

**DEVELOPING TASKS BY USING SONGS FOR TEACHING LISTENING
FOR GRADE X STUDENTS OF MAN YOGYAKARTA II
IN THE ACADEMIC YEAR OF 2010/2011**

A THESIS

Submitted as Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Language Education



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IN THE ACADEMIC YEAR OF 2010/2011**



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of MAN Yogyakarta II in the Academic Year of 2010/2011

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya 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 tanggungjawab saya.

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Penulis,



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ABSTRACT

DEVELOPING TASKS BY USING SONGS FOR TEACHING LISTENING FOR GRADE X STUDENTS OF MAN YOGYAKARTA II IN THE ACADEMIC YEAR OF 2010/2011

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This study involves how to develop tasks by using songs which are suitable with the students' needs for the teaching of listening for the grade X students of MAN Yogyakarta II in the academic years of 2010/2011. The objective of this study is to develop appropriate tasks by using songs for teaching listening skills for grade X students of MAN Yogyakarta II in the academic year of 2010/2011.

This study is categorized as a Research and Development (R&D) study. The steps in this study were conducting the needs analysis, developing the course grid, developing the first draft of the tasks, trying-out the first draft of the tasks, evaluating the draft of the tasks, revising the draft of the tasks, and writing the final draft of the tasks. The instruments used in this study were questionnaires and interview guideline. The questionnaires were given in two separate times. The first questionnaire was administered to find out the students' needs toward the learning of English listening skills. The second questionnaire was distributed to get the feedback from the students related to the first draft of the tasks.

The developed tasks are divided into three units. Each unit consists of 14 to 16 tasks. The topic of each unit is *Tell Me What You did Yesterday* for Unit 1; *Once Upon a Time* for Unit 2; and *What does She Look Like* for Unit 3. Unit 1 talks about past experience in the form of recount. Unit 2 explores stories in the form of narrative. Unit 3 discusses people descriptions in the form of descriptive. The average score of the respondents' agreement toward the statement in the second questionnaire is 3.4375 to 4.375. The scores were in the range of ideal one, i.e. $\bar{x} > 4.2$ (Very Good Category) and $3.4 < \bar{x} \leq 4.2$ (Good category). The scores indicate that the developed tasks are suitable with the students' needs and interest.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important means of communication. It also has a crucial role in the development of human intellectuality, social and emotion. One of the languages that are widely used in this global era is English. It is used in the airports, books, computers, drug packages, food packages and so on. It also functions as a lingua franca; language that is used by people who speak different native languages. Harmer (2001: 1) defines a lingua franca as a language that is used for communication between two speakers who have different native languages and both or one of them use English as the second language. Since a lingua franca is a language used in communication among people from different countries who have different native languages, English has an important role in building up and maintaining a smooth communication as well as a good relationship among those people. It helps people from different countries to work together, do businesses, study abroad, build careers and many else. In this era, people need English to survive, to participate and to access information. Due to its importance, the English teaching becomes popular in most countries in the world, including Indonesia.

Due to its important role as stated above, Indonesia includes English in the national education system and includes it as one of the tested subjects in the national

examination. It becomes a compulsory subject in junior high and senior high schools. The English teaching and learning are formulated in the national curriculum, the School-Based Curriculum, also known as KTSP 2006 (*Kurikulum Tingkat Satuan Pendidikan*). This curriculum is the development of the previous curriculum known as the Competence-Based Curriculum (KBK 2004). The School-Based Curriculum states that at the end of the course the students of senior high schools are expected to gain competence to communicate both written and spoken in the real life communication. Specifically, the goal of the English teaching and learning in senior high schools is the students are expected to achieve the informational stage; that is being able to gain and access knowledge through language mastery.

Based on the two curricula (the School-Based Curriculum and the Competence-Based Curriculum), the English teaching is divided into two cycles i.e., oral cycle and written cycle. The oral cycle refers to listening and speaking skills, while the written cycle refers to reading and writing skills. Among those four skills, listening takes the biggest part in communication. Goh (2002: 1) claims that in everyday communication, listening takes up 50% of total communication time and is the main channel in a classroom, at work and at home. It makes listening comprehension important for people studies, businesses, careers and personal relationships. In addition, listening is assuming greater and greater importance in a foreign language classroom because it has a significant position in building up students' English proficiency (Nunan, 1997: 1). In accordance with Nunan, Lou and Qi (2005: 14)

states that listening ability is the basis for acquiring comprehensible input for the follow-up speaking out-put.

In terms of objectives of the English teaching, all schools in Indonesia, including MAN Yogyakarta II, must fulfill the goals stated in the curriculum. However, the English teachers in MAN Yogyakarta II said that the English teaching in this school, especially the teaching of listening skills in Grade X had not achieved the stated goals yet. Further, they said that the students were low-motivated and hardly involved in the teaching of listening. The students also considered listening as a difficult skill to be acquired. This assumption makes the students felt stressed while attending a listening class. This condition of course disadvantages the students themselves. They will hardly master the target language and hardly achieve the teaching learning goals as stated in the curriculum. From interviews and observations conducted by the researcher, it was found that the students were stressed and bored of the hard and monotonous listening materials such as conversations, monologues, and lectures. Dealing with this matter, the teachers confessed that they used to use materials provided by course books which may not match their students' needs and interest since the course books are designed to cover all students in Indonesia. They also rarely used more fun authentic materials which may be able to break students' boredom. They claim that they had difficulty in choosing the appropriate authentic materials and developing tasks from those materials due to their limited time.

To solve those problems, the teachers need to conduct an interesting and enjoyable teaching learning process which is able to break students' boredom. Because listening is widely perceived as a difficult task by many students, it provokes a high degree of anxiety. There is a great need for low-anxiety listening tasks that increase students' confidence and prospects for success. The teachers need to use media and authentic materials which can make the students enjoy and encourage them to get involved in the teaching learning process. Goh (2002: 43) claims that authentic materials are interesting and motivating because they are relevant to students' lives and work. In accordance with that, Tomlinson (1998: 13) explains that ideal materials for an English learning should provide exposure to authentic input. Songs, which can function as the authentic materials and media at the same time, are the right choice. Songs can be easily found in everyday life. There are many radios and TV channels which play songs every day. Songs provide examples of the real use of English such as rhythm, intonation, diction, and pronunciation. Besides, Lo and Li (1998: 8) state that learning English through songs also provides a non-threatening situation for students.

Songs which are originally composed by their writer for entertainment purposes will provide refreshment and learning at the same time. The relaxing and comfortable situation will make students learn better because it will reduce the tension the students usually feel while learning and trying to speak English.

Based on the explanation above, the researcher tried to help the teachers solve their problems by developing tasks based on songs for the teaching of listening for grade X students in MAN Yogyakarta II. Thus, this research is aimed at developing song-based tasks for teaching listening in MAN Yogyakarta II.

B. Identification of the Problem

There are many components involved in and influence the success or failure of an English teaching-learning process. Rusyan et al. (1988: 20-221) proposes four major components included in the teaching learning process. The components are raw inputs, instrumental input, environmental input and the expected outcome.

The raw input refers to students and their background such as intelligence, talent, motivation, achievement, interest, attitude, and habit. According to Krahne (1987: 79), students come into classroom with their different goals, expectations, experiences, prior knowledge, and the social and personal types. The good teaching and learning activities have to cover up all these differences. The English teaching and learning activities should be interesting and can motivate students to get involved in the activities. It is important because students who have high motivation and positive attitude toward what they are doing or learning might be more successful than the students who have low motivation and negative attitude. Krashen (1982: 94) states that unlike learners who have positive feelings, learners with negative feelings will be 'closed' to input and make the language input hard to be acquired.

Unfortunately, the grade X students of MAN Yogyakarta II in the academic year of 2010/2011 have low motivation and do not get engaged in the teaching learning process.

The next component is instrumental input which consists of instructional methods, instructional materials, instructional tasks, and media. Instructional methods are methods and techniques which are used in conducting the teaching learning process. The instructional materials are the content of the teaching and learning process which is used to give the meaning of the objectives of the teaching learning process itself. Because language is a social practice the language learning needs the use of authentic materials which include examples of the target language use (Grant, 1997). Additionally, MacWilliam (1990) in Richard and Renandya (2002:85) states that materials should be authentic in the sense that the language is not artificially constrained. However, the English teachers of MAN Yogyakarta II face difficulty in developing materials and tasks from the appropriate authentic inputs.

Furthermore, the instructional tasks and media are used to decide the way in achieving the goals of the teaching learning process. Media can be in the form of visual media such as pictures and photos, audio media such as songs and radios, audio tapes or audio-visual media such as movies. Media aids the teaching and learning process and brings more fun and enjoyable atmosphere in the classroom. The students will be bored if the teachers just teach using materials in the course books every time the teachers teach. Bambang Sugeng (1997: 199) states that the types of

media are printed media, audio media, still media, visual media, audio-visual media, real-object media, and action-based media. In contrast, teachers have difficulty in developing tasks from the authentic materials which match their students' needs and interest. They also rarely use media in the classroom.

The other components proposed by Rusyan et al. (1988) are environmental input and expected outcome. Environmental input includes the learning environment such as the buildings and classroom settings. Further, the expected outcome refers to the goals of the teaching learning process.

Moreover as one form of authentic materials as well as media, songs provide examples of the real uses of English, relaxation and recreation as well as learning at the same time. The relaxing effect will enable learners to achieve a weak affective filter. As proposed by Krashen (1982), a weak affective filter allows maximum amount of input reach the students and enables them to reduce their inhibitions and raise their confidence levels when attempting to produce language. Songs which work on both left and right hemisphere are able to increase students' comprehension of the materials they learned. They will also enhance students' language awareness which is important in stimulating students' autonomous learning.

C. Limitation of the Problem

Based on the problems identified above, the researcher decided to solve the problem related to the problem faced by teachers in developing tasks from authentic

materials. In this case, the tasks are developed for the teaching and learning of listening skills to the grade X students of MAN Yogyakarta II. Listening is important because it occupies up to 50% of the everyday communication. It also provides input which is very significant for the language acquisition.

Related to the authentic materials as well as media, the researcher chose songs because of the strengths they have. Firstly, songs which are composed for the entertainment purposes will be able to reduce students' boredom of the monotonous materials they usually have. When they are relaxed and enjoy the teaching learning process they will have high motivation and are highly involved in the process. Secondly, songs which also provide the real examples of the English use will provide not only entertainment but also learning. Thirdly, songs which give entertainment and relaxed atmosphere will improve students' positive feelings toward learning. The positive feelings will allow maximum learning to take place. Fourthly, songs are able to enhance students' autonomous learning and language awareness. It means that songs will motivate the students to learn English not only in a classroom but also outside the classroom. In short, the researcher focused this study on developing song-based tasks for teaching listening skills for grade X students of Man Yogyakarta II in the academic year of 2010/2011.

D. Formulation of the Problem

Based on the identification and limitation above, the formulation of the problem is “how tasks which are suitable for teaching listening skills for the grade X students of MAN Yogyakarta II in the academic year of 2010/2011 are developed by using songs?”

E. Objective of the Study

The objective of this study is to develop tasks by using songs for teaching listening for grade X students of MAN Yogyakarta II in the academic year 2010/2011.

F. Significance of the Study

1. For the grade X students of MAN Yogyakarta II, the results of the study can contribute to and facilitate their learning of the English listening skills.
2. For the English teachers, the results of the study can be used as one of the teaching materials and as one of the references to develop others teaching materials based on the students’ needs and interest.
3. For the school, the results of the study can be used as a means of or a reference for teaching listening in a relaxing way by using songs.
4. For other schools, the results of the study are expected to be used as a model of teaching listening by using songs.

5. For English Education Department of Yogyakarta State University, this research study can be used as a reference of a research and development study, especially the research study on developing song-based tasks for English teaching and learning activities.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1 Teaching English as a Foreign Language

a. Definition

English becomes a foreign language in a country if in that country English is not used for formal communication and/or daily communication. Richards (1985: 2) states that English is regarded as a foreign language when it does not function as an official language in certain country. According to Kennedy (1989: 39), English is a foreign language when English is studied as one of many foreign languages and serves little communicative functions for students once they finish the actual course. Similarly, Gebhard (1996: 2) claims that English is regarded as a foreign language when English is studied by people who live in places where English is not the first language of the people who live in that country. According to Brown (2000: 193), English as a foreign language means that English is learned in one's own culture with few immediate opportunities to use the language in the environment of the culture. Based on the definitions of foreign language, it can be concluded that English is regarded as a foreign language when the people of the countries where English is considered as a foreign language do not speak English as their first or second language.

Due to its important role and position as a lingua franca, English mastery becomes crucial. By mastering English people have a bigger chance to take part in global era. English mastery can be acquired through English language learning. The term language learning itself refers to a process to get knowledge about or acquire a language by studying, experiencing or instruction. The term learning is closely related to the teaching. The term teaching can be defined as facilitating or helping learners to learn how to do something, giving instruction, guiding and giving opportunities for the learners to learn something and providing knowledge to make the learners know or understand something. Stern (1983: 21) defines teaching as activities that are intended to facilitate language learning. Brown (1987: 7) states that teaching a language consists of any activity on the part of one person intended to facilitate the learning by another person of a language which is not her/his native language.

According to Watt and Watt (1986: 10) teaching involves a range of strategies, from watching and questioning to telling someone something they need to know. Teaching language is not only teaching and telling the learners about the language but also the social background and the culture of the target language. Furthermore Richards (1987: 11) defines language teaching as a complex issue, encompassing sociocultural, linguistics, psycholinguistics as well as curricula and instructional dimensions. In other words, teaching is an attempt to facilitate learning by guiding, giving instruction and opportunities for the learners to learn as well as giving them

exposure to the socioculture, psycholinguistics and the target language use. In short, teaching English as a foreign language means as an attempt to facilitate the learning of English as a foreign language by giving instruction, guidance and opportunity for the learners to learn English and giving them exposure to the real use of English.

b. Teaching English in Senior High Schools

Teaching will be more appropriate if the age factor is taken into account. The age of the learners is an important factor to decide what to teach and how to teach the learners. Harmer (2001: 37) claims that people with different ages have different needs, competences, and cognitive skills. Teaching English for high school students refers to teaching English for teenagers or adolescents. Teaching teenagers will be different from teaching children or adults. Children are believed as the best language learners since they can acquire a language faster and better than adults and teenagers. On the other hand, adolescents are thought as unmotivated and uncooperative learners, that their disruptive behaviour in the teaching learning process makes them become poor language learners (Harmer, 2001: 37).

High School students whose ages range between 12-18 are at the age of transition, confusion, self-consciousness, growing, and changing body and mind (Brown, 2001: 91). According to Harmer (2001: 39) teenagers always search for individual identity and the identity comes from their classmates and friends. They need self-esteem and peer approval in the instruction better than the attention of the

teachers. They also tend to cause discipline problems. The boredom in the classroom is the main reason why they do so. On the other hand, Ur (1986: 286) in Harmer (2001: 38) claims that teenage students are the best language learners. Harmer (2001: 39) adds that “if they are engaged in the teaching-learning activities, they have great potential for creativity, a great capacity to learn and a passionate commitment to things which interest them”. A set of various materials which are relevant and interesting for them can engage them out of the boredom and make them enjoy and concentrate on their learning process. Brown (2001: 92) proposes some considerations to teach teenage students as the following:

1. Teenage students’ intellectual processing, logical thinking, and linguistic metalanguage are developing,
2. Their attention spans are lengthening but can easily be shortened too,
3. Their capacity of abstraction is increasing,
4. Their ego, self-image, and self-esteem are at the peak which make them very sensitive to how others perceive their physical changing, emotional selves and mental capabilities.

Further, Brown suggests teachers to avoid embarrassing them, affirm each student’s talents and strengths, allow mistakes and other errors to be accepted, de-emphasize competition between classmates, encourage small-group works, and avoid to make them be bored with over analysis. Generally, teenagers will do better and are more interested when they are allowed to discover their own answer rather than

memorize large amount of information. Teachers must allow students to use their own individual strength and learning styles. Teachers can support them and pay attention by being warm and friendly to the students (Newby, 2000: 353). According to Harmer (2001: 39), teenage students must be encouraged to respond to texts and situations with their own thoughts and experiences. To make them enjoy their class, a set of tasks in a set of materials must be designed by considering the characteristics of teenage learners.

c. Current Curriculum of Senior High Schools

The currently applied senior high school curriculum, the School-Based Curriculum (KTSP 2006), is the development of the Competence-Based Curriculum (KBK 2004). In the curriculum, English teaching is based on the standard of content in which English serves the function as a means of communication that puts the value of comprehending and transferring information which includes thought, affection, and development in knowledge, technology, and culture. As stated by Wells (1987) in BSNP (2006: 277) English learning is targeted to accomplish four stages of learning. The stages are performative, functional, informational, and epistemic.

At the first stage, performative, students are expected to be able to read, write, listen to, and speak by using symbols/codes. Then at the functional stage, students are prepared to do real work tasks to cope with daily activities. At the informational stage, students are expected to be able to gain and access knowledge through

language mastery. And finally, at the epistemic stage, students are prepared to present knowledge in the target language.

For senior high schools (SMA/MA), English teaching is aimed to enable students to achieve the informational stage. Besides, KTSP 2006 also states that English teaching for SMA/MA must give the students the ability to comprehend and compose short functional texts, monologues and essays in the forms of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. Further, English teaching is spelled out into standards of competence and basic competence as the guideline for the English teaching in every school in Indonesia. For listening skills, the standards of competence are that the students are expected to be able to understand and respond to meanings in simple and short monologues in the forms of recount, narrative, procedure, descriptive, and news item, in daily life context.

2 Listening Skills

a. The Nature of Listening Skills

Listening is one of important skills in communication which requires listeners to actively process what they hear including the sounds, words, grammatical structures, stress, intonation, and background knowledge at the same time. McDonough and Shaw (2003: 117) cite Vandergrift (1999) who claims listening as a complex and active process in which the listener must determine between sounds, understand

vocabulary and structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within immediate as well as the larger socio-cultural context of the utterance. Concerning the term listening, Carter and Nunan (2001: 7) quote Rost who states that the term listening is used in language teaching to refer to a complex process that allows listeners to understand a spoken language. Listening is the most widely used language skills. It takes up 50% of total communication time and is the main channel in classroom, at work and at home (Goh, 2002: 1). It is clear that in order to be successful, sufficient listening skills are required.

In a language classroom, listening is a crucial means of acquiring the target language. Rost (1994) in Richards and Renandya (2002: 239) mentions that listening has important roles in a language classroom because it provides input for the students. It provides students a perfect opportunity to hear different varieties and accents other than teacher's and also enables students to acquire good speaking habits as a result of spoken English they absorb (Harmer, 2001: 228). He adds that students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening materials and procedures.

Extensive listening usually takes place outside the classroom such as in students' homes, cars or radios. Exposure of spoken English outside the classroom is important for the students in order to understand English in everyday oral communication (Goh, 2002: 43). Besides, the materials can be found from a number of sources outside the classroom either simplified materials or authentic materials. Harmer (1998: 98) also

states that material for listening can be in the form of advertisements, news broadcasts, songs, speeches, and telephone conversations. In contrast, intensive listening usually takes place inside the classroom. It aims at allowing the students to develop their bottom-up processing skills. The materials can be in the form of live listening of story-tellings, interviews or conversations, and taped materials (Harmer, 2001: 229).

Furthermore, Richards (2008: 3) explains that as comprehension, listening in second language functions to facilitate the understanding of the spoken discourses. There are two different processes that can be used in understanding spoken discourses. As stated by Nunan (1989: 25), Celce-Murcia (2001: 74), Nunan & Carter (2001: 239), Richards and Renandya (2002: 239), and Goh (2002: 5-6) the two processes are bottom-up processing and top-down processing. In bottom-up processing, grammatical competence is the basis. The listeners have to pay close attention to every detail of the spoken language being listened to. In this process, students work on the incoming message by decoding sounds, words, clauses and sentences (Nunan, 1989: 25). In accordance with Nunan, Richards and Renandya (2002: 239) claim that in bottom-up processing, listening is perceived as a process of decoding the sounds the listeners hear from the smallest meaningful unit (phonemes) to complete texts. On the other hand, top-down processing refers to the application of background knowledge to facilitate comprehension (Goh 2002: 6). Here, the listeners

utilize their prior knowledge and expectation to create “meanings”. Both bottom-up and top-down processing are important in comprehending a spoken language.

b. Components of Listening Skills

Related to listening skills, McDonough and Shaw (2003: 120) propose three components of listening processing mechanism. They are:

1) Processing Sounds

The full understanding of spoken language cannot come from the sound sources only but also with the help of some “processing sounds”. It requires the other processes as the following:

- a) segmenting the stream of sound and recognize word boundaries,
- b) recognizing constructed forms,
- c) recognizing the vocabulary being used,
- d) recognizing sentence and clause boundaries in speech,
- e) recognizing stress patterns and speech rhythm,
- f) recognizing stress on longer words and the effect of the rest of the words,
- g) recognizing the significant language-related features (paralinguistic), and
- h) recognizing changes in pitch, tone and speed of delivery.

2) Processing Meanings

In processing meanings, the listeners have to be able to do the following:

- a) organizing the incoming speech into meaningful sections,

- b) identifying redundant materials,
- c) thinking ahead and using language data to anticipate what the speaker may be going to say,
- d) storing information in the memory and knowing how to retrieve it later by organizing meaning as effective as possible and avoiding too much attention to immediate detail.

3) Context and Knowledge

In this stage, listeners have to use their background knowledge to make interpretations of what is being heard because most statements are taken out of context and open to many interpretations.

Additionally, White (1998: 8) in McDonogh and Shaw (2003: 123) lists five sub-skills involved in listening skills, as the following:

- 1) Perceptive skills which involve the skills to perceive and process what the listeners listen to.
- 2) Language skills which include the grammatical skills.
- 3) Knowledge of the world which is important in building up the background knowledge of what the listeners listen to.
- 4) Dealing with information
- 5) Interacting with a speaker which involve giving comments or responds to the speakers.

In short, in processing a spoken language, good listeners need to be able to use a combination of the sub-skills simultaneously.

c. Listening Difficulty

Listening is an important skill but it is probably the most difficult skill to learn. Varndergrift (1999) in McDonough and Shaw (2003: 117) agrees that listening is a hard work. Goh (2002) adds that listening can be a stressful activity for the students because they are often unable to process the information they hear quickly enough. McDonough and Shaw (2003: 125) quote Underwood (1989) who points out seven main reasons which make listening difficult as the following:

- a. the listener cannot control speed of delivery,
- b. the listener cannot always get things repeated,
- c. the listener has a limited vocabulary,
- d. the listener fails in recognizing 'signals',
- e. it can be difficult to concentrate in a foreign language,
- f. the learner may have established certain learning habits, such as wishing to understand every word.

Furthermore, Brown (2001: 252) proposes some characteristics of listening which make listening difficult as the following:

- a. clustering.

It includes breaking down speech into smaller groups of words.

b. redundancy.

It includes rephrasing, repetition, elaboration, and insertion of “I mean”, or “you know” which may give listeners more time to process meaning.

c. reduced form.

The reduction can be phonological, morphological, syntactic, or pragmatic.

d. performance variable.

It usually makes foreign learners confused. It includes hesitations, false starts, pauses, correction, ungrammatical forms caused by slips, and dialect differences.

e. colloquial language.

It includes idioms, slangs, reduced forms, and shared cultural knowledge.

f. rate of delivery

g. stress, rhythm, and intonation

h. interaction

Additionally, Lou and Qi (2005: 14) cite Ur (1984) who classifies listening difficulties of the EFL learners into several categories as follows: 1) the problem of sounds which include pronunciation, rhythm, intonation and stress; 2) lacking the ability to skim what is heard which includes inability to keep up with redundancy, noise, and the inability to guess; 3) lacking exposure and practice with different kinds of accents and colloquial vocabulary; and 4) lacking the ability to link words to the context and unskillful in using strategies to summarize heard information. The

difficulties of listening proposed above often make the students difficult in understanding the spoken language, in this case English.

3 Songs

a. Definition

Music and songs have a close relationship. A song usually consists of lyrics accompanied by music. Lyrics are musical sounds representation in the form of words which are built into clauses, sentences (lines) and paragraphs (stanzas). The term music refers to a combination of rhythmical and harmonic sounds. Music is a combination of sounds that is pleasing and exciting to listen to (Oxford Dictionary, 2000: 873). According to Purwanto (1999: 11), music is an art and science of making pleasing combinations of sounds in rhythmical and harmonic combinations. These combinations of sounds are composed in a united and continuous smooth composition which are written or printed in the form of letters and symbols.

Additionally, Shaw (1972) defines a song as a short metrical composition intended for singing which is usually accompanied by musical instruments which perfect and beautify its performance. In accordance with Shaw, Munuhin & David (1997: 7) call a song as the combination of music and speech into a single expression. A single expression of a song has a unique power to convey feelings of great excitement or almost unbearable poignancy. The touch of musical instruments makes a song more enjoyable than any other of popular literatures. In its form of a written

text, a song has a similar form with a poem. It has stanzas and each of it has some lines. In short, a song is a short musical composition made up of mutually dependent words and music which together produce a unique aesthetic response.

Robinson et al. (1991: 210) divide music into three main genres; pop, rock, and afro-American music. Those genres are divided into some subgenres.

Table 1: Music Genres

Genres	Subgenres/descriptors
Afro-American	Soul, rhythm and blues, funk, rap, gospel, ragtime, blues, progressive blues, and Motown.
Latin-American	Reggae, ska, calypso, salsa, mariachi, marengu, cumbia, marimba, cross over reggae.
Classic	Classical, neoclassical.
Pop	Country, pop, swing-big band, pops ballad, disco, romances.
Rock	Heavy metal, metal, punk, new wave, rock, hard rock.
Jazz	Jazz, jazz improvisation, jazz latin.
African	Neo-africa, ekassa, traditional African.
Folk	Celtic, british folk, religious, political protest.
Miscellaneous	Rubato, opera, instrumental melodis.

b. Songs in an English Teaching Learning Process

Music and songs are a part of humans' life in every country and every culture. Since a child was born the mother has sung a lullaby for the child. Songs are everywhere and familiar to human. Salcedo (2002: 1) claims that all cultures in this world have music. In accordance, Shen (2009) states that songs have been an amusing companion for human beings for long time. Music and songs effect and work on all levels of human development, including social, emotional, physical, and

cognitive. It is also highly memorable because a song creates a state of relaxed receptivity.

Dealing with English teaching and learning, songs are highly available authentic materials which are able to enhance students' motivation and learning at the same time. Murphy (1990) in Lopera (2003: 138) explains that English language music was readily available in most EFL environments and extensively listened by youth. Recently, throughout the world, English is encountered more often in music than on the printed page (Crystal 1997 in Lopera, 2003: 138). Harmer (2001: 242) claims that music is a powerful stimulus for students' engagement because it talks to students' emotions while still allowing the students to use their brain to analyze it and its effects. Further he explains that music and songs can amuse, entertain, and make satisfactory connection between the world of leisure and the world of learning. Besides, songs can give students exposure to rich content, language, culture, and tend to relax the students and create a comfortable atmosphere. Candlin in Griffiee (1992) states that songs offer a rich background, a social and historical context for the language learning. As a warming up activity, songs can also increase motivation, and inspire rich output in speaking and writing activities. As stated by Lo and Li (1998: 8), learning English through songs also provides a non-threatening situation for students. When students are relaxed, they are more open to learning input. Because they are usually short and use simple natural language, and contain repetitions, songs

are good listening input for a wide range of comprehension tasks (Goh 2002: 44). Songs are able to capture students' attention since they often contain stories.

Additionally, Salcedo (2002: 17) states that recently there are many books and online resources offer musical programmes to teach foreign languages. Songs are incorporated into a language course as a supplemental entry to the complete basis of the instruction or as the basis for the instruction. Further he highlights some books and online resources which use songs in the language teaching such as; SAM (Keefe-Singer & Lafayette, 1999) which combines Spanish songs with particular themes for practical classroom activities; Enjoy the Music (Rubies, 1997) which designs a course using songs as the foundation for English second language teaching; Music Linguist (www.musicalspanish.com) which provides lesson plans, pronunciation tool, interactive games, activities and teacher guides; and Catara software which promotes a language learning through songs.

c. Reasons for Using Songs in TEFL

The use of songs in English language teaching and learning activities is due to some reasons. These reasons are as follows.

1) Affective Reason

The affective filter hypothesis is one of the five hypotheses proposed by Krashen. Affective variables include anxiety, motivation, and self-confident. Krashen (1982) claims that in order to get optimal learning, a weak affective filter is needed.

A weak affective filter means that a positive attitude towards learning is present. When the affective filter is weak, learners are in the condition of highly motivated, self-confident and at ease that will allow in plenty of input. In contrast, the affective filter is strong when learners are haunted with low motivation, lack of self-confident and high anxiety. In these conditions, learners are not ready for learning or language acquisition.

As one of the affective variables, motivation is an important component in learning. The greater students' motivation, the faster they learn. William and Burden (1997: 129) describe motivation as “a state of cognitive and emotional arousal” that leads to conscious-decision making to act, and arises enthusiasm, interest, and desire to attain a previously set goal. On the other hand, anxiety is feelings that do not support learning and create a strong affective filter which then restrict the learning input come to the students. According to Freeman (2000) anxiety refers to negative feelings such as upset, tension, frustration, self-doubt, and fear.

Songs can be used to achieve a weak affective filter and promote language learning. Music and songs provide relaxation and recreation function which are able to weaken the affective filter. Dubin and Olshtain (1977: 198) conclude that the inclusion of music in English lessons is effective because music is able to make students feel relaxed and more at ease in using the language. Lo and Li (1998: 8) explain that learning English through songs provide a non-threatening classroom atmosphere in which the four language skills can be enhanced. Shen (2009: 9) claims

that using English songs in a classroom can create an affective learning because songs can provide a comfortable classroom atmosphere, reduce students' anxiety, foster their interests and motivate them to learn the target language. Working with music is fun, interesting and challenging for the students to explore and manipulate the songs. In short, using songs can help the students to be engaged in the classroom activities.

2) Psychological Reason

Research in neurology and psycholinguistics has found that musical and language processes occur in the same area of the brain. Weinberger (1998) claims that brain research finds that music can improve brain development and strengthen cognitive system which includes symbolic, linguistic and reading. According to Maess and Koelsch (2001), research has found the strong similarities in the way musical and linguistic syntax are processed, and that the musical and language process happen in the same area of the brain. Moreover, Jensen (1998) finds that music increases neural activities which positively affect attention to materials and result a dramatic increase in comprehension.

3) Authenticity Reason

An authentic material is a material which is not exclusively designed for teaching purposes. The exposure of authentic English is an important factor in promoting language learning. Listening materials taken from authentic sources are interesting and motivating because they are relevant to students' lives and work (Goh, 2002: 43).

She further states that authentic materials introduce different varieties and domains of spoken language into the language classroom. Lopera (2003: 138) states that songs are natural products that are used in the real context and intended for native speakers rather than for an English classroom. They provide examples of the real use of the target language.

Listening to English songs will prepare students to the real language they are going to face with. Music and songs are a great language package that bundles culture, vocabulary, listening, speaking, reading, writing, and grammar. As authentic materials, songs introduce different varieties and domains of spoken language into the language classroom. Arias, Duque, and Mitchell (1996) in Neisa (2008:168) include songs as an authentic material because they are not designed for language teaching purposes but produced by native speakers without any tension for language teaching purposes. Songs combine linguistic and extra-linguistic elements in one single unit of meaning; they also provide texts, cultures, artistic contexts, autonomous narratives or reflection. Grenough (1994) adds that students who learn English got a lot of exposure of the target language they cannot find in a classroom in songs or movies that are part of their real world. Lopera (2003) considers that the inclusion of social contexts, the interaction with students' moods, and possibility of accessing authentic texts in English are important reasons for the inclusion of songs in to teaching contexts.

4) Language Awareness Reason

Language awareness means the awareness of the language being learned including the benefit from developing knowledge about the language, the explicit knowledge about how the language is, how to learn it and use it. Shen (2009: 19) defines language awareness as a mental state which develops through paying motivated attention to language in use which enables language learners to get knowledge on how the target language works. Songs as a target language source will promote students' awareness in learning English as a foreign language. Shen further says that learners who are keen to learn and or sing English songs will be curious and ask questions about the language. They are curious on how to pronounce the words, what the words mean or how to produce the sentences. The difficulties that learners find while trying to sing the songs correctly will also enable them to notice the gaps between their performance and the singers' performance. Furthermore, while they are listening to the songs as entertainment, they will unconsciously learn the language. This is an effective and pleasant way to promote language awareness.

It is clear that the using of songs in an English teaching and learning activity will benefit the students. Songs do not only function as entertainment but also act as the media and the learning materials at the same time. Songs stimulates the weak affective filter to occur. Songs are also able to raise students' curiosity about the songs and the language used in the songs which then increase the students' language awareness.

d. How to Use Songs

Songs can be used to develop the four skill areas; reading, writing, listening and speaking. Songs can also be used to encourage intensive and extensive listening, encourage creativity and the use of imagination and also stimulate discussion of attitudes and feelings (Murphey :1992). Eken (1996: 46) finds songs can be used:

- a. to present a topic, a language point, lexis, etc.
- b. to practice a language point, lexis, etc.
- c. to focus on common learner errors in a more indirect way
- d. to encourage extensive and intensive listening
- e. to stimulate discussion of attitudes and feelings
- f. to encourage creativity and use of imagination
- g. to provide a relaxed classroom atmosphere
- h. to bring variety and fun to teaching and learning.

According to Lopera (2003: 137) songs can be used to introduce or reinforce grammatical structure, provide the class with relaxed atmosphere, discuss the topic of the songs, introduce sounds, and pronunciation. Music and poetry in an English as a Second Language (ESL) or an English as a foreign Language (EFL) class can give a fresh perspective on the language being taught. Celce-Murcia and Hilles (1988) state that music and poetry revive the learners' love and respect for English and can bring to mind again the joy and beauty of the language which have been long forgotten.

They also point out that songs can be utilized as presentation contexts as reinforcement material, as vehicles through which to present some of the most cultural themes which pervade modern life. Songs can be developed into an interesting material to teach English that facilitate the teaching of the four major skills of English and the micro skills. According to Bayless & Ramsey (1986) in Lopera (2003: 136), songs can be used to develop listening skills, increase the attention span, improve comprehension and memory and encourage the use of words, phrases, and sentences. In addition, songs can also be developed into reinforcement materials of the materials which have been taught previously.

In using songs, teachers should be able to choose the appropriate songs for the teaching. Before deciding which song will be used, teachers should pay attention to the students' characteristic, age, need, and interest, and also the themes they will deliver to the students. Pomeroy, Gasser, and Waldmas in Celce-Murcia (1988: 188) provide guidelines for selecting songs:

- a. songs must be of a singable length, range and rhythm,
- b. lyrics should reflect standard spoken English, with respect to register, subject-verb agreement, and word order,
- c. the emotional and conceptual content of a song should be appropriate to the age and maturity of the students,
- d. songs must be pedagogically appropriate to the teaching point and not so colloquial as to require that the lyrics be changed into standard English.

In addition, Goh (2002: 44) suggests some points to be considered in using songs. They are:

- a. choose singers with clear diction
- b. use familiar songs for tasks that involve higher order listening
- c. use unfamiliar songs for text-based tasks, such as listening for details
- d. screen songs from inappropriate language and unsuitable content
- e. invite students to suggest the types of song they would like to work with
- f. ask students to contribute lyrics of their favourite songs
- g. select songs that can support or complement the topics or themes of the syllabus
- h. set up a song bank.

In short, the songs will be used in an English classroom should be carefully chosen so that they can give advantages for the students. The songs should be appropriate for the students in terms of articulation, diction, length, content, and language style.

4 Tasks

a. Definition

Generally, tasks refer to actions of doing something. Long (1985) in Nunan (1989: 5) defines tasks as works or activities people do in their daily life, including

buying a pen, filling out a form, writing a letter, finding a street destination, etc. In classroom setting, tasks are actions of doing some work dealing with the teaching and learning process. Nunan (1989: 6) cites Richards, Platt and Weber (1986) who state that tasks are activities or actions which are carried out as the result of processing or understanding language. Tasks can be, for example, drawing a map while listening to a tape, listening to an instruction and performing a command. Skehan (1998) gives a definition of a task as an activity that satisfies the following criteria; meaning is primary, there is a goal that needs to be worked toward, the activity is outcome-evaluated and there is a real world relationship. Nunan (1989: 10) defines a task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

Willis (1996: 23) proposes that tasks are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. The definitions above suggest that what is more important is giving students tasks which are meaning-focused and involve them in using the target language actively such as comprehending, manipulating, producing or interacting for the purpose of achieving a communicative purpose.

b. Components

The definitions of tasks above comprise the elements of tasks including; goals to achieve, the content or input, the management of the activity, and the outcome of the tasks, where the focus of the task is on meaning. Based on Shavelson and Stern (1981) in Nunan (2004: 40), tasks consist of the following elements:

- a. content; that is the subject matter to be taught
- b. materials; things that learners can observe and manipulate
- c. activities; things that learners and teachers will be doing during the lesson
- d. goals; teacher`s general aims for the task
- e. students; including abilities, needs and interests
- f. social community; class as a whole.

On the other hand, Brown (2001: 243) also proposes six components of tasks including goal of the task, input, technique, the role of the teacher, the role of the learner, and evaluation of the task. In addition, Nunan (2004: 41) also states that tasks have six components. The components are goal, input, procedure, teacher role, learner role and setting.

1) Goal

A goal refers to something people hope to achieve. According to Nunan (2004: 41) a goal of a task refers to the general intentions behind any learning task that link the task to the curriculum. Goals should be emphasized in the balance of cognitive, affective and psychomotor. Task goals reflect teacher or learner behaviour and skills

that should be developed. Goals provide a point of contact between the task and the broader curriculum. The standards of competence of English for senior high school students based on KTSP 2006 (*Kurikulum Tingkat Satuan Pendidikan*) curriculum is that at the end of the course, the students are expected to have competence to communicate both written and spoken in the real communication. Specifically, the goal of English learning in senior high schools is that the students are expected to achieve the informational stage; that is being able to gain and access knowledge through language mastery. This is the general purpose of the curriculum. The term competence can be inferred as goals. Task goals are varied. Clark (1987) in Nunan (1989: 49) classifies task goals into four categories as in the following table.

Table 2: The Categories of Task Goals

Goal type	Example
Communicative	Establish and maintain interpersonal relations and through this to exchange information, ideas, opinions, attitudes and feelings and to get things done.
Sociocultural	Have some understanding of the everyday life patterns of their contemporary age group in the target language speech community; this will cover their life at home, at school and at leisure.
Learning-how-to-learn	To negotiate and plan their work over a certain time span, and learn how to set themselves realistic objectives and how to device the means to attain them
Language and cultural awareness	To have some understanding of the systematic nature of language and the way it works.

2) Input

Input refers to the data including spoken, written and visual data the learners work with in completing the task. According to Nunan (1989: 53) input data contain both verbal and non-verbal things and can be derived from a wide range of sources existing in the society. Hutchinson & Waters (1987:108) claim that input has significant functions because the students can use it as the following:

- a) motivation material for activities
- b) a resource of new language items
- c) a resource of correct models of language use both verbal and non-verbal
- d) an interesting topic for communication
- e) a medium for learners to use their information processing skill
- f) a medium for learners to use their existing knowledge both of the language and subject matter.

The input can be in the form of authentic materials and also specially written materials that exhibit some important characteristics to be taught in the classroom. In order to give students an opportunity to get inputs of language usually used in real-world, the use of authentic materials is important. Authentic materials are materials in the form of spoken or written language that are produced for the communicative purposes rather than for language teaching purposes. Hover (1986) in Nunan (2004: 48) states that inputs come from many different sources such as letters, pictured stories, newspapers, memos. Brown (2001: 243) states that inputs for tasks can come

from authentic sources including speeches, conversations, narratives, cartoon strips, games, photos, letters, poems, songs, or invitations.

Furthermore, Brosnan et al. (1984) in Nunan (2004: 51) propose the use of authentic materials by offering the following justification:

- a) The language is natural, so it needs to be simplified.
- b) It offers the students the chance to deal with a small number of prints which contain complete and meaningful message.
- c) It provides students with the opportunity to make use of non-linguistic clues, such as layout, pictures, colours, and symbols.
- d) It is in the form of realistic reading materials which enable students to relate to their lives.

In using authentic materials, some justifications should be taken into account. Some complex authentic materials need to be simplified so they will be suitable with students' current language proficiency.

3) Procedure/activity

Nunan (2004: 52) claims a procedure as “what learners will do with the input which forms the point of departure for the learning task”. According to Brown (2001: 129), an activity is what learners do in the classroom particularly the behaviour that is directed by the teacher with certain objectives. The activity must be parallel and resemble the real-world to display the genuine interactive communication.

Widdowson (1987) in Nunan (2004: 54) claims that the classroom procedure should mirror the communicative performance in the real-world. Nunan (2001: 62) divides tasks into two major categories: reproductive and creative tasks. A reproductive task requires students to use the language based on the model given by the teachers, course books or other sources. In this task, the language used by the learners is predictable or just the reproduction of the example given. Meanwhile, a creative task requires learners to use their knowledge of the target language in much less predictable ways.

Prabhu (1987: 46) classifies tasks into three task types; information-gap, reasoning-gap, and opinion-gap. An information-gap activity involves a transfer of given information (from one person to another or from one form to another, or from one place to another) calling for the decoding or encoding of from or into language. A reasoning-gap activity involves deriving some new information from given information through a process of inference, deduction, practical reasoning, or a perception of relationship patterns. An opinion-gap activity involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

Related to activities of the tasks in a classroom, Pattison (1987) in Nunan (2004: 57) sets out seven task and the activity types as the following:

- a) Questions and answers which are done by creating the information-gap among learners.

- b) Dialogues and role plays in which the students are given some choices to what to say in the role play, and they will be more enthusiastic to practice and learn more than repeating dialogues.
- c) Matching activities. The tasks are recognizing matching items and completing pairs or sets.
- d) Communication strategies. The designed activities must encourage learners to practice communicative strategies, such as paraphrasing, asking for feedback, borrowing or inventing feedback, simplifying.
- e) Pictures and picture stories can be used to stimulate the communicative activities.
- f) Puzzles and problems.
- g) Discussion and decisions which require learners to collect and share information to reach a decision.

In relation to what a task is, activities should involve students in a process of language comprehension, production or interaction while at the same time they should also give linguistic knowledge and skills.

4) Teacher Role

The word “role” refers to somebody’s function or position in a society, organization or relationship. A teacher’s role means a teacher’s function or position in the teaching-learning activity. Nunan (2004: 64) defines a teacher role as the part

that teachers are expected to play in carrying out teaching tasks. According to Breen and Cadlin (1980) teachers have three main roles including as facilitators of the communicative process, as participants and as observers. Furthermore, Harmer (2001:58-62) proposes other roles of teachers as; controllers, organizers, assessors, prompters, participants, resources, tutors, and observers. A teacher's roles are determined by the nature of the task. The teacher should not dominate the teaching learning process.

5) Learner Role

A learner role refers to the part that learners are expected to play in carrying out learning tasks. The learner's role is also determined by the nature of the tasks. The possible roles are as interactors, negotiators, listeners, and performers. Rubin and Thomson in Nunan (2004: 65) claim that good language learners are learners who are critical, reflective and autonomous. The learners should participate and be active in the teaching learning process.

6) Setting

A setting in a teaching field refers to the place or arrangement where the teaching-learning processes happen. Nunan (2004: 70) defines setting as the classroom arrangements specified or implied in the task, whether the task takes place in the classroom or outside of the classroom. A task may involve only one person

individually or two or more persons to work in groups. Thus, classroom arrangement should be suitable with the tasks.

c. The Effective Tasks

The developed tasks should be effective. The word effective refers to having the desired effect or producing the intended result (Hornby, 2000: 370). The tasks are effective if they can fulfill the objectives stated in the curriculum and are appropriate with the students' needs and interest. Good tasks will support the success of the teaching learning process. Feez (1998: 124) recommends that an effective learning task has a clear purpose and relevant subject matter, and the task is well-designed and well-presented materials. According to Skehan (1998) in Brown (2001: 50), a good task should consider some points:

1. meaning is primary
2. there is some communication problem to solve
3. there is some sort of relationship to comparable real-world activities
4. task completion has some priority
5. the assessment of the task is in terms of outcome.

The developed tasks should facilitate the effective teaching and learning process, elaborate students' communicative competence, enhance students' fluency and accuracy and prepare them for the real communication in the daily life.

d. Listening Tasks

Experts such as Underwood (1998) in McDonough & Shaw (2003), John Field in Richards & Renandya (2002: 243), Goh (2002) and McDonough & Shaw (2003: 127) divide listening activities into three kinds of listening activities: pre-listening activities, while-listening activities, and post-listening activities.

1) Pre-listening Activities

These activities establish a framework for listening so that the learners do not approach the listening practice with no points of reference. These activities aim at setting context and creating motivation. They include the following activities:

- a) a short reading passage on a similar topic,
- b) predicting content from the title,
- c) commenting on a picture or photograph,
- d) reading through comprehension questions in advance,
- e) working out students' own opinion on a topic, and
- f) brainstorming vocabulary,

2) While-Listening Activities

In this stage, tasks are carried out during or after listening that directly require comprehension of the spoken materials. These activities usually involve intensive and extensive listening. The activities which are involved in this stage are the following:

- a) putting pictures in the correct sequence,

- b) following directions on a map,
- c) checking off items in a photograph,
- d) completing a grid, timetable, or chart of information,
- e) answering comprehension questions,
- f) predicting what comes next (preceded by a pause),
- g) constructing a coherent set of notes,
- h) inferring opinions across a whole text,
- i) filling gaps with missing words,
- j) identifying numbers or letters,
- k) picking out particular facts, and
- l) recognizing exactly what someone said.

3) Post listening Activities

This stage is an opportunity for many kinds of follow-up work such as thematic, lexical, grammatical, and skills development such as listening skills, speaking skills, reading skills and writing skills. These activities commonly include:

- a) using notes made while listening 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.

Moreover, there are some activities which are important to be performed in listening. The six types of listening performances according to Brown (2001: 255) are:

- 1) reactive. In this type of performance, students simply listen to the surface structure of an utterance and then repeat it in the form of choral or individual drill which focuses on pronunciation.
- 2) intensive. Intensive performance includes bottom-up processing which focuses on components of discourse such as phonemes, words, and intonation.
- 3) responsive. It consists of short stretches of discourse of teacher's language designed to elicit immediate responses from the students.
- 4) selective. In this performance, students are required to be able to find important information of longer stretches of discourse rather than to find detailed information of the discourse.
- 5) extensive. Extensive performance aims to develop a top-down global understanding of spoken language
- 6) interactive. This performance includes all five of the above types of performance in which students actively participate in discussions, debates, conversations, or role-plays.

Because listening involves three processing mechanisms (processing sounds, processing meanings, and processing context and knowledge) the listening tasks

should cover those aspects. The listening tasks should give the students chance to do the three processing mechanisms.

5 Materials Development

a. Definition

Tomlinson (1998: 2) defines a materials development as any action or effort done by writers, teachers, or learners in providing sources of language input and in exploiting those sources in order to make them useful for and promote language learning. Further, Hutchinson and Waters (1987: 107) state that materials have a significant role since it helps to organize the teaching learning process by providing a path through the complex mass of the language to be learnt. They also propose some characteristics of a good material as the following.

- 1) Materials should provide the stimulus to learn. Good materials do not teach but encourage learners to learn. They consist of interesting texts, enjoyable activities, engaging learners' thinking capacities and opportunities for learners to use knowledge and skill.
- 2) Good materials should provide a clear and coherent unit structure which will guide teachers and learners through various activities to maximize the chance of learning.
- 3) Materials embody the view of the nature of language and learning. They should reflect thought and feeling about the learning process.

- 4) Materials reflect the nature of learning tasks.
- 5) Materials can be useful in broadening the basis of teacher training.
- 6) Materials provide models of correct and appropriate language use.

In order to develop good materials the developers should consider the characteristics of good tasks. The good materials will advantage the learners a lot.

b. Materials Development Model

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

- 1) Identification of needs for materials; the identification of needs to fulfill or problems to be solved.
- 2) Exploration of language; exploration of what language, what meaning, what function or what skill should be involved in the developed materials.
- 3) Contextual realization of materials
- 4) Pedagogical realization of materials; finding the appropriate instructions, exercises, and activities.
- 5) Physical production which involves layout, type size, visuals, and so on.
- 6) The using of materials by students; trying out the developed materials.

- 7) Evaluation which includes comments, criticisms, 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 experts such as Johnson (1989), Richard (1990), and Dubin and Olshtain (1986) as follows.

- 1) Needs analysis
- 2) Analyzing learners' needs which involve personal needs, learning needs, and future professional needs, teachers' needs which include personal needs and professional needs, and institutional needs.
- 3) Goals and objectives; derived from the needs analysis.
- 4) Syllabus design; how units (what are to be learned) are integrated into a coherent course.
- 5) Methodology/ materials
- 6) Testing and evaluation.

Other experts, Hutchinson and Waters (1987) also propose some steps of a materials design. According to them, the steps of a materials design are defining the objective and writing the materials. The materials writing process consists of four elements, including input, content, language and tasks.

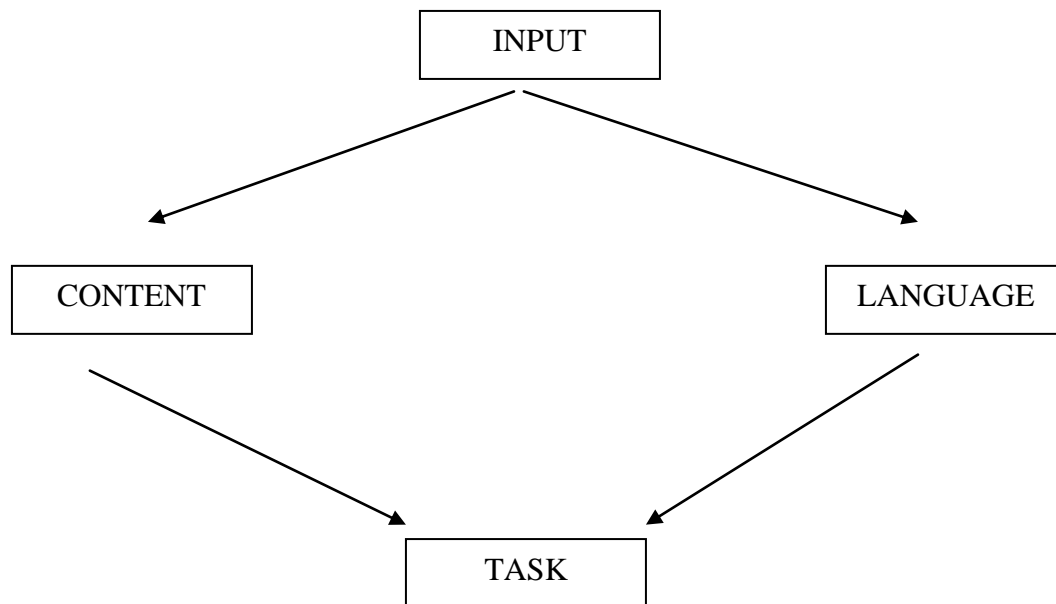


Figure 1: A Material Design Model Proposed by Hutchinson and Waters (1987: 109)

1) Input

Input can be in the form of texts, videos, recordings, diagrams or any communication data. Input provides stimulus, materials for activities, new language items, correct models of language use, topics for communication, opportunities for learners to use their information processing skills and their existing knowledge.

2) Content

Language is a means to convey information and feeling about something. Language teaching and learning must concern with non-linguistic content in order to gain meaningful communication in the classroom.

3) Language

Input provides new language items which are important for learners in their communication in the target language. Learners' knowledge of the language item of the target language will help them in communication in the target language.

4) Task

The final goal of the language learning is the use of language materials must be designed to lead toward communicative tasks when learners use the content and language they have got.

c. Materials Evaluation

Besides materials writing models, the experts above also include a materials evaluation as a part of a materials development process. A materials evaluation is needed to judge the fitness of something to a particular purpose. Tomlinson (1998: 3) states that a materials evaluation refers to the attempts to measure the value of materials. Hutchinson and Waters (1987: 96) define a materials evaluation as a matching process, matching the needs to available solution as objective as possible. They propose four major steps of a materials evaluation process as follows.

- 1) Defining criteria which involves asking questions such as "On what bases will the materials be judged?" and "Which criteria will be more important?".

- 2) Subjective analysis; this part is questioning the realization of the criteria that are wanted in the course.
- 3) Objective analysis; it is questioning on how the materials being evaluated.
- 4) Matching; it involves the question on how far the materials match the needs.

In addition, Ellis in Tomlinson (1998: 217) suggests five steps of a materials evaluation as the following:

- 1) Description of the task; including the inputs, procedures, language activities, and objectives.
- 2) Planning the evaluation; involving what information to collect, when to collect it and how to collect it and also the instrument for the evaluation.
- 3) Collecting information; the information is dealing with how the task/material was performed, what learning took place as a result of performing tasks, and teacher's and the learners' opinion about the tasks/materials.
- 4) Analysis of the information collected; it can be a qualitative or a quantitative analysis of the data or both.
- 5) Conclusions and recommendations; involves what has been discovered from the analysis and suggestions for future teaching.

In addition, Borg and Gall (1983) propose steps of a Research and Development (R&D) study as the following:

- 1) Research and information gathering which include information collection, needs analysis, and literature review.

- 2) Planning the research that involves defining skills, defining research objectives, and defining the feasibility of the research.
- 3) Developing the preliminary design (first draft of the design)
- 4) Preliminary field testing; collecting data through interviews, observations, and/or questionnaires and then analyze the data. It is done in 1 to 3 schools and using 6 to 12 subjects.
- 5) Main product revision; revision based on the preliminary field-test results.
- 6) Main field testing; it is conducted in 5 to 15 schools with 30 to 100 subjects.
- 7) Operational product revision; revision based on the main field-test results.
- 8) Operational field testing; it is done in 10 to 30 schools using 40 to 200 subjects. It includes collecting data through interview, observation, and/or questionnaire and then analyzes the data.
- 9) Final product revision; revision of the product as suggested by operational field-test results.
- 10) Dissemination and final implementation; report on product at professional meetings and in journals.

In this research, the researcher adapted the models of a materials development, steps of a materials evaluation and the steps of a R&D study explained previously as the guideline for her research. The steps are:

- 1) Conducting a needs analysis. The aim of the needs analysis is to obtain data and information about the learners' needs and interest.

- 2) Developing a course grid. The course grid is developed based on the result of the needs analysis and the curriculum.
- 3) Developing a first draft of the tasks. Based on the course grid the first draft of the tasks is developed.
- 4) Try-out/ implementation. The tryout is conducted to gain effective judgment of the first draft of the developed tasks.
- 5) Evaluating the first draft of the tasks. The evaluation of the first draft of the developed tasks aims at judging whether the first draft of the developed tasks is suitable with the students' needs and interest or not.
- 6) Revising the first draft of the tasks. The revision is 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.

B. Conceptual Framework

The objective of English teaching and learning in Indonesia which is stated in the school-based curriculum is that the students are expected to have competence to communicate both written and spoken in the real communication. Specifically, the goal of English learning in senior high schools is that the students are expected to achieve the informational stage; that is being able to access knowledge through language mastery. The teaching and learning process is successful if it can achieve

the objectives determined previously. There are many important components which influence an English teaching and learning process including raw input, instrumental input, environmental input and the expected outcome. Those components are very complex and related to each other. Students (raw input) as the actor of learning have a crucial effect on the success and failure of the teaching and learning process. The teaching learning process is effective when the students are motivated, encouraged, and get involved in the process. As one of many senior high schools in Indonesia, MAN Yogyakarta II has to achieve the stated goals in the curriculum. However most students in MAN Yogyakarta II are low-motivated in learning listening skill. They admit that listening skills are difficult to be acquired or learned. This condition makes them difficult to achieve the stated goals.

Moreover, a set of various materials which are relevant and interesting for them can engage them in the teaching learning process and take them out of the boredom as well as make them enjoy and concentrate on their learning process. Some authentic materials including songs, speeches, conversations, narratives, cartoon strips, games, photos, letters, poems, or invitations can increase students' motivation and involvement. Besides, authentic materials and activities which provide the example of the real use of English in the real world are needed to promote real communication in the classroom.

Beside interesting and challenging materials and learning activities, media also play an important role in the success or failure of the teaching learning process.

Media aid the teaching and learning activities and bring more fun and enjoyable atmosphere in the classroom. The students will be bored if the teachers only teach using materials in the course book every time the teachers teach. If the students are bored, they will hardly get engaged in the teaching and learning process.

Songs as authentic materials as well as media at the same time, provide the example of the real use of English by native speakers in their daily life. The use of authentic materials and activities which provide the examples of the real use of English in the real world are needed to promote real communication in classroom. Beside songs are familiar for people around the world, they also have a powerful stimulus to enhance students' engagement. They activate both left and right hemisphere. They work on students' emotion while still allowing students to use their left hemisphere to analyze them. They provide learning and entertainment at the same time. The relaxed and amusing effects of songs are able to lower students' affective filter. The low affective filter makes it easier for the students to do language learning and acquisition. Moreover, songs can increase neural activities of the brain which then increase students' comprehension of the materials they learned. At last but not least, most students who love songs will be keen on sing and learn the songs. They will also be curious about what the songs are about and how to pronounce the words. These will encourage the students to learn the language of the songs autonomously which then direct them to language awareness. Songs are suitable for teaching

listening skills which most students considered as difficult language skills. Songs will decrease students' affective filter.

In order to maximize the benefit in using songs in a language teaching and learning and in order to be effective and helpful teaching materials, the appropriate songs should be chosen by considering the objectives of teaching and learning of English listening skills, and students' needs and interests. The appropriate songs should be chosen and elaborated in order to make them suitable with the students' needs and interest and the objectives and text genres stated in the school-based curriculum. Besides, the developed tasks should also be able to facilitate the teaching of English listening skills.

CHAPTER III

RESEARCH METHOD

A. Type of Study

This study is categorized as a Research and Development (R&D) study since the researcher developed and evaluated an educational product for use in schools. Borg (1989: 72) defines R&D as a study in which a researcher develops an educational product for use in educational setting and then the researcher evaluates the developed product. In this study, the educational products are song-based tasks for teaching listening for Grade X of MAN Yogyakarta II in the academic year of 2010/2011. The validating process was done during the tasks development and the implementation of the developed tasks. Then, the product was tried out in the setting, MAN Yogyakarta II, where it would be used. The revision of the product was done based on the evaluation and observation during the implementation of the product.

B. Setting

The research was conducted from 24 November 2010 up to 25 January 2011 at MAN Yogyakarta II. The school is located in KH. Ahmad Dahlan Street No. 130, Yogyakarta municipality, Yogyakarta Special Territory. There are six classes of each grade, for grade X; there are X^A, X^B, X^C, X^D, X^E, and X^F. The classes are completed

with sets of students' tables and chairs, fans, and white boards. The school has two language laboratories, a library, a mosque, and two science laboratories.

This school has 715 students. The ages of the students range from 15-18 years old. The students come from urban area with various family backgrounds. Most of them come from middle-class families. Most of their parents work as merchants, entrepreneurs and teachers.

C. Population and Sample

The population of this study was the grade X students of MAN Yogyakarta II in the academic year of 2010/2011. It was based on the English teachers' recommendation and also based on the observation conducted by the researcher. There were 240 students of grade X in this school which were divided into six classes. The researcher took three classes as the sample study; they are X^A , X^B , and X^C . As stated by Tuckman (1988: 239) a population is the group in which the researcher is interested in gaining information and drawing conclusions. Borg & Gall (2003: 167) explains that a population is the larger group the researchers wish to learn about it. The smaller group which the researchers actually study is called as a sample. Arikunto (2006: 131) defines sample as a representative of the population being identified. In this study, the researcher used random sampling technique to get the sample.

D. Research Procedure

In conducting this research, the researcher adapted some steps as proposed by some R&D and materials development experts. This research was done by following some steps below.

1. Conducting a Needs Analysis

Needs analysis is an important step in conducting a R&D study. It was conducted first and was the base for the next steps. Needs analysis is aimed at obtaining data and information about the target needs and learning needs. The target needs are what the learners need to do in the target situation, comprising the necessity, lacks, and wants of the learners (Hutchinson & Waters, 1987: 55). Meanwhile the learning needs are what the learners need to do in order to learn; comprising the materials, activities, and tasks (Hutchinson & Waters, 1987: 60). The instruments used in conducting a needs analysis are questionnaires which were given to students.

2. Developing a Course Grid

The course grid was developed based on the school-based curriculum and the results of the needs analysis. The developed course grid was the base in developing materials and the tasks so that the developed song-based tasks are appropriate with the learners' needs and interest and also match the school-based curriculum.

3. Developing the First Draft of the Tasks

As the purpose of this study is developing tasks, the next step after designing the course grid was developing materials and the song-based tasks. This step included the

expert judgment. The experts gave comments or suggestions on the developed materials and tasks (the first draft of the tasks). The comments and suggestions were used to revise the first draft of the tasks.

4. Trying-out/implementing of the First Draft of the Tasks

In order to gain the effective judgment of the developed song-based tasks, the researcher implemented the tasks in the real teaching-learning process in classrooms. In this stage, she observed whether the developed tasks are suitable for the learners or not. She could also find out the strengths and the weaknesses of the developed tasks. She implemented the tasks in class X^A in 1 meeting (@2X45 minutes), X^B in 1 meeting (@ 2X45 minutes) and X^C in 2 meetings (@ 2 X 45 minutes).

5. Evaluating the First Draft of the Tasks

In the evaluation stage, the researcher evaluated the developed tasks by administering questionnaire which was distributed to the students. Besides, the researcher also conducted interviews with the students and the English teachers.

6. Revising the First Draft of the Tasks

Based on the result of the questionnaires and the interviews conducted in the previous step the researcher revised the tasks.

7. Writing the Final Draft of the Tasks

In this stage, the researcher wrote the final draft of the developed tasks based on the evaluation and revision done previously.

E. Data Collection

The data in this research were in the forms of qualitative and quantitative data. The qualitative data was in the form of recording transcript form of interviews. The quantitative data was the result of the questionnaire for the tasks evaluation.

1. Research Instruments

In developing the research instruments the researcher followed six steps of developing a research instrument proposed by Arikunto (2006: 142), as the following.

- a) Planning. In this step, the researcher formulated the objective of the instruments.
- b) Writing items. Beside writing the items of the questionnaire, in this step the researcher also arranged scales for the questionnaire and wrote interview guides.
- c) Proofreading. In proofreading the researcher completed the instruments with acknowledgements.
- d) Try out. The researcher tried-out the questionnaires in a small scale.
- e) After the try-out the researcher analyzed the responses and items
- f) The last step was revising the items based on the result of the try-out.

The instruments for collecting data in this study were in the form of questionnaires and an interview guide. There were two kinds of questionnaires. The first questionnaire was used to elicit data on students' needs and interest. This questionnaire was given to the students. This questionnaire was developed based on

the task components proposed by Nunan (2004). This questionnaire has passed through several corrections by experts - the researcher's advisors. It was revised based on their suggestions before being distributed to students. The organization of the first questionnaire is presented below.

Table 3: The Organization of the First Questionnaire (Needs Analysis)

No	Question Number	The Purpose of the Question
1	1 and 2	To find out some information about the students' opinion related to English listening skills.
2	3 and 4	To find out some information related to the students' exposure to inputs of spoken English.
3	5,6 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 inputs in the teaching and learning of English listening skills.
5.	10 and 11,	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	12,13, and 14	To find out some information about students' opinion related to the activities during the teaching and learning process of English listening skills.
7	15 and 16	To find out some information about students' opinion related to the topics given.
8	17 and 18	To find out information about the setting of the teaching and learning of English listening skills.
9	19, 20, 21, and 22	To find out students' opinion related to the teacher and students' roles in the teaching learning process.
10	23	To find out some information about students' difficulties in learning English listening skills.
11	24 and 25	To find out some information about students' opinion related to English pronunciation in the teaching and learning process of English listening skills.

(continued)

(continued)

No	Question Number	The Purpose of the Question
12	26, 27, 28, and 29.	To find out some information about students' opinion related to teaching of vocabulary in the teaching and learning process of English listening skills.

The second questionnaire was used for the evaluation of the developed tasks. This questionnaire was developed based on the checklist for conducting task evaluation proposed by Nunan (2004). This questionnaire was given to students. This questionnaire was used to find the information on the students' comments and suggestions of the developed tasks, to find out whether the tasks had suited students' need and interest or not. The organization of the second questionnaire is presented below.

Table 4: The Organization of the Second Questionnaire (Evaluation)

No	Question Number	The Purpose of the Question
1	1, 2, 3 and 4	To find out whether the developed tasks fulfill the goals or not.
2	5, 6, 7, 8, 9, 10, 11 and 12	To find out some information related to students' opinion about the developed tasks.
3	13, 14, 15, 16 and 17	To find out some information related to students' opinion about the developed activities.
4	18	To find out some information related to students' opinion about the topics given.
5	19, 20, 21, 22 and 23	To find out some information related to students' opinion about the input materials given.

(continued)

(continued)

No	Question Number	The Purpose of the Question
6	24 and 25	To find out some information related to students' opinion about roles of teacher and students.
7	26	To find out some information related to students' opinion about classroom setting.
8	27, 28, 29, and 30	To find out some information related to students' opinion about layout of the developed tasks.
9	31	To find out some information related to students' opinion about vocabulary building in the developed tasks.

Besides, the researcher also conducted interviews with learners and the English teachers. The interviews were a semi-structured interview. Below is the guideline for the interview.

Table 5: The Interview Guide for the Evaluation

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

(continued)

(continued)

No	The Purpose of the Question
13	To find out some information related to students` opinion about layout of the developed tasks.
14	To find out some information related to students` opinion about vocabulary building in the developed tasks.

The gained data from questionnaire and interviews were used as the based for evaluation and revision of the developed listening tasks.

Before the questionnaires were used to collect data, the researcher needed to analyze the validity and the reliability of the questionnaires. Selinger and Shohamy (1989: 188) state that the term validity refers to the extent to which the data collection procedure measures what is intended to measure. According to Charles (1998) in Selinger and Shohamy (1989: 188), validity in research data refers to find out whether the data give a description of the topic being studied or not. In this research, the researcher applied content validity. Content validity refers to the validity which is used when the researcher wants to identify whether the developed tasks are suitable with the students' needs and interest or not. The measurement was used to measure the validity is the Pearson Product Moment Correlation Formula. Besides the Pearson Product Moment Correlation Formula, the researcher also used the Alpha Cronbach formula to obtain the reliability of the second type questionnaire.

Further, after the result of the computation is shown, the researcher should decide whether the items are reliable or not. In this case, the researcher used the value of

reliability as proposed by Sutrisno Hadi in Arikunto (2006: 245). The value of reliability is presented in the table follows:

Table 6: Interpretation of r by Sutrisno Hadi, (1979: 310) in Arikunto (2006: 245)

No	Reliability coefficient	Explanation
1	0.800-1.000	Very high
2	0.600-0.799	High
3	0.400- 0.599	Fair
4	0.200- 0.399	Low
5	0.0- 0.199	Very low

Based on the value of reliability coefficient presented above, the researcher then found the reliability of the second questionnaire by using a computation. The reliability is based on the teachers and students' responses.

2. Data Collection Techniques

The data of this research were obtained by administering two types of questionnaires and interviews. The qualitative data were obtained from students' responses and teachers' feedbacks which were obtained by conducting interviews. The interviews were held on 22 up to 25 January 2011, after the implementations of the developed tasks. On the other hand, the quantitative data were obtained by means of questionnaires. The first type of questionnaire was the questionnaire used to collect data about the target needs (necessities, lacks, and wants of the learners). This questionnaire was distributed to the students during the needs analysis process. The second type of questionnaires was used in the evaluation stage to collect data related

to the students' responds toward the developed tasks. This questionnaire was administered after the implementation of the developed tasks.

F. Data Analysis Techniques

The data of this research were collected through questionnaires and interviews. The data in this research were in the forms of quantitative and qualitative data. The quantitative data were obtained by means of questionnaires. There were two kinds of questionnaires. The first questionnaire was used to gather the information about the students' needs and characteristics. The result of the first data consists of a description on the students' needs and characteristics in learning English. The second questionnaire was used to find the information on the students' comments and suggestions of the developed tasks. The qualitative data were obtained from students responses and teachers' feedback obtained by interviews.

A Likert scale was used in the second questionnaire. As proposed by Brown and Rodgers (2002: 120), a likert scale is appropriate to obtain respondents' view and judgment about almost any aspects of language learning. The assessment of students' opinions on the second questionnaire used ordinal scales in the form of five points of agreement, i.e. 1) five point or strongly agree (SA) if the respondent strongly agrees with the statement, 2) four point or agree (A) if the respondent agrees with the statement, 3) three point or undecided (U) if the respondent does not agree nor disagree with the statement, 4) two point or disagree (D) if the respondent disagrees

with the statement, and 5) one point or strongly disagree (SS) if the respondent strongly disagrees with the statement. After the scale has been administered, each respond option is assigned a number for scoring purposes (Dornyei, 2003: 45). In this study, all items implemented were positively worded so that they did not need to be reversed. Finally, the scores for the items addressing the same target were summed up or averaged (Dornyei, 2003: 45).

To analyze the obtained data, in this research the researcher used descriptive statistics. She used the central tendency measures. Selinger and Shohamy (1989: 215) state that central tendency is also part of descriptive statistics which provides about the average and the typical behavior of subjects in respect to the specific observable fact. The observable fact in this research was the designed tasks. In addition, the mean was used as a measure in this study. The mean is the sum of scores of all subjects in a group divided by a number of subjects.

After that, the researcher used a category which was made by referring to the normal distribution by using the ideal mean (M_i) and the ideal standard deviation (SD_i) to know the level of the first draft of the listening tasks. The computation of M_i and SD_i can be gained by the following formulas:

$$\begin{aligned}
 1. \quad M_i &= \frac{1}{2} (\text{maximum score} + \text{minimum score}) \\
 &= \frac{1}{2} (5+1) \\
 &= 3
 \end{aligned}$$

$$\begin{aligned}
 2. \quad SDi &= 1/6 (\text{maximum score} - \text{minimum score}) \\
 &= 1/6 (5-1) \\
 &= 0.67
 \end{aligned}$$

Here the maximum score is 5 and the minimum score is 1.

To know the criteria of the level of the developed tasks, the researcher used the conversion ability by five scales. Further, the complete result of the second questionnaire is provided in Appendix E. Below is the table of ideal computation category criteria.

Table 7: Quantitative Data Conversion according to Sudijono (2003: 339)

Scales	Categories	Interval of mean value	
		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	$\bar{x} > Mi - (1.8 \times SDi)$	$\bar{x} \leq .8$

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher presents the findings of this research followed by the discussion of the findings. This chapter consists of two sections. The first section describes the findings of the research, while the second section discussed the findings as the answer of the formulation of the problem stated previously in chapter I. The findings of the early stage of this research involve the description of the students' needs. The findings for the next stage of this research are the description of the course grid followed by the description of the developed song-based tasks. This chapter also presents the description of the implementation, evaluation, and revision of the developed tasks.

A. Research Findings

1. Needs Analysis

a. Description of the Students

In the early stage of this study, the researcher conducted a needs analysis which aimed at collecting the information about students' needs and interest of learning English listening skills. There were 715 students studying at the grade X of MAN Yogyakarta II in the academic year of 2010/2011. They came from diverse family backgrounds. However, many of them were from urban and middle-class families. They were divided into six classes; X^A, X^B, X^C, X^D, X^E, and X^F. Based on the English teachers' suggestion the researcher took three classes, namely classes X^A, X^B,

and X^C. These classes were chosen based on the consideration that those three classes had equal English proficiency. Each class had 40 students. There were 22 female students and 18 male students in Class X^A, 19 female students and 21 male students in Class X^B and 24 female students and 16 male students in Class X^C. Their ages range from 15-18 years old.

b. Description of the Students' Needs

In this stage, the first questionnaire (for a needs analysis) was administered to gather the information about students' needs and interest in learning English listening skills. This questionnaire consisted of 29 questions encompassing the six components of a task proposed by Nunan (2004). The components are goal, input, activity/procedure, teacher role, learner role and setting. The questions in this questionnaire were in the form of multiple choice items in which the students could choose one or more option(s) based on their opinions. Additionally, they could also add other options based on their opinions. After administering the first questionnaire, the researcher analyzed the result of this questionnaire by counting up the total values of the students' responses. The complete result of the first questionnaire is presented in Appendix B.

Based on the result of the needs analysis, it can be concluded that the students perceive English listening skills as important skills but are difficult skills to acquire. However, many students have got a lot of exposure to the spoken English outside the classroom. They get the exposure through listening to English songs, watching

English movies and English news broadcasts. Further, related to the goals of the listening course, they want to improve their English listening skills and pass the national examination, specifically, they want to be able to understand spoken texts in the forms of recount, narrative and descriptive texts. In relation to the goals, they prefer songs which contain someone's past experience, someone's description and narrative texts as the input for their learning of English listening skills. These goals are relevant to the objectives of learning listening stated in the curriculum.

Moreover, they want to work on tasks such as answering True/False questions, Wh-questions, discussing texts, filling in gaps, completing charts or tables, retelling the songs or rewriting the songs. Besides, they also want to work on the related vocabulary, grammar and study the correct pronunciation of the words. For the pre-listening activities they want to talk about the lesson topics by discussing pictures, listening to spoken texts on the similar topics, guessing the lesson topics from the titles and studying the related vocabulary. In the while-listening stage, they want activities which facilitate them to understand the songs, and find the general and the detail information of the songs. While in the post-listening stage, they want to review the songs, give opinions about the songs, rewrite the songs and write texts on the same topics.

Dealing with roles of teachers and students during the teaching learning process, the students want to be the participant, performer, and negotiator in the teaching learning process. Otherwise, they want their teacher to be the observer,

facilitator, and motivator. In term of classroom setting, they want to work individually, in pairs and in small groups of 3-4 students.

2. Course Grid Design

Based on the result of the first questionnaire and the School-Based Curriculum (KTSP 2006), the researcher developed the course grid of the English listening tasks. The course grid functioned as the guideline in developing the song-based tasks for the teaching and learning of English listening skills. It was developed into three units. The topic of each unit was decided based on the topics chosen by the students, including topics related to daily life, social life, teenage life and love. Then the topics were adjusted to the text genres and the goals of teaching listening in grade X of senior high schools as stated in the School-Based Curriculum (KTSP 2006), and the text genres and the goals of teaching listening chosen by the students. Furthermore, the researcher entitled Unit 1 as *“Tell Me What You Did Yesterday”*, Unit 2 as *“Once Upon A Time”*, and unit 3 as *“What Does She Look Like”*. Unit 1 presents recount texts, Unit 2 provides narrative texts, and Unit 3 covers descriptive texts. The course grid of each unit consists of the six components of tasks as proposed by Nunan (2004), including goal, input, activity/procedure, teacher role, learner role and setting.

a. Goal

The goals of each unit lesson are based on Standards of Competence and Basic Competence as stated in the school-based curriculum. The goal of Unit 1 is that the students are able to understand and respond meanings in simple and short-spoken

monologues in the forms of recount texts. The goal of Unit 2 is that the students are able to understand and respond meanings in simple and short-spoken monologues in the forms of narrative texts. The goal of Unit 3 is that the students are able to understand and respond meanings in simple and short-spoken monologues in the forms of descriptive texts. The goals can be specified into finding main ideas, identifying the detail information, and identifying sounds in the spoken texts.

b. Input

The next component is the input. The inputs of each unit are similar to the input of the activities that should be completed by the students. In choosing the songs as the inputs for each unit, some factors are needed to be considered. First of all the songs have to match the text genre in the unit. The second is that the songs have to use Standard English which is suitable with the students' current English proficiency. The third one is the songs have to have good moral values or religious values. Beside songs, the inputs also include unit titles, related vocabulary, and related pictures.

Unit 1 uses three songs, including *Yesterday* by The Beatles, *Everytime* by Simple Plan, and *Forgive Me When I Whine* by Zain Bhikha. The songs were chosen based on the criteria. First of all the songs represent recount texts, about what happened yesterday. The second is because the songs use English which is suitable with the students' current English proficiency. The third is because the songs use standard spoken English. And the last but not least, the songs have good moral values. In addition, the song by Zain Bhika named *Forgive Me When I Whine* has very good and strong religious values. Beside these songs, pictures and related

vocabulary are also used as the additional input for Unit 1. In this unit, the pre-listening stage (*Warm-up*) uses a song by The Beatles, entitled *Yesterday*, pictures and vocabulary related to the lesson as the inputs. For the while-listening stage (*Let's Listen and Move Further*), the inputs are a song by Simple Plan called *Everytime* and a song by Zain Bhika named *Forgive Me When I Whine*. The songs are also used as the inputs in the post-listening stage (*Show Time*). Besides that, the post listening activities also use vocabulary from the songs and a crossword puzzle as the inputs.

Similar to the consideration in choosing songs as the inputs for Unit 1, the songs in Unit 2 were chosen because the songs have strong narrative texts. Beside, the songs also use Standard English which is suitable to the students' English proficiency and also have good moral values. The songs in Unit 2 are *Once Upon a Time* by Montella Jordan, *The Wild Colonial Boy* by Dr. Hook and *Mount Hira* by Zain Bhikha. Unit 2 also uses the unit title, related vocabulary and pictures as the additional inputs. The pre-listening stage (*Warm-up*) in Unit 2 uses the unit title and related vocabulary as the inputs. Then in a while-listening stage (*Let's Listen and Move Further*), a song and song video by Montella Jordan, called *Once Upon A Time*, a song by Dr. Hook, named *The Wild Colonial Boy*, and a song by Zain Bhikha, called *Mount Hira* are used as the inputs. Besides, the post-listening stage (*Show Time*) also uses all the three songs, vocabulary from the songs and a crossword puzzle as the inputs.

The songs used in Unit 3 are *Jennifer* by M2M, *Just the Way You Are* by Bruno Mars, and *The Chosen One* by Maher Zain. The songs were chosen because

they present descriptive texts and use Standard English which matches the students' current English proficiency. The songs also have good values and religious values too. As additional inputs, pictures of famous people and related vocabulary are used in this unit. The pre-listening stage (*Warm-up*) of Unit 3 uses pictures of famous people and related vocabulary as the inputs. A song by M2M called *Jennifer*, a song by Bruno Mars named *Just the Way You Are* and a song by Maher Zain entitled *The Chosen One* are used as the inputs in the while-listening stage (*Let's Listen and Move Further*). The post-listening stage (*Show Time*) uses *Guess Who* game, the three songs, vocabulary from the songs and a crossword puzzle as the inputs.

c. Activity/procedure

The third component is activity/procedure. As recommended by Willis (1996), the activities in this course are divided into three stages, including a Pre-listening stage, a While-listening stage, and a Post listening stage. The activities included in the pre-listening stage are listening to a song with the similar topic to the lesson topics, guessing lesson topics from the unit titles, commenting on pictures of famous people, studying vocabulary related to the topics and inputs of the lesson. The while-listening activities are doing True/False activities, answering Wh-questions, completing tables, cards and diagrams, filling in gaps, differentiating words from the minimal pairs while listening to a song, rewriting or retelling the songs, doing information-gaps activities, ordering pictures, jumbled stanzas, and texts and sharing students' own experience which is similar to the topics of the songs. In the post-listening stage the activities are reviewing the songs, finding other songs with similar

topics or issues, writing texts on the same topics of the lessons, and playing “*Guess Who Game*”. Besides that, the post listening stage (*show time*) also covers the *Word Spot* section in which the students pronounce some words from the lesson and do crossword puzzles. The pronunciation section aims at arising students’ awareness to the correct pronunciation. It is suitable with the result of the first questionnaire in which they said that they had difficulty in recognizing and producing the correct pronunciation of the English words.

d. Roles

The roles of students and teachers are different for each task and are also depend on the real situation in the classroom. However, the teachers are hoped to act as the assessor, observer, motivator, and facilitator. The students are hoped to act as the participant, negotiator, and performer.

e. Setting

The last component is setting. The settings in each unit are determined by the goals of the tasks and the complexity of the tasks. In the pre-listening activities, the students work individually. In the while-listening stage, they work individually in the *Let’s Listen* and then work in small groups in doing tasks in *Move Further*. Once again, they work individually in the post-listening stage.

3. Developing the First Draft of the Tasks

The next step after developing the course grid is developing the first draft of the tasks. The researcher used the course grid as the guideline in developing the tasks.

This section included the expert judgment. The experts were the researcher's supervisors. After that, the developed tasks were revised based on the criticisms and suggestions from the experts. Below is the detail of the first draft of the developed tasks.

a. Framework of the Developed Tasks

In order to make it easier to develop the tasks, the researcher developed the framework of the tasks. Beside the course grid, the framework of the tasks was also developed based on the framework of tasks proposed by Willis (1996). Based on this framework the teaching learning activities in a classroom are conducted in three stages. The stages are a Pre-task stage, a Task stage, and a Language Focus.

The researcher named the Pre-task stage as a *Warm-up* stage. In this stage, she introduced topics of learning to the learners by asking questions related to the topics, giving exposure to the spoken texts related to the topics of learning, and give related vocabulary. This stage aimed at building students' knowledge of the lesson topic. Besides, it also aimed at building students' interest to the lesson.

The researcher included two main parts: *Let's Listen* and *Move Further* in the second stage, the Task stage. In *Let's Listen*, the students listened to spoken texts (songs) and did the main tasks. They did the tasks individually. The tasks aimed at building students' top-down and bottom-up processing and their understanding of spoken texts. In *Move Further*, the students listened to the next texts (songs) and did the related tasks. These tasks also aimed at building students' top-down and bottom-up processing skills, their understanding of spoken texts and their ability in

identifying minimal pairs. These tasks included some tasks which were set to be done in small groups.

Next stage, the Language Focus stage was named as *Show Time*. In *Show Time* the students worked on tasks related to the thematic, grammatical and skill development, including listening, speaking, reading or writing. The tasks included reviewing the songs the students had listened to, rewriting the songs, writing texts on the same theme and find songs on the same topics. Beside that, it also included a pronunciation section and a crossword puzzle game. Below is the framework of the tasks in detail.

Table 8: Framework of the Developed Tasks

No	Part of the Developed Tasks	Tasks
1	Unit Title	
2	Pre- tasks : Warm-up	a. Guessing topics based on titles of the units. b. Commenting on pictures of famous people c. Listening to songs on similar topics of lesson topics d. Studying related vocabulary e. Ordering pictures
3	Task stage: a. Let's Listen	a Answering questions based on the first stanza of a song and the song video b Guessing the topic of a song based on the song title c Arranging jumbled stanzas of a song d Answering True/False questions e Completing a chart/ table/ diagram

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No	Part of the Developed Tasks	Tasks
3	Move Further	f Answering Wh-questions g Describing close friends a Filling in gaps b Choosing the correct words of the song from the minimal pairs c Doing information-gaps activities d Ordering jumbled texts based on songs e Answering Wh-questions f Rewriting the songs g Discussing comprehension questions
4	Language Focus Show Time	a Reviewing the songs b Finding other songs on similar topics c Writing texts on the same topics d Pronouncing related words e Doing crossword puzzles

b. Description of Unit 1

The objective of this unit is that at the end of the lesson the students are able to understand spoken English (songs) in the form of recount texts. Related to this objective the main teaching materials of this unit are songs which include recount texts. The inputs used in this unit are a song by The Beatles called *Yesterday*, a song by Simple Plan named *Everytime*, a song by Linkin Park entitled *Leave out all the Rest*, a song by Zain Bhikha named *Forgive Me When I Whine*, related pictures, related vocabulary, interview game and a crossword puzzle. In order to accomplish

the objective, there are 16 tasks and tasks developed by the researcher. The detail of tasks in Unit 1 is presented below.

Table 9: The Tasks in Unit 1

No	Stage	Task	Function
1	Warm-up	1. Listening to The Beatles' song, <i>Yesterday</i> , and ordering pictures based on the song. 2. Answering wh-questions 3. Matching words with their synonyms.	a. Introducing the topic of learning. b. Building students' background knowledge of the topic of learning. c. Building knowledge of the related vocabulary.
2	Let's Listen	4. Arranging the jumbled stanzas of Simple Plan song, entitled <i>Everytime</i> . 5. Listening to the song and checking their stanzas arrangement. 6. Answering True/False questions. 7. Completing a table about the sequence of events in the song. 8. Describing students' own close friends	d. Building students' background knowledge of Simple Plan song, entitled <i>Every time</i> . e. Building students' background knowledge of Simple Plan song, entitled <i>Every time</i> . f. Building students' skill in using bottom-up and top-down processing. g. Relating themselves to the song topic.
3	Move Further	9. Filling in the gaps while listening to Linkin Park's <i>Leave out all the Rest</i> . 10. Choosing minimal pairs of words based on the song while listening to Zain Bhikha's song, entitled <i>Forgive Me When I Whine</i> .	h. Giving implicit explanation of the tense usually used in a recount text. i. Facilitating the students to differentiate words from the minimal pairs.

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No	Stage	Task	Function
3	Move Further	11. Listening to and watching the video of the song and then answering the comprehension questions. 12. Rewrite the song based on its' sequence of events.	j. Checking students' understanding of the song and facilitating them to write a recount text.
4	Show Time	13. Playing Interview Game 14. Reviewing one of the songs in Unit 1. 15. Checking word pronunciation 16. Doing a crossword puzzle.	k. Giving the students a chance to produce a recount text. l. Giving a chance for the students to give opinions. m. Giving the correct pronunciation of the words. n. Reviewing vocabulary.

1) Pre-task Stage

The activities in this stage include tasks which are aimed at leading the students to the topic of the lesson and the main listening. In this stage the students listen to a song called *Yesterday* by The Beatles. While listening they have to choose some provided pictures which represent the song. After that, they answer some questions related to the song and the topic of lesson in Unit 1 orally. Before going to the main listening, the students work in pairs to match related words with the synonyms.

2) Task Stage

In this stage, the students work with three different songs. There are 9 tasks developed from the songs. The tasks were arranged from guided to less guided tasks. The first task of this stage is Task 9. In this task, the students have to arrange

jumbled-stanzas of Simple Plan's song, *Every time*, before they listen to the song. The functions of following tasks, Task 6 and 7, are to facilitate students' comprehension of the song. Then in Task 8 the students relate the song with their own past experience.

Moved to the next song, a song by Linkin Park, the students fill in the blank with the correct form of verbs while listening to the song. It is aimed to give students implicit explanation on the use of past tense to talk about past events. The next other song is a song by Zain Bhikha. The students have to choose the correct words in the bracket while listening to the song. In this task the students have to be carefully differentiating the words from the minimal pairs. After that, they work in groups and discuss some questions based on the song and the video of the song. At last, they rewrite the song in their own words but the sequence of event still base on the sequence of event in the song.

3) Language Focus Stage

In this stage, the students have a chance to produce a simple recount text through "*interview game*". Besides, they also have a chance to express their opinion about the songs they have listened to. This stage also provides a chance for the students to check the word pronunciation.

c. Description of Unit 2

At the end of the lesson in Unit 2 the students are expected to be able to understand spoken English (songs) in the form of narrative texts. Since the objective

is that the students are expected to be able to understand spoken narrative texts, the main teaching materials of this unit are songs which use narrative texts. The songs used in this unit are a song by Montella Jordan; *Once Upon a Time*, a song by Tanya Stephen; *Little White Lie*, and a song by Zain Bhikha; *Mount Hira*. In this unit, the researcher developed 14 tasks in order to accomplish the objective. The detail of tasks in Unit 2 is presented below.

Table 10: The Tasks in Unit 2

No	Stage	Task	Function
1	Warm-up	<ol style="list-style-type: none"> 1. Guessing the topic of learning based on the unit title. 2. Matching words with their synonyms. 	<ol style="list-style-type: none"> a. Introducing the topic of learning. b. Building knowledge of the related vocabularies.
2	Let's Listen	<ol style="list-style-type: none"> 3. Studying the first stanza of Montella Jordan's song entitled <i>Once Upon a Time</i> and answering questions based on the stanza. 4. Arranging the jumbled stanzas of Montella Jordan's song entitled <i>Once Upon a Time</i>. 5. Listening to the song and checking their stanza arrangement. 6. Answering Wh-questions. 7. Completing a table related to the information in the song. 	<ol style="list-style-type: none"> c. Building students' background knowledge of Montella Jordan's song entitled <i>Once Upon a Time</i>. d. Building students' skills in using bottom-up and top-down processing.

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No	Stage	Task	Function
3	Move Further	8. Choosing minimal pairs of words based on the song while listening to Tanya Stephens' song, entitled <i>Little White Lie</i> . 9. Discussing Wh-questions. 10. Filling in gaps while listening to a song by Zain Bhikha entitled <i>Mount Hira</i> 11. Rewriting the song into a story.	e. Facilitating the students to differentiate words from the minimal pairs. f. Checking students' understanding of the song. g. Giving a chance for the students to write a short narrative text.
4	Show Time	12. Reviewing one of the songs in Unit 2. 13. Pronouncing some words related to the lesson. 14. Doing a crossword puzzle.	h. Giving a chance for the students to give opinions on the songs they have listened to during the lesson. i. Giving the correct pronunciation of the words. j. Reviewing vocabulary.

1) Pre-task Stage

The title of this unit, *Once Upon a Time*, is used as the warm-up activity. In this task the students express things in their minds when they hear the phrase “*Once Upon a Time*”. This task will give students insight of what the unit will be about and what they will learn in this unit. This stage also includes a task in which the students match

words with the synonyms. The words are taken from the upcoming songs in this unit. These tasks will help the student to do the main tasks.

2) Task Stage

There are three songs used in this stage. They are Montella Jordan's song, *Once Upon a Time*, Tanya Stephens' song, *Little White Lie*, and Zain Bhikha's song, *Mount Hira*. First of all, the students study the first stanza of Montell Jordan's song, *Once Upon a Time*. Based on the first stanza the students predict what the song is about and what happen in the rest of the stanzas. Besides that, they also arrange the rest stanzas which are still in a jumbled order into the correct order. After listening to the song and getting the correct order of the stanzas, the students' tasks are to answer comprehension questions related to the song and complete a diagram. The diagram implicitly tells the students the components and characteristics of a narrative text.

The next task is differentiating words in a song from the minimal pairs while listening to Tanya Stephens' song, *Little White Lie*. After that, the students discuss some questions related to the song in small groups of 3 students. The questions are more difficult and complex than the previous questions related to Montella Jordan's song. To give the students more exposure to the spoken English, another song is given. The song is called *Mount Hira* which is popularized by Zain Bhikha. The song is about the prophet Muhammad when he got his first revelation from God. The students' task is to fill in gaps while listening to the song. After that, they rewrite the song in a simple story in their own words. This task gives the students a chance to write a simple narrative text.

3) Language Focus Stage

In this stage, the students have an opportunity to express their opinion about the songs they have listened to in this unit. The task is the students should review one of the three songs in Unit 2. They also have a chance to check the correct pronunciation of the words in this unit. It will help the students to find the appropriate model of the words pronunciation. At last, the last task is doing a crossword puzzle. It aims at reviewing the vocabulary in Unit 2.

d. Description of Unit 3

The objective of Unit 3 is that at the end of the lesson the students are able to understand spoken English (songs) in the form of descriptive texts. Based on the objective, the main teaching materials of this unit are songs that included descriptive texts. The songs are *Jennifer* by M2M, *Just the way You Are* by Bruno Mars, and *The Chosen One* by Maher Zain. In order to achieve the objective, there are 15 tasks developed by the researcher. The detail of tasks in Unit 3 is presented below.

Table 11: The Tasks in Unit 3

No	Stage	Task	Function
1	Warm-up	1. Commenting on pictures of famous people. 2. Matching words with the synonyms.	a) Introducing the topic and building students' background knowledge of the topic of learning. b) Building knowledge of the related vocabulary.

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No	Stage	Task	Function
2	Let's Listen	3. Guessing what a song is about based on the song title. 4. Listening to the song and arranging the jumbled stanzas of a song by M2M, called <i>Jennifer</i> . 5. Answering Wh-questions. 6. Completing a card about Jennifer based on the song. 7. Describing students' own close friends.	c) Building students' background knowledge of a song by M2M, called <i>Jennifer</i> . d) Building students' skill in using bottom-up and top-down processing. e) Relating the students to the topic of the song.
3	Move Further	8. Choosing minimal pairs of words based on a song while listening to Bruno Mars' song, entitled Just the Way You Are. 9. Answering the comprehension questions. 10. Filling in the gaps while listening to a song by Maher Zain, called <i>The Chosen One</i> . 11. Answering Wh-questions based on the song.	f) Facilitating the students to differentiate words from the minimal pairs. g) Checking students' understanding of the song.
4	Show Time	12. Playing <i>Guess Who</i> Game. 13. Reviewing the songs the students listened in the lesson. 14. Checking words pronunciation. 15. Doing a crossword puzzle.	h) Giving the students a chance to produce a spoken descriptive text. i) Giving students a chance to review the songs. j) Giving the correct pronunciation of the words.

1) Pre-task Stage

The first inputs of the warm-up activity are pictures of some famous people. In Task 1, the students should give opinions on the pictures. Then in Task 2, the students work with vocabulary related to the lesson in this unit. The purpose of this task is to give students the knowledge of the words involved in the songs. These tasks will lead the students to the topic of lesson and the main tasks of this unit.

2) Task Stage

The first task in this unit is a task in which the students should guess what the song is about based on the song title. It aims at drilling the students to use their predicting skill. The next task is listening to the song and answer comprehension questions. After that, they complete a card about Jennifer's descriptions based on the song.

Related to the second song, a song by Bruno Mars; *Just the Way You are*, the students work with two different tasks. First, the students differentiating words in the song lyrics from the minimal pairs while listening to the song. After that, the students discuss some questions related to the song in small groups.

The last song is a song by Maher Zain, entitled *The Chosen One*. Dealing with this song, the students fill in gaps while listening to the song and discuss the description of Muhammad, the messenger.

3) Language Focus Stage

In this stage, the students have a chance to develop their speaking skills in describing things or people. Beside that, they also have an opportunity to express their

opinions by reviewing one of the three songs in this unit. They also have a chance to check the correct pronunciation of the words in this unit. As an enrichment of the vocabulary, the students work with a crossword puzzle in the end of this unit.

4. Try-out/Implementation of the First Draft of the Tasks

In the try-out/implementation stage, the researcher tried-out the developed tasks in a real teaching of English listening skills. The researcher found out that the students were interested in and enthusiastic about the developed tasks and the teaching learning process.

In this section, the researcher presents the description of the try-out/implementation of the developed tasks. The detail description of the implementation is in the following.

a. Try-out of Unit 1 (*Tell Me What You Did Yesterday*): Meeting I

The try-out of Unit 1 was conducted on January 20, 2011 in Class X^C. The class had 40 students, two were absent. The researcher chose this class for implementing Unit 1 because the result of the needs analysis showed that most students in this class chose recount texts and topics related to daily life and social life as the input texts.

In this section, the researcher acted as the teacher while the teacher acted as the observer of the teaching learning process. When the teacher (researcher) came into the class, the students were ready for the English lesson. The teacher started the lesson by introducing herself and her purposes for teaching in the class. Then she

gave the students the handouts of Unit 1. The first activity was the *warm-up* stage. Here, the students listened to The Beatles' song called *Yesterday* which presented a simple text about what happened to the singer's yesterday/past experience. After doing Task 1 and 2, then they moved to vocabulary building in Task 3. There was no problem in doing these tasks.

Next, in the *Let's Listen* stage the students became more motivated because the song by Simple Plan called *Every time* is more energetic than the first song. There was no problem in this stage. Moved to the next stage, *Move Further*, the students listened to a song by Linkin Park namely *Leave Out All the Rest*. They became much more enthusiastic. When they had had the complete lyrics of Linkin Park's song, they sang along the song. This song is the most popular song than the two other songs in this unit. There was no problem in doing all the tasks even though in accomplishing the tasks. Moved to the next task, the students listened to a song by Zain Bhikha, *Forgive me When I Whine* and differentiating minimal pairs of the words in the song. in accomplishing this task, the students needed more time than the researcher's estimation. For that, Task 11 and 16 could not be completed that day.

b. Try-out of Unit 1 (*Tell Me What You Did Yesterday*): Meeting II

The second meeting of the try-out of Unit 1 was conducted on 21 January 2011. All the students attended the class. When the teacher (the researcher) came into the class the students were ready for the English lesson.

The lesson began by doing Task 11, in which the students listened to and watched the video of a song by Zain Bhikha, entitled *Forgive Me When I Whine* and

then they discussed the questions in Task 11. After that, they rewrite they song in their own words. There was no problem in this stage.

The last stage was *Show Time*. In this stage, the students had difficulty in doing the interview game. They had difficulty in preparing the questions and answers. After that, the next activity was checking word pronunciation. Firstly, the teacher asked the students to pronounce the words and then check the pronunciation by using a Cambridge online dictionary. The students were very interested and enthusiastic in this activity. They repeated the pronunciation of the words produced by the online dictionary. Some of them laughed because their previous pronunciations were very far from correct pronunciation. However, there was no problem in this stage. In the last activity in unit 1, the students did the crossword puzzle. There was no problem in doing the tasks. At last, the teacher ended the lesson by saying goodbye.

c. Try-out of Unit 2 (*Once upon A Time*)

The researcher held the try-out of Unit 2 on 22 January 2011 in Class X^B. The result of needs analysis of this class showed that most of the students chose to talk about narrative texts and love as the topic. That was the reason why the researcher implemented Unit 2 in lass X^B. This class consisted of 40 students, and all of the students attended the class. As the previous try-out, in this try-out, the researcher took role as a teacher and the teacher took role as the observer of the teaching and learning activity.

Since the class started at 12.40 p.m. after the break, when the teacher came to the class the situation was very noisy. The students were still busy talking to friends

and eating their snacks, and some of them were preparing their books for the English lesson. However, they became cooperative when the teacher began the lesson. Firstly, she introduced herself and explained her purposes of teaching in the class. After that, she distributed the handouts of Unit 2. Then she guided the students to the first task. There was no problem in the *warm-up* stage.

In *Let's Listen* before listening to a song by Montella Jordan entitled *Once upon a Time*, the students had to accomplish a task of guessing what the song was about and answering questions based on the first stanza of the song. Although the last stanza of the song is quite fast, the rest of the song is in a normal speed. The students enjoyed the learning and the song.

Moving to *Move Further* stage, they students found difficulties in doing the tasks. The song in this stage was a song by Tanya Stephens, called *Little White Lie*. The song is quite fast and has some rapped lyrics. They had difficulties in understanding the song because the sentences were more complex. Moreover, the song was very fast and the singer's articulation was unclear. Here, the teacher had to help the students in understanding the song and doing the tasks. The students took a long time in doing the activities related to the song. They needed to listen to the song four times.

Related to the next song and the task (Task 11), although the students had known the story related to the song they had difficulty in composing the short story. This activity took a lot of time. For that the students had no time to complete tasks in

the *show time* section; Task 12 to 14. The teacher asked the students to do the Task 12 and 14 at home and to submit their work to their teacher in the next meeting.

d. Try-out of Unit 3 (*What Does She Look Like*)

Unit 3 was tried-out on January 21, 2011, in Class X^A. As usual, the researcher acted as the teacher while the teacher acted as the observer of the teaching learning process. Before distributing the handouts of Unit 3, the teacher introduced herself and explained her purposes.

The lesson was started from the *warm-up* stage in which the students commented on pictures of popular people, followed by studying vocabulary which would be in the upcoming songs. Entering the *Let's Listen* stage, the teacher asked the students to predict what the upcoming song was about based on the title of the songs. The song title was *Jennifer*, sung by M2M. There was no problem in this stage. All the tasks in this stage could be done by the students.

Next, in the *Move Further* stage, the students had difficulty in differentiating the heard words from the minimal pairs. The teacher needed to play the song twice. However, the students were very interested in and enjoyed the song. The song was very popular at the time. The song was a song by Bruno Mars, called *Just the Way You Are*. The sentences in the song were simple and easy to understand, so there was no problem in understanding the song and accomplishing the tasks related to the song. After that, they listened to a song entitled *The Chosen One* by Maher Zain. While listening to the song, they filled in the gaps. After that, they answered the comprehension questions. There was no problem in these tasks.

Finally, the last stage, *Show Time stage*, consisted of four tasks. The first was playing Guess Who Game. The students were very enthusiastic in playing this game. There was no problem in completing the task. Because of the limited time they teacher guided the students to Task 14 in which they had a chance to check some word pronunciation. As the other classes, the students were very interested in the pronunciation check activity. They showed great enthusiasm in repeating the words after the pronunciation of the online dictionary. Then the teacher asked the students to complete Task13, and 15 at home as homework. They would discuss their work in the next meeting.

5. Evaluation

The next step after implementing the first draft of the developed tasks was the evaluation. It was aimed at identifying whether the developed tasks in each unit are suitable to the students' needs and interest and the objectives of a listening course or not. The result of the evaluation was used to revise the developed tasks.

In this stage, the researcher used two kinds of instruments to collect the data. The first instrument was questionnaires which were distributed to the students of Class X^A, X^B, and X^C to obtain students' opinions related to the developed tasks. The questionnaire was given to the students on January 25, 2011.

The highest average score of students' agreement towards the statements of the evaluation of Unit 1 is 4.3. It covers the statement number 1 which is related to the goal of the tasks. It shows that the students agree that the developed tasks are able to

improve their listening skills. On the other hand, the lowest average score is in statement number 28, that is 3.7. The statement is about how good the layout of the developed tasks is.

Furthermore, related to the evaluation of Unit 2, the highest average score is 4.375 and lies in statement number 27. This statement shows how well the title of Unit 2 can show or help students in predicting what Unit 2 will be about. The lowest average score is 3.4375. It is in statement 23, related to how good the input match the students' current English proficiency. Because the average score of this statement is the lowest one, it can be concluded that the English used in inputs in Unit 2 are not suitable to the students' current English proficiency. In interviews, the students and the English teacher revealed that a song by Tanya Stephens, called *Little White Lie*, is difficult to be understood.

Last but not least, the highest average score of the evaluation of Unit 3 is in statement number 1 in which the score is 4.35. The statement is related to whether the listening tasks are suitable with their needs and interest or not. Since the highest score, 4.35, is in this statement, it can be concluded that the listening tasks are suitable to the students' needs and interest. The lowest average score is 3.725, is in statement number 28. This statement related to how good the layout of the developed tasks.

Based on the "Computation of Quantitative Data Conversion" proposed by Sudijono (2003) as presented in Table 6 in chapter III, the highest average score of

Unit 1 which is 4.3 belongs to a “Very Good” category for the \bar{x} value is more than 4.2. While the highest average score belongs to a “Very Good” category, the lowest average score of the evaluation of Unit 1 (3.7) belongs to a “Good” category ($3.4 < \bar{x} \leq 4.2$). Furthermore, the highest average score of the evaluation of Unit 2, 4.3475 belongs to a “Very Good” category since the \bar{x} value is more than 4.2. For the lowest average score of Unit 2 that is 3.4375, the category is a “Good” category ($3.4 < \bar{x} \leq 4.2$). At last, since the highest average score of the evaluation of Unit 3 (4.35) is more than 4.2 it belongs to a “Very Good” category. The lowest score (3.725) belongs to a “Good” category.

Based on the result of the evaluation above, it can be concluded that the students agree that the developed song-based tasks are suitable to their needs and interest and also match the objectives of the learning of English listening skills. The detail result of the evaluation of the developed tasks is presented in Appendix E.

Beside administering questionnaire, the researcher also conducted interviews to gather data related to the students’ and teachers’ opinions towards the developed song-based tasks. The researcher interviewed three students of each class and two English teachers. The interview was conducted on 20, 21, and 22 January 2011. The result of the interview can be categorized into opinions and suggestions. Below is the detail.

a. Opinion

- 1) The tasks in Unit 1, Unit 2 and Unit 3 are suitable to students' needs and interest of learning English listening skills.
- 2) The tasks in Unit 1, Unit 2 and Unit 3 fulfill their goals.
- 3) The topics are interesting.
- 4) The inputs are interesting and motivating.
- 5) The activities are interesting and motivating.
- 6) The activities are able to facilitate the learning of English listening skills.
- 7) The roles of teacher and students during the lesson are suitable to the students' needs.
- 8) The classroom settings are suitable to the tasks and the students' needs and interest.
- 9) The layouts of the developed tasks are interesting.

b. Suggestion

- 1) Inputs in Unit 1 should be reduced.
- 2) Inputs (Tanya Stephens' song entitled *Little White Lie*) in Unit 2 should be omitted or changed.
- 3) Task 13 in Unit 1 should be changed with tasks which are more suitable to the previous tasks.
- 4) Adding tasks for stage *Let's Listen* in Unit 2 in order to facilitate students' understanding of the song.
- 5) Improving the layouts, especially in Unit 3.

6. Revision

a. Unit 1

The data obtained from the second questionnaire for the evaluation of Unit 1 show that the average score of the students' responses ranges from 3.7 up to 4.3. It means that the students agree with the developed tasks. In other words, the developed tasks match the students' needs and interest. The lowest average score, 3.7, is in statement number 28. It shows that the students agree with the layout of the developed tasks. However, because its score is the lowest one, the researcher decided to revise the layout of Unit 1.

In addition, the result of the interviews with three students of Class X^C shows that the students had problem in accomplishing Task 13. They had difficulty in preparing the questions and answers. In accordance, in the interview the teacher said that Task 13 was difficult for the students and less relevant with the previous tasks. Dealing with this problem, the teacher suggested the researcher to alter this task with a task which is more relevant with the previous tasks. Based on the suggestion, the researcher altered the tasks with a new one. In this new task, the students have to write their past experience and share it to their friends.

Related to songs as the inputs, the teachers said that there were too many songs in Unit 1. They suggested the researcher to reduce the inputs. Responding this suggestion, the researcher decided to omit one of the inputs, a song by Linkin Park. Then, the researcher made a new task related to Zain Bhikha's song, *Forgive Me When I Whine*. The task is an information gap task in which the students have to

share information to complete a paragraph which is composed based on Zain Bhikha's song. Then the students have to arrange the paragraphs they have into a single text. After that, they listen to the song and check whether the sequence of events of their text arrangement is the same as the sequence of event in the song.

Table 12: The Revision of Unit 1

No	Stage	Task	Revision
1	Warm-up	1. Listening to The Beatles' song, <i>Yesterday</i> , and ordering pictures based on the song. 2. Answering wh-questions 3. Matching words with their synonyms.	<ul style="list-style-type: none"> ▪ The layout: giving numbers to the words in Task 3, adding pictures.
2	Let's Listen	4. Arranging the jumbled stanzas of Simple Plan' song, entitled <i>Every time</i> . 5. Listening to the song and checking their stanzas arrangement. 6. Answering True/False questions. 7. Completing a table about the sequence of events in the song. 8. Describing students' own close friends	<ul style="list-style-type: none"> ▪ The layout: giving pictures.
3	Move Further	9. Filling in the gaps while listening to Linkin Park's <i>Leave out all the Rest</i> .	<ul style="list-style-type: none"> ▪ Omitting Linkin Park's song. ▪ Altering Task 9 into an information gap task.

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No	Stage	Task	Revision
3	Move Further	10. Choosing minimal pairs of words based on the song while listening to Zain Bhikha's song, entitled <i>Forgive Me When I Whine</i> . 11. Listening to and watching the video of the song and then answering the comprehension questions. 12. Rewriting the song based on its' sequence of events.	<ul style="list-style-type: none"> ▪ The layout: giving pictures.
4	Show Time	13. Playing an Interview Game 14. Reviewing one of the songs in Unit 1. 15. Checking word pronunciation 16. Doing crossword puzzle.	<ul style="list-style-type: none"> ▪ Replacing Task 13 (Interview game) with a task in which the students write down their past experience and share it to their classmates.

b. Unit 2

The result of the second questionnaire used for the evaluation of Unit 2 shows that the average score ranges from 3.4375 to 4.3475. It can be concluded that the students agree with the developed tasks. They agree that the developed tasks are suitable with their needs and interest of learning English listening skills. The lowest score, 3.4375, is in statement number 23, which is related to how well the inputs match students' current English proficiency. Because the average score for this

statement is the lowest one the researcher decided to change the inputs that were used in Unit 2.

Furthermore, the result of the interviews with three students in Class X^B shows that the input (a song by Tanya Stephens, called *Little White Lie*) was difficult to understand. It was not suitable with the students' current proficiency of English. The song was too fast and its articulation was unclear.

In accordance, the teachers also said that the song by Tanya Stephens, called *Little White Lie*, did not match the students' current English proficiency. They suggested the researcher to replace the input with the new one or use the song by Montella Jordan, entitled *Once Upon a Time*. Based on the data, the researcher decided to use a song by Dr. Hook, entitled *The Wild Colonial Boy*.

Table 13: The Revision of Unit 2

No	Stage	Task	Revision
1	Warm-up	1. Guessing the topic of learning based on the unit title. 2. Matching words with their synonyms.	■ The layout: adding pictures.
2	Let's Listen	3. Studying the first stanza of Montella Jordan's song entitled <i>Once Upon a Time</i> and answering questions based on the stanza. 4. Arranging the jumbled stanzas of Montella Jordan's song entitled <i>Once Upon a Time</i> . 5. Listening to the song and checking their stanza arrangement.	■ The layout: giving pictures.

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No	Stage	Task	Revision
2	Let`s Listen	6. Answering Wh-questions. 7. Completing a table about the information in the song.	
3	Move Further	8. Choosing minimal pairs of words based on the song while listening to Tanya Stephens' song, entitled <i>Little White Lie</i> . 9. Discussing Wh-questions. 10. Filling in gaps while istening to a song by Zain Bhikha entitled <i>Mount Hira</i> . 11. Rewriting the song into a story.	■ Replacing the input for Tasks 8 and 9, a song by Tanya Stephens, entitled <i>Little White Lie</i> , into a song by Dr. Hook, named <i>The Wild Colonial Boy</i> .
4	Show Time	12. Reviewing one of the songs in Unit 2. 13. Pronouncing some words related to the lesson. 14. Doing a crossword puzzle.	■ The layout: giving pictures.

c. Unit 3

The obtained data of Unit 3 evaluation show that the average score of the second questionnaire ranges from 3.725 to 4.35. It shows that the students agree with the developed tasks. It can be said that the developed tasks are suitable with the students' needs and interest of learning English listening skills. The lowest score is in statement number 28. It is the statement related to the layout of Unit 3. Since the score of the statement related to the layout is the lowest one, the researcher decided to revise the layout.

In addition, in the interviews with the English teachers, the teachers suggested the researcher to add tasks related to students' reflection of the listened songs in Unit 3. Based on the suggestion, the researcher adds a task in which the students have a chance to review and give opinions about the songs.

Table 14: The Revision of Unit 3

No	Stage	Task	Revision
1	Warm-up	1. Commenting on pictures of famous people. 2. Matching words with their synonyms.	▪ The layout: giving numbers to the words in task 2, give pictures.
2	Let's Listen	3. Guessing what the song is about based on a song title. 4. Listening to the song and arranging the jumbled stanzas of a song by M2M, called <i>Jennifer</i> . 5. Answering Wh-questions. 6. Completing a card about <i>Jennifer</i> based on the song. 7. Describing students' own close friends.	▪ The layout: giving pictures.
3	Move Further	8. Choosing minimal pairs of words based on a song while listening to Bruno Mars' song, entitled <i>Just the Way You Are</i> . 9. Answering the comprehension questions. 10. Filling in the gaps while listening to a song by Maher Zain, called <i>The Chosen One</i> .	▪ The layout: giving pictures.

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No	Stage	Task	Revision
3	Move Further	11. Answering wh-questions based on the song.	
4	Show Time	12. Playing Guess Who Game. 13. Reviewing the songs the students listened in the lesson. 14. Checking word pronunciation. 15. Doing a crossword puzzle.	<ul style="list-style-type: none"> ▪ The layout: giving pictures. ▪ Adding a task in which the students review the songs the just listened to.

7. Writing the Final Draft of the Tasks

The last step in doing this research was writing the final draft of the developed song-based tasks. The final draft of the developed tasks was developed based on opinions and suggestions of the students and the English teachers. Additionally, the researcher also consulted the revised tasks to her supervisors. Below is the detail description of the final draft. The presentation of the final draft of the developed song-based tasks is presented in Appendix N.

a. Description of the Final Draft of Unit 1

The title of this unit is *Tell me What you Did Yesterday*. The learning objective of this unit is that at the end of the study the students are able to understand spoken English (songs) in the form of recount texts. The inputs used in Unit 1 are a song by The Beatles called *Yesterday*, a song by Simple Plan named *Every Time*, a song by Zain Bhikha named *Forgive Me When I Whine*, related pictures, related vocabulary, and a crossword puzzle.

There were some revisions made in Unit 1. The revisions were related to the layout, the task and the input task. The first revision was improving the layout, including adding pictures for Task 1 and adding numbers for Task 3. Task 1 is listening to a song by The Beatles, *Yesterday*, and then choose pictures, which best describe what happened in the song. Task 2 is answering questions related to the song and the topic of learning in Unit 1. Task 3 is matching words with the synonyms. The words will be in the next songs used in Unit 1.

The revision for Task 4 up to Task 8 were related to the layout, including adding pictures and changing the letter font. The next revision is related to Task 9 and the input for this task. The input that was a song by Linkin Park was replaced into a song by Zain Bhikha. Task 9 is doing an information gap task. In this task, the students work in pairs. Each student in the pairs has a complete text and an incomplete text. His/her partner has the complete text of his/her incomplete text and vice versa. Each student has to ask questions to his/her partner in order to get information to complete his/her incomplete text.

The revisions for Task 10 until Task 12 were improvement of the layout, including adding pictures and improving the letter font. The last revision was for Task 13. In Task 13, the students played an Interview game. The task was revised into writing students' own past or unforgettable experience.

Table 15: The Description of the Final Draft of Unit 1

No	Stage	Task	Function
1	Warm-up	1. Listening to The Beatles' song, <i>Yesterday</i> , and ordering pictures based on the song. 2. Answering wh-questions 3. Matching words with the synonyms.	a. Introducing the topic of learning. b. Building students' background knowledge of the topic of learning. c. Building knowledge of the related vocabularies.
2	Let's Listen	4. Arranging the jumbled stanzas of Simple Plan song, entitled <i>Everytime</i> . 5. Listening to the song and checking their stanza arrangement. 6. Answering True/False questions. 7. Completing a table about the sequence of events in the song. 8. Describing students' own close friends	d. Building students' background knowledge of Simple Plan song, entitled <i>Everytime</i> . e. Building students' skill in using bottom-up and top-down processing. f. Relating themselves to the song topic.
3	Move Further	9. Doing an information gap task to complete a paragraph and arrange their paragraphs into a good text. 10. Listen to Zain Bhikha's song entitled <i>Forgive Me When I Whine</i> and check their text arrangement. 11. Listening to and watching the video of the song and then answering the comprehension questions.	g. Facilitating the students to communicate with friends. h. Facilitating students to understand the song.

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No	Stage	Task	Function
3	Move Further	12. Rewriting the song based on the sequence of events.	i. Checking students' understanding of the song and facilitate them to write a recount text.
4	Show Time	13. Writing the students' own past experience. 14. Checking word pronunciation 15. Doing a crossword puzzle.	j. Giving the students a chance to produce a recount text. k. Giving correct pronunciation of the words. l. Reviewing vocabulary.

b. Description of the Final Draft of Unit 2

Unit 2 is entitled Once Upon a Time and the objective is that at the end of the lesson, the students are able to understand spoken English texts in the form of narrative. The songs used in this unit are a song by Montella Jordan; *Once Upon a Time*, a song by Dr. Hook; *The Wild Colonial Boy*, and a song by Zain Bhikha; *Mount Hira*. The revisions for Unit 2 were related to the layout, the tasks and the inputs.

The revisions for Task 1 up to Task 7 were revisions related to layout, including adding pictures, giving numbers and changing the letter font. Task 1 is guessing topic of the lesson based on the unit title. Task 2 is matching words with synonym. The words are words which are used in this unit. Task 3 up to Task 7 are tasks which are related to a song called *Once Upon a Time* by Montella Jordan. Task 3 is answering

questions based on the first stanza of Montella Jordan's *Once Upon a Time*. Task 4 is arranging the rest stanzas of Montella Jordan song, *Once Upon a Time*. In Task 5, the students listen to the complete song. After that, they work on questions and complete a table related to the song in Task 6 and 7.

There are some revisions related to the next stage, *Move Further*. The revisions are revisions for input, tasks and layout. The input for Task 8 and 9, which was *Little White Lie* by Tanya Stephens, was replaced with a song by Dr. Hook, *Wild Colonial Boy*. In Task 10 and 11, the students fill in gaps while listening to a song by Zain Bhikha, called *Mount Hira*, after that they rewrite the song into a narrative text.

In the last stage, *Show Time stage*, the revision was only revision to the layout. In Task 12, the students have to review one of the song in Unit 2. After that, they have a chance to check word pronunciation. At last, they work on a crossword puzzle.

Table 16: The Description of the Final Draft of Unit 2

No	Stage	Task	Function
1	Warm-up	1) Guessing the topic of learning based on the unit title. 2) Matching words with the synonyms.	a. Introducing the topic of learning. b. Building knowledge of the related vocabulary.
2	Let's Listen	3) Studying the first stanza of Montella Jordan's song entitled <i>Once upon a Time</i> and answering questions based on the stanza.	c. Building students' background knowledge of Montella Jordan's song entitled <i>Once upon a Time</i> .

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No	Stage	Task	Function
2	Let's Listen	4) Arranging the jumbled stanzas of Montella Jordan's song entitled <i>Once Upon a Time</i> . 5) Listening to the song and checking their stanza arrangement. 6) Answering Wh-questions. 7) Completing a table about the information in the song.	d. Building students' skill in using bottom-up and top-down processing.
	Move Further	8) Choosing minimal pairs of words based on the song while listening to a song by Dr.Hook, entitled <i>The Wild Colonial Boy</i> . 9) Discussing some questions related to the song in Task 8 10) Filling in gaps while listening to a song by Zain Bhikha, <i>Mount Hira</i> . 11) Rewriting the song into a short story.	e. Facilitating the students to differentiate words from their minimal pairs. f. Checking students' understanding of the song. g. Giving a chance to the students to write a narrative text.
4	Show Time	12) Reviewing one of the songs in Unit 2. 13) Pronouncing some words related to the lesson. 14) Doing a crossword puzzle.	h. Giving a chance to the students to give opinions on the song they have listened to during the lesson. i. Giving correct pronunciation of the words. j. Reviewing vocabulary.

c. Description of the Final Draft of Unit 3

What Does She Look Like is the title for Unit 3 of the developed song-based tasks. There are 15 tasks developed in this unit. The objective of this unit is that at the end of this unit the students are able to understand spoken English texts in the form of descriptive texts.

The revisions in this unit are revisions related to layout by adding numbers and pictures, and related to tasks by adding a task in which the students have a chance to review the songs in Unit 3. There was no crucial revision the first stage, *Warm-up* stage. The revision was revising the layout by adding pictures and giving numbers for Task 2. In Task 1, the students should give comments on pictures of some famous people. Then, in Task 2, they match words with the synonyms. In *Let's Listen* stage, Task 3 to Task 7, the students have to work on a song by M2M, entitled *Jennifer*. For Task 3, the students have to guess what the song is about based on the title of the song. In Task 4, the students arrange jumbled-stanzas while listening to the song. In Task 5 and 6, the students answer questions and complete a card about Jennifer based on the song. After that, they describe their own close friend.

In Move Further stage, the students work on two songs; a song by Bruno Mars, *Just the Way you are* and a song by Maher Zain, *The Chosen One*. Bruno Mars' song, *Just the Way You are* is used as the input for Task 8 and 9. And a song by Maher Zain, *The Chosen One*, is used as the input for Task 10 and 11. For Bruno Mars' song, *Just the Way You are*, the students have to choose words in the song from the

minimal pairs while listening to the song. Related to Maher Zain's song, *The Chosen One*, the students fill in gaps while listening to the song and then discuss questions related to the song.

In the last stage, *Show Time* stage, the students work on four tasks. First of all, they have to produce a spoken descriptive text through playing *Guess Who* game. After that, they review one of the three songs in Unit 3. Next, they have a chance to check word pronunciation from the words used in Unit 3. At last, they solve a crossword puzzle.

Table 17: The Description of the Final Draft of Unit 3

No	Stage	Task	Function
1	Warm-up	1. Commenting on pictures of famous people. 2. Matching words with the synonyms.	a. Introducing the topic and building students' background knowledge of the topic of learning. b. Building knowledge of the related vocabulary.
2	Let's Listen	3. Guessing what the song is about based on a song title. 4. Listening to the song and arranging the jumbled stanzas of a song by M2M, called <i>Jennifer</i> . 5. Answering Wh-questions. 6. Completing a card about Jennifer based on the song. 7. Describing students' own close friends.	c. Building students' background knowledge of a song by M2M, called <i>Jennifer</i> . d. Building students' skill in using bottom-up and top-down processing. e. Giving the students a chance to describe their friends.

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No	Stage	Task	Function
3	Move Further	<p>8. Choosing minimal pairs of words based on a song while listening to Bruno Mars' song, entitled <i>Just the Way You Are</i>.</p> <p>9. Answering the comprehension questions.</p> <p>10. Filling in the gaps while listening to a song by Maher Zain, called <i>The Chosen One</i>.</p> <p>11. Answering wh-questions based on the song.</p>	<p>f. Facilitating the students to differentiate words from the minimal pairs.</p> <p>g. Checking students' understanding of the song.</p> <p>h. Checking students' understanding of the song.</p>
4	Show Time	<p>12. Playing Guess Who Game.</p> <p>13. Reviewing the songs the students listened to in the lesson.</p> <p>14. Checking word pronunciation.</p> <p>15. Doing a crossword puzzle.</p>	<p>i. Giving the students a chance to produce a spoken descriptive text.</p> <p>j. Giving students a chance to review the songs.</p> <p>k. Giving correct pronunciation of the words.</p> <p>l. Reviewing vocabulary.</p>

B. Discussion

Regarding the research findings described in the previous section, some of the findings should be discussed. The discussion is related to the steps in developing song-based tasks, and the six components of the developed song-based tasks.

First of all, the researcher presents the discussion of the findings on how song-based tasks which are suitable with the needs and interest of the grade X students of MAN Yogyakarta II in the academic year of 2010/2011 are developed. The song-based tasks were developed based on the steps adapted from material development models and steps of R&D study by experts such as Tomlinson (1998) Hutchinson and Waters (1987) and Borg and Gall (1983). In developing tasks which are suitable with the students' needs and interest, the researcher conducted a needs analysis. It aims at gathering information of the learners' needs and learning needs. Then the results of the needs analysis were associated with the objective of the teaching and learning of English listening skill as stated in the KTSP 2006.

Related to the goals of learning the English listening skills, the result of the needs analysis shows that the students want to improve their listening skills, especially their skills in understanding English spoken texts in the forms of recount, narrative and descriptive. These goals are relevant to the objective of learning listening as stated in the curriculum. In addition, the students want to have songs as the input materials for their listening lesson. Based on the result, the researcher used songs which cover recount, narrative and descriptive texts as the inputs. Further, they want to do various activities and tasks with the inputs. They want to predict the topic

of learning, study the related vocabulary, fill in gaps, doing True/False tasks, complete charts, cards or tables, find the main ideas and the detail information of the texts and review the texts they have learned in the lessons.

In terms of roles, the students want to have more active and dominant roles in the classroom. They want to be the participant, performer, and the negotiator. On the other hand, they want the teacher to be the facilitator, observer, and motivator in the teaching and learning activity. Furthermore, the students want to work individually, in pairs and in small groups based on the complexity of the tasks.

After conducting the needs analysis, the researcher used the result of the needs analysis above as the guidance in developing a course grid. The course grid was used as the guideline in developing song-based tasks. The course grid encompasses the six components of tasks proposed by Nunan (2004). In this stage, the researcher wrote down the goals, the inputs, the activities, the roles of teachers and students and the classroom settings.

The next step after developing a course grid was developing the first draft of the song-based tasks. The researcher formulated the course grid into three units of tasks. Each unit consists of 12 to 15 tasks. Unit 1 represents recount texts, it is called as *Tell me What you Did Yesterday*. Unit 2 covers narrative texts, entitled *Once Upon a Time*. Unit 3, entitled *What does she Look Like*, presents descriptive texts. Before the first draft of the developed tasks were implemented in the real teaching and learning process, the researcher asked for criticisms and suggestions towards the

developed tasks from experts. The criticisms and suggestions were used as the base for revising the first draft of the developed tasks.

In the try-out/implementation stage, the researcher tried-out the developed tasks in the real teaching of the English listening skills. In this stage, the researcher found out that the students were interested in and enthusiastic about the developed tasks and the teaching learning process.

The next step is evaluation. In this stage, the researcher gathered information related to the students and English teachers' opinions and suggestions related to the developed song-based tasks. The result is both the students and the teachers agree that the developed song-based tasks are suitable with the students' needs and interest towards the learning of English listening skill. However, in order to improve the developed tasks, the researcher revised the developed song-based tasks based on the opinions and suggestions of the students and the English teachers. After that, she wrote the final draft of the developed song-based tasks.

The second one is the discussion of the research finding related to the developed song-based tasks and the six components of the tasks. The components involve goal, input, activity, teacher role, learner role, and setting.

From the data obtained during the research, the researcher found that the students and the teachers disagree with the developed song-based tasks in some points. In interviews they said that they disagreed with Task 9 and 13 in Unit 1 and Task 8 in Unit 2. Besides, during the try-out/implementation stage the researcher found that Task 13 in Unit 1 and Task 8 in Unit 2 did not work.

In Unit 1 of the developed song-based tasks, there were two tasks which needed revisions; Task 9 and 13. In interviews, the teachers said that there were too many songs in Unit 1 that caused the students had limited time in working with each song. They suggested the researcher to reduce the song used in Unit 1. For that reason, the researcher decided to alter the input of Task 9 which was a song by Linkin Park into a song by Zain Bhikha. Linkin Park's song was altered by Zain Bhikha's song because the researcher needed to maintain the song with a strong religious value. For the task related to Linkin Park's song the researcher changed Task 9 into an information gap task in which the students have to share information they have and ask information from the other students to complete their incomplete paragraph. And then, in Task 10 the students arrange the paragraphs they have into a good text. After that they listen to a song by Zain Bhikha and check whether their text arrangement match the sequence of events in the song.

Related to Task 13 in Unit1, the researcher revised this task because it did not work during the try-out stage. The students needed a long time to accomplish the task. In interviews, the students said that they needed more preparation for doing Task 14 (Interview game), such as write down the questions and the answers first before they play the game. In interviews, the teachers said that Task 14 was irrelevant to the previous tasks completed by the students in Unit 1. The students had no example or practice to do Task 14 from the previous tasks. Based on the finding the researcher altered Tasks 14 into another task which is more relevant to what the students had studied in the previous tasks. In the new task, the students have a chance

to write their past experience and share it with their classmates and then ask them to give comments.

Furthermore, there are two tasks in Unit 2 which did not work well during the try-out stage and need to be revised. They are Task 8 and 9. The problems of these tasks are the inputs did not match the students' existing English proficiency. Both the students and the teachers stated that the tasks did work because the input is too difficult to understand. The input for these tasks was a song by Tanya Stephens entitled *Little White Lie*. The song rhythm was too fast so that the articulation and the pronunciation of the words were unclear and difficult to grasp the information in the song. Besides, the sentences and the content of the song were too complex for the students. The song was difficult to understand. For that reason, the researcher replaced the song with another simpler song by Dr. Hook, called *The Wild Colonial Boy*. The tasks are still the same, in which in Task 9 the students have to differentiate words of the song with their minimal pairs while listening to the song. In Task 9, the students should discuss and answer questions based on the song.

In general, the students and the teachers agree with the developed song-based tasks. Based on the result of the second questionnaire (evaluation), some of the average scores belong to a "Very Good" category ($\bar{x} > 4.2$) and the rest belongs to a "Good" category ($3.4 < \bar{x} \leq 4.2$). In addition, in the interviews the students and the teachers stated that they agree with the developed song-based tasks except some tasks discussed previously.

Considering the goals of the song-based tasks, both the students and the teachers agree that the tasks are able to improve students' listening skills, especially improving students' ability in understanding and responding the simple spoken monologues in the forms of recount, narrative and descriptive texts. Related to inputs, they approve that the inputs are interesting, motivating and suitable with the students' needs and current English proficiency.

In terms of activities, the activities in the developed song-based tasks are varied and graded from the simplest one up to the most complex one. The students and the teachers agree that the activities match students' needs and current English proficiency. The activities also support the goals of the tasks.

Regarding the next components, teachers and learners' roles, both the students and the teachers give approval to their roles. In the teaching learning process, the teachers act as the facilitators, observers, assessors and motivators. On the other hand, the students act as the participants, performers, and negotiators.

At last, in terms of setting, both the students and the teachers agree that the settings have suited the objectives of the developed tasks. The students work individually in the simple tasks and tasks in the post listening activities. They work in pairs in completing more complex tasks in pre-listening and while-listening stages. They also work in small groups in doing some complex tasks in while-listening stage.

Additionally, the students and teachers also agree with tasks and activities related to vocabulary building and pronunciation checking. They help the students improving their vocabulary mastery and their ability in recognizing words and

producing the right pronunciation of English words. These activities also facilitate the students to achieve their goals in learning English listening skills.

Table 18: The Description of the First Draft and the Final draft of the Tasks

Unit	Stage	First Draft of the Tasks	Final Draft of the Tasks
1	Warm-up	1. Listening to The Beatles' song, <i>Yesterday</i> , and ordering pictures based on the song. 2. Answering wh-questions 3. Matching words with their synonyms.	1) Listening to The Beatles' song, <i>Yesterday</i> , and ordering pictures based on the song. 2) Answering wh-questions 3) Matching words with the synonyms.
	Let's Listen	4. Arranging the jumbled stanzas of Simple Plan song, entitled <i>Everytime</i> . 5. Listening to the song and checking their stanzas arrangement. 6. Answering True/False questions. 7. Completing a table about the sequence of events in the song. 8. Describing students' own close friends	4) Arranging the jumbled stanzas of Simple Plan song, entitled <i>Everytime</i> . 5) Listening to the song and checking their stanza arrangement. 6) Answering True/False questions. 7) Completing a table about the sequence of events in the song. 8) Describing students' own close friends
	Move Further	9. Filling in the gaps while listening to Linkin Park's <i>Leave out all the Rest</i> . 10. Choosing minimal pairs of words based on the song while listening to Zain Bhikha's song, entitled <i>Forgive Me When I Whine</i> .	9) Doing an information gap task to complete a paragraph and arrange their paragraphs into a good text. 10) Listen to Zain Bhikha's song entitled <i>Forgive Me When I Whine</i> and check their text arrangement.

(continued)

(continued)

Unit	Stage	First Draft of the Tasks	Final Draft of the Tasks
1	Move Further	11. Listening to and watching the video of the song and then answering the comprehension questions. 12. Rewrite the song based on its' sequence of events.	11) Listening and watching to the video of the song and then answering the comprehension questions. 12) Rewriting the song based on the sequence of events.
	Show Time	13. Playing Interview Game 14. Reviewing one of the songs in Unit 1. 15. Checking words pronunciation 16. Doing crossword puzzle.	13) Writing the students' own past experience. 14) Checking word pronunciation 15) Doing a crossword puzzle.
2	Warm-up	1. Guessing the topic of learning based on the unit title. 2. Matching words with their synonyms.	1) Guessing the topic of learning based on the unit title. 2) Matching words with the synonyms.
	Let's Listen	3. Studying the first stanza of Montella Jordan's song entitled <i>Once Upon a Time</i> and answering questions based on the stanza. 4. Arranging the jumbled stanzas of Montella Jordan's song entitled <i>Once Upon a Time</i> . 5. Listening to the song and checking their stanza arrangement. 6. Answering Wh-questions. 7. Completing a table related to the information in the song.	3) Studying the first stanza of Montella Jordan's song entitled <i>Once upon a Time</i> and answering questions based on the stanza. 4) Arranging the jumbled stanzas of Montella Jordan's song entitled <i>Once Upon a Time</i> . 5) Listening to the song and checking their stanza arrangement. 6) Answering Wh-questions. 7) Completing a table about the information in the song.

(continued)

(continued)

Unit	Stage	First Draft of the Tasks	Final Draft of the Tasks
2	Move Further	8. Choosing minimal pairs of words based on the song while listening to Tanya Stephens' song, entitled <i>Little White Lie</i> . 9. Discussing Wh-questions. 10. Filling in gaps while listening to a song by Zain Bhikha entitled <i>Mount Hira</i> 11. Rewriting the song into a story.	8) Choosing minimal pairs of words based on the song while listening to a song by Dr.Hook, entitled <i>The Wild Colonial Boy</i> . 9) Discussing some questions related to the song in Task 8 10) Filling in gaps while listening to a song by Zain Bhikha, <i>Mount Hira</i> . 11) Rewriting the song into a short story.
	Show Time	12. Reviewing one of the songs in Unit 2. 13. Pronouncing some words related to the lesson. 14. Doing a crossword puzzle.	12) Reviewing one of the songs in Unit 2. 13) Pronouncing some words related to the lesson. 14) Doing a crossword puzzle.
3	Warm-up	1. Commenting on pictures of famous people. 2. Matching words with their synonyms.	1) Commenting on pictures of famous people. 2) Matching words with the synonyms.
	Let's Listen	3. Guessing what a song is about based on the song title. 4. Listening to the song and arranging the jumbled stanzas of a song by M2M, called <i>Jennifer</i> . 5. Answering Wh-questions.	3) Guessing what the song is about based on a song title. 4) Listening to the song and arranging the jumbled stanzas of a song by M2M, called <i>Jennifer</i> . 5) Answering Wh-questions.

(continued)

(continued)

Unit	Stage	First Draft of the Tasks	Final Draft of the Tasks
3	Let's Listen	6. Completing a card about Jennifer based on the song. 7. Describing students' own close friends.	6) Completing a card about Jennifer based on the song. 7) Describing students' own close friends.
	Move Further	8. Choosing minimal pairs of words based on a song while listening to Bruno Mars' song, entitled <i>Just the Way You Are</i> . 9. Answering the comprehension questions. 10. Filling in the gaps while listening to a song by Maher Zain, called <i>The Chosen One</i> . 11. Answering Wh-questions based on the song.	8) Choosing minimal pairs of words based on a song while listening to Bruno Mars' song, entitled <i>Just the Way You Are</i> . 9) Answering the comprehension questions. 10) Filling in the gaps while listening to a song by Maher Zain, called <i>The Chosen One</i> . 11) Answering wh-questions based on the song.
	Show Time	12. Playing <i>Guess Who</i> Game. 13. Reviewing the songs the students listened in the lesson. 14. Checking words pronunciation. 15. Doing a crossword puzzle.	12) Playing Guess Who Game. 13) Reviewing the songs the students listened to in the lesson. 14) Checking word pronunciation. 15) Doing a crossword puzzle.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter covers the conclusion of the study, the implication and the suggestion from the researcher to the related parties.

A. Conclusion

The conclusions of this study are drawn from the research findings and data analysis. The conclusions are also the answers for the question which was formulated from the problems. Since the formulation of the problem of this research is how song-based tasks which are suitable for teaching listening skills for grade X students of MAN Yogyakarta II in the academic year 2010/2011 are developed, the conclusions are also related to the steps of developing the tasks and the developed tasks themselves.

1. The Developed Song-based Tasks

The product of this study is a set of song-based tasks for the teaching and learning of English listening skills for grade X students of MAN Yogyakarta II in the academic year of 2010/2011. In order to develop tasks which are suitable to the students' needs and interest, the tasks in this study were developed based on the learners' needs and learning needs.

The researcher developed three units of tasks which facilitate students in learning how to understand and respond simple monologues in the forms of recount,

narrative and descriptive texts. The title of the first unit was “*Tell Me What You Did Yesterday*”, the second unit was “*Once Upon a Time*”, and the last unit was “*What Does She Look Like*”. The topic for Unit 1 is retelling past events. The topic of Unit 2 is telling past story or experience. And describing people is the topic learning for Unit 3. Each unit of the tasks has three stages; Pre Tasks stage, Task stage and Language Focus stage.

Related to the data analysis, the developed song-based tasks received a “Very Good” category and a “Good” category for the task features. The data gathered from the questionnaire for the task evaluation showed that the average scores for Unit 1 were 3.7 up to 4.3, Unit 2 were 3.4375 to 4.3475, and Unit 3 were 3.725 to 4.35. According to Sudijono which proposes *Quantitative Data Conversion*, the average scores belong to a Good category for $3.4 < \bar{x} \leq 4.2$ and a Very Good category for $\bar{x} \geq 4.2$. It means that the students agreed with the developed song-based tasks.

2. The Steps in Developing Song-based Tasks

Some steps were needed to be conducted in order to develop song-based tasks which meet students’ needs and interest. The first step was conducting needs analysis. It aimed to find out the learners’ needs and learning needs of learning English listening skill. The second step was developing a course grid based on the result of needs analysis and the current curriculum in senior high schools. The developed course grid was used as the based to do the next step. The step was developing the

first draft of the song-based tasks. In this step the researcher also asked for critics and suggestions from experts related to the first draft of the tasks.

Furthermore, in order to know whether the first draft of song-based tasks had met students' needs and interest or not, the researcher conducted the fourth step. The step was trying out or implemented the first draft of the tasks in the real teaching and learning activity. This step was followed by the evaluation in which the researcher gathered information related to students and English teachers' opinion toward the first draft of the developed song-based tasks. Then, the result of the evaluation was used as the based for the sixth step. This step was the revision of the first draft of the developed song-based tasks. Finally, the last step was writing the final draft of the developed song-based tasks.

B. Implications

There are some implications of the developed song-based tasks.

- 1) Songs can be used as very useful input/authentic materials. However, the length, the content, and the language used in the song can be a problem. Therefore, the teachers should carefully choose the appropriate songs based on the students' characteristics, needs and interest.
- 2) The developed song-based tasks cannot be exactly applied in the different settings outside the grade X student of MAN Yogyakarta II in the academic

year of 2010/2011 since different subjects will have different needs, interest and demand different type of tasks for the English learning.

C. Suggestions

Based on the conclusions above, the researcher proposes some suggestions to the following parties.

1. MAN Yogyakarta II

Since the result of this research is the developed song-based tasks, the developed tasks can be used as a means of and a reference for teaching listening in relaxing and amusing way by using songs. However, in the using of songs for teaching English the teachers should choose the appropriate songs which can facilitate the teaching learning process that the students can gain the learning objective. Besides that, the teachers are also expected to creatively use songs and other authentic materials for the English teaching. In using the authentic materials, teachers need to develop appropriate tasks by considering the students' needs and interest.

2. Other Researchers

The researcher also expects that this research would be able to motivate other researchers to conduct Research and Development (R&D) study. In developing tasks, researcher should take into account some factors including the learners' needs and leaning needs. They should also follow the steps of a materials development as

proposed by some experts. Additionally, the researcher also hopes that other researchers develop better tasks for English teaching and learning.

3. English Education Department of Yogyakarta State University.

The R&D study is very important and needed in the development of language teaching and learning. However, this study is not as easy as people may think. There are many observations and considerations are needed in doing this type of study. Besides that, the result of the study should be the realization of the students' needs and interest.

Hopefully, this research could be used as a reference for Research and Development (R&D) study, especially a research on developing song-based tasks for teaching English. She also hopes that this research could motivate other students to do this kind of research.

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APPENDICES



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

**THE QUESTIONNAIRE FOR THE NEEDS ANALYSIS TO DEVELOP SONG-BASED
TASKS FOR ENGLISH LISTENING SKILL**

Kepada: Siswa Kelas X

MAN Yogyakarta II

Dalam rangka penelitian tentang pengembangan tugas (*tasks*) berdasarkan lagu untuk kegiatan pelajaran listening (English listening skill), maka pada kesempatan kali ini saya meminta kesediaan Anda untuk mengisi kuisioner ini.

Kuisioner ini berisi pertanyaan-pertanyaan yang bertujuan untuk mengetahui dan menganalisa kebutuhan belajar Anda dalam pelajaran listening, kuisioner ini tidak bermaksud menilai ataupun menguji Anda.

Demi tercapainya tujuan penelitian ini, saya mohon Anda bersedia menjawab semua pertanyaan dengan jujur, sesuai dengan keadaan anda, dan tidak dipengaruhi siapapun. Jawaban anda dari kuisioner ini sangat berarti bagi saya, khususnya bagi penelitian saya, yaitu pengembangan tugas berdasarkan lagu pada pelajaran listening. Identitas dan jawaban anda akan saya jamin kerahasiaannya sesuai dengan kode etik penelitian.

Demikian pengantar dari saya, atas perhatian dan kerjasama anda saya ucapkan terimakasih. Selamat bekerja.

Yogyakarta, Agustus 2010

Peneliti,

Ria cahyanti
05202241021

**ANALISIS KEBUTUHAN BELAJAR SISWA KELAS X AKAN MATERI PADA
PELAJARAN LISTENING**

A. PERIHAL RESPONDEN

NAMA :

KELAS :

JENIS KELAMIN :

USIA :

B. PERIHAL KEBUTUHAN BELAJAR SISWA

Jawablah pertanyaan-pertanyaan di bawah ini pada lembar jawaban yang telah disediakan dengan cara memberi tanda centang (✓) pada pilihan jawaban yang sesuai dengan pendapat Anda. Bacalah perintah pada setiap pertanyaan dengan teliti.

1. Menurut Anda, apakah pembelajaran listening (English listening skill) penting?
 - a. Sangat penting
 - b. Penting
 - c. Tidak Penting
 - d. Sangat tidak penting
2. Menurut Anda, apakah listening (English listening skill) mudah?
 - a. Sangat mudah
 - b. Mudah
 - c. Sulit
 - d. Sangat sulit
3. Seberapa sering Anda mendengarkan bahasa Inggris lisan?
 - a. Selalu (setiap hari)
 - b. Sering
 - c. Kadang-kadang
 - d. Tidak pernah

4. Dimana saja Anda biasa mendengarkan Bahasa Inggris lisan?
- Di sekolah
 - Di rumah.
 - Lainnya (sebutkan).....
.....
5. Apa saja yang jenis bahasa Inggris lisan yang biasa Anda dengarkan?
- Materi pelajaran listening di sekolah.
 - Lagu-lagu berbahasa Inggris di radio atau televisi.
 - Film-film berbahasa Inggris.
 - Berita berbahasa Inggris di radio atau televisi.
 - Talk show berbahasa Inggris di radio atau televisi.
 - Lainnya (sebutkan).....
.....
6. Apakah tujuan Anda belajar listening (English listening skill) ?
- Ingin mempunyai kemampuan mendengarkan yang baik dalam Bahasa Inggris.
 - Ingin meningkatkan kemampuan mendengarkan dalam Bahasa Inggris.
 - Ingin lulus ujian karena Bahasa Inggris merupakan salah satu mata pelajaran yang masuk dalam UN.
 - Lainnya (sebutkan).....
.....
7. Kemampuan listening seperti apa yang Anda inginkan?
- Kemampuan memahami dan merespon berbagai dialog dalam bahasa Inggris.

- Kemampuan memahami dan merespon monolog lisan yang berhubungan dengan berbagai cerita, seperti; cerita remaja, legenda, cerita rakyat dan lain-lain.
 - Kemampuan memahami dan merespon monolog lisan yang berhubungan dengan pengalaman seseorang atau pengalaman pribadi.
 - Kemampuan memahami dan merespon monolog lisan yang berhubungan dengan pendiskripsian seseorang atau tokoh idola.
 - Kemampuan memahami dan merespon monolog lisan yang berhubungan dengan cara melakukan sesuatu atau membuat sesuatu.
 - Kemampuan memahami dan merespon berita lisan.
 - Lainnya (sebutkan).....
.....
8. Input apa saja yang biasa diberikan oleh guru dalam memberikan tugas listening? (jawaban boleh lebih dari satu)
- Rekaman percakapan situasional (situational conversation)
 - Rekaman monolog
 - Rekaman yang berisi cerita pendek
 - Rekaman pengalaman pribadi seseorang
 - Rekaman tentang deskripsi seseorang
 - Rekaman berita
 - Lagu
 - Rekaman video atau film
 - Lainnya (sebutkan).....
.....
9. Input apa saja yang Anda inginkan dalam tugas listening? (jawaban boleh lebih dari satu)
- Rekaman percakapan situasional (situational conversation)
 - Rekaman monolog

- c. Rekaman yang berisi cerita pendek
- d. Rekaman pengalaman pribadi seseorang
- e. Rekaman tentang deskripsi seseorang
- f. Rekaman berita
- g. Lagu
- h. Rekaman video atau film
- i. Lainnya (sebutkan).....
.....

10. Input bahasa Inggris lisan yang biasa diberikan oleh guru dalam pelajaran listening berupa...

- a. Rekaman percakapan situasional (situational conversation)
- b. Rekaman monolog
- c. Rekaman yang berisi cerita pendek
- d. Rekaman pengalaman pribadi seseorang
- e. Rekaman tentang deskripsi seseorang
- f. Rekaman berita
- g. Lagu
- h. Rekaman video atau film
- i. Lainnya (sebutkan).....
.....

11. Input bahasa Inggris lisan yang biasa diberikan oleh guru dalam pelajaran listening berupa...

- a. Rekaman percakapan situasional (situational conversation)
- b. Rekaman monolog
- c. Rekaman yang berisi cerita pendek
- d. Rekaman pengalaman pribadi seseorang
- e. Rekaman tentang deskripsi seseorang
- f. Rekaman berita
- g. Lagu

- h. Rekaman video atau film
- i. Lainnya (sebutkan).....
.....

12. Apa saja tugas yang Anda inginkan sebelum mendengarkan input text? (*jawaban boleh lebih dari satu*)

- a. Mendiskusikan tema input text yang akan dibahas.
- b. Menebak tema input text yang akan didengarkan berdasarkan judulnya.
- c. Mempelajari gambar-gambar yang berhubungan dengan input text yang akan didengar.
- d. Mempelajari kosakata yang berhubungan dengan input text yang akan didengar.
- e. Lainnya (sebutkan).....

13. Apa saja tugas yang Anda inginkan saat mendengarkan sebuah input text (listening)? (*jawaban boleh lebih dari satu*)

- a. Mendiskusikan kosakata yang ada dalam text..
- b. Membuat catatan saat mendengarkan bahasa Inggris lisan (input teks).
- c. Mendiskusikan bahasa Inggris lisan (input teks) yang didengarkan sebelum menjawab pertanyaan.
- d. Meningkatkan pemahaman atas teks (jenis-jenis teks) dalam bahasa Inggris
- e. Melengkapi text atau tabel yang berhubungan dengan input text yang didengarkan.
- f. Mengerjakan true/ false questions.
- g. Mengerjakan Wh-questions.
- h. Lainnya (sebutkan).....
.....

14. Apa saja tugas yang Anda inginkan setelah mendengarkan sebuah input text (listening)? (*jawaban boleh lebih dari satu*)

- a. Mendiskusikan kosakata yang sudah diberikan.
- b. Mendiskusikan tatabahasa (grammar) yang digunakan dalam input text yang sudah didengarkan.
- c. Membuat text yang sejenis dengan input text yang sudah didengarkan.
- d. Menceritakan kembali input text yang sudah didengarkan.
- e. Meriview atau mengomentari input text yang sudah didengarkan.
- f. Lainnya (sebutkan).....
.....

15. Topik apa yang biasa diberikan oleh guru dalam memberikan input pelajaran listening? (*jawaban boleh lebih dari satu*)

- a. Topik yang berhubungan dengan kehidupan sehari-hari
- b. Topik yang berhubungan dengan remaja
- c. Topik yang berhubungan dengan kehidupan sosial
- d. Topik yang berhubungan dengan budaya dan hiburan
- e. Lainnya (sebutkan).....
.....

16. Topik apa saja yang Anda inginkan dalam input pelajaran listening? (*jawaban boleh lebih dari satu*)

- a. Topik yang berhubungan dengan kehidupan sehari-hari
- b. Topik yang berhubungan dengan remaja
- c. Topik yang berhubungan dengan kehidupan sosial
- d. Topik yang berhubungan dengan budaya dan hiburan
- e. Lainnya (sebutkan).....
.....

17. Pada pembelajaran listening guru biasa memberikan tugas secara...

- a. Kelompok besar

- b. Kelompok kecil
- c. Berpasangan (pairs)
- d. Sendiri (individu)

18. Pada pelajaran listening Anda ingin diberi tugas secara...

- a. Kelompok besar
- b. Kelompok kecil
- c. Berpasangan (pairs)
- d. Sendiri (individu)

19. Dalam pelajaran listening guru biasa berperan sebagai...

- a. Pengamat
- b. Fasilitator
- c. Partisipan
- d. Performer (pelaku)
- e. Pemberi saran

20. Dalam pelajaran listening Anda ingin guru berperan sebagai...

- a. Pengamat
- b. Fasilitator
- c. Partisipan
- d. Performer (pelaku)
- e. Pemberi saran

21. Dalam pelajaran listening Anda biasa berperan sebagai...

- a. Pengamat
- b. Fasilitator
- c. Partisipan
- d. Performer (pelaku)
- e. Pemberi saran

22. Dalam pelajaran listening Anda ingin berperan sebagai...

- a. Pengamat
- b. Fasilitator
- c. Partisipan
- d. Performer (pelaku)
- e. Pemberi saran

23. Apa saja kesulitan yang Anda alami dalam pelajaran listening? *(jawaban boleh lebih dari satu)*

- a. Memahami isi pokok input text yang didengar (main idea).
- b. Kesulitan dalam memahami isi input text yang didengar secara detail.
- c. Kesulitan dalam memahami arti kosakata.
- d. Kesulitan dalam menjawab Wh-questions.
- e. Kesulitan dalam menjawab True/ false questions
- f. Kesulitan dalam mendengarkan/menangkap kosakata bahasa Inggris yang didengarkan/diucapkan secara lisan oleh orang lain.
- g. Lainnya (sebutkan).....
.....

24. Menurut Anda, apakah penguasaan pengucapan yang benar penting dalam listening skill?

- a. Sangat penting
- b. Penting
- c. Cukup penting
- d. Tidak penting

25. Bagaimana cara belajar pengucapan yang benar yang Anda inginkan?

- a. Guru memberi contoh dan siswa menirukan.
- b. Mendengarkan dan menirukan penutur asli bahasa Inggris mengucapkan tiap-tiap kata.

c. Guru memberikan catatan tentang cara baca tiap-tiap kata yang sulit.

d. Lainnya (sebutkan).....
.....

26. Menurut Anda, apakah penguasaan kosakata (*vocabulary*) penting dalam listening skill?

- a. Sangat penting
- b. Penting
- c. Cukup penting
- d. Tidak penting

27. Apakah guru biasa memberikan kosakata sulit sebelum pelajaran listening?

- a. Iya
- b. Tidak

28. Apakah Anda perlu mempelajari kosakata sulit sebelum pelajaran listening?

- a. Iya
- b. Tidak

29. Bagaimana cara belajar kosakata yang Anda inginkan?

- a. Guru tidak menjelaskan arti kosakata sulit tapi menyuruh siswa mempelajarinya sendiri di rumah
- b. Guru menjelaskan arti kosakata sulit setelah memberikan input materi.
- c. Guru memberikan input materi dan menyuruh siswa mendiskusikan kosakata sulit yang ada dalam input materi tersebut.
- d. Guru memberikan kosakata sulit dan menyuruh siswa mengartikannya.
- e. Lainnya (sebutkan).....
.....

TERIMAKASIH ATAS PERHATIAN DAN KERJASAMANYA

No	Question Number	The Purpose of the Question
1	1 and 2	To find out some information about the students` opinion related to English listening skill
2	3 and 4, 5	To find out some information related to the students` exposure to inputs of spoken English.
2	6 and 7	To find out some information related to the goals of learning English listening skill.
3	8, 9, 10 and 11	To find out the information about the inputs in the teaching and learning of English listening skill.
4	12,13, and 14	To find out some information about students` opinion related to the activities during the teaching and learning process of English listening skill.
6	15 and 16	To find out some information about students` opinion related to the topics given
7	17 and 18	To find out information about the setting of the teaching and learning of English listening skill.
8	19, 20, 21, and 22	To find out students` opinion related to the teacher and students` roles in the teaching learning process.
9	23	To find out some information about students` difficulties in learning English listening skill.
10	24 and 25	To find out some information about students` opinion related to English pronunciation in the teaching and learning process of English listening skill.
11	26, 27, 28, and 29.	To find out some information about students` opinion related to vocabulary teaching in the teaching and learning process of English listening skill.

The Organization of the First Questionnaire (Needs Analysis)

THE RESULT OF THE FIRST QUESTIONNAIRE (THE ANALYSIS OF THE STUDENTS` NEEDS IN LEARNING ENGLISH LISTENING SKILL)

No	Aspect of the Questions	Questions	Answer Choices	Number of Respondent
1	Students` opinion related to English listening skill	<p>1. Is English listening skill is important?</p> <p>2. Do you think English listening skill is easy to learn?</p>	<p>a. very important b. important c. unimportant d. very unimportant</p> <p>a. very easy b. easy c. difficult d. very difficult</p>	<p>55 students 45 students ----- -----</p> <p>----- 10 students 70 students 20 students</p>
2	Information related to the students` exposure to inputs of spoken English.	<p>3. How often do you listen to spoken English?</p> <p>4. Where do you usually listen to spoken English?</p> <p>5. What kinds of spoken English do you usually listen to?</p>	<p>a. Everyday b. Often (3-4 times a week) c. Sometime (less than 2 times a week) d. Never</p> <p>a. At school b. At home c. Others</p> <p>a. Listening lesson at school b. English songs in radio, television etc. c. English movies d. English news e. English talk show f. Others</p>	<p>20 students 58 students 22 students -----</p> <p>55 students 45 students -----</p> <p>50 students 35 students 10 students ----- 5 students -----</p>
3	Students` goals of learning English listening skill.	6. What is your purpose of learning English listening skill?	<p>a. In order to have sufficient English listening skill. b. To improve my English listening</p>	<p>40 students 30 students</p>

		7. What kinds of listening skill do you want to have?	<p>skill</p> <p>c. In order to pass the National Examination</p> <p>d. Others</p> <p>a. Ability to understand and respond dialogues</p> <p>b. Ability to understand and respond monologues in the forms of story such as folk story, legend, short story, etc.</p> <p>c. Ability to understand and respond monologues related to past experience.</p> <p>d. Ability to understand and respond monologues related to descriptions of famous people or idols</p> <p>e. Ability to understand and respond monologues on how to make or do something.</p> <p>f. Ability to understand and respond news items.</p> <p>g. Others</p>	<p>30 students</p> <p>-----</p> <p>5 students</p> <p>55 students</p> <p>45 students</p> <p>40 students</p> <p>25 students</p> <p>5 students</p> <p>-----</p>
4	Information related to the inputs of English listening skill.	8. What are the inputs usually given by the teacher English listening task ?	<p>a. Situational conversation</p> <p>b. Short story, folklore, legend.</p> <p>c. Someone's past experience</p> <p>d. Description of famous people or idols</p> <p>e. English news</p> <p>f. English songs</p> <p>g. English movies</p> <p>h. Others</p>	<p>95 students</p> <p>5 students</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
		9. What are the inputs usually given by the teacher English listening task ?	<p>a. Situational conversation</p> <p>b. Short story, folklore, legend.</p> <p>c. Someone's past experience</p>	<p>-----</p> <p>30 students</p> <p>30 students</p>

		<p>10.What are the inputs usually gave by the teacher in English listening instruction?</p> <p>11.What are the inputs you want in English listening instruction?</p>	<p>d. Description of famous people or idols e. English news f. English songs g. English movies h. Others</p> <p>a. Situational conversation b. Short story, folklore, legend. c. Someone`s past experience d. Description of famous people or idols e. English news f. English songs g. English movies h. Others</p> <p>a. Situational conversation b. Short story, folklore, legend. c. Someone`s past experience d. Description of famous people or idols e. English news f. English songs g. English movies h. Others</p>	<p>35 students ----- 60 students 20 students -----</p> <p>95 students 5 students ----- ----- ----- ----- -----</p> <p>----- 30 students 30 students 35 students ----- 70 students 10 students -----</p>
5	Students` opinion related to the activities during the teaching and learning process of English listening skill.	12.What kinds of tasks do you want in pre-listening activity?	<p>a. Discussing the lesson topic. b. Guessing lesson topic based on the topic title or song title. c. Commenting pictures related to the lesson topic d. Studying vocabulary related to the lesson topic e. Listening to text with similar topic to the lesson topic f. Others</p>	<p>30 students 35 students 35 students 40 students 30 students -----</p>

		<p>13.What kinds of tasks do you want in while-listening activity?</p> <p>14.What kinds of tasks do you want in post-listening activity?</p>	<p>a. Discussing vocabularies used in the text. b. Note taking. c. Discussing the text before answering the questions. d. Studying the English text types. e. Completing text, chart or table related to the text. f. Answering true/ false questions g. Answering Wh-questions h. Filling in the blank i. Others</p> <p>a. Discussing vocabularies used in the text. b. Discussing grammar used in the text c. Composing similar text d. Retelling the text e. Reviewing the text f. Others</p>	<p>20 students 10 students 10 students 15 students 25 students 40 students 45 students 40 students -----</p> <p>15 students 5 students 30 students 25 students 35 students -----</p>
6	Students` opinion related to the topics given	<p>15.What are the topics usually used in English listening instruction?</p> <p>16. What are the topics you want in English listening instruction?</p>	<p>a. topics related to daily life b. topics related to teenage life c. topics related to social life e. others</p> <p>a. topics related to daily life b. topics related to teenage life c. topics related to social life e. others</p>	<p>70 students 20 students 10 students -----</p> <p>10 students 60 students 30 students -----</p>
7	Information about the setting of the teaching and learning of English listening skill.	17. In English listening instruction, teacher usually give tasks...	<p>a. in a group of 5-7 students b. in a group of 3-4 students c. in pair d. individually</p>	<p>----- 20 students 60 students 20 students</p>

		18. In English listening instruction, you want to do the tasks...	a. in a group of 5-7 students b. in a group of 3-4 students c. in pair d. individually	15 students 25 students 20 students 40 students
8	Students' opinion related to the teacher and students' roles in the teaching learning process.	19. In English listening instruction the teacher usually act as...	a. observer b. facilitator c. participant d. performer e. counselor	30 students 40 students 10 students ----- 20 students
		20. In English listening instruction you want the teacher act as...	a. observer b. facilitator c. participant d. performer e. counselor	30 students 40 students ----- ----- 30 students
		21. In English listening instruction you usually act as.....	a. observer b. facilitator c. participant d. performer e. negotiator	----- ----- 40 students 30 students 30 students
		22. In English listening instruction you want to act as.....	a. observer b. facilitator c. participant d. performer e. negotiator	----- ----- 40 students 30 students 30 students
9	Students' difficulties in learning English listening skill.	23. What are the difficulties you face in learn English listening skills?	a. Identifying the main idea of the text b. Identifying the detail information of the text c. Difficulties in understanding the vocabularies in the text d. Difficulties in answering Wh-question e. Difficulties in answering true/ false	30 students 35 students 30 students 10 students 10 students

			<p>question</p> <p>f. Difficulties in understanding the spoken language because I don't know the correct pronunciation of the words.</p> <p>g. Others</p>	<p>60 students</p> <p>-----</p>
10	Students' opinion related to English pronunciation in the teaching and learning process of English listening skill.	<p>24. Is correct pronunciation important in English listening skills?</p> <p>25. What is the way of learning correct pronunciation you want?</p>	<p>a. very important</p> <p>b. important</p> <p>c. unimportant</p> <p>d. very unimportant</p> <p>a. Teacher pronounce the words and the students repeat after the teacher.</p> <p>b. Listen to the correct pronunciation of the native speaker and students repeat the correct pronunciation.</p> <p>c. Teacher gives phonetic transcriptions of the words.</p> <p>d. Others</p>	<p>54 students</p> <p>40 students</p> <p>6 students</p> <p>20 students</p> <p>55 students</p> <p>25 students</p>
11	Students' opinion related to vocabulary in learning oral English	<p>26. Is vocabulary mastery important in learning English listening skills?</p> <p>27. Does your teacher give the unfamiliar vocabulary before oral English instruction?</p> <p>28. Do you need to learn the unfamiliar vocabulary before oral English instruction?</p> <p>29. How is the learning of unfamiliar vocabulary do you want?</p>	<p>a. very important</p> <p>b. important</p> <p>c. unimportant</p> <p>d. very unimportant</p> <p>a. yes</p> <p>b. no</p> <p>a. yes</p> <p>b. no</p> <p>a. learn the unfamiliar vocabulary at home.</p> <p>b. teacher explains the unfamiliar</p>	<p>60 students</p> <p>40 students</p> <p>-----</p> <p>-----</p> <p>90 students</p> <p>10 students</p> <p>92 students</p> <p>8 students</p> <p>-----</p> <p>25 students</p>

			<p>vocabulary before gives input.</p> <p>c. teacher asks the students to discuss the unfamiliar vocabulary they find in the input.</p> <p>d. teacher gives unfamiliar vocabulary and asks the students to find the meaning.</p> <p>e. others</p>	<p>30 students</p> <p>45 students</p> <p>-----</p>
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ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA

Kuessioner untuk Evaluasi *Task*

Developing Song-based Tasks for Teaching Listening for Grade X
Students of MAN Yogyakarta II of the Academic Years 2010/2011

Kepada: Responden

Dalam rangka penelitian tentang pengembangan tugas (*tasks*) berdasarkan lagu untuk kegiatan pelajaran *Listening* bagi siswa kelas X, maka pada kesempatan kali ini saya meminta kesediaan para responden untuk mengisi kuisisioner ini.

Kuisisioner ini berisi pertanyaan-pertanyaan yang bertujuan untuk mengetahui apakah task yang telah dikembangkan telah sesuai dengan target yang ditetapkan dan hal-hal yang perlu diperbaiki dari task tersebut.

Demi tercapainya tujuan penelitian ini, saya mohon Responden bersedia menjawab semua pertanyaan dengan jujur, sesuai dengan

keadaan anda, dan tidak dipengaruhi siapapun. Jawaban Responden dari kuisisioner ini sangat berarti bagi saya, khususnya bagi penelitian saya, yaitu pengembangan task berdasarkan lagu untuk kegiatan pelajaran listening. Identitas dan jawaban Responden akan saya jamin kerahasiaannya sesuai dengan kode etik penelitian.

Demikian pengantar dari saya, atas perhatian dan kerjasama Anda saya ucapkan terimakasih. Selamat bekerja.

Yogyakarta, Januari 2011

Peneliti,

Ria cahyanti

05202241021

QUESTIONNAIRE FOR TASK EVALUATION

Developing Song-based Tasks for Teaching Listening for Grade X
Students of MAN Yogyakarta II of the Academic Years 2010/2011

Berilah tanda centang (✓) pada pernyataan-pernyataan dibawah ini sesuai dengan pendapat Anda secara jujur, murni dan tidak dipengaruhi oleh siapapun.

Petunjuk: Data Responden
SS : Sangat Setuju Nama :
S : Setuju Usia :
R : Ragu-ragu Jenis Kelamin :
TS : Tidak Setuju Pekerjaan :
STS : Sangat Tidak Setuju Lama Bekerja :

NO	STATEMENTS	SS	S	R	TS	STS
1	Task yang dikembangkan dapat meningkatkan ketrampilan <i>listening</i> siswa.					
2	Task yang dikembangkan pada unit 1 dapat meningkatkan kemampuan siswa dalam merespon makna yang terdapat pada text monolog sederhana dalam bentuk text <i>recount</i> .					
3	Task yang dikembangkan pada unit 2 dapat meningkatkan kemampuan siswa dalam merespon makna yang terdapat pada text monolog sederhana dalam bentuk text <i>narrative</i> .					
4	Task yang dikembangkan pada unit 3 dapat meningkatkan kemampuan siswa dalam merespon makna yang terdapat pada text monolog sederhana dalam bentuk text <i>descriptive</i> .					
5	Task yang dikembangkan dapat membantu siswa meningkatkan penguasaan kosakata bahasa Inggris					

	mereka.					
6	Task yang dikembangkan sesuai dengan tingkat kemampuan bahasa Inggris siswa.					
7	Task yang dikembangkan tidak terlalu mudah sehingga mampu menantang siswa untuk mengerjakannya.					
8	Task yang dikembangkan menarik dan dapat memberi motivasi.					
9	Task yang dikembangkan sesuai dengan kebutuhan belajar listening siswa.					
10	Task yang dikembangkan dapat mendorong siswa untuk menggunakan tehnik <i>bottom up</i> dan <i>top down</i> dalam memproses bahasa Inggris lisan.					
11	Task yang dikembangkan beragam.					
12	Task yang dikembangkan tersusun dari mudah ke sulit.					
13	<i>Activities</i> (kegiatan) yang dikembangkan sesuai dengan tujuan task.					
14	<i>Activities</i> (kegiatan) yang dikembangkan sesuai dengan input materi yang diberikan.					
15	<i>Activities</i> (kegiatan) yang dikembangkan dapat meningkatkan kemampuan <i>listening</i> siswa.					
16	<i>Activities</i> (kegiatan) yang dikembangkan mendorong siswa untuk berkomunikasi dan bekerja sama dengan teman sekelas.					
17	<i>Activities</i> (kegiatan) yang dikembangkan sesuai dengan tingkat kemampuan bahasa Inggris siswa.					
18	Topik yang diberikan menarik.					

19	Input materi yang diberikan autentik.					
20	Input materi yang diberikan sesuai dengan tujuan dari task.					
21	Input materi yang diberikan menarik dan memotivasi.					
22	Input materi yang diberikan dapat meningkatkan kemampuan <i>listening</i> siswa.					
23	Input materi yang diberikan sesuai dengan tingkat kemampuan bahasa Inggris siswa.					
24	Peran guru pada setiap task sudah sesuai.					
25	Peran siswa dalam setiap task sudah sesuai.					
26	Setting kelas (pembagian siswa untuk berkerja secara individu, berpasangan dan grup kecil) pada setiap task sudah sesuai.					
27	Judul dari setiap unit membantu siswa memprediksi topik yang akan dibahas dalam unit-unit tersebut.					
28	Layout yang dibuat tersusun dengan baik dan menarik.					
29	Instruksi-instruksi yang diberikan jelas dan mudah dipahami.					
30	Bahasa yang digunakan mudah dipahami.					
31	Pemberian pengayaan kosakata setelah input text sudah tepat					

Reliability

Scale: Evaluasi

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded ^a	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.957	32

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	R table Df=n-2 40-2=38	Cronbach's Alpha if Item Deleted
p1	127.45	292.356	.346	.957	.267	Valid
p2	127.60	292.451	.338	.957	.267	Valid
p3	127.57	289.994	.334	.958	.267	Valid
p4	127.52	291.076	.477	.956	.267	Valid
p5	127.57	281.892	.601	.956	.267	Valid
p6	127.42	289.276	.496	.956	.267	Valid
p7	127.67	281.969	.556	.956	.267	Valid
p8	127.42	283.225	.629	.955	.267	Valid
p9	127.75	280.859	.710	.955	.267	Valid
p10	127.62	276.856	.765	.954	.267	Valid
p11	127.67	276.430	.752	.954	.267	Valid
p12	127.77	284.846	.663	.955	.267	Valid
p13	127.82	277.840	.731	.955	.267	Valid
p14	127.82	277.122	.711	.955	.267	Valid
p15	127.57	283.789	.654	.955	.267	Valid
p16	127.67	277.763	.669	.955	.267	Valid
p17	127.60	276.041	.737	.955	.267	Valid
p18	127.75	278.244	.628	.956	.267	Valid
p19	127.62	283.369	.663	.955	.267	Valid
p20	127.55	287.228	.636	.956	.267	Valid

p21	127.52	282.461	.686	.955	.267	Valid
p22	127.42	280.558	.760	.955	.267	Valid
p23	127.42	281.328	.673	.955	.267	Valid
p24	127.65	283.772	.731	.955	.267	Valid
p25	127.67	279.507	.746	.955	.267	Valid
p26	127.47	285.076	.597	.956	.267	Valid
p27	127.60	281.579	.721	.955	.267	Valid
p28	127.80	282.421	.682	.955	.267	Valid
p29	127.67	280.533	.770	.954	.267	Valid
p30	127.72	285.948	.583	.956	.267	Valid
p31	127.55	289.895	.428	.957	.267	Valid
p32	127.45	286.305	.599	.956	.267	Valid

Descriptive Statistics of Students' Responses to Unit 1

No	Statement	N	ΣX	\bar{x}	Computation	Explanation
1	The developed tasks help the students to improve their listening skills.	40	172	4.3	$\bar{x} > 4.2$	Very Good
2	The developed tasks help the students to improve their ability in responding meanings in recount texts.	40	169	4.225	$\bar{x} > 4.2$	Very Good
3	The developed tasks help the students to improve their ability in responding meanings in narrative texts.	40	162	4.05	$3.4 < \bar{x} \leq 4.2$	Good
4	The developed tasks help the students to improve their ability in responding meanings in descriptive texts.	40	162	4.05	$3.4 < \bar{x} \leq 4.2$	Good
5	The developed tasks help the students to improve their vocabulary mastery.	40	156	3.9	$3.4 < \bar{x} \leq 4.2$	Good
6	The developed tasks are suitable with the students' current English proficiency.	40	157	3.925	$3.4 < \bar{x} \leq 4.2$	Good
7	The developed tasks are challenging.	40	157	3.925	$3.4 < \bar{x} \leq 4.2$	Good
8	The developed tasks are interesting and motivating.	40	158	3.95	$3.4 < \bar{x} \leq 4.2$	Good
9	The developed tasks meet the students' needs.	40	158	3.95	$3.4 < \bar{x} \leq 4.2$	Good
10	The developed tasks help students to use bottom-up and top-down processing skills.	40	152	3.8	$3.4 < \bar{x} \leq 4.2$	Good
11	The developed tasks are varied.	40	154	3.85	$3.4 < \bar{x} \leq 4.2$	Good
12	The developed tasks are graded from easy to difficult.	40	154	3.85	$3.4 < \bar{x} \leq 4.2$	Good
13	The activities are suitable with the goals of the tasks.	40	153	3.825	$3.4 < \bar{x} \leq 4.2$	Good
14	The activities match the input.	40	167	4.175	$3.4 < \bar{x} \leq 4.2$	Good

(continued)

(continued)

No	Statement	N	ΣX	\bar{x}	Computation	Explanation
15	The activities help students to improve their listening skills.	40	160	4	$3.4 < \bar{x} \leq 4.2$	Good
16	The activities encourage students to communicate and work with their classmate.	40	163	4.075	$3.4 < \bar{x} \leq 4.2$	Good
17	The activities match the students' existing English proficiency.	40	161	4.025	$3.4 < \bar{x} \leq 4.2$	Good
18	The topics are interesting.	40	162	4.05	$3.4 < \bar{x} \leq 4.2$	Good
19	The inputs are authentic.	40	157	3.925	$3.4 < \bar{x} \leq 4.2$	Good
20	The inputs match the goals of the tasks.	40	153	3.825	$3.4 < \bar{x} \leq 4.2$	Good
21	The inputs are interesting and motivating.	40	169	4.225	$\bar{x} > 4.2$	Very Good
22	The inputs help students to improve their listening skills.	40	158	3.95	$3.4 < \bar{x} \leq 4.2$	Good
23	The inputs match the students' existing English proficiency.	40	161	4.025	$3.4 < \bar{x} \leq 4.2$	Good
24	The role of the teachers in every task is suitable.	40	152	3.8	$3.4 < \bar{x} \leq 4.2$	Good
25	The role of the students in every task is suitable.	40	156	3.9	$3.4 < \bar{x} \leq 4.2$	Good
26	The setting of every task is suitable.	40	154	3.85	$3.4 < \bar{x} \leq 4.2$	Good
27	The title of the unit helps students to guess the topic of the unit.	40	152	3.775	$3.4 < \bar{x} \leq 4.2$	Good
28	The layout is good and interesting.	40	148	3.7	$3.4 < \bar{x} \leq 4.2$	Good
29	The instructions are clear.	40	151	3.775	$3.4 < \bar{x} \leq 4.2$	Good
30	The language used in the tasks is understandable.	40	153	3.825	$3.4 < \bar{x} \leq 4.2$	Good
31	The vocabulary enrichment in the post-listening is suitable.	40	165	4.125	$3.4 < \bar{x} \leq 4.2$	Good

Note: The statement in red = the highest score
The statement in brown = the lowest score

Descriptive Statistics of Students' Responses to Unit 2

No	Statement	N	ΣX	\bar{x}	Computation	Explanation
1	The developed tasks help the students to improve their listening skills.	32	136	4.25	$\bar{x} > 4.2$	Very Good
2	The developed tasks help the students to improve their ability in responding meanings in recount texts.	32	133	4.1562	$3.4 < \bar{x} \leq 4.2$	Good
3	The developed tasks help the students to improve their ability in responding meanings in narrative texts.	32	139	4.3438	$\bar{x} > 4.2$	Very Good
4	The developed tasks help the students to improve their ability in responding meanings in descriptive texts.	32	132	4.1250	$3.4 < \bar{x} \leq 4.2$	Good
5	The developed tasks help the students to improve their vocabulary mastery.	32	134	4.1875	$3.4 < \bar{x} \leq 4.2$	Good
6	The developed tasks are suitable with the students' current English proficiency.	32	124	3.875	$3.4 < \bar{x} \leq 4.2$	Good
7	The developed tasks are challenging.	32	125	3.9062	$3.4 < \bar{x} \leq 4.2$	Good
8	The developed tasks are interesting and motivating.	32	124	3.875	$3.4 < \bar{x} \leq 4.2$	Good
9	The developed tasks meet the students' needs.	32	124	3.875	$3.4 < \bar{x} \leq 4.2$	Good
10	The developed tasks help students to use bottom-up and top-down processing skills.	32	133	4.1562	$3.4 < \bar{x} \leq 4.2$	Good
11	The developed tasks are varied.	32	133	4.1562	$3.4 < \bar{x} \leq 4.2$	Good
12	The developed tasks are graded from easy to difficult.	32	125	3.9062	$3.4 < \bar{x} \leq 4.2$	Good
13	The activities are suitable with the goals of the tasks.	32	128	4	$3.4 < \bar{x} \leq 4.2$	Good
14	The activities match the input.	32	127	3.9688	$3.4 < \bar{x} \leq 4.2$	Good

(continued)

(continued)

No	Statement	N	ΣX	\bar{x}	Computation	Explanation
15	The activities help students to improve their listening skills.	32	130	4.0625	$3.4 < \bar{x} \leq 4.2$	Good
16	The activities encourage students to communicate and work with their classmate.	32	125	3.9062	$3.4 < \bar{x} \leq 4.2$	Good
17	The activities match the students' existing English proficiency.	32	129	4.0312	$3.4 < \bar{x} \leq 4.2$	Good
18	The topics are interesting.	32	134	4.1875	$3.4 < \bar{x} \leq 4.2$	Good
19	The inputs are authentic.	32	127	3.9688	$3.4 < \bar{x} \leq 4.2$	Good
20	The inputs match the goals of the tasks.	32	127	3.9688	$3.4 < \bar{x} \leq 4.2$	Good
21	The inputs are interesting and motivating.	32	125	3.9062	$3.4 < \bar{x} \leq 4.2$	Good
22	The inputs help students to improve their listening skills.	32	129	4.0312	$3.4 < \bar{x} \leq 4.2$	Good
23	The inputs match the students' existing English proficiency.	32	110	3.4375	$3.4 < \bar{x} \leq 4.2$	Good
24	The role of the teachers in every task is suitable.	32	162	3.9375	$3.4 < \bar{x} \leq 4.2$	Good
25	The role of the students in every task is suitable.	32	131	4.0935	$3.4 < \bar{x} \leq 4.2$	Good
26	The setting of every task is suitable.	32	132	4.125	$3.4 < \bar{x} \leq 4.2$	Good
27	The title of the unit helps students to guess the topic of the unit.	32	140	4.3750	$\bar{x} > 4.2$	Very Good
28	The layout is good and interesting.	32	125	3.9062	$3.4 < \bar{x} \leq 4.2$	Good
29	The instructions are clear.	32	129	4.0312	$3.4 < \bar{x} \leq 4.2$	Good
30	The language used in the tasks is understandable.	32	119	3.7188	$3.4 < \bar{x} \leq 4.2$	Good
31	The vocabulary enrichment in the post-listening is suitable.	32	130	4.0625	$3.4 < \bar{x} \leq 4.2$	Good

Note: The statement in red = the highest score
The statement in brown = the lowest score

Descriptive Statistics of Students' Responses to Unit 3

No	Statement	N	ΣX	\bar{x}	Computation	Explanation
1	The developed tasks help the students to improve their listening skills.	40	174	4.35	$\bar{x} > 4.2$	Very Good
2	The developed tasks help the students to improve their ability in responding meanings in recount texts.	40	162	4.05	$3.4 < \bar{x} \leq 4.2$	Good
3	The developed tasks help the students to improve their ability in responding meanings in narrative texts.	40	162	4.05	$3.4 < \bar{x} \leq 4.2$	Good
4	The developed tasks help the students to improve their ability in responding meanings in descriptive texts.	40	169	4.225	$\bar{x} > 4.2$	Very Good
5	The developed tasks help the students to improve their vocabulary mastery.	40	159	3.975	$3.4 < \bar{x} \leq 4.2$	Good
6	The developed tasks are suitable with the students' current English proficiency.	40	159	3.975	$3.4 < \bar{x} \leq 4.2$	Good
7	The developed tasks are challenging.	40	153	3.825	$3.4 < \bar{x} \leq 4.2$	Good
8	The developed tasks are interesting and motivating.	40	160	4	$3.4 < \bar{x} \leq 4.2$	Good
9	The developed tasks meet the students' needs.	40	161	4.025	$3.4 < \bar{x} \leq 4.2$	Good
10	The developed tasks help students to use bottom-up and top-down processing skills.	40	155	3.875	$3.4 < \bar{x} \leq 4.2$	Good
11	The developed tasks are varied.	40	155	3.875	$3.4 < \bar{x} \leq 4.2$	Good
12	The developed tasks are graded from easy to difficult.	40	153	3.825	$3.4 < \bar{x} \leq 4.2$	Good
13	The activities are suitable with the goals of the tasks.	40	152	3.8	$3.4 < \bar{x} \leq 4.2$	Good
14	The activities match the input.	40	157	3.925	$3.4 < \bar{x} \leq 4.2$	Good

(continued)

(continued)

No	Statement	N	ΣX	\bar{x}	Computation	Explanation
15	The activities help students to improve their listening skills.	40	155	3.875	$3.4 < \bar{x} \leq 4.2$	Good
16	The activities encourage students to communicate and work with their classmate.	40	156	3.9	$3.4 < \bar{x} \leq 4.2$	Good
17	The activities match the students' existing English proficiency.	40	155	3.875	$3.4 < \bar{x} \leq 4.2$	Good
18	The topics are interesting.	40	155	3.875	$3.4 < \bar{x} \leq 4.2$	Good
19	The inputs are authentic.	40	151	3.775	$3.4 < \bar{x} \leq 4.2$	Good
20	The inputs match the goals of the tasks.	40	152	3.8	$3.4 < \bar{x} \leq 4.2$	Good
21	The inputs are interesting and motivating.	40	159	3.975	$\bar{x} > 4.2$	Good
22	The inputs help students to improve their listening skills.	40	161	4.025	$3.4 < \bar{x} \leq 4.2$	Good
23	The inputs match the students' existing English proficiency.	40	162	4.025	$3.4 < \bar{x} \leq 4.2$	Good
24	The role of the teachers in every task is suitable.	40	154	3.85	$3.4 < \bar{x} \leq 4.2$	Good
25	The role of the students in every task is suitable.	40	156	3.9	$3.4 < \bar{x} \leq 4.2$	Good
26	The setting of every task is suitable.	40	152	3.8	$3.4 < \bar{x} \leq 4.2$	Good
27	The title of the unit helps students to guess the topic of the unit.	40	162	4.05	$3.4 < \bar{x} \leq 4.2$	Good
28	The layout is good and interesting.	40	149	3.725	$3.4 < \bar{x} \leq 4.2$	Good
29	The instructions are clear.	40	155	3.875	$3.4 < \bar{x} \leq 4.2$	Good
30	The language used in the tasks is understandable.	40	153	3.825	$3.4 < \bar{x} \leq 4.2$	Good
31	The vocabulary enrichment in the post-listening is suitable.	40	163	4.075	$3.4 < \bar{x} \leq 4.2$	Good

Note: The statement in red = the highest score
The statement in brown = the lowest score

Interview guideline:

1. Apakah tujuan dari task yang dikembangkan sudah tercapai (meningkatkan listening skills siswa: memahami dan merespon recount, narrative dan descriptive monologue)?
2. Apakah task yang dikembangkan sesuai dengan kebutuhan siswa?
3. Apakah task/activity yang dikembangkan sesuai dengan kemampuan listening siswa?
4. Apakah topik dari task yang dikembangkan sesuai dengan kebutuhan siswa?
5. Apakah topik dari task yang dikembangkan menarik?
6. Apakah input yang diberikan sesuai dengan kebutuhan siswa?
7. Apakah input yang diberikan menarik?
8. Apakah input yang diberikan sesuai dengan tingkat listening skills siswa?
9. Apakah input yang diberikan dapat meningkatkan listening skills siswa?
10. Apakah peran guru dalam task yang dikembangkan sudah tepat?
11. Apakah peran siswa dalam task yang dikembangkan sudah tepat?
12. Apakah setting yang diberikan sudah tepat?
13. Apakah layout yang dikembangkan menarik?
14. Apakah pemberian kosakata sudah tepat?
15. Task yang harus direvisi apa saja?

The Interview of Tasks Evaluation of Unit 1 (Tell Me What You Did Yesterday)

This section presents the transcript of the interviews which were conducted by the researcher during the data collection process at the tasks evaluation stage. The data from these interviews were used to revise the developed song-based tasks. The researcher chose three students of class X^c of MAN Yogyakarta II as the respondents of the interviews. The interviews were done after unit 1 of the developed song-based tasks was implemented in the real teaching and learning process in the classroom. Here, the researcher is symbolized by R and the students are symbolized by S.

Interview 1

Respondent	: S1	Day/ Date	: Thursday/ January 20, 2011
Interviewer	: The researcher (R)	Venue	: Class X ^c

- R : *Dek, ni saya mau tanya-tanya tentang pelajaran listening yang tadi boleh nggak?*
- S1 : *Iya, mbak, boleh.*
- R : *Thank you. Ok, menurut Adek pembelajaran listening tadi bagaimana? Bisa enjoy nggak tadi? Materinya menarik nggak?*
- S1 : *Ehmm..., tadi pelajarannya asik mbak, kan listeningnya pake lagu. Lebih enjoy gitu. Biasanya pake percakapan, susah, bosen. Kalo materinya, yang di handout ini kan (menunjuk handout Unit 1 yang dipegang), menarik sih isinya, lagu-lagunya, tapi tampilannya kurang menarik, mbok dikasih gambar-gambar atau warna-warna yang cerah gitu, mbak.*
- R : *O gitu, ok, ok. Kalau lagu-lagu nya gimana? Terlalu susah dipahami apa sedang?*
- S1 : *Lagunya bagus-bagus, mbak. Yang agak susah ki yang ini, The Beatles. Kan tadi nggak ada teksnya jadi agak nggak mudeng isinya. Kalau yang lain bisa mudeng isinya. Aku mau mbak kalau tiap listening pake lagu, hehehe.*
- R : *Maunya... Kalau tasknya, tugas-tugasnya tadi gimana, terlalu susah nggak? Bisa ningkatin listening kamu nggak?*
- S1 : *bisa, mbak, bisa ningkatin listening aku. Ada yang gampang, ada yang susah. Tapi kan namanya soal harus ada yang susah ya, mbak. (sambil membolak-balik halaman handout), yang susah itu Task 10, kata-katanya mirip, susah bedain. Trus task 13 itu mbak, susah banget. Nggak bisa nanya sama jawabnya, apa lagi langsung. Aku bikin kalimat tanya masih bingung mbak, apalagi harus spontan.*
- R : *O gitu to, tapi tadi kan sudah dikasih waktu buat nyiapin pertanyaan sama jawabannya, apa-apa yang harus ditanya juga sudah ada.*
- S1 : *Iya, mbak, tapi tetep susah. Bingung. Tadi nggak ada contohnya dulu kan.*
- R : *Jadi harus dikasih contoh dulu ya. Ok. Lainnya apalagi? Yang sulit, yang belum jelas atau perlu diperbaiki.*
- S1 : *Ehmm...apa ya? Itu aja deh, mbak.*
- R : *Nah, kalau cara saya ngajar tadi gimana?*
- S1 : *Ya, kayak guru, mbak. Nggak segalak guru yang asli. Tapi tadi suaranya kurang keras.*

R : *Ok. Trus lainnya apa lagi?*
 S1 : *Itu aja, mbak. Dari tadi kok minta lagi sih, mbak.*
 R : *Ya udah deh kalau nggak ada lagi. Dah selesai. Thanks a lot ya.*
 S1 : *Ya, mbak, sama-sama.*

Interview 2

Respondent	: S2	Day/ Date	: Thursday/ January 20, 2011
Interviewer	: The researcher (R)	Venue	: Class X ^c

R : *Dek, boleh tanya-tanya dikit nggak tentang pelajaran listening tadi?*
 S2 : *Boleh, mbak. Ehh, mbak, besok masuk kelas ku lagi ya, pake LP lagi, asik e.*
 R : *yee.., maunya yang asik-asik aja, belajarnya jalan nggak tadi, apa cuma ndengerin lagu tok?*
 S2 : *ya belajar juga mbak, orang pas ndengerin lagu disuruh sambil ngerjain apa, habis itu masih ngerjain soal-soalnya juga kok. Tapi kalau pake lagukan lebih asik daripada pake kaset listening. Lebih dong.*
 R : *Emang kalo lagu lebih dong, tahu semua yang diucapin penyanyinya?*
 S2 : *Ya enggak sih, mbak, tapi masih mending daripada pake kaset, bikin stres. Kalau pake lagu kan meskipun nggak tahu setiap kata yang diucapin penyanyinya tapi bikin semangat ndengerin sama ngartiin lagunya tentang apa.*
 R : *Oke deh. Lanjut. Jadi pake lagu tadi sudah sesuai sama yang kamu pingin ya. Tapi pelajaran tadi bisa melatih ketrampilan listening kamu apa nggak? Jangan-jangan Cuma asiknya doing.*
 S2 : *Hee mbak e ki. Ya bisa, mbak. Tadi soal-soalnya kan bikin kita tahu apa isi lagu-lagunya, kosakatanya juga nambah, trus pengucapan kata-katanya juga nambah, bisa mbedain kata-kata yang mirip di lagunya (membuka handout) Zain Bhikha ini.*
 R : *Tahu nggak tadi yang kita bahas tentang apa?*
 S2 : *Tahulah, mbak. Tentang cerita, pengalaman kita kan. Dari judulnya aja sudah jelas "Tell Me What You Did Yesterday"*
 R : *Bener tuh. Nah, kalau task atau tugas-tugasnya tadi gimana, terlalu susah, apa terlalu mudah.*
 S2 : *Ada yang susah, ada yang mudah. Yang susah banget ki pas disuruh wawancara tadi, mbak. Aku bingung gimana cara tanyanya. Nggak bisa bikin kalimat tanya. Nggak bisa jawab pertanyaannya juga.*
 R : *Kalau dikasih waktu lebih lama buat mempersiapkan pertanyaan sama jawabannya dulu gimana?*
 S2 : *Yo jadi lebih gampang, mbak, apalagi kalau boleh diskusi, jadi PR.*
 R : *Ya, ya. Trus lainnya apalagi yang susah, yang perlu diperbaiki?*
 S2 : *Ehmm.. opo yo? Anu, mbak. Dibikin yang lebih menarik desainnya.*
 R : *Ok, ok. Kalau cara saya ngajar saya tadi gimana?*
 S2 : *Suarane tadi kurang keras mbak kalau dari belakang.*
 R : *Ok deh, kan biar kalian pada anteng. Trus ada lagi?*
 S2 : *Nggak ada, itu aja.*

S2 : *Ya, mbak.*

Respondent : S3 Day/ Date : Thursday/ January 20, 2011
Interviewer : The researcher (R) Venue : Class X^c

S3 : *Boleh, mbak.*

R : *Lagunya terlalu susah, apa terlalu gampang? Trus tugas-tugasnya juga gimana?*

R : Semua task bisa ngerjain?

R : Kalau pelajaran listening tadi bisa bantu kamu ningkatin kemampuan listening kamu atau nggak?

R : *Ada kesulitan nggak?*

S3 : *Nggak sih mbak, biasa aja kesulitannya, masih bisa diatasi.*

R : *Trus ada saran apa yang harus diperbaiki?*

S3 : *Ehmmm... Nggak ada, mbak. Sudah bagus.*

R : *Ok deh kalau gitu. Makasih banyak ya.*

S3 : *Ya, mbak, sama-sama.*

The Interview of Tasks Evaluation Of Unit 2 (Once Upon a Time)

This section presents the transcript of the interviews which were conducted by the researcher during the data collection process at the tasks evaluation stage. The data from these interviews were used to revise the developed song-based tasks. The researcher chose three students of class X^B of MAN Yogyakarta II as the respondents of the interviews. The interviews were done after unit 2 of the developed song-based tasks was implemented in the real teaching and learning process in the classroom. Here, the researcher is symbolized by R and the students are symbolized by S.

Interview 1

Respondent	: S4	Day/ Date	: Saturday/ January 22, 2011
Interviewer	: The researcher (R)	Venue	: Class X ^B

- R : *Dek, boleh minta waktunya sebentar nggak?*
- S4 : *Boleh, mbak. Ada apa ya?*
- R : *Gini, aku mau Tanya-tanya soal pelajaran listening tadi. Gimana pendapat mu tentang pelajaran listening tadi? Suka nggak?*
- S4 : *Aku suka, mbak. Menurut aku sih tadi bagus, mbak. Pelajarannya lebih asik dan lebih nyante. Tadi tu padahal sudah illfeel gitu pas mau pelajaran listening. Biasanya kan listeningnya pake percakapan, nggak dong gitu apa yang diomongin. Kalau yang ngomong pas listeningnya itu orang Indonesia lebih dong tapi kan males. Beda sama bule asli.*
- R : *Kalau pake lagu lebih mudah ya, lebih bisa mengikuti kata-kata yang diucapkan?*
- S4 : *Ya sedikit-sedikit, mbak. Tapi meski nggak dong semua kata yang diucapin, tapi kan tetep asik, jadi tetep mau ndengerin. Kalau pake percakapan terus, dah nggak dong ngomong apa terus males ndengerin.*
- R : *Ok, terus kalau lagu-lagu yang dipake tadi, suka nggak, terlalu susah nggak?*
- S4 : *Dua-duanya asik, mbak. Lagu pertama nggak terlalu susah, masih paham. Tapi yang lagu ke-2 tadi, yang Little white Lie itu susah dipahami, lagunya cepat jadi nggak dong apa kata-katanya. Itu mbok diganti pake lagu laen aja mbak. Susah itu.*
- R : *Ok, besok ya. Kalau task atau tugas-tugasnya tadi gimana, terlalu susah, atau gampang? Dari Task 1 ke belakang yang bermasalah mana?*
- S4 : *Ehmm..(sambil membuka-buka handout). Yang Task 1, 2, 3, 4 bisa, nggak ada masalah. Task 5, 6, 7, agak sulit, harus mikir, tapi bisa juga. Nah Task 8 sama 9 ni susah banget mbak, lagunya cepet banget, nggak mudeng isi lagunya juga, little white lie to ya apa nggak dong. Kalau diganti lagu yang lebih gampang paling bisa ngerjain mbak. Kalau Task 10, gak ada masalah. Task 11 ni aku bingung kata-kata bahasa Inggrisnya. Task 13 ini aku seneng mbak, jadi tahu cara baca yang benar, padahal sebelumnya dah PD kalau cara pengucapan ku sudah bener, ternyata belum.*
- R : *Jadi yang paling bermasalah task yang berhubungan sama lagunya Tanya Stephane yang Little White Lie ya. Ok, besok aku ganti deh.*

S4 : *Iya mbak, itu diganti aja.*
 R : *ya, ya. Trus lain nya apalagi yang perlu diperbaiki?*
 S4 : *Ehhmmm...apa ya? Udah, mbak, itu aja.*
 R : *Kalau gitu gimana task di handout ini sama lagu-lagunya bisa melatih ketrampilan listening kamu nggak?*
 S4 : *Iya, mbak, bisa. Kan jadi tambah kosakatanya, pengucapan kata-katanya juga.*
 R : *Kalau cara ngajar saya gimana?*
 S4 : *Sudah bagus, mbak.*
 R : *Ada lagi yang mau disampein?*
 S4 : *Nggak, mbak.*
 R : *Kalau gitu dah cukup. Makasih banyak ya.*
 S4 : *Iya mbak, sama-sama.*

Interview 2

Respondent	: S5	Day/ Date	: Saturday/ January 22, 2011
Interviewer	: The researcher (R)	Venue	: Class X ^B

R : *Dek, boleh naya-nanya sebentar?*
 S5 : *Boleh mbak.*
 R : *Menurut kamu pelajaran listening tadi gimana?*
 S5 : *Asik mbak tadi listeningnya lagu, beda dari biasanya.*
 R : *Jadi kamu suka sama pelajaran listening tadi?*
 S5 : *Iya mbak, sesuai selera.*
 R : *kalau lagu-lagu yang dipakai gimana, suka nggak?*
 S5 : *Suka mbak, lagu-lagunya asik kok.*
 R : *Nah, kalau task atau tugas-tugasnya gimana, ada yang nggak bisa?*
 S5 : *Emmm..yang tadi ada yang susah banget. (membuka-buka handout, nah yang Task 8 sama 9 ini mbak. Lagunya ini cepet banget mbak, nggak bisa ngikuti kata-katanya. Kalimatnya juga susah dipahami, nggak paham isinya.*
 R : *Jadi nggak bisa ngerjain Task 8 sama 9 karena lagunya sulit ya. Kalau diganti lagu berarti bisa ya.?*
 S5 : *Kalau lagunya nggak susah yang ini mungkin bisa, mbak.*
 R : *Kalau task lainnya gimana?*
 S5 : *Apa ya? Lainnya sudah baik, mbak.*
 R : *Jadi tadi pelajaran listeningnya bisa bantu kamu ningkatin kemampuan listening kamu apa nggak?*
 S5 : *Bisa lah, mbak. Kan tadi belajar ndengerin, trus ada soal-soal yang harus dikerjain juga, sma ada ngecek apa tadi namanya yang pengucapan kata-kata bahasa Inggris tadi.*
 R : *Ada saran-saran perbaikan buat handout ini nggak, apa gitu?*
 S5 : *Nggak ada, mbak. Sudah bagus. Ya Cuma yang Task 8 sama 9 tadi lagunya diganti aja.*

R : *Kalau cara mengajar saya tadi gimana?*
 S6 : *Emm... sudah bagus, mbak, mungkin suaranya lebih diperkeras sedikit. Gitu aja sih.*
 R : *Ok deh, kalau gitu thank you ya.*
 S5 : *ya, sama-sama, mbak.*

Interview 3

Respondent : S6 Day/ Date : / January 21, 2011
 Interviewer : The researcher (R) Venue : Class X^B

R : *Dek, bisa nanya-nanya bentar, nggak?*
 S6 : *Aduh, nyanya-nanya apa e, mbak.*
 R : *Nggak pa-pa, Cuma nanya-nanya tentang pelajaran listening tadi kok. Boleh?*
 S6 : *O... Boleh deh, mbak.*
 R : *Menurut kamu pelajaran listening tadi gimana? Kamu enjoy nggak?*
 S6 : *O, iya dong, mbak, tadi kan pake lagu, biasanya kan dialog terus, bosan.*
 R : *Emang nggak pernah pake lagu ya kalau pelajaran listening?*
 S6 : *dulu pernah sih, tapi jarang banget, terus soal-soalnya juga lebih gampang-gampang dari pada soal yang tadi ini.*
 R : *Yang tadi soal-soalnya susah ya?*
 S6 : *Lebih susah, harus pake mikir. Ada yang gampang juga sih. Tadi yang Task 8 sama 9 susah banget itu, mbak. Lagunya cuepet tenan, trus lagunya juga susah dipahami, gitu.*
 R : *Jadi mending diganti ya lagunya?*
 S6 : *Iya, mbak, diganti aja. Kalau bisa lagunya yang agak lebih ngerock gitu deh.*
 R : *Ya, ya besok aku cariin lagu yang cocok dulu. Ada lagi yang bermasalah dan perlu diperbaiki?*
 S6 : *Emmm...itu aja deh.*
 R : *Kalau secara keseluruhan pelajaran listening tadi bermanfaat nggak buat ningkatin kemampuan listening kamu?*
 S6 : *Iyalah, mbak. Tadi kan belajar ndengerin bahasa Inggris, mbedain kata-kata yang mirip, trus belajar cara pengucapan yang benar sama, belajar teka-teki silang juga.*
 R : *Kalau cara aku ngajar dikelas tadi gimana?*
 S6 : *Ya, sudah bagus, mbak.*
 R : *Ada lagi yang mau disampein, kritik atau saran gitu buat perbaiki handout ini?*
 S6 : *Nggak ada, mbak. Sudah.*
 R : *Ok, deh, kalau gitu makasih banget atas waktunya ya?*
 S6 : *Yoi, mbak, sama-sama.*

The Interview of Tasks Evaluation Of Unit 3 (What Does She Look Like?)

This section presents the transcript of the interviews which were conducted by the researcher during the data collection process at the tasks evaluation stage. The data from these interviews were used to revise the developed song-based tasks. The researcher chose three students of class X^A of MAN Yogyakarta II as the respondents of the interviews. The interviews were done after unit 3 of the developed song-based tasks was implemented in the real teaching and learning process in the classroom. Here, the researcher is symbolized by R and the students are symbolized by S.

Interview 1

Respondent	: S7	Day/ Date	: Saturday/ January 22, 2011
Interviewer	: The researcher (R)	Venue	: Class X ^A

- R : *Boleh Tanya-tanya bentar tentang pelajaran listening tadi nggak?*
- S7 : *Boleh, mbak.*
- R : *Menurut kamu pelajaran listening tadi gimana?*
- S7 : *Menyenangkan, mbak, apalagi kalau nggak pake ngerjain soal-soal.*
- R : *Yee maunya. Berarti kalau pelajaran listening kayak gitu lagi mau ya. Nah, kalau lagu-lagunya tadi gimana, asik-asik kan. Tapi susah nggak tadi?*
- S7 : *Lagunya bagus-bagus. Sedanglah, nggak terlalu cepet, nggak terlalu pelan. Pengucapannya juga jelas kok, mbak. Isi lagu-lagunya juga nggak terlalu sulit dipahami.*
- R : *Kalau task, tugas-tugasnya tadi gimana, ada masalah nggak?*
- S7 : *Nggak ada masalah sih mbak. Beberapa soal susah tapi masih bisa ngerjain kok. Yang task, yang milih kata yang benar dari kata-kata yang mirip tadi lumayan susah. Itu aja sih, mbak.*
- R : *Jadi Pelajaran tadi bisa ningkati kemampuan listening kamu apa nggak?*
- S7 : *Bisa, mbak. Tadi juga nambah kosakata, sama pengucapan yang benar.*
- R : *Ada saran buat perbaikan handout ini nggak?*
- S7 : *Apa yaa..(membuka-buka handout), mungkin tampilanya dibuat yang lebih menarik aja mbak. Udah itu aja.*
- R : *Itu aja ya. Ya udah, makasih ya.*
- S7 : *Sama-sama.*

Interview 2

Respondent	: S8	Day/ Date	: Saturday/ January 22, 2011
Interviewer	: The researcher (R)	Venue	: Class X ^A

- R : *Dek, boleh minta waktu sebentar? Mau Tanya-tanya dikit tentang pelajaran listening tadi?*
- S8 : *Boleh. Tanya apa, mbak?*

R : Menurut kamu pelajaran listening tadi gimana? Menyenangkan nggak?

S8 : Menurut aku tadi itu listeningnya asik, mbak. Biasanya kalau listening bikin males.

R : Kenapa kok males?

S8 : Listening itu tu susah, mbak. Nggak denger apa yang diomongin bulenya. Ngomongnya cepet banget. Tulisan sama cara bacanya beda. Beda sama kalau yang ngomong orang Indonesia.

R : Tapi listening tadi yang nyanyikan juga bule, bias ngikuti kata-katanya nggak?

S8 : Ya dikit-dikit ada yang nyantol, ka nada liriknya juga. Kalau lagu meski nggak semua nyantol pun masih tetep suka ndengerin. Nah kalau dialog apa lagi yang panjang tu males. Susah.

R : kalau lagu-lagunya tadi bagus nggak, trus mudah diikuti nggak kata-katanya, susah dipahami nggak isinya?

S8 : Lagunya keren-keren, mbak. kalau lagi yang awal tadi jelas kata-katanya, lagunya juga nggak terlalu cepet. Kalau lagu yang ke dua tadi termasuk cepet tapi masih bias ngerjain task yang milih kata-kata mirip itu. Kalau isi lagunya ya agak susah tapi diskusi sama temen trus dibantu mbak e ya jadi lebih paham.

R : Lagunya berarti nggak ada masalah ya, sudah pas gitu. Nah kalau task-tasknya tadi gimana, susah-susah apa terlalu gampang?

S8 : Ehmm..sedang, ada yang mudah, ada juga yang susah. Yang termasuk susah itu yang pertanyaan tentang lagu pertama. (Membuka handout) nah yang Task 5, terus yang di lagu kedua yang Task 8 sama pertanyaan yang di Task 9. Itu aja, mbak.

R : O itu susah ya, tapi tadi bisa ngerjain task-task itu apa ngak?

S8 : Masih bisa. Task 5 sama 9 kan diskusi kelompok jadi lebih gampang, Task 8 lagunya diputar 3 kali.

R : Ok, jadi nggak papa ya task-tasknya kayak itu. Kalau yang lainnya, gimana ada yang susah lagi?

S8 : Nggak ada, cuman itu.

R : Nah kalau menurut kamu tadi pelajaran listeningnya, lagu-lagunya, task-tasknya, bisa membantu kamu meningkatkan kemampuan listening kamu apa nggak?

S8 : Ya, bisa, mbak.

R : Kenapa kok bisa, tadikan cuma ndengerin lagu-lagu?

S8 : Ya, dari mendengarkan lagu jadi tahu kata-katanya cara bacanya gimana, arti katanya, sama arti lagunya apa, sama tadi juga ngerjain soal-soalnya juga.

R : Ada saran apa buat memperbaiki handout ini?

S8 : Ehmmm..apa ya.. mungkin tampilan handoutnya dibikin lebih menarik, misalnya ditambah gambar-gambar, yang colourful gitu. Itu aja, mbak.

R : Terakhir, tadi penampilan saya sebagai guru gimana?

S8 : Sudah bagus, mbak.

R : Beneran?

S8 : Iya.

R : Ok, kalau gitu dah selesai tanya-tanyanya. Makasih ya.

S8 : Iya, mbak, sama-sama.

Interview 3

Respondent : S9
Interviewer : The researcher (R)

Day/ Date : Saturday/ January 22, 2011
Venue : Class X^A

- R : *Maaf Dek, aku boleh nanya-nanya bentar, nggak, tentang pelajaran listening tadi?*
- S9 : *Bole, mbak, boleh.*
- R : *Gini, menurut kamu pelajaran listening tadi gimana?*
- S9 : *Bagus, mbak.*
- R : *Bagus gimana?*
- S9 : *Ya, menarik, menyenangkan. Kita kan kalau listening biasanya mendengarkan dialog atau bacaan gitu. Jarang banget pake lagu.*
- R : *Kamu suka yang kayak tadi apa yang biasanya?*
- S9 : *Ya dua-duanya, mbak. Ganti-gantian gitu aja biar nggak bosan.*
- R : *Ok. Nah menurut kamu tadi pelajaran listeningnya bisa melatih kemampuan listening kamu atau nggak?*
- S9 : *Bisa, mbak, kan mendengarkan lagu melatih kemampuan mendengarkan kata-kata bahasa Inggris. Soal-soalnya juga melatih pemahaman isi lagu, tahu arti lagunya. Tadi juga ada latihan pengucapan juga. Bisa, mbak, bisa*
- R : *Kalau lagu-lagunya tadi susah-susah nggak untuk mengikuti lagunya dan memahami isi lagunya.*
- S9 : *Nggak susah, lagunya termasuk pelan dan jelas pengucapannya, juga simple jadi nggak rumit. Lagu pertama tadi yang bingung hubungan antara penyanyi sama Jennifer itu apa. Tapi masih bisa, mbak.*
- R : *Ok, kalau task-tasknya gimana, susah-susah atau gampang?*
- S9 : *Ada yang susah, ada yang gampang, sedang, mbak.*
- R : *Yang susah yang mana aja?*
- S9 : *Yang njawab pertanyaan tentang Jennifer tadi, hubungan Jennifer sama penyanyinya apa, itu lumayan bingung. Terus yang Bruno Mars yang mbedain kata-kata mirip di lagunya tadi rumit juga itu?*
- R : *Tapi bisa ngerjain kan, apa perlu diganti tasknya?*
- S9 : *Bisa kok, mbak. Ya terserah mbak e, nggak diganti juga nggak apa-apa.*
- R : *Ada lagi yang mau disampaikan, kritik atau saran perbaikan handout ini?*
- S9 : *Ehmmm...nggak ada mbak.*
- R : *Nah, kalau cara saya ngajar dikelas tadi gimana?*
- S9 : *Sudah bagus, mbak, tapi kadang dari belakang suaranya kurang keras.*
- R : *O gitu. Ok. Sudah selesai, makasih ya.*
- S9 : *Ya, mbak.*

The Interview of Tasks Evaluation

Besides interviewing the students, the researcher also interviewed the English teachers of grade X of MAN Yogyakarta II. She interviewed two teachers, namely Mrs. RN and Mrs. LTH, at separate time. Here are the detail transcripts of the interviews. The researcher symbolized as R, while the teachers are symbolized as Mrs. RN and Mrs. LTH.

Interview 1

Respondent : Mrs. RN Day/ Date : Tuesday / January 25, 2011
Interviewer : The researcher (R) Venue : Library

- R : *Maaf, Bu, saya boleh mengganggu sebentar?*
- Mrs. RN : *O iya silahkan. Nggak apa-apa kok, nggak ngganggu. Gimana, mbak?*
- R : *Begini, Bu, saya mau tanya beberapa hal tentang try-out saya kemarin dan task yang saya try-out.*
- Mrs. RN : *O ya, silahkan.*
- R : *Yang pertama, menurut ibu, apakah task yang saya kembangkan sudah sesuai dan dapat mencapai goals pembelajaran listening atau belum ya, bu?*
- Mrs. RN : *Menurut saya task-task di setiap unitnya sudah sesuai dan bisa mencapai goal dari pembelajaran listening, yaitu, melatih kemampuan listening siswa dalam memahami dan merespon text recount, narrative dan descriptive. Ini saya malah baru tahu kalau lagu-lagunya bagus bisa ada macam-macam text recount, descriptive sama narrative. Biasanya saya cuma menemukan descriptive sama recount tapi nggak sebagus ini. Ini narrative nya malah bagus-bagus juga, nyari dimana to, mbak?*
- R : *Itu dari internet, bu. Beberapa lagu saya memang sudah tahu terlebih dulu, saya perhatikan bagus textnya, yang lainnya saya sengaja searching untuk keperluan task ini, bu.*
- Mrs. RN : *Besok saya minta lagunya lho mbak. O ya, apalagi, mbak?*
- R : *Kalau task-tasknya terlalu sulit atau malah terlalu mudah, bu?*
- Mrs. RN : *Kalau terlalu mudah enggak ya, bervariasi, ada yang mudah, sedang, dan sulit. Tapi saya ada beberapa catatan dari try-out kemarin. Yang Unit 1, Task 13nya terlalu sulit buat sebagian besar siswa, mereka itu kalau belum ada contoh kegiatan sejenis itu kesusahan mbak. Karena belum ada contoh sebelumnya, mereka jadi perlu waktu lama untuk menyiapkan pertanyaan dan jawabannya. Belum bisa spontan mereka.*
- R : *Iya, Bu, siswanya juga bilang begitu. Jadi sebaiknya bagaimana?*
- Mrs. RN : *Task ini lebih baik diganti dengan task lain yang lebih dekat dengan task-task yang dikerjakan sebelumnya saja, mbak.*
- R : *O iya bu, misalnya siswa disuruh menceritakan pengalaman mereka saja ya, bu.*

Mrs. RN : *Iya begitu saja, mbak. Lalu, untuk Unit 1 saya rasa kebanyakan lagunya, mbak, jadi waktu untuk siswa mengeksplorasi setiap lagu terbatas. Lebih baik dikurangi satu lagu saja kalau menurut saya.*

R : *O, iya, iya, bu. Kemarin memang jadi agak terburu-buru. Kalau lainnya yang perlu diperbaiki di unit 1 apa lagi, bu.*

Mrs. RN : *(Membuka-buka handout). Saya rasa sudah baik. Nggak ada masalah lainnya.*

R : *Kalau mengenai inputnya, lagunya terlalu sulit tidak buat siswa atau bagaimana, bu?*

Mrs. RN : *Saya rasa inputnya sudah bagus, tidak terlalu sulit, siswanya kemarin juga menikmati sekali. Untuk beberapa kata-kata baru juga sudah disiapkan di task sebelumnya. Jadi tidak masalah saya rasa.*

R : *Kalau Unit 2 bagaimana, Bu, apakah ada task yang terlalu sulit dan perlu direvisi?*

Mrs. RN : *Di Unit 2, saya rasa yang bermasalah itu inputnya mbak. Jadi lagu yang ke 2 itu terlalu cepat dan nggak jelas apa yang diucapkan sama penyanyinya, selain itu, isi lagunya juga sulit dipahami oleh siswa. Itu yang task yang berhubungan dengan lagu itu, (membuka-buka handout), nah ini, Task 8 dan 9 jadi terlalu sulit buat siswa. Jadi lebih baik lagunya diganti saja dengan yang lebih mudah saja, mbak. Kalau lagu yang pertama sudah bagus. Sebenarnya lagu yang ke-2 juga sangat narrative tapi terlalu sulit untuk siswa. Kalau cari lagu lain bisa, mbak.*

R : *Bisa, bu. Iya lagunya memang sangat cepat dan agak ngerap. Kalau lainnya apa lagi, bu, di Unit 2 ini.*

Mrs. RN : *Ehmmm...(membuka-buka handout). Saya rasa cuma tadi itu, mbak, lagu kedua sebaiknya diganti.*

R : *Kalau Unit 3 nya, bu?*

Mrs. RN : *Unit 3 saya rasa nggak ada masalah, mbak. (Membuka-buka handout). Ya sudah bagus. Lagunya bagus, sedang, tidak terlalu cepat.*

R : *Kalau classroom settingnya sendiri bagaimana, bu, untuk setiap unitnya?*

Mrs. RN : *Sudah tepat, siswa sudah diberi kesempatan kerja sendiri terutama di task-task yang simple, dan yang memang harus sendiri seperti pada post-listening. In pairs juga sudah ada, lalu mereka juga dapat kesempatan berdiskusi dalam kelompok untuk task-task yang rumit dan memang perlu berdiskusi.*

R : *Kalau performance saya saat try-out seperti apa, bu?*

Mrs. RN : *Sebenarnya sudah bagus, ada keliling, manajemen kelas sudah bagus, tapi kadang dari belakang suaranya kurang keras, terutama di kelas C mbak. Kelas C memang paling ramai. Begitu.*

R : *Ya, bu. Masih ada lagi, bu, saran perbaikan atau kritik?*

Mrs. RN : *Sudah, mbak itu aja. Sudah bagus.*

R : *Kalau begitu, terima kasih banyak atas waktunya bu.*

Mrs. RN : *Ya, mbak, sama-sama.*

Interview 2

Respondent : Mrs. LTH Day/ Date : Wednesday/ January 26, 2011
Interviewer : The researcher (R) Venue : Library

- R : *Selamat siang, Bu.*
- Mrs. LTH : *Siang, mbak. Ada apa mbak Ria?*
- R : *Begini Bu, saya bermaksud bertanya-tanya pendapat ibu tentang tiga unit task yang saya kembangkan dan try-out di kelas A kemarin, bu. Apakah ibu bersedia?*
- Mrs. LTH : *O iya, bisa-bisa.*
- R : *Petama-tama mengenai goal dari task yang saya kembangkan, apakah sudah sesuai dengan SK&KD dan kebutuhan listening siswa, Bu?*
- Mrs. LTH : *Menurut saya sudah pas, mbak, kelas X itu goal dari pelajaran listeningnya adalah kemampuan untuk memahami teks-teks e.. narrative, descriptive, recount, e.. news items sama satu lagi procedure ya. Mbak Ria ambil tiga, recount, narrative sama descriptive itu sudah bagus ya.*
- R : *Kalau input textnya sendiri, disini lagu apakah lagu-lagu yang saya pilih sudah sesuai dengan tujuan tadi, Bu?*
- Mrs. LTH : *O iya. Lagu-lagu di unit satu sudah sesuai dengan recount text, e...Unit 2 nya juga sudah sesuai dengan teks narrative, itu narrative nya bagus itu, ada lagu yang sangat narrative. Unit 3 juga sudah sesuai.*
- R : *Lagu-lagu yang saya gunakan itu apakah sudah sesuai dengan kemampuan bahasa Inggris siswa saat ini, Bu, atau malah terlalu susah.*
- Mrs. LTH : *Secara keseluruhan sudah cocok, hanya yang lagu terakhir di Unit 2 itu saya rasa cepet sekali itu lagunya, e..e..apa.. isinya juga kompleks sekali itu.*
- R : *Iya, Bu. Pas try-outnya siswa juga mengeluh kalau lagunya terlalu cepat.*
- Mrs. LTH : *Iyakan. Sebaiknya itu diganti e..dengan lagu yang lebih pelan saja, mbak.*
- R : *Iya, bu. Kalau lagu yang lain bagaimana, bu, apakah ada yang terlalu susah lagi?*
- Mrs. LTH : *Saya rasa itu saja yang susah, kalau yang lain tidak apa-apa. Cuma yang Unit 1 itu apa tidak kebanyakan lagu, mbak. E..kemarin try-outnya gimana?*
- R : *Iya, bu. Kemarin try-out Unit 1 waktunya mepet sekali dan agak terburu-buru, jadi dilanjutkan meeting hari berikutnya bu. Jadi lebih baik saya kurangi saja ya, Bu. Mungkin lagu yang ini, Linkin Park saya hilangkan saja.*
- Mrs. LTH : *Bisa, bisa. E..terserah mbak Ria baiknya gimana.*
- R : *Jadi kecuali lagunya Tanya Stephens ini, sudah Ok ya, bu, tidak terlalu mudah, tidak terlalu susah. Kecepatan lagu-lagunya juga sedang?*
- Mrs. LTH : *E.. iya, kata-katanya juga tidak terlalu sulit. Isi lagunya juga bagus, yang Zain Bhika ini pesannya malah bagus sekali, e..kita harus bersyukur dengan yang kita punya. Ya, sudah bagus.*
- R : *Kalau task-tasknya sendiri bagaimana bu, apakah sudah sesuai dengan tujuan task dan kemampuan bahasa Inggris siswa?*
- Mrs. LTH : *E..e.. iya. Task-tasknya sudah mengcover listening for general and for detail, juga ada fill in blanks, membedakan minimal pairs, ini bagus. Lalu ada juga task-task yang secara implicit menerangkan teks recount, narrative dan descriptive itu*

seperti apa, apa saja isinya. Lalu e..tasknya juga bervariasi, ada yang simpel ada juga yang kompleks. E.. e.. saya kira sudah bagus mbak Ria.

R : *Ada task yang perlu saya tambahkan atau saya ubah atau tidak, Bu?*

Mrs. LTH : *Saya rasa sudah bagus ya. E..iya, yang unit 3 ini, mungkin perlu ditambahkan task dimana siswa harus e..e.. mereview lagu-lagu yang sudah mereka dengarkan, jadi seperti di Unit 1 dan 2. E..biasanya kan lagu itu berkesan jadi kita agar siswa menuliskan pendapat dan kesan mereka terhadap lagu-lagu tadi. Gimana, mbak?*

R : *O iya, bu. Saya setuju. Lainnya apa lagi, Bu, kritik dan saran perbaikannya?*

Mrs. LTH : *E...saya rasa itu saja lainnya sudah bagus ya.*

R : *Kalau lagu-lagu yang saya pilih dan task-task yang saya kembangkan ini apakah bisa memfasilitasi, membantu siswa belajar listening, Bu?*

Mrs. LTH : *O iya, mbak. Sangat bisa, dan selain siswa belajar mereka juga senang dan terhibur. Mereka sangat antusias kan kemarin itu.*

R : *Iya, Bu. Kalau mengenai cara saya mengajar kemarin bagaimana, Bu?*

Mrs. LTH : *E.. sudah bagus mbak, sudah bagus*

R : *.. Kalau mengenai classroom setting pada tiap-tiap tasknya, bagaimana, Bu?*

Mrs. LTH : *E.. sudah lengkap ya saya rasa. E.. siswa ada kesempatan bekerja secara individu terutama pada bagian post-listening dan task-task yang simple, lalu juga bekerja in pairs pada task-task yang agak kompleks. E..e juga e.. secara kelompok kecil pada task-task yang perlu diskusi dan komplek. E.. sudah pas sekali saya rasa, mbak.*

R : *Emm.. ada saran lain, Bu, untuk memperbaiki task yang saya kembangkan ini?*

Mrs. LTH : *E... ya itu tadi lagunya e.. siapa, Tanya Stephen sebaiknya diganti, e..e..lalu Unit 3 ditambahkan task dimana siswa harus mereview lagu-lagu yang mereka dengarkan di Unit 3. E.. saya rasa itu saja, mbak, lainnya sudah bagus.*

R : *Emm, ya, ya, Bu. Kalau begitu terima kasih atas waktunya, Bu. Saya malah mengganggu ini.*

Mrs. LTH : *O..enggak, mbak, nggak mengganggu. Saya juga terima kasih lho, mbak Ria, sudah dibuatkan materi.*

R : *O, iya, Bu. Sama-sama. Kalau begitu saya pamit dulu, Bu. Selamat siang.*

Mrs. LTH : *Iya, mbak, silahkan. Selamat siang.*

DATA CATEGORIZATION ON THE SUITABILITY OF THE DEVELOPED SONG-BASED TASKS WITH THE STUDENTS' NEEDS

A. Opinion of the Students and the Teachers Related to the Developed Song-based Tasks

1. The Inputs are Interesting

No	Data	Source
1	<p>R : <i>Kalau lagu-lagu nya gimana menurut adik?</i> (What about the songs? What do you think about them?)</p> <p>S1 : <i>Lagunya bagus-bagus, mbak. Aku mau mbak kalau tiap listening pake lagu, hehehe.</i> (They are cool. I want song in every listening lesson.)</p>	Interview 1 of Unit 1
2	<p>R : <i>Dek, boleh tanya-tanya dikit nggak tentang pelajaran listening tadi?</i> (May I ask you some questions related to the listening lesson we just had?)</p> <p>S2 : <i>Boleh, mbak. Ehh, mbak, besok masuk kelas ku lagi ya, pake LP lagi, asik e.</i> (Sure. Bay the way, I want you come to my class again and use LP for the listening lesson. It's cool.)</p> <p>R : <i>...belajarnya jalan nggak tadi, apa cuma ndengerin lagu tok?</i> (...did you learn or just enjoy the songs?)</p> <p>S2 : <i>ya belajar juga mbak, orang pas ndengerin lagu disuruh sambil ngerjain apa, habis itu masih ngerjain soal-soalnya juga kok. Tapi kalau pake lagukan lebih asik daripada pake kaset listening. Lebih dong.</i> (Of course, I learned because besides listening to the songs we had to complete the tasks. However, using songs is more enjoyable than using cassette containing listening materials.)</p> <p>R : <i>Emang kalo lagu lebih dong, tahu semua yang diucapin penyanyinya?</i> (Were the song easier to understand? Could you get all the words the singers say?)</p> <p>S2 : <i>Ya enggak sih, mbak, tapi masih mending daripada pake kaset, bikin stres. Kalau pake lagu kan meskipun nggak tahu setiap kata yang diucapin tapi bikin semangat ndengerin sama ngartiin lagunya tentang apa.</i> (No, I couldn't. but they were better than the materials from the cassette which were stressful. When we use songs, we are exciting in joining the class and trying to understand what the songs meant even though we don't know every words said by the singers.)</p>	Interview 2 of Unit 1

(continued)

(continued)

No	Data	Source
2	<p>S2 : <i>Ya enggak sih, mbak, tapi masih mending daripada pake kaset, bikin stress. Kalau pake lagu kan meskipun nggak tahu setiap kata yang diucapin penyanyinya tapi bikin semangat ndengerin sama ngartiin lagunya tentang apa.</i> (No, I couldn't. but they were much better than the materials from the cassette which were stressful. When we use songs, we are exciting in joining the class and trying to understand what the songs meant even though we don't know every words said by the singers.)</p>	Interview 2 of Unit 1
3	<p>R : <i>Menurut kamu, tadi pelajaran listeningnya gimana, asik nggak? Tadi Cuma ndengerin lagu atau juga belajar?</i> (What do you think about the listening lesson? Did we only listen to some songs or we learn something?)</p> <p>S3 : <i>Ehmm..., menurut aku tadi itu ya ndengerin lagu sambil belajar, mbak. Asik, mbak, nggak tenggang. Lagu-lagunya juga asik.</i> (I think we did both listening to songs and learning. It's interesting, relaxing. The songs are interesting.)</p>	Interview 3 of Unit 1
	<p>R : <i>Ok, terus kalau lagu-lagu yang dipake tadi, suka nggak?</i> (What about the songs, do you like them?)</p> <p>S4 : <i>Dua-duanya asik, mbak.</i> (The both of the songs are cool).</p>	Interview 1 of Unit 2
4	<p>R : <i>kalau lagu-lagu yang dipakai gimana, suka nggak?</i> (What do you think about the songs we used in the listening lesson. Do you like them?)</p> <p>S5 : <i>Suka mbak, lagu-lagunya asik kok.</i> (Yes, I like them. They are cool)</p>	Interview 2 Unit 2
5	<p>R : <i>Nah, kalau lagu-lagunya tadi gimana, asik-asik kan.</i> (The songs are cool, right?)</p> <p>S7 : <i>Lagunya bagus-bagus.</i> (The songs are interesting.)</p>	Interview 1 of Unit 3
6	<p>R : <i>kalau lagu-lagunya tadi bagus nggak.....?</i> (What about the songs, good, right?)</p> <p>S8 : <i>Lagunya keren-keren, mbak.</i> (They are cool.)</p>	Interview 2 Unit 3

2. The Inputs are Suitable with Students' Existing English Proficiency

No	Data	Source
1	<p>R : <i>Kalau lagu-lagu nya gimana? Terlalu susah dipahami apa sedang?</i> (What about the songs? Are they too difficult to understand?)</p> <p>S1 : <i>Lagunya bagus-bagus, mbak. Yang agak susah ki yang ini, The Beatles. Kan tadi nggak ada teksnya jadi agak nggak mudeng isinya. Kalau yang lain bisa mudeng isinya.</i> (They are cool. The Beatles' song is quite difficult because we had not lyrics of the song. The rest are easier.)</p>	Interview 1 of Unit 1
2	<p>R : <i>Lagunya terlalu susah, apa terlalu gampang?</i> (Are the songs too difficult or too easy to understand?)</p> <p>S3 : <i>Lagunya ya sedang mbak, tapi kata-katanya nggak terlalu sulit kok.</i> (They are not too difficult but not too easy too.)</p>	Interview 3 of Unit 1
3	<p>R : <i>Ok, terus kalau lagu-lagu yang dipake tadi, suka nggak, terlalu susah nggak?</i> (What do you think about the songs we used in the lesson?)</p> <p>S4 : <i>Dua-duanya asik, mbak. Lagu pertama nggak terlalu susah, masih paham.</i> (They are cool. The first song is quite easy.)</p>	Interview 1 of Unit 2
4	<p>R : <i>Nah, kalau lagu-lagunya tadi gimana, asik-asik kan. Tapi susah nggak tadi?</i> (Are they songs difficult to understand?)</p> <p>S7 : <i>Sedanglah, nggak terlalu cepet, nggak terlalu pelan. Pengucapannya juga jelas kok, mbak. Isi lagu-lagunya juga nggak terlalu sulit dipahami.</i> (They are not too fast and not too slow. The pronunciation is quite clear. The songs are not too complex to understand.)</p>	Interview 1 of Unit 3
5	<p>R : <i>kalau lagu-lagunya tadi bagus nggak, trus mudah diikuti nggak kata-katanya, susah dipahami nggak isinya?</i> (Are they songs cool? Could you get the lyrics and the content of the songs?)</p> <p>S8 : <i>Lagunya keren-keren, mbak. kalau lagu yang awal tadi jelas kata-katanya, lagunya juga nggak terlalu cepet. Kalau lagu yang ke dua tadi termasuk cepet tapi masih bias ngerjain task yang milih kata-kata mirip itu.</i></p>	

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No	Data	Source
5	<p>(They are cool. The words in the first song are clearly pronounced and not too fast. The second song is quite fast. However, I could do the task well.)</p> <p>S8 : <i>Lagunya keren-keren, mbak. kalau lagu yang awal tadi jelas kata-katanya, lagunya juga nggak terlalu cepet. Kalau lagu yang ke dua tadi termasuk cepet tapi masih bias ngerjain task yang milih kata-kata mirip itu.</i></p> <p>(They are cool. The words in the first song are clearly pronounced and not too fast. The second song is quite fast. However, I could do the task well.)</p>	Interview 2 of Unit 3
6	<p>R : <i>Kalau lagu-lagunya tadi susah-susah nggak untuk mengikuti lagunya dan memahami isi lagunya.</i></p> <p>(Is it difficult to get the words in the songs and to understand the content of the songs?)</p> <p>S9 : <i>Nggak susah, lagunya termasuk pelan dan jelas pengucapannya, juga simple jadi nggak rumit.</i></p> <p>(No, it is not. The song is slow, the words are clearly pronounced and the song is simple.)</p>	Interview 3 of Unit 3
7	<p>R : <i>Lagu-lagu yang saya gunakan itu apakah sudah sesuai dengan kemampuan bahasa Inggris siswa saat ini, Bu, atau malah terlalu susah.</i></p> <p>(Are the songs I used in the tasks match the students' current English proficiency?)</p> <p>Mrs. LTH: <i>Secara keseluruhan sudah cocok, hanya yang lagu terakhir di unit 2 itu saya rasa cepet sekali itu lagunya, e...e...apa.. isinya juga kompleks sekali itu.</i></p> <p>(Except the last song in Unit 2, the songs are match the students' current English proficiency. The song in Unit 2 is too fast and the content is too complex for the students.)</p>	Interview with the teacher
8	<p>R : <i>Kalau mengenai inputnya, lagunya telalu sulit tidak buat siswa atau bagaimana, bu?</i></p> <p>(Related to the inputs, do you think the songs are too difficult for the students?)</p> <p>Mrs. RN: <i>Saya rasa inputnya sudah bagus, tidak terlalu sulit, siswanya kemarin juga menikmati sekali. Jadi tidak masalah saya rasa.</i></p> <p>(I think the inputs are great, not too difficult and not too easy. They students enjoyed them very much. I think there is no problem.)</p>	Interview with the teacher

3. The Developed Tasks are Suitable with the Goals of the Tasks

No	Data	Source
1	<p>R : ...menurut ibu, apakah task yang saya kembangkan sudah sesuai dan dapat mencapai goals pembelajaran listening atau belum ya, bu?</p> <p>(.. do you think the developed tasks are suitable with and could gain the goal of the of learning listening?)</p> <p>Mrs. RN : Menurut saya task-task di setiap unitnya sudah sesuai dan bisa mencapai goal dari pembelajaran listening, yaitu, melatih kemampuan listening siswa dalam memahami dan merespon text recount, narrative dan descriptiv.</p> <p>(I think the tasks in each unit have match with and are able to achieve the goals of learning listening, that is training the students to understand and respond recount, narrative and descriptive texts.</p>	Interview with the teacher
2	<p>R : ...mengenai goal dari task yang saya kembangkan, apakah sudah sesuai dengan SK&KD dan kebutuhan listening siswa, Bu?</p> <p>(Related to the goals, do you think the developed tasks are suitable with the standard competence and basic competence of learning listening. Do they meet students' needs of learning listening?)</p> <p>Mrs. LTH : Menurut saya sudah pas, mbak,</p> <p>(Yes, the tasks meet the standard competence and basic competence of learning listening.)</p>	Interview with the teacher

4. The Developed Tasks are able to Improve Students' Listening Skills

No	Data	Source
1	<p>R :... Kalau tasknya, tugas-tugasnya tadi gimana, terlalu susah nggak? Bisa ningkatin listening kamu nggak?</p> <p>(What about the tasks, are they difficult? Can they improve your listening skill?)</p> <p>S1 : Bisa, mbak, bisa ningkatin listening aku.</p> <p>(Yes, they help me improve my listening skill.)</p>	Interview 1 of Unit 1
2	<p>R : Kalau pelajaran listening tadi bisa bantu kamu ningkatin kemampuan listening kamu atau nggak?</p> <p>(Do you think the tasks help you improve your listening skill?)</p>	Interview 3 of Unit 1

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No	Data	Source
2	<p>S3 : <i>Bisa, mbak. Lagu-lagunya sama task-tasknya tadi ngasih aku kata-kata baru, pemahaman lagu-lagunya juga jadi lebih mudeng. Trus tadi jadi tahu cara baca yang benar pas ngecek-ngecek kamus apa tadi itu yang ada pengucapannya, sama pas mbedain kata-kata yang mirip tadi.</i> (I think so. The songs and the tasks improve my vocabulary mastery, my ability to understand the songs. They also help me to improve my pronunciation.)</p>	Interview 3 of Unit 1
3	<p>R : <i>Kalau gitu gimana task di handout ini sama lagu-lagunya bisa melatih ketrampilan listening kamu nggak?</i> (Do the tasks and the songs help you improve your listening skills?)</p> <p>S4 : <i>Iya, mbak, bisa. Kan jadi tambah kosakatanya, pengucapan kata-katanya juga.</i> (Yes, they do. They improve my vocabulary mastery and my pronunciation.)</p>	Interview 1 of Unit 2
4	<p>R : <i>Jadi tadi pelajaran listeningnya bisa bantu kamu ningkatin kemampuan listening kamu apa nggak?</i> (So, the listening lesson can improve your listening skills, right?)</p> <p>S5 : <i>Bisa lah, mbak. (yes, it can.)</i></p>	Interview 2 of Unit 2
5	<p>R : <i>Kalau secara keseluruhan pelajaran listening tadi bermanfaat nggak buat ningkatin kemampuan listening kamu?</i> (Over all, can the listening lesson we just had in the previous meeting improve your listening skills?)</p> <p>S6 : <i>Iyalah, mbak. Tadi kan belajar ndengerin bahasa Inggris, mbedain kata-kata yang mirip, trus belajar cara pengucapan yang benar sama, belajar teka-teki silang juga.</i> (Of course. We listened to English text, differentiated minimal pairs, learned the correct pronunciation, and did a crossword puzzle too.)</p>	Interview 3 of Unit 2
6	<p>R : <i>Jadi Pelajaran tadi bisa ningkati kemampuan listening kamu apa nggak?</i> (Can the listening we just had improve your listening skills?)</p> <p>S7 : <i>Bisa, mbak. Tadi juga nambah kosakata, sama pengucapan yang benar.</i> (Yes, it can. it also added my vocabulary mastery and pronunciation ability.)</p>	Interview 1 of Unit 3

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No	Data	Source
7	<p>R : <i>Nah kalau menurut kamu tadi pelajaran listeningnya, lagu-lagunya, task-tasknya, bisa membantu kamu meningkatkan kemampuan listening kamu apa nggak?</i> (Do you think that the songs and the tasks could help you improve your listening skills?)</p> <p>S8 : <i>Ya, bisa, mbak.</i> (Yes, I think so.)</p>	Interview 2 of Unit 3

5. The Developed Tasks Meet Students' Needs

No	Data	Source
1	<p>R : <i>Oke deh. Lanjut. Jadi pake lagu tadi sudah sesuai sama yang kamu pingin ya. Tapi pelajaran tadi bisa melatih ketrampilan listening kamu apa nggak? Jangan-jangan Cuma asiknya doing.</i> (So you think that listening songs is match what you need. Could it train your listening skills, or just entertained you?)</p> <p>S2 : <i>Hee mbak e ki. Ya bisa, mbak.</i> (hehehe, it could, both I think.)</p>	Interview 1 of Unit 1
2	<p>R : <i>Jadi kamu suka sama pelajaran listening tadi?</i> (Did you like and enjoyed the lesson?)</p> <p>S5 : <i>Iya mbak, sesuai selera.</i> (Yes, I did)</p>	Interview 2 of Unit 2

6. The Classroom Setting are Suitable with the Task and the Goals

No	Data	Source
1	<p>R : <i>Kalau mengenai classroom setting pada tiap-tiap tasknya, bagaimana, Bu?</i> (What do you think about the classroom setting in each task?)</p> <p>Mrs. LTH: <i>E.. sudah lengkap ya saya rasa. E.. siswa ada kesempatan bekerja secara individu terutama pada bagian post-listening dan task-task yang simple, lalu juga bekerja in pairs pada task-task yang agak kompleks. E..e juga e.. secara kelompok kecil pada task-task yang perlu diskusi dan komplek. E.. sudah pas sekali saya rasa, mbak.</i> (It is good. Err..the students have chance to work individually, especially in post-listening stage and other simple tasks. they also have chance to work in pairs in more complex tasks. and err..working in small groups for tasks which need discussions.)</p>	Interview with the teacher

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No	Data	Source
2	<p>R : Kalau classroom settingnya sendiri bagaimana, bu, untuk setiap unitnya? (What do you about the classroom setting?)</p> <p>Mrs. RN: Sudah tepat, siswa sudah diberi kesempatan kerja sendiri terutama di task-task yang simple, dan yang memang harus sendiri seperti pada post-listening. In pairs juga sudah ada, lalu mereka juga dapat kesempatan berdiskusi dalam kelompok untuk task-task yang rumit dan memang perlu berdiskusi. (It's good, I think. it gives students a chance to work individually, in pairs and in small groups.)</p>	Interview with the teacher

B. The Difficulty Faced by the Students in Accomplishing the Tasks

1. Certain Input does not Match Students' Existing English Proficiency

No	Data	Source
1	<p>R : Ok, terus kalau lagu-lagu yang dipake tadi, suka nggak, terlalu susah nggak? (How about the songs used in the lesson?)</p> <p>R : Ok, terus kalau lagu-lagu yang dipake tadi, suka nggak, terlalu susah nggak? (How about the songs used in the lesson?)</p> <p>S4 : Dua-duanya asik, mbak. Lagu pertama nggak terlalu susah, masih paham. Tapi yang lagu ke-2 tadi, yang Little white Lie itu susah dipahami, lagunya cepat jadi nggak dong apa kata-katanya. Itu mbok diganti pake lagu laen aja mbak. Susah itu. (The two songs are fun, and cool, but the song entitled "Little White Lie is difficult to understand, the song tempo is too fast so I couldn't get the words she sings. it's better to replace it with another funnier song.)</p>	Interview 1 of Unit 2
2	<p>R : Nah, kalau task atau tugas-tugasnya gimana, ada yang nggak bisa? (What about the tasks, any difficulty?)</p> <p>S5 : Emmm..yang tadi ada yang susah banget. Nah yang Task 8 sama 9 ini. Lagunya ini cepet banget mbak, nggak bisa ngikuti kata-katanya. Kalimatnya juga susah dipahami, nggak paham isinya. (There were../opened the handout/.. these, Task 8 and 9. the song tempo is too fast that I couldn't get the words. The sentences are also difficult to be understood.)</p>	Interview 2 of Unit 2

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No	Data	Source
2	<p>R : <i>Jadi nggak bisa ngerjain Task 8 sama 9 karena lagunya sulit ya. Kalau diganti lagu berarti bisa ya.?</i> (So, you couldn't perfectly accomplish task 8 and 9 because the song was difficult for you to understand. then you could if the song was replaced by another simpler song?)</p> <p>S5 : <i>Kalau lagunya nggak sesusah yang ini mungkin bisa, mbak.</i> (Yes, if the song is simpler than this one.)</p>	Interview 2 of Unit 2
3	<p>R : <i>Yang tadi soal-soalnya susah ya?</i> (The tasks were difficult, weren't them?)</p> <p>S6 : <i>Lebih susah, harus pake mikir. Ada yang gampang juga sih. Tadi yang Task 8 sama 9 susah banget itu, mbak. Lagunya cuepet tenan, trus lagunya juga susah dipahami, gitu.</i> (Yeah, more difficult. but some of the tasks are quite easy. The most difficult were Task 8 and 9. the song was too fast and difficult to understand.</p>	Interview 3 of Unit 2
4	<p>R : <i>Lagu-lagu yang saya gunakan itu apakah sudah sesuai dengan kemampuan bahasa Inggris siswa saat ini, Bu, atau malah terlalu susah.</i> (Are the songs that I used suitable with the students' English proficiency or are the songs too difficult?)</p> <p>Mrs. LTH: <i>Secara keseluruhan sudah cocok, hanya yang lagu kedua di Unit 2 itu saya rasa cepet sekali itu lagunya, e..e..apa.. isinya juga kompleks sekali itu.</i> (I think all the songs except the second song in Unit 2 are fine. The second song in Unit 2, is too fast, the content of the song is too complex too.)</p>	Interview with the teacher

2. Certain Task is too Difficult

No	Data	Source
1	<p>R : <i>...Kalau tasknya, tugas-tugasnya tadi gimana, terlalu susah nggak? Bisa ningkatin listening kamu nggak?</i> (How about the tasks, are they too difficult? Can they improve your listening skills?)</p> <p>S1 : <i>bisa, mbak, bisa ningkatin listening aku. Ada yang gampang, ada yang susah. Tapi kan namanya soal harus ada yang susah ya, mbak., yang susah itu Task 10, kata-katanya mirip, susah bedain. Trus Task 13 itu mbak, susah banget. Nggak bisa nanya sama jawabnya, apa lagi langsung.</i></p>	Interview 1 of Unit 1

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No	Data	Source
1	<p>(Yes, they can improve my listening skills. Some of the them are easy and some are difficult. Task 10, the words in the brackets are similar, it`s difficult to differentiate them. Task 13 is very difficult .I couldn`t make sentences and questions in English spontaneously. I`m still confused how to make questions in English.)</p> <p>R : ...<i>Kalau tasknya, tugas-tugasnya tadi gimana, terlalu susah nggak? Bisa ningkatin listening kamu nggak?</i></p> <p>(How about the tasks, are they too difficult? Can they improve your listening skills?)</p> <p>S1 : <i>bisa, mbak, bisa ningkatin listening aku. Ada yang gampang, ada yang susah. Tapi kan namanya soal harus ada yang susah ya, mbak. (sambil membolak-balik halaman handout), yang susah itu Task 10, kata-katanya mirip, susah bedain. Trus Task 13 itu mbak, susah banget. Nggak bisa nanya sama jawabnya, apa lagi langsung. Aku bikin kalimat tanya masih bingung mbak, apalagi harus spontan.</i></p> <p>(Yes, they can improve my listening skills. Some of the them are easy and some are difficult. Task 10, the words in the brackets are similar, it`s difficult to differentiate them. Task 13 is very difficult .I couldn`t make sentences and questions in English spontaneously. I`m still confused how to make questions in English.)</p>	Interview 1 of Unit 1
2	<p>R : <i>Semua task bisa ngerjain?</i> (Could you do all the tasks?)</p> <p>S3 : <i>Bisa, mbak. Tapi tadi task 13 waktu buat nyiapin pertanyaan sama jawabannya kurang banyak. Jadi keburu-buru.</i> (I could. but task 13, I think I needed more time to prepare the questions and the answers.)</p>	Interview 3 of Unit 1
3	<p>R : ...<i>Kalau task atau tugas-tugasnya tadi gimana, terlalu susah, atau gampang?</i> (What do you think about the tasks, are they too difficult or too easy?)</p> <p>S4 : <i>Ehmm..(sambil membuka-buka handout). Nah Task 8 sama 9 ni susah banget mbak, lagunya cepet banget, nggak mudeng isi lagunya juga, little white lie to ya apa nggak dong.</i> (emmm...Task 8 and 9 are very difficult. the song is sung so fast so I didn`t understand what the song is actually about.</p>	Interview 1 of Unit 2

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No	Data	Source
4	<p>R : <i>Nah, kalau task atau tugas-tugasnya gimana, ada yang nggak bisa?</i> (What do you think about the tasks?)</p> <p>S5 : <i>Emmm..yang tadi ada yang susah banget. (membuka-buka handout, nah yang Task 8 sama 9 ini mbak. Lagunya ini cepet banget mbak, nggak bisa ngikuti kata-katanya. Kalimatnya juga susah dipahami, nggak paham isinya.</i> (Emmm..., some are very difficult, Task 8 and 9. the tempo of the song is too fast that I couldn't hear the words clearly. The sentences used in the songs are difficult too.)</p>	Interview 3 of Unit 2
5	<p>R : <i>Yang tadi soal-soalnya susah ya?</i> (What do you think about the tasks?)</p> <p>S6 : <i>Lebih susah, harus pake mikir. Ada yang gampang juga sih. Tadi yang Task 8 sama 9 susah banget itu, mbak. Lagunya cuepet tenan, trus lagunya juga susah dipahami, gitu.</i> (They are more difficult than usual. Some of them are easy, though. Task 8 and 9 are very difficult. The song is unclear, both the articulation and the sentences. the song is difficult to understand.)</p>	Interview 3 of Unit 2

C. Suggestions of the Students and the Teachers Related to the Developed Song-based Tasks

1. Certain Input Needs Revision

No	Data	Source
1	<p>R : <i>Ok, terus kalau lagu-lagu yang dipake tadi, suka nggak, terlalu susah nggak?</i> (Well, how about the songs used in the lesson.)</p> <p>S4 : <i>Ketiga-tiganya asik, mbak. Lagu pertama nggak terlalu susah, masih paham. Tapi yang lagu ke-2 tadi, yang Little white Lie itu susah dipahami, lagunya cepat jadi nggak dong apa kata-katanya. Itu mbok diganti pake lagu laen aja mbak. Susah itu.</i> (All the songs are cool. the first song: Once upon a time by Montella Jordan is quite easy to understand. But the second song is difficult to understand and the tempo is very fast. it's much better to replace the song with another simple song.)</p>	Interview 1 of Unit 2

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No	Data	Source
2	<p>R : <i>Yang tadi soal-soalnya susah ya?</i> (Do you think that the tasks are difficult?)</p> <p>S6 : <i>Lebih susah, harus pake mikir. Ada yang gampang juga sih. Tadi yang Task 8 sama 9 susah banget itu, mbak. Lagunya cuepet tenan, trus lagunya juga susah dipahami, gitu.</i> (They are more difficult than usual. Some of them are easy, though. Task 8 and 9 are very difficult. The song is unclear, both the articulation and the sentences. The song is difficult to understand.)</p> <p>R : <i>Jadi mending diganti ya lagunya?</i> (So, the song <i>should</i> be replaced then?)</p> <p>S6 : <i>Iya, mbak, diganti aja. Kalau bisa lagunya yang agak lebih ngerock gitu deh.</i> (Yes. maybe with a rock song.)</p>	Interview 3 of Unit 2
3	<p>R : <i>Kalau Unit 2 bagaimana, Bu, apakah ada task yang terlalu sulit dan perlu direvisi?</i> (What about the input in Unit 2, is there any task which is too difficult and needs revision?)</p> <p>Mrs. RN: <i>Di Unit 2, saya rasa yang bermasalah itu inputnya mbak. Jadi lagu yang ke 2 itu terlalu cepat dan nggak jelas apa yang diucapkan sama penyanyinya, selain itu, isi lagunya juga sulit dipahami oleh siswa. Itu yang task yang berhubungan dengan lagu itu, (membuka-buka handout), nak ini, Task 8 dan 9 jadi terlalu sulit buat siswa. Jadi lebih baik lagunya diganti saja dengan yang lebih mudah saja, mbak. Kalau lagu yang pertama sudah bagus. Sebenarnya lagu yang ke-2 juga sangat narrative tapi terlalu sulit untuk siswa. Kalau cari lagu lain bisa, mbak.</i> (For Unit 2, I think the problem is the input, especially the second song/Little White Lie by Tanya Stephens. The tempo of this song is too fast that makes the articulation and the pronunciation of the words unclear for the students. Besides, the content of the song is quite difficult for the students to understand. So, the tasks related to this song become difficult. It's a good idea to replace the song with other songs.)</p>	Interview with the teacher

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No	Data	Source
4	<p>R : Kalau input textnya sendiri, disini lagu, apakah lagu-lagu yang saya pilih sudah sesuai dengan tujuan tadi, Bu? (Do you think that the inputs match the goal of the tasks?)</p> <p>Mrs. LTH: O iya. Lagu-lagu di unit satu sudah sesuai dengan recount text, e...Unit 2 nya juga sudah sesuai dengan teks narrative, itu narrative nya bagus itu, ada lagu yang sangat narrative. Unit 3 juga sudah sesuai. (O yes. The songs used in Unit 1 match the recount texts, e...the songs in Unit 2 also match narrative texts. The songs in Unit 3 are too.)</p> <p>R : Lagu-lagu yang saya gunakan itu apakah sudah sesuai dengan kemampuan bahasa Inggris siswa saat ini, Bu, atau malah terlalu susah. (Are the songs suitable with the students' English proficiency?)</p> <p>Mrs. LTH: Secara keseluruhan sudah cocok, hanya yang lagu terakhir di Unit 2 itu saya rasa cepet sekali itu lagunya,e..e..apa.. isinya juga kompleks sekali itu. (Over all, they match the students' English proficiency, but the song by Tanya Stephens is difficult for them.)</p> <p>R : Iya, Bu. Pas try-outnya siswa juga mengeluh kalau lagunya terlalu cepat. (During the try-out, the students also complained about it.)</p> <p>Mrs. LTH: Iyakan. Sebaiknya itu diganti e..dengan lagu yang lebih pelan saja, mbak. (So, it's better to replace the song with other songs.)</p>	Interview with the teacher

2. Certain Task Needs Revision

No	Data	Source
1	<p>R : Kalau task-tasknya terlalu sulit atau malah terlalu mudah, bu? (What about the tasks, are they too difficult or too easy?)</p> <p>Mrs. RN: Kalau terlalu mudah enggak ya, bervariasi, ada yang mudah, sedang, dan sulit. Tapi saya ada beberapa catatan dari try-out kemarin. Yang Unit 1, task 13nya terlalu sulit buat sebagian besar siswa, mereka itu kalau belum ada contoh kegiatan sejenis itu kesusahan mbak.</p>	Interview with the teacher

(continued)

(continued)

No	Data	Source
1	<p>Mrs. RN: (They are not too easy and not too difficult. They are very, from easy, medium, to difficult. But Task 13 in Unit 1 is difficult for most of the students. They will find difficulties if they have not done the similar task previously.</p> <p>R : <i>Iya, Bu, siswanya juga bilang begitu. Jadi sebaiknya bagaimana?</i> (The students said so. So, what should I do?)</p> <p>Mrs. RN : <i>Task ini lebih baik diganti dengan task lain yang lebih dekat dengan task-task yang dikerjakan sebelumnya saja, mbak.</i> (It is better to replace the task with another task that is more relevant to the previous tasks.)</p>	Interview with the teacher
2	<p>R : <i>Kalau Unit 2 bagaimana, Bu, apakah ada task yang terlalu sulit dan perlu direvisi?</i> (What about the tasks in Unit 2, is there any task that needs revision?)</p> <p>Mrs. RN: <i>Di Unit 2, saya rasa yang bermasalah itu inputnya mbak. Jadi lagu yang ke 2 itu terlalu cepat dan nggak jelas apa yang diucapkan sama penyanyinya, selain itu, isi lagunya juga sulit dipahami oleh siswa. Itu yang task yang berhubungan dengan lagu itu, (membuka-buka handout), nah ini, task 8 dan 9 jadi terlalu sulit buat siswa. Jadi lebih baik lagunya diganti saja dengan yang lebih mudah saja, mbak. Kalau lagu yang pertama sudah bagus. Kalau cari lagu lain bisa, mbak.</i> (I think the song by Tanya Stephens is too fast and difficult. The articulation is unclear and the content is difficult to understand. So, the tasks related to the song is difficult too. It's better to replace the tasks and the songs.)</p>	Interview with the teacher
3	<p>R : <i>Ada task yang perlu saya tambahkan atau saya ubah atau tidak, Bu?</i> (Is there any tasks that I have to revise?)</p> <p>Mrs. LTH : <i>Saya rasa sudah bagus ya. E..iya, yang Unit 3 ini, mungkin perlu ditambahkan task dimana siswa harus e..e.. mereview lagu-lagu yang sudah mereka dengarkan, jadi seperti di Unit 1 dan 2. E..biasanya kan lagu itu berkesan jadi kita agar siswa menuliskan pendapat dan kesan mereka terhadap lagu-lagu tadi. Gimana, mbak?</i> (In Unit 3, I think it is better to add a task in which the students have a chance to review the songs, just like the tasks in Unit 1 and 2.)</p>	Interview with the teacher

3. The Layout Needs Revision

No	Data	Source
1	<p>R : Thank you. Ok, <i>menurut Adek pembelajaran listening tadi bagaimana? Bisa enjoy nggak tadi? Materinya menarik nggak?</i> (Thank you. What do you think about the listening lesson? Did you enjoy it? Was the material interesting?)</p> <p>S1 : <i>Ehmm., tadi pelajarannya asik mbak, kan listeningnya pake lagu. Lebih enjoy gitu. Biasanya pake percakapan, susah, bosen. Kalo materinya, yang di handout ini kan (menunjuk handout Unit 1 yang dipegang), menarik sih isinya, lagu-lagunya, tapi tampilannya kurang menarik, mbok dikasih gambar-gambar atau warna-warna yang cerah gitu, mbak.</i> (Emmm...it was fun because the listening used songs. It was more interesting. Usually, we had conversations for the listening and they were difficult and boring. The material was quite interesting, using songs, but it is better to add some pictures and make it colourful.)</p>	Interview 1 of Unit 1
2	<p>R : <i>Ada saran buat perbaikan handout ini nggak?</i> (Is there any suggestion to improve this handout?)</p> <p>S7 : <i>Apa yaa..(membuka-buka handout), mungkin tampilannya dibuat yang lebih menarik aja mbak. Udah itu aja.</i> (I think you should improve the layout. Just that.)</p>	Interview 1 of Unit 3
3	<p>R : <i>Ada saran apa buat memperbaiki handout ini?</i> (What is your suggestion to improve this handout?)</p> <p>S8 : <i>Ehmmm..apa ya.. mungkin tampilan handoutnya dibikin lebih menarik, misalnya ditambah gambar-gambar, yang colourful gitu. Itu aja, mbak.</i> (Emmm...make the layout more interesting, by adding pictures and colours.)</p>	Interview 2 of Unit 3

1. Field Note of the Implementation of Unit 1: Meeting I

The implementation of unit 1 was conducted in class X^C on Friday, 20 January 2011. It was conducted from 8.40 a.m. up to 10.00 a.m. in room X^C. In this section, the researcher took role as the teacher who delivered her own developed song-based tasks. Otherwise, the teacher, Mrs. RN had role as the evaluator of the teaching learning process.

When the teacher (the researcher) came into the class, the students were ready for the teaching learning process. They had prepared their English books. The teacher started the lesson by greeting the students, introducing herself and explaining her purposes of teaching the class. She had a little chit-chat with the students in order to relax the atmosphere of the class. Then, she began giving questions related to the learning topic followed by distributing the handout of Unit 1. The students answered the questions and opened the handout curiously.

After that, the teacher directed the students to the warm-up stage in the first page of the handout. At this stage, the researcher played a song by The Beatles, called *Yesterday*. The students asked for two time repetitions for this song. Then the students did Task 1, 2, and 3. There was no serious problem related to these tasks.

The next activity was the Let's Listen stage. There was no problem occurred in this stage. The students accomplished all the tasks well. They were excited in listening to a song by Simple Plan, entitled *Everyday* and in doing the tasks related to the song. They needed a long time in doing Task 8, sharing their own experience about losing friends. However, they became more enthusiastic in doing the task related to a song by Linkin Park, *Leave out all the Rest*. Even, they sang along the song when they already had the complete lyrics of the song. There was no crucial problem related to the tasks in Let's Listen stage.

The first task in the Move Further stage was the students had to fill in the blanks of the lyrics of a song by Linkin Park, called *Leave Out All Rest*. The students became much more enthusiastic since the song was the more popular than the other songs in unit 1. When they had had the complete lyrics of the song, they tried to sing along the song. In the next song, called *Forgive Me when I Whine*, by Zain Bhika, they found that the next task, in which they had to choose the correct words from the word minimal pairs in Zain Bhika's song, was more difficult than the previous tasks. They could accomplish the task even though they needed more time than the researcher's estimation. Because of that the next tasks, Task 11 to Task 16 couldn't be accomplished.

2. Field Note of the Implementation of Unit 1: Meeting II

The second meeting of the try-out of Unit 1 was conducted on 21 January 2011. All the students attended the class. When the teacher came into the class, the students were ready for the English lesson. The teacher asked some questions related to the previous meeting and then moved to the next task, Task 11. In this task, students listened to and watched the video of a song by Zain Bhikha, entitled Forgive Me When I Whine and then they discussed the questions in Task 11. After that, they rewrite they song in their own words. There was no problem in this stage.

Moved to the Show Time stage, they students had difficulties in playing the Interview game. They needed more time than the researcher's estimation in accomplishing the task. They needed to prepare the questions and answers before they played the game. Some of them were confused on how to compose questions. The teacher had to help them in accomplishing the task. They also needed a long time n doing Task 14, in which they retold one of the songs in Unit 1 and gave opinion about the song.

Before moving to the last task, the teacher facilitated the students to the checking pronunciation activity. The researcher asked the students to pronounce the listed words. After that, she played the pronunciation by Cambridge Advance Dictionary which provides the pronunciation of the words it has. Sometimes, before she asked the students to repeat the correct pronunciation, she had to repeat the pronunciation or pronounce the words in order to make them clearer for the students. Besides, she also gave the students chance to check by themselves the correct pronunciation by using Cambridge Advance Dictionary. The students enjoyed this activity very much. They laughed when they found that their pronunciation were far from the correct pronunciation. The students became more enthusiastic when they came to last task, doing a crossword puzzle. There were many volunteers when the teacher asked the students to share their answers.

At last, the teacher and the students summarized the lesson they had that day. She also gave chance for the students to ask questions related to the lesson. And then, she closed the lesson by saying goodbye.

3. Field Note of the Implementation of Unit 2

The implementation of unit 2 (Once Upon a Time was held I on Saturday, 22 January 2011 in Class X^B. The implementation took place in room X^B from 12.40 p.m. until 14.00 p.m. As in the previous implementation, in this implementation the researcher also acted as the teacher and the teacher acted as the evaluator of the teaching learning process.

When the teacher came to the class, the students were still busy talking to their classmates and eating their snack since they just had a break. The teacher gave them a few minutes to get ready for the English class. After all the students were ready for the lesson, the teacher greeted the students and introducing herself to the students. She also explained her purpose of teaching in the class. After that, she asked some students to help her distribute the handout of Unit 2 to the class. After all students had had the handout, the teacher asked the students to look at the unit title and asked them to do Task 1. From the title, all the students knew that unit 2 would talk about stories. From Task 1, they moved to the next tasks. They did great in the Warm-up stage.

Moved to the next stage, Let's Listen, the students had to work on the first stanza of the up-coming song. In Task 4, the teacher monitored how the students work together in groups of four. They worked together to arrange the jumbled stanzas of Montell Jordan's song, entitled Once Upon a Time. There was no problem in this task as well as the other tasks in this stage. The students could accomplish all the tasks related to the song.

The next stage is Move Further. In this stage, the students worked with a song by Tanya Stephens. The teacher had played the song for three times, but the students could fulfill task 8, in which the students had to choose the differentiate words from their minimal pairs based on the song. The teacher had to help the students did the task. Furthermore, the students could not accomplish task 9 very well because they did not understand what the song was about. The students spent long time to accomplish the two tasks in Move Further. However, they did much better in Task 10 and 11, in which they worked on tasks related to a song by Zain Bhikha called Mount Hira`. The problem related to these tasks was that the students face difficulty in writing their idea in English.

In the last stage, the Show Time stage, there was not much time to finish the task. For that reason, the teacher asked the students to finish the Task 12 at home. She led the students to Task 13 and 14. The teacher asked the students to pronounce words in box. Some students were shy or doubtful in pronouncing the words. Then the teacher corrected their pronunciation and gave the

pronunciation sample produced by Cambridge Advance dictionary. After the students listening to the correct pronunciation, she asked the students to repeat the correct pronunciation. She also gave some students opportunities to check the correct pronunciation by using the Cambridge advance dictionary by themselves. The students were also interested in doing the crossword puzzle, even though they said that some of the puzzles were difficult. The teacher gave some additional clues for the difficult puzzle. At last, they ended the lesson by praying.

4. Field Note of the Implementation of Unit 3 (What Does She Look Like?)

The implementation of unit 3 was conducted in class X^A on Monday, 21 January 2011 in room X^A. The implementation started at 8.00 a.m. up to 9.20 a.m. As the previous implementation, in this section the researcher played her role as a teacher while the teacher, Mrs. LTH played her role as the evaluator of the teaching learning activity.

The students were already prepared their English books and ready for English lesson when the teacher came into their class. Before starting the lesson, the teacher greeted the students, introduced herself and explained her purpose of teaching in the class X^A. When all of the students had had handout of Unit 3, she started the lesson by asking the students to give comments of some pictures of famous people. After that, she asked the students to do the next tasks. There was no problem in the warm-up stage.

In the next stage, Let's Listen, the students had to do some tasks related to a song by M2M, called *Jennifer*. At first, they had to guess what the song would be about based on the song title. They all agreed that they song would tell about what Jennifer looks like. They could accomplish all the tasks very well. They students enjoyed doing the tasks. They did a good job in this stage.

The next stage was Move Further stage. In this stage, the students worked on tasks related to Bruno Mars' song, entitled *Just the Way You are*. They enjoyed the song very much since the song was catchy and very popular. They students had to work on task related to minimal pairs while listening to this song. The teacher only played this song twice, yet, the students already fulfilled the task. The next task was the comprehension questions related to the song. The students did this task in groups of three since the song meaning was implicitly stated. The last activities in this stage were doing tasks related to a song by Maher Zain, entitled *The Chosen One*. The students found no difficulty in completing tasks in this stage.

As well as the previous stages, in the last stage, the students had no difficulty in accomplishing the task. The task was Guess Who game. The students enjoyed playing this game a lot. Because of the limited time, the teacher asked the students to do Task 13 and 15 at home, as homework. Then, the teacher guided and facilitated the students to activity in which the students were able to check their English pronunciation. She asked them to pronounce the listed words and then gave them the correct pronunciation by Cambridge advance Dictionary. She played the pronunciation in the dictionary for several times because the students had not produced the correct pronunciation yet. She also needed to pronounce the words by herself in order to make the pronunciation clearer for the students. When this task had been accomplished, the teacher give chance for the students to ask questions related the lesson. There was no question. Then, the teacher guided the students to summarize the lesson. At last, she ended the lesson by saying goodbye.

The Course Grid of Song-based Tasks for Teaching Listening for Grade X Students of MAN Yogyakarta II in the Academic Year of 2010/2011

Grade/semester : X/1&2

Standard of Competence :

Listening

2. Understanding meanings in a simple short functional and monologue text in the form of recount, narrative and procedure in the daily life context.

8. Understanding meanings in a simple short functional and monologue text in the form of narrative, descriptive and news item in the daily life context.

Basic Competence :

2.2. Responding to meanings in a simple short functional and monologue text accurately, fluently and acceptably in the form of recount, narrative and procedure in the daily life context.

8.2. Responding to meanings in a simple short functional and monologue text accurately, fluently and acceptably in the form of narrative, descriptive and news item in the daily life context.

Topic	Indicators	Learning Materials	Learning Activities	Assessment	Sources
Unit 1 Tell Me What You Did Yesterday	<ul style="list-style-type: none"> - The students are able to identify the generic structure of recount texts. - The students are able to identify the important words in recount texts. - The students are able to identify the simple past tense in recount texts. 	<ul style="list-style-type: none"> - Some recount texts: <i>Yesterday</i> (a song by The Beatles), <i>Everytime</i> (a song by Simple Plan), <i>Leave out all the Rest</i> (a song by Linkin Park), <i>Forgive Me When I Whine</i> (a song by Zain Bhikha). - Vocabulary list: disarray, hobble, aisle, crutch, whine, etc. 	<p>Pre-Listening:</p> <ul style="list-style-type: none"> - The students guess the content of the song (a song by The Beatles, <i>Yesterday</i>) based on the title of the song. - The students brainstorm the important words that might be used in the song. <p>While Listening:</p> <ul style="list-style-type: none"> - The students listen to a song called <i>Yesterday</i> by The Beatles <p>Post-Listening:</p> <ul style="list-style-type: none"> - The students arrange pictures based on the events happened in the song. - The students answer questions. 	Written Spoken	<ul style="list-style-type: none"> - Text Type in English - Grammar Dictation

(continued)

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Topic	Indicators	Learning materials	Learning Activities	Assessment	sources
Unit 1 Tell Me What You Did Yester day	<ul style="list-style-type: none"> - The students are able to differentiate the sounds of the words in recount texts. - The students are able to share their experience in the form of a recount. - The students are able to produce the correct pronunciation of the words in the texts. 	<ul style="list-style-type: none"> - Generic structure: orientation, sequence of events, re-orientation. - Grammar: The Simple Past Tense S + V2 - Social function: to retell a series of events. 	<p>Pre-listening:</p> <ul style="list-style-type: none"> - The students arrange jumbled-stanzas of Simple Plan's song <p>While Listening:</p> <ul style="list-style-type: none"> - The students listen to Simple Plan's song, <i>Everytime</i>, - The students listen to the song again and check their stanza arrangement. <p>Post-Listening:</p> <ul style="list-style-type: none"> - The students do a "True-False" activity. - The students complete a table about the singer's activities in the past based on Simple Plan' song. <p>Pre-listening:</p> <ul style="list-style-type: none"> - The students arrange jumbled-stanzas of Zain Bhikha's song, <i>Forgive me when I Whine</i>. <p>While-Listening:</p> <ul style="list-style-type: none"> - The students listen to Zain Bhikha's song, <i>Forgive me when I Whine</i>, and check their stanza arrangement. <p>Post-Listening:</p> <ul style="list-style-type: none"> - The students discuss some comprehension questions based on the Zain Bhikha's song. - The students complete a table about the singer's activities in the past based on Zain Bhikha's song. - The students review the songs in Unit 1. - The students check the pronunciation of some new words in the songs. - The students do a crossword puzzle 		

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Topic	Indicators	Learning Materials	Activities	Assessment	Sources
Unit 2 Once Upon A Time	<ul style="list-style-type: none"> - The students are able to identify the generic structure of narrative texts. - The students are able to identify the Past Tense in the texts. - The students are able to identify the meaning of the words in the narrative texts. - The students are able to differentiate the sounds of the words in the texts. - The students are able to produce narrative texts. 	<ul style="list-style-type: none"> - Some narrative texts: <i>Once upon a Time</i>, (a song by Montella Jordan), Mount Hira (a song by Zain Bhikha). - Vocabulary list: escape, tuck, lullaby, gaze, salvation, chaos, etc. - Generic structure: Orientation, complication, resolution. - Grammar: The Simple Past Tense S + V2 - Social function: to entertain the readers or listeners. 	<p>Pre-Listening:</p> <ul style="list-style-type: none"> - The students guess what Unit 2 will talk about based on the unit title - The mention some words that might be used in Unit 2. - The students study the first stanza of Montella Jordan's song, <i>Once upon a Time</i>. - The students arrange the jumbled-stanzas of Montella Jordan's song. <p>While Listening:</p> <ul style="list-style-type: none"> - The students listen to Montella Jordan's song, named <i>Once Upon A Time</i> - The students check their stanza arrangement while listening to the song. <p>Post Listening:</p> <ul style="list-style-type: none"> - The students answer wh-questions based on the song - The students complete a diagram related to the song. <p>Pre-Listening:</p> <ul style="list-style-type: none"> - The students study the lyrics of a song by Tanya Stephens, <i>Little White Lie</i>. - The students choose the correct words in the brackets in the lyrics of the song. <p>While Listening:</p> <ul style="list-style-type: none"> - The students listen to the song. - The students listen to the song again and check their answer from the previous task. <p>Post Listening</p> <ul style="list-style-type: none"> - The students discuss some questions related to the song. 	Written	<ul style="list-style-type: none"> - Text Type in English

(continued)

Topic	Indicators	Learning Materials	Learning Activities	Assessment	Sources
	<ul style="list-style-type: none"> - The students are able to produce the correct pronunciation of the words in the texts. 		<p>Pre-Listening:</p> <ul style="list-style-type: none"> - The students guess what the song is about based on the song title (a song by Zain Bhikha, entitled Mount Hira). <p>While Listening:</p> <ul style="list-style-type: none"> - The students listen to the song and count how many times the title of the song appears in the song. <p>Post Listening</p> <ul style="list-style-type: none"> - The students listen to the song again and fill in the blanks. - The students write the song in their own words. - The students rewrite the story of their favourite songs in their own words - The students check pronunciation of some new words. - The students do crossword puzzle. 		
Unit 3 What does She Look Like?	<ul style="list-style-type: none"> - The students are able to identify the generic structure of descriptive texts. - 	<ul style="list-style-type: none"> - Some descriptive texts: <i>Jennifer</i> (a song by M2M), <i>The Chosen One</i> (a song by Maher Zain). - Vocabulary list: fragile, adorable, vulnerable, compliment, stare, greed, etc. - Generic Structure: introduction, descriptions. 	<p>Pre- Listening:</p> <ul style="list-style-type: none"> - The students share their opinions on the physical characteristics of the famous people. - The students brainstorm vocabulary that will be used in Unit 3. - The students guess what the song will be about based on the song title. <p>While-listening:</p> <ul style="list-style-type: none"> - The student listen to the song (M2M's song, <i>Jennifer</i>) - The students listen to the song again and arrange jumbled-stanzas of M2M' song called <i>Jennifer</i>. 	Spoken Written	<ul style="list-style-type: none"> - Text Type in English - Grammar Dictation

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Topic	Indicators	Learning Materials	Activities	Assessment	Sources
Unit 3 What does She Look Like?	<ul style="list-style-type: none"> - The students are able to identify the noun phrases in descriptive texts. The students are able to identify the meaning of the words in descriptive texts. - The students are able to differentiate the sounds of the words in the texts. - The students are able to produce narrative texts. - The students are able to produce the correct pronunciation of the words in the texts. 	<ul style="list-style-type: none"> - Grammar: Noun Phrase - Social function: to describe people, places or things. 	<p>Post-Listening:</p> <ul style="list-style-type: none"> - The students discuss some wh-questions related to the song. - The students complete a table of Jennifer descriptions. - The students discuss some questions based on the song. <p>Pre-Listening:</p> <ul style="list-style-type: none"> - The students guess the content of the song based on the song title. <p>While Listening:</p> <ul style="list-style-type: none"> - The students listen to a song by Bruno Mars, called <i>Just the way You are</i>. - The students choose the correct words in brackets based on the song they hear. <p>Post Listening:</p> <ul style="list-style-type: none"> - The students discuss some questions related to the song. <p>Pre-Listening:</p> <p>The students guess how many times the title of the song appears in song by Maher Zain, <i>The Chosen One</i>.</p> <p>While Listening:</p> <ul style="list-style-type: none"> - The students listen to the song carefully. <p>Post Listening:</p> <ul style="list-style-type: none"> - The students listen to the song again and fill in the blanks of the lyrics. - The students answer questions based on the song. - The students play a <i>Guess Who Game</i> - The students check the pronunciation of some new words. - The students do a crossword puzzle 		

LESSON PLAN

School	: MAN Yogyakarta II
Subject	: English
Skill	: Listening
Grade/semester	: X/ I
Meeting	: 1 and 2
Skill	: Listening
Theme	: Tell Me What You Did Yesterday
Time Allocation	: 4X45 Minutes

Standard of Competence

Listening

2. Understanding meanings in a simple short functional and monologue text in the form of a recount in the daily life context.

Basic Competence

- 2.2. Responding to meanings in a simple short functional and monologue text accurately, fluently and acceptably in the form of a recount in the daily life context.

Indicators:

1. Identifying the orientation of recount texts.
2. Identifying the sequence of events in recount texts.
3. Identifying the re-orientation of recount texts.
4. Identifying the meaning of the vocabulary in recount texts.
5. Identifying the Past Tense in recount texts.
6. Differentiating sounds of the words in recount texts.
7. Producing the correct pronunciation of the words in recount texts.
8. Producing recount texts.

I. Objectives:

1. The students are able to mention the orientation of recount texts.
2. The students are able to mention the sequence of events in recount texts.
3. The students are able to mention the re-orientation in recount texts.
4. The students are able to mention the meaning of the words in recount texts.
5. The students are able to identify the use of Past tense in recount texts.
6. The students are able to differentiate sounds of words in recount texts.
7. The students are able to produce the correct pronunciation of the words in recount texts.
8. The students are able to write recount texts.

II. Learning Materials

Recount Texts

- Social function: to retell a series of events.
- A recount text should include some information below.
 1. Orientation
It gives background information answering *Who? when? Where? Why?*
 2. Sequence of events
It identifies and describes events in chronological order.
 3. Re-orientation
It includes concluding comments express a personal opinion regarding the events described.
- Language feature
 - ✓ Use of Past tense
 - ✓ use of conjunction and time connectives
- Vocabulary: disarray, compliment, whine, crutch, hobble, etc.
- Input texts:
 1. A song by Simple Plan, entitled *Everytime*

Everytime by Simple Plan

It was 3 a.m. when you woke me up
Then we jumped in the car
And drove as far as we could go
Just to get away
We talked about our lives until the sun came
out
And now i`m thinking about
How I wish I could go back
Just for one more day
One more day with you

Chorus

Everytime I see your face
Everytime you look my way
It`s like it all falls into place
Everything feels right
Ever since you walked away it left my life in
disarray
All I want is one more day
It`s all I need is one more day with you

When the car broke down
We just kept walking until we hit this town
There was nothing there at all but that was
all OK
We spent all our money on stupid things
But if I look back now
I probably give it all away
Just for one more day
One more day with you

Chorus

Now I`m sitting here like we used to do
I think about my life
And now there`s othing I won`t do
Just for one more day
One more day with you

Chorus

You walked away
Just one more day
It`s all I need is one more day with you

2. A song by Linkin Park, entitled *Leave out all the Rest*

Leave out all the Rest by Linkin Park

I dreamed I was missing,
You were so scared
But no one would listen
Cause no one else cared
After my dreaming
I woke with this fear
What am I leaving when I'm done here
So if you're asking me I want you to know

(Chorus)
When my time comes forget the wrong
that I've done
Help me leave behind some reasons to
be missed
Don't resent me
And when you're feeling empty
Keep me in your memory
Leave out all the rest
Leave out all the rest

Don't be afraid
I've taken my beating
I've shared what I made
I'm strong in the surface
Not all the way through
I've never been perfect
But neither have you
So if you're asking me I want you to know

Chorus

Forgetting
All the hurt inside you learned to hide so well
Pretending
Someone else can come and save me from myself
I can't be who you are

3. A song by Zain Bhikha, entitled *Forgive me when I Whine*

Forgive me when I Whine by Zain Bhikha

Today, upon a bus I saw a girl with golden hair
And in my heart I wished that I was just as fair
When suddenly she rose to leave I saw her
hobble down the aisle
She had one leg and wore a crutch
But she passed, a smile
Oh Allah, oh Allah, forgive me when I whine
I have two legs to walk upon and the world is mine

I stopped to buy some candy; met a boy who
had such charm
We talked, he seemed so happy, if I were late,
it do no harm
And as I left, he said to me, "Thank you.
You've been so kind.
It's nice to talk with folks like you. You see,
he said, I'm blind".

Oh Allah, oh Allah, forgive me when I whine
I have two eyes to see the world and the
world is mine

Later that day on my way, I saw a boy with
eyes of blue
He watched the other children play
He did not know what to do
I stopped a moment, then I said, "Why don't
you join the others, dear?"
He kept on looking straight ahead and then I
knew he could not hear
Oh Allah, oh Allah, forgive me when I whine
I have two ears to hear the world and the
world is mine

With legs to take me where I'd go,
With eyes to see the sunset glow,
With ears to hear the world what I know,
Oh the world is mine

I stopped for a moment just look how much I
have
Everywhere in all our lives, there is His signs
Oh Allah, oh Allah, forgive me when I whine
I have been blessed indeed, and the world is
mine
Oh Allah, oh Allah, forgive me when I whine
I have been blessed indeed, and the world is
mine

III. Teaching Method

PPP (Presentation, Practice, Production)

IV. Teaching Learning Stages

Meeting I

A. Opening

- The teacher greets the students and checks the attendance list.
- The teacher leads the students to the topic of the lesson (Task 1 and Task 2)
- The teacher asks the students to brainstorm the vocabulary that will be used in Unit 1.

B. Main Activity

1. Presentation

- The teacher asks the students to do Task 4 (arranging jumbled-stanzas of a Simple Plan's song, *Everytime*) before listening to the song.

Before listen to Simple Plan's song, *Everytime*, arrange the jumbled-stanzas of the song below.

**Everytime I see your face
Everytime you look my way
It's like it all falls into place
Everything feels right
Ever since you walked away it left my
life in disarray
All I want is one more day
It's all I need is one more day with you**

**When the car broke down
We just kept walking 'til we hit this town
There was nothing there at all but that
was all OK
We spent all our money on stupid things
But if I look back now
I probably give it all away
Just for one more day
One more day with you**

**Now I'm sitting here like we used to do
I think about my life
And now there's nothing I won't do
Just for one more day
One more day with you**

**You walked away
Just one more day
It's all I need is one more day with you**

**It was 3 a.m. when you woke me up
Then we jumped in the car
And drove as far as we could go
Just to get away
We talked about our lives until the
sun came out
And now I'm thinking about
How I wish I could go back
Just for one more day
One more day with you**

ZZet1606 [PF] © www.visualphotos.com

- The teacher plays the song and asks the students to check their stanza arrangement.
- The teacher asks the students to do Task 5 (answering True/false questions based on the song).

Listen to the song once again and decide whether the following statements are true or false.

1. A friend of the singer woke him up very early in the morning.
2. They went away by car.
3. On the way they talked about many things, including the current events and their life.
4. They had to walk because their car was broken.
5. They came to a town and bought many things they need for their travel.
6. Then they were apart.
7. The singer missed that friend.
8. The singer felt his life was in a mess after his friend leave.
9. The singer didn't regret his friend leave.
10. The singer loves his friend.

- The teacher asks the students to do Task 6 (completing a table about the singer's activities in the song based on the sequence of the events). In discussing the answer of Task 6, the teacher leads the students in to a conclusion that in a recount text a writer retells a sequence of events happened in the past.

Based on the song in Task 3, complete the table about what happened to the singer below.

No	Events
1	A friend of the singer woke him up.
2	
3	
4	
5	
6	

2. Practice

- The teacher asks some students to retell their experience which is similar with the story in the song.
- The teacher asks the students to do Task 7 (filling in the blanks in the lyrics of a song by Linkin Park, *Leave out all the Rest*, with the correct form of verbs in the box.

are	leave	come	resent
care	dream	will	wake
ask	keep	save	miss
take	know	learn	share

I _____ I was missing,
You _____ so scared
But no one _____ listen
Cause no one else _____
After my dreaming
I _____ with this fear
What am I _____ when I'm
done here
So if you're _____ me I want
you to know

When my time _____ forget the
wrong that I've done
Help me leave behind some reasons to be

Don't _____ me
And when you're feeling empty
_____ me in your memory
Leave out all the rest
Leave out all the rest

Don't be afraid
I've _____ my beating
I've _____ what I made
I'm strong in the surface
Not all the way through
I've never been perfects
But neither have you
So if you're _____ me I want you to

Forgetting
All the hurt inside you _____ to
hide so well
Pretending
Someone else can come and _____
me from myself
I can't be who you are

- The teacher asks the students to do Task 8.

Meeting 2

- The teacher asks the students to watch a video of a song by Zain Bhikha, entitled *Forgive me when I whine*, before discussing question in Task 9.

Listen to and watch the video of the song in task 8, then answer the following questions in groups of three.

1. What is the song about?
2. How many people did the singer meet? How were they?
3. What is the moral value of the song?
4. Do you ever feel like disappointed of who you are?
5. How do you respond your weaknesses?
- The teacher asks the students to do Task 10 (rewriting Zain Bhikha's song, *Forgive me when I whine*, into paragraphs.

3. Production

- The teacher asks the students to work in pairs and play "Interview Game".
- The teacher asks the students to retell one of the three songs in Unit 1.
- The teacher leads the students into the pronunciation section.
- The teacher asks the students to do a crossword puzzle.

C. Closing Activity

- The teacher and students sum-up the lesson.
- The teacher ends the lesson.

V. Teaching Learning Sources

- www.linkinpark.com
- www.thebeatles.com
- www.simpleplan.com
- www.zainbhikha.com
- Text Type
- Cambridge Advance Dictionary

VI. Evaluation:

1. Technique: Individual task assessment

Indicators	Technique	Form
<ul style="list-style-type: none"> • Producing recount texts. • Identifying the generic structure of recount text. 	Spoken Written	Spoken test Written test
<ul style="list-style-type: none"> • Identifying the use of past tense in recount texts. 	Written	Written Test

2. Instrument

- Choose one of your friends as your partner. In this game there are two characters, the interviewer and the artist. The interviewer has to interview the artist about his or her past experience.
- Choose one your favourite songs. Retell the song in your own words and explain the meaning of the song from your point of view.

3. Scoring

a. Spoken Test

No	Aspect	Score	
1	Accuracy (using the correct grammar, vocabulary and pronunciation)	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor
2	Fluency (speaking at the normal speed, without hesitation and too many stops and pauses)	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor
3	Content	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor

b. Written Test

No	Aspect	Score	
1	Accuracy (using the correct grammar, vocabulary and pronunciation)	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor
3	Content	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor

c. Maximum score for spoken test = 25

d. Maximum score for spoken test = 10

Headmaster

NIP.

Yogyakarta, January 2011
Teacher

NIP.

LESSON PLAN

School	: MAN Yogyakarta II
Subject	: English
Skill	: Listening
Grade/semester	: X/ I
Meeting	: 1
Skill	: Listening
Theme	: Once upon a Time
Time Allocation	: 2X45 Minutes

Standard of Competence

Listening

2. Understanding meanings in a simple short functional and monologue text in the form of a narrative in the daily life context.

Basic Competence

- 2.2. Responding to meanings in a simple short functional and monologue text accurately, fluently and acceptably in the form of a narrative in the daily life context.

Indicators:

1. Identifying the orientation of narrative texts.
2. Identifying the complication of narrative texts.
3. Identifying the resolution of narrative texts.
4. Identifying the meaning of vocabulary of the words in the narrative texts.
5. Identifying the Past Tense in narrative texts.
6. Differentiating sounds of the words in narrative texts.
7. Producing the correct pronunciation of the words in narrative texts.
8. Producing narrative texts.

I. Objectives:

1. The students are able to mention the orientation in narrative texts.
2. The students are able to mention the complication in narrative texts.
3. The students are able to mention the resolution in narrative texts.
4. The students are able to mention the meaning of the vocabulary in narrative texts.
5. The students are able to identify the use of Past tense in narrative texts.
6. The students are able to differentiate words in narrative texts.
7. The students are able to produce the correct pronunciation of the words in the songs.
8. The students are able to retell the story of the songs.

II. Learning Materials

Narrative Texts

- Social function: to entertain the reader or listener.
- A narrative text should include some information below.
 1. Orientation
It sets the scene and introduces the participants and the characters.
 2. Complication
It presents a series of problems or crisis points which arise in the story.
 3. Resolution
The crisis is resolved for happy or sad ending.
- Language features
 - ✓ Use of past tense
 - ✓ Use of temporal conjunction
- Vocabulary: escape, chaos, tuck, etc.

- Input texts:

- 1) Montella Jordan's song, entitled *Once upon a Time*

Once upon a Time by Montella Jordan

Well here is my story that I tell to you
You may not believe me but I swear it's true
I escaped to Havana for a getaway
In a tiny club with a Cuban band on a Saturday

And that's when I saw her from across the room
Like something from a movie or a storybook
She had a short dress with curly hair and
chocolate skin
That's how it all began

I remember when she came into my life
And all at once-upon-a-time
Love was in the air
Just like an ocean breeze
And we were dancing to the sweetest melodies
I held her in my arms until she danced into the
night
It happened all at once-upon-a-time
Once upon a time

[Girl] Hifuela mijo tell me what happened next

The next day I was walking to the marketplace
I passed by the cathedral so I stopped to pray
I imagined this journey without my friend
And just like an angel she appeared again
But before I could ask her why she had gone
The Padre started yelling that "She's the one"
And suddenly the Policia were everywhere with
chaos in the air

I remember when she had to say goodbye
And all at once-upon-a-time
I could not believe they said she was a thief
And I stood there as they drove her away from me
And what was I to do, now they've accused her of
a crime
It happened all at once-upon-a-time

I remember when I couldn't sleep that night
And all at once-upon-a-time
I had to find a way to bring her back to me
So I made a plan of how to set her free
And so tomorrow night, mi amore I will find
It happened all at once-upon-a-time
Once upon a time

[Girl] So tell me, how did you get outta there?

[Girls] He disguised himself in sheets
[MJ] I waited for the guards to fall asleep
[Girls] Snuck into the tower, took the keys
[MJ] And then I told the girl, stick close to me
[Girls] He was in a sword fight 'till the death
[MJ] Everyone that watched just held their breath
[Girls] And then he ran
[MJ] I ran
[Girls] Jumped
[MJ] I jumped
[Girls] Climbed
[MJ] Faster and faster and faster

[Policia] Guards, stop him! Don't let him get away,
Guards!

I remember when she came back in my life
And all at once-upon-a-time
We made our getaway to another time and place
We were riding while the tears rolled down her face
She knows I cannot stay so we'll say our goodbyes
tonight
It happened all at once-upon-a-time

I remember when he came into my life
Love was in the air like an ocean breeze
Sweetest melodies
Until she danced into the night
It happened all at once-upon-a-time
Once upon a time

2) Tanya Stephens' song, entitled *Little White Lie*

Little White Lie by Tanya Stephens

Once upon a time there was a happy family (a sweet little baby)
There was a baby girl, a daddy, and a mommy(a sweet little baby)
Mommy kept a secret, she told a little white lie
and when she tucked the baby in at night, she sang her this lullaby

Verse 1:

You got your daddy's smile, you got his eyes
I feel my heart breaking everytime you cry
I'm gonna burn in hell, but its no sacrifice
Your stability is worth a million lies
I see your daddy, in everything you do
And if you could talk, I'll bet you'll talk like him too
but he can't be your daddy, I hope you understand
the man who thinks he's your father
is a much better man
Maybe one day, you'll end up crying on Rikki Lake
but baby its a chance your momma's willing to take
'Cause I love you! even if my heart is gonna break
Aint no reason you should suffer for my mistake

Chorus: And so I lie, baby I try, and it kills me inside
but I'm gonna live with this until the day I die
and I hurt, baby, oh how I hurt
but I know what you're worth, yeah
so I'm gonna live with this
until I hit the dirt, someday

And everyday by herself the momma cried and cried
but at night she smiled when the daddy was by her side

There were times she almost told him, and it really broke her heart
but she forced herself to keep the secret that was tearing her apart

Verse 2:

Now I can't sleep at night
I've lost my appetite
everybody keeps saying
"The baby looks kind of light"
and I tell them that every newborn baby looks the same
while I'm praying to God, "Please make your color change"
the emotions on his face when he's looking at you
I couldn't tell he ain't your papa even if I wanted to
he's got your picture tattooed on his arm
now he's bragging to his friends about his firstborn
Oh God, and I love him, really I do, if he ever found out
it
would kill me too, now I'm caught between a rock and a
really hard place I'd give anything to keep that smile on
his face

Chorus

Mommy kept the family together the best way she could
cause she knew in this case the truth would do more harm than good
what the daddy didn't know, didn't hurt him
he had no cause to fret, and that's as close to happily
ever after as anyone can get

Chorus out

3) Zain Bhikha's song, entitle *Mount Hira*

Mount Hira by Zain Bhikha

The same moon, the same star
Gazed right down at Rasulallah
They saw him climb, down from Hira
Now a Prophet, Prophet of Allah
And in the sky, was angel Jibril
He said o Muhammad, o Rasulallah
And so he walked, into Makkah
In his heart echoed Iqra, Iqra
And from the world, darkness was gone
with salvation, rising with dawn
for here was a blessing, a gift from Allah
and the light of Muhammad, outshone that star

Muhammad is, and always will be
the last and final Prophet of Allah
He was a mercy, unto the universe
peace and blessings be on Al-Mustafa
So he began, this perfect man
Sending his word, across the land
leading only, by his sunnah

And the Quran, the word of Allah
He brought the answer to this cruel world
Our beloved Prophet, Muhammad

So from that cave, in Mount Hira
To the holy city of Madinah
in life and death, he showed Islam
Opened our hearts to the wealth of Iman
So o Allah, hear my dua
Keep me as part of the Prophets ummah

The same moon, the same star
Gazed right down at Rasulallah
They saw him climb, down from Hira
Now a Prophet, Prophet of Allah
And in the sky, was angel Jibril
He said o Muhammad, o Rasulallah
He said o Muhammad, Nabi of Allah
He said o Muhammad, Prophet of Allah

III. Teaching Method

PPP (Presentation, Practice, Production)

IV. Teaching Learning Stage

A. Pre-Teaching

- The teacher greets the students and checks the attendance list.
- The teacher leads the students to the topic of the lesson (Task 1)
- The teacher asks the students to do Task 2

B. Main Teaching

1. Presentation

- The teacher leads the students to the first stanza of a song by Montella Jordan, entitled *Once upon a Time* and asks them to do Task 3.

Before listen to a song, entitled *Once Upon A Time* by Montella Jordan, study the first stanza of the song below. Based on the stanza, answer the following questions.

Well, here is my story that I tell to you
You may not believe but I swear it's true
I escaped to Havana for a getaway
In a tiny club with a cuban band on a Saturday
And that's when I saw her from across the room
Like something from a movie or a storybook
She had a short dress, with curly hair and chocolate
skin
That's how it all began

1. What the song is about?
2. Where did the story begin?
3. Whom did the singer meet in the club?
4. What did the girl look like?
5. Was the singer interested in the girl?

- The teacher divides the students into groups of three (Task 4).
- The teacher gives each student in each group two different stanzas of the song.
- The teacher asks the students to study the stanzas they have and then share the story in the stanzas to their friends in the same group.
- The teacher asks the students in each team to arrange the stanzas they have into the correct order.
- The teacher plays the song and asks the students to check their stanza arrangement.
- The teacher asks the students to do Task 6, answering questions related to the song.

In pairs, discuss and answer the following questions based on the song.

1. What does the song talk about?
 2. Where did the man meet the woman for the first time?
 3. What did the woman look like?
 4. Where did the police catch the girl?
 5. Why did the police catch the girl?
 6. Why did the man set her free?
 7. How did the man set her free?
 8. Did the story in the song end happily?
- The teacher asks the students to complete a diagram related to the song.
 - The teacher leads the students into a conclusion about the feature of a narrative text.

2. Practice

- The teacher asks the student to do Task 8.
- The teacher divides the students into groups of four and asks them to discuss Task 9.
- The teacher asks the students to fill in the gaps while listening to a song by Zain Bhikha, Mount Hira.

Filling in the gaps while listening to a song by Zain Bhikha, entitled *Mount Hira*.

Mount Hira by Zain Bhikha

The same _____, the same star
Gazed right down at Rasulullah
They saw him climb, down from _____
Now a Prophet, Prophet of Allah
And in the sky, was _____ Jibril
He said o Muhammad, o Rasulullah
And so he walked, into _____
In his heart echoed Iqra, Iqra
And from the world, _____ was gone
with salvation, rising with dawn
for here was a _____, a gift from Allah
and the light of Muhammad, outshone that star

Muhammad is, and always will be
the last and final _____ of Allah
He was a mercy, unto the universe
peace and blessings be on Al-Mustafa
So he began, this _____ man
Sending his word, across the land
leading only, by his sunnah
And the Quran, the word of Allah
He brought the answer to this _____ world
Our beloved Prophet, Muhammad
So from that cave, in Mount Hira
To the holy city of _____
in life and death, he showed Islam
Opened our hearts to the wealth of _____
So o Allah, hear my d0a
Keep me as part of the _____ ummah

The same _____, the same star
Gazed right down at Rasulullah
They saw him climb, down from _____
Now a Prophet, Prophet of Allah
And in the sky, was _____ Jibril
He said o Muhammad, o Rasulullah
He said o Muhammad, Nabi of Allah
He said o Muhammad, _____ of Allah

- The teacher asks the students to rewrite the song into a story.

3. Production

- The teacher asks the students to write a story based on one of their favourite songs.
- The teacher leads the students into the pronunciation section.
- The teacher gives the students vocabulary reinforcement (Task 14).

C. Post-Teaching

- The teacher and students sum-up the lesson.
- The teacher ends the lesson.

V. Learning Sources:

1. www.montellajordan.com
2. www.tanyastephens.com
3. www.zainbhikha.com
4. Cambridge advance dictionary

VI. Evaluation:

1. Technique: Individual task assessment

Indicators	Technique	Form
• Producing narrative texts.	Written	Written test
• Identifying the generic structure of narrative texts.	Written	Written Test
• Identifying the use of past tense in narrative texts.		

2. Instrument

- Choose one of your favourite songs which tell about a story. Rearrange the story from those songs in your own words then retell them to your friends in front of the class. Ask your friends to give comments to the story.

3. Scoring

No	Aspect	Score	
1	Accuracy (using the correct grammar, vocabulary and pronunciation)	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor
3	Content	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor

Maximum score for spoken test = 25

Yogyakarta, January 2011

Headmaster

Teacher

NIP.

NIP.

LESSON PLAN

School : MAN Yogyakarta II
Subject : English
Skill : Listening
Grade/semester : X/ II
Meeting : 1
Skill : Listening
Theme : What Does She Look Like
Time Allocation : 2X45 Minutes

Standard of Competence

Listening

2. Understanding meanings in a simple short functional and monologue text in the form of a recount in the daily life context.

Basic Competence

- 2.2. Responding meanings in a simple short functional and monologue text accurately, fluently and acceptably in the form of a recount in the daily life context.

Indicators:

1. Identifying the introduction in descriptive texts.
2. Identifying the descriptions in descriptive texts.
3. Identifying the meaning of vocabulary in descriptive texts.
4. Identifying Noun phrases in descriptive texts.
5. Differentiating sounds of the words in descriptive texts.
6. Producing the correct pronunciation of the words in descriptive texts.
7. Producing describe texts.

I. Objectives:

1. The students are able to mention the introduction in descriptive texts.
2. The students are able to mention the descriptions in descriptive texts.
3. The students are able to mention the meaning of the words in the descriptive texts.
4. The students are able to identify the noun phrases used in the descriptive texts.
5. The students are able to differentiate sounds of the words in the descriptive texts.
6. The students are able to produce the correct pronunciation of the words in the descriptive texts.
7. The students are able to describe people/things.

II. Learning Materials

Descriptive Texts

- Social function: to describe people, things, or places.
- A descriptive text should include some information below.
 1. Introduction

It introduces the people, places, or things that will be described in the texts.
 2. Description

It includes the descriptions and the characteristics of the people, places or things being described.
- Language features
 - ✓ Use of nouns
 - ✓ Use of noun phrases
- Vocabulary: fragile, compliment, adorable, vulnerable, greed. etc.
- Input texts:
 1. A song by M2M, called *Jennifer*

Jennifer by M2M

She's so beautiful
She is super nice
Everybody say she's special

She is wonderful
Unbelievable / sweet
I guess she is perfect

Stop saying she's just a friend
Keep hearing her name again, name again!

Chorus
I really have to say
She's always in my way
I can't believe how much you love her
How can I make you see?
It's either her or me
I will never be like Jennifer

She's a fragile girl
Skin like porcelain
Shame on you, if you would hurt her

She's adorable
Oh so vulnerable
I wish that somebody would drop her

Stop saying she's just a friend
Keep hearing her name again, name again!

Chorus
Stop saying she's just a friend
Keep hearing her name again, name again!

Chorus 2x

2. A song by Bruno Mars, called *Just the Way You are*

Just the Way You are by Bruno Mars

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 its so, It's so
Sad to think she don't see what I see

But every time she asks me do I look okay
I say

(Chorus)
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 awhile
Cause girl you're amazing
Just the way you are

Her nails, her nails
I could kiss them all day if she'd 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
Id never ask you to change
If perfect is what you're searching for
Then just stay the same

So don't even bother asking
If you look okay
You know I say

Chorus

The way you are
Girl you're amazing
Just the way you are

Chorus

3. A song by Maher Zain, called The Chosen One

Just the Way You are by Bruno Mars

In a time of darkness and greed
It is your light that we need
You came to teach us how to live
Muhammad Ya Rasool Allah

You were so caring and kind
Your soul was full of light
You are the best of mankind
Muhammad Khaira Khalqillah
Sallu 'ala Rasulillah, Habib Al Mustafa
Peace be upon The Messenger
The Chosen One

From luxury you turned away
And all night you would pray
Truthful in every word you say
Muhammad Ya Rasul Allah

Your face was brighter than the sun
Your beauty equaled by none
You are Allah's Chosen One
Muhammad Khaira Khalqillah
Sallu 'ala Rasulillah, Habib Al Mustafa
Peace be upon The Messenger
The Chosen One

I will try to follow your way
And do my best to live my life
As you taught me
I pray to be close to you
On that day and see you smile
When you see me
Sallu 'ala Rasulillah, Habibil Mustafa
Peace be upon The Messenger
The Chosen One

Sallu 'ala Rasulillah, Habibi Mustafa
Peace be upon The Messenger
The Chosen One

III. Teaching Method

PPP (Presentation, Practice, Production)

IV. Teaching Learning Stages

A. Pre-Teaching

- The teacher greets the students and checks the attendance list.
- The teacher shows the students some pictures of some famous people and asks the students to give comments related to the people in the pictures.
- The teacher asks the students to match words in the upcoming songs with the synonyms.

B. Main Teaching

1. Presentation

- The teacher leads the students to a song by M2M, called *Jennifer*, by asks the students to guess what the song will be about based on the song title.
- The teacher asks the students to arrange the jumbled-stanzas of the song while listening to the song.
- The teacher asks the students to answer questions in Task 5.

In groups of four discuss the questions below.

1. What is the song about?
 2. What does Jennifer look like?
 3. What is the relationship between the singer and Jennifer?
 4. What is the relationship among the singer, Jennifer and "You" in the song?
 5. What does the singer mean by saying "shame on you if you would hurt her"?
- The teacher asks the students to complete a card about Jennifer's description.
 - The teacher leads the students to some characteristics of a descriptive text.
 - The teacher asks the students to describe their close friends briefly.

2. Practice

- The teacher asks the students to do Task 8.

Now listen to a song by Bruno Mars, entitled *"Just the Way You are"*, and circle the correct words in the brackets.

Bruno Mars Just the Way You Are

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

Yeah I **(no/know)**, I **(now/know)**
When I compliment her **(see/she)** won't believe me
And it's so, it's so sad to **(thing/think)** she don't see what I see

But every time she asks me do I look okay, I say

Chorus

When I see your face there's not a thing that I would **(chance/change)**
Cause you're amazing just the **(why/way)** you are
And when you smile, the whole world stops and **(stirs/stares)** for awhile
(Cause/cost) girl you're amazing just the way you are

Her nails, her nails, I could kiss them all day if she'd let me
Her laugh, her laugh, she **(haze/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/chance)**
If perfect is what you're searching for, then just **(say/stay)** the same

So don't even (brother/bother) asking
if you look okay, you know I say

(Chorus)

The way you are
The way you are
Girl you're amazing
Just the way you are

Chorus

- The teacher asks the students to work in groups of three and discuss some questions related to the song in Task 8.

In group of three, discuss the following questions based on the song in Task 9. Give arguments to your answers.

1. Is the girl beautiful?
2. According to the singer, what does make the girl beautiful?
3. Does the girl think that she is beautiful?
4. What do you think about the way the singer adores the girl?
5. According to the song, what is "beautiful"?

- The teacher asks the students to fill in gaps while listening to a song by Maher Zain, Mount Hira.
- Listen to a song called *The Chosen One* by Maher Zain. While listening, fill in the blanks with the words in the box.

mankind	came	smile	truthful	follow
time				
brighter	luxury	caring	taught	beauty

<p>In a _____ of darkness and greed It is your light that we need You _____ to teach us how to live Muhammad Ya Rasool Allah</p> <p>You were so _____ and kind Your soul was full of light You are the best of _____ Muhammad Khaira Khalqillah Sallu 'ala Rasulillah, Habib Al Mustafa Peace be upon The Messenger The Chosen One</p> <p>From _____ you turned away And all night you would pray _____ in every word you say Muhammad Ya Rasul Allah</p> <p>Your face was _____ than the sun Your _____ equaled by none</p>	<p>You are Allah's Chosen One Muhammad Khaira Khalqillah Sallu 'ala Rasulillah, Habib Al Mustafa Peace be upon The Messenger The Chosen One</p> <p>I will try to _____ your way And do my best to live my life As you _____ me I pray to be close to you On that day and see you _____ When you see me Sallu 'ala Rasulillah, Habibi Mustafa Peace be upon The Messenger The Chosen One</p> <p>Sallu 'ala Rasulillah, Habibi Mustafa Peace be upon The Messenger The Chosen One</p>
--	---

- The teacher asks the students to do Task 11.
- Listen to the song in task 10 once again and answer the following questions.
1. Who is the song about?
 2. What did Muhammad look like?
 3. What kind of man was he?
 4. What do you think about him?
 5. What other characteristics of Prophet Muhammad do you know?

3. Production

- The teacher divides the class into groups of four and leads them to play "Guess Who" game.
- The teacher asks the students to review one of the songs in Unit 3.
- The teacher leads the students to the pronunciation section.
- The teacher asks the students to do a crossword puzzle.

C. Post-Teaching

- The teacher and students sum-up the lesson.
- The teacher ends the lesson.

V. Learning Sources:

1. www.m2m.com
2. www.brunomars.com
3. www.maherzain.com
4. Cambridge advance dictionary

VI. Evaluation:

1. Technique: Individual Task Assessment

Indicators	Technique	Form
• Producing descriptive texts.	Spoken	Spoken test
• Identifying the generic structure of descriptive texts.	Written	Written test
• Identifying the use of Noun phrase in descriptive texts.	Written	Written Test

2. Instrument

- In groups of four, let's play "*Guess Who Game*". Before playing, study the instructions and rules below.
 1. Each student has two turns or two chances to describe his/ her favourite thing/person, etc.
 2. Decide which student who gets the first turn to play.
 3. Then that student must describe his/ her favourite thing, artist or pet or anything else.
 4. The other students have to guess who or what the student is talking about.
 5. Every time a student makes a correct guess, s/he gets 1 point.
 6. The winner is the student who has the highest score.

Student who gets the lowest score has to do what the winner asks him/ her to do for example dancing.
- Choose one of the favourite songs. Retell the song in your own words and explain the meaning of the song from your point of view.

3. Scoring

a. Spoken Test

No	Aspect	Score	
1	Accuracy (using the correct grammar, vocabulary and pronunciation)	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor
2	Fluency (speaking at the normal speed, without hesitation and too many stops and pauses)	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor
3	Content	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor

b. Written Test

No	Aspect	Score	
1	Accuracy (using the correct grammar, vocabulary and pronunciation)	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor
3	Content	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor

c. Maximum score for spoken test = 25

d. Maximum score for written test = 15

Yogyakarta, January 2011

Headmaster

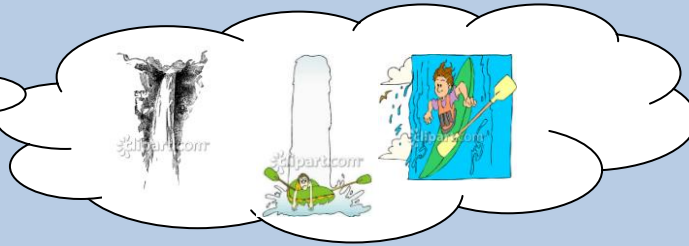
Teacher

NIP.

NIP.

UNIT 1

Tell Me What You did Yesterday.



Warm up



Look at the pictures.
Do you know them?
What do you know about them?



Task 1

Listen to one of their songs entitled "Yesterday" and put the pictures below into the correct order based on the song.



He was very sad.



He had dinner with his girl and friends.



His girl said goodbye.



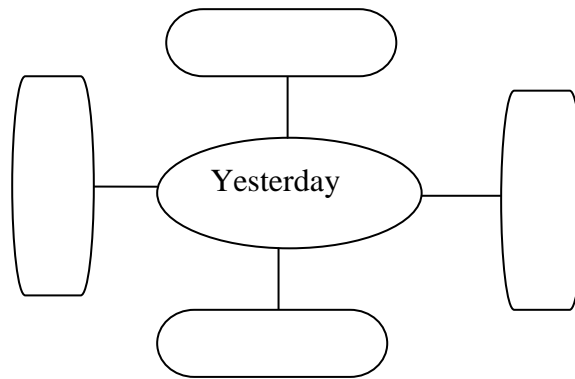
He had fun with friends.



Colour your life with music

Task 2

Write four important words in the song.



Task 3

Before listen to Simple Plan's song, *Everytime*, arrange the jumbled-stanzas of the song below.

**Everytime I see your face
Everytime you look my way
It's like it all falls into place
Everything feels right
Ever since you walked away it left my
life in disarray
All I want is one more day
It's all I need is one more day with you**

**When the car broke down
We just kept walking 'til we hit this town
There was nothing there at all but that
was all OK
We spent all our money on stupid things
But if I look back now
I probably give it all away
Just for one more day
One more day with you**

**It was 3 a.m. when you woke me up
Then we jumped in the car
And drove as far as we could go
Just to get away
We talked about our lives until the
sun came out
And now I'm thinking about
How I wish I could go back
Just for one more day
One more day with you**

**Now I'm sitting here like we used to do
I think about my life
And now there's othing I won't do
Just for one more day
One more day with you**

**You walked away
Just one more day
It's all I need is one more day with you**

22x15006 [BF] © www.visualphotos.com



Task 4

Listen to the song and check whether your stanza arrangement in Task 3 is correct or incorrect.

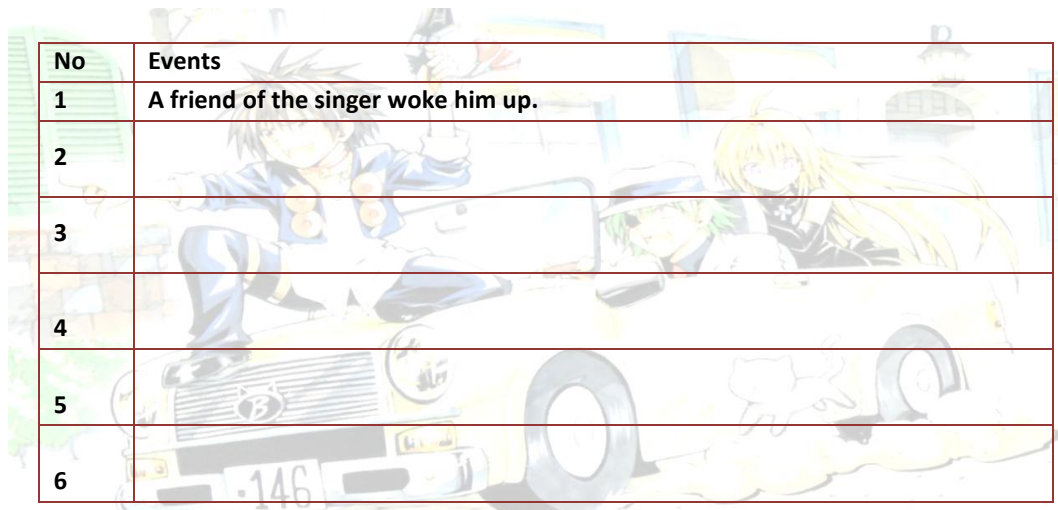
Task 5

Listen to the song once again and decide whether the following statements are true or false.

1. A friend of the singer woke him up very early in the morning.
2. They went away by car.
3. On the way they talked about many things, including the current events and their life.
4. They had to walk because their car was broken.
5. They came to a town and bought many things they need for their travel.
6. Then they were apart.
7. The singer missed that friend.
8. The singer felt his life was in a mess after his friend leave.
9. The singer didn't regret his friend leave.
10. The singer loves his friend.

Task 6

Based on the song in Task 4, complete the table about what happened to the singer below.



No	Events
1	A friend of the singer woke him up.
2	
3	
4	
5	
6	





Task 7

Listen to a song by Linkin Park, called *Leave Out All The Rest* and complete the lyrics with the correct form of the verbs in the box below. Make necessary change for the verbs.

are	leave	come	resent
care	dream	will	wake
ask	keep	save	miss
take	know	learn	share

I _____ I was missing,
You _____ so scared
But no one _____ listen
Cause no one else _____
After my dreaming
I _____ with this fear
What am I _____ when I'm
done here
So if you're _____ me I want
you to know

When my time _____ forget the
wrong that I've done
Help me leave behind some reasons to be

Don't _____ me
And when you're feeling empty
_____ me in your memory
Leave out all the rest
Leave out all the rest

Don't be afraid
I've _____ my beating
I've _____ what I made
I'm strong in the surface
Not all the way through
I've never been perfects
But neither have you
So if you're _____ me I want you to

Forgetting
All the hurt inside you _____ to
hide so well

Pretending
Someone else can come and _____
me from myself
I can't be who you are



Task 8

Listen to a song from Zain Bhikha, entitled *Forgive Me When I Whine*. While listening choose the words in the brackets that you hear from the song.

Forgive Me When I Whine by Zain Bhikha

Today, upon a bus I **(saw/show)** a girl with golden hair
And in my heart I wished that I was just as **(fear/fair)**
When suddenly **(see/she)** rose to leave I saw her hobble down the aisle
She had one leg and wore a **(cructh/church)**
But she passed, a smile
Oh Allah, oh Allah, forgive me when I **(wine/whine)**
I have two legs to **(talk/walk)** upon and the world is mine

I stopped to buy some candy; **(meet/met)** a boy who had such charm
We **(talked/walked)**, he seemed so happy, if I were late, it do no harm
And as I **(left/leave)**, he said to me, "Thank you. You've been so kind.
It's nice to **(walk/talk)** with folks like you. You see, he said, I'm blind".
Oh Allah, oh Allah, forgive forgive me when I **(wine/whine)**
I have two eyes to see the **(word/world)** and the world is mine

Later that day on my way, I saw a boy with eyes of blue
He **(watched/watch)** the other children play
He did not **(now/know)** what to do
I stopped a moment, then I **(say/said)**,
"Why don't you join the others, dear?"
He kept on looking straight ahead
and then I **(new/knew)** he could not hear
Oh Allah, oh Allah, forgive me when I **(wine/whine)**
I have two ears to **(hear/here)** the world and the world is mine

With **(lack/legs)** to take me where I'd go,
With eyes to see the sunset **(go/glow)**,
With ears to hear the world what I know,
Oh the world is mine

I stopped for a moment just look how much I have
Everywhere in all our lives, **(there/here)** is His signs
Oh Allah, oh Allah, forgive me when I **(wine/whine)**
I have been blessed indeed, and the world is mine
Oh Allah, oh Allah, forgive me when I **(wine/whine)**
I have been blessed indeed, and the world is mine



Task 9

Listen to and watch the video of the song in task 10, then answer the following questions in groups of three.

1. What is the song about?
2. How many people did the singer meet? How were they?
3. What is the moral value of the song?
4. Do you ever feel like disappointed of who you are?
5. How do you respond your weaknesses?

Task 10

Rewrite the song by Zain Bhikha in your own words but do not change the sequence of events in the song. Use the following worksheet.

[Title] _____

Today, _____

Then, _____

After that, _____

Finally, _____



Task 11

Playing Interview Game.

Choose one of your friends as your partner. In this game there are two characters, the interviewer and the artist. The interviewer has to interview the artist about his or her past experience. You can use the following form as your interview guideline. Make a summary of the interview.

NO	Events	Addition info (When/ Where)
1	Began to be an artist	
2	Job before became an artist	
3	Reason of choosing artist as profession	
4	The interesting experience as an artist	
5	The interesting experience during childhood time	

Task 12

Choose one of your favourite songs. Retell the song in your own words and explain the meaning of the song from your point of view.

Colour your life with music



Word Spot

Task 13

Pronounce the words in the box below and then check whether your pronunciation is correct or incorrect.



LET'S SAY THE WORDS!!

Wish	:/ wɪʃ /
See	:/ si: /
Talk	:/ tɔ:k /
Leap	:/ li:p /
Tear	:/ tiə(r) /
Think	:/ θɪŋk /
Thing	:/ θɪŋ /
Hobble	:/ hɒbl /
Fair	:/ feə(r) /
Crutch	:/ krʌtʃ /
Whine	:/ waɪn /

Task 14

Do the crosswords puzzle below.

			1.		3.						
	2.										
	4.				5.		6.		7.		
8.								9.			
	10.										

Cross

2. Has similar meaning to 'Possibly'
5. Has similar meaning to 'Correct'
8. Frog does it to move
9. Hope
10. Walk lamely

Down

1. The past form of 'Wake up'
3. The antonym of 'unfair'
4. Stick used by old men
6. I _____ to school by bus.
7. Considering something



Colour your life with music

UNIT 2

Once Upon a Time



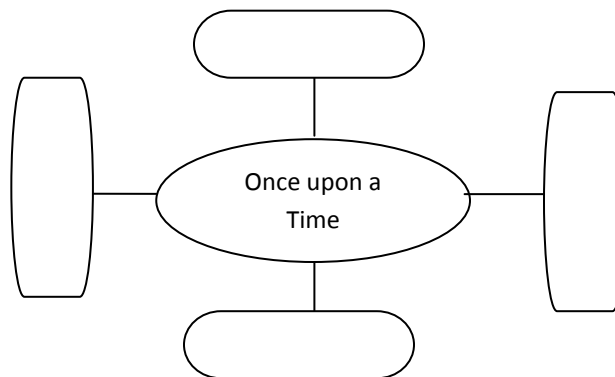
Warm up

Task 1

Pay attention to the title of this unit “Once Upon a Time”. Guess what we will talk about in this unit?

Task 2

Write some words that you think will be used in this unit.



Let's Listen

Task 3

Before listening to a song entitled *Once Upon A Time* by Montella Jordan, study the first stanza of the song.

Well, here is my story that I tell to you
You may not believe but I swear it's true
I escaped to Havana for a getaway
In a tiny club with a cuban band on a Saturday
And that's when I saw her from across the room
Like something from a movie or a storybook
She had a short dress, with curly hair and chocolate
skin
That's how it all began

Colour your life with music



Answer the following questions based on the stanza.

1. What is the song about?
2. Where did the story begin?
3. Whom did the singer meet in the club?
4. What did the girl look like?
5. Was the singer interested in the girl?

Task 4

In groups of three, work on the jumbled-stanzas of a song by Montella Jordan, called *Once Upon a Time*. Each student in the groups will have two different stanzas cut off from the lyrics of the song. Each student has to study the stanzas s/he has and tell her/his friends in the same group what the stanzas are about. After that, all member of the group have work together to arrange the jumbled stanzas into the correct order. The first stanza is available in task 4.

Task 5

Listen to the song entitled *Once Upon A Time* by Montella Jordan and check whether your stanza arrangement in Task 5 is correct or incorrect.

Task 6

In pairs, discuss and answer the following questions based on the song.

1. What does the song talk about?
2. Where did the man meet the woman for the first time?
3. What did the woman look like?
4. Where did the police catch the girl?
5. Why did the police catch the girl?
6. Why did the man set her free?
7. How did the man set her free?
8. Did the story in the song end happily?



Task 7

Complete the diagram below based on the story of the song.

Once upon a time

Who were the characters in the song?
a. _____
b. _____

Where did their first meeting?

What were the problems they faced?

How did the man solve the problems?

How did the story of the song end?





Task 8

Listen to the next song entitled *Little White Lie* by Tanya Stephens and choose the right words in bold.

Little White Lie

By Tanya Stephens

(Tanya narrating)

Once upon a time there **(is/was)** a happy family (a sweet little baby)
There was a baby girl, a daddy, and a mommy(a sweet little baby)
Mommy **(keep/kept)** a secret, she told a little white lie
and when she tucked the baby in at night, she **(sang/sing)** her this lullaby

Verse 1:

You got your daddy's smile, you **(get/got)** his eyes
I feel my **(hurt/heart)** breaking everytime you cry
I'm gonna burn in hell, but it's **(no/now)** sacrifice
Your stability is worth a million lies
I **(see/she)** your daddy, in everything you do
And if you could talk, I'll bet you'll talk like him too
but he can't be your daddy, I hope you understand
the man who **(things/thinks)** he's your father
is a much better man
Maybe one **(die/day)**, you'll end up crying on Rikki Lake
but baby it's a **(chance/change)** your momma's willing to take
'Cause I love you! even if my heart is gonna break
Ain't no reason you should suffer for my mistake

Chorus: And so I lie, baby I **(cry/try)**, and it kills me inside
but I'm gonna live with this until the day I die
and I **(hurt/heard)**, baby, oh how I hurt
but I know what you're worth, yeah
so I'm gonna live with this
until I hit the dirt, someday

(Narrating)

And everyday by herself the momma **(tried/cried)** and cried
but at night she smiled when the daddy was by her side
There were times she almost **(hold/told)** him, and it really broke her heart
but she forced herself to **(kept/keep)** the secret that was tearing her apart

(continued)



Verse 2:

Now I can't **(slept/sleep)** at night
I've lost my appetite
everybody keeps **(saying/seeing)**
"The baby looks kind of light"
and I tell them that every newborn baby looks the same
while I'm praying to God, "Please make your color **(change/ chance)**"
the emotions on his face when he's looking at you

I couldn't tell he ain't your papa even if I wanted to
he's got your picture tattooed on his **(harm/arm)**
now he's bragging to his friends about his firstborn
Oh God, and I love him, really I do, if he ever found out it
would kill me too, now I'm **(cough/caught)** between a rock and a
really hard place
I'd give anything to keep that smile on his face

Chorus

(Narrating)

Mommy kept the family together the best **(why/way)** she could
cause she knew in this case the truth would do more harm than good
what the daddy didn't know, didn't **(heard/hurt)** him
he had no cause to fret, and that's as close to happily ever after as anyone can get

Chorus out

Task 9

In groups of three, discuss the following questions based on the song in Task 9.

1. Who were the members of the happy family mentioned in the song?
2. Who told the white lie?
3. Why did the mother lie?
4. What was the problem faced by the mother?
5. Who did she solve her problem?
6. Did the family live happily? Give arguments.

Colour your life with music



Task 10

Fill in the gaps while you are listening to a song by Zain Bhikha, entitled *Mount Hira*.

Mount Hira by Zain Bhikha

The same _____, the same star
Gazed right down at Rasulallah
They saw him climb, down from _____
Now a Prophet, Prophet of Allah
And in the sky, was _____ Jibril
He said o Muhammad, o Rasulallah
And so he walked, into _____
In his heart echoed Iqra, Iqra
And from the world, _____ was gone
with salvation, rising with dawn
for here was a _____, a gift from Allah
and the light of Muhammad, outshone that star

Muhammad is, and always will be
the last and final _____ of Allah
He was a mercy, unto the universe
peace and blessings be on Al-Mustafa
So he began, this _____ man
Sending his word, across the land
leading only, by his sunnah
And the Quran, the word of Allah
He brought the answer to this _____ world
Our beloved Prophet, Muhammad

So from that cave, in Mount Hira
To the holy city of _____
in life and death, he showed Islam
Opened our hearts to the wealth of _____
So o Allah, hear my d0a
Keep me as part of the _____ ummah

The same _____, the same star
Gazed right down at Rasulallah
They saw him climb, down from _____
Now a Prophet, Prophet of Allah
And in the sky, was _____ Jibril
He said o Muhammad, o Rasulallah
He said o Muhammad, Nabi of Allah
He said o Muhammad, _____ of Allah

Task 11

Rewrite the song in your own words.

Colour your life with music





Show Time

Task 12

Choose one of your favourite songs which tell about a story. Rearrange the story from those songs in your own words then retell them to your friends in front of the class. Ask your friends to give comments to the story.

Word Spot

Task 13

Pronounce the words in the box below and then check whether your pronunciation is correct or incorrect.

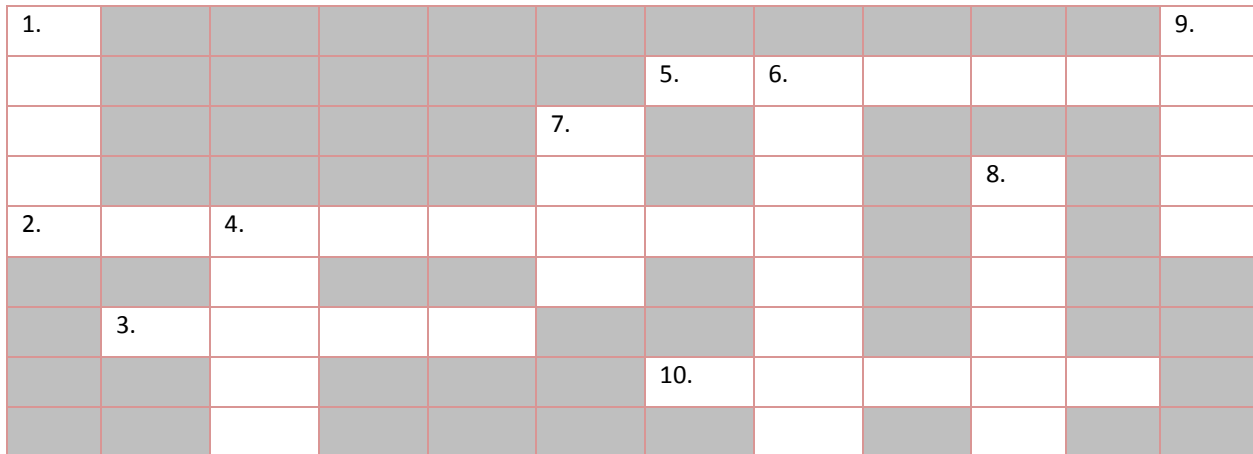


LET'S SAY THE WORDS!!

Escape	:/ ɪ'skeɪp /	Hair	:/ heə(r) /
Pain	:/ peɪn /	Hear	:/ hɪə(r) /
Swear	:/ sweə(r) /	Cough	:/ kɒf /
Sure	:/ ʃʊə(r) /	Caught	:/ kɔ:t /
Saw	:/ sɔ:/	Cry	:/ kraɪ /
Show	:/ ʃəʊ /	Try	:/ traɪ /

Task 14

In pairs, do the crosswords puzzle below.



Cross

- 2. Change your appearance in order to deceive others
- 3. Hurt something by fire or heat
- 5. Flee to get free
- 10. Glue something on something else.

Down

- 1. Weapon usually used by princes or kings a long time ago
- 4. Past form of 'Sneak'
- 6. The opposite of "weakness"
- 7. When you get hurt, you feel in ...
- 8. Opportunity
- 9. Organ that is responsible for blood circulation

Colour your life with music



I remember when (he came into my life)
Love was in the air, just like an ocean breeze
(sweetest melodies) until she danced into the
night
It happened all at once-upon-a-time
Once upon a time

I remember when I couldn't sleep that night
And all at once-upon-a-time
I had to find a way to bring her back to me
So I made a plan of how to set her free
And so tomorrow night, me amore I will find
It happened all at once-upon-a-time

(so tell me, how did you get outta there)
(he disguised himself in sheets)
I waited for the guards to fall asleep
(snuck into the tower, took the keys)
And then I told the girl, stick close to me
(he was in a sword fight 'til the death)
Everyone that watched just held their breath
(And then he ran)
I ran
(jumped)
I jumped
(climbed)
Faster and faster and faster
(Guards, stop him! Don't let him get away.
Guards!)

I remember when she had to say goodbye
And all at once-upon-a-time
I couldn't believe they said she was a thief
And I stood there as they drove her away from me
And what was I to do
Now they've accused her for a crime
It happened all at once-upon-a-time

Well, here is my story that I tell to you
You may not believe but I swear it's true
I escaped to Havana for a getaway
In a tiny club with a cuban band on a Saturday
And that's when I saw her from across the
room
Like something from a movie or a storybook
She had a short dress, with curly hair and
chocolate skin
That's how it all began

(Hifuela mijo, tell me what happened next)
The next day I was walking to the market place
I passed by the cathedral, so I stopped to pray
I imagined this journey without my friend
And just like an angel she appeared again
But before I could ask her whay she had gone,
The Padre satrted yelling that "she's the one"
And suddently Policia were everywhere with
chaos in the air

I remember when she came into my life
And all at once-upon-a-time
Love was in the air just like an ocean breeze
And we were dancing to the sweetest melodies
I held her in my arms until she danced into the
night
It happened all at once-upon-a-time
Once upon a time





UNIT 3

What does she Look Like?



Warm up

Task 1

Look at the pictures below.

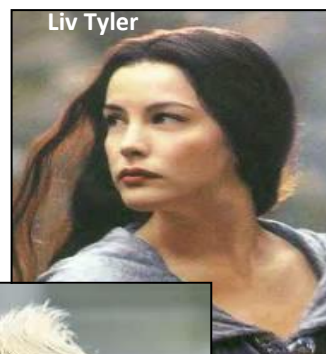
What do you think about them? Do they look beautiful or handsome?



Cleopatra Stratan



Lady Gaga



Liv Tyler



Mbah Surip



Arman Maulana



Chester Bennington



Didier Drogba



Lee Ming Hoo



Syahrul Khan



Jensen Ackles

Task 2

In pairs, discuss the following words and then match the words in column A with the synonyms in column B.

A	B
1 Beautiful	a. allow
2 Believe	b. pretty
3 Stare	c. look for
4 Let	d. annoy
5 Bother	e. trust
6 Search	f. gaze




Task 3

Before listening to a song entitled *Jennifer* by M2M, guess what the song will be about based on the title.

Task 4

Listen to the song and arrange the jumbled stanzas into the correct order.



1.
She's a fragile girl
Skin like porcelain
Shame on you if you would hurt her
She's adorable
Oh so vulnerable
I wish that somebody would drop her

2.
I really have to say
She's always in my way
I can't believe how much you love her
How can I make you see?
It's either her or me
I will never be like Jennifer

3.
She's so beautiful
she is super nice
everybody say she's special
She is wonderful
Unbelievable / sweet
I guess she is perfect

4.
Stop saying she's just a friend
Keep hearing her name again, name again!

Task 5

In groups of four discuss the questions below.

1. What is the song about?
2. What does Jennifer look like?
3. What is the relationship between the singer and Jennifer?
4. What is the relationship among the singer, Jennifer and "You" in the song?
5. What does the singer mean by saying "shame on you if you would hurt her"?

Task 6

Complete a card contains information about Jennifer below based on the description of Jennifer in the song.

Name : Jennifer

Description

Face :

Skin :

Personality :



Jennifer

Task 7

Pay attention to the song lyrics once again and study how the singer describes a girl named Jennifer. Do you have a close friend or special friend? Is s/he beautiful? What does s/he look like?



Move Further

Task 8

Now listen to a song by Bruno Mars, entitled "Just the Way You are", and circle the correct words in the brackets.

Bruno Mars Just the Way You Are

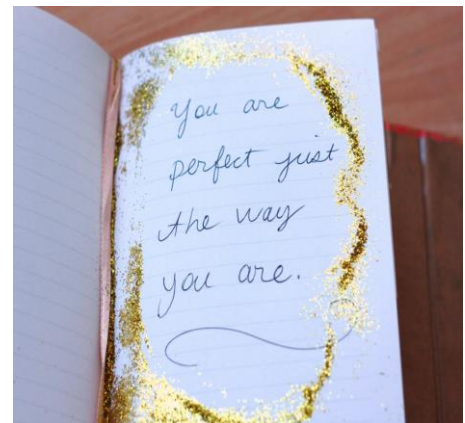
Oh her eyes, her eyes, make the **(stars/ starts)** look like they're not shining
Her hair, her hair, falls perfectly without her **(crying/trying)**
She's so beautiful and I **(tell/call)** her every day

Yeah I **(no/know)**, I **(now/know)**
When I compliment her **(see/she)** won't believe me
And it's so, it's so sad to **(thing/think)** she don't see what I see

But every time she asks me do I look okay, I say

Chorus

When I see your face there's not a thing that I would **(chance/change)**
Cause you're amazing just the **(why/way)** you are
And when you smile, the whole world stops and **(stirs/stares)** for awhile
(Cause/cost) girl you're amazing just the way you are



(Continued to the next page)

Her nails, her nails, I could kiss them all day if she'd let me
 Her laugh, her laugh, she **(haze/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/chance)**
 If perfect is what you're searching for, then just **(say/stay)** the same

So don't even (brother/bother) asking
 if you look okay, you know I say

(Chorus)

The way you are
 The way you are
 Girl you're amazing
 Just the way you are

Chorus



Task 9

In group of three, discuss the following questions based on the song in Task 9. Give arguments to your answers.

1. Is the girl beautiful?
2. According to the singer, what does make the girl beautiful?
3. Does the girl think that she is beautiful?
4. What do you think about the way the singer adores the girl?
5. According to the song, what is "beautiful"?

Task 10

Listen to a song called *The Chosen One* by Maher Zain. While listening, fill in the blanks with the words in the box.

mankind	came	smile	truthful	follow	time
brighter	luxury	caring	taught	beauty	

In a _____ of darkness and greed
 It is your light that we need
 You _____ to teach us how to live
 Muhammad Ya Rasool Allah

You were so _____ and kind
 Your soul was full of light
 You are the best of _____
 Muhammad Khaira Khalqillah
 Sallu 'ala Rasulillah, Habib Al Mustafa
 Peace be upon The Messenger
 The Chosen One

From _____ you turned away
 And all night you would pray
 _____ in every word you say
 Muhammad Ya Rasul Allah

Your face was _____ than the sun
 Your _____ equaled by none

You are Allah's Chosen One
 Muhammad Khaira Khalqillah
 Sallu 'ala Rasulillah, Habib Al Mustafa
 Peace be upon The Messenger
 The Chosen One

I will try to _____ your way
 And do my best to live my life
 As you _____ me
 I pray to be close to you
 On that day and see you _____
 When you see me
 Sallu 'ala Rasulillah, Habibil Mustafa
 Peace be upon The Messenger
 The Chosen One

Sallu 'ala Rasulillah, Habibi Mustafa
 Peace be upon The Messenger
 The Chosen One



Task 11

Listen to the song in task 10 once again and answer the following questions.

1. Who is the song about?
2. What did Muhammad look like?
3. What kind of man was he?
4. What do you think about him?
5. What other characteristics of Prophet Muhammad do you know?



Task 12

In groups of four, let's play "Guess Who Game". Before playing, study the instructions and rules below.

1. Each student has two turns or two chances to describe his/ her favourite thing/person, etc.
2. Decide which student who gets the first turn to play.
3. Then that student must describe his/ her favourite thing, artist or pet or anything else.
4. The other students have to guess who or what the student is talking about.
5. Every time a student makes a correct guess, s/he gets 1 point.
6. The winner is the student who has the highest score.
7. Student who gets the lowest score has to do what the winner asks him/ her to do for example dancing.

Task 13

Choose one of the favourite songs. Retell the song in your own words and explain the meaning of the song from your point of view.

Word Spot

Task 14

Pronounce the words in the box below and then check whether your pronunciation is correct or incorrect.

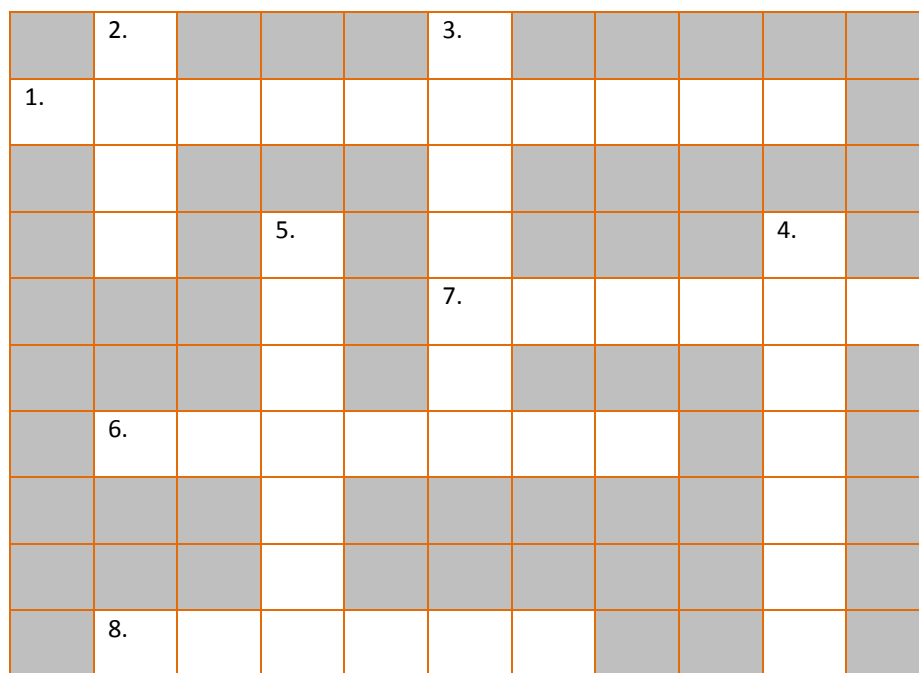


LET'S SAY THE WORDS!!

Believe	:/ bɪ'li:v /	Star	:/ stɑ:(r) /
Shame	:/ ʃeɪm /	Start	:/ stɑ:t /
Realize	:/ rɪ əlaɪz /	Bother	:/ bɒðə(r) /
Hurt	:/ hɜ:t /	Brother	:/ brʌðə(r) /
Vulnerable	:/vʌlnərəbl /	Change	:/tʃeɪnd /
Fragile	:/frædʒaɪl /	Chance	:/ tʃɑ:ns /
Love	:/ lʌv/	Stare	:/steə(r) /
Stir	:/ stɜ:(r) /		

Task 15

Do the crosswords puzzle below.



Cross

1. Easily hurt either physically or emotionally.
6. Has similar meaning to 'Trust'
7. Do not notice
8. Beautiful

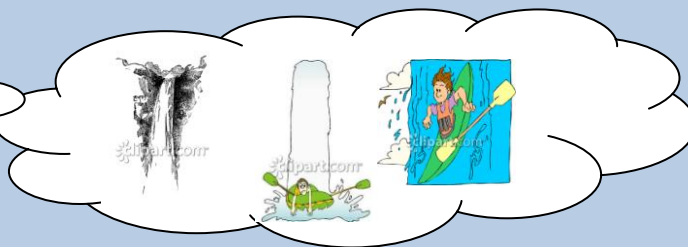
Down

2. Feel pain
3. Has similar meaning to 'Pledge'
4. Easily broken
5. Has similar meaning to 'aware'



UNIT 1

Tell Me What You Did Yesterday.



Warm up



Look at the pictures.
Do you know them?
What do you know about them?



Task 1

Listen to one of their songs entitled *Yesterday* and put the pictures below into the correct order based on the song.



He is very sad.



He has dinner with his friends.



His girl says goodbye.



He plays and has fun with his friends.

Task 2

Colour your life with music



Now listen to the song once again and discuss the following questions with your friends.

1. What is the song about?
2. How was the singer's yesterday?
3. Why does he miss his yesterday?
4. How was your yesterday?
5. Do you miss your yesterday?
6. What do you miss from your yesterday?

Task 3

In pairs, discuss the following words and then match the words in column A with the synonyms in column B.

A	B
1. Woke up	a. Discuss
2. Jump	b. Unimportant things
3. Go	c. Look
4. Wish	d. Maybe
5. See	e. Got up
6. Talk about	f. Leap
7. Probably	g. Leave
8. Stupid things	h. Hope



Task 4

Before listen to Simple Plan's song, *Everytime*, arrange the jumbled-stanzas of the song below. Do it individually.

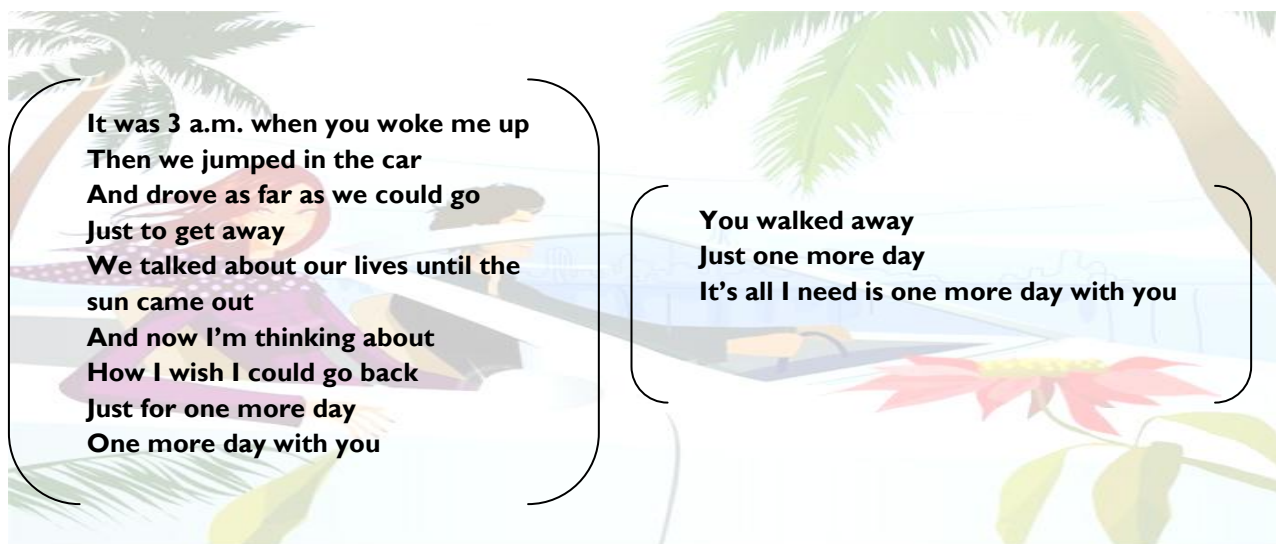
Everytime I see your face
Everytime you look my way
It's like it all falls into place
Everything feels right
Ever since you walked away it left my
life in disarray
All I want is one more day
It's all I need is one more day with
you

When the car broke down
We just kept walking 'til we hit this town
There was nothing there at all but that
was all OK
We spent all our money on stupid things
But if I look back now
I probably give it all away
Just for one more day
One more day with you

Now I'm sitting here like we used to do
I think about my life
And now there's nothing I won't do
Just for one more day
One more day with you

22015006 [PF] © www.visualphotos.com





It was 3 a.m. when you woke me up
Then we jumped in the car
And drove as far as we could go
Just to get away
We talked about our lives until the
sun came out
And now I'm thinking about
How I wish I could go back
Just for one more day
One more day with you

You walked away
Just one more day
It's all I need is one more day with you

Task 5

Listen to the song and check whether your stanza arrangement in Task 3 is correct or incorrect.

Task 6

Listen to the song once again and decide whether the following statements are true or false.

1. A friend of the singer woke him up very early in the morning.
2. They went away by car.
3. On the way they talked about many things, including the current events and their life.
4. They had to walk because their car was broken.
5. They came to a town and bought many things they need for their travel.
6. Then they were apart.
7. The singer missed that friend.
8. The singer felt his life was in a mess after his friend leave.
9. The singer didn't regret his friend leave.
10. The singer loves his friend.

Task 7

Based on the song in Task 4, complete the table about what happened to the singer below.

No	Events
1	A friend of the singer woke him up.
2	
3	
4	
5	
6	

Task 8

Do you have the same story (missing someone who had gone away) like the song? Share your own experience in front of the class and let your friends give comments.

Colour your life with music





Task 9

Work in pairs. Each of you will have two cards. One card consists of a complete text and the other card consists of an uncompleted text. Ask your partner some questions in order to complete your uncompleted text.

Task 10

Listen and watch the video of the song in Task 11, then answer the following questions in groups of three.

1. What is the song about?
2. How many people did the singer met? How were they?
3. Do you ever feel like disappointed of who you are?
4. What is the moral value of the song?
5. How do you respond your weaknesses?

Task 11

Rewrite the song by Zain Bhika in your own words but do not change the sequence of events in the song. Use the following worksheet.

(Title) _____

Today, _____

Then, _____

After that, _____

Finally, _____



Colour your life with music



Task 12

Choose one your favourite songs. Retell the song in your own words and explain the meaning of the song from your point of view.

Task 13

Write your own past experience and then share it to your friends and ask them to give comments.



Word Spot

Task 14

Pronounce the words in the box below and then check whether your pronunciation is correct or incorrect.



LET'S SAY THE WORDS!!

Wish	:/ wɪʃ /
See	:/ si: /
Talk	:/ tɔ:k /
Leap	:/ li:p /
Tear	:/ tiə(r) /
Think	:/ θɪŋk /
Thing	:/ θɪŋ /
Hobble	:/ hɒbl /
Fair	:/ feə(r) /
Crutch	:/ krʌʃ /
Whine	:/ waɪn /

Task 15



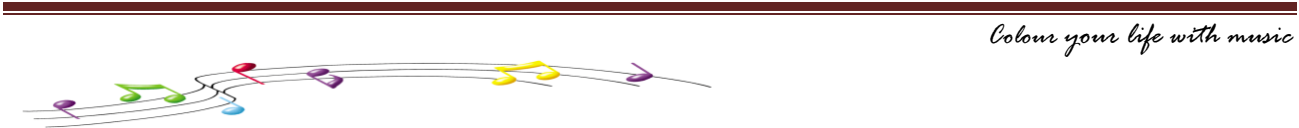
Colour your life with music

Do the crosswords puzzle below.

			1.		3.						
	2.										
	4.				5.		6.		7.		
8.								9.			
	10.										

Cross	Down
2. Has similar meaning to 'Possibly'	1. The past form of 'Wake up'
5. Has similar meaning to 'Correct'	3. The antonym of 'unfair'
8. Frog does it to move	4. Stick used by old men
9. Hope	6. I _____ to school by bus.
10. Walk lamely	7. Considering something

Students A



Today, upon a bus I saw _____
And in my heart I wished that I was just as
fair
When suddenly she rose to leave I saw

She had one leg and wore _____
But she passed a smile
Oh Allah, oh Allah, forgive me when I
whine
I have two legs to walk upon and the world
is mine

I stopped to buy _____; met a boy
who _____
We talked, he was so happy, if I were late,
it do no harm
And as I left, he said to me, "

_____"
Oh Allah, oh Allah, forgive me when I
whine
I have two eyes to see the world and the
world is mine

Later that day on my way, I saw a boy with eyes
of blue
He watched the other children play
He did not know what to do
I stopped a moment, then I said,
"Why don't you join the others, dear?"
He kept on looking straight ahead
and then I knew he could not hear
Oh Allah, oh Allah, forgive me when I whine
I have two ears to hear the world and the world
is mine

With legs to take me where I'd go,
With eyes to see the sunset glow,
With ears to hear the world what I know,
Oh the world is mine

I stopped for a moment just look how much I
have
Everywhere in all our lives, there is His signs
Oh Allah, oh Allah, forgive me when I whine
I have been blessed indeed, and the world is mine
Oh Allah, oh Allah, forgive me when I whine
I have been blessed indeed, and the world is mine

Student B

Colour your life with music



Today, upon a bus I saw a girl with golden hair
And in my heart I wished that I was just as fair
When suddenly she rose to leave I saw her
hobble down the aisle
She had one leg and wore a crutch
But she passed a smile
Oh Allah, oh Allah, forgive me when I whine
I have two legs to walk upon and the world is mine

I stopped to buy some candy; met a boy
who had such charm
We talked, he seemed so happy, if I were
late, it do no harm
And as I left, he said to me, "Thank you.
You've been so kind.
It's nice to talk with folks like you. You see,
he said, I'm blind".
Oh Allah, oh Allah, forgive me when I whine
I have two eyes to see the world and the world is mine

Later that day on my way, I saw _____
He watched the other children play
He did not know what to do
I stopped a moment, then I said,
"_____?"
He kept on looking straight ahead
and then I knew _____
Oh Allah, oh Allah, forgive me when I whine
I have two ears to hear the world and the world is mine

With legs to _____,
With eyes to see _____,
With ears to hear _____,
Oh the world is mine

I stopped for a moment just look how much I have
Everywhere in all our lives, there is _____
Oh Allah, oh Allah, forgive me when I whine
I have been blessed indeed, and the world is mine
Oh Allah, oh Allah, forgive me when I whine
I have been blessed indeed, and the world is mine



UNIT 2

Once Upon a Time



Warm up

Task 1

Pay attention to the title of this unit “Once Upon a Time”. Guess what we will talk about in this unit based on the title.

Task 2

In pairs, find the meaning of the following words. You may use your dictionary.

1. Escape :
2. Pain :
3. Reach :
4. Breeze :
5. Accuse :
6. Disguise :
7. Strength :
8. Snuck :
9. Sword :
10. Roll down :
11. Stick :
12. Chaos :

- a. a weapon with a long sharp metal blade.
- b. power
- c. to get free from something
- d. a state of total confusion and lack of order
- e. a feeling of physical suffering
- f. say that someone has done something illegal
- g. to stay very close to somebody
- h. have a new appearance to hide the true appearance/identity
- i. a light and pleasant wind





Task 3

Before listen to a song, entitled *Once Upon A Time* by Montella Jordan, study the first stanza of the song below. Based on the stanza, answer the following questions.

Well, here is my story that I tell to you
You may not believe but I swear it's true
I escaped to Havana for a getaway
In a tiny club with a cuban band on a Saturday
And that's when I saw her from across the room
Like something from a movie or a storybook
She had a short dress, with curly hair and chocolate
skin
That's how it all began

1. What the song is about?
2. Where did the story begin?
3. Whom did the singer meet in the club?
4. What did the girl look like?
5. Was the singer interested in the girl?

Task 4

In groups of three, work with the jumbled-stanzas of a song by Montella Jordan, called *Once Upon a Time*. Each student in the groups will have two different stanzas cut off from the lyrics of the song. Each student has to study the stanzas s/he has and tell her/his friends in the same group what the stanzas are about without showing the stanzas. After that, all member of the group have work together to arrange the jumbled stanzas into the correct order. The first stanza is available in Task 4.

Task 5

Listen to the song entitled *Once Upon a Time* by Montella Jordan and check whether your stanza arrangement in Task 5 is correct or incorrect.

Task 6

In pairs, discuss and answer the following questions based on the song.

1. What does the song talk about?
2. Where did the man meet the woman for the first time?
3. What did the woman look like?
4. Where did the police catch the girl?
5. Why did the police catch the girl?
6. Why did the man set her free?
7. How did the man set her free?
8. Did the story in the song end happily?

Colour your life with music



Task 7

Complete the diagram below based on the story of the song.

Once upon a time

Who were the characters in the song?
a. _____
b. _____

Where did their first meeting?

What did the problems they face?

How did the man solve the problems?

How did the story of the song end?





Task 8

Listen to a song entitled "The Wild Colonial Boy" by Dr. Hook. While listening, choose the right words in the brackets of the song below.

Dr. Hook: "The Wild Colonial Boy"

There **(is/was)** a wild colonial boy, Jack Doolan was his name
Of poor but honest parents, he **(was/wash)** born near Castlemaine
He was his father's only son, and his mother's **(bride/pride)** and joy
So dearly **(did/dirt)** his parents love their wild colonial boy

Barely sixteen years of age, he first **(began/begin)** to roam
And **(fond/found)** Australia's sunny shores, and called it his true home
He **(robbed/rob)** the wealthy squatters, their assets to destroy
A terror to the rich ones, **(is/was)** the wild colonial boy

Back in eighteen sixty one, **(became/began)** his wild career
With a head that **(new/knew)** no danger, and a heart that held no fear
He held the Mudgee mail coach up, and he **(shoot/shot)** Judge MacEvoy
A curse to every copper **(was/is)** the wild colonial boy

Later on that very **(die/day)**, as Jack he rode along
Listening to the kookaburras, pleasant **(loving/ laughing)** song
He spied **(three/ tree)** mounted troopers, Kelly, Davis and Fitzroy
With a warrant for the **(lecture/ capture)** of the wild colonial boy

"Surrender now, Jack Doolan, for you see we're three to **(one/ won)**
Surrender now in the Queen's high name, or your **(living/ loving)** days are done"
Jack drew two pistols from his **(held/ belt)**, and he waved them proud and high
"I'll fight, but not surrender", **(tried/cried)** the wild colonial boy

Jack fired once at Kelly, **(brought/ bought)** him to the ground
Then **(turning/ learning)** round from Davis' gun, received his mortal wound
A bullet pierced his proud young **(head/heart)**, from the pistol of Fitzroy
And that's the **(why/way)** they captured him, the wild colonial boy
Yes that's the way they captured him, the wild colonial boy

Task 9

In group of three, discuss the following questions based on the song by Dr. Hook called *The Wild Colonial Boy*. Report your result of discussion in front of the class.

1. What is the song about?
2. Was he a good boy? Why?
3. What were Jack Dollan's characteristics?
4. Why did people try to arrest him?
5. How did they arrest him?

Colour your life with music



Task 10

Filling in the gaps while listening to a song by Zain Bhikha, entitled *Mount Hira*.

Mount Hira by Zain Bhikha

The same _____, the same star
Gazed right down at Rasulullah
They saw him climb, down from _____
Now a Prophet, Prophet of Allah
And in the sky, was _____ Jibril
He said o Muhammad, o Rasulullah
And so he walked, into _____
In his heart echoed Iqra, Iqra
And from the world, _____ was gone
with salvation, rising with dawn
for here was a _____, a gift from Allah
and the light of Muhammad, outshone that star

Muhammad is, and always will be
the last and final _____ of Allah
He was a mercy, unto the universe
peace and blessings be on Al-Mustafa
So he began, this _____ man
Sending his word, across the land
leading only, by his sunnah
And the Quran, the word of Allah
He brought the answer to this _____ world
Our beloved Prophet, Muhammad

So from that cave, in Mount Hira
To the holy city of _____
in life and death, he showed Islam
Opened our hearts to the wealth of _____
So o Allah, hear my d0a
Keep me as part of the _____ ummah

The same _____, the same star
Gazed right down at Rasulullah
They saw him climb, down from _____
Now a Prophet, Prophet of Allah
And in the sky, was _____ Jibril
He said o Muhammad, o Rasulullah
He said o Muhammad, Nabi of Allah
He said o Muhammad, _____ of Allah

Task 10

Rewrite the song in your own words into a story. Use questions on who, when, what, and where and how as in the diagram in Task 7 to help you.

Colour your life with music





Show Time

Task 12

Choose one of your favourite songs which tell about a story. Rearrange the story from those songs in your own words then retell them to your friends in front of the class. Ask your friends to give comments to the story.

Task 13

Pronounce the words in the box below and then check whether your pronunciation is correct or incorrect.

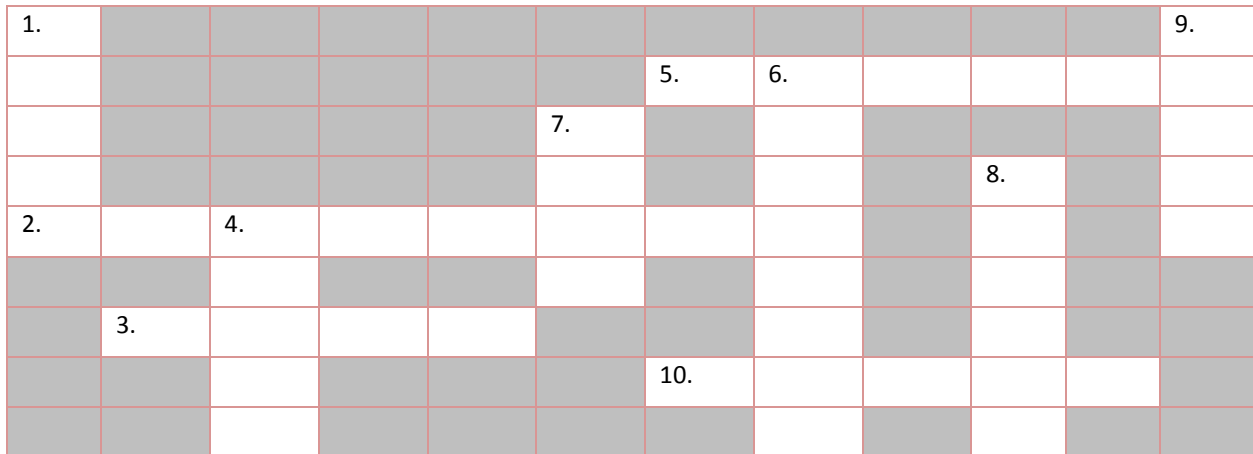


LET'S SAY THE WORDS!!

Escape	:/ ɪ'skeɪp /	Hair	:/ heə(r) /
Pain	:/ peɪn /	Hear	:/ hɪə(r) /
Swear	:/ sweə(r) /	Cough	:/ kɒf /
Sure	:/ ʃʊə(r) /	Caught	:/ kɔ:t /
Saw	:/ sɔ:/	Cry	:/ kraɪ /
Show	:/ ʃəʊ /	Try	:/ traɪ /

Task 16

Do the crosswords puzzle below.



Cross

- 2. Change your appearance in order to deceive others
- 3. Hurt something by fire or heat
- 5. Flee to get free
- 10. Glue something on something else.

Down

- 1. Weapon usually used by princes or kings a long time ago
- 4. Past form of 'Sneak'
- 6. The opposite of "weakness"
- 7. When you get hurt, you feel in ...
- 8. Opportunity
- 9. Organ that is responsible for blood circulation

Colour your life with music



(Hifuela mijo, tell me what happened next)
The next day I was walking to the market place
I passed by the cathedral, so I stopped to pray
I imagined this journey without my friend
And just like an angel she appeared again
But before I could ask her why she had gone,
The Padre started yelling that "she's the one"
And suddenly Policia were everywhere with
chaos in the air

I remember when I couldn't sleep that night
And all at once-upon-a-time
I had to find a way to bring her back to me
So I made a plan of how to set her free
And so tomorrow night, me amore I will find
It happened all at once-upon-a-time

(so tell me, how did you get outta there)
(he disguised himself in sheets)
I waited for the guards to fall asleep
(snuck into the tower, took the keys)
And then I told the girl, stick close to me
(he was in a sword fight 'til the death)
Everyone that watched just held their breath
(And then he ran)
I ran
(jumped)
I jumped
(climbed)
Faster and faster and faster
(Guards, stop him! Don't let him get away.
Guards!)

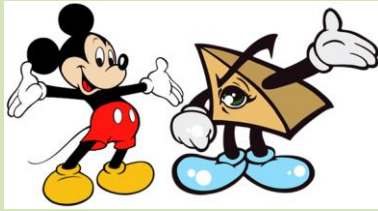
I remember when she had to say goodbye
And all at once-upon-a-time
I couldn't believe they said she was a thief
And I stood there as they drove her away from me
And what was I to do
Now they've accused her for a crime
It happened all at once-upon-a-time

Well, here is my story that I tell to you
You may not believe but I swear it's true
I escaped to Havana for a getaway
In a tiny club with a Cuban band on a Saturday
And that's when I saw her from across the room
Like something from a movie or a storybook
She had a short dress, with curly hair and
chocolate skin
That's how it all began

(Hifuela mijo, tell me what happened next)
The next day I was walking to the market place
I passed by the cathedral, so I stopped to pray
I imagined this journey without my friend
And just like an angel she appeared again
But before I could ask her why she had gone,
The Padre started yelling that "she's the one"
And suddenly Policia were everywhere with
chaos in the air

I remember when she came into my life
And all at once-upon-a-time
Love was in the air just like an ocean breeze
And we were dancing to the sweetest melodies
I held her in my arms until she danced into the
night
It happened all at once-upon-a-time
Once upon a time





UNIT 3

What does She Look Like?

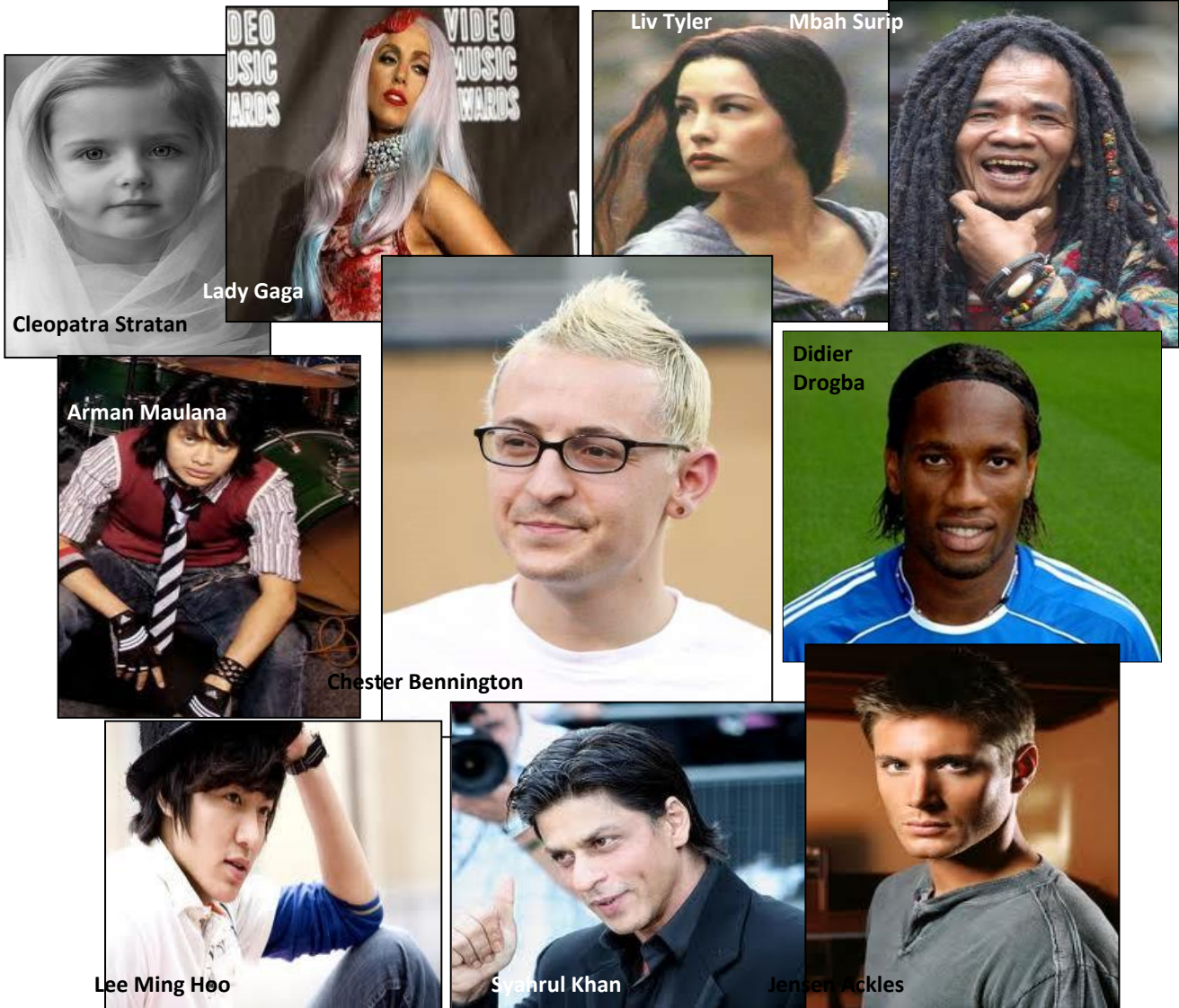


Warm up

Task 1

Look at the pictures below.

What do you think about them? Do they look beautiful or handsome?



Task 2

In pairs, discuss the following words and then match the words in column A with the synonyms in column B.

A	B
1 Beautiful	a. allow
2 Believe	b. pretty
3 Stare	c. look for
4 Let	d. annoy
5 Bother	e. trust
6 Search	f. gaze




Task 3

Before listening to a song entitled '*Jennifer*' by M2M, guess what the song will be about based on the title.

Task 4

Listen to the song and arrange the jumbled-stanzas into the correct order.



1.

She's a fragile girl
Skin like porcelain
Shame on you if you would hurt her
She's adorable
Oh so vulnerable
I wish that somebody would drop her

2.

I really have to say
She's always in my way
I can't believe how much you love her
How can I make you see?
It's either her or me
I will never be like Jennifer

3.

She's so beautiful
she is super nice
everybody say she's special
She is wonderful
Unbelievable / sweet
I guess she is perfect

4.

Stop saying she's just a friend
Keep hearing her name again, name again!



Task 5

In groups of four discuss the questions below.

1. What is the song about?
2. What does Jennifer look like?
3. What is the relationship between the singer and Jennifer?
4. What is the relationship among the singer, Jennifer and "You" in the song?
5. What does the singer mean by saying "shame on you if you would hurt her"?

Task 6

Complete a card contains information about Jennifer below based on the description of Jennifer in the song.

Name : Jennifer

Description

Face :

Skin :

Personality :



Jennifer

Task 7

Pay attention to the song lyrics once again and study how the singer describes a girl named Jennifer. Do you have a close friend or special friend? Is s/he beautiful? What does s/he look like?



Task 8

Now listen to a song by Bruno Mars, entitled "Just the Way You are", and circle the correct words in the brackets.

Bruno Mars Just the Way You Are

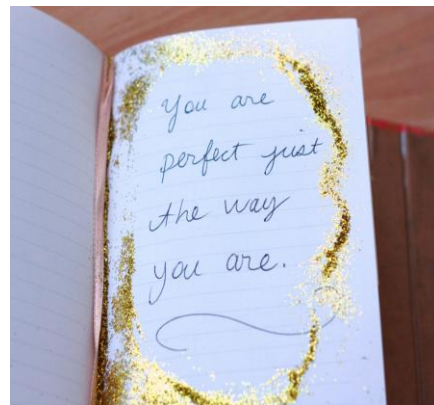
Oh her eyes, her eyes, make the **(stars/ starts)** look like they're not shining
Her hair, her hair, falls perfectly without her **(crying/trying)**
She's so beautiful and I **(tell/call)** her every day

Yeah I **(no/know)**, I **(now/know)**
When I compliment her **(see/she)** won't believe me
And its so, it's so sad to **(thing/think)** she don't see what I see

But every time she asks me do I look okay, I say

Chorus

When I see your face there's not a thing that I would **(chance/change)**
Cause you're amazing just the **(why/way)** you are
And when you smile, the whole world stops and **(stirs/stares)** for awhile
(Cause/cost) girl you're amazing just the way you are



(Continued)



Her nails, her nails, I could kiss them all day if she'd let me
 Her laugh, her laugh, she **(haze/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/chance)**
 If perfect is what you're searching for, then just **(say/stay)** the same

So don't even (brother/bother) asking
 if you look okay, you know I say

(Chorus)

The way you are
 The way you are
 Girl you're amazing
 Just the way you are

Chorus



Task 9

In group of three, discuss the following questions based on the song in Task 9. Give arguments to your answers.

1. Is the girl beautiful?
2. According to the singer what does make the girl beautiful?
3. Does the girl think she is beautiful?
4. What do you think about the way the singer adores the girl?
5. According to the song what is "beautiful"?

Task 10

Listen to a song called *The Chosen One* by Maher Zain. While listening, fill in the blanks with the words in the box.

mankind	came	smile	truthful	follow	time
brighter	luxury	caring	taught	beauty	

In a _____ of darkness and greed
 It is your light that we need
 You _____ to teach us how to live
 Muhammad Ya Rasool Allah

You were so _____ and kind
 Your soul was full of light
 You are the best of _____
 Muhammad Khaira Khalqillah
 Sallu 'ala Rasulillah, Habib Al Mustafa
 Peace be upon The Messenger
 The Chosen One

From _____ you turned away
 And all night you would pray
 _____ in every word you say
 Muhammad Ya Rasul Allah

Your face was _____ than the sun
 Your _____ equaled by none

You are Allah's Chosen One
 Muhammad Khaira Khalqillah
 Sallu 'ala Rasulillah, Habib Al Mustafa
 Peace be upon The Messenger
 The Chosen One

I will try to _____ your way
 And do my best to live my life
 As you _____ me
 I pray to be close to you
 On that day and see you _____
 When you see me
 Sallu 'ala Rasulillah, Habibil Mustafa
 Peace be upon The Messenger
 The Chosen One

Sallu 'ala Rasulillah, Habibi Mustafa
 Peace be upon The Messenger
 The Chosen One

Task 11

Colour your life with music



Listen to the song in Task 10 once again and answer the following questions.

1. Who is the song about?
2. What did Muhammad look like?
3. What kind of man was he?
4. What do you think about him?
5. What are the other characteristics of Prophet Muhammad that you know?



Task 12

In groups of four, let's play "Guess Who Game". Before playing, study the instructions and rules below.

1. Each student has two turns or two chances to describe his/ her favourite thing/person, etc.
2. Decide which student who gets the first turn to play.
3. Then that student must describe his/ her favourite thing, artist or pet or anything else.
4. The other students have to guess who or what the student is talking about.
5. Every time a student makes a correct guess, s/he gets 1 point.
6. The winner is the student who has the highest score.
7. Student who gets the lowest score has to do what the winner asks him/ her to do for example dancing.

Task 13

Choose one of your favourite songs. Retell the song in your own words and explain the meaning of the song from your point of view.

Word Spot

Task 14

Pronounce the words in the box below and then check whether your pronunciation is correct or incorrect.



LET'S SAY THE WORDS!!

Believe	:/ bɪ'li:v /	Star	:/ stɑ:(r) /
Shame	:/ ʃeɪm /	Start	:/ stɑ:t /
Realize	:/ rɪ əlaɪz /	Bother	:/ bʊðə(r) /
Hurt	:/ hɜ:t /	Brother	:/ brʌðə(r) /
Vulnerable	:/vʌlnərəbəl /	Change	:/ tʃeɪnd /
Fragile	:/ frædʒaɪl /	Chance	:/ tʃɑ:ns /
Love	:/ lʌv /	Stare	:/ steə(r) /
Stir	:/ stɜ:(r) /		

Task 15

Colour your life with music



Do the crosswords puzzle below.

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

Cross	Down
1. Easily hurt either physically or emotionally.	2. Feel pain
6. Has similar meaning to 'Trust'	3. Has similar meaning to 'Pledge'
7. Do not notice	4. Easily broken
8. Beautiful	5. Has similar meaning to 'aware'