



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

AN ANALYSIS OF “LISTENING EXTRA TEXTBOOK” FOR TEACHING EFL LISTENING

A THESIS

Submitted to English Language Teaching Department *Tarbiyah* and Teacher Training Faculty of
Syekh Nurjati State Islamic Institute Cirebon in Partial Fulfillment of the Requirements for
Undergraduate Degree in English Language Education



by:

Jalilah Nurfajri

Reg. Number 14111310034

ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
OF *SYEKH NURJATI* STATE ISLAMIC INSTITUTE CIREBON
2015 M/1436 H



ABSTRACT

Jalilah Nurfajri 14111310034. An analysis of “Listening Extra textbook” for teaching EFL listening

The books used by the teachers are variety while they do not recognize briefly the quality, suitability or sufficiency of the books they use. Especially to someone or the teacher who teach listening in the first time. From these problems, the researcher tries to answer this research, the researcher determine the instrument to evaluating of the textbook, and the next examine a foreign course book published by a great well-know publisher, Cambridge University. That used in largely by many listening lecturer for teaching EFL listening to know how the criteria of the books, its contents, specific purposed learning targets and its sufficiency as a listening course for the students learning. This research aims at finding out the level of micro and macro skill purposed in each tasks of the each unit in Listening Extra and need to know the sufficiency of “Listening Extra (Craven, M. 2004 Listening Extra Cambridge University)” as published material for teaching EFL’ listening.

Study of document becomes the technique of this research. This research also takes a qualitative method in analyzing data where the data is taken from book and the evaluators as a secondary data source to be analyzed in this research. There are some steps to analyze the data. The researcher is determining the instrument of evaluating of the course book, requesting the experts’ opinion about the result of analysis in evaluating the contents course book, then analyze the data, recalling them to the theories.

The research has found some aspects for the sufficiency in teaching listening comprehension to EFL learners, the importance of diverging tasks in listening activities, guidance for designing learning objectives, and the importance of knowing the purposes of a listening task. Diverging tasks in listening activities is important in teaching listening. The purpose of the listening, together with the micro- and macroskills of listening comprehension help teachers to determine what tasks should be given to the students in listening classes. Different tasks should be given to aim at different purposes

The sufficiency of the content of Listening Extra for teaching EFL listening according to the experts’ opinion showed that the contents contained in listening extra have a great sufficiency for EFL Listening, if looked from the assessing aspects, General Appearance, Objectives, Topic Content, Language Content, Social and Cultural Context, Language Skills, Teachable, and Flexibility are *Sufficient*, but Design and Illustration, Multimedia Content, Testing or Practice are *somewhat sufficient* for teaching EFL listening.

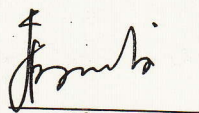
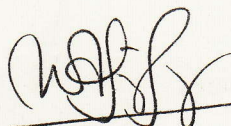



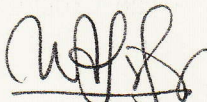
Key words: the targeted of Macro and micro skills, Teaching EFL listening, Listening Extra



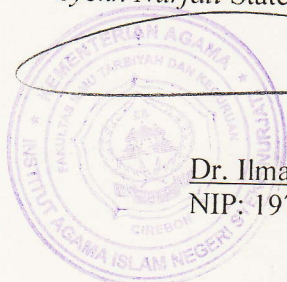
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

RATIFICATION

This thesis entitled "AN ANALYSIS OF "LISTENING EXTRA TEXTBOOK" FOR TEACHING EFL LISTENING" written by Jalilah Nurfajri, student number 14111310034 has been examined on 7th July 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic institute Cirebon*.

The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	Date <u>31 JULY 2015</u>	Signature 
The Secretary of English Language Teaching Department <u>Wakhid Nashruddin, M.Pd</u> NIP. 19810308 201101 1 003	 <u>14th July 2015</u>	 
Examiner 1 <u>Dr. Septi Gumindari, M.Ag</u> NIP. 19730906 199803 2 002	 <u>14th July 2015</u>	 
Examiner 2 <u>Farouk Imam Arrasyid, M.Pd.I, M.Pd</u> NIP. 19830420 200901 1 009	 <u>28th July 2015</u>	 
Supervisor 1 <u>H. Udin Kamiluddin, M.Sc</u> NIP. 19630915 199603 1 001	 <u>28th July 2015</u>	 
Supervisor 2 <u>Wakhid Nashruddin, M.Pd</u> NIP. 19810308 201101 1 003	 <u>14th July 2015</u>	 

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty
Syekh Nurjati State Islamic Institute Cirebon.



Dr. Ilman Nafi'a. M. A.g
NIP: 19721220 199803 1 004



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

TABLE OF CONTENTS

TITLE	i
ABSTRACT	ii
APPROVAL.....	iii
OFFICIAL NOTE.....	iv
LETTER OF AUTHENTICITY	v
RATIFICATION	vi
CURRICULUM VITAE.....	vii
DEDICATION	viii
PREFACE	ix
TABLE OF CONTENT	x
LIST OF TABLE.....	xi
LIST OF CHART	xv
LIST OF APPENDIX	xvi
 CHAPTER I: INTRODUCTION	 1
1.1. Background of the Research.....	1
1.2. Research Formulation	6
1.2.1. Delimitation of the Research	6
1.2.2. Research Question	6
1.3. Aims of the Research	7
1.4. Theoretical Review	7
1.4.1 Definition of Listening	8
1.4.2 Type of Listening	8
1.4.3 Macro and Micro Skills	9
1.4.4 Teaching Listening Activities	10
1.4.4.1Pre-listening Activities	10



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Dilindungi Undang-Undang

1.4.4.2 While Listening Activities	11
1.4.4.3 Post-listening Activities.....	11
1.4.5 Criteria Listening Course Book (Cunningsworth, 1995)	12
1.4.6 Criteria Listening Course Book (Rost, 2011)	14
1.4.7 Suggestion on Course Book and Teacher's Book.....	15
1.5. Significant of the Research.....	16
1.6. Research Methodology.....	16
1.6.1 Objective of the Research	16
1.6.2 Research Design.....	16
1.6.3 Research Method.....	17
1.6.3.1 Setting	17
1.6.3.2 Participant	17
1.6.3.3 Source of Data.....	18
1.6.3.4 The Research Timeline	18
1.6.4 Instrument of Research.....	19
1.6.5 Technique of Collecting Data.....	20
1.6.6 Technique of Analyzing Data.....	22
1.7. Literal Review	25

CHAPTER II THE KINDS MICRO AND MACRO SKILLS TARGETED IN THE LISTENING EXTRA LISTENING.

2.1. Unit 1	28
2.2 Unit 2	31
2.3 Unit 3	33
2.4 Unit 4	34
2.5 Unit 5	35
2.6 Unit 6	36
2.7 Unit 7	37
2.8 Unit 8	39
2.9 Unit 9	40
2.10 Unit 10	42
2.11 Unit 11	43



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

2.12 Unit 12	44
2.13 Unit 13	46
2.14 Unit 14	47
2.15 Unit 15	48
2.16 Unit 16	50
2.17 Unit 17	51
2.18 Unit 18	52

CHAPTER III THE SUFFICIENCY OF THE CONTENT IN “LISTENING EXTRA” FOR TEACHING EFL LISTENING

3.1. The Sufficiency of the Book Base on the Teacher Perspectives	54
3.1.1. General Appearance	56
3.1.2. Design and Illustration	59
3.1.3. Objectives	66
3.1.4. Topic Content	71
3.1.5. Multimedia Content	77
3.1.6. Language Content	81
3.1.7. Social and Cultural Context	86
3.1.8. Language Skills	90
3.1.9. Teachable	93
3.1.10. Flexibility	96
3.1.11. Practice	99
3.2. Listening Extra Textbook Based on Students’ Responds	104
3.2.1. Students Perspective about Listening Skills	104
3.2.2. Students Opinion after learning used Listening Extra	105
3.2.3. The efficiency time allocated to suit your needs to learn	106
3.2.4. Students responds about skill contained in Listening Extra	106
3.2.5. The audio quality of Listening Extra	107

CHAPTER IV: CONCLUSION

1.1 Conclusion	108
1.2 Suggestion for Further Research	109
1.3 The Implication of The Research	109



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

BIBLOGRAPHY	110
-------------------	-----



CHAPTER I INTRODUCTION

In this section, the researcher describes the basic important things as the foundation in the field of among research. Those are the research critical background, research formulation, aims of the research, how the research is done or the methodology of the research, the instruments of the research, and some current literature reviews. The researcher designates how powerful reason and strength purpose of this research and its significance or contribution to the development of education especially English department at IAIN Syekh Nurjati Cirebon. In this chapter also, the researcher delimits the problems of the research in focus. The study of the research becomes the one of main characteristic of qualitative research.

1.1 Background of the Research

Listening is the important skill in EFL learning. It was the process of acquiring or comprehending spoken discourse in the classroom. Listening is commonly related to the process of speaking. A person could not produce some words correctly if he or she is not taught a form to produce or pronunciation. Looking at the journey of listening skill “the recent history of speaking and listening in the English curriculum is important to chart, with key points in its development being in the mid-1970s and the mid-1980s”(Andrews, 2005: 19). It is important for the scholars to investigate, to design, and to implement listening or speaking materials in teaching EFL. Because of the “courses in listening and speaking skills have a prominent place in language programs around the world today” (Richards, 2008: 1).

There was a big consideration beyond the teaching of listening even from the past until today. It was becoming an interest field to be researched. As stated by Richards (2008), the teaching of listening has attracted a greater level of interest in recent years than it did in the past. So, that the teaching of listening process became the second major field of the research; the complex and crucial term which is concerned until today.

Another importance of listening is the advance of using listening as the key point of several examinations in the institutes around the world. Listening skill is becoming the concern and the difficult one of the exam. As stated by Richards (2008) that now, university entrance exams, exit exams, and other examinations often include a listening component, acknowledging that listening skills are a core component of second-language proficiency, and also reflecting the assumption that if listening isn't tested, teachers won't teach it.

To pass these exams, the students need to know all the components of new language that they are studying. It is important for the teacher to introduce them deductively because "clearly, it is impossible to expect a student to produce a sound which does not exist in his mother tongue or a natural sentence using the stress, rhythms and intonation of a native speaker of the foreign language without first of all providing him with a model of the form he is to produce" (Broughton, 2003: 65).

Some evidences arose from this field in some recent years that the "earlier views of listening showed it as the mastery of discrete skills or microskills, such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, and that these skills should form the focus of teaching" (Richards, 2008: 1). Richard (2008) also determined that the "later views of listening drew on the field of cognitive psychology, which introduced the notions of bottom-up and top-down processing and brought attention to the role of prior knowledge and schema in comprehension. He thought that listening came to be seen as an interpretive process.

"Hence, current views of listening emphasize the role of the listener, who is seen as an active participant in listening, employing strategies to facilitate, monitor, and evaluate his or her listening" (Richards, 2008: 1). Those views might be some concerned investigation for the scholars, researchers or teachers to do research around this field. So that the researcher innovated to study another side of those views that concern to the earlier consideration in the term of courses or materials that contemporarily used in the teaching of listening for EFL learners around the worlds.





Rost (2011) assumed that teaching materials for listening consist of some form of input and some form of a task or a sequence of tasks. Tasks play an important part in language pedagogy. Task is becoming the roots of listening as a process or a work plan of the students. The teacher usually designs some tasks in every single meeting to comprehend and to learn as the classroom activities. The task will be put in the module of learning or hand out that should be answered correctly by the pupils.

Textbooks play a very important role for the success of teaching and learning. Textbooks provide educational text, which can be used as source of the material (Cunningsworth, 1995). Regarding the role of textbooks in EFL Hutchinson and Torres (1994) suggest that textbooks have vital and positive roles to play such as helping teacher in designing and conducting their material in English language teaching. The positive roles present that the function of textbooks are very important in teaching and learning process.

For teachers who use the textbooks as their main source of materials, they should be careful in selecting the textbooks, they should be careful in selecting the textbook. Since, it may mislead the students who learn English as a foreign language in the textbooks are not appropriate with the learner. Inappropriate textbook can be found in the textbook does not match with the learners' need and characteristic, such as age of the learners, level and contents. Previous studies claim that the published material for Junior High School in Indonesia is fulfilled to EFL listening but only from the some aspect, such as from the physical appearance aspect, and cover. But from the content and component which support the teacher in using the textbooks are incomplete. So the researcher need to know what the aspect needed for EFL listening, especially to our country so that textbooks in our country is fulfilled to teaching EFL from all of aspect. Therefore, the researcher selected one textbook as a guide to design material for EFL listening, the researcher chooses *Listening Extra* because the lecturer, students and the expert agree that *Listening Extra* is fulfilled to EFL listening.

There are many listening textbooks which has been used as a source of learning. The researcher need to know the use of books as teaching materials

listening both at school and in college should be appropriate as a teaching EFL, they should consider not only the physical appearance but the content and component which support the teacher in using the text books in EFL classroom also need to be considered. All of books aim to achieve the goals of process listening learning. In fact although same as a listening lecturer, but every lecturer use different textbooks in the process learning. As the researcher knows that there are so many published English course books used as teaching materials in all levels of educational grades, the researcher has a big question about the sufficiency of the published books for teaching EFL' students' listening comprehension. Does the contents book fulfill the criteria as a good learning material? Does the book could revile the students' needs? And does the quality of the book as well as with the book used by true English native speakers in learning English and can guarantee the successfulness of the learning targets? Actually we do not have a clear answer for this case. So that the researcher needs to find out and understand the criteria of an English course book especially listening course book which is the main field of this research.

Another reason of this research is that the books used by the teachers are variety while they sometimes do not recognize briefly the quality or suitability/sufficiency of the books they use.

From these questions, the researcher tries to answer them through this research. The researcher examine a foreign course book published by a great well-known publisher, Cambridge University, that used in largely by many listening lecturers for teaching EFL' listening to know how the criteria of the book, its contents, its specific purposed learning targets, and its sufficiency as a listening source for the students' learning. Therefore, explicitly, the researcher would answers the several forwarded question by analyzing listening course book published by a famous publisher to provide a better listening course book reaching a batter development of education in this country.

One of listening course book used in the university to teach high level students and becomes a concern of this research. Listening Extra provides



original and stimulating listening practice across a range of levels and topics. Activities are designed around authentic scenarios and help develop specific listening skills, such as listening for details, identifying emotions or listening for opinions. The recordings expose students to a variety of native and non-native accents and cover a range of genres from radio and television to academic lectures, presentations and conversational dialogues.

Listening Extra contains a bank of imaginative photocopiable materials designed for young adults (16+) and adults. There are over 50 easy-to-prepare activities at elementary, intermediate and upper-intermediate level.

- 1) Contains photocopiable activities with clear, step-by-step instructions that provide instant supplementary speaking lessons for busy teachers
- 2) Provides material for students of all levels, from elementary to upper-intermediate, making it an excellent resource for every staffroom.
- 3) Is organised around carefully selected topics that can be easily slotted into any lesson.
- 4) Engages and motivates students with meaningful tasks in realistic contexts.
- 5) Encourages students to practise a range of speaking skills including negotiating, persuading, expressing opinion and requesting information.
- 6) Integrates other skill areas while practising a key speaking skill. This lively resource book is accompanied by an audio CD to support some of the speaking activities. There are tape scripts for the audio material at the back of the resource book.

There are many researchers who have written about teaching listening as foreign language, using of methods or strategies to facilitate students in achieving educational goals. As research conducted by Cahyono (2009) and others researchers are Anshar (2014), Faris (2014), Zawahreh (2013), Orade (2012), Artvianti (2013), Nitisiwari (2012), Petrus (2012), and Setiawan (2013). They are analyze a method to develop to language skills especially speaking and listening. The similar of the research is same analyze in area listening skill. And the differences this research is my research will focus on



an analysis of the published materials in teaching listening for EFL learners in Cirebon area.

Nashruddin (2013) mentioned that the difficulty of listening from many factors varying from the lack of vocabulary, grammatical unawareness and pragmatic differences between the two language”. These problems are being related to students’ different background such as their culture and education. The students whose culture and education includes a strong storytelling and oral communication tradition are generally better at listening comprehension.

Therefore, teacher should be able to design, prepare, and apply the appropriate materials and also masters various strategies related to the student’s problem in developing listening skill, while the students should consider the best learning strategies and response the teachers instruction during listening process. Base on the description above, the study will examine the current published material that used by English teacher in teaching listening for EFL learners.

1.2 Research Formulation

Research formulation in this study also includes the delimitation of the research and question of the research.

1.2.1 Delimitation of the Research

The researcher limited the study into some points. *The first* researcher focus on the kind of macro and micro skills in each task of each unit in Listening Extra, this is also important in measuring what students can do in their listening class. *The second*, researcher focus to analyze the content of the Listening Extra, researcher analyze materials used the following categories based on Rost (2011).

1.2.2 Research Questions

- 1) What are the kinds of micro and macro skills in each task of each units in Listening Extra?
- 2) Are the contents of Listening Extra (2004) as published materials sufficient for teaching EFL’ listening?





1.3 Aims of The Research

- 1) To analyze the kinds of micro and macro skill purposed in each tasks of the each unit in listening extra.
- 2) To know the sufficiency of Listening Extra (2004) as published material for teaching EFL' listening.

1.4 Theoretical Foundation

English listening competence is a complex skill that needs conscious development. It can be best developed with practice when students reflect on the process of listening without the threat of evaluation. Guiding students through the process of listening provides them with the knowledge from which they can successfully complete a listening task; it also motivates them and puts them in control of their learning. By focusing on the process of listening, students can acquire a useful tool to raise their English comprehensive competence. Textbook use hope can help the students in the process listening learning, as a teacher should choose the best textbook help to improve their ability. Listening comprehension levels affect the capacity for improvement in other language skills such as speaking, reading, writing and translating. The study suggests sound reasons for emphasizing listening comprehension, which highlights the importance of spending much more time doing it. It means that the important for the teacher to provide numerous opportunities for students to practice listening skills and to become actively engaged in the listening process.

The selection of a textbook is one of the most important decisions a teacher will make in shaping the content and nature of teaching and learning. It involves matching the material against the context in which it is going to be used, following the aims of the teaching program, as well as fitting the personal methodology of the teacher.

An English textbook is a basic resource to determine the quality of language input and the language practices during teaching learning process in an English course. Material design has correlated with the selection of texts and other materials for course. After All, the selection of a textbook is concerned with the current curriculum and case standardized textbook.



1.4.1 Definition of Listening

Rost (2011) defined listening as a process of receiving what the speaker actually said, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy. Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. Listening is one of the subjects studied in the field of language arts and in the discipline of conversation analysis.

To listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication. Listening involves listening for thoughts, feelings, and intentions. Doing so requires active involvement, effort and practice.

1.4.2 Type of Listening

Brown (2013: 131) mentions that there are 4 type of listening, from this stage can derive four commonly identified types of listening performance, each of which comprises a category within which to consider assessment tasks and procedure are a) Intensive, listening for perception of the component (phonemes, words, intonation, discourse marker, etc.) of a larger stretch of language. b) Responsive, listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.), c) Selective, processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. the purpose of such performance is not necessary to look for global or general meaning, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom direction from a teacher, radio news item, or stories) assessment task in selective listening such as listen for name, numbers, grammatical category directions (in a map exercise) or certain fact or events) d) Extensive, listening to develop a

top-down, global understanding of spoken listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inference are all part of extensive listening.

1.4.3 Micro and micro skills of listening

The micro and micro skills provide 17 different objectives to assess in listening based on Brown (2003: 132)

- 1) Retain chunk of language of different lengths in short –term memory
- 2) Discriminate among the distinctive sound of English
- 3) Recognize English stress patterns, word in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information
- 4) Recognize reduced form of words.
- 5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance (use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) Process speech at different rates of delivery.
- 7) Process speech containing pauses, errors, corrections, and other performance variables.
- 8) Recognize grammatical word classes (nouns, verb, etc.), system (e.g. tense, agreement, pluralization, etc.), patterns, rules, and elliptical forms.
- 9) Detect sentence constituents and distinguish between major and minor constituent.
- 10) Recognize that a particular meaning may be expressed in different grammatical forms.
- 11) Recognize cohesive devices in spoken discourse.

Macroskills





- 12) Recognize the communicative functions of utterances, according to situations, participants, goals.
- 13) Infer situations, participants, goals using real word knowledge.
- 14) From events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relation as main idea, supporting idea, new information, generalization and exemplification.
- 15) Distinguish between literal and implied meanings
- 16) Use facial, features, kinesics, body language, and other non verbal clues to decipher meanings.
- 17) Develop and use a battery of listening strategies, such as detecting key word, guessing the meaning of word from context, appealing for help, and signaling comprehensions or lack thereof.

1.4.4 Teaching Listening Activities

Listening is a highly-complex solving activities (Barnes, 1984) in which listeners interact with a speaker to construct meaning, within the context of their experiences and knowledge. When students are made aware of the factors that affect listening, the levels of listening, and the components of the listening process, they are more likely to recognize their own listening abilities and engage in activities that prepare them to be effective listeners. Karakas (2002) stated that listening activities try to prevent failure so that they can support the learner's interpretation of the text. Listening activities are usually subcategorized as pre-listening, while-listening, and post-listening activities.

1.4.4.1 Pre- listening activities

Pre-listening activities usually have two primary goals:

- 1) To help to activate students' prior knowledge, build up their expectations for the coming information; and
- 2) To provide the necessary context for the specific listening task.



The teacher could follow with a listening comprehension activity, such as two people having a conversation about their daily life. Students must answer true or false questions based on the previous listening activity. An example of a controlled practice activity could be a drill activity that models the same structure or vocabulary (Karakas, 2002). Base on the listening Extra book pre-listening include in *Warm Up activity*. Warm up activity an optional section to help focus students on the topic and prepare them.

1.4.4.2 While listening activities

Listeners who participate actively in the listening experience are more likely to construct clear and accurate meaning as they interpret the speaker's verbal message and nonverbal cues. During the listening experience students verify and revise their predictions. They make interpretations and judgments based on what they heard. Listening teacher may ask students to note down key words to work out the main points of the text. Students answer comprehension questions while listening to the text and select specific information to complete the table provided with the text. Base on Listening Extra book, while-listening activities include in **Main activity**. Main activities are students listen to the recording and fulfill a variety of realistic and authentic task

1.4.4.3 Post listening activities

Post-listening activities are important because they extend students' listening skill. Post-listening activities are most effective when done immediately after the listening experience. Well-planned post-listening activities offer students opportunities to connect what they have heard to



their own ideas and experiences, and encourage interpretive and critical listening and reflective thinking. As well, post-listening activities provide opportunities for teachers to assess and check students' comprehension, and clarify their understandings (Karakas, 2002). Base on Listening Extra Book, post-listening activities include in *Follow up activity*. Follow up activity an opportunity for students to personalize the topic and develop the scope of the lesson

1.4.5 Criteria Listening Textbook, adopted from Cunningsworth (1995)

1.4.5.1 What kind of listening material is contained in the course?

Listening Extra is a resource book containing photocopiable materials for supplementary classroom work. The accompanying CDs contain over two hours of authentic listening. *Listening Extra* aims to students succeed. The activities are designed to present students with a challenge they can win. Students may listen several times to the recording, often listening for different information each time.

1.4.5.2 Does listening form part of dialogue/ conversation work?

Listening extra provides original and stimulating listening practice across a range of popular topic area. The varied activities are intended to reflect the diverse nature of the real word. In the audio there are dialog and conversation work. Depend on the context material listening, for example in personal information theme. There are audio about telephone conversation and in the family theme there is audio monologue family.

1.4.5.3 Are there specific listening passages?



Activities cover a wide range of different genres, from radio and TV to academic lecturer, presentation, debates and conversation dialogue. Every effort has been made to make the task as authentic and realistic as possible.

1.4.5.4 If there are specific listening passages, what kind of activities are based on them comprehension question, extracting specific information, etc?

In the Listening Extra Book, there is a map of the book provides a clear overview of the 54 activities, enabling the teacher to quickly locate a suitable activity for their class. And listening focus in particular listening skill practiced.

1.4.5.5 Is the listening material set in a meaningful context?

Listening extra is divided into eighteen units, each focusing on a different theme. Each unit approach the theme from an interesting and original angle. The themes cover many of the popular topics found in standard course book.

1.4.5.6 Are there pre listening tasks, questions, etc?

Base on the experienced the researcher, in the Listening Extra divide into three stages. The first is Warm up. Warm up is an optional section to help focus students on the topic and prepare them.

1.4.5.7 What is the recorded material on audio- cassette like term of :

Sound quality of recorded sound

- 1) The clarity of expression
- 2) The speed of speaking
- 3) The accent of the speaker
- 4) The authenticity of recorded material

1.4.5.8 Is there any video for listening?

Listening Extra integrates other skill areas while practice a key speaking skill. This lively resource book is



accompanied by an audio CD to support some of the speaking activities. There are tape scripts for the audio material at the back of the resource book. Audio 2 (CD-2 - 34 files; mp3): Format: mp3 / zip Size: 66,2 Mb

1.4.6 Criteria Listening Textbook, adopted from Rost (2011)

Rost (2011) illustrates these lists of questions that adapted from Thein (2006), Alamri (2008), and Skierso (1991) evaluating materials used the following categories (synthesized here):

NO	CRITERIA	Aspect(s) assessed
1	GENERAL APPEARANCE	<i>Modern and up to date with current trends</i>
2	DESIGN AND ILLUSTRATION	<i>Attractive</i>
3	OBJECTIVES.	<i>Clearly stated, aligned with current theory</i>
4	TOPIC CONTENT	<i>The content thorough and ordered sensibly</i>
5	LISTENING CONTENT.	<i>Naturally recorded, sufficient, variety of speakers</i>
6	MULTIMEDIA CONTENT	<i>Varied, state-of-the-art, engaging</i>
7	LANGUAGE CONTENT	<i>Complete and cover items in syllabus?</i>
8	SOCIAL AND CULTURAL CONTEXT	<i>Varied, convey appropriate cultural values.</i>
9	LANGUAGE SKILLS	<i>Balanced skills. Appropriate focus on all four skills</i>
10	TEACHABILITY	<i>Easy for teachers to know what to do</i>
11	FLEXIBILITY	<i>Easy to supplement</i>



13	<i>PRACTICE</i>	<i>Have ample practice</i>
----	-----------------	----------------------------

1.4.7 Suggestions on Textbooks and Teacher's Books

Ahmadi and Gilakjani (2011) suggested on textbooks and teachers Books are:

- 1) Teacher's books should introduce some information about theories on listening training, so that teachers can base their teaching on these necessary theories. The information can cover the nature of listening, such as information processing, listening strategies, problems students may face, and how to solve them.
- 2) Listening teaching should be a student-training program covering all listening strategies identified to be involved in listening, which should be systematic. Detailed information of the strategies to be practiced should be given for both teachers' and students' benefit. Suggestions about how to teach each strategy should be as complete as possible, so that even new teachers can have a good lesson plan.
- 3) Discourse processing should be encouraged from the very beginning, which is also the way students naturally process a listening text. So the first thing students are asked to do with a text should be to consider it as a whole. Then, exercises can gradually involve more detailed comprehension by analyzing the text to a greater depth.
- 4) Textbooks and teacher's books should provide or at least suggest a framework of activities which are integrated with listening strategies: pre-listening, while-listening and post-listening. As the words pre-listening, while-listening and post-listening show, they are to be performed at three different stages in the classroom teaching of a listening text.



1.5 The Significant of the Research

The significant of the research could be divided into two points; theoretically and practically. Theoretically, the research will be useful for the teachers' understanding in designing and preparing the materials before teaching listening process. This will assume more information in selecting the more appropriate materials for the students. This also can change the teacher perception in defining the materials for listening instruction.

Practically, this research could help the teachers or instructors in designing and choosing the best materials content in teaching listening for EFL learners. This research also could be useful in increasing the quality in syllabus making in the schools. It can be a guidance to get the more appropriate with the students' competency, relevancy, and to supplement the teachers or lecturers' professionalism.

1.6 Research Methodology

1.6.5 Objective of the Research

This research aims to analyze the sufficiency of Listening Extra textbook used by several teachers to listening for EFL learners.

1.6.6 Research Design

The researcher create this study in a content or document analysis which focuses on the characteristics of materials and asks "What meaning is reflected in these?", **Content or document analysis** is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. (Ary et al, 2010: 457). The researcher will design the study with an explicit information taken from the textbook or materials of listening comprehension in the school. The researcher will analyze deeply the content of the textbook and do interview the lecturers about the fundamental criteria in designing the best material for EFL learners. "**Content analysis** is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their



communications. It is just what its name implies: the analysis of the usually, but not necessarily, written contents of a communication” (Fraenkel, 2012: 478).

The researcher’s reason in doing this type of study that the researcher looks at the advantage of this design has a special characteristic that differ from another. “An advantage of content analysis is its **unobtrusiveness**, the presence of the observer does not influence what is being observed and also do not need to enlist the cooperation of subjects or get permission to do the study” (Ary et al, 2010: 459).

1.6.7 Research Method

1.6.3.1 Setting

This research taken place in the institute where the researcher concerns to the listening materials used in EFL’ teaching-learning processes. The researcher examines Listening Extra Textbook that researcher have experienced fourth semester in IAIN Syekh Nurjati Cirebon.

1.6.3.2 Participant

The researcher observes and interviews several lecturers, the expert and the EFL students (forth semester) in following the listening process in the classroom and also their opinion about its material that lasted until today. They have been elected because of the one who focuses in language as a primary source was the best participants to have.

The data of the research is Listening Extra course book, to make the research more reliable, the lecturers, the students and the expert in IAIN Syekh Nurjati Cirebon are involved as respondents and also the evaluators of the research.



1.6.3.3 Source of Data

The source data specified into two kinds; primary and secondary data. Primary data have been taken from the processes of making research that is based on Kothari's (2004: 95) statement that the primary data are those which collected afresh and for the first time, thus happen to be original data. The researcher used Listening Extra textbook (Craven, M. 2004, Cambridge) as a primary data in this research. The researcher will examine Listening Extra textbook to know the sufficiency of the textbooks as a resource listening learning.

Secondary data is taken from the theory used in the research that is based on Kothari (2004: 95) statement that the secondary data, on other hand, are those which have already been collected by someone else. The researcher interviews several teachers and the expert in IAIN Syekh Nurjati Cirebon. So that the data includes in theoretic data is the references to prove the statement of the research.

1.6.3.4 The Research Timeline

This research timeline is very important to the researcher because it helps the researcher to finish the study quickly based on the time schedule of the research. It is exactly 12 weeks to finish this research. The first week of March is using for preparation, and then the second and third week for identification the phenomena and title with description in the background of the problem. Then in the fourth week is using for identification of the participants. Besides, the first week of April, it uses for searching the data collection and the theoretical foundation. Then, in the second, third and fourth week of April, and also the first, second, third, fourth weeks of Mei, it uses for analyzing data got from the evaluator, students and the expert. And then in the first of June, it uses for describing data analysis and in the second

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.



week of June, it uses for making conclusion. And in the first and second week of July, are scheduled for thesis examination and thesis revision.

Here the time schedule of the research:

Activities	Year	Month	Week
Preparation	2015	March	1 st
Identification of the phenomenon, the participant and title		March	2 nd -3 rd
Data collection and searched the theoretical foundation		March	4 th
Data analysis		April	1 st – 4 th
Data analysis		Mei	1 st – 4 th
Describing data analysis and Conclusions		June	1 st - 2 nd
Thesis Examination		July	1 st
Thesis Revision		July	2 nd

1.6.4 Instrument of Research

The key instrument of qualitative research is the human instrument as the main instrument in this research also to observe the processes of learning and teaching, to interview the teachers and the learners, and to study of document (Sugiyono, 2013:306). The other instruments are field note as one of product of observation to collect the data, interview guide to make interviews with the teachers and learners, then the last is a lesson plan and curriculum rules to know the external factor related the language use. Those instruments that could help the main instrument “human instrument” to analyze the data are taken from the instruments of each technique to conduct the



research. The researcher selected one of listening textbook which use in academic listening.

1.6.5 Technique of collecting data

To answer the researcher questions, this research employs two data collection methods, which are: document analysis, interview the expert opinion and ask student responds about Listening Extra.

Based on Cunningsworth (1995), Creswel (2014) Harmer (2001) and Scott and Ytreberg (1990), the procedures of analyzing the books can be describes in several steps bellow:

- 1) Determining the instrument of evaluation of the textbook
- 2) Requesting the experts' opinion about the result of analysis in evaluating the English textbooks
- 3) Categorizing the component of the textbooks finding base on the criteria of evaluating textbooks
- 4) Interpreting the data, recalling them theories

According to Creswell, (2014), there are five steps in the process of data collection of qualitative research.

- 1) Identifying the participants and sites on purposeful sampling;
- 2) Having great permissions to the participants;
- 3) Collecting data process;
- 4) Recording the information supplied by the participants;
- 5) Studying the people in their environments.

To do these steps, the first is:

- 1) Documentation

Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. "The term *documents* here refers to a wide range of written, physical, and visual materials, including

what other authors may term artifacts” (Ary, et al, 2010: 442). The researcher will use some documents in collecting data process, some recommended books, journals, reports, will be provided to reach some important information that related to the study and support the theory used in. the researcher select one book as a guide to design teaching EFL listening materials.

2) Interview

The researcher examines several teachers and students by interviewing them about the materials that was being used lasted today. The evaluators are: 1). Mrs. Luruh Ayu, M.Pd. 2). Mr. Farouk Imam Arrasyid, M.Pd. 3). And Mrs. Maimunah, S.S, M.Hum. The researcher need to know how the teachers’ strategy in designing the materials before teaching it to the students, and also to understand their opinion about the essential criteria of the appropriate materials for their students, especially their opinion about Listening Extra as a resource learning. The researcher is requesting the expert opinion about the result of analysis in evaluating the Listening Extra textbooks. For the questions, the researcher will use the Semi-Structured Interview which is stated by Ary, et al (2010) in which the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process. The questions of interview can be seen totally in Appendix 1 and 2.





3) Questionnaire

To support my study, not only used documentation and interview but also the researcher used questionnaire to find out the students respond. Beside the evaluators and the expert, the researcher also gives questions for several students about their feeling when getting the materials given by the teacher in the classroom

So, the third technique used by the researcher is questionnaire. Mackey & Gass (2005:92) defined questionnaires (a subset of survey research) as any written instruments that present respondents with a series of questions or statements to which they are react either by writing out their answers or selecting them among existing answers. The researcher uses a directly administered questionnaire. According to Ary, D et al., (2010: 387) a directly administered questionnaire, it is given to a group of people assembled at a certain place for a specific purpose.

The questionnaire is given to 19 students of English department of IAIN Syekh Nurjati Cirebon, the researcher also has collected data from a number of 4th semester students who thought using Listening Extra course book. The questionnare is used for answering students' responds about Listening Extra as a source of teaching EFL Listening. The content of questionnare can be seen fully in the Apendix 3.

1.6.6 Technique of Analyzing Data

There are some procedures in analyzing the data. First, categorizing the data into 11 aspect of textbooks, which are: general appearance, design and illustration, objectives, topic content,

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.



multimedia content, language content, social and cultural context, language skills, teachable, flexibility, and the last testing practice. Second analyzing and interpreting the data to answer the second question “What are the kinds of micro and macro skills in each task of each units in Listening Extra? And “Are the contents of Listening Extra as published materials sufficient for teaching EFL’ listening?” third, analyzing and interpreting the data to find out the supporting features such as the expert and the lecturer opinion and then the students responds. Finally, reporting the result of the research descriptively.

Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important see (Appendix 1).

Data collection and analysis in qualitative research are inductive processes (Lodico, 2005: 301). There are several steps in data analysis:

1.6.6.1 Preparing and organizing the data

If interviews were taperecorded, preparation involves transferring the information from the recorded interviews into a written form. The quickest and least accurate approach involves listening to tapes with written notes from the interview and recording the general issues or ideas that are reported using participants’ own words as much as possible. Possible illustrative quotes are also noted and recorded. This type of transcription actually involves data analysis as well as preparation, and it is not suitable for complex research questions or beginning qualitative researchers. By analyzing the data at the same time that one is preparing and organizing it, the researcher’s biases are more likely to influence the study’s findings. The researcher interview some lecturer about Listening Extra course book and the students respond about

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.



Listening Extra course book. The researcher ask the result of analyzing the expert to support my study.

Lodico (2005) illustrates the following which are some common methods for organizing data:

- 1) *Site or location from which data were collected.* This method is common in studies where Multiple sites or locations were observed.
- 2) *Person or group studied.* Data may be organized by the individual person or group, or data from persons or groups with similar characteristics or backgrounds might be grouped together.
- 3) *Chronological order.* Data might be organized into the time periods in which it was collected.
- 4) *Type of data.* Interview transcripts might be assembled together, separate from field notes and journals.
- 5) *Type of event or issue addressed.* If interviews focused on different issues or observations of different events were made, the data pertaining to each issue or event might be grouped together.

1.6.6.2 Reviewing and exploring the data

Many researchers will begin to jot down words and phrases that capture important aspects of the data in this initial review. However, the real purpose is to immerse one self in the data and gain a sense of their possibilities (Lodico, 2005: 304).

1.6.6.2.1 Coding data into categories

Coding is about developing concepts from the raw data (Ary et al, 2010: 483). Coding is the process of identifying different segments of the data that describe related phenomena and labeling these parts using broad category names (Lodico, 2005: 305). The most common approach is to read and



reread all the data and sort them by looking for units of meaning words, phrases, sentences, subjects' ways of thinking, behavior patterns, and events that seem to appear regularly and that seem important.

Coding	Meaning
MI	Micro Skill
MA	Macro skill

1.6.6.2.2 Reporting and interpreting data

There are a number of steps in analysis data of the research. According to Creswell (2014: 238), there are six steps in analysis data. Those are the steps that must be completed by the researcher:

- 1) Going from the particular or detailed data;
The researcher selected one book which complete
- 2) Analyzing data simultaneously with collecting data;
- 3) Cycling the meaning phases of the collected data to analysis;
- 4) Analyzing data through reading it several times;
- 5) Using more techniques in analyzing data;
- 6) Interpreting data.

1.7 Literature Review

The previous studies of the research are found for only few researches in Indonesia, even only study of communication or interaction in teaching and learning processes. In contrast, many studies have been booked as journal about this similar area 'listening' in other country, especially in the western. Hence, the previous studies that are from this country and out of the country



as the referential guided to make a better research would be taken for four samples.

The first study which the more similar one with this study than the others, written by Anshar (2014) that examined the evaluation of English electronic books for junior high school in Indonesia which aimed in finding out what aspect of English electronic book (BSE) fulfill the criteria of a good English course book and finding out the features of supporting aids in the textbook. This research focused on evaluating two English electronic books (BSE) for the seventh grade of junior high school on physical appearance, contents and the supporting following the works of Skierso (1991) and Cunningsworth (1984).

The second study which done by Farist (2014) that investigated the cultural content in an English textbooks for senior high school grade in Cianjur, West Java. Three books published by Airlangga. To reveal what culture are represented in the book. This research investigated about culture in the book. The differences between both of the research are the current research is more general that investigate the cultures three book which has published by Airlangga, but the previous research more general, similar but not same, because the previous study focused on culture but the researcher focused on content from textbooks use.

The third study which done by Nashruddin (2013) evaluating the Possible Use of Text Aloud. The study evaluation of this software by three evaluators who have experiences teaching listening and speaking. This is the closest field. But this one is more general than the researcher will research in.

The forth Purnomowulan(2010) analyze about criteria of an appropriate textbook have been fulfilled and whether the requirements of the curriculum 2013 have been accomplished. The findings reveal that the strengths of this textbook are all of the chapters in the textbook have met the criteria of a good textbook, i.e. integrated language skillshow to improve to listening skill. The study analyze about how the way to be a good listener and get some point from listening activity. The differencess between both of the

research is the previous study focus on the strategies while the researcher focus on the content contained in listening course book.

The priority or the distinction of this research that differ from all previous studies did by several researchers is the concern on the material that published or served by international publisher for teaching listening in the classroom and its essential criteria that appropriate for EFL learners especially a college learners which aimed to know what make the learning source become a good material for teaching EFL listening. It is a logic reason and becomes the gape of this research that make it different with Anshar (2014) and actually this research continued his current study. The researcher think that the research in this space is vary and hopefully can be useful for the teaching of listening process in the classroom and develop the quality of material or published material for teaching process in all aspects of study.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon



BAB IV CONCLUSION

This chapter presents the conclusion of the research and suggestion for a further investigation. The researcher concluded briefly based on the analysis of the findings of the research. It would cover the main point of the research. The researcher also hopes and suggests a dynamic further research for the researchers in the future.

The researcher concludes two main points of this research. They are about the importance of targeted macro and micro skills in a listening material toward the best design of listening activities for EFL learners. In designing a language material for listening classroom, the teacher should understand the basic pillars of the standard materials for the students. Is it fulfill the student's needs or not, how powerful material designed for, and how effective material reserved in. This research is a result of a deep analysis of Listening Extra that published by a well known publisher used by the teachers for teaching listening in the classroom.

- 1) Based on the analysis can be conclude that diverging tasks in listening activities is important in teaching listening. The purpose of the listening, together with the micro- and macroskills of listening comprehension help teachers to determine what tasks should be given to the students in listening classes. Different tasks should be given to aim at different purposes.
- 2) The sufficiency of the contents of Listening Extra for teaching EFL listening according to the experts' opinion and the theory related to the research question, show that the contents contained in Listening Extra (2004) is sufficient for teaching EFL Listening: from the general appearance, objectives, topic content, language content, social, cultural context, language skills, teachable, and the flexibility are (sufficient) for EFL Listening, but some other terms such like test or practice, multimedia content, design and illustration are (somewhat sufficient) for teaching EFL listening.



4.1 Suggestion for Further Research

The researcher hopes a dynamic further research in the next time. The researcher suggests a research on the implementation of the published materials used in the courses, schools, and university around the country because the researcher thinks that it is important to examine them in reaching targeted purposes of learning. The researcher hopes further research doesn't only focus on listening area but also the other skills, than the other skills are developed.

4.2 The Implication of The Research

This research served the criteria for designing a very well listening material for EFL learners. The main importance thing is in clustering the purposed learning goals and the implementation of macro in micro skills through listening tasks and activities passed by the students' needs. In designing a great EFL teaching learning process in the classroom, the teachers should begin with a powerful material before teaching process, so that this finding might become the first step in creating it. So that the implication of this research is that this finding becomes a critical foundation for the teacher in designing EFL listening material.



REFERENCES

- Alamri, A. (2008) An Evaluation of the Sixth Grade English Language Textbook for Saudi Boys' Schools. M.A. thesis, Jeddah: King Saud University
- Andrew, Richard (2001). *Teaching and learning listening A guide to recent research and its applications*. New York: Continuum
- Anshar, Miftahul Rijal. (2014). *The Evaluation of English electronic book for junior high school in indonesia* Unpublished Graduated Thesis. Bandung: Indonesia University of Education.
- Ary, Donald. Jacobs, Lucy. Cheser. Sorensen, Chris. & Razavieh, Asghar. (2010). *Introduction to Research in Education*. USA. Wadsworth, Cengage Learning
- Bidabadi, FS. Yamat, Hamidah. *EFL Learners' Perceptions towards Meta-Cognitive Strategy Use in English Language Listening* 13(3): 4219-9719
- Brenes, César A. N. 2006. *The language laboratory and the course*, 2(8): 1409-4703
- Broughton et al (2003) *Teaching English as a foreign language*. Newyork: Routledge. Published book
- Brown, Douglas, H. (2004). *Language Assessment Principles and Classroom Practices*. San Fransisco State University.
- Brown, H. D., and Abewickrama, P. (2010) *Language assessment: principles and classroompractices*, 2nd edn. White Plains, NY: Pearson Longman.
- Brown, R., Waring, R., and Donkaewbua, S. (2008) Incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories. *Reading in a Foreign Language*, **20**, pp. 136–63.



- Cahyono, Bambang Yudi, & Widiati, Utami. 2009. The Teaching of EFL Listening in the Indonesian Context: The State of the Art. *TEFLIN*, 20(2): 194-211.
- Clark, R., Nguyen, F., and Swellen, J. (2006) *Efficiency in learning: evidence-based guidelines to manage cognitive load*. San Francisco: Wiley.
- Cohen, Louis. Lawrence, Manion. & Morrison, Keith. (2007). *Research Methods in Education: Sixth Edition*. USA & Canada. Routledge
- Craven, Miles. (2004) *Listening Extra*. Australia: Cambridge University Press
- Creswell, John. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston. Pearson Education.
- Cunningsworth, Alan. 1995. *Choosing Your Coursebook*. Oxford: Heinemann
- Day, R., Yamanaka, J., and Shaules, J. (2009) *Impact Issues 1-3*, 2nd edn. Hong Kong: Pearson.
- Faris, Ihsan Nur Iman. (2014) *Cultural Content Analysis Textbook for senior High School Grade three in Cianjur, West Java* Unpublished Graduated Thesis. Bandung: Indonesia University of Education.
- Fraenkel, Jack. R. Wallen, Norman. E. & Hyun, Hellen. H. (2012). *How to Design and Evaluate Research in Education*. New York. McGraw-Hill
- Garinger, D. 2001. "Textbook Evaluation." TEFL Web Journal: www.teflwebj.org/garinger.html
- Hamer, Jeremy. The Practice of English Language Teaching. Pearson Longman.
- Harmer, Jeremy. (2010). *How to Teach English*. Oxford: Ocelot Publishing



- Jones, L., and Plass, J. (2002) Supporting listening comprehension and vocabulary acquisition with multimedia annotations. *Modern Language Journal*, **86**, pp. 546–61.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi: New Age International Publisher. Language, 1925 (4768)1925-477
- Lodico, Marguerite G., Spaulding, Dean T., and Voegtler, Katherine H. (2005) *Methods in Educational Research: from Theory to Practice*. San Francisco: Jossey-Bass Published
- McDonough, J. Shaw, C and Mashuhara, H. (2013) *Material and ELT method in a teacher guide*. Blackwell
- McDonough, J. and Shaw, C. 1993. *Materials and Methods in ELT*. Blackwell.
- McWilliam, Erica. (2007) *Is Creativity Teachable? Conceptualising the creativity/pedagogy relationship in higher education*. digital repository : QUT
- Michael.(2014) *On the Use of Modern Technological Technique for the Teaching of Anaang/Ibibio Tones* 5(4)1798-4769
- Nashruddin, Wahid. (2013) *Evaluating the Possible Use of Text Aloud. National English Language Teachers and Lecturers (NELTAL)*: State University of Malang.
- Nashruddin, Wahid. (2013) *Understanding the teaching of listening and speaking*. Republik of Indonesia: University of Malang press.
- Nejad, Ali Mansoori. (2013) *An Evaluation of the Third-Grade High School English Textbook*. 2 (2013), Number 1, 67-80 : An Iranian Case Study
- Newby, Peter. (2014). *Research Methods for Education*. New York. Routledge
- Nomass, B. 2013. *The Impact of Using Technology in Teaching English as a Second language*, 6 (3): 1925-4776



- Nurulislam (2012). Analysis of how to improve tertiary EFL Students' Listening Skill of English teacher in University Saudi Arabia). *A descriptive Study at First Grade of Senior High School in Bandung*. Un published Graduated Thesis. Bandung: Indonesia University of Education.
- O'Neill, R. 1982. "Why use textbooks?" *ELT Journal* Vol. 36/2, Oxford University Press.
- Purnomowulan. (2014) *Content analysis English Textbook*. Unpublished Graduated Thesis. Bandung: Indonesia University of Education.
- Richards Jack C. and Rodgers Theodore S. (1999) approaches and methods in language teaching. Cambridge university press
- Richards, Jack C. (2008) *teaching Listening and Speaking From Theory to Practice*. New York: Cambridge University Press
- Rost, Michael. (2011) *Teching and researching listening second edition*. Great Britain: Longman.
- Saputra, K. (2013) *Analisis dan evaluasi materi bahan ajar pada keterampilan membaca*, post graduate of linguistics study: university of Indonesia
- Sinclair, J. McH. and Renouf, A. 1988. "A lexical syllabus for language learning."
- Smith-Bingham, R. (2006) Public Policy, Innovation and the need for creativity, in N. Jackson, Robb.
- Sugiyono. (2013). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Tiono, Nani. Communicative Listening in the language 3(2): 15475-15473
- Vandergrift, Larry and Goh, Christine. (2012) *Teaching and learning second language learning*. New York : Routledge.
- White, R. 1988. *The ELM Curriculum*. Blackwell

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengemukakan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.