them from getting bored during the lesson.

Based on the problems above, the researcher was interested in developing listening tasks that could be used both in the classroom and language laboratory activities in order to help the teachers in providing suitable and various tasks for Grade VIII students of SMP Negeri 2 Grabag.

B.   Identification of the Problem

It had been stated in the background of the study that the teaching of listening at SMP Negeri 2 Grabag received less priority. There must be several factors that influenced this situation. The problems were identified as follows.

The first problem was the materials. Materials were one of the important things in the teaching and learning process of listening besides syllabus, teachers, learners, and resources. The materials for the learners should include a number of tasks which contain interesting texts, enjoyable activities and opportunities for learners to use their existing knowledge and skills. However, the materials used in the teaching and learning process of listening at SMP Negeri 2 Grabag were mostly taken from textbook and students' worksheet. There were no other materials in the form of audio or video. This condition was due to the teacher's willingness to modify the materials. He only used the listening tasks from the textbooks without any intention to develop them into audio forms. He found it difficult for him to modify the materials since he has limitation in accessing the materials from any resources such as the internet or making the recording of the transcript from the textbook. As the result, the teaching of

listening ran in a monotonous way. The teacher only read the text aloud, while the students listened to him.

The second problem was the use of media. The language laboratory provided by the school had not been used optimally yet, whereas, the school had equipped the laboratory with a good teaching media set, such as sets of computers which were connected to the internet, an LCD projector, headsets, and sound devices. The school provided the language laboratory to support the language teaching and learning process especially for teaching and learning process of listening. However, as the effect of the teacher's incapability to use the provided media, the listening teaching and learning process was mostly conducted in the classroom without any supporting media. As the result, the students of SMP Negeri 2 Grabag did not enjoy the teaching and learning process.

C.   Limitation of the Problem

Conducting research covering things stated previously was a very hard and long job and was not feasible for the researcher. Due to the limitations in the time, and knowledge of the researcher, she conducted the research which focused on developing English learning tasks of listening skill. The reason was that the tasks were the essential components in the teaching and learning process and were some of the problems found in the school that the researcher observed. The skill chosen was listening because at the school, the teaching and learning process of listening was

rarely conducted since there were limited materials that were able to be used in the teaching and learning process of listening. SMP Negeri 2 Grabag was chosen by the researcher because the school needed more various materials for teaching listening. The eighth grades students were chosen with because they were in the middle of junior high school level. It implied that these students had already passed the first year in junior high school and received the basic knowledge of English as the preparation for the next grade. In the second year of junior high school, they needed to enhance their English skill, particularly listening. Due to the limited time, the materials developed were the listening materials for the first semester.

This research therefore mainly discussed the developing of listening tasks for Grade VIII students of SMP Negeri 2 Grabag.

D. Problem Formulation

Based on the background, identification and limitation of the problems, the researcher formulates the problems as follows:

1. What are the target needs of Grade VIII students of SMP Negeri 2 Grabag in developing their listening skill?

2. What are the learning needs of Grade VIII students of SMP Negeri 2 Grabag?

3. What are the appropriate listening tasks for Grade VIII students of SMP Negeri 2 Grabag?

E. **The Objectives of the Study**

In line with the formulation of the study above, the objectives of the study are:

1. To identify the target needs of Grade VIII students of SMP Negeri 2 Grabag.

2. To identify the learning needs of Grade VIII students of SMP Negeri 2 Grabag.

3. To develop the appropriate listening tasks for Grade VIII students of SMP Negeri 2 Grabag.

F. **Significance of the Study**

1. The result of the research is useful for English teachers who are concerned to develop listening tasks.

2. The result of the research is useful for students to get new knowledge on listening tasks.

3. The result of the research is used as a reference for those who want to conduct research on developing listening tasks.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical review that supports the research. It is divided into three subtitles; the theoretical framework, the relevant study and the conceptual framework. The theoretical framework discusses the theories related to developing listening tasks. The relevant study discusses the previous studies on developing listening tasks. Then, the conceptual framework explains the planning of the research briefly.

A. Theoretical Framework

1. Listening

a. Definition of Listening

Listening is one of the four macro skills which should be mastered besides writing, reading and speaking. Those four macro skills are very important to be acquired to achieve the communicative competence. They are divided into two sub skills; productive skills and receptive skills. Speaking and writing belong to productive skills while listening and reading belong to receptive skills. Listening is considered as a receptive skill since the learners do not produce something after the listening activity.

Brown (2006: 4) states that listening is a process of receiving information from the speaker in order to get effective communication. It should be understood that listening is a complex activity since the listeners need both bottom-up and top-down processing skills in listening as well. It means that when people listen, they should use their prior knowledge instead of analyzing the structure of the sounds to comprehend what they listen to.

Furthermore, Rubin (in Helgesen and Brown, 2007: 3) defines listening as an active process in which listeners select and interpret information from auditory and visual clues in order to define what is going on and what the speakers are trying to express. Active means listeners get information from visual and auditory clues and relate the information to what they already know. Select means that the listeners use their background knowledge to make sense of the input as well to figure out the speakers' intention.

The term listening is used in language teaching to refer any activities that allow students to understand the spoken language. Some experts believe that in second language or foreign language learning, listening is the first stage of language development. Since the students learn to understand and speak the target language by hearing the models of pronunciation of the target language and immediately imitate the sounds (Nation and Newton, 2009: 38).

Based on the theories above, it can be concluded that listening is an active process by which the listeners receive information sent by the speakers. In language learning, it is the first stage of acquiring the language since most foreign language learners master the other skills after they listen to the target language.

b. Listening Process

There are two views of listening process. They are bottom-up and top-down process (Richards and Renandya, 2002: 239). The bottom-up process emphasizes the decoding of the smallest units of language to lead the listeners to get the meaning. In this process, the listeners recognize the words and the speech uttered by the speaker. They analyze the small parts of language such as phonemes, words, phrases, clauses, and sentences in order to generate the whole understanding of the texts. In other word, meaning is derived as the last step in the process.

The top-down process emphasizes the use of background knowledge to predict the contents (Willson, 2008: 15). In this process, the listeners use their prior knowledge (such as: knowledge of the topic, the speaker or speakers and their relationship to the situation) to make sense of what they hear. It means that learners use what they already know to derive the meaning of the information they get.

These days, it is generally recognised that both bottom-up and top-down strategies are necessary, since it is impossible to get the intended information just by using the prior knowledge without paying attention to the grammatical form of the message. That is why in developing courses, materials and lessons, it is important to consider both bottom-up processing skills and top-down processing skills.

c. Types of Listening Activities

There are many types of listening suggested by some experts. Nation and Newton (2009: 40) suggest two types of listening activities. They are one-way-listening and two-way-listening. The first type is typically linked to the transmission of information. This can be found in the use of monologues. This type of listening is also called transactional listening. On the other hand, the second type is called interactional listening as it is characteristically associated with maintaining social relations.

According to Brown (2004: 120), there are four types of classroom listening activities. They are intensive, responsive, selective, and extensive.

1) Intensive

This listening activity focuses on the components of discourse such as phonemes, words, intonation, discourse markers, etc. The activity includes the bottom-up skills. It requires the students to pay close attention to every detail of language. It means that the students rely on language in the message that is the combination of sounds, words, and grammars that creates meaning.

2)   Responsive

Responsive is a kind of listening activity that is aimed to make the students able to respond the information given immediately. It refers to listening to a fairly short part of language such as a greeting, question, command and comprehensions check. In this listening activity, the students have to be able to give the appropriate responses to an utterance from a speaker.

3)   Selective

In selective listening, the students focus more on scanning for the specific information rather than drawing a global meaning of the genuine aural texts. It means that the task of the students is not to process everything that was said, but rather to scan the material effectively for certain information. The purpose of such performance is not to look for

global or general meanings, necessarily, but also to be able to find important requires field independence on the part of the students.

4)   Extensive listening

Different from intensive listening, extensive listening requires the listeners to grasp the global messages of the aural texts. In this type of listening, the listeners carry out the top-down process. The typical activities of extensive listening are listening for gist, listening for main idea and making inferences.

d. Teaching listening

To achieve successful English language learning, teachers must teach the students four language skills, i.e. listening, speaking, reading, and writing. The teaching of listening as a separate skill is a recent innovation in language teaching. It is because listening comprehension is not simply considered as an adjunct of speaking, but listening precedes speaking and the other language skills. So, as listening is the foundation for other language skills, starting learning foreign language learning from listening is important.

Good listening lessons go beyond the listening task itself with related activities before and after the listening. The listening tasks should encourage learners to comprehend the language form and context. Field (1998) in

Richards (2008: 10) states that the teaching listening materials, then, should involve the three part sequences including pre-listening activities, while-listening activities, and post listening activities and contain activities that link bottom-up and top-down listening.

Today, it has been already known that the goal of language teaching is to make the students able to use the target language in communication. In this case, to complete the goal, most teachers use the Communicative Language Teaching (CLT) as their method in teaching and learning process. Further, Larsen-Freeman (2000: 129) states that the characteristic of communicative language teaching is that almost everything is done with a communicative intend. The activities during the teaching and learning process are conducted to encourage the students' communication skill.

In relation with teaching listening, the CLT is used as a method which can be implemented in the teaching and learning process. The teacher can use the characteristic of CLT to conduct the teaching learning process and also to choose the materials which are suitable to be implemented in the teaching-learning process. The activities that will be used in the teaching-learning process of listening should be the authentic materials and situations since they prepare the students for the types of listening they will need to do when using the language outside the classroom.

From the explanation above, teaching listening is important as it is the foundation for mastering the other language skills. The goal of teaching listening should encourage the students to able to communicate well in real life. Therefore, the CLT method should be implemented in teaching listening.

e. Teaching Listening in Junior High School

The teaching listening in junior high school is targeted for the learners to reach functional levels. In this level the learners should be able to use the language for daily activities orally or in the form of written discourse.

Schools in Indonesia apply the School-Based Curriculum (KTSP) as a reference to teach English. Listening is an integral part in the curriculum. The teaching of listening in junior high school should be based on the basic competences and standard of competences. The basic competences and standard of competences based on Standar Isi BSNP 2006 are as follows.

1) Standard of Competence

   a. Comprehending the meaning within simple transactional and interpersonal conversation to communicate with others.

b. Comprehending the meaning within functional oral texts and simple short monologues in the form of descriptive and recount in order to communicate with others.

2) Basic competence

a. Respond to the meaning within simple transactional (to get things done) and interpersonal (to socialize) conversation using spoken language accurately, fluently, and appropriately in order to communicate with others involving the functions of asking, offering, and refusing help and things, asking and giving opinion and invitation, admitting and denying fact, agreeing and disagreeing, complementing and congratulating.

b. Respond to the meaning within simple short functional oral text accurately, fluently, and appropriately to communicate with others.

c. Respond to the meaning within simple short monologues accurately, fluently, and appropriately to communicate with others in the form of descriptive and recount.

There are many ways in teaching listening. One of them is using PPP model for teaching listening. It stands for Presentation, Practice, and Production. Harmer (2001: 80) states in the PPP model,

the language that will be taught is contextualize with the topic of the teaching and learning.

Richards (2006: 32) proposes the principles of PPP teaching format. The first step is the Presentation. In this step, the new grammar structure is presented by using conversation or short texts. Then, the teacher explains the language focus then checks the students' comprehension of it. The second step is Practice. This step is the exploration of the new grammar structured presented before. The activities are drilling and substitution exercises. The last step is Production. In this step, the students practice the new grammar structured they have learned by using the own words in order to develop the fluency in the new pattern.

2. **Task**

a. **Definition of Task**

Many concepts which refer to the meaning of the task emerge from the experts, however they have the same base meaning that are the activities which set for the students in order to achieve the goal of the teaching and learning process.

Crookes (in Bygate, Skehan, and Swain, 2001) states a task as an activity with a specific objective as a part of educational course. In line with

that, Breen (in Nunan, 2004) defines a language task as structured language learning activity, which has a particular objective, an appropriate content, a specified working procedure, and a range of possible outcomes to those who undertake it.

The above definitions show that a task is a structured instructional plan that requires learners to move toward an objective or outcomes using particular (teacher-given) working procedures and processes. Again, a task is imposed from outside and does not come from the learners.

In addition, Nunan (2004: 4) defines a task as any classroom activities that involve the students in learning the target language. A task is used as a mean to achieve the goal of language teaching and learning process which covers the communicative competences.

From the definitions above, it can be concluded that tasks are any activities that the learners have to do in order to achieve specific class objectives. Especially in a language teaching and learning process, a language task is the activity inside classroom where the goal is enable the learners to use the target language for communicates with the other.

b. Task Components

There are six task components proposed by Nunan (2004: 41). They are goals, input, and procedures, and that these will be supported by roles and settings. This simple model is represented diagrammatically below:

Goals ——————————→ Teacher Roles
Input ——————→ Task ←—————— Learner Roles
Procedures ——————→ ←—————— Setting
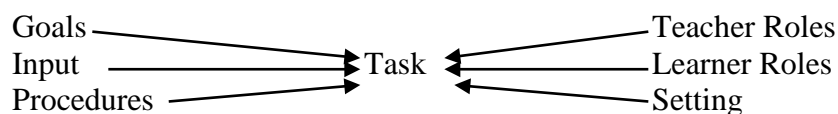
Figure 1 : The Six Components of a Task Proposed by Nunan

1. Goals

Goals are what to reach behind the learning tasks. They are the intentions of any given learning tasks in a language teaching and learning process. Another point worth noting is that goals may not always be explicitly stated, although they can usually be inferred from the task itself.

Goals are not value-free. One set of goals will influence the others. Therefore, in developing goals for educational program, curriculum planners should draw on their understanding both of the present and long term needs of learners and of society as well as the planners' knowledge about schools, learners and teachers (Richards in Nunan: 2004).

2. Input

   Input refers to any kind of information that related to the task. It provides a number of things, such as stimulus material for activities, new language items, correct models of language use, a topic for communication, opportunities for learners to use their info processing skills and their existing knowledge both of the language and subject matter itself. It can be in the form of texts, videos, dialogues, recordings, diagrams, or any piece of information data.

3. Procedures

   Procedures specify what learners have to do in the tasks. It can be concluded as the activities of learners in learning a language.

   There are many kinds of activities in teaching language. Nunan (2004: 57) proposes three activities types: information-gap activity, reasoning-gap activity, and opinion-gap activity. In addition, Pattison (in Nunan, 2004: 57 - 58) proposes seven activities types: question-answer, dialogue-role plays, matching activities, communication strategies, pictures and stories, puzzles and problems, and discussion and decisions.

There are many kinds of activities that can be used by the teacher in developing tasks. However, teacher should consider the level of learners and who the learners should be given the activities are.

4. Learner and Teacher Role

'Role' refers to the part that learners and teachers play in carrying out learning tasks. Learner roles are performer of the tasks, the passive recipient of the given input, the interactor and negotiator who is capable of giving as well as taking. On the other hand, in a language teaching and learning process, the teacher acts as the facilitator, the participant and the observer.

5. Setting

Setting refers to the circumstances of the implication of the tasks. It can be the place where the tasks will be implemented. It can be inside or outside classroom. It also requires consideration whether the task is to be carried out wholly or partly outside the classroom. Wright in Nunan (2004: 71) suggests some ways of defining the student in doing the tasks. They are individually, in pair, small-group, and whole class mode.

In conclusion, setting is a certain environment of the implementation of the tasks. It covers the place of the implementation of the tasks, and/or the performer who will do the tasks.

c. **Listening Task**

It has been stated before that listening is divided into three stages: what students do in preparation for listening (pre-listening activities), while they listen so they remain active (while-listening activities), and after they have listened (post-listening activities). In order to make listening as an active learning focused process, teachers need to develop different pre-, while-, and post-listening types which fit different types of language. Therefore, teachers should provide the students with a variety of listening tasks during the learning with considering in what stage of listening process the task will be implemented. Field in Richards and Renandya (2002: 243) recommend the activities for every stage of listening as follow.

1. Pre-listening activity

This is the phase where the activities are aimed to prepare the students for bottom-up and top-down processing through activities involving activating prior knowledge, making predictions, and reviewing key vocabularies. In other word, the activities in this phase may serve as preparation or warm-up for listening in several ways. On their article,

Saha and Talukdar (2008) recommend the activities in this phase as follows:

    a. Introducing the topic and accessing their background knowledge of the topic or content of the material through commenting on a picture or a paragraph.

    b. Activating the students' existing knowledge through discussion. The activities include reading through comprehension question in advance, working out own opinion on a topic, predicting content from the title, etc.

    c. Clarifying any necessary contextual information and vocabulary to comprehend the text. In this regard showing pictures maps or graph may be useful.

    d. Informing students the types of text, their role, purposes of listening etc. The materials that can help the students can be a short reading passage on a similar topic.

2. While-listening activity

While-listening activity focuses on comprehension through exercises that require selective listening, gist listening sequences, etc. The activities which are involved in this stage are arrange pictures on the right sequences, following direction on a map, filling gaps with missing

words, answering comprehension questions, predicting what comes next, identifying numbers of letter and recognizing exactly what someone said.

3. Post-listening activity

The post-listening activity phase typically involves a response to comprehension and may require students to give opinions about a topic. It is the follow-up activity in which the students can develop the other skills such as speaking skill and writing skill. The activities commonly include:

a. Using notes made in while-listening activity to write a summary

b. Reading a related text

c. Doing a role play

d. Writing on the same theme

e. Studying new grammatical structure, and

f. Practicing pronunciation.

Based on the theory above, in developing listening tasks, a teacher should consider in what stage the tasks will be implemented. Besides, the listening tasks should encourage learners to comprehend the language forms and contexts.

3. Materials Development

   a. Definition

There are some points of view in relation with 'materials' and 'materials development'. Tomlinson (1998: 2) states that 'materials' refers to anything which is used by teachers or learners to facilitate the learning of language. It can be in the form of textbook, cassettes, videos, dictionaries, newspapers, etc. Further, Tomlinson (1998: 2) defines a materials development as any action or effort done by writers or teachers in providing courses of language input and exploiting those sources in order to make them useful to promote language learning. Materials development aims to increase the language teaching and learning process which the objective is to improve students' language skills.

The good tasks that can help the students to improve their knowledge should cover the characteristic of good tasks proposed by Nunan (2004) below.

1. content and methodology should be relevant;
2. theory should be derived from practice;
3. the approach should be bottom–up rather than top–down;

4. teachers should be involved in the developing the tasks;

5. content should be derived from the teachers themselves;

6. desirable practices should be modelled in the professional development program;

7. tasks should cover principles of curriculum design and development.

In order to develop good tasks, those characteristics should be considered. The good materials which contain good tasks will give advantage to learners a lot.

b. Materials Development Models

There are some models of materials development proposed by experts which can be used as references in a materials development. David Jolly and Rod Bolitho in Tomlinson (1998: 90) recommend seven steps of materials writing process. The process is defined as follow:

1. Identification of needs for the materials. It is to analyze the students' lacks, wants and necessities that will be used as the references in developing the tasks.

2. Exploration of language. It covers the exploration of what language, what meaning, what function or what skill should be involved in the developing the tasks.

3. Contextual realization of materials. It covers the finding of suitable ideas, contexts or texts that will be done by the students.

4. Pedagogical realization of materials. It includes the finding of the appropriate instruction, exercises, and activities.

5. Physical production which involves layout, type size, visuals and so on.

6. The using of materials by students. It is the try-out step of the developing materials.

7. Evaluation which include comments, criticism, or suggestions to evaluate the developed materials.

Furthermore, Masuhara in Tomlinson (1998: 247) summarizes various different models of the process of a materials design from expert such as Johnson (1989), Richards (1990) and Rubin and Olshstain (1989) as follows.

1. Needs analysis. It covers the analysis of students' personal needs, learning needs and future professional needs, and teachers' which include personal needs, professional needs and instructional needs.

2. Goals and objectives. It derives from the needs analysis.

3. Syllabus design; how units (what are to be learnt) are integrated into a coherent course.

4. Methodology/materials. It is the process of developing materials based on the data collected from needs analysis and the goals and objectives of the tasks.

5. Testing and evaluation. It is the implementation of the developed materials to gain data whether the developed materials are suitable with the learners or not.

The other design materials model is proposed by Borg and Gall (2003). They propose ten steps of designing materials. The steps are as follows:
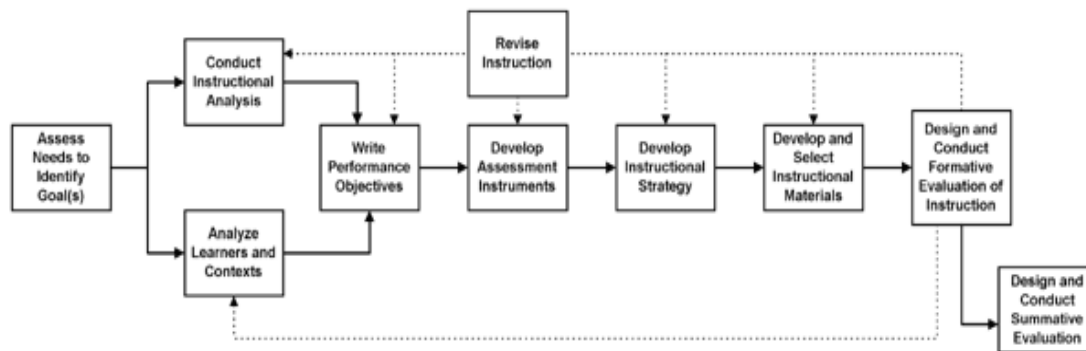
Figure 2. Materials design (Gall, Gall and Borg, 2003: 571)

The first step of this model is needs assessment. It involves the definition of goals for the developed tasks. The second and third steps may occur in either order or simultaneously. Step 2 is to identify the specific skills, procedures, and learning tasks that are involved in reaching the goals of instruction. Step 3 is designed to identify listeners' existing skills and attitudes, the existing characteristics of the instructional setting, and the

characteristics of the settings in which the new knowledge and skills will be used. Step 4 involves translating the needs and goals of instruction into specific performance objectives. The process includes communicating about the goals of the instructional product, the planning of test items, instructional materials, and the instructional delivery system.

Step 5 is the development of assessment the instruments. The instrument should be directly related to the knowledge and skills that have been specified in the performance objectives. Then, in step 6, a specific instructional strategy is developed for assisting learners with their efforts to achieve each performance objectives. Step 7 involves the development of instructional materials. It includes the printed materials such as textbooks or other media such as audiocassettes or interactive video systems.

Steps 8, 9, and 10 involve the distinction of formative and summative evaluation. Formative evaluation is done by the developer during the process of developing the materials in order to support the process of improving its effectiveness. Summative evaluation, on the other hand, is the process of evaluating the developed materials by comparing with other developers'.

The formative evaluation (step 8) is conducted during the development process, and its results are used to revise the draft of the developed materials

(step 9). The revision includes the instruction of the goals, instructional analysis, entry behaviors, performance objectives, test items, instructional strategy, and/or instructional materials.

The summative evaluation is conducted after the development process have completed. It is the last step of the designing materials (step 10). It is not considered as the integral part of the design process since it usually does not involves the designer of the instruction, but instead involves an independent evaluator.

Considering the theories of some materials development models proposed by the expert above, the researcher adapted the models of materials development step proposed by Jolly and Bolitho (in Tomlinson 1998: 90). Regarding the feasibility of the researcher, the models are modified. The steps of exploration of language, contextual realization of materials and pedagogical realization of materials will be done in the process of designing the course grid, since it covers the steps that include in those three phase. After the modification, the steps are defined as follow:

1. Conducting a need analysis. The aim of the needs analysis is to obtain data information about the learners' needs and interests.

2. Designing a course grid. The course grid is developed based on the result of the needs analysis and the existing curriculum.

3. Developing the first draft of the tasks. It will be developed based on the course grid.

4. Try-out/implementation. The try-out is conducted to gain effective judgment of the first draft of the developed tasks.

5. Evaluating the first draft. The evaluation of the first draft of the developed tasks aims at judging whether the first draft of the developed tasks are suitable with the students' needs or not

6. Revising the first draft of the tasks. The revision will be done based on the result of the try-out and the evaluation conducted previously.

7. Writing the final draft of the tasks. The last step is writing the final draft of the developed tasks based on the evaluation of the tasks.

B. Relevant Studies

There are some previous studies related to this research. The first research related to the study has been done by Wida Astuti (2008). The research was conducted to the students of Grade XI of SMA Negeri 7 Yogyakarta. The developed tasks were based on the School-Based Curriculum. There were three units on this research that had been developed based on the genres of report analytical exposition text.

The next research was done by Ria (2010). The aim of the research was to develop listening tasks by using songs. The research was conducted to Grade X students of

MAN Yogyakarta II in the academic year of 2010/2011. In developing the tasks she used songs based as the students interest to learn English through listen to some songs. On developing the tasks, she referred to the SK/KD of the school. The result of the research showed that the students were interest to the developed tasks, and they could understand to what they learned easier.

Those studies prove that developing listening tasks is needed since the students also need various listening tasks in order to improve their listening ability. Moreover, since only few researchers that try to develop the listening tasks for junior high school, it is necessary to the researcher on this research to develop listening tasks for junior high school in order to provide the students the various kinds of listening tasks.

C. Conceptual Framework

As explained in the background and identification of the problem, listening plays important parts in developing language skills. Listening can also help foreign language learners in building vocabulary, develop language proficiency, and improve language usage. So, it can be inferred that emphasizing teaching listening is important.

In order to support the teaching and learning process of listening, the materials should be various. The various materials will help the learners in acquiring the target language easier, since they provide the learners various tasks which will make them

become accustomed to listening to different kinds of voices and situations which can always be found in real life listening.

Materials have important roles in contributing the success of the teaching and learning process of listening. Moreover, good listening materials provide good tasks which stimulate students to listen conversation or spoken English texts more. As the result of implementing the good materials, the students' listening skill ability can be improved.

However, the materials used in teaching and learning of listening at SMP Negeri 2 Grabag did not cover the things above. The teacher did not provide various tasks. He only used the provided text book and students worksheet which did not come with the recording without any intention to develop the tasks into audio form.

The above condition occurred as the effect of the teacher who had limitation in exploring the provided media by the school to provide the learners some good listening materials. As the result, the teaching and learning materials were uninteresting.

Based on the background of the study that had been mentioned before, the objective of this research was to develop listening tasks for the first semester of Grade VIII students of SMP Negeri 2 Grabag. Based on the purpose of the research, this research belongs to research and development (R & D). The product of the research was listening tasks for the Grade VIII students of SMP Negeri 2 Grabag.

The consideration in developing the tasks was based on the need analysis that was conducted by the researcher. It was used in order to find out the students' needs and their learning needs. The data of needs analysis was gained through questionnaire, doing observation, having interview with the English teacher and the Grade VIII students of SMP Negeri 2 Grabag in the academic year of 2012/2013.

In developing the tasks, there were some components proposed by Nunan (2004: 41) that should be considered. The components were goals, inputs, procedures, teacher's roles, students' roles and setting. Moreover, there was an approach to apply the tasks in the course. The Communicative Language Teaching (CLT) was used to teach when implementing the developed tasks. The researcher used the CLT because CLT can help the students to develop their communication competence. Besides, CLT also connected the language that was used in the classroom with the language that was used outside the classroom.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method that was implemented during the research. It covers the design, setting, focus, research procedures, research instrument and the analysis of the collected data.

A. Type of Research

The aim of this research was to develop a finished product that was used effectively in an educational field at SMP Negeri 2 Grabag. Therefore the research was classified as Research and Development (R & D) category (Gall, Gall, and Borg, 2003: 569). The products resulted from R & D were printed materials such as text books and teacher training manuals or other media such as audio cassettes or interactive video systems (Gall, Gall, and Borg, 2003: 570). The finished educational products in this research were printed and audio materials.

B. Setting of the Research

The research was conducted at SMP Negeri 2 Grabag Magelang. The school is located at Jl. Telaga Bleder No. 01 Grabag, Magelang, Jawa Tengah. The research was conducted in the first semester of the Grade VIII students in the academic year of 2012/2013. The subjects of the research were the students and the English teacher. The students were needed to obtain the data in the need analysis. Besides,

they were needed to obtain the data for revising the developed tasks. Meanwhile, the teacher was needed to obtain the data for evaluating the developed tasks.

C. Research Focus

This research was focused on developing listening tasks for Grade VIII students of SMP Negeri 2 Grabag. The researcher developed the appropriate tasks that can be used in both classroom and language laboratory activities. To support this research, information from the students, the English teacher and lecturer were gained. The information and suggestion gained were used to revise the developed tasks.

D. Data Collection Techniques

The data in this research were quantitative and qualitative data which were obtained by administering questionnaires and conducting interviews. The quantitative data were obtained by means of questionnaires. There were three kinds of questionnaires in this research. They were in the form of close-ended. The first questionnaire was used to collect data about the target needs (necessities, lacks, and wants of the learners). Then, the second questionnaire was used to get the expert's judgments related to the developed tasks. The third questionnaire was used to get the students', peers', and teachers' agreements to find the tasks' appropriateness.

The qualitative data were obtained from students' responses and teacher's feedback which were obtained by conducting interviews. Besides, it also was used to prove the data collected from the questionnaires. The interviews were in the form of semi-structured interviews. There were guidelines for the interview. By using semi-structured interviews, the interviewee will be able to develop ideas about the questions (Denscombe, 2007: 176).

E. Research Instruments

The types of instrument that were used in this study were questionnaires and interview guidelines. The data from the interview were in the form of transcripts while the data from questionnaires were in the form of quantitative data.

There were three kinds of questionnaire. The first questionnaire was used to obtain the data for need analysis. It was administered in the first stage of the research. It was administered to Grade VIII students of SMP N 2 Grabag. The obtained data then were used as the references in designing the tasks. The organization of the questionnaire was based on the theory of task components proposed by Nunan (2004). The organization of the questionnaire was below.

Table 1. The Organization of First Questionnaire (Needs Analysis)

No	Question Number	The Purpose of the Question
1	1, 2, 3, and 4	to find out some information about the students' opinion related to English listening skills

(Continued)

2	5	to find out some information related to the students' exposure to input of spoken English
3	6 and 7	to find out some information related to the goals of learning English listening skills.
4	8 and 9	to find out the information about the input in the teaching and learning process of listening.
5	10, 11, and 12	to find out some information related to the tasks that the students have to accomplish during the teaching and learning process of English listening skills.
6	13 and 14	to find out some information about students' opinion related to the topics given.
7	15 and 16	to find out some information about the students' opinion related to the activities during the teaching and learning process of listening.
8	17 and 18	to find out some information about the setting of the teaching and learning process of listening.
9	19, 20, 21, and 22	to find out students' opinion related to the teacher and students roles in the teaching and learning process.
10	23	to find out some information about the students' difficulties in learning English listening skills.

The second questionnaire was administered to obtain the expert's judgments about the developed tasks. The organization of the second questionnaire is presented below.

Table 2. The Organization of the Second Questionnaire (Expert Judgment)

Criteria of the Questions	The Purpose of the Questions	Item Number	References
Goal	To evaluate the goal of the developed tasks.	1	Nunan (2004: 41- 42)
Format	To evaluate the layout used in the developed tasks.	2	Brown (2001: 142) Tomlinson (1998: 97)
	To evaluate the typesetting used in the developed tasks.	3	Brown (2001: 142) Tomlinson (1998: 97)
	To evaluate the illustrations used in the developed tasks.	4	Tomlinson (1998: 276)
Instruction	To evaluate the effectiveness of instructions used in the developed tasks.	5	Tomlinson (1998: 93)
Content	To evaluate the relevance of the material topics related to the students' level.	6	Brown (2001: 142)
	To evaluate input texts of the developed tasks.	7, 8, 9	Nunan (2004: 47- 49)
	To evaluate the activities in each unit.	10, 11	Nunan (2004: 52- 63)
Vocabulary	To evaluate the vocabulary used in the developed tasks.	12, 13	Brown (2001: 142)
Sequence	To evaluate the sequence of the tasks.	14, 15	Brown (2001: 142) Hutchinson and Waters (1987: 62)
Setting	To evaluate the effectiveness of the developed tasks setting.	16	Nunan (2004: 70)
Teacher role	To evaluate the	17	Nunan

	information about the teacher roles in the teaching and learning process.		(2004: 64)
Learners role	To find the information about the learners roles in the teaching and learning process.	18	Nunan (2004: 64)

The third questionnaire was administered after doing the implementation of the tasks. It was aimed to get the teachers', peers' and students' agreements to find the tasks' appropriateness. The gained data were used to revise the designed tasks. The organization of the third questionnaire is presented below.

Table 3. The Organization of Peers' and Teachers' Agreement (Tasks Evaluation)

Criteria of the Questions	The Purpose of the Questions	Item Number	Reference
Goal	To find the information that the goal meets students' need.	5	Nunan (2004: 41-42)
Input	To find the information about students' interest of the input texts in the developed tasks: The input texts are interesting and comprehensible or not	7,8,9,10,14	Nunan (2004: 47-49)
	The input texts are related to students' background knowledge or not	6	

Topic	To find the information about students' preference of the tasks topic: the topics are interesting or not	12	
Instruction	To find the information about the instruction: - the instruction is clear or not	13	Tomlinson (1998: 93)
Procedure	To find the information about the activities in the developed tasks The activities are sequenced from guided to free and are started from easy to difficult or not	17	Nunan (2004: 52-63)
	The activities are varied and interesting or not	15	
Setting	To find the information about the setting of the developed tasks: - the setting of the developed materials meet students' need or not	16	Nunan (2004: 70)
Teacher Role	To find the information about the teacher role in the teaching and learning process.	18	Nunan (2004: 64)
Learners Role	To find the information about learners role in the	18	Nunan (2004: 64)

	teaching and learning process.		
Vocabulary	To find the information about the vocabulary used in the developed tasks: The vocabulary of the tasks help students to acquire more vocabulary	20	Brown (2001: 142)
	The vocabulary is simple and understandable or not	11,19	
Layout	To find the information about layout used in the developed tasks: The layout is interesting or not	22	Tomlinson (1998: 97)
	The tasks arrangement is systematic or not	21	Brown (2001: 142) Hutchinson and Waters (1987: 62)
Standard of Competence	To find the information about the appropriateness of the developed tasks towards Standard of Competence	1	BSNP (2006)
Basic Competency	To find the information about the appropriateness of the developed tasks towards Basic Competency	2	BSNP (2006)
Basic	To find the	3	BSNP

| Competency | information about the appropriateness of the developed tasks towards Basic Competency | | (2006) |
| Indicators activities | To find the information about the appropriateness between indicators and activities | 4 | BSNP (2006) |

Table 4. The Organization of Questionnaire for Students' Agreements (Tasks Evaluation)

No	Question Number	The Purpose of the Questions
1	1 and 2	To find out whether the developed tasks fulfill the goals or not
2	3 and 4	To find out some information related to students' opinion about the developed tasks
3	5 and 6	To find out about the topics given
4	7 and 8	To find out some information related to the input of materials given.
5	9, 10, and 11	To find out some information related to the students' opinion about the developed activities.
6	12	To find out some information related to the instructions of the tasks.
7	13	To find out some information related to the teacher role and learner role
8	14	To find out some information related to the setting of the tasks.
9	15 and 16	To find out some information related to the vocabulary used of the materials
10	17	To find out some information related to the recording of the materials
11	18 and 19	To find out some information related to the layout
12	20	To find out some information related to the vocabulary enriched.

The other instruments were in the form of interview guides. The interviews were used to gain the students' and teacher's evaluation about the developed tasks. The interviews were in the form of semi-structured interviews. The obtained data were used to support the collected data from questionnaire. The organization of the interview is presented below.

Table 5. The Organization of Interview Guide for the Evaluators

No	Question Number	The Purpose of the Question
1	1	To find out whether the developed tasks fulfill the goals or not
2	2	To find out some information related to teacher's opinion about the developed tasks
3	3	To find out some information related to teacher's opinion about the developed activities.
4	4 and 5	To find out some information related to teacher's opinion about the topics given
5	6, 7, 8, and 9	To find out some information related to teacher's opinion about the input of materials given
6	10 and 11	To find out some information related to teacher's opinion about the roles of teacher and students
7	12	To find out some information related to teacher's opinion about the setting of the tasks
8	13	To find out some information related to teacher's opinion about the layout of the developed tasks.
9	14	To find out some information related to teacher's opinion about the recording of the developed tasks.

F. Data Analysis Techniques

After gaining the data, the next step was analyzing the data. There were two kinds of data in this research, namely quantitative and qualitative data. The quantitative data were gained from the questionnaires while, the qualitative data were gained from the interviews. The interviews were recorded and transcribed.

1. Data from Questionnaires

There were three questionnaires used in this research: first questionnaire (needs analysis), second questionnaire (expert's judgement), and third questionnaire (students', peers', and teachers' agreements). The questionnaire that was used for needs analysis was analyzed by using frequencies and percentages. The questionnaire that was used for students' agreement was analyzed quantitatively by using descriptive statistics. Meanwhile, the questionnaire that was used for expert's judgement was not analyzed by using either frequencies and percentages or descriptive statistics. It was only used to get feedback from expert in order to revise the developed materials before trying them out to students.

Likert scale questionnaire was used in tasks evaluation stage. As proposed by Brown and Rodgers (2002: 120), a Likert scale was appropriate to obtain respondents' view and judgment about almost any aspects of language teaching and learning. The assessment of students'

opinion in this questionnaire used ordinal scales in the form of five points of agreement, i.e.

1) Five points or strongly agree (SA) if the respondent strongly agrees with the statement.

2) Four points or agree (A) if the respondent agrees with the statement.

3) Three points for undecided (U) if the respondent neutral to the statement.

4) Two points or disagree (D) if the respondent disagrees with the statement.

5) One point or strongly disagree (SD) if the respondent strongly disagrees with the statement.

For the questionnaire that was used in the task evaluation stage, the researcher used descriptive statistic. To have students' agreement, the researcher used *central tendency*. According to Suharto (2008), central tendency covers three statistics properties: *mean, median, and mode*. However, the researcher only used *mean* to get students' agreement toward the tasks design. "Mean is score if all members of the group have the same scores (Suharto, 2008: 13)." Meanwhile, in this research, the researcher used SPSS program to count the mean.

After gaining students' agreement by using *mean*, the next step was finding the agreement of the effectiveness of the listening tasks. In this stage,

the researcher used quantitative data conversion. Based on the explanation above, the quantitative data was measured based on quantitative data conversion proposed by Suharto (2006). The following table indicates the result of the mean value whether it was effective or less effective.

Table 6. Quantitative Data Conversion

Value	Category	Interval Score	
		Formula	Computation
5	Very good	$\bar{x}>Mi+(1.8 \times SDi)$	$\bar{x}>4.2$
4	Good	$Mi+(0,6 \times SDi)< \bar{x} \leq Mi+(0.6 \times SDi)$	$3.4 < \bar{x} \leq 4.2$
3	Fair	$Mi-(0.6 \times SDi)< \bar{x} \leq Mi+(0.6 \times SDi)$	$2.6<\bar{x} \leq 3.4$
2	Poor	$Mi-(0.6 \times SDi)< \bar{x} \leq Mi-(0.6 \times SDi)$	$1.8<\bar{x} \leq 2.6$
1	Very Poor	$\bar{x}>(1.8 \times SDi)$	$\bar{x} \leq 1.8$

2. Data from Interviews

The qualitative data were collected from the comment from the evaluators and students about the developed tasks. The data were analyzed and described qualitatively using the technique presented by Miles and Huberman (1994: 10). There were three steps in doing this technique: data reduction, data display, and conclusion drawing and verification. The results were used to revise the developed listening tasks.

G. Research Procedures

As this research study was categorized as R & D, the researcher followed the R & D cycle proposed by Jolly and Bolitho (in Tomlinson, 1998: 98) designed model. The steps are explained as follows.

Note:

_____ Dynamic path

– – – – – –► Optional steps and feedback loops
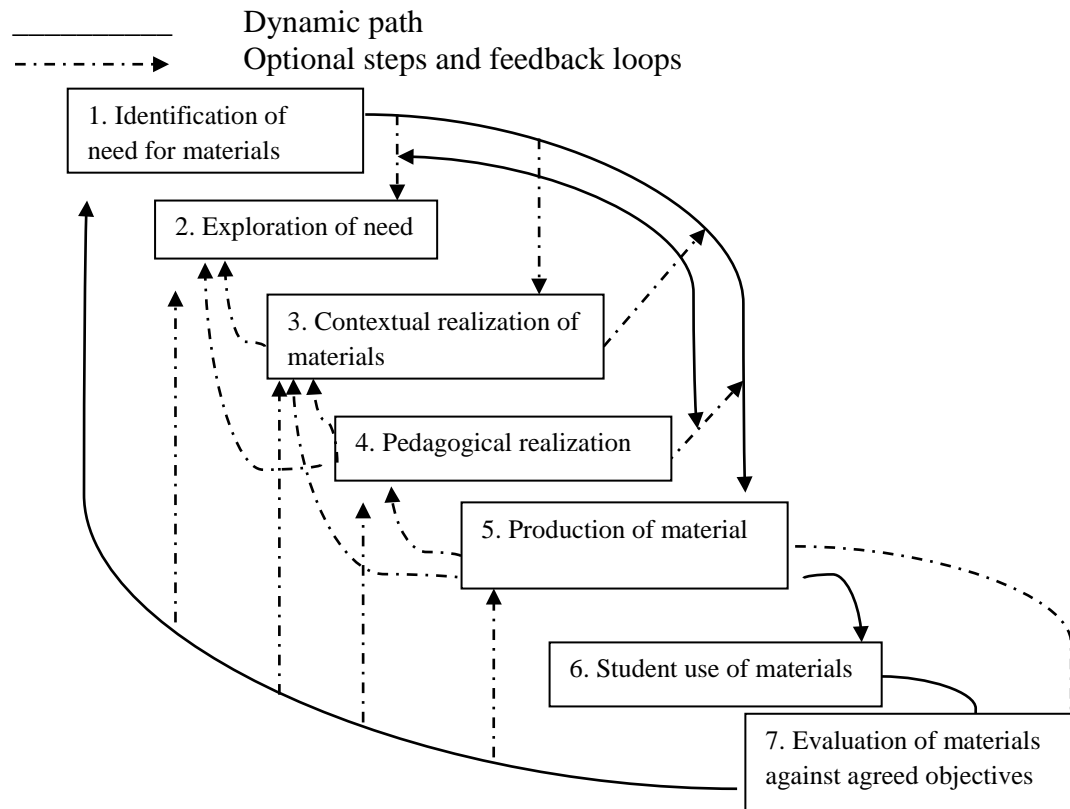
Figure 3. Procedure of developing the tasks

Regarding the researcher's feasibility, some steps above were omitted and modified. The second to fourth steps were modified into designing the course grid, since it covered those three steps. The research steps on this study after the modification were as follow.

```
1  | Identification of
   | needs for materials
   | (needs analysis)
              2 | Writing the
                | Course Grid
                   3 | Production of the
                      | Materials
                          4 | Students use of
                             | Materials
                                 5 | Evaluation of
                                    | the Tasks
                                        6 | Revising the First
                                           | Draft of the
                                           | Materials
                                               7 | Writing the
                                                  | Final Draft of
                                                  | the Materials
```
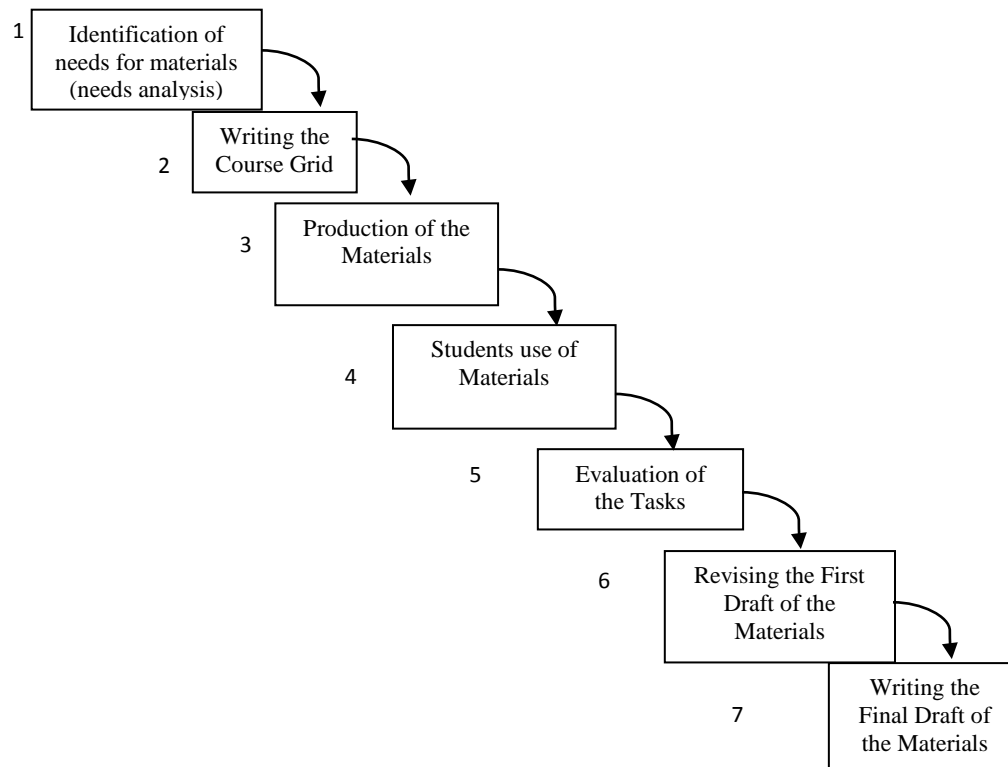
Figure 4: The Modified Process of Materials Writing

Figure 4 shows the modification of the materials writing process which was determined by some reasons. Here is the detailed description of the modified process of the materials writing.

1. Identification of the needs for the materials

Conducting the need analysis was the first step that was done by the researcher. The aim was to obtain information about the students' needs and interests in studying English in relation with listening skill. The information was their profile, the tasks that they used to have, their opinion about the tasks,

and the topic that they wanted to learn. The data then were used as the basis of the next stage of the study.

2. Writing the course grid

In this stage, the researcher wrote the course grid based on the need analysis that had been conducted in previous stage. This step was used as the guidelines in developing the tasks. The course grid covered the area of need/problem in term of the language, the meanings, and the goal of the tasks, the suitable ideas, context or texts with which to work and the appropriate exercises and activities.

3. Production of materials

In developing the tasks, the researcher used the course grids as the guideline to develop in the suitable materials for teaching and learning of listening for Grade VIII students of SMP Negeri 2 Grabag. The design of the tasks referred to the result of needs analysis and the characteristic of a good task. During the process of producing the materials, the judgments from the expert were needed to find out the shortage of the developed tasks. In this step, the expert was the researcher's supervisor.

4. Students use of material / Implementation of the tasks

In this step, the designed materials were tried out to the students. The purpose of this step was to obtain information whether the designed materials were appropriate to the students or not.

5. Evaluating the tasks

In this step the researcher evaluated the tasks based on the questionnaire that was administered to the students and the result of the interview with the English teacher. The collected data then was used to write the final draft.

6. Revising the first draft of the materials

After getting feedback about the materials, the researcher then revised the first draft of the materials. The materials were revised based on feedback suggested by the English teacher and the students.

7. Writing the Final Draft of the Materials

Based on the result of the second questionnaire and interviews with the students and the English teacher, the researcher then revised the materials. The final products of this stage were the final draft of the listening tasks for Grade VIII students of SMP Negeri 2 Grabag.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. RESEARCH FINDINGS

This chapter presents the results of the needs analysis, the process of writing the course grid and developing writing tasks, getting the expert judgement and revising the developed tasks based on the results of the expert judgement, trying out the developed tasks, and also evaluating and revising the developed tasks based on the results of questionnaires and interviews. The explanations of the results are as follows.

1. The Result of the Needs Analysis

The needs analysis was conducted in order to get the data from the students and their needs. It was done by distributing needs analysis questionnaire on Monday, 21 May 2012. The needs analysis questionnaire was in the form of multiple choices. The questions of the questionnaire covered the general questions about the students' profile, the students' needs, and the learning needs.

a. The description of the students' profile

The participants of the needs analysis were Grade VIII C students of SMP Negeri 2 Grabag in the academic year of 2012/2013. The detailed description of the participants can be seen in the following table.

Table 7. The Description of the Students' Profile

Students (Total)	Sex		Age
	Male	**Female**	
27	15	12	13-15 years old

Most of the participant thought that teaching and learning of listening is important. However, they also felt that learning listening is difficult, since they were not accustomed to listen to spoken English. They only got the listening materials at school.

b. The descriptions of the students' needs and the learning needs

The data of the students' needs, the learning needs and the target needs were used to design the course grid and then would be used in designing the tasks. Based on the needs analysis questionnaire, the students' needs, the learning needs and the target needs can be described as follows.

1) The students' needs

Based on the result of the first questionnaire (the needs analysis questionnaire) showed that the highest percentage, that was 88.89% of the students wanted to be able to respond to some simple transactional (to get things done) and interpersonal (to socialize) conversations accurately, fluently, and appropriately in order to communicate with others in daily conversations. The goals were relevant with the curriculum. The students needed some interesting and various listening tasks in order to help them practice listening. Then, the description of the students' needs is presented in the table below.

Table 8. The Descriptions of the Students' Needs

N = 27

Number	Statements of Students' Needs and Learning Needs	Number of Respondents (%)
9.	**What kind of inputs do you want to use in listening activities?**	
a.	Recordings of situational dialogues or monologues	40.47
b.	Videos	11.11
c.	News	7.40
d.	Songs	14.81
e.	Pictures	25.92
14.	**What topics do you like for teaching-learning process of listening?**	
a.	Topics about daily life	44.44
b.	Topics about social life	7.40
c.	Topic about teenagers' life	37.07
d.	Topics about culture and entertainment	18.51
16.	**What kind of activities do you want to do in the teaching and learning process of listening?**	
a.	Listening for gist	48.14
b.	Listening to detail information	33.33
c.	Listening to formal and non-formal expressions	33.33
d.	Listening and making predictions	33.33

(See Appendix B)

Where ■ : two highest scores

Based on the table above, it could be inferred that 40.44% of students wanted some recordings of situational dialogues or monologues. Besides, 25.92% of the students chose pictures as the inputs to use in the teaching-learning listening process. Those are the two highest scores for the inputs options. In line with the goal of the needs analysis which had been described

earlier, the result showed that 48.14% students liked listening for gist as the activities in teaching and learning process of listening. Besides, they liked listening to detail information, listening to formal and less-formal expressions, and listening and making predictions. The result showed 33.33% students voted for each activity. In addition, for the topic of the lesson, 44.44% students chose the topic that related to daily activities. Meanwhile, 37.07% students chose the topic which is related to teenagers' life.

The result of the needs analysis above in terms of the students' needs was supported by the result of the interview with the English teacher. According to him, the students needed various listening tasks, since it would bring them a new experience in learning listening. He added that the students liked to learn about something that closes to them, such as daily life activity and teenagers' life.

2) The Learning Needs

The learning needs covered some aspects: procedures (activities), teacher roles, learner roles, settings and the students' difficulties. Based on the needs analysis questionnaire, the result of the learning needs is described in the below.

Table 9. The Description of Learning Needs

Number	Statement of Students' Needs and Learning Needs	
10	**What kind of activities do you want to do in pre-listening tasks?**	
a.	Reading something relevant to the materials	3.70
b.	Predicting the content of the materials	7.40

c.	Looking at pictures related to the materials	51.85
d.	Studying the vocabulary and grammatical structure used in the materials	51.85
11.	**What kind of activities do you want to do in while-listening tasks?**	
a.	Completing a text	37.07
b.	Answering true/false questions	18.51
c.	Answering wh-questions	7.40
d.	Listening and making predictions	44.44
e.	Choosing pictures based on the specific clues	48.14
f.	Checking tables related to the materials	37.07
g.	Note taking	11.11
12.	**What kind of activities do you want to do in post-listening tasks?**	
a.	Discussions and presentation	14.81
b.	Role play	44.44
c.	Game	37.07
d.	Writing the similar text type	18.51
e.	Practicing pronunciation	7.40
18.	**In doing the listening tasks, you prefer doing the tasks in ……………………..**	
a.	Classical	18.51
b.	Small groups	40.74
c.	Pairs	48.14
d.	Individual	11.11
20.	**In the teaching and learning process of listening, you want your teacher to be a/an …………..**	
a.	Observer	18.51
b.	Facilitator	29.62
c.	Participant	-
d.	Performer	18.51
e.	Motivator	48.14
22.	**In the teaching and learning process of listening, you want to be a/an …………..**	
a.	Observer	-
b.	Facilitator	16.71
c.	Participant	25.92

d.	Performer	70.73
e.	Motivator	-
23.	**What are the difficulties that you find in the teaching and learning process of listening?**	
a.	Finding the main idea of the texts.	18.51
b.	Finding the detailed information of the texts	14.81
c.	Understanding the meaning of unfamiliar words of the texts.	25.92
d.	Understanding the questions related to the texts.	3.70
e.	Missing some words of the recorded materials.	37.07

(See Appendix B)

Where ▩ : two highest scores

The first explanation was about the procedures or the activities. According to the table, it could be assumed that the students liked to look at picture and study the vocabulary and grammar related to the materials for pre-listening tasks. The result showed 51.85% students voted both activities. For while-listening tasks, 48.14% of students liked to choose some pictures based on the clues. Besides, in the second rank, 44.44% of them liked to listen and make predictions. In addition, for the activities in post-listening tasks, they liked to have role plays and games. The result showed 44.44% and 37.07% of students voted for each activities.

The next aspect was the teacher roles. In doing the listening tasks, 48.12% of the students wanted their teacher to motivate them. It meant that they wanted the teacher to support them in expressing themselves in the teaching and learning process of listening. Besides, 29.62% of the students

also wanted their teacher to be a facilitator in which they wanted the teacher to guide them in doing the listening tasks.

The other aspect of the learning needs was learner roles. Most of the students wanted to be the performer in the teaching and learning process of listening, and the result showed 70.73% students who voted it. It meant that they wanted to be active learners. On the other hand, 25.92% of the students wanted to be the participant of the teaching and learning process of listening. It could be inferred that they wanted to listen to the teacher.

Then, the fourth aspect was settings. Based on the teaching-learning process that the students had in the class, they liked to do the assignments in pairs. There were 48.14% of the students who voted it. In addition, there were 40.74% of the students who chose doing the assignments in small groups.

The last aspect was the students' difficulties. Most students got difficulties in getting some words of the recorded materials. The percentage of the number of the students who voted it was 37.07%. However, the other students had less understanding of some unfamiliar words. There were 25.92% of the students voted it and it was the second number of all the percentages.

The result of the needs analysis above in term of the learning needs was supported by the result of the interview with the English teacher. According to him, most students had lack vocabulary. They often missed some words when they listen to spoken English materials. Therefore, based on

the teacher's view, the developed materials should give more vocabulary tasks.

From the explanation above, it could be assumed that the highest percentage of each statement of the students' needs and the learning needs was usually used as the most considered item in designing the course grid and listening tasks. It was also supported by the result of the interview with the English teacher. However, the other items were used if they suited the students' needs.

2. The Course Grid

After the students' needs and the learning needs had been identified, the next step was writing the course grid. The course grid was used as a guideline in designing writing tasks. There were some considerations in writing the course grid: the results of the needs analysis, the Standard of Competence, and the Basic Competency.

Based on those considerations, the course grid had twelve aspects: school, class and semester, the Standard of Competence, the Basic Competency, unit, objectives, indicators, input of materials, activities, teacher roles, students roles and setting. Here is the explanation of some aspects of the course grid. Based on the course grid, the developed materials had three units and nine tasks in each unit. The developed tasks followed the stages in activities types of listening so that there would be three stages in each unit: pre-listening activities, while-listening activities, and post-listening activities. Pre-listening activities stage was aimed to activate the students' prior

knowledge. Then, while-listening activities stage was aimed to drill the students' listening skills, and post-listening activities stage was used as the follow-up activity. Besides, the bottom-up process was used to develop the materials.

Then, the course grids determined how the units would look like. They were developed based on Nunan's six components stated before. Here is the general outline of the unit.

The unit design:
- *Unit Title*
- *Warming Up*
- *Let's Get Ready*
- *Let's Have a Practice*
- *Summary*
- *List of Difficult Vocabulary*

All units consist of the components mentioned before. First, the unit titles are according to the topic that the students like. They are *Super Stars*, *Can I Have a Pen*, and *What a Charming Dress!*. In the same page, there is a 'warming-up' paragraph that is intended to build the students awareness about what they will study in each unit or the learning goals. It is also aimed to generate the students' attention. The third component is *Let's Get Ready*. In this part (Lead-in), the students are given some pictures, vocabulary list or questions to help them prompt their background knowledge of the topic. This section leads the students to the main teaching and learning process in *Let's Have a Practice*.

The *Let's Have a Practice* consists of many tasks which are graded from the easy to the more difficult ones and from the guided to the freer tasks. At the starting point, there is a task which is functioned like a pre-test. It is important to have such task because of the theory of Deductive Learning. Then, there are some explanations of the grammatical features and the language functions that will be learned in the unit. Since the focus on the developed materials is grammar and language function in spoken language, the explanations are about the use of the expressions of some language functions covers the formal and less-formal form. In addition, there are some explanations of noun phrase (word order) in *Unit 1*.

The bottom-up and top-down processes were applied in this part of units. The bottom up process was applied in some tasks that needed more comprehension in term of vocabulary. The top-down process was applied in the checking students understanding of the tasks.

After the main teaching and learning activities, the students are given a task to check whether or not they have understood what have been taught in the teaching and learning process. The activities are different in each unit. In *Unit 1*, the students are asked to do a guessing game. For *Unit 2*, the production tasks are role play. Meanwhile, in *Unit 3*, the students are asked to arrange a lyric of a song. After that, there is the *Summary* of the lesson. The last component in the developed units is *List of Unfamiliar Vocabulary*. It provides some unfamiliar words which are found in the tasks and their

meanings and pronunciation transcript. For the detail of the course grid can be seen in *Appendix C*.

3.   The Developed Tasks

a.   Unit 1

Unit 1 was developed based on this Basic Competency: *responding to the meaning within simple monologues accurately, fluently, and appropriately to communicate with others in the form of descriptive.* Therefore, in this unit, the researcher focused on describing people. The title of this unit is *My Favourite Singers* and it consists of nine tasks. The topic of this unit is teenagers' idols. In addition, this unit focused on words order of noun phrase and vocabulary which is related to the texts.

At the beginning of the unit, there is a warming-up questions which tell the students that they will learn about how to describe people. Coming after the attention opener paragraph is Task 1. In this task, the students are asked to find the meaning of some words related to parts of body and then classified them into the correct option. Task 2 then comes to generate the students to be aware of the language features that would be learnt. In the beginning of the task, there is a list of words that will be used to complete the text about a singer. After that, based on the recorded materials, the students complete the text with previous vocabulary. Task 3 then comes to check the students' understanding about the previous task.

After the students know their own competence, there is an explanation of describing people; that is in Task 4. This task covers the tenses that is used

to describe people. Besides, it also provide the rules of word order to form a Noun Phrases and the pronounciation transcript.

Task 5 is used to check the students understanding about the word order to form the noun phrase. The task is reordering the jumbled words into good sentences. After that, in Task 6 the students are asked to able to differentiate some people's appearance. Meanwhile in Task 7, the students have to get the detail information of the recorded text, and then in task 8 they have to guess the correct picture based on the detailed information from the recorded text.

Task 9 is the production activity. The activity is guessing game. The students have to guess the super stars based on the clue. The detail of the developed task is presented below.

Table 10. The General Description of Unit 1

Tasks Number	Goals	Tasks
1.	Leading the students to the topic of the Unit.	Finding the meaning of the words used to describe people. Then, classifying them as the description of age, hair or height.
2.	Giving an example of a descriptive text about describing people.	Find the meaning of some words of a passage. Then listening to the recorded text and filling the blanks with the appropriate words.
3.	Leading the students to the language focus: Noun phrase.	Answering questions related to the previous recorded text.
4.	Helping the students to have more understanding of the	Studying the grammatical pattern of

	grammatical patterns of describing people, noun phrase and words order.	describing people, vocabulary used in describing people, and words order of noun phrase.
5.	Helping the students to have more practice in ordering words into a good noun phrase.	Arranging jumbled words into a good sentence.
6.	Helping the students to differentiate the physical appearance of people.	Listening to the recording and the crossing the correct pictures.
7.	Helping the students to practice listening for details.	Listening to the recording and the checking the correct options based on the clue.
8.	Helping the students to practice listening for gist.	Listening to the recording and then matching the correct pictures based on the clue.
9.	Helping the students to be able to describe people using the noun phrase.	Doing guessing game.

(See Appendix D)

b. Unit 2

Unit 2 was developed based on this Basic Competency: r*esponding to the meaning within simple transactional (to get things done) and interpersonal (to socialize) conversation using oral language accurately, fluently, and appropriately in order to communicate with others involving the expressions of asking for things, offering things, and responding to the expressions of asking for and offering things*. The topic of this unit is Things Around Us. This unit is focused on the formal and less-formal of the expressions asking for things, offering things, and responding to the

expressions of asking for and offering things and vocabulary related to the materials.

In *Let's Get Ready*, firstly comes Task 1. Here, the students raise their background knowledge by finding the meaning of some vocabulary that is used in the materials. The task is used to lead the students to the next task. Task 2 is the first task of *Let's Have a Practice* activity. It asks the students to complete a dialogue script with some information based on the recording. Then, they have to answer some related questions. It is meant to lead them to the language focus of the unit.

Task 3 is the discussion of the language focus of the material. It is about the expressions of asking for and giving things and the responses. It also covers the formal and less-formal form of the expressions. Then, to drill the students understanding, Task 4 asks the students to be able to differentiate the expressions of asking for and offering things. Coming after Task 4, Task 5 is aimed to check the students' understanding of the use of formal and less-formal form of the expressions. Then, Task 6 is asks the students to be able to differentiate the expressions of receiving and refusing things. Task 7 is designed to make the students are able to use the expressions in a dialogue. Task 8 is the follow-up activity. It is used to check the students' understanding about the previous task.

Then, task 9 is the production activity. In this task, the students have to do a role play based on the situation card that they have chosen before. The detail explanation of the unit is presented below.

Table 11. The General Description of Unit 2

Tasks Number	Goals	Activities
1	Helping the students to have vocabulary building.	Finding the meaning of some words in the dictionary
2	Giving an example of a dialogue using the expressions of asking for and offering things, and the responding.	Listening to the recorded dialogue and then filling the blanks with the missing words. After that, answering the following questions.
3	Leading the students to the language focus: formal and less-formal form.	Studying the expressions of asking and giving things and the responses including the formal and less-formal form.
4	Helping the students to differentiate the expressions used to express asking for or offering things.	Listening to some recorded exchanges, and checking the table for the correct options.
5	Helping the students to differentiate the formal and less-formal of the expressions of asking for and offering things and the responses.	Listening to some recorded exchanges, and checking the table for the correct options.
6	Helping the students to differentiate the responses used to respond the expressions of asking for and offering things.	Listening to some recorded exchanges and drawing a smile face for the accepted response or a sad face for refused response.
7	Helping the students to listen to the detailed part of the used expressions.	Listening to a recording of a dialogue and rearranging the jumbled dialogue script.
8	Helping the students to understand the contents of the dialogue they listened to.	Answering questions related to the dialogue in the previous task.
9	Checking the students understanding about the materials.	Making a role play about the given situation.

(See Appendix D)

c. Unit 3

Unit 3 was developed based on this Basic Competency: *responding to the meaning within simple transactional (to get things done) and interpersonal (to socialize) conversation using oral language accurately, fluently, and appropriately in order to communicate with others involving the expressions of giving compliment and the responses*. The topic of this unit is complimenting. This unit is focused on the formal and less-formal of the expressions giving compliment and vocabulary related to the materials.

The unit is entitled *What a Charming Dress*. It begins with some questions related to the material to lead the students to the topic of the unit. Then, in *Let's Get Ready* activity, there is Task 1. In Task 1 the students have to find the meaning of some provided words and match them with the correct picture. This task is used to lead the students to the next tasks.

Task 2 is the beginning of the *Let's Have a Practice* activity. This step is the main teaching activity. In Task 2 the students is provided with a conversation script, and they have to complete the script based on the recorded conversation. Then, Task 3 is the detail explanation of the language focus of the unit. It is the expressions of giving compliment and the responses. It also covers the formal and less-formal form of the expressions. Besides, it also provides the explanation of how to form a phrase that is used to compliment someone's look. Task 5, 6, and 7 then come to check the students' understanding about the explanation in Task4. Task 8 and Task 9 are used to check the students' understanding of the whole material.

Task 10 is the production activity. In which the students have to arrange the jumbled lyrics of the song. This activity is aimed to break the students' boredom. Besides, it is also aimed to provide the students the other way to give compliment.

Table 12. The General Description of Unit 3

Tasks Number	Goals	Activities
1	Helping the students to have vocabulary building about the topic of the unit.	Finding the meaning of some words in the dictionary.
2	Giving an example of a dialogue using the expressions of giving compliment and the responses	Listening to the recorded dialogue and then filling the blanks with the missing words.
3	Helping the students to get the example of expressions of giving compliment and the responses.	Answering questions related to the dialogue in previous task.
4	Helping the students to have more examples of expressions of giving compliment and the responses.	Studying the expressions of giving compliment and responses including the formal and less-formal form.
5	Helping the students to have vocabulary used in giving compliment and the grammar focused: exclamatory sentence.	Finding the meaning of some words in the dictionary and then using the word to give compliment to a picture of kinds of clothes.
6	Helping the students to differentiate the expressions of giving compliment and the others.	Listening to some exchanges and checking the table for the expressions of giving compliment.
7	Helping the students to differentiate the formal and less-formal of the expressions of asking for and offering	Listening to some recorded exchanges, and checking the table for the correct options.

	things and the responses.	
8	Helping the students to have vocabulary building of some words used in dialogue containing the expressions of giving compliment.	Matching a phrase and words to the definitions.
9	Helping the students to understand the use of the expressions of giving compliment and the responses.	Listening to the recording of a dialogue then filling the blanks with the right words.
10	Checking the students understanding about the materials.	Listening to a song related to the material and rearranging the jumbled stanzas.

(See Appendix D)

4. The Expert Judgement

The three units had been developed. Then, the developed tasks became the first draft that can be seen in *Appendix D*. However, the developed tasks still needed some revisions. The revisions came from the supervisors. The researcher administered the second questionnaire to evaluate the developed tasks on 5th November 2012. From the result of the questionnaire, it can be inferred that the developed tasks were good according to the data conversion proposed by Suharto (2006). All aspects of the developed tasks that were assessed such as goal, format, instruction, content, vocabulary, sequence, setting, teacher role, and learner role were in good category that can be seen in the following table.

Table 13.The Result of the Expert Judgement

Components	Mean	Category
Goal	4	Good
Format 1	4	Good

Format 2	4	Good
Format 3	4	Good
Instruction	4	Good
Content 1	4	Good
Content 2	4	Good
Content 3	4	Good
Content 4a	4	Good
Content 4b	4	Good
Content 4c	4	Good
Content 5	4	Good
Vocabulary 1	4	Good
Vocabulary 2	4	Good
Sequence 1	4	Good
Sequence 2	4	Good
Setting	4	Good
Teacher role	4	Good
Students role	4	Good

(See Appendix F)

However, the supervisor suggested that the developed tasks should be revised. She suggested removing one task in every unit and giving one task for post activity that covered the four skills of English in every unit. Besides, she also suggested giving more attention on grammatical errors. The parts of the units that needed to be revised are presented below.

a. Unit 1

Based on the result of the expert judgement, all aspects of Unit 1 were achievable. The activity in each task was good and appropriate to the students' need. However, there were some aspects that needed to be revised. The revisions were presented below.

Table 14. The Revision of Unit 1

Parts of the Units	Suggestions	Revisions	Reasons
Topic	Revise the pictures and the topic.	The topic was changed from Super Stars into Favourite Singer and the pictures were changed to more updated singers.	The topic should be more focused and clear what super stars that the researcher meant. So, the students could easily understand what super stars that they should recall. As the result, the topic revision had fulfilled the suggestion.
Task 7	Remove the task	The task was removed.	The task was less varied. Since it was too difficult for the students. Hence, the revision had fulfilled the suggestion.
Task 9	Revise the rule of the game	The rule of the game should be revised based on the 21 Game.	The previous task was not authentic. Besides the instructions were not clear. To make them clear, the revisions should be adapted from 21 Game. As the result, the rules of the game were clearer, and the

			task revision had fulfilled the suggestion.

Beside the revisions above, the expert suggested giving one more task for the post activity. The researcher decided to give a task after task 7. So, in task 8 the students should re-write the characteristics of the singer based on what they hear in previous task.

b. Unit 2

Table 15. The Revision of Unit 2

Parts of Unit	Suggestions	Revisions	Reasons
Task 7	Remove the task	The task was removed and replaced with the new task.	Task 7 was not suitable with the topic of the unit. Besides it was less varied. Therefore, the task was replaced with the new task. It was the exercise of the expressions used. As the result, the revision had fulfilled the suggestion.
Task 8	Remove the task	The task was removed and replace with the new task.	Task 8 should be the follow-up of Task 7. Hence, the revision had fulfilled the suggestion.

c. **Unit 3**

Table 16. The Revision of Unit 3

Parts of Unit	Suggestions	Revisions	Reasons
Task 8	Remove the task	The task was removed and replaced with a new task.	The task was too difficult. Besides, it was less varied and uninteresting. Hence, the revision had fulfilled the suggestion.
Task 9	Remove the task	The task was removed.	The task was too difficult. As the result, the revision had fulfilled the suggestion.

5. **The Try-Out of the First Draft, Evaluation, and Revision of the Developed Tasks**

a. **The try-out of Unit 1**

The try-out of Unit 1 was conducted in two days. The first was on 19 November 2012 and there were 25 students who attended the class. Two of them were absent. The researcher could implement nine tasks of Unit 1, Task 1 until Task 9. Unfortunately, the class was over and the students had not finished the task yet. Therefore, she continued the try-out next meeting on 25 November 2012. The second try-out was attended by 27 students and it could cover the rest of the tasks of Unit 1. Then, she

administered the questionnaire to the students and interviewed three of them.

b. Evaluation of Unit 1

After finishing the try-out, the researcher gained the students', peers', and teacher's agreements toward Unit 1by administering the third questionnaire to the teacher and English education department students and fourth questionnaire to the students. She also interviewed three students representing both individual and field try-out groups. The results of the evaluation of Unit 1 are explained in detailed below.

1) The Teacher's and Peers' Agreements toward Unit 1

The teacher's and peers' agreements were used to evaluate the developed materials especially the course grids. They were expected to use their knowledge of what good materials are and how they should look like. The result of their agreements can be seen in the following table.

Table 17. The Result of the Teachers' and Peers' Assessment of Unit 1

Components	Mean	Category
The appropriateness between the developed tasks and the Standard of Competence.	4.40	Very good
The appropriateness between the developed tasks and the Basic Competency.	4.60	Very good
The appropriateness between the Basic Competency and indicators.	4.20	Good
The appropriateness between indicators and the tasks	4.30	Very good

Goal	4.30	Very good
Input 1	4.10	Good
Input 2	4.40	Very good
Input 3	4.30	Very good
Input 4	4.20	Good
Input 5	4.30	Very good
Input 6	4.20	Good
Procedure 1	4.00	Good
Procedure 2	4.30	Very good
Teacher Role	4.10	Good
Learner Role	4.10	Good
Setting	4.20	Very good
Topic	4.10	Good
Instruction	4.00	Good
Vocabulary 1	4.40	Very good
Vocabulary 2	4.30	Very good
Vocabulary 3	4.10	Good
Layout 1	4.10	Good
Layout 2	4.30	Very good

(See Appendix H)

Based on the table, the result shows that the teachers and the English department students agreed that the materials in Unit 1 were appropriate with the Standard of Competences. It was achieved with the mean value of 4.40. According to Quantitative Data Conversion proposed by Suharto (2006) the mean value belonged to the *very good category* because the mean value is more than 4.2 ($\bar{x}$>4.2). Then, the appropriateness of Basic of Competency and the developed materials was gained in the mean value of 4.60.The result also showed that the indicators of the developed materials were also appropriate to the Basic competency. This appropriateness was gained in the mean value of 4.20. It was regarded as good category since the

mean value was between 4.20 and 3.40 $(3.4 < \bar{x} \leq 4.2)$. For the appropriateness between the activities and the indicators, the result showed the mean value of 4.30 which is regarded as *very good*. It meant the activities were appropriate to the indicators of the developed materials.

a) Goal

The aim of Unit 1 was to enable the students to describe someone's physical appearance. As shown in the earlier table of the teacher's and peers' agreements, the goal was appropriate because the mean value was 4.30 which was regarded as *very good* category. The data showed that the peers agreed that the developed tasks help the students in listening to the feature of the descriptions of someone's appearance. Therefore, the aim was achieved and the component was appropriate.

b) Input

The input was evaluated in some statements in the questionnaire in order to gain the detailed analysis. The statements were about the language and the topic used in the input texts and also the length; the clarity of the instructions; and the clarity of the explanations of the materials, also its contribution to motivate the students to learn. All statements were in the range of mean value of 4.10 – 4.40 which showed that the component was achievable.

c) Procedure

The procedures of Unit 1 were evaluated based on the statement in the questionnaire that covered the sequence of the procedure, and the variety of the tasks. They were achieved with the mean values of 4.00 and 4.30. The data showed that the procedures were varied, interesting, and sequenced from guided to free and started from easy to difficult.

d) Teacher Role

The teacher roles in Unit 1 were evaluated based on the instructions of the developed tasks. They were achieved with the mean value of 4.10. It meant that the teacher role was regarded as *good category*. Besides, the data showed that the teacher role was clearly stated in the instructions of the developed tasks. In conclusion, the teacher roles were achievable.

e) Learner Role

The learner roles in Unit 1 were evaluated based on the instructions of the developed tasks. It was achieved with the mean value of 4.10 which was regarded as *good category* Based on the data, it could be concluded that the learner role was clearly stated in the instructions of the developed tasks. In conclusion, the learner roles were achievable.

f)   Setting

The settings of Unit 1 were whole class, small group works, pair works, and individual. As shown at the earlier table of the teacher's and peers' agreements, the goal was appropriate because the mean value was 4.20 which was regarded as *very good* category.Based on the gained data, it can be assumed that the developed tasks provide varied activities which have varied settings. In conclusion, the settings were achievable.

g)   Topic

The topics of Unit 1 were interesting. They were parts of human's body, favourite idols, and people's characteristics. They were achieved with the mean value of 4.10. The data were regarded as *good category*. In conclusion, the topics were achievable.

h)   Instruction

The instructions of Unit 1 were evaluated based on their clarity. Based on the data gained from the peers' and teacher's agreement, it could be concluded that the instruction was regarded as *good category*. It was achieved with the mean value of 4.00. It meant that the instructions were clear and understandable. In conclusion, the instructions were achievable.

i)   Vocabulary

The vocabulary of Unit 1 was evaluated in some statements in the questionnaire. First, it was evaluated in term of the simplicity of

the vocabulary used. The data showed that most of the respondents agreed that the developed material was used simple vocabulary. It was achieved with the mean value of 4.40. It meant that the vocabulary used was understandable. It was achieved with the mean value of 4.30. It also helped the students to acquire more vocabulary. It was achieved with the mean values of 4.10. Based on the data, it could be concluded that the vocabulary was achievable.

j)   Layout

The layout of Unit 1 was evaluated in terms of tasks arrangement and the layout of the tasks. The data showed that the layout of the developed material was interesting. It was achieved with the mean value of 4.10. It was regarded as *good category*. In addition, the tasks arrangement was systematic. It was arranged from guided to free and easy to difficult. It was achieved with the mean values of 4.30 which was regarded as *very good category*. In conclusion, the layout was achievable.

With reference to the explanation above, it could be inferred that all components of Unit 1 were achievable. The gained data showed that the components of the developed materials were in good and very good category. It could be inferred that the developed materials were achievable.

2) **The Students' Agreement Toward Unit 1**

The result of the students' agreement toward Unit 1 can be seen in the following table.

Table 18. The Result of the Students' Agreement of Unit 1

Components	Mean	Category	Standard Deviation
Goal 1	3.92	Good	**.400**
Goal 2	4.12	Good	.440
Input 1	3.92	Good	.812
Input 2	4.16	Good	.800
Topic1	3.60	Good	.816
Topic 2	**4.36**	Very good	.569
Input 3	3.80	Good	.764
Input 4	4.04	Good	.611
Procedure 1	3.80	Good	.816
Procedure 2	4.04	Good	.735
Procedure 3	3.80	Good	.816
Instruction	4.04	Good	.676
Teacher role	3.84	Good	.688
Learner role	3.84	Good	.688
Setting	4.24	Very good	.597
Vocabulary 1	4.08	Good	.702
Vocabulary 2	4.00	Good	.577
Recording	**3.04**	Fair	**.889**
Layout 1	4.00	Good	.764
Layout 2	4.00	Good	.764
Vocabulary 3	4.00	Good	.764

(See Appendix H)

Based on the table above, the description of each component can be described below:

a) Goal

The goals of unit 1 were to help the students practice the listening skill by using listening tasks and understand spoken short functional text in the form of descriptive. They were achieved with the mean values of

3.92 and 4.16. They were regarded as *good category* since the mean values were between 3.4 and 4.2 (Suharto, 2006). The data were supported by the following interview excerpts:

> R : *Apakah materi tersebut membantumu berlatih listening skill, terutama untuk mendengarkan tentang deskripsi seseorang?* (Do the materials help you in practicing listening skills especially in listening to someone's appearance?)
>
> N : *Iya, Miss.* (Yes, they do, Miss.)

(Appendix IA1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

> R : *Oh gitu. Jadi apakah materi tadi membantumu berlatih kemampuan mendengarkan bahasa Inggris lisan?* (Oh I see. So, do the materials help you to practice your listening skill?)
>
> S : *Iya, Miss.* (Yes, they do, Miss.)

(Appendix IA3/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

From the interview, it can be concluded that the students agreed with the goals *(see Appendix I)*. In conclusions, the goals were achievable.

b) Inputs

The input texts of Unit 1 were monologues of descriptive text. They were also related to the students' background knowledge, interests, and comprehensible. They were achieved by the mean values of 3.92, 4.16, 3.80, and 4.04. According to the Data Conversion proposed by Suharto (2006), they were in *good category*. The data were supported by the interview. It covers the texts, the questions, the topic, and the instructions of the materials.

> R : *Nah, kalau penjelasan materinya gimana? Mudah dipahami ga?* (How about the explanation of the material? Is it easy to understand?)

N : *Mudah. Sebenarnya dari kata-katanya mudah dipahami.Yang membingungkan karena kurangnya vocabulary.* (It's easy. Actually thw words are easy to understand but sometimes it is confusing because of the lack of vocabulary.)

R : *Oh... Dari anak-anaknya sendiri ya?Terus kalau instruksinya gimana?* (So, it's from the students themselves, isn't it? Then, what do you think of the instructions?)

N : *Instruksinya jelas. Mudah dipahami.* (It is clear and easy to understand.)

R : *Terimakasih. Terus teksnya gimana?* (Thank you. Then, how about the text?)

N : *Teksnya? Teksnya sebagian ada yang mudah, sebagian juga ada yang susah. Kalau waktu diawal itu mudah, tapi nanti kalau uda mau task yang terakhir itu susah.* (The text? Some of the texts are easy; but some of them are difficult. In the beginning, the text was easy, but then the next steps improve into the difficult one.)

(Appendix IA1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

Based on the data, the inputs were understandable. In conclusion, the input was achievable.

c) Procedure

The procedures of Unit 1 were varied, interesting, sequenced from guided to free and started from easy to difficult. They also motivated the students to learn and developed their confidence. They were regarded as *good category*. They were achieved with the mean values of 3.80, 4.04, and 3.80. The data were supported by the interview excerpt below.

R : *Ok. Aktivitasnya gimana?Menarik dan beragam ga?* (What about the activities? Are they interesting and varied?)

D : *Iya Miss. Bikin kita ga bosen di kelas.* (Yes, it is. It makes us feel unbored.)

R : *Mmm..Dari aktivitas-aktivitas yang ada itu, apakah membantumu mengembangkan listening skillmu?* (Do the activities help you develop your listening skill?)

D : *Iya Miss. Karena aktivitasnya beragam, jadi kita bisa dengerin macem-macem. Misalnya, yang didengerin banyak, tapi yang dicari tuh cuma satu poinnya aja.* (I think so Miss. Since the activities are varied, so we can learn various listening activities. For example, there are some tasks in which we have to listen to a long conversation, but actually we only need to focus on an idea.)

R : *Ohh. Maksudnya seperti mendengarkan detail informasinya ya?* (Do you mean listening to detailed information?)
D : *Iya, Miss. Gitu.* (Yes, I do. Miss)

(Appendix IA2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

From the interview, it could be assumed that the procedures were interesting, varied, and sequenced from guided to free and easy to difficult *(see Appendix I).* Therefore, the procedures were achievable.

d) Teacher Role

The teacher roles in Unit 1 were to explain the materials, to monitor the students, and to guide the students in doing the tasks. It was achieved with the mean value of 3.84 which was regarded as *good category*. The data were supported by the interview.

R : *Oh gitu ya..Nah kalau tentang gurunya gimana?Menurutmu gurunya sudah aktif memandu, memonitor, dan memberikan penjelasan?* (Oh I see. How about the teacher role in the class? Is she active monitoring, guiding and giving explanation to the students?)
N : *Gurunya aktif. Suka keliling kelas sama saat kita gak tau, gurunya nanya 'bisa gak? Ada yang ditanyain?.Gurunya juga ngasih penjelasan tentang materinya.Kemudian kalo awal-awal itu, gurunya biasanya memancing kita jawab pertanyaan.* (The teacher is active. She often goes around the class and when we don't know, she asks Can you do it? Any question? She also gives an explanation of the materials. In the beginning, she usually gives some hints for us in answering questions.)

(Appendix IA1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

From the interview, it could be concluded that the teacher explained the materials in the beginning, monitored the students, and gave some hints if they had difficulties *(see Appendix I).* In conclusion, the teacher roles were achievable.

e) Learner Role

The learner roles in Unit 1 were active in doing the tasks and they asked if they did not understand. It was achieved with the mean value of 3.84 and regarded as *good category*. The data were supported by the interview excerpts below.

> R : *Kalau siswanya gimana? Apakah mereka juga berpartisipasi?* (How about the students? Do they participate?)
>
> N : *Ya..ada yang iya ada juga yang engga. Tapi kalau pas aktivitas mendengarkan, semuanya juga menyimak kok.* (Some of the students participate in the lesson, but the others do not. However, in listening activities all of the students participate.)

(Appendix IA1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

> R : *Nah kalau siswanya gimana? Apakah menurutmu tadi teman-temanmu sudah berpartisipasi dengan baik?* (Then, how about the students? Are they participating?)
>
> D : *Ada yang ribut Miss. Tapi waktu aktivitas mendengar sih semuanya mendengarkan. Ada juga yang mendengar tapi ga mudeng.* (Some of them make some noisy. But, when the activity is listening to the recording, all of us are participating well, although there are some students who don't understand to what they listen to.)
>
> R : *Oh. Jadi masalahnya ada di siswa sendiri ya?Menurutmu untuk megatasi hal itu siswanya harus gimana?* (So, the problem is from the students themselves, right? In your opinion, what should the students do to solve the problem?)
>
> D : *Ya harusnya siswanyabertanya Miss. Kalau bisa sih rekamannya diputar beberapa kali sampai kita mudeng Miss.* (The students should ask the teacher about their difficulties. Besides, the teacher should also replay the recording many times, so that we can understand to what we listen to well.)

(Appendix IA2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

> R : *Nah kalau siswanya gimana? Sudah ikut berperan aktif belum?* (Then how about the students? Are they well-participated?)
>
> S : *Udah Miss. Udah pada ngerjain juga kok.* (Yes, they are. They also do the tasks actively.)

(Appendix IA3/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

From the interview it could be concluded that the students paid attention to what the teacher delivered, asked if they had difficulties, and did the tasks *(see Appendix I)*. In conclusion, the learner roles were achievable.

f) Setting

The settings of Unit 1 were whole class, small group works, pair works, and individual. They were achieved with the mean value of 4.24. The data were supported by the interview.

> R : *Kalau kegiatan kelompoknya, menurutmu lebih enak berpasangan atau berkelompok?* (What about the group activities? Are they good to do in pairs on in group?)
> N : *Lebih enak berpasangan Miss. Soalnya kalau berkelompok tuh nanti yang lainnya berisik .* (I prefer in pairs Miss. Since, when we are in group, the other students are so noisy.)

(Appendix IA1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

> R : *Nah, dari kegiatan-kegiatan yang ada di materi itu, kegiatan kelompok dan kegiatan mandirinya udah cocok belum?* (And then, from the activities, what do you think about the group and invidiual activities? Are they appropriate?)
> D : *Mm. Udah kok Miss. Dari instruksinya udah jelas kapan kita bekerja sendiri, berpasangan atau berkelompok.* (I think so, Miss. We can see from the instruction when we have to work individually, in pair or in group.)

(Appendix IA2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

> R : *Oh. Ok. Lalu kalau task itu dikerjakan secara berpasangan apa juga masih sulit?* (Oh. Ok. Then, what if the tasks were done in pairs?)
> S : *Nah, untungnya itu berpasangan, jadinya kan ada yang bisa diajak berdiskusi, jadi ga sulit lagi.* (It's very helpful Miss. Since, when doing the task in pairs, we can discuss the answer.)
> R : *Jadi menurutmu udah pas belum sih cara pembagian tugasnya, apa itu secara kelompok, berpasangan, atau individual?* (So, in your opinion, is the setting of the tasks suitable whether it is in group, in pairs or individual?)

> S   : *Udah Miss, lagian kan kalo waktu mendengarkan kan ga bisa dengerin bareng-bareng.* (Yes, it is Miss. Moreover, in listening to the recording we can't do the activities in group.)

(Appendix IA3/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

From the interview, it could be concluded that there were some settings used in Unit 1: group works, pair works, and individual. The data were also stated that the settings of the tasks were suitable with the students' wants *(see Appendix I)*. Besides, the data also showed that the settings of the tasks helped the students in completing the tasks. In conclusion, the settings were achievable.

g) Topic

The topic of Unit 1 was interesting, useful and suitable for the students. It was teenagers' super stars. It was achieved with the mean value of 3.60 and 4.36. The data were supported by the interview.

> R   : *Kalau topiknya gimana dek?* (How about the topics?)
> N   : *Menarik. Tentang artis-artis gitu.Jadinya kita suka.* (It is interesting. It is about our idols, so we like it.)

(Appendix IA1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

From the interview, it could be assumed that the topics were varied and interesting *(see Appendix I)*. In conclusion, the topics were achievable.

h) Instruction

The instructions of Unit 1 were clear. They were achieved with the mean value of 4.04. Based on the Data Conversion mentioned before, they were regarded as *good category*. The data were supported by the interview excerpt below.

R   : *Thanks. Oh iya, instruksi-instruksi di setiap tasknya itu gimana? bisa kamu pahami ga?* (Thanks. Then, how about the instructions in each task? Is it understandable?)

S   : *Menurut saya itu sudah bisa dipahami kok Miss. Soalnya gurunya juga membantu memahami instruksinya.* (In my opinion it is understandable. Since, the teacher helps us to understand the instruction.)

(Appendix IA3/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

From the interview, it could be assumed that the instructions were clear. Besides, it can also be seen that the students could do the tasks based on the instructions *(see Appendix I)*. It meant that the instructions were clear and understandable. In conclusion, the instructions were achievable.

i) Recording

The recording of Unit 1 was fair. It was not so clear but the students were still able to listen to the sound. It was achieved with the mean value of 3.04. It was in range of $2.6 < \bar{x} \leq 3.4$ which according to the data conversion proposed by Suharto (2006) was regarded as *fair category*. This condition was caused by the lack of the school's equipment. The result of the interview also showed that the students' agree that the recording was not clear enough.

R   : *Kalau rekamannya?* (How about the recording?)

D   : *Ada yang ga jelas, Miss. Tapi kalau didengerin beberapa kali kitanya mudeng kok.* (Most of them are clear. But, there is a recording that is not so clear. However, I think we can get the point if it is replayed many times.)

(Appendix IA2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

In conclusion, the recording still needed to be revised *(see Appendix I)*.

j) Layout

The layout of Unit 1 was interesting. In addition, the tasks arrangement was systematic. It was achieved with the mean values of 4.00and 4.00 which were regarded as *good category* according to the Data Conversion mentioned before. The data were also supported by the interview. Below was the excerpt of the interview.

> R : *Tapi tetep bisa mengerjakan kan jadinya? Nah kalau layoutnya gimana?Udah menarik belum?* (Oh, I see. But you can do it, right? Then, how about the layout? Is it interesting?)
> D : *Udah sih Miss. Kurang rame tap.* (I think it's good enough. But, it still needs a better design.)

(Appendix IA2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

> R : *Oh gitu. Nah kalau task-tasknya itu sudah tersusun dari yang mudah ke yang sulit belum?* (Oh I see. Then are the tasks well-arranged from the easiest to the more difficult?)
> S : *Menurut saya sih sudah Miss. Awalnya juga ada contohnya lalu abis itu ga ada contohnya sama sekali.* (Yes, they are. In the beginning of a task, there is an example. Then, after that there are no examples at all.)

(Appendix IA3/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

From the interview, it could be assumed that the layout was interesting*(see Appendix I)*. In conclusion, the layout was achievable.

k) Vocabulary

The vocabulary of Unit 1 was simple and understandable. It also helped the students to acquire more vocabulary. It was achieved with the mean values of 4.08, 4.00, and 4.00. They were regarded as good category according to data conversion proposed by Suharto (2006). The data were supported by the interview.

R : *Kalau vocab-nya gimana? Mudah gak?* (How about the vocabulary? Are they easy to understand?)

N : *Sebenarnya sih mudah tapi ya itu, vocabnya kita aja yang kurang. Jadi banyak ga ngertinya.* (Actually, it's easy. We just lack of vocabulary so that sometimes we don't know the meaning of the words.)

(Appendix IA1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

R : *Lalu, vocab-nya berhubungan sama teksnya ga?* (Do the vocab relate to the texts in the materials?)

D : *Iya, Miss. Di vocabulary list itu kan kata-kata yang ada di teks.* (Yes, they do Miss. The words in the vocabulary list are used in the texts.)

R : *Oh iya ya. Itu membantu ga?* (Oh, I see. Is it helpful?)

D : *Membantu banget Miss.* (Yes, of course Miss.)

(Appendix IA2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 1)

From the interview, it could be assumed that the vocabulary was easy to understand. Besides, the vocabulary list was helpful for the students. As the result, the students could do the tasks *(see Appendix I).* In conclusion, the vocabulary was achievable.

With reference to the explanation above, it could be inferred that all components of Unit 1 were achievable. In addition, the standard deviation of each component of Unit 1 indicated that the data points were close to the mean (a small standard deviation) or distant from the mean (a large standard deviation). From the table above, it could be assumed that there were various standard deviations of the components of Unit 1. However, there would be the largest standard deviation and the smallest one. The largest one was the standard deviation of recording. The standard deviation value of that component was 0.889. Meanwhile, the smallest one was goal 1. The standard deviation value of that component was 0.400.

c. The Revision of Unit 1

Based on the evaluation of Unit 1, the components of Unit 1 were in fair, good and very good category. They were also supported by the interview which reinforced the facts in which the components of Unit 1 were achievable.

d. The Evaluation of Unit 2

The try-out of Unit 2 was not conducted by the researcher due to the limitation of the time. By the time of the research, the materials of Unit 2 had been taught before. Based on the teacher's suggestion, he asked to continue to the next unit.

Therefore, the researcher decided that the evaluation of Unit 2 was based on the evaluation from the teacher by using interview. Based on the interview, the tasks on Unit 2 were achievable *(see Appendix I)*. The detailed explanation of the data from the interview was below.

1. Goals

Based on the interview, the teacher stated that the goals of the developed tasks were suitable with the Standard of Competence and Basic Competence of teaching-learning of listening. Besides, he also stated that the developed tasks helped the students in practicing listening skills.

> R : *Untuk pertanyaan yang pertama Pak. Menurut Bapak, Apakah materi yang dikembangkan sudah memenuhi tujuan pembelajaran listening?* (First, Do the developed tasks fulfill the goals of the lesson?)
> T : *Ya. Menurut saya, karena tasks yang dikembangkan ini sesuai dengan yang ada di SK/KD jadi ya ini sudah memenuhi tujuan pembelajaran.* (Yes, they do. In my opinion, the developed tasks have fulfilled the goal of the lesson

since they are developed based on the Basic Competence and Standard of Competence.)

2. Inputs

The inputs of the developed tasks were good. The instructions, questions, and texts in every task were interesting and understandable. In addition, the topic of the unit was interesting and suitable with the students' wants. Below was the interview excerpt.

> R : *Bagaimana dengan topiknya Pak? Apakah itu sudah menarik dan sesuai dengan keinginan siswa?* (How about the topic, Sir. Is it interesting and suitable with the students' wants?)
>
> T : *Iya Mbak. Siswa disini sangat suka dengan topik yang sesuai dengan apapun yang bisa mereka temui dalam kehidupan sehari-hari.* (Yes, it is, Miss. The students like the topics which is suitable with their daily life.)
>
> R : *Oh gitu. Bagaimana dengan teksnya Pak?Apakah itu mudah dimengerti?* (Oh I see. Then, how about the texts, Sir? Are they easy to understand?)
>
> T : *Menurut saya mudah Mbak. Bahasa yang dipakai kan mudah. Jadi saya rasa siswa juga akan memahami dengan mudah.* (Yes, they are. The vocabulary used is easy to understand. So, I think the students will also be able to understand them easily.)
>
> R : *Kalau untuk pertanyaan-pertanyaan dan instruksinya gimana Pak? Mudah dipahami atau tidak?* (How about the instructions and the questions? Is it easy to understand?)
>
> T : *Iya Mbak. Saya rasa sudah cukup mudah dipahami.* (Yes, it is, Miss.)
>
> R : *Lalu bagaimana dengan penjelasan di language focus ini Pak?* (Is the explanation of the language focus clear, Sir?)
>
> T : *Penjelasannya sudah jelas. Bahasanya cukup mudah dipahami.* (The explanation is clear. And the language used is easy to understand.)

3. Procedures

The activities of the unit were interesting and varied. There were some activities of listening skills such as listening to detailed information, listening to gist, listening to missing lyrics, etc.

R : *Lalu, apakah tasks dimateri yang dikembangkan ini memberi kesempatan siswa untuk mendengarkan?* (Do the developed tasks give the students more chance to explore their listening skill?)

T : *Tentu saja Mbak. Tasks yang dikembangkan itu kan ada rekamannya juga. Jadi siswa juga bisa mendengarkan berbagai intonasi percakapan dan pronunciation yang benar.* (Of course, Miss. Since, the developed tasks are followed by recording materials, so the students can also listen to some varied intonation and the correct pronunciation.)

(Appendix I/ Interview Transcripts/Interview Transcript Of The Evaluators Of The Developed Materials Of Listening Task Of Unit 2)

4. Setting

The setting of each task was suitable with the students' needs. The timing of the group or pair work was good. It meant when the task needed discussion activity, the task was done in pair or group. However, when the task was just listening to the recording, it was done individually *(see Appendix I)*.

R : *Untuk kegiatan yang berkelompok dan individual sendiri gimana Pak? Apakah sudah cocok dengan kebutuhan siswa?* (Then how about group activities and individual activities? Are the suitable with the students' needs?)

T : *Ya, sudah cukup Mbak. Siswa disini kebanyakan lebih suka bekerja berkelompok, tetapi karena ini adalah kegiatan mendengarkan, kalau secara berkelompok nanti malah tidak jadi mendengarkan.* (Yes, they are. The students here prefer doing the tasks in group, however, when they do the tasks in group, they are not able to do the tasks well.)

(Appendix I/ Interview Transcripts/Interview Transcript Of The Evaluators Of The Developed Materials Of Listening Task Of Unit 2)

5. Teacher and Learner Roles

The teacher roles of the developed tasks were clearly stated in the materials. The teacher stated that the teacher should be the motivator and the facilitator. Besides, she could also monitor the students' works.

The learner role in the developed task was participant. It meant that the learners were the doer in the developed tasks. So, the students had to know what their jobs in every task.

> R : *Kalau untuk peran siswa dan gurunya gimana Pak? Apakah sudah jelas didalam materinya?* (Then how about the teacher role and learner role, Sir? Are they explained clearly in the materials?)
> T : *Ya mbak. Sudah. Disini gurunya bias sebagai motivator, fasilitator, atau bias juga memonitor pekerjaan siswa. Kalau untuk siswa sendiri sudah jelas sebagai partisipan.* (Yes, they are, Miss. The teacher roles are as motivator, facilitator, and monitor. While, the learner role is as the participant.)

(Appendix I/ Interview Transcripts/Interview Transcript Of The Evaluators Of The Developed Materials Of Listening Task Of Unit 2)

6. Layout

The layout was interesting. The illustrations were clear. However, the teacher suggested adding some more pictures to make it more interesting.

> R : *Oh iya Pak. Kalau untuk layoutnya gimana Pak? Sudah menarik belum?* (And then, how about the layout? Is it interesting?)
> T : *Sudah Mbak. Mungkin bisa ditambah beberapa gambar biar lebih menarik lagi.* (Yes, it is, Miss. It will be more interesting by adding some pictures.)

(Appendix I/ Interview Transcripts/Interview Transcript of the Evaluators Of The Developed Materials Of Listening Task Of Unit 2)

7. Recordings

The data from the interview showed that the recordings of the developed

tasks were clear and understandable *(see Appendix I)*.

According to the teacher's opinion, there were some tasks that should

be revised. Below was the table of the revision of Unit 2.

Table 19. The Revision of Unit 2

Part of Unit	Suggestions	Revisions	Reasons
Task 5	Replace with a new task.	The task was replaced with a new task.	Task 5 should be the follow-up task of task 4. The aim was to check the students' understanding about the goal of task 4. The result showed that the revision had fulfilled the suggestion.
Task 6	Replace with a new task.	The task was replaced.	The task was not varied. The result showed that the revision had fulfilled the suggestion.
Layout	Add more interesting picture.	The layout was added.	The layout on this unit was less interesting. It should be added with more interesting picture. As the result, the revision had fulfilled the suggestion.

e. Try-out of Unit 3

The try-out of Unit 3 was conducted in two days. The first was on 26 November 2012 and there were 27 students who attended the class. The researcher could implement ten tasks of Unit 3, Task 1 until Task 9. Unfortunately, the class was over and the students had not finished the task yet. Therefore, she continued the try-out next meeting on 1 December 2012. The second try-out was attended by the same students and it could cover the rest of the tasks of Unit 3. Then, she administered the questionnaire to the students and interviewed three of them.

f. The Evaluation of Unit 3

After collecting the data from the observations of the try-out, the third questionnaire (to have peers', teachers, and students' agreements), and the interview (to have the students' opinions towards Unit 3), the researcher used them to evaluate Unit 3 The result of the evaluation of Unit 3 is as follows.

1) The Result of Peers' and Teachers' Agreement Toward Unit 3

The teacher's and peers' agreements were used to evaluate the developed materials especially the course grids. They were expected to use their knowledge of what good materials are and how they should look like. The result of their agreements can be seen in the following table.

Table 20. The Result of Peers' and Teachers' Agreement toward Unit 3

Components	Mean	Category
The appropriateness between	4.50	Very good

the developed tasks and the Standard of Competence.		
The appropriateness between the developed tasks and the Basic Competency.	4.40	Very good
The appropriateness between the Basic Competency and indicators.	4.20	Good
The appropriateness between indicators and the tasks	4.30	Very good
Goal	4.30	Very good
Input 1	4.20	Good
Input 2	4.10	Good
Input 3	4.40	Very good
Input 4	4.20	Good
Input 5	4.10	Good
Input 6	4.10	Good
Procedure 1	4.30	Very good
Procedure 2	4.30	Very good
Teacher Role	4.40	Very good
Learner Role	4.40	Very good
Setting	4.20	Good
Topic	4.10	Good
Instruction	4.10	Good
Vocabulary 1	4.10	Good
Vocabulary 2	4.20	Good
Vocabulary 3	4.30	Very good
Layout 1	4.50	Very good
Layout 2	4.10	Good

(See Appendix H)

Based on the table, the developed tasks were regarded as *very good* and *good* category based on the quantitative data conversion proposed by Suharto (2006). The data with the mean value of $\bar{x}>4.2$ were regarded as very good category, meanwhile the data with the mean value of $3.4<\bar{x}\leq4.2$ were regarded as *good category*.

Based on the table, the result shows that the teachers and the English department students agreed that the materials in Unit 3 were appropriate with the Standard of Competences. It was achieved with the mean value of 4.50 which was regarded as *very good category*. Then, the appropriateness of Basic of Competency and the developed materials was gained in the mean value of 4.40. The result also showed that the indicators of the developed materials were also appropriate to the Basic competency. This appropriateness was gained in the mean value of 4.20. For the appropriateness between the activities and the indicators, the result showed the mean value of 4.30 which is regarded as very *good*. It meant the activities were appropriate to the indicators of the developed materials.

a) Goal

The aim of Unit 3 was to enable the students to give compliment to someone's look and also respond to a compliment. As shown in the earlier table of the teacher's and peers' agreements, the goal was appropriate because the mean value was 4.30 which was regarded as *very good* category. The data showed that the students had understood what they learnt in Unit 3. Therefore, the aim was achieved and the component was appropriate.

b) Input

The input was evaluated in some statements in the questionnaire in order to gain the detailed analysis. The statements were about the

language and the topic used in the input texts and also the length; the clarity of the instructions; and the clarity of the explanations of the materials, also its contribution to motivate the students to learn. All statements were in the achievable.

c)   Procedure

The procedures of Unit 3 were evaluated based on the statement in the questionnaire that covered the sequence of the procedure, and the variety of the tasks. They were achieved with the mean values of 4.30 for each statement. The data showed that the procedures were varied, interesting, and sequenced from guided to free and started from easy to difficult.

d)   Teacher Role

The teacher roles in Unit 3 were to explain the materials, to monitor the students, and to guide the students in doing the tasks. They were achieved with the mean value of 4.40. The data were supported by the interview. They were clearly stated in the instructions of the developed tasks. In conclusion, the teacher roles were achievable.

e)   Learner Role

The learner roles in Unit 3 were active in doing the tasks and they asked if they did not understand. They were achieved with the mean value of 4.40. It was regarded as *very good category* based on

the data conversion stated before. In conclusion, the learner roles were achievable.

f)   Setting

The settings of Unit 3 were whole class, small group works, pair works, and individual. They were achieved with the mean value of 4.20. They were regarded as good category. Besides, they were also clearly stated in the instruction of the developed tasks. In conclusion, the settings were achievable.

g)   Topic

The topic of Unit 3 was interesting. It was about complimenting someone. It was achieved with the mean value of 4.10 which is regarded as *good category*. In conclusion, the topics were achievable.

h)   Instruction

The instructions of Unit 3 were clear. They were evaluated based on their clarity. They were achieved with the mean value of 4.10 which was regarded as good category based on the data conversion proposed by Suharto (2006) mentioned before. It meant that the instructions were clear and understandable. In conclusion, the instructions were achievable.

i)   Vocabulary

The vocabulary of Unit 3 was evaluated in some statements in the questionnaire. First, it was evaluated in term of the simplicity of

the vocabulary used. The data showed that most of the respondents agreed that the developed material was used simple vocabulary. It was achieved with the mean value of 4.10. It meant that the vocabulary used was understandable. It was achieved with the mean value of 4.20. It also helped the students to acquire more vocabulary. It was achieved with the mean values of 4.30. Based on the data, it could be concluded that the vocabulary was achievable.

j)   Layout

The layout of Unit 3 was evaluated in some statements. The data showed that the developed material was interesting. It was achieved with the mean value of 4.50. In addition, the tasks arrangement was systematic. It was achieved with the mean values of 4.10. In conclusion, the layout was achievable.

With reference to the explanation above, it could be inferred that all components of Unit 3 were achievable. The gained data showed that the components of the developed materials were in *good and very good category*. It could be inferred that the developed materials were achievable.

2) The Result of the Students' Agreement toward Unit 3

The result of the students' agreement toward Unit 3 can be seen in the following table.

Table 21. The Result of the Students' Agreement of Unit 3

Components	Mean	Category	Standard Deviation
Goal 1	4.07	Good	.474
Goal 2	3.78	Good	.506
Input 1	3.96	Good	.854
Input 2	3.85	Good	.770
Topic 1	3.81	Good	.921
Topic 2	4.00	Good	.555
Input 3	4.00	Good	.679
Input 4	3.93	Good	.675
Procedure 1	4.15	Good	.864
Procedure 2	4.37	Very good	.688
Procedure 3	3.89	Good	.698
Instruction	3.96	Good	.706
Teacher role	4.19	Good	.736
Learner role	4.19	Good	.736
Setting	4.26	Very good	.594
Vocabulary 1	4.04	Good	.706
Vocabulary 2	4.00	Good	.555
Recording	3.74	Good	1.023
Layout 1	4.19	Good	.879
Layout 2	3.96	Good	.980
Vocabulary 3	3.96	Good	.587

(See Appendix H)

Based on the table above, the description of each component can be described below.

l) Goal

The goals of unit 3 were to help the students practice the listening skill by using listening tasks and able to understand and respond to some simple expressions of giving compliment and the responses. It was achieved with the mean value of 4.07 and 3.78. The data were supported by the interview excerpt below.

R : *Nah, materi yang di Unit 3 tadi membantumu berlatih listening ga?* (Do the materials in Unit 3 help you in practicing listening?)

B : *Iya, Miss. Itu kan banyak yang didengerin, terus aktivitasnya juga beda-beda di setiap task.* (Yes, of course, Miss. There are many kinds of listening activities, and the activities are varied.)

(Appendix IB2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

R : *Oh gitu. Ok deh. Tapi nih ya, secara kesuluruhan, materi tadi membantumu berlatih listening ga?* (Oh, I see. Ok. By the way, from the whole activities in Unit 3, do they help you in practicing listening skills?)

G : *Oh kalau itu sih iya, Miss. Soalnya kan aktivitas mendengarnya kan banyak.* (Yes, they do, Miss. The activities are varied.)

(Appendix IB2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

From the interview, it can be concluded that the students agreed with the goal. It can also be inferred that they could do the tasks *(see Appendix I)*. In conclusions, the goals were achievable.

2) Inputs

The input texts of Unit 3 were dialogues and exchanges of some expressions of giving compliments and the responses. They were also related to the students' background knowledge, interests, and comprehensible. They were achieved by the mean value of 3.96, 3.85, 4.00, and 3.93 which were regarded as good category according to the quantitative data conversion proposed by Suharto (2006) mentioned before. The data were also supported by the interview which covered the clarity of the texts, questions and the instructions of the developed tasks.

R : *Instruksinya gimana? Jelas ga?Bisa dipahami ga?* (How about the instructions? Are they clear and easy to understand?

L : *Cukup jelas. Jadi kita bisa mengerjakan soalnya.* (It is clear. So, we can do the task.)

(Appendix IB1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

R : *Ya. Nah, pertanyaan-pertanyaan yang ada di tasks-nya gimana?Kamu mudeng ga?* (Yes, it is. So, how about the questions in the tasks? Do you understand the related questions?)

B : *Bisa kok, Miss.* (Yes, I do, Miss.)

(Appendix IB2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

R : *Instruksi-instruksi di dalam tasks-nya gimana? Jelas ga?* (What about the instructions? Are they clear?)

G : *Udah cukup jelas kok, Miss.* (Yes, they are.)

(Appendix IB3/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

From the interview, it can be concluded that the texts were interesting and they graded from the easy to difficult. It can also be inferred that they could do the tasks *(see Appendix I).* It meant that the inputs were understandable. In conclusion, the input was achievable.

3) Procedure

The procedures of Unit 3 were varied, interesting, sequenced from guided to free and started from easy to difficult. They also motivated the students to learn and developed their confidence. They were achieved with the mean values of 4.15, 4.37, and 3.89. The data were supported by the interview. From the interview, it could be assumed that the procedures were interesting, varied, and sequenced from guided to free and easy to difficult. They also motivated the students to learn.

R : *Terus kalau kegiatannya gimana?* (Then, how about the activities?)

L : *Kegiatannya menarik, macem-macem. Ada yang pakai lagu juga Miss. Seru.* (They are interesting and varied. It also uses a song. It is interesting.)

R : *Mm. Dari kegiatan-kegiatan di Unit 3 itu, apakah membantumu menigkatkan listening skill mu?* (From the activities in Unit 3, do they help you to improve your listening skill?)

L : *Iya dong Miss. Soalnya kan dari awal sampai akhir materi kita disuruh dengerin terus.* (Yes, of course Miss. Since, from the beginning of the material until the end of the material, the activity is drilling listening.)

(Appendix IB1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

It was also stated that the procedures were varied and sequenced from guided to free *(see Appendix I)*. Therefore, the procedures were achievable.

4) Teacher Role

The teacher roles in Unit 3 were to explain the materials, to monitor the students, and to guide the students in doing the tasks. They were achieved with the mean value of 4.19.

The interview excerpt below showed that according to the students the teacher explained the materials in the beginning, monitored the students, and gave some hints if they had difficulties *(see Appendix I)*. In conclusion, the teacher roles were achievable.

R : *Lalu, tentang gurunya gimana? Menurutmu gurunya sudah aktif memandu, memonitor, dan memberikan penjelasan?* (How about the teacher role in the class? Is she active monitoring, guiding and giving explanation to the students?)

L : *Sudah aktif kok Miss. Penjelasannya juga sudah jelas. Kalau kita ga bisa ngerjain juga boleh tanya-tanya dan dibantu.* (Yes, she is. The explanation is clear. She also helps us when we get difficulties in doing the tasks.)

(Appendix IB1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

R : *Instruksi-instruksinya gimana? Bisa dipahami dengan mudah ga?* (How about the instructions? Are they understandable?)

B : *Bisa, Miss. Ada juga sih yang agak susah, tapi kan kalau susah gitu nanti dibantuin sama gurunya.* (Yes, they are. Some of them are difficult, but the teacher helps us when we found some difficulties.)

R : *Oh jadi peran guru juga membantumu ya?* (So, the teacher's role really helps you, right?)

B : *Iya Miss. Membantu sekali.* (Yes, it does. It is very helpful.)

(Appendix IB2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

R : *Ok deh. Oh iya, menurutmu tadi gurunya gimana? Membantu ga?* (Ok. Then, what do you think about the teacher? Is she helpful?)

G : *Iya dong, Miss. Penjelasannya cukup jelas. Terus kalau ada yang ga jelas gitu, pasti dijelaskan.Suka keliling ngeliat ke muridnya.* (Yes, of course. She helps us when we get difficulties in understanding the instructions. She often walks around to monitor our works.)

(Appendix IB3/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

5) Learner Role

The learner roles in Unit 3 were participants and performer. Besides, they were active in doing the tasks and they asked if they did not understand. They were achieved with the mean value of 4.19 which were regarded as good category according to the data conversion proposed by Suharto (2006) mentioned before.

The data were supported by the interview. From the interview it could be concluded that the students paid attention to what the teacher delivered, asked if they had difficulties, and did the tasks. It can also be inferred that the students were active in doing the tasks. Besides, they also

understood to what they had to do in the task *(see Appendix I)*. In conclusion, the learner roles were achievable.

> R : *Kalau siswanya gimana? Apakah mereka juga berpartisipasi?* (How about the students? Do they participate?)
> L : *Iya Miss. Semuanya memperhatikan dan mengerjakan tasksnya.* (Yes, they are. All of the students pay attention to the teacher and also do the tasks.)

(Appendix IB1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

> R : *Ok deh. Nah di setiap task itu kamu tau ga sih disuruh ngapain?* (Ok. Then, do you know what you have to do in every task?)
> B : *Ya tau dong, Miss. Kalau baca instruksinya dengan jelas kan jadi tau tuh tugasnya aku nanti apa aja.* (Yes, of course, Miss. We can see from the instruction. It is clearly stated in the instruction, what we have to in each task.)
> R : *Jadi kalau kamu tau yang dikerjakan tuh apa, kamu bisa berpartsispasi dengan baik di pelajaran, gitu kan?* (So, it means that you can well-participate in the lesson after you know what to do in the task, right?)
> B : *Nah iya, Miss. Gitu.* (Yes, that's right, Miss.)

(Appendix IB2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

6) Setting

The settings of Unit 3 were whole class, small group works, pair works, and individual. They were achieved with the mean value of 4.26 which were regarded as *very good category*.

The data were supported by the interview. From the interview, it could be concluded that there were some settings used in Unit 3: group works, pair works, and individual. For the group works and pair works, they were interesting enough. It was also stated that the settings were

varied from guided to free *(see Appendix I)*. In conclusion, the settings were achievable.

> R : *Oh gitu. Nah, waktu mengerjakan aktivitas di Unit 3 ini, kamu lebih suka sendiri atau berkelompok?* (I see. Then, in doing the tasks in Unit 3, do you prefer doing individually or in group?)
>
> L : *Kalau saya sih lebih suka kalau sendiri sama berpasangan Miss.* (I prefer doing individually. I also like to do in pairs.)

(Appendix IB2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

> R : *Nah di materi itu, apakah task yang dikerjakan berkelompok dan berpasangan itu sudah sesuai dengan aktivitasnya?* (Then, in the materials, some of the tasks are done in pairs and groups, right? Are the activities suitable with the setting?)
>
> B : *Udah, Miss. Tadi kan bekerja kelompoknya pas tasknya yang sulit, yang harus buka-buka kamus juga, jadinya kan kita ngerjainnya cepet.* (Yes, they are, Miss. We do the task in group when the task is more difficult, so we need to have some discussion. So, when we work together, the task is completed faster.)
>
> R : *Lalu kegiatan individualnya gimana?* (Then, how about the individual activities?)
>
> B : *Yang individual kan cuma waktu dengerin rekamannya aja, Miss. Kalau dengerin rekaman bareng-bareng nanti malah keganggu.* (We work individually when we are listening to the recording. I think, it is suitable, since when the activity is done in group there will be more distractors.)

(Appendix IB2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

7) Topic

The topic of Unit 3 was interesting, useful and suitable for the students. It was about clothing. It was achieved with the mean value of 4.00 for each aspect. The data were supported by the interview and field

notes. From the interview, it could be assumed that the topics were varied

and interesting*(see Appendix I)*. In conclusion, the topics were achievable.

> R : *Ok. Lalu gimana topiknya?* (Ok. Then, how about the topics?)
> L : *Menarik Miss. Tentang memberi pujian gitu.* (It's interesting. It's about giving compliment.)

(Appendix IB2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

8) Instruction

The instructions of Unit 3 were clear. They were achieved with the

mean value of 4.04. The data were supported by the interview. From the

interview, it could be assumed that the instructions were clear. It can also

be inferred that the students could do the tasks based on the instructions. It

meant that the instructions were clear and understandable*(see Appendix I)*.

In conclusion, the instructions were achievable.

> R : *Instruksinya gimana? Jelas ga? Bisa dipahami ga?*(How about the instructions? Are they clear and easy to understand?
> L : *Cukup jelas. Jadi kita bisa mengerjakan soalnya.* (It is clear. So, we can do the task.)

(Appendix IB1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

9) Recording

The recording of Unit 3 was good. It was clear. It was achieved

with the mean value of 3.74. From the interview, it could be concluded

that the students agreed that the recording was clear enough*(see Appendix*

I). In conclusion, the recording was achievable.

> R : *Ok. Rekamannya gimana? Jelas ga?* (Ok. How about the recordings? Are the clear?)

B : *Jelas kok, Miss. Pengucapannya juga jelas.* (Yes, they are. The pronunciation is also clear.)

(Appendix IB1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

10) Layout

The layout of Unit 3 was interesting. In addition, the tasks arrangement was systematic. It was achieved with the mean values of 4.19 and 3.96. The data were supported by the interview. From the interview, it could be assumed that the layout was interesting and arranged systematically *(see Appendix I)*. In conclusion, the layout was achievable.

R : *Kalau layout-nya gimana? Menarik ga?* (How about the layout? Is it interesting?)
L : *Cukup menarik Miss.* (Yes, it is.)

(Appendix IB1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

R : *Ok deh. Nah, menurutmu nih ya, task-task yang ada di Unit 3 itu udah tersusun dengan baik belum sih?* (Ok. Then, in your opinion, are the tasks in Unit 3 well-arranged?)
B : *Udah, Miss.* (Yes, they are, Miss.)

(Appendix IB2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

11) Vocabulary

The vocabulary of Unit 3 was simple and understandable. It also helped the students to acquire more vocabulary. It was achieved with the mean values of 4.04, 4.00, and 3.96. The data were supported by the interview. From the interview, it could be assumed that the vocabulary was easy to understand. It was also proved by some statements of the

students that they could do the tasks *(see Appendix I)*. In conclusion, the

vocabulary was achievable.

> R : *Kalau vocab-nya gimana? Mudah gak?* (How about the vocabulary? Are they easy to understand?)
> L : *Mudah sih Miss. Di akhir materi itu kan ada daftar kata-katanya. Jadi kalau ga ngerti artinya bisa liat disitu.* (I think it's easy. Moreover, in the end of the unit there is a list of words, so I can check there when I don't know the meaning of some words.)

(Appendix IB1/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

> R : *Di seluruh task di Unit 3 nih ya, menurut kamu vocabulary-nya gimana? Sulit ga?* (From the whole tasks in Unit 3, what do ypu think about the vocabulary? Is it too difficult?)
> B : *Engga sih, Miss. Mudah kok.* (No, it isn't. It is easy.)

(Appendix IB2/ Interview Transcripts/ Interview Transcript of Try-Out of Unit 3)

With reference to the explanation above, it could be inferred that all

components of Unit 3 were achievable. In addition, the standard deviation of

each component of Unit 3 indicated that the data point was close to the mean

(a small standard deviation) or distant from the mean (a large standard

deviation). From the table above, it could be assumed that there were various

standard deviations of the components of Unit 3. However, there would be the

largest standard deviation and the smallest one. The largest one was the

standard deviation of recording. The standard deviation value of that

component was 1.203. Meanwhile, the smallest one was goal 1. The standard

deviation value of that component was 0.400.

g. The Revision of Unit 3

Based on the evaluation of Unit 3, the components of Unit 3 were in fair, good and very good category. They were also supported by the interview and field notes which reinforced the facts in which the components of Unit 3 and the components of the independent tasks in Unit 3 were achievable. However, based on the result of the interview with the students, they suggested giving more pronunciation task. Besides, based on the result of the interview with the teacher, he suggested revising some tasks. The table below was the revision of Unit 3.

Table 22. The Revision of Unit 3

Parts of Unit	Suggestion	Revision	Reason
Task 6	Remove the task.	The task was removed.	The task was not useful. Hence, the revision had fulfilled the suggestion.
Task 7	Revise the activity	The activity was added.	The task should bea follow-up activity of the previous task. Hence, the revision had fulfilled the suggestion.
Task 9	Add the activity	The activity was added.	The task should be the follow-up activity of the previous task. As the result, the revision had fulfilled the suggestion.

B. Discussion

Three basic competences were developed and elaborated into three units of materials. Each unit of material consisted of 9 tasks. The tasks were developed by following the three stages of listening; pre-listening activity, while-listening activity, and post-listening activity. Besides, it was also developed based on the top-bottom or bottom-up listening process. The tasks were graded and sequenced according to Nunan's (2004) pedagogical sequence for introducing tasks and psycolinguistic processing approach.

Meanwhile, learner needs and learning needs were collected using the needs analysis questionnaire. The needs analysis questionnaire and the information collected from the curriculum analysis were then used as the building block to design the materials. In designing the materials, two main principles, i.e. the principles of ESP (Streven, 1977; Hutchinson and Waters, 1987; and Richards, 2001) and materials development (Nunan, 2004; Tomlinson, 2008; Tomlinson, 2003; and Graves, 2000) were applied.

As stated before, the tasks in every unit were organized based on Nunan's principles of grading, sequencing and integrating tasks. The tasks in each unit were divided into three parts; the warm-up activities, main activities, and follow-up activities. The tasks also were graded and sequenced by considering Nunan's opinion on sequencing tasks, that tasks were sequenced according ro their complexitiy as determined by input, learners and procedural factors.

Besides, the taskswere designed by considering Nunan's six components of the tasks (2004): goal, input, procedure, setting, learner role, and teacher role. These six components of the tasks were also used to evalutate the materials as well. The result of the materials evaluation is presented as follows.

In relation to the goal, the goal is assessed by measuring students' understanding and by observing the students' behaviour during accomplishing the task. It is in line with Nunan's beliefe (2004:42) that says that the goal describes teachers and learners behaviour.

The main goal of Unit 1 is to ask the students to learn about how to describe people, how to write noun phrase in the correct order, and the vocabulary used in describing people. Then, Unit 2 has the main goal to ask the students to learn about how to ask for and give something and how to respond to them. Meanwhile, the main goal of Unit 3 is to ask the students to learn about how to give compliment to someone's look and how to respond to it. These goals of those three units are closely related to the procedures. The idea is supported by Nunan (2004) who states that goals are closely implicated with procedures.

Meanwhile, input plays a significant role in the teaching and learning process because students whether consciously or unconsciously learn English and grammar through this component. Richards and Schmidt(2002: 261) state that input in language learning is language which a learner hears or receives

and from which he or she can learn. In other words, input might be either verbal or non-verbal language (e.g. pictures) and it can be any exposure used to make the students learn the target language.

In term of inputs, the three units of materials cover the materials about how to describe people, how to use noun phrase and words order, how to ask for and give something, how to give compliment to someone's look, and how to write exclamation sentences. The input becomes appropriate when it is comprehensible and understandable. The input of the units are measured in detail in terms of the inputs through analysing the instructions, input texts, questions in each task, the explanations of the grammar and language functions, and vocabulary.

First, the instructions used in the units are clear. They are supported by the results of the evaluation questionnaires indicating that the respondents mostly agreed and the interviewees who stated that they understood what to do with the tasks by reading the instructions and sometimes without the explanations of the tasks from the teacher. Second, the input texts are appropriate in terms of the comprehensibility, and attractiveness. It is indicated by the results of the evaluation questionnaires which show that most of the respondents agreed. Third, the questions used in every task are clear according to the findings. The quantitative data show that most of the respondents agreed. Also, the interviews results show most students understand the questions and they can answer them well.

The results of the evaluation questionnaires for the grammar and language functions explanations also show the students' agreements toward the effectiveness of the inputs. Most of them agreed that the explanations are clear because the sentences used in the units are simple.

Besides, the effectiveness of the inputs of the units are analysed in terms of the vocabulary used. The vocabulary used in the texts, instructions, and explanations is appropriate because it is simple and helps the students' comprehension. The results of the evaluation questionnaires show that most of the respondents agreed with the notion. Meanwhile, the data gained from the interviews show that the vocabulary is simple and improve the students' vocabulary mastery too. It is in line with the Nunan's considerations in choosing input texts; for example, quantity, vocabulary, and the structural repetition.

In relation to the task procedure, based on the evalutaion result, appropriate procedures are put in the same sequence for all units: lead-in, main teaching and learning activities, and chechking students' competencies. The good materials should provide stimulus to learning, engage the learners' thinking capacities, and give the learners chance to use their existing knowlege and skills (Hutchinson and Waters: 1987). In line with Hutchinson and Waters, in the beginning of each unit of the materials, there is a *Let's Get Ready* that functions to recall students' background knowledge.

For *Let's Get Ready*, it aims at preparing the students before they start learning the materials; it recalls students' background knowledge and introduces the ideas of the topic that will be discussed. It is in line with what Brown (2001) says that the materials should be started from the activity that aims to engage the studetnts to the topics called warming up activity.

Coming after the *Let's Get Ready*, there is *Let's Have a Practice* activity. The activity was designed to explore the students' knowledge. It covers the activities of listening skill: drilling, listening for gist, listening for detail information, listening for formal and less-formal form. Besides, it also covers pronunciation and writing exercise, as the productions of the activities of the materials were in spoken and written forms.

Related to teacher's role and learners' role, based on the data of the research findings, the appropriate teacher's roles are as a prompter, a resource, a controller and a tutor. This is in line with Harmer (2001:57-62), who states that a teacher can be a controller, an organizer, an assessor, a prompter, a participant, a resource, a tutor, and an observer in the teaching and learning process. Meanwhile, the appropriate learners' role is to act as the active and responsive participants. The teacher and the learners play their own important role in the materials implementation. The idea is in line with what Nunan proposes; he says that the appropriate materials give the learners chance to be active participants and teacher's role supports the learners' role because the teacher's role and learners' role can not be separated (Nunan:2004).

In relation to the setting, it is found that pair and individual work are the appropriate setting in the tasks. Most of the students admitted that they could accomplish the task more effectively when they work in pairs with their partners. This is in line with what Harmer (2001:116) believes. He believes that the pair work allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The objectives of this study are to identify the target needs and learning needs of Grade VIII students of SMP Negeri 2 Grabag and to develop the appropriate listening tasks for Grade VIII students of SMP Negeri 2 Grabag in the academic year of 2012/2013. This study is classified as Research and Development (R & D). In addition, the data were collected using questionnaires and interview guidelines. Meanwhile, the procedure of development consisted of seven steps. They were identification of need for materials, writing course grid, production of the materials, implementation of the tasks, evaluating the tasks, revising the first draft of the materials, and writing the final draft of the materials. The data that were used to evaluate the developed tasks were collected using questionnaires and interview guidelines.

The data from the needs analysis showed that the Grade VIII students of SMP Negeri 2 Grabag need some interesting and various listening tasks in order to help them practice listening. The target needs cover the inputs, topic, and activities they want in the teaching and learning process. In term of inputs, the students want recording of situational dialogues and monologues and pictures to be applied in the developed tasks. They also want the topics which are related to daily life and

teenagers' life. Further, for the activity, they want listening for gist as the main activity.

The learning needs cover the procedures, the teacher and learner roles, and the setting of the developed tasks. The procedures cover pre-listening activities, while-listening activities, and post-listening activities. The pre-listening activities include looking at some pictures related to the material. Then, for while-listening activities, the students prefer to listening and making predictions, and also listening for gist. The post-listening activities include role play and game. In term of the setting, the students want to do in small groups and pairs. Furthermore, they want the teacher to be the facilitator and the motivator in the teaching and learning process. Meanwhile, the students want to be the active responsive participants.

Based on the try-out result and evaluation, it could be concluded that listening tasks that are suitable for Grade VIII students of SMP Negeri 2 Grabag are listening tasks which motivate students to learn and practice the listening skill. Besides, the listening tasks allow them to explore their listening skills. The detail of the try-out result was as follows.

1. Goals

The average points of the questionnaire on students' agreement which range from 3.78 to 4.12 showed that the students agreed on the goals. All the average scores were in the range of ideal one, that is, $3.4 < \bar{x} < 4.2$ representing the *good category*.

They showed that the tasks facilitate the students to practice their listening skills. Therefore, the goals were achievable.

2. Inputs

The average points of the questionnaire on students' agreement which range from 3.80 to 4.16 showed that the students agreed on the inputs. All the average scores were in the range of ideal one, that are, $3.4 < \bar{x} < 4.2$ representing the *good category*. They show that most of the respondents agreed that the tasks provide effective inputs for the students during the learning and teaching process. Therefore, the inputs were achievable.

3. Procedures

The average points of the questionnaire on students' agreement which range from 3.89 to 4.37 showed that the students agreed on the procedures. All the average scores were in the range of ideal one, that are, $\bar{x} > 4.2$ representing the *very good category* and $3.4 < \bar{x} < 4.2$ representing the *good category*. They show that most of the respondents agreed that the tasks provide effective procedure of teaching and learning process of listening for the students. Therefore, the procedures were achievable.

4. Teacher roles

The average points of the questionnaire on students' agreement which range from 3.84 to 4.19 showed that the students agreed on the teacher roles. All the average scores were in the range of ideal one, that are, $3.4 < \bar{x}\ 4.2$ representing the good

category. They show that most of the respondents agreed that the tasks facilitate the teacher to have effective roles during the learning and teaching process. Therefore, the teacher roles were achievable.

5. Learner roles

The average points of the questionnaire on students' agreement which range from 3.84 to 4.19 showed that the students agreed on the learner roles. All the average scores were in the range of ideal one, that are, $3.4 < \bar{x}$ 4.2 representing the good category. They show that most of the respondents agreed that the tasks facilitate the students to have effective roles during the learning and teaching process. Therefore, the learner roles were achievable.

6. Settings

The average points of the questionnaire on students' agreement which range from 4.24 to 4.26 showed that the students agreed on the settings. All the average scores were in the range of ideal one, that are, $\bar{x} > 4.2$ representing the very good category. It shows that most of the respondents agreed that the tasks provide effective setting for the students during the teaching and learning process. Therefore, the settings were achievable.

7. Instruction

The average points of the questionnaire on students' agreement which range from 4.96 to 4.06 showed that the students agreed on the instructions. All the average

scores were in the range of ideal one, that are, $3.4 < \bar{x} < 4.2$ representing the good category. It shows that developed tasks provide the effective instruction for the teaching and learning. Therefore, the instructions were achievable.

8. Vocabulary

The average points of the questionnaire on students' agreement which range from 4.00 to 4.08 showed that the students agreed on the vocabulary. All the average scores were in the range of ideal one, that is, $3.4 < \bar{x} < 4.2$ representing the *good category*. It shows that the developed tasks provide the students simple and understandable vocabulary that can help them in teaching and learning listening. Therefore, the vocabulary was achievable.

9. Illustration

The average points of the questionnaire on students' agreement which range from 3.19 to 4.19 showed that the students agreed on the illustration. All the average scores were in the range of ideal one, that are, $3.4 < \bar{x} < 4.2$ representing the good category. They show that most of the respondents agreed that the tasks provide effective illustration for the students during the learning and teaching process. Therefore, the illustration was achievable.

10. Recording

The average points of the questionnaire on students' agreement which range from 3.04 to 4.19 showed that the students agreed on the recording. All the average

scores were in the range of ideal one, that are, $2.6 < X \leq 3.4$ and $3.4 < X \leq 4.2$ representing *fair* and *good* categories. They show that most of the respondents agreed that the tasks provide effective recording for the students during the learning and teaching process. Therefore, the illustration was achievable.

In terms of the second objectives of this study, there are some characteristics of grammar tasks that are suitable for grade VIII students of SMP Negeri 2 Grabag. The characteristics were concluded from the results of the try-out and evaluation. Here are the detailed descriptions.

1. The goals

    The goals of the tasks should be appropriate to the indicators stated in the course grids, representing the students' current needs, in this case the needs to achieve their learning goals stated in the curriculum. Also, they should be feasible.

2. The inputs

    The inputs should be comprehensible, interesting, and not too long. The topic should be interesting and familiar for the students. The explanation of the language focus should be brief and motivate the students to learn listening. In addition, the inputs should use simple vocabulary which might help the students to accomplish the tasks and improve their vocabulary mastery.

3. The procedures

The procedures (activities) should be varied and interesting. The tasks here should be simple and accomplishable while challenging in order to avoid the student frustration and to enhance their motivation and confidence in learning listening. In addition, the procedure should be sequenced from guided to free. The guidance could be from the teacher as facilitator and instructor, the materials, or the other students as monitor and corrector. The procedure should be sequenced from easy to difficult. The tasks should begin with knowledge activation and sharing about the meaning and context among the students.

4. The teacher roles

The appropriate teacher roles during the teaching and learning process vary in every stage. At first, the teacher should be as a prompter, a resource and a tutor. Meanwhile, during the tasks accomplishment, the teacher should act as an instructor, a facilitator, and a monitor.

5. The learner roles

The appropriate student roles are as the active and responsive participants. Also, they act as monitors for their friends when they work in groups or pairs.

6. The settings

The setting should be varied. In building the context in the beginning of every meeting, it is better for the students to work in small groups or the whole class

discussion. Meanwhile, during the tasks accomplishment, they work best in pairs. Furthermore, when they listen to the audio, it is better for the students to work individually.

7. The supporting components

Those components are instruction, vocabulary, illustration, and recording. The instruction should be clear. In addition, the vocabulary should be simple and understandable. Moreover, the illustration should be clear, interesting, and understandable. Finally, the recording should be clear.

B. Suggestions

The suggestions can be addressed to the materials developers, English teachers, students, and schools as follows:

1. For other materials developers

The developed tasks are very useful as reference for other materials developers. They can take some benefits of the tasks in designing their product. They can develop materials by adapting some components of listening tasks such as the goals, the inputs, the activities, the teacher roles, the learner roles, the setting, and other supporting components. In addition, they can take the format and layout design as a model of their product.

2. For English teachers

The developed tasks can be used the listening tasks as supporting materials in the class as variation to teach some language functions, especially for teaching and learning process of listening of grade VIII students in the first semester. They also can be used as reference to be more creative in teaching listening.

3. For students

The developed tasks are suitable for students because the activities are interesting and fulfil their needs. Besides, the tasks provide simple explanation of grammar and language functions. Students can build their confidence through doing the tasks. In addition, they are motivated by various and challenging activities.

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APPENDICES

JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA

KUESIONER UNTUK ANALISA KEBUTUHAN (NEEDS ANALYSIS) UNTUK PENGEMBANGAN TUGAS (TASKS) LISTENING UNTUK SEMESTER GASAL KELAS VIII SMP NEGERI 2 GRABAG

Kepada: Siswa Kelas VIII

SMP Negeri 2 Grabag

Dalam rangka penelitian tentang pengembangan tugas (tasks) untuk pembelajaran listening (English listening skill), maka pada kesempatan kali ini saya meminta kesediaan adik-adik untuk mengisi kuesioner ini.

Kuesioner ini berisi pertanyaan-pertanyaan yang bertujuan untuk mengetahui dan menganalisa kebutuhan belajar adik-adik dalam pembelajaran listening. Kuesioner ini tidak bermaksud menguji atau menilai adik-adik.

Demi tercapainya tujuan penelitian ini, saya mohon adik-adik bersedia menjawab semua pertanyaan dengan jujur, sesuai dengan keadaan adik-adik dan tidak dipengaruhi siapapun. Jawaban adik-adik dari kuesioner ini sangat berarti bagi saya, khususnya bagi penelitian saya yaitu pengembangan tugas untuk pembelajaran listening. Identitas dan jawaban adik-adik akan saya jamin kerahasiaannya sesuai dengan kode etik penelitian.

Demikian pengatar sari saya, atas perhatian dan kerjasama adik-adik, saya mengucapkan terimakasih. Selamat bekerja.

Yogyakarta, 12 April 2012
Peneliti

Ambar Arum Jatiningsih
07202244096

ANALISIS KEBUTUHAN BELAJAR SISWA KELAS VIII

AKAN MATERI PADA PELAJARAN *LISTENING*

A. **RESPONDEN**
   1. Nama   : ....
   2. Kelas   : ....
   3. Jenis Kelamin : L/P
   4. Usia   : ....

B. **KEBUTUHAN BELAJAR SISWA**
   Jawablah pertanyaan-pertanyaan di bawah ini pada lembar jawaban yang telah disediakan dengan cara memberi tanda silang (x) pada pilihan jawaban sesuai dengan pendapat adik-adik dengan jujur. Bacalah pertanyaan dengan teliti.

   1. Menurut adik-adik, apakah pembelajaran *listening (English listening skills)* penting?
      a. Sangat penting   c. Tidak penting
      b. Penting   d. Sangat tidak penting
   2. Menurut adik-adik apakah *listening (English listening skill)* mudah?
      a. Sangat mudah   c. Sulit
      b. Mudah   d. Sangat sulit
   3. Seberapa sering adik-adik mendengarkan bahasa Inggris lisan?
      a. Selalu (setiap hari)   c. Kadang-kadang
      b. Sering   d. Tidak pernah
   4. Di mana saja adik-adik biasa mendengarkan bahasa Inggris lisan?
      a. Di sekolah
      b. Di rumah
      c. Di tempat les/ bimbingan belajar
      d. Lainnya *(sebutkan)* ....
   5. Apa saja jenis bahasa Inggris lisan yang biasa adik-adik dengarkan? *(jawaban boleh lebih dari satu)*
      a. Materi pelajaran *listening* di sekolah
      b. Lagu-lagu berbahasa Inggris
      c. Film-film berbahasa Inggris
      d. Berita berbahasa Inggris di radio atau di televisi
      e. Talkshow berbahasa Inggris di radio atau televisi
      f. Lainnya *(sebutkan)* ....
   6. Apakah tujuan adik-adik belajar *listening*?
      a. Ingin mempunyai kemampuan mendengarkan yang baik dalam bahasa Inggris
      b. Ingin meningkatkan kemampuan mendengarkan dalam bahasa Inggris
      c. Ingin lulus ujian karena bahasa Inggris merupakan salaha satu mata pelajaran yang masuk dalam Ujian Nasional
      d. Lainnya *(sebutkan)*...

7. Kemampuan *listening* seperti apa yang adik-adik inginkan? *(jawaban boleh lebih dari satu)*
   a. Kemampuan memahami dan merespon berbagai dialog dalam bahasa Inggris yang berhubungan dengan kehidupan sosial sehari-hari misalnya memberi, menawarkan dan menerima bantuan dll
   b. Kemampuan memahami dan merespon berbagai monolog lisan dalam bahasa Inggris yang berhubungan dengan pengalaman pribadi seseorang
   c. Kemampuan memahami dan merespon monolog lisan yang berhubungan dengan pendeskripsian seseorang atau tokoh idola
   d. Lainnya *(sebutkan)*...
8. Input (materi) apa saja yang biasa diberikan guru dalam memberikan aktivitas *listening*? *(jawaban boleh lebih dari satu)*
   a. Rekaman dialog atau monolog
   b. Video
   c. Rekaman berita berbhasa Inggris
   d. Lagu
   e. Gambar
   f. Penjelasan guru
9. Input (materi) apa saja yang adik-adik inginkan dalam aktivitas *listening*? *(jawaban boleh lebih dari satu)*
   a. Rekaman dialog atau monolog
   b. Video
   c. Rekaman berita berbahasa Inggris
   d. Lagu
   e. Gambar
10. Aktivitas *listening* apa saja yang adik-adik inginkan sebelum mendengarkan input teks (materi)? *(jawaban boleh lebih dari satu)*
    a. Membaca teks yang relevan
    b. Menebak tema input teks yang akan didengarkan berdasarkan judulnya
    c. Mempelajari gambar-gambar yang berkaitan dengan input teks yang akan didengar
    d. Mempelajari kosakata yang berhubungan dengan input teks yang akan didengar.
11. Aktivitas *listening* apa saja yang adik-adik inginkan inginkan selama mendengarkan input teks (materi)? *(jawaban boleh lebih dari satu)*
    a. Melengkapi teks rumpang
    b. Menjawab pertanyaan benar/salah
    c. Menjawab pertanyaan wh-questions
    d. Memilih gambar-gambar berdasarkan petunjuk
    e. Melengkapi tabel
    f. Mencatat hal-hal penting dalam rekaman
12. Aktivitas *listening* apa saja yang adik-adik inginkan setelah mendengarkan input teks (materi)? *(jawaban boleh lebih dari satu)*
    a. Berdiskusi dan presentasi
    b. Bermain peran *(role play)*
    c. Games
    d. Membuat teks yang sejenis dengan input teks (materi) yang sudah didengarkan
    e. Mempraktekan cara pengucapan *(pronunciation)*

13. Topik apa saja yang biasa diberikan guru dalam memberikan materi pembelajaran *listening*? *(jawaban boleh lebih dari satu)*
    a. Topik yang berhubungan dengan kehidupan sehari-hari
    b. Topik yang berhubungan dengan kahidupan sosial
    c. Topik yang berhubungan dengan kehidupan remaja
    d. Topik yang berhubungan dengan budaya dan hiburan
14. Topik apa saja yang adik-adik inginkan dalam pembelajaran *listening*? *(jawaban boleh lebih dari satu)*
    a. Topik yang berhubungan dengan kehidupan sehari-hari
    b. Topik yang berhubungan dengan kahidupan sosial
    c. Topik yang berhubungan dengan kehidupan remaja
    d. Topik yang berhubungan dengan budaya dan hiburan
15. Dalam pembelajaran *listening*, guru biasanya mengajar dengan cara...
    a. Membacakan teks yang akan didengarkan
    b. Mendiktekan teks yang didengar
    c. Memutarkan rekaman teks
    d. Memutarkan video teks
16. Dalam pembelajaran *listening*, adik-adik lebih suka belajar dengan cara...
    a. Mendengarkan dan mencari inti teks
    b. Mendengarkan detail informasi
    c. Mendengarkan ekspresi formal dan non-formal
    d. Mendengarkan dan membuat prediksi
17. Pada pembelajaran *listening* guru biasa memberikan tugas secara...
    a. Kelompok besar   c. Berpasangan *(pairs)*
    b. Kelompok kecil   d. Sendiri (Individu)
18. Pada pembelajaran *listening* adik-adik ingin diberikan tugas secara?
    a. Kelompok besar   c. Berpasangan
    b. Kelompok kecil   d. Sendiri
19. Pada pembelajaran *listening* guru biasanya berperan sebagai...
    a. Pengamat   d. *Performer* (pembicara)
    b. Fasilitator   e. Pemberi saran
    c. Partisipan
20. Pada pembelajaran *listening* adik-adik ingin guru berperan sebagai.....
    a. Pengamat   d. *Performer* (pembicara)
    b. Fasilitator   e. Pemberi saran
    c. Partisipan (pendengar)
21. Dalam pembelajaran *listening* adik-adik biasanya berperan sebagai....
    a. Pengamat   d. Performer (pembicara)
    b. Fasilitator   e. Pemberi saran
    c. Partisipan (pendengar)
22. Dalam pebelajaran *listening* adik-adik ingin berperan sebagai ....
    a. Pengamat   d. Performer (pembicara)
    b. Fasilitator   e. Pemberi saran
    c. Partisipan (pendengar)
    d. Performer(pembicara)

23. Apa saja kesulitan yang adik-adik alami dalam pelajaran *listening*?
    a. Kesulitan dalam memahami ide pokok input teks (materi) yang didengarkan (main idea)
    b. kesulitan dalam memahami isi input teks (materi) secara detail
    c. kesulitan dalam memahami arti kosakata bahasa Inggris dalam materi yang didengar
    d. kesulitan dalam memahami pertanyaan-pertanyaan berkaitan dengan materi.
    e. kesulitan dalam mendengarkan/menangkap kosakata bahasa Inggris yang didengarkan dalam materi.

---- ☺ Terima Kasih ☺ ----

APPENDIX

A

THE NEEDS ANALYSIS
QUESTIONNAIRE

APPENDIX
B

THE RESULT OF NEEDS ANALYSIS

The Result of Needs Analysis

No	Aspects	Questions	Options	Number of Respondents (%)
1.	To find out some information about the students' opinion related to English listening skills	1. Is teaching and learning of listening important?	a. Very important b. Important c. Not important d. Very not important	59.2 40.47 - -
		2. Do you think listening to spoken English is easy?	a. Very easy b. Easy c. Difficult d. Very difficult	3.70 37.07 48.14 11.11
		3. How often do you listen to spoken English?	a. Everyday b. Often c. Rarely d. Never	11.11 62.96 48.14 7.30
		4. Where do you usually listen to spoken English?	a. At school b. At home c. At English course d. Other places (mention)	81.48 7.40 7.40 3.70
2.	To find out some information related to students' exposure to input of spoken English	5. What kinds of spoken English do you usually listen to?	a. English materials at school b. English songs c. English movies d. News in English on radio or TV e. English programs on radio or TV f. Others ….	81.48 25.92 22.22 3.70 - -
3	To find out some information related to the goals of learning English listening skills.	6. What are the goals of learning listening?	a. To be able to listen spoken English well b. To improve the of listening skill c. To be able to pass the National Examination d. Others …..	55.56 18.51 25.92 3.70

		7. What kinds of listening ability do you want to achieve after the teaching and learning process of listening?	a. Respond to the meaning within simple transactional (to get things done) and interpersonal (to socialize) conversation using spoken language accurately, fluently, and appropriately in order to communicate with others involving the functions in daily conversations.	88.89
			b. Respond to the meaning within simple short monologues about the description of people or favorite idols.	18.51
			c. Respond to the meaning within simple short monologues about someone's past experiences	11.11
			d. Others ….	
4.	To find out the information about the input in the teaching and learning	8. What are the inputs that the teacher usually usesin the teaching and learning process of listening?	a. Recordings of dialogue or monologue	-
			b. Videos	-
			c. News	-
			d. Songs	-
			e. Pictures	-
			f. Teacher's explanation	88.89
		9. What kinds of input do you want to use in listening activities?	a. Recording of situational dialogue or monologue	40.47
			b. Videos	11.11
			c. News	7.40
			d. Songs	14.81
			e. Pictures	25.92
			f. Others …	
5.	To find out some information related to the tasks that the students have to accomplish	10. What kind of activities do you want to do in pre-listening	a. Reading something relevant to the materials	3.70

	during the teaching and learning process of English listening skills.	activities?	b. Predicting the content of the materials	7.40
			c. Looking at pictures related to the materials	51.85
			d. Studying the vocabulary and grammatical structure used in the materials	51.85
		11. What kind of activities do you want to do in while-listening activities?	a. Completing a text	37.07
			b. Answering true/false questions	18.51
			c. Answering wh-questions	7.04
			d. Listening and making predictions	44.44
			e. Choosing pictures based on specific clues	48.14
			f. Checking tables related to the materials	37.07
			g. Note taking	11.11
		12. What kind of activities do you want to do in post-listening activities?	a. Discussions and presentation	14.81
			b. Role play	44.44
			c. Games	37.07
			d. Writing the same text type	18.51
			e. Practicing pronunciations	7.40
6.	To find out some information about students' opinion related to the topics given.	13. What are the recent topics of the teaching and learning process of listening?	a. Topics about daily life	55.56
			b. Topics about social life	44.44
			c. Topics about teenagers' life	
			d. Topics about culture and entertainment	
		14. What kind of topics do you want to learn in the teaching and learning process of listening?	a. Topics about daily life	44.44
			b. Topics about social life	7.40
			c. Topics about teenagers' life	37.07
			d. Topics about culture and entertainment	18.51

7.	To find out some information about students' opinion related to the activities during the teaching and learning process of listening.	15. What are the teacher's activities during the teaching and learning process of listening?	a. Reading the texts aloud. b. Dictating the texts c. Using recorded materials d. Playing videos	100
		16. What kind of activities do you want to do during the teaching and learning process of listening?	a. Listening for gist b. Listening to detail information c. Listening to formal and non-formal expressions d. Listening and making predictions	48.18 33.33 33.33 33.33
8.	To find out some information about the setting of the teaching and learning process of listening.	17. In doing the listening tasks, the teacher usually asks to do in …	a. Classical b. Small groups c. Pairs d. Individual	3.70 22.22 62.96 11.11
		18. In doing the listening tasks, you want to do in …..	a. Classical b. Small groups c. Pairs d. Individual	18.51 40.47 48.14 11.11
9.	To find out students' opinion related to the teacher and students roles in the teaching and learning process.	19. What is your teacher's role in the teaching and learning process of listening?	a. Observer b. Facilitator c. Participant d. Performer e. Motivator	11.11 7.40 - 40.47 11.11
		20. In the teaching and learning process of listening, you want your teacher to be a/an ….	a. Observer b. Facilitator c. Participant d. Performer e. Motivator	29.62 - 18.51 48.14 18.51
		21. What is your role in the teaching and learning process of listening?	a. Observer b. Facilitator c. Participant d. Performer	3.70 - 85.18 14.81

			e. Motivator	-
		22. In the teaching and learning process of listening, you want to be a/an ….	a. Observer	-
			b. Facilitator	11.11
			c. Participant	66.67
			d. Performer	25.92
			e. Motivator	-
10.	To find out some information about students' difficulties in learning English listening skills.	23. What are the difficulties that you find in the teaching and learning process of listening?	a. Finding the main idea of the texts	22.22
			b. Finding the detailed information of the texts	14.81
			c. Understanding the meaning of unfamiliar words of the texts	22.22
			d. Understanding the questions related to the texts	3.70
			e. Missing some words of the texts.	37.07

APPENDIX
C

THE COURSE GRID

COURSE GRID

School : SMP Negeri 2 Grabag
Class/Semester : VIII/1
Standard of Competence :
     a. Comprehending the meaning within simple transactional and interpersonal conversations to communicate with others.
     b. Comprehending the meaning within functional oral texts and simple short monologues in the form of descriptive and recount texts in order to communicate with others.

Name of Unit	Basic Competence	Objectives	Indicators	Inputs of Materials	Activities	Teacher Roles	Students Roles	Setting
Unit 1 Super Stars	Responding to the meaning within simple monologues accurately, fluently, and appropriately to communicate with others in the form of descriptive	Students are able to describe someone's physical appearance.	1. The students are able to recognize some vocabulary in describing people.	Pictures and list of words about part of body	Task 1 Finding the meaning of the words used to describe people. Then, classifying them as the description of age, hair or height.	Monitor, Facilitator	Participant	Pair work
			2. Students are able to recognize a monologue of descriptive text.	A monologue containing the description of people.	Task 2 Finding the meaning of some words of a passage.	Monitor, Facilitator	Participant	Individual work
					Task 3 Filling the blanks of the monologue about the description of	Monitor, Facilitator	Participant	Individual work

						Motivator, Facilitator, Monitor	Participant	
					someone			
					Task 4 Answering some questions related to Task 3	Motivator, Facilitator, Monitor	Participant	Classical work
				3. The students are able to recognize the characteristics of descriptive text.	Certain adjective words that are used to describe people's physical appearance.	Task 5 Studying the characteristics of descriptive texts.	Facilitator, Monitor	Participant	Pair work
						Task 6 Writing the description of people using adjective phrases in the correct order.	Facilitator, Monitor	Participant	Individual work
				4. Students are able to get the detailed information of a monologue of descriptive text.	A monologue containing the description of people.	Task 7 Choosing the correct picture based on what they hear.	Facilitator, Monitor	Participant	Individual work
						Task 8 Writing the characteristics of some people described in	Facilitator, Monitor	Participant	Pair work

					the recording.			
			5. Students are able to describe someone	- A rule of guessing game. - Pictures of Indonesian super stars	Task 9 Describing some the idols of some classmates orally.	Motivator, Facilitator, Monitor	Participant Performer.	Small group work
UNIT 2 Can I Have A Pen?	Responding to the meaning within simple transactional (to get things done) and interpersonal (to socialize) conversation using oral language accurately, fluently, and appropriately in order to communicate with others involving the functions of : - Asking for things - Offering things - Responding to the expressions of asking for and offering things.	Students are able to respond to and use the expressions of asking for things, offering things, and responding to the expressions	1. Students are able to recognize some vocabulary used in expressions of asking for things, offering things, and the responses.	A list of words related to the expressions of asking for things, offering things and the responses.	Task 1 Finding the meaning of some words used in expressions of asking for things, offering things, and the responses.	Facilitator, Monitor	Participant	Pair work
				A dialogue containing the expressions of: - Asking for things - Offering things - Responding to the expressions of asking for and	Task 2 Listening to the recorded dialogue and then answering the followed questions related to the content of the dialogue.	Facilitator, Monitor Motivator	Participant	Individual work

				offering things.				
			2. Students are able to recognize the expressions of asking for, offering and responding to the expressions	Gambits of asking for things

Gambits of offering things

Gambits of responding to the expressions of asking for and offering things | Task 3 Studying the expressions of asking for things, offering things, and the responses | Facilitator, Monitor | Participant | Individual work |
| | | | 3. Students are able to differentiate the expressions of asking for and offering things | Some exchanges containing the expressions of asking for and offering things. | Task 4 Listening to the dialogue, and then classifying whether the expressions is used to ask for things or offer things. | Facilitator, Monitor | Participant | Individual work |
| | | | 4. Checking students' understand-ding of the content of the dialogue | Pictures mentioned in the recording in Task 4 | Task 5 Listening again to the recording in Task 4 then numbering mentioned picture. | Facilitator, Monitor | Participant | Individual work |

			5. Students are able to differentiate the formal and non-formal expressions of asking for and offering things.	Some exchanges containing the expressions of asking for and offering things and the responses	Task 6 Listening to the exchanges and then giving check to the correct options whether the expressions are in formal or non-formal form.	Facilitator Motivator Monitor	Performer Participant	Individual work
			6. Students are able to differentiate the responses are refused or accepted.	Some exchange containing the expressions of asking for and offering things and the responses	Task 7 Listening to the exchanges in task 5, then drawing smiley in the correct options. Smile face for the accepted response, and sad face for the refused response.	Facilitator, Monitor	Participant	Individual
			7. Students are able to use the expressions of asking for, offering, and	Situational cards of: - A waiter/waitress and a costumer - A student and his/her	Task 8 Making dialogue based on the given situational card. Then, practicing it.	Facilitator, Monitor, Motivator	Participant Performer	Pair work

				responding things.	friend.			
			8. Students are able to listening to the detailed information based on what they heard from their friends' perfor-mance.	Situational dialogues.	Task 9 Rewriting the expression used in every students' performance.	Facilitator, Monitor, Motivator	Participant Performer	Individual work
UNIT 3 What A Charming Dress!	Responding to the meaning within simple transactional (to get things done) and interpersonal (to socialize) conversation using oral language accurately, fluently, and appropriately in order to communicate with others involving the functions of complimenting and how to respond to it.	Students are able to respond to and use the expressions of compli-menting and the responses.	1. Students are able to recognize some words used in compli-menting.	Pictures and list of words related to kinds of clothes.	Task 1 Finding the meaning of some provided words. Then, match the words with the pictures.	Facilitator, Monitor,	Participant	Pair work
				A dialogue containing the expressions of giving compliment and the responses.	Task 2 Completing the dialogue based on the recording.	Facilitator, Monitor,	Participant	Individual work
					Task 3 Listening to the dialogue in Task 2, and then	Facilitator, Monitor,	Participant	Individual work

					answering the followed questions.			
			2. Students are able to recognize the expressions of compliment	Gambits of giving compliment	Task 4 Studying the expressions of giving compliment and the responses.	Facilitator, Monitor,	Participant	Classical work
				Exclamatory sentences for example: - What a nice bag! - What a smart boy!	Task 5 Finding the meaning of some provided words, and then using the words to make an exclamatory sentence.	Facilitator, Monitor, Motivator	Participant	Pair work
			.	Gambits of some language function.	Task 6 Choosing the expressions of giving compliments.	Facilitator, Monitor,	Participant	Individual work
			3. Students are able to differenti- ate the formal and	Exchanges including the use of expressions of giving	Task 7 Listening to some exchanges. Then, giving	Facilitator, Monitor,	Participant	Individual work

			non-formal expressions of compliment ing and the response.	compliment and the response.	check to the correct options whether the expressions are in formal or non-formal form.			
			4. Students are able to get the detailed information on the recorded dialogue.	A dialogue including the use of expressions of giving compliment and the responses	Task 8 Numbering the correct picture based on the recorded dialogue.	Facilitator, Monitor,	Participant	Individual work
			5. Students are able to use the expressions of giving compliment and the response	A song related to giving compliment. - *"Just the Way You are"* by Bruno Mars.	Task 9 Listening to the song. Then, arranging the lyric cards.	Facilitator, Monitor, Motivator	Participant Performer	Group work

APPENDIX D

THE DEVELOPED TASKS

THE FIRST DRAFT OF THE DEVELOPED TASKS

My Favourite Singers

Do you have favourite singers?

Who are they?

Can you tell your friends about them?

Task 1

Find the meaning of the words below. Are these words about face, height, or hair? Write them under the correct headings. Compare your answers with your friends.

cute	round	tall	wrinkles	wavy	beautiful
long	blonde	dark	curly	straight	shoulder-length
oval	light brown	not very tall	pale	bearded	bald

Face	Height	Hair
…	…	**curly**
…	…	…
…	…	…
…	…	…
…	…	…
…	…	…

(Adapted from: Basic Tactics for listening students book, page. 6)

She has long black straight hair.

Let's Have a Practice

He is tall.

Task 2

Find the meaning of the words in the box. Then, listen to the recording and complete the paragraph with the correct words.

born	: …………………………………	voice	: ………………………………………
flat	: …………………………………	full	: ………………………………………
mole	: …………………………………	appearance	: ………………………………………
straight	: …………………………………	though	: ……………………………………….
ambitious	: …………………………………	winner	: ……………………………………….
amazing	: …………………………………		

Regina Ivanova

My idol is Regina Ivanova. She is the *1) winner* of Indonesian Idol season 7. Her 2)……………………….name is Regina Ivanova Polapa. She was 3)………………….. in Jakarta, December 4, 1985. She has long 4)……………………………… black hair. She is so beautiful 5)……………………. her body is fat. There is a small 6)……………………. on her nose. She has a 7)……………………. nose. She has amazing 8)…………………………... She is an 9) ……………. person. I like her since her first 10)………………………………… in the audition of Indonesian Idol. I think she is a good singer.

Task 3

Read the text in Task 8. Then answer the questions below.

1. Who is Regina Ivanova?
2. What is her full name?
3. When was she born?
4. How is her hair like?
5. What is on her nose?

LANGUAGE FOCUS

Task 4

Study the following explanation.

In Task 2 you find a text about the description of Regina Ivanova. This text is called a descriptive text. The purpose of the text is to describe a particular person, animal or thing.

> To describe someone's phsycal appearance you can use the following grammatical patterns:
>
> - Subject + be + adj. *(He is tall.)*
> - Subject + have + noun phrase *(She has tidy clothes/long hair/a round face.)*
> - Subject + present continuous/wear + article + noun or plural noun. *(They are wearing glasses/trousers; He is wearing a coat.)*

You can use the following words to describe someone's physical appearance.

Hair

black	blonde	brown	grey	bald
long	short	straight	wavy	curly

Face

heart	rectangular	round
square	triangular	oval

You can also add moustache, beard, or sideburn to describe a man's face.

Moustache	beard	sideburns

Eyes

- shape

round eyes	almond eyes	Asian eyes/slanted eyes

- colour

Grey	Dark	green	blue	brown

Height
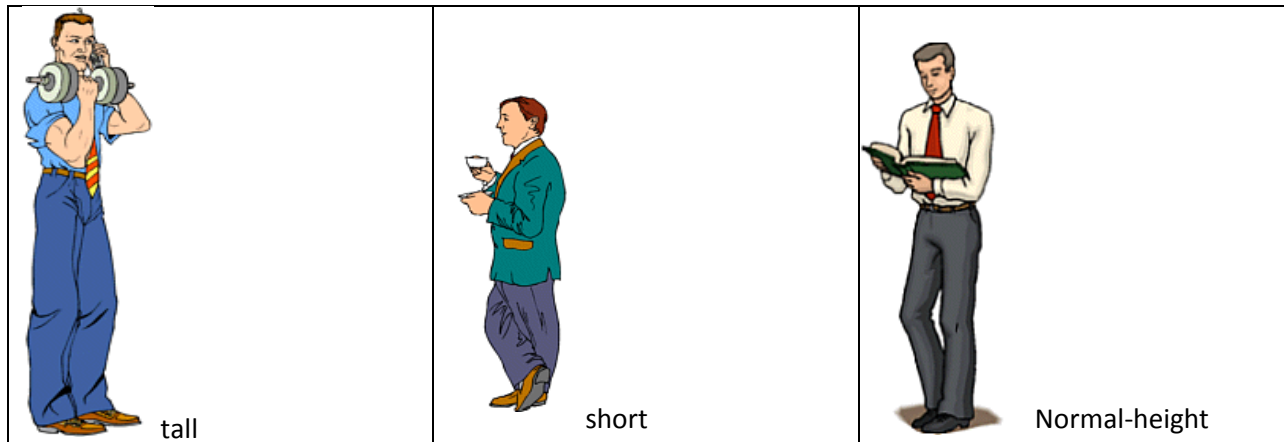
tall	short	Normal-height

You can also describe their nose and body

Body	Nose
slim	flat
thin	pointed
fat	
muscular	

Besides, you also can use words such as *ambitious, smart, confident, charming, kind,* etc. to describe someone's personality.

Here are some examples of describing people:

- He has slanted eyes.
- He has short straight black hair.
- He has an oval face.
- He wears a yellow shirt.

- She is beautiful.
- She has a pointed nose.
- She has long wavy blonde hair.

- She has curly brown hair.
- She has dark skin.
- She wears silver earrings.

NOUN PHRASE
A good noun phrase should follow the order below:

Determiner-opinion-size-shape-age-color-material-noun

For example:
A beautiful pink dress
Long straight black hair
Purple silver earrings

Task 5

Work with your partner. Rearrange the jumbled words below in the correct order.

1. long-She-has-hair-brown-dark.
2. is-a-Billy-boy-charming.
3. He-a-bearded-has-face-round.
4. is-She-gorgeous-girl-a.
5. body-His-muscular-is.
6. brown-has-green-Deane-eyes-round.
7. muscular-boy-tall-is-a-He.
8. Mrs. Smith-grey-short-wavy-hair-has.
9. almond-eyes-George-blue-has.
10. slim-beautiful-She-girl-is-a.

Task 6

Listen to the recording. Then, cross (x) the correct option.

1.	a.		b.	
2.	a.		b.	
3.	a.		b.	
4.	a.		b.	

5.	a.		b.	
6.	a.		b.	
7.	a.		b.	

Task 7

Listen to the recording. Some people are describing some famous people. Does the information you hear match to the description? Check (√) the correct answer.

	Correct	**Incorrect**			Correct	**Incorrect**
1. Lady Gaga			**3.**	**Cristiano Ronaldo**		
a. She is 35 years old.	☐	☐		a. He is a forward player.	☐	☐
b. She has grey hair.	☐	☐		b. His birthday is on 15th February.	☐	☐
c. She is 165 cm tall.	☐	☐		c. He has blonde hair.	☐	☐
d. She can play a piano.	☐	☐		d. He cannot run very fast.	☐	☐
2. Iqbaal Dhiafakhri			**4.**	**Febby Rastanty**		
a. His boy band name is Coboy Junior.	☐	☐		a. She was born in 1992.	☐	☐
b. He is 14 years old.	☐	☐		b. She is a senior high school student.	☐	☐
c. He has long black hair.	☐	☐		c. She has short hair.	☐	☐
d. He is a senior high school student.	☐	☐		d. She has round eyes.	☐	☐

FUN SPACE : Riddle

What has a neck, but no head?

Answer: A bottle

Task 8

Listen to the recording. Some people are talking about their favourite artists. Match the people you hear and number the correct picture.

Task 9

Work in groups of four. Let's play *Who am I Game*. Before playing, study the instructions and the rules below.

a. Each group has to choose three Indonesian super stars pictures that are provided by the teacher.

b. Every group has two chances to describe the super stars.

c. Decide which group who gets the first turn to play.

d. Then, each group has to describe the super stars that have been chosen.

e. The other groups have to guess who he/she is by asking some yes/no questions. Such as:

- Am I a singer?
- Am I an actress/actor?
- Am I from Indonesia?
- Am I old?
- Am I a teenager?
- Am I fat/thin?
- Am tall/short?
- Is my hair blonde/black?
- Do I have curly/straight/wavy hair?
- Is my hair long/short?
  Etc.

f. The group who guesses the super stars correctly will get 1 point.

g. The winner is the group who has the highest score.

h. The group who gets the lowest score has to do what the winner asks to do for example dancing.

Summary

In this unit you learn:

1. **The grammatical patterns of the descriptive text include:**

   > To describe someone's appearance you can use the following grammatical patterns:
   >
   > - Subject + be + adj. *(He is tall.)*
   > - Subject + have + noun phrase *(She has tidy clothes/long hair/a round face.)*
   > - Subject + present continuous/wear + article + noun or plural noun.
   > - *They are wearing glasses/trousers; He is wearing a coat.)*

2. **The words used to describe a person's physical appearance.**

height	body	hair	face	eyes	nose
tall	slim	long	round	almond	flat
short	thin	short	oval	round	pointed
	fat	bald	square	slanting/asian eyes	
	muscular	straight	heart		
		curly			
		wavy			
		blond			
		black			

Vocabulary

bearded /ˈbiːədid/ (adj)	: berjenggot
blonde /blɑːnd/ (adj)	: pirang
charming /ˈʧɑːmiɲ/ (adj)	: mempesona
cute /kjuːt/ (adj)	: imut; manis
energetic /enəˈdʒetɪk/ (adj)	: enerjik
friendly /ˈfrendli/(adj)	: ramah
gorgeous /ˈgɔːdʒəs/ (adj)	: menawan
muscular /ˈmʌskjʊl(r)/ (adj)	: berotot
slanted /ˈslɑːntɪd/ (adj)	: sipit
slim /slɪm/ (adj)	: ramping
square /skweə(r)/ (n)	: persegi

Can I Have a Pen?

Have you ever asked your friends for something?
What do you say when you want to have it from you friends?
How do they respond to your request?

Task 1

Work with your partner. Use your dictionary to find the meaning of some words below.

borrow : ………….   give   : ……………..   bring   : ………………..
lend   : ………….   sure   : ……………..   thanks : …………………
get   : ………….   sorry   : ……………..   here   : …………………

Let's Have a Practice

Task 2

Listen to the dialogue between Lena and Venty. Complete the missing words. Then, answer the following questions orally. Number one is done for you.

Lena   : Hi, Ven. What's 1) *wrong* with you? You look like in trouble now.
Venty   : I have an English course today, but I 2)…………… to bring my book.
Lena   : I'm sorry to hear that. What can I 3)………… for you?
Venty   : Lena, can I 4)…………… your book, please?
Lena   : 5)………… Here you are.
Venty   : Thank you so much
Lena   : Never 6)……….

1. What did Venty want from Lena?
2. Why did Venty borrow Lena's book?
3. What did she say to ask for Lena's book?
4. Did Lena lend her book?
5. What did Lena say to give her book?

Language Focus

Task 3

Listen again to the dialogue in Task 2. Then, study the following explanation.

In the dialogue in Task 2, you find some expressions with different functions. The expressions are presented below.

Venty   : Lena, **can I borrow your book, please?**
Lena   : **Sure. Here you are.**

The expressions above are used to ask for things and give the things to your friends. There are still other such expressions and also the responses. They are presented below.

	Asking for things	Responses	
		Giving things	**Refusing**
Formal (to older people or strangers)	May I borrow/have …, please? Could you get me …, please? Would you bring me …, please?	Here you are. Sure. Here. Here is the …. This is for you. … is/are for you.	I'd like to, but I'm using it.
Less-formal	Can I have …, please? Can you give me …, please? Can you lend me …, please?	Yes, of course. Sure. Okay. All right.	Sorry, I don't have. Sorry, I'm using it. Sorry, I can't.

The expressions below are used to offer something.

	Offering things	Responses	
		Accepting	**Refusing**
Formal (to older people or strangers)	Will you have …? Would you like some …?	Thank you so much. That would be delightful.	Not, this time. No, but thanks for offering. That's very kind, but I won't.
Less-formal	Do you want a …? Coffee?	Yes, please. I'd love one.	No, thanks.

Task 4

Work in pairs. Listen to the people on the recording. Then, identify the expressions whether they are asking for or offering things. Check (√) the correct answer.

Asking for a thing	Offering a thing
√	….
….	….
….	….
….	….
….	….
….	….
….	….
….	….

Task 5

Listen to the people on the recording. Then, put a check (√) in the correct option, whether the expressions of asking for things or offering things are in formal or less-formal form.

Formal	Less-formal
√	…
…	…
…	…
…	…
…	…

FUN SPACE : Tongue Twister
Say them correctly!
We surely shall see the sun shine soon

Task 6

Listen again to the recording in Task 5. Then, draw an emoticon in the correct option. ☺ for the accepted response, and ☹ for the refused response.

Accepted	Refused
☺	◯
◯	◯
◯	◯
◯	◯
◯	◯

Task 7

The script of the dialogue between Michael and the shop assistant below is jumbled. Listen to the recording of the dialogue, and then rearrange the script into the correct order.

Shop assistant : Yes, Sir. Can I help you?
Michael : Excuse me, Miss.
Shop assistant : Thank you. Would you like a hat, Sir?
There are several colours including blue.
Michael : May I have a blue shirt with
the design like the red one?
Michael : Yes, thank you.
Shop assistant : Yes, of course.
I think we still have it in the store house.
Please, wait a minute
Shop assistant : Here it is, Sir.
Michael : I don't like wearing a hat. Thank you.
Michael : Thank you. Here is the money.

1. …………………………………………
2. …………………………………………
3. …………………………………………
4. …………………………………………
5. …………………………………………
6. …………………………………………
7. …………………………………………
8. …………………………………………
9. …………………………………………

Task 8

Listen again to the dialogue in Task 7. Then, answer the questions below based on the dialogue.

1. Who was Michael?
2. What did he want to buy?
3. What did he say to the shop assistant?
4. Did the store have Michael's request?
5. What did the shop assistant say when she gives Michael's request?
6. What thing did the shop assistant offer to Michael?
7. Did Michael buy the thing? Why?

Task 9

Work with your partner. Choose one of the cards below. Then, create a role play based on the situation in the card you have chosen. After that, present your role play in front of the class. Have the class guess which situation you are role playing.

> You are a waitress/waiter. A customer asks something to eat. Offer some drinks to him/her too.

> It is the break time at school. You ask your friend to accompany you to the school cafeteria, but he/she can't. He/she asks you to get some snacks and drinks for him/her.

Summary

In this unit you learn the expressions of:

a. **How to ask for something and how to respond.**
    A : Can I borrow your pen, please?
    B : Sure. Here you are.

    A : Can I borrow your pen, please?
    B : I'm sorry. I'm using it.

b. **How to offer something and how to respond.**
    A : Do you want a cup of coffee?
    B : Yes, please.

    A : Do you want a cup of coffee?
    B : No, thank you.

Vocabulary

accept /əkˈsept/ (v)	: menerima
accompany /əˈkʌmpəni/ (v)	: menemani
borrow /ˈbɒrəʊ/ (v)	: meminjam
cafeteria /ˌkæfəˈtɪəriə/ (n)	: kantin
customer /ˈkʌstəmə(r)/ (n)	: pelanggan
lend /lend/ (v)	: meminjamkan
offer /ˈɒfə(r)/ (v)	: menawarkan
refuse /rɪˈfjuːz/ (v)	: menolak
shopkeeper/ˈʃɒpkiːpə(r)/ (n)	: pemilik toko
stranger /ˈstreɪndʒə(r)/ (n)	: orang asing
waiter /ˈweɪtə(r)/ (n)	: pelayan (laki-laki)
waitress /ˈweɪtrəs/ (n)	: pelayan (perempuan)

What a Charming Dress!

Have you ever seen your friend in a gown?

What do you say when your friend looks beautiful in that gown?

Task 1

Work with you partner. Use your dictionary to find the meaning of these words. Then, match the words with the picture.

a. blouse   : ……………………..   f. gown   : ………………………
b. jeans   : ……………………..   g. hat   : ………………………
c. skirt   : ……………………..   h. jacket   : ………………………
d. scarf   : ……………………..   i. sandals   : ………………………
e. watch   : ……………………..   j. earrings   : ………………………

……………………..	………………………..	………………………..	………………………..	………………………..
……………………..	………………………..	………………………..	………………………..	………………………..

Let's Have a Practice

Task 2

Gina is celebrating her birthday with her classmates in her house. Listen to the dialogue on the recording. While you are listening, complete the missing words of the dialogue script below.

Angel   : Happy birthday, Gina. Wish all your dreams [1]……………………….……………… this year.
Gina   : Thank you very much, Angel. Thank you for coming to my party.
Angel   : It's a beautiful pink [2]………………………………….
Gina   : Really? Thank you. You also look [3]……………………………… in your red shirt.
Toni   : Hey girls. What's up? By the way, Gina, [4]……………………………………….. .
Gina   : Thanks, Toni. Anyway, you look [5]……………………………………. with your new haircut.
Toni   : Really? Thank you. So do you.
Angel   : Emm, Toni. I watched your game when you won your [6]………………………. competition. Your performance is [7]…………………………..

Toni   : Oh not really.
Gina   : By the way guys, let's enjoy the party.

Task 3

Answer these questions orally based on the dialogue on Task 2.
1. Who was celebrating the birthday?
2. What did Gina wear in her birthday party?
3. How did Angel compliment to Gina's gown?
4. What did Gina say to respond to Angel's statement?
5. What did Gina say about Toni?

Language Focus

Task 4

Study the following explanation.

In Task 2, you find some expressions to give compliment to someone and the responses. Here are the expressions.

Giving compliment	Responses
It's a beautiful pink gown.	Really? Thank you.
You also look beautiful in your red shirt.	Oh, not really.
You look charming with your new haircut.	
Your performance is great.	

You can use the expressions of giving compliment to show that something is nice. It can be the way of someone looks or something that someone has done.

a compliment is verbal sunshine

-Robert Orben-

Here are the other expressions of giving compliment and the responses.

	Giving compliment	Responses
Formal (to older people or someone with higher position)	May I say how elegant you look? If I may say so, your dress is quite charming.	It's (very) good of you to say so. How (very) nice/kind/good etc. of you to say so. It's (very) nice for you to say so.
Less-formal	You look great today. You really look great/good/beautiful/nice in that dress. I really do like your new jacket. It suits you.	Oh, thanks. Thank you for saying so.

You can also use these phrases to compliment to someone is wearing.
- What a charming dress it is.
- What a cool jacket it is.
- What a nice shirt it is.

To respond to a compliment, you can add some extra information after saying thank you.
- A: Nice shirt.
  B: Thanks. It was a present from my aunt.
- A: Wow. It is a cute sweater.
  B: Thank you. It's just my old sweater.

Task 5

Work in pair. Find the meaning of the words in words bank below. Then, use them to comment on the following objects. Number 1 is the example.

WORDS BANK			
fashionable	: ……………………………....	sweet	: ………………………….
elegant	: ……………………………....	comfortable	: ………………………….
casual	: ……………………………....	cool	: ………………………….
beautiful	: ……………………………....	cute	: ………………………….

What a fashionable shirt.	....	....	....
....	....	....	....

Task 6

Listen to the recording. Then give check if the speaker says the expressions of giving compliments in the table below.

No.	Expressions
1	√
2	…..
3	…..
4	…..
5	…..
6	…..
7	…..

Wow! That's a nice bag.

Oh. Thanks

Task 7

Listen to the recording. Identify whether the speakers say compliments and the responses in formal or less-formal expressions. Put a check (√) under the correct headings.

Formal	Non-formal
……	√
……	……
……	……
……	……
……	……

Task 8

With your partner, draw an arrow (———▶) to match the words and phrases in the table to their definitions. You may use your dictionary to help you. Number one is done for you.

a.	i am flattered	1.	Popular in a particular time.
b.	you wear it well	2.	a set of clothes
c.	outfit	3.	where the most important businesses and shops in a town are located (British English)
d.	polite	4.	it suits you, it is right for you
e.	high street	5.	to see or become aware of something
f.	notice	6.	used to express that you are very pleased after receiving a compliment
g.	fashionable	7.	saying something correctly
h.	style	8.	a particular design of fashion

Task 9

Listen to the recording. While you are listening to the recoding, complete the following dialogue script.

Alberd : Hey, you look so different. Have you cut your hair?
Debby : Oh yes, I did actually. Thanks for (1) …………………………………………..
Alberd : Where did you get it done?
Debby : Oh, just that place on the (2)…………………………………………..
Alberd : They did a great job and it looks great with the (3)…………………………………….
Debby : Do you think so?
Alberd : Oh yeah. Very (4) …………………………………………..
Debby : Oh, it's just an old thing.
Alberd : Well, you've got a great sense of (5) …………………………………..
Debby : Thank you, you too.
Alberd : Thank you.
          Nice perfume, too. Is that Dream?
Debby : Well, yes it is, actually.
Alberd : You wear it well.
Debby : I'm (6) ……………………………………..
Alberd : My pleasure.
Debby : Listen, do you want something?
Alberd : No. I'm just being (7) ……………………………………., you know.
Debby : Hmmm.

Task 10

Work in group of four. Let's do Jumbled Lyric Game. Before you start playing, study the following instructions.

1. You have to arrange the lyrics of Bruno Mars' song entitled "Just the Way You Are".
2. Make sure that your group has a lyric and some cards containing the lyric of the song.
3. Distribute the lyric cards to each member of your group.
4. Listen carefully to the song. It will be played twice.
5. When the sentences in the cards are sung, the one who bring the card has to put it on the lyric sheet.
6. The game is finished when the lyric is completed.

Summary

In this unit, you learn:

- How to use the expressions of giving compliment.
  The expressions of compliment are used when you want to show that something is nice.
- The expressions of giving compliment to someone's appearance:

Giving compliment	Responses
What a charming/nice/good/ etc. ……………! Nice/lovely/gorgeous/cool ……………………… You look great/good/beautiful with ……………… May I say how elegant you look?	Oh, thanks. Oh not really. Thank you for saying so. How (very) nice/kind/good etc. of you to say so.

- Some other expressions of giving compliment

Giving compliment	Responses
• That's a lovely cake. • What a lovely garden. • You're really a good tourist guide. • You've chosen a nice place for this holiday.	• I'm glad you like it. • Thanks a lot. I like gardening very much. • Thank you for saying so. • I'm glad you enjoy it.

Vocabulary

admiring /ədˈmaɪərɪŋ/ (adj)   : mengagumi

beautiful /ˈbjuːtɪf(ə)l/(adj)   : cantik

charming /ˈtʃɑː.mɪŋ/ (adj)   : mempesona, luwes

clinch /klɪntʃ/   (v)   : memenangkan

compliment /ˈkɒmplɪmənt/(n/v)   : pujian/ memuji

cool /kuːl/ (adj)   : keren

elegant /ˈelɪgənt/ (adj)   : elegan

fashionable /ˈfæʃənəbl̩/ (adj)   : sesuai mode terbaru

flatter/ˈflætə(r)/ (v)   : memuji, menyanjung

good/gʊd/ (adj)   : baik, bagus

gorgeous/ˈgɔː.dʒəs/ (adj)   : sangat bagus

gown/gaʊn/ (n)   : gaun

great/greɪt/ (adj)   : sangatbagus

insincere/ˌɪnsɪnˈsɪə(r)/ (adj)   : bermuka dua, berpura-pura

modest/ˈmɒdɪst/ (adj)   : rendah hati, sederhana

nice/naɪs/ (adj)   : baik, bagus

outfit/ˈaʊtfɪt/ (n)   : perlengkapan, pakaian wanita

polite/pəˈlaɪt/ (adj)   : sopan

skill/skɪl/ (n)   : kemampuan

smashing/ˈsmæʃɪŋ/ (adj)   : luar biasa

smell/smel/ (n)   : bau

TRANSCRIPT UNIT 1
SUPER STARS

TASK 2

Regina Ivanova

My idol is Regina Ivanova. She is the winner of Indonesian Idol season 7. Her full name is Regina Ivanova Polapa. She was born in Jakarta, December 4th, 1985. She has long straight black hair. She is so beautiful though her body is fat. There is a small mole on her nose. She has a flat nose. She has amazing voice. She is an ambitious person. I like her since her first appearance in the audition of Indonesian Idol. I think she is a good singer.

TASK 6
1. She has long blond hair.
2. She has slanted eyes.
3. She has long wavy blond hair.
4. He has round blue eyes.
5. He is bald and bearded.
6. She has long black hair and a pointed nose.
7. He has short black hair and an oval face.

TASK 7
1. He is a singer. I like his songs, but "Baby" is my favourite. I like him because he is a cute boy. He has short straight brown hair and his nose is pointed.
2. She is a great Indonesian singer. Her voice is amazing. She's also beautiful. She has light skin and Asian eyes. She often changes her hair cut, but when her hair is short dark brown, she looks more beautiful.
3. He is a vocalist of a famous band. His voice and stage performance is amazing. Everybody can recognize him easily by looking at his hair cut. It is short curly black hair. Really curly.
4. What a charming boy he is. Look. His smile is so sweet. I like his eyes. Slanted-eyes. He has an oval face and a pointed nose. Among the other member of his boy band, I like him the most.
5. My favourite artist is a singer. She has long straight blond hair. Her face is oval. She has a pointed nose and round eyes. She likes to use eye-liner to make up her eyes. So, her eyes look really black.
6. He is my favourite soccer player. He plays for LA Galaxy team as a winger. He is bald. He has brown eyes and a pointed nose.
7. She is an Indonesian artist, but now she lives in United States to finish her study. She is beautiful. She has long straight black hair. Her nose is pointed.
8. I like her so much. She is an Indonesian actress. She plays many movies and soap opera in the television. She is a cute girl. She has light skin. Her nose is pointed, and she has long wavy dark brown hair.

TRANSCRIPT UNIT 2
CAN I HAVE YOUR PEN?

Task 2
Lena   : Hi, Ven. What's wrong with you? You look like in trouble now.
Venty   : I have an English course today, but I forget to bring my book.
Lena   : I'm sorry to hear that. What can I do for you?
Venty   : Lena, can I borrow your book, please?
Lena   : Sure. Here you are.
Venty   : Thank you so much
Lena   : Never mind.

Task 4
1. A: Do you have any eraser?
    B : Yes.
    A : Can I borrow it?
    B : Sure.
2. A : I'm looking for a science book. Do you have one about chemistry?
    B : Well, you better check in this catalogue.
    A : Thanks.
3. A : Your bookmark is cute. Can I have it?
    B : Sure. I still have the other one.
4. A : Would you like desert?
    B : The desert look great, but I couldn't eat another thing today.
5. A : Can I borrow your book for a minute?
    B : Sure.
6. A : Would you like some cake?
    B : Yes, please.
7. A : Do you have a pen I can borrow?
    B : Sure. Here we go.
8. A : Good morning, Mr Martin. Coffee?
    B : Oh, great. Yes, please. I'd love one.

Task 6 and Task 7
1. A : Could you buy me some drink, please?
    B : Of course.
2. A : Would you like desserts?
    B : The desserts look great, but I couldn't eat another thing today.
3. A : Can you lend me a bag, please?
    B : I'm sorry. I'm using it.
4. A : Good morning Mr Martin, coffee?
    B : Oh, great! Yes please, I'd love one.
5. A : Your bookmark is cute. Can I have it?
    B : Sure. I still have the other one.

TRANSCRIPT UNIT 3
WHAT A CHARMING DRESS!

Task 2
Situation: Gina is celebrating her birthday with her classmates in her house.

Angel : Happy birthday, Gina. Wish all your dreams come true in this year.
Gina : Thank you very much, Angel. Thank you for coming to my party.
Angel : It's so beautiful pink gown.
Gina : Really? Thank you. You also look beautiful in your red shirt.
Toni : Hey girls. What's up? By the way, Gina, congratulations on your birthday.
Gina : Thanks, Toni. Anyway, you look charming in your new haircut.
Toni : Really? Thank you. So do you.
Angel : Emm, Toni. I watched your game when you won your soccer competition.
  Your performance is great.
Toni : Oh not really.
Gina : By the way guys, let's enjoy the party.

Task 6
1. You look great with that jacket.
2. Congratulations!
3. Wow…That's a cool shirt. It suits you.
4. Can you give me a hand?
5. I'd like some dress, please.
6. If I may say so, your dress is quite charming.
7. Oh not really.

Task 7
1. Ann : Happy birthday, Ed. Wow, what a cool watch you have! Is that a present?
   Eddy : Thanks. Yes, it's a birthday present from my aunt. She bought it in Singapore.
2. Stranger : Oh, I love your earrings, they are so beautiful!
   Deane : Thank you. They're silver.
3. Marry : Excuse me, but I was just admiring your bag. It's really nice.
   Stranger : Oh, thank you.
4. Liza : You look gorgeous in that green jacket.
   Tom : Thank you for saying so.
5. Andy : If I may say so, you look so beautiful today.
   Gina : How kind of you to say so.

Task 9

Just the Way You Are

Oh, her eyes, her eyes, make the stars look like they're not shining
Her hair, her hair, falls perfectly without her trying
She's so beautiful, and I tell her every day

Yeah, I know, I know, when I compliment her she won't believe me
And it's so, it's so, sad to think that she don't see what I see
But every time she asks me do I look ok, I say

When I see your face, there's not a thing that I would change
Cause you're amazing, just the way you are
And when you smile, the whole world stops and stares for a while
Because girl you're amazing, just the way you are(yeah)

Her lips, her lips, I could kiss them all day if she let me
Her laugh, her laugh, she hates but I think it's so sexy
She's so beautiful, and I tell her every day

Oh, you know, you know, you know, I'd never ask you to change
If perfect's what you're searching for then just stay the same
So, don't even bother asking if you look ok
You know I'll say

When I see your face, there's not a thing that I would change
Cause you're amazing, just the way you are
And when you smile, the whole world stops and stares for a while
Because girl you're amazing, just the way you are
The way you are, the way you are
Girl you're amazing, just the way you are

THE FINAL DRAFT OF THE DEVELOPED TASKS

My Favourite Singer

Do you have favourite singers?

Who are they?

Can you tell your friends about them?

In this unit you will learn:

- How to describe people.
- How to use Noun Phrase to describe people.

TASK 1

Find the meaning of the words below. Are these words about face, height, or hair? Write them under the correct headings. Compare your answers with your friends.

cute	round	tall	wrinkles	wavy	beautiful
long	blonde	dark	curly	straight	shoulder-length
oval	light brown	not very tall	pale	bearded	bald

Face	Height	Hair
...	...	**Curly**
...	...	...
...	...	...
...	...	...
...	...	...
...	...	...

(Adapted from: Basic Tactics for listening students book, page. 6)

She has long black straight hair.

TASK 2

He is tall.

Find the meaning of the words in the box. Then, listen to the recording and complete the paragraph with the correct words.

born	: …………………………………	voice	: …………………………………
flat	: …………………………………	full	: …………………………………
mole	: …………………………………	appearance	: …………………………………
straight	: …………………………………	though	: …………………………………
ambitious	: …………………………………	winner	: …………………………………
amazing	: …………………………………		

Regina Ivanova

My idol is Regina Ivanova. She is the [1] *winner* of Indonesian Idol season 7. Her [2]……………………..name is Regina IvanovaPolapa. She was [3]…………………..in Jakarta, December 4, 1985. She has long [4]……………………………. black hair. She is so beautiful [5]……………………..her body is fat. There is a small [6]…………………….on her nose. She has a [7]……………………. nose. She has amazing [8]…………………………….. She is an [9] …………….person. I like her since her first [10]…………………………………. in the audition of Indonesian Idol. I think she is a good singer.

TASK 3

Read the text in Task 2. Then answer the questions below.

1. Who is Regina Ivanova?
2. What is her full name?
3. When was she born?
4. How is her hair like?
5. What is on her nose?

LANGUAGE FOCUS

TASK 4

Study the following explanation.

In Task 2 you find a text about the description of Regina Ivanova. This text is called a descriptive text. The purpose of the text is to describe a particular person, animal or thing.

> To describe someone'sphsycal appearance you canuse the following grammatical patterns:
>
> - Subject + be + adj. *(He is tall.)*
> - Subject + have + noun phrase *(She has tidy clothes/long hair/a round face.)*
> - Subject + present continuous/wear + article + noun or plural noun. *(They are wearing glasses/trousers; He is wearing a coat.)*

You can use the following words to describe someone's physical appearance. Study the picture and listen to the teacher pronunciation of each word and then repeat after him/her.

Hair

black /blæk/	blonde /blɑːnd/	brown /braʊn/	grey /greɪ/	bald /bɑːld/
long /lɑːŋ/	short /ʃɔːrt/	straight /streɪt/	wavy /ˈweɪvi/	curly /ˈkɝːli/

Face

heart /hɑːrt/	rectangular /rekˈtæŋgjə.lɚ/	round /raʊnd/
square /skwer/	triangular /traɪˈæŋgjʊlə/	oval /ˈoʊvl/

You can also add moustache, beard, or sideburn to describe a man's face.

Moustache /ˈmʌstæʃ/	beard /bɪəd/	sideburns /ˈsaɪd.bɜːnz/

Eyes
- shape

round eyes/raʊndaɪs/	almond eyes/ɑː.məndaɪs/	slanted eyes ?/slɑːntɪdaɪs/

- colour

grey/greɪ/	dark/dɑːk/	green/griːn/	blue/bluː/	brown/braʊn/

Height

tall /tɔːl/	short /ʃɔːt/	normal-height/nɔːməl /haɪt/

You can also describe their nose and body

Body	Nose
Slim	flat
thin	pointed
fat	
muscular	

Besides, you can also use words such as *ambitious, smart, confident, charming, kind,* etc. to describe someone's personality.

Here are some examples of describing people:

- He has slanted eyes.
- He has short straight black hair.
- He has an oval face.
- He wears a yellow shirt.
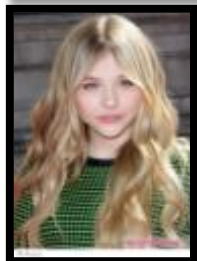
- She is beautiful.
- She has a pointed nose.
- She has long wavy blonde hair.

NOUN PHRASE
A good noun phrase should follow the order below:

Determiner-opinion-size-shape-age-color-material-noun

For example:
A beautiful pink dress
Long straight black hair
Purple silver earrings

TASK 5

Work with your partner. Rearrange the jumbled words below in the correct order.

1. long-She-has-hair-brown-dark.
2. is-a-Billy-boy-charming.
3. He-a-bearded-has-face-round.
4. is-She-gorgeous-girl-a.
5. body-His-muscular-is.

6. brown-has-green-Deane-eyes-round.
7. muscular-boy-tall-is-a-He.
8. Mrs. Smith-grey-short-wavy-hair-has.
9. almond-eyes-George-blue-has.
10. slim-beautiful-She-girl-is-a.

TASK 6

Some people are describing her favourite singers. Listen to the recording. Then, cross (x) the correct option.

1.	a.		b.	

2.	a.		b.	

3.	a.	b.
4.	a.	b.
5.	a.	b.

6.	a.	b.
7.	a.	b.

 # TASK 7

Listen to the recording. Some people are talking about their favouriteartists. Match the people you hear and number the correct picture.

☐	☐	☐	☐
☐	☐	☐	☐

TASK 8

Listen again to the recording on Task 7. Then write down the description of the singer that you heard. Check your answer with your partner.

1. Job   : ……………………………
   Hair   : ……………………………
   Eyes   : ……………………………
   Nose   : ……………………………
2. Job   : ……………………………
   Hair   : ……………………………
   Voice : ……………………………
3. Job   : ……………………………
   Hair   : ……………………………
   Voice : ……………………………
4. Eyes   : ……………………………
   Face   : ……………………………
   Nose   : ……………………………
5. Job   : ……………………………
   Hair   : ……………………………

   Face   : ……………………………
   Nose   : ……………………………
   Eyes   : ……………………………
6. Job   : ……………………………
   Hair   : ……………………………
   Eyes   : ……………………………
   Nose   : ……………………………
7. Job   : ……………………………
   Hair   : ……………………………
   Nose   : ……………………………
   Skin   : ……………………………
8. Job   : ……………………………
   Skin   : ……………………………
   Nose   : ……………………………
   Hair   : ……………………………

TASK 9

Work in groups of four. Let's play _Akinator's Game_. Before playing, study the instructions and the rules below.

a. Each group has to think about a famous singer.
b. Every group has a chance to describe the singer.
c. Decide which group who gets the first turn to play.
d. Then, each group has to describe the super stars that have been chosen.
e. The other groups have to guess who he/she is by asking some yes/no qu_____ _____stions are below:

- Is your singer male?
- Has he/she ever been married?
- Is he/she a teenager?
- Is he/she fat?
- Is he/she tall?
- Is his/her hair blonde?
- Does he/she have curly hair?
- Does he/she have long hair?

- Is he/she Chine_e l
- Do you know h_m/____ ____ ___ you were a kid?
- Does he/she play mus_ instrum_ it?
- Does he/she play guitar_
- Is he/she a member of a girl/boy band?
- Is he/she a solo singer?
- Is he/she a vocalist of a group band?

f. The group who guesses the super stars correctly will get 1 point.
g. The winner is the group who has the highest score.
h. The group who gets the lowest score has to do what the winner asks to do for example dancing.

Summary

In this unit you learn:

1. **The grammatical patterns of the descriptive text include:**

> To describe someone's appearance you can use the following grammatical patterns:
>
> - Subject + be + adj. *(He is tall.)*
> - Subject + have + noun phrase *(She has tidy clothes/long hair/a round face.)*
> - Subject + present continuous/wear + article + noun or plural noun.
> - *They are wearing glasses/trousers; He is wearing a coat.)*

2. **The words used to describe a person's physical appearance.**

height	body	hair	face	Eyes	Nose
tall	slim	long	round	almond	flat
short	thin	short	oval	round	pointed
	fat	bald	square	slanting/Asian	
	muscular	straight	heart	eyes	
		curly			
		wavy			
		blond			
		black			

Vocabulary

bearded /ˈbiːədɪd/ (adj)	: berjenggot
blonde/blɑːnd/ (adj)	: pirang
charming /ˈʧɑːmɪŋ/ (adj)	: mempesona
cute /kjuːt/ (adj)	: imut; manis
energetic/enəˈdʒetɪk/ (adj)	: enerjik
friendly /ˈfrendli/(adj)	: ramah
gorgeous/ˈgɔːdʒəs/ (adj)	: menawan
muscular/ˈmʌskjʊl(r)/ (adj)	: berotot
slanted/ˈslɑːntɪd/ (adj)	: sipit
slim/slɪm/ (adj)	: ramping
square/skweə(r)/ (n)	: persegi

Can I Have a Pen?

Have you ever asked your friends for something?
What do you say when you want to have it from you friends?
How do they respond to your request?

In this unit you will learn:
- How to ask for something.
- How to offer something.
- How to respond to such expressions.

TASK 1

Work with your partner. Use your dictionary to find the meaning of some words below.

borrow : …………..	give : …………….	bring : ………………
lend : …………..	sure : …………….	thanks : ………………
get : …………..	sorry : …………….	here : ………………

TASK 2

Listen to the dialogue between Lena and Venty. Complete the missing words. Then, answer the following questions orally. Number one is done for you.

Lena : Hi, Ven. What's 1) *wrong* with you?
   You look like in trouble now.
Venty : I have an English course today,
   but I 2)…………… to bring my book.
Lena : I'm sorry to hear that.
   What can I 3)………… for you?
Venty : Lena, can I 4)…………… your book, please?
Lena : 5)………….. Here you are.
Venty : Thank you so much
Lena : Never 6)……….

1. What didVenty want from Lena?
2. Why didVenty borrow Lena's book?
3. What did she say to ask for Lena's book?
4. Did Lena lend her book?
5. What did Lena say to give her book?

TASK 3

Listen again to the dialogue in Task 2. Then, study the following explanation.

In the dialogue in Task 2, you find some expressions with different functions. The expressions are presented below.

Venty : Lena, **can I borrow your book, please?**

Lena   : **Sure. Here you are.**

The expressions above are used to ask for things and give the things to your friends. There are still other such expressions and also the responses. They are presented below.

	Asking for things	Responses	
		Giving things	**Refusing**
Formal (to older people or strangers)	May I borrow/have …, please? Could you get me …, please? Would you bring me …, please?	Here you are. Sure. Here. Here is the …. This is for you. … is/are for you.	I'd like to, but I'm using it.
Less-formal	Can I have …, please? Can you give me …, please? Can you lend me …, please?	Yes, of course. Sure. Okay. All right.	Sorry, I don't have. Sorry, I'm using it. Sorry, I can't.

The expressions below are used to offer something.

	Offering things	Responses	
		Accepting	**Refusing**
Formal (to older people or strangers)	Will you have …? Would you like some …?	Thank you so much. That would be delightful.	Not, this time. No, but thanks for offering. That's very kind, but I won't.
Less-formal	Do you want a …? Coffee?	Yes, please. I'd love one.	No, thanks.

TASK 4

Work in pairs. Listen to the people on the recording. Then, identify the expressions whether they are asking for or offering things. Check (√) the correct answer.

Asking for a thing	Offering a thing
√	….
….	….
….	….
….	….
….	….
….	….
….	….
….	….

TASK 5

Listen again. What things do those people need? Number the pictures below.

1			

TASK 6

Listen to the people on the recording. Then, put a check (√) in the correct picture that represents the conversation on the recording.

Formal	Less-formal
√	…
…	…
…	…
…	…
…	…

🖊️ TASK 7

Listen again to the recording in Task 6. Then, draw an emoticon in the correct option. ☺for the accepted response, and ☹ for the refused response.

Accepted	Refused
🙂	◯
◯	◯
◯	◯
◯	◯
◯	◯

🖊️ TASK 8

Work with your partner. Choose one of the cards below. Then,create a role play based on the situation in the card you have chosen. After that, present your role play in front of the class. Have the class guess which situation you are role playing.

> You are a waitress/waiter. A customer asks something to eat. Offer some drinks to him/her too.

> It is the break time at school. You ask your friend to accompany you to the school cafeteria, but he/she can't. He/she asks you to get some snacks and drinks for him/her.

✏️ TASK 9

Pay attention to your friends' conversation on Task 8. Then write down the expressions they used in the conversation.

Asking for things : ....

....

....

Offering things : ....

....

....

Summary

In this unit you learn the expressions of:

a. **how to ask for something and how to respond.**

A : Can I borrow your pen, please?
B : Sure. Here you are.

A : Can I borrow your pen, please?
B : I'm sorry. I'm using it.

b. **how to offer something and how to respond.**

A : Do you want a cup of coffee?
B : Yes, please.

A : Do you want a cup of coffee?
B : No, thank you.

Vocabulary

accept/əkˈsept/ (v)	: menerima
accompany/əˈkʌmpəni/ (v)	: menemani
borrow/ˈbɒrəʊ/ (v)	: meminjam
cafeteria/ˌkæfəˈtɪəriə/ (n)	: kantin
customer/ˈkʌstəmə(r)/ (n)	: pelanggan
lend/lend/ (v)	: meminjamkan
offer/ˈɒfə(r)/ (v)	: menawarkan
refuse/rɪˈfjuːz/ (v)	: menolak
shopkeeper/ˈʃɒpkiːpə(r)/ (n)	: pemiliktoko
stranger/ˈstreɪndʒə(r)/ (n)	: orang asing
waiter/ˈweɪtə(r)/ (n)	: pelayan (laki-laki)
waitress/ˈweɪtrəs/ (n)	: pelayan (perempuan)

What a Charming Dress!

Have you ever seen your friend in a gown?

What do you say when your friend looks beautiful in that gown?

In this unit, you will learn how to give compliment to someone's look

Task 1

Work with you partner. Use your dictionary to find the meaning of these words. Then, match the words with the picture.

a.   blouse   :   f. gown   : ………
b.   jeans   :   g. hat   :
c.   skirt   : ……………………..   h.jacket   :
d.   scarf   : ……………………..   i. sandals :
e.   watch   : ……………………..   j. earrings :

………………………..   ………………………..   ………………………..   ………………………..   ………………………..

………………………..   ………………………..   ………………………..   ………………………..   ………………………..

Let's Have a Practice

Task 2

Gina is celebrating her birthday with her classmates in her house.Listen to the dialogue on the recording. While you are listening, complete the missing words of the dialogue script below.

Angel   : Happy birthday, Gina. Wish all your dreams [1)]…………………………….…………this year.
Gina   : Thank you very much, Angel. Thank you for coming to my party.
Angel   : It's a beautiful pink [2)]………………………………….
Gina   : Really? Thank you. You also look [3)]……………………………… in your red shirt.
Toni   : Hey girls. What's up? By the way, Gina, [4)]…………………………………….…..
Gina   : Thanks, Toni. Anyway, you look [5)]……………………………………. with your new haircut.
Toni   : Really? Thank you. So do you.
Angel   : Emm, Toni. I watched your game when you won your [6)]……………………………. competition.
          Your performance is [7)]…………………………..
Toni   : Oh not really.
Gina   : By the way guys, let's enjoy the party.

Task 3

Answer these questions orally based on the dialogue on Task 2.
1. Who was celebrating the birthday?
2. What did Gina wear in her birthday party?
3. How did Angel compliment to Gina's gown?
4. What did Gina say to respond to Angel's statement?
5. What did Gina say about Toni?

Language Focus

Task 4

Study the following explanation.

In Task 2, you find some expressions to give compliment to someone and the responses. Here are the expressions.

Giving compliment	Responses
It's a beautiful pink gown.	Really? Thank you.
You also look beautiful in your red shirt.	Oh, not really.
You look charming with your new haircut.	
Your performance is great.	

You can use the expressions of giving compliment to show that something is nice. It can be the way of someone looks or something that someone has done.

Here are the other expressions of giving compliment and the responses.

You can also use these phrases to compliment to someone is wearing.
- What a charming dress it is.
- What a cool jacket it is.
- What a nice shirt it is.

To respond to a compliment, you can add some extra information after saying thank you.
- A: Nice shirt.
  B: Thanks. It was a present from my aunt.
- A: Wow. It is a cute sweater.
  B: Thank you. It's just my old sweater.

	Giving compliment	Responses
Formal (to older people or someone with higher position)	May I say how elegant you look? If I may say so, your dress is quite charming.	It's (very) good of you to say so. How (very) nice/kind/good etc. of you to say so. It's (very) nice for you to say so.
Less-formal	You look great today. You really look great/good/beautiful/nice in that dress. I really do like your new jacket. It suits you.	Oh, thanks. Thank you for saying so.

Task 5

Work in pair. Find the meaning of the words in words bank below. Then, use them to comment on the following objects. Number 1 is the example.

Fashionable	: ………………………	sweet	: ………………………
elegant	: ………………………	comfortable	: ………………………
casual	: ………………………	cool	: ………………………
beautiful	: ………………………	cute	: ………………………

What a fashionable shirt.	……………………………	……………………………	……………………………
……………………………	……………………………	……………………………	……………………………

Task 6

Listen to the recording. Then give check if the speaker says the expressions of giving compliments in the table below.

No.	Expressions
1	√
2	…..
3	…..
4	…..
5	…..
6	…..
7	…..

Wow! That's a nice bag.

Oh. Thanks

Task 7

Listen to the recording. Identify whether the speakers say compliments and the responses in formal or less-formal expressions. Put a check (√) under the correct headings.

Formal	Non-formal
……	……
……	……
……	……
……	……
……	……

Task 8

Listen again to the recording on Task 7. What do the people compliment to? Number the picture.

☐   ☐   ☐

☐   ☐

Task 9

Work in group of four. Let's do Jumbled Lyric Game. Before you start playing, study the following instructions.

1. You have to arrange the lyrics of Bruno Mars' song entitled "Just the Way You Are".
2. Make sure that your group has a lyric board and some cards containing the lyric of the song.
3. Distribute the lyric cards to each member of your group.
4. Listen carefully to the song. It will be played twice.
5. When the sentences in the cards are sung, the one who brings the card has to put it on the lyric board.
6. The game is finished when the lyric is completed.
7. The first group who can complete the lyric is the winner.

Summary

In this unit, you learn:

- How to use the expressions of giving compliment
  The expressions of compliment are used when you want to show that something is nice.
- The expressions of giving compliment to someone's appearance:

Giving compliment	Responses
What a charming/nice/good/ etc. ……………! Nice/lovely/gorgeous/cool ……………………… You look great/good/beautiful with ……………… May I say how elegant you look?	Oh, thanks. Oh not really. Thank you for saying so. How (very) nice/kind/good etc. of you to say so.

- Some other expressions of giving compliment

Giving compliment	Responses
- That's a lovely cake. - What a lovely garden. - You're really a good tourist guide. - You've chosen a nice place for this holiday.	- I'm glad you like it. - Thanks a lot. I like gardening very much. - Thank you for saying so. - I'm glad you enjoy it.

Vocabulary

Word	Meaning
admiring/ədˈmaɪərɪŋ/ (adj)	: mengagumi
beautiful/ˈbjuːtɪf(ə)l/(adj)	: cantik
charming/ˈtʃɑː.mɪŋ/ (adj)	: mempesona, luwes
clinch/klɪnʃ/ (v)	: memenangkan
compliment/ˈkɒmplɪmənt/(n/v)	: pujian/ memuji
cool/kuːl/ (adj)	: keren
elegant/ˈelɪgənt/ (adj)	: elegan
fashionable/ˈfæʃənəbl̩/ (adj)	: sesuai mode terbaru
flatter/ˈflætə(r)/ (v)	: memuji, menyanjung
good/gʊd/ (adj)	: baik, bagus
gorgeous/ˈgɔː.dʒəs/ (adj)	: sangatbagus
gown/gaʊn/ (n)	: gaun
great/greɪt/ (adj)	: sangatbagus
insincere/ˌɪnsɪnˈsɪə(r)/ (adj)	: bermukadua, berpura-pura
modest/ˈmɒdɪst/ (adj)	: rendahhati, sederhana
nice/naɪs/ (adj)	: baik, bagus
outfit/ˈaʊtfɪt/ (n)	: perlengkapan, pakaianwanita
polite/pəˈlaɪt/ (adj)	: sopan
polite/pəˈlaɪt/ (adj)	: sopan
skill/skɪl/ (n)	: kemampuan
smashing/ˈsmæʃɪŋ/ (adj)	: luarbiasa
smell/smel/ (n)	: bau

TRANSCRIPT UNIT 1
SUPER STARS

TASK 2

Regina Ivanova

My idol is Regina Ivanova. She is the winner of Indonesian Idol season 7. Her full name is Regina Ivanova Polapa. She was born in Jakarta, December 4th, 1985. She has long straight black hair. She is so beautiful though her body is fat. There is a small mole on her nose. She has a flat nose. She has amazing voice. She is an ambitious person. I like her since her first appearance in the audition of Indonesian Idol. I think she is a good singer.

TASK 6
1. She has long blond hair.
2. She has slanted eyes.
3. She has long wavy blond hair.
4. He has round blue eyes.
5. He is bald and bearded.
6. She has long black hair and a pointed nose.
7. He has short black hair and an oval face.

TASK 7
1. He is a singer. I like his songs, but "Baby" is my favourite. I like him because he is a cute boy. He has short straight brown hair and his nose is pointed.
2. She is a great Indonesian singer. Her voice is amazing. She's also beautiful. She has light skin and Asian eyes. She often changes her hair cut, but when her hair is short dark brown, she looks more beautiful.
3. He is a vocalist of a famous band. His voice and stage performance is amazing. Everybody can recognize him easily by looking at his hair cut. It is short curly black hair. Really curly.
4. What a charming boy he is. Look. His smile is so sweet. I like his eyes. Slanted-eyes. He has an oval face and a pointed nose. Among the other member of his boy band, I like him the most.
5. My favourite artist is a singer. She has long straight blond hair. Her face is oval. She has a pointed nose and round eyes. She likes to use eye-liner to make up her eyes. So, her eyes look really black.
6. He is my favourite soccer player. He plays for LA Galaxy team as a winger. He is bald. He has brown eyes and a pointed nose.
7. She is an Indonesian artist, but now she lives in United States to finish her study. She is beautiful. She has long straight black hair. Her nose is pointed.
8. I like her so much. She is an Indonesian actress. She plays many movies and soap opera in the television. She is a cute girl. She has light skin. Her nose is pointed, and she has long wavy dark brown hair.

TRANSCRIPT UNIT 2
CAN I HAVE YOUR PEN?

Task 2
Lena : Hi, Ven. What's wrong with you? You look like in trouble now.
Venty : I have an English course today, but I forget to bring my book.
Lena : I'm sorry to hear that. What can I do for you?
Venty : Lena, can I borrow your book, please?
Lena : Sure. Here you are.
Venty : Thank you so much
Lena : Never mind.

Task 4
1. A: Do you have any eraser?
   B : Yes.
   A : Can I borrow it?
   B : Sure.
2. A : I'm looking for a science book. Do you have one about chemistry?
   B : Well, you better check in this catalogue.
   A : Thanks.
3. A : Your bookmark is cute. Can I have it?
   B : Sure. I still have the other one.
4. A : Would you like desert?
   B : The desert look great, but I couldn't eat another thing today.
5. A : Can I borrow your book for a minute?
   B : Sure.
6. A : Would you like some cake?
   B : Yes, please.
7. A : Do you have a pen I can borrow?
   B : Sure. Here we go.
8. A : Good morning, Mr Martin. Coffee?
   B : Oh, great. Yes, please. I'd love one.

Task 6 and Task 7
1. A : Could you buy me some drink, please?
   B : Of course.
2. A : Would you like desserts?
   B : The desserts look great, but I couldn't eat another thing today.
3. A : Can you lend me a bag, please?
   B : I'm sorry. I'm using it.
4. A : Good morning Mr Martin, coffee?
   B : Oh, great! Yes please, I'd love one.
5. A : Your bookmark is cute. Can I have it?
   B : Sure. I still have the other one.

TRANSCRIPT UNIT 3

WHAT A CHARMING DRESS!

Task 2
Situation: Gina is celebrating her birthday with her classmates in her house.

Angel   : Happy birthday, Gina. Wish all your dreams come true in this year.
Gina   : Thank you very much, Angel. Thank you for coming to my party.
Angel   : It's so beautiful pink gown.
Gina   : Really? Thank you. You also look beautiful in your red shirt.
Toni   : Hey girls. What's up? By the way, Gina, congratulations on your birthday.
Gina   : Thanks, Toni. Anyway, you look charming in your new haircut.
Toni   : Really? Thank you. So do you.
Angel   : Emm, Toni. I watched your game when you won your soccer competition.
           Your performance is great.
Toni   : Oh not really.
Gina   : By the way guys, let's enjoy the party.

Task 6
1. You look great with that jacket.
2. Congratulations!
3. Wow…That's a cool shirt. It suits you.
4. Can you give me a hand?
5. I'd like some dress, please.
6. If I may say so, your dress is quite charming.
7. Oh not really.

Task 7
1. Ann   : Happy birthday, Ed. Wow, what a cool watch you have! Is that a present?
    Eddy   : Thanks. Yes, it's a birthday present from my aunt. She bought it in Singapore.
2. Stranger : Oh, I love your earrings, they are so beautiful!
    Deane   : Thank you. They're silver.
3. Marry   : Excuse me, but I was just admiring your bag. It's really nice.
    Stranger : Oh, thank you.
4. Liza   : You look gorgeous in that green jacket.
    Tom   : Thank you for saying so.
5. Andy   : If I may say so, you look so beautiful today.
    Gina   : How kind of you to say so.

Task 9

Just the Way You Are

Oh, her eyes, her eyes, make the stars look like they're not shining
Her hair, her hair, falls perfectly without her trying
She's so beautiful, and I tell her every day

Yeah, I know, I know, when I compliment her she won't believe me
And it's so, it's so, sad to think that she don't see what I see
But every time she asks me do I look ok, I say

When I see your face, there's not a thing that I would change
Cause you're amazing, just the way you are
And when you smile, the whole world stops and stares for a while
Because girl you're amazing, just the way you are(yeah)

Her lips, her lips, I could kiss them all day if she let me
Her laugh, her laugh, she hates but I think it's so sexy
She's so beautiful, and I tell her every day

Oh, you know, you know, you know, I'd never ask you to change
If perfect's what you're searching for then just stay the same
So, don't even bother asking if you look ok
You know I'll say

When I see your face, there's not a thing that I would change
Cause you're amazing, just the way you are
And when you smile, the whole world stops and stares for a while
Because girl you're amazing, just the way you are
The way you are, the way you are
Girl you're amazing, just the way you are

APPENDIX E

THE QUESTIONAIRE OF THE EXPERT JUDGEMENT

EXPERT JUDGEMENTS
(SECOND QUESTIONNAIRE)

a) Respondent Identity
    Name   :
    Age   :
    Sex   :
    Education   : ( ) S1
                   ( ) S2
                   ( ) S3

b) Materials Evaluation
    Give checklist in the following column.
    SA   : if you strongly agree with the statement
    A   : if you agree with the statement
    U   : if you are neutral with the statement
    D   : if you disagree with the statement
    SD   : if you strongly disagree with the statement

Number	Statements	SA	A	U	D	SD
	A. Goal					
1.	The developed materials will accomplish the objective of the teaching and learning process of listening to help students improve the listening skills.					
	B. Format					
2.	The general layout is comfortable and interesting.					
3.	The type setting is suitable.					
4.	The illustration (pictures) is clear, attractive, and understandable.					
	C. Instruction					
5.	The instructions in every task are understandable and clear for both the teacher and the students.					
	D. Content					
6.	The topics of the developed materials are suitable with the educational background of the students.					
7.	There are various input text included in the developed materials (describing people, the expressions of asking for and offering things and the responses, the expressions of giving compliment and the responses).					
8.	The input texts are interesting and appropriate to the					

	students' level.					
9.	a. The explanation of the characteristics of describing people is understandable.					
	b. The explanation of some functional texts is understandable.					
	c. The explanation of the grammar is clear					
11.	The activities in the developed materials give the students opportunities to learn listening skills.					
	E. Vocabulary					
12.	The vocabulary used in the developed material is understandable.					
13.	The developed materials provide the vocabulary list of unfamiliar words.					
	F. Sequence					
14.	The tasks in each unit of developed materials are sequenced from guided to free.					
15.	The tasks in the developed materials are sequenced from comprehension to production					
	G. Setting					
16.	The setting of the developed materials varies from whole class, group work, in pair work, and individual work.					
	H. Teacher and Learner Role					
17.	The teacher role (guiding, explaining, or monitoring) in each tasks expressed through the instruction is clear.					
18.	The learner role (doing the task in a whole class, in group, in pairs or individually, or paying attention to the teacher's explanation) in each task expressed through the instructions is clear.					

c) Write your opinion towards the developed materials.

1. What is your opinion about the developed materials?

………………………………………………………………………

………………………………………………………………………

………………………………………………………………………

………………………………………………………………………

2. What are the weaknesses of the developed materials?

………………………………………………………………………

………………………………………………………………………

………………………………………………………………………

………………………………………………………………………

3. Would you like to give me some suggestions to improve the developed materials?

    …………………………………………………………………………………

    …………………………………………………………………………………

    …………………………………………………………………………………..

    …………………………………………………………………………………

    …………………………………………………………………………………

d) This developed materials are considered to be:

    1. Appropriate to apply in the field-testing without revision
    2. Appropriate to apply in the field-testing with suggested revision
    3. Inappropriate to apply

    *) Circle one of the answers

Evaluator,

…….…..………………………..

APPENDIX F

THE RESULT OF THE EXPERT JUDGEMENT

EXPERT JUDGEMENTS
(SECOND QUESTIONNAIRE)

a) Respondent Identity

Name　　　:

Age　　　 :

Sex　　　 :

Education　: ( ) S1

　　　　　　( ) S2

　　　　　　( ) S3

b) Materials Evaluation

Give checklist in the following column.

SA　　: if you strongly agree with the statement

A　　 : if you agree with the statement

U　　 : if you are neutral with the statement

D　　 : if you disagree with the statement

SD　　: if you strongly disagree with the statement

Number	Statements	SA	A	U	D	SD
	A.　Goal					
1.	The developed materials will accomplish the objective of the teaching and learning process of listening to help students improve the listening skills.		√			
	B.　Format					
2.	The general layout is comfortable and interesting.		√			
3.	The type setting is suitable.		√			
4.	The illustration (pictures) is clear, attractive, and understandable.		√			
	C.　Instruction					
5.	The instructions in every task are understandable and clear for both the teacher and the students.		√			
	D.　Content					
6.	The topics of the developed materials are suitable with the educational background of the students.		√			
7.	There are various input text included in the developed materials (describing people, the expressions of asking for and offering things and the responses, the expressions of giving compliment and the responses).		√			
8.	The input texts are interesting and appropriate to the		√			

	students' level.					
9.	a. The explanation of the characteristics of describing people is understandable.		√			
	b. The explanation of some functional texts is understandable.		√			
	c. The explanation of the grammar is clear		√			
11.	The activities in the developed materials give the students opportunities to learn listening skills.		√			
	E. Vocabulary					
12.	The vocabulary used in the developed material is understandable.		√			
13.	The developed materials provide the vocabulary list of unfamiliar words.		√			
	F. Sequence					
14.	The tasks in each unit of developed materials are sequenced from guided to free.		√			
15.	The tasks in the developed materials are sequenced from comprehension to production		√			
	G. Setting					
16.	The setting of the developed materials varies from whole class, group work, in pair work, and individual work.		√			
	H. Teacher and Learner Role					
17.	The teacher role (guiding, explaining, or monitoring) in each tasks expressed through the instruction is clear.		√			
18.	The learner role (doing the task in a whole class, in group, in pairs or individually, or paying attention to the teacher's explanation) in each task expressed through the instructions is clear.		√			

c) Write your opinion towards the developed materials.
1. What is your opinion about the developed materials?

So far so good, however
the book I found gramatical error

2. What are the weaknesses of the developed materials?

Need to remove one task
in every unit and change it with
post activities

3. Would you like to give me some suggestions to improve the developed materials?

give post activities

check grammatical error

d) This developed materials are considered to be:

1. Appropriate to apply in the field-testing without revision
2. Appropriate to apply in the field-testing with suggested revision
3. Inappropriate to apply

*) Circle one of the answers

Evaluator

THE RESULT OF EXPERT JUDGEMENT

Components	Mean	Category
Goal	4	Good
Format 1	4	Good
Format 2	4	Good
Format 3	4	Good
Instruction	4	Good
Content 1	4	Good
Content 2	4	Good
Content 3	4	Good
Content 4a	4	Good
Content 4b	4	Good
Content 4c	4	Good
Content 5	4	Good
Vocabulary 1	4	Good
Vocabulary 2	4	Good
Sequence 1	4	Good
Sequence 2	4	Good
Setting	4	Good
Teacher role	4	Good
Students role	4	Good

APPENDIX G

THE QUESTIONAIRES FOR TASKS EVALUATION

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS (LISTENING TASKS) UNTUK GURU SMP NEGERI 2 GRABAG DAN MAHASISWA PENDIDIKAN BAHASA INGGRIS

A. Data Responden

Nama   : ……………………………………………………

Jenis kelamin   : (Perempuan/Laki-laki)*

Usia   : …… tahun.

Pendidikan   : (S1/S2/S3)*

B. Evaluasi Materi

Mohon Anda memberi tanda ceklis (V) pada kolom skor sesuai dengan penilaian terhadap materi pembeajaran bahasa Inggris (Listening Tasks).

Keterangan:

5: sangat setuju

4: setuju

3: ragu-ragu

2: tidak setuju

1: sangat tidak setuju

UNIT 1

No	Pernyataan	Skor				
		5	4	3	2	1
1.	Materi yang diujicobakan (*Listening Tasks*) sesuai dengan standar kompetensi pembelajaran bahasa Inggris untuk SMP kelas VIII.					
2.	Materi yang diujicobakan (*Listening Tasks*) sesuai dengan kompetensi dasar pembelajaran bahasa Inggris untuk SMP kelas VIII.					
3.	Dalam materi yang diujicobakan (*Listening Tasks*) terdapat kesesuaian antara kompetensi dasar pembelajaran bahasa Inggris untuk SMP kelas VIII dengan					
4.	Dalam materi yang diujicobakan (*Listening Tasks*) terdapat kesesuaian antara indikator dengan kegiatan-kegiatan dalam materi pembelajaran bahasa Inggris (*Tasks*).					
5.	Materi yang diujicobakan (*Listening Tasks*) membantu siswa berlatih keterampilan mendengar ekspresi-ekspresi dalam *describing people* dan akhirnya bisa menggunakan ekspresi-ekspresi tersebut secara mandiri.					
6.	Materi yang diujicobakan (*Listening Tasks*) sesuai dengan tingkat kemampuan bahasa Inggris siswa.					
7.	Materi yang diujicobakan (*Listening Tasks*) mudah untuk dipelajari.					
8.	Penjelasan materi yang diujicobakan menarik dan mudah dipahami.					
9.	Penjelasan tentang struktur bahasa *(grammar)* mudah dipahami.					
10.	Teks-teks yang ada pada materi yang diujicobakan (*Listening Tasks*) menarik dan mudah dipahami.					
11.	Penggunaan bahasa dalam materi yang diujicobakan (*Listening Tasks*) baik dan mudah dipahami.					

12.	Topik yang ada dalam materi yang diujicobakan (*Listening Tasks*) menarik.					
13.	Instruksi-instruksi di setiap kegiatan cukup jelas dan mudah dipahami.					
14.	Pertanyaan-pertanyaan yang ada dalam latihan mudah dipahami.					
15.	Latihan yang ada dalam materi yang diujicobakan (*Listening Tasks*) beraneka ragam.					
16.	Kegiatan yang ada berisi latihan-latihan individu (*individual*), berpasangan (*in pairs*), kelompok (*in groups*), dan satu kelas (*whole class*).					
17.	Latihan yang ada dalam materi yang diujicobakan (*Listening Tasks*) bertahap dari yang disertai panduan sampai yang tidak disertai panduan (bebas) dimulai dari yang mudah sampai yang sulit.					
18.	Peran guru dan siswa yang diperlihatkan melalui instruksi cukup jelas.					
19.	Materi yang diujicobakan (*Listening Tasks*) menyediakan kosa kata yang sederhana dan mudah dipahami.					
20.	Materi yang diujicobakan (*Listening Tasks*) menyediakan kosa kata yang behubungan dengan teks-teks yang ada pada materi dan membantu siswa meningkatkan kosa kata bahasa Inggris.					
21.	Materi dan soal latihan disusun secara sistematis.					
22.	Tampilan materi pembelajaran bahasa Inggris yang diujicobakan (*Listening Tasks*) menarik.					
23.	Rekaman materi jelas.					

Berikan alasan jika Anda memilih tidak:

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
(LISTENING TASKS) UNTUK GURU SMP NEGERI 2 GRABAG
DAN MAHASISWA PENDIDIKAN BAHASA INGGRIS**

B.   Data Responden

Nama   : …………………………………………………

Jenis kelamin   : (Perempuan/Laki-laki)*

Usia   : …… tahun.

Pendidikan   : (S1/S2/S3)*

B. Evaluasi Materi

Mohon Anda memberi tanda ceklis (V) pada kolom skor sesuai dengan penilaian terhadap materi pembeajaran bahasa Inggris (Listening Tasks).

Keterangan:

5: sangat setuju

4: setuju

3: ragu-ragu

2: tidak setuju

1: sangat tidak setuju

UNIT 3

No	Pernyataan	Skor				
		5	4	3	2	1
1.	Materi yang diujicobakan (*Listening Tasks*) sesuai dengan standar kompetensi pembelajaran bahasa Inggris untuk SMP kelas VIII.					
2.	Materi yang diujicobakan (*Listening Tasks*) sesuai dengan kompetensi dasar pembelajaran bahasa Inggris untuk SMP kelas VIII.					
3.	Dalam materi yang diujicobakan (*Listening Tasks*) terdapat kesesuaian antara kompetensi dasar pembelajaran bahasa Inggris untuk SMP kelas VIII dengan					
4.	Dalam materi yang diujicobakan (*Listening Tasks*) terdapat kesesuaian antara indikator dengan kegiatan-kegiatan dalam materi pembelajaran bahasa Inggris (*Tasks*).					
5.	Materi yang diujicobakan (*Listening Tasks*) membantu siswa berlatih keterampilan mendengar ekspresi-ekspresi dalam *memberi pujian dan merespon ungkapan pujian* dan akhirnya bisa menggunakan ekspresi-ekspresi tersebut secara mandiri.					
6.	Materi yang diujicobakan (*Listening Tasks*) sesuai dengan tingkat kemampuan bahasa Inggris siswa.					
7.	Materi yang diujicobakan (*Listening Tasks*) mudah untuk dipelajari.					
8.	Penjelasan materi yang diujicobakan menarik dan mudah dipahami.					
9.	Penjelasan tentang struktur bahasa *(grammar)* mudah dipahami.					
10.	Teks-teks yang ada pada materi yang diujicobakan (*Listening Tasks*) menarik dan mudah dipahami.					
11.	Penggunaan bahasa dalam materi yang diujicobakan (*Listening Tasks*) baik dan mudah dipahami.					

12.	Topik yang ada dalam materi yang diujicobakan (*Listening Tasks*) menarik.					
13.	Instruksi-instruksi di setiap kegiatan cukup jelas dan mudah dipahami.					
14.	Pertanyaan-pertanyaan yang ada dalam latihan mudah dipahami.					
15.	Latihan yang ada dalam materi yang diujicobakan (*Listening Tasks*) beraneka ragam.					
16.	Kegiatan yang ada berisi latihan-latihan individu (*individual*), berpasangan (*in pairs*), kelompok (*in groups*), dan satu kelas (*whole class*).					
17.	Latihan yang ada dalam materi yang diujicobakan (*Listening Tasks*) bertahap dari yang disertai panduan sampai yang tidak disertai panduan (bebas) dimulai dari yang mudah sampai yang sulit.					
18.	Peran guru dan siswa yang diperlihatkan melalui instruksi cukup jelas.					
19.	Materi yang diujicobakan (*Listening Tasks*) menyediakan kosa kata yang sederhana dan mudah dipahami.					
20.	Materi yang diujicobakan (*Listening Tasks*) menyediakan kosa kata yang behubungan dengan teks-teks yang ada pada materi dan membantu siswa meningkatkan kosa kata bahasa Inggris.					
21.	Materi dan soal latihan disusun secara sistematis.					
22.	Tampilan materi pembelajaran bahasa Inggris yang diujicobakan (*Listening Tasks*) menarik.					
23.	Rekaman jelas.					

Berikan alasan jika Anda memilih tidak:

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
(LISTENING TASKS) UNTUK SISWA KELAS VIII SMP NEGERI 2
GRABAG

A. Data Responden
   Nama   : …………………………………………………
   Jenis kelamin : (Perempuan/Laki-laki)*
   Usia   : …… tahun

B. Evaluasi Materi
   Mohon Anda memberi tanda ceklis (V) pada kolom skor sesuai dengan penilaian terhadap materi pembelajaran bahasa Inggris (Listening Tasks).
   Keterangan:
   5: sangat setuju
   4: setuju
   3: ragu-ragu
   2: tidak setuju
   1: sangat tidak setuju

No	Pernyataan	Skor				
		1	2	3	4	5
1.	Materi dalam Unit 1 memberi kesempatan saya untuk berlatih keterampilan *listening.*					
2.	Materi dalam Unit 1 membuat saya memahami makna dalam teks monolog berbentuk *descriptive.*					
3.	Materi dalam Unit 1 mudah dipelajari.					
4.	Penjelasan materi dalam Unit 1 menarik dan mudah dipahami.					
5.	Topik dalam Unit 1 menarik dan bermanfaat bagi kehidupan sehari-hari.					
6.	Topik dalam Unit 1 sesuai untuk siswa SMP kelas VIII.					
7.	Input materi beragam dan menarik.					
8.	Input materi membantu dalam pemahaman materi.					
9.	Aktivitas dalam Unit 1 membantu melatih kemampuan listening saya.					
10.	Aktivitas menarik dan tidak membosankan.					
11.	Aktivitas disusun secara berurutan dari tasks yang mudah ke tasks yang lebih sulit.					
12.	Instruksi-instruksi di setiap kegiatan jelas dan mudah dipahami.					
13.	Peran guru dan siswa yang diperlihatkan dalam instruksi jelas.					
14.	Materi dalam unit 1 melatih siswa mengerjakan tugas secara individual, berpasangan, dan berkelompok.					
15.	Materi dalam Unit 1 menggunakan kosa kata yang mudah dipahami					
16.	Materi dlam Unit 1menyediakan kosa kata yang behubungan dengan teks-teks yang ada pada materi dan membantu siswa meningkatkan kosa kata bahasa Inggris.					
17.	Rekaman yang diputar jelas.					
18.	Tampilan materi dalam Unit 1 menarik					
19.	Gambar ilustrasi yang digunakan jelas dan menarik.					

20.	Pemberian pengayaan kosa kata setelah input text sudah tepat.					
Beri keterangan jika Anda memilih tidak setuju/sangat tidak setuju.						

*) coret yang tidak perlu.

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
(LISTENING TASKS) UNTUK SISWA KELAS VIII SMP NEGERI 2
GRABAG**

A. Data Responden
   Nama   : …………………………………………………
   Jenis kelamin   : (Perempuan/Laki-laki)*
   Usia   : …… tahun

B. Evaluasi Materi
   Mohon Anda memberi tanda ceklis (V) pada kolom skor sesuai dengan penilaian terhadap materi pembelajaran bahasa Inggris (Listening Tasks).
   Keterangan:
   5: sangat setuju
   4: setuju
   3: ragu-ragu
   2: tidak setuju
   1: sangat tidak setuju

No	Pernyataan	Skor				
		1	2	3	4	5
1.	Materi dalam Unit 3 memberi kesempatan saya untuk berlatih keterampilan *listening*.					
2.	Materi dalam Unit 3 membuat saya memahami makna dalam fungsional teks: memberi dan merespon pujian.					
3.	Materi dalam Unit 3 mudah dipelajari.					
4.	Penjelasan materi dalam Unit 3 menarik dan mudah dipahami.					
5.	Topik dalam Unit 3 menarik dan bermanfaat bagi kehidupan sehari-hari.					
6.	Topik dalam Unit 3 sesuai untuk siswa SMP kelas VIII.					
7.	Input materi beragam dan menarik.					
8.	Input materi membantu dalam pemahaman materi.					
9.	Aktivitas dalam Unit 3 membantu melatih kemampuan listening saya.					
10.	Aktivitas menarik dan tidak membosankan.					
11.	Aktivitas disusun secara berurutan dari tasks yang mudah ke tasks yang lebih sulit.					
12.	Instruksi-instruksi di setiap kegiatan jelas dan mudah dipahami.					
13.	Peran guru dan siswa yang diperlihatkan dalam instruksi jelas.					
14.	Materi dalam Unit 3 melatih siswa mengerjakan tugas secara individual, berpasangan, dan berkelompok.					
15.	Materi dalam Unit 3 menggunakan kosa kata yang mudah dipahami					
16.	Materi dlam Unit 3menyediakan kosa kata yang behubungan dengan teks-teks yang ada pada materi dan membantu siswa meningkatkan kosa kata bahasa Inggris.					
17.	Rekaman yang diputar jelas.					
18.	Tampilan materi dalam Unit 3 menarik					
19.	Gambar ilustrasi yang digunakan jelas dan menarik.					

20.	Pemberian pengayaan kosa kata setelah input text sudah tepat.					
Beri keterangan jika Anda memilih tidak setuju/sangat tidak setuju.						

*) coret yang tidak perlu.

APPENDIX
H

RESEARCH DATA

SCORE DATA

A. The Result of Evaluation toward Unit 1

  1. The Result of Peers' and Teachers' Agreement toward Unit 1

	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22
1	5	5	4	4	4	4	5	4	4	4	4	4	5	4	4	5	4	5	4	4	4	4
2	5	5	5	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5
3	4	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4
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7	4	4	4	4	4	4	5	4	5	4	5	4	4	4	5	4	4	5	5	4	4	4
8	4	5	4	5	4	4	4	5	4	5	4	4	5	4	4	4	4	5	4	5	4	5
9	5	4	4	4	4	4	4	4	5	4	4	4	5	5	4	4	4	4	5	4	5	5
10	4	5	4	4	5	4	5	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4

  2. The Result of Students' Agreement toward Unit 1

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

7	4	4	3	4	4	4	3	4	5	3	4	4	4	4	4	4	4	3	4	4
8	4	5	4	5	5	5	5	5	4	4	4	4	5	5	3	4	2	5	5	3
9	4	4	3	3	4	4	4	3	4	4	3	4	4	4	4	4	3	4	4	3
10	4	4	3	3	4	4	4	3	5	5	4	4	4	5	3	4	2	5	5	4
11	4	4	4	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4
12	4	4	5	5	5	5	5	5	5	5	4	5	3	4	5	4	3	4	4	5
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14	4	4	5	5	4	5	4	3	5	3	4	4	5	4	5	4	3	3	3	3
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16	4	4	5	4	3	4	3	5	4	3	3	5	3	3	5	3	4	3	4	3
17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
18	4	4	5	4	3	4	4	5	4	4	4	5	4	5	3	5	2	5	4	4
19	4	4	5	5	4	5	4	4	3	4	3	4	4	5	4	4	3	4	5	5
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21	4	4	3	3	4	4	4	3	4	4	5	3	4	5	3	4	1	4	4	3
22	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	2	4	4	3
23	3	4	3	5	3	5	3	4	2	3	4	4	3	4	4	4	3	3	4	4
24	3	4	3	5	3	5	3	4	2	3	4	4	3	4	4	4	3	3	4	4
25	5	4	5	4	3	5	3	4	4	4	2	4	3	5	4	4	3	5	4	5

B. The Result of Students' Agreement toward Unit 3

1. The Result of Peers' and Teachers' Agreement toward Unit 3

	i1	i2	i3	i4	i5	i6	i7	i8	i9	i10	i11	i12	i13	i14	i15	i16	i17	i18	i19	i20	i21	i22	i23
1	5	5	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5
2	5	5	4	4	5	4	4	5	4	5	4	4	4	4	4	5	4	5	4	4	4	5	4
3	4	4	4	5	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	5	4
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6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
7	5	4	5	4	4	5	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4
8	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	5	5	5	4	4	4	4	4
9	5	5	4	4	5	4	4	4	4	5	4	4	4	5	5	5	4	4	4	5	4	5	4
10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4

2. The Result of Students' Agreement toward Unit 3

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

9	4	4	5	3	2	4	4	4	4	5	5	5	5	5	5	3	3	4	4	4
10	4	3	4	4	4	4	5	4	4	5	4	4	5	5	4	4	2	5	4	4
11	4	4	4	3	3	4	3	3	5	4	3	4	5	4	4	4	3	4	4	4
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14	4	4	5	4	3	3	4	4	5	4	4	4	5	4	4	5	3	4	5	3
15	4	3	4	5	3	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4
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19	4	4	4	3	4	4	3	3	3	4	4	3	4	4	4	4	3	4	3	4
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26	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	3	4	3	4
27	5	4	3	4	4	5	3	3	3	4	4	5	3	5	5	4	5	5	5	4

APPENDIX I

INTERVIEWS GUIDELINES AND INTERVIEWS TRANSCRIPTS

INTERVIEW GUIDELINES FOR GRADE VIII STUDENTS TO EVALUATE THE DEVELOPED TASKS AT SMP NEGERI 2 GRABAG

1. Goal:
   Do the developed tasks help the students practice the listening skill?
2. Input:
   a. Are the texts interesting and understandable?
   b. Are the questions in every task understandable?
   c. Are the topics interesting?
   d. Are the instructions clear and understandable?
3. Activity:
   a. Are the activities varied and interesting?
   b. Do the activities give the students more opportunity to practice listening skill?
4. Setting:
   a. Is the setting in every task suit the students?
   b. Do the students have an opinion towards the setting?
5. The teacher roles:
   a. Does the teacher give a role in the teaching-learning process?
   b. Does the teacher help the students when they do the exercises?
6. The learners roles:
   a. Do the students know what they have to do in every task?
   b. Do the students participate well in every task?
7. Vocabulary:
   a. Do the developed tasks have vocabulary that is related to the texts?
   b. Do the developed tasks provide a simple vocabulary?
8. Sequence:
   a. Are the developed tasks sequenced from guided to free?
   b. Are the developed tasks arranged well and easy to understand?
9. Layout:
   a. Is the layout interesting?
   b. Is the tasks arrangement systematic?
10. Illustration:
    a. Is the illustration clear?
    b. Is the illustration interesting?
    c. Is the illustration understandable?
11. Recording
    Is the recording clear?

INTERVIEW GUIDELINES FOR THE EVALUATORS OF THE DEVELOPED MATERIALS OF LISTENING TASK FOR GRADE VIII STUDENTS OF SMP NEGERI 2 GRABAG

1. Do the developed tasks fulfill the goals of the lesson?
2. Do the developed tasks give the students more chance to explore their listening skill?
3. Are the activities in the developed tasks varied?
4. Are the topics interesting?
5. Are the topics suitable with the students' interest?
6. Are the text interesting and understandable?
7. Are the questions in the tasks understandable?
8. Are the instructions in the tasks understandable?
9. Is the explanation of the language focus clear?
10. Is the teacher role in the developed tasks clear?
11. Is the learner role in the developed tasks clear?
12. Is the setting in every task suit the students?
13. Is the layout interesting?
14. Is the recording clear?
15. Does the teacher have some suggestion?

A. Interview Transcript of Try-out of Unit 1

R : The researcher
N : Niken Ambar Arumi (the student)
D : Dheny Lestari (the student)
S : Silvester Virgo Kusuma Deo (the student)

1. First Interview

R : *"Sebelumnya terimakasih ya dek, sudah mau meluangkan waktunya untuk saya interview. Nah, bisa kita mulai interview-nya?"* (Firstly, I say thank you because you make your time for the interview. So, can we begin the interview?)

N : *"Ya mbak."* (Yes, we can)

R : *"Menurut kamu, gimana materi yang dipelajari tadi?"* (What do you think of Unit 1)

N : *"Menurut saya, materi di Unit 1 menarik. Soalnya kami belum pernah belajar listening sebelumnya, jadi rasanya itu ga bikin bosen."* (In my opinion, the materials in Unit 1 were interesting. Since, we never practice our listening skill before, so it makes us do not feel bored.)

R : *"Kalau kekurangannya apa?"* (What are the weaknesses?)

N : *"Mmmm.. Udah cukup bagus sih mbak, cuman pas di task yang tebak-tebakan itu susah soalnya anak-anaknya rame jadi yang nebak ga denger"* (Mmmm… I think it is good. However, in the guessing task , it was difficult, since the other students were so noisy, so I could not hear the clue.)

R : *"Apakah materi tersebut membantumu berlatih listening skill, terutama untuk mendengarkan tentang deskripsi seseorang?* (Do the materials help you in practicing listening skills especially in listening to someone's appearance?)

N : Iya, Miss. (Yes, they do, Miss.)

R : *"Nah, kalau penjelasan materinya gimana? Mudah dipahami ga?"* (How about the explanation of the material? Is it easy to understand?)

N : *"Mudah. Sebenarnya dari kata-katanya mudah dipahami. Yang membingungkan karena kurangnya vocabulary."* (It's easy. Actually thw words are easy to understand but sometimes it is confusing because of the lack of vocabulary.)

R : *"Oh… Dari anak-anaknya sendiri ya? Terus kalau instruksinya gimana?"* (So, it's from the students themselves, isn't it? Then, what do you think of the instructions?)

N : *"Instruksinya jelas. Mudah dipahami"* (It is clear and easy to understand.)

R : *"Terimakasih. Terus teksnya gimana?"* (Thank you. Then, how about the text?)

N : *"Teksnya? Teksnya sebagian ada yang mudah, sebagian juga ada yang susah. Kalau waktu diawal itu mudah, tapi nanti kalau uda mau task yang terakhir itu susah.hehehe.."* (The text? Some of the texts are easy; but some of the are difficult. In the beginning, the text was easy, but then the next steps improve into the difficult one.)

R : *"Kalau topiknya gimana dek?"* (How about the topics?)

N : *"Menarik. Tentang artis-artis gitu. Jadinya kita suka."* (It is interesting. It is about our idols, so we like it.)

R : *"Oh gitu.. Kalau kegiatannya gimana? Menarik ga?"* (I see. What about the activities? Are they interesting?)

N : *"Menarik, Miss. Soalnya, kalau pelajaran listenng sama gurunya cuma didikte aja."* (It's interesting, Miss. Since, the activity is just dictation.)

R : *"Terus kegiatannya beragam ga?* (Then, are the activities varied?)

N : *"Iya, Miss. Banyak kegiatan yang baru, jadinya ga bikin bosen"* (Yes, they are, Miss. There are many new activities. So we are not bored.)

R : *"Kegiatannya dimulai dari yang susah sampai yang sulit ga?"* (Are the activities started from the easiest to the difficult?)

N : *"Menurut saya, iya Miss."* (Yes, they are.)

R : *"Kalau kegiatan kelompoknya, menurutmu lebih enak berpasangan atau berkelompok?"* (What about the group activities? Are they good to do in pairs on in group?)

N : *"Lebih enak berpasangan Miss. Soalnya kalau berkelompok tuh nanti yang lainnya berisik"* (I prefer in pairs Miss. Since, when we are in group, the other students are so noisy.)

R : *"Oh gitu ya.. Nah kalau tentang gurunya gimana? Menurutmu gurunya sudah aktif memandu, memonitor, dan memberikan penjelasan?"* (Oh I see. How about the teacher role in the class? Is she active monitoring, guiding and giving explanation to the students?)

N : *"Gurunya aktif. Suka keliling kelas sama saat kita gak tau, gurunya nanya 'bisa gak? Ada yang ditanyain?'. Gurunya juga ngasih penjelasan tentang materinya. Kemudian kalo awal-awal itu, gurunya biasanya memancing kita jawab pertanyaan."* (The teacher is active. She often goes around the class and when we don't know, she asks "Can you do it? Any question?" She also gives an explanation of the materials. In the beginning, she usually gives some hints for us in answering questions.)

R : *"Kalau siswanya gimana? Apakah mereka juga berpartisipasi?"* (How about the students? Do they participate?)

N : *"Ya.. ada yang iya ada juga yang engga. Tapi kalau pas aktivitas mendengarkan, semuanya juga menyimak kok."* (Some of the students participate in the lesson, but the others do not. However, in listening activities all of the students participate.)

R : *"Kalau vocab-nya gimana? Mudah gak?"* (How about the vocabulary? Are they easy to understand?)

N : *"Sebenarnya sih mudah tapi ya itu, vocabnya kita aja yang kurang. Jadi banyak ga ngertinya."* (Actually, it's easy. We just lack of vocabularies so that sometimes we don't know the meaning of the words.)

R : *"Kalau layout-nya gimana? Menarik ga?"* (How about the layout? Is it interesting?)

N : *"Iya Miss."* (Yes, it is.)

R : *"Terus rekamannya jelas ga?"* (Then, is the recording clear?)

N : *"Jelas kok Miss."* (Yes, it is.)

R : *"Ok. Terima kasih. Menurut kamu, kira-kira ada yang perlu dirubah gak dari materi itu? Tentang kesulitannya mungkin, apa kegiatannya, atau vocab-nya perlu dirubah menjadi lebih mudah, atau gimana?."* (I see. Do you think the developed tasks need some revisions? About the difficulty may be, activities, vocabulary, or else?)

N : *"Enggak, karena dari penjelasan guru itu sendiri sudah jelas. Kemudian kita dituntut untuk lebih mengerti materinya terus di belakang juga itu ada vocab. Jadinya bisa dipahami."* (No. It is because from the teacher's explanation itself is clear. Then, we are

demanded to understand the developed tasks more. In addition, it provides vocabularies in the end of the unit. So, it's easy to understand.)

R : *"Oke deh. Untuk hari ini cukup sampai sini dulu aja ya dek. Terima kasih."* (This is for today. Thank you.)

2. Second Interview

R : *"Sebelumnya terimakasih ya dek, sudah mau meluangkan waktunya untuk saya interview. Nah, bisa kita mulai interview-nya?"* (Firstly, I say thank you because you make your time for the interview. So, can we begin the interview?)

D : *"Ya mbak."* (Yes, we can)

R : *"Gimana tadi materi yang dipelajari? Menarik ga?"* (How was the materials? Were they interesting?)

D : *"Menarik kok Miss. Bagus"* (It's interesting. It's good.)

R : *"Ada kekurangannya ga?"* (What are the weaknesses?)

D : *"Mmm.. Engga sih Miss. Sudah cukup bagus."* (It's good enough.)

R : *"Teksnya menarik ga?"* (What about the texts? Are they interesting?)

D : *"Iya menarik Miss. Itu tentang artis-artis gitu."* (Yes, they are. It's about artists.)

R : *"Pertanyaan-pertanyaan sama instruksi di tasks-nya gimana? Bisa dipahami ga?"* (What about the questions and the instructions? Are they easy to understand?)

D : *"Bisa, Miss. Mudah kok. Soalnya bahasanya mudah dimengerti."* (Yes, they are. The vocabulary used is easy to understand)

R : *"Kalau topiknya gimana?"* (How about the topic?)

D : *"Menarik Miss."* (It's interesting.)

R : *"Ok. Aktivitasnya gimana? Menarik dan beragam ga?"* (What about the activities? Are they interesting and varied?)

D : *"Iya Miss. Bikin kita ga bosen di kelas."* (Yes, it is. It makes us feel unbored.)

R : *"Mmm.. Dari aktivitas-aktivitas yang ada itu, apakah membantumu mengembangkan listening skillmu?"* (Do the activities help you develop your listening skill?)

D : *"Iya Miss. Karena aktivitasnya beragam, jadi kita bisa dengerin macem-macem. Misalnya, yang didengerin banyak, tapi yang dicari tuh cuma satu poinnya aja."* (I think so Miss. Since the activities are varied, so we can learn various listening activities. For example, there are some tasks in which we have to listen to a long conversation, but actually we only need to focus on an idea.)

R : *"Ohh. Maksudnya seperti mendengarkan detail informasinya ya?"* (Do you mean listening to detailed information?)

D : *"Iya, Miss. Gitu."* (Yes, I do. Miss)

R : *"Nah, dari kegiatan-kegiatan yang ada di materi itu, kegiatan kelompok dan kegiatan mandirinya udah cocok belum?"* (And then, from the activities, what do you think about the group and invidiual activities? Are they appropriate?)

D : *"Mm. Udah kok Miss. Dari instruksinya udah jelas kapan kita bekerja sendiri, berpasangan atau berkelompok."* (I think so, Miss. We can see from the instruction when we have to work individually, in pair or in group.)

R : *"Ada saran ga untuk pembagian kelompoknya?"* (Do you have any suggestion for the grouping?)

D : *"Mm. Kayaknya engga deh Miss. Udah pas gitu aja."* (No, I don't. I think it's enough.)

R : *"Nah.. Kalau lagi ngerjain task semacam itu, kamu tau ga kamu disuruh ngapain?"* (So, do you really understand what to with the task?)

D : *"Ya tahu dong Miss."* (Yes, of course, Miss.)

R : *"Nah, berarti kamu bisa ngerjain tasknya dengan baik dong?"* (So, you can do it well, right?)

D : *"Tentu saja Miss. Kan itu ada jelas diinstruksinya kita disuruh ngapain."* (Yes, of course. It is clearly stated in the instruction.)

R : *"Oh iya, lalu penjelasan gurunya gimana?"* (How about the teacher's explanation?)

D : *"Tadi pas Miss jelasin tuh cepet banget. Jadinya saya ga nangkep semuanya."* (the teacher speaks too fast. So, sometimes, I miss the explanation.)

R : *"Oh gitu. Tapi kan terus dibantuin kan kalau kamu ada kesulitan?"* (Oh, I see. But, she helps you when you have any difficulties, right?)

D : *"Iya sih, Miss. Kalau ga mudeng boleh tanya."* (Yes, she does. If we don't understand to her explanation, we can ask her some questions.)

R : *"Nah kalau siswanya gimana? Apakah menurutmu tadi teman-temanmu sudah berpartisipasi dengan baik?"* (Then, how about the students? Are they participating?)

D : *"Ada yang ribut Miss. Tapi waktu aktivitas mendengar sih semuanya mendengarkan. Ada juga yang mendengar tapi ga mudeng."* (Some of them make some noisy. But, when the activity is listening to the recording, all of us are participating well, although there are some students who don't understand to what they listen to.)

R : *"Oh. Jadi masalahnya ada di siswa sendiri ya? Menurutmu untuk megatasi hal itu siswanya harus gimana?"* (So, the problem is from the students themselves, right? In your opinion, what should the students do to solve the problem?)

D : *"Ya, harusnya siswanya tanya ke gurunya, Miss.. Kalau bisa sih rekamannya diputar beberapa kali sampai kita mudeng Miss."* (The students should ask the teacher about their difficulties. Besides, the teacher should also replay the recording many times, so that we can understand to what we listen to well.)

R : *"Oh. Ok kalau begitu. Kalau vocab-nya gimana? Mudah ga?"* (Oh, I see. Then, how about the vocabulary? Are they easy to understand?)

D : *"Mudah, Miss. Tapi masih ada yang harus buka-buka kamus."* (Yes, they are Miss. But sometimes, we still need to open the dictionary.)

R : *"Lalu, vocab-nya berhubungan sama teksnya ga?"* (Do the vocab relate to the texts in the materials?)

D : *"Iya, Miss. Di vocabulary list itu kan kata-kata yang ada di teks."* (Yes, they do Miss. The words in the vocabulary list are used in the texts.)

R : *"Oh iya ya. Itu membantu ga?"* (Oh, I see. Is it helpful?)

D : *"Membantu banget Miss."* (Yes, of course Miss.)

R : *"Ok. Nah itu tasksnya disusunnya dari yang mudah ke yang sulit ga?"* (Ok. Then, are the tasks arranged from the easier to the difficult?)

D : *"Iya Miss. Di awal task itu kan mudah, tapi nanti jadinya sulit."* (Yes, they are. In the beginning, it is easy but then it becomes more difficult.)

R : *"Tapi itu mudah dimengerti kan?"* (However, are the tasks easy to understand?)

D : *"Ga semuanya mudah sih Miss. Ada juga yang saya ga bisa ngerjainnya. Kaya yang menyusun kalimat itu. Kalau ga liat penjelasan pasti ga bisa."* (Some of them are

difficult. For example, in arranging word order, it is difficult, so I have to look again to the explanantion.)

R : *"Tapi tetep bisa mengerjakan kan jadinya? Nah kalau layoutnya gimana? Udah menarik belum?"* (Oh, I see. But you can do it, right? Then, how about the layout? Is it interesting?)

D : *"Udah sih Miss. Kurang rame tapi"* (I think it's good enough. But, it still needs a better design.)

R : *"Gambar-gambarnya gimana? Jelas ga?"* (How about the pictures? Are they clear?)

D : *"Ya Miss. Udah jelas."* (Yes, they are.)

R : *"Kalau rekamannya?"* (How about the recording?)

D : *"Ada yang ga jelas, Miss. Tapi kalau didengerin beberapa kali kitanya mudeng kok."* (Most of them are clear. But, there is a recording that is not so clear. However, I think we can get the point if it is replayed many times.)

R : *"Ok. Ada saran ga buat materinya?"* (Ok. Do you have any suggestion for the developed materials?)

D : *"Mm. Udah cukup Miss. Udah bagus."* (I think it is good, Miss.)

R : *"Ok. Terima kasih. Cukup buat hari ini. Makasih waktunya ya."* (Ok. Thank you. That's all for today.)

D : *"Sama-sama, Miss."* (You are welcome, Miss)

3. Third Questionnaire

R : *"Hai, terimakasih sudah meluangkan waktu buat wawancara ya. Langsung kita mulai aja ya."* (Hi, Thank you for make your time for interview. Can we start now?)

S : *"Ya mbak."* (Yes, we can, Miss.)

R : *"Gimana tadi materi yang dipelajari? Menarik ga?"* (How were the materials? Were they interesting?"

S : *"Menarik, Miss. Baru kali ini dapet pelajaran yang kaya gitu."* (They were interesting, Miss. It was our first time to get such lesson.)

R : *"Oh gitu. Jadi apakah materi tadi membantumu berlatih kemampuan mendengarkan bahasa Inggris lisan?"* (Oh I see. So, do the materials help you to practice your listening skill?)

S : *"Iya, Miss."* (Yes, they do, Miss.)

R : *"Ok. Terus tentang teksnya gimana? Menarik dan sudah bisa dipahami belum?"* (Ok. Then how about the texts? Are they interesting and understandable?"

S : *"Iya sudah cukup bisa dipahami sih Miss. Soalnya kata-kata yang dipakai ga terlalu susah."* (Yes, they are Miss. Since, the vocabulary used is easy to understand.)

R : *"Terus, pertanyaan-pertanyaan yang di tasknya itu bisa dipahami ga?"* (Then, how about the questions in each task? Are they understandable?)

S : *"Bisa kok Miss. Walaupun ga ngerti artinya tapi mudeng maksudnya apa."* (Yes, they are. Though, I don't know the meaning of each word, I can understand the meaning of whole questions.)

R : *"Oh gitu. Ya, terus menurutmu topiknya gimana?"* (Oh I see. Then, how about the topic? Is it interesting?)

S : *"Menarik Miss."* (Yes, it is Miss.)

R : *"Thanks. Oh iya, instruksi-instruksi di setiap tasknya itu gimana? bisa kamu pahami ga?"* (Thanks. Then, how about the instructions in each task? Is it understandable?)

S : *"Menurut saya itu sudah bisa dipahami kok Miss. Soalnya gurunya juga membantu memahami instruksinya."* (In my opinion it is understandable. Since, the teacher helps us to understand the instruction.)

R : *"Oh jadi karena ada peran guru memahaminya jadi lebih mudah ya?"* (So, the teacher role makes you understand the instruction easier, right?)

S : *"Iya Miss. Gurunya membantu banget."* (Yes, it's right Miss. The teacher role is so helpful.)

R : *"Nah kalau siswanya gimana? Sudah ikut berperan aktif belum?"* (Then how about the students? Are they well-participated?)

S : *"Udah Miss. Udah pada ngerjain juga kok."* (Yes, they are. They also do the tasks actively.)

R : *"Lalu, menurutmu aktivitasnya gimana? menarik ga?"* (Then, what do you think about the activities? Are they interesting?)

S : *"Menarik Miss, macem-macem juga."* (Yes, they are. They are also varied.)

R : *"Ada yang perlu ditambahi ga aktifitasnya buat belajar mendeskripsikan orang?"* (In your opinion, do the materials for describing people need more activities?)

S : *"Itu udah bagus Miss. Soalnya nanti malah jadi terlalu sulit."* (I think they are good enough Miss. It might be too difficult when the activities are more varied.)

R : *"Jadi itu ada yang sulit ya?"* (So, are the activities difficult?)

S : *"Iya Miss, ada beberapa yang sulit, task yang disuruh menyusun noun phrase itu."* (There are some activities which are difficult, for example, the noun phrase task.)

R : *"Oh. Ok. Lalu kalau task itu dikerjakan secara berpasangan apa juga masih sulit?"* (Oh. Ok. Then, what if the tasks were done in pairs?)

S : *"Nah, untungnya itu berpasangan, jadinya kan ada yang bisa diajak berdiskusi, jadi ga sulit lagi."* (It's very helpful Miss. Since, when doing the task in pairs, we can discuss the answer.)

R : *"Jadi menurutmu udah pas belum sih cara pembagian tugasnya, apa itu secara kelompok, berpasangan, atau individual?"* (So, in your opinion, is the setting of the tasks suitable whether it is in group, in pairs or individual?)

S : *"Udah Miss, lagian kan kalo waktu mendengarkan kan ga bisa dengerin bareng-bareng."* (Yes, it is Miss. Moreover, in listening the recording we can't do the activities in group.)

R : *"Oh iya, kalau waktu mendengarkan itu bisa mengerti kata-katanya ga?"* (The, when you are listening, can you get all of the words of the recorded materials?)

S : *"Ada yang ngerti ada yang engga Miss. Tapi banyak yang ga ngerti soalnya ga begitu hafal kata-kata di bahasa Inggris sih."* (Sometimes, I missed some words. However, I still cannot get many words since I cannot memorize many English words.)

R : *"Padahal kan itu vocabulary-nya sederhana kan?"* (You still miss many words whereas it uses simple vocabulary, right?)

S : *"Iya Miss, tapi sayanya aja yang ga begitu bagus vocab-nya."* (Yes, it does Miss. The problem is on my vocabulary.)

R : *"Oh gitu. Nah kalau task-tasknya itu sudah tersusun dari yang mudah ke yang sulit belum?"* (Oh I see. Then are the tasks well-arranged from the easiest to the more difficult?)

S : *"Menurut saya sih sudah Miss. Awalnya juga ada contohnya lalu abis itu ga ada contohnya sama sekali."* (Yes, they are. In the beginning of a task, there is an example. Then, after that there are no examples at all.)

R : *"Kalau gambar-gambarnya gimana? Jelas ga?"* (What about the illustrations? Are they clear?)

S : *"Iya Miss, jelas."* (Yes, they are, Miss.)

R : *"Tampilannya menarik ga? Atau mungkin ada yang harus ditambah apa gitu?"* (How about the layout? Is it interesting? Does it need some more design?)

S : *"Kalau bisa sih Miss ditambah gambar aja biar keliatan rame."* (In my opinion, it is better to give some more picture to make it more interesting.)

R : *"Ok. Oh iya itu gambarnya membantumu memahami materinya ga?"* (Ok. Then, do the pictures help you in understanding the materials?)

S : *"Iya Miss. Itu kan jadi bisa bikin kita tahu bentuk-bentuk wajah itu kaya apa."* (Yes, they do. From the picture I can distinguish the shapes of a face.)

R : *"Ok. Lalu rekamannya jelas ga?"* (Then, are the recordings clear?)

S : *"Ada yang kurang jelas Miss. Tapi yang lainnya udah jelas kok."* (One of them is not clear. However, the others are clearer.)

R : *"Ok. Cukup buat hari ini. Terimakasih ya sudah mau diwawancara."* (Ok. That's enough for today. Thank you for the time.)

S : *"Sama-sama Miss."* (You are welcome, Miss.)

B. The Interview Transcript of Unit 3 Implementation

R : Researcher
L : Lois Malekhaki
B : Bella Agustin
G : Galih Permana Putra

1. First Interview

R : *"Hi. Terimakasih ya sudah mau saya interview."* (Hi. Thanks, because you agree for being interviewed by me.)
L : *"Iya mbak."* (Yes, Miss.)
R : *"Langsung aja ya. Menurutmu gimana tadi materinya?"* (I will go to the point. What do you think of the materials?)
L : *"Mm. Menurut saya materinya bagus, menarik, bisa dipahami."* (I think it's good, interesting and easy to understand.)
R : *"Menurutmu materi yang di Unit 3 tadi membantu Adek untuk praktek listening ga?"* (Do you think the materials in Unit 3 help you practicing listening skil?)
L : *"Ya Miss. Soalnya sebelumnya ga pernah ada pelajaran listening yang pakai rekaman kaya tadi?"* (Yes, I think so. Since, in teaching and learning listening, the teacher never uses such recording.)
R : *"Oh gitu. Lalu kalau teksnya gimana? Menarik ga? Bisa dipahami ga?"* (Oh I see. Then, how about the texts? Are they interesting and easy to understand?)
L : *"Ya, Miss."* (Yes, they are.)
R : *"Ok. Lalu gimana topiknya?"* (Ok. Then, how about the topics?)
L : *"Menarik Miss. Tentang memberi pujian gitu."* (It's interesting. It's about giving compliment.)
R : *"Instruksinya gimana? Jelas ga? Bisa dipahami ga?"* (How about the instructions? Are they clear and easy to understand?
L : *"Cukup jelas. Jadi kita bisa mengerjakan soalnya."* (It is clear. So, we can do the task.)
R : *"Terus kalau kegiatannya gimana?"* (Then, how about the activities?)
L : *"Kegiatannya menarik, macem-macem. Ada yang pakai lagu juga Miss. Seru."* (They are interesting and varied. It also uses a song. It is interesting.)
R : *"Mm. Dari kegiatan-kegiatan di Unit 3 itu, apakah membantumu menigkatkan listening skill mu?"* (From the activities in Unit 3, do they help you to improve your listening skill?)
L : *"Iya dong Miss. Soalnya kan dari awal sampai akhir materi kita disuruh dengerin terus."* (Yes, of course Miss. Since, from the beginning of the material until the end of the material, the activity is drilling listening.)
R : *"Oh gitu. Nah, waktu mengerjakan aktivitas di Unit 3 ini, kamu lebih suka sendiri atau berkelompok?"* (I see. Then, in doing the tasks in Unit 3, do you prefer doing individually or in group?)
L : *"Kalau saya sih lebih suka kalau sendiri sama berpasangan Miss."* (I prefer doing individually. I also like to do in pairs.)

R : *"Lalu, tentang gurunya gimana? Menurutmu gurunya sudah aktif memandu, memonitor, dan memberikan penjelasan?* (How about the teacher role in the class? Is she active monitoring, guiding and giving explanation to the students?)

L : *"Sudah aktif kok Miss. Penjelasannya juga sudah jelas. Kalau kita ga bisa ngerjain juga boleh tanya-tanya dan dibantu."* (Yes, she is. The explanation is clear. She also helps us when we get difficulties in doing the tasks.)

R : "*Kalau siswanya gimana? Apakah mereka juga berpartisipasi?"* (How about the students? Do they participate?)

L : *"Iya Miss. Semuanya memperhatikan dan mengerjakan tasksnya."* (Yes, they are. All of the students pay attention to the teacher and also do the tasks.)

R : *"Kalau vocab-nya gimana? Mudah gak?"* (How about the vocabulary? Are they easy to understand?)

L : *"Mudah sih Miss. Di akhir materi itu kan ada daftar kata-katanya. Jadi kalau ga ngerti artinya bias liat disitu."* (I think it's easy. Moreover, in the end of the unit there is a list of words, so I can check there when I don't know the meaning of some words.)

R : *"Kalau layout-nya gimana? Menarik ga?"* (How about the layout? Is it interesting?)

L : *"Cukup menarik Miss."* (Yes, it is.)

R : *"Terus rekamannya jelas ga?"* (Then, is the recording clear?)

L : *"Jelas kok Miss."* (Yes, it is.)

R : *"Ok. Terima kasih. Menurut kamu, kira-kira ada yang perlu dirubah gak dari materi itu? Tentang kesulitannya mungkin, apa kegiatannya, atau vocab-nya perlu dirubah menjadi lebih mudah, atau gimana?."* (I see. Do you think the developed tasks need some revisions? About the difficulty may be, activities, vocabulary, or else?)

L : *"Menurut saya sih, perlu dikasih 1 task lagi buat pronunciation-nya. Jadi kita juga bisa belajar ngomong."* (In my opinion, it needs one more pronunciation task. So, we can also learn speaking.)

R : "Ok. Thank you. This is for today."

L : "You are welcome, Miss."

2. Second Interview

R : *"Hai, selamat siang. Boleh minta waktu buat wawancara ya?"* (Hi, good afternoon. May I have your time for interview?)

B : *"Ya, Miss."* (Yes, of course, Miss.)

R : *"Langsung aja ya. Gimana tadi pelajarannya?"* (Let's go to the point. How was the lesson?)

B : *"Nyenengin Miss. Baru sekali ini listeningnya ga didikte sama gurunya."* (It was interesting, Miss. It was our first time to have another listenng activity.)

R : *"Materinya gimana? Bisa dipahami ga?"* (What do you think about the materials? Are they understandable?)

B : *"Bisa kok, Miss."* (Yes, they are)

R : *"Nah, materi yang di Unit 3 tadi membantumu berlatih listening ga?"* (Do the materials in Unit 3 help you in practicing listening?)

B : *"Iya, Miss. Itu kan banyak yang didengerin, terus aktivitasnya juga beda-beda di setiap task."* (Yes, of course, Miss. There are many kinds of listening activities, and the activities are varied.)

R : *"Oh gitu, nah terus itu teksnya gimana? Mudah dipahami ga?"* (Oh, I see. The, how about the texts? Are they easy to understand?)

B : *"Kalau buat saya sih, udah cukup mudah, Miss."* (I think, they are easy, Miss.)

R : *"Kamu suka sama topiknya ga?"* (Do you like the topic?)

B : *"Suka Miss. Tentang baju-baju gitu kan?"* (Yes, I do. It is about dressing, isn't it?)

R : *"Ya. Nah, pertanyaan-pertanyaan yang ada di tasks-nya gimana? Kamu mudeng ga?"* (Yes, it is. So, how about the questions in the tasks? Do you understand the related questions?)

B : *"Bisa kok, Miss."* (Yes, I do, Miss.)

R : *"Instruksi-instruksinya gimana? Bisa dipahami dengan mudah ga?"* (How about the instructions? Are they understandable?)

B : *"Bisa, Miss. Ada juga sih yang agak susah, tapi kan kalau susah gitu nanti dibantuin sama gurunya."* (Yes, they are. Some of them are difficult, but the teacher helps us when we found some difficulties.)

R : *"Oh jadi peran guru juga membantumu ya?"* (So, the teacher's role really helps you, right?)

B : *"Iya Miss. Membantu sekali."* (Yes, it does. It is very helpful.)

R : *"Nah di materi itu, apakah task yang dikerjakan berkelompok dan berpasangan itu sudah sesuai dengan aktivitasnya?"* (Then, in the materials, some of the tasks are done in pairs and groups, right? Are the activities suitable with the setting?)

B : *"Udah, Miss. Tadi kan bekerja kelompoknya pas tasknya yang sulit, yang harus buka-buka kamus juga, jadinya kan kita ngerjainnya cepet."* (Yes, they are, Miss. We do the task in group when the task is more difficult, so we need to have some discussion. So, when we work together, the task is completed faster.)

R : *"Lalu kegiatan individualnya gimana?"* (Then, how about the individual activities?)

B : *"Yang individual kan cuma waktu dengerin rekamannya aja, Miss. Kalau dengerin rekaman bareng-bareng nanti malah keganggu."* (We work individually when we are listening to the recording. I think, it is suitable, since when the activity is done in group there will be more distractors.)

R : *"Ok deh. Nah di setiap task itu kamu tau ga sih disuruh ngapain?"* (Ok. Then, do you know what you have to do in every task?)

B : *"Ya tau dong, Miss. Kalau baca instruksinya dengan jelas kan jadi tau tuh tugasnya aku nanti apa aja."* (Yes, of course, Miss. We can see from the instruction. It is clearly stated in the instruction, what we have to in each task.)

R : *"Jadi kalau kamu tau yang dikerjakan tuh apa, kamu bisa berpartsispasi dengan baik di pelajaran, gitu kan?"* (So, it means that you can well-participate in the lesson after you know what to do in the task, right?)

B : *"Nah iya, Miss. Gitu."* (Yes, it does, Miss.)

R : *"Di seluruh task di Unit 3 nih ya, menurut kamu vocabulary-nya gimana? Sulit ga?"* (From the whole tasks in Unit 3, what do ypu think about the vocabulary? Is it too difficult?)

B : *"Engga sih, Miss. Mudah kok."* (No, it isn't. It is easy.)

R : *"Gambar ilustrasinya gimana? Membantumu memhami materinya ga?"* (How about the picture? Do they help you to understand the materials?)

B : *"Iya, Miss."* (Yes, they do, Miss.)

R : *"Gambar-gambarnya menarik ga?"* (Are the pictures interesting?)

B : *"Menarik kok Miss."* (Yes, they are, Miss.)

R : *"Terus layoutnya gimana? Perlu ditambahi lagi ga?"* (How about the layout? Does it needs some revisions?)

B : *"Layoutnya bagus. Menurut saya sih dibikin lebih rame aja Miss."* (It is good. I think it needs more picture.)

R : *"Ok deh. Nah, menurutmu nih ya, task-task yang ada di Unit 3 itu udah tersusun dengan baik belum sih?"* (Ok. Then, in your opinion, are the tasks in Unit 3 well-arranged?)

B : *"Udah, Miss."* (Yes, they are, Miss.)

R : *"Ok. Rekamannya gimana? Jelas ga?"* (Ok. How about the recordings? Are the clear?)

B : *"Jelas kok, Miss. Pengucapannya juga jelas."* (Yes, they are. The pronunciation are also clear.)

R : *"Ada yang perlu ditambah ga di materi itu?"* (Do the materials need some revisions?)

B : *"Itu aja deh Miss. Bagus kok."* (I think it is enough. It is good.)

R : *"Ok. Thank you. Cukup buat hari ini ya. Terimakasih sudah mau diwawancara."* (Ok. Thank you. That's enough. Thanks for making time for the interview.)

B : *"Sama-sama, Miss."* (You are welcome, Miss.)

3. Third Interview

R : *"Selamat siang, makasih ya sudah meluangkan waktu untuk wawancara. Bisa langsung dimulai?"* (Good afternoon, thank you for making your time to interview. Can we start?)

G : *"Mari, Miss."* (Let's go, Miss.)

R : *"Gimana tadi metarinya? Menarik ga?"* (How was the lesson? Are the materials interesting?)

G : *"Kalau buat saya sih kurang, Miss. Soalnya itu cewek banget hehe."* (I think it is less interesting, since the topic is too girly, hehe)

R : *"Oh gitu, nah menurutmu perlu ditambah apanya dong?"* (Oh, I see. So, what part that needs revisions?)

G : *"Gambarnya aja, Miss. Kasih juga barang-barang cowok, atau barang yang lebih umum, kaya gadget misalnya."* (I think give some pictures that represent boy's things, for example gadgets.)

R : *"Oh gitu. Ok deh. Tapi nih ya, secara kesuluruhan, materi tadi membantumu berlatih listening ga?"* (Oh, I see. Ok. By the way, from the whole activities in Unit 3, do they help you in practicing listening skills?)

G : *"Oh kalau itu sih iya, Miss. Soalnya kan aktivitas mendengarnya kan banyak."* (Yes, they do, Miss. The activities are varied.)

R : *"Tentang teks yang di materinya gimana? Mudah dipahami ga?"* (How about the texts in the materials? Are they easy to understand?)

G : *"Iya, Miss. Itu masih cukup mudah."* (Yes, they are, Miss.)

R : *"Pertanyaan-pertanyaan yang berhubungan dengan teks juga mudah dipahami ga?"* (How about the questions related to the texts? Are they also easy to understand?)

G : *"Iya, Miss. Mudah kok."* (Yes, they are, Miss.)

R : *"Instruksi-instruksi di dalam tasks-nya gimana? Jelas ga?"* (What about the instructions? Are they clear?)

G : *"Udah cukup jelas kok, Miss."* (Yes, they are.)

R : *"Nah menurutmu nih ya, task yang dikerjakan secara berkelompok atau berpasangan itu udah pas belum sih?"* (In your opinion, are the tasks which are done in pairs or groups suitable with the activites?)

G : *"Kalau itu sih menurut saya udah sesuai, Miss. Jadi kan task yang butuh diskusi dikerjakan berkelompok atau berpasngan."* (I think they are suitable. The tasks which need discussion are done in pairs and groups.)

R : *"Untuk kegiatan individualnya gimana?"* (What about the individual activities?)

G : *"Sudah sesuai, Miss. Kegiatan individunya lebih banyak waktu mendengarkan."* (They are suitable. The individual; activities are more done in listening to the recording activities.)

R : *"Ok deh. Oh iya, menurutmu tadi gurunya gimana? Membantu ga?"* (Ok. Then, what do you think about the teacher? Is she helpful?)

G : *"Iya dong, Miss. Penjelasannya cukup jelas. Terus kalau ada yang ga jelas gitu, pasti dijelaskan. Suka keliling ngeliat ke muridnya."* (Yes, of course. She helps us when we get difficulties in understanding the instructions. She often walks around to monitor our works.)

R : *"Nah kalau siswanya sendiri gimana? Tadi keliatan aktif ga waktu pelajaran?"* Then, how about the students? Are they participated actively in the lesson?)

G : *"Iya, Miss. Semuanya mengerjakan."* (Yes, they are, Miss. All of them do the tasks actively.)

R : *"Nah kalau kamu sendiri nih, kamu ngerti ga sih yang harus dikerjakan di setiap task itu?"* (Then, do you understand what you hate to do in each task?)

G : *"Ya tau sih, Miss. Ada kan itu di instruksinya, tugasnya suruh apa, dikerjakan sendiri atau barengan. Kalau kerjanya barengan, tugas saya apa kan juga sayanya tau."* (Yes, I do, Miss. It is clearly stated in the instructions what I have to do in the tasks, whether the task is done in pairs or groups.

Besides, I can also understand what my job is when the task is done in pairs or group.)

R : *"Oh, gitu. Nah task-task sendiri itu susunannya udah sistematis belum? Dari yang mudah ke yang sulit ga?"* (Oh, I see. Then, are the tasks arranged systematically from the easiers to the most difficult?)

G : *"Iya, Miss. Kalau di awal-awal itu kan kaya pengenalan aja, jadinya itu mudah."* (Yes, they are, Miss. In the beginning the tasks are easy.)

R : *"Nah vocabulary yang dipakai itu mudah ga?"* (Is the vocabulary used easy?)

G : *"Mudah kok, Miss. Itu juga ada vocabulary list di materinya, itu membantu banget."* (Yes, it is. The vocabulary list in the end of the task is also very helpful.)

R : *"Ok. Layoutnya gimana? Perlu ditambahin apa gitu ga?"* (Ok. What about the layout? Does it need some revisions?)

G : *"Ditambah gambar aja, Miss. Dibikin colorful biar lebih menraik."* (I think it needs more picture, and make it more colorful so that it is more interesting.)

R : *"Ok. Gambar-gambar illustrasinya jelas ga?"* (Ok. Are the pictures clear?)

G : *"Jelas, Miss. Membantu memahami materinya."* (Yes, they are. They are really helpful in understanding the materials.)

R : *"Pertanyaan terakhir nih ya, rekamannya jelas ga?"* (Last question, are the recordings clear?)

G : *"Jelas, Miss. Juga yang ngomongnya ga terlalu cepet."* (Yes, they are, Miss. The speakers speak slowly.)

R : "Ok. Thank you, Galih."

G : "You are welcome, Miss."

INTERVIEW TRANSCRIPT OF THE EVALUATORS OF THE DEVELOPED
MATERIALS OF LISTENING TASK OF UNIT 2

R   : Researcher
T   : Teacher

R   : *"Selamat siang Pak. Pada kesempatan ini saya ingin mengadakan
wawancara dengan bapak berhubungan dengan materi listening yang saya
kembangkan.Terutama untuk Unit 2"* (Good afternoon, Sir. I want to conduct
an interview about the listening materials that I developed, especially for Unit
2.)
T   : *"Oh iya. Mari. Silahkan."* (Oh. Sure, please.)
R   : *"Terima kasih, Pak. Langsung saja ya Pak."* (Thank you, Sir. Can we go to
the main topic?)
T   : *"Ya."* (Yes, we can.)
R   : *"Untuk pertanyaan yang pertama Pak. Menurut Bapak, Apakah materi yang
dikembangkan sudah memenuhi tujuan pembelajaran listening?"* (First, Do
the developed tasks fulfill the goals of the lesson?)
T   : *"Ya. Menurut saya, karena tasks yang dikembangkan ini sesuai dengan yang
ada di SK/KD jadi ya ini sudah memenuhi tujuan pembelajaran."* (Yes, they
do. In my opinion, the developed tasks have fulfilled the goal of the lesson
since they are developed based on the Basic Competence and Standard of
Competence.)
R   : *"Lalu, apakah tasks dimateri yang dikembangkan ini memberi kesempatan
siswa untuk mendengarkan?"* (Do the developed tasks give the students more
chance to explore their listening skill?)
T   : *"Tentu saja Mbak. Tasks yang dikembangkan itu kan ada rekamannya juga.
Jadi siswa juga bisa mendengarkan berbagai intonasi percakapan dan
pronunciation yang benar.* (Of course, Miss. Since, the developed tasks is
followed by recording materials, so the students cam also listen to some varied
intonation and the correct pronunciation.)
R   : *"Mm. kalau aktivitasnya gimana Pak? Sudah beragam atau belum?"* (How
about the activities, Sir. Are they varied?)
T   : *"Menurut saya sudah Mbak."* (Yes, they are.Miss)
R   : *"Bagaimana dengan topiknya Pak? Apakah itu sudah menarik dan sesuai
dengan keinginan siswa?"* (How about the topic, Sir. Is it interesting and
suitable with the students' wants?)
T   : *"Iya Mbak. Siswa disini sangat suka dengan topik yang sesuai dengan
apapun yang bisa mereka temui dalam kehidupan sehari-hari."* (Yes, it is,
Miss. The students like the topics which is suitable with their daily life.)
R   : *"Oh gitu. Bagaimana dengan teksnya Pak? Apakah itu mudah dimengerti?"*
(Oh I see. Then, how about the texts, Sir? Are they easy to understand?)
T   : *"Menurut saya mudah Mbak. Bahasa yang dipakai kan mudah. Jadi saya
rasa siswa juga akan memahami dengan mudah."* (Yes, they are. The

vocabulary used is easy to understand. So, I think the students will also be able to understand them easily.)

R : *"Kalau untuk pertanyaan-pertanyaan dan instruksinya gimana Pak? Mudah dipahami atau tidak?"*(How about the instructions and the questions? Is it easy to understand?

T : *"Iya Mbak. Saya rasa sudah cukup mudah dipahami."* (Yes, it is, Miss.)

R : *"Lalu bagaimana dengan penjelasan di language focus ini Pak?"* (Is the explanation of the language focus clear, Sir?)

T : *"Penjelasannya sudah jelas. Bahasanya cukup mudah dipahami."*(The explanation is clear. And the language used is easy to understand.)

R : *"Kalau untuk peran siswa dan gurunya gimana Pak? Apakah sudah jelas didalam materinya?"* (Then how about the teacher role and learner role, Sir? Are they explained clearly in the materials?)

T : *"Ya mbak. Sudah. Disini gurunya bias sebagai motivator, fasilitator, atau bias juga memonitor pekerjaan siswa. Kalau untuk siswa sendiri sudah jelas sebagai partisipan."* (Yes, they are, Miss. The teacher roles are as motivator, facilitator, and monitor. While, the learner role is participant.)

R : *"Untuk kegiatan yang berkelompok dan individual sendiri gimana Pak? Apakah sudah cocok dengan kebutuhan siswa?"* (Then how about group activities and individual activities? Are the suitable with the students' needs?)

T : *"Ya, sudah cukup Mbak. Siswa disini kebanyakan lebih suka bekerja berkelompok, tetapi karena ini adalah kegiatan mendengarkan, kalau secara berkelompok nanti malah tidak jadi mendengarkan."* (Yes, they are. The students here prefer doing the tasks in group, however, when they do the tasks in group, they are not able to do the tasks well.)

R : *"Oh iya Pak. Kalau untuk layoutnya gimana Pak? Sudah menarik belum?"* (And then, how about the layout? Is it interesting?)

T : *"Sudah Mbak. Mungkin bisa ditambah beberapa gambar biar lebih menarik lagi."* (Yes, it is, Miss. It will be more interesting by adding some pictures.)

R : *"Tentang rekamannya Pak? Apakah jelas?"* (How about the recording, Sir? Is it clear)

T : *"Ya Mbak. Sudah bisa didengarkan."* (Yes, it is, Miss.)

R : *"Terimakasih Pak. Dari Unit 2 ini mungkin ada yang masih harus diperbaiki ga Pak?"* (Thank you, Sir. Then, for the materials in Unit 2, does it need some revision, Sir?

T : *"Secara keseluruhan sih sudah bagus Mbak. Mungkin di task 5 atau 6 itu bisa diganti dengan task yang lebih bervariasi."* (Overall, it is good. It will be better if task 5 and task 6 are changed into more varied tasks.)

R : *"Baiklah Pak. Saya rasa sudah cukup. Terima kasih untuk waktunya Pak. Selamat siang."* (Ok, Sir. I think that's all enough. Thank you, Sir. Good afternoon.

T : *"Sama-sama Mbak. Selamat siang."* (You are welcome. Good afternoon.)

APPENDIX J

LISTS OF THE RESPONDENTS

LIST OF THE RESPONDENTS

NO	NAME	SEX	STATUS
1.	R. Sigit Supriyanto, S.Pd.	male	English teacher
2.	Widi Atmaji, S.Pd.	male	English teacher
3.	Mei Setyoasih	female	English teacher
4.	Dessy Aviawarningrum	female	English teacher
5.	M. Joko Tulus, S.Pd	male	English teacher
6.	Suyoko	male	University student
7.	Rani Dewi .P	female	University student
8.	Rifki Fajar G.W.	male	University student
9.	Diyah Nurhidayati	female	University student
10.	Safitri Diah Nita .K	female	University student
11.	ACHMAD NUGROHO	Male	student
12.	AHMAD RIWALDIN	Male	student
13.	ALVIN DWI SETIYAWAN	Male	student
14.	ALVIN PRIYA DINATA	Male	student
15.	ANISA RIFKI R	Female	student
16.	ARIFATUL ULYA	Female	student
17.	AYU SULISTIYORINI	Female	student
18.	BAYU SETIYAWAN	Male	student
19.	BELLA AGUSTIN	Female	student
20	DENI LESTARI	Female	student
21.	DEVI DARMANTI O.	Female	student
22.	EGO PRASETYO	Male	student
23.	FATKHUROHMAN	Male	student
24.	FITRI AMINATUL I	Female	student
25.	GALIH PERMANA PUTRA	Male	student
26.	HENDRY SETYAWAN	Male	student
27.	LOUIS MALEAKHI	Male	student
28.	M. FAIZAL ROMADHONI	Male	student
29.	M. FANI IRFANTO	Male	student
30.	MAYA TRIAWORO D	Female	student
31.	NAFIDATUL KHAEROH	Female	student
32.	NIKEN AMBARARUMI	Female	student
33.	NUR FA'ATI	Female	student
34.	NURJANAH	Female	student
35.	ROMI MAULANA	Male	student

36.	SEPDI TRI FERDIYANTO	Male	student
37.	SILVESTER VIRGO KD	Male	student

APPENDIX

K

PHOTOGRAPHS

PHOTOGRAPHS

Teaching-learning process: The students were paying attention to the teacher's explanation.

Doing the task: The students were enthusiast in doing the task (Unit 1).

Class discussion: The students had a discussion with their peers after they got an instruction.

APPENDIX
L

PERMIT LETTERS

Nomor	: 996/UN.34.12/PP/VIII/2012	8 Agustus 2012
Lampiran	: 1 Berkas Proposal	
Hal	: **Permohonan Izin Penelitian**	

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Devloping Listening tasks for Grade VIII Students of SMP Negeri 2 Grabag

Mahasiswa dimaksud adalah :

Nama	: AMBAR ARUM JATININGSIH
NIM	: 07202244096
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: September – November 2012
Lokasi Penelitian	: SMP Negeri 2 Grabag

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I

Dr. Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001

Tembusan:
Kepala SMP Negeri 2 Grabag

PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

Yogyakarta, 08 Agustus 2012

Nomor   : 070/7242/V/08/2012

Kepada Yth.
Gubernur Provinsi Jawa Tengah
Cq. Bakesbangpol dan Linmas
di -
    Tempat

Perihal   : Ijin Penelitian

Menunjuk Surat :

Dari	:	Wakil Dekan I Fak. Bahasa dan Seni UNY
Nomor	:	996/UN.34.12/PP/VIII/2012
Tanggal	:	08 Agustus 2012
Perihal	:	Ijin Penelitian

Setelah mempelajari proposal/desain riset/usulan penelitian yang diajukan, maka dapat diberikan surat keterangan untuk melaksanakan penelitian kepada

Nama	:	AMBAR ARUM JATININGSIH
NIM / NIP	:	07202244096
Alamat	:	Karangmalang Yogyakarta
Judul	:	DEVELOPING LISTENING TASKS FOR GRADE VIII STUDENTS OF SMP NEGERI 2 GRABAG
Lokasi	:	- Kota/Kab. MAGELANG Prov. JAWA TENGAH
Waktu	:	Mulai Tanggal 08 Agustus 2012 s/d 08 November 2012

Peneliti berkewajiban menghormati dan menaati peraturan dan tata tertib yang berlaku di wilayah penelitian.

Kemudian harap menjadi maklum

A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan

Ir. Joko Wuryantoro, M.Si
NIP 19580108 198603 1 011

Tembusan :
1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Wakil Dekan I Fak. Bahasa dan Seni UNY
3. Yang Bersangkutan

SURAT REKOMENDASI SURVEY / RISET
Nomor : 070 / 1985 / 2012

I.   DASAR   : 1. Peraturan Menteri Dalam Negeri Republik Indonesia. Nomor 64 Tahun 2011. Tanggal 20 Desember 2011.

                          2. Surat Edaran Gubernur Jawa Tengah. Nomor 070 / 265 / 2004. Tanggal 20 Februari 2004.

II.   MEMBACA   : Surat dari Gubernur DIY. Nomor 070 / 7242 / V / 08 / 2012. Tanggal 08 Agustus 2012.

III.   Pada Prinsipnya kami TIDAK KEBERATAN / Dapat Menerima atas Pelaksanaan Penelitian / Survey di Kabupaten Magelang.

IV.   Yang dilaksanakan oleh

    1. Nama   : AMBAR ARUM JATININGSIH.

    2. Kebangsaan   : Indonesia.

    3. Alamat   : Karangmalang Yogyakarta.

    4. Pekerjaan   : Mahasiswa.

    5. Penanggung Jawab : Suharso, M.Pd.

    6. Judul Penelitian   : Developing Listening Tasks For Grade VIII Students Of SMP Negeri 2 Grabag.
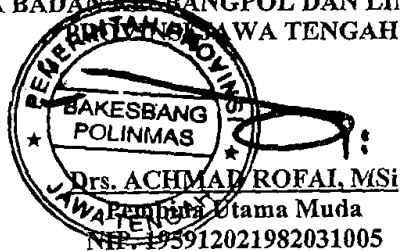
    7. Lokasi   : Kabupaten Magelang.

V. KETENTUAN SEBAGAI BERIKUT :

1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat / Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Pemberitahuan ini.

2. Pelaksanaan survey / riset tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan. Tidak membahas masalah Politik dan / atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.

3. Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati / mengindahkan peraturan yang berlaku atau obyek penelitian menolak untuk menerima Peneliti.

4. Setelah survey / riset selesai, supaya menyerahkan hasilnya kepada Badan Kesbangpol Dan Linmas Provinsi Jawa Tengah.

VI.. Surat Rekomendasi Penelitian / Riset ini berlaku dari :

September s.d November 2012.

VII. Demikian harap menjadikan perhatian dan maklum.

Semarang, 04 September 2012

an. GUBERNUR JAWA TENGAH
KEPALA BADAN KESBANGPOL DAN LINMAS
PROVINSI JAWA TENGAH

Drs. ACHMAD ROFAI, MSi
Pembina Utama Muda
NIP. 195912021982031005

PEMERINTAH KABUPATEN MAGELANG

KANTOR KESATUAN BANGSA DAN POLITIK

Jl. Soekarno-Hatta No. ☎ (0293) 788616

KOTA MUNGKID 56511

Kota Mungkid, 4 September 2012

Nomor   : 070 / 632/ 14 / 2012

Lampiran : -

Perihal   : Rekomendasi.

Kepada :

Yth,   Kepala Badan Penanaman Modal
dan Pelayanan Perijinan Terpadu
Kabupaten Magelang.

Di -

KOTA MUNGKID

1. Dasar   :   Surat Badan Kesbangpol dan Linmas provinsi Jawa Tengah.
   Nomor   :   070/1985/2012
   Tanggal   :   4 September 2012
   Tentang   :   Surat Rekomendasi Survey/ Riset.

2. Dengan hormat diberitahukan bahwa kami tidak keberatan atas pelaksanaan Penelitian / Riset / Survey / PKL di Kabupaten Magelang yang dilakukan oleh :

   a. N a m a   :   AMBAR ARUM JATININGSIH.
   b. Pekerjaan   :   MAHASISWI.
   c. Alamat   :   Karangmalang Yogyakarta..
   d. Penanggung Jawab :   SUHARSO, M.Pd.
   e. Lokasi   :   Kabupaten Magelang
   f. W a k t u   :   Agustus s/d Nopember 2012
   g. Tujuan   :   Mengadakan Penelitian dengan judul :

   "DEVELOPING LISTENING TASKS FOR GRADE VIII STUDENTS OF SMP NEGERI 2 GRABAG."

3. Sebelum melakukan kegiatan, terlebih dahulu melaporkan kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.

4. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.

5. Setelah pelaksanaan selesai agar menyerahkan hasilnya kepada Kantor Kesatuan Bangsa dan Politik Kabupaten Magelang.

6. Surat Rekomendasi ini dapat dicabut dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mentaati / mengindahkan peraturan yang berlaku.

Demikian untuk menjadikan periksa dan guna seperlunya.

An. KEPALA KANTOR KESBANGPOL
KABUPATEN MAGELANG
Kepala Seksi Politik dan Kewaspadaan Nasional

WARDI SUTRISNO, BA
Penata Tk. I
NIP. 19590205 198503 1 012

Tembusan,
1. Bp. Bupati Mgelang (sebagai laporan).

2. Kepala Badan / Dinas / Kantor / Instansi Ybs.
   (Tanpa Lampiran)

Kota Mungkid, 4 September 2012

Kepada :

Nomor	:	070 / 299 / 59 / 2012
Sifat	:	Amat Segera
Perihal	:	Izin Penelitian

Yth. **AMBAR ARUM JATIINGSIH**
Pagonan Rt 04/ Rw 01 Ds. Sidogede kec.
Grabag, Kab. Magelang
di
GRABAG

Dasar : Surat Kepala Kantor Kesatuan Bangsa Dan Politik Kabupaten Magelang Nomor : 070/ 632/14/ 2012 Tanggal 4 September 2012 , Perihal Izin Riset/ Penelitian..

Dengan ini kami tidak keberatan dan menyetujui atas pelaksanaan kegiatan Riset/ Penelitian di Kabupaten Magelang yang dilaksanakan oleh Saudara :

Nama	:	**AMBAR ARUM JATIINGSIH**
Pekerjaan	:	Mahasiswi, UNY Yogyakarta
Alamat	:	Pagonan Rt 04/ Rw 01 Ds. Sidogede kec. Grabag, Kab. Magelang
Penanggung Jawab	:	**SUHARSO, M.Pd**
Pekerjaan	:	Dosen
Lokasi	:	SMP Negeri 2 Grabag
Waktu	:	September s.d. Nopemberr 2012
Peserta	:	-
Tujuan	:	Mengadakan Kegiatan Riset / Penelitian/PKL Dengan Judul: **" DEVELOPING LISTENING TASKS GRADE VIII STUDENTS OF SMP NEGERI 2 GRABAG "**

Sebelum Melaksanakan Kegiatan Penelitian agar Saudara Mengikuti Ketentuan-ketentuan sebagai berikut :
1. Melapor kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku
3. Setelah pelaksanaan Penelitian selesai agar melaporkan hasilnya kepada Kepala Badan Penanaman Modal dan Pelayanan Perizinan Terpadu Kabupaten Magelang
4. Surat izin dapat dicabut dan dinyatakan tidak berlaku, apabila pemegang surat ini tidak mentaati / mengindahkan peraturan yang berlaku.
Demikian untuk menjadikan periksa dan guna seperlunya

An. KEPALA BADAN PENANAMAN MODAL DAN PELAYANAN
PERIZINAN TERPADU KABUPATEN MAGELANG
Sekretaris

BPMPPT

SULISTYO YUWONO, SH.
Pembina
196807311994031009

TEMBUSAN :
1. Bupati Magelang
2. Kepala Badan/ Dinas.Kantor/Instansi terkait