USING SHADOWING TECHNIQUE IN TEACHING LISTENING TO THE ELEVENTH GRADE STUDENTS OF SMA AZ-ZAHRA PALEMBANG

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get the title of Sarjana Pendidikan (S.Pd.)

by

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Assalamualaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan- perbaikan seperlunya, maka skripsi berjudul **"USING SHADOWING TECHNIQUE IN TEACHING LISTENING TO THE ELEVENTH GRADE STUDENTS OF SMA AZ-ZAHRA PALEMBANG"**, ditulis oleh saudari **Siti Fatimah (12250128)** telah dapat diajukan dalam sidang munaqosah Fakultas Tarbiyah UIN Raden Fatah Palembang. Demikianlah terima kasih.

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**USING SHADOWING TECHNIQUE IN TEACHING LISTENING TO THE ELEVENTH GRADE STUDENTS OF SMA AZ-ZAHRA PALEMBANG**" adalah hasil saya sendiri. Apabila ternyata bukan hasil sendiri, saya bersedia dengan pasal 70 Undang-undang No. 20 Tahun 2003 tentang "Sistem Pendidikan Nasional" yang berbunyi " Lulusan yang karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi atau advokasi sebagaimana dimaksud pada pasal 25 ayat (2) terbukti merupakan jiplakan, maka akan di pidana dengan penjara paling lama dua tahun penjara atau denda paling banyak Rp. 200.000.000 (Dua Ratus Juta Rupiah)".

Demikianlah pernyataan ini saya buat dengan sebenarnya.

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DEDICATION

This thesis is dedicated to:

- Allah SWT for everything that have given to me, for blessing me with healthiness, strength, and spirit. Then, my prophet is Muhammad SAW to guide me, so I can finish this thesis.

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MOTTO:

"Don't give up, let's get up, and you can do it."

(Jangan menyerah, mari kita bangkit, dan kamu bisa melakukannya.)

ABSTRACT

Two objectives of the study were to find out whether or not there was significant improvement on students' listening comprehension of the group taught by Shadowing technique, and significant difference between the students' posttest scores of control group taught by the teacher of the school and experimental group taught by the researcher by using Shadowing technique. One of the quasi-experimental designs, nonequivalent pretest-posttest group design was used. The population of the study was two classes of the eleventh grade students of SMA Az-Zahra Palembang who were available for this study. Convenience sampling was used, where 32 students belonged to experimental group (XI IPA 2) and 32 students belonged to control group (XI IPA 1). In collecting the data, test was used. The test was given twice to experimental and control groups, as a pretest and posttest. To verify the hypotheses, the data of pretest and posttest of the experimental group were analyzed by using paired sample t-test and the data of posttest of experimental and control groups were analyzed by using independent sample t-test in SPSS 20.0 program. The finding showed that the p-output (0.000) from paired sample t-test was lower than 0.05 and t-obtained (11.125) was higher than t-table (df 31= 2.0395). Then, the p-output (0.008) from independent sample t-test was lower than 0.05 and t-obtained (2.736) was higher than t-table (df 62= 1.9990). Therefore, null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means that teaching listening comprehension by using Shadowing technique had a significant effect on students' listening comprehension.

Keywords: *Teaching, listening comprehension, and shadowing technique.*

CHAPTER I

INTRODUCTION

This chapter describes: (1.1) background, (1.2) the problems of the study, (1.3) the objectives of the study, (1.4) the significance of the study.

1.1   Background

In modern era, people must have an intermediate language that people can understand if we use the language. English is one of many intermediate languages that it is used as an international language and a first foreign language in Indonesia. It is supported by Hamra and Syatriana (2010, p. 27) who say that English is the first foreign language in Indonesia. Thus, it is the first foreign language to be learned and mastered by Indonesia students. In line with this, Lauder (2008, p. 10) states that it is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global or international language. As an international language, English is often used to interact with foreign people. People who visit various countries can communicate with English as a tool for communication. For that reason, it is very essential for students to master English skill.

In relation to the importance of English in all aspects of life today, Indonesia as a developing country has an educational curriculum which includes the instruction of English as one of the compulsory subjects to be taught three years in the junior and senior high school. In curriculum 2006 or KTSP, English is a device to communicate as verbal or non verbal language. Communication is to

comprehend and tell information, think, feel, and develop knowledge, technology, and culture. The purpose of English lesson is to generate students who are able use English as formative, functional, informational, and epistemic to communication other people in daily life. (Badan Standar Nasional Pendidikan, 2006, pp. 125).

In formative level, there are four basic language skills that must be learned and able to be mastered by students in English education. Those are listening, speaking, reading and writing. Listening is a complex activity because "listening is receiving what the speaker actually says; constructive and representing meaning; negotiating meaning with the speaker and responding; and creating meaning through involvement, imagination and empathy" (Rost, 2011, pp. 1-4). Moreover, listening involves understanding a speaker's accent and pronunciation, his grammar and vocabulary and grasping his meaning (Banat, 2015, p. 52). Consequently, listening is positioned as the primary process influencing communication outcomes (Wolvin, 2010, p. 143). In short, listening is an activity to comprehend and transfer knowledge through sound or voice that is heard, and then responds what speaker says or instruct to listeners.

Among the four major skills, listening is every essential in part of our daily life because we spend the largest portion of time about, 45 % listening, but only 30 % in speaking, 15 % in reading and 10 % in writing (Renukadevi, 2014, pp. 60). Therefore, listening is an important skill because it enables language learners to receive and interact with language input and facilitates the emergence of other language skills (Vandergrift & Goh, 2012, p. 4). Then, listening is used to

predict what listeners are likely to hear spoken texts based on what they know from the sociolinguistic rules of speaking, and to interpret what they hear based on what they know of the culture, the grammar and the vocabulary of the language (Long & Tanh, 2016, p. 1). Consequently, listening is very necessary to communicate each other in daily life and it is also very important to get information by connecting between linguistic and non-linguistic knowledge.

For many EFL learners, listening is a difficult skill to be improved. Out of four language skills, listening is the most difficult skill to learn (Nimehchisalem et al., 2015, p. 263). It is also reported in EF English Proficiency Index for Schools (EF EPI-s) (2015), in all of 16 countries studied (including Indonesia), after five or more years of English instruction, students are on average at B1 or B2 level in listening skill. In addition, Common European Framework of Reference (CEFR) describes B1 and B2 as Independent user. It indicates that they are still below C1 and C2 level (Proficiency user).

For EFL teacher, the teaching of listening skill is still neglected in the English language teaching process (Gilakjani & Ahamadi, 2011, p. 977), because most teachers take it for granted and believe that it will develop naturally within the process of language learning (Hamouda, 2013, p. 114). Then, listening is not an important part of many course books and most teachers do not pay attention to this important skill in their classes (Gilakjani & Sabouri, 2016, p. 123).

Therefore, EFL teachers and learners have serious problems in listening comprehension. According to Chao (2013, p. 81), the major listening problems are memory strategy, intonation patterns, difficulty to answer wh-questions and

unclear pronunciation. Then, Bingol et al., (2014, p. 3-4) add that there are a lot of difficulties that learners may encounter in listening comprehension processes. Those are quality of recording material (such as poor quality of sound systems and language labs) and listening material (difficult to find commercial English textbook which include audio CDs); culture differences (cultural knowledge of language); unfamiliar vocabulary, length and speech of listening, lack concentration; and then physical conditions.

Furthermore, a problem in teaching listening comprehension is pronunciation or accent of English words or sentences read by native speakers. Saniei (2011, p. 74) states that native speaker is someone who is born in that language country; learns it during childhood; and speaks it as a first language, and also who speaks English with very high proficiency and who is highly educated (Aneja, 2014, p. 25). The place of non native speakers as English teachers has probably been an issue as long as English has been taught internationally (Alseweed, 2012, p. 42). Consequently, students seldom listen to English native speakers but listen to their teacher who is non-native speaker and also they seldom do listening exercises through CD, DVD, audio or tape recording. Thus, students feel that listening is confusing for them because they realize some problems in listening comprehension.

Based on the preliminary informal interview to a teacher of English who teaches the eleventh grade and the eleventh grade students of SMA Az-Zahra Palembang on December, 13th 2016, the teacher of English had done attempts to improve the students' ability especially in listening such as listening to songs and

some TOEFL questions. The result showed that the students' listening comprehension was still low because there were only 20% (around 26 from 128) students could reach 77 as the standard score of *Kriteria Ketuntasan Minimal* (KKM) on their test, this result was taken by the students' listening comprehension test which indicated that most students got 30 to 70 on the average of the class. However, some of students still had some problems such as anxiety and confused when they heard the listening audio. Thus, students did not focus on the listening comprehension process and they became a passive listener because they did not comprehend and get the points from the material which was taught by their teacher of English. Then, the teacher was difficult to find audio listening and English textbook which included both to teaching listening.

Furthermore, based on the researcher's preliminary study at SMA Az-Zahra Palembang, the students had many problems in learning listening comprehension. The first, students did not have enough English background or prior knowledge especially listening comprehension because half of them did not join English course. The second, when the students had listened to long part and kept all information in their mind, they could not remember it. The third, students had problems in linguistic knowledge such as phonemes, words, grammatical structures, pronunciation, accent, etc and non-linguistic knowledge such as knowledge about topic and main idea, about the context, and general knowledge about the world. The fourth, students seldom practiced listening, and imitated what they heard from coming sound or what native speakers said.

To solve the students' problems in learning listening, some literatures have suggested one of alternative strategies in teaching listening; this is Shadowing technique. Puri and Treasaden (2010, p. 180) state that Shadowing technique was first used by Cherry. He said that in Shadowing technique the subject is asked to repeat one of them word by word or phrase by phrase (Cherry, 1953, pp. 976). Shadowing is a paced, auditory tracking task which involves the immediate vocalization of auditorily presented stimuli, i.e. word-for-word repetition, in the same language, parrot-style, of a message presented through headphone (Lambert, 1992, p. 17). The Shadowing was originally as a technique for training novice interpreters but has more recently been imported as an EFL teaching technique for improving listening in particular (Hamada, 2015, p. 5). In Shadowing, learners repeat English sentences spoken by native speakers of English immediately after hearing them (Katayama, 2013, p. 3) and monitor what they shadow simultaneously (Nekoueizadeh & Bahrani, 2013, p. 257). So, Shadowing means that the trainees of interpretation or interpreters repeat verbatim what they hear immediately after listening to the aural input, often without waiting for the completion of meaning unit, or even a word in a sentence (Kao, 2013, p. 114).

Kao (2013, pp. 122) proposes that Shadowing technique can improve listening comprehension and speaking proficiency. Even though Shadowing can improve speaking skill but only listening skill is improved better than speaking skill. Shadowing is repeating what is heard at time, it can enable EFL teacher to

help students develop effective learning strategies and ultimately improve their English pronunciation abilities (Shafiei & Rahmany, 2016, p. 49).

Moreover, Shadowing technique can be used for all level students such as elementary School (Kuo & Chou, 2014), junior high school (Rafiq, 2016), senior high school (Saito et al., 2011), and university students (Hamada, 2012). Shadowing technique can use all material, based on the syllabus of the students, for example: in Hamada's research, he used TOEIC book for university students and English text book (Crown I) (Hamada, 2011, 2012). In Shadowing technique, the content material includes not only listening monologue (text) but also dialog (conversation).

Concerning the problems found in SMA Az-Zahra Palembang and based on the underlying theories above, the writer is interested in conducting a research entitled "Using Shadowing Technique in Teaching Listening to the Eleventh Grade Students of SMA Az-Zahra Palembang".

1.2 The Problems of the Study

Based on the background of the study, the problems of the study are formulated in the following questions:

1. Is there significant improvement on the listening comprehension achievement of the eleventh grade students of SMA Az-Zahra Palembang before and after the treatment?

2. Is there significant difference on the eleventh grade students' listening comprehension achievement who are taught by using Shadowing technique and those who are not at SMA Az-Zahra Palembang?

1.3 The Objectives of the Study

Based on the research problem of the study, the objectives of the study are to find out:

1. Whether or not there is significant improvement on the listening comprehension achievement of the eleventh grade students of SMA Az-Zahra Palembang before and after the treatment.

2. Whether or not there is significant difference on the eleventh grade students' listening comprehension achievement who are taught by using Shadowing technique and those who are not at SMA Az-Zahra Palembang.

1.4 The Significance of the Study

This study has contribution in teaching listening by using Shadowing technique to eleventh grade students of SMA Az-Zahra Palembang. The significance of this research may benefit for the following participants:

1. Students

It is hoped that this technique will help students decrease their difficulties in listening comprehension and the students can develop their listening comprehension by using Shadowing technique. The students are expected to be motivated and improve their listening comprehension.

2. Teachers of English

The findings of the research can be used by English teacher as information or inspiration in order to select Shadowing technique in teaching listening at senior high school. By using Shadowing technique, it will motivate the

students to listen English continuously. It would be useful for the English teacher especially in developing and improving the students' listening skill.

3. Other researchers

    This study is useful for other researchers who are interested in conducting study with similar problems and variables. Thus, this study can be used as a reference for further similar studies.

CHAPTER II

LITERATURE REVIEW

This chapter discusses: (2.1) theoritical descriptions (2.2) previous related studies, (2.3) hypothesis of the study, (2.4) criteria of testing hypothesis, and (2.5) research setting.

2.1 Theoritical Descriptions

2.1.1 Concept of Teaching

Teaching is not only a process to transfer knowledge but also complex and demanding work that requires highly specialized skills and knowledge to impact significantly on student learning. Then, teaching may be characterized as an activity at the achievement of learning, and practiced in such manner as to respect the student's intellectual integrity and capacity for independent judgment (Peters, 2010, p. 83).

Brown (2007, p. 8) defines teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand and he further says that teaching is facilitating learning enabling the learner to learn, setting the conditions for learning. Then, skillful teaching requires appropriately using and integrating specific moves and activities in particular cases and contexts, based on knowledge and understading of one's students and on the application of professional judgment (Ball & Forzani, 2009, p. 497). In teaching and learning, teacher is as a subject and student is as an object. Harmer (2001, p. 58) defines that teachers who

view their job as the transmission of knowledge from themselves to their students are usually very comfortable with the image of themselves as controllers. Then, teachers must know the subject they teach because the teachers who do not themselves know a subject well are not likely to have the knowledge they need to help students learn this content (Ball, et.al, 2008, p. 404). On the other hand, student is a person who is given knowledge or information by teacher in teaching and learning.

While Al-Qur'an Surah Ali-Imran (3:79) explains that education is the most important thing, and how to know about knowledge and everything, we should read and read:
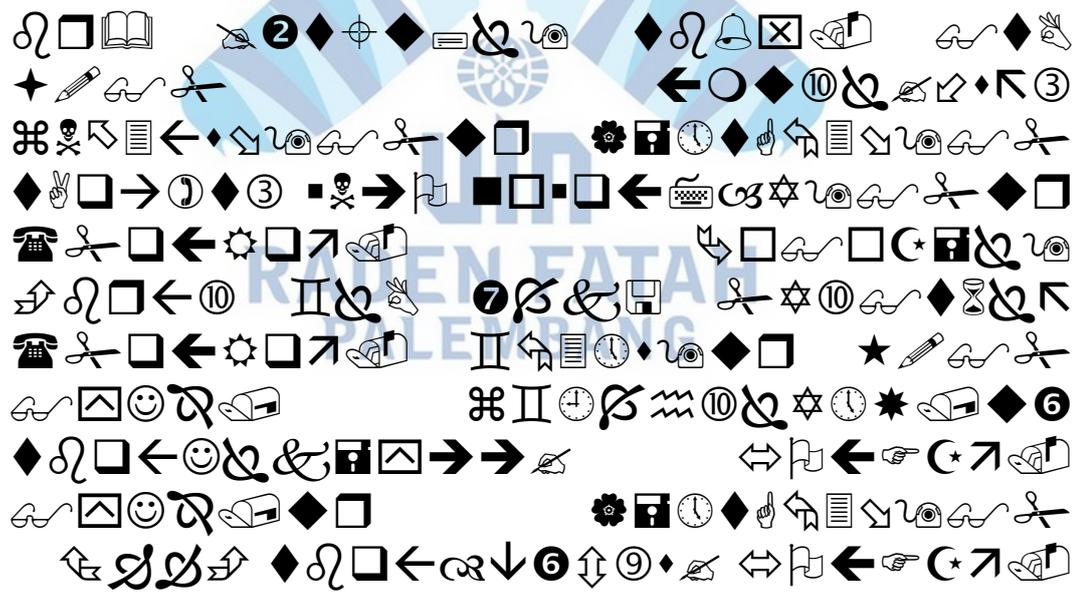
Meanings : It is not for a human [prophet] that Allah should give him the Scripture and authority and prophethood and then he would say to the people, "Be servants to me rather than Allah ," but [instead, he would say], "Be pious scholars of the Lord because of what you have taught of the Scripture and because of what you have studied."

The surah Ali-Imran explains about the importance of teaching and studying inside and outside family. Then, Allah commends to all humans to be pious scholars. There are two ways that have to be done by a pious scholar (Rabbani). The first is teaching; it is a process to share or transfer information or knowledge that is gotten by parents or teachers and then the information can be benefit to our life in social and school environment. The second is studying; it is an activity to add or improve our knowledge that has taught by parents and teachers to better again through listening and reading.

In conclusion, teaching is a process of guiding and transferring knowledge from teacher to learner to make students knowing and apprehending what material is taught by the teacher in teaching and learning. Teaching is also a process of sharing prior experiences from finding out reading books and listening from other people and looking natural phenomenon.

2.1.2 Concept of Listening

Listening seems to be the first skill which is needed to be taught before other skills (Chofifah & Kumalarini, 2013, p. 2). Since every study conducted regarding the language skills acquisition has proved that when we communicate, we gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing (Renukadevi, 2014, p. 60). Hence, listening

as a chief constituent plays an important role in language learning and teaching (Abdollapour, 2014, p. 1).

According to Saputra (2014, p. 167), listening is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance. Moreover, listening is an active process by which students receive, construct meaning form, and respond to spoken and or nonverbal message (Al-Khayyat, 2015, p. 38). Listeners use a variety of metal processes to give meaning to the information they listen to (Ghoneim, 2013, p. 100).

Richards (2008, p. 3) explains that there are two different perspective of listening. These are listening as comprehension and listening as acquisition, as follows:

> "Listening as comprehension is the traditional way of thinking about the nature of listening and this view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse (p. 3). On other hand, listening as acquisition is based on the assumption that the role of listening in language program is to help develop learners' abilities to understand things they listen to (p. 18)."

In a short word, listening is very important to our daily life without we realize because listening has the largest portion of time than other skills such as speaking, writing, and reading. Then, there are two different perspective of listening, namely listening as comprehension and acquisition.

2.1.3 Concept of Listening Comprehension

According to Vandergrift and Goh (2012, p. 54), listening comprehension is an active process. Listeners analyze what they hear and interpret it on the basis of linguistic knowledge and their knowledge of the topic. There is that we have to know when people listen or read, we process the information we hear both bottom-up and top-down.

The first, the bottom-up is first processing that is used by listeners in understanding spoken discourse. Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like *first, then,* and *after that* to assemble our understanding of what we read or hear one step at a time (Brown, 2006, p. 2). Listener's lexical and grammatical competences in a language provide the basis for bottom-up processing (Richards, 2008, p. 4).

The second, the top-down is second processing that is used by listeners in understanding spoken discourse. Top-down processing means using our prior knowledge and experiences (Brown, 2006, p. 2). In this processing, the listener uses prior knowledge of the context and situation that include such things as knowledge of the topic at hand, the speakers, and their relationship to the situation, as well as to each other and prior events (Richard & Renandya, 2002, pp. 239).

So, listening comprehension is more than just hearing what native speaker said, it is students' ability to understand the meaning of the words they hear and to relate to them in some ways such as prior linguistic and non linguistic knowledge. Bottom-up processing concerns segmentation of the sound stream (phonemes or sound and intonation such as stress, tone, and rhythm) into meaningful units to decipher the message. On the other hand, top-down processing concerns the application of context (event or topic of a listening text) and prior knowledge (world or experimental knowledge, pragmatic knowledge, and cultural knowledge) to decipher the message.

2.1.4 Concept of Teaching Listening Comprehension

According to Medya, (2013, p. 3), teaching listening is the process of transferring knowledge through sound or voice from teacher to students. One very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension (Brown, 2006, p. 2). Listening comprehension is as one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand it (Bingol et.al, 2014, p. 1). Moreover, teaching listening is a complex activity to help students to develop their listening comprehension from the sound that they hear to get and interpret the message of spoken discourse while connect students' prior knowledge such as linguistic (grammar, pronunciation, vocabulary, etc) and non-linguistic (knowledge about topic, main idea, context, experience, etc) knowledge.

The aim of the teacher is to teach listeners how to listen; teaching instruction must focus on the listening process rather than the product (Hattingh, 2014, p. 105). Then, helping learners to become aware of and regulate these processes can improve their listening comprehension and enhance overall L2 (or Foreign Language) learning success (Vandergrift, 2011, p. 455). Effective listening comprehension can be achieved through study, imitation, and practice continuously. For example, a teacher of English teaches and instructs to their students to listen some monologues of report text for four meetings. During four meetings students can realize increasing day-for-day and then students will be able to master the material.

Based on the explanation above, teaching listening comprehension is a process to transfer knowledge through sound what teachers or parents said. Teaching listening is an activity to teach how to improve listening comprehension not only hearing the sound but also interpreting and comprehending what speaker says and then responds though oral or written style.

2.1.5 Concept of Shadowing Technique

The concept of Shadowing technique came into existence in the 1950s. In the first experimental, Cherry used dichotic listening to investigate how listeners could extract and attend to one message in the context of many (the so-called cocktail party effect). In further experimental, Cherry used the technique of Shadowing, in which one of the two messages had to be repeated back as it was presented (Schinka & Velicer, 2003, p. 301). When Shadowing instructions were added to the basic dichotic listening task, very little information could be

extracted from the non attended ear. The choice exercise of Shadowing has sparked new research interest since its introduction (Tamai, 1992) into English as a foreign language (EFL) teaching contexts (Hamada, 2015, p. 5).

According to Lambert (1992, p. 17), Shadowing is a paced, auditory tracking task which involves the immediate vocalization of auditory presented stimuli, i.e. word-for-word repetition, in the same language, parrot-style, of a message presented through headphones. Hamada (2015, p. 5) also said that Shadowing was originally used as a technique for training novice interpreters, but has more recently been imported as an EFL teaching technique for improving listening in particular. Shadowing technique is reproducing what one hears simultaneously and when shadowing, EFL learners focus on the incoming sounds themselves rather than accessing the meanings of the heard sounds due to limited cognitive resource (Hamada, 2016, pp. 14).

The goal of a Shadowing exercise is to help students and teacher in teaching and learning. For students, Shadowing will improve them to comprehend by way of reproducing the exact same text as the speaker did on the audio file (Dani, 2014, p. 1). Then, Shadowing practice encourages the automatization of speech perception, and as a result, it brings a change of human speech knowledge through automatizing the speech knowledge database (Chie, 2014, p. 23).

Shadowing is a learning method that requires students to repeat the speech presented after a little delay and produce it exactly as it is pronounced (Goto, 2013, p. 25). Hamada (2016, p. 14) gives an example of Shadowing as follow:

Shadowing

CD: Akita is located in the Tohoku region. It is famous for rice.

Ls: Akita is located in the Tohoku region. It is famous for rice.

Dani (2014, p.2) said that with the right material Shadowing can be used at any level. For example, Shadowing technique is used to elementary (Chung, 2010), junior high school (Kuo & Chou, 2014), senior high school (Saito et al., 2011), and college (Hamada, 2014). The material of Shadowing technique depends on syllabus or students' level. The listening material can use dialog or monologue (reading text which have been recorded into audio CD or tape).

So, Shadowing technique is an activity wherein listener repeats or product speech coming in the sound immediately. Shadowing technique is that the subject repeats what the speaker says and repeats one of them word by word or phrase by phrase. Shadowing can use materials from course book depend on the students' syllabus level in listening monologue and dialogue forms.

2.1.6 Advantages of Shadowing Technique

Shadowing has attracted language teachers' attention in Japan for its effectiveness in improving students' listening comprehension (Hamada, 2011, p. 139). He also said that Shadowing should not be regarded as just repetition of phonetics, but rather as an active and a highly cognitive activity (p. 140). Then, the initial motivation or learner's motivation is a key for improving listening comprehension skills through Shadowing.

Moreover, Mori (2011, p. 1) reported that the combined training method of Shadowing with oral reading improved rhythm, intonation, and final

lengthening in English produced by the Japanese EFL learners. Chie (2014, p. 29) reported that Shadowing practice had an effect on the improvement of the students' summary writing ability. Then, Shadowing technique has often been used by cognitive psychologists and neuropsychologists as a means of studying selective attention in humans (Lambert, 1992, p. 17). Shadowing practice would help learners' linguistic ability activate and improve their knowledge of language (Chie, 2014, p. 23).

Hence, Shadowing technique conducts to four skills (listening, speaking, reading, and writing) for one time event thought only a skill which is most improve, namely, listening skill. For listening, students listen to audio (CD or tape) and understand the meaning word or speaker. After listening, they are commanded to repeat the sound (speaking) when delay in a little time without reading script. In other step, students listen and repeat the sound (speaking) while read script (see script). After reading and shadowing, students are commanded to summary writing what they have listened.

2.1.7 Teaching Procedures by Using Shadowing Technique

The first Procedure of Shadowing technique was used by Cherry (1953) that in which one of the two messages had to be repeated back as it was presented or participants repeat one of them word by word or phrase by phrase.

The development of procedure of Shadowing technique, the steps were used by Kadota and Tamai (2005) as cited Hamada (2012) to teaching listening by using Shadowing technique, as follow:

Table 1
Procedure of Shadowing Technique Kadota & Tamai (2005)

Step	Procedure
Mumbling	Listeners shadow by focusing not on their own pronunciation but on the incoming sounds they are listened to.
Synchronized reading	Listeners shadow the audio while read aloud the script, stimulating every sound and intonation.
Prosody shadowing	Listeners try to shadow as they do in the synchronized reading without a script.
Content shadowing	Listeners shadow as well as focus on the contents of the speech.

In this study, the researcher used procedure which has been made by Hamada (2012). He made innovation steps and procedures based on the instructions recommended in Kadota & Tamai (2005) for procedures of every lesson, as follow:

Table 2
Procedure of Shadowing Technique by Hamada (2012)

Step	Procedure
Dictation cloze	Fill in the blanks of written scripts.
Mumbling	Silently shadow the incoming sounds without scripts.
Parallel reading	Shadow while reading the script of the passage.
Check understanding	Check with the scripts written both in English and Indonesian for three minutes.
Shadowing	Shadow three times.
Check details	Check with the written scripts for three minutes for sounds one could not hear or shadow; and meanings one could not understand.
Content shadowing	Concentrate on both shadowing and interpreting the meaning of the passage.
Dictation cloze	Dictation cloze (same as step 1).

Check answers of dictation	Check the answers for steps 1 and 8.

2.1.8 Teaching Listening Procedures by Using Shadowing Technique

Based on Tamai (2001) and Hamada (2011), the procedure of Shadowing technique will be done for 25-50 minutes. There are three listening activities in teaching listening procedures by using Shadowing technique, as follow:

1. **Pre-Listening Activities (20 minutes)**

   a. Motivation: students are given a brief explanation of the definition and structure of report text in daily life.

   b. Apperception: teacher directs students' learning by reviewing the material that has been studied.

   c. The teacher introduces and explains procedure of Shadowing technique to the students.

   d. Teacher gives a copy of worksheet to students.

2. **While Listening Activities (40 minutes)**

   a. Step 1 (Dictation Cloze): students listen and fill in the blanks of written scripts.

   b. Step 2 (Mumbling): students silently shadow the incoming sounds without texts.

   c. Step 3 (Parallel Reading): students shadow while reading the text of the passage.

d. Step 4 (Check Understanding): students check with the texts written both in English and Indonesian for three minutes.

e. Step 5 (Shadowing): students shadow three times.

f. Step 6 (Check Details): students check with the written texts for three minutes for sounds one could not hear or shadow; and meanings one could not understand.

g. Step 7 (Content Shadowing): students concentrate on both shadowing and interpreting the meaning of the passage.

h. Step 8 (Dictation Cloze): dictation cloze (same as step 1).

i. Step 9 (Check Answers of Dictation): check the answer for steps 1 and 8.

3. **Post-Listening Activities (30 minutes)**

a. Students conclude about the materials that have been taught the teacher.

b. Students can ask the teacher if they do not understand something about the materials yet.

c. The teacher gives the tasks or questions to the students.

2.2 Previous Related Study

Related previous study is important as a guide in conducting this study. In this study, the writer takes review of related literature from one thesis and one journal article.

The thesis entitled "*The Listening Ability of the Seventh Grade Students of SMP Muhammadiyah 1 Kudus Taught by Using Shadowing Technique in*

Academic Year 2015/2016" written by Rafiq (2016). The objective of this research was to find out if there is any significant difference between of the listening ability of the seventh grade students of SMP Muhammadiyah 1 Kudus in the academic year 2015/2016 before and after being taught by using *Shadowing Technique*. The design of research is experimental research with one group pre-test and post-test design. The result of the research showed that the mean of listening ability of the seventh grade students of SMP Muhammadiyah 1 Kudus in academic year 2015/2016 before being taught by using *Shadowing Technique* is 62 and standard deviation is 8.4. It is categorized as "sufficient". The mean after being taught by using *Shadowing Technique* is 73.7 and standard deviation is 7.7, which is categorized as "good". The findings of feedback, it showed that the ability of listening expression of greeting and introduction after being taught by using *Shadowing Technique* is better than before using *Shadowing Technique*.

The differences between his studies with the writer's study are in population. The population of this study is the eleventh grade students of SMA Az-Zahra Palembang while the population of Rafiq's study is the seventh grade students of SMP Muhammasiyah 1 Kudus.

The journal article entitled "*An Effective Way to Improve Listening Skills through Shadowing*" was written by Hamada (2012). The objective of this study was to determine whether the use of a combination of two levels of materials for shadowing improves learners' listening comprehension skills better materials of similar difficulty levels. The result of this study showed that a combination of the two different difficulties of materials improves learners' listening comprehension

skills more than offering materials at only one level of difficulty. It was shown by the means of pre-test and post-test in experimental and control groups. The mean score of pre-test and post-test of experimental group are 5.59 to 7.83 and the mean score of pre-test and post-test of control group are 6.13 to 6.90. So, results show a significant differences between the two experimental and control groups' test results (F (1.56) = 6.86, p = .01). This means that the group with the combination of two levels of difficulty improved more than the other group.

The differences between his studies with the writer's study are in population. The population of this study is the eleventh grade students of SMA Az-Zahra Palembang while the population of Hamada's study is Japanese national university freshmen, majoring in education, nursing, and engineering.

2.3 Hypothesis of the Study

The writer formulates the hypotheses in the following:

1. H_0: there is no significant improvement on the listening comprehension achievement of the eleventh grade students of SMA Az-Zahra Palembang before and after the treatment.

    H_a: there is significant improvement on the listening comprehension achievement of the eleventh grade students of SMA Az-Zahra Palembang before and after the treatment.

2. H_0: there is significant difference on the eleventh grade students' listening comprehension achievement who are taught by using Shadowing technique and those who are not at SMA Az-Zahra Palembang.

H$_a$: there is significant difference on the eleventh grade students' listening comprehension achievement who are taught by using Shadowing technique and those who are not at SMA Az-Zahra Palembang.

2.4 Criteria for Testing Hypothesis

To prove the research problems, the testing of the research hypotheses as follows:

1. If the p-output (sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table 2.0395 (with df=31), and the null hyothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

    If the p-output (sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table 2.0395 (with df=31), and the null hyothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

2. If the p-output (sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table 1.9990 (with df=62), and the null hyothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

    If the p-output (sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table 1.9990 (with df=62), and the null hyothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents: (3.1) research design, (3.2) variables of the study, (3.3) operational definitions, (3.4) population and sample, (3.5) data collection, (3.6) data analysis, and (3.7) hypothesis testing.

3.1 Research Design

An experiment design is the traditional approach which conducts a quantitative research. In an experiment, researcher tests an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable (Creswell, 2012, p. 295). This study used quasi-experiment design. According to Fraenkel et al., (2012, p. 275), quasi-experimental designs do not include the use of random assignment. One of the most commonly used quasi-experimental designs in education research, namely, pre-test-post-test non-equivalent group design. Cohen et al., (2007, p. 283) defines the figure of pre-test-post-test non-equivalent group design, as follow:

O1	X	O2
- - - - - - - - - - - - -		
O3		O4
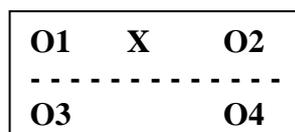
Where:

O_1 : pre-test in experimental group

O_2 : post-test in experimental group

X   : treatment in experimental group using Shadowing technique

O_3 : pre-test in control group

O_4 : post-test in control group

3.2 Variables of the Study

There are two types of variables, namely, independent and dependent variables. According to Creswell (2009, p. 50), independent variables are those that (probably) cause, influence, or affect outcomes. In other word, dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. In this study, independent variable is Shadowing technique and dependent variable is listening comprehension.

3.3 Operational Definition

The definitions of key words were provided to avoid misinterpretation in this research which the title is "Using Shadowing Technique in Teaching Listening to the Eleventh Grade Students of SMA Az-Zahra Palembang".

First, teaching is a process of transferring materials which include knowledge, information, comment, forbidden, suggestion, and advice from a teacher to the students and teaching has a purpose to make successful on students' achievement and comprehension in teaching and learning.

Second, listening comprehension is more than just hearing what native speaker said, it is students' ability to understand the meaning of the words they hear and to relate to them in some ways such as prior linguistic and non linguistic knowledge.

Third, Shadowing technique is an activity wherein listeners repeat or produce speech in coming sound immediately or Shadowing technique is a process that is used by listeners to copy what speaker says. In Shadowing process, the students focus on pronunciation and interpretation meaning a passage or words that they heard.

3.4 Population and Sample

3.6.1 Population

According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristic. The population of this study was the eleventh grade students of SMA Az-Zahra Palembang in Academic Years 2016 – 2017. The total numbers of the students were 128 students. It consisted of 4 classes. The distribution of population can be seen as follows:

Table 3
The population of the Study

No	Class	Total
1.	XI IPA 1	33
2.	XI IPA 2	32
3.	XI IPS 1	30
4.	XI IPS 2	33
Total		**128**

Source: Documentation of SMA Az-Zahra Palembang, Academic Years 2016-
2017

3.6.2 Sample

Sample is smaller group or subset (Cohen et al., 2007, p. 100). The sample of this study was taken by using convenience sampling. Fraenkel et al., (2012, p. 99) state that convenience sample is a group of individuals who (conveniently) are available for study. The distribution of the sample can be seen as follows:

Table 4
The Distribution of the Sample

No.	Group	Class	Numbers of Student
1.	Experimental	XI IPA 2	32
2.	Control	XI IPA 1	32
		Total	**64**

The researcher chose two classes because those classes are chosen by the teacher of English of the eleventh grade students in SMA Az-Zahra Palembang. To know experimental class and control class, the researcher conducted pre-test to both of the classes. Based on the average mean score of the students in pretest, the lowest score was to be the experimental group and the highest score was to be the control group.

3.5 Data Collection

3.6.1 Tests

In collecting the data, listening comprehension test was used with two forms of multiple choice which cover four options, namely (a, b, c, and d) and filling in the blanks (see appendix D). There were two tests (pretest and posttest) that were given to the sample of this study. In this test, some listening texts and some expressions were used (see table 6). This listening comprehension test was developed from three books. They were: *Pathway to English for SMA/MA Grade*

XI Program Peminatan, Pathway to English for SMA/MA Grade XI General Programme were written by Theresia Sudarwati and Eudia Grace; *and English Zone for Senior High School Grade XI* was written by Eka Mulya Astuti. Three books were published by Erlangga with audio CD. In this study, listening comprehension test was used twice, for pre-test and post-test because the purpose of the test was to measure students' listening comprehension achievement by using Shadowing technique before and after the treatments.

Before the test was given to the sample, the test had been tried out to the one class of the eleventh grade students of SMA Muhammadyah 6 Palembang. After doing the try out test, the validity and reliability of test items were analyzed before giving to the sample. After the test was valid and also consistent as reliable test, the final test was produced. The final test was used in pre-test and post-test. The pre-test and post-test were explained as follows:

1.   Pre-test

According to Creswell (2012, p. 297), a post-test is a measure on some attribute or characteristics that are assessed for participants in an experiment before a treatment. In this study, pre-test was given both in experimental and control groups. It was done to know students' listening comprehension score before the researcher gave the treatment. The purpose of giving pretest to the students was to know the students' ability in learning listening before implementing Shadowing technique.

In pretest for experimental and control groups, the students were tested by using 24 items of multiple choices and 6 items of filling in the blanks. So, the

total of questions in pretest was 30 questions. The students did the test in around 45 minutes. All of questions were about listening comprehension test with audio CD. The test was taken from the students' books for the eleventh grade and conducted both in experimental and control group on February 22th, 2017. Then, the result of students' score in pretest checked and scored by the researcher.

2. Post-test

According to Creswell (2012, p. 297), a post-test is a measure on some attribute or characteristics that are assessed for participants in an experiment after a treatment. In this study, post-test was given both in experimental and control groups. It was done to know the students' score in listening comprehension score after the researcher conducted the treatment. The treatment which was given to the experimental group was Shadowing technique. The type of posttest was the same as the pretets. The aim of giving post-test for the students was to measure students' listening comprehension score after implement Shadowing technique. The results of this test were compared with the result of pre-test in order to know the improvement of students' listening comprehension by using Shadowing technique. From the post-test, the data was gotten that was used to measure the students' progress taught by using Shadowing technique.

Same as pretest, in posttest the students were tested by using 24 items of multiple choices and 6 items of filling in the blanks. So, the total of questions in pretest was 30 questions. The students did the test in around 45 minutes. All of questions were about listening comprehension test with audio CD. The test was taken from three Erlangga books for the eleventh grade and conducted both in

experimental and control groups on March 30th, 2017. The result of this test was compared with the result of pretest in order to know the effect of teaching listening by using Shadowing technique to students' listening comprehension. From the posttest, the data can be gotten that was used to measure the students' progress taught by using Shadowing technique.

3.6.2 Research Treatment

The research was conducted to the eleventh grade students of SMA Az-Zahra Palembang especially in XI IPA 2. The listening materials were taught based on teaching learning objectives that referred to the English syllabus of Senior High School. The learning materials were taken from English books for Senior High School Grade XI written by Theresia Sudarwati and Eudia Grace for Pathway to English, and Eka Mulya Astuti for English Zone with recorded CD. The schedule and materials of treatments can be seen in the following table:

Table 5
The Schedule and the Material of Treatment

No.	Date	Listening Material	Research Treatment Meeting	Time Allocation
1.	February 23th, 2017	Expressions of Opinion	1st	2 x 45'
2.	March 1st, 2017	Report Text	2nd	2 x 45'
3.	March 2nd, 2017	Expressions of Pain	3rd	2 x 45'
4.	March 8th, 2017	Hortatory Exposition Text	4th	2 x 45'
5.	March 9th, 2017	Expressions of Stance	5th	2 x 45'
6.	March 15th, 2017	Analytical Exposition Text	6th	2 x 45'
7.	March 16th, 2017	Expressions of Embarrassment	7th	2 x 45'
8.	March 22th,	Narrative Text	8th	2 x 45'

	2017			
9.	March 23th, 2017	Expressions of Anger	9th	2 x 45'
10.	March 29th, 2017	Spoof Text	10th	2 x 45'

Source: Documentation of SMA Az-Zahra Palembang and KTSP Syllabus, Academic Years 2016-2017

3.6.3　Research Instrument Analysis

3.5.3.1 Validity Test

Validity is an important key to effective research (Cohen et al,. 2007, p. 133). Validity test was used to find out whether the instruments for pre-test and post-test are valid or not. Validity refers to the appropriateness, meaningfulness, correctness and usefulness of the inferences a researcher makes (Fraenkel et al,. 2012, p. 147). There are three kinds of validity to be used. They are as follows:

1.　Construct Validity

According to Brown (2004, p. 25), construct validity is a major issue in validating large-scale standardized tests of proficiency. The construct validity was used to measure listening comprehension test (pre-test and post-test) and lesson plans (see appendix A).

In this study, the researcher asked three lectures as validators to estimate the instruments. They were Beni Wijaya, M.Pd., Deta Desvita Sari, M.Pd., and Janita Norena, M.Pd. For the listening comprehension test, construct validity measured instruction, time allocation, language structure, arrangement, and content test whether the components of the instrument are valid or not to be applied in research activities. Meanwhile, for the lesson plans, construct validity measured formulating of learning indicator, selecting and organizing of learning

material, selecting of learning source (media), learning activity (scenario), evaluating of learning result, and last using of written language whether the indicators of the lesson plans are valid or not to be applied in research activities. The results from the validators could be assumed that the listening test instruments and lesson plan were appropriate to be used for this research study but there was a little revision.

2.   Validity of Each Question Item

Validity test of each question item was used to indicate whether the test item of the instruments in each question is valid or not (Holandiyah, 2014, p. 33). To know whether it is valid or not, the score of significance (r-output) should be compared with the score of "r-table" product moment. Basrowi and Soenyono (2007, p. 24) argue that if the result of the test shows that r-count is higher than r-tabel, it means that the item is valid. To analyze of each question item, SPSS (Statistic Package for the Social Science) Program was used in this study.

In this case, the researcher had already tried out at SMA Muhammadiyah 6 Palembang on Wednesday, February 8th 2015. The research instruments of the test were tested to 25 students of the eleventh grade students. The class was XI IPA B because it had similar characteristics to the sample, such as; 1) the accreditation was A; 2) the class was from science class. The following is the result analysis of validity of each question item.

From the result of validity test in appendix C, it was found that there were only thirty test items from sixty test item provided by the researcher which could be used as instrument because the scores of significance were higher than

0,396. They were test items number 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 19, 20, 22, 24, 28, 30, 35, 36, 37, 40, 43, 44, 47, 48, 52, 56, 57, 59. Then, there were thirty test items invalid. They were test items number 1, 3, 16, 17, 18, 21, 23, 25, 26, 27, 29, 31, 32, 33, 34, 38, 39, 41, 42, 45, 46, 49, 50, 51, 53, 54, 55, 58, 60.

3. Content Validity

Content validity refers to the content and format of the instruments (Fraenkel et al., 2012, p. 148). Hughes (1989, p. 22) as cited in Holandiyah (2014, p. 50-51) states a test is said to have validity if its content constitutes a representative sample of the language skills, etc., with which it is meant to be concerned. In order to judge whether or not a test has content validity, a specification of skills or structures should be made based on the curriculum KTSP and syllabus to the eleventh grade level.

In order to know if the content of the test item given are appropriate, the researcher arranged and presented the specification of the test in Table 6.

Table 6
Test of Specification Table

Objective	Test Material	Indicator	Number of items	Type of tests
1. The students are able to respond the written meaning of conversations such as expression of opinion and analytical exposition text.	1. Expression of Opinion 2. Analytical Exposition Text 3. Report Text 4. Narrative Text	1. The students are able to find the detail factual information in conversations such as expression of opinion and analytical exposition text. 2. Indentify a variety of information in the	7, 8, 9, 10, 11, 12 1, 2, 3, 4, 5, 6, 13, 14, 15, 16,	Multiple choice

2. The students are able to identify a variety of information in the text monologues; report, narrative, analytical exposition, hortatory exposition texts and expression of opinion.	5. Hortatory Exposition Text	text monologues; report, narrative, analytical exposition, hortatory exposition text. 3. Indentify a variety of information in the text monologues; expression of opinion and report text.	17, 18, 19, 20, 21, 22, 23, 24	
			25, 26, 27, 28, 29, 30	Fill in the blanks

Source: Instrument Test Items of Listening Comprehension Based on KTSP Syllabus

3.5.3.2 Reliability Test

Reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents (Cohen et al., 2007, p. 146). In accordance with Fraenkel et al., (2012, p. 154), reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.

Further, Fraenkel and Wallen (1990, p. 136) state that the score is considered reliable if the score of significance is at least or preferably higher than 0.70 and preferably higher. After doing try out, split half reliability coefficient with spearman-brown formula in internal consistency reliability was used to know the reliability of the test. This method was appropriate for multiple choice and fill in the blank items the calculation was done by using SPSS program.

Table 7
Result of Reliability Analysis Measure Using Split Half
Reliability Statistics

Cronbach's Alpha	Part 1	Value	.042
		N of Items	15[a]
	Part 2	Value	.157
		N of Items	15[b]
		Total N of Items	30
Correlation Between Forms			.636
Spearman-Brown Coefficient	Equal Length		.778
	Unequal Length		.778
Guttman Split-Half Coefficient			.778

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15.
b. The items are: item16, item17, item18, item19, item20, item21, item22, item23, item24, item25, item26, item27, item28, item29, item30.

Source: Split Half Reliability Statistic in SPSS 20.0

3.6 Data Analysis

After the data were obtained, the researcher analyzed the data from the test, pretest and posttest between two groups, experimental and control groups. To analyze the data uses t-test. It was run by SPSS version 20.0 software. There were two kinds of how to do t-test. They were paired sample and independent sample. The paired sample measured whether or not there is a significant improvement on the eleventh grade students' listening comprehension score before and after the treatment. Meanwhile, the independent sample measured whether or not there is a

significant difference on the eleventh grade students' listening comprehension score who are taught by using Shadowing technique and those who are not.

In analyzing the data, it would describe some techniques as follows:

3.6.1 Scoring of Listening Test

For the scoring of listening test, the writer used formula, as following:

$$\textbf{SCORE} = \frac{TOTAL\ SCORE}{TOTAL\ QUESTIONS} \times 100$$

Based on scoring criteria of the eleventh grade students of SMA Az-Zahra Palembang, as following:

Table 8
The Classification of Students' Score in Listening Comprehension Categories

Predicate	Range
Very Good	87-100
Good	77-86
Fair	67-76
Less	< 66

Source: Documentation of SMA Az-Zahra Palembang, Academic Years 2016-2017

3.6.2 Data Description

1. Distributions of Data

In analyzing the data distribution, there are two analyses. They are distribution of frequency data and descriptive statistics.

2. Distributions of Frequency Data

In distribution of frequency data, the students score, frequency, percentage are achieved. The distribution of frequency data are for from students pre-test scores in control group, students posttest scores in control group, the students pre-test scores in experimental group, and students post-test scores in experimental group. Then, the distribution of frequency data is displayed in a table analysis.

3.6.3 Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean and standard deviation. Descriptive statistics are obtained from students' pre-test scores in control group, student's post-test scores in control group, the students' pre-test scores in experimental group, and student's post-test scores in experimental group.

3.6.4 Prerequisite Analysis

Before analyzing the obtained data, prerequisite analysis is done to see whether the data obtained is normal and homogeneous. The procedure in prerequisite analysis is described, as follows:

1. Normality Test

Normality test is used to measure whether the obtained data is normal or not. The data can be classified into normal whenever the p-output is higher than 0.05. In measuring normality test, I-sample *KolmogronovSmrinov* is used. The normality test is used to measure students' pre-test and post-test scores in control and experimental groups. Then, the result analyzes in measuring the normality test of students pretest scores in control and experimental groups.

2.   Homogeneity Test

Homogeneity test is to measure the obtained scores whether it is homogeny or not. The data can be categorized homogeny when the p-output is higher than mean significant difference at 0.05 levels. In homogeneity test, *Levene Statistics* in SPPS is used. The homogeneity test is used to measure students' pre-test and post-test scores in control and experimental groups.

3.7   Hypothesis Testing

In measuring significant improvement and significant difference on the eleventh grade students' listening comprehension score by using Shadowing technique, as follows:

a.   In measuring significant improvement, paired sample t-test is used for testing the students' pre-test to post-test listening comprehension achievement by using Shadowing technique in experimental group. A significant improvement is found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table 2.0395 (with df=31).

b.   In measuring significant difference, independent sample t-test is used for testing the students' post-test listening comprehension achievement in control and experimental groups. A significant difference is found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table 1.9990 (with df=62).

BAB IV

FINDINGS AND INTERPRETATION

This chapter presents (4.1) findings, which include the results of the pretest and posttest in the experimental group and the results of the posttest in the control and experimental groups, and (4.2) interpretations of the study.

4.1   Findings

This section describes the results of the pretest and posttest scores from the samples before and after the experiment. The tests of the pretest and posttest were the same. There were 30 questions that consisted of 24 items of multiple choice and 6 items of filling in the blanks.

4.1.1   Data Descriptions

In data descriptions, there were two analyses. They were distributions of frequency data and descriptive statistics.

4.1.1.1 Distributions of Frequency Data

The result of test referred to the scores of the eleventh grade students of SMA Az-Zahra Palembang who were taught by using shadowing technique

(experimental group) and who were not taught by using shadowing technique (control group) were described in appendix K and L.

In the distribution of data frequency, score, frequency, and percentage were analyzed. In this part, the students' scores were described by presenting a number of students who got a certain score, and its score's percentage. The scores were acquired from: (1) pretest scores in control group, (2) posttest scores in control group, (3) pretest scores in experimental group, and (4) posttest scores in experimental group.

1. **Students' Pretest Scores in Control Group**

In distribution of data frequency, it was found the interval score, frequency and percentage. The result of the pretest scores in control group is described in Table 9 below:

Table 9
Frequency Data of Students' Pretest Scores in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.1	3.1	3.1
	63	2	6.2	6.2	9.4
	67	6	18.8	18.8	28.1
	70	3	9.4	9.4	37.5
	73	4	12.5	12.5	50.0
	77	5	15.6	15.6	65.6
	80	4	12.5	12.5	78.1
	83	5	15.6	15.6	93.8
	87	2	6.2	6.2	100.0
	Total	**32**	**100.0**	**100.0**	

Based on the table above, it was found that one student (3.1%) got 60, 2 students (6.2%) got 63, 6 students (18.8%) got 67, 3 students (9.4%) got 70, 4 students (12.5%) got 73, 5 students (15.6%) got 77, 4 students (12.5%) got 80, 5 students (15.6%) got 83, and 2 students (6.2%) got 87.

In distribution of data frequency, students' listening comprehension was classified into listening comprehension categories. The result of the pretest score category in control group is described in Table 10.

Table 10
The Classification of Students' Pretest Score in Control Group Listening Comprehension Categories

Category	Frequency	Percentage (%)
Very Good (87-100)	2	6.2%
Good (77-86)	14	43.7%
Fair (67-76)	13	40.7%
Less (< 66)	3	9.3%
Total	**32**	**100 %**

Based on the result analysis of students' pretest scores in control group consisting 32 students, it showed that 2 students (6.2%) were in very good, 14 students (43.7%) were in good, 13 students (40.7%) were in fair, and 3 students (9.3%) were in less level.

2. Students' Posttest Scores in Control Group

In distribution of data frequency, it was found the interval score, frequency and percentage. The result of the posttest scores in control group is described in Table 11 below:

Table 11
Frequency Data of Students' Posttest Scores in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	1	3.1	3.1	3.1
	57	2	6.2	6.2	9.4
	63	1	3.1	3.1	12.5
	67	3	9.4	9.4	21.9
	70	4	12.5	12.5	34.4
	73	3	9.4	9.4	43.8
	77	7	21.9	21.9	65.6
	80	4	12.5	12.5	78.1
	83	1	3.1	3.1	81.2
	87	4	12.5	12.5	93.8
	90	2	6.2	6.2	100.0
	Total	**32**	**100.0**	**100.0**	

Based on the table above, it was found that one student (3.1%) got 53, 2 students (6.2%) got 57, one student (3.1%) got 63, 3 students (9.4%) got 67, 4 students (12.5%) got 70, 3 students (9.4%) got 73, 7 students (21.9%) got 77, 4 students (12.5%) got 80, one student (3.1%) got 83, 4 students (12.5%) got 87, and 2 students (6.2%) got 90.

In distribution of data frequency, students' listening comprehension was classified into listening comprehension categories. The result of the pretest score category in control group is described in Table 12.

Table 12
The Classification of Students' Posttest Score in Control Group Listening Comprehension Categories

Category	Frequency	Percentage (%)
Very Good (87-100)	6	18.7%
Good (77-86)	12	37.5%
Fair (67-76)	10	31.3%
Less (< 66)	4	12.4%
Total	**32**	**100 %**

Based on the result analysis of students' pretest scores in control group consisting 32 students, it showed that 6 students (18.7%) were in very good, 12 students (37.5%) were in good, 10 students (31.3%) were in fair, and 4 students (12.4%) were in less level.

3. **Students' Pretest Scores in Experimental Group**

In distribution of data frequency, it was found the interval score, frequency and percentage. The result of the pretest scores in experimental group is described in Table 13 below:

Table 13
Frequency Data of Students' Pretest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	2	6.2	6.2	6.2
	53	2	6.2	6.2	12.5
	57	3	9.4	9.4	21.9
	60	4	12.5	12.5	34.4
	63	7	21.9	21.9	56.2
	67	5	15.6	15.6	71.9
	73	4	12.5	12.5	84.4
	77	3	9.4	9.4	93.8
	80	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

Based on the table above, it was found that 2 students (6.2%) got 47, 2 students (6.2%) got 53, 3 students (9.4%) got 57, 4 students (12.5%) got 60, 7 students (21.9%) got 63, 5 students (15.6%) got 67, 4 students (12.5%) got 73, 3 students (9.4%) got 77, and 2 students (6.2%) got 80.

In distribution of data frequency, students' listening comprehension was classified into listening comprehension categories. The result of the pretest score category in control group is described in Table 14.

Table 14
The Classification of Students' Pretest Score in Experimental Group
Listening Comprehension Categories

Category	Frequency	Percentage (%)
Very Good (87-100)	0	0%
Good (77-86)	5	15.6%
Fair (67-76)	9	28.1%
Less	18	56.2%

	Frequency	Percent
(< 66)		
Total	**32**	**100 %**

Based on the result analysis of students' pretest scores in control group consisting 32 students, it showed that 5 students (15.6%) were in good, 9 students (28.1%) were in fair, and 18 students (56.2%) were in less level.

4. Students' Posttest Scores in Experimental Group

In distribution of data frequency, it was found the interval score, frequency and percentage. The result of the posttest scores in experimental group is described in Table 15 below:

Table 15
Frequency Data of Students' Posttest Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.2	6.2	6.2
	67	1	3.1	3.1	9.4
	73	3	9.4	9.4	18.8
	77	5	15.6	15.6	34.4
	80	5	15.6	15.6	50.0
	83	4	12.5	12.5	62.5
	87	6	18.8	18.8	81.2
	90	3	9.4	9.4	90.6
	93	1	3.1	3.1	93.8
	97	2	6.2	6.2	100.0
	Total	**32**	**100.0**	**100.0**	

Based on the table above, it was found that 2 students (6.2%) got 60, one student (3.1%) got 67, 3 students (9.4%) got 73, 5 students (15.6%) got 77, 5 students (15.6%) got 80, 4 students (12.5%) got 83, 6 students (18.8%) got 87, 3 students (9.4%) got 90, one student (3.1%) got 93, and 2 students (6.2%) got 97.

In distribution of data frequency, students' listening comprehension was classified into listening comprehension categories. The result of the pretest score category in control group is described in Table 16.

Table 16
The Classification of Students' Posttest Score in Experimental Group
Listening Comprehension Categories

Category	Frequency	Percentage (%)
Very Good (87-100)	12	37.5%
Good (77-86)	14	43.7%
Fair (67-76)	4	12.5%
Less (< 66)	2	6.2%
Total	**32**	**100 %**

Based on the result analysis of students' pretest scores in control group consisting 32 students, it showed that 12 students (37.5%) were in very good, 14 students (43.7%) were in good, 4 students (12.5%) were in fair, and 2 students (6.2%) were in less level.

4.1.1.2 Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standard deviation were analyzed. The results of the tests were presented in the form of scores ranging from 0 to 100 based on the

result of each test. Descriptive statistics were obtained from students' pretest and posttest score in control group, students' pretest and posttest score in experimental group.

Then, descriptive statistic on students' pretest and posttest scores in control group is figured out in Table 17.

Table 17
Descriptive Statistic on Students' Pretest and Posttest Scores
in Control Group

Control Group	N	Min	Max	Mean	Std. D
Students' Pretest Score	32	60.00	87.00	74.5000	7.42272
Students' Posttest Score	32	53.00	90.00	75.0000	9.50042

Based on the result analysis of descriptive statistic on students' pretest and posttest scores in control group, it can be seen that in students' pretest score in control group, the total of sample (N) was 32, minimum score was 60, maximum score was 87, mean score was 74.5000, and standard deviation was 7.42272. Then, in students' posttest score in control group, the total of sample (N) was 32, minimum score was 53, maximum score was 90, mean score was 75.0000, and standard deviation was 9.50042.

After that, the result of descriptive statistic on students' pretest and posttest scores in experimental group is described in Table 18.

Table 18

**Descriptive Statistic on Students' Pretest and Posttest Scores
in Experimental Group**

Experimental Group	N	Min	Max	Mean	Std. D
Students' Pretest Score	32	47.00	80.00	64.6875	8.81874
Students' Posttest Score	32	60.00	97.00	81.3125	8.94945

Based on the result analysis of descriptive statistic on students' pretest and posttest scores in experimental group, it can be seen that in students' pretest score in experimental group, the total of sample (N) was 32, minimum score was 47, maximum score was 80, mean score was 64.6875, and standard deviation was 8.81874. Then, in students' posttest score in experimental group, the total of sample (N) was 32, minimum score was 60, maximum score was 97, mean score was 81.3125, and standard deviation was 8.94945.

4.1.2   Prerequisite Analysis

In prerequisite analysis, there were two analyses. They were normality test and homogeneity test were analyzed.

4.1.2.1 Normality Test

In the normality test, the total of sample (N), Kolmogorov-Smirnov, significant and result were analyzed. The test was considered normal whenever it was higher than 0.05. The data were obtained from students' pretest and posttest in control and experimental group. Then, the result analysis in measuring the normality test of students' pretest scores in control group and experimental group is displayed in Table 19.

Table 19
The Result of Normality Test of Students' Pretest Scores in Control and Experimental Groups

No	Students' Pretest	N	Kolmogorov-Smirnov	Sig.	Result
1	Control Group	32	0.746	0.634	Normal
2	Experimental Group	32	0.783	0.572	Normal

From the above result analysis, it was found that p-output from students' pretest in control and experimental groups were 0.634 and 0.572. From those scores, it can be stated that the students' pretest scores in control and experimental groups were considered normal since 0.634 and 0.572 > 0.05. It can be concluded that they were higher than 0.05.

Then, the result analysis in measuring the normality test of students' posttest scores in control and experimental groups is displayed in the Table 20.

Table 20
The Result of Normality Test of Students' Posttest Scores in Control and Experimental Groups

No	Students' Posttest	N	Kolmogorov-Smirnov	Sig.	Result
1	Control Group	32	0.825	0.504	Normal
2	Experimental Group	32	0.721	0.676	Normal

From the above result analysis, it was found that p-output from students' posttest in control and experimental groups were 0.504 and 0.676. From those scores, it can be stated that the students' posttest scores in control and experimental groups were considered normal since 0.504 and 0.676 > 0.05. It could be concluded that they were higher than 0.05.

4.1.2.2 Homogeneity Test

In the homogeneity test, the students' pretest and posttest scores in control and experimental groups were analyzed by using Levene Statistics analysis.

1.   **Students' Pretest Scores in Control and Experimental Groups**

Homogeneity test was used to find whether the group was homogenous or not. The computations of homogeneity were used computation in SPSS 20. The result of homogeneity test of students' pretest in control and experimental groups is displayed in Table 21.

Table 21
Homogeneity Test of Students' Pretest Scores in Control and Experimental Groups

Variable	Test	Group	N	Levene Statistics	Sig.	Result
Shadowing Technique	Pretest	Experimental	32	0.336	0.564	Homogenous
		Control	32			

Based on measuring homogeneity test of students' pretest scores in control and experimental groups using shadowing technique, it was found that significance level was on 0.564. From the results of the p-output, it can be stated that the students' pretest scores in control and experimental groups using shadowing technique were homogeny since it was higher than 0.05.

2.   **Students' Posttest Scores in Control and Experimental Groups**

Then, the result of homogeneity test of students' posttest in control and experimental groups is figured out in Table 22.

Table 22
Homogeneity Test of Students' Posttest Scores in Control and Experimental Groups

Variable	Test	Group	N	Levene Statistics	Sig.	Result
Shadowing Technique	Posttest	Experimental	32	0.197	0.659	Homogenous
		Control	32			

Based on measuring homogeneity test of students' posttest scores in control and experimental groups using shadowing technique, it was found that significance level was on 0.659. From the results of the p-output, it can be stated that the students' posttest scores in control and experimental groups using shadowing technique were homogeny since it was higher than 0.05.

4.1.3 The Result of Hypotheses Testing

In this study, paired sample t-test was used to measure significant improvement on students' listening comprehension score taught by using Shadowing technique at SMA Az-Zahra Palembang before and after treatment (see appendix M). Independent sample t-test was used to measure a significant difference on students' listening comprehension score taught by using Shadowing technique and those who were not at SMA Az-Zahra Palembang (see appendix N).

4.1.3.1 Analysis Result of Paired Sample T-Test in Experimental Group

In this study, paired sample t-test was used to measure the significant improvement on the eleventh grade students' listening comprehension taught by using Shadowing technique. The result analysis of paired sample t-test is described in Table 23.

Table 23
Analysis Result of Paired Sample T-Test from Students' Pretest to Posttest Scores in Experimental Group

Shadowing Technique	Paired Sample T-Test			Ho	Ha
	T	**Df**	**Sig. (2-tailed)**	**Ho**	**Ha**
	11.125	31	0.000	Rejected	Accepted

Based on the table above, it was found that the p-output was 0.000 with df= 31 (2.0395), and t-obtained= 11.125. The null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. It could be assumed that there was significant improvement on students' listening comprehension score taught by using Shadowing technique at SMA Az-Zahra Palembang before and after treatment.

4.1.3.2 Analysis Result of Independent Sample T-Test on Students' Posttest Score in Control and Experimental Groups

In this study, independent sample t-test was used to measure the significant difference on the eleventh grade students' listening comprehension taught by using Shadowing technique and those who were not at SMA Az-Zahra Palembang. The result analysis of independent sample t-test is described in Table 24.

Table 24
Result Analysis of Independent Sample T-Test on Students' Posttest Score in Control and Experimental Groups

Shadowing Technique	Independent Sample T-Test			Ho	Ha
	T	**Df**	**Sig. (2-tailed)**	**Ho**	**Ha**
	2.736	62	0.008	Rejected	Accepted

Based on the table above, it was found that the p-output was 0.008 with df= 62 (1.9990), and t-obtained= 2.736. The null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. It could be assumed that there

was significant difference on students' listening comprehension score taught by using Shadowing technique and those who were not at SMA Az-Zahra Palembang.

4.2 Interpretation

In the previous chapter based on the results of statistical analyses, some interpretations were made as follows:

In the beginning, the researcher had already chosen the population in the eleventh grade students of SMA Az-Zahra Palembang. There were XI IPA 1 and XI IPA2. The mean of pretest score in XI IPA 1 was higher than XI IPA 2. The researcher chose the XI IPA 1 as a control group and XI IPA 2 as an experimental group. Therefore, the XI IPA 2 was available and suitable to do an experiment, so the class should increase the ability on students' listening comprehension. In control group, the process of the treatments showed that the students felt bored and difficult listening audio CD because they listened in commonly way without any preparation before listening and then the listening audio was played twice. In the other hand, the process of the treatments in experimental group showed that the Shadowing technique is a new technique for the students that made them feel enthusiastic and concentrate listening audio because the audio often plays.

First, from the result analysis used paired sample t-test, it was found that p-output was lower than 0.05 and the t-obtained was higher than t-table. It could

be interpreted that there was significant improvement from students' pretest and posttest score in experimental group. It meant that Shadowing technique significantly improved the eleventh grades' listening skill at SMA Az-Zahra Palembang especially XI IPA 2. Moreover, it meant that the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) was rejected. This happened because this technique had some good influences in teaching and learning process. This result was in agreement with many studies, some of them were conducted by Rafiq (2016) who found that Shadowing technique enhanced students' listening comprehension and Hamada (2012) who also found that Shadowing technique was effective to improve students' listening comprehension.

During the treatment, there were 12 meetings including pretest and posttest in experimental group. In the first meeting, the students were confused about Shadowing technique because it was the first time and the students did not know how to apply it. In the second and third meetings, the students were still confused, difficult to focus on listening the pronunciation of the words. Then, they could not shadow and interpret words on the audio listening yet. So, the researcher helped the students to demonstrate procedure steps of Shadowing technique during treatment. By the time, the students could follow quickly and enjoy the learning process of listening comprehension in fourth and fifth meetings. It was because some of them could comprehend easier and faster. Then, the students could shadow, fill the words in the blanks of written script, interpret the meanings, focus, and listen to the pronunciation well. Therefore, the students could answer the questions of listening comprehension related with the text of

listening audio at the sixth to tenth meeting although in the first to third meeting the students still felt difficult to answer the questions of listening comprehension related with the text of listening audio.

Moreover, Shadowing technique gave the students tasks that formed missing words in step 1 and 8 (Dictation Cloze) every meeting to make them focus in learning listening and to be able to improve listening comprehension (Kao, 2013, p. 122). In step 2, 3, and 5 (Mumbling, Parallel Reading, and Shadowing), the students should shadow the incoming sound without scripts (step 2 and 5) or while reading the script of the passage (step 3) in order that they increased their comprehension about the pronunciation of the words and accustomed listening audio by native speakers. In step 4 and 6 (Check Understanding and Check Detail), the students checked their comprehension about the meanings one could not understand by using the script written both in English and Indonesia; and then evaluated for sounds one could not hear or shadow. In step 7 (Content Shadowing), the students concentrated on both shadowing and interpreting the meaning of the passage simultaneously from the incoming sounds (Hamada, 2016, pp. 14). In the last step (Check Answers of Dictation Cloze), the students checked their answer of filling in the blanks from the result of discussion between the students and the researcher. Therefore, Shadowing technique becomes an effective supplementary technique for practicing English listening in EFL students and it has a positive effect to them (Chung, 2010, p. 97).

Second, from the result analysis used independent sample t-test measuring means significant difference from students' posttest score in control and experimental group, it was found that there was significant difference in control and experimental groups since the p-output was lower than 0.05 and the t-obtained was higher than t-table. It could be interpreted that improving the eleventh grade students' listening comprehension and those who were taught by using Shadowing technique and those who were not (teachers' technique) was significantly difference. Moreover, it meant that the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) was rejected. This result was also supported by Rafiq (2016) and Hamada (2012) who investigated the significant effect by using Shadowing technique. The result showed that the mean score in experimental group was higher score than control group.

In this research, pretest, posttest in experimental and control group, and treatment in experimental group, students in control group were given pretest and posttest only without treatment but the students in control group were taught by the teacher of English at SMA Az-Zahra Palembang. The result of pretest of control group was better than the result of pretest of experimental group. But, the result of posttest of control group was not better than the result of posttest of experimental group. The students in control group got lower score of posttest than posttest scores in experimental group. It was because the students in control group were not taught by using Shadowing technique.

On the other hand, the treatment in experimental group was given to help students in learning listening comprehension by using Shadowing technique. After

using Shadowing technique was given to the students. They were motivated in learning listening comprehension. It was because they were more active and interested in the learning process. Then, the technique accustomed the student to listen the audio in order to they were not lazy to listen. This result was related to Hamada (2015, p. 5) also said that shadowing was originally used as a technique for training novice interpreters, but has more recently been imported as an EFL teaching technique for improving listening in particular. Kao (2013, p. 122) also mention that Shadowing technique can improve listening comprehension; and it has a positive effect to EFL students (Chung, 2010, p. 97). Therefore, it can be inferred that using Shadowing technique can be considered as one alternative technique that can be used in teaching listening.

Finally, it can be stated that there were a significant improvement on students' listening comprehension that the group was taught by Shadowing technique, and a significant difference between the students' posttest scores of the control group who were taught by the teacher of the school and experimental group were taught by the researcher by using Shadowing technique at SMA Az-Zahra Palembang.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents (5.1) conclusion and (5.2) suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusion

Based on the findings and interpretation in previous chapter, it could be concluded as follows:

First, there was significant improvement on the listening comprehension achievement of the eleventh grade students of SMA Az-Zahra Palembang who were taught by using Shadowing technique. It can be seen from the students' pretest to posttest scores in experimental group that p-output (0.000) was lower than 0.05 level and t-obtained 11.125 was higher than df=31 (2.0395). It could be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (Ha) was accepted.

Second, there was significant difference on the eleventh grade students' listening comprehension achievement between the students who were taught by using Shadowing technique and those who were not taught at SMA Az-Zahra Palembang. It can be seen from the students' posttest scores both groups in experimental and control groups that p-output (0.008) was lower than 0.05 level and t-obtained 2.736 was higher than df=62 (1.9990). It could be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (Ha) was accepted.

5.2 Suggestions

Based on the conclusion above, some suggestions are form teachers of English and the students of SMA Az-Zahra Palembang. First, the teachers of English of SMA Az-Zahra Palembang could use Shadowing technique as alternative technique to improve students' listening comprehension. This technique can be useful improving their English teaching and learning especially for teaching listening comprehension.

Second, the researcher suggests and motivates the students improving their motivation, linguistic and non-linguistic knowledge of listening in order to comprehend the listening lesson. Shadowing technique can increase their listening ability. Besides, the students should also practice listening more and not to be lazy to listen some audios especially English audios.

Third, other researchers who want to conduct the research in teaching listening can use the result of this research as a basic way for conducting the research and as an additional reference for further relevant research with different

variables and conditions. The other researchers can also consider the lacks of the result from this research to conduct a better research.

5.3   Limitation of the Study

Taking into consideration the result of this research, it is recommended that further research be conducted to consider whether teaching techniques in improving the students' listening comprehension achievement. Next, further research on listening comprehension may also be conducted to give better result on predicting students' listening comprehension achievement. In addition, it is also recommended that future research be conducted to see which techniques that can be employed to overcome students' listening problems.

Due to the fact that one of limitation of this study, the school did not the researcher to use the language lab because the twelfth grade students was preparing National Examination (UN) that used the lab. Therefore, the researcher conducted this study in students' classrooms that caused the students could not listen the listening audio well. In addition, there were sounds outside classroom. Then, Shadowing technique should use an earphone when listen the audio CD, but the researcher did not use it in this study. Next, the future research has to conduct

an interview to know the school's schedule about when the school will conduct

National Examination (UN).

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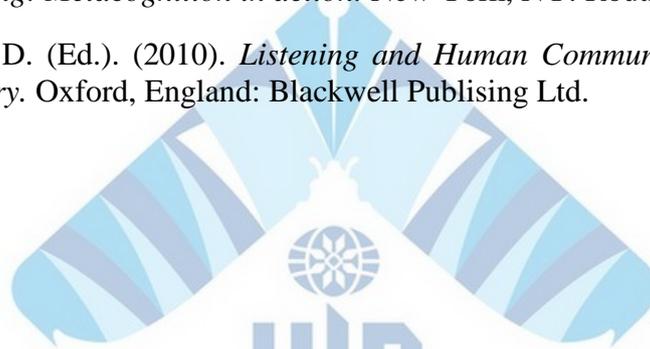
APPENDICES

LEMBAR VALIDASI TES MENDENGAR
(LISTENING TEST)

Petunjuk: Berilah tanda centang (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik" a: dapat digunakan tanpa revisi
2 = berarti "cukup baik" b: dapat digunakan dengan sedikit revisi
3 = berarti "baik" c: dapat digunakan dengan banyak revisi
4 = berarti "sangat baik" d: belum dapat digunakan

No	Komponen Tes Mendengar (Listening Test)	Skor			
		1	2	3	4
1.	Pentunjuk tes (instruksi/ perintah)				
2.	Alokasi waktu				
3.	Tata bahasa penulisan				
4.	Susunan tes				
5.	Kesesuaian isi tes dengan kompetensi yang akan dicapai (sesuai silabus)				
6.	Kecepatan suara pembicara				
7.	Kejelasan suara audio				
Penilaian Validasi Umum					
Penilaian validasi umum terhadap instrumen		a	b	c	d
Saran:					

Palembang,   2017
Validator I

Beni Wijaya, M.Pd.

LEMBAR VALIDASI RPP

Petunjuk: Berilah tanda centang (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

1 = berarti "kurang baik"	a: dapat digunakan tanpa revisi
2 = berarti "cukup baik"	b: dapat digunakan dengan sedikit revisi
3 = berarti "baik"	c: dapat digunakan dengan banyak revisi
4 = berarti "sangat baik"	d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skor			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan rumusan.				
	2. Kelengkapan cakupan rumusan indikator.				
	3. Kesesuaian dengan kompetensi dasar.				
	4. Kesesuaian dengan standar kompetensi.				
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai.				
	2. Kesesuaian dengan karakteristik peserta didik.				
	3. Keruntutandan sistematika materi.				
	4. Kesesuaian materi dengan alokasi waktu.				
III.	**Pemilihan Sumber Belajar/Media Pembelajaran**				
	1. Kesesuaian sumber belajar/ media				

	pembelajaran dengan kompetensi (tujuan) yang diinginkan.				
	2. Kesesuaian sumber media belajar/ media pembelajaran dengan materi pembelajaran.				
	3. Kesesuaian sumber belajar/ media dengan karakteristik peserta didik.				
IV.	**Skenario/ Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dalam metode pembelajaran dengan kompetensi (tujuan) pembelajaran.				
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran.				
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik.				
	4. Kelengakapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu.				
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai.				
	2. Kejelasan prosedur penilaian (awal, proses, akhir, tindak lanjut).				
VI.	**Penggunaan Bahasa Tulis**				
	1. Ketepatan ejaan.				
	2. Ketepatan pilihan kata.				
	3. Kebakuan struktur kalimat.				
	4. Bentuk huruf dan angka baku.				
VII.	**Penilaian Validasi Umum**				
	Penilaian atau validasi umum terhadap instrumen.	a	b	c	d

Palembang,   2017
Validator I

Beni Wijaya, M.Pd.
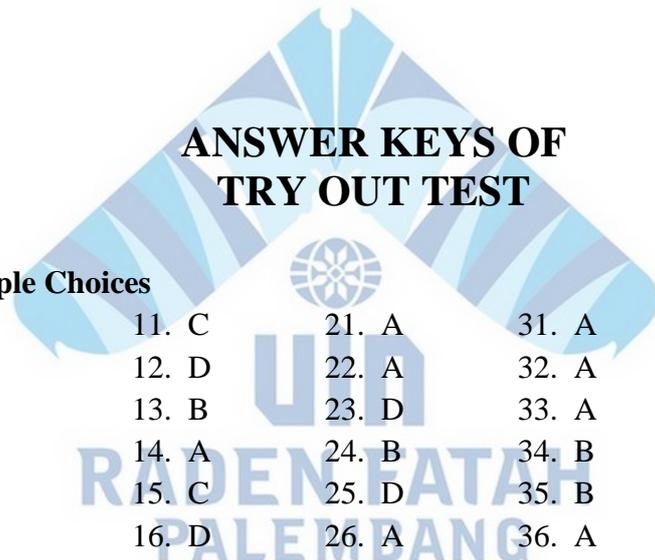
ANSWER KEYS OF
TRY OUT TEST

I. Multiple Choices

1. D	11. C	21. A	31. A	41. B
2. A	12. D	22. A	32. A	42. D
3. C	13. B	23. D	33. A	43. A
4. B	14. A	24. B	34. B	44. B
5. C	15. C	25. D	35. B	45. C
6. A	16. D	26. A	36. A	
7. B	17. B	27. A	37. C	
8. D	18. C	28. B	38. C	
9. A	19. B	29. A	39. A	
10. A	20. D	30. A	40. D	

II. Fill in the blanks

46. Reporting
47. Reefs
48. Coral
49. Spectacular
50. Marine
51. Take care of
52. Harmful
53. Beautiful

54. Sitting
55. A Sphynx
56. Hairless
57. Corner
58. Bowlegged
59. Like
60. Cheekbones

APPENDIX C

Analysis of Each Question Item on Listening Comprehension Test

Validity test of Each Question Item	Sig.(2-tailed) of Pearson Correlation (r-output)	r-table score	Result
Item1	0	0.396	Invalid
Item2	0.453	0.396	**Valid**
Item3	0.172	0.396	Invalid
Item4	0.442	0.396	**Valid**
Item5	0.530	0.396	**Valid**
Item6	0.530	0.396	**Valid**
Item7	0.404	0.396	**Valid**
Item8	0.290	0.396	Invalid
Item9	0.672	0.396	**Valid**
Item10	0.589	0.396	**Valid**
Item11	0.919	0.396	**Valid**
Item12	0.442	0.396	**Valid**
Item13	0.843	0.396	**Valid**
Item14	0.530	0.396	**Valid**
Item15	0.747	0.396	**Valid**
Item16	0.338	0.396	Invalid
Item17	0.252	0.396	Invalid
Item18	0.301	0.396	Invalid
Item19	0.434	0.396	**Valid**

Item20	0.919	0.396	**Valid**
Item21	0.228	0.396	Invalid
Item22	0.404	0.396	**Valid**
Item23	0.252	0.396	Invalid
Item24	0.426	0.396	**Valid**
Item25	0.338	0.396	Invalid
Item26	0.290	0.396	Invalid
Item27	0.009	0.396	Invalid
Item28	0.434	0.396	**Valid**
Item29	0.290	0.396	Invalid
Item30	0.589	0.396	**Valid**
Item31	0.338	0.396	Invalid
Item32	0.180	0.396	Invalid
Item33	0.290	0.396	Invalid
Item34	0.338	0.396	Invalid
Item35	0.426	0.396	**Valid**
Item36	0.627	0.396	**Valid**
Item37	0.530	0.396	**Valid**
Item38	0.301	0.396	Invalid
Item39	0.290	0.396	Invalid
Item40	0.434	0.396	**Valid**
Item41	0.338	0.396	Invalid
Item42	0.256	0.396	Invalid
Item43	0.843	0.396	**Valid**
Item44	0.646	0.396	**Valid**
Item45	0.290	0.396	Invalid
Item46	0.078	0.396	Invalid
Item47	0.843	0.396	**Valid**
Item48	0.747	0.396	**Valid**
Item49	0.180	0.396	Invalid
Item50	0.227	0.396	Invalid
Item51	0.338	0.396	Invalid
Item52	0.882	0.396	**Valid**
Item53	0.184	0.396	Invalid
Item54	0.338	0.396	Invalid
Item55	0.290	0.396	Invalid
Item56	0.544	0.396	**Valid**
Item57	0.589	0.396	**Valid**
Item58	0.094	0.396	Invalid
Item59	0.646	0.396	**Valid**
Item60	0.175	0.396	Invalid

```
RELIABILITY
  /VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10
 item11 item12 item13 item14 item15 item16 item17 item18 it
    em19 item20 item21 item22 item23 item24 item25 item26 item27 item28 it
em29 item30
  /SCALE('ALL VARIABLES') ALL

  /MODEL=SPLIT.
```

Reliability

Scale: ALL

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.042
		N of Items	15[a]

	Part 2	Value	.157
		N of Items	15[b]
	Total N of Items		30
Correlation Between Forms			.636
Spearman-Brown Coefficient	Equal Length		.778
	Unequal Length		.778
Guttman Split-Half Coefficient			.778

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15.

b. The items are: item16, item17, item18, item19, item20, item21, item22, item23, item24, item25, item26, item27, item28, item29, item30.

VALIDITY EACH QUESTION ITEMS

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	1	0	0	0	1	1	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	0
2	1	1	1	0	1	0	0	1	1	1	1	1	0	0	0	0	0	1	0	1	1	1	0	1	0	0	0	1	0	0	0	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	0	1	1	0	1	0
3	0	0	1	0	1	1	1	0	0	0	0	0	1	0	0	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	0	0	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	0	1	0	1	1	1
4	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	0	0	0	1	0	1	1	0	1	0	1	1	0
5	0	1	1	1	0	1	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	0	0	0	1	0	0	1	0	1	0	1	0	1	1	0	0	0	1	0	0	1	1
6	1	0	0	1	1	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	0	1	1	0	1	0	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1
7	1	0	1	0	1	1	1	1	1	1	1	0	0	0	1	0	0	0	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	0	0
8	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1
9	0	1	1	0	1	0	1	1	0	1	1	1	0	1	0	0	0	1	1	1	1	0	1	0	1	0	0	0	1	1	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	1	0	1	0
10	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1	1	0	0	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0
11	1	0	1	0	1	1	0	0	1	1	0	1	0	0	1	0	0	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	0	1	1	0	0	0	1	1	0	1	1	0	1	1	0	1	1	0
12	1	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1	0	1	1	0	0	0	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	1
13	0	1	1	0	0	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	0	1	0	0	0	1	0	0	1	0	1	0	1	0	1	1	1	0	1	0	1	1	0	0	1	0	0	1	0	1	0	0	1
14	1	0	1	1	0	1	1	0	1	0	0	0	1	0	0	0	0	1	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	1	1	0	0	0	0	1	0	1	1	1	0	0	0	0	1	0	1	1	0	1	1	1	1	0
15	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	0
16	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1
17	1	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	1	1	1	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	1	1	1	0	1	0	0
18	0	0	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0
19	1	1	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1
20	1	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	1	1	0	1	1	1	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1
21	0	1	1	1	1	1	0	0	1	0	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
22	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0
23	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	0	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1
24	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	1	0	1	1	1	1	0	1	0	0	0	0	0	1	0	0	0	1	1	1	1	0	1	0	1	1	0	0	0	1	1	0
25	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0

PRE-TEST AND POST-TEST
LISTENING COMPREHENSION TEST
(45 MINUTES)

PART A
(15 MINUTES)

Direction: In Part A you will hear some short monologues given by a single speaker and short dialogues between two people on some pictures below. Before listen recording, you must read the instructions and pictures. The audio will be played twice. Then, choose and fill the best answer on your answer sheet.

Here is an example for number 1-6:
On the recording, you will hear a question in direction of monologues and you will decide which picture best describes what the monologue is about.

Direction for number 1-9: **Which picture goes with monologue?**

Narrator : A jasmine is a genus of shrubs and vines in the olive family. It contents around 200 species native to tropical and warm temperate regions of Europe, Asia, and Africa. Jasmines are widely cultivated for the characteristic fragrance of their flowers.

In your test book, you read:

| A | B | C | D |

The correct answer is (C), a globe.

Here is an example for number 7-10:
On the recording, you will hear a question of each dialogue and you will decide which picture best describes what the dialogue is about.

Man   : Mom, my laptop is broken. Can you buy my new laptop?
Woman : Oh my God, it's so costly but I will talk it for your father.
Man   : Ok, thanks mom. I hope my dream come true.
Narrator : What is the dialogue about?

In your test book, you read:

| A | B | C | D |

The correct answer is (B), a laptop.

Questions 1-6
Which picture goes with the monologues?

1.   Monologue 1
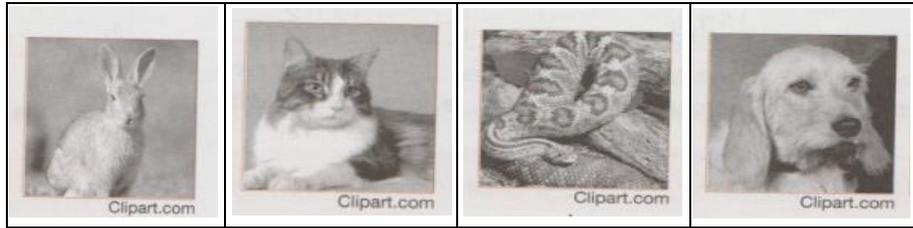
A	B	C	D

2.   Monologue 2

A	B	C	D

3.   Monologue 3

A	B	C	D

4.   Monologue 4

A	B	C	D

5.   Monologue 5
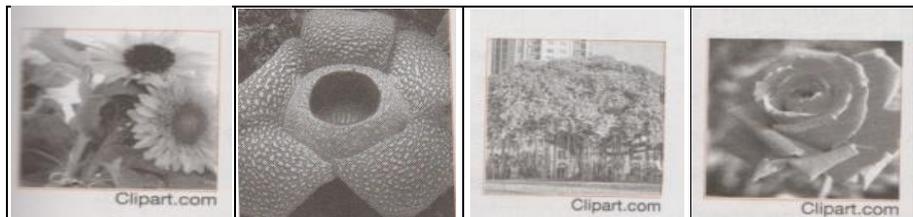
A	B	C	D

6. Monologue 6

A	B	C	D
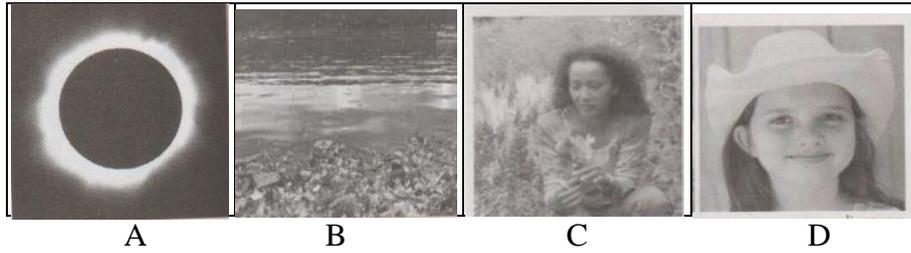
Questions 7-10
Listen to dialogues. Decide which picture best describes what the dialogue is about.

7. Dialogue 1
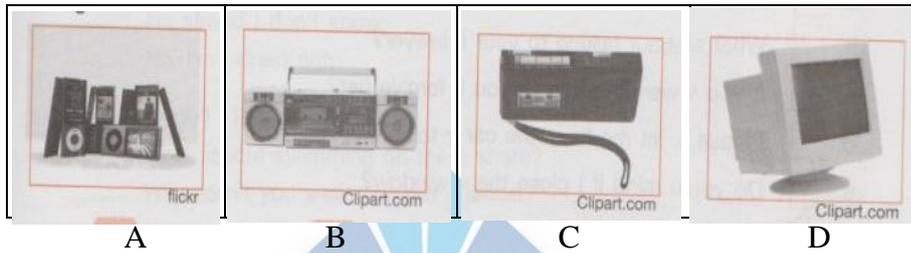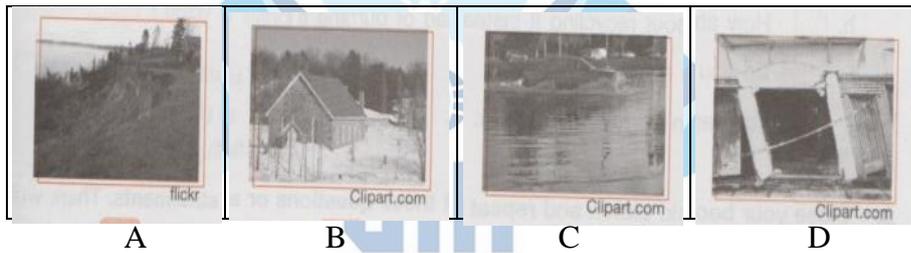
A	B	C	D

8. Dialogue 2

A	B	C	D

9. Dialogue 3

A	B	C	D

10. Dialogue 4

A	B	C	D
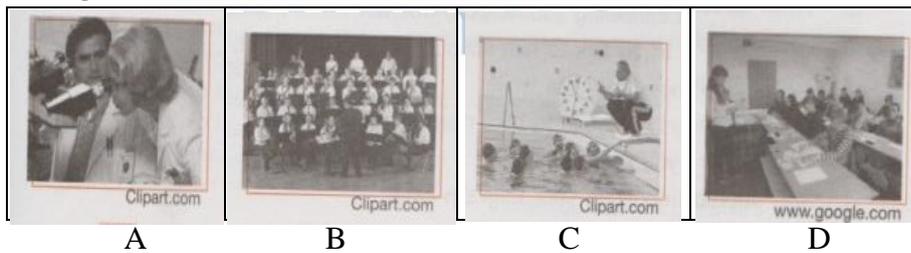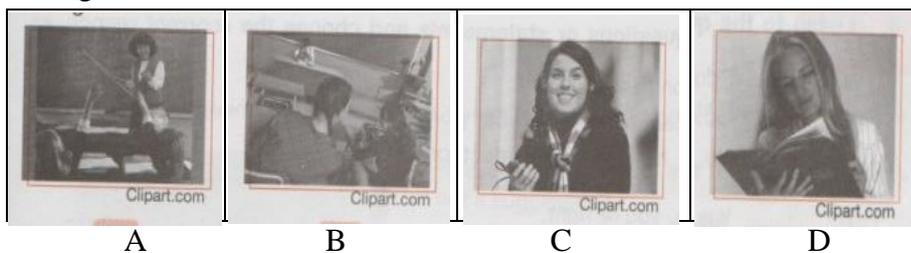
PART B
(20 MINUTES)

Direction: In Part B you will hear some short dialogues between two people and some short monologues given by a single speaker below. The audio will be played twice. Then, choose and fill the best answer on your answer sheet.

Here is an example for number 11-14:
On the recording, you will hear a question of each dialogue and you will decide which response best describes what the dialogue is about.

Man : How do you feel about the school rules in Palmetto Senior High School?

Woman : Well, I feel that they are too strict. Then, they do not freedom and creativity

to students.

Man : ….

In your test book, you read:

What is the man's response?

A. Yes, I think so, too.

B. Not very good.

C. Your idea is not good enough.

D. That's stupid idea.

The correct answer is (A), "Yes, I think so, too".

Here is an example for number 15-24:
On the recording, you will hear a question in direction of monologues and you will decide which tip best describes what the monologue is about.

Direction for number 34-37: **Listen to each person talk about the adventure of Abo Mamongkuroit, and answer the questions.**

Narrator : Once upon a time, there was a couple, namely Abo Mamongkuroit was just a poor man who lived with his wife Putri Monondaega in a forest in North Sulawesi, Indonesia. Unfortunately, Mamongkuroit's wife was once kidnapped by a giant cannibal when he was working far away from home. Could he save his beloved wife from the giant cannibal? Here is the story of Abo Mamongkuroit from North Sulawesi, Indonesia.

In your test book, you read:

What is the topic about?

A. The adventure of Putri Monodaega.

B. The adventure of Abo Mamongkuroit.

C. A giant cannibal

D. A forest in North Sulawesi, Indonesia.

The correct answer is (B), "The adventure of Abo Mamongkuroit".

Questions 11-12

Listen to the questions or statements and choose the correct responses.

11. The best response to the girl's opinion is…
    A. I think so too.
    B. Let me see.
    C. I'll have to think about that.
    D. He knows what you mean.

12. The best response to the girl's opinion is…
    A. You frightened me.
    B. Don't be scared.
    C. I'm against your opinion.
    D. It really makes them angry.

Questions 13-14
Listen to the dialogue. Choose the best options.
13. Which reason doesn't the son in the dialogue?
    A. He is twenty-one years old.
    B. He could drive his father everywhere.
    C. He can't ride a motorcycle in the rain.
    D. His campus is far away from home.

14. Which will not probably happen if the son has a car?
    A. He will not get drenched in the rain on the street.
    B. He will not be late anymore to campus.
    C. He will be legal to drive a car on the street.
    D. He doesn't need to wait for the bus so long.

Questions 15-16
Listen to the monologue. Then, choose the best answer.
15. Smoking cigarettes is ….
    A. the greatest cause of the lung cancer
    B. the only cause of lung cancer
    C. a habit that only cause lung cancer
    D. the cause of all cancer cases

16. The expression *secondhand smoke* refers to ….
    A. common exposure cases of smoking
    B. non-smokers who inhale tobacco smoke
    C. the remaining cigarette to be exposed
    D. the act of inhaling most tobacco smoke

Questions 17-18
Listen to the talk and then answer the questions.
17. What point of view does she claim, except?
    A. We must know how to handle the difficulties.
    B. We must know how to get bravery
    C. We must know how to wear the climbing equipments
    D. Techniques of mountain climbing must be understood.

18. What does one of arguments mention the talk?
    A. Knowing the right climbing equipments.
    B. Knowing the right weather
    C. Knowing the false techniques.
    D. Knowing the challenges.

Questions 19-21
Listen to each person talk about these adventurous experiences, and answer the questions.
19. What is Erik Weihenmayer's main disability?
    A. He is limp.
    B. He is blind.
    C. He is deaf.
    D. He is mute.

20. What adventurous experience did Erik have in 2001?
    A. He climbed to the top of Mount Everest.
    B. He discovered that he was a skilled athlete.
    C. He received hundreds of amazing e-mails.
    D. He woke up so many disabled people.

21. What was Erik ultimate adventurous goal?
    A. Being able to see himself as a mountaineer.
    B. Been given the opportunity to do what he wants.
    C. Climbing all seven summits on seven continents.
    D. Becoming a sky-diving and wresting champion.

Questions 22-24
Listen to the text. Then, choose the best answer.
22. Why are they recommended?
    A. They cannot only protect any riders.
    B. They can offer many physical benefits.
    C. They can reduce the positive aspects of riding.
    D. They can provide total protection.

23. What is the other benefit of wearing a helmet?
    A. It can give the riders a matter of style.
    B. It can express the riding image.
    C. It cannot be important to some people.
    D. It can choose the most appropriate helmet.

24. How would a rider feel when he is wearing a helmet which can project an image?
    A. More stylish
    B. More confident
    C. More appropriate
    D. More crucial

PRE-TEST AND POST-TEST
LISTENING COMPREHENSION TEST

PART C
(10 MINUTES)

Direction: In Part C you will hear two short monologues given by a single speaker below. The monologue will be spoken twice. You fill in the blanks of each monologue while listen the monologue. Then, you fill your answers on your answer sheet.

Here is an example for number 25-30:
On the recording, you will hear a short monologue and you will fill the best answer.

Narrator:

There is very little warning before tsunamis hit. This means that people living in towns and villages on the coast do not have time to escape. Unfortunately, one of the biggest and worst effects of a tsunami is the cost to human life. Hundreds and thousands of people are killed by tsunamis. People may be instantly killed or drowned as water rushes on the land.

In your test book, you read:

There is very little (25) _____ before tsunamis hit. This means that people living in towns and (26) _____ on the coast do not have time to escape. Unfortunately, one of the biggest and worst effects of a tsunami is the cost to human life. Hundreds and thousands of people are (27) _____ by tsunamis. People may be instantly killed or drowned as water (28) _____ on the land.

The correct answer is (25) warning, (26) villages, (27) killed, and (28) rushes.

Monologue 1

Good morning. This is Debora Tania, reporting live from Bunaken National Park in Mnado. As you see I am reporting to you from the most beautiful (25)_____ in the world. I think Indonesia is lucky to own (26)_____. As you know coral is one of the most spectacular living organisms in the world. It is an environment for many marine animals to live in. but I believe if we don't take care of them, but kill them using (27)_____ harvesting techniques, they won't be beautiful for long. More news about Manado's coral reefs. Stay tuned.

Monologue 2

The cat that's somehow sitting in front of me looks like the cat goddess in Egyptian's pyramids. It must be a Sphynx. It's black and quite (28) _____ with large, lemon-shaped eyes slant up toward the outer (29) _____ of the ears. The cat appears slightly bowlegged. Its paws are unusually thick and look (30)_____ little air cushions. The rounded, well-muscled neck supports a wedge-shaped head with prominent cheekbones.

ANSWER KEY

NAME :

CLASS :

DATE :

SCHOOL :

I. Multiple choice for PART A and PART B. Then, cross (X) the best answer

NO	A	B	C	D
1.	X			
2.		X		
3.			X	
4.	X			
5.		X		
6.	X			
7.	X			
8.			X	
9.				X
10.		X		
11.	X			
12.			X	

NO	A	B	C	D
13.		X		
14.				X
15.	X			
16.		X		
17.		X		
18.	X			
19.		X		
20.	X			
21.			X	
22.				X
23.	X			
24.		X		

II. Fill in the blanks for PART C

25. **Reefs**

26. **Coral**

27. **Harmful**

28. **Hairless**

29. **Corner**

30. **Like**

TRANSCRIPT PRE-TEST AND POST-TEST

PART A
Direction for Number 1-6: **Which picture goes with monologue?**
1. If you were this animal, you would burrow the grounds for its lair. They are herbivores. They eat grass and green vegetables, especially carrots. This animal has two long ears. Sometime people call them "bunnies".
2. Guess what it is. It is a two-pair-winged insect. People hate this insect very much because it carries diseases such as malaria and dengue fever. When the female bites, it sucks human blood.
3. This flower is called "The Queen of Flowers". It has various it smells sweet. Therefore people use its essence as fragrance. A man commonly gives this kind of flower to a woman while saying "I Love You".
4. What do you know slow lorises? Slow lorises are a group of several species of strepsirrhineprimates which make up the genus Nycticebus. They are found in South and Southeast Asia. They have a round head, narrow snout, large eyes, and variety of distinctive coloration patterns that are species-dependent.
5. Well, Rafflesia Arnoldii is a member of the genus Rafflesia. It is noted for producing the largest individual flower on earth. It has a very strong and horrible ordor of decaying flesh, earning it the nickname "corpse flower". It is endemic to the rainforests of Borneo and Sumatra.
6. Don't you know that an eclipse is an astronomical event? It occurs when an astronomical object is temporarily difficult to be seen. The term eclipse is most often used to describe either a solar eclipse, when the Moon's shadow crosses the Earth's surface, or a lunar eclipse, when the Moon moves into the Earth's shadow.

Source: Sudarwati, Th.M. & Grace, Eudia. (2014). Pathway to English General Programme for Senior High School Grade XI. Jakarta: Erlangga.

Direction for Number 7-10: **Listen to dialogues. Decide which picture best describes what the dialogue is about.**

7. Woman : Dad, the iPod I bought yesterday isn't working. What do you think I should do about it?
   Man : Why don't you try taking it back to the store?
   Woman : Well, I was thinking of that, but don't you think you could look at it first?
   Man : OK, but not now. Maybe later.

8. Woman : What should we do prevent floods in our surrounding?
   Man : I think citizens should be warned about garbage again and again.
   Woman : Yes, I agree with you. The government had better make a healthy lifestyle campaign.

9. Man : Mrs.Simatupang, what do you think I should do about my English class? Should I drop it or continue with it?
   Woman : If were you, I'd talk with my instructor. Try talking with her about the problem, and see what she suggests.
   Man : What if she says I should continue with class?
   Woman : Then follow her advice.

10. Woman	: Arif, are you busy? I really need some advice about a problem I have.
Man	: I'm listening. What's wrong?
Woman	: My friend always asks me to copy my homework. I want to tell her to do her own assignments but… I'm afraid she will be angry with me.
Man	: I think you shouldn't always lend your homework all the time. Why don't you help her to do the assignments until she can do them independently?

Source: Sudarwati, Th.M. & Grace, Eudia. (2014). Pathway to English General Programme for Senior High School Grade XI. Jakarta: Erlangga.

PART B

Direction for Number 11-12: **Listen to the questions or statements and choose the correct responses.**

11. Man	: Well now continue line, the number of damage road there shares my reason to complete from some prejudices. What's of you?
Woman	: Well in my opinion, about the conditions of the road not only double deck its road safety but it's also ISO. It's also stamp a rounding.
12. Man	: You know people today to create. It creates all of product to use.
Woman	: I believe create a lot of way because they are a lack of environment education.

Source: Sudarwati, Th.M. & Grace, Eudia. (2014). Pathway to English Program Peminatan for Senior High School Grade XI. Jakarta: Erlangga.

Direction for Number 13-14: **Listen to the dialogue. Choose the best options.**

Son	: Dad, do you have time for me?
Daddy	: Yes, what's up?
Son	: Can I talk to you for a while?
Daddy	: Sure, go ahead. What is it about?
Son	: Dad, I think I'll need a car and you should buy me one.
Daddy	: Oh, really? And why should I? Give me at least 3 reasons.
Son	: Alright. These are my reasons. First, I'm twenty-one years old now. According to the traffic regulation, I am subjected to have a driving-license. This allows me to drive a car. Is that okay, dad?
Daddy	: Yes, yes. I understand what you mean. Go on for the next reason.
Son	: Okay, secondly, I'll need a car because my campus is far away from home. You see, it takes a long time to get to my campus by bus. I often get late to the campus. Besides, the bus is not always on time. If I have my own car, I don't need to worry about getting late to the campus.
Daddy	: Uhm… it's a quite logical reason. But why don't ride a motorcycle. It's more practical, isn't it?
Son	: That's the third reason I want to tell you. You could buy me a motorcycle. But that's not efficient. In the rainy days, riding motorcycle in the rain is not a good idea, dad. I can get cold, cough or even influenza if I do that.
Daddy	: I think your reasons are logical. But… I have to talk it first with your mother and I also have to think about the finance, too.
Son	: It's okay, dad. I know you won't disappoint me. Thanks, dad. I wish you luck,

dad.

Daddy   : Thanks, son. You, too.

Source: Sudarwati, Th.M. & Grace, Eudia. (2014). Pathway to English General Programme for Senior High School Grade XI. Jakarta: Erlangga.

Direction for Number 15-16: **Listen to the monologue. Then, choose the best answer.**

Smoking cigarettes is the single greatest cause of lung cancer. Smoking cigars or pipe also increases the risk of lung cancer. Tobacco smoking causes as many as 90 percent of lung cancers in men and about 78 percent of those in women. Exposure to secondhand smoke-that is, inhaling the tobacco damage the cells in lungs, and over time the damaged cells can become cancerous. The great majority of lung cancer cases could be prevented and thousands of lives could be saved each year if people quit smoking.

Source: Astuti, Eka Mulya. (2010). English Zone for Senior High School Students Year XI. Jakarta: Erlangga.

Direction for Number 17-18: **Listen to the following monologues and fill in the blanks.**

In average, about half a million people climb mountains in a year. In spite of this popularity, anyone attempting a climb should be aware that the sport is dangerous. Once you know how to handle the difficulties, you will find that this challenge is worth doing.

Knowing the right climbing equipments and how to use them is of high importance. Modern climbers wear no-restrictive, lightweight clothing equipments and are aided by nylon rope, mental spikes and rings. Many wear helmets. This equipment is a must to reduce the risk of climbing accidents.

Techniques of mountain climbing must be understood before anyone climbs a mountain. There are some types of mountains that require different climbing techniques. A false technique would increase the level of the danger. There is no absolute danger in mountain climbing; it's merely a challenge that requires bravery and intelligence.

Source: Astuti, Eka Mulya. (2010). English Zone for Senior High School Students Year XI. Jakarta: Erlangga.

Direction for Number 19-21: **Listen to each person talks about these adventurous experiences, and answer the questions.**

Erik Weihenmayer lost his sight when he was thirteen years old. Later he discovered that he was a skilled athlete. Weihenmayer can sky dive, wrestle, and ski. In 2001, Weihenmayer achieved his dream climbing to the top of the highest mountain in the world-Mount Everest. Since his climb, Weihenmayer has received hundreds of e-mails. "It's amazing, this response," his said. "It seems it woke up so many people. If you have the right talent and the right ability, you should be given the opportunity to do what you want to do in life… I've never seen myself as a blind guy who climbs. I see myself as s mountaineer and I happen to be blind." In September 2002, Weihenmayer achieved his ultimate goal of climbing all "seven summits"-the tallest mountains on each of the seven continents.

Source: Astuti, Eka Mulya. (2010). English Zone for Senior High School Students Year XI. Jakarta: Erlangga.

Direction for Number 22-24: **Listen to the text. Then, choose the best answer.**

We often hear lots of stories from road regarding people talking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess.

Wearing a fitted protective helmet offers many benefits which reduces the negative aspects of riding. First and the most important reason is that wearing the right helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They don't only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, mud and other potential projectiles.

Second, wearing a helmet can give the riders a matter of style. Helmets give the opportunity for riders to express the image they may want to have when riding the motorcycle. This benefit may not be important to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, Shorty, German, and many others, wearing a helmet which can project an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important in wearing helmet when riding is a matter of using it properly. Bikers should use the helmets which are fixed to their head. It is really not good if they place simply the helmets on the head without settling them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.

Source: Astuti, Eka Mulya. (2010). English Zone for Senior High School Students Year XI. Jakarta: Erlangga.

PART C

Direction for Number 25-30: **Listen to the following monologues and fill in the blanks.**
Monologue 1

Good morning. This is Debora Tania, reporting live from Bunaken National Park in Manado. As you see I am reporting to you from the most beautiful **reefs** in the world. I think Indonesia is lucky to own **coral**. As you know coral is one of the most spectacular living organisms in the world. It is an environment for many marine animals to live in. but I believe if we don't take care of them, but kill them using **harmful** harvesting techniques, they won't be beautiful for long. More news about Manado's coral reefs. Stay tuned.

Source: Sudarwati, Th.M. & Grace, Eudia. (2014). Pathway to English for Senior High School Grade XI. Jakarta: Erlangga.

Monologue 2

The cat that's somehow sitting in front of me looks like the cat goddess in Egyptian's pyramids. It must be a Sphynx. It's black and quite **hairless** with large, lemon-shaped eyes slant up toward the outer **corner** of the ears. The cat appears slightly bowlegged. Its paws are unusually thick and look **like** little air cushions. The rounded, well-muscled neck supports a wedge-shaped head with prominent cheekbones.

Source: Astuti, Eka Mulya. (2010). English Zone for Senior High School Students Year XI. Jakarta: Erlangga.

SILABUS PEMBELAJARAN

Nama Sekolah : **SMA / MA ………………..**
Mata Pelajaran : **Bahasa Inggris**
Kelas / Semester : **XI / 1**

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari	1.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas	• ***Responding to express-ions of making, accepting and declining an invitation***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan pendapat/rasa puas dan tidak puas beserta responnya. • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok	• Mengidentifikasi kata yang didengar • Mengidentifikasi makna kata • Mengidentifikasi hubungan antar pembicara • Mengidentifikasi makna tindak tutur menyampaikan pendapat • Merespon tindak tutur menyampaikan pendapat • Mengidentifikasi makna tindak tutur menyatakan puas • Merespon tindak tutur menyatakan puas • Mengidentifikasi makna tindak tutur menyatakan tidak puas • Merespon tindak tutur menyatakan tidak puas • Mengidentifikasi konteks situasi	Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45 4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	1.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) secara akurat, lancar, dan berterima yang	• ***Responding to express-ions of making and cancelling an Appointment***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menasehati /memperingatkan/ melulus kan permintaan dan menyatakan	• Mengidentifikasi makna tindak tutur menasehati • Merespon tindak tutur menasehati • Mengidentifikasi makna tindak tutur memperingatkan • Merespon tindak tutur	Tertulis (PG dan Uraian)		Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutu: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan *relief, pain,* dan *pleasure*		lingkungan, peduli sosial, tanggung jawab	• Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	perasaan beserta responnya secara kelompok. • Mendengarkan percakapan transaksional /interpersonal melalui tape secara klasikal	memperingatkan • Mengidentifikasi makna tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Mengidentifikasi makna tindak tutur menyatakan perasaan • Merespon tindak tutur menyatakan perasaan	Quiz Tugas		Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
2. Memahami makna teks fungsional pendek dan monolog berbentuk *reports, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari	2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	• *Responding to instruc-tions*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendengarkan undangan rapat yang disampaikan secara lisan melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• ☐Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu dari teks fungsional pendek yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar.	Tertulis (PG dan Uraian) Quiz Tugas	2 x45 2 x45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition*	• *Responding to instruc-tions*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka	• Mendengarkan sebuah cerita/laporan /exposisi secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa	• Mengidentifikasi *main idea* dari teks report yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan	Tertulis (PG dan Uraian) Tugas	1 x 45 1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
			jawab	tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	lisan berdasarkan teks yang didengar secara kelompok.	• Mengidentifikasi kasus yang didengar • Mengidentifikasi argumen yang didengar		1 x 45	Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
Berbicara **3.** Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari	3.1 Mengungkap-kan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas	• *Using expressions of making, accepting and declining an invitation*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	Bermain peran secara • berkelompok	• Menggunakan tindak tutur menyampaikan pendapat • Merespon tindak tutur menyampaikan pendapat • Menggunakan tindak tutur meminta pendapat • Merespon tindak tutur meminta pendapat • Menggunakan tindak tutur menyatakan puas • Merespon tindak tutur menyatakan puas	Tugas Performans	6 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	3.2 Mengungkap-kan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan	• *Using expressions of making and cancelling an appointment*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin)	• Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok	• Menggunakan tindak tutur menasehati • Merespon tindak tutur menasehati • Menggunakan tindak tutur memperingatkan • Merespon tindak tutur memperingatkan • Menggunakan tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Menggunakan tindak tutur	Tugas Performans	4 x 45 4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan *relief, pain,* dan *pleasure*			• Orientasi ke masa depan (punya perspektif untuk masa depan)		menyatakan perasaan. • Merespon tindak tutur menyataikan perasaan			Koran berbehasa Inggris Majalah Internet
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari	4.1 Mengungkap-kan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	• *Performing a monologue of a procedure text*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Menyampaikan undangan lisan secara individu di depan kelas	• Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek	Performans	2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	4.2 Mengungkap-kan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition*	• *Performing a monologue of a procedure text*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan	• Melakukan *case building* berdasarkan kelompok pro dan kontra. • Melakukan debat secara berkelompok dengan tema permasalahan daerah setempat.	• ☐Menggunakan kalimat simple present dalam menyampaikan report • Melakukan monolog berbentuk *narrative* • Melakukan monolog berbentuk *analytical exposition* • Melakukan debat	Unjuk kerja	4 x 45 4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
				• (punya perspektif untuk masa depan)					Majalah Internet
Membaca **5.** Memahami makna teks fungsional pendek dan esei berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• *Identifying the structure of a procedure text*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat *simple present* untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topik dari teks yang dibaca • Mengidentifikasi informasi tertentu dari teks fungsional pendek	Performans Tertulis (PG dan Uraian)	1 x 45 1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report, narrative,* dan *analytical exposition*	• *Reading procedure texts*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca nyaring bermakna teks *narrative/report/ analytical exposition* secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.	• Mengidentifikasi makna kata dalam teks yang dibaca. • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argument yang diberikan • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan	Quiz Tes tertulis Tugas	2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
						komunikasi teks dibaca			
Menulis 6. Mengungkapkan makna dalam teks esei berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari	6.1 Mengungkap-kan makna dalam bentuk teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• *Writing short instructions*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membuat *draft* teks naratif, berita atau deskripsi dengan melakukan *chain writing*. • Melakukan koreksi	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat *draft*, merevisi, menyunting • Menghasilkan *banner, poster,* atau *pamphlet*	Tugas Portofolio	1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	6.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition*	• *Writing procedure texts*	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca nyaring bermakna teks *explanation* secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat *present tense* dalam bentuk kalimat komplek yang menyatakan proses terjadinya sesuatu dan kalimat yang menyatakan kontra.	• Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi proses sebuah peristiwa • Mengidentifikasi argument yang pro dan kontra dalam teks • Mengidentifikasi langkah-langkah retorika dari teks	Tugas Portofolio	1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet

SILABUS PEMBELAJARAN

Nama Sekolah : **SMA / MA ………………..**
Mata Pelajaran : **Bahasa Inggris**
Kelas / Semester : **XI / 2**

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih	• ***Responding to expressions of congratu-lating and compli-menting***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan sikap dan perasaan beserta responnya secara berkelompok. • Mendengarkan percakapan interpersona/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok	• Mengidentifikasi hubungan antar pembicara • Mengidentifikasi makna tindak tutur sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Mengidentifikasi makna tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan perasaan sedih • Mengidentifikasi makna tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Mengidentifikasi konteks situasi	Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks	• ***Responding to narrative texts***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin)	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan perasaan beserta responnya secara	• Mengidentifikasi makna tindak tutur menyatakan perasaan malu • Merespon tindak tutur menyatakan perasaan malu • Mengidentifikasi makna tindak tutur menyatakan	Tertulis (PG dan Uraian)	2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel		prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Orientasi ke masa depan (punya perspektif untuk masa depan)	berkelompok. • Mendengarkan percakapan interpersona/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok	perasaan marah • Merespon tindak tutur menyatakan perasaan marah • Mengidentifikasi makna tindak tutur menyatakan perasaan jengkel • Merespon tindak tutur menyatakan perasaan jengkel	Quiz Tugas		Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari	8.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• ***Responding to expressions of congratu-lating and compli-menting*** • ***Responding to narrative texts***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendengarkan sebuah pengumuman lisan. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok.	• Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu teks yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar.	Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• ***Responding to expressions of congratu-lating and compli-menting***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka	• Mendengarkan sebuah *narrative/spoof/ hortatory exposition* secara klasikal. • Mendiskusikan	• Mengidentifikasi main idea dari teks *hortatory exposition* yang didengar • Mengidentifikasi tokoh dari cerita yang	Tertulis (PG dan Uraian)	1 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA)

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*	• ***Responding to narrative texts***	kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	isi teks yang didengar secara berpasangan. • Melakukan *case building* berdasarkan kelompok pro dan kontra.	didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengientifikasi bagian cerita yang lucu • Mengientifikasi solusi dalam sebuah cerita yang didengar • Mengidentifikasi kasus yang didengar • Mengidentifikasi argumen yang didengar	Tugas Quiz	1 x 45	Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
Berbicara 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari	9.1 Mengungkap-kan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih	• ***Congratu-lating and complimen-ting***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Bermain peran secara berkelompok	• Menggunakan tindak tutur menyatakan sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Menggunakan tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Menggunakan tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih	Performans	6 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	9.2 Mengungkap-kan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*)	• ***Performing a monologue of a narrative text***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka	• Bermain peran secara berkelompok	• Menggunakan tindak tutur menyatakan perasaan malu Merespon tindak tutur menyatakan perasaan malu	Tertulis (PG dan Uraian)	1 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA)

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel		kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)		• Menggunakan tindak tutur menyatakan perasaan marah • Merespon tindak tutur menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel	Tugas Quiz	1 x 45	Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
10 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari	10.1 Mengungkap-kan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• ***Congratu-lating and complimen-ting*** • ***Performing a monologue of a narrative text***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Memberikan sebuah pengumuman lisan secara bergantian	• Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek	Tugas performance	4 x 45 4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	10.2 Mengungkap-kan makna dalam esei dengan menggguna-kan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*	• ***Congratu-lating and complimen-ting*** • ***Performing a monologue of a narrative text***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan	• Mendongeng • Melakukan debat secara • berkelompok	• Menggunakan kalimat *past continuous* dalam menyampaikan spoof • Melakukan monolog berbentuk *narrative* • Melakukan monolog berbentuk *hortatory exposition* • Menggunakan modal	Tugas Performans	4 x 45 4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
			prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	(punya perspektif untuk masa depan)		"*should*" untuk menyampaikan saran • Melakukan debat			Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
Membaca 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahua	• ***Identifying meanings and information in a narrative text***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca nyaring bermakna sebuah *banner, poster, pamphlet* secara individu • Mendiskusikan isi teks yang dibaca secara berpasangan. • Mendiskusikan ciri-ciri gramatikal yang digunakan dalam teks yang dibaca secara berkelompok.	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topic dari teks yang dibaca • Mengidentifikasi informasi tertentu dari *banner, poster, pamphlet*	Performans Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof,* dan *hortatory exposition*	• ***Reading narrative texts***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca nyaring bermakna teks *exposition* secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih	• Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi setting dalam sebuah cerita narasi • Mengidentifikasi komplikasi dalam	Performans Tertulis (PG dan Uraian) Tugas	2 x45 4 x45 2 x45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
			membaca, peduli lingkungan, peduli sosial, tanggung jawab		menggunakan kalimat yang menyatakan argumen dan saran	sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argumen yang diberikan • Mengidentifikasi saran yang diberikan • Mengidentifikasi langkahlangkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca	Quiz		OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
Menulis 12 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari	12.1 Mengungkap-kan makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• ***Developing a paragraph of a narrative text based on the pictures***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Menuliskan sebuah *banner, poster, pamphlet* secara berkelompok dan • Mempublikasikan di lingkungan sekolah	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat *draft*, merevisi, menyunting • Menghasilkan *banner, poster,* atau *pamphlet*	Tugas Unjuk kerja	2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet
	12.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara	• ***Writing narrative texts***	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah,	• Membuat *draft* teks *exposition* dengan melakukan	• Menggunakan kalimat *past continuous* dalam menulis *spoof* • Menggunakan kalimat	Tugas Unjuk kerja	2 x 45 2 x 45	Developing English Competencies for Grade X

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*		ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	*chain writing.* • Melakukan koreksi teman sejawat	*kompleks* dalam membuat sebuah cerita • Menggunakan modal "*should"* untuk menulis saran pada teks *hortatory exposition* • Menghasilkan teks berbentuk *spoof*			Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasa Inggris Majalah Internet

INTERVIEW QUESTION

1. Is English lesson difficult to eleventh grade students of SMA Az-Zahra Palembang?

2. What skill is difficult to eleventh grade students of SMA Az-Zahra Palembang? How about the score have students got from the skill test?

3. Why is it more difficult than other skills for them? Please explain it clearly.

4. What problems do teacher of English undergone when teaching English lesson especially listening comprehension?

5. Why can the problems happen in teaching listening?

6. What is difficult to search audio listening and English textbook which include both to teaching listening?

7. What facilities in SMA Az-Zahra Palembang can teacher of English support to teach listening comprehension?

8. How can teacher of English solve or get alternative ways for the problems?

9. What type of teaching strategy does teacher of English use to teach listening skill?

10. What is the strategy effective and positive to eleventh grade students of SMA Az-Zahra Palembang?

11. What problems had happened when teacher of English used the strategy?

12. What can teacher of English share about her experience and advice for other researchers to improve teaching listening skill in teaching and learning class?

APPENDIX K

The Result of the Pretest and Posstest in Experimental Groups

NO.	NIS	NAME	PRETEST	POSTTEST	IMPROVEMENT (%)
1	1615	Ahmad Habibie	67	83	16%
2	1483	Al Husnaini	47	60	13%
3	1494	Dea Rahma Dewi	60	77	7%
4	1495	Devi Pranata Astuti	63	80	17%
5	1503	Faradico	53	80	27%
6	1504	Farizka Salsabila	57	87	30%
7	1506	Hanina Salsabila	57	67	10%
8	1508	Hendri Kurniawan	77	90	23%
9	1513	Khofifah Indah Sari	77	87	10%
10	1514	Khusnul Hotimah	80	97	17%
11	1518	M. Abdullah	57	73	16%
12	1540	M. Aqiel Ibrahim	73	80	7%
13	1542	M. Dones Firdaus	63	77	14%
14	1542	M. Ghafara Deandra	67	80	13%
15	1550	M. Hadziq Shiddiq	67	77	10%
16	1526	M. Rafly Andika	53	83	30%
17	1557	M. Syafei	47	80	33%
18	1618	M. Dimas Galuh N.	77	90	13%
19	1530	Mariska Mandasari	60	73	13%
20	1533	Meitasya	73	87	14%
21	1560	Mukaromah V.	73	90	17%
22	1562	Nabila Rosyada	60	87	27%
23	1561	Nadiyah Hana Athifah	67	97	30%
24	1609	Nadya Nurfadhilah	63	60	-3%

25	1566	Nurul Aulia Chairunisa	63	87	24%
26	1570	Ny. Nabila Ratu Salma	60	83	23%
27	1573	Puteri Ranti Mayarini	73	83	10%
28	1585	Rizky Amaliah	80	87	7%
29	1598	Tasya Mas Ayu	67	77	10%
30	1600	Tri Kurniawan	63	77	14%
31	1604	Vira Sonia	63	93	30%
32	1605	Wulan Purnama Sari	63	73	10%

APPENDIX L

The Result of the Pretest and Posstest in Control Groups

NO.	NIS	NAME	PRETEST	POSTTEST	IMPROVEMENT (%)
1	1481	Ade Marisa	60	77	17%
2	1484	Alfina Indah Lestari	77	77	0%
3	1616	Aliffathul Wardah	73	57	-16%
4	1617	Alya Salsabila	77	70	-7%
5	1488	Auliya M. Fadlan	83	80	-3%
6	1489	Azizah Salsabilah	67	77	-10%
7	1493	Careska	70	70	0%
8	1497	Dinda Rizki Nawawi	70	67	-3%
9	1499	Fadiyah Yumna	83	77	-6%
10	1500	Fadly M. Deka	83	87	4%
11	1505	Fitri Alifa Putri Sosro	67	67	0%
12	1509	Ibnu Rafi Tamir	63	80	17%
13	1510	Intan S. Shafira	77	80	3%
14	1511	Juniar Anggriani Darti	67	87	20%
15	1515	Kurnia Permata Ayu	83	77	-6%
16	1517	Limatan Luviar	73	77	4%
17	1538	M. Aksal Saputra	87	90	3%
18	1539	M. Alhafidz	73	70	-3%
19	1547	M. Fahmi	63	57	-6%
20	1548	M. Fahmi Zamzam	80	83	3%
21	1502	M. Hendra Kurniawan	77	73	-4%
22	1525	M. Rafiq Fajar	83	80	-3%
23	1556	M. Raihan Mustaqim	67	67	0%
24	1524	M. Kevin Noer Mifta	67	63	-4%

25	1558	M. Syafik Kamaludin	80	77	-3%
26	1559	M. Trihadi Yuliansyah	67	53	-14%
27	1574	Putri Amalia	77	73	-4%
28	1578	R.A Amelia Aamrtya	73	87	14%
29	1582	Renanda Aguilera	80	70	-10%
30	1589	Said M. Ghifarry	70	73	3%
31	1592	Sarah Aulia Rahman	80	90	10%
32	1607	Yusuf Abdullah S.	87	87	0%

APPENDIX M

Frequencies

Statistics

Pretest_Control

N	Valid	32
	Missing	0

Pretest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.1	3.1	3.1
	63	2	6.2	6.2	9.4
	67	6	18.8	18.8	28.1
	70	3	9.4	9.4	37.5
	73	4	12.5	12.5	50.0
	77	5	15.6	15.6	65.6
	80	4	12.5	12.5	78.1
	83	5	15.6	15.6	93.8
	87	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

Statistics

Posttest_Control

N	Valid	32
	Missing	0

Posttest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	1	3.1	3.1	3.1
	57	2	6.2	6.2	9.4
	63	1	3.1	3.1	12.5
	67	3	9.4	9.4	21.9
	70	4	12.5	12.5	34.4
	73	3	9.4	9.4	43.8
	77	7	21.9	21.9	65.6
	80	4	12.5	12.5	78.1
	83	1	3.1	3.1	81.2
	87	4	12.5	12.5	93.8
	90	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

Frequencies

Pretest_Experimental

N	Valid	32
	Missing	0

Pretest_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	2	6.2	6.2	6.2
	53	2	6.2	6.2	12.5
	57	3	9.4	9.4	21.9
	60	4	12.5	12.5	34.4
	63	7	21.9	21.9	56.2
	67	5	15.6	15.6	71.9
	73	4	12.5	12.5	84.4
	77	3	9.4	9.4	93.8
	80	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

Statistics

Posttest_Experimental

N	Valid	32
	Missing	0

Posttest_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.2	6.2	6.2
	67	1	3.1	3.1	9.4
	73	3	9.4	9.4	18.8
	77	5	15.6	15.6	34.4
	80	5	15.6	15.6	50.0
	83	4	12.5	12.5	62.5
	87	6	18.8	18.8	81.2
	90	3	9.4	9.4	90.6
	93	1	3.1	3.1	93.8
	97	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

APPENDIX N

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	32	60.00	87.00	74.5000	7.42272
Valid N (listwise)	32				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Control	32	53.00	90.00	75.0000	9.50042
Valid N (listwise)	32				

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experimental	32	47.00	80.00	64.6875	8.81874
Valid N (listwise)	32				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Experimental	32	60.00	97.00	81.3125	8.94945
Valid N (listwise)	32				

APPENDIX O

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		Pretest_Control
N		32
Normal Parameters[a]	Mean	74.5000
	Std. Deviation	7.42272
Most Extreme Differences	Absolute	.132
	Positive	.125
	Negative	-.132
Kolmogorov-Smirnov Z		.746
Asymp. Sig. (2-tailed)		.634
a. Test distribution is Normal.		

One-Sample Kolmogorov-Smirnov Test

		Posttest_Control
N		32
Normal Parameters[a]	Mean	75.0000
	Std. Deviation	9.50042
Most Extreme Differences	Absolute	.146
	Positive	.081
	Negative	-.146
Kolmogorov-Smirnov Z		.825
Asymp. Sig. (2-tailed)		.504
a. Test distribution is Normal.		

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		Pretest_Experimental
N		32
Normal Parameters[a]	Mean	64.6875
	Std. Deviation	8.81874
Most Extreme Differences	Absolute	.138
	Positive	.138
	Negative	-.108
Kolmogorov-Smirnov Z		.783
Asymp. Sig. (2-tailed)		.572
a. Test distribution is Normal.		

One-Sample Kolmogorov-Smirnov Test

		Posttest_Experimental
N		32
Normal Parameters[a]	Mean	81.3125
	Std. Deviation	8.94945
Most Extreme Differences	Absolute	.127
	Positive	.075
	Negative	-.127
Kolmogorov-Smirnov Z		.721
Asymp. Sig. (2-tailed)		.676
a. Test distribution is Normal.		

Oneway Pretest

Test of Homogeneity of Variances

SS_Score

Levene Statistic	df1	df2	Sig.
.336	1	62	.564

ANOVA

SS_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1540.562	1	1540.562	23.190	.000
Within Groups	4118.875	62	66.433		
Total	5659.437	63			

Oneway Posttest

Test of Homogeneity of Variances

SS_Score

Levene Statistic	df1	df2	Sig.
.197	1	62	.659

ANOVA

SS_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	637.562	1	637.562	7.485	.008
Within Groups	5280.875	62	85.175		
Total	5918.437	63			

APPENDIX Q

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreExprm	64.6875	32	8.81874	1.55895
	PostExprm	81.3125	32	8.94945	1.58206

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreExprm & PostExprm	32	.547	.001

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PreExprm - PostExprm	-1.66250E1	8.45386	1.49445	-19.67294	-13.57706	-11.125	31	.000

T-Test

Group Statistics

	Categories	N	Mean	Std. Deviation	Std. Error Mean
SS_Score	PostCntrl	32	75.0000	9.50042	1.67945
	PostExprm	32	81.3125	8.94945	1.58206

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SS_Score	Equal variances assumed	.197	.659	-2.736	62	.008	-6.31250	2.30726	-10.92465	-1.70035
	Equal variances not assumed			-2.736	61.780	.008	-6.31250	2.30726	-10.92498	-1.70002