

**TEACHING LISTENING MATERIAL
AT THE XI GRADE STUDENTS OF MAN 2
PADANGSIDIMPUAN**



Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as the partial fulfilment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

INAYATI PUTRI SITOMPUL

Reg. Number. 1920300015

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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PADANGSIDIMPUAN**

2023

LETTER OF AGREEMENT

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To: Dean of Tarbiyah and Teacher
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Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Inayati Putri Sitompul**, entitled **“Teaching Listening Material at The XI Grade Students of MAN 2 Padangsidempuan”**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

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ABSTRACT

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Students of MAN 2 Padangsidimpuan

The aim of this research is to analyze the quality of listening material covering its appropriateness, applicability or transferability, and task orientation. Researchers analyzed the listening material used in the textbooks provided by the school because listening material has a big influence on students' English learning. This research has formulations, namely; How is the appropriateness of material in teaching listening, how is the applicability or transferability of material in teaching listening, and how is the task orientation of material in teaching listening at the XI grade students of MAN 2 Padangsidimpuan. The type of research was qualitative using document analysis by using students' book and supported by teacher interviews. Data collection techniques through document analysis and interviews. Data analysis was carried out using the Miles and Huberman method which includes data reduction, concluding and verifying. This research used the triangulation method to check the validity of the data. Based on the results of the research, it can be concluded that the research results show that the listening material in the English language learning textbook for class XI for MAN 2 Padangsidimpuan students can be categorized as good, because it is in accordance with the principles of listening material in the Celce and Murcia book. This book contains 9 chapters, which are appropriate and appropriate to the student's level, can be applied or transferable, and contain task orientation.

Key Word: *Listening Material, MAN 2 Padangsidimpuan, Bahasa Inggris*

ABSTRAK

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Judul skripsi : Bahan Ajar Mendengarkan Pada Siswa Kelas XI
MAN 2 Padangsidempuan

Tujuan dari penelitian ini adalah untuk menganalisis kualitas materi menyimak yang meliputi kesesuaian, penerapan atau transferabilitas, dan orientasi tugas. Peneliti menganalisis materi listening yang digunakan pada buku teks yang disediakan sekolah karena materi listening mempunyai pengaruh yang besar terhadap pembelajaran bahasa Inggris siswa. Penelitian ini mempunyai rumusan yaitu; Bagaimana kesesuaian materi dalam pembelajaran listening, bagaimana penerapan atau transferabilitas materi dalam pembelajaran listening, dan bagaimana orientasi tugas materi dalam pembelajaran listening pada siswa kelas XI MAN 2 Padangsidempuan. Jenis penelitian yang digunakan adalah kualitatif dengan menggunakan analisis dokumen dengan menggunakan buku siswa dan didukung dengan wawancara guru. Teknik pengumpulan data melalui dokumen analisis dan wawancara. Analisis data dilakukan dengan metode Miles dan Huberman yang meliputi reduksi data, menyimpulkan dan memverifikasi. Penelitian ini menggunakan metode triangulasi untuk mengecek keabsahan data. Berdasarkan dari hasil penelitian, dapat disimpulkan bahwa hasil penelitian menunjukkan bahwa materi listening dalam buku teks pembelajaran bahasa Inggris dikelas XI pada siswa MAN 2 Padangsidempuan dapat dikategorikan bagus, karena sesuai dengan prinsip materi listening yang ada dalam buku *celce and murcia*. Buku ini memuat 9 bab, yang mana layak dan sesuai dengan tingkatan siswa, dapat diaplikasikan atau transferability, dan memuat orientasi tugas.

Kata kunci: Materi mendengarkan, MAN 2 Padangsidempuan, Bahasa Inggris

خلاصة

الاسم : عنايتي بوتري سيتومبول
رقم القيد : ١٩٢٠٣٠٠٠١٥
موضوع البحث : تحليل لتدريس مواد الإستماع لدى الطلاب الصف الحادي عشر في المدرسة الثانوية الإسلامية الحكومية ٢ بادانج سيديمبوان

يهدف هذا البحث إلى التحقيق في معرفة الجودة مواد الاستماع يشمل مناسبته وتطبيقه وانتقاله واتجاهه. عرض الباحثة لتحليل مواد الاستماع المستخدمة في الكتب المدرسية التي توفرها المدرسة لأن مواد تعلم الاستماع لها تأثير كبير على تعلم الطلاب للغة الإنجليزية. هذا البحث لديه صياغة مشكلة ، وهي ؛ كيف الإتفاق المواد في الاستماع إلى التعلم للطلاب في الفصل الحادي عشر المدرسة الثانوية الإسلامية الحكومية ٢ بادانج سيديمبوان، كيف تطبيق أو انتقال المواد في الاستماع إلى التعلم للطلاب في الفصل. يهدف هذا البحث إلى معرفة كيفية توافق المادة مع مبادئ مادة الاستماع. النوع من هذا البحث هو البحث النوعي باستخدام الأساليب الوصفية. المشاركون في هذا البحث هم مدرسون اللغة الإنجليزية من الصف الحادي عشر في المدرسة الثانوية الإسلامية الحكومية ٢ بادانج سيديمبوان. تقنيات جمع البيانات من خلال تحليل الوثائق والمقابلات. تم إجراء تحليل البيانات باستخدام طريقة مايلز وهوبرمن التي تتضمن تقليل البيانات واستنتاجها والتحقق منها. استخدم هذا البحث طريقة التثليل للتحقق من صحة البيانات. بناء على نتائج البحث ، يمكن استنتاج أن نتائج البحث تظهر أن مادة الاستماع في كتاب تعلم اللغة الإنجليزية للصف الحادي عشر لطلاب المدرسة الثانوية الإسلامية الحكومية ٢ بادانج سيديمبوان يمكن تصنيفها على أنها جيدة ، لأنها تتوافق مع مبادئ مواد الاستماع في كتاب سيلسي ومورسي. يحتوي هذا الكتاب على تسعة أبواب، وهو لائق ومناسب لمستوى الطلاب، ويمكن تطبيقه أو نقله، وتحتوي على توجيه المهمة.

كلمات مفتاحية : مواد الاستماع ، المدرسة الثانوية الإسلامية الحكومية ٢ بادانج سيديمبوان، اللغة الإنجليزية

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, let me say a lot praise, gratitude, honour and glory to ALLAH SWT, the Gracious and the Merciful for giving me the guidance, power, patience, love and ability to finish this research, namely **“Teaching Listening Material at The XI Grade Students of MAN 2 Padangsidimpuan”**. Peace and Salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence that has guide the human being from the bad character in Jahiliyyah era into this era.

It is pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways since the process of this thesis, I got a lot of guidance, helping, inspiration and a warm hugs from people around me. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Special thanks to Mr. Dr. Fitriadi Lubis, M.Pd., and Mrs. Sokhira Linda Vinde Rambe, M.Pd., as my advisors who have guided me to finish this thesis, who has given me motivations, ideas, love, warm hugs and warm words, alwo who have patiently see my progress until finishing this thesis.
2. The Rector and the Vises of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, as the administrators that have accepted me as the university student in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
3. The Dean of Tarbiyah and Teacher Training Faculty and Vises that have done the best improved the faculty in creating various activities to increase students' skill.
4. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Department, I would like to thank you because you had guided and helped me from the beginning till the end of my study.
5. Thanks to all lecturers that have taught, guided, and also given me knowledge and experience that I can't pay it back.
6. Thanks to MAN 2 Padangsidimouan and the english teacher Mr. Amir Hasan Daulay who helped me to finish this thesis.

7. My beloved parents (Mr. Syuib Akhiruddin Sitompul and Mrs. Surya Ritonga) who gave me birth, live, guidance and support to face this life. Who always love, and pray for me. Who never stop support me to keep moving forward about my study. To beloved sister Mayang Purnama Sari Sitompul, S.Pd. and my beloved brother Fachri Ali Sitompul always give support and motivation in every situation especially to finished this thesis.
8. Big thanks to my beloved friends Nurcahaya Dalimunte, Nurul arfinda, Hotnida Sapitri Harahap, Nursaadah Pasaribu, Hairanita dongoran, Putri Khairani, Rika Fitriyana, Sri Endang Retno Ningsih, Levi Yanti Siregar, Wanti syahmita. Thank you for your friendship throughout the ups and downs, who always support me and motivate me.
9. To myself, the strong and the weakness me, the person who always want to face all challenges in this life. Thank you becoming this amazing version until I can finish this thesis.
10. My family in English Education 1 who cheer my whole experience in study from begin till finish.

This thesis can't be considered perfect without critics and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this better.

Padangsidempuan, November 2023

Researcher

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(AHD)

CHAPTER I

INTRODUCTION

A. Background of The Research

Listening is the process of listening to a conversation, either a short dialogue or monologue. When someone listens, they make an effort to comprehend what is being said, even if they are unable to grasp every word or syllable. that is, an attempt is being made to infer the meaning by using keywords, tone, and other cues. The act of receiving and reacting to messages that someone has spoken is known as listening., and the listener will try to understand and interpret the information given from the speaker.

Listening is one of the most important skills in learning and in life. How can people speak and communicate fluently if can't hear and understand well. So, the are some of essential of listening. Which are easier to understand something considered someone who wants to listen and pay attention, facilitate the application of knowledge or information obtained, and assist in ensuring the correctness of the information received.

The Independent Curriculum's learning objectives for hearing components are already included in the CCBBI book. Additionally, the textbook's readability complies with PUEBI guidelines and is simple to comprehend. According to the statistics, friends' texts and videos are used for listening activities; however, the videos that are played within the text only include visuals without sound, including text transcripts, and are not appropriate for students at the school age developmental

stage.¹This is a form of listening the suitability of the assessment of how listening through the curriculum.

There are many efforts in order of teaching listening and achieve listening learning goals. The government provides infrastructure such as language laboratory that supporting facilities such as; headset, tables, and other. that supports listening learning activities and curriculum development or improvement, school principals or schools provide training, teacher trainers to improve the quality of listening learning. All is done in order according to the purpose of teaching English of especially in teaching listening.

Condition of teaching listening many students do not understand the listening material or not interest to listening. Based on interviews with teacher MAN 2, English teaching materials which are books which include reading, speaking, listening. especially for listening material teachers use old books to teach. Then the listening file itself doesn't exist yet. Then the teacher must make or find their own.² So, beside that the teacher which are searching for the audio files themselves and looking for audio that matches the material, it is possible that sometimes students feel they are not related to the material, it is not according to their level so that students' listening skills are lacking in understanding the listening material.

¹ Desy Rufaidah et al., "Quality of Listening Assessment in Indonesian Book For SMA/SMK Class X Independent Curriculum," *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* 5, no. 3 (2022): 20320–32, <https://bircu-journal.com/index.php/birci/article/view/6049>.

² Amir Hasan Daulay, An English Teacher of MAN 2 Padangsidempuan, Privat Interview (2022).

Based on interview with students of MAN 2, Listening is one of the lessons that is difficult to understand, as is the case with many vocabulary words that are not understood and difficult to learn.³ With this allows students probably not to understand listening material, thus making it difficult for students to follow listening which makes students less good at listening.

Teaching listening material is also, by understanding Given the significance of listening in the language learning process, educators ought to be able to choose lessons that are suitable for their pupils. For example, any content that has instructional value and is used for formal or informal learning purposes is referred to as learning material or learning sources. Students may find it simpler to comprehend the listening content in this fashion, thereby can influence students in learning process.

According to Celce and Murcia, listening materials follow three principles; The first is appropriateness; listening materials' content and outcomes are made as pertinent to pupils as possible. Assignment creators ought to embrace the content and enhance it to cater to the requirements of their pupils. which material must be in accordance with the maturity level of students

The second is applicability or transferability, relevant material appears to have transferability potential. which can be applied in everyday life or in accordance with the environment, can be applied internally as in other classes and can be applied externally, otherwise it can be used outside the classroom.

³ students of MAN 2, "The Interview about Listening Lesson," 2023.

The third is task orientation, can improve the process of learning Collaborative listening and consideration through inquiry and response, problem-solving, processing, copying, and summarizing of auditory input information are all part of individual listening and accountability.⁴ So here are the 3 principles in listening material which aim to achieve authenticity in the material.

In the classroom, the teacher's job is to be an example, an expert, and a planner in which the material being taught is elaborated first such as long subject matter listed in the curriculum being shortened or difficult ones being simplified, for example exercises or perhaps using interesting methods and materials appropriate to the topic. Also, the teacher should not only rely on the handbook but also use other material obtained from other books as a comparison which allows the material to be more easily understood by students. So that the material is more easily accepted by students. nevertheless, the reality in the field is that some teachers don't do that, don't select material and do not elaborate, they just convey existing material. Therefore, this cannot be allowed to continue because it can affect students so there is no interest in teaching listening among the kids.

Based on the explanation above the researchers became curious and try to investigate this with research entitled “an analysis teaching listening material at the XI grade students of MAN 2 Padangsidempuan.

⁴ Marianne Celce-Murcia, *Teaching English as a Second Ir Foreign Language*, 2001, https://www.academia.edu/36244291/Celce_Murcia_ed_Teaching_English_as_a_Second_or_Foreign_Language_pdf.

B. Focus of The Problem

This research is about listening material analysis. This research focused on appropriateness, applicability or transferability, and includes task orientation of teaching listening material at the XI grade students of MAN 2 Padangsidimpuan.

C. Formulation of The Problem

The formulation of teaching listening material at the XI grade students of MAN 2 Padangsidimpuan on to how find out the answer of the following question:

1. How is the relevance of material in teaching listening at the XI grade students of MAN 2 Padangsidimpuan?
2. How is the applicability and transferability of material in teaching listening at the XI grade students of MAN 2 Padangsidimpuan?
3. How is the task orientation of material in teaching listening at the XI grade students of MAN 2 Padangsidimpuan?

D. Objectives of the Research

The research formulated the objectives of the study as follow:

1. To know how is the relevance of material in teaching listening at the XI grade students of MAN 2 Padangsidimpuan?
2. To know how is the applicability and transferability of material in teaching listening at the XI grade students of MAN 2 Padangsidimpuan?
3. To know how is the task orientation of material in teaching listening at the XI grade students of MAN 2 Padangsidimpuan?

E. Significances of the Research

1. Theoretical significance

Good teaching-related information will be gleaned from this research. listening material in teaching listening especially in class XI. This research also provides a description that might be good in order for this research to become valuable knowledge and helpful references for upcoming studies by scholars that wish to investigate the same topic.

2. Practical Significant

For headmaster, the researcher hopes that as a school principal is able to carry out his role to encourage, influence, oversee activities during the teaching and learning process to ensure that students meet their learning goals.

For teachers, researchers hope the study's findings may be helpful to other educators. in knowing how interesting listening material is. For students, researchers hope that students can get listening material as it should be in teaching and the process of learning to listen.

For readers, the goal of the study is to give readers who take part in it additional knowledge. In order for instructors to be prepared to enter the field of education, it is anticipated that this research will give and expand the knowledge of researchers, particularly as aspiring teachers.

F. The Definitions of Key Terms

Based on background of problem, there are some terms used in this research as follows; listening one of the language skills in English, which is Listening is the process of listening to a conversation, either a short dialogue or monologue.

Listening is when a person tries to understand what is happening even if he cannot understand every phrase or sentence to get information from that.

In teaching listening, of course we have to have just the material. Listening materials are materials taught in teaching or teaching materials used by teachers in teaching listening. In which listening material or teaching materials must be understood and mastered by students.

Textbooks and other listening materials can be categorized based on their contents, authenticity, complexity, sphere, theme, number, etc. A set of criteria is used to define the language and thematic level of listening input as well as its suitability for general teaching objectives or the specific learning objectives of each lesson. The hearing text's primary language and content components mostly determine its style.⁵ by looking at the substance, authenticity, theme, etc., it is possible to determine whether the listening material is appropriate for the student's level.

According to Celce Murcia, listening materials adhere to three rules, which are; appropriateness, applicability/transferability, and task orientation.⁶ From that principles can know what authentic material should be like. So, can influence students learning outcomes well.

⁵ Lamara Kadagidze, "Different Types of Listening Materials," *IBSU Scientific Journal* 1, no. 1 (2006): 148–54, https://translate.google.com/translate?hl=id&sl=en&u=https://www.researchgate.net/publication/49292255_Different_Types_of_Listening_Materials&prev=search&pto=aue.

⁶ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

G. Outline of the Thesis

The researcher divided the systematic portion of the investigation into five chapters which are listed as follow: chapter one contains the background of the problem, the focus of the problem, formulation of the problem, objectives of the problem, significances of the research, definitions of key terms, and outline of the thesis.

Chapter two contains of theoretical description that explain about definition of listening material, purpose of choosing listening material, principles of listening material, characteristic of goo listening material, resources of listening material, advantages & disadvantages, listening material in textbook, and review of related finding.

Chapter three consist of research methodology which place & time of research, method of research, source of data, instruments of the research, data collection techniques, data collection techniques analysis, techniques to maintain the trustworthiness of the data. Chapter four consists of a description of the data and results This study contains findings and discussion of Teaching Listening Material at the XI grade students of MAN 2 Padangsidimpuan. The last is chapter five consist of conclusion of the research, implication, and suggestion.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Description

a. Listening Material

1. Definition of Listening Material

Listening is the act of taking in, deriving meaning from, and reacting to communications that is vocal or nonverbal. The act of actively and deliberately listening allows us to interpret what someone hear.⁷ The teacher can guide and direct provide strategies to students how to listen efficiently or can be teaching the listening process so that it is easier to accept and understand the meaning of what students hear.

The goal of listening when learning a second language is to comprehend what is being said. In everyday life, listening is an action that is crucial for obtaining information. It is a sophisticated process that enables humans to comprehend spoken language such as conversation or monologue.⁸ So that's the importance of listening, when someone speaks, of course as a listener that must try to understand what is being conveyed by the speaker to receive the information accepted.

The term "material" refers to instructional aids or theories that specify which theories students need to learn. So, listening materials are materials taught in teaching

⁷ JJ Wilson, *How to Teach Listening* (England: Stenton Associates, Saffron Walden, Essex, UK. Text design by Keith Rigley., 2008), <https://vdocuments.mx/how-to-teach-listening-55c9d720b275c.html>.

⁸ Jwahir Alzamil, "Listening Skills: Important but Difficult to Learn," *Arab World English Journal* 12, no. 3 (2021): 366–74, <https://doi.org/10.24093/awej/vol12no3.25>.

or teaching materials used by teachers in teaching listening. Which listening material must be mastered by students.⁹ Thus students can be expected to develop insight, life skills, curiosity, and the desire to learn further

2. Purpose of Choosing listening material

The ability to listen well is very important in learning because it helps students gain knowledge and understanding and succeed in interpersonal communication. There are many opportunities to listen both in class and outside of class, but some students don't take advantage of them because they let their minds wander or focus more on what they want to say rather than what the speaker is saying.¹⁰ Therefore, it is importance to choose goo material in listening learning to make it easier and attract students' attention to learn it.

Given the importance of listening in language learning, teachers must do this now how to determine the right learning materials to be given to students. Study material or learning resources are all materials with educational content that are used for formal or formal purposes Informal learning objectives. In addition, listening material can refer to anything the teacher uses during class listening sessions to support language learning. Appropriate listening materials must meet the needs of students.

⁹ Herman Benyamin, *Bahasa Inggris Untuk SMA/MA/SMK/MAK XI Kelompok Wajib*, ed. Anisah Septiany, 2017.

¹⁰ Trudy Wallace, Winifred E. Stariba, and Herbert J. Walberg, "Teaching Speaking, Listening and Writing," *International Academy of Education*, no. May (2004): 13, <https://files.eric.ed.gov/fulltext/ED495377.pdf>.

The following criteria were used to choose the listening program's content:

1. Subjects must accessible intellectual and expressive learner abilities, inherent in students' life and interests.¹¹ It must be in accordance with the needs and interests.
2. Subjects must be able to contribute to others' satisfaction, for example, by properly managing their co-worker.¹² Making it easier to understand the learning material.
3. Subjects must reach principle of collective action.¹³ In order to get the desired goal.
4. Subjects must relate to students' faith and relate to family topic.¹⁴ So that it can be applied in everyday life both inside and outside the classroom

Curriculum designers and teacher groups frequently create clear educational criteria, based on the ideas of effective instruction and listening, to help guide their decisions when choosing, modifying, or creating materials for listening. Below are two instances. Alamri mentioned in Pemberton creating standards for choosing materials for Saudi Arabian students, and then mentioned using the following categories (compile here) to assess materials for Thailand:

1. Is the overall design contemporary and in line with current trends?
2. Graphic design and design. Do they have a good look?
3. Are the goals well-defined and consistent with modern theory?
4. is the substance of the topic complete and logically arranged?

¹¹ Abdul Zaid, Rustamaji Rustamaji, and Hibatul Wafi, "Preparation of Learning Materials For Listening Skill," no. January (2019), <https://doi.org/10.4108/eai.20-8-2019.2288104>.

¹² Zaid, Rustamaji, and Wafi.

¹³ Zaid, Rustamaji, and Wafi.

¹⁴ Zaid, Rustamaji, and Wafi.

5. Is the content you're listening to naturally recorded? Does it suffice? Do the speakers vary in their styles?
6. Is the multimedia content interesting, innovative, and varied?
7. Is the language content complete? Is everything in the syllabus covered?
8. Is the social and cultural background diverse? Does it promote suitable cultural values?
9. Are the talents needed for language balanced? Are the four skills receiving the proper attention?
10. Teachable: Is it simple for educators to know what has to be done?
11. Flexibility: Is adding to it simple? • Get in shape. Does it have a lot of experience?
12. How much testing has been done on it? Do the tests have fairness? This list of categories is derived from the in's evaluation of materials for Thailand and Alamri's preparation of selection criteria for Saudi Arabian pupils.¹⁵ These are some way to choose authentic material,

Tomlinson said that the listening materials should include specific events in which language learners are required to take part, as well as a wider range of activities in which language learners may participate. Additionally, language learners are learning how to execute tasks that they find necessary or enjoyable as well as learning

¹⁵ Richard Pemberton, *Teaching and Researching Listening, System*, vol. 32, 2004, <https://doi.org/10.1016/j.system.2003.11.004>.

about intriguing or practical subjects.¹⁶ It makes students easier to understand the listening material.

Providing instruction to another individual and attending to their inquiries and requests for clarification engaging in conversations with friends about subjects of interest and concern; engaging in communication (e.g., small talk situations where the main goal is to establish social contact rather than communicate information ideas); hearing inquiries about needs and wants (e.g., at a bank, ticket office, or travel agency); hearing announcements (e.g., at airports, stations, or sporting events); hearing advertisement content (and distinguishing it from persuasive material); hearing radio programs for pleasure; and enjoying TV and movies for pleasure.¹⁷ Finally, the listening material ought to be able to represent the language speaker's or even the learners' actual situation as the input for the listening. For amusement, as well as viewing movies and TV shows.

3. Principles of listening material

A good listener doesn't just listen what is said, but also what is not expressed or only partially expressed. Good English teaching must be followed certain principles to get good results. Regular application of learning principles in the classroom makes it easier for students to engage in active learning since these principles encompass more

¹⁶ Brian Tomlison, *English Language Learning Materials*, 2008, https://www.academia.edu/20096144/Brian_Tomlinson_English_Language_Learning_Materi_Book_Fi_org.

¹⁷ Dwi Oktalia, N. Ngadiso, and Slamet Supriyadi, "Listening Material in the 2013 Curriculum English Textbook: What Do the Teachers Think?," *Journal of English Education* 3, no. 2 (2018): 69–77, <https://doi.org/10.31327/jee.v3i2.853>.

than just learning, which allows students to engage in the process more fully.¹⁸ In teaching listening, we need the principles of teaching listening which are useful for knowing how the teaching material should be used so that learning can be achieved.

According to Celce and Murcia, listening materials follow three principles, which are; appropriateness, applicability or transferability, and task orientation.

1. Relevance, both the content and the results of the listening material are as relevant to the student's real-life, necessary to choose those lessons with topics that are relevant to one's students.
2. Applicability or transferability, relevant materials appear to have the potential for transferability. Its mean applicable to everyday life it is internally applicable if it can be used in other classes and externally applicable, on the other hand, it can be used outside of the classroom.
3. Task orientation, can enhance the learning process individual listening and responsibility, problem-solving, summarizing heard information, and collaborative listening and consideration through questioning and answering routines.¹⁹

The listening exercise's guiding principles centre on the language-use task. The vocabulary and knowledge of the kids may grow as a result. On the other hand, a language analysis assignment seeks to investigate certain facets of language usage and structure. Is Able Additionally, it aids in the development of personal learning strategies that help pupils understand how language functions.

¹⁸ Fitriadi Lubis, "Hints of Teaching Listening" 13, no. 8.5.2017 (2022), <https://jurnal.ugn.ac.id/index.php/jurnalLPPM/article/view/1143>.

¹⁹ Marianne Celce-Murcia, *Teaching English as a Second Ir Foreign Language*, 2001, https://www.academia.edu/36244291/Celce_Murcia_ed_Teaching_English_as_a_Second_or_Foreign_Language_pdf.

In addition, Tomlinson Penafiora reports using Nunan's six materials design principles, which she found to be a flexible and principled framework for developing materials successfully and efficiently.

1. Materials ought to have a clear connection to the curriculum they support.²⁰

The development of the resources is based on the curriculum. It indicates that the curriculum and syllabus's specified instructional objectives can be met with the help of the materials.

2. Materials ought to be true to the task and the text.²¹ Authentic material is learning material from authentic sources and is not made for learning purposes.

3. Materials should stimulate interaction.²² Teaching and learning interactions are like reciprocal relationships between teachers (educators) and students (students), in a teaching system so that lessons take place effectively.

4. Materials ought to enable students to concentrate on the language's formal features.²³ Namely the variety of languages whose spelling, grammar, and vocabulary are recognized for their acceptance among the wider community and are used as a standard for correct use of language.

²⁰ Brian Tomlison et al., *Developing Materials For Language Teaching*, 2013, https://www.academia.edu/43760213/Developing_Materials_for_Language_Teaching.

²¹ Tomlison et al.

²² Tomlison.

²³ Tomlison.

5. Learning resources ought to motivate students to hone their skills in both learning and learning.²⁴ So as to develop insight, curiosity, and desire to learn.
6. The world outside of the classroom should be a place where students may apply the skills they are learning.²⁵ So they can develop their life skills.

4. Characteristic of Good Listening Material

Since learning and materials are essential to the educational process, teaching materials play a significant role in the implementation of deep learning. Instructors receive support in planning lessons and helping students learn. That the educational process will be engaging, that the right materials will be available, and that the device which measures educational outcomes would enable students to learn effectively by organizing and creating lessons and instructional strategies with a well-rounded, integrated vision.

Prior to using recorded material in a listening lesson, it is a good idea for a teacher to establish criteria, such as the curriculum, in relation to the texts' length, and satisfied

1. The curriculum

The development of the resources is based on the curriculum. It indicates that the curriculum and syllabus's stated instructional objectives can be met with the help of the materials. Furthermore, the materials must to

²⁴ Tomlison.

²⁵ Tomlison.

embody two crucial aspects of the syllabus, namely relevancy and uniformity. Relevance is the degree to which the scope, depth, degree of difficulty, and order of the materials correspond to the students' stage of intellectual, social, emotional, and spiritual growth. The relationship between fundamental competency, indicators, materials, learning activities, learning sources, and assessment is said to be consistent when it is present.

A collection of facts, standards, and values, as well as ideas, skills, experiences, and language activities that teachers provide to their students, are the characteristics of the listening material, or the content of the listening curriculum. These are expected to result in the necessary language changes in students' behaviour in accordance with the predetermined goals.²⁶ Curriculum is one of the teaching standards needed to match what is needed

2. Related to the length of the texts

Students listen intently for no more than two minutes in an elementary or intermediate school without taking a break of any kind. Naturally, it is simpler to focus for a longer period of time if the hearing text's subject matter is extremely engaging or if there is a specific goal to do in connection with the text.²⁷ In order to, if appropriate, facilitate pupils' comprehension of what they are learning.

²⁶ Zaid, Rustamaji, and Wafi, "Preparation of Learning Materials For Listening Skill."

²⁷ Abdul Qodir, Luqman Baehaqi, and M. Zaini Miftah, "Developing Materials of Listening Comprehension For The English Department Students," *Journal on English as a Foreign Language* 6, no. 1 (2016): 7, <https://doi.org/10.23971/jeft.v6i1.379>.

3. Content

People are unaware of the sounds that will be made, the speed at which the words will be spoken, the meaning of the intonation, the purpose of the pauses, or even if the speaker is joyful or angry.²⁸ Therefore, in order to facilitate students' understanding of hearing information, the subject that must be taught must be straightforward, easy to understand, practical, or basic.

The listening program's material should include an explanation of its objectives as well as some teaching and assessment strategies. The book then covers a wide range of literary, artistic, political, social, economic, and educational subjects that can help students improve their listening skills by having them listen to teachers or recordings of the subjects; this is only possible if the subjects selected for the book are appropriate for the students' current level of understanding.²⁹ Through the content of listening material we must know the appropriate level so that by giving the right hat or listening method.

Students should be engaged by the content and motivated to pay attention. While humorous tales and images can be used to great effect in language instruction, they shouldn't be the only kind of materials utilized. Furthermore, in order for students to appreciate the listening exercises, teachers must also be innovative in addition to providing engaging information. Only then will students be motivated to learn.³⁰ The

²⁸ Qodir, Baehaqi, and Miftah.

²⁹ Zaid, Rustamaji, and Wafi, "Preparation of Learning Materials For Listening Skill."

³⁰ Fikri Ismail, *Teaching English As A World Language*, vol. 4, 2012.

material must be interesting and easy for students to understand, so that students can easily accept and enjoy what students doing and learning

Training programs that concentrate only on listening skills can be quite successful, and some have curricula that require a listening-only class. In other programs, speaking and listening are paired. That makes sense as well because speaking and listening are typically done in pairs when we use language in natural contexts.

Texts that deal with very abstract concepts are replete with jargon phrases, hop back and forth in time, are not logically sequenced, and etc. should be avoided in order to have plain, straightforward material. Students shouldn't, however, be treated with less intellectual maturity. For instance, adult learners shouldn't utilize the same textbooks as younger students and shouldn't be required to listen to or speak like children or act like children.³¹ The material's content ought to be relevant to the pupils and appropriate for their level. In order for kids to absorb, comprehend, and enjoy learning more readily.

Apart from that there are also several points before developing the material or the characteristics of the material. They are as follows:

1. Judging from the syllabus, identification theme, sub-theme, and goal.³² After that

Select some resources related to this, in authentic form.

³¹ Ismail.

³² Djuwairiah Ahmad, *Materials Development, Advances in Program Evaluation*, vol. 9, 2019, [https://doi.org/10.1016/S1474-7863\(04\)09004-0](https://doi.org/10.1016/S1474-7863(04)09004-0).

2. The content must take into account the interests and needs of the pupils.³³ To give pupils the chance to study effectively and organically.
3. Materials must be workable and teachable for the teacher.³⁴ Because the subject matter is a very urgent activity in learning process.
4. The material must be relevant to the ability of students their level and life.³⁵ So that students will catch the material presented because they feel related to the learning given
5. The content needs to be appropriate for developing linguistic elements or skills.³⁶ Because language is the most important tool for communication.

Characteristics of an excellent English textbook the following qualities should be found in a good English text book: appropriate vocabulary and structures, exercises, illustrations, proportion and order, and adequate subject matter:

1. Adequate Subject Matter

Students' interests and psychological needs should inform the course material. It ought to be connected to the surroundings of the learner.³⁷ Because basically the learning material must take into account the needs of the students and can be applied in everyday life.

³³ Ahmad.

³⁴ Ahmad.

³⁵ Ahmad.

³⁶ Ahmad.

³⁷ Champak Deuri, "An Evaluative Study of Text Book In English at Higher Secondary Level" 1, no. 1 (2012): 24–28, <https://www.semanticscholar.org/paper/An-Evaluative-Study-Of-Text-Book-In-English-At-Deuri/3df39915418c851dca373a0b5ae678d6b5c6c58f>.

2. Suitable Vocabulary and Structures

Good vocabulary explanation and practice.³⁸ Vocabulary should be controlled, chosen correctly, easy to understand, if a term or structure has more than one meaning, it should be introduced in a methodical manner and its simpler interpretation should be employed.

3. Style

The subject content should be presented logically, the language should be student-friendly, and it should be founded on the simple to complicated principle.³⁹ So that it is in accordance with the principles of instructional materials that are simple for kids to comprehend.

4. Exercises/Activities.

For doing and learning at the end of each lesson.⁴⁰ In each lesson there must be enough exercises or activities for students to do

5. Illustration

The content should be clearly illustrated and prepared with the objectives in mind.⁴¹ So that by presenting it like this it will get good results in learning objectives

³⁸ Ali Jahangard, "Evaluation of EFL Materials Taught at Iranian Public High Schools," no. January (2007), https://translate.google.com/translate?hl=id&sl=en&u=https://www.researchgate.net/publication/285641897_Evaluation_of_EFL_Materials-Taught_at_Iranian_Public_High_Schools&prev=search&pto=au

³⁹ Deuri, "An Evaluative Study of Text Book In English at Higher Secondary Level."

⁴⁰ Prof. AJL, "Qualities of A Good English Textbook/Reader," n.d., 4-5, https://www.academia.edu/42858306/Qualities_Of_A_Good_English_Textbook_Reader_Need_and_Importance.

⁴¹ AJL.

6. Proportion and Order

A lesson ought to be brief. The ratio of text, poetry, stories, biographies, lessons, etc. should make sense. There shouldn't be a continuation of two topics. Maintaining the right proportion of structure and content is important.⁴² With the proportion of each, make it easier for students to catch the lesson. So, that the two topics cannot be connected.

Because the content is derived from recent news articles, advantages include enhanced listening comprehension as well as heightened awareness of current events.⁴³ Listening material taken from updated events also greatly influences students' proficiency in listening to increase students' awareness and skills. There are several ways to categorize listening texts: by substance, by authenticity, by complexity, by sphere, by theme, by quantity, etc. A set of criteria is used to define the language and thematic level of listening input as well as its suitability for general teaching objectives or the specific learning objectives of each lesson.

The style and method of working on the specific listening text are mostly determined by its primary linguistic and content features, however the overall approach is still applicable. Because the emphasis is mostly on the main points of the listening material, language work, for instance, takes significantly longer and occurs at the pre-listening level than it does at the while or post-listening stages.⁴⁴ The classification of

⁴² Deuri, "An Evaluative Study of Text Book In English at Higher Secondary Level."

⁴³ Beverly A Doyle, "Listening Skills 1d Sudents With," no. Step 4 (1989): 20–22.

⁴⁴ Lamara Kadagidze, "Different Types of Listening Materials," *IBSU Scientific Journal* 1, no. 1 (2006): 148–54,

the listening material, it can be seen how the criteria are in the lessons in the textbook to find out the material is suitable for students or related to the students' level.

The difference between real and pedagogic hearing materials should be emphasized when choosing appropriate listening materials for language classrooms. Depending on the goal of the activity and your target audience, they both offer benefits and drawbacks. Texts written by native speakers that were not meant to be used as language learning resources can be considered authentic materials.⁴⁵ Which is authentic material making the learning and teaching process more enjoyable and successful, and the pedagogy of English teachers is crucial in helping students reach their full potential in terms of their ability to master the language.

Listening Materials for Senior High School Students: It is important to customize the listening materials based on the students' interests. For instance, text that is narrative, procedural, parody, recount, report, news items, descriptive, anecdotal, analytical exposition, hortatory exposition, discussion, commentary, and review should all be included in the authentic materials (audio recordings). Either interpersonal or informational listening is possible. The teacher must identify the students' levels, whether they are intermediate, advanced, or low.⁴⁶ In this way students can influence students learning outcomes well.

https://translate.google.com/translate?hl=id&sl=en&u=https://www.researchgate.net/publication/49292255_Different_Types_of_Listening_Materials&prev=search&pto=aue.

⁴⁵ WILSON, *How to Teach Listening*.

⁴⁶ Bradhiansyah Tri Suryanto, "How to Teach Listening in Senior High School," *International Journal of English Education and Linguistics (IJoEEL)* 1, no. 1 (2019): 42–48, <https://doi.org/10.33650/ijoeel.v1i1.962>.

4. Resources of Listening Material

Usually, teachers use sources from handbooks for teaching, but apart from that teacher also usually get material sources from outside such as other books or from online. Sources of audio and video information, chances for spoken communication, and organized assignments and activities that foster understanding and learning techniques are all included in the materials used to teach listening. New materials are regularly released by commercial educational publishers, and there are a plethora of free and reasonably priced resources available online for teaching listening.

There are many small publishers and local publishers that complement the offers of the major publishers, even if there are several major publishers who provide listening materials that are available for purchase. It is a good idea to search online catalogues for new titles to stay up to date with publisher offers. You can occasionally check a couple of the online catalogues for updates. The majority of websites permit users to audit audio and video clips as well as view examples of student and instructor materials, including any electronic versions of products and partner websites that may provide additional resources for viewing or listening; There is no shortage of published materials, online resources, online listening resources, online courses, and directories, especially when it comes to English and other important languages.⁴⁷ These various sources of listening material, it is easier for teaching to get listening material that is not available, so can be access listening material on some of these sites.

⁴⁷ Pemberton, *Teaching and Researching Listening*.

5. Advantages and Disadvantages of Authentic Material

According to Kadagidze, there are several advantages and disadvantages in using authentic material.

Advantages of authentic materials:

- a. Texts serve a communication function that is distinct from language instruction.
- b. Since most texts are intended for specific target audiences, it is possible that they will respond to them in some way.
- c. Learners find authenticity appealing in and of itself
- d. Students can improve their listening skills by using authentic texts.
- e. The English language that is heard is authentic, not the one that was created by the author of the course book or skilfully acted out by actors. This fact encourages pupils to take on seemingly "impossible" real-world challenges.
- f. Since the speech is the best illustration of actual spoken language, it can be improved in a variety of ways. Taking note of the accent, adjusting the voice's tone, and performing tasks based on frequently used.⁴⁸

Whereas, disadvantages of authentic materials:

- a. The significant challenges that occasionally have a detrimental impact on students' motivation and diminish the quality of instruction
- b. The inadequate degree of program alignment. (Selecting reading material that fits the required topics, vocabulary, and grammar is difficult.)

⁴⁸ Kadagidze, "Different Types of Listening Materials."

- c. They violate the majority of the language norms that have been taught.
- d. They have a lot of background and technical noise.
- e. Genuine texts quickly become outdated
- f. A lot of authentic content is unclear (because of a lack of understanding of broader context)
- g. They are too lengthy to be utilized in a classroom setting.⁴⁹

With the advantages and disadvantages of authentic material, it is evident how the information ought to be distributed to the pupils. In order to make learning simple to comprehend and assess the calibre of the content. Students with attention deficit disorders need to learn how to concentrate and stay focused on learning tasks long enough to finish them in order to improve their academic skills. Many of these students struggle with the issue of having either bad listening habits or never having learned how to listen well.

6. Listening Material in Textbook

Textbook that offers essential content for learning a language. It is intended to contain as much information as feasible in a single book and is structured so that students can use it as their only required text for the course. Work grammar, vocabulary, pronunciation, reading, writing, speaking, listening, and functions are typically covered in these publications.

⁴⁹ Kadagidze.

The majority of the listening material in textbooks involves students listening to monologues or dialogues and being asked to answer appropriately to dialogue scenarios. Students are taught to find information in the text, whether it be general or specialized, in addition to responding appropriately. There are additional listening components in some chapters designed to improve pupils' pronunciation and intonation. Additionally, this textbook provides a wealth of text samples for pupils to increase their vocabulary.

Both dialogue and monologue are widely acknowledged as the two main categories of oral understanding. Since dialogue is a crucial component of the original text communication, it should be included in the majority of hearing texts for the general audience. However, monologues—presentations, reports, and lectures—become much more important at high ELT and ESP levels. Therefore, using these listening texts needs careful thought.⁵⁰ Dialogue and monologue in listening learning each have an important role, where dialogue is more useful in application to everyday life while monologue also plays an important role in understanding such as in lectures, presentation, etc.

Teachers typically picture students listening to a recording and completing a task when they think of listening textbooks and classes. Pupils listen to others communicate and then respond to what they hear. This kind of assignment is crucial

⁵⁰ Kadagidze.

because it enables professors to separate out student responses and assess how well the students are listening.

In order to prepare their students for real-world listening situations, the majority of English teachers want to provide them with authentic listening resources. As a result, there is a lot of interest in authentic materials that are mostly captured in ways that are unknown to the speakers and feature actual spoken language. Students maintain a connection to the natural "part of life" in this way, which is crucial for their successful language learning.⁵¹ So, from that can make students interesting to learning material

If time permits, speaking exercises utilizing the same subject (as well as the same vocabulary and structures) can be conducted in groups or couples to provide practice in interpersonal (face-to-face) listening once the listening tasks are finished. Ideas for organizing and repurposing language can be applied from real materials in each speaking assignment.

In English handbook to SMA/MA/SMK/MAK Kelas XI Kelompok Wajib, the listening material here is not specific, but is combined with speaking material. However, it can still be used. The material in this book has 9 chapters.⁵² They are; chapter 1 talks about giving advice and offer, chapter 2 talks about expressing opinion, chapter 3 talks about invitation, chapter 4 talks about analytical exposition text, chapter 5 talks about passive voice, chapter 6 talks about personal letter, chapter 7 talks about

⁵¹ Kadagidze.

⁵² Benyamin, *Bahasa Inggris Untuk SMA/MA/SMK/MAK XI Kelompok Wajib*.

expressing cause effect related to the weather, chapter 8 talks about explanation text, and chapter 9 talks about listening to the music.

The listening material in this book is in the form of pictures where the images include YouTube link that can be accessed. So, students can listen to the listening material, example of which can be seen below.

1. What should I do?

In this chapter 1 learn about listening to or watching the video related to giving advice and offer, listening to a dialogue containing the expression of giving advice and offer. The activity such as; work in groups of four. Choose of the websites below, then play and watch the video.

Activity 1
Work in groups of four. Choose one of the websites below, then play and watch the video.

Giving Advice
You should...
Part 1
Source: www.youtube.com/watch?v=CLF4RCEUHQ
(November 7, 2014)

Giving Advice
You should...
Part 2
Source: www.youtube.com/watch?v=...
(November 7, 2014)

UNIT 14
Cities or Test
Part 1
Source: www.youtube.com/watch?v=...
(November 7, 2014)

UNIT 14
Cities or Test
Part 2
Source: www.youtube.com/watch?v=...
(November 7, 2014)

Activity 2
Work in groups of four. Start discussing the following questions that may come up after watching the video above. Share your answer to the class.

1. What is the title of the video?
2. What do you get from the video? Explain.
3. For whom is the video intended to?
4. In what ways do the videos help us?

2. Why we should save our earth

In this chapter 4 learn about listening or watching videos about global warming and it effects. The activity like work in groups of four. Choose one of the websites below, then play and watch the video. Share to the class the information you got from video



This are kind of listening material, there exists an infinite array of listening texts and situations. In order to categorize them, one must take into account the following factors: the type of text (monologues or dialogues, spontaneous or prepared), the purpose (interpersonal, such as small talk, greetings, or sports talk), the transactional nature of providing and obtaining information, goods, and services (such as explanations, directions, or requests), and the listener's role (participant or observer).⁵³ These can all be grouped together in various ways to characterize various instances of hearing in the real world.

B. Review of Related Finding

This research utilized the earlier research to complete the thesis. The researcher provides a few earlier studies that specifically address English in order to demonstrate the uniqueness of this investigation. While those researchers addressed

⁵³ Ekaterina Nemtchinova, *Teaching Listening Outlines*, 2013, <https://essentialsoflanguageteachingnet.files.wordpress.com/2018/08/teaching-listening.pdf>.

a similar subject, they approached it from various angles. The research strategy, the data gathering method, and the data analysis method are the various elements.

One of the types of research by Nurfajri in 2013.⁵⁴ When creating language materials for listening instruction, educators need to be aware of the fundamental components of the materials that are expected of their pupils. Does the content meet the needs of the students? How strong is the content intended for them? How efficient is the content designated for them? This study is the outcome of a thorough examination of *Listening Extra*, a book that teachers use to teach listening in the classroom and was published by a reputable publisher.

Pangaribuan, et al Carried out the second prior investigation in 2019.⁵⁵ The offered textbook has content that is integrated rather than organized in discrete sections. In addition, Jazadi implies that textbooks are best if designed for students who are centred to help students in learning and also provide students in the decision-making process in class. This means the quality of textbooks will be good if the textbook serves students who are centred on the teaching proses.⁵⁶ As well as the appropriateness, applicability, transferability and level of material used according to the students to easier make students understand.

⁵⁴ Jalilah Nurfajri, "An Analysis of ' Listening Extra Textbook ' for Teaching EFL Listening 2015 M / 1436 H," no. 14111310034 (2015), [http://repository.syekhnurjati.ac.id/2881/1/Jalilah Nurfajri PBI 2015 %28wm blm%29.pdf](http://repository.syekhnurjati.ac.id/2881/1/Jalilah+Nurfajri+PBI+2015+%28wm+blm%29.pdf).

⁵⁵ Darman Pangaribuan et al., "Analysis of Listening Material in Senior High School Students' Textbook," *Educare* 17, no. 2 (2019): 159–63, <http://jurnal.fkip.unla.ac.id/index.php/educare/article/view/332>.

⁵⁶ Pangaribuan et al.

Romania did the third prior study in 2022.⁵⁷ Conducting previous research in 2022. When teaching languages, textbooks can differ based on the interest group. It can also be tailored to meet the needs of students, teachers, and courses. There's another textbook out there that another school uses. Consequently, educators must make every effort to select the greatest and most appropriate instructional resources that will benefit both teachers and pupils. But occasionally, the most crucial factor for teachers to consider when choosing instructional materials is the needs of the students.

⁵⁷ Yosi okta Romania, "A Content Analysis on Listening Materials in English Textbook Based on 2013 Curriculum for the Tenth Grade Students at Senior Hihg School 04 Bengkulu City" (2022), <http://repository.iainbengkulu.ac.id/10221/1/CD> Thesis Yosi Okta Romania.pdf.

CHAPTER III RESEARCH METHODOLOGY

1. Place and Time of Research

The researcher has done the research at MAN 2 Padangsidimpuan for the 2022/2023 academic year. As the place to carry out the research is located on Jl. Sutan Sori to Mulia No.29 Sadabuan, Kec. North Padangsidimpuan, Padangsidimpuan City, North Sumatra. This research was carried out from May 2023 to completion.

2. Method of Research

The method used in this study was a document analysis which aimed at explaining of the analyzing listening material. Malterud in Thyer & Holosko define Qualitative research is defined as "the methodical gathering, arrangement, and analysis of textual material derived from talk or conversation." It is used to explore the meanings of social phenomena as they are perceived by individuals in their natural settings.⁵⁸ which provides a thorough explanation of a phenomenon through data collection, highlighting the significance of the volume and quality of the data examined.

According to Donald in Pangaribuan qualitative research in document analysis is widely applied to written visual data with the aim of identifying the specific characteristics of the material to be analyzed in general form from

⁵⁸ Bruce Thyer and MICHAEL J. Holosko, "Research Methodology Overview of Qualitative Research DANIEL," *The Handbook of Social Work Research Methods* 20, no. 3 (2016): 264–72, <https://doi.org/10.1080/08854726.2014.925660>.Research.

textbooks, newspapers, or other host documents⁵⁹. Through document analysis are done by reading, recording, and collecting to conclude the important points of the data, namely from written data sources.

Qualitative is the study of describing and analysing a phenomenon, event, social action, individual's attitudes, and group's views. This kind of inductive study will use the site's data as the primary source for phenomena and issues during the observation phase. Thus, it can be said that research on qualitative document analysis attempts to assess studies that aim to identify unique qualities of the material to be analysed generally. By using books, documents, etc. This is done by reading, taking notes and collecting to conclude the core data, namely from written data sources. It is said as qualitative because the researcher analysed the listening material at the XI grade students of MAN 2 Padangsidempuan.

3. The Source of the Data

a. The primary source

Problem encountered using procedures that are appropriate to the research problem best. In this study, primary data was obtained by using documents related to teaching listening material at the XI grade students of MAN 2 Padangsidempuan which is the textbook.

b. Secondary data

In this study to support primary data, researcher was conducted by interviewing the teacher as an English teacher in MAN 2 who especially teaches

⁵⁹ Darman Pangaribuan et al., "Analysis of Listening Material in Senior High School Students' Textbook," *Educare* 17, no. 2 (2019): 159–63, <http://jurnal.fkip.unla.ac.id/index.php/educare/article/view/332>.

of the XI grade related to teaching listening material at the XI grade students of MAN 2 Padangsidempuan.

D. Instrument of Collecting Data

This research was used some techniques in collecting data. It aims to obtain valid information about teaching listening material at the XI grade students of MAN 2 Padangsidempuan. The instruments in this study that researcher used were:

a. Document Analysis

Documents that can be used for a study's systematic evaluation come in a variety of formats; they are called documents used for analysis. They contain background papers, manuals, printed outlines for event programs, letters and memoranda, maps and charts, newspapers (clippings/art), agendas, attendance records, minutes of meetings, diaries, and journals; press releases; application forms, summaries, and program proposals; radio and television show scripts; institutional or organizational reports; survey data; and other public materials are all contained in them. Peer review has been applied to this study. Photo albums and scrapbooks can also provide documentary material for study. Libraries, newspaper archives, historical society offices, and institutional or organizational files all have these kinds of records.⁶⁰ The document to be analyzed is the class XI English textbook.

⁶⁰ Glenn A. Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (2009): 27–40, <https://doi.org/10.3316/QRJ0902027>.

Table III.1 Indicator of document analysis

No	Indicator of document analysis	The description of indicators	Item
1.	The relevance of the material	1. Relevance to the students real-life 2. The topic material relevance to the students	16
2	The applicability or transferability of material in teaching listening	1. Can be applicable to everyday life 2. Can be used outside of the classroom	14
3	The task orientation of material in teaching listening	1. Problem solving 2. Summarizing heard information 3. Collaborative listening and consideration through questioning and answering routines. ⁶¹	19

b. Interview

According to Johnson, as this article explains, an interview is posing questions to research participants and receiving their responses. Interviews can be conducted in a variety of ways, including solo and group interviews that take place in person. The phone and other electronic devices (like computers) can be used as a medium for questioning and replying. Additionally, interviews might be semi-structured, unstructured, or structured.⁶² The purpose of an interview is to gather information through verbal question and answer sessions. The material is presented in written, audio, video, or audio-visual recordings.

⁶¹ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, 2001, https://www.academia.edu/36244291/Celce_Murcia_ed_Teaching_English_as_a_Second_or_Foreign_Language_pdf.

⁶² Robert Wood Johnson Foundation, "Qualitative Research Guidelines" 19 (2017), <http://www.qualres.org/HomeInte-3595.htm>.

Those who was interviewed is a teacher as an English teacher in XI grade students of MAN 2 Padangsidempuan.

The researcher was conducted on this study use an interview guidelines or interview instrument prepared by researcher how far the material is used, what the teacher must prepare before teaching the listening material itself.

Table III.2 Indicator of interview

No	Indicator Interview	Number of Items	Total
1	The appropriateness of material in teaching listening	1,2	2
2	The applicability or transferability of material in teaching listening	3	1
3	Task Orientation	4,5	2

E. Technique of Data Analysis

The Miles & Huberman approach was used to analyze the data. For the purpose of the data analysis, they offered the following three steps:

1. Data Reduction

Data reduction is characterized as a process of choosing, streamlining, abstracting, and changing preexisting data from a written record in the field. To put it another way, processes such as making conclusions, codifying them, investigating them, grouping them, and writing memorandums continued to occur after the facts were acquired. The researcher chose the data that were relevant to focus on when minorizing the data.

2. Data Display

A compilation of information with the option to draw conclusions is called a data display. In this stage, the researcher examined the XI grade textbook's

listening instruction. The researcher displayed the data by categorizing them based on the principles of listening material by Celce & Murcia.

3. Conclusion Drawing/ Verification

The last stage involved finalizing and validating the data, following its reduction and display.⁶³ The researcher came to conclusions in this task and gave a narrative description of them. This deduction is made subsequent to the analysis process. information gathered in the field. Furthermore, data analysis must form the foundation for this judgment.

F. Technique to Maintain the Data Trustworthiness

To lessen the researcher's biases and preconceptions, the reliability of the research must be verified. A qualitative researcher checks and improves a study's validity in multiple ways. According to Le Compe and Goetz, the veracity and accuracy of scientific findings are what constitute validity in research.⁶⁴ A legitimate study ought to present the real world, and a legitimate tool or measurement ought to capture the real world as intended.

Every research requires a standard to see the degree of trust or truth in the result of study. As a result, the researcher needs to collect reliable data. This section of the study illustrates how data can be made trustworthy. To check the trustworthiness of the data, there are some methods to check trustworthiness and they are: credibility, transferability, dependability and confirmability. In this research used Credibility to make sure the validation of the data.

⁶³ Matthew B. Miles, *Qualitative Data Analysis*, SAGE Publication, 1994.

⁶⁴ Margaret D. LeCompte and Judith Preissle Goetz, "Problems of Reliability and Validity in Ethnographic Research," *Review of Educational Research* 52, no. 1 (1982): 31, <https://doi.org/10.2307/1170272>.

Credibility is a construction on the part of the reporter(s) and the subsequent reader(s). One method of promoting credibility is through the various processes of triangulation, and they are: (1) Data triangulation, (2) Investigator triangulation, (3) Theoretical triangulation, (4) environmental triangulation.⁶⁵ In this research the researcher used credibility through process data triangulation as the technique of checking data trustworthiness. Where the researcher gets the data through more than one type data establish finding. In this research get the data from Document Analysis and interview.

⁶⁵ Norman A. Stahl and James R. King, "Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research," *Journal of Developmental Education* 44, no. 1 (2020): 26–28, <https://www.jstor.org/stable/45381095>.

CHAPTER IV

RESEARCH RESULT & DISSCUSSIONS

In this chapter, researcher presented the result of the research entitled an analysis of teaching listening material at the XI grade students of MAN 2 Padangsidempuan. The data were collected through document analysis and interview. The researcher did the document analysis from textbook which is titled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI Kelompok wajib*. After that, the researcher interviewed an English teacher to clarify the data gotten from the document analysis. Researcher did the interview by using English and Indonesian. Here are the data derived from research in the field.

A. General Finding

The book which is titled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XI Kelompok wajib* by Herman Benyamin, overall, this book contains listening, speaking, reading, and writing material. The material in this book includes 9 chapters, each chapter has different and interesting material. Where listening material is combined with speaking material. Even though the listening material here is not stated explicitly but implicitly, students can use the material according to their level, what they learn is in accordance with the curriculum. Listening material can also be taken or obtained from other sources as a reference or enrichment.

B. Specific Finding

1. The Relevance of material in teaching listening

Related to the material there are 9 chapters that were analysed. Below is the result of analyse from each chapter.

a. Relevance to the students' Real-life

In this indicator is analysed that the Listening material is appropriate to the student's experience. Below is an explanation

Table IV.1 listening material relevance to the students' Real-life

Material	Topic of Listening	Yes	No
Chapter 1	Asking for and Giving Advice and offer	✓	
Chapter 2	Expressing opinion	✓	
Chapter 3	Invitation letter	✓	
Chapter 4	Analytical exposition text	✓	
Chapter 5	Passive voice	✓	
Chapter 6	Personal Letter	✓	
Chapter 7	Expressing cause effect		✓
Chapter 8	Explanation text		✓
Chapter 9	Song	✓	

From the table above, there are 7 chapters that related to the students' experience and there are 2 that do not relevance to the students' real-life.

Below is the result of analyse from each chapter.

1. Listening Material 1

Chapter I Giving Advice and Offer

Listening 1 (Giving Advice)

A: what's the matter?

B: I failed my test

A: you should study harder

B: that's a good idea⁶⁶

The material above, students listen to related to *giving advice and offer*. Which is certain that every student or human has taken the action of giving and asking for information regarding suggestion and offers. Because basically human need help and support from the people around us, accepting suggestions and offers from our friends or even from strangers makes our life easier.

This material is relevance to the students' real-life because according to Celce Murcia listening material is relevance to the students, namely learning about things that are relevant to real life experiences.⁶⁷ So, students will capture the material presented because they feel connected to the learning provided. Basically, human need help and support from the people around us, accepting suggestions and offers from our friends or even from strangers makes our life easier.

⁶⁶ Herman Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*, 2017.

⁶⁷ Marianne Celce-Murcia, *Teaching English as a Second Ir Foreign Language*, 2001, https://www.academia.edu/36244291/Celce_Murcia_ed_Teaching_English_as_a_Second_or_Forei_gn_Language_pdf.

2. Listening Material II

Chapter 2

Expression About Opinion

Listening 1 (Expressing Opinion)

A: tonight, they're going to be sharing their opinion and you will have the chance to be able to call in or log on to give your opinion and tell us whose opinion you agree or disagree with, let's get started. Let's start with our very first, how much do you earn question. And the question to Peter and Chelsea is, is there ever an appropriate time and can you give us an example of when you should ask somebody how much do you earn? Peter let's start with you.

B: well, in my opinion I think people are very secretive too secretive about their earnings but it's true I once told a colleague how much I earned and she went rushing to the boss to complain about why she was on half my salary. So now I understand why people are a bit secretive. So maybe close friends and family are okay.

A: Alright and Chelsea?

C: I personally think it's okay to ask maybe politicians and celebrities that about how much they earn its public knowledge sometimes.

A: Very interesting. And what about you Theresa?

D: I entirely agree with Peter

A: our next question certainly has should smoking be banned an opinion on. But let's ask Peter and Chelsea should smoking ever be banned in public buildings?

C: well, the way I see it. I don't smoke so I would prefer that i don't have to inhale others smoke.

A: And peter?

B: well, I reckon that it's not much fun from passive smokers you know and I have to say it would be quite terrible if I kind of died from inhaling other people's cigarette smoke before I used to pay my tax bill on time you know.

A: that before taxes what about you?

D: I think so I agree with both

A: question number four comes to should there ever be any restrictions on the type of animals Chelsea and Peter of should there ever be any restrictions on the type of animals you can eat?

C: well, I'd say that it's a cultural difference. I shouldn't have the right to restrict what other people find as a delicacy

A: for example, my last night's alligator was delicious. But peter to you what is your opinion?

A: This may be a little bit controversial, but that's what seven taboos game show is all about. Chelsea and Peter should prostitution ever be legalized?

C: hmm I imagine that in many places it is however for me it always provides an awkward situation with those that I'm in car with and driving by so I'm going to go with no.⁶⁸

The material above, students listen to related *expressions about of opinion*. Every human being must have given an opinion because sometimes human need other people's opinions and vice versa to see and understand things clearly. So, students are required to learn how to give opinions or receive opinions properly and correctly.

This material is relevance to the students' real-life because according to Celce Murcia listening material is relevance to the students, namely learning about things that are relevant to real life experiences.⁶⁹ So, students will capture the material presented because they feel connected to the learning provided. Every human being must have given an opinion because sometimes human need other people's opinions and vice versa to see and understand things clearly.

3. Listening Material 3

Chapter 3

Invitation Letter

Listening 1 (Invitation Letter)

A: hey, what's up?

B: not a lot, how are you?

A: I'm good, do you want to go out later today?

A: sure, where do you want to go?

B: maybe we can get some lunch

⁶⁸ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁶⁹ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

A: sure, that's sounds good. Where should we eat?
 B: we could go to that diner near your house
 A: we could, but we always go there
 B: yeah, that's true. I want to try something else
 A: How about the pizza place in town? They pizza is so good
 B: yeah, it is! It's kind of far away, though.
 A: yeah, and it's really expensive, especially for pizza!
 B: yeah, I'd rather go somewhere a bit cheaper, to be honest
 A: there's nothing wrong with saving money!
 B: Hey! Why we don't try that new café that just opened?
 A: yeah, I'm hear they make really good sandwiches.
 B: Their coffee is supposed to be really good, too.
 A: Hopefully it won't cost too much.
 B: I don't think it's that expensive
 A: awesome. When do you want to meet?
 B; well, I could come pick you up if you like
 A: that would be great. What time?
 B: I'll come get you around 1;00 PM.
 A: sounds great. See you then
 B: See you!⁷⁰

The material above, students listen to related *invitation letter*. Every student must have experienced getting an invitation getting an invitation to special event, either a birthday invitation or the like, making it easier for them to learn how to write formal invitations or not, what to say when you want to invite someone, what information is needed in the invitation letter, and so on.

This material is relevance to the students' real-life because according to Celce Murcia listening material is relevance to the students, namely learning about things that are relevant to real life experiences.⁷¹ So, students will capture the material presented because they feel connected to the learning provided. Student can know how to invite someone in

⁷⁰ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁷¹ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

English, pay attention to the intonation and the gesture that will impact how the invitee's feeling towards the invitations. Students also must have received an invitation or invited friends or relatives.

4. Listening Material 4

Chapter 4

Global Warming and Its Affect

Global warming

The thicker layer of greenhouse gases traps more heat. This result in an increase in average temperature of the earth and the earth becomes hotter and hotter. This is called global warming. If we do not take steps to reduce global warming, it will lead to loss of human lives, plants and animals. Steps to reduce global warming: Plant more trees. Reduce, reuse and recycle. Use less hot water. Turn off electronic devices when not in use. Spread awareness. Come on everybody, let us reduce global warming.⁷²

The material above, students listen to related about *global warming and its affects*. In global warming of course everyone including students must have experienced climate change, air pollution and so on. Students can also play an important role if global warming occurs and students must also know the effects and causes of global warming.

This material is relevance to the students' real-life because according to Celce Murcia listening material is relevance to the students, namely learning about things that are relevant to real life experiences.⁷³ So, students will capture the material presented because they feel connected

⁷² Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁷³ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*

to the learning provided. Students can play an important role if global warming occurs and students must also know the effects and causes of global warming.

5. Listening Material 5

Chapter 5

Passive Voice

Listening 1 (Passive Voice)

A: how was your weekend?

B: it was good. We went out of town this weekend because it was my daughter's birthday, we went to see the grandparents. When we got home knocked over and some of the trashes have been eaten in the kitchen and some of the cabinets were had been opened and there were some things that had been left on the floor that I'm pretty sure we're not on the floor before

A: doesn't sound like somebody broken

B: no nobody broke in here the door the door had not been broken or anything like that. I was still locked but it turns out my dog have a German Shepherd mix who is very good at climbing and very hungry all the time and he had eaten some out of the trash and had opened the cabinet and knocked some things over. Nothing major, nothing that can't be replaced but you know, it was definitely the house was a little messier than it was I loved it so

A: So, I guess the next time you go out of time to leave dog outside

B: poor me yeah, maybe he was outside for you know most of the day but friend of ours let him in at the end of the day and that's when he went crazy went a little crazy but it's okay it's okay yeah. How was your weekend?

A: it was good nothing quite that exciting right and mostly just cleaning the house and home weeds and that kind of stuff yeah so yeah you know fun stories for me I know

B: at least your house was cleaned

A: yeah, and yes⁷⁴

⁷⁴ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

The material above, students listen to related to the *passive voice*. Students must know Indonesia has many cultures Indonesian culture is good from the diversity of languages, customs, stories, and other forms of culture. This chapter discusses passive sentences in English grammar with a cultural theme. The passive voice is used to show interest in an object, event, idea, or person experiencing an action, not in the person or object performing the action. Surely every student has ever been interested in an object, event or idea.

This material is relevance to the students' real-life because according to Celce Murcia listening material is relevance to the students, namely learning about things that are relevant to real life experiences.⁷⁵ So, students will capture the material presented because they feel connected to the learning provided. Surely every student has ever been interested in an object event, idea, or person experiencing an action, not in the person or object performing the action.

⁷⁵ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

6. Listening Material 6

Chapter 6

Personal Letter

Listening 1 (Writing letters)

Hello, my name is Emma, and in today's lesson we are going to learn about writing. What kind of writing? Writing letters. Okay? So, this is important for people who work in business. It's also important for people who like to write letters to their friends maybe or to their grandparents in English. Also, it is very... It is a very useful video for anyone who is taking the general IELTS test. So, if you're taking not academic, but general, this is an important video. And also, if you plan to immigrate to Canada and you want to do the Canadian immigration test which is called: "the CELPIP", this video is also... It will also be useful and helpful to you. Okay?

So, let's get started. What do I mean by "formal" and "informal"? "Informal" means something you would write to your friends, something you would write to your parents, - well, probably your parents unless you're afraid of your parents, then you might be more formal -, your classmates, your coworkers. Okay? So, this is... It means it's not formal; it's for people you know well. On the other hand, "formal" English we use with strangers, we use with our boss, in the workplace, we use it in these different ways. So, it's the English you really have to think about, whereas informal is kind of the relaxed English. So relaxed, serious. Okay?

So, sometimes you will have to write a letter formally, maybe to your boss or your company, other times maybe you're on holiday and you want to write a letter to your friend, you'll use informal English. So, what is the difference? Let's see.

Informal English uses contractions. What are contractions? "Didn't", "wouldn't", "couldn't", "haven't", "hasn't". So, if you see a verb with an apostrophe and then a "t", that is a contraction. Okay? It's very important to know this because in formal writing, you don't use contractions. "Didn't" would be: "Did not".⁷⁶

⁷⁶ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

The material above, students listen to related *personal letter*. A personal letter refers to letter that you write to someone you know in exchanging information or media of communication. Students must also have conveyed information, communicated, expressed feelings, and various other personal purposes use personal letter. Such as on page 110, there is a monologue that students can listen there about how to write informal and formal letters to friends, relatives or others. "Informal" means something you would write to your friends, something you would write to your parents, unless you're afraid of your parents then you might be more formal, your classmates, your coworkers. "Formal" we use with strangers, we use it with our bosses, at work, we use it in many different ways.

This material is relevance to the students' real-life because according to Celce Murcia listening material is relevance to the students, namely learning about things that are relevant to real life experiences.⁷⁷ So, students will capture the material presented because they feel connected to the learning provided. Students must also have conveyed information, communicated, expressed feelings, and various other personal purposes use personal letter.

⁷⁷ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

7. Listening Material 7

Chapter 7

Weather

How rain can be happened

hello friends i am drippy. You know that rain makes the grass green and it makes your garden grow, hmm have you ever wondered what makes rain though? let's learn how does rain form.

First, we will need the sun so here is the sun. When the sun shines the heat of the sun warms the water turning it into an invisible gas called water vapor this process the changing of water into a gas is called evaporation. Because gas is lighter than liquids water vapor rises up into the sky and they further move up into the way from earth's surface due to the temperature of gas. So, in the sky the water vapor cools and changes back into tiny water droplets. This change of water vapor into water droplets is called condensation and it's the opposite of evaporation. Clouds are made up of tiny water droplets so when condensation occurs in the sky clouds form and grow.

let's see it from a closer perspective. The droplets bang together and form even bigger drops when the drops get heavy, they fall because of gravity they even grow and bump into one another on their journey from the cloud to the ground and every single raindrop that reaches the ground is made of one million of the original tiny water droplets. Raindrops fall on the ground's surface. When the sun can shine on them and the whole process happens again. This whole process is called a water cycle and keeps the water moving from the ground to the sky, fulfilling the water needs of the plants animals and people to survive.⁷⁸

The material above, students listen and repeat terms related to the *weather*. This chapter does not correspond to students' experiences, it can only increase insight and knowledge about expressing cause effects, this chapter learn about natural phenomena, for example; lightning,

⁷⁸ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

clouds, rain, aurora, earthquakes and so on. How did that happen? and the cause and effect from a natural phenomenon.

This material is not relevance to the students' real-life because is not relevance to the students. According to Celce Murcia listening material is relevance to the students, namely learning about things that are relevant to real life experiences.⁷⁹ So, students will capture the material presented because they feel connected to the learning provided. It can only increase insight and knowledge about expressing cause effects

8. Listening Material 8

Chapter 8

Explanation text

Listening 1 (Chick embryo Development)

21 days to hatching:

Day 1 : embryo

Day 2 : hearts

Day 3 : blood vessels→ tail – bud

Day 4 : wing and leg buds→ brain → eyed

Day 5 : elbow→ knee

Day 6 : digits form→ beak development begins

Day 7 : egg tooth comb

Day 8 : feather tracts

Day 9 : mouth opens

Day 10: claws

Day 11: tail feathers appear

Day 12: scales

Day 13: eyelids form

Day 14: air cell → yolk

Day 15: gut draws into abdomen

Day 16: feathers cover body

Day 17: head tucks between legs

Day 18: yolk sac is largely absorbed

Day 19: yolk sac draws into abdomen

⁷⁹ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

Day 20: internal pip→ external pip

Day 21: hatching⁸⁰

The material above, students listen to related *explanation text related to animal and plants*. This chapter does not correspond to students' experiences, it can only increase insight and knowledge about explanation text related to the birds. This chapter talks about explanation text or how and why something in the world happens. Such as bird, students must know birds and must have seen or touched it.

This material is not relevance to the students' real-life because is not relevance to the students. According to Celce Murcia listening material is relevance to the students, namely learning about things that are relevant to real life experiences.⁸¹ So, students will capture the material presented because they feel connected to the learning provided. it can only increase insight and knowledge about explanation text related to the birds.

⁸⁰ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁸¹ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

9. Listening Material 9

Chapter 9

Listen to the music

Listening 1 Rachel Platten (Fight Song)

Like a small boat
 On the ocean
 Sending big waves
 Into motion
 Like how a single word
 Can make a heart open
 I might only have one match
 But I can make an explosion
 And all those things I didn't say
 Wrecking balls inside my brain
 I will scream them loud tonight
 Can you hear my voice this time?
 This is my fight song
 Take back my life song
 Prove I'm alright song
 My power's turned on
 Starting right now I'll be strong
 I'll play my fight song
 And I don't really care if nobody else believes
 Because I've still got a lot of fight left in me
 Losing friends and I'm chasing sleep
 Everybody's worried about me
 In too deep
 Say I'm in too deep (in too deep)
 And it's been two years I miss my home
 But there's a fire burning in my bones
 Still believe
 Yeah, I still believe
 And all those things I didn't say
 Wrecking balls inside my brain
 I will scream them loud tonight
 Can you hear my voice this time?⁸²

⁸² Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

The material above, students listen to related to the *music*. Every human being, including students, must have listened to music, some even listen to music every day. Besides making music enjoy too, music also stimulates a child's brain in several ways that help improve verbal skills, communication skills, and visual skills. Second, music keeps the aging brain healthy. Listening to music provides benefits in the form of better memory and mental sharpness as the listener gets older. Music is good for heart rate, pulse and blood pressure. Music improves sleep quality. Finally, music relieves pain, depression and anxiety.

This material is relevance to the students' real-life because according to Celce Murcia listening material is relevance to the students, namely learning about things that are relevant to real life experiences.⁸³ So, students will capture the material presented because they feel connected to the learning provided. Every human being, including students, must have listened to music, some even listen to music every day.

From all the chapters that have been analysed, all the chapters in the material show 7 chapters related to the students' experiences and 2 not related to the students' experiences. With these, students are increasingly interested in learning listening. So, they can understand what the purpose is, and how to use it. With this student are able to understand listening well.

⁸³ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

b. The topic material relevance to the students

This book matches the aim and objectives of the language learning program. Listening material are available in each chapter of the *buku Bahasa Inggris untuk SMA/MA/SMK/MAK kelas XI kelompok wajib*. Listening material in textbook mostly consist of listening to the dialogs and monologs and students are asked to deal with dialogs situations appropriately. In addition to responding appropriately, students are also thought to find some information in the text, both specific information and general information. In some chapters there is also a listening material section which is intended to hone students' intonation and pronunciation. This textbook also provides many samples text to improve their student's vocabulary.

Table IV.2 listening material relevance to the students

Material	Topics for Listening	Yes	No
Chapter 1	Asking for and Giving Advice and offer	✓	
Chapter 2	Expressing opinion	✓	
Chapter 3	Invitation letter	✓	
Chapter 4	Analytical exposition text	✓	
Chapter 5	Passive voice	✓	
Chapter 6	Personal Letter	✓	
Chapter 7	Expressing cause effect	✓	
Chapter 8	Explanation text	✓	
Chapter 9	Song	✓	

1. Listening Material 1

Chapter 1

Asking for and Giving Advice & Offers

Listening 2 (Request and Offers)

A: hi Lisa

B: hi Amy, oh I've missed you a lot. I'm glad you've come

A: I was just passing by and wanted to say hello, let's go have a sit down

B: okay

A: It's your birthday next Saturday, isn't it?

B: but I don't really know what I want to do. Maybe I'll stay at home have quiet night in

A: don't be silly, you can't do that. I know all go out for a meal somewhere you, me, martin, Bern, and some of others maybe?

B: yeah, okay that sounds more fun, where should we go?

A: there's Bugatti's, but we always go there. How about new French restaurant? I can't remember its name.

B: the French table?

A: Let's go there. I'd really like to try it

B: yeah, it sounds good

A: I'll speak to martin and the others and check that they can come. Then shall I phone the restaurant and book a table?

B: yes please, if that's okay

A: what time? 08:08?

B: hmm Then, let's book afraid and then we can go somewhere later

A: yeah, great idea⁸⁴

The material above, students listen to related *asking for and giving advice and offers*. Students sure need advice and offer because humans actually live socially and need other people. For example, students also definitely need advice or offers, advice requires things like what should be done and how, while offers are needed when someone needs something or wants to have something. So, this

⁸⁴ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

chapter students are told how to give and receive advice and offer something well or formal and informal way.

This material is needed by students because according to Celce Murcia Lessons need to feature content and outcomes that have “real validity” for students. The more focused learning is on things that are relevant to real life, the more it will attract students' attention, and the greater the opportunity for students to want to listen.⁸⁵ So, the material that students need is material that is related to everyday life so that students can easily learn it. Students definitely need advice or offers, advice requires things like what should be done and how, while offers are needed when someone needs something or wants to have something.

2. Listening Material 2

Chapter 2

Expressing Opinion

Listening 1 (Expressing Opinion)

A: tonight, they're going to be sharing their opinion and you will have the chance to be able to call in or log on to give your opinion and tell us whose opinion you agree or disagree with, let's get started. Let's start with our very first, how much do you earn question. And the question to Peter and Chelsea is, is there ever an appropriate time and can you give us an example of when you should ask somebody how much do you earn? Peter let's start with you.

B: well, in my opinion I think people are very secretive too secretive about their earnings but it's true I once told a colleague how much I earned and she went rushing to the boss to complain about why she was on half my salary. So now I understand why

⁸⁵ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

people are a bit secretive. So maybe close friends and family are okay.

A: Alright and Chelsey?

C: I personally think it's okay to ask maybe politicians and celebrities that about how much they earn its public knowledge sometimes.

A: Very interesting. And what about you Theresa?

D: I entirely agree with Peter

A: our next question certainly has should smoking be banned an opinion on. But let's ask Peter and Chelsea should smoking ever be banned in public buildings?

C: well, the way I see it. I don't smoke so I would prefer that i don't have to inhale others smoke.

A: And peter?

B: well, I reckon that it's not much fun from passive smokers you know and I have to say it would be quite terrible if I kind of died from inhaling other people's cigarette smoke before I used to pay my tax bill on time you know.

A: that before taxes what about you?

D: I think so I agree with both

A: question number four comes to should there ever be any restrictions on the type of animals Chelsea and Peter of should there ever be any restrictions on the type of animals you can eat?

C: well, I'd say that it's a cultural difference. I shouldn't have the right to restrict what other people find as a delicacy

A: for example, my last night's alligator was delicious. But peter to you what is your opinion?

A: This may be a little bit controversial, but that's what seven taboos game show is all about. Chelsea and Peter should prostitution ever be legalized?

C: hmm I imagine that in many places it is however for me it always provides an awkward situation with those that I'm in car with and driving by so I'm going to go with no.⁸⁶

The material above, students listen to related *expressing opinion*. In social life human also need other people's opinions and vice versa to see and understand things clearly, likewise with students. This chapter, students will know how to ask for opinions and how to express

⁸⁶ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

opinions. So, students can be expected to be more confident in expressing opinions or thoughts. This will also help students become more sociable.

The material above is needed by students because according to Celce Murcia Lessons need to feature content and outcomes that have “real validity” for students. The more focused learning is on things that are relevant to real life, the more it will attract students' attention, and the greater the opportunity for students to want to listen.⁸⁷ So, the material that students need is material that is related to everyday life so that students can easily learn it. All of this shows the expression of opinion that students can use both in the learning environment and everyday environment. Also, students can express opinion more confidently and know how to expressing well.

3. Listening Material 3

Chapter 3

Invitation Letters

Listening 2

Invitation to a pool party

A: Jerry, do you have plans for the weekend?

B: I don't have anything scheduled yet

A: It's Mary's birthday this Saturday and we've decided to throw a party for her

B: That's fantastic! Where will the party be?

A: It's going to be a pool party at Jay's apartment you must come by 7

B: A pool party? That sounds interesting! What about the dress code?

⁸⁷ Celce-Murcia, *Teaching English as a Second Foreign Language*.

A: well, don't forget to bring your swimsuit along.
B: we'll have a great time then. See you at the party!⁸⁸

The material above, students listen to related *invitation letters*. Students must have given or received invitations either verbally or in writing. When inviting someone verbally, you need to pay attention to your intonation and body movements because they will affect the feelings of the person invited towards your invitation. Unlike a written invitation, let alone a formal invitation. If you are going to write an official invitation letter, you need to pay attention to several things.

This material is needed by students because according to Celce Murcia Lessons need to feature content and outcomes that have “real validity” for students. The more focused learning is on things that are relevant to real life, the more it will attract students' attention, and the greater the opportunity for students to want to listen.⁸⁹ So, the material that students need is material that is related to everyday life so that students can easily learn it. Of these few invitations, students need several invitation sentences so they can use them if they want to invite someone.

⁸⁸ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁸⁹ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

4. Listening Material 4

Chapter 4

Analytical Exposition Text

Air Pollution

Due to cutting of trees, burning of wood, burning of fossil fuels, smoke released from factories and industries, smoke released from vehicles our air is getting polluted. Due to air pollution, human beings suffer from a number of diseases like Asthma, Bronchitis, Cancer. Air pollution also affects the growth of plants. Air pollution causes damage to our beautiful historical monuments. To reduce pollution, we should take some preventive measures: Plant more trees. Avoid bursting firecrackers. Make more use of public transport. Service your vehicles regularly. Factories and power plants should be set up far from residential areas to reduce air pollution.⁹⁰

The material above, students listen to related *analytical exposition text*. Its mean to convince other people to change their opinion, and action. Like this chapter discusses global warming and the effects. This is really needed by students, so that students know how global warming can happen, what are the causes, and what are the impacts, and what should be done. So that students can also understand and act well.

This material is needed by students because according to Celce Murcia Lessons need to feature content and outcomes that have “real validity” for students. The more focused learning is on things that are relevant to real life, the more it will attract students' attention, and the

⁹⁰ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

greater the opportunity for students to want to listen.⁹¹ So, the material that students need is material that is related to everyday life so that students can easily learn it. students know how global warming can happen, what are the causes, and what are the impacts, and what should be done.

5. Listening Material 5

Chapter 5

Passive Voice

Listening 1

A: how was your weekend

B: it was good. We went out of town this weekend because it was my daughter's birthday, we went to see the grandparents. When we got home knocked over and some of the trashes have been eaten in the kitchen and some of the cabinets were had been opened and there were some things that had been left on the floor that I'm pretty sure we're not on the floor before

A: doesn't sound like somebody broken

B: no nobody broke in here the door the door had not been broken or anything like that. I was still locked but it turns out my dog have a German Shepherd mix who is very good at climbing and very hungry all the time and he had eaten some out of the trash and had opened the cabinet and knocked some things over. Nothing major, nothing that can't be replaced but you know, it was definitely the house was a little messier than it was I loved it so

A: So, I guess the next time you go out of time to leave dog outside

B: poor me yeah, maybe he was outside for you know most of the day but friend of ours let him in at the end of the day and that's when he went crazy went a little crazy but it's okay it's okay yeah. How was your weekend?

A: it was good nothing quite that exciting right and mostly just cleaning

B: at least your house was cleaned

⁹¹ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

A: yeah, and yes⁹²

The material above, students listen to related *passive voice* in English grammar material with a cultural theme. The passive voice is used to show interest in an object, event, idea, or person experiencing an action, not in the person or object performing the action. Here students can find out or learn about Indonesian culture. Here students can also understand passive sentences that are used when they want to show interest in an object, event, idea.

This material is needed by students because according to Celce Murcia Lessons need to feature content and outcomes that have “real validity” for students. The more focused learning is on things that are relevant to real life, the more it will attract students' attention, and the greater the opportunity for students to want to listen.⁹³ So, the material that students need is material that is related to everyday life so that students can easily learn it. This material shows event interest. So, students know how to form the passive voice when they need it to be used.

⁹² Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁹³ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

6. Listening Material 6

Chapter 6

Personal Letter

Listening 1 (Writing letters)

Hello, my name is Emma, and in today's lesson we are going to learn about writing. What kind of writing? Writing letters. Okay? So, this is important for people who work in business. It's also important for people who like to write letters to their friends maybe or to their grandparents in English. Also, it is very... It is a very useful video for anyone who is taking the general IELTS test. So, if you're taking not academic, but general, this is an important video. And also, if you plan to immigrate to Canada and you want to do the Canadian immigration test which is called: "the CELPIP", this video is also... It will also be useful and helpful to you. Okay?

So, let's get started. What do I mean by "formal" and "informal"? "Informal" means something you would write to your friends, something you would write to your parents, - well, probably your parents unless you're afraid of your parents, then you might be more formal -, your classmates, your coworkers. Okay? So, this is... It means it's not formal; it's for people you know well. On the other hand, "formal" English we use with strangers, we use with our boss, in the workplace, we use it in these different ways. So, it's the English you really have to think about, whereas informal is kind of the relaxed English. So relaxed, serious. Okay?

So, sometimes you will have to write a letter formally, maybe to your boss or your company, other times maybe you're on holiday and you want to write a letter to your friend, you'll use informal English.⁹⁴ The material above, students listen to related *personal letter*.

Students must have given a letter to someone, whether formal or informal. This chapter, students can know how to write or give formal and informal letters to someone. This is definitely what students really

⁹⁴ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

need when they want to write a letter to someone well because writing a personal letter has good writing rules.

This material is needed by students because according to Celce Murcia Lessons need to feature content and outcomes that have “real validity” for students. The more focused learning is on things that are relevant to real life, the more it will attract students' attention, and the greater the opportunity for students to want to listen.⁹⁵ So, the material that students need is material that is related to everyday life so that students can easily learn it. This is definitely what students really need when they want to write a letter to someone well because writing a personal letter has good writing rules.

7. Listening Material 7

Chapter 7

Expressing Cause Effect

Because of circumstance

hello friends I am drippy. You know that rain makes the grass green and it makes your garden grow, hmm have you ever wondered what makes rain though? let's learn how does rain form.

First, we will need the sun so here is the sun. When the sun shines the heat of the sun warms the water turning it into an invisible gas called water vapor this process the changing of water into a gas is called evaporation. Because gas is lighter than liquids water vapor rises up into the sky and they further move up into the way from earth's surface due to the temperature of gas. So, in the sky the water vapor cools and changes back into tiny water droplets. This change of water vapor into water droplets is called condensation and it's the

⁹⁵ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

opposite of evaporation. Clouds are made up of tiny water droplets so when condensation occurs in the sky clouds form and grow.

let's see it from a closer perspective. The droplets bang together and form even bigger drops when the drops get heavy, they fall because of gravity they even grow and bump into one another on their journey from the cloud to the ground and every single raindrop that reaches the ground is made of one million of the original tiny water droplets. Raindrops fall on the ground's surface. When the sun can shine on them and the whole process happens again. This whole process is called a water cycle and keeps the water moving from the ground to the sky, fulfilling the water needs of the plants animals and people to survive.⁹⁶

The material above, students listen to related *expressing cause effect*.

This chapter discusses natural phenomena and their causes and also about cause-effect relationships with the sentences "because", "due to" and "thanks to". Such as lightning, clouds, rain, aurora, earthquakes and so on. Here students will discuss how the process occurs and what happens.

This material is needed by students because according to Celce Murcia Lessons need to feature content and outcomes that have “real validity” for students. The more focused learning is on things that are relevant to real life, the more it will attract students' attention, and the greater the opportunity for students to want to listen.⁹⁷ So, the material that students need is material that is related to everyday life so that students can easily learn it. They need this material so they know how this phenomenon occurs.

⁹⁶ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

⁹⁷ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

8. Listening Material 8

Chapter 8

Explanation Text

Chick embryo Development

21 days to hatching:

Day 1 : embryo

Day 2 : hearts

Day 3 : blood vessels→ tail – bud

Day 4 : wing and leg buds→ brain → eyed

Day 5 : elbow→ knee

Day 6 : digits form→ beak development begins

Day 7 : egg tooth comb

Day 8 : feather tracts

Day 9 : mouth opens

Day 10: claws

Day 11: tail feathers appear

Day 12: scales

Day 13: eyelids form

Day 14: air cell → yolk

Day 15: gut draws into abdomen

Day 16: feathers cover body

Day 17: head tucks between legs

Day 18: yolk sac is largely absorbed

Day 19: yolk sac draws into abdomen

Day 20: internal pip→ external pip

Day 21: hatching⁹⁸

The material above, students listen to related *explanation text*.

Explanation text is text to give a clear explanation. Which text contains explanations about social, natural or cultural phenomena, to tell readers about how something works or why something happens.

As is the case in this chapter, students hear about things related to

⁹⁸ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

birds. Surely all good students, all humans, must know this animal and how it looks.

This material is needed by students because according to Celce Murcia Lessons need to feature content and outcomes that have “real validity” for students. The more focused learning is on things that are relevant to real life, the more it will attract students' attention, and the greater the opportunity for students to want to listen.⁹⁹ So, the material that students need is material that is related to everyday life so that students can easily learn it. By this material, listening to it students know and understand how it works, by studying this chapter students really need so they can understand what is the purpose of an explanation text and be able to make an explanation text by explaining an object or something else.

9. Listening Material 9

Chapter 9

Listen to the Song

One Republic (I lived)

Hope when you take that jump

You don't fear the fall

Hope when the water rises

You built a wall

Hope when the crowd screams out

It's screaming your name

Hope if everybody runs

You choose to stay

⁹⁹ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

Hope that you fall in love
 And it hurts so bad
 The only way you can know
 You give it all you have
 And I hope that you don't suffer
 But take the pain
 Hope when the moment comes, you'll say
 I, I did it all
 I, I did it all
 I owned every second that this world could give
 I saw so many places
 The things that I did
 Yeah, with every broken bone
 I swear I lived
 Hope that you spend your days
 But they all add up
 And when that sun goes down
 Hope you raise your cup
 Oh, oh
 I wish that I could witness
 All your joy
 And all your pain¹⁰⁰

The material above, students listen to related *Listen to the song*. As it is known that humans definitely like music and students also definitely like music or songs. they need it because sometimes it can make them happy and feel calm. In this chapter, students listen to the song and analyse it again, such as taking the message from the song and its theme.

The material is needed by students because according to Celce Murcia Lessons need to feature content and outcomes that have “real validity” for students. The more focused learning is on things that are

¹⁰⁰ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

relevant to real life, the more it will attract students' attention, and the greater the opportunity for students to want to listen.¹⁰¹ So, the material that students need is material that is related to everyday life so that students can easily learn it. Students need it because sometimes it can make them happy and feel calm. In this chapter, students listen to the song and analyse it again, such as taking the message from the song and its theme.

From the several chapters that have been analysed, it is known that this material is really needed by students so they can understand it and how to use it and what is its purpose. Students know and understand what other people tell us. In order for us to have such an ability, of course, some effort must be made because the material is relevant to students' abilities and suitable to be developed for language skill. So that students will capture the material presented because they feel it is related to the learning provided.

Almost all chapters of listening material use illustrated pictures. Which aims to describe the dialog based on the pictures seen by students. This textbook also provides many sample texts for students to add to students' vocabulary.

2. Applicability or Transferability

Related to the material there are 9 chapters that were analysed. Below is the result of analyse from each chapter.

¹⁰¹ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

a. Can be applicable to everyday life

The best listening features in class activities that reflect real life. Good listening material is listening material that can be applied in everyday life so that students can further improve their listening skills well. By applying listening material in everyday life, you can improve your pronunciation also chapter can be applicable to everyday life. So, the application of the material in everyday life is very important. Related to the material there were 9 chapters that were analysed.

Table IV.3 listening material can be applicable to everyday life

Material	Topics for Listening	Yes	No
Chapter 1	Asking for and Giving Advice and offer	✓	
Chapter 2	Expressing opinion	✓	
Chapter 3	Invitation letter	✓	
Chapter 4	Analytical exposition text	✓	
Chapter 5	Passive voice	✓	
Chapter 6	Personal Letter	✓	
Chapter 7	Expressing cause effect		✓
Chapter 8	Explanation text		✓
Chapter 9	Song	✓	

1. Listening Material 1

Chapter 1

Giving Advice and Offers

Listening 4

A: what's the matter?

B: I have a backache

A: you should stretch it out

B: that's a good idea¹⁰²

¹⁰² Herman Benyamin, *Bahasa Inggris Untuk SMA/MA/SMK/MAK XI Kelompok Wajib*, ed. Anisah Septiany, 2017.

The material above talks about related to *giving advice and offer*. In everyday social life, of course, students need advice and offers from someone. Such as, if you give someone advice, you tell them what you think they should do in a particular situation and how to give good advice. Surely this can be applied in social or everyday life. The same goes for offers, which is a situation when someone asks you if you would like to have something or if you want it. do something. This can also be applied in everyday life. When students want to offer something or vice versa. So, Asking- giving advice and offers demands communication skills and social skills too.

This material can be applicable to everyday life because according to Celce Murcia Whatever is relevant is also likely to have potential for transferability. Listening lessons need to have transferability/application value to encourage transfer of training, the best listening lessons feature in-class activities that reflect real life.¹⁰³ In everyday social life, of course, students need advice and offers from someone.

2. Listening Material 2

Chapter 2

Expressing Opinion

Listening 1 (Expressing Opinion)

A: tonight, they're going to be sharing their opinion and you will have the chance to be able to call in or log on to give your opinion and tell us whose opinion you agree or disagree with, let's get

¹⁰³ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

started. Let's start with our very first, how much do you earn question. And the question to Peter and Chelsea is, is there ever an appropriate time and can you give us an example of when you should ask somebody how much do you earn? Peter let's start with you.

B: well, in my opinion I think people are very secretive too secretive about their earnings but it's true I once told a colleague how much I earned and she went rushing to the boss to complain about why she was on half my salary. So now I understand why people are a bit secretive. So maybe close friends and family are okay.

A: Alright and Chelsea?

C: I personally think it's okay to ask maybe politicians and celebrities that about how much they earn its public knowledge sometimes.

A: Very interesting. And what about you Theresa?

D: I entirely agree with Peter

A: our next question certainly has should smoking be banned an opinion on. But let's ask Peter and Chelsea should smoking ever be banned in public buildings?

C: well, the way I see it. I don't smoke so I would prefer that i don't have to inhale others smoke.

A: And peter?

B: well, I reckon that it's not much fun from passive smokers you know and I have to say it would be quite terrible if I kind of died from inhaling other people's cigarette smoke before I used to pay my tax bill on time you know.

A: that before taxes what about you?

D: I think so I agree with both¹⁰⁴

The material above talks about *expressing opinion*. In everyday life students also definitely need the opinion of someone to see and understand something clearly. This material can be applied by students when they want to give an opinion or ask for an opinion properly and correctly.

This material can be applicable to everyday life because according to Celce Murcia Whatever is relevant is also likely to have potential

¹⁰⁴ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

for transferability. Listening lessons need to have transferability/application value to encourage transfer of training, the best listening lessons feature in-class activities that reflect real life.¹⁰⁵ By knowing this material, students can apply it in everyday life, students can express opinions which they think agree or disagree so students can find out the purpose of expressing an opinion well.

3. Listening Material 3

Chapter 3

Invitation Letter

Listening about invitation to dinner

A: would you and your wife be free next Saturday night?

B: I'll have to check it with my wife. Do you have something planned?

A: well Samantha and I would like to have you for dinner if you're free

B: it would be a pleasure, but I think I should make sure that vanessa is free

A: maybe you can call her and find out

B: yes, I'll call her and tell you. I think she'll be free

A: Great! In that case, please come to our house by 7:30

B: Alright I think we'll make it. See you on Saturday!¹⁰⁶

The material above talks about *invitation letter*. When you want to invite someone verbally, pay attention to your intonation and body movements because they will influence how the person invited feels about your invitation. Unlike the written invitation, with this, students can use good and correct invitation sentences to apply in everyday life.

¹⁰⁵ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

¹⁰⁶ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

This material can be applicable to everyday life because according to Celce Murcia Whatever is relevant is also likely to have potential for transferability. Listening lessons need to have transferability/application value to encourage transfer of training, the best listening lessons feature in-class activities that reflect real life.¹⁰⁷ This material, invitation sentences can be applied by students in everyday life when they want to invite someone nicely and also how to respond well.

4. Listening Material 4

Chapter 4

Analytical Exposition Text

Plastic bags

Plastic bags: faithful transporters of groceries, liners of wastebaskets, pickers-up of dog crap and inspirers of late nineties Hollywood screenwriters, now banned from grocery stores by the Los Angeles City Council. But why? Reason. TV's Kennedy paid a visit to LA City Hall to find an answer to that question. Council members stood by the ban, despite being confronted with evidence that bag bans have no discernible effect on the health of the environment and make up less than 1 percent of California's waste stream. "When you're looking at 1 percent, that's a huge difference," says Councilman Alarcon, who voted for the ban. Reason contributor Jay Beeber points out that a similar ban in San Francisco failed to reduce the small number of plastic bags actually littering the street. "This is just feel-good legislation," says Beeber. "It's not going to solve any problems, but it makes people think that we've done something." Still, council member Tom LaBonge feels that he served his district well by outlawing plastic bags at grocery stores. "That one percent [of plastic bags in the waste stream] pollutes the river," says LaBonge. "You want to go out to the river with me? I'll show it to you".¹⁰⁸

¹⁰⁷ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

¹⁰⁸ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

The material above talks about *analytical exposition* text which is to convince other people to change their opinion and actions. This chapter especially about global warming. As is known, global warming has a huge impact on life Which is an increase in the temperature of the Earth's atmosphere caused by the greenhouse effect. The cause of Global Warming itself is none other than human activity. This global warming makes the earth hotter, the air during the day is not as hot as before.

This material can be applicable to everyday life because according to Celce Murcia Whatever is relevant is also likely to have potential for transferability. Listening lessons need to have transferability/application value to encourage transfer of training, the best listening lessons feature in-class activities that reflect real life.¹⁰⁹ By knowing this, students can apply it by overcoming it or avoiding it so that global warming does not occur, such as reducing the use of plastic bags, planting trees, avoid bursting firecrackers, etc. With this, students can apply it in everyday life to protect the earth.

5. Listening Material 5

Chapter 5

Passive Voice

Listening 1 (Passive Voice)

A: how was your weekend

¹⁰⁹ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

B: it was good. We went out of town this weekend because it was my daughter's birthday, we went to see the grandparents. When we got home knocked over and some of the trashes have been eaten in the kitchen and some of the cabinets were had been opened and there were some things that had been left on the floor that I'm pretty sure we're not on the floor before

A: doesn't sound like somebody broken

B: no nobody broke in here the door the door had not been broken or anything like that. I was still locked but it turns out my dog have a German Shepherd mix who is very good at climbing and very hungry all the time and he had eaten some out of the trash and had opened the cabinet and knocked some things over. Nothing major, nothing that can't be replaced but you know, it was definitely the house was a little messier than it was I loved it so

A: So, I guess the next time you go out of time to leave dog outside

B: poor me yeah maybe he was outside for you know most of the day but friend of ours let him in at the end of the day and that's when he went crazy went a little crazy but it's okay it's okay yeah. How was your weekend?

A: it was good nothing quite that exciting right and mostly just cleaning the house and home weeds and that kind of stuff yeah so yeah you know fun stories for me I know

B: at least your house was cleaned

A: yeah, and yes¹¹⁰

The material above talks about *passive voice*. Passive voice is use to show interest in an object, an event, an idea, or a person that experiences an action rather than the person or object that performs the action. This chapter also, talks about culture in Indonesia. Students must have experienced something interesting event, object, or person experiencing an action. With this, when students want to express interest in an event, object, or experiencing an action. Students know how to use passive voice so they can apply it well.

¹¹⁰ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

This material can be applicable to everyday life because according to Celce Murcia Whatever is relevant is also likely to have potential for transferability. Listening lessons need to have transferability/application value to encourage transfer of training, the best listening lessons feature in-class activities that reflect real life.¹¹¹ By studying and understanding this, students can express or apply in everyday life how to use passive voice when they experience an event, object, or experiencing an action.

6. Listening Material 6

Chapter 6

Personal Letter

Writing letters

Hello, my name is Emma, and in today's lesson we are going to learn about writing. What kind of writing? Writing letters. Okay? So, this is important for people who work in business. It's also important for people who like to write letters to their friends maybe or to their grandparents in English. Also, it is very... It is a very useful video for anyone who is taking the general IELTS test. So, if you're taking not academic, but general, this is an important video. And also, if you plan to immigrate to Canada and you want to do the Canadian immigration test which is called: "the CELPIP", this video is also... It will also be useful and helpful to you. Okay?

So, let's get started. What do I mean by "formal" and "informal"? "Informal" means something you would write to your friends, something you would write to your parents, - well, probably your parents unless you're afraid of your parents, then you might be more formal -, your classmates, your coworkers. Okay? So this is... It means it's not formal; it's for people you know well. On the other hand, "formal" English we use with strangers, we use with our boss, in the workplace, we use it in these different ways. So it's the

¹¹¹ Celce-Murcia, *Teaching English as a Second Foreign Language*.

English you really have to think about, whereas informal is kind of the relaxed English. So relaxed, serious. Okay?

So, sometimes you will have to write a letter formally, maybe to your boss or your company, other times maybe you're on holiday and you want to write a letter to your friend, you'll use informal English.¹¹²

The material above talks about *personal letter*, that you know to exchange information or communication media. The content of a personal letter is usually polite but informal. In contrast to official letters which are more formal and official. Personal letters may vary. Depending on the context of the letter's message, it could be a letter of thanks, a letter of congratulations, a letter of apology, an invitation letter, or simply.

This material can be applicable to everyday life because according to Celce Murcia Whatever is relevant is also likely to have potential for transferability. Listening lessons need to have transferability/application value to encourage transfer of training, the best listening lessons feature in-class activities that reflect real life.¹¹³ By studying this chapter, students know how to use it and which words to use, so that students can apply it well when they want to write letters in everyday life.

¹¹² Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

¹¹³ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

7. Listening Material 7

Chapter 7

Cause Effect Especially About Phenomenon

Because of circumstance

hello friends I am drippy. You know that rain makes the grass green and it makes your garden grow, hmm have you ever wondered what makes rain though? let's learn how does rain form.

First, we will need the sun so here is the sun. When the sun shines the heat of the sun warms the water turning it into an invisible gas called water vapor this process the changing of water into a gas is called evaporation. Because gas is lighter than liquids water vapor rises up into the sky and they further move up into the way from earth's surface due to the temperature of gas. So, in the sky the water vapor cools and changes back into tiny water droplets. This change of water vapor into water droplets is called condensation and it's the opposite of evaporation. Clouds are made up of tiny water droplets so when condensation occurs in the sky clouds form and grow.

let's see it from a closer perspective. The droplets bang together and form even bigger drops when the drops get heavy, they fall because of gravity they even grow and bump into one another on their journey from the cloud to the ground and every single raindrop that reaches the ground is made of one million of the original tiny water droplets. Raindrops fall on the ground's surface. When the sun can shine on them and the whole process happens again. This whole process is called a water cycle and keeps the water moving from the ground to the sky, fulfilling the water needs of the plants animals and people to survive.¹¹⁴

The material above talks about *cause effect especially about phenomenon*. This chapter, learn about natural phenomenon and what

¹¹⁴ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

cause. By studying this material, students not only gain knowledge about natural phenomena but also about causal relationships with the sentences "because of", "due to", and "thank you".

This material is used to represent the relationship between the cause and effect of something. According to Celce Murcia Whatever is relevant is also likely to have potential for transferability. Listening lessons need to have transferability/application value to encourage transfer of training, the best listening lessons feature in-class activities that reflect real life.¹¹⁵ This material cannot be applied to everyday life but can gain knowledge about natural phenomena.

8. Listening Material 8

Chapter 8

Explanation Text

Chick embryo Development

21 days to hatching:

Day 1 : embryo

Day 2 : hearts

Day 3 : blood vessels → tail – bud

Day 4 : wing and leg buds → brain → eyed

Day 5 : elbow → knee

Day 6 : digits form → beak development begins

Day 7 : egg tooth comb

Day 8 : feather tracts

Day 9 : mouth opens

Day 10: claws

Day 11: tail feathers appear

Day 12: scales

Day 13: eyelids form

Day 14: air cell → yolk

Day 15: gut draws into abdomen

¹¹⁵ Celce-Murcia, *Teaching English as a Second Foreign Language*.

Day 16: feathers cover body
 Day 17: head tucks between legs
 Day 18: yolk sac is largely absorbed
 Day 19: yolk sac draws into abdomen
 Day 20: internal pip→ external pip
 Day 21: hatching¹¹⁶

The material above talks about *explanation text*. Explanation text is a text that how and why something in this world happens. It is important to understand that explanation text can be part of a larger text. Students know how can be something happens and explain how it could happen.

Explanation text material is a text that how and why something in this world happens. This material cannot be applicable to everyday life because according to Celce Murcia Whatever is relevant is also likely to have potential for transferability. Listening lessons need to have transferability/application value to encourage transfer of training, the best listening lessons feature in-class activities that reflect real life.¹¹⁷ This material cannot be applied to everyday life but can gain knowledge about natural phenomena.

9. Listening Material 9

Chapter 9

Listen to The Music

Rachel Platten (Fight Song)

Like a small boat
 On the ocean

¹¹⁶ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

¹¹⁷ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

Sending big waves
 Into motion
 Like how a single word
 Can make a heart open
 I might only have one match
 But I can make an explosion
 And all those things I didn't say
 Wrecking balls inside my brain
 I will scream them loud tonight
 Can you hear my voice this time?
 This is my fight song
 Take back my life song
 Prove I'm alright song
 My power's turned on
 Starting right now I'll be strong
 I'll play my fight song
 And I don't really care if nobody else believes
 Cause I've still got a lot of fight left in me
 Losing friends and I'm chasing sleep
 Everybody's worried about me
 In too deep
 Say I'm in too deep (in too deep)
 And it's been two years I miss my home
 But there's a fire burning in my bones
 Still believe
 Yeah, I still believe
 And all those things I didn't say
 Wrecking balls inside my brain
 I will scream them loud tonight
 Can you hear my voice this time?
 This is my fight song
 Take back my life song
 Prove I'm alright song
 My power's turned on
 Starting right now I'll be strong¹¹⁸

The material above talks about *listen to the music*. humans like to listen to music to make them happy and feel enjoy, when they are bored, sad, and while work or study and music can also be applied in everyday life to train hearing, good pronunciation.

¹¹⁸ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

This material can be applicable to everyday life because according to Celce Murcia Whatever is relevant is also likely to have potential for transferability. Listening lessons need to have transferability/application value to encourage transfer of training, the best listening lessons feature in-class activities that reflect real life.¹¹⁹ Basically, humans like to listen to music to make them happy and feel enjoy, when they are bored, sad, and while work or study

From the analysed of several chapters above, there is 7 chapters that students can apply to everyday life and 2 chapters increase the students' knowledge. Students can know Subjects Accessible to the abilities of learners in their lives and the material also concerns social and cultural context convey appropriate cultural values, and related to family topic. The material makes it easier for students to understand when studying listening material.

b. Can be used outside of the classroom

Listening lessons need to have the ability to transfer/apply externally as well, that is, students can use outside the classroom both in school situations and in the environment to encourage transfer of training, the best listening lessons feature in-class activities that reflect real life. With the knowledge provided in class, such as listening, the content contained can

¹¹⁹ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

be used outside of class as a source of topics for conversation. Related to the material, there were 9 chapters that were analysed.

Table IV.4 listening material can be used outside of the classroom

Material	Topics for Listening	Yes	No
Chapter 1	Asking for and Giving Advice and offer	✓	
Chapter 2	Expressing opinion	✓	
Chapter 3	Invitation letter	✓	
Chapter 4	Analytical exposition text	✓	
Chapter 5	Passive voice	✓	
Chapter 6	Personal Letter	✓	
Chapter 7	Expressing cause effect		✓
Chapter 8	Explanation text		✓
Chapter 9	Song	✓	

1. Listening Material 1

Chapter 1

Asking for And Giving Advice and Offer

Listening 2 (Giving Advice)

A: what's the matter?

B: I don't feel so good

A: you should go to bed

B: that's a good idea¹²⁰

Listening Unit 14 (Giving and asking an offer)

A: excuse me

B: yes

A: would you like some coffee or tea while you're waiting?

B: yes, that would be lovely thank you

A: which would you prefer coffee or tea?

B: of coffee please

A: and how would you like your coffee?

B: two sugars and some milk

A: okay, but we don't have any milk. Its coffee made all right?

B: coffee made is fine

A: okay, its one coffee. I'll be right back

B: oh, excuse me, do you use fresh ground coffee?

A: no, we don't. we use instant coffee, nest coffee I think

B: I see, on second thought can I have some tea please?

A: yes, what kind of tea would you like?

¹²⁰ Benyamin, *Bahasa Inggris Untuk SMA/MA/SMK/MAK XI Kelompok Wajib*.

A: what kind of tea do you have?
 B: we have earl grey, green tea or Lipton
 A: green tea is chines, is it not?
 B: yes
 A: I'll try the green tea
 B: okay, would you like that ice or hot?
 A: ice sound nice
 B: okay¹²¹

The material above talks about *asking for and giving advice and offer*. Basically, giving advice or suggestions is not always the case in a school or classroom environment, it also occurs in everyday life. on page 4, there are some dialogues that there is some asking and giving advice and offer that student can be used outside of the classroom as a source of topics for conversation to advice or offering someone.

This material can use outside of the classroom because according to Celce Murcia listening lessons need to have value externally (that is, can be used outside the classroom). For example, the use of radio or television news broadcasts in adult classes can not only provide real-world experience in listening comprehension, but the lessons also contain content that can be. Outside the classroom as a source of conversation.¹²² So, when students want to make an advice to someone when someone wants to do or have something, however the advice and offer are common in life both within the school environment and outside the school or outside of the classroom environment.

¹²¹ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

¹²² Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

2. Listening Material 2

Chapter 2

Expressing Opinion

Listening 1 (Expressing Opinion)

A: tonight, they're going to be sharing their opinion and you will have the chance to be able to call in or log on to give your opinion and tell us whose opinion you agree or disagree with, let's get started. Let's start with our very first, how much do you earn question. And the question to Peter and Chelsea is, is there ever an appropriate time and can you give us an example of when you should ask somebody how much do you earn? Peter let's start with you.

B: well, in my opinion I think people are very secretive too secretive about their earnings but it's true I once told a colleague how much I earned and she went rushing to the boss to complain about why she was on half my salary. So now I understand why people are a bit secretive. So maybe close friends and family are okay.

A: Alright and Chelsea?

C: I personally think it's okay to ask maybe politicians and celebrities that about how much they earn its public knowledge sometimes.

A: Very interesting. And what about you Theresa?

D: I entirely agree with Peter

A: our next question certainly has should smoking be banned an opinion on. But let's ask Peter and Chelsea should smoking ever be banned in public buildings?

C: well, the way I see it. I don't smoke so I would prefer that i don't have to inhale others smoke.

A: And peter?

B: well, I reckon that it's not much fun from passive smokers you know and I have to say it would be quite terrible if I kind of died from inhaling other people's cigarette smoke before I used to pay my tax bill on time you know.

A: that before taxes what about you?

D: I think so I agree with both¹²³

The material above can also be used or applied outside the classroom. Which learns about *expressing opinions*, which expressing

¹²³ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

opinions can happen anywhere when someone wants to express their opinion. When students want to express whether they agree or disagree, students can use words they can say. Such as in on the material above

This material can use outside of the classroom because according to Celce Murcia listening lessons need to have value externally (that is, can be used outside the classroom). For example, the use of radio or television news broadcasts in adult classes can not only provide real-world experience in listening comprehension, but the lessons also contain content that can be. Outside the classroom as a source of conversation.¹²⁴ which expressing opinions can happen anywhere when someone wants to express their opinion.

3. Listening Material 3

Chapter 3

Invitation Letter

Listening Invitation to an office party

A: Hey luna, what are you doing this weekend?

B: I don't have any major plans

A: The boss is throwing party for the success of our new website; it crossed 20.000 visitors a day

B: Really? Your boss is cool. Where will it be?

A: it's lunch at the Radisson hotel. I think it's going to be great

B: And are you allowed to bring a friend?

A: He said we could bring the spouse or a friend along. I thought about inviting you

B: wonderful I think I love that¹²⁵

¹²⁴ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

¹²⁵ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

The material above talks about *invitation letter*. Invitations can be made anywhere and anytime, because invitations can be written or orally. With that, there are formal and informal invitations as studied in this chapter. This material can use outside of the classroom because according to Celce Murcia listening lessons need to have value externally (that is, can be used outside the classroom). For example, the use of radio or television news broadcasts in adult classes can not only provide real-world experience in listening comprehension, but the lessons also contain content that can be. Outside the classroom as a source of conversation.¹²⁶ Invitations can be made anywhere and anytime, because invitations can be written or orally.

4. Listening Material 4

Chapter 4

Analytical Exposition Text

Global warming

The thicker layer of greenhouse gases traps more heat. This result in an increase in average temperature of the earth and the earth becomes hotter and hotter. This is called global warming. If we do not take steps to reduce global warming, it will lead to loss of human lives, plants and animals. Steps to reduce global warming: Plant more trees. Reduce, reuse and recycle. Use less hot water. Turn off electronic devices when not in use. Spread awareness. Come on everybody, let us reduce global warming.¹²⁷

The material above talks about *analytical exposition text*. Its mean that to convince other people to change their opinion and action or one

¹²⁶ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

¹²⁷ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

type of text that serves to inform the reader about the discussion related to existing phenomena or issues. In this chapter discusses about global warming talks about what is global warming like layer of greenhouse gases what causes it and how to prevent it from happening or overcome it. as well as the excessive use of plastic bags that cause pollution to the environment and also about the occurrence of air pollution which pollutes the air and greatly impacts humans.

This material can use outside of the classroom because according to Celce Murcia listening lessons need to have value externally (that is, can be used outside the classroom). For example, the use of radio or television news broadcasts in adult classes can not only provide real-world experience in listening comprehension, but the lessons also contain content that can be. Outside the classroom as a source of conversation.¹²⁸ With this, student can know and apply it by avoiding global warming and this student can apply it not only in class but also outside the classroom like teaching reduce the use of plastic bags, plant trees as a way to avoid global warming. Because this practice can be done anytime and anywhere.

5. Listening Material 5

Chapter 5

Passive Voice

Listening 1 (Passive Voice)

A: how was your weekend?

¹²⁸ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

B: it was good. We went out of town this weekend because it was my daughter's birthday, we went to see the grandparents. When we got home knocked over and some of the trashes have been eaten in the kitchen and some of the cabinets were had been opened and there were some things that had been left on the floor that I'm pretty sure we're not on the floor before

A: doesn't sound like somebody broken

B: no nobody broke in here the door the door had not been broken or anything like that. I was still locked but it turns out my dog have a German Shepherd mix who is very good at climbing and very hungry all the time and he had eaten some out of the trash and had opened the cabinet and knocked some things over. Nothing major, nothing that can't be replaced but you know, it was definitely the house was a little messier than it was I loved it so

A: So, I guess the next time you go out of time to leave dog outside

B: poor me yeah maybe he was outside for you know most of the day but friend of ours let him in at the end of the day and that's when he went crazy went a little crazy but it's okay it's okay yeah. How was your weekend?

A: it was good nothing quite that exciting right and mostly just cleaning the house and home weeds and that kind of stuff yeah so yeah you know fun stories for me I know

B: at least your house was cleaned

A: yeah, and yes¹²⁹

The material above talks about *passive voice* that the material students also can be used outside of the classroom. Because passive voice is use to show interest in an object, an event, an idea, or person that experiences rather than the person or object that performs the object. That means students can also apply this material outside of class when they experience an action or event.

This material can use outside of the classroom because according to Celce Murcia listening lessons need to have value externally (that is, can be used outside the classroom). For example, the use of radio or

¹²⁹ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

television news broadcasts in adult classes can not only provide real-world experience in listening comprehension, but the lessons also contain content that can be. Outside the classroom as a source of conversation.¹³⁰ This material can tell students how to use passive voice when they experience an event or action and this material can really be used outside the classroom when they want reveal it.

6. Listening Material 6

Chapter 6

Personal Letter

Writing letters

Hello, my name is Emma, and in today's lesson we are going to learn about writing. What kind of writing? Writing letters. Okay? So, this is important for people who work in business. It's also important for people who like to write letters to their friends maybe or to their grandparents in English. Also, it is very... It is a very useful video for anyone who is taking the general IELTS test. So, if you're taking not academic, but general, this is an important video. And also, if you plan to immigrate to Canada and you want to do the Canadian immigration test which is called: "the CELPIP", this video is also... It will also be useful and helpful to you. Okay?

So, let's get started. What do I mean by "formal" and "informal"? "Informal" means something you would write to your friends, something you would write to your parents, - well, probably your parents unless you're afraid of your parents, then you might be more formal -, your classmates, your coworkers. Okay? So, this is... It means it's not formal; it's for people you know well. On the other hand, "formal" English we use with strangers, we use with our boss, in the workplace, we use it in these different ways. So, it's the English you really have to think about, whereas informal is kind of the relaxed English. So relaxed, serious. Okay?

¹³⁰ Celce-Murcia, *Teaching English as a Second Foreign Language*.

So, sometimes you will have to write a letter formally, maybe to your boss or your company, other times maybe you're on holiday and you want to write a letter to your friend, you'll use informal English.¹³¹

The material above talks about *personal letter*, can also use outside of class when you want to write a letter to someone, because letters can send anytime and anywhere, not only inside the classroom but also outside the classroom and outside the school environment. So, when students want to make it good when outside of the classroom environment.

This material can use outside of the classroom because according to Celce Murcia listening lessons need to have value externally (that is, can be used outside the classroom). For example, the use of radio or television news broadcasts in adult classes can not only provide real-world experience in listening comprehension, but the lessons also contain content that can be. Outside the classroom as a source of conversation.¹³² By studying this, students can write how to make a good and correct personal letter because personal letters can be formal and informal. So, Students can know it and when writing letters whenever students can write them properly and really.

¹³¹ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

¹³² Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

7. Listening Material 7

Chapter 7

Cause Effect

Because of circumstance

hello friends I am drippy. You know that rain makes the grass green and it makes your garden grow, hmm have you ever wondered what makes rain though? let's learn how does rain form.

First, we will need the sun so here is the sun. When the sun shines the heat of the sun warms the water turning it into an invisible gas called water vapor this process the changing of water into a gas is called evaporation. Because gas is lighter than liquids water vapor rises up into the sky and they further move up into the way from earth's surface due to the temperature of gas. So, in the sky the water vapor cools and changes back into tiny water droplets. This change of water vapor into water droplets is called condensation and it's the opposite of evaporation. Clouds are made up of tiny water droplets so when condensation occurs in the sky clouds form and grow.

let's see it from a closer perspective. The droplets bang together and form even bigger drops when the drops get heavy, they fall because of gravity they even grow and bump into one another on their journey from the cloud to the ground and every single raindrop that reaches the ground is made of one million of the original tiny water droplets. Raindrops fall on the ground's surface. When the sun can shine on them and the whole process happens again. This whole process is called a water cycle and keeps the water moving from the ground to the sky, fulfilling the water needs of the plants animals and people to survive.¹³³

The material above talks about *cause effect*. This chapter learn about natural phenomenon and what cause it. This material is cannot be use outside of the because according to Celce Murcia listening lessons need to have value externally (that is, can be used outside the classroom). For example, the use of radio or television news

¹³³ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

broadcasts in adult classes can not only provide real-world experience in listening comprehension, but the lessons also contain content that can be. Outside the classroom as a source of conversation.¹³⁴ But this material students can add insight and can tell knowledge of how a phenomenon occurs and can express gratitude for that something.

8. Listening Material 8

Chapter 8

Explanation Text

Chick embryo Development

21 days to hatching:

Day 1 : embryo

Day 2 : hearts

Day 3 : blood vessels→ tail – bud

Day 4 : wing and leg buds→ brain → eyed

Day 5 : elbow→ knee

Day 6 : digits form→ beak development begins

Day 7 : egg tooth comb

Day 8 : feather tracts

Day 9 : mouth opens

Day 10: claws

Day 11: tail feathers appear

Day 12: scales

Day 13: eyelids form

Day 14: air cell → yolk

Day 15: gut draws into abdomen

Day 16: feathers cover body

Day 17: head tucks between legs

Day 18: yolk sac is largely absorbed

Day 19: yolk sac draws into abdomen

Day 20: internal pip→ external pip

Day 21: hatching¹³⁵

The material above talks about *explanation text*. That text to provide a clear explanation, Usually, explanation texts contain explanations of

¹³⁴ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

¹³⁵ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

social, natural or cultural phenomena. The purpose of writing this text is to inform the reader about how something works or why something happens.

This material is cannot be use outside of the because according to Celce Murcia listening lessons need to have value externally (that is, can be used outside the classroom). For example, the use of radio or television news broadcasts in adult classes can not only provide real-world experience in listening comprehension, but the lessons also contain content that can be. Outside the classroom as a source of conversation.¹³⁶ By learning this material students gain more knowledge about explanation text.

9. Listening Material 9

Chapter 9

Listen to the Music

One Republic (I lived)

Hope when you take that jump
 You don't fear the fall
 Hope when the water rises
 You built a wall
 Hope when the crowd screams out
 It's screaming your name
 Hope if everybody runs
 You choose to stay
 Hope that you fall in love
 And it hurts so bad
 The only way you can know
 You give it all you have
 And I hope that you don't suffer

¹³⁶ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

But take the pain
 Hope when the moment comes, you'll say
 I, I did it all
 I, I did it all
 I owned every second that this world could give
 I saw so many places
 The things that I did
 Yeah, with every broken bone
 I swear I lived
 Hope that you spend your days
 But they all add up
 And when that sun goes down
 Hope you raise your cup
 Oh, oh
 I wish that I could witness
 All your joy
 And all your pain¹³⁷

The material above talks about *song or listening to the music*. Song is something that people are used to listening to and almost every day people listen to music. because this makes someone feel happy and enjoy. There are some listening that students can listen such as; one republic (I lived), Rachel platen (fight song), and the Pixier Disney (finding dory).

This material can use outside of the classroom because according to Celce Murcia listening lessons need to have value externally (that is, can be used outside the classroom). For example, the use of radio or television news broadcasts in adult classes can not only provide real-world experience in listening comprehension, but the lessons also contain content that can be. Outside the classroom as a source of

¹³⁷ Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

conversation.¹³⁸ By listening to the music, students can practice how to pronounce well, increase vocabulary and can also take the message from the song, so music can really be applied outside the classroom because people usually listen to music at any time.

From the analysed of several chapters above, there is 7 chapter that students can be used applying to everyday life and 2 chapters increase the students' knowledge. Students can know Subjects Accessible to the abilities of learners in their lives and the material also concerns social and cultural context convey appropriate cultural values, and related to family topic. The material makes it easier for students to understand when studying listening material.

3. Task Orientation

Related to the material there were 9 chapters that were analysed. Below the result of analyse from each chapter.

a. Problem Solving

In this book there is also an orientation task which is problem solving, namely material that discusses a problem which must be solved in order to find a solution. Below is the explanation.

Table IV.5 problem solving in the material

Material	Topic for Listening	Yes	No
Chapter 1	Asking for and Giving Advice and offer		✓
Chapter 2	Expressing opinion		✓

¹³⁸ Celce-Murcia, *Teaching English as a Second Ir Foreign Language*.

Chapter 3	Invitation letter		✓
Chapter 4	Analytical exposition text	✓	
Chapter 5	Passive voice		✓
Chapter 6	Personal Letter		✓
Chapter 7	Expressing cause effect		✓
Chapter 8	Explanation text		✓
Chapter 9	Song		✓

In chapter 4 on page 61, students listen to Analytical exposition text related to the *global warming*. This chapter, students will study analytical exposition texts. Which is an analytical exposition text written to convince others to change their opinions and, often, their actions. This is specifically related to global warming.

This material is related to the problem solving because according to Celce Murcia tasks present this in the form of a problem-solving negotiation between knowledge that the learner holds and new knowledge. Listening and solving problems, intellectual or logical puzzles, real-life numerical, spatial, or chronological problems).¹³⁹ As human know, global warming is a problem that must be solved, such as greenhouse gases, excessive use of plastic bags, air pollution, which must be solved or avoided by doing the right things that can avoid global warming, such as planting trees, recycling reuse, reducing excessive use of electronics, reducing use of plastic bags, etc. In this case, to restore the Earth to its original, greener condition. Healing the Earth to its original condition is impossible to do alone. So, it must be done together.

¹³⁹ Celce-Murcia.

b. Summarizing heard information

In this book students are assigned to listen and summarize information from what is heard. Below is the analysed.

Table IV.7 summarizing heard information task in the material

Material	Topic for Listening	Yes	No
Chapter 1	Asking for and Giving Advice and offer		✓
Chapter 2	Expressing opinion	✓	
Chapter 3	Invitation letter		✓
Chapter 4	Analytical exposition text		✓
Chapter 5	Passive voice	✓	
Chapter 6	Personal Letter	✓	
Chapter 7	Expressing cause effect	✓	
Chapter 8	Explanation text	✓	
Chapter 9	Song		✓

According to celce Murcia Listening to and summarizing information (e.g., elaborating, providing the essence of the message both orally and in writing).¹⁴⁰ So, after listening, students are given the task of summarizing the information obtained

In chapter 2 on page 23 in activity 2, there are some pictures and link that students can play it and listen about the expressing opinion and summarize the information from that.

In chapter 5 on page 88, there is an activity 3 number 3 that students should summarize the information from the activity 1 listening related to the passive voice.

¹⁴⁰ Celce-Murcia.

In chapter 6 on page 110, there is an activity 3 number 3 that students should summarize the information the students get from the video that students listen related to the personal letter.

In chapter 7 on page 127, there is an activity 3 that there is a question number 3 that students explain the information shared in the video that there in an activity 2 that students heard related to cause effect about rain.

In chapter 8 on page 145, there is an activity 3 that question number 4 students should summary of the information that get from the activity 2 that the are some links that students can search play and listen related to the explanation.

Several chapters above show that students are given to summarize the information they hear. So, the purpose of a summary is to help students to understand and master the content of a material or essay makes it easier for readers to understand the whole or essence of what they hear or the text correctly. Summarize or provide the essence of the information received. That the information has been understood correctly by the listener.

c. Collaborative Listening and Consideration Through Questioning and Answering Routines

In each chapter of listening learning, students are given listening lessons and then given assignments from what are heard. So, there are questions and students had to answer from the material just heard to process discrete point information listen and answer comprehension questions. Below is the explanation.

Table IV.8 collaborative listening consideration through questioning and answering routines task in the material

Material	Topic for Listening	Yes	No
Chapter 1	Asking for and Giving Advice and offer	✓	
Chapter 2	Expressing opinion	✓	
Chapter 3	Invitation letter		✓
Chapter 4	Analytical exposition text	✓	
Chapter 5	Passive voice	✓	
Chapter 6	Personal Letter	✓	
Chapter 7	Expressing cause effect	✓	
Chapter 8	Explanation text	✓	
Chapter 9	Song	✓	

According to Celce Murcia Interactive listening and negotiating of meaning through questioning/answering routines (e.g., questions for repetition of information, questions for verification, questions for clarification, questions for elaboration).¹⁴¹ It means there are questions and students had to answer from the material just heard to process discrete point information listen and answer comprehension questions.

In chapter 1 on page 4, there are some pictures that there are links that students can search and listen and the activity 1 work in groups of 4 to discussing the following questions that may come up after listening and watching the video related to advice and offer. After that share the answer in the class. See below:

¹⁴¹ Celce-Murcia.

Activity 2

Work in groups of four. Start discussing the following questions that may come up after watching the video above. Share your answer to the class.

1. What is the title of the video?
2. What do you get from the video? Explain.
3. For whom is the intended to? 4. In what ways do the videos help us?¹⁴²

Also on page 6, students discussing the following questions that may come up after listen and watch the video and learning the dialogue. That can see below.

Activity 5

Work in groups of four. Start discussing the following questions that may come up after watching the video and learning the dialog.

1. What expressions would you like to say when you ask for advice?
2. What expressions would you like to when you give advice?
3. What expressions would you like to say when you offer help?
4. What expressions would you say when you accept an offer?
5. What expressions would you say when you refuse an offer?
6. What is the benefit of learning expressions of advice?
7. In what ways learning expressions of offer helps us?¹⁴³

In chapter 3 on page 40, there are some pictures that there are link that students can search and listen and the activity 1 work in groups of 4 to discussing the following questions that may come u after listening and watching the video related to the invitations letter. It can see below.

Activity 1

Afterwards, discuss the following questions with your friends. Share the answer to the class.

1. What is the title of the video?

¹⁴² Benyamin, *Bahasa Inggris Untuk SMA/MASMK/MAK Kelas XI Kelompok Wajib*.

¹⁴³ Benyamin.

2. What does the video talk about?
3. Tell to the class what you have got from the video.¹⁴⁴

In chapter 4 on page 65, there are some pictures that there are link that students can search and listen and the activity 1 students discussing the following questions that may come up after listening and watching the video related to the analytical exposition text especially about global warming. That can see below.

Activity 1

Start discussing the following questions that may come up after you watched the video above.

1. What is climate?
2. What is weather?
3. Is the climate of the whole Earth really changing? How can you say so?
4. Should we care if the Earth is gets warmer and warmer?
5. What is making Earth's climate warmer and warmer?¹⁴⁵

In chapter 5 on page 88 in activity 3, there are some pictures that there are link that students can search and listen and the activity 2 students work in groups of 4 to discussing the following questions that may come u after listening and watching the video related to the passive voice. That can see below.

Activity 3

Work with your previous group. Start discussing the following questions that may come up after you watched the video. Share your result of discussion in front of the class.

1. What is the dialog about?
2. Whom is the video intended to?
3. Summarize the information delivered in the video
4. Write passive sentences that mentioned in the video.
5. In your opinion, what is passive voice?¹⁴⁶

¹⁴⁴ Benyamin.

¹⁴⁵ Benyamin.

¹⁴⁶ Benyamin.

In chapter 6 on page 110 in activity 2, there are some pictures that there are link that students can search and listen and the activity 3 students work in groups to discussing the following questions that may come u after listening and watching the video related to the personal letter. That can see below.

Activity 3

Work with your previous group. Start discussing the following questions that may come up after you watched the video above. Then, share the answer to the class.

1. What does the video talk about?
- 2 For whom is the video intended to?
3. Summarize the information you get from the video.¹⁴⁷

In chapter 7 on page 127 in the activity 2, there are some pictures that there are link that students can search and listen and the activity 3 students work in groups of 4 to discussing the following questions that may come u after listening and watching the video related to the expressing cause effect. It can see below.

Activity 3

With your previous group, share to the class the information you get from the video.

1. What is the video talking about?
2. Whom is the video intended to?
3. Explain the information shared in the video.¹⁴⁸

In chapter 8 on page 145 in the activity 2, there are some pictures that there are link that students can search and listen and the activity 3 students work in groups of 4 to discussing the following questions that may

¹⁴⁷ Benyamin.

¹⁴⁸ Benyamin.

come u after listening and watching the video related to the explanation text especially about birds.

Activity 3

With your previous group discuss the following questions that may come up after you watch the video

1. What is the video about?
2. Whom is the video intended to?
3. What is your opinion about the video? Does the video explain the information well or do you think it is boring? Give reasons.
4. Explain in your own words, the summary of the information you get from the video.
- 5 After watching the video, what follow-up information should you search related to the video you have watched?¹⁴⁹

The last chapter is chapter 9 on page167 in the activity 1, there are some pictures that there are link that students can search and listen and the activity 2 students work in groups to discussing the following questions that may come u after listening and watching the video related to the music or song. It can see below.

Activity 2

Work with your previous group. Start discussing the following questions that may come up after you watched the video above.

- 1 What is the song title?
- 2 Who is the singer?
3. What is the genre of the song? 4. What is the song about?
5. For whom this song is intended to?
6. How do you feel after listening to the song?¹⁵⁰

From the analysed above, can be seen that there are 8 chapters that Collaborative Listening and Consideration Through Questioning and Answering Routines and 1 not. Student are given questions based on what

¹⁴⁹ Benyamin.

¹⁵⁰ Benyamin.

they hear and then students answer to be completed in order to master basic competencies to be achieved.

4. The teacher's interview

After the document analysis, the researcher continued the interview with teacher. The researcher held interview with the English MAN 2 Padangsidempuan with teacher (AHD). The results of interviews teacher provide a fairly in-depth explanation. Based on the results of the interviews, the researchers found that there were several kinds of opinions and explanations given by the teacher in the interview section. There were 6 questions that the researchers created to get in-depth answers of this study about the listening material in the textbook. The researcher explains the results of the interviews for each statement as follows:

a. The material suitable for use by students or appropriate to their level in the book

Teacher (AHD) said that the listening material itself is still a teacher who is a speaker, not a native speaker, the recording is still lacking, but in the book, there is also a link that shows listen and watch in the sense that it can still be categorized as listening material if it is not displayed with a projector, but rather just listen to it through the speakers without showing the visuals. So, here the listening material is not specifically for listening only but combined with speaking.

So actually, it depends on how it is used by teacher. Even so, it is displayed on a projector so it can be categorized as listening and speaking

learning. It should be separated to make it easier for students to understand such as; listen and fill the blank, listen to the recording and answer the question, or listen the recording and complete the table, etc. It can make students more understand. Again, as a teacher, you also have to modify the material as best as possible to give it to students. But, the listening material in this book is still categorized as appropriate for students and appropriate to the student's level.

b. Listening material able to meet the needs to students

Teacher's opinion, this book has provided material that is appropriate to the student's level, such as some of the material that students learn in this book is in accordance with the student's experience so that it can be used in their life, and will make students feel interested in the listening learning process. This also, makes students persistent in achieving the given learning objectives. In fact, it is not impossible that they will become people with character and a thirst for knowledge and skills. The listening material in this book can be accessed via YouTube where links are listed in each chapter used to learn listening. So, in general the listening material in this book can be said to be in accordance with students' needs, where students can develop attitudes and behaviour that can be applied in life.

c. Teaching and learning activities can not only be held in the classroom, but also outside the classroom

Teacher (AHD) said that the material in the book is appropriate to students' experiences, of course it can not only be used in the classroom but

also outside the classroom. Because the material can be used or applied in everyday life, for example in chapter 1 about advice and offers, of course in good life one day we definitely need advice and vice versa and the same goes for offers, in chapter 2 about expressing opinions, it seems that expressing opinions almost often happens. when someone wants to express their opinion so this chapter teaches how to express opinions correctly, in chapter 3 this invitation letter can also happen anytime and anywhere so this material can be used outside of class how to invite well and correctly whether formal or not, in chapter 6 about personal letters, this can also be applied outside of class when students want to give personal letters to friends or family, and in chapter 9 there is listening to music, which he know almost every day people listen to music which students can apply outside of class to practice pronunciation and increase vocabulary. So, of course events or things like this will definitely be found in everyday life, now tomorrow or in the future. So, of course the material in this book can be used by students outside the classroom because it is applied in everyday life.

d. For listening material, fulfilling, precisely in making students understand more about the material they are studying

Teacher said, the book is equipped with tasks to train students to better understand listening lessons, such as practice activities such as problem solving, sharing information from listening learning methods, smart solutions, summaries so that they can train students to understand the material better. This book also provides grammar info which helps students

to understand grammar. teacher also usually gives assignments such as students listening to several conversations, then answering questions based on what he has given, such as an invitation letter for example, then he gives several questions such as, what is the invitation, who is invited, and invites what. happened, where and at what time. So, students answer from what they hear. Sometimes teacher also spontaneously asks about listening material when students have finished listening so that students can focus more on listening to the material that will be given.

So, from the explanation above, apart from the assignments or activities that have been given in the book, teachers also sometimes give spontaneous questions to students to train students to focus more on listening. and the assignments in the book also help students to better understand the listening material by doing the assignments that are in the book.

e. Students solve the problem in the orientation task, which is individually or in groups

Teacher said students sometimes doing assignments individually, sometimes in groups to make it easier for students to complete assignments by discussing so that it makes it easier for students to understand the material or assignments given.

f. the books given by the school or other sources used for learning listening material

Apart from the textbook *Bahasa Inggris for SMA/MA/SMK/MAK XI kelompok wajib*, teachers usually also look for material that suits their topic.

In searches on the internet such as Google, YouTube. In this way, the material taken from the internet is adjusted to the topic of the learning material the teacher uses and gives to students.

B. Discussion

Textbooks are one of the factors that determine the success or failure of an education. Textbooks themselves determine the quality of education or not. Textbooks as well as textbooks used in education and educational experiences by utilizing educational programs that have been proposed for use by teachers and students. Textbooks can help instructors understand students. during education and education fundamental assistance to educational programs and learning assets. Based on experience, most educators in Indonesia use textbooks as materials for learning for students, Textbooks also show school materials and assignments Textbooks are also a quick and sensible way to deal with creating them open material.

Herman Benyamin published the textbook 9 chapters made up the required textbook, *Buku Bahasa Inggris Kelas SMA/MA/SMK/MAK Kelompok Wajib kelas XI*. There were 9 chapters covering written and spoken interpersonal materials. They were; *what shoul I do* in chapter 1, *I think that's good* in chapter 2, *save the date* in chapter 3, *why we should save our earth* in chapter 4, *culture is learned* in chapter 5, *Dearest best friend* in chapter 6, *Because of circumtanse* in chapter 7, *how do birds fly?* In chapter 8, and *Let the music talk* in chapter 9.

From the analysed, based on the results of the analysis carried out by the research contained in appendices 3 and 4, it can be concluded that the textbook

published by Herman Benyamin *Buku Bahasa Inggris kelas SMA/MA/SMK/MAK kelompok wajib kelas XI* was classified as a “good category” based on guidelines material evaluation. Because each chapter of Herman Benyamin's textbook, *Buku Bahasa Inggris kelas SMA/MA/SMK/MAK kelompok wajib kelas XI*, is appropriate according to the documentary checklist, it falls into a good category. Furthermore, based on the results of the interview, the teacher said that this textbook can be said to be suitable for use by class and it can be said to be appropriate to the student's level because the material in this book meets the criteria for the principles of listening material.

The result was derived from research by Nurfajri.¹⁵¹ When creating language materials for a listening classroom, educators need to be aware of the fundamental components of what constitutes standard materials for students. Does the content meet the needs of the students? How strong is the content intended for them? How efficient is the content designated for them? This study is the outcome of a thorough examination of *Listening Extra*, a book that teachers use to teach listening in the classroom and was published by a reputable publisher.

The same result was derived from research by Romania.¹⁵² demonstrated that the guidelines material evaluation gave the Private Publications/Erlangga textbook a "good" category classification. For pupils who have not studied

¹⁵¹ Jalilah Nurfajri, “An Analysis of ‘ Listening Extra Textbook ’ for Teaching EFL Listening 2015 M / 1436 H,” no. 14111310034 (2015), [http://repository.syekhnurjati.ac.id/2881/1/Jalilah Nurfajri PBI 2015 %28wm blm%29.pdf](http://repository.syekhnurjati.ac.id/2881/1/Jalilah+Nurfajri+PBI+2015+%28wm+blm%29.pdf).

¹⁵² Yosi okta Romania, “A Content Analysis on Listening Materials in English Textbook Based on 2013 Curriculum for the Tenth Grade Students at Senior High School 04 Bengkulu City” (2022), [http://repository.iainbengkulu.ac.id/10221/1/CD Thesis Yosi Okta Romania.pdf](http://repository.iainbengkulu.ac.id/10221/1/CD+Thesis+Yosi+Okta+Romania.pdf).

English before, these textbooks can be challenging to comprehend. Pusat Perbukuan percentages, which are based on the category of the content characteristics mentioned in the 2013 curriculum, give this textbook a "good" rating.

In line with previous studies conducted by Pangaribuan, Silalahi, Pratiwi, Manalu,¹⁵³ demonstrated the merits and shortcomings of the Pathway to English textbook through an analysis of the listening material in the textbook used by senior high school students. Consequently, it is advised that teachers focus more on listening materials in order to help students improve their listening comprehension skills.

From my research and others, it can be concluded that listening material can be categorized as good material when it is appropriate to the student's level, and students need. Good material is authentic material that make it easier for students in learning process. The teacher must also be good at modifying the material as well and as interesting as possible.

¹¹⁰ Darman Pangaribuan et al., "Analysis of Listening Material in Senior High School Students' Textbook," *Educare* 17, no. 2 (2019): 159–63, <http://jurnal.fkip.unla.ac.id/index.php/educare/article/view/332>.

CHAPTER V

CLOSING

A. Conclusion

Based on the research of analysing the English textbook published by Herman Benyamin entitled *Book English for SMA/MA/SMK/MAK XI Untuk Kelas XI Kelompok Wajib* students of MAN 2 Padangsidempuan that in the book have 9 chapters. The researcher can conclude that the textbook was good category to be used for the XI grade of Senior High School. This textbook covers the principles of listening material, which is as follows:

1. The relevance of material in teaching listening in the textbook, from all chapter that have been analyzed, seven of the nine chapters have material that is related to the students' experiences, and all of the chapters are needed by students. So, almost of chapters appropriate to students.
2. From all chapters listening material in textbook, seven chapters can applicable to everyday life, and also seven chapters can used outside of the classroom. So, almost of chapters applicable/transferable to students.
3. The task orientation in textbook include problem solving there is in chapter 4, summarizing heard information there is five chapters, and the last is collaborative listening through Q&A routines there are 8 chapters in textbook. So, almost of chapters fulfill orientation activity for students.

B. Implication

Based on the result of this study, the implication can be stated as follow; authentic listening material is very important in the learning process, making it easier for students to understand what they are learning. Such as in terms of appropriate material, applicability or transferability, and also containing assignments that make it easier for students to understand a lesson. So, that it can influence student learning outcomes well.

Then, it is important for teachers to be as clever as possible in modifying the material well so that it is easily accepted and understood by students. It is hoped that teachers can pay attention and design the material well and simply so that students can easily understand and comprehend the material.

C. Suggestions

Based on the result, the researcher would like to give some suggestions as followed:

- a. For the authors of the analyzed English textbook, its good idea to separate listening material from speaking material to make it easier for students to understand the material, and listening material should also be made clearer
- b. For teachers, Teachers must be resourceful and able to explain concepts to pupils through hearing material that serves as foundational knowledge. They must also locate extra resources that are more real than the textbooks that are offered. In order to make up for the lack of comprehension instruction in textbooks, English teachers should encourage their students to practice thei

understanding. They can also focus more on hearing material to help students improve their listening comprehension abilities.

- c. To the future researcher, Researcher hopes this study can be a reference material for future researchers who want to research on the same case.

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APPENDIX

Appendix 1

Table 1. Checklist Analysis of Listening Material

No	Indicator	Sub Indicator	Yes	No	Notes
1	Relevance	a. Related to the student real-life			
		b. The material meets the needs of the students			
2	Applicability or transferability	a. Can be applicable to everyday life			
		b. Can be used outside of the classroom			
3	Task orientation	a. Problem-solving			
		b. Summarizing heard information			
		c. Collaborative listening and consideration through questioning and answering routines.			

Appendix 2

Interview Guidelines

1. What do you think about the listening material used in this book, is the material suitable for use by students or appropriate to their level?
2. how do you describe this listening material able to meet the needs of students?
3. Teaching and learning activities can not only be held in the classroom, but also outside the classroom. Is the material easy to use inside or outside the class?
4. Are the tasks in this book, especially for listening material, fulfilling, precisely in making students understand more about the material they are studying?
5. How did students solve the problem in the orientation task, whether individually or in groups?
6. Are there any books apart from the books given by the school or other sources used for learning listening material?

Appendix 3

Checklist Analysis of Listening Material

No	Indicator	Sub Indicator	Listening Material	Yes	No	Notes
1	Relevance	a. Relevance to the students real-life	Chapter I (asking for and giving advice and offer)	✓		1. In chapter 1, about asking for and giving advice and offers students must have asked and given advice and also offered in social or daily life.
			Chapter II (expressing opinion)	✓		2. in chapter 2, about expressing opinions that every people, such as students must have expressed their opinions both in everyday life because as social creatures, we need other people's opinions and vice versa to see and understand things clearly
			Chapter III (Invitation letter)	✓		3. In chapter 3, about invitation letters that the majority of students must have invited someone either directly or indirectly to attend an event, whether formal or informal.
			Chapter IV (analytical exposition text related to the global warming and its effects)	✓		4. In chapter 4, Related to student's experience because this is where students learn Analytical exposition text related to global warming where students can find out what global warming is, what its impacts are and how to overcome it. Certainly, students have experienced air pollution, environmental pollution, which they can also address, such as reducing plastic waste and planting tree

			Chapter V (passive voice)	✓		5. In chapter 5, Students must have experienced events that showing interest in an object, event, idea, or person experiencing an action, not in the person or object carrying out the action.
			Chapter VI (personal letter)	✓		6. In chapter 6, about personal letters where everyone must have given a personal letter to someone, either friends or family. formal or not,
			Chapter VII (Expressing cause effect related to weather		✓	7. In chapter 7, not related because here students learn about natural phenomena and their causes. acquire knowledge about natural phenomena but also about causal ions with the phrases because of, due to and thanks to
			Chapter VIII (explanation text related to the bird)		✓	8. Not related to the student's experience because in this chapter the student learns how birds fly by reading related texts. The type of text that answers the questions "how" and "why" is explanatory text. Explanatory text explains how and why Something happened.
			Chapter IX (listening to the music)	✓		9. In chapter 9, about songs which, as is known for sure, everyone has heard music, even every day in life, can be found
		b. The topic materia l meets	Chapter I (asking for and giving advice and offer)	✓		1. Students are definitely involved in asking for advice and offers. Asking- giving advice

		the need of the students				and offers demands communication skills and social skills as well. When students are going to advise or offer someone, students can consider their words carefully because the choice of words shows good intentions.
			Chapter II (expressing opinion)	✓		2. Student definitely sometimes need other people's opinions and vice versa to see and understand something clearly. So, by knowing which opinions and learning the right way to express and ask someone's opinion well.
			Chapter III (invitation letter)	✓		3. By learning this, students know how to invite someone using good and correct language both verbally and in Written
			Chapter IV (analytical exposition text related to the global warming)	✓		4. In this chapter, students know how global warming occurs and what its impacts are so that students can avoid or overcome it. This definitely suits the students' needs
			Chapter V (passive voice)	✓		5. Students can understand how to use passive sentences in English with well
			Chapter VI (personal letter)	✓		6. In this chapter, students can understand and know how to write a personal letter, either formally or informally. So, students can use it well

			Chapter VII (Expressing cause effect related to the weather)	✓		7. In this chapter students learn how Natural phenomena occur and what causes them and what their effects are. By studying this material, you will not only increase your knowledge about natural phenomena but also about cause-effect relationships with the sentences "because", "because" and thank you." This phrase is used to represent the relationship between cause and effect
			Chapter VIII (Explanation text related to the birds)	✓		8. In this chapter, students know how to explain how and why things in the world. Especially happen related to the birds and understand explanation text well.
			Chapter IX (listening to the music)	✓		9. In this chapter, students can practice their pronunciation and increase their vocabulary
2	Applicability or transferability	a. can be applicable to everyday life	Chapter I (asking for and giving advice and offer)	✓		1. In chapter 1, when you want to give and ask for advice and give or ask for an offer you can use it in daily life
			Chapter II (expressing opinion)	✓		2. In chapter 2, expressing opinions usually occurs in everyday life and by studying this chapter, when you want to express something, such as agreeing or disagreeing you can apply it

			Chapter III (invitation letter)	✓		3. In chapter 3 invitation letters When you want to invite someone properly, whether formal or not you can apply it in everyday life
			Chapter IV (analytical exposition text related to the global warming)	✓		4. In chapter 4, This is really needed by students, so that students know how global warming can happen, what are the causes, and what are the impacts, and what should be done. So that students can apply it in daily life to avoid global warming such as reducing plastic use, planting trees, etc
			Chapter V (passive voice)	✓		5. In chapter 5, Here students can apply it when students experience an action or event, so students know how to use it in English passive sentences that are used when they want to show interest in an object, event, idea in daily life
			Chapter VI (personal letter)	✓		6. In chapter 6, when students want to write a letter to someone well because writing a personal letter has good writing rules. So, they know how to write personal letter well in English when students use it in daily life
			Chapter VII (Expressing cause effect related to the weather)		✓	7. In chapter 7, students know how the phenomenon occurs and what it causes effect. Students get more knowledge

			Chapter VIII (Explanation text related to the birds)		✓	8. In chapter 8, students know what is explanation text which is know how something works or why something happens related to the birds.
			Chapter IX (listening to the music)	✓		9. In chapter 9, students listening to music aims to practice pronunciation and increase vocabulary and students can hear song at any time in everyday life
		b. can be used outside of the classroom	Chapter I (asking for and giving advice and offer)	✓		1. when you want to give and ask for advice and give or ask for an offer you can use it in daily life, so it can use outside of the classroom
			Chapter II (expressing opinion)	✓		2. usually occurs in everyday life and by studying this chapter, when you want to express something, such as agreeing or disagreeing you can apply it outside of the classroom
			Chapter III (Invitation letter)	✓		3. Invitation letters can be use outside of the classroom When you want to invite someone properly, whether formal or not you can apply it in everyday life

			Chapter IV (Analytical Exposition text related to the global warming)	✓		4. This is really needed by students, so that students know how global warming can happen, what are the causes, and what are the impacts, and what should be done. So that students can apply it in daily life to avoid global warming such as reducing plastic use, planting trees, etc. So, it can be used outside of the classroom to save our earth
			Chapter V (Passive voice)	✓		5. Students can be used outside of the classroom students and can apply it when students experience an action or event, so students know how to use it in English passive sentences that are used when they want to show interest in an object, event, idea in daily life
			Chapter VI (Personal letter)	✓		6. Students can be used outside of the classroom when students want to write a letter to someone in daily life well, because writing a personal letter has good writing rules. So, they know how to write personal letter well in English.
			Chapter IX (Listening to the music)	✓		7. students listening to music aims to practice pronunciation and increase vocabulary and students can hear song at any time in everyday life, so it can be used outside of the classroom

3	Task orientation	a. problem-solving	Chapter IV (analytical exposition text related to the global warming)	✓		1. In chapter IV on page 61, Learning about global warming, as is known, global warming is a problem that must be solved, for example, excessive use of plastic bags results in environmental pollution, so we must avoid excessive use of plasticbags, so we should avoid air pollution Plant trees to avoid or prevent pollution
		b. Summarizing heardm information	Chapter V (passive voice)	✓		1. In chapter II on page 23 in activity 2 2. In chapter V on page 88, there is an activity 3 number 3 3. In chapter VI on page 110, there is an activity 3 number 3 4. In chapter VII, on page 127 in an activity 3 there is a question number 3 5. In chapter VIII on page 145, there is an activity 3 that question number 4
		c. collaborative listening and consideration through Q&A routines.	Chapter VI (personal letter)	✓		1. in chapter I on page 4 activity 2 & page 6 activity 5 2. In chapter III on page 40 activity 1 3. chapter IV on page 65 activity 1 4. chapter V on page 88 in activity 3 5. chapter VI on page 110 in activity 3 6. In chapter VII on page 127 in the activity 3

						7. chapter VIII on page 145 in the activity 3 8. chapter IX on page167 in the activity 2
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Appendix 4

Result interview with teacher MAN 2 Padangsidempuan (AHD)

Field notes

No	Tgl/bln/th	Questions	Answer	Notes
1.	11/09/2023	What do you think about the listening material used in this book, is the material suitable for use by students or appropriate to their level?	So, the listening material itself is still a teacher who is a non-native speaker, the recordings are still lacking, but in this book, there is also a link that displays listening and watching in the sense that it can still be classified as listening material if it is not displayed with a projector, but only just listen through the speakers without showing the visuals. So, here the listening material is not specifically for listening, but is combined with speaking. So actually, it depends on how the teacher can modify the material as best as possible. It is best to separate it to make it easier for students to understand it, such as listening and filling in the blanks, listening to the recording and answering questions, or listening to the recording and completing the table. However, the listening material in this book is still categorized, appropriate for the student and appropriate to the student's level	
2.	11/09/2023	how do you describe this listening material able to meet the needs of students?	Some of the material that students learn in this book is in accordance with students' experiences so that it can be used in their lives, and will make students feel comfortable in the teaching and learning process. It also makes students persistent in achieving the learning objectives given. In fact, it is not impossible that they	

			<p>will become people with a character who is thirsty for knowledge and skills. The material in this book also provides brainstorming in each chapter which is related to what will be studied which can stimulate students' minds and this book also provides student character development which aims to develop students' attitudes and behaviour and character which is expected to be applied in everyday life.</p>	
3.	11/09/2023	<p>Teaching and learning activities can not only be held in the classroom, but also outside the classroom. Is the material easy to use inside or outside the class?</p>	<p>Yes, because some of the listening learning materials in this book are appropriate to the students' experiences, of course they can not only be used in the classroom but also outside the classroom. Because the material can be used or applied in everyday life, for example in chapter 1 about advice and offers, in chapter 2 about expressing opinions, in chapter 3 invitation letters, in chapter 6 personal letters, and in chapter 9 there is listening to music. Of course, this material can be used by students outside the classroom because it can be applied in everyday life</p>	
4.	12/09/2023	<p>Are the tasks in this book, especially for listening material, fulfilling, precisely in making students understand more about the material they are studying?</p>	<p>This book is equipped with tasks to train students to better understand listening lessons such as exercises, activities such as problem solving, sharing information from listening, learning methods, smart solutions, summaries so that it can train students to understand the material better. I also usually give assignments such as students listening to several conversations, then answering questions based on what I have given, such as an</p>	

			invitation letter, for example, then I give several questions such as, what is the invitation, who is invited, and invites what. happened, where and at what time. So, students answer from what they hear. Sometimes I also spontaneously ask questions about the listening material when students have finished listening so that students can focus more on listening to the material that will be given.	
5.	12/09/23	How did students solve the problem in the orientation task, whether individually or in groups?	sometimes doing assignments individually, sometimes in groups to make it easier for students to complete assignments by discussing so that it makes it easier for students to understand the material or assignments given	
6.	12/09/2023	Are there any books apart from the books given by the school or other sources used for learning listening material?	Apart from the textbook Bahasa Inggris for SMA/MA/SMK/MAK XI kelompok wajib, teachers usually also look for material that suits their topic. In searches on the internet such as Google, YouTube. In this way, the material taken from the internet is adjusted to the topic of the learning material the teacher uses and gives to students. By adding or looking for other sources it can make it easier for students to understand the listening material itself	

Appendix 5

Documentation of Interview





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Nomor : B.925/Ma.22/02 20/PP.00.6/09/2023

Sehubungan dengan Surat dari Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor : B.3125/Un.28/E.1/TL.00/07/2023 tanggal 11 Juli 2023 perihal Ijin Penelitian Penyelesaian Skripsi, dengan ini Kepala Madrasah Aliyah Negeri 2 Padangsidimpuan Memberikan ijin kepada :

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Prodi : Tadris Bahasa Inggris

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“An Analysis Of Teaching Listening Material At Grade Student Of MAN 2 Padangsidimpuan”

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Padangsidimpuan, 18 September 2023
Kepala

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21 Oktober 2022

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Dr. Fitriadi Lubis, M.pd (Pembimbing I)
Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

Assalamu alaikum Wr. Wb.
Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

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Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: An Analysis of Teaching Listening Material at The XI Grade Students of MAN 2 Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Dengan hormat, bersama ini kami sampaikan bahwa:

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Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Dr. Payungan Gg. Aman. Padangsidempuan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Teaching Listening Material at Grade Students of MAN 2 Padangsidempuan"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
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