**THE CORRELATION BETWEEN THE STUDENTS' COMPETENCE
IN LISTENING TO ENGLISH NEWS AND THEIR ACHIEVEMENT
IN LISTENING COMPREHENSION OF REPORT TEXT
AT THE SECOND GRADE STUDENTS OF *SMA MUHAMMADIYAH CIREBON***

A THESIS

Submitted to the English Education Department of Tarbiyah Faculty of Syekh Nurjati

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ABSTRACT

Helda Aghesti   **: The Correlation between the Students' Competence in Listening to English News and their Achievement in Listening Comprehension of Report Text at the Second Grade of SMA Muhammadiyah Cirebon.**

English is One of languages in the world which is used by many people around the world. Nowadays in Indonesia, English has become to foreign language which is to be learn and taught by the students of elementary school from the first year up to the sixth year, junior high school, senior high school and university. By giving English in the junior high school.

One of the ways to learn English is by listening news, by giving English news children can learn the foreign language. By giving the English news for children, they can learn about how to spell, how to pronounce the word, and how to listen and speak correctly.

The questions of this research do the students heve good in listening to English news, do the students have good achievement in listening comprehension of report text, and is there any positive and significant correlation between the students competence in listening to English news and theit achievement in listening comprehension of report text of *SMA Muhammadiyah Cirebon*.

The writer has taken quantitative approach by means of using theoretical data and empirical data recourses', the techniques of collecting the data which have been used by the writer are observation, interview and test. The data are analyzed by the theoretical and statistical analysis. For statistical analysis the writer uses the formula of person's product moment correlation. To indicate how many percents the contribution of X variable influences Y variable, the writer uses coefficient of determination (DC = r^2 x 100%).

From the research, the students' competence on listening English news is 4.82 it is bad classification, the students' achievement on listening report text is good. From the computation of the person's formula of the product moment correlation, in indicates that listening English news and students' achievement in listening report text at the second grade of *SMA Muhammadiyah Cirebon* (r_{xy}) is 0.22 it is categorized in the low correlation. The contribution of coefficient of determination (DC) is 5%. It can be considered that there is a very low or it can be called there is no significant correlation of listening English news and students' achievement of report text at the second grade students of SMA Muhammadiyah Cirebon.

RATIFICATION

This is to certify that the thesis entitled "**The Correlation between the Students' Competence in Listening to English News and their Achievement in Listening Comprehension of Report Text at the Second Grade Students of *SMA Muhammadiyah Cirebon*"**, written by **HELDA AGHESTI** (Reg. Number **58430574**), was examined and approved on 23 May 2013, by the Board of Examiner.

This thesis fulfills one of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) of English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies Cirebon.

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Assalamu'alaikum Wr. Wb.

After guiding, analyzing, briefing, and correcting, to the writing of **Helda Aghesti** Thesis Registered Number **58430574** entitled:

"**The Correlation between the Students' Competence in Listening to English News and their Achievement in Listening Comprehension of Report Text at the Second Grade Students of** *SMA Muhammadiyah Cirebon***".**

We strongly recommend that her thesis is subject to be held viva voice.

Wassalamu'alaikum Wr. Wb.

Cirebon,   Februari 2013

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LETTER OF AUTHENTICITY

Bismillahirrahmaanirrahim

I acknowledge that this thesis entitled in: "**The Correlation between the Students' Competence in Listening to English News and their Achievement in Listening Comprehension of Report Text at the Second Grade Students of** *SMA Muhammadiyah Cirebon***".**

Is really my own writing with some quotations from some sources by using the acceptable scientific method of writing.

I made this letter of authenticity according to the truth. I will responsible to any risk happens in the future if it is proven to offend to ethic of scientific writing.

Cirebon,   Februari 2013

The Writer,

HELDA AGHESTI

Motto :

" *The 3 C's of life... Choice,,, Chance,,, Change.... You must make the Choice*

to take the Chance if you want anything to Change...."

SPECIAL DEDICATION

A little work here, I dedicate to My beloved Father Mr. Wilopo, and My beloved Mother Mrs. Kunirah, S.Pd.I, thanks for your praying, loves, and affections that unpayable with everything of any kinds. May Allah gives the Great Merciful for you.

I thank also to my beloved sister Eka Yulinda, S.Pd and my beloved brother Anton Desvian, and all of my families, thanks to all your valuable advice.

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 Then I say thank for all my friends; My best friends (Lina Awalina, Eni Wahyuni, Lina Marliana S), The Big Family of MENWA, for all my friends in PKS, all of friends in English Education Department, and all of friends who cannot mentioned one by one, thanks for your contribution directly or indirectly (although Just like a smile contribution).

I realize that all cases, not apart from supports, motivations, and sincere prays of friends. For me: "A real friend is like a sunny day spreading brightness all around".

Only God will give them all their good deeds. May God Bless you all?? Amien…

"Well done is better than well said'

AUTOBIOGRAPHY

The writer of this thesis is Helda Aghesti. She was born on August 07th 1990 in Cirebon, West Java. She has one sister and one brother. The writer is the second child in her family. Her father name is Mr. Wilopo and her mother is Mrs. Kunirah, S.Pd.I.

The writer graduated of Elementary school (SDN 2 Plumbon-Cirebon) in 2002; she continued her study to Junior High School (SMPN 2 Plumbon-Cirebon) and passed it in 2005. Then, she continued to Senior High School (SMA Muhammadiyah Cirebon) and passed it in 2008. After that, she entered her study to English Education Department of Tarbiyah Faculty Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon up to now.

PREFACE

There is no word better than praise be to God Allah, The al-Mighty who has given as his guidelines and his blessings, so the writer can finish this thesis clearly. We never forget to the best attitude and also taught us the peaceful for all of human being.

In this arranging thesis, the writer is not alone because there are many persons who have helped and advised directly and indirectly. So, as the east person the writer would like to thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar, MA., the Rector of Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon.

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9. All of the friends at IAIN Syekh Nurjati Cirebon.

10. The students of the second grade of SMA Muhammadiyah Cirebon.

11. All of the family who has motivated to finish this thesis.

My Allah the al-Mighty give all of persons above blessings and mercies Amien.

The writer realizes deeply that this thesis still has many mistakes and further hoped. Therefore, the writer receives many critics and constructive suggestion in order to be good thesis. Finally, the writer hopes may this thesis get useful to readers and can be contributive for developing sciences especially Islamic education.

Cirebon,   Februari 2013

The Writer

TABLE OF CONTENT

THE LIST OF TABLE

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Isjoni (2009: 11) said that learning is the teacher effort to help the students do of learning. According to Barlow in Muhibbin Syah (1999: 60) said that "*Belajar adalah suatu proses adaptasi (penyesuaian tingkah laku) yang berlangsung secara progresif*". (Learning is a process progressive behavior adaptation).

Listening is a learned behavior involving *hearing, attending, discriminating, understanding,* and *remembering*. The listening of both children and adults can be improved significantly with practice (Miller, 2000: 61). Second language (L2) Listening Comprehension of Report Text is a complex process, crucial in the development of second language competence.

Listeners use both bottom – up processes (linguistic knowledge) and top down processes (prior knowledge) to comprehend. Knowing the context of a listening text and the purpose for listening greatly reduces the bourdon of comprehension. (Rest, 2002: 45) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (Receptive orientation); constructing and representing meaning (Constructive Orientation); negotiating meaning with the speaker and responding (Collaborative Orientation); and,

creating meaning through involvement, imagination and empathy (Transformative Orientation).

From those definition, the writer concludes that listening is complex process so if we teach listening English, we should make the students enjoyable. This is a duty of teacher, the teachers should have method and strategy to teach listening, so the students understand listening material that given by the teacher.

The students achievements means the actual competence of the students, the teaching and learning process at school which is indicated by marks based on the result of the best. The achievement here is specified on Listening Comprehension of Report Text because listening is a part of English skills, those are reading, speaking, and writing.

According to statements, in this case, the writer is interested to do research in *SMA Muhammadiyah Cirebon*, because the writer lives near this school. Beside that, the writer wants to know the real condition of *SMA Muhammadiyah Cirebon*. Each class consist of 40 students. But the writer only analyze the research at the second class of *SMA Muhammadiyah Cirebon* .

The teacher success in teaching and learning activity depend on the teachers' skill and making the situation quietly in teaching process, and the teachers' skill in selecting and giving materials. The teachers' successful indicator in teaching are ability to explain, to develop, and to create relevancy the materials with the students' need and the development science and technology progress.

Media is important one in teaching and learning process. Media is one of the strategy to teach the material. In teaching listening, many kinds of media that used by the teacher. Beside that the internal factor from the students also give influence on increasing their achievement in listening. For example, the Students' Competency on Listening to English News so they are not strange to listen English news and not strange to the words. By listening to English news, the teacher hope that the students can learn how is the native speaker speak the foreign language in different ways. Students can imitate, understand of the native speaker style in speak foreign language.

The problem which is found in *SMA Muhammadiyah Cirebon* is the students difficulties in Listening Comprehension of Report Text, it's mean that most of the students' got bad score in Listening Comprehension of Report Text., so the students have to learn more to increase their achievement in listening.

B. The Identification of the Problem

a. The Field of Research

The field of research of this thesis is Listening Comprehension of Report Text.

b. The Kinds of the Problem

The title of this thesis is the Correlation between the students' competence in listening to English news and their achievement in listening

comprehension of report text at the second grade of *SMA Muhammadiyah Cirebon*. So kinds of the problems are as follows:

a) The students are difficult in study listening

b) The students are lack in mastery of listening

c) The students are difficult to understanding listening English

c. The Main Problem

The title of this thesis is the Correlation between the students' competence in listening to English news and their achievement in listening comprehension of report text at the second grade of *SMA Muhammadiyah Cirebon*. So the main problem in this thesis is that students are shallow on understanding listening English.

C. The Limitation of the Problem

In this research, the writer would like to limit the main problem which has correlation with title of the thesis, that is The Correlation Between the Students' Competence in Listening to English News and Their Achievement in Listening Comprehension of Report Text at the Second Grade of *SMA Muhammadiyah Cirebon*.

D. The Questions of the Research

a. Do the students' have good competence in listening to English news?

b. Do the students' have good achievement in listening comprehension of report text?

c. Is there any positive and significant correlation between The Students' Competence in Listening to English News and Their Achievement in Listening Comprehension of Report Text?

E. The Aims of the Research

In accordance with those real problems above, the aims of the research in this thesis as follows:

a. To find out the students' Competence in Listening to English News.

b. To find out the students' achievement in Listening Comprehension of Report Text.

c. To find out the correlation between the Students' Competence on Listening to English News and Their Achievement in Listening Comprehension of Report Text.

F. The Use of the Research

The researcher hopes the research can be useful for:

1) Writer

a. Help writer to solve the student's problem.

b. Help the writer to know far is the student's achievement in listening.

2) Teacher

a. The research can help teacher to develop the method and teaching technique effectively.

b. The research can help teacher to develop the student's talent and interest in learning English.

c. The research can help teacher on improving student's achievement in listening English.

3) Students

a. The research can make students feel interested in learning English all the time.

b. The research can help the students on increasing their achievement in listening English, so they can get good mark in English.

c. The research can help students to always have good motivation to study English.

CHAPTER II

THEORETICAL FOUNDATION

A. The Nature of Competence

Competence (or competency) is the ability of an individual to do a job properly. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees. As defined, the term "competence" first appeared in an article authored by Craig C. Lundberg in 1970 titled "Planning the Executive Development Program". The term gained traction when in 1973, David McClelland wrote a seminal paper entitled, "Testing for Competence Rather Than for Intelligence". It has since been popularized by one-time fellow McBar & Company (Currently the "Hay Group") colleague Richard Boyatzis and many other. Its use varies widely, which leads to considerable misunderstanding.

Some scholars see "competence" as a combination of knowledge, skills, and behavior used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role. For instance, management competency might include systems thinking and emotional intelligence, and skills in influence and negotiation.

Competency is also used as a more general description of the requirements of human beings in organizations and communities. Competency is sometimes thought of as being shown in action in a situation and context that might be

different the next time a person has to act. In emergencies, competent people may react to a situation following behaviors they have previously found to succeed. To competent a person would need to be able to interpret the situation in the context and to have a repertoire of possible actions to take and have trained in the possible actions in the repertoire, if this is relevant. Regardless of training, competency would grow through experience and the extent of an individual to learn and adapt. (http://en.wikipedia.org/wiki/Competence_%28human_resources%29).

B. The Nature of Achievement

a. Definition of Achievement

Poerwadarminta (1996: 768) explained: *"prestasi hasil yang telah dicapai (dilakukan, dikerjakan).* (achievement is the result of learning process done by the students)".

Sulaiman defines achievement as result of learning gained by the students in certain period after being evaluated by their teacher in the last semester examination shown by numeral form in report.

b. The Factor Influenced The Students' Achievement

Ngalim Purwanto (1980: 17) stated that: *"perkembangan manusia itu ditentukan (merupakan) hasil dari dua factor yaitu pembawaan dan lingkungan.* (Human development is determined from two factors, namely natural and environmental factors)".

From the explanation above, the writer can be conclude that the students learning achievement is influenced by the natural factors, which are known by internal and external factor.

a) Internal factor

Internal factor is the factor, which bought by the learner (students) since childhood. In the terminology it known as "intelligence" namely "the ability" is brought since they were born, which enable too.

b) External factor

External factor is which rise from the students' outside self, which could influences the low or advanced students are active in their surroundings, the he could be intelligent and will increase his learning achievement.

According to Al-Khuli (1976: 98) a test may be used to measure students' achievement. The students usually want to know much they have achieved and where they stand among their classmates. A high score gives them feeling of satisfaction and their success will lead him to further success. A low score may motivate the students to double their effort to improve their own achievement.

Ngalim Purwanto (1990: 107) also classified the factor that can influence the students' achievement in sketch below:

Table 1

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                              ┌──────────────────┐
                              │  Environmental   │
                              │      Input       │──┐
                              └──────────────────┘  │   ┌──────────────────┐
                  ┌───────────┐                      └───│  Social Condition │
                  │ Extrinsic │                          └──────────────────┘
                  └───────────┘                          ┌──────────────────┐
                                                         │    Curriculum     │
                                                         └──────────────────┘
                              ┌──────────────────┐       ┌──────────────────┐
                              │   Instrumental   │───────│     Teacher       │
                              └──────────────────┘       └──────────────────┘
  ┌──────────┐                                           ┌──────────────────┐
  │  Factor  │                                           │    Facilities     │
  └──────────┘                                           │    Education      │
                                                         └──────────────────┘
                                                         ┌──────────────────┐
                                                         │  Administration   │
                                                         │   Management      │
                                                         └──────────────────┘
                                                         ┌──────────────────┐
                                                         │    Physiologic    │
                              ┌──────────────────┐       │     Condition     │
                              │   Physiologic    │───────└──────────────────┘
                              └──────────────────┘       ┌──────────────────┐
                                                         │  Condition five   │
  ┌───────────┐                                          │      Sense        │
  │ Instrinsic│                                          └──────────────────┘
  └───────────┘                                          ┌──────────────────┐
                                                         │      Talent       │
                                                         └──────────────────┘
                                                         ┌──────────────────┐
                              ┌──────────────────┐       │     Interest      │
                              │   Psychology     │───────└──────────────────┘
                              └──────────────────┘       ┌──────────────────┐
                                                         │   Intellegence    │
                                                         └──────────────────┘
                                                         ┌──────────────────┐
                                                         │ Cognitive Ability │
                                                         └──────────────────┘
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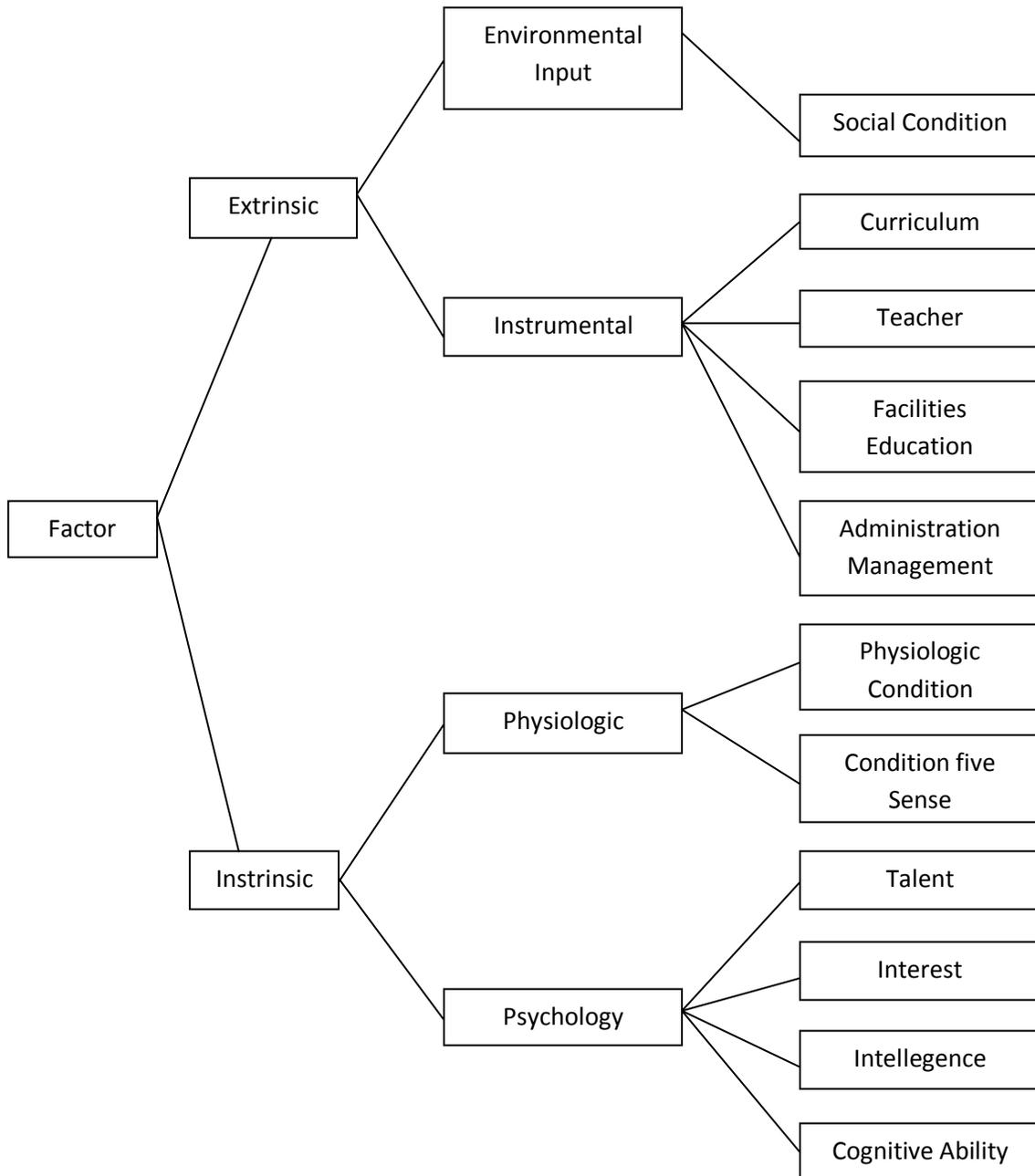
C. The Nature of Listening

a. The Definition of Listening

Listening is receiving with nothing to prove (A. Jann Davis 1984: 4). Miller (2000: 61) said that listening is a learned behavior involving *hearing, attending, discriminating, understanding, and remembering.*

Listening is to take note of expressly to sounds or to cate the speaker's assumption what people said exactly. (M. Ngalim Purwanto & Djeniah Alim. 1997: 23). Listening is not a one way street. It is not merely the process of a unidirectional receiving of audible symbols.

Listening is one of the many involuntary things that we do every day, but how does it really happen? Learn more about listening and the process that the brain goes through to decipher the auditory message it receives. (http://www.learningthroughlistening.org/FAQs/30/#whatis).

Listening is a communication process and, to be successful, is an active process. In other word, you must be an *active participant* in this communication process. In active listening, meaning and evaluation of a message must take place before a listener can respond to a speaker. Therefore, the listener is actively working while the speaker is talking. (http://www.elmhurts.edu/library/learningcenter/Listening/whatisactivelistening.htm).

Listening is a very important skill, especially for tutors. Many tutors tend to talk too much during a tutorial session. This defeats the purpose of tutoring, which is to allow students to learn by discussion. Rather than turning

the session into a mini-lecture, tutors must actively listen and encourage their students to become active learners. Giving a student your full attention is sometimes difficult because you start to run out of time, or you find yourself thinking about your next question; however, the time you spend actively listening to your student will result in a quality tutoring session. (http://www.ccsf.edu/~learnasst/lern10/listening.html)

Ngalim Purwanto (1997: 23) said that to be a good listener, the listener must understand what the speaker said, understand and know sentence form, and catch what intent of meaning from the conversation.

b. The Types of Listening

According to Scolt in Miller (2000: 61), there are several types of listening, they are as follows:

a) Appreciative listening

The students find pleasure and entertainment in hearing music, poems, and stories. It is useful to begin a listening program with this type of listening, since is passive, but personal for each students.

b) Purposeful listening

The students follow directions and when provide response.

c) Discriminative listening

First the students becomes aware of changes in pitch and loudness, and then sounds become differentiated in the environment. Eventually, the students able to discriminate between the speech sound.

d) Creative listening

The students imagination and emotions are stimulated by listening experiences. Thought hare expressed spontaneously and freely through words or actions or both.

e) Critical listening

The students understand, evaluate, make discussion, and formulate, opinion. To encourage this critical listening, the teacher may pose such question as, "what happens when we talk at once?" or "what if everyone wanted to play in the playhouse in the same time?".

According to Jeremy Harmer (229-232) there are two kinds of listening, they are as follow:

a) Extensive listening

Extensive listening will usually take place outside the classroom, in the students' home, car, or on personal stereos as they travel from one place to another place. The motivational power of such an activity increases dramatically when student make their own choices about what they are going to listen to.

Material for extensive listening can be found from a number of sources. A lot of simplified readers are no published with an audio version on tape. These provide ideal listening material. Many students will enjoy reading and listening at the same time using both the reader and tape.

In order for extensive listening to work effect fiscally with a group of students, we will need to make a collection of appropriate tapes clearly marked for level, topic, and genre.

If students are to get the maximum benefit from a listening then we should replay the tape two or more times, since with each listening they may feel more secure, and with each listening (where we are helping appropriately) they will understand more than they did previously.

b) Intensive "live" listening

A popular way of ensuring genuine communication is live listening where the teacher and/or visitors to the class talk to the students. This has obvious advantages since students can interrupt speakers and ask for clarification. They can, by their expressions an demean our, indicate if the speaker is going to slowly or too fast. Live listening can take the following forms:

1. *Reading aloud*; an enjoyable activity, when done with conviction and style, is the teacher reading aloud to a class. If we want involve our students in live listening we need to observe them with great care to see how easily they can understand us. We can then adjust the way we use the "machine" (in this case ourselves or a visitor) accordingly.

2. *Feedback organizer*; when our students have completed the task, we should lead a feedback session to check that they have completed the task successfully. We may start by having them compare their answer like this since, by sharing their knowledge, they are also sharing their

responsibility for the answers. Because listening can be a tense experience, encouraging this kind of cooperation is highly desirable.

It is important to be supportive when organizing feedback after listening if we are counter any negative expectations students might have and if we wish to sustain their motivation.

3. *Prompter*; when students have listened to an tape or disk for comprehension purposes we can have them listen to it again for them to notice a variety of language and spoken features. Sometimes we can offer them script dictations (where some words in a transcript are blanked out) to provoke their awareness of certain language items.

H Dougles Brown (1994: 242-244) defines the types of classroom listening performance are as follow:

1) Reactive

Sometimes you simply want a learner to listen to the surface structure of an utterance for the sole purpose of repeating it back it you. While this kind of listening performance requires little meaningful processing. It nevertheless may be a legitimate, even though a minor, aspect of an interactive, communicative classroom.

2) Intensive

Techniques whose only purpose is to focus on components (phonemes, words, intonation, discourse markers, etc.) of discourse may be considered to be intensive as opposed to extensive in their requirement that students

single out certain elements of spoken language. They include the bottom-up skills that are important at all levels of proficiency. Examples of intensive listening performances include:

1. Students listen for cues in certain choral or individual drills.

2. The teacher repeats a word or sentence several times to "imprint" it the student's mind.

3. The teacher asks students to listen to a sentence or a longer stretch of discourse and to notice a specified element, e.g. intonation, stress, a contraction, a grammatical structure, etc.

3) Responsive

A significant proportion of classroom listening activity consist of short stretches of teacher language designed to elect immediate responses. The students' task in such listening is to process the teacher talk immediately and to fashion on appropriate reply. Examples include:

1. Asking questions ("how are you today?" "what did you do last night?")

2. Giving commands ("take out a sheet of paper and a pencil")

3. Seeking clarification ("what was that word you said?")

4. Checking comprehension ("so, how many people were in the elevator when the power went out")

4) Selective

In longer stretches of discourse such as monologues of a couple of minutes or considerably longer, the task of the students is not to process everything

that was said but rather to scan the material selectively for certain information. Selective listening differs from intensive listening in that the discourse is in relatively long length. Example of such discourse include:

1. People's name

2. Dates

3. Certain facts or events

4. Location, situation, context, etc.

5. Main ideas and? Or conclusion

5) Extensive

Extensive performance could range from listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the student to invoke other interactive skills (e.g. note taking, discussion) for full comprehension.

6) Interactive

Finally, there is listening performance that can include all five of the above types as learners actively participate in discussions, debates, conversations, role-plays, and other pair and group work. Their listening performance must be intricately integrated with speaking (and perhaps other) skills in the authentic give and take of communicative interchange.

H. Douglas Brown also defines interactive model of listening comprehension. He said that listening is not a one way street. It is not morally the process of a unidirectional receiving of audible symbols. One

facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.

c. The Strategies and Materials for Improving Competence in Listening

According to Miller (2000: 62), there are a number of different strategies and materials that can be used effectively to improve listening skill:

a) Steps of Meaningful Listening Instruction

Meaningful listening instruction can be developed around the following five steps. They are as follow:

1) *Identify the needed skill or strategy:* Through observation, teachers can identify listening needs, which help the students to active their prior knowledge about what "good listening" is in relation to a specific strategy.

2) *Teach the lessons:* Listening instruction should be integrated into daily teaching activities.

3) *Supervise practice and debriefing:* At the end of lessons, teacher should engage the students in discussions about how they were effective listeners.

4) *Review skills and strategies that were previously taught:* Listening strategies that have been taught need to be reviewed and extended into other listening situations.

5) *Select strategies for specific situation:* the ultimate goal of teaching listening skills is to help the students analyze listening situation and adjust their listening strategy effectively.

b) The Directed Listening-Thinking Active (DL-TA)

The directed Listening-Thinking Activity is designed to help the students derive meaning from stories and to develop story structure. It can be used either with fictional trade books of various types or with informational books. It consist of some variation of the following:

1) Have the students predict the book content from the title after it is read aloud to him or her.

2) Have the students then pose appropriate question before reading that can be answered from hearing the book read aloud.

3) The students actively listen to the book being read aloud, verifying or changing the predictions that were made prior to the reading depending upon whether or not they were correct.

c) Listening Centers (Listening Post)

Listening centers, sometimes called *listening post,* can be very useful in improving the students *listening skills*. A listening skill or listening post is a

part of classroom in which the students can listen to various type of cassette recordings with headphones or when she or he can simply be alone.

d) Nursery Rhymes, Counting Rhymes, Poems, Jingles, Songs, Chants, and Finger Play.

Nursery Rhymes, counting rhymes, poems, jingles, songs, chants, and finger play all can be used to improve the students listening skills. Most of these are equally useful in improving the students' listening skill.

d. The Strategies in Teaching Listening

According to Brown in Iskandarwssid and dadang Senendar (2008: 227-228) said that there are several process in listening, they are as follows:

a) The listener process of raw speech and save image in short term memory, this image are phrase, clause, punctuation, intonation and stress from the conversation what they hear.

b) The listener determine of types in every of the conversation event. Listeners, as an example, must be determine, does the form of conversation a dialogue, speech, etc. then he or she interpret the massage what did he of she receive.

c) The listener find out the purpose of the speaker with consider of the form, kind, and content of the conversation.

d) The listener recall the background of the information.

e) The listener find out of the literal meaning from the massage that they hear.

f) The listener determine of the purpose the literal meaning.

g) The listener consider what is the information which is receive must keep in the memory or delay.

h) The listener delete of the massage that was receive.

The high step of listening skill is able to re-information the knowledge through writing or speaking skill. The listening knowledge in language learning divide into two kinds: *Direct Situation,* like in conversation, speech, songs, etc. *indirect situation* for example is listen to the conversation in a cassette. The important one in listening skill is to know what did the speaker said.

Listening has two purpose, they are as follows:

a) Perception is cognitive characteristic from the listening process about the knowledge comprehension in grammar.

b) Recaps is the massage that the speaker want.

The technical which is use in step of learning (elementary, intermediate, and advance) are as follows:

a) Pure listening

b) Speech

c) Visual

d) Gesture

e) Writing

e. Principle for Designing Listening Techniques

According to H. Douglas Brown (1994: 244:246) said that there are several decades of research and practice in teaching listening comprehension have yielded some practice principles for designing techniques that include aural comprehension. These principles summarized below:

a) In an interactive, for skill curriculum, make sure that you don't overlook the importance of techniques that specifically develop listening comprehension competence.

b) Techniques should be intrinsically motivating

Authentic language and real world tasks enable students to see the relevance of classroom activity to their long term communicative goals.

c) Techniques should utilize authentic language and contexts

Authentic language and real world tasks enable students to see the relevance of classroom activity to their long term communicative goals.

d) Carefully consider the form of listeners' responses.

Comprehension it self is not externally observable. Lund in H. dougles Brown defines offers nine different ways that we can check listeners' comprehension:

1) Doing the listener responds physically to a command.

2) Choosing the listener selects from alternatives such as pictures, objects, texts.

3) Transferring the listeners draws a picture of what is heard

4) Answering the listener answers question about the massage.

5) Condensing the listener outlines or takes notes on a lecture.

6) Extending the listener provides an ending to a story heard

7) Duplicating the listener translates the massage into the native language or repeats it verbatim.

8) Modeling the listener orders a meal, for example, after listening to a model order.

9) Conversing the listener engages in conversation that indicates appropriate processing of information.

e) Encourage the development of listening strategies

Most foreign language students are simply not aware of how to listen. One of your jobs is to equip them with listening strategies that extend well beyond the classroom. Draw their attention to the value of such strategies as:

1) Looking for keywords

2) Looking for nonverbal cues to meaning

3) Predicting a speaker's purpose by the context of the spoken discourse

4) Associating information with one's existing cognitive structure (activating schemata)

5) Guessing at meanings

6) Seeking clarification

7) Listening for general gist

8) For test of listening comprehension, various test-taking strategies.

f) Include both bottom-up and top-down listening techniques

Bottom up processing proceeds from sounds to words to grammatical relationship to lexical meanings. To a final "massage". Stop down processing is avocado from "a bank of prior knowledge and global expectations" and other background information that the listener brings to the text. Bottom-up techniques typically focus on sounds, words, intonation, grammatical structures, and other component of spoken language. Top-down techniques are more concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text.

f. The Steps of Effective Listening

The ten steps of effective listener are as follow:

a) Face the speaker and maintain eye contact.

b) Be attentive yet relaxed.

c) Keep an open mind.

d) Listen to the words and try to picture what the speaker is saying.

e) Don't interrupt and don't impose your "solutions".

f) Wait for the speaker to pause to ask clarifying questions.

g) Ask questions only to ensure understanding of something that has been said (avoiding questions that disrupt the speaker's train of thought).

h) Try feel what the speaker is feeling.

i) Give the speaker regular feedback, e.g., summarize, reflect feelings, or simply say "uh huh".

j) Pay attention to what isn't said –to feelings, facial expressions, gestures, posture, and other nonverbal cue. http://www.womensmedia.com/new/self-improvement-listening.shtml

g. Poor Listening Habits and Good Listening Habits

Table 2

Poor Listening Habits	Poor Listeners….	Good Listeners….
Criticizing a speaker	Criticize the speaker's voice, clothes, or looks. Therefore, they decide that the speaker won't say anything important.	Realize that a lecture is not a popularity contest. Good listeners look for the ideas being presented, not for things to criticize.
Finding fault with the speaker	Become so involved in disagreeing with something the speaker states that they stop listening to the remainder of the lecture.	Listen with the mind, not the emotions. Good listeners jot down something they disagree with to ask the speaker later, then go on listening.
Allowing yourself to be distracted	Use little distractions – someone coughing, a pencil dropping, the door opening and closing –as an excuse to stop listening.	Filter out distractions and concentrate on what the speaker is saying.
Faking attention	Look at the speaker but don't listen. They expect to get the material from the textbook later.	Understand that speakers talk about what they think is most important. Good listeners know that a good lecture may not contain the same information as

		the textbook.
Forcing every lecture into one format	Outline the lecture in detail. The listener is so concerned with organization that he misses the content.	Adjust their style of note-taking to the speaker's topic and method of organization.
Listening only for facts	Only want the facts. They consider everything else to be only the speaker's opinion.	Want to see how the facts and examples support the speaker's ideas and arguments. Good listeners know that facts are important, because they support ideas.
Listening to only the easy material	Think it is too difficult to follow the speaker's complicated ideas and logic. A poor listener wants entertainment, not education.	Want to learn something new and try to understand the speaker's point. A good listener is not afraid of difficult, technical, or complicated ideas.
Calling a subject boring	Decide a lecture is going to be dull and "turn out" the speaker.	Listen closely for information that can be important and useful, even when a lecture is dull.
Overreacting to "push button" emotional words	Get upset at words which trigger certain emotions – words such as communist, income tax, Hitler or abortion. Emotion begins and listening ends.	Hear these same words. When they do, they listen very carefully. A good listener tries to understand the speaker's point of view.
Wasting thought speed	Move along lazily with the speaker even though thinking is faster than speaking. A poor listener daydreams and falls behind.	Use any extra time or pauses in the lecture to reflect on the speaker's massage. They think about what the speaker is saying. Summarize the main points, and think about the next points.

D. The Nature of Learning

a. The Definition of Learning

According to Isjoni (2009: 11) said that learning is the teacher effort to help the student to do learning. W. H. Burton in Uzer Usman (1993: 4) defines learning is change in the individual due to instruction of that individual and his environment, which feels a need and makes him more capable of dealing adequately with his environment.

Learning is his the process by which an activity originates or is changed through responding to a situation, provide the change can not be attributed to growth or the temporary state of the organism (as fatigue or under drugs) (Uzer Usman 1993: 5).

According to Barlow in Muhibbin Syah (1999: 60) said that *"Belajar adalah suatu proses adaptasi (penyesuaian tingkah laku) yang berlangsung secara progresif"*. (Learning is a process progressive behavior adaptation).

Learning is change in organism due to experience which can affect the organism's behavior. (Hinizman quoted by Muhibbin Syah 1999: 61).

Witting in Muhibbin Syah (1999: 62) defines learning as any relatively permanent change in an organism's behavioral repertoire that occurs as a result of experience.

Muhibbin Syah (1999: 141) classified the factor that can influence the learning process in the table below:

Table. 3
Learning influence factor

Students' internal	Students' external	Approach

1. Psychology Aspect
  - Body tonus
  - Eye and ear
2. Psychological Aspect
  - Intelligence
  - Attitude
  - Interest
  - Talent
  - motivation
	1. Social Environment
	  - Family
	  - Teacher and staff
	  - Society
	  - Friends
	2. Non – Social Environment
	  - Home
	  - School
	  - Property
		1. High Approach
		
		  - Speculative
		
		  - Achieving
		
		2. Middle Approach
		
		  - Analytical
		
		  - Deep
		
		3. Low Approach
		
		  - Reproductive
		
		  - Surface

According to Mackey (1965: 125), states that different theories, however, are not all mutually exclusive; there is a certain measure of agreement among them on the factors which affect the learning, in which direction he is headed, how fast he is going and how long it will take him to get there.

Then, he continued that the factors which is determine to measure successfully or on in learning process are:

a) Motivation

Motivation determines how much a person will learn and when he will learn it. This depends on what he wants to know badly he wants to know it. It depends on how he thinks he can learn it, interests and sense of values of an

individual. It is the justification in language-teaching methods and techniques of the effort expended to make the learner want to learn the second language.

b) Capacity

Capacity has to do with how much a person is able to learn in comparison with other individuals. In depends on his native ability, his previous training, and also on his age.

c) Repetition

Nearly all theories of learning give some importance to repetition. Repetition permits the reinforcement of patterns are and their conversion into skills. Once these patterns are established, they resist interference from any conflicting patterns which may presents themselves to the mind, as in learning of a second language.

Repetition or practice, is essential in learning any sort of skill, like language, music, painting, and certain sport. Active repetition is considered better than passive repetition, so the person who tries to speak a language may learn it better than one who simply tries to understand it. Spaced repetition is generally considered better than concentrated repetition, especially if the material is to be retained for any length of time. Repetition is one of the most important elements in remembering what is learned.

d) Understanding

Many theories, especially the cognitive ones, considered the understanding as important learning factor. Learners learn something better if they understand what is involved and if they know exactly what they are doing. For other types of learning, understanding what is involved may not be important. For example, we can pronounce all the sounds of language without knowing all the tongue position.

b. The Process of Learning

Process is a word which derived from Greek word "process" which mean, "move forward". This word has its connotation as a sequence or progress which leads to a certain target or goal.

According to Moully (1965: 229) there are seven steps in the learning process.

a) Motivation

b) Goal

c) Readiness

d) Obstacle

e) Response

f) Reinforcement

g) Generalization

Hamchek's (1975: 435) opinion his book opinion Behavior Dynamics in teaching, Learning and growth states, there are at least important variables to considered in relation to the dynamics of learning.

a) The external stimulus, that we call the S variable

b) The internal factors characteristic of the organism itself, the O variables

c) The response, the R variables

c. The Aims of Learning

For the success of learning need a conductive learning environment system in reaching its learning purpose, learning environment system consist of various component which influence each other, for example learning objectives, subject matter, teacher and students, teaching and learning facilities. In other words, to attain certain purpose of learning environment too.

Generally, according to Sardiman A. M (2000: 26-27) there are kinds of aim of learning, they are:

a) Obtaining knowledge

Reasoning ability shows it possession of knowledge and reasoning ability is bound together. It means we cannot expand our reasoning ability without knowledge substance, and on the contrary reasoning ability will enrich our insight. This purpose has a significant progress in learning activities.

b) Establishment of concept and skill

In establishing a concept or formulate need a skill. Skill could be condition by practicing ability a lot as well as in expressing practicing feeling in

spoken or written, it is not a matter of vocabulary and grammar. It needs more practice.

c) Attitude formatting

To establish students mental attitude, behavior and personality, teacher has to be wise and more careful in his approach. A teacher is not simply "educate" and transfer all values to all hiss students.

E. The Nature of News

a. The Meaning of News

News is the communication of selected information on current events which is presented by <u>print</u>, <u>broadcast,</u> <u>internet</u>, or <u>word of mouth</u> to a third-party or mass audience. (http://en.wikipedia.org/wiki/News)

The <u>English</u> word "news" developed in the 14th century as a special use of the plural form of "new". In <u>Middle English</u>, the equivalent word was newes, like the French <u>nouvelles</u> and the German neues. Similar developments are found in the <u>Slavic language</u> – the <u>Czech</u> and <u>Slovaknoviny</u> (from <u>novy</u>, "new"), the <u>cognate</u> <u>Polish</u> nowiny and <u>Russian </u>novosti – and in the <u>Celtic language</u>: the <u>Welsh</u> newyddion (from newydd) and the <u>Cornish</u> nowodhow (from nowydh). (http://en.wikipedia.org/wiki/News)

F. The Nature of Report Text

a. The Meaning of Report Text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis (Reporttext.blogspot.com). "Report can be straightforward recounts of events, but many of them are more than this. They may contain accounts and descriptions, but they often do more than describe a thing, event or situation. Some reports state a problem and suggest a solution. Some argue a case with evidence and making a recommendation."

b. Purpose of Report Text

The purpose of a report is to describe and classify information. Reports have a logical sequence of facts that are stated without any personal involvement from the writer.

Informative reports are written about living things like plants and animals and non-living things like cars or oceans. An information report is used when we talk and write about, eg. Bikes. (When writing a description we only talk/write about one specific thing, eg. My Bike).

c. Structure

Reports usually consist of the following:

a) An opening statement. (*The Antarctic is a large continent at the South Pole; Possums are nocturnal animals that were introduced to New Zealand from Australia.*)

b) A series of facts about various aspects of the subject eg where possums live, what they eat, problems they cause, etc. These facts are grouped into paragraphs and each paragraph has a topic sentence.

c) Diagrams, photographs, illustrations and maps may be used to enhance the text.

d) Reports don't usually have an "ending", although sometimes the detailed information is rounded off by some general statement about the topic.

d. Language

a) Nouns and noun phrases are used rather than personal pronouns. The use of personal pronouns is limited.

b) Most reports are written in the present tense.

c) Some reports use technical or scientific terms.

d) Linking verbs are used, eg. Is, are, has, have, belong to, to give coherence.

e) Uses some action verbs (climb, eat).

f) Descriptive language is used that is factual rather than imaginative, eg. Color, shape, size, body parts, habits, behaviors, function. (http://englishonline.tki.org.nz/English-online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms/Reports)

G. The Frame of Thinking

In teaching English, the teacher must be has good strategy. If the teacher has good strategy and media to teach the students, it can help the students to be

understood with the material especially in teaching and learning foreign language. The strategy and media will be influence to the students achievement if the media and strategy in teaching and learning process is good.

In the whole of education process at school, learning process becomes the main processing. In means that goal or on of education purposing depends on how students learning process can influence of students' achievement.

In this research the writers want to know the correlation between The Students' Competence on Listening to English News and Their Achievement in Listening Comprehension of Report Text.

H. The Hypothesis of Research

In this research the writer wants to prove there is significant correlation between The Students' Competence on Listening to English News and their Achievement in Listening Comprehension of Report Text at the second year students of *SMA Muhammadiyah Cirebon*.

CHAPTER III

THE METHODOLOGY OF RESEARCH

A. The Objective of the Research

The objective of this research is to find out the correlation between the Students' Competence in Listening to English News and Their Achievement in Listening Comprehension of Report Text at the second grade of *SMA Muhammadiyah Cirebon*.

B. The Place and Time of the Research

The place of the research is *SMA Muhammadiyah Cirebon*. The researcher chooses the second grade. The researcher visits the school and interview the teachers, head master, the staff and the students. The writer begins to do the research on 22 September until 22 November 2012.

C. The Method of Research

The research in this thesis quantitative research it means that in the research is done by using number or data, formula of statistic. There are many kinds of method of the research, which are in the quantitative research that has characteristic such as survey, comparative, correlation and action research, etc.

In this research the writer chooses and uses correlation method, the writer uses data with using the instrument which characteristic to measure. The result is analyzed with statistic to look correlation between variables x and y that are

analyzed by correlation research can give the result that can be reliable because of using of the instrument has been examined.

D. The Variables of the Research

The title of the research is "The Correlation Between the Students' Competence in Listening to English News and Their Achievement in Listening Comprehension of Report Text at the Second Grade of *SMA Muhammadiyah Cirebon*.

So the variables in the research are:

a. X variable: The students' competence in listening to English news.

b. Y variable: The students' achievement in listening comprehension of report text.

E. The Population and Sample

a. Population

According to Margono (1997: 118), *Populasi adalah seluruh data yang menjadi perhatian kita dalam suatu ruang lingkup dan waktu yang kita tentukan* (The population is all of data which be our attention in a scope and time with we curtained).

According to Encyclopedia of Education of Evaluation as quoted by Arikuntoro (2006: 108) "A population is a set (or correlation) of all elements processing one or more attributes of interest".

The population in this research is the second grade students of *SMA Muhammadiyah Cirebon*.

b. The Sample

Sample is individual from population. According to Margono (1997: 121), *sample adalah bagian dari populasi, sebagai contoh yang diambil dengan menggunakan cara-cara tertentu*. (Sample is the part of population as sample which is taken by using the certain ways). The sample of this research are the students of *SMA Muhammadiyah Cirebon*. And the writer chooses 38 students of the second grade.

F. The Techniques of Collecting Data

In collecting data the writer uses technique are as follows:

a. Observation

Observation it means as monitoring and recording systematically toward visible indication an object of research (Margono, 1997: 1958). In this research the writer notices and observe the process of teaching and learning English to get data how far is the students' achievement in listening comprehension of report text.

b. Interview

Interview is a verbal communication, it is like confirmation to get information (Nasution, 1996: 113). So the writer will interview the students, teachers, headmaster and staff the process of teaching and staff about the

process of teaching and learning especially in English school subject. The writer do interview to get the objective data.

c. Test

The test here is a way to collect data applied to get data by using some formulation as some task to determine a standard estimate.

Test (oral, written, short answer, essay, etc.) and other measurement such as observation and or questionnaire is a means to as certain result being achieved and progress being made toward objective of language learning (Wimmer, 1987: 102). In this research, the researcher choose short answer test to get data.

G. The Technique of Analysis Data

In order to make out the correlation between The Students' Competence in Listening to English News and Their Achievement in Listening Comprehension of Report Text at second grade of *SMA Muhammadiyah Cirebon*, the writer uses the steps of computations as follows:

a. To analyze the data found from X variable and Y variable the writer calculates the data with formulation r_{xy} :

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

b. To determine the level of correlation value, the writer orients to limitation below:

Table. 4

Interpretation table of "r" Product Moment

Besarnya nilai "r" Value of "r"	Interprestasi Interpretation
0.00 – 0.20	*Antara variable X dan variable Y memang terdapat korelasi, akan tetapi korelasi itu sangat rendah sehingga korelasi itu diabaikan (dianggap tidak ada korelasi antara variable X dan Variable Y)* Between X variable and Y variable there is a correlation, but the correlation is very weak or very low so that the correlation is neglected (it is considered that there is no correlation between X variable and Y variable).
0.20 – 0.40	*Antara variable X dan variable Y terdapat korelasi yang lemah.* Between X variable and Y variable there is a weak or low correlation.
0.40 – 0.70	*Antara variable X dan variable Y terdapat korelasi yang sedang dan cukup.* Between X variable and Y variable there is a enough or succifient correlation.

CHAPTER IV

RESEARCH FINDING

A. The general Objective of *SMA Muhammadiyah*

a. The History of School

SMA Muhammadiyah Cirebon is one of private school that were built in 01 August 1945 in *Kecamatan Kedawung Kabupaten Cirebon*. For the first time it only has two programs, they are exact and economic.

b. The Geographical of *SMA Muhammadiyah*

SMA Muhammadiyah is located on *Jl. Tujuh Pahlawan Revolusi No.70 Kecamatan Kedawung Kabupaten Cirebon.* This school has good facilities and good building, *SMA Muhammadiyah* is located in education complex, hotel, and the other facilities. The school condition is very strategies, good location, and near from centre zone of *Cirebon* city can make a good situation of instructional process.

c. The Objective Condition of Teacher

Beside the school facilities, the role of teacher in instructional process is very important, because the requirement must be completed in instructional process is the existence of teacher and student. In this way the role of teacher and students is very important to reach out the goal of instructional process. Students with all their characteristics are a raw input that will be participated in the instructional process, and trying to reach out the field of behavior

alteration, teacher as the manager the sub of surrounding system who is trying

the learning condition of student (Yusuf, sahudi "et all" 1993: 38).

From the first time school built there was some head master who led

SMA Muhammadiyah Cirebon. And here are the headmasters who ever led in

SMA Muhammadiyah Cirebon, They are :

Table. 5

Name of the headmaster and year their take hold

No	Name	The Year Their Take Hold
1	Bumita Sastradireja	
2	Drs. E. Ruhyat	
3	Drs. Amang Abdullah	1972 – 1985
4	Drs. Abdurrahman	1985 – 1990
5	Tukiyat Hadisucipto BA	1990 – 1998
6	Sugiarto Slamet BA	1998 – 2001
7	Drs. Agus Hidayat	2001 – 2008
8	Drs. Muhammad Alfan	2008 until now

Besides the students, teacher is most important in the instructional

process. There are thirty six teachers including the headmaster.

Table. 6

Name of the teacher

No	Name
1	Drs. Muhammad Alfan
2	Drs. H. Nanang Supriadi
3	Drs. H. Abdul Madjid A
4	Drs. Rumiyanto
5	Arofah Firdaus, S.Pd
6	Drs. Abdul Najib Mabruri
7	Drs. Iwa Kartiwa Hs
8	Didin Haerudin, S.Pd
9	Drs. Agus Hidayat
10	Sri Rahayu Widodo
11	Drs. Tatang Muhtar Hidayat
12	Edy Rustandy, S.Pd
13	Dra. Tuti Sulastri
14	Hj. Jamilah, SE
15	Drs. M Ibnu Tufail
16	Drs. Anas Ma'ruf
17	Ahmad, S.Ag
18	Desi Komalawati, S.S
19	Tri Pujiatna, S.Pd
20	Dra. Yani Wartini
21	Sarip Arifin, SH
22	Yani Mardiani, SE
23	Risqiyah, S.Pd
24	Nurlindah, MA
25	Kiki Fathiyani, S.Pd
26	Liyadi
27	Haris Setia M, ST
28	Ika Permana Sari, A.Md
29	Ade Fathuloh H, S.Si

30	Anggunnovita P, S.Si
31	Atta Muhtar, S.Psi
32	H Carlina
33	Yuning Pujiarti, S.Pd
34	Chafid Sepriadi, S.Kom

d. The Students' Condition

Students are element of instructional process, without students instructional process cannot be occurred.

B. Research Finding

a. The Students' Competence in Listening to English News at The Second Year Students of *SMA Muhammadiyah Cirebon*

In here the researcher wants to know the students' achievement in listening using listening English news by provide the report text and ask to the students what are the students listen from the news pronounce, and speak the sentences, after that part the researcher was doing listening test by providing report text, and her are the students' marks:

Table. 7
The Result of Students' Competence in Listening English News

No	Names	Listening Test
1	Ady Sudrajat	4
2	Agung Arafat	4
3	Aisyia Alfi K	6
4	Arfilia Naffa	4
5	Arif Nugroho	4
6	Ayu Meirizka	7
7	Calra Caludia	4
8	Deannisa Putri	4
9	Denida Pitalova	4

10	Devi Widya N	5
11	Dicky Rahman	4
12	Egi Olyana N	5
13	Fajriya I	4
14	Fatmala Dwi	6
15	Feni Heriyati	6
16	Fivi Nur'aeni	4
17	Ifun Nahdliyah	5
18	Ira Fitria Elinda	5
19	Ika Puspita	4
20	Irfan Trigustoro	4
21	Irwan Mahendra	4
22	Mayang Roro	5
23	Melisa Ningsih	4
24	Moh Zia U	4
25	Muflia Utami	5
26	Muhammada F	8
27	Mutmainah	4
28	Nibras Azhar	4
29	Nurul Indah	6
30	Panji Harsono	6
31	Qomariyah	7
32	Resta Yuliana	4
33	Samsul	5
34	Syarah Septiani	4
35	Sri Wati	4
36	Teguh Anwar	4
37	Yanuar B	7
38	Yeli Fitriyani	5
SUM		**183**

From the table above, the it can be know that the result of listening test after listening English news is 183 and the average of student's mark can be know by looking this formula:

$$Mx - \frac{\Sigma x}{N}$$ Mx = Mean of X variable

$$= \frac{183}{38}$$ Σx = Total (amount of X)

$$= 4.82$$ N = Total of students

From that calculation, it can be know that of students' competence in listening English news is bad. Some students cannot improve their listening. Depends of them after they are listening English News they know how to say something in English, because directly they say something when they are listening the news.

b. The Students' Achievement in Listening Comprehension of Report Text at The Second Year Students of *SMA Muhammadiyah Cirebon*

In here the researcher wants to know the students' achievement in listening using listening English news by provide the report text and ask to the students what are the students listen from the news pronounce, and speak the sentences, after that part the researcher was doing listening test by providing report text, and her are the students' marks:

Table. 8
The Result of Students' Achievement of Report Text

No	Names	Report Text Test
1	Ady Sudrajat	7
2	Agung Arafat	5
3	Aisyia Alfi K	8
4	Arfilia Naffa	8
5	Arif Nugroho	7.5
6	Ayu Meirizka	5
7	Calra Caludia	8
8	Deannisa Putri	8
9	Denida Pitalova	5
10	Devi Widya N	7
11	Dicky Rahman	7
12	Egi Olyana N	5
13	Fajriya I	8
14	Fatmala Dwi	5
15	Feni Heriyati	8
16	Fivi Nur'aeni	8

17	Ifun Nahdliyah	8
18	Ira Fitria Elinda	8
19	Ika Puspita	6
20	Irfan Trigustoro	7.5
21	Irwan Mahendra	7.5
22	Mayang Roro	7.5
23	Melisa Ningsih	7.5
24	Moh Zia U	8
25	Muflia Utami	8
26	Muhammada F	8
27	Mutmainah	6.5
28	Nibras Azhar	6.5
29	Nurul Indah	8
30	Panji Harsono	8
31	Qomariyah	8
32	Resta Yuliana	5
33	Samsul	8
34	Syarah Septiani	5
35	Sri Wati	5
36	Teguh Anwar	7
37	Yanuar B	6.5
38	Yeli Fitriyani	5
SUM		**264**

From the table above, the it can be know that the result of listening test after listening English news is 264 and the average of student's mark can be know by looking this formula:

$$My - \frac{\Sigma y}{N} \qquad My = \text{Mean of Y variable}$$

$$= \frac{264}{38} \qquad \Sigma y = \text{Total (amount of Y)}$$

$$= 6,94 \qquad N = \text{Total of students}$$

From that calculation, it can be know that the listening skill of students is good. After listening English news the students' each can be improve their listening, even some students cannot improve their listening. Depends of them

after they are listening English news they know how to say something in English, because directly they say something when they are singing the news.

c. **The Correlation between the Students' Competence in Listening to English News and their Achievement in Listening Comprehension of Report Text of *SMA Muhammadiyah Cirebon***

Here is the calculation of X and Y variable:

Table. 9

The Calculation of X and Y Variable

No	Respondent	X	Y	X^2	Y^2	XY
1	Ady Sudrajat	4	7	13	49	28
2	Agung Arafat	4	5	16	25	20
3	Aisyia Alfi K	6	8	36	64	48
4	Arfilia Naffa	4	8	16	64	32
5	Arif Nugroho	4	7.5	16	56.25	30
6	Ayu Meirizka	7	5	49	25	35
7	Calra Caludia	4	8	16	64	32
8	Deannisa Putri	4	5	16	25	20
9	Denida Pitalova	4	7	16	49	28
10	Devi Widya N	5	7	25	49	35
11	Dicky Rahman	4	5	16	25	20
12	Egi Olyana N	5	8	25	64	40
13	Fajriya I	4	5	16	25	20
14	Fatmala Dwi	6	8	36	64	48
15	Feni Heriyati	6	8	36	64	48
16	Fivi Nur'aeni	4	8	16	64	32
17	Ifun Nahdliyah	5	8	25	64	40
18	Ira Fitria Elinda	5	8	25	64	40
19	Ika Puspita	4	6	16	64	24
20	Irfan Trigustoro	4	7.5	16	56.25	30
21	Irwan Mahendra	4	7.5	16	56.25	30
22	Mayang Roro	5	7.5	25	56.25	37.5
23	Melisa Ningsih	4	7.5	16	56.25	30
24	Moh Zia U	4	8	16	64	32
25	Muflia Utami	5	8	25	64	40
26	Muhammada F	8	8	64	64	64
27	Mutmainah	4	6.5	16	42.25	26

28	Nibras Azhar	4	6.5	16	42.25	26
29	Nurul Indah	6	8	36	64	48
30	Panji Harsono	6	8	36	64	48
31	Qomariyah	7	8	49	64	56
32	Resta Yuliana	4	5	16	25	20
33	Samsul	5	8	25	64	40
34	Syarah Septiani	4	5	16	25	20
35	Sri Wati	4	5	16	25	20
36	Teguh Anwar	4	7	16	49	28
37	Yanuar B	7	6.5	49	42.25	45.5
38	Yeli Fitriyani	5	5	25	25	25
		183	**264**	**927**	**1917**	**1286**

From the table the writer calculate the correlation by using this formula:

N $= 38$

$\Sigma x = 183$

$\Sigma y = 264$

$\Sigma xy = 1286$

$\Sigma x^2 = 927$

$\Sigma y^2 = 1917$

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma y^2 - (\Sigma y)^2\}}}$$

$$r_{xy} = \frac{38 \times 1286 - (183)(264)}{\sqrt{\{38 \times 927 - (183)^2\}\{38 \times 1917 - (264)^2\}}}$$

$$r_{xy} = \frac{18868 - 18312}{\sqrt{\{35226 - 33489\}\{73226 - 69696\}}}$$

$$r_{xy} = \frac{556}{\sqrt{\{1737\}\{3530\}}}$$

$$r_{xy} = \frac{556}{\sqrt{6131610}}$$

$$r_{xy} = \frac{556}{2476.21}$$

$$r_{xy} = 0.22$$

From the calculation, the correlation between X and Y variable, shows score 0.22. To know the correlation, the writer uses the limitation according *Sudjiono* (2006: 1993) as bellow:

Table. 10

The Value of "r" Product Moment

The Value of Product Moment	Interpretation
0.00 – 0.20	It can be found a very low correlation between X and Y variable, in order that if often neglectful
0.20 – 0.40	It can be found a low correlation between X and Y variable
0.40 – 0.70	It can be found a sufficient correlation between X and Y variable
0.70 – 0.90	It can be found a strong or high correlation between X and Y variable
0.90 – 1.00	It can be found a very strong or very high correlation between X and Y

Based on the table of product moment value, it can be indicated that the correlation between the Listening English News on the students' achievement listening sufficient has low correlation. It's mean that many factor that given influence to the students' on their achievement in listening for especially in listening report text. The correlation is low so listening English news is not give big contribution to increase the students' achievement in listening report text.

To determine the research has significant influence or no significant influence and know how many percent the X variable gives contribution to the Y variable, the research uses formula of DC (Determination Coefficient) as follows:

Dc   : Determination of Coeficient

r^2 : The Value of Research

100%   : Suffixed Percent

DC $= r^2$ x 100%

     $= 0.22^2$ x 100%

     $= 0.0484$ x 100%

     $= 4.8\%$

     $= 5\%$

Based on the research calculation above, it explains that Listening English News contributes the students' achievement listening skill only 5% and 95% can be from the other factor that need to be investigated more detail. It categorized in very low correlation or there is no correlation.

Besides using the correlation product moment, to interpret the result of research can be know by hypothesis research, at first he degree of freedom or "df" should be know. To find the degree of freedom (df), the writer uses the formula below:

Df = N − nr

Where :

Df   = Degree of Freedom

N   = Number of Classes

Nr   = The Variable that are Correlated

df $= 38 - 2\ = 38$

After knowing the degree of freedom the writer cannot "df" of 36 so the writer test "df" of 35 which has level of significance 5% becomes 0.325. So the value from the result of "r" product moment in the level of significance 5% is lower than the value from the table of "r' product moment (0.22<0.325), finally it means that in the level 5% the null hypothesis (H_o) is approved and the alternative hypothesis (H_a) is rejected. It means in the level of significance 5%, there is no significant and positive correlation between X variable (listening English news) and Y variable (students' achievement in listening).

To support the hypothesis from the interpretation of correlation of index value of "r" product moment by using the table of value of "r" product moment, the writer use another hypothesis formula by "r" test as follows:

$$t = \frac{r\ \sqrt{N-2}}{\sqrt{1-(r)^2}} \qquad = \frac{0{,}22\ \sqrt{38-2}}{\sqrt{1-(0.22)^2}} \qquad = \frac{0.22\ \sqrt{36}}{1-0.048}$$

$$= \frac{0.22\ x\ 6}{1-0.048} \ = \frac{1.32}{0.92} \ = 1.38$$

After calculating the calculating above, the writer doesn't find "df" of 36, so the writer uses "df" 30. Based on the "t" table value, the level of significance 1% is 2.04. So the value from the result of "t" observation in the

level of "t" (1.38<2.04) show that in the level of significance 5% the null the other words, there is no significant and positive correlation between X (listening English news) variable and Y (students achievement in listening) variable at the second year students of *SMA Muhammadiyah Cirebon*.

Based on the chain of research English news contributes 5% to the students achievement in listening, when the researcher investigated more detail she finds the answer from the students they are:

a) Students enjoy when they are listening English news, but they cannot apply the listening way in the daily life, so they forget how o say something in English.

b) Some of students said that they are shy to say English. They are afraid when they say something in English the words which they said is incorrect.

c) Some students states that, say something in English is not too difficult, but their concentration is not only for English, they will be face final examination, so they have other prepare the other subject hardly.

Many reason that makes in difficult but the researches only mentioned the general reason of facts. Maybe the result can motivate the teacher to choose the best alternative for their students. How to choose the best time and how to make than understand about what they will to. Teacher should motivate the students that every mistake is a part of learning. Basically teacher is the best experience

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

During observation researcher found may things in the process of teaching and learning English at *SMA Muhammadiyah Cirebon* specially in the second year students of *SMA Muhammadiyah Cirebon*. Since the first time of research up to the end, the researcher concluded the several points from the research; in the process of teaching and learning English, there are many factors which is influencing students in learning English. One of them is external factor. The external factor means from researcher is the strategy to teach English must be fun.

After researching and analyzing the researcher finding statistically, finally the writer has been able to describe a conclusion related to the correlation between the students' understanding in listening to the news and their achievement in listening at the second year of students of *SMA Muhammadiyah Cirebon* as follows:

1) The total score of students' competence in listening English news at the second year students' of *SMA Muhammadiyah Cirebon* is 4.82. It is in not good classification.

2) The total score of students' listening achievement of report text at the second year students of *SMA Muhammadiyah Cirebon* is 264. The average mark of each student is 264:38 = 6.94, it is in good classification.

3) The calculation of "r' coefficient of product moment correlation between listening English news and the students achievement in listening at the second year students of *SMA Muhammadiyah Cirebon* (r_{xy}) is 0.22. To indicate which one is true between the alternative hypothesis (H_a) and Null hypothesis (H_o), it should be compared the "r" value of product moment correlation coefficient or "r" observation (r_o) with the value of "r" table of product moment of "r" table (rt) coefficient, by knowing the degree of freedom the with the formula df = N-nr, (df = 38-2). After knowing the degree of freedom the writer can't find 36 so the writer takes "df' of 35 which has level of significance 5% becomes 0.325, and level of significant 1% becomes 2.04 from the tailed test. So the value from the result of "t" observation in the level of "t" (2.85>2.04) show that in the level of significance 5% the null hypothesis (H_o) is approved, and the alternative hypothesis (H_a) is rejected. In the other words, there is no positive and significant influence between X (listening English news) variable Y (students' listening achievement).

4) Based on the research calculation, it explains the listening English news contributes the students listening achievement only 5% and 95% can be from the other factor that need to be investigated more detail.

B. Suggestion

In the process of teaching and learning English, the teacher has important role to arouse students' listening achievement, besides the facility must be completed, in the other sides the teacher should create the other way or method to increase students' listening achievement, in the other words teacher should be creative. Not only speaking and listening skill, but it must be increased in the other skills of language such as writing and reading.

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English News!!!!

Man Jailed for Striking RI Maid

SINGAPORE: A supervisor was jailed for two repeatedly striking his Indonesian maid on the head and back with a <u>television remote</u> control, news reports said on Thursday.

Muhamad shafiq woon Abdullah admitted in a Singapore court he physically abused the woman on several occasions between June and October 2002. The straits times said.

The magistrate's court heard that Shafiq, 31, began striking Winarti, 22, about month after she started working for him.

He hit her on the head with the TV set's remote control because he was un happy with her work. On one occasion, he punched her on the back after accusing her of daydreaming.

S.S. Dhillon, Shafiq's <u>lawyer</u>, said his client lost his "better sense" when he <u>saw</u> his daughter's face covered as she lay in bed.

He said his client thought the maid had put the child in danger. DPA

Test!

Name : ……………………

Class : …………..

<English News>

1. The text reported ……..
    a. the arrest of a supervisor
    b. the working condition in Singapore
    c. an Indonesian worker in Singapore
    d. the Indonesian workers' condition in Singapore
    e. a crime by a Singaporean supervisor towards his maid

2. Which one of the following statements is TRUE according to the text ?
    a. supervisor was put in jail for two years.
    b. The supervisor gave many kinds of <u>jobs</u> to the maid.
    c. The maid has been working for him for two months.
    d. Winarti struck the supervisor with <u>a remote control</u>.
    e. The supervisor hit his maid's head with the TV set's remote control.

3. Why did Shafiq punch Winarti on her back? She was accused of ……..
    a. talking much time for herself
    b. not working properly
    c. working carelessly
    d. daydreaming
    e. being lazy

4. " ... he physically *hurt* the woman ..." The italic word is close in meaning to ……..
    a. Cut
    b. Injured
    c. Offended
    d. Punished
    e. Damaged

Report Text!!!

The Houses of The Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roors constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

Test!

Name : …………………….

Class : …………..

<Report Text>

1. What is the text about?

   a. The culture of Toraja

   b. The society of Toraja

   c. The distinctive features of traditional houses

   d. The description of a traditional house of Toraja

   e. The ethnic groups of southwest and central Sulawesi

2. "... and even today <u>they</u> build modern ...". The underlined word refers to….

   a. Raja

   b. Reengage

   c. Society

   d. Toraja People

   e. mountain region

3. What are the ordinary people commonly called?

   a. Tongkonan

   b. Makaka

   c. Celebes

   d. Rengnge

   e. Kaunan

4. Which of the following does not symbolize a buffalo?

   a. Status

   b. Courage

   c. Strength

   d. Cowardice

   e. Fighting Spirit

Answer Key!

<English News>

1. E
2. E
3. D
4. B

<Report Text>

1. D
2. D
3. B
4. D

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	**: SMA MUHAMMADIYAH CIREBON**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: XI IPS**
Jenis Text	**: Report Text**
Skill/Aspek	**: Listening**
Alokasi Waktu	**: 2 x 45 menit**
Standar Kompetensi	**:** Memahami makna dalam teks fungsional pendek yang berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari
Kompetensi dasar	: Merespon makna dalam teks monolog berbentuk report yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

Indikator :

- Mengidentifikasi Makna kata dalam teks yang didengar.
- Mengidentifikasi langkah-langkah retorika dari teks.
- Mengidentifikasi tujuan komunikasi teks yang didengar.
- Mengidentifikasi Ciri kebahasaan teks report.

I. Tujuan pembelajaran:

- Siswa mampu merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari.

II. Materi pembelajaran:

- Teks Monolog Berbentuk Report.

III. Metode Pembelajaran:

Three – phase technique

- Pre listening

- Whilst listening
- Post Listening

IV. Step Activity:

Stages and Activities	Teacher-Student Dialogue		Time
	Teacher	Student	
Pre Teaching • Greating • Tegur sapa & memeriksa kehadiran • Review the last lesson • Apersepsi	• Assalamualaikum. • Good Morning everybody. • How are you today? • Very well,thank you and I am very glad can meet all of you again. • Oke my student I would like to check your attendent list, who absent today? • Why are they absent? • Still you remember our last matterial? • Very Good. could you tell me what is the definition of Recount Text? • Good, masih ingat ya semuanya. • Do you have heard or seen a news? Pernah denger atau melihat berita ga?pernah ya pasti.. tau tidak jenis teks apa yang ada pada berita itu, narrative,descriptive,or report? • Hmm..udah lupa lagi ya materinya, kalau berita itu jenisnya report. Kenapa Report? Karena menyampaikan informasi berdasarkan…..fakta. Harus diingat ya	• Waalaikumsalam. • Good Morning Miss.. • I am fine, and you? • Thank you Miss, hehe • Agung and Irfan Bu…. • Sick Bu.. • Owh tentang Recount Text Bu. (Oh about Recount Text) • Recount text tells about something that happened in the past. • Iya Bu… • Pernah Bu.. • (many student answer with different answer) • Oia menyampaikan informasi	1' 1' 2' 3'

			3'
• Inform the goal of learning	• Tujuannya apa kalian belajar report, Supaya all of you here can identify the meaning, the step, aims, and can identify the text of report. • Altough about animals, in English it is information, jadi walaupun cuman melaporkan tentang keadaan binatang itu tetap disebut informasi.	• (Irwan raises his hand) Tapi kalau menyampaikan fakta tentang binatang termasuk report text bukan? • Ohw,,faham Bu..	
Whilst Teaching • Clarifies the definition, generic structure, purpose and language features of report text.	• Now we are going to study about Report text and English News What is the definition of report text? You can see LKS on page 25. • Ya Angga, read out please. • Oke good,another please? • Ok Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. • How about Generic structure. Feni, ngobrol aja jawab pertanyaan Ibu? • Oke there are 2 generic structure. General Classification, Description, and the example of General Classification like thing; animal, public place, plant, etc which will be discussed in general. And the Description:tells what the phenomenon under	• (Angga raised his hand) • (He read the text) Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. • (while reading) generic structure of report text there are 2: General Classification, Description,	10'

	discussion ; in terms of parts, qualities, habits or behaviors.		
• teachers divide the students into 8 groups,	• Ok now for this activities, I would like to divide you into 8 group each consisting of 5 students, jadi disini Ibu akan membagi kedalam 8 kelompok masing-masing 5. • Yang berada dibangku tengah, satu orang kebelakang dan satunya ikut ke kelompok depan. • let's get to sit with each group member	• Bu, jadi saya kemana groupnya Bu.. • Baik Bu….	5'
• Mendengarkan English News and report text	• Please listen carefully this news and report text. • well you will listen a news and report text, you are in the second grade it should be a good way of listening, so here I will be play a recording first. • Teacher play a recording first	• Waduh…	20'
• As a group of students listen the text or news and answered questions correctly.	• still in your group, here I have a some questions for your answer by the text or news of your heard (jadi tugas kalian per grup harus menjawab soal ini dengan benar berdasarkan teks atau berita yang kalian dengar) faham? • You must write down your members of group in the piece of paper. Do you see what I mean?	• Oke Bu…. • Yes Miss…	15'

• Discuss the answers with the teacher	• Well, group 5 please tell just the number 1 • Is that true? (bener ga jawabannya?) • Not arranged well, any group have different answer? • Ok please group 8 • Is that right?? • Well, good that the correct answer,E • Ok. Good...	• Yes we are… (every group raised their hand) • E • (some group say"Yeee bener….)	20'
Post Teaching • Provide re-inforcement	• Membuat report secara berkelompok berdasarkan informasi yang diberikan dengan menggunakan bahasa sendiri. (TMT)	Belajar Mandiri	10'

A. Kegiatan Penutup

- Siswa diberikan kesempatan untuk bertanya

- Siswa dan guru menyimpulkan materi pembelajaran tentang announcement.

- Siswa merefleksikan hasil pembelajaran.

V.Sumber/Bahan/Alat Belajar

- Buku PR Bahasa Inggris SMA/MA XI Intan Pariwara
- Kamus Bahasa Inggris
- Buku-Buku yang Relevan
- Rekaman Berita & Report Text

VI.Penilaian

Indikator	Penilaian		
	Teknik	**Bentuk**	**Instrument**
• Makna gagasan teks report • Langkah retorika teks report • Tujuan komunikatif teks report • Ciri kebahasaan teks report	Tes tulis	Report Text and English News	Listen Carefully and answer the questions with the right answer!

VII. Pedoman Penilaian

    a. Jumlah Soal

    b. Tiap jawaban benar bernilai 25

    c. Nilai maksimal :

        25 x 4= 100

Cirebon, September 2012

English Teacher

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APPENDIX