

**IMPROVING STUDENTS' LISTENING SKILLS
USING ANIMATION VIDEOS
FOR THE EIGHTH GRADE STUDENTS OF SMP N 6 MAGELANG
IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of a *Sarjana*
Pendidikan Degree in English Education



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IN THE ACADEMIC YEAR OF 2013/2014

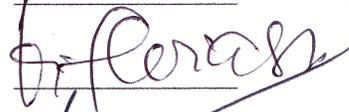
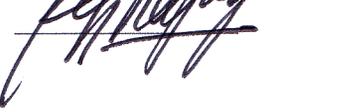
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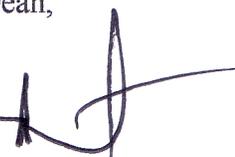
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IMPROVING STUDENTS' LISTENING SKILLS

USING ANIMATION VIDEOS

FOR THE EIGHTH GRADE STUDENS OF SMP N 6 MAGELANG

IN THE ACADEMIC YEAR OF 2013/2014

A THESIS

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Yogyakarta, 16 September 2014

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DEDICATIONS

I dedicate this thesis for my beloved family:

My beloved father, Sunarto, S.H

My beloved mother, Henny Widiyanti Lestari Ningsih

My beloved brother, Sonny Ariska, S.Ip

My beloved twin younger brothers, Riyan Kartika and Briyan Bagaskara

MOTTOS

“Inna ma’al ‘usri yusroo.”

(The ease is coming on after the difficult. QS. An-Nasr: 7)

“Tata, Titis, Temen, Temata”

(My beloved father)

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I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect, so many criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 17 September 2014

The writer

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ABSTRACT

The aim of this research was to improve students' listening skills of grade VIII F students at SMP N 6 Magelang in the academic year of 2013/2014 using the animation videos.

This research was classified as action research. It was conducted in two cycles with two meetings for each cycle. The main subjects of this research were 32 students of class VIII F at SMP N 6 Magelang. The data obtained were qualitative and quantitative. The qualitative data were gained from the observations, interviews with both English teacher and the students, and discussions with the collaborator. The data were transformed into interview transcripts and field notes. Meanwhile, the quantitative data were gained from the listening tests that were conducted before the implementation and after the implementation in Cycle I and Cycle II. There were several validity principles applied in this research; they were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The actions implemented in this research were using animation videos, giving more explanation in English, making use of the LCD projector optimally, and providing activities that enabled the students to enrich their vocabulary.

The results of the research showed that the use of animation videos in the English teaching and learning process was effective to improve the students' listening skills and the teacher's performance. There was an increase in the means score from 7.2 in the pre-test to 8.2 in the post-test. There were some good improvements in some aspects such as their familiarity in listening to English words and their vocabulary. Also, they became actively participate in discussion during the teaching and learning process. They were more aware of the mistakes because of the correction from other students. Moreover, the animation videos successfully caught the students' attention. As a result, they watched the video carefully as well as they heard the audio.

CHAPTER I

INTRODUCTION

A. The Background of the Study

As one of the International languages, English plays an important role almost in all aspects of life. English has been becoming a compulsory foreign language in Indonesia. It is one of the subjects that is taught since in the elementary school until university and examined in the national examination to determine students' graduation. English in the Kindergarten (TK) and Elementary School (SD) is widely taught as a local content, while in the Junior High School (SMP) and Senior High School (SMA) or Vocational School (SMK) taught in more national and international content.

There are four main skills in English: reading, listening, speaking, and writing. Listening is considered as receptive skill, in which people need the ability to receive spoken language. According to the researcher's observation, the listening skill of the eighth grade students at SMP N 6 MAGELANG was still low. They had enough difficulties in understanding the audio. It could be seen from their result of the listening test. Based on the observation in the classroom and the interview with the teacher and the students, the researcher found that the teacher rarely gave the students listening exercise. This was because of the lack of the media (audio, speaker, etc). When the researcher had PPL, surprisingly the researcher found that the students had their first listening exercise when the researcher gave them listening exercise. Most of the students admitted that they had difficulties in the

listening section. They rarely heard audio in English form in the class. This was because the teacher almost never gave them the listening exercise.

Based on these problems, efforts needed to be done to help the students get more enjoyment and successful in developing their listening comprehension. Therefore the teacher needed an appropriate technique to stimulate the students' motivation and interest in learning listening skill.

Based on the problem identified at SMP N 6 MAGELANG, the researcher intended to improve the students' listening skill through animation video. Therefore, this study was important for SMP N 6 MAGELANG in order to improve the students' listening skill in the teaching-learning process.

B. Identification of the Problem

As stated in the background of the study, the students' listening skill was still low. There were some factors related to the student's listening skill which encompass problems related to student, teacher and learning activity.

The first problem was related to the students. The eighth grade students of SMP N 6 Magelang did not have high motivation in listening skill. They thought that listening was very difficult for them because they were rarely had a listening task. That was why when the researcher had a listening test on them, the result was not good. They found that the speakers spoke too fast and also some new words that they almost never heard.

The next problem was related to the teacher. The teacher almost never gave the students a listening task. Her knowledge about listening was not good enough.

Also both the school and the teacher did not have the media such as good speakers. That was why she was not motivated in searching the listening materials. She only once gave the students a listening task. They needed more practices to enhance their listening skill.

The third problem was related to the materials. Material should be interesting, up-to-date, and appropriate to students' levels, needs, and capacity. There were various English materials from other resources for supplementary material, but the materials used in teaching learning activities were mostly taken from the course book and LKS. The course book contained complicated and monotonous material and tasks.

The last problem was related to the learning style. The learning activity was using teacher-centered approach which the teacher was the main focus. The students were not given more opportunities to explore about their listening skill. When the students got difficulties, the teacher only gave the answers without guiding them to the correct answer.

C. Delimitation of the Problem

From the discussion in the background of the study and the identification of the problem, the students got difficulties in learning listening. The researcher focused on the effort that helps the students improve their listening skill. He decided to use the animation video to improve student's listening skill. It was

because using animation video in teaching listening solved the problems related to the teacher, students, and learning activity.

There were three reasons that the researcher decided to use this technique. Firstly, video was a visual with audio that provides the students to have more enjoyment. Secondly, by watching the video, automatically the students would also pay attention to the audio as well. Thirdly, the students would increase their vocabulary mastery that could be found in the video.

D. Formulation of the Problem

Based on the background of the study above as well as the identification of the problem, the problem was formulated as follows: how are the animation videos used to improve the students' listening skills of grade VIII F students at SMP N 6 Magelang?

E. Research Objectives

The objective of this research was to improve the use of animation video in teaching listening for the eighth grade students of SMP N 6 Magelang and the teacher's performance after implementing the animation videos.

F. Significance of the Study

The significance of the study are divided into:

1. Theoretical Significance

The result of the study may give more information about improving students' listening skill using animation video.

2. Practical Significance

- a. For the eighth grade students of SMPN 6 Magelang, it would be an effort for them to improve their listening skill using animation video.
- b. For the teacher, the research findings could be used to improve the success of teaching-learning process.
- c. For the readers, it was hopefully that this research can give more information about how to improve the students' listening skill using animation video.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature of Listening

a. Definition of Listening

There are many definitions to define what is listening. First listening is an active, purposeful processing of making sense of what we hear (Helgsen, 2003, p.24). Rost (2002:279) states that listening is mental process of constructing meaning from spoken input. She also adds that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Listening is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them. (Sheila Steinberg, *An Introduction to Communication Studies*. Juta and Company Ltd., 2007)

Thomlinson (1998) (cited by Dr. Ismail Cakir) defines listening includes “active listening”, which goes beyond comprehending as understanding the message content as an act of emphatic understanding of the speaker. Furthermore Saha (2008) expresses that even though listening and hearing are related, listening

involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way.

Ronald and Roskelly (1999) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when writing.

Harmer (2001) expresses that listening is a "receptive skill" where people obtain the main idea according to what they hear. Besides, Helgsen (cited by Gonzales Moncada, 2003) supports that listening helps learner to be "flexible listeners", to know how to listen in order to get the general idea or the specific information needed to understand videos. Similarly, Richard & Rubin (cited by Van Duzer, 1997) argue that "although listening is a passive skill it is very much an active process of selecting and interpreting information from auditory and visual clues".

Rubin (1995:7) says that listening is conceived of as an active process in which listeners select and interpret information which comes auditory and visual clues in order to define what is going on and what the speakers are trying to express. Rubin completes her definition by saying that active means listeners get information (from visual and auditory clues) and relate this information to what they know. Select means that in the process of making sense of the input, listeners use only part of the incoming information. Interpret means that in trying to make sense of the input, the listener uses their background knowledge as well as the new information of what is going on and to figure out what speakers intend.

Obviously listening influences other skills. Tomatis shows that the quality of an individual's listening ability will affect the quality of both their spoken and written language development. He also views that if the sounds of the target language are presented to the learners before presenting them in written form, the ease with which they integrate those sound will be reflected in their understanding and production of the language.

Listening as a basic input material is very important for the students in learning English. It is highly complex process that draw on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind).

b. Types of Listening

According to John A. Kline (1996) listening divided into 5 types:

1. *Informative listening* is the situation where the listener's primary concern is to understand the message. Listeners are successful insofar as the meaning they assign to messages is as close as possible to that which the sender intended.
2. *Relationship listening* is either to help an individual or to improve the relationship between people.
3. *Appreciative listening* includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source of the message,

which defines appreciative listening. That which provides appreciative listening for one person may provide something else for another.

4. *Critical listening* is the ability to listen critically. The subject of critical listening deserves much more attention than we can afford.
5. *Discriminative listening* is the ability to discriminate among the different sounds. It may be the most important type, for it is basic to the other four. By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the informative listener can detect even nuances of difference in meaning.

John A. Kline also adds that effective listening, whether informative, relational, appreciative, critical, or discriminative, requires skills. In some cases, the skills are the same for the various types of listening; in some cases, they are quite different.

c. Micro- and Macro- skills of Listening

Building on Richards' (1983) aural skills taxonomy, Brown (2007) offers a simplified list of micro-skills and macro-skills (for conventional listening).

The micro-skills of listening (Brown: 2007:308):

1. Discriminate among the distinctive sounds of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Recognize English stress patterns, words, in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.

4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Process speech containing pauses, errors, corrections, and other performance variables.
7. Process speech at different rates of delivery.
8. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.

The macro skills of listening (Brown: 2007:308):

1. Recognize cohesive devices in spoken discourse.
2. Recognize the communicative functions of utterances, according to situations, participants, and goals.
3. Infer situations, participants, goals using real-world knowledge. (pragmatic competence)
4. From events, ideas, etc., described, predict outcomes, infer links and connections between new information, given information, generalization, and exemplification.

5. Distinguish between literal and implied meanings.
6. Use facial, body language, and other nonverbal cues to decipher meanings.
7. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension of lack thereof.

The macro-skills isolate those skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills.

d. The Difficulties in Listening

According to Richards, common listening problems are:

1. Speaker speaks too fast.
2. Listeners listen word for word.
3. Listeners lack of cultural or background knowledge.
4. Speakers use too many unfamiliar words.
5. Listening takes too much effort and concentration.
6. Recordings are not always clear and are difficult to follow.
7. Speakers' accents are unfamiliar.
8. Tasks are too difficult.
9. Listeners cannot recognize words they know when they hear them.

He also mentions the difficulty of listening factors:

1. Listeners' linguistic knowledge.
2. Knowledge of the co-text.

3. Background knowledge.
4. Learners' motivation and interest in the topic.
5. Cognitive load of the text (topic, text length, text type).
6. Lexical density (ratio of the new words to know words).
7. Tasks.

Richards mentions that the problems are coming from some aspects such as students, media, and materials. One problem is causing to another problems. For example if students lack of background knowledge, they will feel that the tasks are too difficult. This problem is affecting the students' motivation and interest in doing the tasks. Efforts have to be done by the teacher to avoid these problems in the listening class.

2. Teaching Listening

a. Principles of Language Teaching

Brown (2001:55-70) suggests twelve teaching principles that categorized into three types (cognitive, socio-affective, linguistic) that must be taken into account by the teachers during the language teaching. The principles are \:

1. Cognitive Principles

a. Automaticity

Students absorb the language automatically. They move toward fluency and think about language less as they progress. Barry Mclaughlin in Brown (2001:55) called this as automatic processing with peripheral attention to language forms. This is,

in order to manage the incredible complexity and quantity of language.

b. Meaningful learning

Meaningful learning happens when new information is linked with the existing structures and memory systems. It creates stronger retention than rote learning in which new information does not connect with one's existing cognitive.

c. Anticipation of Reward

During the teaching and learning process, a reward can be in the form of praise. The better the performance, the better the reward. Skinner in Brown (2001: 57-58) states that the anticipation of reward is the most powerful factor in directing one's behavior. Everything people do is inspired and driven by a goal.

d. Intrinsic Motivation

The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding. Therefore, no externally administered reward is necessary.

e. Strategic Investment

The methods that the learners employ to internalize to perform in the language are as important as the teacher's method. The

application will help students become aware of their own learning preferences and teach them how to be good language learners.

f. **Autonomy**

Successful learners take control of their own language learning with the teacher as a facilitator or a guide. This will make the students from teacher-dependent to self-dependent.

2. **Socio-affective Principles**

a. **Language ego**

Language ego can be a fragility, defensiveness, and rising of inhibition. Sometime students may feel awkward in the learning environment. Teachers should give much attention to students having those feelings. Teachers also have to support the students and give them challenging but not overwhelming tasks, and move from teacher-controlled to student-controlled activities gradually.

b. **Risk-taking**

Risk-taking contributes to long-term retention and intrinsic motivation of learners. Teachers can encourage students to try out language, to venture response, and not to wait for someone else to volunteer language.

c. Language-culture Connection

Teacher should also teach the cross-cultural differences such as values, ways of thinking, feeling, acting, etc. The language-culture connection will affect the process of acculturation in students.

3. Linguistic Principles

a. Interlanguage

Successful interlanguage development is partially a result of utilizing feedback from others. Teachers can point out the interlanguage errors and show the students that these errors mean that their brain is in language learning mode. The feedback helps students move toward target-language accuracy.

b. Communicative Competence

Communicative competence is the goal of a language classroom. According to Bachman (1990), Canale and Swain (1980) in Brown (2001:68), communicative competence means organizational competence, strategic competence, pragmatic competence, psychomotor competence.

b. Teaching Listening in SMP

Based on *Kurikulum SMP Mata Pelajaran Bahasa Inggris by Departemen Pendidikan Nasional 2006*, the goals of teaching English at SMP are to make the learners have ability:

- a) to improve communicative competence in written and oral form to reach the functional literacy level,
- b) to have awareness that English is important to improve nation competitive ability in global community, and
- c) to develop understanding feedback of the learners between language and culture.

According to the Standard of Competence of listening for eighth grade students in semester 2, 8. *Expressing meanings in simple transactional and interpersonal conversation to interact with the surroundings*. English is as a means of communication. Communication is the act of transferring information from one to another, while to communicate is to understand and to express the information, the mind, the feeling, and the development of science and technology, and culture by using that language. The communication ability in a whole understanding is discourse ability. Discourse ability is the ability to understand and to produce oral or written texts, which are realized into four language skills: listening, speaking, reading, and writing. Listening serves the goal of extracting meaning from messages. It means that the students acquire language by listening to and understanding information they hear. In other words, language acquisition is achieved mainly through receiving understandable input.

When the researcher had the research, he gave the students listening materials based on the Basic of Competence of listening 7.1 and 7.2. He was also inputting the micro skills of listening in each of the materials. The table below showed what micro skills were taught by the researcher.

Table 1: The Micro Skills Taught by the Researcher

No.	Basic of Competence	Micro Skills of Listening
1.	8.2 <i>Expressing meanings in the simple monolog in the form of narrative and recount texts accurately, fluently, and appropriately to interact with the surroundings.</i>	<ul style="list-style-type: none"> - Retain chunks of language of different lengths in short-term memory. - Recognize English stress patterns, words, in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information. - Process speech containing pauses, errors, corrections, and other performance variables. - Distinguish words boundaries, recognize a core of words, and interpret word order patterns and their significance. - Recognize English stress patterns, words, in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information. - Distinguish words boundaries, recognize a core of words, and interpret word order patterns and their significance. - Recognize grammatical

		word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
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Micro skills were seen as competencies which students had to acquire. The materials represented the micro skills that the students had to acquire.

c. Approaches to the Teaching of Listening

Several experts have argued which best approach to language learning in the recent years. Jack C. Richards (2006: 24-25) says that communicative language teaching (CLT) is a new approach used widely since the 1990s. CLT sets as its goal the teaching of communicative competence. Some core assumptions of CLT are:

1. Native language is allowed as long as learners engage in interaction and meaningful communication.
2. Learners negotiate meaning through the task, expand their language resource, and notice how language is used.
3. Learning language is a gradual process involving creative use of language and trial and error.
4. The goal of learning is using the new language fluently and accurately.
5. Successful language learning uses communication strategies.
6. The role of the teacher is a facilitator and learners learn through collaboration and sharing.

Additionally, Richard also mentions that in order to understand the nature of listening process, students need to consider some of the characteristics of spoken

discourse and the special problems it poses for listeners. Spoken discourse has very different characteristics from written discourse and these differences can add a number of dimensions to the students' understanding and how they process speech. Two different kinds of processes are involved in understanding spoken discourse. These are often referred to as bottom-up and top-down processing. Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the data that has been received. Bottom-up strategies include:

1. Listening for specific details
2. Recognizing cognates
3. Recognizing word-order patterns

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. Background knowledge may take several forms. It may be previous knowledge about the topic of discourse, it may be situational or contextual knowledge, or it may be knowledge in the form of schemata or scripts – plans about the overall structure of events and the relationship between them. Top-down strategies include:

1. listening for the main idea
2. predicting
3. drawing inferences

4. summarizing

Motivation is yet another affective variable to consider, but that is so central and with research foundations that are so persuasive that it deserves a separate category here (Brown, 2007: 168). In addition Van Duzer (1998) claims that students listen to relevant and interesting things for them which keep their motivation and attention high.

d. Teacher's role during the Listening Lesson

Richards (2006:22) states that effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning. According to Pulverness, Spratt, and Williams (2005: 135), the teacher language used in the classroom must be appropriate for the classroom function and for the level and age of the learners.

Meanwhile, according to Harmer (2008), the roles of a teacher are:

1. Controller

Exemplify teacher-fronted classroom.

2. Organizer

Organizing students to do various activities.

3. Assessor

What students expect from their teachers: indication of whether or not they are getting their English right,

4. Prompter

If students lose the thread of what is going on or they are lost for words, the teacher may nudge them forward in a discreet and supportive way.

5. Participant

Traditional picture: Teacher standing back from the activity letting learners get on with it.

6. Resource

The teacher should be helpful and available, but resist the urge to spoon-feed the students so they become over-reliant on us.

7. Tutor

Working with individuals or small groups, combining the roles of prompter and resource.

8. Observer

Observe what the students do – especially in oral communicative activities – to be able to give them useful feedback.

e. Assessing Listening

The assessment of listening ability is one of the least understood, least developed and yet one of the most important areas of language testing and

assessment. It is important because of the potential wash-back effect onto classroom practices. Oral language development proceeds in basically two languages: the language of school and the language of home. Although listening and speaking interact, listening comprehension is the first step in a student acquiring language. Students generally have greater listening comprehension than ability to produce the appropriate word (Gottlieb, 2006). Listening to a second language entails the same auditory processing as listening to the first language, and learners make the same type of errors whether learning their first or second language but for different reasons.

There are four major reasons why the students make listening errors:

- Not acclimated to the linguistic system of English;
- Unfamiliar with the socio-cultural context of the message;
- Differing background knowledge;
- Influence of their first language in terms of vocabulary, phonetic system, and cultural nuances. (Buck, 2001)

The purpose of the assessment must be determined. If the purpose of the assessment is only to gauge the student's progress in listening, then there are two choices for assessment. One of the choices is discrete-point testing in which the elements of language are isolated and may be appropriate for diagnosing specific linguistic aspects of listening (Gottlieb, 2006).

Another choice for gauging the student's progress in listening is performance-based assessment which is based on the communicative approach (Cohen, 1994). There are several types of performance activities that may be used

for assessment during instruction. Activities that most students enjoy are sorting pictures or matching pictures, words, and phrases based on oral descriptors, reenacting or role playing scenes from a narrative text read aloud, and constructing and filling in models, maps, and timelines from oral directions. Other performance activities for assessment of listening comprehension, all of which are based on oral directions, are designing and evaluating information on charts, graphs, and tables; or responding to oral commands as well as sequencing illustrations from recording, film or video developed by the student or teacher. Even though there is a tendency to think of assessing listening comprehension as too time-consuming or to misunderstand its impact on language acquisition, there are many strategies that can be used effectively for assessment.

3. Video in Language Teaching

a. Definition of Animation Video

One of the most appreciated materials applied to language learning and teaching is video. A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. The use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997:45).

Video is at best defined as the selection and sequence of messages in an audio-visual context. Considerable confidence is placed in the value of audio-visual

aids to enhance the learning of foreign languages, yet there is little empirical data and research to support the proposition that video facilitates in the learning of foreign languages. Mark McKinnon defines video as a valuable and possibly underused classroom tool. There is always the temptation to simply put a video on at the end of term and let our students watch a film without even challenging the students to be actively involved.

Johnson (1999) additionally states that video as a listening tool can enhance the listening experience for students. A teacher can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that students can observe in a video. It also provides the students an important visual stimulus for language production and practice.

Meanwhile there are many definitions of animation. Webster says "a: a motion picture made by photographing successive positions of inanimate objects (as puppets or mechanical parts), b: Animated Cartoon, a motion picture made from a series of drawings simulating motion by means of slight progressive changes." This is a fairly common understanding of the term animation, but it reflects a limited exposure to what the art-form has to offer. Webster's definition is useful because one can learn something about who is doing the defining. In this case, the folks at G&C Merriam should be encouraged to attend an animation festival.

Academia uses definitions, like "created performance," that are carefully worded to establish validity and secure resources for an animation program or class. These definitions function within an environment where animation is often

an element that helps flesh out a school's curriculum. Although academia has some need to maintain a stable definition of animation, this definition is usually adjusted to include anything on the technological horizon that can be included without stepping on the toes of other curricular programs. The inclusion of advances in new technology within the purview of animation impresses departmental administrations.

In conclusion, video animation is described cartoon, films, images, puppets, etc. that are photographed and shown in a way that makes them move and appear to be alive.

b. The Advantages and Disadvantages of Using Animation Video

A major advantage is that video can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. However, because watching video is a passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particularly in holding the attention of students (Houston,2000; Sherman, 2004). William & Lutes in a similar way claim that through visual materials, students have the opportunity to be observers and participants; in this way, William & Lutes conceived that learning will be more natural because videos allow the English class to be more innovative and less traditional.

Meanwhile Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond og what they listen, and also

interpret the video in a deeper way. Because students can see the language in use from natural contexts; they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

In the other hand there are several disadvantages to be recognized when using video in language teaching process. Video deals with the long-term effects of using video in the classroom. It can be argued that video in language teaching should be discouraged because there is scant empirical proof to verify comprehension. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

c. The Role of Animation Video

According to Miller (2003) non-verbal behavior or paralinguistic features of the spoken text are now available to the learners (compared with radio), so learners can develop their listening skills in a richer language context. Additionally, according to Beare (2008), videos support students to become more conscious of their learning process. They allow the learner to get an immediate feedback being videos more effective than “simple teacher correction”. Moreover, Esseberger (2000) claims that videos can be used in a diverse way in a language classroom since they are an exceptional medium of learning.

Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose

language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute program can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span. (Dr. Ismail Cakir: 2006)

Furthermore, animation video applied in listening skill, provide real situations, intonation, and real pronunciation and allow students to be exposed to a real context, as Van Duzer (1998) & Martinez (2002) reveal. To complement, Ramal (2006) says that using animation video in an ESL classroom can motivate students, because they can experience real feelings to accomplish their understanding about the situation of the video.

B. Related Studies

Dealing with efforts to improve listening skills, there are many researchers attempted using videos to improve students' listening skills. The kinds of video implemented might be varied in each research. However, they still have the same principles and concepts in providing listening practice opportunities.

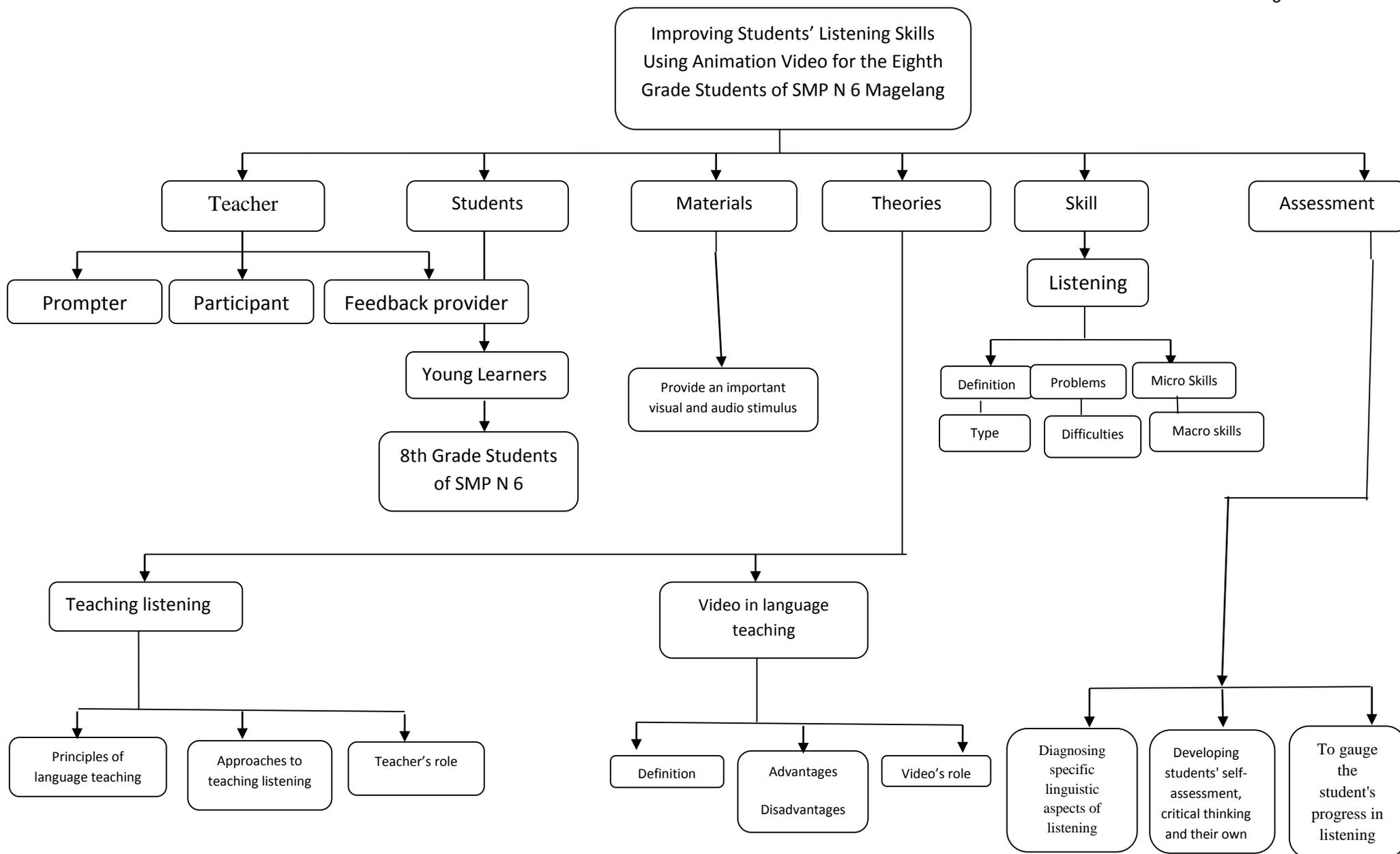
Lady Jhoana Arteaga Potosi (2009) conducted a study that using video materials as a way teaching strategies for listening comprehension. The research is focused on analyzing the impact that videos have on listening skills for a group of 5 students of first semester in a TEFL program of a public university in Colombia. The data collection was accomplished by means of students' reflection questionnaires to the video sessions, field notes of the investigators, interviews and comprehension tests. The analysis was based on a constant comparison of data that were triangulated after being coded and categorized. The findings suggest improvement in the students' listening skills, as well as, in the acquisition of vocabulary and in the practice of pronunciation.

C. Conceptual Framework

The concepts of using animation video to improve the students' listening skill had been explored in the previous section. In this section the conceptual framework could be explained in detail. The English teaching could not be separated from teaching listening in the teaching-learning process. Considering the importance of teaching listening, there should be a technique that can promote the language learning. Using animation video could be used to improve the students' listening skill since video as a listening tool enhanced the listening experience for the students. By watching the animation video, students learned proper pronunciation. Furthermore they also learned useful English language expressions as well as phrases for conversation. The setting, action, emotions, gestures, etc, that our students observed in animation video, provided an important visual stimulus for language production and practice. That was why in this research, using

animation video has been chosen by the researcher to improve the eighth grade students' listening skill at SMPN 6 Magelang.

The conceptual framework could be described as follows:



CHAPTER III

RESEARCH METHOD

A. Research Design

This research used the principles of action research. It is used to carry out actions to improve the students' listening skills of SMP N 6 Magelang. This action research study focused on improving the real condition of the English teaching and learning process to reach the improvement of the students' listening skills.

According to Nunan in McKay (2008), action research has three major characteristics. Those characteristics are carried out by practitioners, collaborative, and aimed at changing things. Burns (1999) in McKay (2008) also supports that there are four characteristics of action research. First action research is contextual, small scale, and localized. Second, it is evaluative and reflective. Third, it is participatory. Fourth, action research has changes in practice which are based on the collection of information.

There are some models of action research. The researcher used Kemmis and McTaggart in Valsa Koshy's book (2005:4) model which states that action research involves a spiral of self-reflective spirals of planning a change, acting and observing the process, reflecting, acting and observing, reflecting, and so on. The first was that the researcher, collaborator, and the English teacher collecting input of the weaknesses in English teaching-learning process related to students' listening skills. He also used the data when the researcher had KKN-PPL. After getting the data, he carried out the actions. During the implementation of the actions, he and the collaborator observed the teaching-and learning process. Then the collaborator

and the teacher evaluated and reflected the researcher on the actions implemented in the study. Finally he planned some other actions to improve the English teaching and learning process based on the result of the evaluation and the reflection. The process in action research can be shown in the schema below.

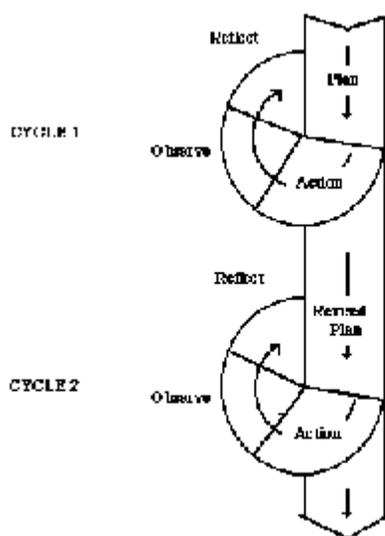


Figure 1: Action Research Cycles (Burns, 2010:9)

The number of the cycles applied were based on the students' improvement. There would be more cycles if the students did not show any improvement during the teaching-learning process.

B. Research Setting

This research was conducted at SMP N 6 Magelang. The school is located at Kyai Mojo Street, Magelang kota.

There were some facilities at this school such as a headmaster room, a teacher's room, a room for guidance and counseling room, an aula, an

administration room, a school head unit, a parking lot, a mosque, a religion room (for non-moslem), basketball field, a library, a language laboratory, a computer laboratory, a science laboratory, a storehouse, 2 canteens, and 18 classrooms.

The study was focused on the eighth grade F (VIII F) students. The classroom of the VIII F had a blackboard, a whiteboard, a wall magazine, an LCD, an attendance board, 16 tables, and 32 chairs.

C. Research Subjects

The subjects of the research were the eighth grade F students of SMP N 6 Magelang. There were 32 students in the class, which were 15 for students and 17 female students. They were chosen as the subjects of the research because the researcher had teach them when the researcher had KKN-PPL. The researcher found out that the students had problem in their listening skills. Then he decided to have research on the VIII F students.

D. Instruments

Burns (1999:17) states that documents in action research are relevant to the research questions which can included students written works, students records and profiles, course overview, lesson plans, and classroom materials. The documents which the researcher used were course grid, lesson plans, and classroom materials. The researcher used some instruments to gain valid data. The instruments were the rubric of students listening task result, pre-test and post-test, and in-depth interview guideline. He also used a hand-phone to take photos and to record videos while the teaching and learning process in the class.

The rubric were used to assess the students' listening skills. The rubric was given to the students after the researcher gave students the treatment. To gain the scores, he used the rubric from iRubric.

Table 2: Listening Rubric Assessment by iRubric

	Poor 1 pts	Fair 2 pts	Good 3 pts
Listening Process	Poor Student is having a hard time receiving, attending, and assigning meaning to words spoken.	Fair Student is receiving information, but is having a hard time attending to it and assigning meaning.	Good Student is comprehending what is being said because they are receiving, attending, and assigning meaning to what they hear.
Listening Types	Poor Student is struggling to develop discriminative, aesthetic, efferent, and critical listening.	Fair Student is demonstrating an eagerness to listen, for he or she is aesthetically and/or efferently listening.	Good Student is fully engaged in listening in everything that's being taught and said.
Remembering Info.	Poor Student is struggling to remember what was said or taught because of their lack of listening strategies.	Fair Student uses strategies to enhance listening abilities, but lacks difference in efferent and aesthetic listening.	Good Student listens critically, therefore is able to evaluate and comprehend all information.

This rubric assessment was designed to see if students were following the listening process. This rubric would help the researcher to understand where students were in terms of listening comprehension. This rubric focused on three aspects; listening process, listening types, and remembering info. It was to show how the students' listening comprehension to the materials.

Post-test and pre-test were used in the reconnaissance and action phase to compare the students' listening comprehension before and after the treatments. Pre-test was given to the students before the researcher gave the treatment. After the researcher got the pre-test result, he gave implementations to the students to

improve their listening skills. After several actions, then he gave the post-test to see how the students improved.

Moreover he used in-depth interview in the reconnaissance and reflection phase. In the reconnaissance, the in-depth interview was used to get data about the problems in the field, while in the reflection phase, the in-depth interview was used to get data about students' responses to the implementation.

E. Data Collection Procedure

There were two data that the researcher had taken. They were quantitative and qualitative data. The quantitative data were taken from the students' listening skills scores from the exercises. This data were used to give a clear description of students' listening skills improvement.

Meanwhile the qualitative data were taken from observations, interviews, and tests. The observations were started since the researcher had KKN-PPL, and focused on finding of the field problem. Then interviews were done with the students and the English. The result of the interviews were collected and analyzed and used to support the finding of the field problem.

The students' listening scores were also used as compliment to the qualitative data to know whether there was an improvement or not during the teaching and learning process (actions). The researcher then analyzed the data about the successful and unsuccessful results of the actions during the implementation. From the findings and interpretations, the conclusion and suggestion of the research were made.

F. Data Analysis Technique

According to Miles and Huberman (1994) qualitative data can be done through some steps. The steps are data collection, data reduction, data display, and conclusions (drawing and verifying). The first step was collecting data such as by interviewing or giving questionnaire. The second step was data reduction, which means transformed the data by summarizing or paraphrasing the interviews or vignettes. The third step was data display. In this step, data which had been reduced are then organized and displayed. The last step was making conclusion. The conclusion was based on the results of the students' listening tasks.

G. Research Validity and Reliability

According to Anderson and Burns (1999:161-162) there are five validity criteria that should be fulfilled to get the valid data in action research.

The democratic validity was fulfilled by having discussions with the collaborators. The discussions were always conducted during the research. The collaborators were given abundant chances to give ideas, comments, and suggestion towards the research. Through some discussions, the progress of the research could be found. At the end of every cycle, some discussions were held to evaluate the actions that had been implemented and to plan the actions in the next cycle.

Outcome validity was related to the notion of actions leading to the result that are successful within the research context. To fulfill the outcome validity, some indicators that showed the improvement of the students' listening skills were formulated.

The catalytic validity was related to the extent to which the research allowed the participants to deepen their understanding of the social realities of the context and how they made changes within it.

The process validity was related to the criterion to make the action research believable. To gain process validity, we collected the data by observing and making some notes during the research. Anything that happened in the teaching and learning process was noted.

The dialogic validity was the process of peer review that was commonly used in the academic research. This validity was fulfilled by discussing the research findings with the collaborators and some students of English Education Department at UNY. The members of the discussion gave their opinions and their criticisms about the research report.

To enhance the trustworthiness of the data and to reduce the subjectivity in analyzing the data, I used triangulation. Burns (1999:163) states that triangulation is a way of arguing that 'if different methods of investigation produce the same result, then the data is likely to be valid'. Furthermore, Burns (1999:164) purposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research had time triangulation because the data of the research were collected over a period of time in order to identify the factors that were involved in the change process. Then, to get the investigator triangulation, I asked the collaborator to help me in the reflection steps so that it could avoid the biased interpretations. Also, this research had theoretical triangulation since the data were analyzed from more than one perspective.

H. Research Procedure

The research used the procedure of action research proposed by Kemmis and McTaggart. The procedure was as follows.

1. Reconnaissance

This stage was the first step in this research. The researcher should do this step to find out the information concerning on the students' listening skills. Then, the researcher tried to identify the existing problems. The problems came from the students, the teacher, and the other elements involved in the teaching-learning process. All of the data collected were presented in the form of identified field problems.

2. Planning

After the problems had been identified, the researcher concerned the existing problem. He tried to look for the technique that solved the problem. In planning the actions, he collaborated with the teacher to take notes about students' reactions and behaviors during the activities.

3. Acting and Observing the Action

After the action plans had been designed, the researcher had to implement the plan. He used the animation video to solve the problem related to the students' listening skills. The action would be implemented at least in two cycles. The data collection used observation and interview. The observation data were in the form of field notes, while the interview data were in the form of interview transcripts.

4. Reflection

In this step, the researcher had a reflection after all the cycles had been implemented. He discussed the result of the action with the teacher. It was used to find out whether the actions are successful or not. If the action carried out was successful, the researcher continued to implement it. But if the actions were not successful, the researcher tried to find the suitable actions to improve the students' listening comprehension.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the process of the research conducted in the Cycle I and Cycle II as well as the result of the research. There are three sections in this chapter. The first presents the reconnaissance sections. The second reports the implementation of the actions and discussions. The third presents the scores of the students' listening skills during the teaching and learning process.

A. Reconnaissance

In this step, some activities were conducted to find the field problems. The first was observing the English teaching and learning process of class VIII F at SMP N 6 Magelang. Secondly, the English teacher and students were interviewed to get data about the weaknesses and suggestions related to English learning and teaching process. The last was distributing questionnaires to strengthen the finding of general problems.

1. Identification of Field Problems

The researcher conducted reconnaissance to identify the existing problems. There were classroom observations, interviews, and pre-test. These activities were conducted on April 29th and 30th 2014.

The first activity was the classroom observation which was done in one day. The classroom observation was conducted to collect any valuable information during the English teaching and learning process in the classroom. There were still some students who did not follow the teaching and learning process in the class

although the teacher taught in a good order. A noticeable problem that I found was a problem that the teacher had less variety of exercises.

After conducting the observation, I interviewed some students. The interview aimed to collect information about the students' and teacher's perspective of the teaching and learning process. The following interview transcript showed the problems that the researcher found.

- R: Apakah pelajaran saat listening sudah menarik? (Is the listening already interesting?)*
- S: Biasa aja sih pak. Jarang juga bu Heri ngasih listening. Kalo ga salah cuma sekali apa dua kali gitu. (It's not too interesting sir. Miss Heri rarely gave us the listening. If I am not mistaken, it was only one or two times.*
- R: Pas kapan terakhir bu Heri ngasih listening? (When did Miss Heri give the listening?)*
- S: Semester 1 dulu pak. (In semester 1).*
- R: Bagaimana pemberian materi ataupun tugas listening dari ibu guru? (How was the listening material from the teacher?)*
- S: Ya cuman gitu-gitu aja pak. Paling distelin rekaman gitu. (It's just like that sir, only playing recordings).*
- R: Ga pernah pake video atau gambar gitu? (Was she never use a video or picture?)*
- S: Kalau gambar pernah pak, tapi bukan listening. Paling writing itu pak. Kalau video belum pernah. (She did use pictures but not in listening, it was writing. A video had never been used.)*
- R: Berarti listening ga pernah pakai LCD ato laptop gitu? (So she never used the LCD or a laptop in listening?)*
- S: Nggak pernah pak. (Never sir.)*

(Interview transcript 2)

The problems were confirmed by the English teacher when I interviewed her. She did not optimally utilize the LCD projector that had been provided in the class to teach listening. The following interview transcript showed the problem.

- R : Seberapa sering ibu mengajarkan listening kepada siswa? (How often are you teach listening to students, mam?)*
- T : Saya itu jarang banget mas ngajar listening, bahannya ga punya. (I teach listening very rarely because I do not have much materials.)*

R : *Metode atau model pembelajaran seperti apa yang ibu terapkan saat mengajarkan listening? (What methods or models that you used to teach listening mam?)*

T : *Apa ya, saya kalau mengajar listening ya cuman pake rekaman-rekaman saja mas. (I used only recordings to teach listening to the students.)*

R : *Bagaimana dengan penggunaan LCD bu? (What about using the LCD mam?)*

T : *Sebenarnya pengen mas, tapi ya itu, ga punya bahan jadi jarang makainya. (I want to use it, but there are no materials. Therefore I am rarely using it.)*

(Interview transcript 1)

The following day, the pre-test were distributed to support the information of the identification of the problems. The results of the pre-test showed that the students had some difficulties in listening the English words. They often said that they couldn't understand what the speakers said. This condition led the students fail in answering the questions. The following tables presented students' scores in the pre-test.

Table 3: Students' Attendance in Pre-test

		Number	PreTest
N	Valid	32	30
	Missing	0	2

Table 4: Students' Listening Scores in Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	30	4.50	10.00	7.2667	1.44278
Valid N (listwise)	30				

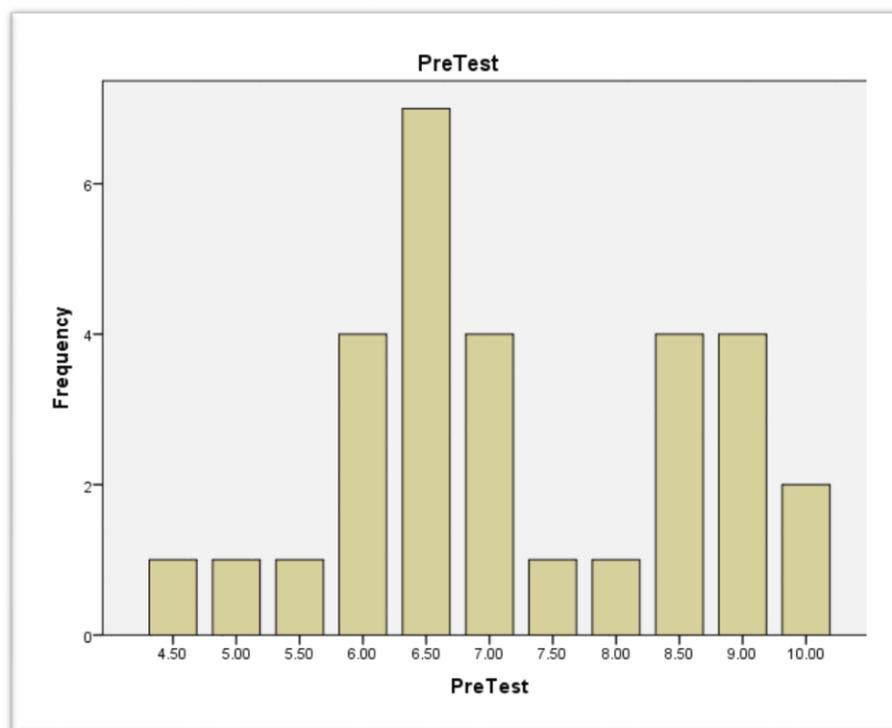


Figure 2: Students' Listening Scores in Pre-test

Table 3 showed the students' attendance when the pre-test conducted. There were 2 students who was absent. Table 4 showed the students' minimum, maximum, and mean scores in the pre-test. The scores obtained by calculating the students' pre-test scores. Based on figure 2, there were some students who got good scores, but most of them got below 7, which mean that their listening skills were not good enough.

Based on the observations, interviews and discussions, and questionnaires, there were several problems found during teaching and learning process. The problems in the field were presented in the table 5 below:

Table 5 : The Arising Problems Found in the Field

No.	Problems	Codes
1.	The students did not give much attention to classroom activity.	S
2.	The students lacked vocabulary.	S
3	Only few students brought a dictionary.	S
4.	The students had low interest in answering the teacher's questions.	S
5.	The students' listening comprehension was still weak.	S
6.	The listening exercises that the teacher gave were less of variety.	T
7.	The teacher rarely and almost never gave the students listening exercises.	T
8.	The teacher did not have good listening materials.	M
9.	There were not enough media to teach listening.	Md
10.	The students were reluctant to open the dictionary.	S
11.	The portable speakers were not good enough.	Md
12.	The teacher focused on teaching grammar.	T
13.	Some students were still afraid of answering the questions from the teacher.	S

(Continued)

(Continued)

No.	Problems	Codes
14.	There were neither course books nor students' worksheets.	M
15.	The students had difficulty in making correct sentences.	S
16.	The students had difficulty in translating words into Indonesian and vice versa.	S
17.	The teacher did not give feedback at the end of the class.	T

The codes' meaning:

S : Students' problem

T : Teacher's problem

Md : Media problem

M : Materials problem

2. Identification of the Field Problems to Solve

As stated in the chapter I, the researcher only focused on improving students' listening skill using animation video. Therefore the field problems were solved based on the urgency level and feasibility to solve. The field problems were presented in table 6.

**Table 6: The Problems Related to the Teaching and Learning Process of
Listening**

No.	Problems	Codes
1.	The students did not give much attention to the classroom activity.	S
2.	The students lacked vocabulary.	S
3.	The students had low interest in answering the teacher's questions.	S
4.	The students' listening comprehension was still weak.	S
5.	The teacher rarely and almost never gave the students listening exercises.	S
6.	Some students were still afraid of answering the questions from the teacher.	T
7.	The listening exercises that the teacher gave were less of variety.	T
8.	The teacher did not have good listening materials.	T
9.	The portable speakers used to teach listening were not good enough.	Md
10.	The teacher focused on teaching grammar.	T
11.	The teacher did not give feedback at the end of the class.	T

After determining the field problems to solve, the discussion to analyze the field problems and main causes were carried out. This step was important to recognize the obstacles and weaknesses in relation to the field problems found.

Table 7: Field Problems and Causes

No.	Problems	Causes
1.	<ul style="list-style-type: none"> - The teacher did not have good listening materials. - The listening exercises that the teacher gave were less of variety. - The teacher focused on teaching grammar. 	<ul style="list-style-type: none"> - The activities were only focused on grammar that listening exercises were rarely given. Mostly the assignments were just constructing sentences.
2.	<ul style="list-style-type: none"> - Some students were still afraid of answering the questions from the teacher. - The students had low interest in answering the teacher's questions. 	<ul style="list-style-type: none"> The teacher did not encourage and motivate the students to answer since the practice of listening was rarely given.
3.	<ul style="list-style-type: none"> - The students lacked vocabulary. 	<ul style="list-style-type: none"> The teacher believed that grammar should be improved more so that enriching vocabulary for students was rarely given.
4.	<ul style="list-style-type: none"> - The students' listening comprehension was still weak. - The teacher rarely and almost never gave the students listening exercise. - The teacher did not have good listening materials. 	<ul style="list-style-type: none"> While the teacher rarely gave the students listening exercises, she also gave similar materials for all classes without giving some addition materials according to student's major.
5.	<ul style="list-style-type: none"> - The portable speakers used to teach listening were not good enough. 	<ul style="list-style-type: none"> There were no good portable speakers from the school for the teacher to teach listening.
6.	<ul style="list-style-type: none"> - The teacher did not give feedback at the end of the class. 	<ul style="list-style-type: none"> The teacher did not manage her time maximally at the class.

From the list above, both the teacher and the students had problems related to the listening process. The teacher did not follow the way to teach listening properly. She also rarely gave the students listening exercises. Moreover the

materials were also not good enough to be used since the materials were almost the same and less varied. Those problems were causing bad effects for the students.

a. The Implementation of Cycle I

1. Planning

Some efforts were planned to solve the problems identified above. The efforts focused on improving students' listening skills using animation video. Based on the results of the discussion with the collaborator in a democratic atmosphere on April 28th 2014, the action plans of Cycle I would be performed as below.

a. Using English during the teaching and learning process

During the actions, I acted as the teacher in the class. The English language was used in the teaching and learning process in order to make the students more familiar in listening the English words. I used English for several functions such as to greet students at the beginning, to ask for praying, to explain the materials, to give feedback, and to end the lesson.

b. Using animation videos in the teaching and learning process

I used some animation videos in every meeting to teach listening. They would see and listen to the video in front of the class. The videos were displayed with an LCD and two speakers. After that they would be given some exercises to check their comprehension on the video.

c. Giving a handout as a brief guideline

Every students would get a handout during the teaching and learning process. The handout would be distributed to the students to help their learning. It would consist of explanations and exercises.

d. Asking the students to bring a dictionary

The students would be asked to bring a dictionary in order to help their learning. I would asked them to open the dictionary whenever they found new words that they did not understand.

e. Brushing up the students with the previous material

I planned to brush up the students with the previous materials at the beginning of the lesson for each meetings with the hope to retain the students' memory. The activity would be in the form of asking and answering questions and giving conclusion at the end of the meeting.

f. Giving the students a chance to answer in front of the class

I planned to encourage the students to be aware of their answers. I would asked them to go in front of the class to write their answer in the white board. The other students had to check whether the answers were true or false. I would gave them applause if their answers were true and let the other students to correct the mistake if the answers were still false. At the same time, this activity would encourage the students to have some courage to answer the question in front of the class.

2. Actions and Observations in Cycle I

The actions were carried out two times on April 30th and May 10th 2014. The actions were focused on using animation videos to teach listening. In this cycle, the collaborator and I had cooperation. While I implemented the actions, my collaborator took notes at the back of the class to observe the teaching and learning process. Sometimes she took some pictures of the teaching and learning process.

The first meeting used an animation video about offering accepting, and refusing something with some explanations about a recount text in the form of animation video. The students were also given some exercises to check their comprehension. The second meeting was about an animation video about starting, extending, and ending a conversation on a telephone. There was also an animation video about the example of a recount text. The students also got some exercises about the topic. The complete description was provided below.

a. Using English during the teaching and learning process

I was using mostly English in every meeting with the hope that the students would be more familiar in hearing the English words. The English had been used in some ways such as in opening the lesson, greeting the students, asking for praying, explaining the instructions, giving feedback, and closing the lesson.

In every meeting some students helped me to prepare the LCD, laptop, and speakers. After the preparations were completed, I used the same greetings in every meeting to start the lesson such as “Let’s have a prayer shall we”, “how are you today?”, “who is absent today?” It could be seen in the extract below.

The researcher, the collaborator and the teacher went to the class. The students were still noisy since they were just back from dance class. All the students were in the class, and the researcher prepared the LCD. When it was ready, he asked the leader of the class to have a prayer but the leader forgot how to do it. So he taught the leader of the class how to lead a prayer. He said “Attention please. Let’s have a prayer shall we”.

(May 10th 2014)

The students were also enthusiastic in learning new expressions since at the first they did not know how to lead the class for a prayer. From that time the leader of the class led the class for a prayer in every meeting.

b. Using animation videos in the teaching and learning process

During Cycle I, animation videos were used in every meeting. The students were excited watching the videos. Almost all the students were paying attention to the videos. The implementation of using animation videos were aimed to get the students’ attention so that automatically they would also listen to what the speakers said in the video.

There were three videos in this cycle. The first one was about offering, accepting, and refusing something. This video was about two people at the restaurant wanted to order foods. The second video was about starting, extending, and ending a conversation on the telephone. In this video, two people were making a telephone call talking about a football match. The third video was about an explanation of a recount. This video explained about what recount was. Some examples were also included in this video. The videos were presented as in the form of pictures below.

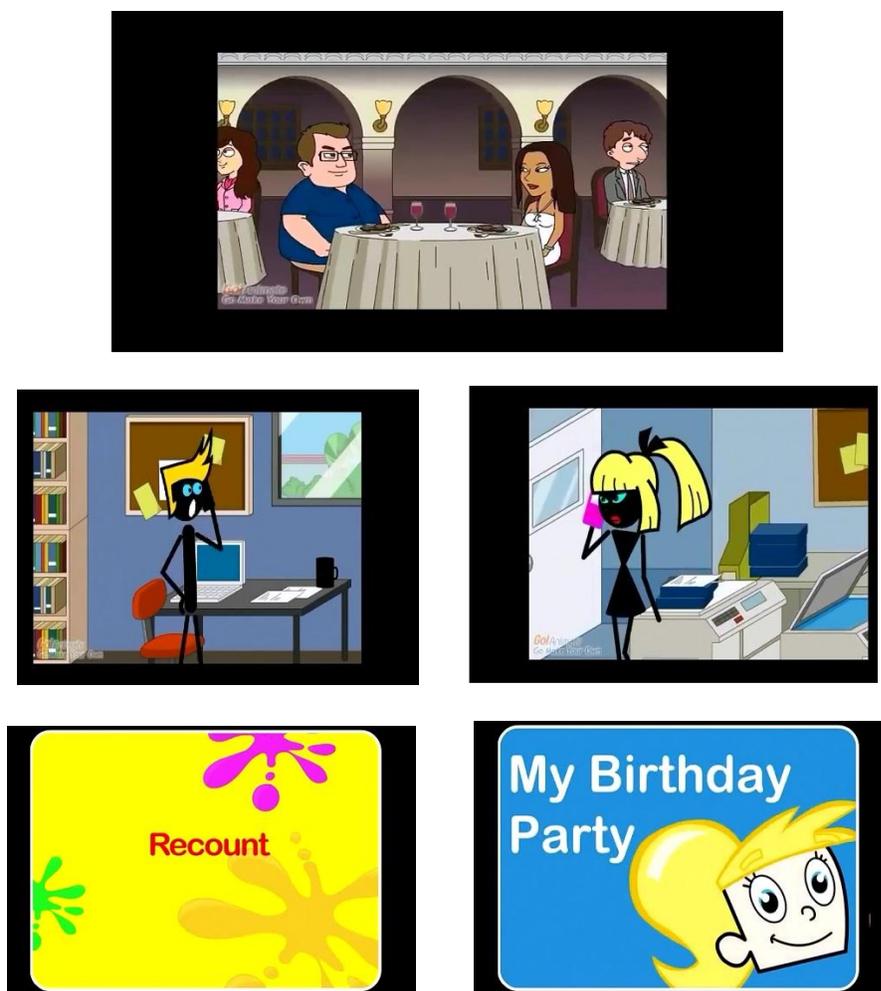


Figure 3: The Animation Videos in Cycle I

The first video was offering, accepting, and refusing something. In this video there was a man and a woman having dinner in a restaurant. I used this video at the first meeting. The students were expected to see and listen how the man offering, accepting, and refusing food and drink to the woman and vice versa. They were enjoying watching the video.

The second video was starting, extending, and ending a conversation on the telephone. The boy and the girl were talking about a football match that the boy missed. The students would be learnt the expressions from the conversation. I used

this video at the second meeting. Some students were laughing because the people in the video were totally black and slim.

The third video was about an explanation about a recount. I used this video in both first and second meetings. The video told the students about what a recount text was. The explanation were much detailed and covered with some interesting animations. At the end of the explanation, the video was also giving a simple example of a recount text. In the first meeting I played the video only for the explanation. I wanted to remind them about a recount since the time I conducted the research was almost at the end of the semester. In the second meeting I played this video only in the example part. So this video were used in both in the first and second meeting.

a. Meeting 1

In the first meeting, the students were very enthusiastic in learning listening using the animation video. It was because the teacher never used any video to teach listening. I started to play the video twice. At the third play, I began to guide them to understand the expressions in the video. In the last fifteen minutes I played another video about a recount. I played the video only in the part of the definition of a recount. It was hoped that the students would remain to remember about the recount.

The use of animation video made them easily understood the materials given and it also improved their confidence and comprehension in listening. It was indicated in the interview transcripts below.

R : *Bagaimana menurut kamu listening menggunakan video animasi tadi?*
(What did you think about listening using the animation video?)

S : *Ya bagus pak.* (It's good sir)

R : *Apa kamu merasa terbantu belajar listening menggunakan video animasi ini?* (Did you find it helped you to learn listening using the animation video?)

S : *Ya...merasa terbantu pak* (Ya... I find it helped sir)

R : *Terbantunya gimana contohnya?* (What kind of assistance did you find?)

S : *Itu pak ada gambarnya kalo pas ngomong sesuatu.* (There was a picture sir when saying something)

(Interview transcript 5)

Besides having the strength, there were also some weaknesses in the activity. At the first meeting, some students were doing something else when the video were played. The other problem was there were some students, especially boys, that laughing and commenting the video too much. It made the other students lost their concentration in listening the video. The problem could be seen in the following interview transcript with the students.

R : *Gimana seneng gak di kelas pake video animasi?* (Are you happy using animation video in the class?)

S : *Ya seneng sih pak tapi ada yang ribut sendiri tadi jadi ga begitu jelas suaranya.* (I'm happy sir but there were some noisy students that I could not hear the audio clearly)

R : *Oh gitu ya next meeting semoga ga ada lagi ya.* (I see. Hopefully in the next meeting will not be happened again)

S : *Iya pak Boris itu terlalu kalem, mbok galak sitik to pak!* (Ya Mr. Boris is too kind please be more firm sir!)

R : *He he..Iya dek makasih nasihatnya.* (Thanks for the advice)

(Interview transcript 6)

My collaborator also gave me some suggestions related to the problems that occurred during teaching and learning process. The following interview transcript could be seen below.

- R : *Menurutmu tadi gimana Ma? (What do you think about today's class?)*
- C : *Tadi aku liat si Aldi malah gangguin sebelah itu ga memperhatikan (I saw Aldi was disturbing his side and did not pay attention)*
- R : *Kalo kamu dulu gimana Ma pas PPL dikelas ini? (What were you doing Ma when you had PPL in this class?)*
- C : *Kalo aku sih tak suruh maju kedepan anaknya menjawab pertanyaan ato nulis jawaban kedepan. Harus agak dipaksa memang kalo dia. (I asked him to answer questions or write in front of the class. Have to be a bit force when you deal with him)*
- R : *Yaudah besok tak coba suruh maju kedepan ya. (I will try to ask him tomorrow to go in front of the class)*
- C : *Oh iya sama kamu agak tegasin sama besarin suaranya. Dari belakang agak kurang kedengaran. (One more thing you have to increase your voice and more decisive. It was not too clear from the back)*

(Interview transcript 7)

Some corrections were also given by the teacher. I had a conversation with her after the class ended. The following interview transcript showed the corrections.

- R : *Terus kira-kira kekurangan saya apa ya bu? (So what is my shortage mam?)*
- T : *Suaranya mas kurang besar. Kok mas Boris itu terlalu halus ya kalau ngomong, kan anak Polisi hehe. (Your voice was not too loud. I wonder why you spoke so softly as you are Police's son.)*
- R : *Wah ga ada hubungannya bu hehe. Tadi juga saya ngerasa kurang besarin suaranya, masih agak grogi lama ga ngajar juga hehe. (There is no relation between it mam hehe. I also felt that my voice was not too loud, a bit nervous to teach after a long time).*
- T : *Ya santai tapi tegas aja mas. Kan dulu juga udah ngajar banyak pas PPL. Gapapa anak ditegasin itu. (Just relax and but firm as you had enough teaching when PPL).*
- R : *Oh iya bu besok saya tegasin lagi suaranya. (I understand mam I will make my voice louder tomorrow).*
- T : *Kalau semisal ada anak yang ramai dan ngomong sendiri, pindahin aja kedepan mas. Saya juga biasanya gitu, terutama si Aldi itu. (If there is a noisy student, you can ask him/her to sit in the front. I also do that, especially Aldi).*
- R : *Gapapa ya bu mindahin anak? (Is it ok to ask them?)*

T : Gapapa, kan kamu itu guru dikelas mas, punya kewenangan penuh atas anak-anak. Buat kelas sekondusif mungkin. (It's fine. You are the teacher in the class and you have the authority to make the class conducive).

(Interview Transcript 8)

The corrections and the suggestions were very helpful to improve the performance in the next meeting.

b. Meeting 2

The students were more controllable in the second meeting. I also made my voice louder in explaining the video. This made the class more conducive that they had more attention to the explanation. When I played the animation video in the second meeting, they were laughing. They saw the video was funny because the people there were all black and very slim. Explicitly, this moment made the students became more to pay attention toward the video. The interview transcript below showed how a student's feeling toward the video.

R : Menurut kamu video yang kemarein sama yang sekarang lebih mudah dimengerti yang mana? (What do you think about yesterday's videos and today's videos? Which one is more understandable?)

S : Kalau saya yang ini pak. Lucu yang tadi. (I think today's videos sir, it's funny)

R : Lucu? Intinya kamu mudeng gak itu lho. (Funny? The important thing is that you are understand or not.)

S : Ya...lebih mudeng yang ini pak. (Yaa...this one is more understandable sir.)

R : Oh ya bagus, tingkatin terus ya. (That's good. Keep improving.)

(Interview transcript 9)

After playing the videos twice, I started the third video step by step to guide the students to guess the expression. When I explained about the expression of extending a conversation on the telephone, a student was asking about it. The field note below showed the moment.

After discussing the video, the researcher distributed a worksheet for each student. A student at the back asked a question, “*pak, extending itu maksudnya gimana?*” the researcher answered “extending is for example when you speak to someone then somebody is calling you and then you hold the telephone to...” then suddenly the student said “*pak mbok pake Bahasa Indonesia aja ga mudeng*” Then the researcher answered in bahasa Indonesia, “*extending itu, perhatikan semuanya! Extending itu kalau pas kalian berbicara lewat telepon, kadang kalian tiba-tiba ada tamu, misalnya. Jadi kalian harus membukakan pintu. Tadi di contoh ada ‘hold on, please’ begitu contohnya. Itu maksudnya ‘tunggu sebentar’. Jelas?*” then, the bell rang. The students took a break.

(May 10th 2014)

At the last fifteen minutes of the class, I replayed the video about a recount which was the same video at the first meeting. The difference was that I played the video in the limitations of the example. So if in the first meeting I played the video to show the students about the explanation of a recount, in the second meeting I played the video to show them a simple explanation of a recount.

c. Giving a handout as a brief guideline

As stated before that the teacher almost never gave the students listening exercises. So that neither book nor handout was available. Even though the library lent the students the English book, but the teacher never used the listening exercises. The teacher only used the book to teach another skills.

To make the students easier to learn the listening, I made a handout with the guideline based on the topic of every meetings. Each of the students were given a new handout when they faced new materials. I also made the handout as a brief guideline to guide the students to make note of the expressions. It helped them to learn the materials given and saved the time for writing a note. The following interview transcript described the student’s opinion about the use of the handout.

R : *Tadi gimana Der pake handout tadi kamu ikut mencatat ga?* (Do you take a note using the handout Der?)

S : *Ya mencatat pak.* (Yes, I do sir)

R : *Bagus kalau gitu. Membantu kamu ga itu handout kira2?* (Good. Do you think the handout helps you?)

S : *Membantu banget pak jadi bisa nyatet dikit hehe.* (It helps me a lot sir that I can take a simple note)

R : *Wah kamu itu harus tetep nyatet ya di pelajaran lain juga. Sama jangan hilang kalau udah nyatat.* (You have to keep on take a note also in the other subjects and do not lose your note after it)

S : *Oke pak siap!* (Yes sir!)

(Interview transcript 9)

The problem was that some students, especially boys tend to lose the paper. As the action to prevent this, I consequently told to the students to keep their notes carefully. So they could use those notes as their listening notes for their study.

d. Asking the students to bring a dictionary

Thinking that a dictionary was a must-have item in the English classroom, I asked all the students to bring it in the class. Since the teacher also asked the students to bring the dictionary in her class in every meeting, what I did just to remind them to bring it in my class too. Although they were asked to do it, some students still insisted that dictionary was not too important. Some arguments from students were the dictionary was heavy, or they forgot to bring it.

The use of dictionary was very useful that whenever there were words that students did not understand, I always asked to open the dictionary. The example could be seen from the following field note.

When the practice was done, the researcher and the students discussed the answer of the task. A number of the students were be able to answer the questions when

were asked by the researcher. There was a student who asked about the meaning of excursion. The researcher was asking her to find it in her dictionary first rather than telling her the meaning.

(April 30th 2014)

After the first meeting, the frequency of the students who brought the dictionary in the class was improved. Some students put their dictionaries in the cupboard so they did not have to bring it again.

e. Brushing up the students with the previous material

Brushing up the previous material was a very important thing to do. This was to retain students' memory in learning the materials because they would be given the new materials. At the beginning of every meetings, I reminded them about the previous material. I gave them some questions related to the previous materials. I only focused on what they have learnt before, such as the expressions. Not all the students remembered about the previous materials. A simple guideline was needed to make the students remembered. The field note below showed how I conduct this activity.

After a prayer, he greeted the students, "*assalamualaikum wr. wb., how are you today? Hari ini kita akan melanjutkan materi yang kemarin kita pelajari. Sebelumnya, does anybody still remember about what we have learned yesterday?*" all students answered in random. So he guided the students to answer the correct questions. He said "yesterday we have learned three expressions, what are they?". Then the students began to answer it.

(May 10th 2014)

Whereas brushing up the students at the end of the meeting was also done in the form of giving conclusion of today's materials. They were asked what they

learnt on today's materials. Almost the same with the brushing up at the beginning of the lesson, some questions were used to guide the students. Below was the field note that showing the brushing up at the end of the lesson.

At 10:05 the bell rang. The researcher summarized the material about recount text. Before he closed the class, he asked the students about the today's materials. He said "*jadi kita tadi belajar tentang apa?*" then the students answered it together. He also asked the students about the definitions of a recount text. He said "so what are the criteria of a recount?" and the students answered randomly. So the researcher mentioned it one by one. After conclusion was finished he closed the class and went out.

(May 10th 2014)

By regularly asking the students about the current materials at the end of the lesson, it helped the students to participate in answering the teacher's question. However, not all the students were brave enough to answer individually. Their involvement in answering questions had to be improved.

f. Giving the students a chance to answer in front of the class

This kind of activity was very helpful to show how far their comprehension. They would be asked to write their answers in front of the class. Before that, I explained first the material and asked them to do the exercise. I tried to create the material as simple as it could that focused on the students' comprehension on the material.

Some students were still too shy to go in front of the class. They were not too confident about their answers. So I forced him/her to go in front of the class. I told them that it was fine no matter the answer was wrong or right. I pointed one student to answer in front of the class. At the first he did not want to do it, but I tried to motivate him. The following field showed how the action was.

“..The researcher tried to make the students more active in answering his questions. So he made a table in the board and pointed out students one by one. There was a boy pointed out by the researcher to answer the question number 3, but he insisted. The researcher tried to motivate him by saying “*gapapa maju aja, jawab sebisanya*”. The boy then agreed to answer it. The answer was not perfectly correct. Despite that, he was giving applause and saying thank you to the boy. The researcher then continued the lesson by asking the students which part was incorrect..”

(May 10th 2014)

By doing this activity, the students also learnt how to correct the other’s answers. I also allowed the students to reflect on their own listening comprehension by telling them which part that they did not understand. The encouragement was always given, especially to the students who did not believe on their own answers. It was hoped that they would not make the same mistakes in the next meeting.

A sample of the process made by my collaborator during Cycle I in the second meeting could be seen in the following field note. It gave a descriptive situation in implementing actions in Cycle I

Meeting 2

Saturday, May 10, 2014

8F

09:25 a.m.

The researcher, the collaborator and the teacher went to the class. The students were still noisy since they were just back from dance class. All the students were in the class, and the researcher prepared the LCD. When it was ready, he asked the leader of the class to have a prayer but the leader forgot how to do it. So he taught the leader of the class how to lead a prayer. He said “*Attention please. Let’s have a prayer shall we*”. After a prayer, he greeted the students, “*assalamualaikum wr. wb., how are you today? Hari ini kita akan melanjutkan materi yang kemarin kita pelajari. Sebelumnya, does anybody still remember about what we have learned yesterday?*” all students answered in random. So he guided the students to answer the correct questions. He said “*yesterday we have learned three expressions, what are they?*”. Then the students began to answer it. However the boys were talking to each other at the back. After that teacher then said that they would watch a video about three

expressions of starting, extending and ending by telephone. He then played the video twice, while the students watched it. After that, he asked them *“kira-kira dari video tadi, apa yang mereka bicarakan? Mana yang termasuk starting, extending, dan ending?”* none answered, so that he played the video one more, but at this time he played in part by part. In the middle of the discussion, one student was busy by himself. The researcher asked him what he was doing.

The researcher continued by drawing a table on the white board to group the expressions. He asked some students to write down the expressions on the board. Sometimes some of the students who were noisy were pointed to come in from of the class. When they were willing to come in front of the class, he praised them by saying *good, thank you* or giving applause. Actually, the boys at the back were so busy by themselves.

After discussing the video, the researcher distributed a worksheet for each student. A student at the back asked a question, *“pak, extending itu maksudnya gimana?”* the researcher answered *“extending is for example when you speak to someone then somebody is calling you and then you hold the telephone to...”* then suddenly the student said *“pak mbok pake Bahasa Indonesia aja ga mudeng”* Then the researcher answered in bahasa Indonesia, *“extending itu, perhatikan semuanya! Extending itu kalau pas kalian berbicara lewat telepon, kadang kalian tiba-tiba ada tamu, misalnya. Jadi kalian harus membukakan pintu. Tadi di contoh ada ‘hold on, please’ begitu contohnya. Itu maksudnya ‘tunggu sebentar’. Jelas?”* then, the bell rang. The students took a break

3. Reflection

After conducting the actions in Cycle I, the collaborator and I conducted a discussion to make the reflections of what we had done. It was to fulfill the democratic validity and dialogic validity as mentioned in Chapter III. We analyzed the data from the observations, field notes, and interview guides to evaluate the actions conducted. It was free for everyone to express their opinions, feelings, and suggestions related to the implementation of the actions. The results of the reflection were presented below.

a. Using English during the teaching and learning process

English was used regularly in the teaching and learning process. It was applied in opening, greeting, explaining, and closing. Although the Bahasa Indonesia was still used but I tried to minimalize the use of it. Generally, the use of English during the teaching and learning process was successful in making the students more familiar in listening the English words. They would also learnt new vocabularies from it. Moreover it also increased the other skills of English such as speaking. It because whenever I asked them something, they replied it with English.

However, not all the students could follow what my explanation in English. It would not be appropriate if I explained in English but the students did not understand it. So as the solution, I had to use the Bahasa Indonesia to make them to be more understandable. I also repeated the same words to greet, open, and end the lesson so that the students' retention improved.

b. Using animation videos in the teaching and learning process

The use of animation videos was a new way for students in learning the listening. It made the students more enthusiastic in learning the materials by using the videos since the teacher before never used the video to teach listening. In the Cycle I, the students were given three videos. Two videos used to teach students about language function, and the other one used for teaching a recount. It was divided into two meetings. The use of animation videos were also successfully caught the students' attention to the materials given.

However, some problems occurred during the implementation of using the videos to improve students' listening skills. First was related to time

management. The preparations in the beginning took much time. The LCD, laptop, and speakers had to be prepared in every meeting. It made me sometimes have to explain the materials faster. The consequent was that some students did not have much opportunity to involve in the question-answer session. Second was about teacher's control. I got difficult in controlling the students when I explained the video. The students were noisy that I had to play the part of the video more than once. The other students also disturbed by the noisy. The time management and the teacher's control had to be improved for the next meetings.

c. Giving a handout as a brief guideline

The handout given was very helpful for the students. Not only as the guideline for today's material, but also as the note for them. I created the handout that made the students easily to take a note. So they did not need to write all of the explanations and only write the expressions in the table given in the handout. As a result, they could focus on teacher's explanation instead of making a note.

d. Asking the students to bring a dictionary

The encouragement to ask the students to bring a dictionary was not too successful. They felt lazy and said that it was heavy. Although some students did not bring the dictionary, but at least there was one dictionary in every table. They were reluctant to bring their own dictionary and more enjoyed to share with the others.

e. Brushing up the students with the previous material

The action was aimed to remind the students about the previous materials. I consequently did this action at the beginning of the lesson. I always asked the students to remind what they have learnt before. By doing this, it was hoped that the students would maintain their memory about the materials.

However, there was a problem that related to time management. I sometimes did not conclude the today's materials at the end of the lesson. Lack of time was the main factor. Moreover whenever the bell rang, which indicated the end of the lesson, the students did not pay attention to the explanation anymore. This kind of problem had to be solved in the next meetings.

f. Giving the students a chance to answer in front of the class

During this action, the students were encouraged to share their answer in front of the class. They would write their answers in front of the class. Generally, this action was improving the students' listening comprehension by correcting the other students' answers. By guessing or predicting in other's mistakes, it helped them in the teaching and learning process. However, those who corrected the mistakes, were the students who basically studying more. For the next meetings, more encouragement should be done to the other students.

Meanwhile there were differences between the students' points in the meeting 1 and meeting 2. As stated before that the videos in meeting 2 were more funny and enjoyable, those videos affected the students' points. The table below showed the differences of students' listening points in meeting 1 and meeting 2.

Table 8: Students' Listening Score Category in Meeting 1

		Meeting1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	13	40.6	43.3	43.3
	Fair	11	34.4	36.7	80.0
	Good	6	18.8	20.0	100.0
	Total	30	93.8	100.0	
Missing	System	2	6.3		
Total		32	100.0		

Table 9: Students' Listening Score Category in Meeting 2

		Meeting2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	5	15.6	16.1	16.1
	Fair	21	65.6	67.7	83.9
	Good	5	15.6	16.1	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

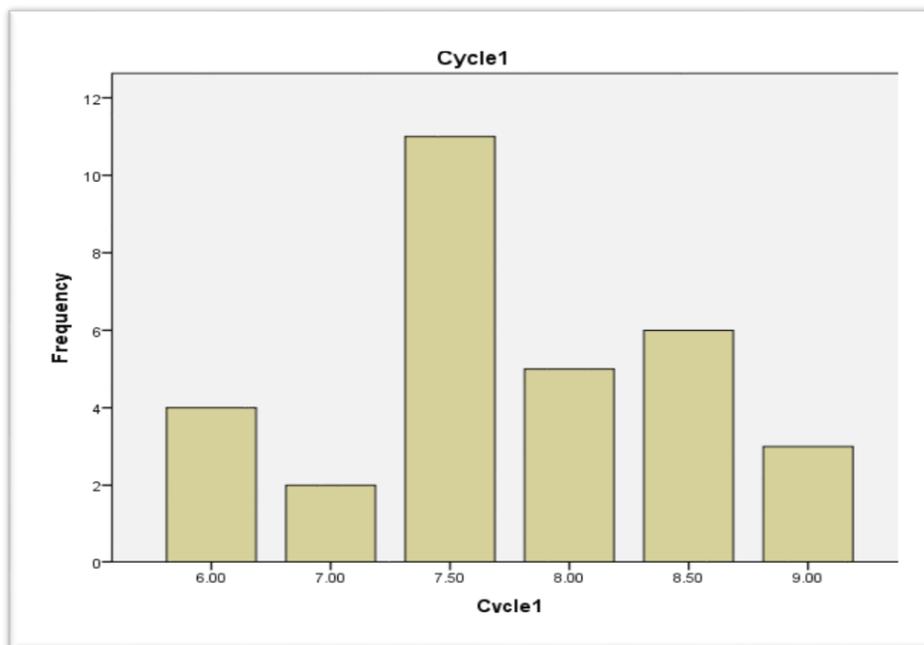


Figure 4: Students' Listening Scores in Cycle I

Furthermore there was also slight improvement between the students' scores in pre-test and Cycle 1 test. The table below showed the improvement. Based on figure 4 that most of the students in Cycle I got scores more than 7.

Table 10: The Improvement Between Students' Scores in Pre-test and Cycle 1 Test

	N	Mean	Std. Deviation	Std. Error Mean
PreTest	30	7.2667	1.44278	.26341
Cycle1	31	7.6935	.86292	.15498

The mean was also improved after the implementation in Cycle I. The mean in pre-test was 7.2 and improved to 7.6 in the Cycle 1 test.

b. The Implementation of Cycle II

1. Planning

After I discussed with the collaborator, the implementation in Cycle II would be still focused on the same problems found in Cycle I. To make the teaching and learning process more enjoyable, I would like to improve the videos and doing some new actions. New materials and topic would also be implemented. I would like to teach new expressions and change the recount into narrative.

However, some problems in Cycle I would be considered at the implementation in Cycle II. The same way of teaching in Cycle I would be used in Cycle but with some improvements. It was hoped that Cycle II would be more interesting for the students in learning listening. The actions plans of Cycle II would be in the following points.

a. Using English during the teaching and learning process

This action was the same as the planning action in Cycle I. I used English in some ways such as opening the lesson, having a prayer, greeting the students, explaining the materials, and ending the lesson. In Cycle II, I would like to use English during teaching and learning process more frequently. I would like to decrease the use of Bahasa Indonesia. It was hoped that the students would be more familiar in listening to English.

b. Using animation videos in the teaching and learning process

There were some problems in using animation videos during teaching and learning process in Cycle I that need to be solved. Some students were made noises when I played the videos. They were talking each other at the back of the class. I would like to improve my role as a controller. They would be moved to the front chairs so I could keep my eye on them. Another problem was about time management. To maximize the time management, I would only played the video twice to cut the time. Besides, I would also asked the students to prepare the LCD before I came to the class. So it would not wasting the time too much.

In Cycle II, all of the videos had the same topic, narrative. There were four videos used in Cycle II. I changed the topic into narrative because I wanted to remind them about narrative text. It could be also as their preparation for their semester exam since I conducted the research almost at the end of the semester. The English teacher also told me to remind the students about the narrative. So I created and edited the videos that covered the materials with narrative as the topic.

c. Giving a handout as a brief guideline

I found out that the handout was very successful in Cycle I. I planned to use it in all meetings in Cycle II. A little improvement would still be needed to make the students easier in learning the materials. A table for difficult words would be added since I would teach narrative.

d. Asking the students to bring at least one dictionary in one table

The finding in Cycle I showed that some students were lazy to bring a dictionary. They preferred to share with others. I planned to keep my

encouragement to them to bring a dictionary for two person. So at least there was a dictionary in one table.

e. Brushing up the students with the previous material

In Cycle I, the students' retention was successfully improved with this activity at the beginning of the lesson. This action would also maintain the students' memory about what they had learnt. However, I would improve my time management since in Cycle I, I did not have enough time for conclusion session at the end of the meeting. The conclusion would be given consistently at the end of the meeting.

f. Giving the students a chance to answer in front of the class

I would keep this action to ask the students to answer in front of the class. I would also persuade to those who still reluctant to go in front of the class. Moreover, motivation would also be given consistently that the students would have the courage more.

g. Giving rewards to the students

Rewards would be given in certain meetings and situations with the hope that the students would be encouraged to participate the lesson better. The rewards could be in the middle of the lesson when the students given a chance to answer in front of the class, or at the end of the lesson to motivate the students for the next meetings.

2. The Action and Observation in Cycle II

Cycle II consisted of 2 meetings. The actions were carried on May 17th and 21st 2014. The students learnt two expressions and narrative. Cycle II had more meetings than Cycle I because there were some problems need to be solved. The same with the Cycle I, my collaborator would sit at the back and took notes for my performance.

The first meeting in the Cycle II was giving the students the expression of agreement, agreeing, and disagreeing. The students would also be given the narrative video so that they would remember what narrative was. The second meeting was giving the students the expression of asking, giving, and refusing goods and services. Also, they would be given another narrative video.

The teaching and learning process in Cycle II would be discussed in the description below.

a. Using English during the teaching and learning process

The use of English during the teaching and learning process had significantly improved students' listening skills in terms of their familiarity in listening to English words. They started to understand well when I gave some short instructions. Therefore I decreased the use of Bahasa Indonesia. However I still used a little Bahasa Indonesia when I explained the materials. It could be inferred from the following field notes.

...The researcher then explained that they were going to learn about narrative through videos. He played a video, then he elaborated the expressions in it. After he played it twice, he explained the expressions in English. He asked, "*tadi jelas nggak?*". They said no. then, he played the video once more and explained it with a bit of Bahasa Indonesia...

(May 17th 2014)

The use of Bahasa Indonesia were still be used a bit to make the students better in understanding the materials. It would not be appropriate if I used English in explaining but the students did not understand.

b. Using animation videos in the teaching and learning process

In Cycle II, I changed the topic of the videos from recount to narrative. I tried to make the videos more enjoyable since the narrative would teach the students about story. With the videos more enjoyable, it was hoped that the students would pay more attention to the videos.

There were four videos during Cycle II. The videos were consisted of two expression videos and two short story videos. I made the conversations on the video that were talking about narrative without erasing the expressions that would be taught. The narrative videos were also be given followed by the explanation.

During the Cycle I, there was a problem that when I played videos some students at the back were not paying attention. So in Cycle II, I created the videos more attractive, enjoyable, and lot of fun. The videos were presented as in the form of pictures below.



Figure 5: The Animation Videos in Cycle II

The first animation video was telling the students about expressions of asking for agreement, agreeing, and disagreeing. This video was about two persons that seeking for an UFO. They had the conversation that showed the students the expressions. Since the topic in Cycle was about narrative, I created the video a bit fantasy so the students would pay more attention to it.

The second animation video was telling the students about expressions of asking, giving, and refusing goods and services. Despite it was a simple video, but the conversation were completely gave students the expressions of asking, giving, and refusing goods and services.

The third and fourth videos were the example of the narrative. The first video was a story about the lion and the rabbit. The speaker spoke not too fast so it was easy for the students to understand. Despite the students did not know the

whole words, they did understand about the story. It made me easier to explain the story in the video. In the end, this video had a good moral value.

The second narrative video, which was the fourth video in Cycle II, were a story about the legend of Tangkuban Prau. Some of the students already knew about the legend but they had not seen the story in the form of animation video. This background knowledge made the students had better in understanding the video. Moreover, this video did catch the attention in the whole class.

a. Meeting 1

In the first meeting of Cycle II, I asked the students first whether they were still remember about narrative or not. This action was as a sign for the students that they would not study about the recount anymore, but it would be changed into narrative. The following field note showed how the action was.

The researcher, the collaborator, and the teacher came to the class. The researcher greeted the students. Then, he started by asking the students whether they were familiar with narrative texts. They said they were familiar with it. Then, he asked whether they could give some examples of it. The researcher then explained that they were going to learn about narrative through videos. He played a video, then he elaborated the expressions in it...

(May 17th 2014)

The first animation video played in Cycle II was the video about expressions of asking for agreement, agreeing, and disagreeing. I played the video three times. The first two plays were to show the students the expressions, and the third play was to explain the expressions. After the explanation, I played the next video. I gave them the short story of a narrative entitled “The Lion and The Rabbit”. As what I planned before, I would like to play the video twice. It was for shorting the time so I would have much time for conclusion at the end of the lesson. Besides,

this video was also easy to understand because the English words used not too difficult. The students also enjoyed the video. It could be seen from the interview transcript below.

R : *Menurut dek Almas tadi gimana videonya? (What is Almas think about the video?)*

S : *Bagus banget pak kaya nonton film biasa malah. (It is very good sir just like watching a film)*

R : *Ya tapi ekspresi-ekspresi di videonya mudeng ga? (What about the expressions in the video?)*

S : *Mudeng pak tapi kalo yang video kedua ada kata yang ga mudeng pak. (I understand it but there were some words I did not understand in the next video)*

R : *Oh begitu, terus ceritanya mudeng ga tapi?. (I see. Then do you understand the story?)*

S : *Mudeng pak biar ga tau artinya tapi tau ceritanya dari gambar. (Yes I do sir although I do not know the meaning but I understand from the pictures)*

(Interview transcript 10)

b. Meeting 2

The next meeting in Cycle II was almost the same with the Cycle I. Firstly I gave the students the animation video about the expressions of asking for, giving, and refusing goods and services. The students were giving good attention to the video because the characters were like the anime, cartoon characters from Japan. It was not too difficult to explain the expressions since the students gave much attention and they learnt the expressions faster.

Just like at the first meeting, I gave the students an animation video about narrative. The legend of Tangkuban Prau was the video that I chose as my material to teach listening. Some students already had the knowledge about the legend. Therefore they did understand the story. However, the video was not too good in

terms of its audio. The students complained that they were not hearing clearly despite I maximized the volume. The following field note described the activity.

...He played a video of Tangkuban Prau. The students paid attention. They were silent during the video playing. However the students, especially at the back, complained that the audio was not too clear. The researcher then tried to increase the volume by doing some editing on the video. The audio was a bit louder but the students still insisted that they did not hear the audio clearly. As a result, the researcher played and explained the video part by part so that the students could hear the audio.

(FN 09 May 21st 2014)

Despite the weaknesses, the videos in Cycle II were significantly more fun and enjoyable than the videos in Cycle I. It could be seen from the interview with the some students below.

R : *Gimana menurut kalian tadi videonya?* (What do you think about the videos?)

S1 : *Lebih menghibur dari yang kemarin pak.* (It is more enjoyable from the previous videos.)

R : *Kalo menurutmu gimana Di? Saya lihat kemaren kamu ga gitu merhatiin video yang kemarin.* (So what do you think Di? I saw you were not gave much attention to the previous videos)

S2 : *Yang kemaren bikin ngantuk pak hehehe.... Kalo yang sekarang enak, kaya nonton cerita.* (The previous videos made me sleepy but the videos just now were enjoyable, just like watching stories)

R : *Tapi kira2 kalian mudeng ga nih?* (But are you understand or not?)

S1 : *Yang jelas lebih mudeng dari yang kemarin pak.* (The important is that the videos were more understandable)

S2 : *Bener pak lebih merhatiin soalnya.* (That is right because I gave more attention to it)

(Interview transcript 11)

It was a good improvement since the videos in Cycle II were more understandable from the previous videos in Cycle I. As a teacher I felt that the

improvement was the result of using the animation videos to improve students' listening skills. Animation videos that became the main materials could be carried out smoothly in Cycle II.

c. Giving a handout as a brief guideline

The handout became an important thing that could not be separated from the teaching and learning process. This was because not only it helped the students to learn the materials, it also became the students' note for today's materials. As what happened in Cycle I, the students could give more attention to my explanation. Moreover with the additional table for difficult words were also helping the students to improve their vocabularies. They just made a little additional note if there was additional information which was not covered in the guideline.

d. Asking the students to bring at least one dictionary in one table

Based on the problem found in Cycle I that some students still did not bring a dictionary, I asked the students to have at least one dictionary in every table. In the first meeting of Cycle II, I asked the students whose table had two dictionaries, to lend it to the others. The action could be seen in the extract below.

Before he played the second video, he asked the students to prepare the dictionary. Some of the students did not bring it. The researcher then asked the students to lend the dictionary to the others so at least one table one dictionary. After finished, he played another video about the Rabbit and the Lion. The researcher then distributed a worksheet for each student. He said that the worksheet would be used as a note as well. He played the video twice. The first was played normally, and the second he played the video part by part. Every parts, the researcher asked the students whether there were some difficult words that they did not understand or not. Some of the students said some difficult words that they did not understand. The researcher then asked the students to write and check the words in the dictionary.

(May 17th 2014)

The use of dictionary was very important because the animation videos of narrative had some difficult words that the students were not familiar with. Therefore encouragement always be done to motivate the students not to reluctant to open a dictionary.

e. Brushing up the students with the previous material

This activity was done at the beginning and the end of the lesson. It was aimed at retaining students' memory towards the material which had been learnt in the previous meeting. I also made some improvement in this action during Cycle II. While in Cycle I, I only asked them about the expressions that they had learnt, in Cycle II I also asked them about the vocabularies. Almost all of the students were active during the brushing up time. It indicated that they still remembered the materials given. It can be interfered from the following field note.

When the LCD had been set up, the researcher continued, "hari ini kita kan melanjutkan materi, just like yesterday, we will learn expressions and followed by an example of a narrative. Before we move on, what have we learnt yesterday?" The students answered randomly. The researcher then began to guide them. A student said that they learnt about expressions of agreement, the other students added another expressions. Then the researcher asked about the vocabularies that they learnt yesterday.

(May 21st 2014)

At the end of the lesson, I gave a conclusion of today's materials briefly. It helped them recall their memory and retain the essential materials. It also indicated that I could manage my time better than in Cycle I.

f. Giving the students a chance to answer in front of the class

Giving the students a chance to answer in front of the class was applied after I played the videos in all meetings in Cycle II. If in Cycle I I pointed a student to answer in front of the class, in Cycle II I let them to answer by their own. The students did not hesitate anymore to go in front of the class. They were also asked to correct the answer whether the answer was correct or incorrect after a student answered a question. They felt happy when their answers were correct. The interview below showed how the students' feeling toward the action.

R : *Gimana rasanya pas tadi maju jawab terus temen-temenmu pada ngoreksi?*
(How was the feeling when you answered and your friends corrected it?)

S : *Ya ga gimana-gimana pak tapi kalo jawabannya bener seneng juga hehe...*
(It was nothing but if the answer was correct, I felt happy.)

R : *Berarti besok-besok kalo ada yang suruh maju gausah takut ya.* (Next time you don't have to be scared if asked to go in front of the class)

S : *Oke pak!* (Yes sir!)

(Interview transcript 12)

Even though the students were not sure with their correction when correcting others, they always made prediction of the answers. Therefore they had a discussion first before I guided them to the correct answer.

g. Giving rewards to the students

Giving rewards to certain students was done in certain situation in the last meeting of Cycle II. I explained that if they would do their best in the last meeting they would be given rewards. Knowing that they would be rewarded if in their best, they were encouraged to do their best. They were very active in the discussion after I played the videos. The field note below described the students' activeness during the discussion.

The researcher distributed a worksheet for each student. “oke, kita lihat video lagi ya”. He played a video of Tangkuban Perahu. The students paid attention. They were silent during the video playing. The researcher and the students discussed the questions based on the video together. He promised to the students who answer the questions would be given a reward. The rewards were chocolate snacks. The students were very active during the discussion. Some students even wanted to answer it first despite the researcher had not been pointing out any students. As he promised, some students got the snacks for answering the questions.

(May 21st 2104)

I also had an interview with a student who got the reward from answering the question. The interview was showed below.

R : *Kamu tadi dapat hadiah itu kan? (Are you the one who got the reward?)*

S : *Iya pak saya tadi dapat satu. (Yes sir I got one.)*

R : *Terus menurut kamu gimana tadi kalo pas pelajaran gitu ada hadiahnya? (So what do you think when there is a reward in the teaching and learning process?)*

S : *Bagus pak bisa ngasih motivasi buat jawab. Tapi sayang kalo udah dapat gaboleh jawab lagi hehe (It's very good sir and giving motivation to answer. But I could not answer anymore to get the reward.)*

(Interview transcript 13)

Giving rewards successfully motivated the students to do the tasks optimally. There was a feeling of pride when they got the reward for answering the questions. They felt that what they had done was paid back. At the end of the meeting, I gave the rest of the rewards after I close the lesson.

A sample of the teaching and learning process during Cycle II could be seen in the field notes made by my collaborator below.

Meeting 5

May 21st 21014

8:20 am

The class began at 8:20 but the researcher and the collaborator went into the class ten minutes later. The students were noisy at the time. Some of them didn't know that the lesson period was used as English class. Some of them even helped the researcher to set up the media (LCD).

When the LCD had been set up, the researcher continued, "hari ini kita kan melanjutkan materi, just like yesterday, we will learn expressions and followed by an example of a narrative. Before we move on, what have we learnt yesterday?" The students answered randomly. The researcher then began to guide them. A student said that they learnt about expressions of agreement, the other students added another expressions. Then the researcher asked about the vocabularies that they learnt yesterday.

The researcher then played a video. Most of the students paid attention, but some of them were busy with themselves, and even played a paper-plane. The video was played once. After that, the researcher asked the students to identify the content of the video. He asked some students to write it down on the whiteboard. He praised the students who were willing to come in front of the class by saying "good, thank you". The bell rang at 9:00 am. The students went out of the class to take a break.

At 9:20 the class started again, and the researcher continued the class. 5 minutes after the bell rang, the three boys came in to the class. They were late, and they instantly sat at their chairs.

The researcher distributed a worksheet for each student. "oke, kita lihat video lagi ya". He played a video of Tangkuban Perahu. The students paid attention. They were silent during the video playing. The researcher and the students discussed the questions based on the video together. He promised to the students who could answer the question would be given a reward. The rewards were chocolate snacks. The students were very active during the discussion. Some students even wanted to answer it first despite the researcher had not been pointing out any students. As he promised, some students got the snacks for answering the questions.

He then distributed another worksheet. He said to the students that the task will not affect their scores for their real teacher. He also said that the task was just the same as the task they had at the first time the researcher came to the class. "tuliskan nama sama nomor absennya dulu", he said. "just answer the questions from the possible answers". Each audio was played twice.

The bell rang at 10:00 am but the task was not finished. It took 10 minutes extra to finish it.

The task was done. The researcher asked them to submit their work. He closed the class and left the class with the collaborator.

The field notes above was the second meeting in Cycle II. The suggestions that were discussed in Cycle I were also implemented in Cycle II.

3. Reflection

The collaborator and I did the final reflection after all had been implemented in all meetings. To fulfill the democratic validity and dialogic validity, several problems in Cycle II were discussed with the collaborator. The results of the reflection were gained from the observations, interviews, and questionnaires. The reflection was described as follows.

a. Using English during the teaching and learning process

The use of English during the teaching and learning process was successful in improving their familiarity in listening to English words. Mostly I used English in the whole lesson. They were understand not only in greeting, but also in instruction as well as in explanation. At the same time, they also learnt new vocabularies from this action. However, a few students did not manage to fully understand the explanation in English. As a result, I still used Bahasa Indonesia for them.

b. Using animation videos in the teaching and learning process

The use of animation videos in teaching and learning process in Cycle II were not only successfully improving students' listening skills, but also their confidence in listening to English words. The videos in Cycle II were more enjoyable from the videos in Cycle I. They did not feel bored anymore. The students were also more controllable since they paid more attention to the videos and made me easy to monitor them. Their participation in discussing the video were also improved.

The ways I managed the time during the teaching and learning process were also improved. I could give more explanation about the video than just playing the same video because of the noisy like in Cycle I. Besides, I could manage all students during the use of animation videos in the teaching and learning process.

c. Giving a handout as a brief guideline

The use of handout was successfully helping the students in learning the materials. They did more attention on my explanation. Besides, the additional table for difficult words was also helped the students to enhance their vocabularies.

d. Asking the students to bring at least one dictionary in one table

The encouragement to ask the students to bring at least one dictionary in one table was applied in the first meeting in Cycle II. This action was successfully implemented for the students. The students were not noisy anymore because they asked to borrow the dictionary from others. There were also no complain anymore since in Cycle II the dictionary became very important. They also did not reluctant to open the dictionary frequently. As a result, their vocabularies automatically were also improved.

e. Brushing up the students with the previous material

I did consistently to brush up the students with the previous material in the beginning and in the end of the lesson. It also gave the students a chance to clarify the materials they got before. It also improved the students' understanding as well as their listening skills. Moreover I did successfully to manage the time so I could give them a brief conclusion of today's material in the end of the lesson.

f. Giving the students a chance to answer in front of the class

During this action, I encouraged more to the students to give their answers in front of the class. If in the Cycle I only certain students who did this, in Cycle II all of the students were given chance to give their answers in front of the class. This action was also showing how far their comprehension toward the videos given. Moreover the students also corrected their friends' answers, which generally a good point for the discussion session.

g. Giving rewards to the students

The rewards were successfully encouraged the students to do their best. The participation of the students in the discussion session was also improved. They became more active in answering the questions. The rewards given were also improving their motivation and built up their confidence in the teaching and learning process.

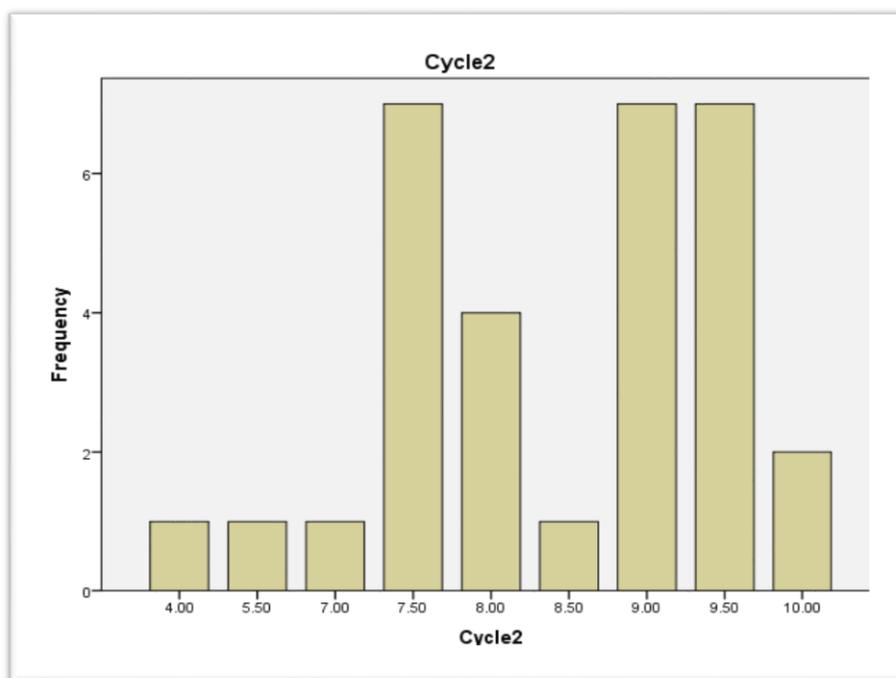
The students' listening points meanwhile were also increased in meeting 3 and 4. They started to enjoy the use of animation videos in teaching listening. As the table below showed the improvements.

Table 11: The Students' Listening Score Category in Meeting 3

		Meeting3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	6	18.8	18.8	18.8
	Fair	16	50.0	50.0	68.8
	Good	10	31.3	31.3	100.0
	Total	32	100.0	100.0	

Table 12: The Students' Listening Score Category in Meeting 4

		Meeting4			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	6.3	6.3	6.3
	Fair	14	43.8	43.8	50.0
	Good	16	50.0	50.0	100.0
	Total	32	100.0	100.0	

**Figure 6: Students' Listening Scores in Cycle II Test**

After implementing the use of animation videos in Cycle II, the most improvements were in the good category. In meeting 3 there were only 31.3% (10 students) who got good category, and was improved in meeting 4 into 50% (16students). This was because that the videos in meeting 4 were more interesting.

Moreover, based on figure 6, the frequency of students who got score more than 7.50 were increased.

The actions in Cycle II successfully improved students' listening skills and the objective of the research was achieved. In summary, the change results of teaching and learning process during Cycle I and Cycle II were presented below.

Table 13: Comparisons of the Situations during Cycle I and Cycle II

No.	Actions	Cycle I	Cycle II
1.	Using English during the teaching and learning process	I used English in greeting and closing. When I explained the materials, I had to use Bahasa Indonesia frequently to make them understood.	I decreased the amount of the use of Bahasa Indonesia in my explanation. The students became more familiar with the English words used in the teaching and learning process.
2.	Using animation videos in the teaching and learning process	The students were enthusiastic in learning with the videos since they never had the videos in their lesson. The given videos were successfully caught students' attention. However, there were some problems occurred. Some students felt bored and uncontrollable. This was because I played the videos too much.	The videos given in Cycle II were more enjoyable. This was because the topic was about narrative. The students were not too bored since the videos were interesting and I played the videos not too much.

(Continued)

(Continued)

No.	Actions	Cycle I	Cycle II
3.	Giving a handout as a brief guideline	The handout given successfully facilitated the students in the teaching and learning process. The handout given also became the students' note They paid more attention to my explanation.	As well as in Cycle I, the handout given helped the students in the teaching and learning process. Additional table for difficult words was added in the handout in Cycle II.
4.	Asking the students to bring a dictionary.	Some students were lazy to bring a dictionary. They felt reluctant to open it.	
5.	Asking the students to bring a dictionary at least one table one dictionary.		The action was successful in making the students to open the dictionary. They became more active opened the dictionary to find words meaning.
6.	Brushing up the students with the previous material.	The action helped the students to memorize the previous material. However, in Cycle I, I did not manage the time well that I could not brush up the students in the end of the lesson.	In Cycle II, I could manage my time well. As a result, I could give the students a brief conclusion in the end of the lesson.
7.	Giving the students a chance to answer in front of the class.	The students were encouraged to share their answers in front of the class. However, only certain students who shared their answers in front of the class.	I pointed out some students who were reluctant to go in front of the class. Therefore all of the students had to share their answer in front of the class.
8.	Giving rewards to the students.		Rewards were successfully motivated and encouraged the students.

Regarding the findings of Cycle II that all actions were successful in improving the students' listening skills. The teacher commented that the research successfully improved students' listening skills. The interview transcript below showed the evidence.

R: Iya bu hehe. Terus menurut ibu, apakah kemampuan listening mereka meningkat? (Yes mam, hehe. Then do you think their listening skills improved?)

T: Kalau saya lihat sih sepertinya meningkat ya, banyak dari mereka memperhatikan videonya itu. (Based on my point of view, I think so. Lot of them pay more attention to the videos.)

(Interview Transcript 14)

Since the objective of the research was achieved, the collaborator and I decided to end this research in this Cycle.

B. Discussions

As had been stated before, the implementation of using animation videos successfully improved the students' listening skills and also the teacher's performance during two Cycles. The observations of the teaching and learning process, and interviews with the students and the English teacher were the inferred findings during the research.

I assessed the students' listening skills as the product of the teaching and learning process. The students' listening scores before and after the use of animation videos were provided to support the findings. Before the actions, my collaborator and I assessed the students' listening scores on April 28th 2014. I gave them the pre-test to get the data about their current listening' skills. This was to show how far their listening skills before the use of animation videos implemented.

After Cycle I, I also gave the students a test to measure their scores after they given the videos. The last, I assessed the students after the Cycle II by giving them the post-test. It was to measure the improvements of the students' listening skills after given the treatment of the use of animation videos.

There was an improvement of the students' listening scores before and after the implement of using the animation videos. The post-test was used as well as the Cycle II test. Most of the students got higher scores in the post-test. Generally, the students made a good improvement in their listening skills, especially in their confidence and familiarity in listening to English words. Their vocabularies was also improved, especially during Cycle II.

In this discussion, I discussed the result of students' listening score as performed during the actions. The students' listening scores were improved based on the tests given in pre-test, Cycle I test, and Cycle II test. The table below showed the comparison among the tests

Table 14: The Improvements of Students' Scores in Pre-test, Cycle I test, and Cycle II test.

Test	N	Mean	Std. Deviation	Std. Error Mean
Pre Test	30	7.2667	1.44278	.26341
Cycle I	31	7.6935	.86292	.15498
Cycle II	31	8.3548	1.31779	.23668

Table 14 showed an increase of the value of the mean score of listening obtained by students from pre-test, Cycle I test, and Cycle II test. The result of the

analysis of the students' score in pre-action showed that the mean score was 7.2, in Cycle I the mean score was 7.6, and in Cycle II the mean score was 8.3.

Moreover, the students' point in every meeting were also improving. The following table showed the results.

Table 15: The Students' Listening Score Category in All Meetings

Point	Meeting 1	Meeting 2	Meeting 3	Meeting 4
Poor (1)	40.6%	15.6%	18.8%	6.3%
Fair (2)	34.4%	65.6%	50.0%	43.8%
Good (3)	18.8%	15.6%	31.3%	50.0%

Generally, the students' listening points improved from meeting to meeting. In the first meeting showed that the 'poor' category was in high percentage, 40.6%. This category significantly decreased in meeting 2 into 15.6%. However in meeting 3, this category increased again into 18.8% and in meeting 4, this category decreased into only 6.3%.

Meanwhile the 'fair' category increased from 34.4% into 65.6% and then decreased into 50.0% and 43.8% in the last meeting. On the other hand, the 'good' category slightly decreased from 18.8% in meeting 1, into 15.6% in meeting 2. However, for the meeting 3 and 4, this category significantly increased into 31.3% and 50.0% in the last meeting.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research findings and discussions in Chapter IV showed that the listening skills of the eighth grade students of SMP N 6 Magelang improved through the use of animation videos. It also improved the teacher's performance during the action implementation. The actions in Cycle I and II were almost the same. The actions were using English during the teaching and learning process; using animation videos in the teaching and learning process; giving a handout as a brief guideline; asking the students to bring a dictionary; brushing up the students with the previous material; and giving the students a chance to answer in front of the class. The difference was that in Cycle II, I added a new action which giving rewards to students. Those activities were giving an improvement in the students' listening skills.

There were some changes as the results of the actions. The changes were related to the following aspects.

1. The Changes in the English Teaching and Learning Process

The English teaching and learning process had become more interesting. There were various activities that encouraging the students to make them interested in learning English. The use of animation videos was also creating a good atmosphere among the students. Moreover the students also had a handout as well

as a note for them as a source of study, especially in listening skills. As a result, they became more enthusiastic and got better understanding in learning English.

2. The Changes in the Students' behavior

There were some significant changes in the students' behavior. The students not only shared their answers in front of the class, but also corrected the answers. It was different from the former conditions that the students did not want to share their answers in front of the class. Besides, they did not reluctant anymore to open a dictionary. Although there was only one dictionary in one table, they would open a dictionary if they found words they did not understand.

3. The Changes in the English Teacher's Behavior

As the actions implemented, the English teacher earned new knowledge on using the animation videos to teach English, especially in listening skills. She had improved her knowledge in using the media and various materials for her teaching process. She also became more open minded to make the English teaching and learning process more interesting.

4. The Changes in my Colleague's behavior

They got much knowledge about the condition in the class. They also learnt on how to manage the time well and how to control as well as to monitor the students. The knowledge gained from my research would improve their own research in the future.

5. The Changes in my Behavior

By doing this research, I got more knowledge about the teaching and learning process, especially teaching listening skills. I even tried harder on how to make the animation videos interesting with a certain topic. Therefore I had to synchronize between the animation in the video and the conversation.

Through this actions, I also learnt on how to handle, control, and monitor the students. Some students might be noisy, some might be silent. They also could not be given only a warning, but also followed by motivation and encouragement so they would realize by themselves that study was important.

My personality was also changed. I became more patient in explaining the material as well as encouraging them to increase their motivation. I also could manage my time well since I had to go to school in the morning. Furthermore this study gave me the insight on conducting research. There were many procedures had to be followed and should be done systematically. This knowledge would be a valuable experience for my future.

B. Implications

The research findings showed that the students' listening skills had improved. It was related to the actions given in the classroom during Cycle I and Cycle II. Both successful and unsuccessful actions had some implications that described below.

- a. The use of English during the teaching and learning process successfully improve students' listening skills in terms of their familiarity towards English words. It can be implied that the teacher uses English during the teaching and learning process, the students will be familiar in listening to English words.
- b. Using of animation videos in the listening class is necessary to help students improve their listening skills. The animation videos will catch the students' attention to listen and to pay more attention toward the videos as well as the audio.
- c. Giving a handout as a brief guideline helps the students to pay more attention in the explanation. The students will have more time to listen to the teacher's explanation instead of making a note.
- d. The implication of asking the students to bring a dictionary and at least one dictionary in one table is to make the students understand that dictionary is an important thing in the English teaching and learning.
- e. Brushing up the students with the previous material at the first and the end of the lesson is a way to remind the students about the previous materials. The teacher have to recall and maintain the students on materials they had learnt.
- f. Giving the students a chance to answer in front of the class is to make them become aware of their answers since their answers will be corrected by other students.
- g. The implication of giving rewards is to boost the students' motivation in following the teaching and learning process. The rewards give the students motivation and encouragement to do the tasks at their best.

C. Suggestions

a. To the students

To improve their listening skills, the students of class VIII F should listen more of English words. Moreover they should not be afraid of making mistakes and errors when they are participating. They also should keep their motivation in learning English.

b. To the English teacher.

It was important for her to enhance her knowledge on technology and to maximize the facility . She had to give the students more listening exercises. The use of various media must be improved so that the English teaching and learning process would be interesting. Rewards would be an alternative and effective way in motivating the students. In addition, giving them new vocabularies followed by improving the students' grammar should also be considered more by the teacher for the following meetings as the students lacked of these two aspects.

c. To other researchers

Other researchers who want to conduct similar studies should explore the knowledge related to the principles of using animation videos to improve students' listening skills. In addition, it is also suggested to have firmer conventions with the participants to be involved in the research.

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APPENDICES

APPENDIX A: COURSE GRID

Course Grid

School : SMP N 6 Magelang
 Grade : VIII
 Subject : English Language
 Semester : 2
 Standard of Competence :

Listening

8. *Expressing meanings in simple transactional and interpersonal conversation to interact with the surroundings.*

Cycle	Basic of Competence	Topic	Language Function	Language Focus	Materials	Activities	Indicators	Time
I	8.2 <i>Expressing meanings in the simple monolog in the form of narrative and recount texts accurately, fluently, and appropriately to interact with the surroundings.</i>	Party	Offering Something: - Would you like to have some...? - Can I offer you...? - Would you like me to...? - Will you have....? Accepting Something:	Key Vocabularies: Excursion, sequence. Key Grammar: Simple past-tense.	- Animation Videos - Table of expressions - Filling a web task. - Recordings	<i>Presentation</i> • The students are watching animation videos “At the Restaurant” and “Recount”. • The students identify the conversation and expressions of <i>offering</i> ,	At the end of the lesson, students are able to: 1. Identify the expressions of offering, accepting, and refusing something. 2. Use the expressions of offering, accepting,	2x40’

			<ul style="list-style-type: none"> - Thank you, I would. - Oh yes, please. - That would be very nice. - Thanks a lot. - Thank you. - I'd like very much. - I'd love to. <p>Refusing Something:</p> <ul style="list-style-type: none"> - No, don't bother. - No, thank you. - That's very kind of you, but... - I don't think so, thank you. 		<p><i>accepting, and refusing something</i></p> <ul style="list-style-type: none"> • The students given a brief explanation from the teacher related to the expressions. <p><i>Practice</i></p> <ul style="list-style-type: none"> • The students are asked to work together to do the tasks given by the teacher. • The students are asked to discuss and share their answers with the others. <p><i>Production</i></p>	<p>and refusing something.</p> <ol style="list-style-type: none"> 3. Identify the characteristics of a Recount. 4. Identify the difficult words on the videos. 5. Knowing the past-tense forms. 	
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						<ul style="list-style-type: none"> • The students do the task given by the teacher based on the audio played by the teacher individually. 		
I		A football match	<p>Starting a conversation on a telephone:</p> <ul style="list-style-type: none"> - Hello...? - Who is calling, please? - Can I speak to...? - May I speak to....? <p>Extending a conversation on a telephone:</p> <ul style="list-style-type: none"> - Hold on, please. - By the way... - Anyway... - Well... 	<p>Key Vocabularies: Excited, Fairy bread.</p> <p>Key Grammar: Simple past tense.</p>	<ul style="list-style-type: none"> - Animation Videos - Table of expressions - Filling a web task. - True and false task. - Recordings. 	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • The students are watching animation videos “Talking a football match” and “My Birthday Party”. • The students identify the conversation and expressions of <i>offering, Starting, Extending, and Ending a conversation on a telephone</i> and identify the 	<p>At the end of the lesson, students are able to:</p> <ol style="list-style-type: none"> 1. Identify the expressions of starting, extending, and ending a conversation on a telephone. 2. Use the expressions of starting, extending, and ending a conversation on a telephone. 	2x40'

			<p>Ending a conversation on a telephone:</p> <ul style="list-style-type: none"> - It's nice talking with you. - It's time for me to say goodbye. - Thank you. Good bye. 		<p>example of a recount on the videos.</p> <ul style="list-style-type: none"> • The students given a brief explanation from the teacher related to the expressions. <p><i>Practice</i></p> <ul style="list-style-type: none"> • The students are asked to work together to do the tasks given by the teacher. • The students are asked to discuss and share their answers with the others. <p><i>Production</i></p> <ul style="list-style-type: none"> • The students do the task given by the teacher based on the audio 	<p>3. Identify the example of a Recount.</p> <p>4. Identify the difficult words on the videos.</p>	
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						played by the teacher individually.		
II	8.2 <i>Expressing meanings in the simple monolog in the form of narrative and recount texts accurately, fluently, and appropriately to interact with the surroundings.</i>	Animal	<p>Asking for agreement:</p> <ul style="list-style-type: none"> - Don't you think so...? - Do you agree with me,...? - Don't you agree? - Do you agree if....? <p>Agreeing:</p> <ul style="list-style-type: none"> - You're right - Yes, I do. - That's right. - Yes, that's true. - True enough. <p>Disagreeing:</p> <ul style="list-style-type: none"> - I'm not sure. - I can't agree. 	<p>Key Vocabularies: Spare up, lordship, reflection, angrily, drowned, well.</p> <p>Key Grammar: Simple past-tense.</p>	<ul style="list-style-type: none"> - Animation Videos - Table of expressions - Table of vocabularies - True and false task. - Recordings 	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • The students are watching animation videos "The UFO" and "The Lion and the Rabbit". • The students identify the conversation and expressions of <i>asking for agreement, agreeing, and disagreeing</i> and identify the example of a narrative on the videos. • The students given a brief explanation from the teacher related to the expressions. 	<p>At the end of the lesson, students are able to:</p> <ol style="list-style-type: none"> 1. Identify the expressions of <i>asking for agreement, agreeing, and disagreeing</i>. 2. Use the expressions of <i>asking for agreement, agreeing, and disagreeing</i>. 3. Identify the characteristics of a narrative. 4. Identify the example of a narrative. 5. Identify the difficult 	2x40'

			<ul style="list-style-type: none"> - I don't think so. - Yes, that's true but... - I'm not sure. 			<p><i>Practice</i></p> <ul style="list-style-type: none"> • The students are asked to work together to do the tasks given by the teacher. • The students are asked to discuss and share their answers with the others. <p><i>Production</i></p> <ul style="list-style-type: none"> • The students do the task given by the teacher based on the audio played by the teacher individually. 	words on the videos.	
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<p>II</p>		<p>Legend</p>	<p>Asking for goods and services: - Do you think you can...? - May I borrow your...? - Could you help me to...? - Would you...?</p> <p>Giving goods and services: - Why not? - No problem - Certainly - Of course</p> <p>Refusing to do something: - I'm sorry I'm.... - I don't think I can - I wish I could, but...</p>	<p>Key Vocabularies: Intelligence, punishment, struck, flood.</p> <p>Key Grammar: Simple past-tense.</p>	<ul style="list-style-type: none"> - Animation Videos - Table of expressions - Table of vocabularies - True and false task. - Filling a table. - Recordings 	<p><i>Presentation</i></p> <ul style="list-style-type: none"> • The students are watching animation videos “The boys” and “The legend of Tangkuban Perahu”. • The students identify the conversation and expressions of <i>asking for agreement, agreeing, and disagreeing</i> and identify the example of a narrative on the videos. • The students given a brief explanation from the teacher related to the expressions. 	<p>At the end of the lesson, students are able to:</p> <ol style="list-style-type: none"> 1. Identify the expressions of <i>asking for and giving goods and services, and refusing to do something.</i> 2. Use the expressions <i>asking for and giving goods and services, and refusing to do something.</i> 3. Identify the characteristics of a narrative. 4. Identify the example of a narrative. 5. Identify the difficult 	<p>2x40'</p>
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			- I'm sorry I can't			<p><i>Practice</i></p> <ul style="list-style-type: none"> • The students are asked to work together to do the tasks given by the teacher. • The students are asked to discuss and share their answers with the others. <p><i>Production</i></p> <ul style="list-style-type: none"> • The students do the task given by the teacher based on the audio played by the teacher individually. 	words on the videos.	
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APPENDIX B: LESSON PLAN

LESSON PLAN

School	:	SMP N 6 Magelang
Grade/Semester	:	VIII/2
Subject	:	English Language
Text Type	:	Recount
Theme	:	Party
Skills	:	Listening
Time Allocation	:	2x40 minutes

A. Standard of Competence

Listening

8. *Expressing meanings in simple transactional and interpersonal conversation to interact with the surroundings.*

B. Basic of Competence

Listening

8.2 *Expressing meanings in the simple monolog in the form of narrative and recount texts accurately, fluently, and appropriately to interact with the surroundings.*

C. Learning Objective

At the end of the lesson, students are able to:

- Identifying the expressions of offering, accepting, and refusing something.
- Using the expressions of offering, accepting, and refusing something.
- Identifying the characteristics of a Recount.
- Identifying the difficult words on the videos.

D. Indicators

- Identifying the expressions of *offering, accepting, and refusing something*.
- Using the expressions of *offering, accepting, and refusing something*.
- Identifying the characteristics of a Recount.
- Identifying the difficult words on the videos.

E. Learning Materials

a. An animation video fulfilling expressions of:

Offering Something	Accepting Something	Refusing Something
Would you like to have some...?	Thank you I would.	No, don't bother.
Can I offer you...?	Oh yes, please.	No, thank you.
Would you like me to...?	That would be very nice.	That's very kind of you, but...
Will you have....?	Thanks a lot.	I don't think so, thank you.
	Thank you.	
	I'd like very much.	
	I'd love to.	

b. An animation video that explains about a recount.

F. Teaching Method

PPP

1. *Presentation*
2. *Practice*
3. *Production*

G. Teaching Activities**1. Pre-Teaching (8')**

- a. Greetings
- b. Praying
- c. Checking the attendance list
- d. Brushing up the students with the previous material.
- e. Preparation (laptop, speakers, LCD and projector).

2. Whilst-Teaching (65')*Presentation (20')*

- The students are watching animation videos “At the Restaurant”
- The students identify the conversation and expressions of *offering, accepting, and refusing something*.
- The students are given a brief explanation by the teacher related to the expressions.
- The students are watching an animation video “Recount”
- The students identify the characteristics of a recount.
- The students are given a brief explanation by the teacher related to the characteristics of a recount.

Practice (20')

- The students are listening to the recordings given by the teacher
- The students are asked to work together to do the tasks given by the teacher.
- The students are asked to discuss their answers with the others.
- The students and the teacher discuss the answers.

Production (25')

- The students are listening to the recordings given by the teacher.
- The students are asked to do the tasks given by the teacher individually.
- The students submit their works after the recordings ended.

3. Post-Teaching (7')

- The teacher summarizes the materials given.
- The teacher gives a homework.
- The teacher gives reflection towards the teaching and learning process.

H. Teaching Media

- Audio recording
- Laptop
- LCD/projector
- Speakers

I. Assessment

Scoring System for Listening by iRubric:

Listening				
	Poor 1 pts	Fair 2 pts	Good 3 pts	
Listening Process	Poor Student is having a hard time receiving, attending, and assigning meaning to words spoken.	Fair Student is receiving information, but is having a hard time attending to it and assigning meaning.	Good Student is comprehending what is being said because they are receiving, attending, and assigning meaning to what they hear.	
Listening Types	Poor Student is struggling to develop discriminative, aesthetic, efferent, and critical listening.	Fair Student is demonstrating an eagerness to listen, for he or she is aesthetically and/or efferently listening.	Good Student is fully engaged in listening in everything that's being taught and said.	
Remembering Info.	Poor Student is struggling to remember what was said or taught because of their lack of listening strategies.	Fair Student uses strategies to enhance listening abilities, but lacks difference in efferent and aesthetic listening.	Good Student listens critically, therefore is able to evaluate and comprehend all information.	

Taken from:

<http://www.rcampus.com/rubricshowc.cfm?sp=true&code=E5W37W>

accessed on 25th July 2014.

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Task 1

Video 1 : At the Restaurant



Video Script :

Eric : Jane what do you want to eat?
 Jane : Emm... I don't know. What do you think?
 Eric : Would you like a beef steak?
 Jane : That's very kind of you but it's very expensive.
 Eric : Oh no problem. Don't worry about it.
 Jane : Thanks a lot then. A beef steak would be very nice.
 Eric : Will you have a cup of tea?
 Jane : Thank you, I would.
 Eric : You're welcome.
 Jane : Would you like me to choose for you too?
 Eric : That would be very nice.
 Jane : What about chicken barbeque Eric. Would you like it?
 Eric : I'd like very much.
 Jane : Can I offer you a drink?
 Eric : Sure.
 Jane : Hot chocolate?
 Eric : That would be very nice.
 Jane : Would you like to have another?
 Eric : I don't think so, thank you.

Students' note

Did you get the expressions?

Offering Something	Accepting Something	Refusing Something

Video 2 : Recount



Video Script :

A recount is a text telling something that is already happened. Remember that a text means a piece of writing. You might write a recount about holiday, a birthday party, or an excursion of your opinion. A recount begins by telling who, what, where, and when. This means who was there, what happen, where did it happen, when did it happen. This is called the orientation. The what? What did you say? Orientation. It just means the beginning. It is very important to include all the details of what happen in the order that they happen. This is called the sequence of events. A recount finishes with a personal comment.

Recording 1

Recording script:

1.
 Sam : Good morning Sheila.
 Sheila : Oh good morning brother. What are you doing?
 Sam : I'm making a coffee. Can I offer you a drink?
 Sheila : Oh yes please that would be nice.
2.
 Sam : By the way what are you doing Sheila? Why are you holding a pen and a paper?
 Sheila : Oh yeah I am going to write about my activity yesterday.
 Sam : What were you doing?
 Sheila : I was on my friend's birthday party.
 Sam : I see. Sheila will you have a cup of black or white coffee?
 Sheila : Oh yes, white, please.
3.
 Sam : So Sheila why are you writing about your activity yesterday?
 Sheila : I have homework and it is writing a recount text.
 Sam : Well I know a bit about that. Recount text tells the past event, such as your experience.
 Sheila : You are smart brother!
 Sam : Ok thank you, oh and would you like me to add milk to your coffee?
 Sheila : Thank you I would.
4.
 Sam : Then would you like to have some sugar in your coffee?
 Sheila : No, thanks. The milk is already sweet enough.
 Sam : Here you are a sweet cup of white coffee in the morning.
 Sheila : Thanks my big brother. I feel better doing my homework with a sweet cup of white coffee in this morning.
 Sam : No problem. Do your homework now.

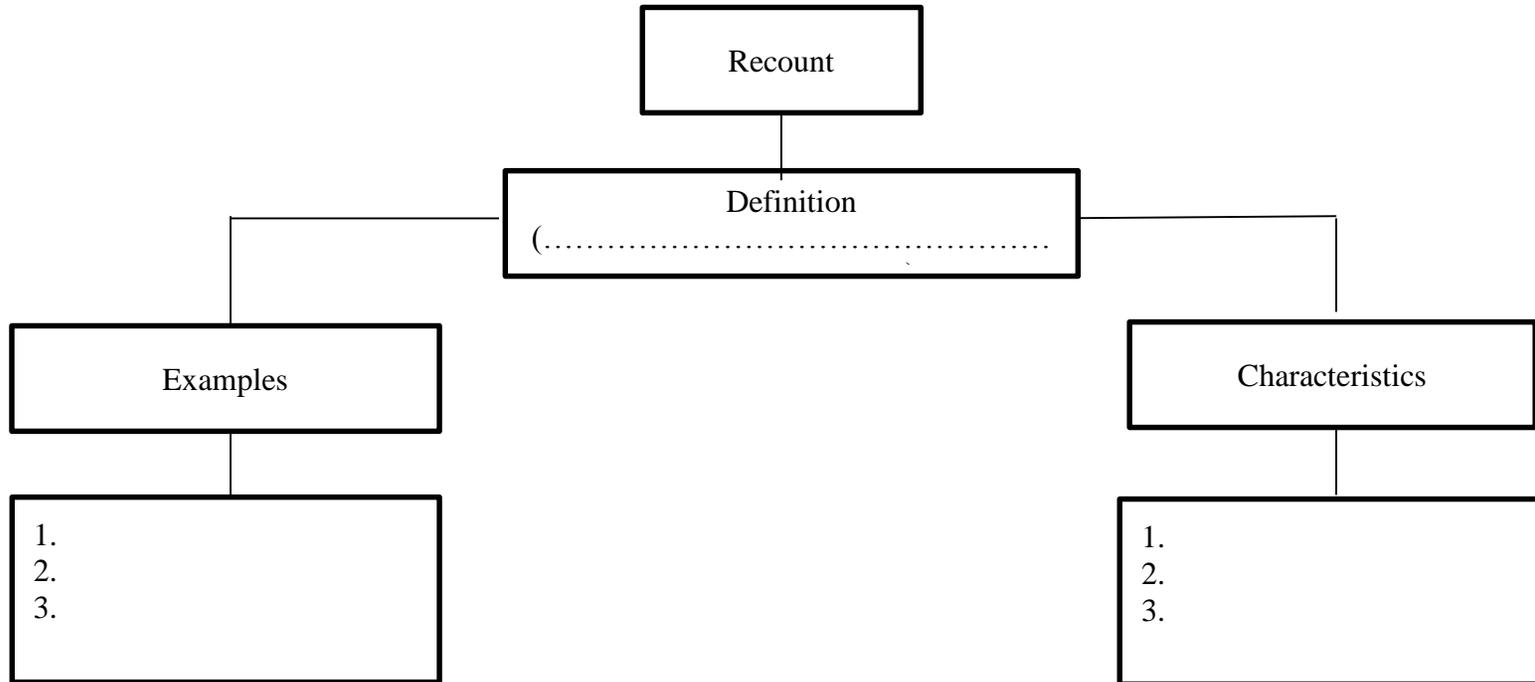
Task 3

Work individually. Listen to the dialog between Sheila and her brother. Then write the expressions below.

Offering something	Accepting something	Refusing something
1.		
2.		
3.		
4.		

Task 2

Work in pairs. Complete the following web based on the animation video “Recount”



LESSON PLAN

School	: SMP N 6 Magelang
Grade/Semester	: VIII/2
Subject	: English Language
Text Type	: Recount
Theme	: A Football Match
Skills	: Listening
Time Allocation	: 2x40 minutes

C. Standard of Competence

Listening

8. Expressing meanings in simple transactional and interpersonal conversation to interact with the surroundings.

D. Basic of Competence

Listening

8.2 Expressing meanings in the simple monolog in the form of narrative and recount texts accurately, fluently, and appropriately to interact with the surroundings.

C. Learning Objective

At the end of the lesson, students are able to:

- Identifying the expressions of *starting, extending, and ending a conversation on a telephone.*
- Using the expressions of *starting, extending, and ending a conversation on a telephone.*
- Identifying the characteristics of a Recount.
- Identifying the difficult words on the videos.

E. Indicators

- Identifying the expressions of *starting, extending, and ending a conversation on a telephone.*
- Using the expressions of *starting, extending, and ending a conversation on a telephone.*
- Identifying the example of a Recount.
- Identifying the difficult words on the videos.

E. Learning Materials

- a. An animation video fulfilling expressions of:

<i>Starting a conversation on the telephone</i>	<i>Extending a conversation on the telephone</i>	<i>Ending a conversation on the telephone</i>
Hello? Who is calling, please? Can I speak to...? May I speak to...?	Hold on, please. By the way.. Anyway, ... Well...	It's nice talking with you It's time for me to say goodbye. Bye.

- b. An animation video that show the example of a recount.

F. Teaching Method

PPP

4. *Presentation*
5. *Practice*
6. *Production*

G. Teaching Activities**4. Pre-Teaching (8')**

- f. Greetings
- g. Praying
- h. Checking the attendance list
- i. Brushing up the students with the previous material.
- j. Preparation (laptop, speakers, LCD and projector).

5. Whilst-Teaching (65')*Presentation (20')*

- The students are watching animation videos “A football match”
- The students identify the conversation and expressions of *starting, extending, and ending a conversation on a telephone.*
- The students are given a brief explanation by the teacher related to the expressions.
- The students are watching an animation video “My Birthday Party”
- The students identify the characteristics of a recount.
- The students are given a brief explanation by the teacher related to the characteristics of a recount.

Practice (20')

- The students are listening to the recordings given by the teacher
- The students are asked to work together to do the tasks given by the teacher.
- The students are asked to discuss their answers with the others.
- The students and the teacher discuss the answers.

Production (25')

- The students are listening to the recordings given by the teacher.
- The students are asked to do the tasks given by the teacher individually.
- The students submit their works after the recordings ended.

6. Post-Teaching (7')

- The teacher summarizes the materials given.
- The teacher gives a homework.
- The teacher gives reflection towards the teaching and learning process.

H. Teaching Media

- Audio recording
- Laptop
- LCD/projector
- Speakers

I. Assessment

Scoring System for Listening by iRubric:

Listening				
	Poor 1 pts	Fair 2 pts	Good 3 pts	
Listening Process	<p>Poor</p> <p>Student is having a hard time receiving, attending, and assigning meaning to words spoken.</p>	<p>Fair</p> <p>Student is receiving information, but is having a hard time attending to it and assigning meaning.</p>	<p>Good</p> <p>Student is comprehending what is being said because they are receiving, attending, and assigning meaning to what they hear.</p>	
Listening Types	<p>Poor</p> <p>Student is struggling to develop discriminative, aesthetic, efferent, and critical listening.</p>	<p>Fair</p> <p>Student is demonstrating an eagerness to listen, for he or she is aesthetically and/or efferently listening.</p>	<p>Good</p> <p>Student is fully engaged in listening in everything that's being taught and said.</p>	
Remembering Info.	<p>Poor</p> <p>Student is struggling to remember what was said or taught because of their lack of listening strategies.</p>	<p>Fair</p> <p>Student uses strategies to enhance listening abilities, but lacks difference in efferent and aesthetic listening.</p>	<p>Good</p> <p>Student listens critically, therefore is able to evaluate and comprehend all information.</p>	

Taken from:

<http://www.rcampus.com/rubricshowc.cfm?sp=true&code=E5W37W>

accessed on 25th July 2014.

Acknowledged by

Teacher,

Researcher,

Heri Indriastuti, S.Pd.
NIP 19750819 201001 2 008

Boris Ramadhika
NIM. 10202244022

Video 1:



Video script:

Sarah : Hello? Who's calling, please?
 Fredy : It's me, Fredy. Can I speak to Sarah?
 Sarah : Speaking. What's up?
 Fredy : I missed the football match yesterday. I need you to tell me about it. How was it going?
 Sarah : Hold on, please. I need to close the door.
 Fredy : Okay.
 Sarah : Sorry. It was a big match. I was there and felt excited. Why didn't you come?
 Fredy : I was still in the mall. I had to wait for my sister buying clothes.
 Sarah : Too bad.
 Fredy : By the way who won the match?
 Sarah : It's our school team. The score was 3-2. Robin scored a hat-trick.
 Fredy : That's impressive! It surprises me!
 Sarah : Yeah. He made our school to final.
 Fredy : It is three days from now right?
 Sarah : Yap.
 Fredy : Anyway do you want to come with me?
 Sarah : Sure why not.
 Fredy : Ok then. Thanks a lot for the information. I have to go now. It's nice talking with you.
 Sarah : No problem. Bye.

Task 1:

Students' note

Did you get the expressions?

<i>Starting a conversation on the telephone</i>	<i>Extending a conversation on the telephone</i>	<i>Ending a conversation on the telephone</i>

Video 2:

**My Birthday Party**

On the weekend I had a party. It was for my birthday. All my friends came to my house and we played lots of games. After the games we ate lunch. We had fairy bread, chips, and cake. Later, I opened my presents. I got lots of great things. Then it was time for everyone to go home. I had fun at my party.

Task 2:**Work in pairs. Mention the orientation, sequence of events, and personal comments.**

Orientation	
Sequence of events	
Personal comments	

Task 3

Work individually. Listen once more the dialog between Sarah and Fredy. Then read the following statements. Write *True* if the statement is true and *False* if the statement is false. Correct the false statements. See the example.

Statements	True/False	Corrections
<i>Sarah called Fredy</i>	<i>False</i>	<i>Fredy called Sarah</i>
Fredy asked Sarah about football player		
Fredy did not see the football match yesterday		
Fredy was still in the mall when the match began		
Sarah thought it was not a big match		
Sarah felt excited		
Robin did not score a hat-trick		
Their school team won the match		
The final match will be held next three days		
Fredy asked Sarah to go with him in the final match		
Sarah rejects Fredy's invitations		

LESSON PLAN

School	: SMP N 6 Magelang
Grade/Semester	: VIII/2
Subject	: English Language
Text Type	: Narrative
Theme	: Animal
Skills	: Listening
Time Allocation	: 2x40 minutes

E. Standard of Competence

Listening

8. Expressing meanings in simple transactional and interpersonal conversation to interact with the surroundings.

F. Basic of Competence

Listening

8.2 Expressing meanings in the simple monolog in the form of narrative and recount texts accurately, fluently, and appropriately to interact with the surroundings.

C. Learning Objective

At the end of the lesson, students are able to:

- Identifying the expressions of *asking for agreement, agreeing, and disagreeing*.
- Using the expressions of *asking for agreement, agreeing, and disagreeing*.
- Identifying the characteristics of a Narrative
- Identifying the difficult words on the videos.

F. Indicators

- Identifying the expressions of *asking for agreement, agreeing, and disagreeing*
- .Using the expressions of *asking for agreement, agreeing, and disagreeing*.
- Identifying the characteristics of a Narrative.
- Identifying the difficult words on the videos.

E. Learning Materials

- a. An animation video fulfilling expressions of:

<i>Asking for agreement</i>	<i>Agreeing</i>	<i>Disagreeing</i>
Don't you think so, Fredy?	You're right.	I'm not sure
Do you agree with me, Fred?	Yes, I do.	I can't agree.
Don't you agree?	That's right.	I don't think so.
Do you agree if...?	Yes, that's true.	Yes, that's true, but...
	True enough.	I'm not sure.

- b. An animation video that show the example of a narrative.

F. Teaching Method

PPP

7. *Presentation*8. *Practice*9. *Production***G. Teaching Activities****7. Pre-Teaching (8')**

k. Greetings

l. Praying

m. Checking the attendance list

n. Brushing up the students with the previous material.

o. Preparation (laptop, speakers, LCD and projector).

8. Whilst-Teaching (65')*Presentation (20')*

- The students are watching animation videos “The UFO”
- The students identify the conversation and expressions of *asking for agreement, agreeing, and disagreeing*
- The students are given a brief explanation by the teacher related to the expressions.
- The students are watching an animation video “The Lion and the Rabbit”
- The students identify the characteristics of a narrative.
- The students are given a brief explanation by the teacher related to the characteristics of a recount.

Practice (20')

- The students are listening to the recordings given by the teacher
- The students are asked to work together to do the tasks given by the teacher.
- The students are asked to discuss their answers with the others.
- The students and the teacher discuss the answers.

Production (25')

- The students are listening to the recordings given by the teacher.
- The students are asked to do the tasks given by the teacher individually.
- The students submit their works after the recordings ended.

9. Post-Teaching (7')

- The teacher summarizes the materials given.
- The teacher gives a homework.
- The teacher gives reflection towards the teaching and learning process.

H. Teaching Media

- Audio recording
- Laptop
- LCD/projector
- Speakers

I. Assessment

Scoring System for Listening by iRubric:

Listening				
	Poor 1 pts	Fair 2 pts	Good 3 pts	
Listening Process	<p>Poor</p> <p>Student is having a hard time receiving, attending, and assigning meaning to words spoken.</p>	<p>Fair</p> <p>Student is receiving information, but is having a hard time attending to it and assigning meaning.</p>	<p>Good</p> <p>Student is comprehending what is being said because they are receiving, attending, and assigning meaning to what they hear.</p>	
Listening Types	<p>Poor</p> <p>Student is struggling to develop discriminative, aesthetic, efferent, and critical listening.</p>	<p>Fair</p> <p>Student is demonstrating an eagerness to listen, for he or she is aesthetically and/or efferently listening.</p>	<p>Good</p> <p>Student is fully engaged in listening in everything that's being taught and said.</p>	
Remembering Info.	<p>Poor</p> <p>Student is struggling to remember what was said or taught because of their lack of listening strategies.</p>	<p>Fair</p> <p>Student uses strategies to enhance listening abilities, but lacks difference in efferent and aesthetic listening.</p>	<p>Good</p> <p>Student listens critically, therefore is able to evaluate and comprehend all information.</p>	

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Acknowledged by

Teacher,

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Boris Ramadhika
NIM. 10202244022

Video 1:



Video script:

Fred : Hai Carla I've found a strange plane in the forest.
 Carla : What plane Fred?
 Fred : I don't know. Come with me to check it out.
 Carla : Okay.
 Fred : I'm sure I saw the plane around here.
 Carla : But there is nothing here Fred.
 Fred : Wait. Come over there!
 Carla : Ok, go on.
 Fred : Here it is a very strange plane. Don't you think so, Carla?
 Carla : Yes, that's true. I think I saw it once. It's like a UFO.
 Fred : Indeed.
 Carla : Look it also has some lamps here. It looks amazing. Do you agree with me Fred?
 Fred : I'm not sure because for me it looks strange. By the way do you agree if I take this thing?
 Carla : Yes, I do. Well then let's get back to our office.

Task 1

Students' notes

Did you get the expressions?

<i>Asking for agreement</i>	<i>Agreeing</i>	<i>Disagreeing</i>

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Video 2:



Video script:

The lion, the king of the forest, one day ordered the animals. One of them have to come as a meal for him each day. Then he would spare up the animals. The poor animals agreed to this. One day it was the rabbit's time.

On his way to the lion's stand the rabbit thought about a plan to save himself and other animals. He was late when he reached the lion. He told the lion "your lordship, on my way I was stopped by another lion. And told me he was the king of the forest. He told me he wants to meet you". "so do I" said the lion. The rabbit took the lion to the well and told that the other lion was inside the well. The lion looked into the well and saw its reflection and angrily jumped into the well and drowned himself.

Task 2

Students' notes

Write the difficult words and find the meaning!

Words	Meaning

Task 3

Arrange the sentences into a good order.

1. The rabbit took the lion to the well.
2. The lion looked into the well and angrily jumped into the well.
3. One day the lion, king of the forest ordered the animals to come as a meal for him each day.
4. It was the rabbit's time to be the lion's meal.
5. The rabbit told the lion that he was stopped by another lion.
6. The rabbit had a plan.
7. The Rabbit told the Lion that the other lion was inside the well.

Task 4

Works individually. Listen carefully to the conversation between Robert and Bertha talking about The Lion and The Rabbit. Then choose the correct statement in the left column by writing the number in the right column.

- Robert** : Bertha do you know the story about The Lion and The Rabbit?
Bertha : Of course. What's wrong?
Robert : What do you think about the story?
Bertha : I think the story is simple but contains moral values. Don't you think so?
Robert : I don't think so. It's boring. Don't you agree?
Bertha : Why? I can't agree.
Robert : It's only a fiction. What moral values do you mean?
Bertha : That's true but we can learn about the smart rabbit here.
Robert : Probably you're right. I should see the story from different point of view.
Bertha : That's good Robert.

Statements	Correct Answer
<ol style="list-style-type: none"> 1. Robert asks Bertha whether she knows the story of "The Lion and The Rabbit". 2. Robert asks Bertha whether she wants to read the story of "The Lion and The Rabbit". 3. Robert asks Bertha whether she has the story of "The Lion and The Rabbit". 	
<ol style="list-style-type: none"> 1. Robert thinks that the story of "The Lion and The Rabbit" is interesting. 2. Robert thinks that the story of "The Lion and The Rabbit" is boring. 3. Robert thinks that the story of "The Lion and The Rabbit" is touching. 	

<ol style="list-style-type: none"> 1. "The Lion and The Rabbit" is a true story. 2. "The Lion and The Rabbit" is a nonfiction story. 3. "The Lion and The Rabbit" is a fiction story. 	
<ol style="list-style-type: none"> 1. We learn friendship from the story. 2. We learn ownership from the story. 3. We learn kinship from the story. 	
<ol style="list-style-type: none"> 1. Bertha agrees with Robert's opinion in the end. 2. Robert agrees with Bertha's opinion in the end. 3. Robert and Bertha still have different opinion in the end. 	

LESSON PLAN

School	: SMP N 6 Magelang
Grade/Semester	: VIII/2
Subject	: English Language
Text Type	: Narrative
Theme	: Animal
Skills	: Listening
Time Allocation	: 2x40 minutes

G. Standard of Competence

Listening

8. *Expressing meanings in simple transactional and interpersonal conversation to interact with the surroundings.*

H. Basic of Competence

Listening

8.2 *Expressing meanings in the simple monolog in the form of narrative and recount texts accurately, fluently, and appropriately to interact with the surroundings.*

C. Learning Objective

At the end of the lesson, students are able to:

- Identifying the expressions of *asking for and giving goods and services, and refusing to do something.*
- Using the expressions of *asking for asking for and giving goods and services, and refusing to do something.*
- Identifying the characteristics of a Narrative
- Identifying the difficult words on the videos.

G. Indicators

- Identifying the expressions of *asking for and giving goods and services, and refusing to do something.*
- .Using the expressions of *asking for and giving goods and services, and refusing to do something.*
- Identifying the characteristics of a Narrative.
- Identifying the difficult words on the videos.

E. Learning Materials

- a. An animation video fulfilling expressions of:

Asking for goods and services	Giving goods and services	Refusing to do something
Do you think you can...?	Why not?	I'm sorry I'm using it now
May I borrow your...?	No problem	I don't think I can
Could you help me to...?	Certainly	I wish I could, but...

Would you...?	Of course	I'm sorry I can't
---------------	-----------	-------------------

b. An animation video that show the example of a narrative.

F. Teaching Method

PPP

- *Presentation*
- *Practice*
- *Production*

G. Teaching Activities

10. Pre-Teaching (8')

- Greetings
- Praying
- Checking the attendance list
- Brushing up the students with the previous material.
- Preparation (laptop, speakers, LCD and projector).

11. Whilst-Teaching (65')

Presentation (20')

- The students are watching animation videos “The boys”
- The students identify the conversation and expressions of *asking for and giving goods and services, and refusing to do something.*
- The students are given a brief explanation by the teacher related to the expressions.
- The students are watching an animation video “The legend of Tangkuban Perahu”
- The students identify the characteristics of a narrative.
- The students are given a brief explanation by the teacher related to the characteristics of a recount.

Practice (20')

- The students are listening to the recordings given by the teacher
- The students are asked to work together to do the tasks given by the teacher.
- The students are asked to discuss their answers with the others.
- The students and the teacher discuss the answers.

Production (25')

- The students are listening to the recordings given by the teacher.
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12. Post-Teaching (7')

- The teacher summarizes the materials given.
- The teacher gives a homework.
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H. Teaching Media

- Audio recording
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Listening Types	Poor Student is struggling to develop discriminative, aesthetic, efferent, and critical listening.	Fair Student is demonstrating an eagerness to listen, for he or she is aesthetically and/or efferently listening.	Good Student is fully engaged in listening in everything that's being taught and said.	
Remembering Info.	Poor Student is struggling to remember what was said or taught because of their lack of listening strategies.	Fair Student uses strategies to enhance listening abilities, but lacks difference in efferent and aesthetic listening.	Good Student listens critically, therefore is able to evaluate and comprehend all information.	

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Video 1:



Video script:

Doni : Hai Tina, may I borrow your laptop?

Tina: I am sorry I am using it now.

Doni : Oh okay then. Emm Tina do you think you can give me some snacks?

Tina: Yes of course I have a donut in the kitchen.

Doni : That's great. Let's go.

Tina: Here you are Doni. I only have this so don't ask anything more okay.

Doni : It's more than enough Tina. Hey what about going outside now? It's a very sunny day.

Tina: Okay.

Tina: I like the weather today.

Doni : Maybe we can go somewhere after this. Would you accompany me to find a narrative book in the mall?

Tina: I wish I could but I have to finish my work. I'm finishing my own narrative story.

Doni : That's okay. Maybe we can go next time.

Task 1

Students' notes

Did you get the expressions?

Asking for goods and services	Giving goods and services	Refusing to do something

Video 2:



Video script:

Mount Tangkuban Perahu

Dayang sumbi was a girl from west java. She was beautiful, smart, and clever. Her intelligence made a prince from Kayangan kingdom felt in love with her and married her. Soon a baby boy named Sangkuriang was born. The king of Kayangan kingdom found out that the prince had married a simple girl and not a princess. As the punishment the king turned the prince into a dog.

Years past and Sangkuriang grew up into a good boy. Every day he would hunt for food with Tumang, the family dog. One day he went into the woods and couldn't find any food. Night was falling and he didn't want to disappoint his mother. He looked around and not knowing that the dog was really his father. He killed him and brought home the meat. Dayang sumbi was glad to see him back but she said that Tumang didn't come with him. When Sumbi asked where Tumang was Sangkuriang told her the truth. Unable to control her emotion, Dayang Sumbi struck Sangkuriang's head with the weaving tools she was holding. In the mid of anger she asked Sangkuraing to leave his home because of her deep sadness the God granted her eternally.

After years and exile Sangkuriang decided to return to his home. Both mother and son didn't recognize each other. As time passed Sangkuriang felt in love with Dayang Sumbi. He planned to marry her. But when Dayang Sumbi saw the scar on Sangkuriang's head she realized that the person she was about to marry is her own son. In order to prevent the married from taking place Dayang Sumbi asked Sangkuriang to do the impossible. She asked him to build a dam in the river of Citarum and build a large boat to cross the river. Both had to be done before the sun would rise again. Sangkuriang gathered all his power and he was able to build the dam and boat for Dayang Sumbi. When she said that the task were almost completed she called the villagers to spread red love east of the city to make Sangkuriang think that the sun was rising and that he had failed at the task. Sangkuriang was fooled and believed her lie and he was anger. He kicked the dam and causing great flood and then

he kicked the large boat and it landed upside down to create mount Tangkuban Prau.

Task 2:

Students' notes

Write the difficult words and find the meaning!

Words	Meaning

Task 3

Work in pairs. Read the statements in the left column and decide whether the statement is true or false based on the video.

Statements	True/False
1. Dayang Sumbi was a girl from West Java	
2. The prince was punished by his father.	
3. Sangkuriang did not killed Tumang	
4. Dayang Sumbi was angry and asked Sangkuriang to leave home.	
5. Dayang Sumbi realized the scars on sangkuriang's body.	
6. Sangkuriang finished the tasks given by Dayang Sumbi.	
7. Sangkuriang was fooled by Dayang Sumbi.	

Task 4:

1. Erin : Eza, could you help me to clean out the whiteboard?
- Eza : No problem.
- Erin : Thanks.

2.

Eza : Hey Erin may I borrow your comic on your table?
Erin : I'm sorry I'm still reading it. But you can read that later.
Eza : Okay then.

3.

Erin : By the way do you think you can accompany me to the library this afternoon Eza?
Eza : I wish I could but I have to go home early. My sister asked to accompany her.
Erin : Oh that's okay.

4.

Eza : Anyway why do you go to library?
Erin : I'm looking a book about narrative story.
Eza : What is narrative story? Could you help me to understand it?
Erin : Certainly. Narrative is a story about fictional or real events with sequence of events and involves characters.

5.

Eza : I still don't get it. Would you just tell me the example?
Erin : No problem. There are lots of example from narrative such as fairy tales, legends, myths, and the likes.
Eza : Oh I see. So it is like Malin Kundang, Tangkuban Prau, and Cinderella right?
Erin : Yes that's true.

6.

Eza : I think I have some story books.
Erin : Really? May I borrow those books?
Eza : Why not?
Erin : Thanks Eza.

Works individually. Listen to the dialog between Eza and Erin. Write down the expressions, and then give cross (x) for the appropriate expressions in the right column. See the example.

Asking for goods and services	Giving goods and services	Refusing to do something
X	X	

APPENDIX C: LISTENING TEST WORKSHEETS

1. What does the man mean?
 - a. He wants to borrow a pen.
 - b. He does not want to borrow a pen.
 - c. He cannot lend her his pen.
 - d. He can lend her his pen.

2. What does the woman mean?
 - a. She will not meet the man tomorrow morning.
 - b. She lets the man meet her tomorrow morning.
 - c. She will meet the man tomorrow morning.
 - d. She will not let the man meet her tomorrow morning.

3. What does the woman mean?
 - a. She offers a drink to the man and the man accepts it.
 - b. She wants a drink from the man.
 - c. She offers a drink to the man and the man refuses it.
 - d. She does not want to drink.

4. What does the man mean?
 - a. He wants to talk to Jean on the telephone.
 - b. He wants to speak to the woman about Jean.
 - c. He wants the woman to talk to Jean.
 - d. He wants the woman to talk about Jean.

5. What does the woman mean?
 - a. She does not want to help the man clean the room because he is refusing it.
 - b. She does not want to help the man clean the room and he is accepting it.
 - c. She wants the man to help her clean the room and he is accepting it.
 - d. She wants the man to help her clean the room but he is refusing it.

6. What does the man mean?
 - a. He wants the woman to hang the telephone.
 - b. He wants to start the conversation on the telephone.
 - c. He wants to extend the conversation on the telephone.
 - d. He will end the conversation on the telephone.

7. What does the man mean?
 - a. The man wants some snacks.
 - b. The man offers some snacks to the woman but she is refusing it.
 - c. The man offers some snacks to the woman and she is accepting it.
 - d. The man does not want some snacks.

8. What does the woman mean?
- a. The woman thinks that the movie is boring and the man agrees.
 - b. The woman thinks that the movie is boring but the man disagrees.
 - c. The woman does not think the movie is boring and the man agrees.
 - d. The woman does not think the movie is boring but the man disagrees.
9. A. The waves there were not very strong. (T / F)
B. They visited fishing village then went to seaweed farming project. (T / F)
10. A. The Lion came first before the Bear. (T / F)
B. At the end, The Lion and the Bear became friends. (T / F)

NAME :
STUDENT NUMBER :

DIALOG 1

Statements	True/False	Corrections
1. Lissa and Joe are talking about holiday		
2. Telaga Sarangan is in Magetan, west Java.		
3. Lissa said that riding a horse was scary.		
4. Joe asks Lissa to go with him next month.		

DIALOG 2

Statements	True/False
1. Nia wants Sonny to get the pot to her and Sonny does it.	
2. Sonny wants to water the flowers and Nia allows it.	
3. Nia offers a drink to Sonny but he refuses it.	
4. Nia and Sonny will have study at 7 p.m.	

RECOUNT TEXT

Arrange the sentences into a good order.

1. After that we visited Gembira Loka zoo.
2. As soon as we finished our lunch, we decided to go home.
3. Last week my friends and I went to Jogja.
4. We felt hungry, so we went to a restaurant.
5. First we visited Parangtritis beach.

Name :
Student Number :

11. What does the man mean?
- e. He wants the woman to buy some foods for him and she accepts to buy.
 - f. He wants the woman to buy some foods for him but she refuses to buy.
 - g. He thinks the woman will buy some foods for him and she buys foods.
 - h. He thinks the woman will buy some foods for him but she does not buy foods.
12. What does the woman mean?
- e. The woman thinks that the book is very good and the man agrees.
 - f. The woman thinks that the movie is very good but the man disagrees.
 - g. The woman does not think the book is very good and the man agrees.
 - h. The woman does not think the book is very good but the man disagrees.
13. What does the man mean?
- e. He wants to talk about Mary on the telephone.
 - f. He wants to talk to the woman about Mary.
 - g. He wants the woman to talk about Mary.
 - h. He wants to talk to Mary on the telephone.
14. What does the woman mean?
- a. She wants the man to lend his phone but he refuses it.
 - b. She wants the man to lend his phone and he accepts it.
 - c. She thinks the man will give his phone but he refuses it.
 - d. She thinks the man will give his phone and he accepts it.
15. What does the man mean?
- e. He wants the woman to meet him tonight and she accepts it.
 - f. He wants the woman to meet him tonight but she refuses it.
 - g. He wants to meet the woman tonight and she accepts it.
 - h. He wants to meet the woman tonight but she refuses it.
16. What does the woman mean?
- a. She wants to start the conversation on the telephone but the man extends the conversation.
 - b. She wants to extend the conversation on the telephone but the man extends the conversation.
 - c. She wants to end the conversation on the telephone but the man extends the conversation.
 - d. She wants to end the conversation and the man does nothing.
17. What does the woman mean?
- e. She offers a drink to the man and he accepts it.
 - f. She wants a drink from the man.
 - g. She offers a drink to the man but he refuses it.
 - h. She does not want to drink from the man.

18. What does the man mean?
- a. The man wants her coffee to have sugar and she accepts it.
 - b. The man wants her coffee to have sugar but she refuses it.
 - c. The man offers the woman to have sugar in her coffee but she refuses it.
 - d. The man offers the woman to have sugar in her coffee and she accepts it.
19. a. The Countryman stepped on a snake's tail accidentally.
b. The farmer decided not to stop the fight.
c. The snake and the farmer became friends.
20. a. The boy went to the concert alone.
b. The boy did really pay attention to the concert.
c. The boy was embarrassing when he knew he did not pinch Andi.

APPENDIX D: FIELD NOTES

FIELD NOTES

No : FN 01
Hari, tanggal : Sabtu, 26 April 2014
Jam : 07.50-10.00
Tempat : Ruang kepala sekolah
Kegiatan : Perijinan
Responden : Peneliti, Guru Bahasa Inggris, dan Kepala sekolah

Sekitar pukul 07.50 peneliti sampai di sekolah tempat lokasi penelitian. Karena guru Bahasa Inggris, bu Heri, sedang mengajar, peneliti memutuskan untuk menemui kepala sekolah terlebih dahulu. Peneliti masih harus menunggu kedatangan kepala sekolah. Pukul 08.25 kepala sekolah datang dan mempersilahkan peneliti untuk masuk ke ruang kepala sekolah. Peneliti menjelaskan maksud dan tujuan kedatangannya di sekolah bahwa peneliti bermaksud memulai rangkaian penelitiannya lusa hari pada hari selasa tanggal 29 April 2014 yang akan berlangsung kurang lebih satu bulan lamanya. Kepala sekolah dengan senang hati menerima dan mempersilahkan peneliti untuk mengambil data di sekolahnya. Beliau juga mengatakan bahwa beliau sangat antusias dan senang terhadap mahasiswa yang antusias berkecimpung di dunia pendidikan.

Setelah perijinan dengan kepala sekolah selesai, sekitar pukul 09.15 peneliti menemui guru Bahasa Inggris di ruang guru. Guru Bahasa Inggris mempersilahkan peneliti duduk dan membicarakan maksud dan tujuannya. Setelah dijelaskan, guru Bahasa Inggris memberi izin untuk menggunakan jam-jam mengajarnya untuk dipakai peneliti mengambil data. Peneliti juga memberi tahu bahwa penelitian akan berlangsung kurang lebih satu bulan lamanya. Dengan demikian peneliti bias memulai kegiatan penelitian di sekolah mulai hari selasa, tanggal 29 April 2014.

No : FN 02
Hari, tanggal : Senin, 28 April 2014
Jam : 08.20-10.30
Tempat : Ruang kelas VIII F dan ruang guru
Kegiatan : Observasi dan *Interview*
Responden : Peneliti, siswa-siswi kelas VIII F, dan Guru Bahasa Inggris

Pukul 08.20 tepat peneliti bersama dengan guru Bahasa Inggris bersama-sama memasuki ruang kelas VIII F. Suasana sedikit gaduh dengan adanya beberapa siswa yang meminta ijin kebelelang namun tidak diijinkan oleh guru mengingat akan adanya jam istirahat. Setiba dikelas guru memulai kegiatan belajar-mengajar. Guru memberi tahu kepada murid-murid tentang kehadiran disertai maksud dan tujuan peneliti masuk ke kelas. Setelah selesai menjelaskan secara singkat, guru mulai memberi salam dan mengawali kelas dengan do'a yang dipimpin oleh ketua kelas. Setelah selesai berdo'a, guru menanyakan tentang presensi dikelas dilanjutkan dengan memastikan agar murid siap untuk menerima pelajaran.

Guru mempersilahkan peneliti duduk dibelakang kelas dan memperhatikan guru mengajar. Kemudian guru menanyakan kepada siswa perihal materi yang

lalu mengenai recount text. Guru menanyakan apakah mereka masih ingat tentang pengertian recount text dengan menanyakan “What is a recount text?”. Setelah itu salah satu murid perempuan yang bernama Fadila menjawabnya dengan mengatakan “itu buk yang tentang pengalaman”.

Guru melanjutkan penjelasan mengenai recount text dengan menanyakan grammar nya. Beberapa murid secara acak menjawab dengan “past tense bu”, ada juga yang menjawab dengan “past bu”. Sebelum guru mulai menjelaskan, guru meminta beberapa siswa untuk memberi contoh tentang kalimat simple past tense. Salah satu kalimatnya adalah “I went to Borobudur last week.”. Kemudian guru menuliskan rumus grammar dari simple past tense dan melanjutkannya dengan menjelaskan secara singkat.

Selesai mengingatkan siswa dengan bentuk simple past tense, guru kemudian menyuruh siswa untuk membuka buku English in Focus halaman 128 tentang recount. Dalam buku tersebut terdapat sebuah teks berbentuk surat sebagai contoh tentang recount text. Guru kemudian meminta para siswa secara bergiliran untuk membacakan teks tersebut per paragraf. Secara umum siswa membaca dengan baik, hanya beberapa kata yang masih dirasa sulit yang siswa kurang bisa melafalkannya.

Setelah selesai, guru kemudian memulai sesi diskusi bersama siswa tentang bacaan tersebut. Banyak dari siswa yang menanyakan tentang kosakata sulit kepada guru. Ada pula dua orang siswa yang duduk berdekatan dengan peneliti menanyakan beberapa kosakata kepada peneliti. Mengetahui hal tersebut, guru kemudian menyuruh siswa untuk membuka kamus mereka, namun hanya beberapa siswa saja yang membawa dan mau membuka kamus tersebut.

Pukul 09.00 bel pun berbunyi. Guru menutup jam pelajaran ketiga dan mempersilahkan siswa untuk beristirahat. Peneliti memutuskan untuk tetap tinggal dikelas dan memanfaatkan waktu istirahat untuk mewawancarai siswa yang tetap tinggal dikelas. Waktu 30 menitpun dimanfaatkan peneliti untuk mendapatkan data melalui wawancara kepada beberapa siswa yang memang tidak meninggalkan kelas. Dalam hal ini, peneliti mendapatkan data dari hasil wawancara kepada tiga orang siswa.

Pukul 09.30 bel masuk pun berbunyi. Para siswa bergegas masuk kembali kedalam kelas. Setelah lima menit menunggu, pukul 09.35 guru datang kembali ke kelas. Kelas kembali dimulai, dan guru menyuruh siswa untuk mengerjakan secara berkelompok untuk menjawab soal-soal yang ada didalam buku. Pukul 09.45 guru bersama siswa berdiskusi tentang jawaban-jawaban soal. Beberapa siswa mengaku belum selesai mengerjakan, namun guru tetap melanjutkan diskusi. Guru menyuruh siswa untuk melengkapi jawabannya nanti. Secara umum siswa aktif dalam mengikuti kegiatan diskusi. Mereka bergantian menjawab pertanyaan yang diberikan oleh guru secara antusias. Jika terdapat kesalahan, guru mengoreksinya dan membenarkan jawabannya.

Pada lima menit terakhir sebelum jam pelajaran usai, guru kembali mereview tentang pelajaran atau materi yang mereka pelajari. Guru menyimpulkan beberapa poin penting selama pelajaran berlangsung. Akan tetapi waktu yang begitu sedikit membuat guru sedikit terburu-buru dalam menyampaikan kesimpulan. Pada pukul 10.10 bel pelajaran berbunyi dan peneliti bersama guru pergi meninggalkan kelas.

Setelah mengajar, peneliti meminta sedikit waktu kepada guru untuk dapat mengambil data dengan cara mewawancarai guru. Guru pun bersedia untuk diwawancarai oleh peneliti. Secara umum, guru mengakui bahwa masih banyak

kekurangan yang dimilikinya dalam mengajar. Sewaktu peneliti memfokuskan pertanyaan tentang listening, guru tidak bisa menjawab banyak dikarenakan memang kurangnya latihan dan materi listening. Guru pun mengakui bahwa memang sangat jarang mengajarkan listening kepada siswa karena terbatasnya materi. Guru juga mengakui bahwa kurang bisa mencari bahan atau materi yang pas untuk diajarkan, mengingat kurang bisanya menggunakan software-software untuk mengedit sebuah rekaman.

Setelah dirasa cukup, pada pukul 10.30 peneliti berpamitan kepada guru untuk kembali.

No : FN 03
Hari, tanggal : Selasa, 29 April 2014
Jam : 09.30-11.00
Tempat : Ruang kelas VIII F
Kegiatan : Pre-test dan pengenalan teknik video
Responden : Peneliti, kolaborator, dan siswa-siswi kelas VIII F

Dikarenakan pada hari rabu, 30 April 2014, guru Bahasa Inggris sedang ada tugas diluar sekolah, maka peneliti langsung diijinkan untuk melakukan kegiatan penelitian setelah mengkonfirmasi melalui SMS. Pukul 09.30 peneliti dan kolaborator tiba dikelas VIII F. Para siswa menyapa dengan antusias. Setelah kolaborator menempatkan diri dibelakang untuk mengamati dan mencatat kegiatan belajar-mengajar, peneliti membuka kelas dengan salam. Setelah itu peneliti menyuruh ketua kelas untuk memimpin do'a bersama. Selesai berdo'a, peneliti kembali memperkenalkan diri dan juga menjelaskan maksud dan tujuan peneliti berada dikelas secara singkat.

Pada pertemuan pertama ini peneliti memberikan pre-test kepada siswa. Tujuan adanya pre-test ini untuk mengetahui sejauh mana kemampuan siswa dalam skill listening. Peneliti meminta beberapa siswa untuk membantunya mempersiapkan peralatan seperti LCD dan speaker. Setelah persiapan selesai, peneliti mulai membagikan kertas soal kepada siswa. Peneliti juga menyampaikan bahwa apa yang diberikannya tidak akan mempengaruhi nilai akademik mereka. Dengan begitu siswa akan lebih leluasa dalam mengerjakan soal tanpa ada tekanan.

Peneliti memulai pre-test dan memutarakan rekaman-rekaman percakapan sebagai bahan soal. Peneliti memutarakan satu rekaman percakapan untuk satu soal, dan mengulanginya sebanyak dua kali. Terdapat 10 soal pertanyaan, dengan 8 soal pillihan ganda dan 2 soal true/false. Beberapa siswa menyuruh peneliti untuk memutarakan rekaman percakapan satu kali lagi, tetapi peneliti sekali lagi mengingatkan bahwa hasil yang mereka kerjakan tidak akan mempengaruhi nilai mereka.

Setelah semua rekaman percakapan selesai diputar, kemudian siswa diminta untuk mengumpulkan jawaban mereka kedepan kelas. Beberapa siswa ada yang masih bertanya jawaban kepada temannya. Peneliti kemudian memperingatkan siswa tersebut untuk segera mengumpulkannya. Peneliti menanyakan kepada siswa apakah ada yang masih belum mengumpulkan dan siswa menjawabnya dengan mengatakan tidak ada.

Waktu masih menyisakan sekitar 25 menit, peneliti kemudian secara singkat menjelaskan tentang teknik menggunakan video saat pelajaran Bahasa

Inggris terutama listening. Peneliti memulainya dengan menanyakan “disini siapa yang suka menonton video atau bahkan mungkin film yang berbahasa Inggris?” Sebagian siswa menjawab “saya pak” ada juga yang menjawab “ya suka pak”. Kemudian peneliti menanyakan “apakah kalian selalu menggunakan translate nya?” Kebanyakan siswa menjawabnya dengan “iya pak” dan ada juga yang menambahkan “ga mudeng kalo ga pake translate”. Peneliti menjelaskan “tidak salah jika memang menggunakan translate nya, akan tetapi coba sekali-sekali kalian dengerin Bahasa Inggrisnya saja, itung-itung kan sambil belajar”. Para siswa hanya diam dan memperhatikan penjelasan dari peneliti. Peneliti pun menambahkan “kurang lebih itulah yang akan kita gunakan besok dalam listening, menggunakan video animasi”

Bel istirahat pun berbunyi tepat pada pukul 11.00. Peneliti menutup kelas dengan salam dan terima kasih. Setelah itu sebelum pulang, kurang lebih selama 15 menit, peneliti mencoba mewawancarai beberapa murid untuk diambil datanya. Setelah beberapa siswa diwawancarai, peneliti pergi meninggalkan ruang kelas.

No : FN 04
Hari, tanggal : Rabu, 30 April 2014
Jam : 08.20-10.30
Tempat : Ruang kelas VIII F
Kegiatan : Mengajarkan *offering, accepting, and refusing something* dan teks *recount (Cycle I)*
Responden : Peneliti, Kolaborator, Guru Bahasa Inggris, dan Siswa-siswi kelas VIII F

Pada hari rabu, 30 April 2014, Guru mengambil jam pelajaran olahraga untuk digunakan sebagai pelajaran Bahasa Inggris karena jam pelajaran Bahasa Inggris masih dirasa kurang dan membutuhkan jam tambahan. Pukul 09.30 peneliti, kolaborator, beserta guru Bahasa Inggris tiba dikelas VIII F. Guru dan kolaborator menempatkan diri duduk dibelakang kelas untuk mengamati kegiatan belajar mengajar.

Sebelum memulai kelas, peneliti memberitahukan kepada siswa bahwa tidak adanya jam olahraga dan diganti dengan pelajaran Bahasa Inggris. Beberapa siswa ada yang memaklumi dan ada pula yang kecewa. Alhasil, banyak dari para siswa tidak membawa kamus karena mereka memang tidak mengetahui tentang jadwal perubahan yang mendadak ini. Sebelumnya sebenarnya guru sudah lebih dulu menitip pesan kepada seseorang sehari sebelumnya, akan tetapi orang tersebut lupa untuk memberi tahukannya sehingga mengakibatkan siswa tidak begitu siap dalam menerima pelajaran Bahasa Inggris di jam olahraga.

Peneliti kemudian mengkondisikan siswa untuk bisa siap dalam menerima pelajaran Bahasa Inggris. Peneliti meminta beberapa siswa untuk membantunya dalam mempersiapkan LCD, meja, serta speaker yang akan digunakan. Sembari siswa mempersiapkan, peneliti menjelaskan kepada siswa bahwa mereka akan belajar lebih dalam tentang listening dengan menggunakan animasi video. Para siswa terlihat antusias untuk mengikuti pelajaran.

Peneliti memulai pelajaran dengan mengatakan “Hari ini kita akan belajar tentang *offering, accepting, and refusing something.*” Kemudian peneliti

memutar video animasi satu kali. Hampir seluruh siswa memperhatikan kedepan dengan antusiasme yang tinggi, hanya ada satu dua siswa yang duduk dibelakang kurang memerhatikannya. Setelah selesai memutar satu video, peneliti menanyakan kepada siswa “did you get the expressions?” dan para siswa menjawab “No sir”. Kemudian peneliti memutar video kembali sekali lagi tetapi masih banyak siswa yang belum menangkap ekspresi yang terkandung dalam video. Ketika memutar video untuk yang ketiga kali, peneliti memutarnya dengan memainkan perbagian video sehingga lebih mudah bagi peneliti untuk menjelaskan kepada siswa.

Siswa dijelaskan bagian-bagian yang mengandung ekspresi-ekspresi yang ada. Sembari menjelaskan, peneliti menggambar sebuah table untuk siswa dapat menuliskan ekspresi yang didengarnya didepan kelas. Dengan cara ini, peneliti ingin mengetahui apakah siswa benar-benar mengerti ekspresi yang terkandung dalam video. Kebanyakan siswa dapat menuliskan ekspresi dengan benar. Jika terdapat kesalahan, peneliti meminta siswa lain untuk membenarkannya.

Tepat pukul 09.25 bel istirahat berbunyi. Peneliti mempersilahkan siswa untuk beristirahat. Peneliti bersama dengan kolaborator berdiskusi mengenai kekurangan yang ada saat kegiatan belajar-mengajar berlangsung. Kolaborator sendiri mengutarakan pendapatnya bahwa peneliti masih kurang keras suaranya dalam menjelaskan materi, serta kurang bisa mengatur anak-anak yang sekiranya kurang memperhatikan video yang ada di depan.

Bel masuk kelas berbunyi pada pukul 10.05 dan siswa diharuskan masuk kelas kembali. Peneliti melanjutkan kegiatannya dengan memberi latihan soal terkait dengan ekspresi-ekspresi yang sudah dijelaskan sebelumnya. Selesai membagikan soal, siswa disuruh untuk mengerjakan soal secara individual sebagai latihan. Peneliti juga menjelaskan tata cara mengerjakan soal latihan tersebut. Setelah itu, peneliti pun memainkan rekaman percakapan sebanyak dua kali tiap soal.

Setelah soal selesai dikerjakan, peneliti meminta siswa untuk mengumpulkan jawaban mereka kedepan. Dengan sisa waktu sekitar 15 menit, peneliti kembali memutar video animasi kedua yang memuat tentang penjelasan mengenai recount. Siswa dengan seksama mengamati video yang dipertontonkan. Banyak dari siswa masih merasa bingung dan kurang mengerti karena banyaknya kosakata sulit yang ada didalam video.

Pada 5 menit terakhir, peneliti mulai menutup kelas dengan memberikan kesimpulan mengenai materi yang telah dipelajari. Peneliti mengatakan “hari ini kita belajar apa?” Para siswa bergiliran menjawab pertanyaan tersebut. Ada yang mengatakan “asking, offering, and accepting something sir” ada juga yang mengatakan “recount sir”. Setelah bel berbunyi, peneliti menutup kelas dan pergi meninggalkan kelas.

**The field note of teaching and learning process made by my collaborator:
MEETING 1**

Wednesday 30 April 2014, 08:00-10:05

At 8:20 am the researcher, the collaborator and the teacher came to the class. Actually *exercise* lesson period, but conditionally was taken for English class. The students were so noisy because they felt that they weren't informed before, so that they were not ready and they didn't bring English books.

Actually the teacher had made sure that she had informed the class through someone on the other day.

The teacher then conducted the students, trying to calm them down, while the researcher prepared the media (LCD) and the collaborator sat down at the back of the class. The class was so noisy even though the teacher was sitting in the class. When the LCD projector was ready, the researcher began the class. *“sebelumnya saya minta maaf karena mungkin ada sedikit ketidaknyamanan. Tapi saya berjanji kita akan belajar dengan cara yang baru disini, terutama dalam skill listening. Dan hari ini kita akan belajar mengenai offering, accepting and refusing something”*. He started a video on the screen. When the video was about to start, some students tried to guess what video was it. The researcher then played the video one. The students, even though some of them were noisy, paid attention to the video. The researcher played the video once more. And in the third, he played the video in parts. He drew a table on the whiteboard, categorizing the expressions in the video. He played the video in parts while asking the students which expression belonged to which category. He asked some random students to write the expressions they heard into the columns on the board. After it finished, the researcher praised the students, *“nah itu kalian pada bisa. Sebenarnya kalian semua itu bisa, cuma kalian malu. Lain kali nggak boleh malu ya”* the, the bell rang. The students went out the class to take a break.

At 9:25 the students came back to the class. Some students came late. The researcher waited for the student to come to the class. When all students were in the class, he continued playing the video. Some boys at the back were still busy with themselves. One of them was eating food, but the researcher didn't notice. Some of them were also looked sleepy. After the researcher and the students finished discussing the video, he then distributed a worksheet for each student. The researcher said that the worksheet will be used as students' practice as well as their notes in this material. He then played 5 audio recordings. The audio recordings were played twice each. When he began to play the audio, a student dragged his chair, so that it disturbed the others. The researcher then played the first recording once more. After the audio was played, a student asked how to do it. The researcher explained how to do the exercise. During the listening practice, there was a boy who always looked at his friends' answers. He even walked along the isles, but the researcher didn't do any actions. When the practice was done, the researcher and the students discussed the answer of the task. A number of the students were be able to answer the questions when were asked by the researcher. There was a student who asked about the meaning of excursion. The researcher was asking her to find it in her dictionary first rather than telling her the meaning. There were three boys who sat together, busy with themselves. The researcher tried to regulate them, *“yang belakang ngapain hayo?”* but they didn't even notice. The researcher just continued discussing. In the audio recordings, there was a part that talked about a recount text. The researcher then asked the students whether they know it or not. They said they know it, and then the researcher played a video telling about a recount text. They discussed it together.

At 10:05 the bell rang. The researcher summarized the material about recount text. Before he closed the class, he asked the students about the today's materials. He said *“jadi kita tadi belajar tentang apa?”* then the students

answered it together. He also asked the students about the definitions of a recount text. He said “so what are the criteria of a recount?” and the students answered randomly. So the researcher mentioned it one by one. After conclusion was finished he closed the class and went out.

No : FN 05
Hari, tanggal : Rabu, 30 April 2014
Jam : 10.30-11.00
Tempat : Ruang Guru
Kegiatan : Berdiskusi dengan Guru Bahasa Inggris
Responden : Peneliti dan Guru Bahasa Inggris

Setelah pelajaran selesai, peneliti pergi ke ruang guru untuk berdiskusi mengenai kegiatan belajar mengajar yang baru saja selesai, sementara kolaborator izin pulang terlebih dahulu karena ada suatu urusan. Peneliti bersama dengan guru berdiskusi mengenai kekurangan serta kelebihan peneliti dalam mengajarkan materi. Guru berpendapat bahwa bahan materi sudah bagus dengan beberapa animasi video yang dirasa sangat menarik perhatian para siswa. Guru pun sangat terbantu dengan peneliti dikarenakan memang beliau mengakui bahwa sangat jarang mengajarkan para siswa pada skill listening. Dengan begitu guru sangat merasa terbantu dengan adanya peneliti mengambil data dari para siswa, terutama skill listening.

Disamping kelebihan-kelebihan tersebut, guru juga memberikan beberapa masukan atas kekurangan yang masih dimiliki peneliti. Sebagai contoh guru berpesan “mas kalau bisa suaranya agak dibesarin sedikit sama ditegasin, gapapa kamu suruh murid yang rame untuk pindah duduknya didepan, supaya lebih bisa diatur.” Dengan adanya masukan dari guru pun peneliti jadi lebih tau kekurangan-kekurangan yang masih harus dibenahi.

Setelah dirasa cukup dalam berdiskusi, sekitar pukul 11.00 peneliti berpamitan kepada guru untuk pulang.

No : FN 06
Hari, tanggal : Sabtu, 10 Mei 2014
Jam : 09.20-11.00
Tempat : Ruang Guru
Kegiatan : Mengajarkan *starting, extending, and ending a conversation on a telephone* dan teks recount (Cycle I)
Responden : Peneliti, Kolaborator, Guru Bahasa Inggris, dan Siswa

Pukul 09.20 peneliti bersama dengan kolaborator dan guru menuju ke ruang kelas VIII F untuk melanjutkan materi. Saat semua masuk kelas, para siswa masih agak ramai. Kemudian guru mencoba untuk menenangkan mereka sehingga membuat kelas menjadi kondusif kembali. Setelah guru dan kolaborator menempatkan diri dibelakang kelas, peneliti meminta dua orang siswa untuk membantunya menyiapkan LCD, sementara peneliti menyiapkan laptop dan speakernya.

Setelah semuanya siap, peneliti mulai membuka kelas dengan salam, diikuti dengan berdo'a. Sebelum berdo'a, peneliti meminta ketua kelas untuk memimpin kelas untuk berdo'a menggunakan Bahasa Inggris. Akan tetapi dia

lupa akan cara memimpin kelas untuk berdo'a menggunakan Bahasa Inggris. Alhasil peneliti kembali mengajari ketua kelas dengan mengatakan "attention please. Let's have a prayer, shall we?" Kemudian ketua kelas mengucapkan kembali kata-kata yang telah peneliti ajarkan.

Setelah berdo'a, kemudian peneliti mulai menanyakan tentang materi sebelumnya. Dia menyalami para siswa dengan menggunakan campuran Bahasa Indonesia dan Bahasa Inggris. Sebagai contoh dia berkata "assalamualaikum wr. wb., how are you today? Hari ini kita akan melanjutkan materi yang kemarin kita pelajari. Sebelumnya, does anybody still remember about what we have learned yesterday?" Kebanyakan siswa menjawab secara acak, sehingga peneliti memandu mereka untuk kembali mengingat tentang materi yang telah diajarkan sebelumnya. Dia berkata "yesterday we have learned three expressions, what are they?" Kemudian para siswa satu persatu menjawabnya dengan benar.

Kemudian peneliti melanjutkan kegiatannya dengan memutar sebuah animasi video yang mana dalam percakapannya memuat ekspresi-ekspresi tentang *starting, extending, and ending a conversation on a telephone*. Para siswa terlihat tertawa ketika melihat video tersebut dikarenakan gambar orang yang ada di dalam video terlihat lucu. Peneliti memutar video tersebut sebanyak dua kali. Seperti yang sudah dilakukannya di pertemuan pertama, sebelum memutar video untuk ketiga kalinya, peneliti menanyakan kepada siswa apakah mereka sudah mengetahui bagian-bagian dari percakapan yang mengandung ekspresi. Hanya sedikit para siswa yang menjawab pertanyaan tersebut.

Peneliti kembali memutar video untuk yang ketiga kalinya dengan memutarnya secara perbagian. Dengan begitu para siswa mengetahui bagian-bagian mana dari percakapan tersebut yang mengandung ekspresi-ekspresi. Setelah beberapa saat, salah seorang siswa mengangkat tangan untuk bertanya tentang salah satu ekspresi. Siswa itu menanyakan dengan berkata "pak, extending itu gimana maksudnya?" Peneliti menjawabnya dengan extending itu, perhatikan semuanya! Extending itu kalau pas kalian berbicara lewat telepon, kadang kalian tiba-tiba ada tamu, misalnya. Jadi kalian harus membukakan pintu. Tadi di contoh ada 'hold on, please' begitu contohnya. Itu maksudnya 'tunggu sebentar'. Jelas?" Para siswa serentak menjawabnya dengan "jelas pak."

Beberapa saat kemudian bel istirahat berbunyi, dan siswa dipersilahkan untuk beristirahat. Dalam waktu jeda istirahat, peneliti memanfaatkan waktu untuk bisa mewawancarai beberapa siswa yang tidak keluar kelas. Beberapa siswa yang diminta peneliti menolak untuk diwawancarai dengan alasan malu. Selang beberapa waktu peneliti berhasil mendapatkan data dari hasil mewawancarai siswa.

Sekitar pukul 10.20 bel masuk kembali berbunyi dan para siswa pun kembali masuk kelas dan duduk ditempat masing-masing. Peneliti kembali melanjutkan kegiatan belajar-mengajarnya. Peneliti memberikan sebuah soal untuk siswa mencatat kembali tentang ekspresi-ekspresi yang sudah diajarkan. Dia juga menjelaskan bahwa kertas tersebut akan menjadi catatan siswa.

Kemudian peneliti kembali memutar sebuah animasi video tentang recount, yang berjudul "my birthday party". Video animasi tersebut memperlihatkan tentang sebuah contoh dari bentuk teks recount. Para siswa memperhatikan dengan seksama. Peneliti hanya memutar video ini sebanyak dua kali saja, mengingat waktu yang memang sangat terbatas serta tidak begitu

sulitnya kosakata yang dipakai dalam video. Peneliti kembali memberikan sebuah soal yang juga dipakai oleh siswa untuk menjadi catatan mereka.

Pada sisa waktu kurang lebih 20 menit, peneliti memberikan sebuah latihan soal untuk para siswa. Kali ini dia mengatakan bahwa soal tersebut mereka kerjakan secara individu, untuk mengetahui seberapa jauh mereka mengerti materi. Dalam tahap ini peneliti memutar rekaman percakapan sebanyak dua kali tiap soalnya. Soal tersebut berupa soal *True/False* jadi siswa akan lebih mudah untuk berkonsentrasi pada rekaman.

Setelah rekaman soal selesai diputar, peneliti bersama dengan siswa berdiskusi mengenai jawaban soal. Peneliti memberi kesempatan kepada siswa untuk menjawab pertanyaan dengan mengacungkan tangan. Kebanyakan dari siswa bisa menjawab dengan benar, namun beberapa dari mereka masih terdapat kesalahan kecil. Jika siswa salah dalam menjawab, peneliti membiarkan siswa lain untuk memberikan koreksi akan jawaban yang benar.

Pada sisa waktu 5 menit terakhir, peneliti memberikan kesimpulan singkat akan materi yang sudah dipelajari. Dia kembali menanyakan pertanyaan menggunakan kata "What have we learned today?" Siswapun antusias menjawab dengan berbagai jawaban. Kemudian bel tanda berakhirnya pelajaran pun berbunyi, peneliti kewalahan dalam memberikan kesimpulan karena para siswa sudah tidak memperdulikan lagi dan bersiap-siap untuk pulang. Dia pun akhirnya memutuskan untuk mengakhiri kelas dan mengucapkan salam. Setelah berdo'a peneliti bersama dengan kolaborator keluar meninggalkan kelas.

The field note of the teaching and learning process made by my collaborator:

Meeting 2

Saturday, May 10, 2014

8F

09:25 a.m. to 11.00

The researcher, the collaborator and the teacher went to the class. The students were still noisy since they were just back from dance class. All the students were in the class, and the researcher prepared the LCD. When it was ready, he asked the leader of the class to have a prayer but the leader forgot how to do it. So he taught the leader of the class how to lead a prayer. He said "Attention please. Let's have a prayer shall we". After a prayer, he greeted the students, "assalamualaikum wr. wb., how are you today? Hari ini kita akan melanjutkan materi yang kemarin kita pelajari. Sebelumnya, does anybody still remember about what we have learned yesterday?" all students answered in random. So he guided the students to answer the correct questions. He said "yesterday we have learned three expressions, what are they?". Then the students began to answer it. However the boys were talking to each other at the back. After that teacher then said that they would watch a video about three expressions of starting, extending and ending by telephone. He then played the video twice, while the students watched it. After that, he asked them "kira-kira dari video tadi, apa yang mereka bicarakan? Mana yang termasuk starting, extending, dan ending?" none answered, so that he played the video one more, but at this time he played in part by part. In the middle of the discussion, one student was busy by himself. The researcher asked him what he was doing.

The researcher continued by drawing a table on the white board to group the expressions. He asked some students to write down the expressions on the board. Sometimes some of the students who were noisy were pointed to come in from of the class. When they were willing to come in front of the class, he praised them by saying *good, thank you* or giving applause. Actually, the boys at the back were so busy by themselves.

After discussing the video, the researcher distributed a worksheet for each student. A student at the back asked a question, “pak, extending itu maksudnya gimana?” the researcher answered in bahasa Indonesia, “extending itu, perhatikan semuanya! Extending itu kalau pas kalian berbicara lewat telepon, kadang kalian tiba-tiba ada tamu, misalnya. Jadi kalian harus membukakan pintu. Tadi di contoh ada ‘hold on, please’ begitu contohnya. Itu maksudnya ‘tunggu sebentar’. Jelas?” then, the bell rang. The students took a break.

10:25 the students came back to class.

The researcher asked the students to prepare the worksheet they got. Then, he played an audio twice. The students were asked to fill the expressions as they had learned in a table. The students didn’t get the answer, so the researcher played the audio once more. Then, they discussed it together. The researcher asked whether the students were still confused with what extending. He then asked them to find its meaning in the dictionary. He explained that extending in this context was *memperpanjang conversation*. He explained the instruction of how to do the next task in bahasa Indonesia. He played each audio twice. Some of them did the task by asking their friends.

The researcher tried to make the students more active in answering his questions. So he made a table in the board and pointed out students one by one. There was a boy pointed out by the researcher to answer the question number 3, but he insisted. The researcher tried to motivate him by saying “gapapa maju aja, jawab sebisanya”. The boy then agreed to answer it. The answer was not perfectly correct. Despite that, he was giving applause and saying thank you to the boy. The researcher then continued the lesson by asking the students which part was incorrect.

“pada pertemuan kita kemarin kita sempat membahasa teks apa? Ada yang ingat?” some students said that they studied report. The researcher explained that the next task was listening comprehension about report text. He played the audio three times, but the students insisted to played it once more. When the audio was played, the boys, especially who sat at the back were busy with themselves, not paying attention to the audio and the task. Then, the researcher continued by discussing the answers. The students were uncontrolled because the bell rang already. They focused on going home, so that they were noisy when discussing the answers.

The researcher closed the class.

No : FN 07
Hari, tanggal : Senin, 12 Mei 2014
Jam : 08.30-09.30

Tempat : Ruang Kelas VIII F
Kegiatan : Tes Cycle I
Responden : Peneliti, Kolaborator, dan Siswa

Pukul 08.30 peneliti dan kolaborator menuju ke ruang kelas VIII F. Guru Bahasa Inggris tidak dapat hadir karena sedang ada tugas diluar sekolah, sehingga peneliti diberi ijin untuk memulai kegiatan tanpa dampingan dari guru. Jam sekolahpun dikurangi dari 40 menit menjadi hanya 30 menit saja, dikarenakan sekolah akan mengadakan rapat kenaikan kelas.

Setibanya dikelas, peneliti langsung memberi salam, sementara kolaborator juga langsung menempatkan diri duduk dibelakang kelas. Peneliti menyiapkan peralatan seperti laptop dan speaker, sembari menjelaskan bahwa hari ini para siswa akan mengerjakan latihan saja, tanpa adanya video. Dia juga menghimbau pada para siswa untuk mengerjakannya secara individu dan jujur, karena latihan ini hanya untuk mengukur seberapa jauh peningkatan mereka setelah diberikan materi listening menggunakan animasi video.

Peneliti pun mulai membagikan kertas soal kepada setiap siswa, dengan dua orang siswa membantu peneliti membagikan kertasnya. Setelah semua mendapatkan kertas soalnya masing-masing, peneliti mulai memutar rekaman yang menjadi bahan soal. Dia memutar rekaman tersebut sebanyak dua kali tiap soal. Pada saat kegiatan berlangsung, salah satu siswa kedapatan bertanya kepada teman sebelahnya. Peneliti pun langsung memberitahukan siswa bahwa soal harus dikerjakan sendiri.

Setelah semua rekaman selesai diputar, peneliti meminta para siswa untuk mengumpulkan jawabannya kedepan. Para siswa pun mulai mengumpulkan jawaban mereka kedepan, meski masih saja ada siswa yang bertanya jawaban kepada temannya. Setelah semua jawaban terkumpul, peneliti menanyakan apakah ada soal yang sulit atau tidak, dan kebanyakan siswa menjawab dengan tidak.

Waktu masih menyisakan sekitar 20 menit, peneliti memanfaatkan waktu tersebut untuk memberi gambaran kepada siswa tentang materi yang akan mereka dapatkan selanjutnya. Peneliti mulai bertanya kepada siswa "have you ever heard about narrative?" Siswa pun menjawabnya secara acak seperti, "cerita pak", "story sir". "Malin Kundang", etc. Dia pun memberitahukan kepada siswa bahwa mereka akan menonton animasi video tentang narrative, dimana kebanyakan dari video tersebut adalah cerita.

Pada sisa waktu 5 menit terakhir, peneliti mulai menutup kelas. Sebelum meninggalkan kelas, dia meminta siswa untuk ikut dengannya untuk diwawancarai. Banyak dari mereka ingin berpartisipasi dalam wawancara tersebut, namun karena terbatasnya waktu, peneliti hanya ingin mewawancarai beberapa orang siswa saja.

Setelah semua selesai diwawancarai, peneliti dan kolaborator turun dan meninggalkan ruang kelas.

The field note made by my collaborator:

Meeting 3, Post Test 1

At 08:30 am the researcher and the collaborator entered the class. the time period was reduced into 30 minutes each since the time was used for teachers' coordination meeting.

The researcher greeted the students and led a prayer. “hari ini kita akan melanjutkan materi yang kemarin, namun terhubung terbatasnya waktu, hari ini kita akan mengerjakan latihan saja. Jadi tidak ada video hari ini”. He then distributed a worksheet for each student. The students were noisy. Some of them sang songs, beat the tables and talking to friends. The researcher was busy on his table with his laptop, preparing for the material and the media.

After five minutes, the researcher came in front of the class and explained to the students how to do the task in Bahasa Indonesia. Some students at the back didn't pay attention to him. After that, he played the audio. The audio was played three for each one. There were some students who cheated their friends during the test. The researcher reminded to do it individually.

After it's finished, the researcher asked the students to collect their works. He asked, “ada yang susah nggak?” the students said that there was nothing difficult.

The researcher then asked “have you ever heard about narrative?” some students said yes, some of them said no. then, he explained that the next meeting they will learn about narrative text using videos. The students suddenly became so noisy. He reviewed what the students had learned. “What have we learned?” The students said that they had learned recount text. They talked a little about the generic structure of a recount text. The researcher then closed the class, and went out of the class with students that he had pointed to be interviewed. Some other boys followed him, but then they were asked to come back to class. They were waiting for the bell to ring so that they can take a break.

No : FN 08
Hari, tanggal : Sabtu, 17 Mei 2014
Jam : 09.00-11.00
Tempat : Ruang Kelas VIII F
Kegiatan : Mengajarkan ekspresi dari *asking for agreement, agreeing, and disagreeing* dan Narrative (Cycle II)
Responden : Peneliti, Kolaborator, Guru, dan Siswa

Peneliti bersama dengan guru dan kolaborator datang menuju ke kelas VIII F sekitar pukul 09.00. Seperti biasanya, guru dan kolaborator langsung menempatkan diri dibelakang kelas untuk mengamati kegiatan di kelas. Sembari menyuruh murid untuk menyiapkan LCD, peneliti memulai kegiatan dengan menyapa para siswa. Setelah selesai dengan persiapannya, ketua kelas mulai memimpin kelas untuk berdoa dengan menggunakan Bahasa Inggris yang sudah diajarkan.

Peneliti kemudian memberi pertanyaan kepada siswa “do you know what narrative is?” Serentak para siswa menjawab dengan “Yes”. Peneliti melanjutkan pertanyaannya dengan “Are you familiar with it? Give me the example” Para siswa pun menjawab dengan ramai, seperti “Cerita kan pak”, “Malin Kundang sir”, etc. Kemudian peneliti menjelaskan bahwa mereka akan mempelajari lebih dalam tentang narrative dengan menggunakan animasi video.

Peneliti memutarakan sebuah animasi video yang memuat tentang ekspresi-ekspresi dari *asking for agreement, agreeing, and disagreeing*. Dia memutarakan video tersebut sebanyak dua kali, kemudian menanyakan apakah mereka memahami secara keseluruhan atau belum. Para siswa pun menjawab dengan “belum pak”. Kemudian peneliti membuat sebuah table di papan untuk diisi

oleh para siswa. Kemudian video pun diputar untuk yang ketiga kalinya, Seperti yang sudah dilakukan sebelumnya, video diputar perbagian, dimana siswa disuruh untuk maju kedepan menuliskan ekspresi yang mereka dengar dari video tersebut. Para siswa pun maju satu persatu menuliskan ekspresi-ekspresi yang ada di dalam video tersebut. Salah satu siswa laki-laki menjawab dengan kurang tepat, sehingga peneliti menyuruh siswa lain untuk membetulkan jawaban tersebut. Siswa kemudian mencatat ekspresi tersebut kedalam buku mereka.

Sebelum peneliti memutar video animasi kedua, dia menyuruh siswa untuk menyiapkan kamus dengan berkata “prepare your dictionary now”. Namun tak semua siswa membawa kamus tersebut, sehingga peneliti menyuruh siswa lain untuk meminjamkannya. Jadi di setiap meja terdapat satu kamus. Video animasi kedua berjudul “The Lion and the Rabbit”, dimana video ini diputar sebagai sarana peneliti menjelaskan tentang narrative. Peneliti kemudian memberikan sebuah worksheet untuk para siswa sebagai latihan. Untuk menyingkat waktu, dia hanya memutarnya sebanyak dua kali. Dia memutar video pertama secara normal, kemudian pada pemutaran kedua dia memutarnya secara perbagian. Sembari memutar video secara perbagian, peneliti menyuruh siswa untuk menuliskan kata-kata yang dianggap susah. Dia juga mengimbau untuk tidak langsung bertanya artinya, namun mencarinya terlebih dahulu di kamus. Kemudian didalam worksheet tersebut, siswa juga disuruh untuk mengerjakan “jumbled sentence”. Kemudian setelah semua siswa selesai mengerjakan, bersama dengan peneliti, mereka mengoreksi jawaban.

Bel istirahat berbunyi. Peneliti mempersilahkan para siswa untuk beristirahat. Guru pun ikut keluar kelas saat jam istirahat, sementara peneliti dan kolaborator tetap berada di dalam kelas. Mereka mendiskusikan tentang kegiatan peneliti. Pukul 10.20 bel masuk berbunyi, dan para siswa kembali ke kelas, sementara guru tidak kembali karena ada tugas di luar sekolah.

Peneliti kemudian meneruskan mengoreksi jawaban dari tugas sebelumnya. Kali ini para siswa agak ramai. Peneliti pun menyuruh siswa satu persatu untuk menjawab pertanyaan agar keramaian siswa dapat berkurang. Pada saat peneliti menjelaskan ejaan dari kata “thought”, dia agak kelupaan membedakan dengan kata “tought”. Disini kolaborator membantu peneliti membetulkannya.

Setelah semua jawaban selesai dikoreksi, peneliti melanjutkan tugas selanjutnya untuk dikerjakan secara individu. Pada saat yang bersamaan, ada tiga orang siswa laki-laki duduk secara berdampingan. Peneliti memperingatkan mereka untuk duduk pada kursi masing-masing. Setelah semua terkondisikan, peneliti membagikan tugas tersebut kepada para siswa. Tugas kali ini siswa diperdengarkan rekaman-rekaman percakapan yang dimainkan sebanyak dua kali. Para siswa pun mengerjakannya dengan tenang.

Selesai mengerjakan semua soal, peneliti bersama siswa membahas bersama-sama tugas yang baru saja mereka kerjakan. Para siswa terlihat sangat antusias dalam menjawab pertanyaan yang ada. Satu persatu siswa mengacungkan diri untuk menjawab pertanyaan, sementara jika ada yang salah, teman mereka juga mengacungkan diri untuk membenarkannya.

Pada 5 menit terakhir, peneliti meamberikan kesimpulan tentang pelajaran yang mereka dapatkan. Peneliti mengatakan “What have we learned today?” Siswa pun menjawab bermacam-macam seperti, “expressions sir”, “narrative”, “agreement and disagreement”, etc. Peneliti juga meluruskan jawaban-jawaban

dari para siswa tersebut. Pukul 11.00 bel berbunyi, peneliti dan kolaborator meninggalkan kelas setelah berpamitan.

The field note of teaching and learning process made by my collaborator:

Meeting 4

May 17th 2014, Saturday

The researcher, the collaborator, and the teacher came to the class. The researcher greeted the students. Then, he started by asking the students whether they were familiar with narrative texts. They said they were familiar with it. Then, he asked whether they could give some examples of it. The researcher then explained that they were going to learn about narrative through videos. He played a video, then he elaborated the expressions in it. He asked, “tadi jelas nggak?”. They said no. then, he played the video once more. He drew a table to group the expressions, and asked some of the students to write the expressions on the table.

Before he played the second video, he asked the students to prepare the dictionary. Some of the students did not bring it. The researcher then asked the students to lend the dictionary to the others so at least one table one dictionary. After finished, he played another video about the Rabbit and the Lion. The researcher then distributed a worksheet for each student. He said that the worksheet would be used as a note as well. He played the video twice. The first was played normally, and the second he played the video part by part. Every parts, the researcher asked the students whether there were some difficult words that they did not understand or not. Some of the students said some difficult words that they did not understand. The researcher then asked the students to write and check the words in the dictionary.

He played the same video to do the task. They discussed the answers of the questions. He checked the answer one by one. Once he checked a question, he asked “siapa yang benar? Bagus!”

The bell rang. The students went out of the class to take a break.

At 10:20 am the students came back to class. They continued discussing the task, but they were a bit noisy this time. He sometimes asked one by one student to answer a question. When they came to an unknown vocabulary (think-thought), the researcher stuck a bit of not knowing the exact spelling of thought. I helped him to get the answer.

They did the next task. He told that if they found unfamiliar vocabulary, they should note them. At this time, there were three students at the back who sat down in the same desk. The researcher warned them by asking what they were doing. He said, “sedang apa? Duduk sini saja kalau mau” (pointing his chair which was in the front of the class).

He continued the lesson. This time the students were to listen to a recording and did the task on the worksheet. The students were silent when the audio was played. The audio was played three times. When discussing the answers of the task, the students were enthusiast to participate.

At 11:00 am the bell rang, the researcher closed the class.

No : FN 09
Hari, tanggal : Rabu, 21 Mei 2014
Jam : 08.00-10.10
Tempat : Ruang Kelas VIII F
Kegiatan : Mengajarkan ekspresi dari *asking for and giving goods and services, and refusing to do something* dan Narrative (Cycle II) dan tes Cycle II (post-test).
Responden : Peneliti, Kolaborator, dan Siswa

Pada hari rabu, 21 Mei 2014 sebenarnya bukanlah jam Bahasa Inggris melainkan jam olahraga. Akan tetapi guru Bahasa Inggris sudah meminta izin kepada guru olahraga untuk memberikan jamnya kepada guru Bahasa Inggris. Guru olahraga pun juga berpesan bahwa gunakan waktu sebaik mungkin sampai habis jamnya, karena memang materi olahraga pun sudah habis. Kemudian peneliti bersama dengan kolaborator bersiap untuk menuju ke kelas VIII F, sementara guru Bahasa Inggris kembali tidak bisa menemani karena ada tugas di luar sekolah.

Pukul 08.30 peneliti tiba di ruang kelas. Walaupun sebelumnya siswa sudah diberi tahu oleh guru bahwa jam olahraga akan diganti jam Bahasa Inggris, namun beberapa siswa, terutama anak laki-laki, masih agak enggan untuk mengikuti pelajaran. Disini peneliti mencoba menjelaskan bahwa pertemuan ini adalah yang terakhir. Para siswa pun akhirnya mengerti dengan keadaan dan bersemangat mengikuti pelajaran.

Peneliti membuka pelajaran dengan berdoa yang dipimpin oleh ketua kelas. Sembari siswa mempersiapkan LCD, peneliti mencoba menanyakan tentang materi yang sebelumnya mereka dapatkan. Beberapa siswa menjawab dengan "agreement sir" dan yang lain menambahkannya. Setelah LCD siap, peneliti melanjutkan kegiatannya dengan memutar sebuah animasi video tentang percakapan yang memuat ekspresi dari *asking for and giving goods and services, and refusing to do something*. Setelah diputar sekali, dia menyuruh siswa untuk menuliskan ekspresi-ekspresi yang terkandung didalam video ke papan tulis yang sudah digambari table oleh peneliti sebelumnya. Dia memuji siswa-siswa yang maju kedepan dengan mengatakan "good, thank you". Dia juga memberikan selembar kertas kecil kepada para siswa guna sebagai catatan mereka.

Setelah itu peneliti memutar video animasi kedua yang berjudul "Tangkuban Perahu". Para siswa terlihat antusias untuk menonton video ini karena mereka tahu video tersebut merupakan sebuah cerita legenda yang menarik. Ketika video diputar, para siswa terlihat tenang menonton video tersebut. Video tersebut berdurasi sedikit lebih lama dibanding video-video sebelumnya, sehingga ketika video selesai diputar sekali, bel istirahat pun berbunyi. Seketika peneliti menghentikan kegiatan dan mempersilahkan siswa untuk beristirahat.

Saat jam istirahat, peneliti memanfaatkan waktu dengan berwawancara dengan beberapa siswa untuk mengetahui seberapa jauh pengaruh animasi video dalam membantu mereka belajar listening. Kolaborator pun membantu peneliti dengan ikut mencatat jawaban-jawaban dari siswa. Sekitar pukul 09.20 bel masuk kelas berbunyi, peneliti kembali kedepan kelas sementara kolaborator kembali menempatkan diri dibelakang kelas.

Setelah semua siswa masuk, peneliti kembali memutar video “Tangkuban Perahu”. Siswa diminta untuk lebih mencermati lagi video tersebut karena akan berhubungan dengan soal yang diberikan. Siswa pun lebih berkonsentrasi dalam melihat dan mendengar video tersebut. Selesai diputar, peneliti membagikan kertas soal kepada para siswa. Setelah semua siswa sudah mendapatkan kertas soalnya masing-masing, peneliti menjelaskan secara singkat tentang instruksi dari soal-soal tersebut. Kemudian siswa diberikan waktu 10 menit untuk mengerjakannya.

Selesai mengerjakan, peneliti bersama siswa berdiskusi mengenai jawaban dari soal-soal tersebut. Kali ini peneliti mencoba memberikan hadiah berupa snack bagi siswa yang bisa menjawab pertanyaan dengan benar. Mengetahui adanya semacam hadiah, siswa bersemangat untuk menjawab soal. Mereka berebut untuk ambil bagian dalam menjawab soal. Hal ini terlihat dari siswa yang mengangkat tangan untuk mencoba menjawab.

Setelah semua selesai dan snack pun telah dibagikan, peneliti kembali memberikan soal kepada para siswa. Soal ini berupa post-test, dikarenakan tidak adanya lagi waktu yang diberikan kepada peneliti sehingga dia harus melakukan post-test di jam terakhir. Dia juga menjelaskan kepada siswa bahwa soal ini tidak akan mempengaruhi nilai akademik mereka. Setelah semua siswa mendapatkan kertasnya masing-masing, peneliti memulai post-test nya. Belum selesai semua soal, bel pelajaran pun berhenti, namun peneliti tetap meneruskan post-testnya sampai selesai.

Setelah post-test selesai, peneliti bergegas pamit kepada para siswa karena guru pelajaran selanjutnya telah menunggu diluar. Tak lupa peneliti berterima kasih banyak kepada para siswa atas partisipasi mereka. Dia juga memberikan sisa snack yang ada untuk ditinggal dikelas. Setelah berpamitan, peneliti keluar kelas. Dia juga meminta maaf kepada guru yang sudah menunggu diluar kelas. Selesai minta maaf, peneliti dan kolaborator pergi meninggalkan kelas.

The field note of teaching and learning process made by my collaborator:

Meeting 5

May 21st 21014

8:20 am

The class began at 8:20 but the researcher and the collaborator went into the class ten minutes later. The students were noisy at the time. Some of didn't know that the lesson period was used as English class. Some of them even helped the researcher to set up the media (LCD).

When the LCD had been set up, the researcher continued, “hari ini kita kan melanjutkan materi, just like yesterday, we will learn expressions and followed by an example of a narrative. Before we move on, what have we learnt yesterday?” The students answered randomly. The researcher then began to guide them. A student said that they learnt about expressions of agreement, the other students added another expressions. Then the researcher asked about the vocabularies that they learnt yesterday.

The researcher then played a video. Most of the students paid attention, but some of them were busy with themselves, and even played a paper-plane. The video was played once. After that, the researcher asked the students to identify the content of the video. He asked some students to write it down on the

whiteboard. He praised the students who were willing to come in front of the class by saying “good, thank you”.

The bell rang at 9:00 am. The students went out of the class to take a break.

At 9:20 the class started again, and the researcher continued the class. 5 minutes after the bell rang, the three boys came in to the class. They were late, and they instantly sat at their chairs.

The researcher distributed a worksheet for each student. “oke, kita lihat video lagi ya”. He played a video of Tangkuban Perahu. The students paid attention. They were silent during the video playing. The researcher and the students discussed the questions based on the video together. He promised to the students who answered the question correctly would be given a reward. The rewards were chocolate snacks. The students were very active during the discussion. Some students even wanted to answer it first despite the researcher had not been pointing out any students. As he promised, some students got the snacks for answering the questions.

He then distributed another worksheet. He said to the students that the task will not affect their scores for their real teacher. He also said that the task was just the same as the task they had at the first time the researcher came to the class. “tuliskan nama sama nomor absennya dulu”, he said “just answer the questions from the possible answers”. Each audio was played twice.

The bell rang at 10:00 am but the task was not finished. It took 10 minutes extra to finish it.

The task was done. The researcher asked them to submit their work. He closed the class and left the class with the collaborator.

No : FN 10
Hari, tanggal : Sabtu, 24 Mei 2014
Jam : 09.00-10.00
Tempat : Ruang Guru
Kegiatan : Berdiskusi dengan Guru Bahasa Inggris
Responden : Peneliti dan Guru Bahasa Inggris

Pada hari sabtu, 24 Mei 2014 sekitar pukul 09.00 peneliti datang ke sekolah guna berdiskusi dengan guru mengenai kegiatan yang sudah peneliti lakukan. Disini guru memberikan masukan-masukan mengenai kekurangan serta kelebihan menurut pengamatan dari guru. Beliau memberi masukan kepada peneliti bahwa peneliti harus bisa lebih tegas dalam mengajar kelak, apabila terdapat murid yang ngobrol sendiri, peneliti harus bisa mengingatkan dengan tegas, bukan keras. Selain itu suara juga menjadi sesuatu yang penting. Suara yang jelas akan mempermudah siswa dalam menerima materi.

Selain memberi masukan, guru juga memberi pujian kepada peneliti tentang materi yang disampaikan. Beliau sempat menanyakan akan bagaimana video-video tersebut dibuat, dan minta diajarkan. Akan tetapi karena keterbatasan waktu dan tempat, beliau ingin meminta semua materi yang sudah diajarkan untuk dikemas dalam bentuk cd agar bisa digunakan untuk mengajar kelak. Peneliti pun merasa senang bisa membantu memberikan sedikit materi yang ada.

Kemudian peneliti juga membahas tentang masalah perijinan yang sebelumnya belum bisa diberikan. Dia mengatakan bahwa surat ijin tersebut

akan segera disusulkan secepatnya. Guru pun tidak merasa keberatan dengan hal itu dan memakluminya. Setelah dirasa cukup dengan diskusi, peneliti berpamitan pulang.

No : FN 11
Hari, tanggal : Senin, 26 Mei 2014
Jam : 08.00-13.30
Tempat : Semarang
Kegiatan : Mengurus Surat Ijin Penelitian
Responden : Peneliti

Untuk mengurus surat ijin penelitian, peneliti harus terlebih dahulu datang ke kantor Badan Penanaman Modal di daerah Semarang. Peneliti berangkat dari rumah di daerah Temanggung. Jarak antara Temanggung-Semarang cukup jauh, yaitu sekitar 70km dengan waktu tempuh sekitar 2 jam. Peneliti berangkat dari rumah sekitar pukul 08.00 mengendarai sepeda motor.

Peneliti tiba dikantor BPM Semarang sekitar pukul 10.10. Satpam disana pun langsung datang menghampiri dan menanyakan perihal keperluan peneliti. Peneliti pun menjelaskan kepentingannya datang untuk meminta surat ijin penelitian. Dia pun diantar oleh satpam kedalam dan dibimbing untuk mengisi blangko. Selesai mengisi blangko, peneliti mengambil nomor antrian dan menunggu panggilan. Setelah mendapat panggilan, peneliti menyerahkan berkas-berkas kepada petugas untuk diproses. Proses ini berlangsung kurang lebih 1 jam lamanya. Setelah semua berkas selesai diurus, petugas memanggil peneliti dan meminta tanda tangan untuk tanda bukti. Setelah semua selesai, sekitar pukul 11.30 peneliti kembali kerumah untuk pulang.

No : FN 12
Hari, tanggal : Rabu, 28 Mei 2014
Jam : 09.00-09.45
Tempat : Ruang Guru
Kegiatan : Mengurus Surat Ijin Penelitian
Responden : Peneliti dan Guru Bahasa Inggris

Peneliti kembali ke SMP N 6 Magelang untuk menyelesaikan pengurusan surat ijin penelitian. Dia langsung mendatangi ke ruang guru dan membicarakannya dengan Guru Bahasa Inggris. Guru pun memberi tahu bahwa surat diletakkan di ruang TU. Seketika peneliti langsung menuju ke ruang TU untuk meletakkan surat ijin tersebut. Setelah selesai, peneliti kembali ke ruang guru untuk berbicara dengan Guru Bahasa Inggris.

Setibanya di ruang guru, peneliti memberikan CD materi yang sebelumnya sudah dipeasan oleh guru. Beliau pun berterima kasih banyak kepada peneliti atas materi yang diberikan. Selain itu peneliti juga memberikan speaker yang digunakan untuk mengajar, karena speaker di sekolah kurang memadai. Guru pun sangat senang dengan hal itu. Peneliti juga sangat berterima kasih atas apa yang sudah guru lakukan untuk peneliti. Hal tersebut menurut peneliti tidak bisa dibeli dengan uang, karena hal-hal tersebut sangatlah penting bagi masa depan peneliti.

Selesai saling berterima kasih, peneliti meminta ijin untuk pulang.

**APPENDIX E:
INTERVIEW
GUIDELINE AND
TRANSCRIPTS**

INTERVIEW TRANSCRIPT 1

Hari, tanggal : Senin, 28 April 2014
 Jam : 10.10-10.30
 Tempat : Ruang Guru
 Responden : Peneliti (P) dan Guru Bahasa Inggris (G)

(Related to the teaching and learning process)

P: Bagaimana menurut ibu kegiatan belajar mengajar Bahasa Inggris di kelas secara keseluruhan?

G: Ya..sudah cukup baik ya. Anak-anak bisa mengikuti dengan bai, walau terkadang ada beberapa anak, terutama laki-laki yang agak ketinggalan.

P: Seberapa sering Ibu mengajarkan listening pada siswa?

G: Saya itu jarang banget mas ngajar listening. Bahannya ga punya.

P: Metode atau model pembelajaran seperti apakah yang ibu terapkan saat mengajarkan listening?

G: Apa ya, saya itu kalau mengajar listening ya cuman pake rekaman-rekaman saja mas.

P: Bagaimana dengan penggunaan LCD bu?

G: Sebenarnya pengen mas, tapi ya itu, ga punya bahan jadi jarang makainya.

P: Bagaimana keadaan kelas saat ibu mengajar listening?

G: Ya tenang, anak-anak berkonsentrasi mendengarkan rekaman itu.

P: Kesulitan atau kendala apa yang ibu temui ketika mengajarkan listening?

G: Itu kalau pas spekaernya agak kurang jelas kan udah menjadi masalah tersendiri mas, apalagi saya kurang begitu tahu tentang elektronik seperti itu. Selain itu variasi materi juga saya tidak punya.

P: Bagaimana dengan sarana dan prasarana saat ibu mengajarkan listening?

G: Sebenarnya sih semua sudah ada mas, dari mulai LCD, laptop, sampai dengan speaker, walau speakernya agak kurang bagus. Tapi saya ya itu, jarang mengajarkan listening jadi tidak begitu maksimal menggunakannya.

P: Media apa yang ibu gunakan dalam mengajarkan listening?

G: Mmmm..ya cuma rekaman itu mungkin mas, sama laptop kadang-kadang.

P: Bagaimana minat siswa dalam mempelajari listening?

G: Siswa sebenarnya sangat antusias dan senang ya kalau pas listening. Mereka bisa diam dan berkonsentrasi mendengarkan rekaman. Jadi menurut saya ya bagus minatnya.?

P: Bagaimana cara ibu memotivasi siswa dalam belajar listening?

G: Saya suruh banyak-banyak mendengarkan lagu-lagu atau film yang berbahasa Inggris.

P: Pernahkah siswa diajarkan listening menggunakan video?

G: Belum pernah mas.

P: Bagaimana menurut ibu jika listening dikelas menggunakan video?

G: Menurut saya ya bagus ya kan di video selain siswa bisa mendengarkan, mereka juga bisa sambil menonton jadi nggak ngebosenin gitu. Baguslah mas.

P: Adakah nasihat dari ibu untuk saya dalam mengajarkan listening menggunakan video nantinya?

G: Ya dimaksimalkan saja mas waktu yang ada. Yang penting itu sregepnya aja. Mungkin nanti anak-anak bakal sedikit nakal dalam artian mereka menganggap mas Boris sebagai teman mereka, bukan guru. Jadi mas Boris harus bisa memposisikan diri sebagai guru nantinya.

P: Terima kasih bu.

INTERVIEW TRANSCRIPT 2

Hari, tanggal : Selasa, 29 April 2014
 Jam : 11.00-11.05
 Tempat : Ruang Guru
 Responden : Peneliti (P) dan Siswa bernama Diah Lucky (S)

P: Bagaimana menurut kamu pelajaran Bahasa Inggris?

S: Ya menyenangkan pak.

P: Nyenenginnya kaya gimana emang?

S: Ya seru aja pak. Kan itu jadi bikin kita bisa ngomong ke bule hehe.

P: Dari empat skills yang ada, apakah listening termasuk hal yang sulit?

S: Ya..lumayan susah sih pak.

P: Kesulitan-kesulitan apa yang didapat ketika listening?

S: Itu kadang kalau yang ngomong kecepeten ya jadi nggak mudeng gitu.

P: Berarti kalau pelan mudeng nih?

S: Ya kalau kata-katanya ga susah juga sih pak hehe.

P: Apakah pelajaran saat listening sudah menarik?

S: Biasa aja sih pak. Jarang juga bu Heri ngasih listening. Kalo ga salah cuma sekali apa dua kali gitu.

P: Pas kapan terakhir bu Heri ngasih listening?

S: Semester 1 dulu pak.

P: Bagaimana pemberian materi ataupun tugas listening dari ibu guru?

S: Ya cuman gitu-gitu aja pak. Paling distelin rekaman gitu.

P: Ga pernah pake video atau gambar gitu?

S: Kalau gambar pernah pak, tapi bukan listening. Paling writing itu pak. Kalau video belum pernah.

P: Berarti listening ga pernah pakai LCD ato laptop gitu?

S: Nggak pernah pak.

P: Saat pelajaran listening, media apa yang diterapkan ibu guru biasanya?

S: Pakai laptop pak.

P: Pernahkah kamu menonton video animasi berbahasa Inggris?

S: Pernah pak. Tapi seringnya nonton film itu hehe.

P: Trus pake subtitlednya itu gak?

S: Ya pake pak, gak mudeng kalau gak make hehe.

P: Pernahkah kamu mencoba belajar Bahasa Inggris dari animasi video tersebut?

S: Sering pak. Kan jadi tau beberapa kata baru gitu.

P: Oh gitu, bagus deh. Yaudah makasih ya.

S: Oke pak!

INTERVIEW TRANSCRIPT 3

Hari, tanggal : Selasa, 29 April 2014
 Jam : 11.05-11.10
 Tempat : Ruang Kelas VIII F
 Responden : Peneliti (P) dan Siswa bernama Aldi (S)

P: Bagaimana menurut kamu pelajaran Bahasa Inggris?
 S: Susah pak.
 P: Susahnya gimana Di?
 S: Banyak kata yang gak mudeng pak.
 P: Dari empat skills yang ada, apakah listening termasuk hal yang sulit?
 S: Susah semua. Paling yang agak bisa reading tok.
 P: Kesulitan-kesulitan apa yang didapat ketika listening?
 S: Ya itu pak, kata-katanya yang susah.
 P: Susah gimana?
 S: Kan banyak yang ga mudengnya pak.
 P: Apakah pelajaran saat listening sudah menarik?
 S: Listening aja gak pernah pak.
 P: Masa?
 S: Iya. Semester 1 tok ya dah lupa
 P: Bagaimana pemberian materi ataupun tugas listening dari ibu guru?
 S: Wah lupa pak.
 P: Sedikitpun gak inget?
 S: (bertanya dengan temannya) Oh iya pak, ngasih rekaman tok.
 P: Saat pelajaran listening, media apa yang diterapkan ibu guru biasanya?
 S: Laptop.
 P: Berarti dulu pake gambar atau video?
 S: Enggak.
 P: Pernahkah kamu menonton video animasi berbahasa Inggris?
 S: Ya... pernah pak.
 P: Pernahkah kamu mencoba belajar Bahasa Inggris dari animasi video tersebut?
 S: Enggak pak, kan kalau nonton sambil baca teksnya itu hehehe.
 P: Padahal enak kan, kamu nonton film atau video gitu sambil curi-curi buat belajar.
 S: Ya besok gampang pak.
 P: Yaudah makasih Di.

INTERVIEW TRANSCRIPT 4

Hari, tanggal : Rabu, 30 April 2014
 Jam : 10.45-10.50
 Tempat : Ruang Kelas VIII F
 Responden : Peneliti (P) dan Siswa bernama Fadila (S)

P: Gimana tadi soalnya menurutmu Fad?
 S: Wah lumayan susah pak!
 P: Susahnya gimana emang?
 S: Ngomongnya pada cepet-cepet.
 P: Cuman itu?

S: Iya pak.
 P: Memang jarang dikasih latihan soal listening pa?
 S: Jarang banget pak, makanya jadi susah ngerjainnya.
 P: Yaudah besok pas saya ngajar disini dimanfaatin waktunya ya.
 S: Sip pak!

INTERVIEW TRANSCRIPT 5

Hari, tanggal : Sabtu, 10 Mei 2014
 Jam : 09.20-09.25
 Tempat : Ruang Kelas VIII F
 Responden : Peneliti (P) dan Siswa bernama Yunita (S)

P: Bagaimana menurutmu tentang listening menggunakan video animasi tadi?
 S: Ya bagus pak.
 P: Apa kamu merasa terbantu belajar listening menggunakan video animasi?
 S: Ya..merasa terbantu pak.
 P: Terbantu gimana contohnya?
 S: Itu pak ada gambarnya kalau pas ngomong.
 P: Ada kesulitan yang kamu temui ketika listening menggunakan video animasi?
 S: Ya kadang yang ngomong kecepeten.
 P: Oh gitu. Mau dilanjut belajar dari video gak dirumah?
 S: Iya mungkin pak hehehe.
 P: Kalau bisa ya lanjutin ya. Oke thanks.

INTERVIEW TRANSCRIPT 6

Hari, tanggal : Sabtu, 10 Mei 2014
 Jam : 09.30-09.35
 Tempat : Ruang Kelas VIII F
 Responden : Peneliti (P) dan Siswa bernama Ari (S)

P: Gimana seneng gak dikelas pakai video animasi?
 S: Ya seneng sih pak tapi ada yang ribut sendiri tadi jadi ga begitu jelas suaranya.
 P: Oh gitu ya next meeting semoga ga ada lagi ya.
 S: Iya pak Boris itu terlalu kalem, mbok galak sitik to pak!
 P: He he..Iya dek makasih nasihatnya.
 S: Sip pak.
 .

INTERVIEW TRANSCRIPT 7

Hari, tanggal : Rabu, 30 April 2014
 Jam : 09.20-09.25
 Tempat : Ruang Kelas VIII F
 Responden : Peneliti (P) dan Kolaborator (K)

- R : Menurutmu tadi gimana Ma?
 K : Tadi aku liat si Aldi malah gangguin sebelah itu ga memperhatikan
 R : Kalo kamu dulu gimana Ma pas PPL dikelas ini?
 K : Kalo aku sih tak suruh maju kedepan anaknya menjawab pertanyaan ato nulis jawaban kedepan. Harus agak dipaksa memang kalo dia.
 R : Yaudah besok tak coba suruh maju kedepan ya.
 K : Oh iya sama kamu agak tegasin sama besarin suaranya. Dari belakang agak kurang kedengaran.

INTERVIEW TRANSCRIPT 8

Hari, tanggal : Rabu, 30 April 2014
 Jam : 10.30-11.00
 Tempat : Ruang Guru
 Responden : Peneliti (P) dan Guru Bahasa Inggris (G)

- P: Bagaimana menurut ibu kegiatan belajar mengajar Bahasa Inggris saya di kelas tadi bu?
 G: Sudah baik mas. Sudah mengajarkan listening kepada siswa. Itu buatnya gimana sih mas bisa gitu? Mbok saya diajarin (senyum).
 P: Itu pake audacity bu, sama edit video. Yang ngerekam ya saya sama Ima itu.
 G: Suaranya sudah kaya native gitu ya.
 P: Wah ya begitulah bu, masih banyak kekurangannya hehe.
 G: Yang penting anak mudeng apa yang disampaikan. Sudah bagus kok mas.
 P: Dari segi penyampaian materi gimana bu?
 G: Urut-urutannya dah bagus mas.
 P: Terus kira-kira kekurangan saya apa ya bu?
 G: Suaranya mas kurang besar. Kok mas Boris itu terlalu halus ya kalau ngomong, kan anak Polisi hehe.
 P: Wah ga ada hubungannya bu hehe. Tadi juga saya ngerasa kurang besarin suaranya, masih agak grogi lama ga ngajar juga hehe.
 G: Ya santai tapi tegas aja mas. Kan dulu juga udah ngajar banyak pas PPL. Gapapa anak ditegasin itu.
 P: Oh iya bu besok saya tegasin lagi suaranya.
 G: Kalau semisal ada anak yang ramai dan ngomong sendiri, pindahkan aja kedepan mas. Saya juga biasanya gitu, terutama si Aldi itu.
 P: Gapapa ya bu mindahin anak?
 G: Gapapa, kan kamu itu guru dikelas mas, punya kewenangan penuh atas anak-anak. Buat kelas sekondusif mungkin.
 P: Oh iya bu, ada lagi gak bu kira-kira?
 G: Ya mas Boris jangan lembut-lembut banget ya. Sudah bagus kok materi dan cara mengajarnya. Saya yang malah belajar sama njenengan mas.
 P: Wah ya saya yang belajar sama Ibu mawon hehe. Jadi ini saya datang lagi hari sabtu ya bu?
 G: Oh iya datang aja langsung mas.

P: Iya bu terima kasih. Kalau begitu saya tak pamit dulu ya bu, makasih banyak ini.

G: Iya mas santai saja wong saya juga bisa belajar sama mas Boris kok.

P: Nggih bu, saling mengisi mawon hehe. Pamit dulu bu, Assalamualaikum

G: Gih mas, Walaikumsalam.

INTERVIEW TRANSCRIPT 9

Hari, tanggal : Sabtu, 10 Mei 2014
 Jam : 10.05-10.10
 Tempat : Ruang Kelas VIII F
 Responden : Peneliti (P) dan Siswa bernama Derri (S)

R : Menurut kamu video yang kemarein sama yang sekarang lebih mudah dimengerti yang mana?

S : Kalau saya yang ini pak. Lucu yang tadi.

R : Lucu? Intinya kamu mudeng gak itu lho.

S : Ya... lebih mudeng yang ini pak.

R : Oh ya bagus, tingkatin terus ya.

S : Ya pak!

R : Terus tadi gimana Der pake handout tadi kamu ikut mencatat ga?

S : Ya mencatat pak. (Yes, I do sir)

R : Bagus kalau gitu. Membantu kamu ga itu handout kira2?

S : Membantu banget pak jadi bisa nyatet dikit hehe.

R : Wah kamu itu harus tetep nyatet ya di pelajaran lain juga. Sama jangan hilang kalau udah nyatat.

S : Oke pak siap!

INTERVIEW TRANSCRIPT 10

Hari, tanggal : Sabtu, 17 Mei 2014
 Jam : 10.05-10.10
 Tempat : Ruang Kelas VIII F
 Responden : Peneliti (P) dan Siswa bernama Almas (S)

P : Menurut dek Almas tadi gimana videonya?

S : Bagus banget pak kaya nonton film biasa malah.

P : Ya tapi ekspresi-ekspresi di videonya mudeng ga?

S : Mudeng pak tapi kalo yang video kedua ada kata yang ga mudeng pak.

P : Oh begitu, terus ceritanya mudeng ga tapi?

S : Mudeng pak biar ga tau artinya tapi tau ceritanya dari gambar.

P : Terus adakah perbedaan yang kamu rasakan sebelum dan sesudah menggunakan video untuk listening dikelas?

S : Maksudnya gimana pak?

P : Ya misalnya saja jadi lebih mengerti, lebih familiar gitu ama kata-kata Bahasa Inggris.

S : Ya ada pak, lebih mudeng sama nambah kosakata.

P : Oh kosakata. Vocabnya gitu ya?

S : Iya pak.

- P : Terus kesulitan apa yang kamu temui ketika listening menggunakan video animasi?
- S : Itu, yang ngomong sering cepet-cepet dan gak begitu jelas.
- P : Ga jelasnya memang dari yang ngomong atau dari speakernya?
- S : Dari yang ngomong pak. Kecepaten. Spekaernya juga kadang kurang jelas.
- P : Oh gitu, terus tadi katanya mudeng?
- S : Iya kan ada gambare itu yang bikin mudeng.
- P : Terakhir nih dek, kira-kira kamu mau nerusin gak belajar Bahasa Inggris menggunakan video animasi gitu?
- S : Ya mungkin pak, kalau nonton film itu juga kan sambil belajar juga hehehe.
- P : Ya tapi jangan kebanyakan nonton film juga, sambil tetap belajar ya.
- S : Oke pak.
- P : Yaudah makasih dek Almas.

INTERVIEW TRANSCRIPT 11

- Hari, tanggal : Rabu, 21 Mei 2014
- Jam : 09.00-09.10
- Tempat : Ruang Kelas VIII F
- Responden : Peneliti (P) dan Siswa bernama Aldi (S1) dan Fano (S2)

- P : Gimana menurut kalian tadi tentang listening menggunakan video animasi dikelas?
- S1 : Lebih menghibur dari yang kemarin pak.
- P : Kalo menurutmu gimana Di? Saya lihat kemaren kamu ga gitu merhatiin video yang kemarin hehehe....
- S2 : Yang kemarin bikin ngantuk pak hehe..Kalo yang sekarang enak, kaya nonton cerita.
- P : Tapi kira2 kalian mudeng ga nih?
- S1 : Yang jelas lebih mudeng dari yang kemarin pak.
- S2 : Bener pak lebih merhatiin soalnya.
- P : Ok. Terus adakah perbedaan yang kalian rasakan sebelum dan sesudah menggunakan video animasi saat listening dikelas?
- S1 : Ya ada pak.
- S2 : Iya sama.
- P : Bedanya apa?
- S2 : Opo no? (berbisik)
- S1 : Ya itu jadi lebih tau kata-kata baru.
- P : Jadi kalian bisa nambah vocabulary sama familiar nya ya?
- S1 : Ya pak!
- P : Apa kesulitan yang kamu temui ketika listening menggunakan animasi video?
- S1 : Kaya si Aldi pak, ngantuk.
- P : Kok bisa? Gak merhatiin mungkin kalian jadinya ngantuk.
- S1 : Ya kalo diulang-ulang bosan pak.
- S2 : Iya pak mbok puterin film aja malah enak hehe.

- P : Ya kalau kamu udah mudeng ya ga perlu diulang-ulang juga. Tapi kan yang lain ada yang belum mudeng mungkin. Syukur-syukur kalian udah mudeng duluan.
- S2 : Ya gitu pak hehe.
- P : Terakhir nih, apa ada kemauan dari kalian buat ngelanjutin cara ini buat membantu belajar kalian dirumah? Maksudnya ya belajar Bahasa Inggris menggunakan video.
- S1 : Kalau saya ya nonton film sama dengerin lagu kan sama aja to pak.
- P : Intinya sih iya sama aja, asal kamu bisa ambil sisi belajarnya. Kamu gimana Di?
- S2 : Ya sama kaya si Fano lah pak hehe.
- P : Yaudah kalian tetep belajar ya, udah kelas 8, sebentar lagi kelas 9 terus ujian.
- S1 : Oke pak
- S2 : Jelas to pak.
- P : Yaudah makasih ya.

INTERVIEW TRANSCRIPT 12

- Hari, tanggal : Rabu, 21 Mei 2014
 Jam : 09.40-09.42
 Tempat : Ruang Kelas VIII F
 Responden : Peneliti (P) dan Siswa bernama Aristya (S)

- P : Gimana rasanya pas tadi maju jawab terus temen-temenmu pada ngoreksi?
 S : Ya ga gimana-gimana pak tapi kalo jawabannya bener seneng juga hehe...
 P : Berarti besok-besok kalo ada yang suruh maju gausah takut ya.
 S : Oke pak!

INTERVIEW TRANSCRIPT 13

- Hari, tanggal : Rabu, 21 Mei 2014
 Jam : 10.05-10.08
 Tempat : Ruang Kelas VIII F
 Responden : Peneliti (P) dan Siswa bernama Diva (S)

- P : Kamu tadi dapat hadiah itu kan?
 S : Iya pak saya tadi dapat satu.
 P : Terus menurut kamu gimana tadi kalo pas pelajaran gitu ada hadiahnya?
 S : Bagus pak bisa ngasih motivasi buat jawab. Tapi sayang kalo udah dapat gaboleh jawab lagi hehe.
 P : Ya ga boleh lah nanti temenmu gak kebagian noh.
 S : Ya biar to pak hehe.
 P : Yaudah tingkatin terus belajarnya ya, jangan belajar kalo cuma ada hadiahnya aja.
 S : Iya pak.

INTERVIEW TRANSCRIPT 14

Hari, tanggal : Sabtu, 24 Mei 2014
 Jam : 09.40-09.10.00
 Tempat : Ruang Guru
 Responden : Peneliti (P) dan Guru Bahasa Inggris (G)

P: Permisi bu.

G: Iya mas silahkan masuk saja. Duduk sini.

P: Nggeh bu, terima kasih.

G: Gimana mas?

P: Ini bum au interview lagi.

G: Oh ya silahkan,

P: Secara garis besar, bagaimana tanggapan ibu tentang pelaksanaan penelitian ini?

G: Ya bagus ya, sangat membantu saya dan anak-anak. Mereka jadi dapat listening yang memang saya jarang ngajarnya.

P: Terus kekurangan dan kelebihan tentang penelitian ini apa saja bu?

G: Kelebihannya banyak ya, seperti ya anak-anak jadi dapat latihan listening, kelihatan seneng dan semangat. Jarang juga saya pakai video buat ngajar mas.

P: Kalau kekurangannya bu?

G: Suaranya mas! Mas Boris tu lembut banget kalau mengajar. Kerasin saja, sama tegasin lagi kalau jadi guru itu. Gausah takut mas, kamu yang punya kuasa dikelas selama pelajaran berlangsung.

P: Iya bu, saya takutnya nanti anak malah jadi dendam apa gimana gitu.

G: Gak kok, kalau kamu diemin malah jadi seenaknya sendiri nanti. Tegas tapi yang membangun aja mas.

P: Oh iya bu, terima kasih buat kedepannya.

G: Iya sama-sama.

P: Masih ada lagi bu, mengingat masalah utamanya kan siswa jarang mendapat latihan untuk listening, apakah dengan adanya kegiatan penelitian ini akan membantu siswa lebih banyak mendapatkan latihan listening bu?

G: Oh iya mas jelas sangat membantu njenengan. Ya semoga besok guru-guru lain juga semangat untuk mengajarkan listening. Saya juga akan sangat terbantu dengan materi-materi yang mas Boris buat ini.

P: Iya bu hehe. Terus menurut ibu, apakah kemampuan listening mereka meningkat?

G: Kalau saya lihat sih sepertinya meningkat ya, banyak dari mereka memperhatikan videonya itu.

P: Terakhir bu, adakah nasihat ibu untuk saya setelah diadakannya penelitian ini?

G: Oh iya, yang pertama ya makasih banget mas Boris udah mau melakukan kegiatan disini ya. Saya cuma pesan untuk terus belajar aja, tingkatin kemampuan ngajarnya, jangan cepat puas dengan hasil ya.

P: Iya bu terima kasih banyak.

**APPENDIX F:
THE STUDENTS'
LISTENING
SCORES**

The students' listening category based on the listening rubric assessment by iRubric

Number	Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1.	Abdunnuru	1	1	2	2
2.	Aditya Aji Santosa	3	2	2	3
3.	Akhmad Muzaki	1	2	2	1
4.	Aldi Bintang Wardana	1	1	1	2
5.	Almas Nurhidayah N.	2	2	3	3
6.	Amara Sanistia	1	2	3	3
7.	Anggita Pratiwi	1	2	2	2
8.	Ari Tri Setyowati	2	2	3	3
9.	Aristya Diana Khusna	3	3	3	3
10.	Derri Dwi Febrianto	1	1	1	2
11.	Diah Lucky Cahyani	2	3	2	3
12.	Dian Rahmwati	2	2	2	2
13.	Diva Ayu Parahita	3	3	3	3
14.	Eva Wardhani	2	2	2	2
15.	Fadilla Mandasari	-	2	3	3
16.	Febby Ari Wibowo	1	2	3	3
17.	Hanifah Sausan Nida	1	2	3	3
18.	Hendi Wicaksono	1	1	2	2
19.	Jian Intan Kartikasari	3	2	2	3
20.	Jihan Sidiq Purnomo	1	-	2	2
21.	Mirza Abdurozak	1	2	2	2
22.	M. Farghie Tarzakka	2	2	3	3
23.	M. Wahyu Ega S.	2	3	2	3
24.	M. Alfian Sidiq Sofan S.	1	1	1	1
25.	M. Arman Aji Siraajudin	2	2	2	2
26.	Nobrial Arfani	2	2	2	2
27.	Nurfitra Aulia Larasati	-	2	1	3
28.	Nuri Lu'lu'ul Ilma	3	3	3	3
29.	Restu Aji Purnama	1	2	1	2
30.	Siti Maryam	2	2	2	2
31.	Tania Melinda Prihatini	2	2	1	2
32.	Yunita Lestari	3	2	2	3

Students' listening scores during the research

Number	Name	Pre-Test	Cycle I Test	Post-Test
1.	Abdunnuru	4,5	7	7
2.	Aditya Aji Santosa	10	8	9,5
3.	Akhmad Muzaki	6	7.5	5,5
4.	Aldi Bintang Wardana	6,5	7.5	-
5.	Almas Nurhidayah N.	8,5	8.5	9
6.	Amara Sanistia	7	7.5	8
7.	Anggita Pratiwi	6	8.5	9
8.	Ari Tri Setyowati	7	7.5	9
9.	Aristya Diana Khusna	9	8.5	10
10.	Derri Dwi Febrianto	6	6	9
11.	Diah Lucky Cahyani	7,5	8.5	9
12.	Dian Rahmwati	6,5	8	7,5
13.	Diva Ayu Parahita	9	8.5	10
14.	Eva Wardhani	8	8	8
15.	Fadilla Mandasari	-	7.5	9,5
16.	Febby Ari Wibowo	9	6	9,5
17.	Hanifah Sausan Nida	5,5	9	9
18.	Hendi Wicaksono	6,5	6	7,5
19.	Jian Intan Kartikasari	10	7.5	9,5
20.	Jihan Sidiq Purnomo	6,5	-	7,5
21.	Mirza Abdurozak	6,5	7	8
22.	M. Farghie Tarzakka	8,5	7.5	9,5
23.	M. Wahyu Ega S.	8,5	8.5	9,5
24.	M. Alfian Sidiq Sofan S.	5	6	4
25.	M. Arman Aji Siraajudin	7	8	7,5
26.	Nobrial Arfani	7	7.5	7,5
27.	Nurfitra Aulia Larasati	-	7.5	8,5
28.	Nuri Lu'lu'ul Ilma	9	9	9
29.	Restu Aji Purnama	6,5	7.5	7,5
30.	Siti Maryam	6,5	8	7,5
31.	Tania Melinda Prihatini	6	7.5	8
32.	Yunita Lestari	8,5	9	9,5

APPENDIX G: STUDENTS' WORKS

NAME : DEXA DWI SRIWATI
STUDENT NUMBER : 10

DIALOG 1

Statements	True/False	Corrections
1. Lissa and Joe are talking about holiday	True	
2. Telaga Sarangan is in Magetan, west Java.	False	East of Java
3. Lissa said that riding a horse was scary.	False	Lissa was enjoy it.
4. Joe asks Lissa to go with him next month.	True	

DIALOG 2

Statements	True/False
1. Nia wants Sonny to get the pot to her and Sonny does it.	False
2. Sonny wants to water the flowers and Nia allows it.	True
3. Nia offers a drink to Sonny but he refuses it.	True
4. Nia and Sonny will have study at 7 p.m.	True

RECOUNT TEXT

Arrange the sentences into a good order.

1. After that we visited Gembira Loka zoo. 3
2. As soon as we finished our lunch, we decided to go home. 5
3. Last week my friends and I went to Jogja. 1
4. We felt hungry, so we went to a restaurant. 4
5. First we visited Parangtritis beach. 2

(3, 5, 1, 4, 2)

NAME : Jian Intan Kartikasari
STUDENT NUMBER : 19

DIALOG 1

Statements	True/False	Corrections
1. Lissa and Joe are talking about holiday	True	
2. Telaga Sarangan is in Magetan, west Java.	False	Telaga Sarangan is in Magetan, East Java.
3. Lissa said that riding a horse was scary.	False	Lissa was enjoy it.
4. Joe asks Lissa to go with him next month.	True	

DIALOG 2

Statements	True/False
1. Nia wants Sonny to get the pot to her and Sonny does it.	False
2. Sonny wants to water the flowers and Nia allows it.	False
3. Nia offers a drink to Sonny but he refuses it.	True
4. Nia and Sonny will have study at 7 p.m.	True

RECOUNT TEXT

Arrange the sentences into a good order.

- 3 1. After that we visited Gembira Loka zoo.
- 5 2. As soon as we finished our lunch, we decided to go home.
- 1 3. Last week my friends and I went to Jogja.
- 4 4. We felt hungry, so we went to a restaurant.
- 2 5. First we visited Parangtritis beach.

Urutan : 3-5-1-4-2

Nama : Henti. Wicaksono
 No : 18
 Kelas : VIII F

6,5

1. What does the man mean?
 - a. He wants to borrow a pen.
 - b. He does not want to borrow a pen.
 - c. He cannot lend her his pen.
 - d. He can lend her his pen.

2. What does the woman mean?
 - a. She will not meet the man tomorrow morning.
 - b. She lets the man meet her tomorrow morning.
 - c. She will meet the man tomorrow morning.
 - d. She will not let the man meet her tomorrow morning.

3. What does the woman mean?
 - a. She offers a drink to the man and the man accepts it.
 - b. She wants a drink from the man.
 - c. She offers a drink to the man and the man refuses it.
 - d. She does not want to drink.

4. What does the man mean?
 - a. He wants to talk to Jean on the telephone.
 - b. He wants to speak to the woman about Jean.
 - c. He wants the woman to talk to Jean.
 - d. He wants the woman to talk about Jean.

5. What does the woman mean?
 - a. She does not want to help the man clean the room because he is refusing it.
 - b. She does not want to help the man clean the room and he is accepting it.
 - c. She wants the man to help her clean the room and he is accepting it.
 - d. She wants the man to help her clean the room but he is refusing it.

6. What does the man mean?
 - a. He wants the woman to hang the telephone.
 - b. He wants to start the conversation on the telephone.
 - c. He wants to extend the conversation on the telephone.
 - d. He will end the conversation on the telephone.

Nama = M. Farid - 1
Kelas = 8F
No = 22

915

1. What does the man mean?
 a. He wants to borrow a pen.
b. He does not want to borrow a pen.
c. He cannot lend her his pen.
d. He can lend her his pen.

2. What does the woman mean?
a. She will not meet the man tomorrow morning.
b. She lets the man meet her tomorrow morning.
 c. She will meet the man tomorrow morning.
d. She will not let the man meet her tomorrow morning.

3. What does the woman mean?
a. She offers a drink to the man and the man accepts it.
b. She wants a drink from the man.
 c. She offers a drink to the man and the man refuses it.
d. She does not want to drink.

4. What does the man mean?
 a. He wants to talk to Jean on the telephone.
b. He wants to speak to the woman about Jean.
c. He wants the woman to talk to Jean.
d. He wants the woman to talk about Jean.

5. What does the woman mean?
a. She does not want to help the man clean the room because he is refusing it.
b. She does not want to help the man clean the room and he is accepting it.
c. She wants the man to help her clean the room and he is accepting it.
 d. She wants the man to help her clean the room but he is refusing it.

6. What does the man mean?
a. He wants the woman to hang the telephone.
b. He wants to start the conversation on the telephone.
c. He wants to extend the conversation on the telephone.
 d. He will end the conversation on the telephone.

Nama : Amara Sanistia
Kelas : VIII F
No : 6

(8)

1. What does the man mean?
 a. He wants to borrow a pen.
b. He does not want to borrow a pen.
c. He cannot lend her his pen.
d. He can lend her his pen.

2. What does the woman mean?
a. She will not meet the man tomorrow morning.
 b. She lets the man meet her tomorrow morning.
 c. She will meet the man tomorrow morning.
d. She will not let the man meet her tomorrow morning.

3. What does the woman mean?
 a. She offers a drink to the man and the man accepts it.
b. She wants a drink from the man.
 c. She offers a drink to the man and the man refuses it.
d. She does not want to drink.

4. What does the man mean?
 a. He wants to talk to Jean on the telephone.
b. He wants to speak to the woman about Jean.
 c. He wants the woman to talk to Jean.
d. He wants the woman to talk about Jean.

5. What does the woman mean?
a. She does not want to help the man clean the room because he is refusing it.
b. She does not want to help the man clean the room and he is accepting it.
c. She wants the man to help her clean the room and he is accepting it.
 d. She wants the man to help her clean the room but he is refusing it.

6. What does the man mean?
 a. He wants the woman to hang the telephone.
b. He wants to start the conversation on the telephone.
c. He wants to extend the conversation on the telephone.
 d. He will end the conversation on the telephone.

APPENDIX H: PHOTOGRAPH



Picture 1: The researcher greets the students



Picture 2: The researcher gives explanation to the students



Picture 3: The researcher asks the students to write their answers in front of the class



Picture 4: The students do the assignments



Picture 5: The students do the tests

APPENDIX I: PERMIT LETTERS



**PEMERINTAH PROVINSI JAWA TENGAH
BADAN PENANAMAN MODAL DAERAH**

Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 – 3547438 – 3541487
Fax : (024) 3549560 E-mail : bpmd@jatengprov.go.id <http://bpmd.jatengprov.go.id>
Semarang - 50131

Semarang, 30 Juni 2014

Nomor : 070 / 251
Lampiran : 1 (Satu) Lembar
Perihal : Rekomendasi Penelitian

Kepada
Yth. Walikota Magelang
u.p.Kepala Badan Kesbangpol dan
Linmas Kota.Magelang.

Dalam rangka memperlancar pelaksanaan kegiatan penelitian bersama ini terlampir disampaikan Rekomendasi Penelitian Nomor 070/1521/04.5/2014 Tanggal 30 Juni 2014 atas nama BORIS RAMADHIKA dengan judul proposal *IMPROVING STUDENTS LISTENING SKILL USING ANIMATION VIDEO FOR THE EIGHTH GRADE STUDENTS OF SMP N 6 MAGELANG*, untuk dapat ditindaklanjuti.

Demikian untuk menjadi maklum dan terimakasih.

KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWA TENGAH



Tembusan :

1. Gubernur Jawa Tengah (sebagai laporan);
2. Kepala Badan Kesbangpol dan Linmas Provinsi Jawa Tengah;
3. Kepala Badan Kesbanglinmas Provinsi Daerah Istimewa Yogyakarta;
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta;
5. Sdr. BORIS RAMADHIKA;
6. Arsip,-



PEMERINTAH PROVINSI JAWA TENGAH
BADAN PENANAMAN MODAL DAERAH

Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 – 3547438 – 3541487
 Fax : (024) 3549560 E-mail : bpmd@jatengprov.go.id <http://bpmd.jatengprov.go.id>
 Semarang - 50131

REKOMENDASI PENELITIAN

NOMOR : 070/1521/04.5/2014

- Dasar :
1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tanggal 20 Desember 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Gubernur Jawa Tengah No. 74 Tahun 2012 tentang Organisasi dan Tata Kerja Unit Pelaksana Teknis Pelayanan Terpadu Satu Pintu Pada Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
 3. Peraturan Gubernur Jawa Tengah Nomor. 67 Tahun 2013 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah sebagaimana telah diubah dengan peraturan Gubernur Jawa Tengah Nomor. 27 tahun 2014.
- Memperhatikan :
- Surat Kepala Badan Kesatuan Bangsa dan Perlindungan Masyarakat Provinsi Daerah Istimewa Yogyakarta Nomor. 074/1664/Kesbang/2014 tanggal 25 Juni 2014 Perihal Rekomendasi Ijin Penelitian.

Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah, memberikan rekomendasi kepada :

1. Nama : BORIS RAMADHIKA
 2. Alamat : Lingkungan Bakungan Rt 006/Rw 005 Kel. Tlogorejo, Kec. Temanggung, Kab. Temanggung, Provinsi Jawa Tengah.
 3. Pekerjaan : Mahasiswa S1
- Untuk :
- Melakukan Penelitian Dalam Rangka Penyusunan Skripsi , dengan rincian sebagai berikut :
- a. Judul Proposal : *IMPROVING STUDENTS' LISTENING SKILL USING ANIMATION VIDEO FOR THE EIGHTH GRADE STUDENTS OF SMP N 6 MAGELANG.*
 - b. Tempat / Lokasi : SMP N 6 Magelang, Provinsi Jawa Tengah
 - c. Bidang Penelitian : Pendidikan
 - d. Waktu Penelitian : Juli – Agustus 2014.
 - e. Penanggungjawab : Dra. R.A. Rahmi Dipayanti Andayani, M.Pd
 - f. Status Penelitian : Baru.
 - g. AnggotaPeneliti : -
 - h. NamaLembaga : Universitas Negeri Yogyakarta.

Ketentuan yang harus ditaati adalah :

- a. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat /Lembaga swasta yang akan di jadikan obyek lokasi;
- b. Pelaksanaan kegiatan dimaksud tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan;
- c. Setelah pelaksanaan kegiatan dimaksud selesai supaya menyerahkan hasilnya kepada Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
- d. Apabila masa berlaku Surat Rekomendasi ini sudah berakhir, sedang pelaksanaan kegiatan belum selesai, perpanjangan waktu harus diajukan kepada instansi pemohon dengan menyertakan hasil penelitian sebelumnya;
- e. Surat rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.



Semarang, 30 Juni 2014

KEPALA BADAN PENANAMAN MODAL DAERAH
 PROVINSI JAWA TENGAH

Ir. UNIASTUTI, MA.

Pembina Utama Muda
 NIP.196206211987092001



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)
Jl. Jenderal Sudirman No 5 Yogyakarta - 55233
Telepon : (0274) 551136, 551275, Fax (0274) 551137
YOGYAKARTA**

Yogyakarta, 25 Juni 2014

Nomor : 074 / 1664 / Kesbang / 2014
Perihal : Rekomendasi Izin Penelitian

Kepada Yth. :
Gubernur Jawa Tengah
Up. Kepala Badan Penanaman Modal Daerah
Provinsi Jawa Tengah
di
SEMARANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni UNY
Nomor : 806b/UN.34.12/DT/VI/2014
Tanggal : 24 Juni 2014
Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan tesis dengan judul proposal : **"IMPROVING STUDENTS' LISTENING SKILL USING ANIMATION VIDEO FOR THE EIGHTH GRADE STUDENTS OF SMP N 6 MAGELANG"**, kepada :

Nama : BORIS RAMADHIKA
NIM : 10202244022
CP : 085 228 279 324
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni UNY
Lokasi : SMP N 6 Magelang, Provinsi Jawa Tengah
Waktu : Juli – Agustus 2014

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset / penelitian;
2. Tidak dibenarkan melakukan riset / penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset / penelitian dimaksud;
3. Melaporkan hasil riset / penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin Riset / Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan disampaikan Kepada Yth :

1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni UNY ;
- ③ Yang bersangkutan.