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**TEACHER'S STRATEGIES IN DESIGNING LISTENING
MATERIALS USED IN TEACHING LISTENING
(A Case Study of English Teacher in Senior High
School Z Batusangkar)**

THESIS

*Submitted to English Teaching Department
Faculty of Tarbiyah as a Requirement for
Obtaining Bachelor Degree (S1)
in Teaching English*

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USED IN TEACHING LISTENING (A Case Study of English Teacher in
Senior High School Z Batusangkar)"** has been recommended to proceed to
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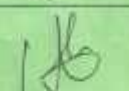
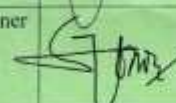


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ABSTRAK

Taufik Hidayat, 09 104 043, judul skripsi “**TEACHER’S STRATEGIES IN DESIGNING LISTENING MATERIALS USED IN TEACHING LISTENING (A Case Study of English Teacher in Senior High School Z Batusangkar)**”. Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar.

Permasalahan pada penelitian ini adalah belum terungkapnya cara guru merancang materi *Listening* oleh guru Bahasa Inggris yang mengajar pada sekolah menengah atas (SMA) di Tanah Datar tahun ajaran 2015/2016. Tujuan penelitian ini adalah mengetahui bagaimana seorang guru Bahasa Inggris merancang materi untuk *Listening*.

Penelitian ini dilaksanakan di sebuah sekolah menengah atas negeri (SMAN) dengan informan dalam penelitian ini adalah guru SMAN yang merancang sendiri materi *Listening* yang akan digunakan untuk mengajar. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif yang menggambarkan guru bahasa Inggris yang merancang sendiri materi *Listening* yang akan digunakan untuk mengajar. Informan menyusun materi *Listening* yang sesuai dengan standar kompetensi yang ada. Instrumen penelitian ini adalah peneliti sendiri. Dalam melakukan penelitian, peneliti menggunakan dua teknik, yakni wawancara dan pengumpulan dokumen. Peneliti melakukan wawancara terhadap guru bahasa Inggris yang merancang materi *Listening* sendiri. Data yang diperoleh peneliti kemudian dianalisa dengan menggunakan triangulasi sumber, yaitu membandingkan data yang didapat dari hasil wawancara guru dengan dokumen dan teori yang ada.

Dari hasil penelitian, peneliti menemukan bahwa guru SMAN yang merancang materi *Listening* sendiri melakukan hal-hal sebagai berikut. Pertama, guru mengikuti SK/KD yang ada. Kedua, guru membuat materi *Listening* lalu diikuti dengan tugas dan pertanyaan untuk menarik perhatian siswa. Ketiga, guru merancang materi *Listening* dengan membuat variasi pada inputnya. Keempat, guru merancang materi *Listening* dengan menambahkan bantuan gambar.



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The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening, as one of the main skill in learning English, has important role. Listening is crucial in communication, through listening people can understood each other. By listening people can learn much new knowledge and most people unconsciously do listening in whole life. In fact, listening is basic skill for human being to learn. According to Lawson (2007: 3) people spend 80% of their waking hours communicating and at least 45% of that time is spent for listening. That makes listening as a primary activity than other skills; reading, speaking, writing.

Listening is important for some reasons. First, listening as receptive skill, it gives information to students. Learners will not get information if they do not listen properly. When students listen properly, the information that they want to get will come easily. Second, listening helps students in comprehend language. Learning listening properly will help students comprehend the language itself, such as how to pronounce and produce the word. Third, listening helps students in improving others skill. Listening is able to support learner on learning other skill. Harmer (1998:98) states that listening is a skill and any help can give students in performing those skills and will help them to be better listeners, without listening skill, students

are impossible to have other skills because listening is input skill. As a receptive skill, listening is very important because if students masters listening skill, it can make them easy to master in other skills. When students listen carefully and increase their listening skill, unconsciously students will help other skills to increase. When students can listen a word then speak it clearly it means that he/she increase their speaking skill.

Listening is activity to learn from what has been heard. Based on the listening activity students can learn how to say a word correctly. According to Harmer (2010: 133) by mastering listening skill, students can master speaking and pronunciation too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation stress and sound of both individual words and those which blend together in connected speech. Listening texts are good pronunciation models, in other words, the more students listen; the better they get, not only at understanding speech, but also at speaking themselves. Indeed it worth remembering that successful spoken communication depends not just on our ability to speak, but also the effectiveness of the way we listen.

Realizing of the importance of listening, Indonesian government has required listening as one of skills that have to be mastered by students. Based on PERMENDIKNAS Number 20 Year 2003, English has been introduced in Indonesian curriculum since Fourth Grade of Elementary School until XII Grade of Senior High School students. It has started since students attend elementary until senior high level. Listening becomes one

the skills that tested on national final exam in senior high school grade, which listening become the first part that tested in national final exam in English subject.

Since listening is very important, then to make students master listening skill is a duty of a teacher to design the English listening teaching materials. Teacher has important role on designing listening materials, since teacher will deliver knowledge to the students.

Designing listening as teaching materials is not easy. In designing English listening teaching material, teacher has to be very careful. Teacher must consider that listening cannot be learned without the components that brought by it such as; sender (a person, radio, recording or video), a message, and a receiver. While listening to a sender, receiver must process the message that is delivered. While the sender continues, listener must cope with the last messages that have delivered. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Then, designing English listening teaching materials means teacher must design interesting listening teaching materials. When the listening teaching materials are not attracting student's curiosity, students will not give attention fully to the materials and will affect their comprehension on the materials and achievement on listening itself.

Teacher as designer has to fulfill the criteria of good material and in the other side teacher has to design material that attract students' curiosity

and motivation on learning listening. Then, Yagang (1993: 16) gives a few helpful ideas concerning with the material chosen for teaching listening in order to make listening class more effective and meaningful as follow; first, grade listening materials according to the students level and provide authentic materials rather than idealized. The materials should progress step from semi authentic that display most of linguistic features of natural speech to total authenticity, speech in real life. It means English teaching listening materials that designed by teacher has to consider students level, which consider students age and need. Students in elementary level will not understand junior high level materials which make teacher must consider the level of students carefully in design English teaching listening materials.

Second, design task oriented exercises to engage the students' interest and help them listening skill subconsciously. Some task oriented making of picture or diagram according to instruction and answering question rather than traditional multiple choices question. It means designing English teaching listening materials must catch students' attention fully. When students cannot interested by the English teaching listening materials, it lead students to not listening it seriously, then they will not get the information what they have listen which lead students to incorrect information.

Third, provide students with different kinds of input such as lectures, radio news, film, TV plays, announcements, every day conversation,

interview, storytelling, English song, and so on. It means teacher can design English teaching listening materials based on different kinds of input which teacher can design English teaching listening materials in various way, which means English teaching listening materials can be more enjoyable and easy to learn by students since the materials can be found in students real life.

Fourth, try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively. It means visual aid can be added in English teaching listening materials which helping students in comprehend the materials easier. By adding visual aid will grow students' imagination and lead it to catch the information given in English teaching materials. In addition Valdes (1988:13) emphasizes that audio visual aids are available for oral language development include commercial textbook and accompanying cassette, radio, TV newscast, documentaries, interview and discussion, pop music commercial or teachers made slides and video tapes and filmstrip.

Unfortunately, teachers do not consider the criteria that given above. Mostly teachers do not consider English listening teaching materials as crucial skill to comprehend. In fact there are teachers who do not deliver listening as materials to students. Teacher just ask their students to listen carefully what the teacher read at the front of class then asking some question based what teacher read. Then there are teachers who give listening materials but not design on his own materials which bring

students to listen some video or recording that not enough close to their life and make students become confuse.

It is relevant with preliminary research that has been done by the researcher. Based on the interview of preliminary research at senior high school in Batusangkar, researcher found that some teacher did not use any listening materials, teacher just read a random text then ask students to listen. Then, there was a teacher just taking any video or recording from the internet then played it in the class and asked students to listen carefully while students taking note. Then the teacher asked some question based on the video or recording. Teacher used English listening teaching materials but unfulfilled the criteria that given. Teachers did not consider about the students' need and background. Then, they also did not consider whether the topic is suitable or not, the material was close to the students or not. This situation was not good to the students.

Beside, that researcher did the interview to several senior high schools English teachers in Batusangkar on 5 November 2014 until 14 November 2014. Based on interview that done to teachers in Batusangkar Senior High Schools, researcher found that teacher "X" which teaches at senior high school located at Batusangkar down town, did not prepare anything related to English teaching listening material. This condition was not good for students because students had lost their chance to improve their listening skill. Then, there is "Y" English teacher, who teaches at high school which located in Bukik Gombak. He used English teaching

listening materials, but what “Y” teacher taught was not English teaching listening materials that he designed by him. The English teaching listening materials which “Y” teacher give was playing the last national examination recording. Beside, the teacher “Y” also took some video or recording from the internet also combined listening material by using some books that include CD recorder. It can be played in the classroom and the students listen to it in order to solve the problems that are stated in the book. It seems those materials was attractive, but it is not connected to students previously activity and not realistic teaching.

However, researcher found in a senior high school where the “Z” teacher which teaches at senior high school located at Pagaruyung designed her own materials. Teacher Z used listening software which enables user to adjust the speed and the voice of speakers in the recording based on students ability.

Based on the preliminary research, the researcher is interested to know more about how the “Z” teacher designed her own English listening teaching materials. Dealing with those phenomena, researcher was interested to entitle the research proposal by “an analysis of listening materials designed by an English teachers in listening” at Senior High Schools Batusangkar.

B. Research Focus and Question

Based on preliminary research that done by researcher, there are some teachers who did not designed listening materials at all and there are some other teacher who just took video or recording in internet and combined with book and there was a teacher who designed her own listening materials by herself. Since there is a teacher who designed her own listening materials, then the research focus will be on the listening materials that designed by the teacher who designed by herself.

The question of this research is “what is the way in designing listening materials used by English teacher in teaching listening?”

C. Definition of the Key Terms

To avoid ambiguity in this research, the writer defined the key terms of this research as follows:

1. Listening materials are English listening teaching materials designed by an English teacher in first semester of XII grades of senior high school students in the 2014/2015 academic years.
2. English teacher is a teacher who designed listening materials

D. Purpose of the Research

Based on the research question, the purpose of this research is to describe listening materials which designed by English teacher.

E. Significance of the Research

The researcher hopes that this research would be useful for:

1. English Teacher

The result of this study could provide English teacher which designed her own listening materials to reflect of her listening materials and her professional competency in teaching English. Besides, through the result of this research English teacher can make her own materials and does innovation toward her materials.

2. Other English Teachers

This research is also hoped to give benefit to the other English teachers in order to enrich them with the innovative materials in teaching English listening and motivate them create their teaching materials to be more creative and innovative by considering the students need and students characteristics.

3. Researcher himself

For the researcher, the result of this research could give valuable comprehension on the problem, solution to the problem and the reasons behind the problem. Then, it can also enrich his knowledge related to preparation of English listening material on senior high school itself. Beside, this research is also one of the requirements to get a Degree I (S1) from STAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Teaching Listening

a. Nature of Teaching Listening

There are some definition of teaching listening by the experts. Bulletin in Saricoban (1952) states that listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Then, Harmer (1998:97) states that the main reason for getting students to listen and to spoken English is to let them hear different varieties and accents. The students need to be exposed not only to one variety of English (e.g. British English) but also to varieties such as American English, Australian English, Caribbean English, and so on. The main method of exposing students to spoken English is by using taped material. Another reason for teaching listening is that it helps students to acquire language

subconsciously even if teachers do not draw attention to its special features.

Finally, it can be concluded that teaching listening is crucial. By teaching listening to students, teachers are able make students become used and familiar with different varieties and accents of English, and listening is very important in the mass communication. Listening is a medium through a large portion of students' education, students' information, students' understanding of the world and of human affairs, students' ideals, sense of values, and students' appreciation.

b. Principles of Teaching Listening

There are six principles of teaching listening, Harmer (1998: 99) states that principles are as follow:

- 1) The tape recorder is just as important as the tape

When using the tape recorder, teachers need to be sure that the tape recorder can be heard all round the classroom. Another vital feature is a tape counter is easy to see. It will ease teacher to replay the tape for the second and third times.

- 2) Preparation is vital

Teachers and students need to be prepared for listening because of the some special features.

Teachers need to listen to the tape all the way through before they take it to class. The tape will be prepared for any problems, noises, accents, etc. and whether the tape will be able to be copied by students.

Students need to be made ready to listen. This means that the students will need to look at the pictures, discuss the topic, or read the question first.

3) Once will not be enough

There are almost no occasions when a teacher will play a tape only once. Students will want to hear it again to pick up the things they missed the first time. The first listening is often just to give students an idea of what the listening materials sound like. Once students have listened to a tape two or three times and they will probably not want to hear it too many times more.

4) Students should be encouraged to respond to the content of listening, not just to the language

The most important part of listening practice is to draw out the meaning, what is intended, what impression it makes on the students.

5) Different listening stages demand different listening

Teachers need to set different tasks for different listening stages. This means that for first listening, the tasks need to be

fairly straightforward and general. That way, the students' general understanding and response can be successful. Later listening may focus on detail of information, language use, pronunciation, etc.

6) Good teachers exploit listening texts to the full

After an initial play of a tape, the teacher can play it again for various kinds of study before using the subject matter, situation or tape script for a new activity. The listening then becomes an important event in a teaching sequence rather than just an exercise by itself.

From the explanation above, it can be conclude that there six principles of teaching listening that should be considered by English teacher. These principles are very important to be applied by English teacher in teaching listening.

2. English Teaching Materials

a. Definition of English Teaching Materials

There are some definitions of English teaching materials state by experts. According to Ecker, Gelsinger, and Johnson (1990:2) instructional materials are those items such as books, other printed matter, video and audio recordings, and computer software, which are used as part of the instructional process. Similarly, Tomlinson in Harsono (2007:170), state that materials mean anything which can be

used to facilitate the learning of a language (linguistic, visual, auditory or kinesthetic). These materials can be presented in print, live performance, on cassettes, CD-ROM, DVD, or in the internet. These materials can be instructional, experiential, elucidative, or exploratory. The material is instructional when it informs the learners about the language. It means English teaching materials are defined as every single thing that used by teacher in deliver his/her teaching material, it can be varied. The variation of English teaching material depend on teacher creativity on design it. Teacher can use such as recording, newspaper or movie on their English teaching material.

On the other side, Morrison (2007) stated that materials are those resources which the teacher and the students will use for learning the objective. It means materials will use to guide the students in their learning, practice, and instruct the students. Which is English teaching material is use to achieve the objective that have been agreed.

Furthermore, Graves in Veronica (2007) state Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course. The English teaching materials that teacher used should be considered whether the materials suitable with students' needs, abilities and arousing students' interest. That is the creativity of the teacher in choosing the materials.

Based on the explanation above, it can be concluded that English teaching materials are all kinds of materials which be utilized to help teacher in teaching and learning activity. English teaching materials can be books, other printed matter, video and audio recordings, computer software etc.

b. Kinds of English Teaching Materials

There are many kinds of English teaching materials can be use by teacher. According to Gujjar& Malik (2007), there are kinds of teaching materials that used by English. They are, first, printed materials. Printed materials can be like guided study assignments, specially written textbooks, packets of pictures, directed reading, using the resources of libraries, assignment of work for tutorial comments or for computer assessment, self-assessment problems, exercises and questions, material related to other modes of teaching used, e.g. notes on broadcast programmers; instructions for the use of scientific kits. Second, Audio-visual materials. The audio-visual materials can be like, National or local radio or television broadcasts, various audio-visual aids(slides, filmstrips, tape recorders etc.)

Next Tomlinson in Harsono (2007) states that teaching materials can be in form of a textbook, a workbook, a cassette, a CD-ROOM, a video, a photocopied handout, a newspaper, and a paragraph written on a whiteboard or anything which presents or informs about the language

being learn. It means that teachers may use these various kinds of teaching materials in teaching listening

Similarly, Morrison (2007) states that the materials may be printed, and they may be other media including transparencies, audio, video, images, diagrams, presentation files, websites, and other electronic or multimedia forms. It means that the materials not only in printed form but also the materials can be in other form such as audio recording listening. Then, Marshall (2004) state other electronic teaching materials include CALL lessons, pictures, videos, slides, podcasts, and websites, handouts, articles, legal documents, and a teacher-created supplement.

In conclusion, there are many kinds of material in teaching English. English teaching material can be printed materials, audio-visual materials, and electronic instructional materials. The various kind of material above can be used by teacher in designing the material he/she needs.

c. Criteria of Good Teaching Materials

In designing English teaching materials for classroom, there are some criteria that should be included by the teacher. Petrina (2000) states that there are criteria good materials that should teachers know in designing he/she owns materials. First, the materials should be relevant to the goals and the curriculum. In designing teaching

material, teacher as designer should be able synchrony the material with the current curriculum. Second materials should be attractive. Attractiveness material is the point to keep students attention on the material given in order to deliver information. Third, the materials should be accurate, current and where appropriate. Designing teaching material mean teacher must up to date with the issue that happen in real life, which lead teacher to able to design accurate, current and appropriate teaching material to his/her students. Fourth, materials should preferably involve both local and global content. Teacher design teaching material can include local and global issue, which will grow students' curiosity about current issue and it will give students benefit in real life. Fifth, materials should be suitable for classroom used in term of ease of use, durability and packaging.

Next, Aloba (2010) states four criteria of good materials. First, good material is related to the topic of the lesson. It means that the good materials should be related to the topic that material given. For example, when the topic is about animal, so the material given have to relate to animal. Second, good material should be within the age and maturational level of the learners. For instance, bold and colorful ones are given to pre-school and primary school levels. Third, good materials are pre-viewed by the teacher before the actual lesson to ascertain that everything is in order. It means that before coming to actual lesson, the teacher gives general description about the learning

material that will be learned. Fourth, good material should accurate in content and acceptable in other places for same lessons. The materials given by the teacher have to agree with the written regulation, so the materials can be used in other places.

Then, Veronica (2007:10) state language teacher is responsible for creating the materials and should pay attention for some criteria of good material. First is adequacy. Adequacy means the materials should be in appropriate age level. For example, learning material for elementary students consist of interesting pictures which appropriate with students age. Second is motivation. Motivation means the materials should present content which is interesting and motivating students for their work. In this case, learning materials for students have to include the topic related to students' interest. Third is sequence. Sequence means materials should have relation with previous materials and activities. The materials that given are like a chain that related each other. The result is the students will be easier to understand the new lesson because it still related to the previous one. Fourth is diversity. Diversity means the learning material should lead to range classroom activity. With one material, teacher can explore it to various activities. Fifth is acceptability. Acceptability means learning material should accept different cultural customs and taboos. The materials that are created by the teacher must suitable with

cultural custom and taboos of the students' environment but still agree with written regulation.

There are also some guidelines for designing effective English teaching materials that explained by Jecelyn and Major (2005). First, English language teaching materials should be contextualized. The criteria involved in contextualized are about the curriculum they are intended to address, to the experience, realities and first languages of the learners, to topics and themes that provide meaningful, purposeful, uses for the target language.

Second, materials should stimulate interaction and be generative in terms of language. Third, English language teaching materials should encourage learners to develop learning skill and strategies. Fourth, English language teaching materials should allow for a focus on form as well as function. Fifth, English language teaching materials should offer opportunities for integrated language use. Sixth, English language teaching materials should be authentic. Seventh, English language teaching materials should link to each other to develop a progression of skill, understanding and language items. Eighth, English language teaching materials should be attractive. It is consist of physical appearance, user-friendliness, durability, and ability to be produced. Ninth, English language teaching materials should have appropriate instructions. Tenth, English language teaching materials should be flexible.

Therefore, it is necessary to the teachers to create their own materials with many considerations that given by the experts. The teacher also should create the materials relevant with their students' experience and ability.

In addition, Crawford (1995) states effective teaching materials should contextualized, purposeful use of language, realistic and authentic, include an audio visual component, foster learner autonomy, engage learner both affectively and cognitively.

Table 1

List of Criteria of Good material Suggested by the Expert

No	NAME OF EXPERTS		CONCLUSION
	Jocelyn and Major	Jane Crawford	
1	Should be contextualized: a. To the curriculum b. To the experiences, realities and first language of the learner c. To the topic and theme that provide meaningful purposeful uses for the target language	The extent to which teacher focus will depend on the need and goals of the learner.	The material should be relevant to the curriculum
			The material should be relevant to the goal.
			The material should be relevant to the experiences
			The material should be relevant to the realities
2		Should consider the participants, their social psychology, distance in time, different background,	The material is appropriate to the students
			The material should be suitable with students' psychology
			The material should be suitable to

No	NAME OF EXPERTS		CONCLUSION
	Jocelyn and Major	Jane Crawford	
		experience and learning style of the students	students' background
3	Provide the models which can be used to develop familiarity with the structure of such text, Provide scaffold to ease them to write similar text.	Need to include such information for the students so they can use as references beyond the classroom	The material should have complete structure of text
4	Should be attractive: Physical appearance, user friendliness, durability, ability to reproduce: multicolor original, eye catching.		The material should be suitable with the ease of use
			The material should be suitable to the durability
			The material should have good packaging
			The material should be in multicolor
			The material should be eye catching
5	Should link to each other to develop a progression of skill, understanding and language item.	Provide linguistic and cultural preparation before	The material should have relation with the previous activity
			The material should have link to each other
			The material provide linguistics preparation before
			The material should have link to the culture before
6		Should encountered identity and culture and need to be recognized to the language learning	The material accepts cultural customs and taboos

No	NAME OF EXPERTS		CONCLUSION
	Jocelyn and Major	Jane Crawford	
7	Should be authentic: provide situation that demand the same, situation where learner need to interact each other that reflects to the type of interactions they will engage outside of the classroom	Should be realistic and authentic	The material should be authentic.
8		Need to build self assessment task which require learner to reflect on their progress	The material should have assessment to reflect on students' progress

Based on the explanation above criteria of good teaching material are, first is English teaching materials must contextualized. English teaching materials that designed by teachers must relevant on goals, curriculum, experiences and reality. Second is English teaching materials must considering. English teaching material should consider with students' background, appropriateness, and psychology. Third is English teaching materials should be attractive. English teaching materials should able to catch students' attention fully. Fourth is English teaching material should have link with students. English teaching materials should have link with previous activity and students' culture. Fifth is English teaching materials should acceptance of cultural custom and taboos. Each students have their

own cultural custom and taboos, English teacher has to consider the custom and taboos that students bring and use it in English teaching materials itself in order to catch students attention. Sixth is an English teaching material have to be authentic. The materials should be realistic with students' daily life. Seventh is English teaching materials must have assessments. It uses to see students' progress.

In conclusion, English teachers should construct their English teaching materials carefully. The materials should be appropriate for students' age and needs. Then, the materials should be interesting for students and motivating the students to do their work. Before the teacher gives the materials to the students' the teacher should check the materials with their colleague in order to avoid ambiguity for the students.

3. Materials for Teaching Listening

a. Criteria on Designing Listening Materials

In order to design listening material teachers have to know the criteria how to create good listening materials. Listening as materials should follow the criteria good listening materials. Yagang (1993: 16) gives a few helpful ideas concerning with the material chosen for teaching listening in order to make listening class more effective and meaningful as follow; first, grade listening materials according to the students level and provide authentic

materials rather than idealized. The materials should progress step from semi authentic that display most of linguistic features of natural speech to total authenticity, speech in real life. The same idea was stated by Berne and Mendelsohn in Vandergrift (2004). They state that, recent literature on listening instruction indicates a greater interest in raising student awareness of the process of listening. It means by using recent literature on designing listening materials will increase students awareness that become students interest in the listening materials will be increase.

Second, design task oriented exercises to engage the students' interest and help them listening skill subconsciously. Some task oriented making of picture or diagram according to instruction and answering question rather than traditional multiple choices question.

Third, provide students with different kinds of input such as lectures, radio news, film, TV plays, announcements, every day conversation, interview, storytelling, English song, and so on. Fourth, try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.

In addition Valdes (1988:13) emphasizes that audio visual aids are available for oral language development include commercial textbook and accompanying cassette, radio, TV

newscast, documentaries, interview and discussion, pop music commercial or teachers made slides and video tapes and filmstrip. Then Vandergrift (2004: 5) also state that visual aid in listening is important. It means video give an aid in helping students to understand and catch the idea of listening that given by the teacher better.

Same ideas about good listening materials also state by Harmer (1998: 98). The criteria in good listening materials are, first, an authentic listening material is just as fierce as it is reading materials. The importance of authentic materials in listening is crucial. When the listening materials are not authentic, it will be difficult to students in comprehend the materials. Second, the level of students should be the important point to considering the listening materials that will design by the teacher. Students level will affect students comprehend in listening materials. Which teachers as listening materials designer should consider students level in designing listening materials. And the last is listening materials demands listeners' engagement. This mean students as listeners should have engagement to listening materials that designed by teachers. The engagements can be in many ways such as students task while listening or interesting materials.

Table 2
List of Criteria of Good Design Listening Materials Suggested by the Expert

No	NAME OF EXPERTS				CONCLUSION
	Yagang	Berne and Mendelsohn	Valdes	Jeremy Harmer	
	rade listening materials according to the students level and provide authentic materials rather than idealized.	Recent literature on listening instruction indicates a greater interest in raising student awareness of the process of listening.		Authentic listening materials is just as fierce as it is reading materials Everything depends on level and the kinds of tasks that go with a tape	The listening materials designed by teacher should be relevant on students grade and authentic.
	Design task oriented exercises to engage the students' interest and help them listening skill subconsciously.			Listening materials demands listeners engagement	Listening materials designed by teacher should follow by task.
	Provide students with different kinds of input				Listening materials designed by teacher should use different kinds of input

o	NAME OF EXPERTS				CONCLUSION
	Yagang	Berne and Mendelsohn	Valdes	Jeremy Harmer	
			Audio visual aids are available for oral language development include commercial textbook and accompanying cassette, radio, TV newscast, documentaries, interview and discussion, pop music commercial or teachers made slides and video tapes and filmstrip		Listening materials designed by teacher could include audio-visual.

Based on explanation above, criteria on designing listening materials are first is listening materials designed by teacher should be relevant on students grade and authentic. By following the students' grade in designing listening materials, teacher as listening materials designer has following students' need which had stated by the curriculum. Second is listening materials designed by

teacher should follow by task. In designing listening, teacher should include task. By including task after or before the listening materials is given, students will try to pay their attention fully and make materials become more interesting.

Third is listening materials designed by teacher should use different kinds of input. By using different kinds of input make the materials more varieties and increase students interest that make learning activity will not monotone. Fourth listening materials designed by teacher could include audio-visual. Listening materials that include audio-visual, the materials will make students become easily to understand. The audio-visual materials give students aids to catch the idea of materials and increasing students' understanding and achievement in learning English.

b. The Importance of English Teaching Materials in Teaching Listening

English teaching material take importance role in teaching activity. English teaching materials should be authentic. As had done by Thanajaro (2000), he conducted a study concerning the use of authentic materials to develop listening comprehension in the English as a Second Language (ESL) classroom through analysis of the class observation and interviews with students. The results revealed that the use of authentic materials in ESL classrooms

provided a positive effect on ESL student's motivation to learn the language. When students have positive motivation to learn the English teaching material that designed by teacher, students' interest and motivation in learning English will be increase and then effect on their achievement.

Furthermore Woottipong (2014) state that, there are three benefits of employing authentic materials for language learning and teaching. First, they can provide examples for learners of how to communicate in real life situations through exposing them to the sorts of messages they will likely face in everyday conversation. Second, authentic materials can help the leaner focus on the language skills they truly need and ignore skills they may not need for their job or studies. The last, authentic materials can strengthen learning strategies which can then be employed in different situations.

As explained above, it can be concluded that the importance of English teaching materials in teaching listening are first, it increase students' motivation. When students have motivation in learning English listening teaching materials, students are able to increase their achievement then reach for goal that stated and able to have a good grade. Second, provide a good example on real life. Language learning is a study that can be use in real life. By giving a good example on English listening teaching materials, students

are able to use it their life. Third, students can be focus on what they need on their life such as what students need on their future life. Fourth, teacher can use English listening teaching material based on the strategies that happened in classroom. English listening teaching materials must be flexible, and then the teacher can adapt with strategies and synch it with the situation that happened in classroom.

B. Review of Relevant Studies

Based on the related studies that the researcher read, he found some studies that related to this research. Anisa Awlya (2014) conducted research entitled *An Analysis of English Teaching Materials Used in Teaching Reading (A Study of English Teachers in SMAN 3 Batusangkar)* that held in academic year 2013/2014. The result of this study was materials that used by teachers in SMAN 3 Batusangkar did not fulfill all the criteria that given. The similarity between the Anisa's research with this study is both of them analyzing about English teaching materials. Meanwhile, the difference between them is the subject of the research. The subject of the first research is reading teaching materials while researcher analyses about listening teaching materials.

Then, Ayu Lestari (2014) conducted research entitled *An Analysis of Listening items used by English Teachers in Senior High School at Tanah Datar Regency*. The result of this study was the test item that used

in senior high school was divided on easy, medium and high level test item. Then, the similarity between Ayu's research with this study is the subject of the researches that is listening subject. While the difference between the second research and this study is object of the research. The object of the second research is listening items used by English teacher while this study will analyze the listening teaching materials.

Furthermore, Sahari Ramadhani (2012) also conducted research entitled *The Effectiveness using Authentic Materials in Teaching Listening (A Study of Tenth Grade Students of SMAN 3 Pariaman Academic Year 2011/2012)*. The result of this research was authentic materials is effective to use on teaching listening based on the news item form. The similarity of this research is Ramadhani also use listening materials on this research. While the difference between Ramadhani's research and this study is this study focus on materials that designed by the teacher itself.

Based on those facts, it can be concluded that there are differences between the previous researches and this study. So, this study can be done by having differences in many points.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a qualitative research. According to Gay (2000:16), qualitative research seeks to probe deeply into the research setting in order to obtain understandings about the way things are, why they are that way, and how the participants in the context perceive them. Then, descriptive research involves collecting data in order to answer the questions concerning to the current status of the subject study. This research described how English listening materials were designed by an English teacher.

B. Research Informants

The informant of this research was a teacher who designed the listening materials. The researcher interviewed the teacher to get information about how she designed English listening teaching materials. The informant of this research was decided by purposive sampling. Sugioyono (2001:61) stated that purposive sampling is a technique on chose sample by some of criteria.

C. Research Setting

This research was conducted in one of senior high school, this school is located in Pagaruyung. Researcher did interview and asked the documents related to the listening materials that was design by the teacher.

D. Technique of Data Collection

1. Research Instrument

The main instrument of this research was the researcher himself. As it is explained by Gay (2000: 19), the researcher relies himself as the main instrument of data collection. It means that the researcher entered the setting to get the data, and then interviewed and studied the document, and then transcribed and interpreted the data by himself. There was an additional instrument that used in this research. It was a recorder.

Then, the data was collected by doing the following ways:

a. Interview

The researcher did interview to the teacher who designed her own English listening teaching materials based on interview guide. He wanted to know more information about the teacher by doing an interview. Sugiyono (2007: 194) states that interview is used when the researcher wants to know more about keys informant. In this research, the researcher recorded the interview with the English teacher as key informant.

b. Documents

According to Hancock (1998:13), document is a wide range of written materials which can produce qualitative information. It can be particular useful in trying to understand the philosophy of a particular as may be require in action research and case study. In this research, the researcher borrowed and copied some documents related to English teaching process of the English teacher. The documents were 16 mp3 files, 2 power point slides, and the task sheet.

2. Research Procedures

In conducting this research, the researcher followed several procedures. Those procedures were as follows:

a. Preparation :

- 1) Finding the problem for the research
- 2) Finding theories that related to the research proposal
- 3) Writing research proposal
- 4) Consulting with advisors
- 5) Revising the proposal
- 6) Making interview guide
- 7) Consulting the interview guide with advisors
- 8) Revising interview guide
- 9) Having proposal seminar
- 10) Revising the result of proposal seminar

b. Operation

- 1) Getting license from P3M STAIN Batusangkar.
- 2) Meeting with the teacher who designed her own English listening teaching materials.
- 3) Doing interview with the teacher.
- 4) Asking the copy of English listening teaching materials that designed by the teacher.

c. Post operation

- 1) Making the transcription of the interview result.
- 2) Analyzing the data of interview result.
- 3) Comparing the interview result and the document given by the teacher.
- 4) Drawing conclusion.

E. Checking the Data Trustworthiness

Checking the data trustworthiness is used to ensure the trustworthiness of the collect data. According to Moleong (2006:330), triangulation is technique of checking data trustworthiness which was used to see the validity of the data by using another way in collecting the data. According to Moleong (2006: 330), data triangulation has four forms such as: source triangulation, method triangulation, investigating triangulation, and theory triangulation.

In this research, the researcher only used one triangulations. It was method triangulation. According to Moleong (2006:331) method triangulation is using more than one method to gather data, such us interviews, observation, questionnaires, and documents. Therefore, the researcher collected the information from interview and documents. The researcher compared data from the interview and informant's document then comparing it with the theories.

F. Technique of Data Analysis

The data of this research were analyzed by using three activities: reduction of the data, data display, conclusion and verification. According to Miles and Huberman (1994: 10-11), in analyzing the qualitative data needs three activities, they are:

1. Reduction of the Data

The reduction of the data was interpreted as the process of the choice, interest focused, simplification, abstraction, and data transformation that exist from written notes in the field. The reduction of the data is occurring during the interview happen. It means that when the data is collected, the phase of continuing of reduction is occurring, such as made conclusion, codifying, investigating of theme, grouping, and writing memorandum.

2. Data display

Data display is the set of information that is arranged possible to give possibility to take a conclusion and a treatment. Here, the researcher displayed the data based on data reduction.

3. Conclusion and Verification of the Data

After reducing and displaying the data, the researcher tried to make conclusion and verification of the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter, the researcher reported the result of study about how listening materials designed by the English teachers in SMAN “Z” Batusangkar. The main instrument used to collect the data for this research was the researcher himself. The data were collected by using interview guide and collected documents. The researcher interviewed teacher “Z” who designed her listening materials. The interview was conducted in 13th February 2016 at SMAN “Z” Batusangkar which was done by using Bahasa to make rapport and built interview smoothly and effectively. Beside, the document of listening materials was also gotten by asking the copy of listening materials. The researcher analyzed the result of interview and teacher’s documents then it was continued by comparing with the theories. The research’s question was “how is listening materials designed by the English teachers in teaching listening?”

The researcher got some listening materials that were designed by an English teacher in teaching process. The teachers taught eleventh grade and twelfth grade students of SMAN Z Batusangkar which located at Pagaruyung. In the document from Informant “Z”, all of them was listening material that designed by teacher “Z”. It

consisted of dialogue and monolog listening material, and there was power point slide which contained picture and text that used on aid of listening itself. Then, the researcher had one recording of interview with the teacher about how she designed her listening materials.

After doing interview and collecting listening materials document that designed by teacher Z, the researcher wrote the transcription of interview result and the listening documents that designed by teacher Z. The researcher reduced the data of interview and listening documents. Then, the researcher analyzed the data based on the criteria of designing listening materials suggested by experts on Chapter II. Then the data were analyze based on the criteria of designing listening materials that suggested by experts, they were; 1) grade listening materials according to the students level and provide authentic materials rather than idealized, 2) design task oriented exercises to engage the students' interest and help them listening skill subconsciously, 3) provide students with different kinds of input, and 4) try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.

The documents that gotten by researcher from the teacher Z were 5 listening materials that include 16 mp3 files, two power points of listening materials and some task paper sheets that she designed. Based on the criteria of designing listening materials above the

researcher analyzed the materials that given by the teacher. It can be elaborated as follow:

a. Grade listening materials according to the students' level and provide authentic materials rather than idealized.

Based on the interview result that was done on 13th February 2016 at SMAN Z Batusangkar, teacher Z as informant stated that she designed her listening material based on consideration of the students' level and the materials must be authentic. In other words, she also designed her listening materials close to students' environment. As state on the interview:

I. 6 : *“Nanti di liat KD nya dan Indikator-nya nanti tu diperhhatikan...aaa... ada...ee apa indikator yang harus dicapai dalam pembelajaran ...*

(While designing, I will follow the standard competences and indicators. Which indicators that must be achieved in learning)

Based on the interview, teacher Z designed her materials based on the Standard Competencies, Basic Competences and indicator that contain in curriculum.

Based on the standard competence on listening skill, students are able to understanding meaning on transactional conversation and continued formal interpersonal on daily life. Meanwhile, the basic competence is responding meaning on transactional conversation (to get things done) and formal interpersonal (socialized) then continued by accurate, fluent and acceptable on daily life and engage

conversational text: suggest, asking, complaining, asking possibility or asking help or giving order.

Then the second standard competences comprehend meaning in functional text of narrative, explanation, and discussion in daily life. Meanwhile the basic competences are first, responding meaning in short functional text formal and informal in spoken with accurate, fluent, and acceptable in daily life context. Second, responding monologue text meaning by using any kind of spoken language with accurate, fluent and acceptable in daily life context in narrative, explanation and discussion text.

Based on the listening material 1 that designed by teacher Z, the materials is based on monologue that describing an elephant. On listening material 1 unfortunately, it can be found that teacher Z was not following the standard competences as stated. As stated above the listening materials that suitable with students grade is narrative, explanation, and discussion text. Meanwhile the listening material 1 that designed by teacher Z was description text. **(See appendix 6).**

To check the data trustworthiness, researcher listened and wrote transcript of teacher Z documents. The following transcription was the sample of the recording listening materials designed by teacher Z:

Read the following dialogue and answer the questions!

- Tony : Have you got the result of the mid term test? *curiosity*
- Rendy : Yeah, I've got it. And I got a good mark for the English exam.
- Tony : Great. You must be happy for that. *complaining*
- Rendy : Of course. It gives me great satisfaction. How about you, Tony?
- Tony : It's dissatisfying. The result was not good enough. I'm really disappointed.
- Rendy : I'm very sorry for that. You should study hard before the test.

The documents above showed that the listening materials 1 was made based on the indicator that suitable with standard competence and basic competences as stated in curriculum such as asking possibility and complaining. This means the teacher designed listening material 1 based on considered students' level. Teacher Z also used the conversation that was close to the students. It can be read in the conversation that they talking about the result of a test.

Then, researcher looks into teacher Z listening material 2. Listening material 2 was power point slides, the listening material 2 is monologue report. Which is mean the listening material 2 is not suitable with standard competences that state by the government. (see appendix 7). In the standard competences state there is no report text to achieved by students of grade XII.

In listening material 3, teacher Z designed the material by using power point slide. In this listening material researcher did not

find any narrative, explanation or discussion text. The listening material 3 is using report text, which are not suitable with standard competence and basic competence. **(See appendix 8).**

In listening material 4, teacher Z designed the material by using recording that teacher made by using software “Listening Media”. In this listening material researcher found that teacher Z was designing listening material 4 by using expression asking help and the responses which is suitable with standard competences and basic competences. Beside, listening material 4 include two recording conversations. Teacher Z designed the material by using dialogue recording. Listening material 4 that teacher Z design was based on dialogue that teacher Z asked students to fill the blank. In this dialogue the recording includes asking help, complaining and asking possibility expression. **(See appendix 9).**

In listening material 5, teacher Z designed the material by using multiple choices that contain 10 multiple choices. Based on the multiple choices researcher found that teacher use the expression of asking possibilities in number 1, number 2, number 3, number 4, number 5, number 6, number 7 and number 8. Then number 9 and number 10 is about monologue the advantages of cycling which based on discussion text. **(See appendix 10)**

b. Design task oriented exercises to engage the students' interest and help them listening skill subconsciously.

On the interview, researcher asked the teacher Z whether she designed her own listening materials and whether it was followed with giving task to students. Based on the interview done by the researcher to teacher Z, the result was:

- I. 12 :“... *Kalau monolog-monolog itu kan diikuti dengan pertanyaan pertanyaan contohnya tentang teks report ...*”
 (... when come to monologues, it will follow by several questions, for example about report text...)

Based on the interview, teacher Z designed her materials by giving an audio and after that a task was given to engage students' interest. The listening materials that designed by teacher Z is following with some task in order to engage students' attention. Based on material 1 teacher Z designed listening material was includes monologue and dialogue. In this listening material 1 teacher Z designed her material by following several questions based on the dialogue.(See **appendix 6**) The questions that found in listening material 1 was indicated that teacher Z designed listening material 1 was designed task oriented to engage students' interest.

Then in listening material 2 designed by teacher Z was based on power point slides. (See **appendix 7**) In this power point slides, teacher Z designed her listening material based on monologue of elephant which in the end of the power point slides there is a task for

students. Which it means in listening material 2 designed by teacher Z was designed task oriented to engage students' attention to listening material 2.

Next is Listening material 3 designed by teacher Z. Listening material 3 designed by teacher Z was also power point slides which contain on 12 slides. In those slides, teacher Z presenting monologue audio and text in the power point slides. Before presenting the monologue, teacher Z designed the power point by giving students several question based on the monologue text that will teacher presenting. This questions designed by teacher Z indicated that teacher Z was trying to engage students attention on listening material 3. This means teacher Z designed her listening material based on task oriented to engage students' attention. **(See appendix 8)**

Then there is listening material 4 designed by teacher Z. the listening material 4 was based on dialogue. In this listening material 4, it can be found that teacher Z designed recording listening followed giving students exercise to fill in the blank sentences on exercise sheet. This finding indicated that listening material 4 designed by teacher Z was task oriented to engage students' attention. **(See appendix 9)**

On listening material 5 designed by teacher Z, the listening material was based on multiple choices. This multiple choices were

contain 10 question and choices. On this multiple choices indicated that teacher Z designed her listening material 5 was task oriented to engage students' attention to listening material. (See appendix 10)

c. Provide students with different kinds of input.

By using different kind of input, listening materials will make students much enjoy and increase their interest. Based on the interview, the teacher Z stated that:

- I. 13 : *Ada juga yang dari video tapi itu biasanya bukan buat sendiri tapi yang diambil dari ...tapi kalau video ada yang teman nya yang membikin ada juga dia sebelas IPA dulu dia yang buat sendiri.*
(There is an video, but I am not designed by myself but take it from other. There is a student who designed his/her own video....)

Based on this interview result, teacher Z stated that she is not designing using much different kind of input. Based on material 1 teacher Z designed listening material was includes monologue and dialogue. In this listening material 1 teacher Z designed her material by following several questions based on the dialogue.(See appendix 7). On listening material 1, teacher designed her listening material only use recording. There is no any other kinds of input that include on listening material 1.

Then in listening material 2 designed by teacher Z was based on power point slides. (See appendix 7) In this power point slides, teacher Z was designed her listening material based on monologue of elephant which in the end of the power point slides there is a task for

students. Which that means in listening material 2 designed by teacher Z was designed by using different kinds of input which using power point slide.

Next is Listening material 3 designed by teacher Z. Listening material 3 designed by teacher Z was also power point slides which contain on 12 slides. In those slides, teacher Z presenting monologue audio and text in the power point slides. Before presenting the monologue, teacher Z designed the power point by giving students several question based on the monologue text that will teacher presenting. Based on this power point slides teacher Z was designed her listening material 3 by using different kinds of input. **(See appendix 8)**

Then there is listening material 4 designed by teacher Z. the listening material 4 was based on dialogue. In this listening material 4, it can be found that teacher Z designed recording listening followed giving students exercise to fill in the blank sentences on exercise sheet. Based on this listening material researcher did not found any different kinds of input. Teacher Z just designed her material based on recording. **(See appendix 9)**

On listening material 5 designed by teacher Z, the listening material was based on multiple choices. This multiple choices were contain 10 question and choices. In this multiple choices, teacher Z designed her listening material by using dialogue, monologue and

pictures. This found indicate that listening material 5 that designed by teacher Z was using different kinds of input. **(See appendix 10)**

d. Try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.

Listening materials should display picture or diagrams to help the students understand the topic. Based on the interview, teacher Z used power point to gain visual aid, as stated on the interview transcript below:

I. 15 : “..... biasanya lewat power point. Umpamanya dalam satu slide power point itu umpamanya dalam power point itu kan ada listening material nya umpamanya nati diikuti dengan gambarnya....”

(Usually using power point. For example in the power point the after the listening, it will followed by pictures)

Based on the interview, teacher Z designed her materials by using power point that included pictures to help the students understanding the materials easily. To check data trustworthiness, researcher checked the teacher document that she mentioned on the power point slide. Based on material 1 teacher Z designed listening material was includes monologue and dialogue. In this listening material 1 teacher Z designed her material by following several questions based on the dialogue. **(See appendix 6)**

On listening material 1, teacher designed her listening material only use recording. There are no any visual aids that include on listening material 1.

Then in listening material 2 designed by teacher Z was based on power point slides. **(See appendix 7)** In this power point slides, teacher Z was designed her listening material based on monologue of elephant which in the end of the power point slides there is a task for students. In the power point slides, teacher as designer listening materials using some picture on the power point slides. Which that means in listening material 2 designed by teacher Z was designed by using visual aids which using power point slide.

Next is Listening material 3 designed by teacher Z. Listening material 3 designed by teacher Z was also power point slides which contain on 12 slides. In those slides, teacher Z presenting monologue audio and text in the power point slides. Before presenting the monologue, teacher Z designed the power point by giving students several question based on the monologue text that will teacher presenting. Then listening material 3 power point slide contain pictures to give visual aid on students. **(See appendix 8)**

Then there is listening material 4 designed by teacher Z. the listening material 4 was based on dialogue. In this listening material 4, it can be found that teacher Z designed recording listening followed giving students exercise to fill in the blank sentences on exercise sheet. Based on this listening material researcher did not found any visual aids. Teacher Z just designed her material based on recording. **(See appendix 9)**

On listening material 5 designed by teacher Z, the listening material was based on multiple choices. This multiple choices were contain 10 question and choices. In this multiple choices, teacher Z designed her listening material by using dialogue, monologue and pictures. This found indicate that listening material 5 that designed by teacher Z was using visual aid. **(See appendix 10)**

B. Discussion

Based on the research finding, precisely based on the interview result and documents that teacher Z given to the researcher, the researcher knew that the teacher Z had designed her listening material. From the result of research analysis, it was found that teacher Z was followed the way and criteria good listening materials that state by the experts.

Then the way of listening material that designed by teacher Z was analyzed based on the way of good design listening materials are, first, considered the grade and provide authentic listening materials. Based on the analysis, listening material 1, 2, and 5 was suitable with the standard competences and basic competences that state by government which mean that the materials is appropriate to students grade. Unfortunately, listening material 3 and 4 was not containing the appropriate grade in the materials.

Second, the listening material should design based task oriented to engage students' interest. Based on analysis researcher found that

all of listening material designed by teacher Z contained task oriented that help students to improve their listening skill.

Third, provide students with different kinds of input. Based on the analysis listening materials that teacher Z designed, listening material 2, 3, and 5 provided different kinds of input. Meanwhile listening material 1 and 4 did not provide students with different kinds of input.

Fourth, try to find visual aids or draw. Based on the analysis listening materials that teacher Z designed, listening material 2, 3, and 5 provided visual aid. Meanwhile, listening material 1 and 4 did not provide students with visual aid.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the general finding, it can be concluded that the ways teacher Z designed listening materials was by following good criteria in designing listening materials. The good criteria in designing listening materials she followed can be explained as follows.

First, the listening materials teacher Z designed were following the students' grade that state in curriculum and design it based on students daily life. Teacher Z was considering the standard competences and basic competences in designing her listening materials. This step was accord with the experts' suggestion in good criteria on designing listening materials which the listening materials should considering students' grade.

Second, the listening materials designed by teacher Z were applied tasks oriented exercise to engage students' interest. Teacher Z were applied tasks on engage students to keep attention on listening materials by design the task before the listening recording playing.

Third, Based on interview result teacher Z was provided students with different kind of input. Teacher Z was applied video on designed her listening materials. Last, in designing listening materials, teacher Z applied visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.

She used some pictures to help her explaining what the native speaker explains.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follow:

1. English Teacher

Considering on the research finding, researcher suggests to teacher Z are to keep on designing listening materials and make it better than she had designed. Then the variety of kind of input that teacher Z used is suggested to be vary than before.

2. Other English Teachers

The result of this research is able to give other teachers to realize the important of designing listening materials, design more innovative listening materials and motivate them create their listening materials to be more creative and innovative by considering the students need and students characteristics.

3. Other Researcher

In this research, the researcher discussed about listening materials that designed by teacher. The researcher hopes that this study can motivate the next researcher to do the research about the problems of teachers in designing their listening materials.

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INTERVIEW GUIDE

In conducting the interview, the researcher will deliver several questions to get information about English teaching listening materials that designed by the teacher of SMAN 2 Batusangkar.

STEPS	TOPIC
Warming Up	<p>Tamu ramah dan menanyakan identitas serta kabar informan</p> <ul style="list-style-type: none"> • Asallamualaikum Wr. Wb. Bu, saya Taufik dari STAIN Batusangkar • Boleh memperkenalkan diri dulu bu • Bagaimana keadaan ibu sekarang sehat? • Sudah berapa lama ibu mengajar di SMAN 2 bu? • Sekarang mengajar kelas beerapa saja bu?
Level Check	<p>Memastikan informan mengajar di SMAN 2 Batusangkar.</p> <ul style="list-style-type: none"> • Apakah ibu membuat/mendesign listening material sendiri untuk diajarkan kepada para siswa?
Probing	<p>Menanyakan pendapat informan tentang permasalahan yang dihadapi dalam mengajar listening</p> <ul style="list-style-type: none"> • Bagaimana cara ibu menyusun material listening? • Apakah listening material yang ibu susun sudah sesuai kebutuhan siswa? • Apakah listening material yang ibu susun sudah sesuai kemampuan siswa?

STEPS	TOPIC
	<ul style="list-style-type: none"> • Apakah listening material yang ibu susun menggunakan materi yang dekat dengan keseharian siswa? • Bagaimana cara ibu menentukan material listening yang disusun sesuai dengan level siswa? • Apakah listening material yang ibu berikan diikuti dengan tugas untuk siswa? • Apakah listening material yang ibu siapa bervariasi? • Apakah listening material yang ibu susun dilengkapi dengan gambar atau video?
Wind Down	<p>Mengakhiri pembicaraan dan mengkonfirmasi kesediaan informan untuk wawancara berikutnya, jika ada informasi lanjut yang dibutuhkan</p> <ul style="list-style-type: none"> • Baik, terima kasih atas waktu ibu dalam wawancaraku kali ini. Semoga kedepannya tetap lancar dan jika ada yang perlu untuk dilengkapi saya berharap agar bisa bekerja sama dengan ibu lagi. <p>Terakhir, Assalamuallaikum Wr. Wb.</p>

The transcription of Interview Result with Informant Z

The researcher did interview with informant on Saturday, 13th February 2016 in SMAN Z Batusangkar at 10.30 AM. The result of interview can be seen as follow:

Note : R = Researcher

I = Informant

Code	Utterances
R. 1	: Assalamuallaikum Warahmatullahi Wabarakatu bu
I. 1	: Wallaikumsallam Warahmatullahi Wabarakatu
R. 2	: Mmm Pertama, saya akan memperkenalkan diri, saya Taufik Hidayat, mahasiswa dari STAIN Batusangkar. Silahkan memperkenalkan diri dulu bu.
I. 2	: Nama saya Safniriza, guru bahasa inggris SMAN 2 Batusangkar
R. 3	: Ibu, mengajar di SMAN 2 sudah berapa lama bu?
I. 3	: Ibu ngajar disini... sudah dari 2006 berarti sudah 10 tahun. April besok pas 10 tahun
R. 4	: Kalau sekarang ngajar di kelas berapa bu?
I. 4	: Kelas XI IPA semuanya kelas XII IPA satu kelas
R. 5	: Jadi kelas XII IPA ya bu.
R. 6	: Apakah ibu mendesign sendiri bahan listening material bu?
I. 5	: Kalau untuk listening material ada. Tapi tidak semua karna ada juga yang bisa diambil di internet lalu di edit sendiri.
R. 7	: Kalau untuk listening material yang ibu bikin sendiri bagaimana cara ibu menyusun nya bu?
I. 6	: Nanti di liat KD nya dan Indikator-nya nanti tu diperhhatikan...aaa... ada...ee apa indicator yang harus dicapai dalam pembelajaran listening kemudian baru kita liat listening materialnya,

Code		Utterances
		maksudnya diambil juga bahannya dari buku dan sumber yang ada baru nanti memang kalau ada potongan-potongan ekspresi tertentu, ini kan jarang ada yang langsung ada listening nya palingan kalau kita ambil dari tempat lain biasanya itu materialnya sudah satu...menyatu dia. Jadi untuk memotong itu diambil skrip skrip nya dari yang lain dan dirancang sendiri kemudian baru nanti eee menggunakan program nya. Dan ini juga ibu gunakan untuk ulangan harian
R. 8	:	Jadi untuk materi listening itu selain di design sendiri juga ibu nanti gunakan untuk ulangan harian?
I. 7	:	Iya...biasa nya itu untuk dialog yang susah nya.
R. 9	:	Kalau menurut ibu listening material yang telah ibu susun sudah memenuhi kebutuhan siswa belum?
I. 8	:	Kalau ibu kan ada menggunakan program yang mmmm menggunakan suara asli dari native itu ketika coba dibuatkan ada kadang intonasi nya yang...apa namanya.... Agak kaku, jadi dia nanti kan ada yang dipercepat ada yang diperlambat ada yang sedang, kadang kalau pas dipercepat...kadang siswanya bilang... “cepat kali miss”... kalau diperlambat dia.. kurang natural lagi bahasa inggris nya. Jadi seakan-akan..... sulit juga kadang siswa mendengarnya. Bagus nya kalau ada disekolah itu ada suara guru laki-laki dan suara guru perempuan yang bisa di rekam lebih bagus menggunakan suara aslinya... karena lebih keras. Maksudnya kalau listening yang dibuat itu... nanti suaranya harus di dengarkan... dulu dua kali...nanti kalau sudah pas dan intonasinya
R. 10	:	Kalau yang waktu ibu susun itu... ooo....apakah material listeningnya dekat dengan keseharian siswa.
I. 9	:	Ada beberapa yang disusun... nantik kalau ekspresinya tentang tempat... jadi nanti topic apa yang sedang hangat dibicarakan sekarang...nanti ditanya nya nanti.
R. 11	:	Kalau untuk bikin listening material ini.... Apakah menurut ibu ini sudah sesuai dengan umpanya ini kelas 1 ini kelas 2 ini kelas 3.

Code		Utterances
I. 10	:	Kalau unutup tingkat kesulitannya?
R. 12	:	Iya
I. 11	:	Tingkat kesulitan... itu sudah dipikirkan juga tingkat kesulitan yang untuk anak ipa nanti dia kan ada beberapa yang mereka sudah... lumayan mungkin bias agak sulit... tapi untuk yang apa...untuk lokal yang lain nanti materialnya agak disederhanakan.
R. 13	:	Kalau untuk apa... bu.... Listening material yang ibu berikan kepada siswa apakah diikuti dengan tugas-tugas atau bagaimana bu?
I. 12	:	Kalau untuk bahan ajar nanti kan materialnya. Kalau listening itu kan banyak nya nanti itu.... Apa... monolog. Kalau monolog-monolog itu kan diikuti dengan pertanyaan pertanyaan contohnya tentang teks report nanti kan kalau...kita bacakan sendiri kan kadang-kadang ada yang bilang gini “ ulang lagi miss” tapi kan kalau kita rekam ooo nanti kan itu bias kita putar beberapa kali dalam pembelajaran listening kan nanti kita bisa dengar dua atau tiga kali. Kalau untuk listening material mereka belum bisa untuk 1 kali.
R. 14	:	Kalau untuk liste... listening material sendiri ibu Cuma makai rekaman atau bagaimana bu?
I. 13	:	Ada juga yang dari video tapi itu biasanya buatkan buat sendiri tapi yang diambil dari ...tapi kalau video ada yang temannya yang membikin ada juga dia sebelas IPA dulu dia yang buat sendiri
R. 15	:	Oo ada siswa yang buat sendiri
I. 14	:	Tapi kan yang kalau untuk yang guru....yang ibu gunakan untuk keseharian ada yang tujuannya ada yang tidak sendiri ada yang di adaptasi dari buku lain atau diambil dari internet.
R. 16	:	Kalau yang diikuti gambar ada juga bu?
I. 15	:	Material listening nya yang diikuti gambar? Kalau yang diikuti gambar tu biasanya lewat power point.

Code		Utterances
		Umpannya dalam satu slide power point itu umpamanya dalam power point itu kan ada listening material nya umpamanya nanti diikuti dengan gambarnya. Tapi kalau khusus listening saja tak ada power point listening. Kemarin ada bikin power point tentang report di dalam report itu nanti ada listening nya tentang whales aaa nanti slide-slide selanjutnya ada gambar nya tentang whales
R. 17	:	Terakhir bu... setau ibu yang mendesign listening material seperti ibu ada?
I. 16	:	Mungkin ada yang bikin seperti merekam pake kaset atau apa tapi kadang kadang kalau tidak pas materinya diambil dari internet.
R. 18	:	Kalau boleh tau yang bikin seperti itu guru di sekolah mana bu?
I. 17	:	Kalau sekarang mungkin ibu juga kurang tau guru yang mana ya soalnya sekarang kebanyakan sekolah sudah memakai kurikulum baru ya.... Jadi ibu juga ragu kalau masih ada yang makai software listening media yang ibu gunakan ya...
R. 19	:	Oo baiklah bu kalau begitu sekian dulu bu terima kasih untuk waktunya. Kalau ada perkembangan atau apa..... nanti mohon untuk mungkin di wawancara lagi atau mengambil data atau apa....terima kasih banyak bu.. assalamuallaikum wr. Wb
I. 18	:	Walaikumsallam wr wb

Data Reduction

There are some steps that researcher did in reduction of the data. Those were as follows: first, researcher made the transcriptions of interview result. Second, researcher explained the transcriptions to identify the criteria of designing listening materials and bold the information. Third, researcher coded the responses related to the data and gives the initial reading for the data. Fourth, researcher code and bold the important section information problems with some code.

Code	Utterances	Explanation
I 6	Nanti di liat KD nya dan Indikator-nya nanti tu diperhhatikan...aaa... ada...ee apa indicator yang harus dicapai dalam pembelajaran listening kemudian baru kita liat listening materialnya , maksudnya diambil juga bahannya dari buku dan sumber yang ada baru nanti memang kalau ada potongan-potongan ekspresi tertentu, ini kan jarang ada yang langsung ada listening nya palingan kalau kita ambil dari tempat lain biasanya itu materialnya sudah satu...menyatu dia.	In this utterance, teacher Z states that she designed her listening material based on standard competences and basic competences. This utterance is suitable with experts suggestion on designing listening materials that state in designing listening materials, grade listening materials according to the students' level and provide authentic materials rather than idealized.
I 9	Ada beberapa yang disusun... nantik kalau ekspresinya tentang tempat... jadi nanti topic apa yang sedang hangat dibicarakan sekarang... nanti ditanya nya nanti.	In this utterance teacher Z was express that listening materials that she designed is following hot issue that happened in real life. Based on this interview, teacher Z was designing listening materials is trying to provide students on authentic materials that really happened.

	Utterances	Explanation
I 12	<p>....Kalau monolog-monolog itu kan diikuti dengan pertanyaan pertanyaan contohnya tentang teks report nanti kan kalau...kita bacakan sendiri kan kadang-kadang ada yang bilang gini.....”</p>	<p>Based on teacher Z utterance, teacher Z designed her listening materials based on the monolog and then there will be following by task to do. It suitable on experts suggestion that listening materials design task oriented exercises to engage the students’ interest and help them listening skill subconsciously.</p>
I 13	<p>Ada juga yang dari video tapi itu biasanya bukan buat sendiri tapi yang diambil dari ...tapi kalau video ada yang teman nya yang membikin ada juga dia sebelas IPA dulu dia yang buat sendiri...</p>	<p>On this utterance, teacher Z states that she designed listening material using video. It suitable with experts’ suggestion on provides students with different kinds of input.</p>
I 15	<p>Material listening nya yang diikuti gambar? Kalau yang diikuti gambar tu biasanya lewat power point. Umpannya dalam satu slide power point itu umpamanya dalam power point itu kan ada listening material nya umpamanya nati diikuti dengan gambarnya. Tapi kalau khusus listening saja tak ada power point listening. Kemarin ada bikin power point tentang report di dalam report itu nantik ada listening nya tentang whales aaa nanti slide-slide selanjutnya ada gambar nya tentang whales</p>	<p>Based in teacher Z utterance, it suitable with experts suggestion that state try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.</p>

Data Display

No	Good Criteria of Designing Listening Materials	Utterance
1.	Grade listening materials according to the students' level and provide authentic materials rather than idealized.	I 6 I 9
2.	Design task oriented exercises to engage the students' interest and help them listening skill subconsciously.	I 12
3.	Provide students with different kinds of input.	I 13
4.	Try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.	I 15

Data Verification

No	Utterance	Good Design Listening Materials			
		D.1	D.2	D.3	D.4
1	Material 1	✓	✓	-	-
2	Material 2	-	✓	✓	✓
3	Material 3	-	✓	✓	✓
4	Material 4	✓	✓	-	-
5	Material 5	✓	✓	✓	✓

Notes:

D.1 = Grade listening materials according to the students' level and provide authentic materials rather than idealized.

D.2 = Design task oriented exercises to engage the students' interest and help them listening skill subconsciously.

D.3 = Provide students with different kinds of input.

D.4 = Try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.

An elephant is the largest and strongest of all animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them, into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very-clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

Read the following dialogue and answer the questions!

Tony : Have you got the result of the mid term test?

Rendy : Yeah, I've got it. And I got a good mark for the English exam.

Tony : Great. You must be happy for that.

Rendy : Of course. It gives me great satisfaction. How about you, Tony?

Tony : it's dissatisfying. The result was not good enough. I'm really disappointed.

Rendy : I'm very sorry for that. You should study hard before the test.

Question

1. What is the dialogue about?
2. How is the result of rendy's midterm test?
3. How is the result of tony's midterm test?
4. How is rendy's feeling about the test result?
5. How is tony's feeling about the test result?

REPORT

1. PURPOSE: TO DESCRIBE THE WAY THINGS ARE.
2. GENERIC STRUCTURE:
 1. GENERAL CLASSIFICATION (INTRODUCE THE TOPIC OF A REPORT, CLASS OR SUB-CLASS)
 2. DESCRIPTIONS (INTRODUCE SHAPE/FORM, PARTS, BEHAVIOURS/HABITS, HABITAT, WAY OF SURVIVALS)
3. LANGUAGE FEATURES:
 1. FOCUS ON GENERIC PARTICIPANTS
 2. USE OF BEHAVIORAL VERBS
 3. USE OF SIMPLE PRESENT TENSE
 4. USE OF TECHNICAL TERM

PLEASE, GUESS!
IT IS AN ANIMAL.
IT IS MAMMAL.
IT IS BIG.
IT HAS FOUR LEGS.
IT HAS TUSK AND TRUNK.
IT USUALLY LIVES
IN THE JUNGLE.
IT CAN PULL UP
THE TREE.
WHAT IS IT?



ELEPHANTS

ELEPHANTS ARE THE LARGEST LAND ANIMALS ALIVE TODAY. THESE ANIMALS HAVE SPECIAL BODY CHARACTERISTIC, AMONG THEM ARE TUSK AND TRUNK.

ELEPHANTS' TUSK ARE MADE OF A HARD, WHITE SUBSTANCE LIKE BONE. WHEN AN ELEPHANT IS ANGRY, IT TUSK CAN BE VERY DANGEROUS. THE TUSKS OF AN ELEPHANT ARE ACTUALLY ITS FRONT TEETH. PEOPLE PAY A LOT OF MONEY FOR THE IVORY OF AN ELEPHANT'S TUSK. THE IVORY FROM THE TUSKS IS MADE INTO MANY BEAUTIFUL THINGS.

THE TRUNK OF AN ELEPHANT IS A FUSION OF THE NOSE AND UPPER LIP. AN ELEPHANT USES ITS TRUNK IN MANY WAYS. IT PULLS UP THE BRILLS WITH ITS TRUNK WHEN IT WANTS TO MAKE A PATH THROUGH THE JUNGLE. IT ALSO USES ITS TRUNK TO GET WATER. THE TRUNK CAN HOLD A LOT OF WATER, AS ELEPHANT NEEDS TO DRINK THREE HUNDRED PINTS OF WATER EVERY DAY.

Elephant

and

Giraffe



ELEPHANT AND GIRAFFE

ELEPHANT IS THE LARGEST
LAND ANIMAL ALIVE
TODAY.

ELEPHANT IS LARGER
THAN GIRAFFE.

GIRAFFE IS THE TALLEST
ANIMAL.

GIRAFFE IS TALLER THAN
ELEPHANT.

COMPARISON DEGREE

ADJECTIVE	COMPARATIVE	SUPERLATIVE
LARGE	LARGER	THE LARGEST
TALL	TALLER	THE TALLEST
BIG	BIGGER	THE BIGGEST
SMALL	SMALLER	THE SMALLEST
LONG	LONGER	THE LONGEST
FRIENDLY	FRIENDLIER	THE FRIENDLIEST
FUNNY	MORE FUNNY	THE MOST FUNNY
BEAUTIFUL	MORE BEAUTIFUL	THE MOST BEAUTIFUL
DANGEROUS	MORE DANGEROUS	THE MOST DANGEROUS
GOOD	BETTER	THE BEST
BAD	WORSE	THE WORST



CHANGE THE VERBS IN BRACKET INTO SIMPLE PRESENT TENSE!

ELEPHANTS

ELEPHANTS (BE) THE LARGEST LAND ANIMALS ALIVE TODAY. THESE ANIMALS (HAVE) SPECIAL BODY CHARACTERISTIC, AMONG THEM (BE) TUSK AND TRUNK.

ELEPHANTS' TUSKS (BE) MADE OF A HARD, WHITE SUBSTANCE LIKE BONE. WHEN AN ELEPHANT (BE) ANGRY, IT TUSK CAN BE VERY DANGEROUS. THE TUSKS OF AN ELEPHANT (BE) ACTUALLY ITS FRONT TEETH. PEOPLE (PAY) A LOT OF MONEY FOR THE IVORY OF AN ELEPHANT'S TUSK. THE IVORY FROM THE TUSKS (BE) MADE INTO MANY BEAUTIFUL THINGS.

THE TRUNK OF AN ELEPHANT (BE) A FUSION OF THE NOSE AND UPPER LIP. AN ELEPHANT (USE) ITS TRUNK IN MANY WAYS. IT (PULL UP) THE TREES WITH ITS TRUNK WHEN IT (WANT) TO MAKE A PATH THROUGH THE JUNGLE. IT ALSO (USE) ITS TRUNK TO GET WATER. THE TRUNK CAN (HOLD) A LOT OF WATER, AS ELEPHANT (NEED) TO DRINK THREE HUNDREDS PINTS OF WATER EVERY DAY.

PLEASE, LISTEN TO THE MONOLOGUE!



1. WHAT IS THE MONOLOGUE ABOUT?
2. HOW LONG IS THE ANIMAL?
3. WHAT IS THE LARGEST ANIMAL TO HAVE LIVED ON EARTH?
4. HOW IS THE SKIN OF THIS ANIMAL?
5. WHAT DOES THIS ANIMAL LOOK RATHER LIKE?

IT IS MAMMAL. IT LIVES IN THE SEA. IT USES LUNG TO BREATH. IT IS LARGE. IT LOOKS LIKE A FISH. IT CAN SWIM.

WHALES



WHALES



GENERAL CLASSIFICATION

WHALES ARE SEA-LIVING MAMMALS.

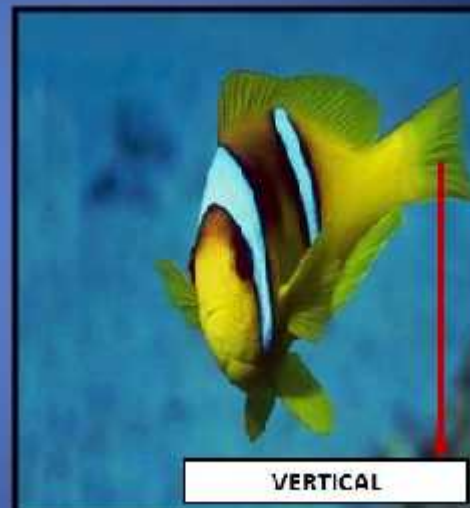
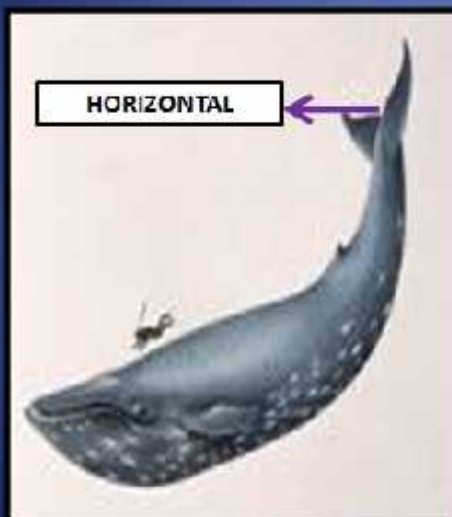
THEY THEREFORE **BREATHE** AIR BUT CANNOT SURVIVE ON LAND. SOME SPECIES ARE VERY LARGE INDEED AND THE BLUE WHALE, WHICH CAN EXCEED 30 METERS IN LENGTH, IS THE LARGEST ANIMAL TO HAVE LIVED ON EARTH. SUPERFICIALLY, THE WHALE **LOOKS** RATHER LIKE A FISH, BUT THERE ARE IMPORTANT DIFFERENCES IN ITS EXTERNAL STRUCTURE; ITS **TAIL** CONSISTS OF A PAIR OF BROAD, FLAT, HORIZONTAL PADDLES, (THE TAIL OF A FISH IS VERTICAL) AND IT **HAS** A SINGLE NOSTRIL ON TOP OF ITS LARGE, BROAD HEAD. THE SKIN IS SMOOTH AND SHINY AND **BENEATH** IT **LIES** A LAYER OF FAT (BLUBBER). IT CAN BE UP TO 30 CM IN THICKNESS AND SERVES HEAT AND BODY FLUIDS.

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WHALE

AND

FISH



QUESTIONS:

1. WHAT GROUPS OF ANIMAL DO WHALES BELONG TO?
2. WHAT'S THE LARGEST ANIMAL TO HAVE LIVED ON EARTH?
3. WHAT ARE THE IMPORTANT DIFFERENCES BETWEEN WHALE AND FISH?
4. "... BENEATH IT LIES A LAYER OF FAT (BLUBBER)" (LAST PARAGRAPH), IT REFERS TO ...
5. "... ITS LARGE, BROAD HEAD." (P.2). THE ANTONYM OF UNDERLINED WORD IS ...

PLEASE, GUESS !
 IT IS AN ANIMAL.
 IT HAS 4 LEGS.
 IT EATS GRASS AND PLANT
 IT HAS TAIL
 THE FEMALE HAS AN
 EXTERNAL POUCH ON THE
 FRONT OF HER BODY.
 IT CAN JUMP.
 IT IS FOUND IN AUSTRALIA





TORNADO

A TORNADO IS A POWERFUL, TWISTING WIND STORM. IT IS ONE OF THE MOST DESTRUCTIVE STORMS ON EARTH. A TORNADO IS ALSO CALLED A WATERSPOUT.

A TORNADO IS A LONG CLOUD WHICH COMES DOWN FROM THE SKY. IT IS SHAPED LIKE A FUNNEL AND CONSISTS OF WIND WHIRLS AROUND AND AROUND EXTREMELY FAST. IN FACT, THE WIND CAN REACH A SPEED MORE THAN 900 KM PER HOUR.

MOST TORNADOES FORM A LONG A FRONT (BOUNDARY) BETWEEN COOL, DRY AIR AND WARM, HUMID AIR. WEATHER SCIENTISTS ARE UNABLE TO KNOW EXACTLY WHEN TORNADOES WILL OCCUR. FORTUNATELY, THE TORNADO IS NOT USUALLY VERY BIG AND IT DOES NOT LAST LONG.

QUESTIONS:

1. WHAT DO TORNADOES LOOK LIKE?
2. CAN SCIENTISTS KNOW EXACTLY WHEN TORNADOES WILL OCCUR?
3. IDENTIFY THE GENERIC STRUCTURE OF THE TEXT ABOVE?
4. ... IT DOES NOT LAST LONG. (LAST PARAGRAPH). IT REFERS TO ...
5. ...WHICH WHIRLS AROUND AND AROUND EXTREMELY FAST. THE ANTONYM OF UNDERLINED WORD IS ...

REPORT

1. PURPOSE: TO DESCRIBE THE WAY THINGS ARE.
2. GENERIC STRUCTURE:
 1. GENERAL CLASSIFICATION (INTRODUCE THE TOPIC OF A REPORT, CLASS OR SUB-CLASS)
 2. DESCRIPTIONS (INTRODUCE SHAPE/FORM, PARTS, BEHAVIOURS/HABITS, HABITAT, WAY OF SURVIVALS)
3. LANGUAGE FEATURES:
 1. FOCUS ON GENERIC PARTICIPANTS
 2. USE OF BEHAVIORAL VERBS
 3. USE OF SIMPLE PRESENT TENSE
 4. USE OF TECHNICAL TERM

THANK YOU FOR
YOUR ATTENTION

Man : Rima, can you help me move the ladder over there?
 Girl : Sure, Dad.
 Man : Thank. But be careful, its very heavy
 Girl : I will. Let's move it!
 Man : Ok, one, two, three
 Girl : Ouch!
 Girl : I just squeezed my finger, Dad. But its not serious
 Man : Are you sure?
 Girl : With out doubt
 Man : O.K., let's do it again, carefully.
 Girl : All right dad

Man : Rima, can you help me move the ladder over there?
 Girl : Sure dad
 Man : Thanks. But be careful, it's very heavy.
 Girl : I will. Lets move it
 Man : O.K., one ... two ... three ...
 Girl : ouch ..!
 Girl : I just squeezed my finger, Dad. But it's not serious.
 Man : Are you sure? ?
 Girl : Without a doubt
 Man : Ok lets do it again, carefully
 Girl : All right, Dad.

Man : Rima can you help me move the ladder over there?
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 Girl : I will. Let's move it!
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 Girl : Ouch!
 Girl : I just squeezed my finger dad, But its not serious
 Man : Are you sure?
 Girl : Without doubt
 Man : O.K., let's do it again, carefully.
 Girl : Allright dad

Man : Rima, can you help me move the ladder over there?

Girl : Sure dad

Man : Thanks. But be careful, it's very heavy.

Girl : I will, Let's move it

Man : O.K., one ... two ... three ...

Girl : ouch ..

Girl : I just squeezed my finger, Dad. But it's not serious.

Man : Are you sure ?

Girl : Without a doubt

Man : ok, lets do it again

Girl : All right, Dad.

Sarah : Dad, did you see my encyclopedia?

Father : Is it this one?

Sarah : Oh, thank goodness! Yes, this is it. Thanks, Dad. Where did you find it?

Father : At the gazebo.

Sarah : How could it be there?

Father : Well, your uncle Barry and his daughter Terry came this morning and we spent time at the gazebo. Then, Terry saw your encyclopedia and read it.

Sarah : Why didn't she return it to its original place?

Father : Maybe she forgot, dear. Besides, they were in a rush, since your uncle got a phone call to go home quickly.

Sarah : I see. Anyway, thanks again, Dad, for finding my encyclopedia.

Father : You're welcome.

EXERCISE**Listening section.****Question number 1**

- Sandra : Ferry, is it your mobile phone?
 Ferry : yes, what a relief! I have thought that I lost it. Where did you find it?
 Sandra : under the table.
 Ferry : thank you so much
 Sandra : it's a pleasure
 NARRATOR : WHAT DOES THE SECOND SPEAKER EXPRESS?

- A. Granting request
- B. Asking for advice
- C. Giving advice
- D. Relief
- E. Pain

2. next question

- Boy : Have you ever been in this forest, Cindy?
 Girl : not yet, why?
 Boy : Be careful! There are snakes around here. They might be poisonous.
 Girl : Okay. Thanks, Gerry.

Narrator: WHAT SHOULD CINDY BE CAREFUL WITH?

- A. Snails
- B. Snacks
- C. Snakes
- D. Poisons
- E. Gerry

3.

- Indra : You look so cheerful today, Nanda. What's up?
 Nanda : Yeah, I'm very delighted. I got a beautiful gift from my best friend
 Indra : May I see it?
 Nanda : Sure. Here it is.

Narrator: HOW IS NANDA'S FEELING?

- A. She is sad
- B. She is mad
- C. She is angry
- D. She is upset
- E. She is happy

4.

Man : Recently I have so many things to do. It makes me get tired easily. Do you have any advice for me?

- A. I'm sure I'll better
- B. Well, you'd better take enough rest
- C. Yes, I need some advices
- D. I can solve my problem well

5.

Boy : Mom, May I have a new bag on my birthday?

- A. Thank you. That's very kind of you
- B. Sorry, I have to go
- C. Yes, today is my birthday
- D. Why not

6.

Linda : You look pale. Are you okay?

- A. I feel terrible. I got a bad headache.
- B. Yes, she looks pale.
- C. Thank God for that.
- D. I'm glad everything is Okay

7.

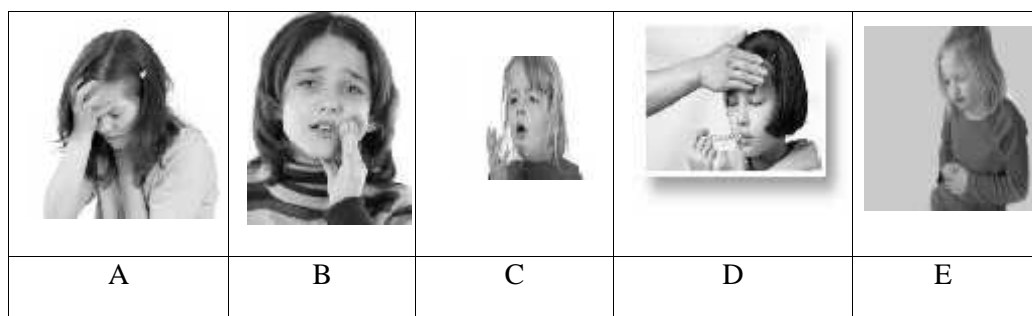
Mother : why do you come home earlier, dear?

Rani : I got stomachache, Mom. It's very painful.

Mother : I'm sorry to hear that. Let me get medicine for you

Rani : thank you, mom.

Narrator : WHICH PICTURE GOES WITH THE DIALOGUE?



8.

Boy : Randy's house is far from here. I will be tired if I go there by bicycle.

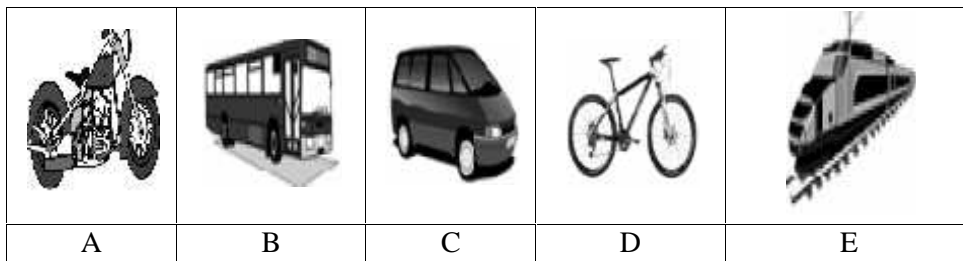
Girl : Why don't you take a bus?

Boy : The house is not easy to reach by bus.

Girl : Why don't you go by bus first, and then ask Randy to pick you up? He has a motorcycle.

Boy : Good idea. Thank you so much.

Narrator: WHAT WILL THE MAN TAKE FIRST?



THIS MONOLOGUE IS FOR QUESTION 9 TO TEN

Do you like cycling? There are many advantages we can get by cycling. Firstly, cycling can make us healthy, and it is one of the most pleasurable ways of staying fit. Secondly, you will get anything which is new in your locality after you are riding through weeks in your cycle. Thirdly, cycling doesn't cost you much money. Finally, cycling reduces air pollution. These are the reasons why cycling is advantageous for us.

9. What is the text about?

- A. The importance of cycling
- B. The advantages of cycling
- C. The good time to cycle
- D. The definition of cycling
- E. The interesting things of cycling

10. How many advantages of cycling mentioned in the monologue?

- A. Two
- B. Three
- C. Four
- D. Five
- E. Six



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KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
BATUSANGKAR

*Jl. Sudirman No.137, Kelurahan Lima Kaun, Batusangkar 27211, Telp. (0752) 71150, Ext 133, Fax. (0752) 71876
Website: www.stainbatusangkar.ac.id e-mail: info@stainbatusangkar.ac.id*

Batusangkar, 05 Februari 2016

No. : SLD2/IX/TL.00/876 /2016
Lamp : 1 (satu) eksemplar
Hal : *Mohon Penerbitan Surat Ijin Penelitian*

Kepada Yth,
Bupati Tanah Datar
Cq. Kepala Kantor KESNAN/PTJ Kabupaten Tanah Datar
di
Batusangkar

Assalamu alaikum Wr. Wb.
Dengan hormat,

Dengan ini disampaikan kepada Bapak/Ibu bahwa Mahasiswa yang namanya tersebut di bawah ini:

Nama / NIM	: Taufik Hidayat / 09104043
Tempat/Tanggal Lahir	: Batusangkar, 07 Mei 1990
Kartu Identitas	: NIK: 1304040705900001
Jurusan	: Tarbiyah
Program Studi	: Tadris Bahasa Inggris
Alamat	: Jorong Dusun Lulo Nagari Lima Kaun Kecamatan Lima Kaun Kabupaten Tanah Datar

akan melakukan pengumpulan data untuk proses Penulisan Laporan Hasil penelitiannya sebagai berikut:

Judul	: <i>An Analysis of Listening Materials Designed by English Teacher in Listening (A Case Study of English Teacher in Senior High School Batusangkar)</i>
Lokasi	: SMA se-Tanah Datar
Waktu	: 06 Februari s.d. 06 April 2016
Dosen Pembimbing 1	: Zulkherindra, M.Pd.
2	: Hendra Eka Putra, M.Pd.

Untuk itu, diucapkan kiranya Bapak/Ibu berkenan memberi izin dalam rangka pelaksanaan penelitian mahasiswa yang bersangkutan.

Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terimakasih.

Kepala
Kepala Pusat Penelitian dan
Pengabdian pada Masyarakat



H. A. H. M. M. H. M.
NIP. 197502031999051004

Tembusan disampaikan kepada Yth.

1. Ketua STAIN Batusangkar (Sebagai Laporan)
2. Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
3. Ketua Jurusan Tarbiyah STAIN Batusangkar
4. Ketua Program Studi Tadris Bahasa Inggris STAIN Batusangkar.
5. Tersisa.



**PEMERINTAH KABUPATEN TANAH DATAR
KANTOR KESATUAN BANGSA DAN POLITIK
(KESBANGPOL)**

Jln. MT. Haryono No. 10 Telo, (3752) 579900 Batusangkar 27281

**SURAT KETERANGAN/REKOMENDASI
Nomor : 070//49/KESEBANGPOL/2016**

Berdasarkan Peraturan Menteri Dalam Negeri RI Nomor 07 Tahun 2014 tanggal 21 Januari 2014 tentang perubahan atas Peraturan Menteri Dalam Negeri RI Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian dan surat Kepala P 3 M STAIN Batusangkar Nomor : Su.32/IX/TL.00/216/2016, tanggal 05 Februari 2016, perihal Surat Rekomendasi Penelitian, setelah dipelajari dengan ini kami atas nama Pemerintah Kabupaten Tanah Datar menyatakan tidak keberatan atas maksud Penelitian dengan lokasi di Kabupaten Tanah Datar yang akan dilakukan oleh :

Nama : **TAUFIK HIDAYAT**
 Tempat/Tgl. Lahir : Batusangkar, 07 Mei 1990
 Pekerjaan : Mahasiswa
 Alamat : Jorong dusun Tuo, Nagari Lima Kaum
 Kartu Identitas : KTP. 13040407359000001
 Maksud dan Obyek : Isin Penelitian
 Judul : **"AN ANALYSIS OF LISTENING MATERIALS DESIGNED BY ENGLISH TEACHER IN LISTENING"**
 Lokasi Penelitian : SMAN se-Kab. Tanah Datar
 Waktu : 05 Februari s.d 05 April 2016
 Anggota : -

Dengan ketentuan sebagai berikut:

1. Kegiatan Penelitian tidak boleh menyimpang dari maksud dan obyek sebagaimana tersebut di atas.
2. Memberitahukan kedatangan serta maksud Penelitian yang akan dilaksanakan dengan menunjukkan surat-surat keterangan yang berhubungan dengan itu kepada Pemerintah setempat dan melaporkan kembali waktu akan berangkat.
3. Dalam melaksanakan Penelitian agar dapat berkoordinasi dengan instansi terkait.
4. Mematuhi semua peraturan yang berlaku dan menghormati adat - istiadat serta kebiasaan masyarakat setempat.
5. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan ketentuan tersebut diatas maka Surat Keterangan/Rekomendasi ini akan **DICABUT** kembali.
6. Surat Keterangan/Rekomendasi ini diberikan/berlaku mulai tanggal 05 Februari s.d 05 April 2016.
7. Melaporkan hasil Penelitian kepada Bupati Tanah Datar Cq. Kantor Kesatuan Bangsa dan Politik Kabupaten Tanah Datar.

Demikianlah surat keterangan/rekomendasi ini dikeluarkan untuk dipergunakan seperiunya.

Batusangkar, 05 Februari 2016

An. KEPALA KANTOR KESBANGPOL
KABUPATEN TANAH DATAR
KANTOR KESATUAN BANGSA,



Tembusan

- Ven. :
1. Bupati Tanah Datar (sebagai laporan)
 2. Dandim-0307 Tanah Datar di Batusangkar.
 3. Kapolres Tanah Datar di Batusangkar.
 4. Kepala Dinas Pendidikan Kab. Tanah Datar di Batusangkar.
 5. Ketua STAIN Batusangkar di Batusangkar.
 6. Kepala SMAN se-Kab. Tanah Datar di tempat.



**PEMERINTAH KABUPATEN TANAH DATAR
DINAS PENDIDIKAN
SMA NEGERI 2 BATUSANGKAR**

Website : sman2batusangkar.sch.id Email : sman2.bsk@gmail.com
Alamat : Jln. Pintu Rayo Saruasoo Kec. Tanjung Emas Telp. (0752) 574775

SURAT KETERANGAN

NO : 400/215/SMA. 2-BSK/2016

Yang bertanda tangan dibawah ini Kepala SMA Negeri 2 Batusangkar Kabupaten Tanah Datar dengan ini menerangkan bahwa :

Nama	: Taufik Hidayat
NIM	: 09 104 043
Tempat/tanggal lahir	: Batusangkar, 7 Mei 1990
Perguruan Tinggi	: STAIN Batusangkar
Alamat	: Limo Kaum Batusangkar

telah melakukan penelitian pada tanggal 13 Februari 2016 mengenai "An Analysis Listening Materials Designed English Teachers In Listening (A Case Study Of English Teacher in Senior High School Z Batusangkar).

Demikianlah Surat Keterangan ini kami berikan agar dapat di pergunakan seperlunya. Terima kasih.

Batusangkar, 2 Maret 2016 M
22 Jumadil Awal 1437 H

Kepala,

