CHAPTER I

INTRODUCTION

This chapter present the basic ideas related to the study being carried out. They are The background of the study, The problem of the study, The objective of the study, The Significance of the Study, scope and limitation, and also definition of the key terms.

A. Background of the Study

Listening is one of the parts of English skill. In face to face interaction, listening entails complex interpretive processes. An intricate web of situational variables interact to determine what meanings are derived in conversation.[1] The importance of listening in second language learning is admirably summarized in a recent publication by Rost; Listening is vital in the language classroom because it provides input for the learner. It is because, the spoken language provides a means of interaction for the learner. An authentic spoken language presents a challenge for the learner to understand the target language which is important for teachers before they will teach listening. Teacher must provides with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the

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[1] Carla Meskill, "Listening Skills Development through Multimedia".*Jl. of Educational Multimedia and Hypermedia.* Vol. 5 No. 2, 1996, 179-201.

language.[2] In short, listening is essential not only as a receptive skill but also to the development of spoken language proficiency.

According to Gillian Brown, listening is an activity to put the information they have heard.[3] It means that listening is an important skill for students especially in teaching and learning process. By listening they get knowledge from electronic media or people. Most of their time is used to sit in the class and listen to their teachers or friends. It is supported by Kalayo Hasibuan that students receive information from the teacher or another by listening as much as 90%.[4] So, if the students do not comprehend listening, they will get difficulties in comprehending language.

There are four aspects influencing the ability in mastering a language including English, they are listening, speaking, reading, and writing. In this study, the writer will discuss one aspect that is listening skill. It is because listening is the first step in learning language. Listening skill is very important in learning English. Everyone who wants to learn English well, they should be able to master listening as one of the English skills. It is the reason why listening becomes one of skill tested at Junior High School.

Teaching is the activity that contain of two steps. There are implementation and evaluation. Lesson plan is preparation for the teacher before teaching. It has purpose to make easier and increase the result of teaching learning process. The teacher also

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[2] David Nunan - Lindsay Miller. (Ed.), *New ways in Teaching Listening,* (USA: longman, 2002), 5.

[3] Gillian Brown, 1990, *Listening to Spoken English (2nd Ed),* London: Pearson Education, p.148

[4] Kalayo Hasibuan and Muhammad Fauzan Ansyari, 2007*, Teaching English as aforeign language (TEFL).* Pekanbaru : Alaf Riau Graha UNRI Press. P.89

can do monitoring, controlling, analyzing and predicting the teaching learning program from the systematical lesson plan. Lesson plan is direction the way to teach in teaching learning process or the description of the teaching learning process. It also can control the time, and makes the teacher focus in the objection of the lesson.

The teacher should create a good lesson plan. It is because lesson plan contains of many components. The components of the lesson plans there:

1. Identity of the lesson.

2. Standard competence and based competence.

3. Material of the lesson.

4. Strategy or teaching scenario.

5. Media and sources

6. Evaluation.[5]

Since listening is important to understand spoken message, the teaching of listening skill cannot be neglected from the English instruction. It is very beneficial for teachers to develop teaching and learning strategies to help students develop their listening capability. In developing the skill, listening practice is probably the most reliable route to true communication. It is due to the fact that students speaking ability of can be considered poor because they do not know how to express their feeling and ideas in listening, conversation, and communication. In fact, English listening is very helpful to all students to deepen or to improve their language skill.

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[5] Kusnandar, *Guru Profesional: ImplementasiKurikulum Tingkat SatuanPendidikan (KTSP) danSuksesdalamSertifikasi Guru.* (Jakarta: PT. Raja Grafindo, 2007), p.264.

Teaching listening is in fact not easy to do, but there are many ways reach goals of teaching from the material, techniques, methods and media. To improve the students listening skill, the teacher is supposed to be imaginative and creative in developing their teaching methods to create good atmosphere and make the English lesson more exiting. And Audio Visual is intermediary media or material use and absorption through view and hearing so as to build conditions that can make students able to obtain knowledge, skills, or attitudes.

The teaching listening has to be able to create interesting materials for the students in the process of teaching and they have to know how to apply it. The influence of the materials and the methods of the English teacher in teaching learning process are really vital, because students will be more interested in following the study. The competence of the teacher in teaching learning process will also influence the success of students in their study. Teacher becomes a facilitator learning personal and social change by assisting the developing person at those points where help is requested. Teacher should have a set of exercises, tasks or other activities for the students in their classes. It is really beneficial and positive experience to try various classroom activities because successful materials of the subject matter depend on the use of teaching method. To teach listening there are several methods which can be used by the teacher. By using the methods, the teacher will easily teach listening.[6]

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[6] Vera Kristiani. *A STUDY ON THE METHOD OF TEACHING LISTENING SKILL AT THE FIRST YEAR OF SMP NEGERI 1 SRAGEN.*Unpublished research paper. Surakarta: UMS, 2008.

The teachers also need media to make real situation. Sadiman said: "Media is a component in the environment of students who can stimulate them to learn."[7] New education system asks the teacher uses variation media creatively, efficiently and economically also provide in the school. Variation media will make the students motivated and interested in joining the class. Using media creatively will help the students to study well and improve their performance.

There are many types of media such as tape recorder, VCD, flashdisk, laptop, LCD projector, language laboratory etc. many school use tape recorder to teach listening because it is cheaper than another media, and limited schools that provide language laboratory because it is expensive media and just a few teacher can operated well, although it is the good media for teaching listening.

The evaluation refers to the result teaching totally or partly. It is used to get information about ability level. Considering the explanation above, this study is conducted to investigate **"The Audio Visual Used for Teaching Listening at SMPN 2 Kandat Kediri".** This study is intended to know how the process of teaching listening in the school.

B. The Problem of the Study

Based on the background of the study above, the problem of the studyare:

1. How is implementation of teaching listening with audio visual in the class room?

2. What is evaluation to teaching listening with audio visual in the class room?

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[7]Arief S. Sadiman, *Media Pendidikan*(Jakarta: Rajawali Press, 2009), p.6

C. The Objective of the Study

According to the formulation of the problem mention earlier, the purpose of this study is to describe:

1. The implementationof teaching listening with audio visual in the classroom.

2. The evaluation for teaching listening with audio visual in the classroom.

D. The Significance of the Study

The result of this significance expected to be useful for the reader.The teacher can get information in teaching listening implementation and evaluationhelp them decides to choose the material, techniques and media. So the teacher can apply good listening teaching learning.

E. Scope and Limitation

The subjects of this research are students of the school. The researcher chooses at SMPN 2 Kandat Kediri.because it is the one of the best school inthe SMPN 2 Kandat Kediri.and it's very good for students in English subject. The Researcher focuses on the teaching learning process of listening with audio visual include theimplementation and evaluation.

F. Definition of Key Terms

In order to avoid some misunderstanding and to make the reader understand easily, the writer makes the definition of the following terms that used in this study.

1. Listening: Listening is assuming greater and greater importance in foreign language classroom. There are several reasons for this growth in popularity. By

emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening.[8]

2. Teaching Listening: Teaching listening is a process of hearing materials in the classroom or language laboratory.This school also applied international standard class in its teaching – learning process.

3. Audio Visual: Audio Visual media is a type of media which in addition contains elements of sound also contains elements of images that can be seen, such as video recordings, various film sizes, sound slides, and so forth.[9]

The researcher chooses this research about The audio visual used for teaching listening at SMPN 2 Kandat Kediri. It means, the reseacher wants to know about the audiovisual used for the teacher and the implementation of those strategies in teaching English listening.

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[8]Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching, an Anthology of Current Practice,* (Cambridge University Press, 2002) p. 235.
[9]WinaSanjaya, *PerencanaandanDesainSistemPembelajaran*, cet.4, (Jakarta :Kencana,2011), hlm. 211.

CHAPTER II

REVIEW OF RELATED LITERATURE

This theoretical review consists of the presentation of teaching listening activity by the audio visual.for the teacher in the listening classroom is to give learners some degree of control over the content of the lesson, and to personalize content so learners are able to bring something themselves to the task. There are:

A. Listening

Listening is assuming greater and greater importance in foreign language classroom. There are several reasons for this growth in popularity. By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening. As Rost (1994, pp. 141-142), listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.[10]

Listening is a receptive skill. We receive language rather than produce it. Listening also is the process of interpreting message (what people say), The language involves putting message into a form that other people can understand using these elements: individual sounds, syllables, words which may linked together with some sounds being dropped or changed, phrases, clauses, grammatical structures,

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[10] Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching, an Anthology of Current Practice,* (Cambridge University Press, 2002) p. 235.

sentences, longer stretches of spoken English, intonation words, and sentence stress also add meaning.

Even though, listening is a receptive skill, it is not necessarily a passive one. Listening is more than merely hearing words. Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages (Emmert, 1994). As such, it forms an integral part of the communication process and should not be separated from the other language arts. Listening comprehension complements reading comprehension. Verbally clarifying the spoken message before, during, and after a presentation enhances listening comprehension. Writing, in turn, clarifies and documents the spoken message.[11] Listeners have some control of what they are listen to. For example, when we are in conversation, we listen, respond appropriately and sometimes stop the conversation to ask the speakers repeat, to slow down, to clarify or to interrupt what they said. So in this part, it will be an active listening.

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin 1974). An able listener is capable of doing these four things simultaneously. Willis (1981:143) lists a series of micro – skills of listening, which she calls enabling skills. They are:

1. Predicting what people are going to talk about.

2. Guessing at unknown words or phrases without panicking.

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[11] http://www.sasked.gov.sk.ca/docs/xla/ela15b.html

3. Using one's own knowledge of the subject to help one understand.

4. Identifying relevant points; rejecting irrelevant information.

5. Retaining relevant points (note-taking, summarizing).

6. Recognizing discourse markers, e.g., well; oh, another thing is; now, finally; etc.

7. Recognizing cohesive devices, e.g., such as and which, including link words, pronouns, references, etc.

8. Understanding different intonation patterns and uses of stress, etc., which give clues to meaning and social setting.

9. Understanding inferred information, e.g., speaker's attitude or intentions.[12]

Teachers can help students become effective listeners by making them aware of the different kinds of listening, the different purposes for listening, and the qualities of good listeners. Wolvin and Coakley (1992) identify four different kinds of listening:[13]

In this paper, Nunan points out that in order to develop appropriate approaches to teaching listening:

1. The Bottom – Up Processing View

The Bottom – Up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts.

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[12] Fan   Yagang,   "   Listening: problems   and   solution".
(http://www.sasked.gov.sk.ca/docs/xla/ela15b.html, Accessed 6 August 2010).
[13] Ibid.

According to this view, phonemics units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete, meaningful text.

2. The Top – down Interpretation view

Top – down view suggests that the listener actively constructs (or more accurately, reconstructs) the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listening take place to make sense of what he or she hears. Context and situation include such things as knowledge of the topic hand, the speaker or speakers, and their relationship to the situation. As well as to each other and prior events.[14]

B. Teaching Listening (Techniques)

Teaching listening is a process of hearing materials in the classroom or language laboratory.Techniques are the ways and means adopted by a teacher to direct the learners activities toward an objective. Techniques are the tools of the teacher. The effective teacher has multitude of techniques and must be prepared to select the ones which will be most efficient in leading the learner to the desired terminal behavior.[15]

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[14] Ibid, 239

[15]Vernon S. Gerlach, *Teaching and media,* (NJ; Prentice – Hall, Inc., 1980). p. 187

From the late 1960's, practitioners recognized the importance of listening and began to set aside time for practicing the skill. A relatively standard format for the listening lesson developed at this time:[16]

1. Pre – Listening

Some kinds of pre – listening activity is now usual, involving brainstorming vocabulary, reviewing areas of grammar, or discussing the topic of listening text. This phase of the lesson usually last longer than it should. A long pre – listening session shortens the time available for listening.

2. Whilst - Listening

There are many techniques used while listening. They are:

a. The Extensive/Intensive Distinction

On a similar principle, international examinations usually specify that the recording is to be played twice. Some theorists argue that this is unnatural because in real life one gets only one hearing. But the whole situation of listening to a cassette in a language classroom is, after all, artificial. Furthermore, listening to a strange voice, especially one speaking in a foreign language, demands a process of normalization – of adjusting to the pitch, speed, and quality of the voice.

b. Preset Request

There have been changes in the way that comprehension is checked. By presetting comprehension question, we can unsure that learners listen with a clear purpose, and their answers are not dependent on memory.

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[16] Richards, *Methodology in Language Teaching,* p. 243 – 245

c. Listening task

More effective than traditional comprehension question is the current practice of providing a task where learners do something with the information they have extracted from the text. Task can involve labeling, selecting, form filling, and completing a grid.

d. Authentic Material

Another development has been the increased use of authentic materials. For the two reasons (naturalness of language and real – life listening experience), it is advisable to introduce authentic materials early on in language course. In general, students, are not daunted or discouraged by authentic materials – provided they are told in advance not to expect to understand everything. Indeed they find it motivating to discover that they can extract information from an ungraded passage. The essence of approach is as follow: instead of simplifying the language of the text, simplify the task that is demanded of the students.

e. Strategic Listening

The type of foreign language listening that occurs in a real – life encounter or in response to authentic materials is very different from the type that occurs with a scripted passage whose language has been graded to fit the learner's level. In real life, listening to a foreign language is a strategic activity. Non – native listeners recognize only part of what they hear and have to make guesses which link these fragmented pieces of text.

3. Post – Listening

We no longer spend time examining the grammar of the listening text, that reflected a typically structuralize view listening as a mean of reinforcing recently learning material. Listening text often provides excellent examples of function such as apologizing, inviting, refusing, suggesting, and so on.

As part of post – listening, one can ask learners to infer the meaning of new words from the contexts in which they appear just as they do in reading. The procedure is to write the target words on the board, replay the sentences containing them, and ask the learners to work out their meanings. Some teachers are deterred from employing this vocabulary inferring exercise by the difficulty of finding the right places of the cassette.[17]

We have noted that successful listening involves the integration of information encoded in the message itself with broader knowledge of the world. We have also seen that listening texts and tasks differ, and can be classified in several different ways. In the first instance, we have listening taks which involve the comprehension of aural texts in which there is only one speaker, as opposed to two or more speakers.

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[17] Richards, *Methodology in Language Teaching.* p. 243 – 245

C. Audio Visual Media

1. Definition of Audio Visual Media

According to Marshall Mcluhan, the notion of media is a human existence that allows it to influence others who do not make direct contact with him.[18]Audio Visual media comes from the word media which means an intermediary form that is used by humans to convey or spread ideas, ideas, or opinions so that the ideas, opinions or ideas put forward reach the intended recipient.[19] Dale said that Audio Visual media are teaching media and educational media that activate the eyes and ears of students during the learning process.[20] Audio Visual media is a type of media which in addition contains elements of sound also contains elements of images that can be seen, such as video recordings, various film sizes, sound slides, and so forth. The ability of this media is considered better and more interesting, because it contains both the first and second types of media types.[21]

2. The kinds of Audio Visual Media

In the teaching and learning process the presence of media has quite important meanings. Because in this activity the obscurity of the material to be delivered can be helped by presenting media as an intermediary.[22] In the teaching and learning process the presence of media has quite important meanings. Because

[18] Harjanto, *Perencanaan Pengajaran*,cet.2, (Jakarta : Rineka Cipta), hlm. 246

[19] Azhar Arsyad, *Media Pembelajaran*, cet.6, (Jakarta: PT. Raja Grafindo Persada, 2005), hlm. 4

[20]Azhar Arsyad, *Media Pembelajaran,* hlm. 8

[21]Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran*, cet.4, (Jakarta :Kencana,2011), hlm. 211

[22]Syiful Bahri Djamarah, Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2002), hlm. 136

in this activity the obscurity of the material to be delivered can be helped by presenting media as an intermediary.[23] This learning media will help make it easier for students to digest the knowledge information conveyed. Learning media according to sensory stimulation generator characteristics can be in the form of Audio (sound), Visual (image), or Audio Visual.

According to Rudi Bertz, as quoted by Asnawir and M. Basyirudin Usman, classifying the main features of the media in three main elements, namely sound, visual, and motion. The visual form itself is divided into three forms, namely visual images, lines (linear graphics) and symbols.

As with most audio-media media types that have a fairly high level of effectiveness, according to research, the average is above 60% to 80%. Audio-visual teaching is clearly characterized by hardware usage during the learning process, such as film projector machines, televisions, tape recorders and wide visual projectors.[24]

So teaching through audio visual is the use of material whose absorption through view and hearing and not entirely depends on understanding the words of similar symbols. This type of audio visual media has better capabilities because it covers both the first and second types of media. This media is divided into two:

a. Audio visual silent: i.e. media that displays sound and still images such as sound slides, sound sequences, sound prints.

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[23] Wina Sanjaya, *Perencanaan dan Desain sistem Pembelajaran* ,cet.4, (Jakarta : Kencana, 2011), hlm. 204

[24] Azhar Arsyad, *Media Pembelajaran*, hlm. 30

b. Audio visual motion: ie media that can display sound elements and moving images such as sound films and video-cassettes

3. Advantages and disadvantages of using audio visual media

a. Advantages of Audio Visual

    1) The teaching material will be more clearly defined so that it can be better understood by students, and allows students to master the teaching goals better.

    2) Teaching will be more varied, not merely verbal communication through the words spoken by the teacher. So that students do not get bored and the teacher does not run out of energy especially if the teacher teaches for each lesson.

    3) Students do more learning activities, because they not only listen to the teacher's description, but also the activity of observing, doing, demonstrating, and so on.

    4) Teaching will attract students' attention so that it can foster learning motivation.[25]

b. Disadvantage of Audio Visual

    1) Audio media that uses more sound and verbal language, can only be approved by listeners who have a good level of mastery of words and languages.

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[25] Harjanto, *Perencanaan Pengajaran*, (Jakarta : PT. Rieneka Cipta, 2000). Hlm. 243-244

2) Presentation of material through audio media can lead to verbalism for listeners.[26]

3) Less able to display details of perfectly presented objects.

D. Lesson Plan

Before teaching listening, the teachers need to have proper plans for the lesson plan they are going to deliver in class. First of all, the necessary materials and equipment need to be ready, the materials should also be chosen according to the proficiency level of the learners. If the teachers select some interesting materials, the learners will be interested in listening and learning actively.

Lesson plan is plan describing the procedure and organize of teaching and learning to enrich a basic competency in the substance standard and spelled out by the syllabus. The scope of the lesson plan covers a standard competency consist of an indicator or some for a meeting or more[27]

The function of the lesson plan is as the reference for the teacher to do teaching learning activity in order to make it more guided and to make it done effectively and efficiently. In the other word, lesson plan is teaching learning process scenario. Lesson plan refers to the competence and students basic ability, materials and sub materials, and learning experience from the syllabus. Lesson plan should use the appropriate material and media that make the students close to real experience.

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[26] Wina Sanjaya, *Perencanaan dan desain sistem pembelajaran*, (Jakarta: PT. Fajar Interpratama, 2008), hlm. 217

[27] Kusnandar, *Guru Profesional: Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru.* (Jakarta: PT. Raja Grafindo, 2007), p. 262.

Evaluation with test totally and continually system is based on the development of test system and syllabus.

Lesson plan is a teachers detailed description of the course of instruction for an individual lesson. A daily lesson plan is developed by a teacher to guide class instruction. The detail of the plan will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of children. There may be requirements mandated by the school system regarding the plan.

One of the formats of lesson plan is ROPES (Review, Overview, Presentation, Exercise, and Summary). The steps are:[28]

1. Review

    This activity needs one until five minutes. It is done to know the students prepared to learn the material by learning students previous experience. It also becomes prerequisite to explain the material wanted to apply.

2. Overview

    The teachers explain learning programs applied, extend content of programs shortly, and the applied strategic or methods in learning process.

3. Presentation

    This step is the point of learning process, it is because in this step the teachers do telling, showing and doing not only explain shortly. It is done to increase the students ability.

4. Exercise

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[28] Abdul Madjid, *Perencanaan Pembelajaran,* (Bnadung: PT. Remaja Rosdakarya), p. 99 – 101

This step gives opportunity to the students to practice their understanding and makes them meaningful experience.

5. Summary

It used to affirm student understandsThe format of the ROPES lesson plan is the same as the table below:

Table 2.1 ROPES lesson plan format.

A.   Lesson Plan Identity

Subject : …………………………......

Theme : …………………………………..

Level : …………………………………………

Meeting : ………………………………….

Time : …………………………………………

B.   Basic Competency/objection

Standard Competence : …………………………..

Based Competence : ………………………………

Indicator : …………………………………………….

C.   Procedure and Material

1.   Review : ……………………………………

2.   Overview : …………………………………

3.   Presentation : ………………………………

4.   Exercise : …………………………………..

D.   **Media**

……………………………………………………..

E.   **Evaluation**

……………………………………………………..

Jeremy Harmer "How to Teach English" defined the plan into six content, they are:[29]

1. Description of the students

This includes anything from a general picture of the group (its level, age, range atmosphere, etc) to detailed descriptions of individual students (what they find easy or difficult, how they respond to different activities, etc),

2. Aims and Objectives

We generally say what we hope to achieve; the more specific we are, the easier it will be for us – and anyone observing – to see whether or not we have achieved those aims. Broad aims like 'have a good time' are bound to be less useful than 'sensitive students to uses of pitch and intonation to indicate enthusiasm (or lack of it)'. Most lessons will have a series of primary and secondary aims.

3. Procedure

The meat of the plan is in the description of how it will be executed. The section on procedures can include patterns of interaction. We might write T → SS

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[29] Jeremy Harmer, *How to teach English,* (England: Pearson Education Limited, 2007), p. 160

(for times when the teacher talks to whole class), S → S (for pair work) or SSS → SSS (for group work); or we could write 'group', 'pairs', etc, or record these patterns in some other way.

Frequently we will include timing as well, so that we have some idea of how long we expect things to take. We will also include the actual procedures, such as 'students look through the pictures and match them with the phrases'.

4. Anticipated problems

Teachers frequently make some kind of a list of potential difficulties – and suggestions about what to do if they rise. They might consider what they would do if a computer or other piece of equipment failed them – or if some other student based eventuality occurred (such as the activity being a lot more difficult for the class than expected).

5. Extra activities/material (just in case)

Many teachers make a note of extra activities they could include if things go quicker than anticipated.

6. Material to be used in the lesson

Especially when they are to be observed, teachers attach examples of the material they are to use with the students to their plan. There are two elements in this template that we have not so far mentioned. Firstly, There is a column called success indicators where the planner has to note down how they will be able to measure the success of what happens.

This forces the planner to focus on exactly how about teacher and students will know if something has worked, in other words, if the learning outcomes have been met. There is also a final heading for homework/further work which will show the planner thinking ahead beyond the actual lesson to be taught.

While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

1. *Tittle* of the lesson

2. Time required to complete the lesson

3. List of required materials

4. List of objectives, which may be behavioral *objectives* (What the student can do at lesson completion) or knowledge *objectives* (what the student *knows* at lesson completion).

5. The *set* (or lead – in, or bridge – in) that focuses students on the lesson's skills or concepts – these include showing pictures or models, asking leading questions, or reviewing previous lessons.

6. An *instructional component* that describes the sequence of events that make up the lesson, including the teachers instructional input and guided practice the students use to try new skills or work with new ideas.

7. *Independent* Practice that allows students to extend skills or knowledge on their own.

8. A summary, where the teacher wraps up the discussion and answers questions.

9. An evaluation component, a test for mastery of the instructed skills or concept – such as a set of questions to answer or a set of instructions to follow.

10.   *Analysis* component the teacher uses to reflect on the lesson itself – such as what worked, what needs improving.

11.   *A continuity* component reviews and reflects on content from the previous lesson.[30]

Awelldeveloped lesson plan reflects interest and needs of students.It incorporates best practices for the educational field. The lesson plan correlates with the teacher's philosophy of education, which is what the teacher feels is the purpose of educating the students.

A lesson plan must correlate with the text book the class uses. The school usually selects the text books or provides teachers with a limited text book choice for a particular unit. The teacher must take great care and select the most appropriate book for the students.

E. Evaluation

Evaluation is the process of determining significance or worth, usually by careful appraisal and study. Evaluation is also the analysis and comparison of actual progress versus prior plans, oriented toward improving plans for future implementation. It is part of a continuing management process consisting of planning, implementation and evaluation, ideally with each following the other in a continuous cycle until successful completion of the activity. In the other word, evaluation is the

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[30] http//en.wikipedia.org/wiki/Lesson_Plan. Accessed 3 January 2011

process of determining the worth or value of something. This involves assigning values to the thing or person being evaluated.[31]

Process Evaluation describe and asses program materials and activities. Examination of materials is likely to occur while programs are being developed, as a check on the appropriateness of the approach and procedures that will be used in the program. For example, program staff might systematically review the units in a curriculum to determine whether they adequately address all of the behaviors the program seeks to influence. A program administrator might observe teachers using the program and write a descriptive account of how students respond, and then provide feedback to instructors.

Examining the implementation of program activities is an important form of process evaluation. Implementation analysis documents what actually transpires in a program and how closely it resembles the program's goals. Establishing the extent and nature of program implementation is also an important first step in studying program outcomes, that is it describes the interventions to which any findings about outcomes may be attributed. Outcome evaluation assesses program achievements and effects.

1. Evaluation techniques

There are two techniques in the outcomes evaluation, they are: test technique and non – test technique.

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[31] http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatisevaluation.html.

a. Test technique is measurement tool to the students.

Test is any series of questions or exercises or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group.

When designing test, we can either write discrete items, or ask students to become involved in more integrative language use. There are two types of tests: direct test items and indirect test items.

b. Indirect test items

There are many different ways of testing the students' knowledge of language construction. We will look at two of the most common test used in listening test.

    1) Multiple – choice

Multiple – choice questions are those where students are given alternatives to choose from, as in the following example:

Circle the correct answer.
You must _____ here on time.
a.   To get   c. To have get
b.   Getting   d. Get

Multiple choice questions can be used to test reading and listening comprehension (we can also **true/false questions** for this: students circle

"T" or "F" next to statements concerning material they have just read or listened to).[32]

2) Fill – in and cloze

This extremely common form of indirect testing involves the examinee writing a word in a gap in a sentence or paragraph, e.g.

Elephants are the heaviest land animals. (1) _____

Gap – fill (or fill – in) items like this are fairly easy to write through it is often difficult to leave a gap where only one item is possible. A variation on fill – in and gap – fills is the cloze procedure, where gaps are put into a text at regular intervals (say every sixth word). The random selection of gaps (every six word) is difficult to use in all circumstances. Sometimes the sixth word will be impossible to guess – or will give rise to far too many alternatives. Most test designers use a form of modified close to counteract this situation, trying to adhere to some kind of random distribution (e.g. making every sixth word into blank), but using their common sense to ensure that students have a chance filling in the gaps successfully and thus demonstrating their knowledge of English.[33]

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[32] Jeremy Harmer, *How to Teach English,* p.169
[33] Ibid, p. 170

c. Direct test items

In direct test items, we ask students to use language to do something, instead of just testing their knowledge of how the language itself works. We might ask our students to write instructions for a simple task (such as using vending machine or assembling a shelving system) or give an oral mini – presentation. Some reading and writing test items looks a bit like indirect items(e.g. when students are given multiple – choice questions about a particular sentence). But at other times we might ask students to choose the best summary of what they have heard or red. We might ask them to put a set of pictures in order as they read or listen to a story, or complete a phone message form (for listening task) or fill out a summary form (for a reading task).

Many reading and listening tests are a blend of direct and indirect testing. We can ask students direct language or text focused questions as well as testing their global understanding.[34]

d. Non test technique

The example of non test techniques are:

e. Observation

Teachers can assess their students' abilities simply by observing their classroom behavior or completion of activities. By watching students as they work, teachers can identify signs of struggle and determine where a child may be experiencing academic difficulties. Because students often do not realize that they

[34] Ibid, p. 171

are being observed, teachers can ensure that the picture they receive of student understanding represents the student's actual abilities.

f. Projects

By asking students to complete a project, teachers can see how well their pupils can apply taught information. Successful completion of a project requires a student to translate their learning into the completion of a task. Project – based assessment more closely approximates how students will be assessed in the real world, as employers will not ask their employees to take tests, but instead judge their merit upon the work they complete.

g. Oral Assessment

Some students struggle to express their understanding through writing. For these students, oral assessments are a feasible alternative to standard testing. In an oral assessment, a teacher simply asks the student questions based on the material, or asks the student to explain his understanding of the material taught. By listening to the student response, the teacher can gauge the degree to which the student understands the material.

h. Portfolio Assessment

In a portfolio assessment, a teacher looks not at one piece of work as a measure of student understanding, but instead at the body of work the student has produced over a period of time. To allow for a portfolio assessment, a teacher must compile student work throughout the term. This is commonly accomplished by providing each student with a folder in which to store essays or other large

activities. Upon compilation of the portfolio, the teacher can review the body of work and determine the degree to which the work indicates the students understanding of the content.

i. Participation

While class participation is an informal means of assessment, teachers can obtain much information about student understanding by paying close attention to student responses during class. Student who participate actively and offer productive and on – topic responses to questions posed to the class likely understand the material fully. By taking note of student participation, teachers can identify students who clearly have a grasp of the content.

Based on the explanation in this chapter, we can seen that teaching listening is not easy to do. The teacher should apply many steps. The first step, the teacher should prepare the class activity which described on the lesson plan. The second step, the teacher should create and use the suitable material for the students based on the students' needed, the teacher should also use various media which can motivate the students to enjoy the lesson, and the teacher there are many methods to teach listening which can applied by the teacher. The last, the teacher should evaluate the students to know the development of the stud

CHAPTER III

RESEARCH METHOD

This chapter discusses the methods used by the researcher to get information. This discussion covers research design, research instrument, data collection and data analysis.

A. Research Design

Research design is a design that is used by the researcher in doing the research. Selecting an appropriate approach in a research is very important, because with an appropriate research approach, this research question can be answered. There are many research designs. This study is a descriptive qualitative research. Ary describes:

> "Descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed toward determining the nature of situation as it exists at the time of the study. There is no administration or control of a treatment as is found in experimental research. The aim is to describe "what exists" with respect to the variables or conditions in a situation."[35]

This study is conducted to describe information on the teaching learning process of listening include the preparation, implementation and evaluation. Generally, descriptive research is non-hypotheses research, in the other words, in the action of the research does not need to formulate the hypotheses. In this study the researcher uses qualitative method. In a descriptive qualitative study, the quality of the

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[35]Ary Donald, *Introduction to Research in Education Second Education,* (USA: Holt, Rinchart, and Winston, 1979) p.295

subjects of investigation is the main emphasis. Study the researcher uses qualitative method. In a descriptive qualitative study, the quality of the subjects of investigation is the main emphasis.

Related to the purpose of the study, which is to describe the teaching learning process of listening, the researcher chooses descriptive research only to describe the condition or phenomenon of the implementation language in teaching listening.

B. Research Instrument

In this research, the researcher uses three kinds of methods. These are observation, interview and documentation.

1. Observation

Observation is done during the teaching learning process of listening. The observation is used to describe the classroom phenomenon during teaching listening activity. There are three types of observation: non participant observation, the writer uses non participant observation, the writer as observer is not directly involved in the situation to be observed. In other words, the observer is outside looking on and does not intentionally interact with, or affect the object of the observation.[36] So, the researcher does not disturb the teaching learning process of listening.

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[36]L.R. Gay, *Educational Research,* (Charles E Merrill Publishing Company, A Bell & Howell Company, 1981). P. 169

2. Interview

The second instrument is interview. Interview is used to get information from the teacher and some of the students as the responses. An interview is a conversation between two persons or more. The interview will be conducted in order to get the data in a direct explanation from the sources (face to face). The writer uses semi structured interview. It means that the writer will make some structured questions then interview the responses. It will make the interview focused and run well. The purpose of interview is to get more information about the teaching learning process of listening implementation and evaluation.

3. Documentation

Documentation is used to obtain the information in order to describe theteaching materials,learning techniques, take some picture and video. In this case, the researcher lends all of the documents that made and used in the teaching learning process from the school and the teacher, such as the copy of syllabus, lesson plan, the students score, etc. The documentation used to know the preparation of teaching, techniques taught from teachers in class,take picture and video in the class and also scoring of data from learning student in the class.

C. Data Collection

The researcher choose the second semester eighth grade students, because they had experience learning to listen during the first teaching and they also had morethan materialthe previous teaching students. There are five Classes of Data and the

researcher choose one in Class VIII – C. The number of students is thirty-two(32) in the classroom.

In this study, the reseacher collect the data from observation, interview, and documentation. The data is qualitative consist the information about the audio visual used for teaching listening at SMPN 2 Kandat Kediri.

In Observation, the researcher does not disturb the teaching learning process of listening. For interview, the research will be conducted in order to get the data in a direct explanation from the sources (face to face) and to get more information about the teaching learning process of listening implementation and evaluation.

And the last, The documentation used to know the preparation of teaching, techniques taught from teachers in class, take picture and video in the class and also scoring of data from learning student in the class.

D. Data Analysis

According to the research design is descriptive qualitative and the data collection methods of the research the writer implements the research as the following procedures:

1. The writer observes the teaching learning process of listening while the teacher is teaching the writer observes how she taught listening used observation field – notes. The aspect that will be observed: The implementation of teaching learning process of listening covering the materials, media and techniques used by the teacher.

2. The reseacher comes to the English teacher as the responses are who taught listening at the second grade students and the other English teacher. The writer asks the teachers opinion about teaching learning process of listening implementation covering the materials, media and techniques and how they evaluated. Another respondent is part of the second eighth grade students as the subject of the research and supporting data.

3. The reseacher will collect the data from the school and the teacher about lesson plan, techniques of learning process in the class, take to the picture and video, and also the students score to support data.