

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents some results and discussions dealing with the objectiveness of the study. To figure out the arrangement of listening materials in English Zone course book for student year XI and to find out the appropriateness of listening materials in English Zone course book to the 2006 English Standard Competence, the researcher organized and analyzed the materials in English Zone course book.

A. The Arrangement of Listening Materials in English Zone Course book for Student Year XI

The author of English zone is Eka Mulya Astuti, Head of Malang Testing Center. She starts her career in PT. International test Center, educational testing service country master distributor in 2005. this book is published by Erlangga Press on 2010.

According to the author, the aims of English zone course book is to make the teacher and student more can practice and deepen language skills through practical exercise, tasks and activities which is found in English zone course book. Using Indonesian context is to make student more familiar and love the culture because the author uses Indonesian context and stories.¹

¹ Eka Mulya Sari, *English zone for senior high school students year XI*, Erlangga: 2010.,

The course book consists of 215 pages. It is divided into seven units. Each unit contains two or three lessons. Each lesson contains numerous features which cover four skills. They are listening, speaking, reading and writing. Listening skill puts in the first part of each unit. It shows that listening is preliminary skill before student study other skills. Because through listening, the students can produce and practice their English ability as well as they listen. There are some topics in each unit. The topic of unit one up to unit seven are:

1. Expressing opinions and buying things
2. Observing your surrounding
3. World of mysteries and fables
4. Challenges for our health
5. Adventure of love
6. Embarrassing moment
7. Beauty perceptions and Traffic language.

There are two to three lessons in each unit. Every lesson consist of 2 to 5 part of activities. Before starting the main activities, the first part is warm up, in the middle part is main activity, and the last lesson is collocation note and common expression. The author puts listening materials in the first part because the students should study listening skill before other skills. The writer just researches listening materials. So, the result of study will describe the presentation of listening materials in English course book entitled “English Zone for senior high school students year XI” which is published by Erlangga.

Unit one is on page 4 to 6. The topic is about in my opinion. As warm up student asked to look at the picture then answer the questions. The activity in lesson 1 part a students asked to listen and read the dialogue below. Then underline expression used to express opinions. Part B, students asked to listen and rearrange the following sentences to make good dialogs.

In the last part of lesson the author writes how to use expression to give opinion and how to use ways of asking for opinion. For example, expressing opinion:

Expressing opinion	Function	Example
I think (that)	This is must common way of giving your opinion orally	I think the government should spend more on education.
I believe (that)	It is used in formal speech or writing. Especially to express strong opinion toward something	I believe that killing wild animals is wrong
In my opinion	It is used in formal speech and writing	In my opinion, every citizen should be equal in the eyes of law
It seem to me (that)	It is used to give an opinion based on things that have happened before	It seem to me that you don't have much choice
As far as I'm concerned...	It is used to state your opinion without caring whether people agree with you or not	As far as I'm concerned everything's fine the way it is
If you ask me...(informal)	It is used to state your opinion about a particular problem or situation	If you ask me, they ought to just fire him.
I think that...	This is the informal form of " <i>I believe that</i> "	I think that we are responsible for the global warming.

Example of use asking for opinion:

Asking for opinion	Function	Example
What do you think of...?	It is used to ask whether they like someone or something.	What do you think of their new CD?
What do you think about..?	It is used to ask for someone's general opinion about something	What do you think about going to Bali this coming holiday?
Do you think..?	It is a direct question to ask some one opinion.	Do you think the chairman should resign?

It is also completed cultural note. The cultural note explains some advice on being polite in English speaking culture.

Lesson 2 is on page 12 to 14. The presentations are: warm up, student asked to study the list shopping expression. Then label each list based on its functions. The activity in part A is on page 13 to 14. In dialog 1 student asked to listen to each dialog then answer the following question. Part B students asked to listen to each sentence then give suitable response.

Unit 2 lesson 1 is on page 24 to 26. As warming up in part A student should match the natural phenomenon with their definitions and in part B look at the pictures then guess the natural disaster that might have caused the condition portrayed in each picture. The main activities are on page 25 to 26. Student asked to listen then choose the best answer. And in the last part is on page 26. There is explanation about report. A text that describe the way things are, with reference to arrange of natural, man- made and social phenomenon in our environment. It

provides information by stating facts. Its purpose is to present information about something.

Unit 2 lesson 2 is on page 34 to 36 and the theme is about human phenomena. As warm up in part A, student should complete with the choices provided. And in part B student also asked to complete text with the words provided then answer the questions. The main activity is on page 35 to 36. There are six parts. Part A student should listen to the correct pronunciation and repeat each word. Part B, in pair student should listen to the first part of the report and retell it to your partner. Part C, they also should listen to the second part and state whether the following statement are true or false. In part D, arrange the misplaced words while you are listening to the third part. Part E and F is on page 36. Part E student asked to fill in the missing words while you are listening to the last part of the report. And part F they also asked to listen to the whole report and in group of four complete the following chart.

Lesson 3 is on page 44. As warm up in part A student should listen several descriptions about endangered animals. Find out the animals. In this part also there are explanations about Report vs. Descriptive texts. The main activity is on page 45. In part A student should listen several description about the part of animals bodies. In part B listen to two monologs and choose which one is a report and give the reason. Part C they also listen to the dialogs then answer the questions. And the last part is on page 46, this is explanation about satisfaction

and dissatisfaction and also some common expression to express satisfaction and dissatisfaction. Example of some common expression to express satisfaction:

- I'm satisfied with...
- I fell quite satisfied with/ that...
- ...is satisfying
- I'm was so happy with this

Some common expressions to express dissatisfaction:

- I'm not satisfied with/ that...
- I don't fell quite satisfied with/ that...
- ...is not satisfying

Unit 3, the theme is about world of mysteries and fables. Lesson 1 is on page 58 to 60. As warm up student should listen to each sentence and write it down then discuss the meaning of the sentence in pairs. The main activity is listen to the stories then answer the questions. In the last part, there is explanation about request, how to respond the request and making request.

Unit 3 lesson 2 the theme is king of the jungle and it is on page 72 to 76. As warm up in party A there is the quiz to find out the king of the jungle. The main activity of part A, students should listen to this fable and fill in the blanks, then answer the following questions. Part B they also listen to the fables again then answer the following questions. Part C they listen to these talks then complete the table. See following text and table below. There is collocation note

which explains about advice and some expression to give some advice. For

example: expression to given an advice:

- You should...
- It's the best to...
- It's a good idea..
- Otherwise...etc.

HEAR THIS OUT

A. Listen to this fable and fill in the blanks. Then, answer the following questions.

Once upon a time, a king ruled over a rich 1._____. He had a wise and beautiful queen, four chief ministers, a royal astrologer - who always helped the king make decisions - and a whole 2._____ of mandarins and officials to perform all the honors for the king.

The problem was that neither the king, 3._____, the four chief ministers knew anything about magic, which was necessary for victory in battle. Because of this, the king was worried that an 4._____ could invade and easily overrun his kingdom.

One morning, the king decided that they should learn 5._____ with a legendary teacher called Tisabamokkha, who lived in a far-off kingdom.

Tisabamokkha taught the king and his whole followers. They learned how to 6._____ themselves into all kinds of animals and heavenly beings.

When they had learned all they could, the king decided it was time to 7._____ to their own kingdom. He set out accompanied by the queen, the royal astrologer, and the four chief ministers. After they had 8._____ for three days, they got lost in a huge forest. They had eaten all their food and they began to eat the roots and berries. The king was worried that he would die, so he asked the group what they thought they should do.

The royal astrologer suggested, "Maybe we should use the 9._____ to turn ourselves into a tiger, then we could catch other animals to eat. We could wait until we got back to our own kingdom to 10._____ ourselves back into humans again."

The other members of the group all agreed with the astrologer.

"Which part of the tiger's body do you each wish to be?" the king asked.

The four chief ministers wanted to turn into the four 11._____ of the tiger, the astrologer into the tiger's tail and the queen into the tiger's 12._____. The tiger's head was left for the king himself.

They all recited the magic to transform their bodies and sure enough, there stood a royal tiger. The tiger bounded off to 13._____ deer and antelope to eat. After a while, the tiger was so happy that he forgot to return to his own kingdom. He did not 14._____ his wonderful new life.



Unit 4 theme is challenges for our health. Lesson 1 theme is Be aware of smoking, this lesson is on page 90 to 93. As warm up part A, students should find the reason why people smoke, before that they should list as many reason as possible. In part B, they also should find the impacts of smoking and list as many impact as possible.

The main activity in part A, students should listen to the monolog A then answer the questions. In part B, they also listen to the monolog B then choose the best answer. And part C they listen to the conversation then answer the questions. The collocation note is about warning, how to expressing for warning other people. For example, expressing for warning other people:

- I have to want you that...
- It is advisable that you....
- I warn you not to...
- Watch out! Be careful
- Don't do that...

Unit 4 lesson 2 is on page 102. As warm up in part A student should match the sports with their equipment. Part B they choose the most suitable words to complete the sentences. And part C they should mention five extreme sports that you know. The main activity in part A, student should listen to the talk then answer the questions. Part B they also listen to the conversation then complete the sentences. Part C they should listen to the dialog then answer the questions and in the part D listen to the statement then choose the best response. And the collocation note is about pain, hurt, relief and pleasure, it is also shows some common expression to express pain, relief, and pleasure. For example:

Some common expressions to express pain:

- Oh, I have got a toothache
- Ouch! That hurts!
- I feel sick

Some common expression to express relief:

- It was such a relief to see her safe
- The pain I had has disappointed like a dream

- Thanks god it's over

Some common expression to express pleasure:

- Ah, that feels good
- It was a very good film
- This is very nice

2 Give yourself a challenge

LESSON

WARM UP

A. Match the sports with their equipment.

snorkel	gloves	ski	stick
bat	oars	spear	surfboard
hang	glider	racket	



1. baseball : _____ 6. boxing : _____

2. rowing : _____ 7. javelin throw : _____

3. hockey : _____ 8. hang gliding : _____


4. water skiing : _____ 9. surfing : _____

5. tennis : _____ 10. snorkelling : _____

B. Choose the most suitable words to complete the sentences.

1. Our basketball team won/champion by three **goals/points**.
2. She **broke/won** the Olympic **account/record** last year.
3. Liverpool **lost/beat** MU 4-2 yesterday.
4. How many **points/goals** has Ronaldo **scored/made** this year?
5. He **keeps/holds** the record for the 100-meter breast-stroke.



C. Mention five extreme sports that you know.

1. _____
2. _____
3. _____
4. _____
5. _____

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Unit 5 the theme is adventure of love. The theme of lesson 1 is in the name of love, it is on the page 116 to 119. As warming up in part A, students should work in group to answer each question to make a story, then find out how

the story goes on. In part B, student should arrange the jumbled words below into a good order. The main activity in part A, students should listen the lyrics then complete the missing lyrics. Part B, they listen again and write five expressions of love found in the song. Part C, they listen the song then arrange the jumbled verses. Part D, they listen again then answer the question based on the song above. Part E, they listen to the story then find out whether the following statement is true or false.

There is collocation note in the last part of activity. It is explanation about the meaning of love and affection. Love [verb] to have a strong feeling of liking someone and caring about them, I love you. Affection [noun] a gentle feeling of love for a friend or a member of your family, which makes you want to be kind to them, such as: tiara is my twin sister and I feel great affection for her.

The theme of unit 5 lesson 2 is “it’s an extraordinary adventure”. This lesson consists on page 130 to 133. As warm up student asked to read the text then create an adventurous ending. The main activity in part A, student should listen to each person talk about these adventurous experiences then answer the questions. Part B, they asked to listen to the story then answer the questions. As collocation note, it explains about the meaning of sad and sadness. It also explains about the expressions of showing sadness, sad synonyms, and idioms of sadness. See the following text below:

A. Expression of showing sadness:

- A fell down
- I feel bad
- I feel miserable
- My heart is down
- So grey is this world

B. Sad Synonyms:

- Blue
- Depressed
- Moody
- Forlorn
- Woeful
- Gloomy. etc

C. Some Idioms of sadness

Down in the dumps	Depressed or felling gloomy Alex has been down in the dumps since he failed his exam.
Down in the mouth	Look unhappy, discourage and depressed You look a bit down in the mouth, what's the matter?
Your heart sinks	Feel very unhappy and hopeless It's making my heart sink to see how they died
Shake these blues	To get rid in your sadness, be happy, do something that bring you happiness. I'm hopping that if I can get out of town for the weekend, I can shake the blues.

Unit 6 theme is about embarrassing moment. The theme of lesson 1 is how embarrassing. It consists of page 146 to 148. As warming up, in part A, student asked to arrange the paragraphs to make a good story. In part B, they answer the question in pairs based on the story above. In part C, they should add the necessary punctuation and capitalization to the following sentences. There are two parts in main activity in part A, student asked to listen the story then fill the blanks. Part B, they listen again to the story then answer the questions. Collocation note explains about the meaning of embarrassed and some expressions of showing embarrassments

- I feel (really) embarrassed about it
- I still blush with embarrassment at the thought of it
- I almost die of embarrassment
- I was too shy to ask her for a date

The theme of unit 6 lesson 2 is how annoying. It is on page 158 to 162. The warming up in part A, student asked to read the text then answer the questions. In part B they should match the half parts of sentences.

There are 5 parts in this main activity. Part A, student asked to listen to the joke then answer the questions. Part B, they listen again to the next joke and decide whether the statement are true or false. Part C, they listen to the angry people and decide which expression of anger is being used. Part D, they listen to

the five dialogs, and give a suitable response to resolve the conflict. And in the last part is part E, they asked to listen to the story then answer the questions.

As addition, there is explanation about humor, some example of jokes. And collocation note is about the meaning of angry and upset. It also consist expressions of showing anger and annoyance, and also several possible ways to express anger. Some expression of showing anger and annoyance:

- I am fed up with
- I am upset with
- I don't like it when
- It burns me up when. Etc

LESSON

2

How annoying!

WARM UP

A. Read the text and answer the questions.

A lonely frog, desperate for any form of company, telephoned the Psychic Hotline to find out what his future would be.


His Personal Psychic Advisor advised him, "You are going to meet a beautiful young girl who will want to know everything about you."

The frog was thrilled and said, "That's great! Where will I meet her, at work, at a party?"

"No," says the psychic, "in a Biology class."

Taken from www.comedy-zone.net

1. What does the story focus on?
2. What makes this text a spoof?
3. Which part is the twist?
4. Make another twist for this story.
5. Compare your twist with those of your friends: Which one is the most unexpected?




B. Match the half parts of the sentences.

1. People know that a deer mouse	A. is an advantage for him.
2. I think	B. that he could deceive bigger animals.
3. It was surprising	C. is a clever animal.
4. That he could talk smartly	D. is undeniable.
5. That children love his stories	E. that he managed to escape from several dangers.

HEAR THIS OUT

A. Listen to the joke and answer the questions.

1. How many animals are there in the story?
2. Where were they?
3. What did the kangaroo keep doing?
4. What did the zoo officials do when they first noticed it?



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English Zone XI | Unit 6 EMBARRASSING MOMENT

Unit 7 theme is beauty perceptions and traffic language. There are 2 lessons in this unit. The theme of lesson 1 is beauty perception. It consists on page 174 to 178. As warm up in part A, student asked to look at the pictures and give opinion about that. In part B, they should cross out the words which do not belong to each group. There is cultural note which related to the picture above. There are 3 parts in main activity. Part A, students asked to listen to the sentence then arrange the jumbled words. Part B, they listen to some arguments about body- modifying then give opinions about it. Part C, they listen again and respond to them by giving personal view. And as collocation note, it explains about the meaning of attitude, generalizing and exceptions. Attitude toward something:

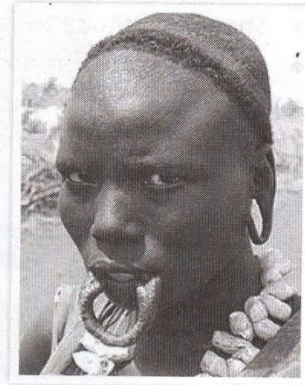
Generalizing	Exception
<i>Generalizing</i> As a rule Usually In my experience <i>Frequent</i> Most of the time Time and again <i>Less frequent</i> Every so often From time to time. etc	There are exceptions, of course... One exception is..... But don't forget Let's not forget

1 Beauty Perceptions

LESSON

WARM UP

A. Look at the pictures below and say what you think.



B. Cross out the words that do not belong to each group.

1. beautiful, stunning, good-looking, handsome, attractive
2. surgery, operation, doctor, prescription, function
3. culture, village, belief, customs, civilization
4. well-known, strange, extraordinary, unfamiliar, bizarre
5. recommendation, advice, instruction, suggestion, proposal

The theme of lesson 2 is road safety. It is on page 186 to 188. As warming up in part A, student asked to fill the bubbles with related words. There are 3 parts on main activity. In part A, student asked to listen to the dialog then answer the questions. Part B, they listen to the text then choose the best answer. And in part C, they should listen again to the talk then answer the questions. As addition, it explains the meaning of leaflet or pamphlet, and what point to make leaflet or pamphlet. A leaflet or pamphlet is a small sheet, usually folded, or printed matter, usually given free to the public. There is listening script in the last session. It consists of page 200 to 214. On page 215 the author put bibliography. To make clear the presentation the researcher will present the whole of listening materials in the listening script in appendix.

B. The Appropriateness of Listening Materials in English Zone Coursebook for Student Year XI Based on the basic competence of the 2006 English Standard Competence

1. The Conformity of Listening Materials Stated in the 2006 English Standard Competence and Those of Listening Materials Stated in English Zone Course book Second Grader Senior High School

The English basic competencies which are stated in the 2006 English course book are to express the meaning of transactional and interpersonal conversation involving expression of asking, giving opinion, accepting asking, satisfy and dissatisfy, advice and warning, showing love and sadness, and

showing pain, relief, pleasure, showing shy, angry, and annoying. Standard competencies also involve understanding the meaning of short functional text and monolog in form: report, narrative, analytical exposition, spoof and hortatory exposition.²

The meaning of transactional and interpersonal conversation is divided into two semesters. Standard competencies in semester one is to understand the meaning of transactional and interpersonal conversation formal and sustained in daily life context and understands the meaning of short functional text and monolog, While the basic competencies are to respond the meaning of transactional and interpersonal and to respond the meaning of formal and informal short functional oral text and text monolog. They cover advice, warning, accepting asking, showing relief, pain and pleasure. The text monolog covers Report, narrative, and analytical exposition. In semester two, the standard competencies are understand the meaning of transactional and interpersonal conversation formal and sustain in daily life context and understand the meaning of short functional text and monolog. While basic competencies respond the meaning of transactional and interpersonal and respond the meaning of formal and informal short functional oral text and text monolog. They cover expressing attitude to something, showing love and sadness, expressing felling shy, angry, and annoying. Monolog text covers narrative, spoof, and hortatory exposition.

² Slamet Setiawan, standard isi, standard kompetensi lulusan (fbs Unesa, 2006) 351.

The results of the analysis are elaborated below. In the following tables, the sign (√) means the indicators is relevant while (×) means that it is not relevant.

unit	Sub basic competence	Listening materials stated in the basic competencies of ktsp	Listening materials stated in basic competence of English zone coursebook	expl anat ion
	To respond the meaning of transactional and interpersonal conversation involving the giving opinion and asking opinion	To be able to: 1. listen to the expression of giving and asking opinion in dialogue 2. discuss to expression of giving and asking opinion 3. listen to expression giving and asking opinion in pairs used in dialog. 4. discuss expression giving and asking opinion in pair 5. respond to the expressionn of giving and asking opinion used in dialog	To be able to: 1. listen to the expression of giving and asking opinion in dialogue 2. discuss to expression of giving and asking opinion 3. listen to expression giving and asking opinion in pairs used in dialog. 4. discuss expression giving and asking opinion in pair 5. respond to the expression of giving and asking opinion used in dialog	√ √ √ √ √

The theme of listening material in EZ based above is expressing opinion and buying things. It is consist of unit 1 lesson 1. See EZ on page 4-7

unit	Sub basic competence	Listening materials stated in the basic competencies of ktsp	Listening materials stated in basic competence of English zone coursebook	expl anation
	To respond the meaning of transactional and interpersonal conversation involving the expression of satisfy and dissatisfy	To be able to: 6. listen to the expression of satisfy and dissatisfy in dialogue 7. discuss to expression of satisfy and dissatisfy 8. listen to expression satisfy and dissatisfy in pairs used in dialog. 9. discuss expression satisfy and dissatisfy in pair 10. respond to the expressionn of satisfy and dissatisfy used in dialog	To be able to: 6. listen to the expression of satisfy and dissatisfy in dialogue 7. discuss to expression of satisfy and dissatisfy 8. listen to expression satisfy and dissatisfy in pairs used in dialog. 9. discuss expression satisfy and dissatisfy in pair 10. respond to the expression of satisfy and dissatisfy used in dialog	√ √ √ √ √

The theme of listening material in EZ based above is observing your surroundings. It is consist of unit 2 lesson 3. See EZ on page 43, 46- 47

unit	Sub basic competence	Listening materials stated in the basic competencies of ktsp	Listening materials stated in basic competence of English zone coursebook	expl anation
	To respond the meaning of transactional and interpersonal conversation formal and sustained involving advising, warning, and	To be able to: 1. listen to expression of advice, warning and fulfilling request in pairs used in dialog. 2. discuss to expression of advice, warning and fulfilling request in pair 3. listen to expression of advice, warning and fulfilling in pairs used	To be able to: 1. listen to expression of advice, warning and fulfilling request in pairs used in dialog. 2. discuss to expression of advice, warning and fulfilling request in pair 3. listen to expression of advice, warning	√ √ √

	<i>fulfilling request.</i>	<p>in dialog.</p> <p>4. discuss expression of advice, warning and fulfilling request in pair</p> <p>5. respond to the expression of advice, warning and fulfilling request used in dialog</p>	<p>and fulfilling in pairs used in dialog.</p> <p>4. discuss expression of advice, warning and fulfilling request in pair</p> <p>5. respond to the expression of advice, warning and fulfilling request used in dialog</p>	<p>√</p> <p>√</p>
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The theme of this listening material above is king of the jungle. It is consist of unit 3 lesson 1 see EZ page 59 expression of request, lesson 2 see on page 75- 76 expression of advising. And expression of warning is on unit 4 lesson 1, see on page 92- 93.

unit	Sub basic competence	Listening materials stated in the basic competencies of ktsp	Listening materials stated in basic competence of English zone coursebook	expl anat ion
I	To respond the meaning of transactional and interpersonal conversation involving showing feeling <i>relief, pain, and pleasure.</i>	<p>To be able to:</p> <p>1. listen to expression of showing relief, pain and pleasure in pairs used in dialog.</p> <p>2. discuss to expression of relief, pain and pleasure in pair</p> <p>3. listen to expression of showing relief, pain and pleasure in pairs used in dialog.</p> <p>4. discuss expression of showing relief, pain and pleasure in pair</p> <p>5. respond to the expression of showing relief, pain and pleasure used in dialog</p>	<p>To be able to:</p> <p>1. listen to expression of showing relief, pain and pleasure in pairs used in dialog.</p> <p>2. discuss to expression of relief, pain and pleasure in pair</p> <p>3. listen to expression of showing relief, pain and pleasure in pairs used in dialog.</p> <p>4. discuss expression of showing relief, pain and pleasure in pair</p> <p>5. respond to the expression of showing relief, pain and pleasure used in dialog</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>

The theme of this listening material above is challenges for our health, it is consist of unit 4 lesson 2 showing feeling pain, relief, and pleasure. See EZ on page 104- 107.

The theme of this listening material above is challenges for our health, it is consist of unit 4 lesson 1, see on page 95 analytical exposition. Narrative text is in unit 5 lesson 2, see EZ page 130. and report text consist of unit 2 lesson see EZ page24-25

Unit	Sub basic competence	Listening materials stated in the basic competencies of ktsp	Listening materials stated in basic competence of English zone coursebook	explanation
II	1. Understand the meaning of transactional and interpersonal conversation formal and sustained in daily life context involving expressing of love, sadness	To be able to: 1. listen to expression of love and sadness in pairs used in dialog. 2. discuss to expression of love and sadness in pair 3. listen to expression of love and sadness in pairs used in dialog. 4. discuss expression of love and sadness in pair 5. respond to the expression of love and sadness used in dialog	To be able to: 1. listen to expression of love and sadness in pairs used in dialog. 2. discuss to expression of love and sadness in pair 3. listen to expression of love and sadness in pairs used in dialog. 4. discuss expression of love and sadness in pair 5. respond to the expression of love and sadness used in dialog	√ √ √ √ √
	Understand the meaning of transactional and interpersonal conversation formal and sustained in daily life context involving	To be able to: 1. listen to expression of embarrassment, anger and annoyance in pairs used in dialog. 2. discuss to	To be able to: 1. listen to expression of embarrassment, anger and annoyance in pairs used in dialog. 2. discuss to expression of embarrassment,	√ √

	<i>expressing of embarrassment, anger and annoyance.</i>	<p>expression of embarrassment, anger and annoyance in pair</p> <p>3. listen to expression of embarrassment, anger and annoyance in pairs used in dialog.</p> <p>4. discuss expression of embarrassment, anger and annoyance in pair</p> <p>5. respond to the expression of embarrassment, anger and annoyance used in dialog</p>	<p>anger and annoyance in pair</p> <p>3. listen to expression of embarrassment, anger and annoyance in pairs used in dialog.</p> <p>4. discuss expression of embarrassment, anger and annoyance in pair</p> <p>5. respond to the expression of embarrassment, anger and annoyance used in dialog</p>	<p>√</p> <p>√</p> <p>√</p>
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In semester 2. The theme of this listening material above is adventure of love. It consists of unit 5 lesson 1 see EZ page 119. Expression of showing sadness consists of lesson 2, see page 132- 133.

Unit	Sub basic competence	Listening materials stated in the basic competencies of ktsp	Listening materials stated in basic competence of English zone coursebook	Explanation
II	2. Understand the meaning of short functional text and monolog in form narrative, spoof, and hortatory exposition in daily life context.	<p>To be able to:</p> <p>1. listen to spoken narrative text in pair used in dialog</p> <p>2. discuss to spoken narrative text in pairs</p>	<p>To be able to:</p> <p>1. listen to spoken narrative text in pair used in dialog</p> <p>2. discuss to spoken narrative text in pairs</p>	<p>√</p> <p>√</p>

		3. respond to narrative text used in dialog	3. respond to narrative text used in dialog	√
		4. listen to spoken spoof text in pair used in dialog	4. listen to spoken spoof text in pair used in dialog	√
		5. discuss to spoken spoof text in pairs	5. discuss to spoken spoof text in pairs	√
		6. respond to spoken spoof text used in dialog	6. respond to spoken spoof text used in dialog	√
		7. listen to spoken text in hortatory exposition used in dialog	7. listen to spoken text in hortatory exposition used in dialog	√
		8. discuss to spoken text in hortatory exposition in pairs	8. discuss to spoken text in hortatory exposition in pairs	√
		9. respond to spoken text in hortatory exposition used in dialog	9. respond to spoken text in hortatory exposition used in dialog	√

The theme of this listening material above is adventure of love, embarrassing moment, and beauty perceptions and traffic language. Narrative text consist of unit 5 lesson 2 and 3 see EZ page 116. spoof consist of unit 6 lesson 1 and 2 see EZ page 146- 148. Hortatory exposition consist of unit 7 lesson 1 and 2, see EZ page 174- 177.

C. Discussion

The result of analysis listening materials on English zone coursebook are: the first research question, the arrangement of listening materials describe about the topic and materials arranged in each unit which consist of some lessons and the second research question is the appropriateness of listening materials stated in basic competence to the listening materials stated in English zone coursebook.

There are requirements of arrangement in listening materials. they are developing listening materials, authentic materials, and advantageous. According to shila steinberg and kusuma rasdiyati mentioned that the stage of listening lesson consist of 3 stages, one of them is the activity of whilst listening. Some activities which have organized in this coursebook are responding physically (student respond to listen based on text), selection picture, text, etc, taking brief note, answering spoken and written question about the text. It can be seen in activities or instructions in every unit and lesson. It consist of each part, for example see EZ unit 1 lesson 1.

The materials in listening should be authentic. According to nunanwho as quoted by ani afandiyati mentioned that the authentic materials, it can be taken from newspaper, tv, photograph, picture, however it should put the source to know from where data is taken. It can be seen in EZ page 60 and 175. According to kayapinar mentioned that the advantages of listening materials , they are 1) language content can be easily followed by teacher and student. 2) there is

consistency materials in the topic and genres. It can be seen to the instructions in each unit, it is to make easier teacher to give materials or exercises, and for student, the language or content is easy to understand.

The second research question is the listening materials in English zone coursebook have appropriated to the basic competence of ktsp. According to ktsp mentioned that there are five of oral texts for eleventh grader of senior high school students in basic competence of standard competence. They are report, narrative, analytical exposition, spoof, and hortatory exposition. And also to respond the meaning of transactional and interpersonal conversation cover expressing of satisfy and dissatisfy, giving and asking opinion, relief, pain, pleasure and etc.³ it can be seen to the content of table, and checklist as instrument showed that listening material stated in English zone coursebook appropriate to the listening material which is stated in basic competence of KTSP. And it is also have criteria of an appropriate English coursebook. According to Richard mentioned that the coursebook should correspond the students' need, match the aims of language learning program.

³ Depdiknas 2005, peraturan pemerintah republic Indonesia no 19 tahun 2005 tentang standar nasional pendidikan. Jakarta: Depdiknas Republik Indonesia.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusion and suggestion of this study. The conclusions are derived from the organization of listening materials in English Zone coursebook and data analysis which have been elaborated in the previous chapter.

A. Conclusion

Based on the describing of previous chapter, the researcher can conclude that:

1. The organization of listening materials in the English coursebook are starting from a) theme b) warm up. c) main activity. d) collocation note. e) common expression f) script of listening.
2. Listening materials in English zone coursebook are appropriate to the listening materials which are stated in basic competence of ktsp. It can be proofed to the type of oral text stated in basic competence of standard competence appropriate to the organization of listening material which is stated in English zone coursebook and the meaning of transactional and interpersonal conversation cover showing love, sadness, etc and expression of giving and asking opinion, satisfy and dissatisfy, etc also appropriate to the basic competence of KTSP. It has described in table. And the sign of checklist in the table showed that the materials have appropriated.

B. Suggestion

The organizations of English zone coursebook for second grader of senior high school have criteria of good listening materials. The content in listening material of coursebook have appropriated to the listening material that is stated in basic competence of standard competence.

Teacher can use this coursebook as media to teach because the materials in the coursebook cover many instructions and activities which can help teacher to make good atmosphere in the class and student more interesting to study. For student, they will interest and be easier to understand the lesson because the materials cover many pictures, photographs to support the lessons, and practical exercises, task to develop student listening skill. The expectation for author, before creating a coursebook, the author should appropriate the indicator that is stated in basic competence. Hence, the aim of good material that is stated by national education department in Indonesia will be achieved and it can be consumed by many teachers and students.