

Appendices



LESSON PLAN

School's Name	: SMA N 1 JEKULO
Subject	: English
Aspect/ Skill	: Listening
Class / Semester	: XI / IPS
Meeting	: 1 st
Time Allotment	: 2 x 45 minutes
Standard of Competition	: 2. Listening : To comprehend the meaning of formal interpersonal and transactional conversational sustained in daily life context.
Basic Competence	: 1.1 To respond the meaning transactional conversation (to get the thing done) and interpersonal (socialization) formally and sustained accurately, fluently and acceptably using oral language mood in daily life context and involving expressing felling pain.
Indicators	: <ol style="list-style-type: none">1. Listening to the text being played through speakers.2. Identifying the word synonyms, the word meaning.3. Finding detailed information in the text to answer the assignments.

A. Learning Objectives :

After learning the material students are able;

1. Listen to the text being played through speakers.
2. Identifying the word synonyms, the word meaning.
3. Finding detailed information in the text to answer the assignments.

B. Learning Material :

- News is divided into two (2) forms: spoken and written
- News in spoken form such as breaking news; gossip news
- News in written form such as magazine, tabloid, newspaper

C. Method of Learning

- ESA (Engage, Study and Active)
- GTM (Grammar Translation Method)
- Discussion
- Individual work

D. Learning Procedures

ENGAGE (45 Minutes)				
No	Teacher's	Students	List of Guidance	Times (minutes)
1.	Teacher asks question about global warming by saying: - Do you know what shrinking fish is?	Students listen and give response to the teacher by replaying: Yes, we do/ no we don't	Handout warm-ups: the students walk around the class and talk to others students about shrinking fish.	10
2.	Teacher asks to the students to fulfill the table by discussing the topic with their partners. - Well, look at the table. What would be the most difficult thing?	Students give response to the teacher and the table.	Handout Warm-ups: Down the mine This will recall the student's knowledge upon the previous knowledge.	15
3.	Teacher divides students to act being pro and cont about	Students debate about the topics in pairs and	Mining This will recall the student's	10

	mining being banned. Still working in pairs, one of you strongly believes that mining should be banned and another believes the opposite.	change partners. I believe that mining should be banned because it is dangerous.	knowledge upon the previous knowledge.	
4.	Before listening teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.	Students do the exercises (true-false, synonym match)	Handout Before listening: True/ false synonym match	10
STUDY (15 Minutes)				
No	Teacher's Activities	Student's Activities	List of Guidance	Time
1.	Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?	Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.	Play the mp3 file.	5
2.	Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.	Students listen to the recorder and fill the gaps.	Handout: Listening- (the exercise given to the students)	5
3.	Teacher plays the record for the third	Student's listen and check the	Handout: Listening- (the	5

	times in order to recheck student's answers. Well, I play once again for you to check answers.	answers.	exercise given to the students)	
Activate (30 Minutes)				
No	Teacher's	Student's	List of Guidance	Time
1.	Teacher asks student's to find the meaning and related information about climate and change. What does mine mean? The students may look at in dictionary or other resources to find the mining.	Students listen to teacher instruction and then look the words in dictionary or rather sources.	Handout After listening: Words search	10
2.	Teacher asks students to discuss the article. Okay, let's now discuss the article Ask your friend about the info in the article.	students discuss about the article	Handout After listening: Words search	10
3.	Teacher asks to students to compare their answer of filling the gaps. I play the record and the students to check your answer	The students give response to the teacher.	After listening" Gap fill	10

E. LEARNING MEDIA AND RESOURCES

1. Media : students worksheet/ book, laptop, speakers, white board

2. Resources :

Global warming to shrink fish by 24% – *1st October, 2012*

More free lessons at www.BreakingNewsEnglish.com - Copyright Sean Banville 2012.

<http://www.BreakingNewsEnglish.com/1210/121001-fish.html>.

F. ASSESMENT

1. True/ false
2. Synonym match
3. Fill in gaps

Score: (4) true false

(5) Synonym match

While listening: Fill Gap

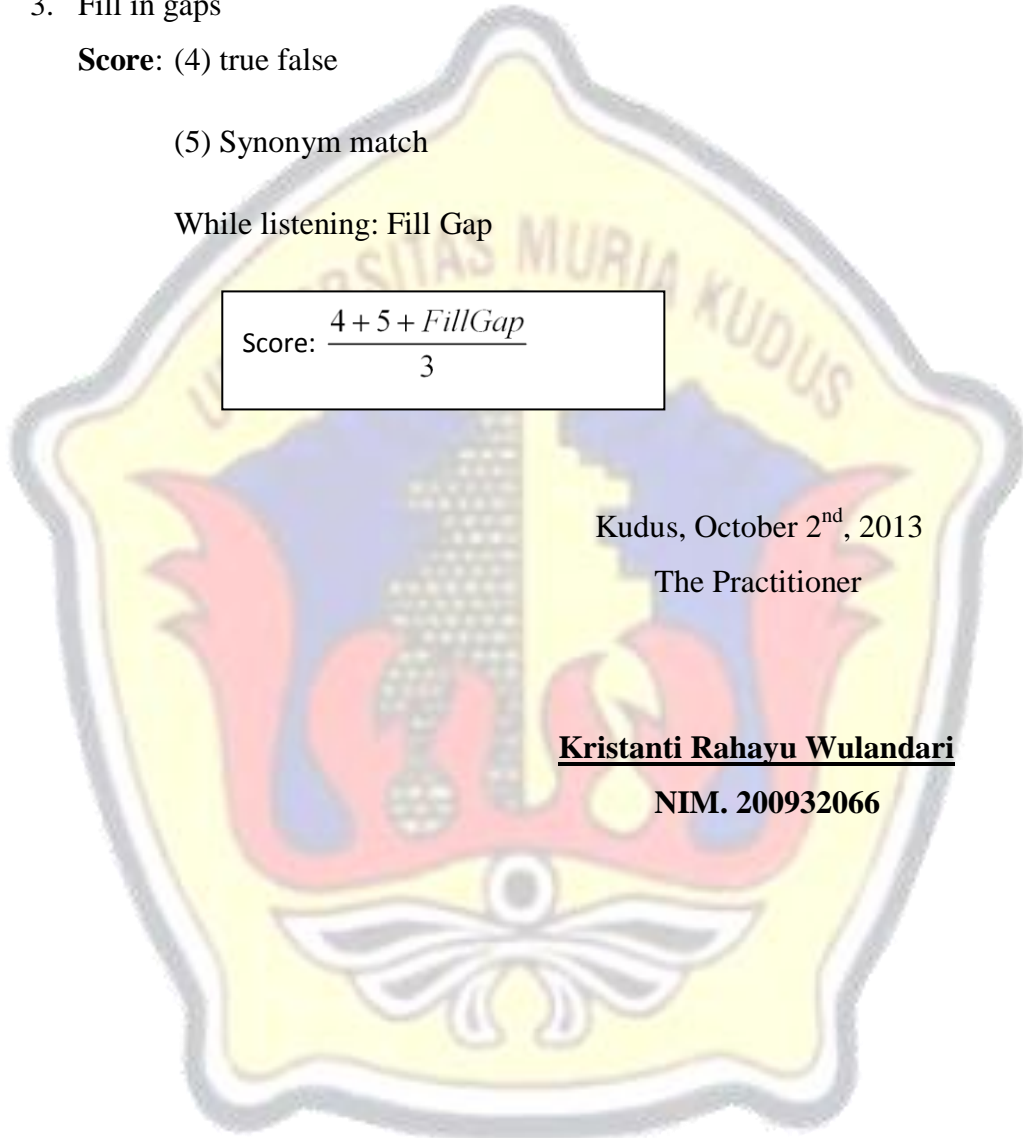
$$\text{Score: } \frac{4 + 5 + \text{FillGap}}{3}$$

Kudus, October 2nd, 2013

The Practitioner

Kristanti Rahayu Wulandari

NIM. 200932066



Nama :

Kelas :

STUDENT'S WORKSHEET

Global warming to shrink fish by 24%

WARM-UPS

1. Shrinking fish
2. Chart: *size / shrinking / a quarter / global warming / species / tropical / oxygen / migrate / surprised / decrease / body size / puzzle / overfishing / pollution / greenhouse gas.*
- 3.

	How worried?	What to do about it?
Fish stocks		
Water		
weather		
Drought		
Pollution		

4. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).

a. A report says all fish will shrink by 24 per cent by within decades.

T / F

b. Researchers did tests on more than 600 different types of fish.

T / F

c. Scientists say fish sizes will change most will be in the Polar Regions.

T / F

d. The research predicts many fish will relocate outside of tropical areas.

T / F

e. The head researcher was not surprised at the figures in his research.

T / F

5. **SYNONYM MATCH:** Match the following synonyms from the article.

1. shrinking

a. relocate

2. coming

b. probable

3. extensive

c. approaching

4. likely

d. problem

5. migrate

e. diminishing

6. decrease

f. react

7. respond

g. worrying

8. puzzle

h. large-scale

9. concerning

i. strategies

10. policies

j. drop

WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

The size of fish in the oceans is (1) _____. A new report from the University of British Columbia in Canada states fish may shrink by as (2) _____ as a quarter in the coming decades because of global warming. The research team conducted (3) _____ tests on the effect of rising ocean temperatures on the size and number of over 600 (4) _____ of fish around the world. They concluded that most fish are (5) _____ to shrink in size by 14-24 per cent by the year 2050. The biggest changes will be seen in tropical (6) _____. The scientists said there is less oxygen in warmer water so fish cannot grow at the (7) _____ they should. They added that many fish will migrate to cooler waters (8) _____ the tropics. Lead researcher Professor William Cheung said: "We were surprised to see such a large (9) _____ in fish size. Marine fish are generally known to (10) _____ to climate change through changing distribution and seasonality. But the unexpectedly big (11) _____ that climate change could have on body size suggests that we may be missing a big (12) _____ of the puzzle of understanding climate change effects in the ocean." He added that human activities such as (13) _____ and pollution will worsen the problem: "Our work shows a very (14) _____ future for the oceans and so it is very important to reduce greenhouse gas (15) _____ and develop better fish management policies to adapt to these changes," he said.

Piece concerning respond overfishing decrease

Emissions effect extensive regions outside

Species Shrinking rate much likely

AFTER LISTENING

Word search

climate	change
---------	--------



KEY:

TRUE / FALSE:

a. F b. T c. F d. T e. F

SYNONYM MATCH:

- | | |
|---------------|----------------|
| 1. shrinking | a. diminishing |
| 2. coming | b. approaching |
| 3. extensive | c. large-scale |
| 4. likely | d. probable |
| 5. migrate | e. relocate |
| 6. decrease | f. drop |
| 7. respond | g. react |
| 8. puzzle | h. problem |
| 9. concerning | i. worrying |
| 10. policies | j. strategies |

GAP FILL:

Global warming to shrink fish by 24%

The size of fish in the oceans is (1) **shrinking**. A new report from the University of British Columbia in Canada states fish may shrink by as (2) **much** as a quarter in the coming decades because of global warming. The research team conducted (3) **extensive** tests on the effect of rising ocean temperatures on the size and number of over 600 (4) **species** of fish around the world. They concluded that

most fish are (5) **likely** to shrink in size by 14-24 per cent by the year 2050. The biggest changes will be seen in tropical (6) **regions**. The scientists said there is less oxygen in warmer water so fish cannot grow at the (7) **rate** they should. They added that many fish will migrate to cooler waters (8) **outside** the tropics. Lead researcher Professor William Cheung said: "We were surprised to see such a large (9) **decrease** in fish size. Marine fish are generally known to (10) **respond** to climate change through changing distribution and seasonality. But the unexpectedly big (11) **effect** that climate change could have on body size suggests that we may be missing a big (12) **piece** of the puzzle of understanding climate change effects in the ocean." He added that human activities such as (13) **overfishing** and pollution will worsen the problem: "Our work shows a very (14) **concerning** future for the oceans and so it is very important to reduce greenhouse gas (15) **emissions** and develop better fish management policies to adapt to these changes," he said.



LESSON PLAN

School's Name	: SMA N 1 JEKULO
Subject	: English
Aspect/ Skill	: Listening
Class / Semester	: XI / IPS
Meeting	: 2 nd
Time Allotment	: 2 x 45 minutes
Standard of Competition	: 2. Listening : To comprehend the meaning of formal interpersonal and transactional conversational sustained in daily life context.
Basic Competence	: 1.1 To respond the meaning transactional conversation (to get the thing done) and interpersonal (socialization) formally and sustained accurately, fluently and acceptably using oral language mood in daily life context and involving expressing felling pain.
Indicators	: 4. Listening to the text being played through speakers. 5. Identifying the word synonyms, the word meaning. 6. Finding detailed information in the text to answer the assignments.

G. Learning Objectives :

After learning the material students are able;

4. Listen to the text being played through speakers.
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H. Learning Material :

- News is divided into two (2) forms: spoken and written
- News in spoken form such as breaking news; gossip news
- News in written form such as magazine, tabloid, newspaper

I. Method of Learning

- ESA (Engage, Study and Active)
- GTM (Grammar Translation Method)
- Discussion
- Individual work

J. Learning Procedures

ENGAGE (45 Minutes)				
No	Teacher's	Students	List of Guidance	Times (minutes)
5.	Teacher asks question about mount Fuji by saying: - Do you know what is mount Fuji?	Students listen and give response to the teacher by replaying: Yes, we do/ no we don't	Handout warm-ups: the students walk around the class and talk to others students about mount Fuji.	10
6.	Teacher asks to the students to fulfill the table by discussing the topic with their partners. - Well, look at the table. What would be the most difficult thing?	Students give response to the teacher and the table.	Handout Warm-ups: Down the mine This will recall the student's knowledge upon the previous knowledge.	15
7.	Teacher divides	Students debate	Mining	

	students to act being pro and cont about mining being banned. Still working in pairs, one of you strongly believes that mining should be banned and another believes the opposite.	about the topics in pairs and change partners. I believe that mining should be banned because it is dangerous.	This will recall the student's knowledge upon the previous knowledge.	10
8.	Before listening teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.	Students do the exercises (true-false, synonym match)	Handout Before listening: True/ false synonym match	10
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No	Teacher's Activities	Student's Activities	List of Guidance	Time
1.	Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?	Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.	Play the mp3 file.	5
2.	Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.	Students listen to the recorder and fill the gaps.	Handout: Listening- (the exercise given to the students)	5

3.	Teacher plays the record for the third times in order to recheck student's answers. Well, I play once again for you to check answers.	Student's listen and check the answers.	Handout: Listening- (the exercise given to the students)	5
Activate (30 Minutes)				
No	Teacher's	Student's	List of Guidance	Time
1.	Teacher asks student's to find the meaning and related information about world and heritage. What does mine mean? The students may look at in dictionary or other resources to find the mining.	Students listen to teacher instruction and then look the words in dictionary or rather sources.	Handout After listening: Words search	10
2.	Teacher asks students to discuss the article. Okay, let's now discuss the article Ask your friend about the info in the article.	students discuss about the article	Handout After listening: Words search	10
3.	Teacher asks to students to compare their answer of filling the gaps. I play the record and the students to check your answer	The students give response to the teacher.	After listening" Gap fill	10

K. LEARNING MEDIA AND RESOURCES

3. Media : students worksheet/ book, laptop, speakers, white board

4. Resources :

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L. ASSESMENT

4. True/ false
5. Synonym match
6. Fill in gaps

Score: (4) true false

(5) Synonym match

While listening: Fill Gap

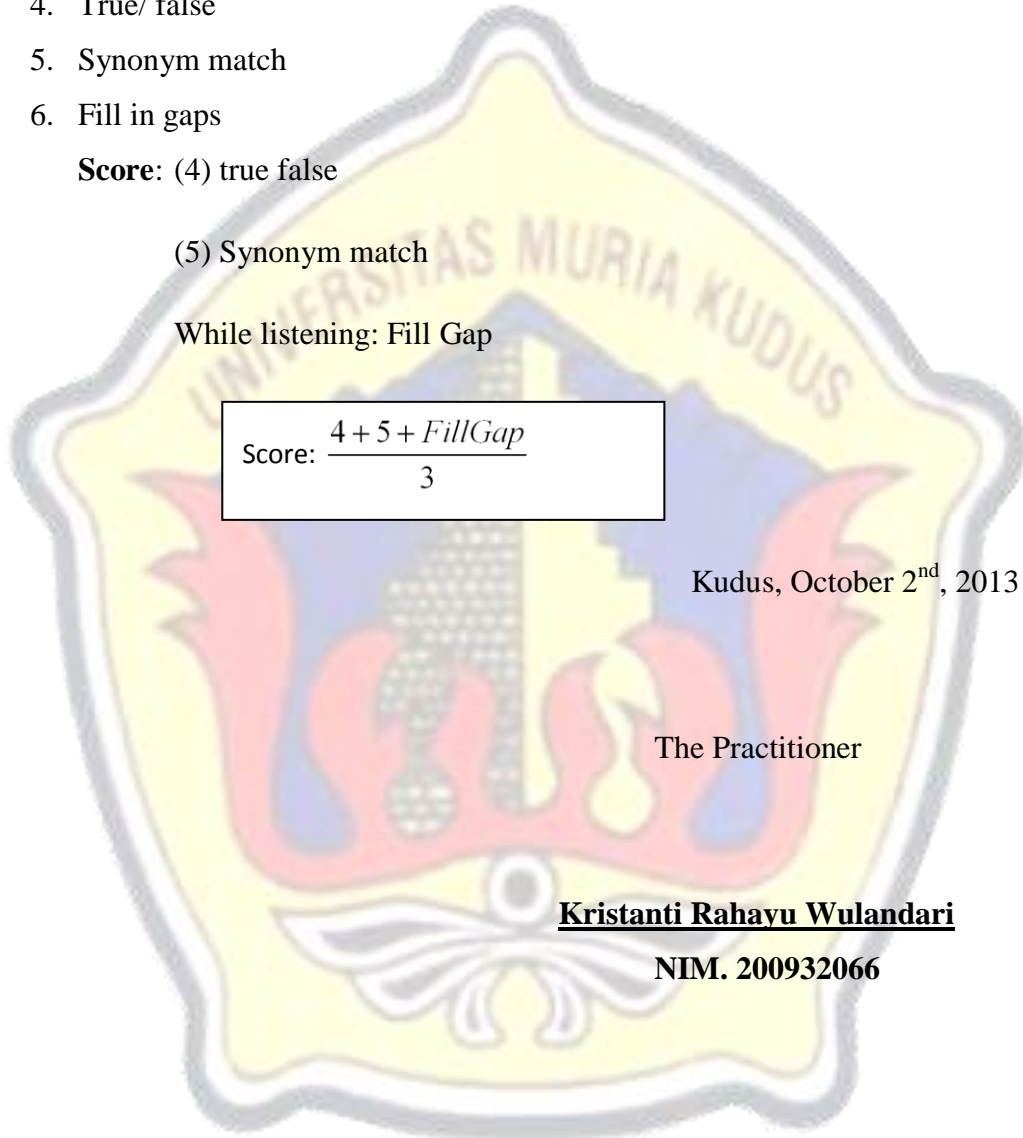
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STUDENT'S WORKSHEET

Mount Fuji to be World Heritage site

WARM-UPS

1. Mount Fuji
2. Chart: *heritage / famous mountains / religion and art / volcano / 1,000 years / wash away sin/ tourist destinations / rising sun / last summer / environmental problems / hikers*
- 3.

	Why?	How to preserve heritage
Mountain		
River		
Building		
Museum		
Park		

4. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).
 - a. Mt. Fuji will become a World Heritage site in 2014.
T / F

- b. The U.N. made Mt. Fuji a World Heritage site because of its beauty.
T / F
- c. Mount Fuji has been sacred in Egypt for over 1,000 years.
T / F
- d. People believe going up and down Fuji helps wash away sins.
T / F
- e. Over 3.18 million people visited Mt. Fuji last year.
T / F

5. **SYNONYM MATCH:** Match the following synonyms from the article.

- | | |
|--------------|---------------|
| 1. mountain | a. well-liked |
| 2. status | b. peak |
| 3. sacred | c. important |
| 4. climb | d. control |
| 5. sins | e. holy |
| 6. major | f. garbage |
| 7. popular | g. wrongdoing |
| 8. residents | h. position |
| 9. litter | i. citizens |
| 10. limit | j. scale |

WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

Japan's Mount Fuji will (1) _____ a World Heritage Site in June. The United Nations (U.N.) decided on April the 30th to give the famous mountain UNESCO World Heritage (2) _____. The U.N. team that made the (3) _____ said Fuji was very important to Japanese religion and art. They also said that the 3,776-meter-high (4) _____ was important outside of Japan too. Fuji-san (as Japanese people call it) has been a (5) _____ mountain for more than 1,000 years. Priests say that when

you climb it, you move from the "(6) _____ world" at the bottom, to the "world of gods, Buddha and death" at the top. They believe people can (7) _____ away their sins by (8) _____ to the top and coming back down again. Mount Fuji is a (9) _____ tourist destination. It is very popular with hikers, who want to see the rising sun from its (10) _____. More than 318,000 hikers visited the mountain last summer, with up to 15,000 people climbing (11) _____ day. Local residents are now worried the World Heritage status will mean more visitors. That (12) _____ there will be more litter and environmental problems. The local government may ask people to pay to climb the mountain to help (13) _____ its beauty. Governor Shomei Yokouchi said: "It's likely we'll ask mountain climbers to help (14) _____ with keeping the mountain clean." Another (15) _____ being talked about is to limit the daily number of hikers allowed to the top.

- | | | | |
|--------------------|-----------------|-----------------|----------------|
| <i>Sacred</i> | <i>climbing</i> | <i>status</i> | <i>volcano</i> |
| <i>Become</i> | <i>everyday</i> | <i>decision</i> | <i>wash</i> |
| <i>Financially</i> | <i>peak</i> | <i>preserve</i> | <i>Major</i> |
| <i>means</i> | <i>idea</i> | <i>each</i> | |

AFTER LISTENING

World	Heritage
-------	----------

KEY:

TRUE / FALSE

a F b F c T d T e F

SYNONYM MATCH

- | | |
|--------------|---------------|
| 1. mountain | a. peak |
| 2. status | b. position |
| 3. sacred | c. holy |
| 4. climb | d. control |
| 5. sins | e. wrongdoing |
| 6. major | f. important |
| 7. popular | g. well-liked |
| 8. residents | h. citizens |
| 9. litter | i. garbage |
| 10. limit | j. scale |

GAP FILL

Mount Fuji to be World Heritage site

Japan's Mount Fuji will **become** a World Heritage Site in June. The United Nations (U.N.) decided on April the 30th to give the famous mountain UNESCO World Heritage **status**. The U.N. team that made the **decision** said Fuji was very important to Japanese religion and art. They also said that the 3,776-meter-high **volcano** was important outside of Japan too. Fuji-san (as Japanese people call it) has been a **sacred** mountain for more than 1,000 years. Priests say that when you

climb it, you move from the "**everyday** world" at the bottom, to the "world of gods, Buddha and death" at the top. They believe people can **wash** away their sins by **climbing** to the top and coming back down again.

Mount Fuji is a **major** tourist destination. It is very popular with hikers, who want to see the rising sun from its **peak**. More than 318,000 hikers visited the mountain last summer, with up to 15,000 people climbing **each** day. Local residents are now worried the World Heritage status will mean more visitors. That **means** there will be more litter and environmental problems. The local government may ask people to pay to climb the mountain to help **preserve** its beauty. Governor Shomei Yokouchi said: "It's likely we'll ask mountain climbers to help financially with keeping the mountain clean." Another **idea** being talked about is to limit the daily number of hikers allowed to the top.



LESSON PLAN

School's Name	: SMA N 1 JEKULO
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- ESA (Engage, Study and Active)
- GTM (Grammar Translation Method)
- Discussion
- Individual work

D. Learning Procedures

ENGAGE (45 Minutes)				
No	Teacher's	Students	List of Guidance	Times (minutes)
9.	Teacher asks question about organic food by saying: - Do you know what shrinking fish is?	Students listen and give response to the teacher by replying: Yes, we do/ no we don't	Handout warm-ups: the students walk around the class and talk to others students about shrinking fish.	10
10.	Teacher asks to the students to fulfill the table by discussing the topic with their partners. - Well, look at the table. What would be the most difficult thing?	Students give response to the teacher and the table.	Handout Warm-ups: Down the mine This will recall the student's knowledge upon the previous knowledge.	15
11.	Teacher divides students to act being pro and cont about	Students debate about the topics in pairs and	Mining This will recall the student's	10

	mining being banned. Still working in pairs, one of you strongly believes that mining should be banned and another believes the opposite.	change partners. I believe that mining should be banned because it is dangerous.	knowledge upon the previous knowledge.	
12.	Before listening teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.	Students do the exercises (true-false, synonym match)	Handout Before listening: True/ false synonym match	10
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No	Teacher's Activities	Student's Activities	List of Guidance	Time
1.	Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen don't take any action before I ask you. Do you understand?	Students give response to the teacher and then listen carefully and silently to the recorder. Yes, we do.	Play the mp3 file.	5
2.	Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.	Students listen to the recorder and fill the gaps.	Handout: Listening- (the exercise given to the students)	5
3.	Teacher plays the record for the third	Student's listen and check the	Handout: Listening- (the	5

	times in order to recheck student's answers. Well, I play once again for you to check answers.	answers.	exercise given to the students)	
Activate (30 Minutes)				
No	Teacher's	Student's	List of Guidance	Time
1.	Teacher asks student's to find the meaning and related information about climate and change. What does mine mean? The students may look at in dictionary or other resources to find the mining.	Students listen to teacher instruction and then look the words in dictionary or rather sources.	Handout After listening: Words search	10
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F. ASSESMENT

7. True/ false
8. Synonym match
9. Fill in gaps

Score: (4) true false

(5) Synonym match

While listening: Fill Gap

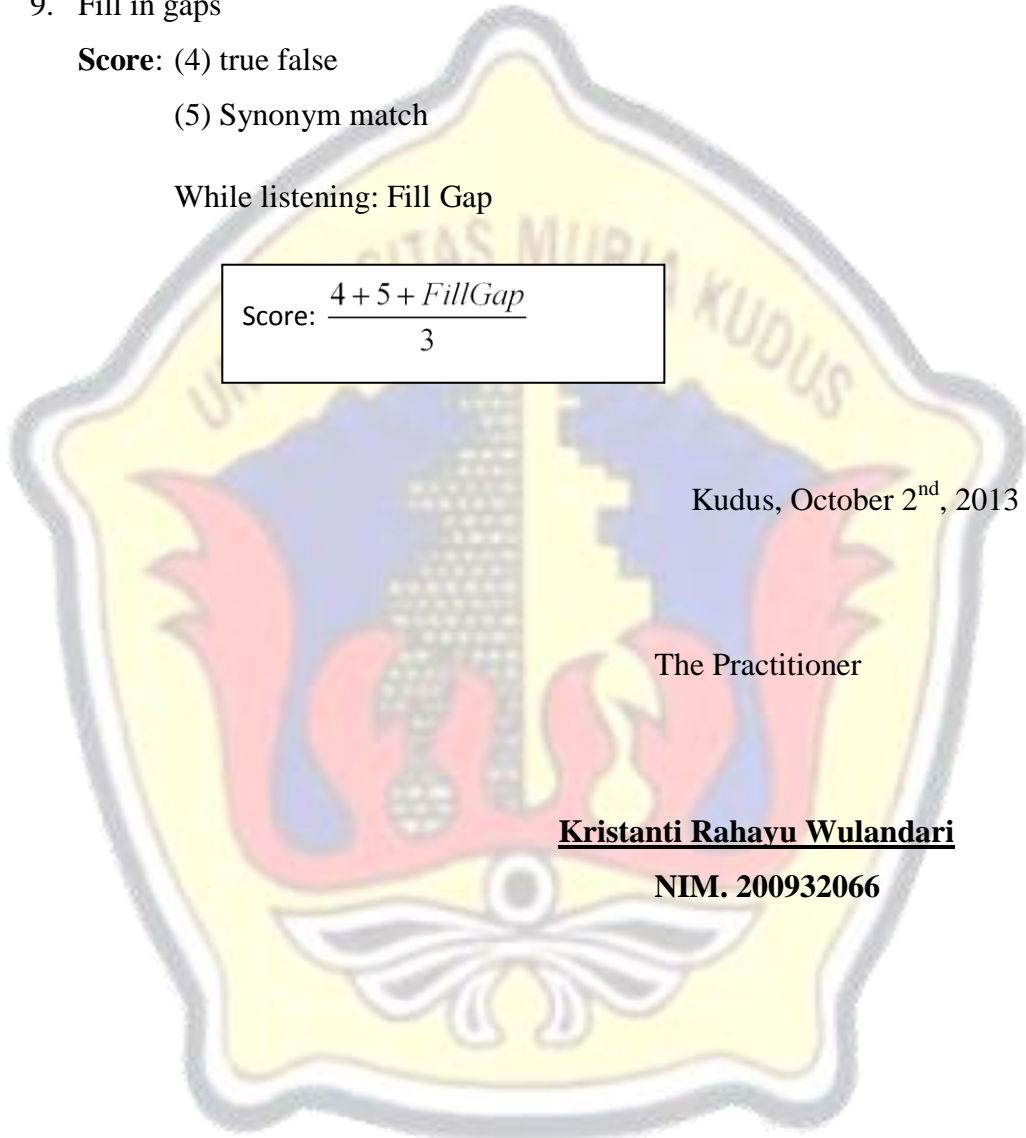
$$\text{Score: } \frac{4 + 5 + \text{FillGap}}{3}$$

Kudus, October 2nd, 2013

The Practitioner

Kristanti Rahayu Wulandari

NIM. 200932066



Nama :

Kelas :

STUDENT'S WORKSHEET

Organic food no more nutritious

WARM-UPS

5. Organic food
6. Chart: *scientists / organic food / vitamin / health benefits / fruit / vegetables / dairy products/ revise / shopping choices / pesticides / conventional foods / evidence / health*
- 7.

	Why good?	Why Bad?
Organic		
Fast		
Spicy		
British		
Dairy		

8. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).
 - a. Scientists have found that non-organic food is no longer nutritious.
T / F

- b. The article suggests people shouldn't waste money on organic food.
T / F
- c. Research says vitamin content in organic/non-organic food is the same.
T / F
- d. The researcher said there was more phosphorus in non-organic food.
T / F
- e. The researcher said people should think more about pesticides.
T / F

5. **SYNONYM MATCH:** Match the following synonyms from the article.

- | | |
|-------------------|----------------|
| 1. revealed | a. made up |
| 2. contain | b. opt |
| 3. choose | c. a little |
| 4. produce | d. change |
| 5. slightly | e. food |
| 6. review | f. permissible |
| 7. revise | g. announced |
| 8. allowable | h. evaluation |
| 9. Overwhelming | i. have |
| 10. Accounted for | j. compelling |

WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

Scientists have (1) _____ that organic and non-organic food contain pretty much the same amounts and (2) _____ of vitamins and other nutrients. This might be surprising (3) _____ for those of us who choose to buy organic believing it to be healthier. Researchers from America's

Stanford University (4) _____ that there might not be any extra health benefits to buying organic, thus people might be

(5) _____ off saving their money and buying non-organic produce. Lead researcher Dr Crystal Smith-Spangle said there was no difference in the vitamin (6) _____ in fruit, vegetables, meat and (7) _____ products in organically and conventionally-produced food. She said the only difference was (8) _____ more phosphorus in the organic products.

Dr Smith-Spangle's (9) _____ of over 200 different reports on organic food suggests people should perhaps (10) _____ their shopping choices, based on the

(11) _____ of pesticides. Smith Spangler said both organic and conventional foods rarely exceeded the allowable (12) _____ for pesticides in the USA. She said the evidence wasn't too clear on whether the difference in pesticides would have an (13) _____ on health. She concluded by saying consumers should know there is overwhelming evidence that eating fruit and vegetables is good for your health, so people should eat more fresh (14) _____, whether it is organic or conventional. Organic foods (15) _____ for \$31 billion in sales in the USA last year, up from \$3.6 billion in 1997.

<i>Concluded</i>	<i>content</i>	<i>news</i>	<i>slightly</i>
<i>Revealed</i>	<i>Better</i>	<i>kinds</i>	<i>dairy</i>
<i>Limits</i>	<i>revise</i>	<i>produce</i>	<i>review</i>
<i>accounted</i>	<i>Levels</i>	<i>effect</i>	

AFTER LISTENING

Word search

Organic	Food
---------	------



KEY:

TRUE / FALSE:

a. F b. T c. T d. F e. T

SYNONYM MATCH:

- | | |
|-------------------|----------------|
| 1. revealed | a. announced |
| 2. contain | b. have |
| 3. choose | c. opt |
| 4. produce | d. food |
| 5. slightly | e. a little |
| 6. review | f. evaluation |
| 7. revise | g. change |
| 8. allowable | h. permissible |
| 9. overwhelming | i. compelling |
| 10. accounted for | j. made up |

GAP FILL:

Organic food no more nutritious

Scientists have (1) **revealed** that organic and non-organic food contain pretty much the same amounts and (2) **kinds** of vitamins and other nutrients. This might be surprising (3) **news** for those of us who choose to buy organic believing it to be healthier. Researchers from America's Stanford University (4) **concluded** that there might not be any extra health benefits to buying organic, thus people might be (5) **better** off saving their money and buying non-organic produce. Lead researcher Dr Crystal Smith-Spangle said there was no difference in the vitamin (6) **content** in fruit, vegetables, meat and (7) **dairy** products in organically- and conventionally-produced food. She said the only difference was (8) **slightly** more phosphorus in the organic products.

Dr Smith-Spangle's (9) **review** of over 200 different reports on organic food suggests people should perhaps (10) **revise** their shopping choices, based on the (11) **levels** of pesticides. Smith Spangler said both organic and conventional foods rarely exceeded the allowable (12) **limits** for pesticides in the USA. She said the evidence wasn't too clear on whether the difference in pesticides would have an (13) **effect** on health. She concluded by saying consumers should know there is overwhelming evidence that eating fruit and vegetables is good for your health, so people should eat more fresh (14) **produce**, whether it is organic or conventional. Organic foods (15) **accounted** for \$31 billion in sales in the USA last year, up from \$3.6 billion in 1997.



LESSON PLAN

School's Name : SMA N 1 JEKULO

Subject : English

Aspect/ Skill : Listening

Class / Semester : XI / IPS

Meeting : 4th

Time Allotment : 2 x 45 minutes

Standard of Competition : **2. Listening** : To comprehend the meaning of formal interpersonal and transactional conversational sustained in daily life context.

Basic Competence : **1.1** To respond the meaning transactional conversation (to get the thing done) and interpersonal (socialization) formally and sustained accurately, fluently and acceptably using oral language mood in daily life context and involving expressing felling pain.

Indicators :

1. Listening to the text being played through speakers.
2. Identifying the word synonyms, the word meaning.
3. Finding detailed information in the text to answer the assignments.

A. Learning Objectives :

After learning the material students are able;

1. Listen to the text being played through speakers.
2. Identifying the word synonyms, the word meaning.
3. Finding detailed information in the text to answer the assignments.

B. Learning Material :

- News is divided into two (2) forms: spoken and written
- News in spoken form such as breaking news; gossip news
- News in written form such as magazine, tabloid, newspaper

C. Method of Learning

- ESA (Engage, Study and Active)
- GTM (Grammar Translation Method)
- Discussion
- Individual work

D. Learning Procedures

ENGAGE (45 Minutes)				
No	Teacher's	Students	List of Guidance	Times (minutes)
1.	Teacher asks question about China by saying: - Do you know what is China country	Students listen and give response to the teacher by replaying: Yes, we do/ no we don't	Handout warm-ups: the students walk around the class and talk to others students about shrinking fish.	10

2.	Teacher asks to the students to fulfill the table by discussing the topic with their partners. - Well, look at the table. What would be the most difficult thing?	Students give response to the teacher and the table.	Handout Warm-ups: Down the mine This will recall the student's knowledge upon the previous knowledge.	15
3.	Teacher divides students to act being pro and cont about mining being banned. Still working in pairs, one of you strongly believes that mining should be banned and another believes the opposite.	Students debate about the topics in pairs and change partners. I believe that mining should be banned because it is dangerous.	Mining This will recall the student's knowledge upon the previous knowledge.	10
4.	Before listening teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.	Students do the exercises (true-false, synonym match)	Handout Before listening: True/ false synonym match	10
STUDY (15 Minutes)				
No	Teacher's Activities	Student's Activities	List of Guidance	Time
1.	Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen	Students give response to the teacher and then listen carefully and silently to	Play the mp3 file.	5

	don't take any action before I ask you. Do you understand?	the recorder. Yes, we do.		
2.	Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.	Students listen to the recorder and fill the gaps.	Handout: Listening- (the exercise given to the students)	5
3.	Teacher plays the record for the third times in order to recheck student's answers. Well, I play once again for you to check answers.	Student's listen and check the answers.	Handout: Listening- (the exercise given to the students)	5
Activate (30 Minutes)				
No	Teacher's	Student's	List of Guidance	Time
1.	Teacher asks student's to find the meaning and related information about climate and change. What does mine mean? The students may look at in dictionary or other resources to find the mining.	Students listen to teacher instruction and then look the words in dictionary or rather sources.	Handout After listening: Words search	10
2.	Teacher asks students to discuss the article. Okay, let's now discuss the article Ask your friend about the info in the article.	students discuss about the article	Handout After listening: Words search	10

3.	Teacher asks to students to compare their answer of filling the gaps. I play the record and the students to check your answer	The students give response to the teacher.	After listening” Gap fill	10
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E. LEARNING MEDIA AND RESOURCES

7. Media : students worksheet/ book, laptop, speakers, white board

8. Resources :

Global warming to shrink fish by 24% – *1st October, 2012*

More free lessons at www.BreakingNewsEnglish.com - Copyright Sean Banville 2012.

<http://www.BreakingNewsEnglish.com/1210/121001-fish.html>.

F. ASSESMENT

10. True/ false

11. Synonym match

12. Fill in gaps

Score: (4) true false

(5) Synonym match

While listening: Fill Gap

Score: $\frac{4 + 5 + FillGap}{3}$

Kudus, October 2nd, 2013

The Practitioner

Kristanti Rahayu Wulandari

NIM. 200932066



Nama :

Kelas :

STUDENT'S WORKSHEET

China's Leadership change begins

WARM-UPS

A. China

B. Chart: *Communist Party / new leader / important issues / economic miracle / the past decade / corruption / the next decade / a changing world / aim higher / work harder / harmony*

	Now	In ten years
Economy		
Environment		
Culture		
Language		
Food		

C. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).

a. China's deputy president opened the Communist Party meeting.
T / F

- b. The meeting will continue for the next seven days.
T / F
- c. The biggest topic to be discussed at the meeting is the economy.
T / F
- d. China's economy is growing 6 times faster than that of most countries.
T / F
- e. President Hu Jintao is trying to avoid talking about corruption.
T / F

5. **SYNONYM MATCH:** Match the following synonyms from the article.

- | | |
|---------------|-------------------|
| 1. choose | a. concerned |
| 2. rule | b. wonder |
| 3. unlike | c. balance |
| 4. miracle | d. be in power |
| 5. worried | e. get rid of |
| 6. corruption | f. manage |
| 7. remove | g. select |
| 8. handle | h. work toward |
| 9. aim | i. dishonesty |
| 10. harmony | j. different from |

WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

China's President Hu Jintao (1) _____ the Chinese Communist Party meeting on Wednesday in Beijing. The president and his team will (2) _____ the new leaders that will rule China for the next ten years. China selects its leaders, (3) _____ many other countries, which elect

them. The meeting will last for a week and will look at many (4) _____ that are important in China today. Perhaps the biggest (5) _____ at the meeting will be the economy. Ten years ago, China's economy was not so big. However, an economic (6) _____ in the past decade means the country is now the second biggest economy in the world. Its leaders are a little (7) _____ though, because the economy is slowing down. It is still (8) _____ 6 times faster than the rest of the world.

One of the big (9) _____ that was talked about in the meeting was corruption. Mr Hu Jintao said the Party must work hard in the next (10) _____ to remove corruption from Chinese society. He warned that the Party could die if corruption continued. He said: "If we fail to handle this issue well, it could [be the (11) _____ of] the party, and even cause the collapse of the party and the fall of the (12) _____." Mr Hu told Party members at the Great Hall of the People in Beijing that China had to change because of a (13) _____ world. He said: "We must (14) _____ higher and work harder and continue to [go after] development in a scientific way." He added the Party should "promote social (15) _____ and improve the people's lives.

<i>Topic</i>	<i>worried</i>	<i>choose</i>	<i>issues</i>
<i>Growing</i>	<i>Opened</i>	<i>miracle</i>	<i>unlike</i>
<i>harmony</i>	<i>end</i>	<i>Changing</i>	
<i>messages</i>			
<i>decade</i>	<i>aim</i>	<i>state</i>	

AFTER LISTENING

Word search

Chinese

Leader



KEY:

TRUE / FALSE:

a F b T c T d T e F

SYNONYM MATCH

- | | |
|---------------|-------------------|
| 1. choose | a. select |
| 2. rule | b. be in power |
| 3. unlike | c. different from |
| 4. miracle | d. wonder |
| 5. worried | e. concerned |
| 6. corruption | f. dishonesty |
| 7. remove | g. get rid of |
| 8. handle | h. manage |
| 9. aim | i. work toward |
| 10. harmony | j. balance |

GAP FILL:

China's Leadership change begins

China's President Hu Jintao **opened** the Chinese Communist Party meeting on Wednesday in Beijing. The president and his team will **choose** the new leaders that will rule China for the next ten years. China selects its leaders, **unlike** many other countries, which elect them. The meeting will last for a week and will look at many **issues** that are important in China today. Perhaps the biggest **topic** at the meeting will be the economy. Ten years ago, China's economy was not so big.

However, an economic **miracle** in the past decade means the country is now the second biggest economy in the world. Its leaders are a little **worried** though, because the economy is slowing down. It is still **growing** 6 times faster than the rest of the world.

One of the big **messages** that was talked about in the meeting was corruption. Mr Hu Jintao said the Party must work hard in the next **decade** to remove corruption from Chinese society. He warned that the Party could die if corruption continued. He said: "If we fail to handle this issue well, it could [be the **end** of] the party, and even cause the collapse of the party and the fall of the **state**." Mr Hu told Party members at the Great Hall of the People in Beijing that China had to change because of a **changing** world. He said: "We must aim higher and work harder and continue to [go after] development in a scientific way." He added the Party should "promote social **harmony** and improve the people's lives".



LESSON PLAN

School's Name : SMA N 1 JEKULO

Subject : English

Aspect/ Skill : Listening

Class / Semester : XI / IPS

Meeting : 5th

Time Allotment : 2 x 45 minutes

Standard of Competition : **2. Listening** : To comprehend the meaning of formal interpersonal and transactional conversational sustained in daily life context.

Basic Competence : **1.1** To respond the meaning transactional conversation (to get the thing done) and interpersonal (socialization) formally and sustained accurately, fluently and acceptably using oral language mood in daily life context and involving expressing felling pain.

Indicators :

1. Listening to the text being played through speakers.
2. Identifying the word synonyms, the word meaning.
3. Finding detailed information in the text to answer the assignments.

A. Learning Objectives :

After learning the material students are able;

1. Listen to the text being played through speakers.
2. Identifying the word synonyms, the word meaning.
3. Finding detailed information in the text to answer the assignments.

B. Learning Material :

- News is divided into two (2) forms: spoken and written
- News in spoken form such as breaking news; gossip news
- News in written form such as magazine, tabloid, newspaper

C. Method of Learning

- ESA (Engage, Study and Active)
- GTM (Grammar Translation Method)
- Discussion
- Individual work

D. Learning Procedures

ENGAGE (45 Minutes)				
No	Teacher's	Students	List of Guidance	Times (minutes)
13.	Teacher asks question about Barack Obama by saying: - Do you know who is Barack Obama?	Students listen and give response to the teacher by replaying: Yes, we do/ no we don't	Handout warm-ups: the students walk around the class and talk to others students about mount Fuji.	10

14.	Teacher asks to the students to fulfill the table by discussing the topic with their partners. - Well, look at the table. What's about America President?	Students give response to the teacher and the table.	Handout Warm-ups: Down the mine This will recall the student's knowledge upon the previous knowledge.	15
15.	Teacher divides students to act being pro and cont about mining being banned. Still working in pairs, one of you strongly believes that mining should be banned and another believes the opposite.	Students debate about the topics in pairs and change partners. I believe that mining should be banned because it is dangerous.	Mining This will recall the student's knowledge upon the previous knowledge.	10
16.	Before listening teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.	Students do the exercises (true-false, synonym match)	Handout Before listening: True/ false synonym match	10
STUDY (15 Minutes)				
No	Teacher's Activities	Student's Activities	List of Guidance	Time
1.	Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen	Students give response to the teacher and then listen carefully and silently to	Play the mp3 file.	5

	don't take any action before I ask you. Do you understand?	the recorder. Yes, we do.		
2.	Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.	Students listen to the recorder and fill the gaps.	Handout: Listening- (the exercise given to the students)	5
3.	Teacher plays the record for the third times in order to recheck student's answers. Well, I play once again for you to check answers.	Student's listen and check the answers.	Handout: Listening- (the exercise given to the students)	5
Activate (30 Minutes)				
No	Teacher's	Student's	List of Guidance	Time
1.	Teacher asks student's to find the meaning and related information about world and heritage. What does mine mean? The students may look at in dictionary or other resources to find the mining.	Students listen to teacher instruction and then look the words in dictionary or rather sources.	Handout After listening: Words search	10
2.	Teacher asks students to discuss the article. Okay, let's now discuss the article Ask your friend about the info in the article.	students discuss about the article	Handout After listening: Words search	10

3.	Teacher asks to students to compare their answer of filling the gaps. I play the record and the students to check your answer	The students give response to the teacher.	After listening” Gap fill	10
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E. LEARNING MEDIA AND RESOURCES

9. Media : students worksheet/ book, laptop, speakers, white board

10. Resources :

Global warming to shrink fish by 24% – *1st October, 2012*

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<http://www.BreakingNewsEnglish.com/1210/121001-fish.html>.

F. ASSESMENT

4. True/ false

5. Synonym match

6. Fill in gaps

Score: (4) true false

(5) Synonym match

While listening: Fill Gap

$$\text{Score: } \frac{4 + 5 + \text{FillGap}}{3}$$

Kudus, October 2nd, 2013

The Practitioner

Kristanti Rahayu Wulandari

NIM. 200932066



Nama :

Kelas :

STUDENT'S WORKSHEET

America re-elects President Barack Obama

WARM-UPS

1. Mount Fuji
2. Chart: *Americans / voted / contests / challenge / opponent / nail-biting / campaign / victory / election / complained / negative ads / policy promises / against the odds / majority*
- 3.

	Current problem	Your advice
The economy		
Healthcare		
Gun control		
Immigration		
Iran		

4. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).
 - a. The election was one of the closest in U.S. history. T / F
 - b. Mitt Romney asked Americans to pray Obama re-ignites. T / F
 - c. Most opinion polls predicted Obama would win. T / F

- d. The winner needed 270 electoral votes to secure victory. T / F
e. Americans ensured dozens of advertisements every night. T / F

5. **SYNONYM MATCH:** Match the following synonyms from the article.

- | | |
|----------------|----------------|
| 1. incumbent | a. rival |
| 2. opponent | b. guarantee |
| 3. nail-biting | c. complicated |
| 4. depended on | d. put up with |
| 5. secure | e. sitting |
| 6. endure | f. excessively |
| 7. overly | g. bulk |
| 8. faith | h. tense |
| 9. complex | i. belief |
| 10. majority | j. hinged on |

WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

Americans voted to re-elect (1) _____ president Barack Obama on Tuesday in one of the closest contests in U.S. history. President Obama (2) _____ off the challenge of Republican opponent Mitt Romney, who asked the nation to pray for Mr Obama in his goal to (3) _____ the American economy. It was a nail-(4) _____ finish to what was a long, exhausting, (5) _____ and expensive election campaign. Pre-election polls and TV stations said either man could have won the presidency. It all (6) _____ on several swing states, the winner of which would (7) _____ the 270 electoral votes needed to guarantee (8) _____. Once the state of Ohio went to the Democrats, Obama knew he had another four years in the White House.

Many Americans felt (9) _____ that the election has now been decided. They had to (10) _____ dozens of nightly advertisements in what was the most expensive campaign in history. Most voters complained that the ads were (11) _____ negative and simply attacked the other side rather than (12) _____ policy promises. Despite the poor state of the American economy, voters once again put their

(13) _____ in Mr Obama. Many believe Obama won against all the (14) _____. Thomas L Friedman of the New York Times wrote: "No one can know for sure what complex emotional (15) _____ tipped this election Obama's way...It came down to a majority of Americans believing that...Obama was trying his hardest to fix what ails the country."

Depended
bitter

saw

victory

Incumbent
biting

re-ignite

secure

Odds

endure

relief

Faith

overly

chemistry

outlining

AFTER LISTENING

World	Heritage
-------	----------

KEY:

TRUE / FALSE

a T b F c F d T e F

SYNONYM MATCH

- | | |
|----------------|----------------|
| 1. incumbent | a. sitting |
| 2. opponent | b. rival |
| 3. nail-biting | c. tense |
| 4. depended on | d. hinged on |
| 5. secure | e. guarantee |
| 6. endure | f. put up with |
| 7. overly | g. excessively |
| 8. faith | h. belief |
| 9. complex | i. complicated |
| 10. majority | j. bulk |

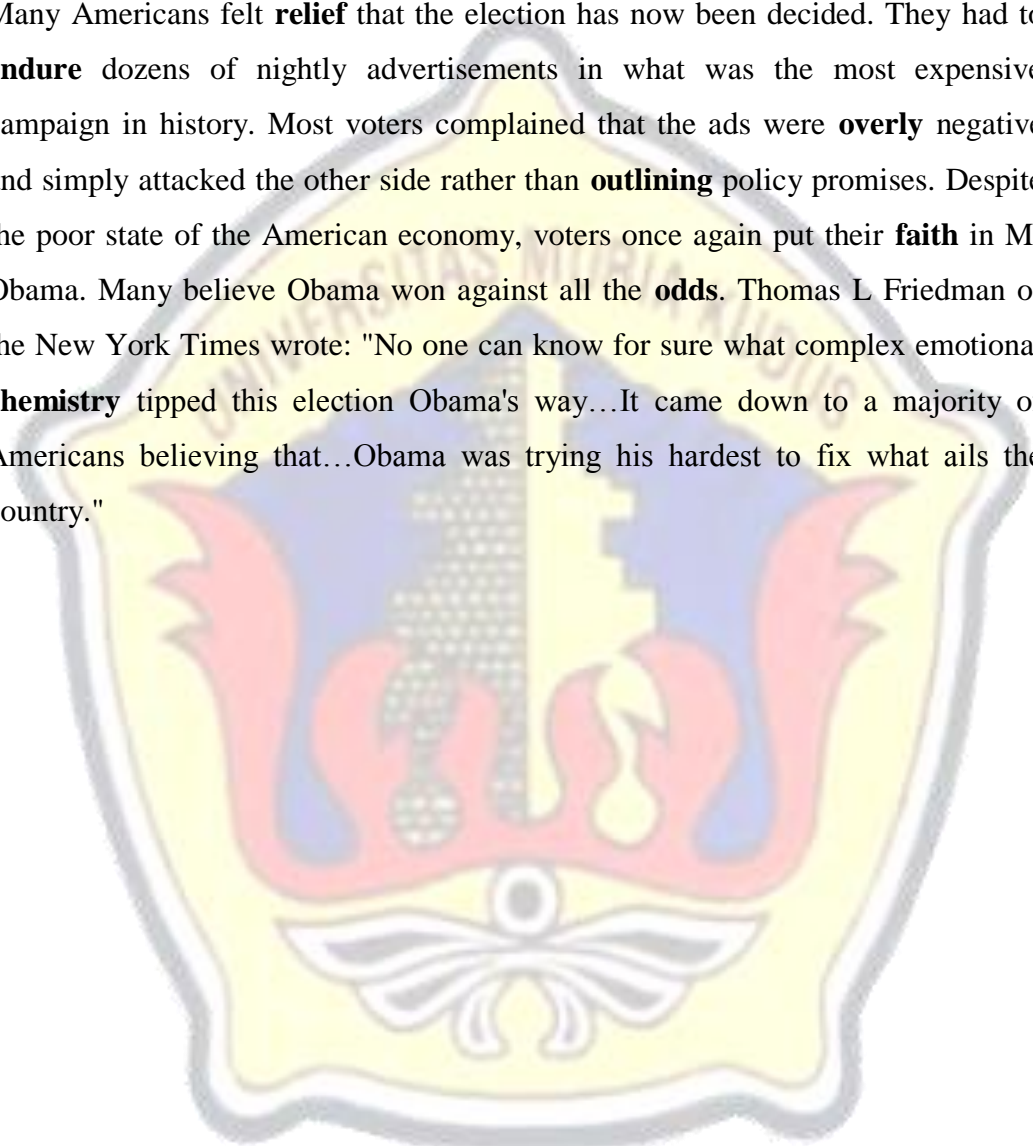
GAP FILL

America re-elects President Barack Obama

Americans voted to re-elect **incumbent** president Barack Obama on Tuesday in one of the closest contests in U.S. history. President Obama **saw** off the challenge of Republican opponent Mitt Romney, who asked the nation to pray for Mr Obama in his goal to **re-ignite** the American economy. It was a nail-**biting** finish to what was a long, exhausting, **bitter** and expensive election campaign. Pre-election polls and TV stations said either man could have won the presidency. It

all **depended** on several swing states, the winner of which would **secure** the 270 electoral votes needed to guarantee **victory**. Once the state of Ohio went to the Democrats, Obama knew he had another four years in the White House.

Many Americans felt **relief** that the election has now been decided. They had to **endure** dozens of nightly advertisements in what was the most expensive campaign in history. Most voters complained that the ads were **overly** negative and simply attacked the other side rather than **outlining** policy promises. Despite the poor state of the American economy, voters once again put their **faith** in Mr Obama. Many believe Obama won against all the **odds**. Thomas L Friedman of the New York Times wrote: "No one can know for sure what complex emotional **chemistry** tipped this election Obama's way...It came down to a majority of Americans believing that...Obama was trying his hardest to fix what ails the country."



LESSON PLAN

School's Name : SMA N 1 JEKULO

Subject : English

Aspect/ Skill : Listening

Class / Semester : XI / IPS

Meeting : 6th

Time Allotment : 2 x 45 minutes

Standard of Competition : **2. Listening** : To comprehend the meaning of formal interpersonal and transactional conversational sustained in daily life context.

Basic Competence : **1.1** To respond the meaning transactional conversation (to get the thing done) and interpersonal (socialization) formally and sustained accurately, fluently and acceptably using oral language mood in daily life context and involving expressing felling pain.

Indicators :

1. Listening to the text being played through speakers.
2. Identifying the word synonyms, the word meaning.
3. Finding detailed information in the text to answer the assignments.

A. Learning Objectives :

After learning the material students are able;

1. Listen to the text being played through speakers.
2. Identifying the word synonyms, the word meaning.
3. Finding detailed information in the text to answer the assignments.

B. Learning Material :

- News is divided into two (2) forms: spoken and written
- News in spoken form such as breaking news; gossip news
- News in written form such as magazine, tabloid, newspaper

C. Method of Learning

- ESA (Engage, Study and Active)
- GTM (Grammar Translation Method)
- Discussion
- Individual work

D. Learning Procedures

ENGAGE (45 Minutes)				
No	Teacher's	Students	List of Guidance	Times (minutes)
17.	Teacher asks question about Chocolate by saying: - Do you know what is chocolate? - Do you like chocolate?	Students listen and give response to the teacher by replaying: Yes, we do/ no we don't	Handout warm-ups: the students walk around the class and talk to others students about shrinking fish.	10

18.	Teacher asks to the students to fulfill the table by discussing the topic with their partners. - Well, look at the table. Are the chocolate healthy?	Students give response to the teacher and the table.	Handout Warm-ups: Down the mine This will recall the student's knowledge upon the previous knowledge.	15
19.	Teacher divides students to act being pro and cont about mining being banned. Still working in pairs, one of you strongly believes that mining should be banned and another believes the opposite.	Students debate about the topics in pairs and change partners. I believe that mining should be banned because it is dangerous.	Mining This will recall the student's knowledge upon the previous knowledge.	10
20.	Before listening teacher ask student's to do some exercises from the handout including true-false, synonym match by reading the headline first.	Students do the exercises (true-false, synonym match)	Handout Before listening: True/ false synonym match	10
STUDY (15 Minutes)				
No	Teacher's Activities	Student's Activities	List of Guidance	Time
1.	Teacher plays the recorded. First, I will play the recorder and you listen carefully. Just listen	Students give response to the teacher and then listen carefully and silently to	Play the mp3 file.	5

	don't take any action before I ask you. Do you understand?	the recorder. Yes, we do.		
2.	Teacher plays the recorder once again while students fill the gaps. Now, I give you the article and fill the gaps while I play the recording. Remember to pay attention to the recording carefully.	Students listen to the recorder and fill the gaps.	Handout: Listening- (the exercise given to the students)	5
3.	Teacher plays the record for the third times in order to recheck student's answers. Well, I play once again for you to check answers.	Student's listen and check the answers.	Handout: Listening- (the exercise given to the students)	5
Activate (30 Minutes)				
No	Teacher's	Student's	List of Guidance	Time
1.	Teacher asks student's to find the meaning and related information about climate and change. What does mine mean? The students may look at in dictionary or other resources to find the mining.	Students listen to teacher instruction and then look the words in dictionary or rather sources.	Handout After listening: Words search	10
2.	Teacher asks students to discuss the article. Okay, let's now discuss the article Ask your friend about the info in the article.	students discuss about the article	Handout After listening: Words search	10

3.	Teacher asks to students to compare their answer of filling the gaps. I play the record and the students to check your answer	The students give response to the teacher.	After listening” Gap fill	10
----	--	--	------------------------------	----

E. LEARNING MEDIA AND RESOURCES

11. Media : students worksheet/ book, laptop, speakers, white board

12. Resources :
Global warming to shrink fish by 24% – *1st October, 2012*
More free lessons at www.BreakingNewsEnglish.com - Copyright Sean Banville 2012.
<http://www.BreakingNewsEnglish.com/1210/121001-fish.html>.

F. ASSESMENT

13. True/ false

14. Synonym match

15. Fill in gaps

Score: (4) true false

(5) Synonym match

While listening: Fill Gap

Score: $\frac{4 + 5 + \text{FillGap}}{3}$

Kudus, October 2nd, 2013

The Practitioner

Kristanti Rahayu Wulandari

NIM. 200932066



Nama :

Kelas :

STUDENT'S WORKSHEET

Chocolate is good for your heart

WARM-UPS

1. Chocolate
2. Chart: *studies / fantastic news / research / diet / heart attacks / milk chocolate / risks / suffering a stroke / nutrition / blood pressure / weight gain / calories / sweets / snack*

	Good (why)	Bad (why)
Chocolate		
Television		
Fast food		
Coffee/ cola		
Gossip		

3. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).

- a. The article says German chocolate is the healthiest in the world.
T / F
- b. A study looked at 20,000 people over an eight-year period.
T / F
- c. Researchers followed people who were on a chocolate diet.
T / F
- d. Researchers found white chocolate helped reduce heart attacks.
T / F
- e. Chocolate cut the chances of strokes more than heart attacks.
T / F

5. **SYNONYM MATCH:** Match the following synonyms from the article.

- | | |
|----------------|-----------------|
| 1. found | a. chance |
| 2. fantastic | b. experiencing |
| 3. extensive | c. cut |
| 4. risk | d. volumes |
| 5. exhibits | e. discovered |
| 6. reduced | f. wide-ranging |
| 7. suffering | g. mixtures |
| 8. compounds | h. wonderful |
| 9. amounts | i. if possible |
| 10. preferably | j. shows |

WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

A study _____ out in Germany has found that chocolate may be good for your heart. This is _____ news for all chocolate _____.

The extensive research was conducted over eight years. The research team followed the chocolate-eating

_____ and health of almost 20,000 people. They compared how much chocolate was in their _____ to the number of heart attacks and strokes people had. Lead researcher Brian Buijsse said: "The good news is that chocolate is not as bad as we used to think, and may even lower the _____ of heart disease and stroke." Mr Buijsse said his team found that dark chocolate was the healthiest _____ to eat: "Dark chocolate exhibits the _____ effects, milk chocolate fewer, and white chocolate no effects," he said.

The German study showed that people who ate the most chocolate (at _____ one bar per week) reduced their risk of having a heart attack by 27 per cent. The risk of suffering a stroke was _____ by as much as 48 per cent. Nutrition _____ believe that natural compounds in chocolate called flavonols are good for our heart. Flavonols also help reduce blood _____. They are found in cocoa beans so dark chocolate (which has more cocoa) _____ more of them than milk chocolate (which has more fat). Buijsse warns people not to _____ eat lots of chocolate: "Eating higher amounts will most likely result in weight _____. If people start eating small amounts of chocolate, it should replace something else preferably other high-calorie sweets or snacks."

<i>Diet</i>	<i>lovers</i>	<i>kind</i>	<i>carried</i>
<i>Greatest</i>	<i>habits</i>	<i>fantastic</i>	<i>risk</i>
<i>Suddenly</i>	<i>cut</i>	<i>pressure</i>	<i>Experts</i>
<i>least</i>	<i>gain</i>	<i>contains</i>	

AFTER LISTENING

Word search

Organic	Food



KEY:

TRUE / FALSE:

a. F b. T c. F d. F e. T

SYNONYM MATCH:

- | | |
|----------------|-----------------|
| 1. found | a. discovered |
| 2. fantastic | b. wonderful |
| 3. extensive | c. wide-ranging |
| 4. risk | d. chance |
| 5. exhibits | e. shows |
| 6. reduced | f. cut |
| 7. suffering | g. experiencing |
| 8. compounds | h. mixtures |
| 9. amounts | i. volumes |
| 10. preferably | j. if possible |



GAP FILL:

Chocolate is good for your heart

A study **carried** out in Germany has found that chocolate may be good for your heart. This is **fantastic** news for all chocolate **lovers**. The extensive research was conducted over eight years. The research team followed the chocolate-eating **habits** and health of almost 20,000 people. They compared how much chocolate was in their **diet** to the number of heart attacks and strokes people had. Lead researcher Brian Buijsse said: "The good news is that chocolate is not as bad as we used to think, and may even lower the **risk** of heart disease and stroke." Mr Buijsse said his team found that dark chocolate was the healthiest **kind** to eat: "Dark chocolate exhibits the **greatest** effects, milk chocolate fewer, and white

chocolate no effects," he said. The German study showed that people who ate the most chocolate (at **least** one bar per week) reduced their risk of having a heart attack by 27 per cent. The risk of suffering a stroke was **cut** by as much as 48 per cent. Nutrition **experts** believe that natural compounds in chocolate called flavonols are good for our heart. Flavonols also help reduce blood **pressure**. They are found in cocoa beans so dark chocolate (which has more cocoa) **contains** more of them than milk chocolate (which has more fat). Buijsse warns people not to **suddenly** eat lots of chocolate: "Eating higher amounts will most likely result in weight **gain**. If people start eating small amounts of chocolate, it should replace something **else**, preferably other high calorie sweets or snacks."



	<p>PEMERINTAH KABUPATEN KUDUS</p> <p>DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA</p> <p>SMA N 1 JEKULO</p> <p>Jl. Raya Kudus-Pati Km 10 No. 34 JekuloKudus, (0291) 433930 Fax. (0291) 4246065</p> <p>Website : www.sman1jekulo-kudus.sch.id , Email : sman1jekulokudus@yahoo.co.id</p>	
Form-AKD.1-12	SILABUS	

Sekolah : SMA N I Jekulo Kudus

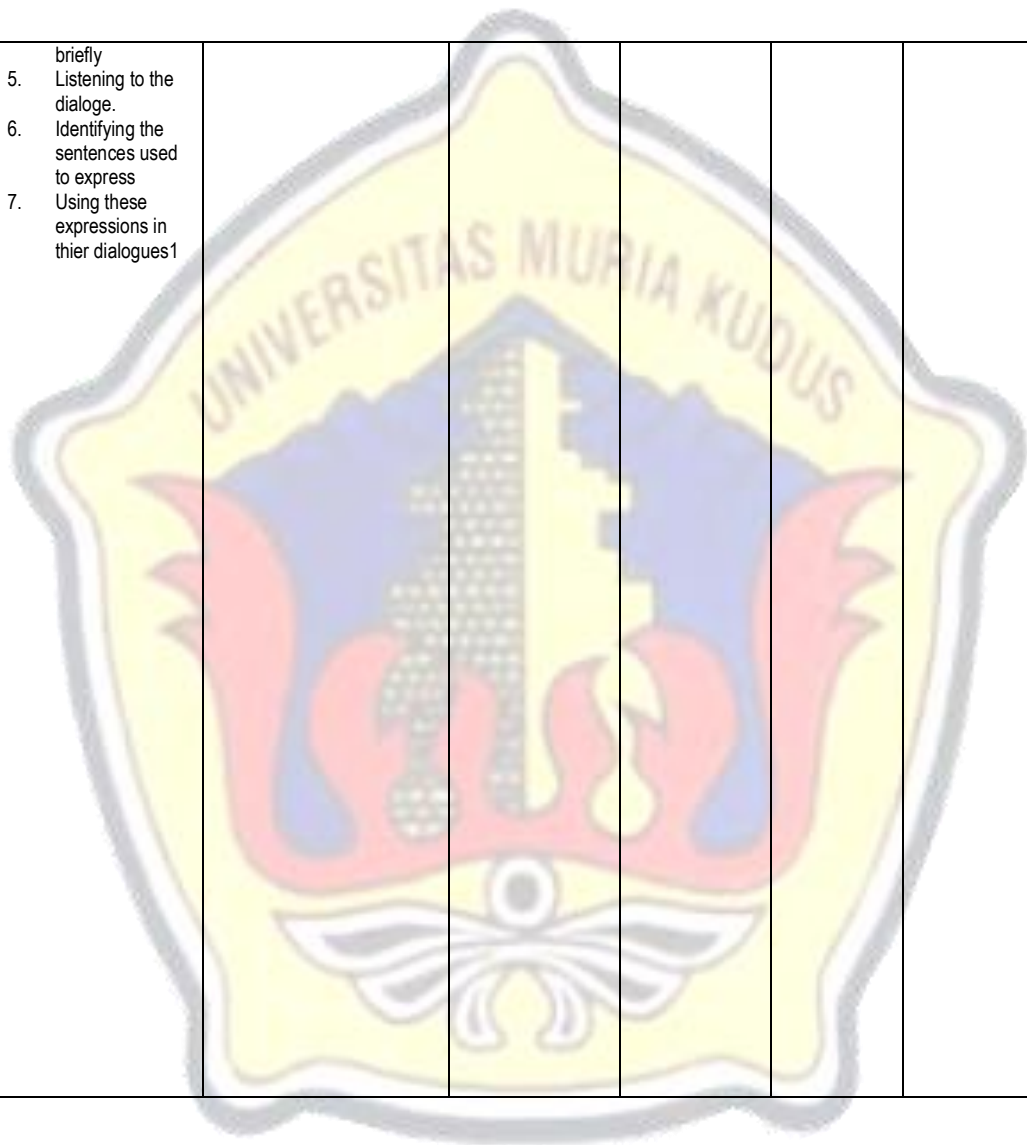
Kelas / Semester : XI BHS

Mata Pelajaran : Bahasa Inggris

Standar Kompetensi : 1. Listening & Speaking : Memahami & mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (Sustained) dalam konteks kehidupan sehari-hari.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Sinkronisasi antar SK/KD	Sinkronisasi antar mata pelajaran	Indikator Pencapaian	Penilaian			Alokasi Waktu	Sumber/Bahan /Alat
						Jenis	Bentuk	Contoh instrumen		
1. Merespon dan mengungkapkan makna dalam percakapan transaksional	1. Genre: Report Eg. whale, kanguru, snake, temple 2. Language function: Expressing	1. Listening to a report text 2. Identifying the meaning of words in the text 3. Replying the questions given orally 4. Telling the report material to their friend or teacher	1. Description text 2. Explanation text	3. Indonesian language 4. Biology 5. History	1. To identify the meaning of words in the report text 2. To get information from the report text 3. To tell the report text	1. Individual 2. group	1. oral questions	1. Please listen to your teacher. He/she wants to read a report text. 2. Answer the questions based on the	13 jp	1. Books 2. Cassette 3. Teacher's voice

<p>ional (to grt things done) dan interpersonal (bersosi alisasi) resmi dan berlanjut (sustain ed) secara akurat, lancar, dan berterim a yang menggu nakan ragam bahasa lisan dalam kontek kehidup an sehari-hari dan melibatk an tindak tutur: memberi nasihat, melaran g, memberi ijin dan memaha mi</p>	<p>giving suggestion Eg. A: You'd better do it now. B: Yes, I'll do Express ing warning , eg. A: Don't forget to bring an umbrell a with you. B.I won't Express ing givingp ermissi on. Eg A: You may go. B: You are the best dad.</p>	<p>briefly 5. Listening to the dialoge. 6. Identifying the sentences used to express 7. Using these expressions in thier dialogues1</p>					<p>text you've heard. - Whatis the text about ? 3.Tell your partner about a thing that you've heard</p>		
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makna teks fungsional pendek berbentuk: report										
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Standar Kompetensi: 2. Reading & Writing Memahami, mengungkapkan makna teks functional pendek dan esei pendek dalam bentuk report dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Sinkronisasi antar SK/KD	Sinkronisasi antar mata pelajaran	Indikator Pencapaian	Penilaian			Alokasi Waktu	Sumber/Bahan /Alat
						Jenis	Bentuk	Contoh instrumen		
<p>1.Merespon dan mengungkapkan makna dalam text berbentuk report, banner, invitation dalam konteks kehidupan sehari-hari.</p> <p>2.Merespon dan mengungkapkan makna dalam text dengan menggunakan tata bahasa yang benar</p>	<p>1. A report text Eg. Dolphin ,mangos, etc.</p> <p>2. Banner text or picture of a nation Eg.Garuda</p> <p>3. Invitation.eg. an invitation letter Noun phrase eg. Clever students</p> <p>5. Simple present tense eg. The stars are in the sky</p>	<p>1. Read the report text</p> <p>2. Answer the questions</p> <p>3. Identify the generic structure of report tex.</p> <p>4. Write a simple report text.</p> <p>5. Read the example of a banner</p> <p>6. Answer the questions</p> <p>7. Find banner from other countries</p> <p>8. Read the example ofa invitation</p> <p>9. Answer the questions</p> <p>10. Make an invitation themselves</p>	<p>1. Descripti on</p> <p>2. Explanati on</p> <p>3. Listening</p> <p>4. Speaking</p>	<p>1.Indonesian language</p> <p>2.Javanese language</p> <p>3.Civic</p> <p>4.Geography</p>	<p>1. To get informations from thereport text</p> <p>2. To write a report text as the example</p> <p>3. To get some banners</p> <p>4. To make an invitation freely</p>	<p>1. individually</p> <p>2. in pairing</p>	<p>1. essey</p> <p>2. multiple choice writtenly</p>	<p>1. What is the main idea of paragraph 2 ?</p> <p>2. Make aninvitation for your friends because next week you will have your birthday party</p> <p>3. Which one is Indonesian's banner</p> <p>a.Bhinneka Tunggal lka</p> <p>b. Orta Recens Guam Pura Nites</p> <p>c.For the Queen the Law and the People</p> <p>d. Peace and</p>	11 jp	<p>1.Books</p> <p>2.Newspaper</p> <p>3.Inteernet</p> <p>4. Some special paper</p>

								Prosperity		
								e.Ubertas et Fidelitas		





SMA N 1 JEKULO

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Form-AKD.1-12

SILABUS

Sekolah : **SMA N I Jekulo Kudus**
Kelas / Semester : **XI BHS**
Mata Pelajaran : **Bahasa Inggris**
Standar Kompetensi : **1. Listening & Speaking : Memahami & mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (Sustained) dalam konteks kehidupan sehari-hari.**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Sinkronisasi antar SK/KD	Sinkronisasi antar mata pelajaran	Indikator Pencapaian	Penilaian			Alokasi Waktu	Sumber/Bahan /Alat
						Jenis	Bentuk	Contoh instrumen		
2. Merespon dan mengungkapkan makna dalam percakapan transaksional (to grt things done) dan interpersonal (bersosialisasi) resmi dan	1. Genre: Narrative Eg. Siti Nurbaya, Tamra the island Language function	8. Listening to a narrative text 9. Identifying the meaning of words in the text 10. Replying the questions given	1.Recount text 2.Spoof text 3.Anecdote.	1.Indonesian language 2.Antrophology 3.Art and culture	4. To identify the meaning of words inthe narrative text 5. To get informationfro m the narrative text 6. To tell the narrative text	3. Individual 4. group	1.oral questions	1. Please listen to your teacher. He/she wants toread an interesti ng	13 jp	1.Books 2.Cassette 3.Teacher, voice

<p>berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan menyesal. sakit dan bahagia memahami makna teks fungsional pendek berbentuk: narrative.</p>	<p>n:Expressing feeling relief Eg . A: I feel so relieved. B: I can see that 3. Expressing of pain, eg. A: Ouch. It hurts so much B. Oh, you poor thing 4. Expressing feeling of pleasure. Eg A: I'm so pleased . B: I'm glad you like it.</p>	<p>orally 11. Telling the report material to their friend or teacher briefly 12. Listening to the dialoge. 13. Identifying the sentences used to express 14. Using these expressions in their dialogues</p>					<p>story. 2. Answer the questions based on the text you've heard. - What is the text about ? 3. Tell your partner about the main character in the story that you've heard</p>		
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Standar Kompetensi: 2. Reading & Writing Memahami, mengungkapkan makna teks functional pendek dan esei pendek dalam bentuk report dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Sinkronisasi antar SK/KD	Sinkronisasi antar mata pelajaran	Indikator Pencapaian	Penilaian			Alokasi Waktu	Sumber/Bahan /Alat
						Jenis	Bentuk	Contoh instrumen		
1. Merespon dan mengungkapkan makna dalam text berbentuk narrative, announcement. Poster dalam konteks kehidupan sehari-hari. 2. Merespon dan mengungkapkan makna dalam text dengan	6. A narrative text eg. Siti Nurbaya, Malin Kundang, etc 7. An announcement text eg. An announcement from the school. 8. Poster eg. some posters of popular stars 9. Noun	11. Read the narrative text 12. Answer the questions 13. Identify the generic structure of narrative text. 14. Write a simple story you have known. 15. Read the example of a short text in the form of announcement.	5. Recount 6. Spoof 7. Listening 8. Speaking	1. Indonesian language 2. Javanese language 3. Anthropology 4. History	1. To get informations from the narrative text 2. To write a narrative text as the example 3. To get some posters of some famous peoples 4. To make an announcement	1. individually 2. in pairing	1. essey 2. multiple choice writtenly	1. What is the main idea of paragraph 2 ? 2. Make an announcement for your friends because	14 jp	1. Books 2. Newspaper 3. Internet

<p>menggunakan tata bahasa yang benar</p>	<p>clause eg. I don't know what you men. 10. Past tense eg. Last night I went to Ramayana mall to buy T-shirt</p>	<p>16. Answer the questions 17. See some posters of some popular stars. 18. Try to give some information of the star. 19. Answer the questions</p>					<p>the next week you will clean your classroom for the class cleanliness</p> <p>3. Who is the main characters in the Siti Nurba'ya roman ?</p> <p>a. Datur Maringgih</p> <p>b. Bagindo Sulaiman</p>		
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								c.Sya msul Bahri		
								d.Yusu f Amri		
								e.Enda ng Suryan		



<p>1. Merespon dan mengungkapkan makna dalam percakapan transaksional (to grt things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam kontek kehidupan sehari-hari dan melibatkan tindak tutur: memberikan pendapat, menanyakan pendapat orang lain, menyatakan puas. Dan tidak puas memahami</p>	<p>1.Genre: Analytical Exposition eg.Smoking is dangerous for health.</p> <p>2.Language function:Expressing giving opinion Eg. A: I think It's good. B: I thnl so.</p> <p>Expressing Asking for opinion eg. A: What do you think of the new comer ? B. I think he has a good personality.</p> <p>Expressing satisfaction. Eg A: I like your service. B: I'm glad you like it. Expressing dissatisfaction. Eg. A: H this restaurant because the meal is too hot.</p>	<p>15. Listening to a analytical exposition text</p> <p>16. Identifying the meaning of words in the text</p> <p>17. Replying the questions given orally</p> <p>18. Telling the analytical exposition material to their friend or teacher briefly</p> <p>19. Listening to the dialoge .</p>	<p>Hortatory exposition</p>	<p>1.Indonesian language</p> <p>2.Sociology</p> <p>3.Art and culture</p> <p>4.Biology</p>	<p>1.To identify the meaning of words inthe analytical exposition text</p> <p>2.To get informationfrom the analytical exposition textf</p> <p>3.To tell the reasonablereasons</p>	<p>5. Individual</p> <p>6. group</p>	<p>1.oral questions</p>	<p>1. Please listen to your teacher. He/she wants to tell you something interesting.</p> <p>2. Answer thequestions based on the text you've heard.</p> <p>- Whatis the text about ?</p> <p>3.Tell your partner about the suitable argument of sleeping is nessarry</p>	<p>13 jp</p>	<p>1.Books</p> <p>2.Cassette</p> <p>3.Teacher' voice</p>
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i makna teks fungsional pendek berbentuk: analytical exposition.

- 20. Identifying the sentences used to express
- 21. Using these expressions in their dialogues



Standar Kompetensi: 2. Reading & Writing Memahami, mengungkapkan makna teks functional pendek dan esei pendek dalam bentuk analytical exposition dalam konteks kehidupan sehari-hari dan untuk mengkses ilmu pengetahuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Sinkronisasi antar SK/KD	Sinkronisasi antar mata pelajaran	Indikator Pencapaian	Penilaian			Alokasi Waktu	Sumber/Bahan /Alat
						Jenis	Bentuk	Contoh instrumen		
<p>1.Merespon dan mengungkapkan makna dalam text berbentuk analytical exposition, advertisement dan pamphlet dalam konteks kehidupan sehari-hari.</p> <p>2.Merespon dan mengungkapkan makna dalam text dengan menggunakan tata bahasa yang benar</p>	<p>11. An analytical exposition eg. Sleeping is necessary for humanbeing</p> <p>12. An advertisement eg. Looking for tiger.</p> <p>13. Pamphlet eg.some pamphlet of organization and companies.</p> <p>14. Modals eg. You should nutritious food for your health.</p> <p>15. Present tense eg. We have exerciise everyday.</p>	<p>20. Read the analytical exposition text</p> <p>21. Answer the questions</p> <p>22. Identify the generic structure of analytical exposition text.</p> <p>23. Write an analytical exposition you have known.</p> <p>24. Read theexample of a short text in the form of advertisement..</p> <p>25. Answer the questions</p> <p>26. Read some pamphlet of some pamphlets.</p> <p>27. Answer the questions</p>	<p>9. Hhortatory exposition text</p> <p>10. istening</p> <p>11. peaking</p>	<p>1.Indonesian language</p> <p>2.Javanese language</p> <p>3.Biology</p> <p>4.History</p>	<p>1. To get informatiions from the analytical exposition text</p> <p>2. To write an anytical text as the example</p> <p>3. To get some pamphlet of some organization or company</p> <p>4. To make an advertisement</p>	<p>1. individually</p> <p>2. in pairing</p>	<p>1. essey</p> <p>2. multiple choice writtenly</p>	<p>1. What is the main idea of paragraph 2 ?</p> <p>2. Write a simple advertisement of a company in your town eg. Djarum etc</p> <p>3 Why should people eat nutritious food ?</p> <p>a. The bod yis good</p> <p>b. The bone nee</p>	14 jp	<p>1.Books</p> <p>2.Newspaper</p> <p>3.Inteernet</p>

						Jenis	Bentuk			n /Alat
5.	Merespon dan mengungkapkan makna dalam percakapan transaksional (to grt things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan cinta dan sedih memahami makna teks fungsional pendek berbentuk: narrative.	<p>3. Genre: Narrative. Eg. Some fable texts: The lion and the mouse etc</p> <p>4. Language function: Expressing feeling of love Eg. A: I love you. B: I love you too.</p> <p>Expressing feeling of sadness. Eg. A: let me be alone. B: Don't be sad, it will happen to anyone.</p>	<p>22. Listening to a narrative text</p> <p>23. Identifying the meaning of words in the text</p> <p>24. Replying the questions given orally</p> <p>25. Telling the narrative material to their friend or teacher briefly</p> <p>26. Listening to the dialogue.</p> <p>27. Identifying the sentences used to express</p> <p>28. Using these expressions in their dialogues 1</p>	Hortatory exposition	<p>1. Indonesian language</p> <p>2. Sociology</p> <p>3. Art and culture</p> <p>4. History</p>	<p>1. To identify the meaning of words in the narrative text</p> <p>2. To get information from the narrative text.</p> <p>3. To tell the place. Time. event that happened.</p>	<p>7. Individual</p> <p>8. group</p> <p>1. oral questions</p>	<p>1. Please listen to your teacher. He/she wants to read an interesting story.</p> <p>2. Answer the questions based on the text you've heard.</p> <p>- What is the text about ?</p> <p>3. Tell your friend about the characteristic of the characters</p>	8 jp	<p>1. Books</p> <p>2. Cassette</p> <p>3. Teacher's voice</p>

Standar Kompetensi: 2. Reading & Writing Memahami, mengungkapkan makna teks functional pendek dan esei pendek dalam bentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Sinkronisasi antar SK/KD	Sinkronisasi antar mata pelajaran	Indikator Pencapaian	Penilaian			Alokasi Waktu	Sumber/Bahan /Alat
						Jenis	Bentuk	Contoh instrumen		
<p>1.Merespon dan mengungkapkan makna dalam text berbentuk narrative, advertisement, banner dalam konteks kehidupan sehari-hari.</p> <p>2.Merespon dan mengungkapkan makna dalam text dengan menggunakan tata bahasa yang benar</p>	<p>16. A narrative text. Eg. The monkey and the crocodiles</p> <p>17. An advertisement eg. Big sale in Ramayana mall..</p> <p>18. Bannereg.some countries.</p> <p>19. Modals eg. You should nutritious food for your health.</p> <p>20. Past tense eg. We had exerciise last Friday.</p> <p>21. Complex sentence . eg. I want to be a doctor because Iwant to cure people from illness.</p>	<p>28. Read the narrative text</p> <p>29. Answer the questions</p> <p>30. Identify the generic structure of narrative text.</p> <p>31. Write a narrative text you have known.</p> <p>32. Read theexample of a short text in the form of advertisement..</p> <p>33. Answer the questions</p> <p>34. Read some banners of some countries</p> <p>35. Answer the questions</p>	<p>12. Hortatory exposition text</p> <p>13. Listening</p> <p>14. Speaking</p>	<p>1.Indonesian language</p> <p>2.Javanese language</p> <p>3.Sociology</p> <p>4.History</p>	<p>1. To get informations from the narrative text</p> <p>2. To write a narrative text as the example given.</p> <p>3. To get some banners of some countries</p> <p>4. To make an advertisement</p>	<p>1. individually</p> <p>2. in pairing</p>	<p>1. essey</p> <p>2. multiple choice writtenly</p>	<p>1. What is the main idea of paragraph 3 ?</p> <p>2. Write a simple advertisement of a company in your town eg. Java Gold or Nescafe etc</p> <p>3 Which statement is right based on the text ?</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p>	12 jp	<p>1.Books</p> <p>2.Newspaper</p> <p>3.Inteernet</p>

Nama :

Pre-test task

Kelas :

STUDENT'S WORKSHEET

Global warming to shrink fish by 24%

WARM-UPS

1. Shrinking fish
2. Chart: *size / shrinking / a quarter / global warming / species / tropical / oxygen / migrate / surprised / decrease / body size / puzzle / overfishing / pollution / greenhouse gas.*
- 3.

	How worried?	What to do about it?
Fish stocks		
Water		
weather		
Drought		
Pollution		

4. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).

a. A report says all fish will shrink by 24 per cent by within decades.

T / F

b. Researchers did tests on more than 600 different types of fish.

T / F

c. Scientists say fish sizes will change most will be in the Polar Regions.

T / F

d. The research predicts many fish will relocate outside of tropical areas.

T / F

e. The head researcher was not surprised at the figures in his research.

T / F

5. **SYNONYM MATCH:** Match the following synonyms from the article.

1. shrinking

a. relocate

2. coming

b. probable

3. extensive

c. approaching

4. likely

d. problem

5. migrate

e. diminishing

6. decrease

f. react

7. respond

g. worrying

8. puzzle

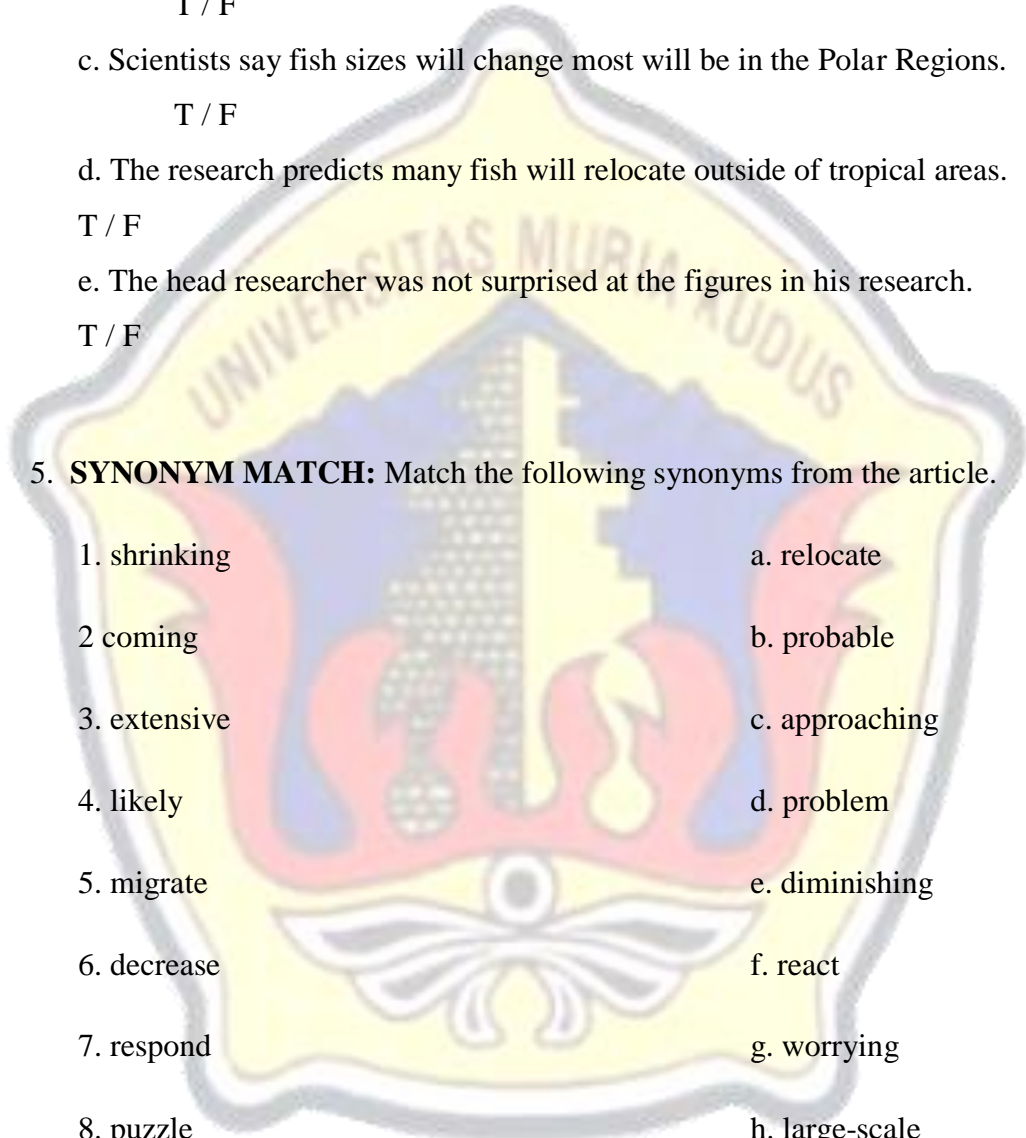
h. large-scale

9. concerning

i. strategies

10. policies

j. drop



WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

The size of fish in the oceans is (1) _____. A new report from the University of British Columbia in Canada states fish may shrink by as (2) _____ as a quarter in the coming decades because of global warming. The research team conducted (3) _____ tests on the effect of rising ocean temperatures on the size and number of over 600 (4) _____ of fish around the world. They concluded that most fish are (5) _____ to shrink in size by 14-24 per cent by the year 2050. The biggest changes will be seen in tropical (6) _____. The scientists said there is less oxygen in warmer water so fish cannot grow at the (7) _____ they should. They added that many fish will migrate to cooler waters (8) _____ the tropics. Lead researcher Professor William Cheung said: "We were surprised to see such a large (9) _____ in fish size. Marine fish are generally known to (10) _____ to climate change through changing distribution and seasonality. But the unexpectedly big (11) _____ that climate change could have on body size suggests that we may be missing a big (12) _____ of the puzzle of understanding climate change effects in the ocean." He added that human activities such as (13) _____ and pollution will worsen the problem: "Our work shows a very (14) _____ future for the oceans and so it is very important to reduce greenhouse gas (15) _____ and develop better fish management policies to adapt to these changes," he said.

Piece *concerning* *respond* *overfishing* *decrease*

Emissions *effect* *extensive* *regions* *outside*

species

Shrinking rate much likely

AFTER LISTENING

Word search



Nama :

Kelas :

Post-test task

STUDENT'S WORKSHEET

Chocolate is good for your heart

WARM-UPS

1. Chocolate
2. Chart: *studies / fantastic news / research / diet / heart attacks / milk chocolate / risks / suffering a stroke / nutrition / blood pressure / weight gain / calories / sweets / snack*

	Good (why)	Bad (why)
Chocolate		
Television		
Fast food		
Coffee/ cola		
Gossip		

3. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).
- a. The article says German chocolate is the healthiest in the world.
T / F
 - b. A study looked at 20,000 people over an eight-year period.
T / F
 - c. Researchers followed people who were on a chocolate diet.
T / F
 - d. Researchers found white chocolate helped reduce heart attacks.
T / F
 - e. Chocolate cut the chances of strokes more than heart attacks.
T / F

5. **SYNONYM MATCH:** Match the following synonyms from the article.

- | | |
|----------------|-----------------|
| 1. found | a. chance |
| 2. fantastic | b. experiencing |
| 3. extensive | c. cut |
| 4. risk | d. volumes |
| 5. exhibits | e. discovered |
| 6. reduced | f. wide-ranging |
| 7. suffering | g. mixtures |
| 8. compounds | h. wonderful |
| 9. amounts | i. if possible |
| 10. preferably | j. shows |

WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

A study _____ out in Germany has found that chocolate may be good for your heart. This is _____ news for all chocolate _____. The extensive research was conducted over eight years. The research team followed the chocolate-eating

_____ and health of almost 20,000 people. They compared how much chocolate was in their _____ to the number of heart attacks and strokes people had. Lead researcher Brian Buijsse said: "The good news is that chocolate is not as bad as we used to think, and may even lower the _____ of heart disease and stroke." Mr Buijsse said his team found that dark chocolate was the healthiest _____ to eat: "Dark chocolate exhibits the _____ effects, milk chocolate fewer, and white chocolate no effects," he said.

The German study showed that people who ate the most chocolate (at _____ one bar per week) reduced their risk of having a heart attack by 27 per cent. The risk of suffering a stroke was _____ by as much as 48 per cent. Nutrition _____ believe that natural compounds in chocolate called flavonols are good for our heart. Flavonols also help reduce blood _____. They are found in cocoa beans so dark chocolate (which has more cocoa) _____ more of them than milk chocolate (which has more fat). Buijsse warns people not to _____ eat lots of chocolate: "Eating higher amounts will most likely result in weight _____. If people start eating small amounts of chocolate, it should replace something else preferably other high-calorie sweets or snacks."

<i>Diet</i>	<i>lovers</i>	<i>kind</i>	<i>carried</i>
<i>Greatest</i>	<i>habits</i>	<i>fantastic</i>	<i>risk</i>
<i>Suddenly</i>	<i>cut</i>	<i>pressure</i>	
<i>Experts</i>			
<i>least</i>	<i>gain</i>	<i>contains</i>	

AFTER LISTENING

Word search

Organic	Food
---------	------



Appendix 4

**The Data of Pre-Test and Post-Test of Eleventh Grade Students of SMA N 1
Jekulo Kudus in Academic Year 2013/2014**

Table 1. The Score of Listening Skill Test Pre-Test and Post-Test

Sample Code	Score (Pre-Test)	Score (Post-Test)	Sample Code	Score (Pre-Test)	Score (Post-Test)
1	58	62	21	55	68
2	63	90	22	68	74
3	52	85	23	50	70
4	75	90	24	82	86
5	60	68	25	68	74
6	55	75	26	70	92
7	59	80	27	85	90
8	60	72	28	60	66
9	60	78	29	65	74
10	78	80	30	72	78
11	48	68	31	62	74
12	63	70	32	60	60
13	58	64	33	70	80
14	66	85	34	85	92

15	70	88	35	80	82
16	85	90	36	86	94
17	68	78	37	68	78
18	60	72	38	48	68
19	70	74	39	70	76
20	62	72	40	60	72

I. Pre – Test

$$N = 40$$

$$\text{Score max} = 86$$

$$\text{Score min} = 48$$

$$\text{Range} = 86 - 48 = 38$$

$$\begin{aligned} \text{Interval} &= 1 + (3,3) \log N & \text{Interval (i)} &= \frac{\text{range}}{\text{interval}} \\ &= 1 + (3,3) \log 40 & &= \frac{38}{6} \\ &= 1 + (3,3) 1,602 & &= 6,3 \\ &= 1 + 5,286 & &= 6 \\ &= 6,286 & & \\ &= 6 & & \end{aligned}$$

Table 2. The calculation of Mean and Standard Deviation Before Being Taught by Using Breaking News.

Score	x	F	fx	x ¹	fx ¹	x ¹²	fx ¹²
48-53	50,5	4	202	-2	-8	4	16
54-59	56,5	5	282,5	-1	-5	1	5
60-65	62,5	11	687,5	0	0	0	0
66-71	68,5	10	685	1	10	1	10
72-77	74,5	2	149	2	4	4	8
78-83	80,5	3	241,5	3	9	9	27
84-89	86,5	5	432,5	4	20	16	80
TOTAL	479,5	40	2677	7	30	35	146

1. Mean

$$\begin{aligned} \bar{x} &= \frac{\sum fx}{N} \\ &= \frac{2677}{40} \\ &= 66,93 \end{aligned}$$

2. Standard Deviation = $i \sqrt{\left(\frac{\sum fx^2}{N}\right) - \left(\frac{\sum fx^1}{N}\right)^2}$

$$= \sqrt{\left(\frac{146}{40}\right) - \left(\frac{30}{40}\right)^2}$$

$$= \sqrt{3,65 - 0,56}$$

$$= 10,54$$

Notes:

$\sum fx$: The sum of frequency times mean result

N : Number of sample

I : Interval

N : Number of sample

F : Total of frequency before median interval minus one

i : Interval

SD : Standard Deviation

II. Post – Test

N = 40

Score max = 94

Score min = 60

Range = 94 – 60 = 34

Interval = $1 + (3,3) \log N$ Interval (i) = $\frac{range}{interval}$

= $1 + (3,3) \log 40$ = $\frac{34}{6}$

= 1 + 5,28 = 5,7

= 6,28 = 6

= 6

Table 2. The calculation of Mean and Standard Deviation After Being Taught by Using Breaking News.

Score	x	F	fx	x ¹	fx ¹	x ¹²	fx ¹²
60-64	62	3	186	-2	-6	4	12
65-69	67	5	320	-1	-5	1	5
70-74	72	11	792	0	0	0	0
75-79	77	6	462	1	6	1	6
80-84	82	4	328	2	8	4	20
85-89	87	4	348	3	12	9	36
90-94	92	7	644	4	28	16	112
TOTAL	539	40	3080	7	39	35	191

1. Mean

$$\bar{x} = \frac{\sum fx}{N}$$

$$= \frac{3080}{40}$$

$$= 77$$

$$2. \text{ Standard Deviation} = i \sqrt{\left(\frac{\sum fx^2}{N} \right) - \left(\frac{\sum fx^1}{N} \right)^2}$$

$$= \sqrt{\left(\frac{191}{40}\right) - \left(\frac{39}{40}\right)^2}$$

$$= \sqrt{4,77 - 0,95}$$

$$= 11,72$$

Notes:

$\sum fx$: The sum of frequency times mean result

N : Number of sample

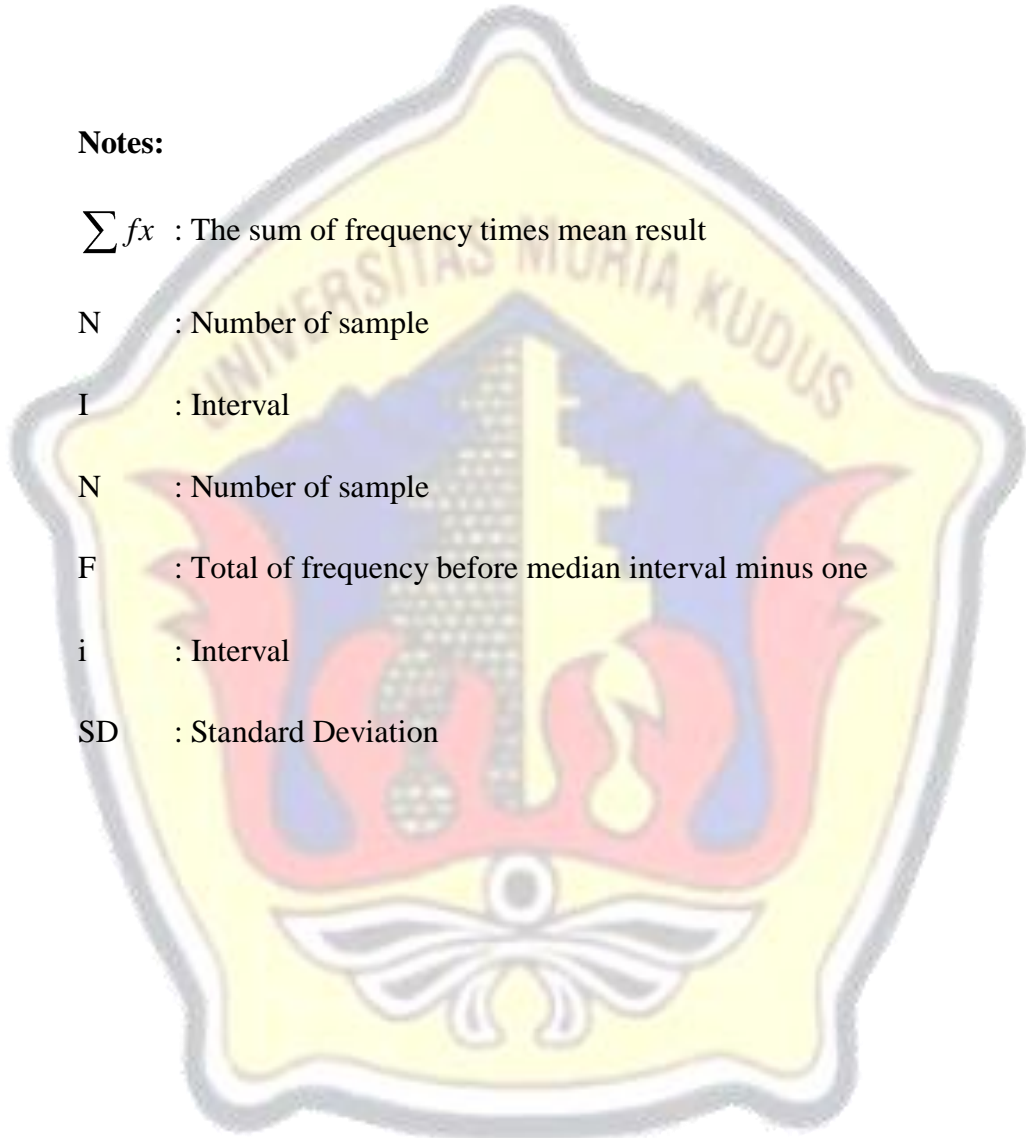
I : Interval

N : Number of sample

F : Total of frequency before median interval minus one

i : Interval

SD : Standard Deviation

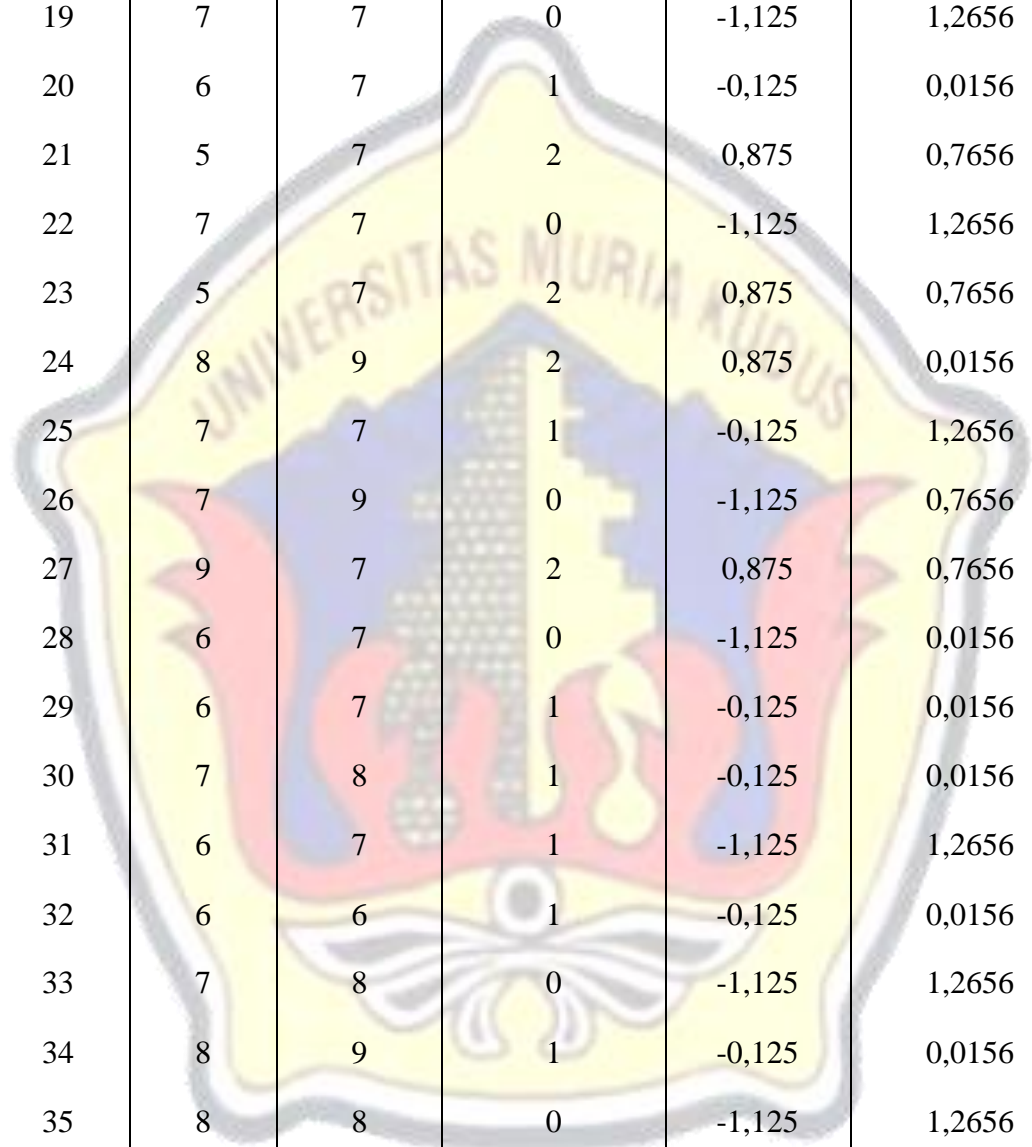


Appendix 5

III. T-test Formula

Table 4. The pre-test and post test score of Listening skill test of the eleventh grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014

Sample Code	Pre-Test Score	Post-Test Score	Gain(d).(Post-test Pre-test)	x_d (d-Md)	x_d^2
1	6	6	0	-1,125	1,2656
2	6	9	3	1,875	3,5156
3	5	9	4	2,875	8,2656
4	7	9	2	0,875	0,7656
5	6	7	1	-0,125	0,0156
6	5	7	2	0,875	0,7656
7	6	8	2	0,875	0,7656
8	6	7	1	-0,125	0,0156
9	6	8	2	0,875	0,7656
10	8	8	0	-1,125	1,2656
11	5	7	2	0,875	0,7656
12	6	7	1	-0,125	0,7656
13	6	6	0	-1,125	1,2656
14	7	8	1	-0,125	0,0156



15	7	9	2	0,875	0,7656
16	8	9	1	-0,125	0,0156
17	7	8	1	-0,125	0,0156
18	6	7	1	-0,125	0,0156
19	7	7	0	-1,125	1,2656
20	6	7	1	-0,125	0,0156
21	5	7	2	0,875	0,7656
22	7	7	0	-1,125	1,2656
23	5	7	2	0,875	0,7656
24	8	9	2	0,875	0,0156
25	7	7	1	-0,125	1,2656
26	7	9	0	-1,125	0,7656
27	9	7	2	0,875	0,7656
28	6	7	0	-1,125	0,0156
29	6	7	1	-0,125	0,0156
30	7	8	1	-0,125	0,0156
31	6	7	1	-1,125	1,2656
32	6	6	1	-0,125	0,0156
33	7	8	0	-1,125	1,2656
34	8	9	1	-0,125	0,0156
35	8	8	0	-1,125	1,2656
36	9	9	0	-1,125	1,2656
37	7	8	1	-0,125	0,0156
38	5	7	2	0,875	0,7656

39	7	8	1	-0,125	0,0156
40	6	7	1	-0,125	0,0156
N = 40			$\sum d = 45$		$\sum x^2 d = 32,3734$

$$Md = \frac{\sum d}{N} = \frac{45}{40} = 1,125$$

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$= \frac{1,125}{\sqrt{\frac{32,3734}{40(40-1)}}}$$

$$= \frac{1,125}{\sqrt{\frac{32,374}{1560}}}$$

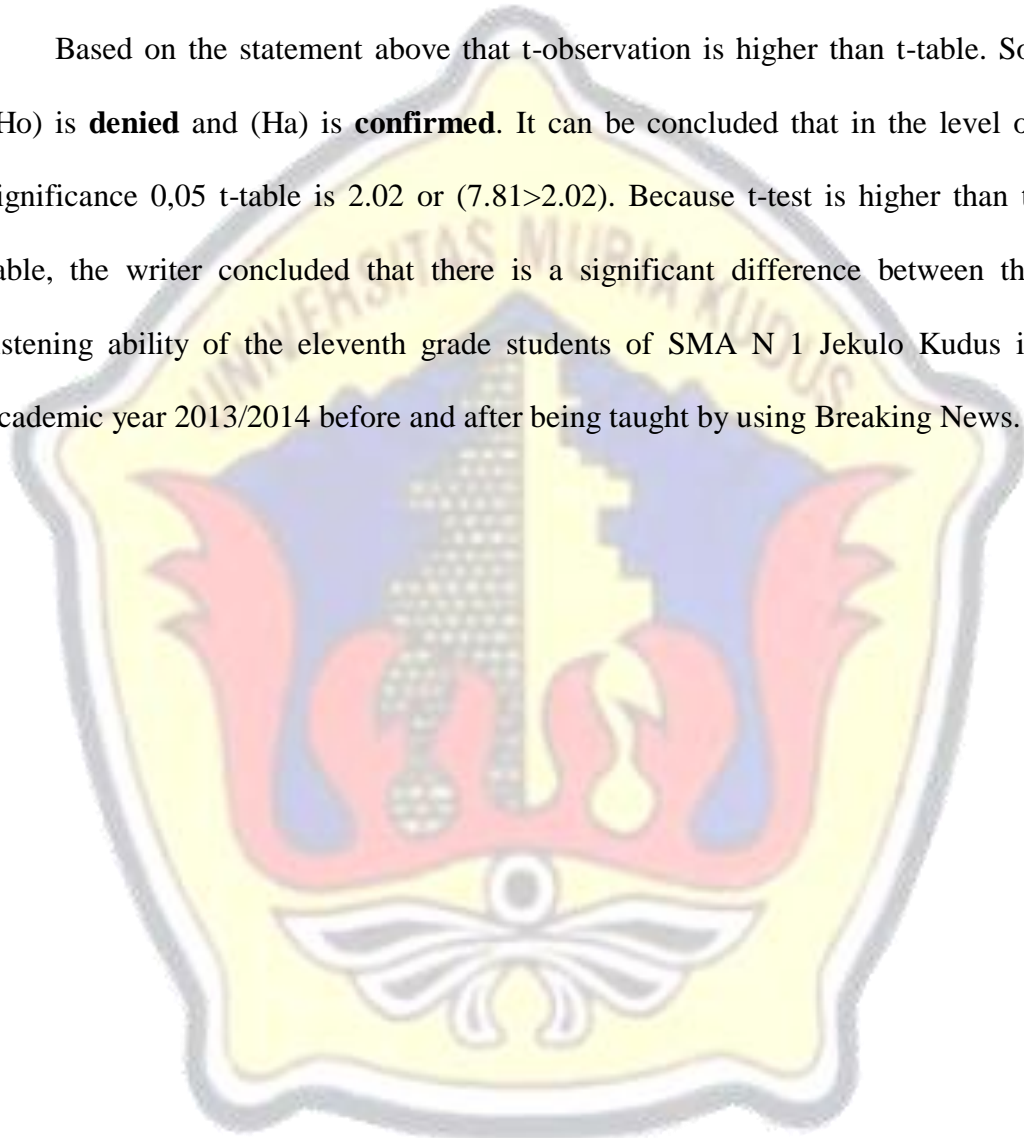
$$= \frac{1,125}{\sqrt{0,0207}}$$

$$= \frac{1,125}{0,144}$$

$$= 7,81$$

The writer found the result of the t-test (t_o) is 7.81 and the writer consulted in t-table with the level of significance 0.05. The number of degree of freedom (df) 39 from N-1. The writer has $40-1 = 39$ degree of freedom. So, the level of significant 0.05 t-table is 2.02.

Based on the statement above that t-observation is higher than t-table. So, (H_o) is **denied** and (H_a) is **confirmed**. It can be concluded that in the level of significance 0,05 t-table is 2.02 or ($7.81 > 2.02$). Because t-test is higher than t-table, the writer concluded that there is a significant difference between the listening ability of the eleventh grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014 before and after being taught by using Breaking News.



Appendix 6

**The Pre-Test Score of Listening Skill Test of Eleventh Grade Students of
SMA N 1 Jekulo Kudus in Academic Year 2013/2014.**

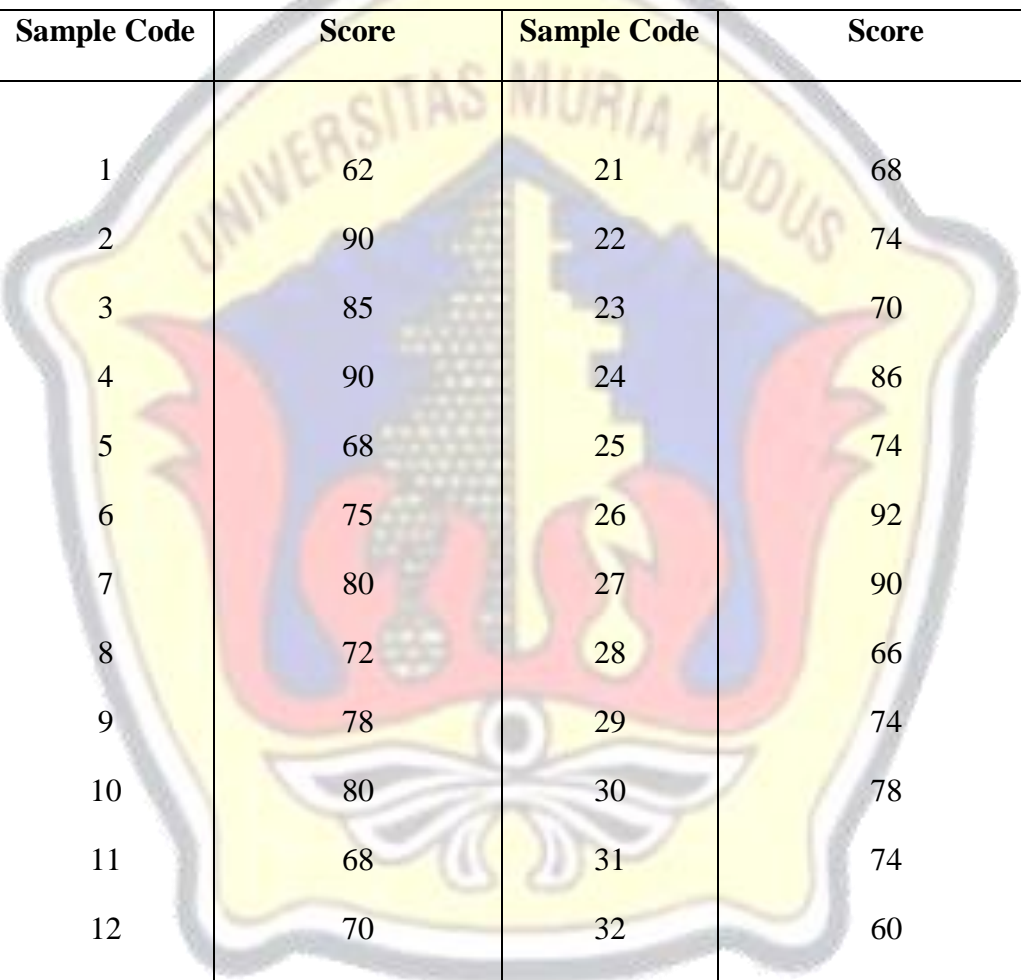
Sample Code	Score	Sample Code	Score
1		21	
2	58	22	55
3	63	23	68
4	52	24	50
5	75	25	82
6	60	26	68
7	55	27	70
8	59	28	85
9	60	29	60
10	60	30	65
11	78	31	72
12	48	32	62
13	63	33	60
14	58	34	70
15	66	35	85
16	70	36	80
17	85	37	86
18	68	38	68
19	60	39	48

20	70	40	70
	62		60



Appendix 7

**The Post – Test Score of Listening Skill Test of Eleventh Grade Students of
SMA N 1 Jekulo Kudus in Academic Year 2013/2014.**



Sample Code	Score	Sample Code	Score
1	62	21	68
2	90	22	74
3	85	23	70
4	90	24	86
5	68	25	74
6	75	26	92
7	80	27	90
8	72	28	66
9	78	29	74
10	80	30	78
11	68	31	74
12	70	32	60
13	64	33	80
14	85	34	92
15	88	35	82
16	90	36	94

17	78	37	78
18	72	38	68
19	74	39	76
20	72	40	72

ASSESSMENT

The Classification of the Ability of Listening

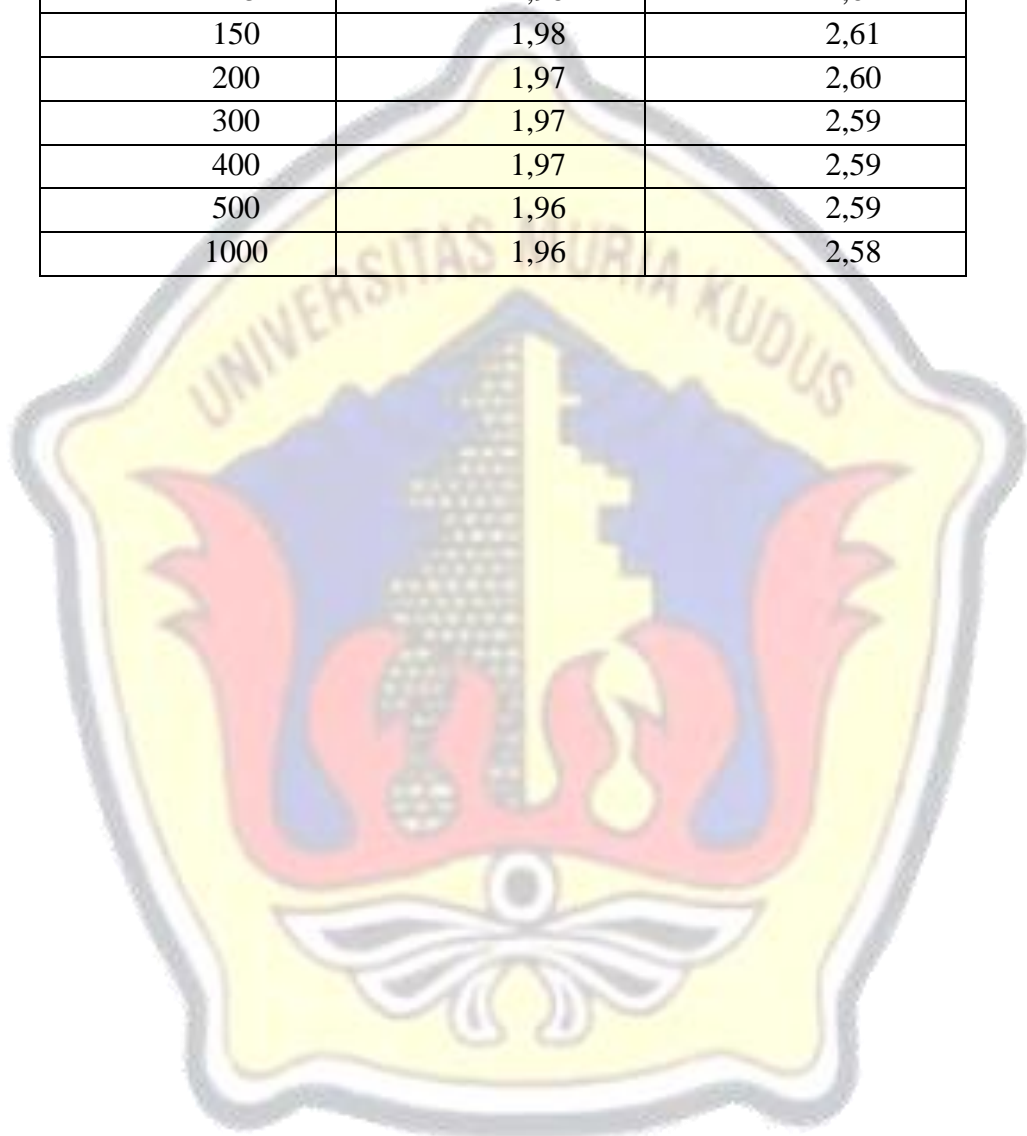
No.	Score	Grade
1.	90-100	Excellent
2.	89-76	Good
3.	75-60	Adequate
4.	59-30	Unacceptable
5.	29-5	Poor

Appendix 8

The Value of T- table for Any Number Degree of Freedom

Degree of freedom	Value of “t” on the level significant	
	5%	1%
1	12,71	63,66
2	4,30	9,92
3	3,18	5,84
4	2,78	4,60
5	2,57	4,03
6	2,45	3,71
7	2,36	3,50
8	2,31	3,36
9	2,26	3,25
10	2,23	3,17
11	2,20	3,11
12	2,18	3,06
13	2,16	3,01
14	2,14	2,98
15	2,13	2,95
16	2,12	2,92
17	2,11	2,90
18	2,10	2,88
19	2,09	2,86
20	2,09	2,84
21	2,09	2,83
22	2,08	2,82
23	2,07	2,81
24	2,07	2,80
25	2,06	2,79
26	2,06	2,78
27	2,06	2,77
28	2,05	2,76
29	2,05	2,76
30	2,04	2,75
35	2,04	2,72
40	2,03	2,71
45	2,02	2,69

50	2,02	2,68
60	2,01	2,65
70	2,00	2,65
80	1,99	2,64
90	1,99	2,63
100	1,98	2,63
125	1,98	2,62
150	1,98	2,61
200	1,97	2,60
300	1,97	2,59
400	1,97	2,59
500	1,96	2,59
1000	1,96	2,58



Nama : Winarsih

Kelas : XI-Bahasa

No. Abs : 32

86

STUDENT'S WORKSHEET
Global warming to shrink fish by 24%

WARM-UPS

1. Shrinking fish

2. Chart: size / shrinking / a quarter / global warming / species / tropical / oxygen / migrate / surprised / decrease / body size / puzzle / overfishing / pollution / greenhouse gas.

3.

	How worried?	What to do about it?
Fish stocks		
Water		
weather		
Drought		
Pollution		

4. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).

- a. A report says all fish will shrink by 24 per cent by within decades. T / ~~F~~
- b. Researchers did tests on more than 600 different types of fish. ~~T~~ / F
- c. Scientists say fish sizes will change most will be in the Polar Regions. T / ~~F~~
- d. The research predicts many fish will relocate outside of tropical areas. ~~T~~ / F
- e. The head researcher was not surprised at the figures in his research. T / ~~F~~

5. **SYNONYM MATCH:** Match the following synonyms from the article.

1. shrinking : drop
mengecilkan
2. coming : approaching
3. extensive : large-scale
luas

- a. relocate
- b. probable
kemungkinan
- c. approaching
mendekat

- 4. likely = probable
- 5. migrate = relocate
- 6. decrease = diminishing
- 7. respond = react
- 8. puzzle = strategies
- 9. concerning = worrying
- 10. policies = problem

- d. problem
- e. diminishing
- f. react
- g. worrying
- h. large-scale
- i. strategies
- j. drop

WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

The size of fish in the oceans is (1) shrinking. A new report from the University of British Columbia in Canada states fish may shrink by as (2) much as a quarter in the coming decades because of global warming. The research team conducted (3) extensive tests on the effect of rising ocean temperatures on the size and number of over 600 (4) species of fish around the world. They concluded that most fish are (5) likely to shrink in size by 14-24 per cent by the year 2050. The biggest changes will be seen in tropical (6) regions. The scientists said there is less oxygen in warmer water so fish cannot grow at the (7) rate they should. They added that many fish will migrate to cooler waters (8) outside the tropics. Lead researcher Professor William Cheung said: "We were surprised to see such a large (9) decrease in fish size. Marine fish are generally known to (10) respond to climate change through changing distribution and seasonality. But the unexpectedly big (11) effect that climate change could have on body size suggests that we may be missing a big (12) piece of the puzzle of understanding climate change effects in the ocean." He added that human activities such as (13) overfishing and pollution will worsen the problem: "Our work shows a very (14) concerning future for the oceans and so it is very important to reduce greenhouse gas (15) emissions and develop better fish management policies to adapt to these changes," he said.

- Piece
- concerning
- respond
- overfishing
- decrease
- Emissions
- effect
- extensive
- regions
- outside
- species
- Shrinking
- rate
- much
- likely

Nama : ANITA R
 Kelas : XI - BAHASA
 No. Abs : 01

52

STUDENT'S WORKSHEET
 Global warming to shrink fish by 24%

WARM-UPS

1. Shrinking fish
2. Chart: *size / shrinking / a quarter / global warming / species / tropical / oxygen / migrate / surprised / decrease / body size / puzzle / overfishing / pollution / greenhouse gas.*
- 3.

	How worried?	What to do about it?
Fish stocks		
Water		
weather		
Drought		
Pollution		

4. Before listening: **TRUE / FALSE:** Read the headline. Guess if a-e below are true (T) or false (F).
 - a. A report says all fish will shrink by 24 per cent by within decades. (T) F
 - b. Researchers did tests on more than 600 different types of fish. T (F)
 - 2 c. Scientists say fish sizes will change most will be in the Polar Regions. T / (F)
 - d. The research predicts many fish will relocate outside of tropical areas. T / (F)
 - e. The head researcher was not surprised at the figures in his research. (T) F

5. **SYNONYM MATCH:** Match the following synonyms from the article.

1. shrinking drop	a. relocate
4 2 coming approaching	b. probable
3. extensive broad	c. approaching

- | | |
|-------------------------|----------------|
| 4. likely Probable | d. problem |
| 5. migrate Relocate | e. diminishing |
| 6. decrease diminishing | f. react |
| 7. respond Answer | g. worrying |
| 8. puzzle Strategies | h. large-scale |
| 9. concerning Worrying | i. strategies |
| 10. policies Problem | j. drop |

WHILE LISTENING

GAP FILL: Put the words into the gaps in the text.

The size of fish in the oceans is (1) Shrinking ✓. A new report from the University of British Columbia in Canada states fish may shrink by as (2) much ✓ as a quarter in the coming decades because of global warming. The research team conducted (3) extensive ✓ tests on the effect of rising ocean temperatures on the size and number of over 600 (4) species ✓ of fish around the world. They concluded that most fish are (5) likely ✓ to shrink in size by 14-24 per cent by the year 2050. The biggest changes will be seen in tropical (6) rate ✓. The scientists said there is less oxygen in warmer water so fish cannot grow at the (7) outside ✓ they should. They added that many fish will migrate to cooler waters (8) regions ✓ the tropics. Lead researcher Professor William Cheung said: "We were surprised to see such a large (9) Effect ✓ in fish size. Marine fish are generally known to (10) decrease ✓ to climate change through changing distribution and seasonality. But the unexpectedly big (11) respond ✓ that climate change could have on body size suggests that we may be missing a big (12) piece ✓ of the puzzle of understanding climate change effects in the ocean." He added that human activities such as (13) overfishing ✓ and pollution will worsen the problem: "Our work shows a very (14) concerning ✓ future for the oceans and so it is very important to reduce greenhouse gas (15) Emissions ✓ and develop better fish management policies to adapt to these changes," he said.

- | | | | | | |
|-----------|------------|-----------|-------------|----------|---------|
| Piece | concerning | respond | overfishing | decrease | |
| Emissions | effect | extensive | regions | outside | species |
| Shrinking | rate | much | likely | | |



PEMERINTAH KABUPATEN KUDUS
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA

SMA 1 JEKULO

Jl. Raya Kudus - Pati KM.10 No. 34 Jekulo ☎ (0291) 433930 Fax.(0291)4246065
Website: sman1jekulo-kudus.sch.id / E-mail: sman1jekulokudus@yahoo.co.id
KUDUS 59382

SURAT KETERANGAN

Nomor : 420 / 1103 /14.07.4/2013

Yang bertanda tangan di bawah ini, Kepala SMA 1 Jekulo Kudus, dengan ini menerangkan bahwa :

N a m a : KRISTANTI RAHAYU WULANDARI

N I M : 2009-32-066

Progdi/Fakultas : Pendidikan Bahasa Inggris / FKIP

Universitas : Universitas Muria Kudus

Benar-benar telah mengadakan Penelitian di SMA 1 Jekulo Kudus pada tanggal 15 November s.d 4 Desember 2013. untuk penulisan skripsi dengan Judul "LISTENING ABILITY OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 JEKULO KUDUS BY USING BREAKING NEWS IN THE ACADEMIC YEAR 2013/2014".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

6 Desember 2013
Kepala SMA 1 Jekulo Kudus

Drs. JOKO SUTRISNO
Kepala SMA, IV/a
NIP.19630506 198405 1 006

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
Kampus UMK Gondangmanis Bae Kudus PO BOX 53 Phone/ Fax. 0291-438229

KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan dibawah ini:

Nama : Titis Sulityowati, SS, M.Pd

NIP/ NIS : 198104022005012001

Jabatan : Pembimbing I

Nama : Drs. Muh. Syafei, M. Pd

NIP/ NIS : 196204131988031002

Jabatan : Pembimbing II

Menerangkan bahwa

Nama : Kristanti Rahayu Wulandari

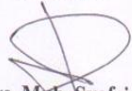
NIM/ Semester : IX

Program Studi : Bahasa Inggris

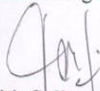
Telah menyelesaikan bimbingan skripsi dengan judul "**LISTENING ABILITY OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 JEKULO KUDUS TAUGHT BY USING BREAKING NEWS IN THE ACADEMIC YEAR 2013/ 2014**".

Demikian surat keterangan ini dibuat sebagai syarat untuk mengajukan permohonan ujian terakhir.

Pembimbing II


Drs. Muh. Syafei, M. Pd
NIP. 196204131988031002

Pembimbing I


Titis Sulityowati, SS, M.Pd
NIP. 198104022005012001

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
Kampus UMK Gondangmanis Bae Kudus PO BOX 53 Phone/ Fax. 0291-438229

PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Kristanti Rahayu Wulandari
NIM/Semester : 2009 32 066/IX
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan menempuh ujian skripsi.

Bersama ini kami lampirkan hal-hal sebagai berikut:

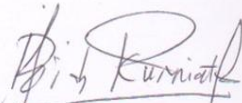
1. Surat pernyataan mahasiswa tentang orisinalitas skripsi.
2. Surat keterangan selesai bimbingan skripsi.
3. Naskah skripsi 4 eksemplar.
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi.
5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0.

Kudus, January 2014

Mengetahui,

Ka. Prodi Pendidikan Bahasa Inggris

Pemohon



Diah Kurniati, S.Pd, M.Pd
NIS. 0610701000001190



Kristanti Rahayu Wulandari
NIM. 200932066

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUANDAN ILMU PENDIDIKAN
Kampus Gondangmanis Bae Kudus PO. Box 53 Telp/ Fax. 0291-438229

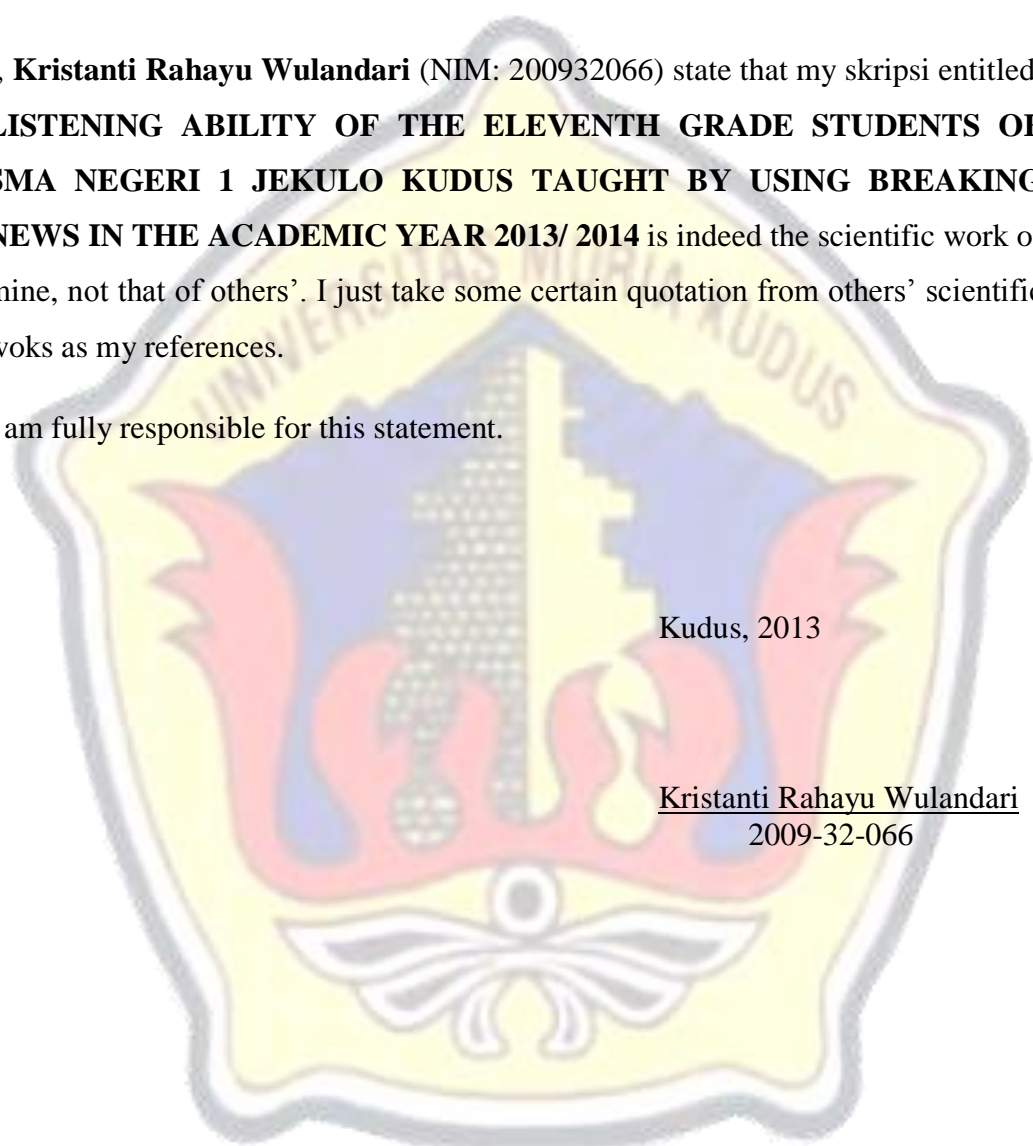
STATEMENT

I, **Kristanti Rahayu Wulandari** (NIM: 200932066) state that my skripsi entitled: **LISTENING ABILITY OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 JEKULO KUDUS TAUGHT BY USING BREAKING NEWS IN THE ACADEMIC YEAR 2013/ 2014** is indeed the scientific work of mine, not that of others'. I just take some certain quotation from others' scientific works as my references.

I am fully responsible for this statement.

Kudus, 2013

Kristanti Rahayu Wulandari
2009-32-066



CURRICULUM VITAE

The writer's name is Kristanti Rahayu Wulandari. The writer was born in Pati., June 29, 1991. The writer lived in Tegalombo 11/01, Dukuhseti, Pati.

The writer is the last child from Bpk. Sarjono and Ibu Suntari. The writer has one brother. The writer was graduated from SDN 05 Tegalombo at 2003. Then, the writer continued her study at SMP N 2 Dukuhseti Pati in 2006. After that, the writer entered SMA N 1 Tayu Pati and graduated in 2009. Then, the writer entered University of Muria Kudus. The writer is hanging on hope that she will have finished her study in the University by April in this year.

Thank you very much.

The Writer,

