THE EFFECT OF USING VIDEOS ON THE LISTENING SKILL

OF FIRST GRADE STUDENTS OF SMPN 6 YOGYAKARTA

A THESIS

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

by

Dwi Kartika L. U.

05202244141

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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APPROVAL SHEET

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A THESIS

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Board of Examiners

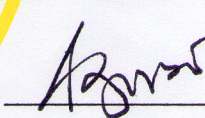|			
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                              of First Grade Students of SMPN 6 Yogyakarta

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 9 Juni 2011

Penulis

Dwi Kartika Luwi Utami

MOTTOS

There is an ease behind a difficulty
(Qs. Al Insyiroh 94:6)

"A dream is a wish our heart makes."
(Mario Teguh)

"The main purpose of life is to live rightly, think
rightly, and act rightly."
(Mahatma Gandhi)

"Mistakes are almost always of a sacred nature.
Never try to correct them. On the contrary:
rationalize them, understand them thoroughly.
After that, it will be possible for you to sublimate
them."(Hugh Hefner)

"You must do the things you think you cannot do."
(Elanor Roosevelt)

"Be the best that you can be."
(Anonymous)

DEDICATIONS

I LOVELY DEDICATED THIS THESIS TO:

My Beloved Father and Mother for their Kindness, Support, Motivation and endless Love

My Beloved Person for the Love, Care and Support

My Lovely Brother and Sister for their Kindness and Support

My Lovely Star for the Care and Motivation

All of my Best Friends for their Support and Help

No word to say but thank you so much

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Last but not least, my deepest gratitude goes to everyone whom I cannot mention one by one. This thesis cannot be completed without their support and help.

Finally, I realize that this thesis is far from being perfect. Therefore, I would like to welcome all criticism and suggestions from those who are concerned with such a topic. Nevertheless, I hope that at least it will be useful to the students particularly those in English Language Education Department of UNY and it will contribute to the quality improvement of the teaching and learning in general.

Yogyakarta, June 9th 2011

Dwi Kartika Luwi Utami

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ABSTRACT

The aim of this research was to find out whether or not there is a significant difference between the listening skill of the first grade students of SMPN 6 Yogyakarta who are taught using videos and those who are taught without using videos.

This quasi-experimental study involved 66 students of grade VII of SMPN 6 Yogyakarta in the academic year of 2010/2011 as the sample of the study that were divided into two groups, the experimental and control groups. The experimental group was class VII C consisting of 33 students. The control group was class VII D consisting of 33 students. Class VII C was given videos in the teaching of listening as the treatment whereas class VII D was not given any video. The listening test and observation were conducted in this study. The data were gathered using the scores of the listening test. The data were obtained from the pre-test and pos-test scores of the experimental and control groups. The data were analyzed by means of descriptive and inferential statistics. To test the hypothesis, the researcher used *ANCOVA* to find out the significant difference of the listening skilll between students who were taught using videos and those who were taught without using videos as media in the teaching listening skill.

The result of the data analysis showed that the mean score on the listening test of the experimental group was higher than that of the control group. The post test mean score of the experimental group was 21.1818 while the post-test mean score of the control group was 17.2424. Moreover, the result of the computation showed that the obtained F was 25.867. If it was compared with the critical value of F with 1 and 63 degrees of freedom in the significance level of 5% F (0.05, 1, and 63) which was 4.00, then the F value was higher than the critical value of F, i.e. 25.867 > 4.00. The result of the computation also found that the significance level of adjustment treatment (the pure influence of using videos in students' listening skill) was less than 0.05, i.e. 0.000 < 0.05. It revealed that there is a significant difference between the listening skill of the first grade students of SMPN 6 Yogyakarta who are taught using videos and those who are taught without using videos. It can be concluded that videos are effective media in improving the students' listening skill.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is widely known as an international language. It is learned by most people in the world. They need English for many purposes. One of the purposes is communication. Besides for communication, English is needed for developing many fields such as science, technology, commerce, education, etc.

English is not only used as a means of human communication but also as an important subject in Indonesian schools. It is because the Indonesian government puts English in the curriculum as one of the subjects that should be taught in educational fields especially schools. Gunawan (2000:323) states that "English is a means, directly or indirectly, of elevating the quality of Indonesian human resources to the optimum rate." For that reason, English is taught in elementary schools, junior high schools, senior high schools, vocational schools and universities in Indonesia. The teaching of English is basically needed by Junior High School students because it is a compulsory subject in Junior High School.

English as a subject matter in school covers the four basic language skills such as reading, speaking, writing, and listening. In every subject, student's learning activities involve listening. Listening is an important skill that is assumed a central role in language learning. Helgesen (2003:24) states that "listening is an active, purposeful processing of making sense of what we hear." It is the most

important means of classroom instruction. Before students learn how to speak, they will need to listen to English language first. They want to develop their listening skill because it is the first way they learn something new. The listening skill also can be one of the factors that influence students' achievement.

The listening skill has a close relationship with the other three skills: speaking, reading and writing. It is because the listening skill will give valuable contribution to the success of these skills. Carter and Nunan (2001:7) states that "listening is often used in conjunction with the other skills of speaking, reading and writing." Listening will help students to reach their successful learning of English, and it will make students easier to understand teacher's explanation in the English teaching-learning process. For example, students will understand the teacher's explanation in speaking, reading and writing if the students have good listening skills.

Celce-Murcia (2001:68) states that "listening comprehension has been neglected with the regard to both its place in second or foreign language teaching methodology and the development of techniques and materials for use in the classroom." In many high schools, the teaching of English listening is neglected by the teachers. It is proven by the low listening scores that students get when they performance listening. Many students have difficulty in learning that skill. They always assume that listening is not important for them, so they are reluctant to do any activities in the classroom and they do not pay attention to their teacher's explanation, etc. Many teachers assume that listening is a skill that can be acquired automatically without being learned and practiced.

Nowadays, there are many things used by teachers to help the teaching and learning process. Those things include multimedia. Multimedia has developed in many fields of education rapidly. Multimedia plays an important role in education because it engages the teachers and the students in a teaching listening process. Drew and Nian (2004:3) declare that "multimedia fundamentally means that computer information can be represented through audio, graphics, images, video, and animation to traditional media (text and graphics)."

In general, the use of media in the teaching of listening is rarely implemented in the listening classes. Most teachers prefer to use the conventional techniques whereas the instructional media are used as the stimulus to increase students' interest, enthusiasm, and motivation on what is being presented in a particular lesson. For the above reason, the researcher attempts to investigate an alternative way to improve the students' listening skills.

B. Identification of the Problems

Based on the pre-survey conducted by the researcher, the teaching of listening in junior high schools is neglected because the teachers assume that the listening skill is not important for the students, and as a result most of the students get low scores in the listening skill at junior high schools. There are some problems that can be identified as follows:

1. The first problem is related to the students.

The student is one of the factors that play a vital role in the learning listening process. The students have a possible potential to cause various

problems. First, when the researcher looks from the cognitive factors, the problem makes the students have low vocabulary mastery and low structure mastery. It is not good for them because it can impede their vocabulary and structure in their listening process. The second, when the researcher looks from affective factors, the problem makes the students have low motivation, low confidence, and low negative attitude. They are also reluctant to do any activities in the classroom, and they do not pay attention to the teacher's explanation when the teaching-learning process took place.

2. The second problem is related to the teacher.

The teacher as one of the main factors is very influential in determining the success or the failure of learning. In this case, the competence and the performance of the teacher play an important role in the achievement of the learning objective.

Nevertheless, the teacher has difficulties in the teaching of the listening skill. First, the teacher is lack of teaching varieties. It means the teacher who teaches the students lacks background knowledge and makes the students not understand about the listening process well. Second, the teacher is a lack of English performance. The teacher who lacks oral English performance influences the learners in the teaching of the listening skill. If the teacher lacks English performance, the learners will not pay attention in the listening skill and they will be bored with the teaching-learning process.

3. The third problem is related to the media.

Media is a vital component in the teaching-learning process. It is impossible that the teaching-learning process can run well without media. However, the teacher rarely uses teaching media which can improve students' interest. The teacher only uses the conventional teaching. Moreover, if the media is uninteresting, it will make the learners so bored. Furthermore, if it also too complicated in application, it will need much time to use it.

4. The fourth problem is related to the material.

Material plays a big role in an English teaching-learning process. The material can come from the teacher, textbooks, and other sources that support the mastery of the main material to be taught. Sometimes, the material is not good because too much material, too difficult material, and too complicated material makes the learners so confused.

5. The fifth problem is related to the teaching and learning process.

The teaching-learning process always focus on the teacher's explanation so it makes the learners do not have enough freedom and space to speak, to communicate and to take part actively in any activity Therefore, the learner-centered process is needed.

Based on the explanation above, it can be concluded that some factors influence the students' listening skills such as the learners, the teacher, the media, the material, and the teaching-learning process. The use of videos is still rarely used in English teaching-learning processes in general junior high school especially SMPN 6 Yogyakarta. In addition, this study will focus on the effect of

using videos in teaching listening to the first grade students in SMPN 6 Yogyakarta.

C. Delimitation of the Problems

From the problems described above, there are many factors that can influence the English listening skill. Therefore, a delimitation of the problem is needed to make a focused discussion.

This study investigates only the media. As there are many types of media in the teaching English, the researcher only focuses on the use of videos in the teaching listening because listening by using videos can help the students get better comprehension in listening to conversations. The students do not just hear the language but they see it too. The videos can also increase students' motivation when they learn language using videos.

In this study, SMPN 6 Yogyakarta is chosen as the setting of the research based on some consideration. First, it has English as one of their local content subjects. Second, the researcher has done the observation in that school. Therefore, the researcher knows the situation of the school, students' ability, and school's facilities.

D. Formulation of the Problems

Based on the problems identification and delimitation above, the researcher formulates the following questions:

1. What is the listening skill of the first grade students of SMPN 6 Yogyakarta who are taught using videos like?

2. What is the listening skill of the first grade students of SMPN 6 Yogyakarta who are taught without using videos like?

3. Is there any significant difference between the listening skill of the first grade students of SMPN 6 Yogyakarta who are taught using videos and those who are taught without using videos?

E. Objectives of the Research

The objectives can be formulated as follows:

1. To describe the listening skill of the first grade students of SMPN 6 Yogyakarta who are taught using videos.

2. To describe the listening skill of the first grade students of SMPN 6 Yogyakarta who are taught without using videos.

3. To find out whether there is a significant difference between the listening skill of the first grade students of SMPN 6 Yogyakarta who are taught using videos and those who are taught without using videos.

F. Significance of the Research

There are some expected benefits to be achieved from this study. The result of this study is expected to give contribution to the researcher, the English teacher of first grade and students. They can be described as follows:

1. Theoretical Significance

   Hopefully, this research becomes one of references to get the information about the importance of videos and to inspire those who are interested in conducting research studies on the similar theme.

2. Practical Significance

   a. The Headmaster

      The result of this research can also give the headmaster of junior high school benefit to improve the use of videos in their schools so that it becomes an interactive listening media.

   b. The English Teacher

      The result of this research can give the English teachers at junior high school an inspiration about the effective media to teach listening so that it becomes an easy and interesting lesson.

   c. The Students

      The result of this research can be a new experience for the students who want to improve their listening skills and can increase students' motivation in studying listening. It also presents teaching media to the students in listening class.

CHAPTER II

LITERATURE REVIEW, CONCEPTUAL FRAMEWORK AND

HYPOTHESIS

This chapter attempts to contextualize some related theories of the research problems. It consists of three major sections, namely theoretical review, conceptual framework, and hypothesis.

A. Literature Review

This section discusses the nature of the listening skill, the nature of the teaching listening, the nature of videos, and the specific learning outcomes of the listening skills in SMP.

1. The Nature of Listening Skill

There are various definitions of listening written by different experts. Helgesen and Brown (2007: 3) declare that listening is a physiological process. It begins with someone's awareness of and attention to sounds or speech patterns, proceeds through identification and recognition of specific auditory signals and ends in comprehension.

Moreover, Helgesen and Brown (2007: 3) state that listening is an active, purposeful processing of making sense of what we hear. Similarly, Helgesen and Brown (2007: 3) also state that listening is the mental process of constructing meaning from spoken input.

Furthermore, Helgesen and Brown (2007: 3) give the definition of listening as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what 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 already 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, listeners use their background knowledge as well as the new information to decipher what is going on and to figure out what speakers intend.

Listening skills are essential for learning since they enable students to acquire information and to achieve success in communicating with others. Harmer (1998:98) says that listening is a skill and any help the teacher can give students in performing that skill will help them to be better listeners. Students' listening skills can be enhanced and tested by asking them questions about what they have heard. Students can be taught to listen selectively for specific kinds of information, such as the main purpose, the themes, the details and any implications.

Furthermore, Christine (2002: 2) says that the key listening skill has five main skills. First, listening for details involves listening for specific information, such as key words and numbers. Second, listening for gist means to listen for many ideas or for the 'big picture'. It is also called global listening as the listener listens to get a general idea and not focus on supporting details. Third, drawing

inferences is the ability to fill in gaps in the input. Sometimes speakers leave information out because they assume the listeners already know it or they are being deliberately ambiguous. Fourth, listening selectively is to listen only to specific parts of the input. The decision on which parts to focus on will depend on the purpose for listening. This ability helps listeners to listen in a more relaxed manner, as they do not have to concentrate on everything said. Fifth, making prediction is the ability to anticipate before and during listening what one is going to hear. Clues for making predictions include contexts, co-texts and visual input.

A later and more comprehensive taxonomy of communicative listening sub-skills is provided by Weir (1993) in Buck (2001: 54). He does not call this taxonomy as such, but a checklist of operations that listening tests should require:

a. Direct meaning comprehension
   1) Listening for gist
   2) Listening for main idea(s) or important information; and distinguishing that from supporting detail, or example
   3) Listening for specifics, including recall of important details
   4) Determining a speaker's attitude or intention towards a listener or a topic
b. Inferred meaning comprehension
   1) Making inferences and deductions
   2) Relating utterances to their social and situational contexts
   3) Recognizing the communicative function of utterances
   4) Deducing meaning of unfamiliar lexical items from context
c. Contributory meaning comprehension
   1) Understanding phonological features
   2) Understanding grammatical notions such as comparison, cause, result, degree etc.
   3) Understanding the main syntactic structure of clauses or idea units
   4) Understanding cohesion especially reference
   5) Understanding lexical cohesion, especially lexical set membership and collocations
   6) Understanding lexis
d. Listening and taking notes
   1) Ability to extract salient points to summarize the text
   2) Ability to select relevant key points

Based on the definitions about listening above, it can be concluded that listening is an active process that makes sense of what students hear and listening can be more than hearing. Listening requires the active attention and an active intention. In the process of listening, the listeners select information, interpret information and use their background knowledge. There are also some theorists proposing listening sub-skills that should be included on listening tests and have proven useful in determining objectives for learning. These sub-skills help the teachers to think about what processes that should be included in their listening tests. The junior high school students are expected to be able to respond various meaning of interpersonal and transactional conversations and monologues. In the listening activities, the students need to understand the dialogue or monologue which are given by the teacher.

a. **The Process of Listening**

Brown (2001: 260) asserts that there are two processes in the listening process, namely *bottom-up* and *top-down processing*. *Bottom-up processing* comes from sounds to words to grammatical relationships to lexical meanings, and to a final "message". *Bottom-up* techniques typically focus on sounds, words, intonation, grammatical structures, and other components of spoken language. Meanwhile, *top-down* processing is evoked from "a bank of prior knowledge and global expectations" and other background information (schemata) that listener brings to the text. *Top-down* techniques are more concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text.

Furthermore, according to Christine (2002: 2), two views of teaching listening are *bottom-up* and *top-down*. *Bottom-up* listening refers to a process by which sounds are used to build up increasingly larger units of information, such as words, phrases, clauses and sentences before the aural input is understood. The term *top-down* processing is used to refer to this application of background knowledge for facilitating and enhancing comprehension. The listeners use background knowledge (schema) to analyze, interpret and store information.

However, Brown (2001: 299) says that "it is important for learners to operate from both directions since both can offer keys to determining the meaning of spoken discourse." According to Christine (2002: 2), it is generally believed now that both top-down and bottom-up processing occur at the same time in what is known as parallel processing. In some instances, one type of processing might take precedence over the other, depending on the amount of practice an individual has had on a particular task.

In conclusion, both bottom-up and top-down processing is needed by the students in learning listening when they face the listening task. Therefore, in developing materials and lessons, it is important to teach not only bottom up processing skills, such as the ability to discriminate between sounds, but also to help learners use what they already know to understand what they hear.

b. The Types of Classroom Listening Activities

According to Brown (2001: 255) there are six types of classroom listening activities. First, "reactive" is a kind of listening activity that emphasizes students to listen to the surface structure of an utterance. This kind of listening

performance requires little meaningful processing. Second, "intensive" is the kind of listening activity that focuses on the components of discourse such as phonemes, words, intonation, discourse markers, etc. Intensive listening includes the bottom up skills that are important at all levels of proficiency. This activity requires the students to pay close attention to every detail of language. It means that the students rely on the language in the message that is the combination of sounds, words, and grammars that creates meaning.

Moreover, third, "responsive" is a kind of listening activity that consists of short stretches of teacher language designed to elicit immediate response. The students' task for this listening activity is to process the teacher talk immediately and to fashion an appropriate reply. Fourth, "selective" is a kind of listening activity that has the purpose of such performance is not to look for global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information. The activity requires field independence on the part of the students. Using video is appropriate for this activity.

Furthermore, fifth, "extensive" is a kind of listening activity that has aim to develop a top-down, global understanding of spoken language. Sixth, interactive is a kind of listening activity that can include all five of the above types as learners actively participate in discussion, conversation, pair and group work.

c. Assessing Listening

Assessment is an important part of teaching. It is used as feedback to students on their progress and as administration record-keeping. Most tests that

teachers produce and use are 'achievement test', designed to measure whether students have mastered what is taught to an acceptable degree. Achievement tests should be relatively easy to make, to administer, to score, and to use as direct feedback to the students. The content and form of the test should be derived directly from classroom material and task, or made from texts and tasks that are clearly parallel to classroom materials. Rost (2002) in Helgesen and Brown (2007: 169) proposes that there are six major types and specifications of listening tests.

1) Discrete-item tests
   a) Multiple-choice questions following of a listening text (responses scored right or wrong).
   b) Open questions following presentation of a listening text (questions scored on a scale of correctness and completeness).
   c) Standardized test scores (e.g. TOEFL or TOEIC).
2) Integrative test
   a) Open summarizing of a listening text (scored on scales of accuracy and inclusion of facts and ideas).
   b) Close summarizing of a text (scored on correct completions of blanks).
   c) Dictation, complete or partial (scored based on supplying the correct missing words).
3) Communicative test of a task
   a) Written communicative tasks involving listening (scored on the basis of successful completion of a task, such as writing a complaint letter after hearing a description of a problem).
4) Interview test
   a) Face-to-face performance with teacher or another student (scored based on a checklist of items, such as appropriate response to questions, appropriate use of clarifications questions).
   b) Extended oral interview (scoring is keyed to a scale of native like behaviors, such as the Foreign Service Institute Scale).
5) Self - assessment
   a) Learner rates self on given criteria, via questionnaire.
   b) Learner provides holistic assessment of own abilities via oral or written journal entries.
6) Portfolio assessment
   a) Learner is observed and evaluated periodically throughout the course on behavior in tasks and other class activities: observations may be audio or videotaped.
   b) Portfolio may include any or all the above types of objective and subjective measures.

In conclusion, assessment is needed because it makes the teacher know the students' progress in the teaching listening process. Then, the teacher uses "achievement test" to measure the students' listening skill. Therefore, the teacher can use a range of assessment options (six major types) to give students' grade and provide students' feedback.

2. Teaching Listening

According to Rubin (1995: 7), teaching listening aims to teach how the language is used for selecting and interpreting information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. Moreover, Brown (2001: 7) states that "teaching is guiding and facilitating learning, enabling the learner to learn, and setting condition for learning". Teaching listening then is guiding and facilitating learning to listen, enabling the learners to listen, and setting condition for learning to listen.

In addition, according to Harmer (1998: 98), teaching listening helps students to acquire language subconsciously even if the teachers do not draw attention to the special features. Teaching listening can make students to be better listeners.

Based on the definitions above, the researcher can get the meaning that teaching listening aims to teach how the language is used for selecting information and interpreting information, and then used for guiding the students, facilitating the students, and helping the students acquire language appropriately. Thus, many components and techniques in the teaching listening are involved to make the teaching listening process can run well.

a. Components in Teaching Listening

The teaching of the listening skill is very complex since there are many components involved. Those components are the students, the teacher, the media, the materials, and the teaching-learning process. In the process of the listening skill, all language components should be presented well because it will support the effect of the process in the classroom. The description of those components is illustrated as follows.

1) The Students

The student is one of the factors that play a vital role in the learning listening process. Sugeng (1997: 26) says that "in the modern educational system, students are the centers of the teaching-learning process." The success of teaching listening depends on the students.

2) The Teacher

The teacher as one of the main factors is very influential in determining the success or the failure of learning. In this case, the competence and the performance of the teacher play an important role in the achievement of the learning objective. Sugeng (1997: 65) states that "what the teacher does in the teaching learning process is teaching."

3) The Media

Media is a vital component in the teaching-learning process. It is impossible that the teaching-learning process can run well without media. A language classroom activity will not work well if it only consists of a teacher and the students. Media help the teacher provides the material. Hamalik (1989: 15)

suggests that the use of teaching media in the teaching-learning process is essential to increase the students' new intention, to motivate and to stimulate learning activities, and even to bring psychological effect to the students. It means that the use of a medium gives significant result to the students' learning.

Many things can be used as media. Sugeng (1997: 52) says that "the media can be classified into auditory, visual, and audio-visual media." Auditory media are the media that produce sounds such as radio, recorder, and audio tape. In addition, visual media are the media that are visible to be seen such as pictures, figures, film strips and slides. The last audiovisual media are the combination of the two media mentioned previously, it produces both sounds and pictures. The examples of this media are television programs, TV advertisements, movies and video. The most appropriate audio visual media for teaching listening are videos. Harmer (2001: 282) states that "videos have a major advantage that students can see people speak and can have a visual context of what being said."

4) The Materials

Material plays a big role in an English teaching-learning process. Hutchinson and Waters (1986: 107) state that "materials provide stimulus to learning". The material can come from the teacher, textbooks, and other sources that support the mastery of the main material to be taught. The success of the teaching listening also depends on the use of listening materials. The choice of the materials influences the students' motivation to listen and their treatment with the materials.

Moreover, Christine (2002: 43) states that "listening materials should draw from authentic sources to make students' learning more interesting and motivating in listening English." Listening materials include videos, radio broadcasts, songs, literary texts, interactive CD ROMS, feature film, news program, advertisement, weather forecast, talk show, and the World Wide Web.

5) The teaching-learning process

The teaching-learning process can run well if some factors above work well. Brown (2000: 7) has provided the definitions of teaching and learning. Learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instructions. Moreover, teaching is defined as showing, helping, guiding, and facilitating someone to learn something and make the learners understand what have been taught. He also states that teaching and learning cannot be separated because they work together.

b. Techniques of Teaching Listening

Techniques are one of the factors which determine the success of teaching and learning. Techniques are the ways and means adopted by the teachers to direct the learners' activities toward an objective. Based on Brown (2001: 259), it is stated that the techniques of teaching listening involves looking for key words, looking for nonverbal cues to meaning, predicting a speaker's purpose by the context of the spoken discourse, associating information with one's existing cognitive structure (activating background information), guessing meanings, seeking clarification, listening for the general gist and various test-taking strategies for listening comprehension.

Moreover, Christine (2002: 2) says that "teaching listening consists of listening for details, listening for gists, drawing inferences, listening selectively and making predictions." Then, Pulverness, Spratt and Williams (2005:31) says that "teaching listening dealings with the characteristics of spoken language, using the context and our knowledge of the world, understanding different text types, understanding speeds of speech and accents, and using different listening subskills (i.e., listening for gists, specific information, details, and attitude)." Furthermore, Lebaurer (2002: 30) states that "teaching listening consist of getting main ideas, getting supporting details, inferring implied meaning, extracting specific information, deducing cause and effect relationship, and noting number and statistics."

In conclusion, some techniques in teaching listening are important when the teacher teaches the listening skill in the classroom. The techniques aim to identify the content and the meaning of the context in teaching listening process. The techniques also help the teachers to think about processes that should be included in their listening tests.

3. The Nature of Videos

Richards and Renandya (2002: 364) state that "video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language in the computer and television". It means that video is media that consist of visual and audio effects.

Moreover, Harmer (2008: 48) states that "videos are dynamic in teaching process; those present moving images, a major bonus for students with short attention spans, and for those who cannot read or write well." These provide a ready-made context. For young learners, videos, with its combination of color, action, engaging characters and story lines, is particularly appropriate.

According Smaldino, Lowther, & Russell (2007: 310), many teachers use videos to introduce a topic, to present content, to provide remediation, and to promote enrichment. Videos can be used in all instructional environments with classes, small groups and individual students. Videos a few minutes in length provide maximum flexibility for the teacher and promote learning specifically related to the student needs. Then, Smaldino, Lowther, & Russell (2007: 6) say that "the purpose of videos is to facilitate communication and learning process."

Most of students have an opportunity to increase their knowledge and skill everywhere either inside or outside the classroom by using audiovisual media such as films and videos. Using audiovisual media can promote perception, understanding, transfer of training, reinforcement, or knowledge of results and retention.

Stempleski (2002: 129) says that "Basically any listening activity that can be done with audio (except one, obviously, that ask the students to imagine what the speakers look like) can be, and probably has been, done with videos." The several generic activities that make use of the audio and the visual of videos can run well are presented as follows.

a. Using Strip stories

The teacher prepares a handout with the events of the scene in scarmble order (it is best to cut the worksheet into strips with one sentence on each script). As students listen with the picture off but the sound on (just hang a sheet of paper over the screen), they sequence the events. The teacher shows the scene again with the picture on.

b. Using Dialogue differences

The teacher prepares a worksheet (with three short possible dialogues for each scene) and gives them to the students. The teacher turns the sound off. Then, the teacher plays the scene. Students guess what is going on. Next, the teacher plays the scene again with the sound on. Students check their answers. For advanced classes, the teacher do not need to prepare the dialogues. After that the students guess the dialogue.

c. Using Silent viewing

The teacher turns the sound off. Then, the students guess what the characters are saying or feeling based on their body language. Next, the teachers turn the sound on. The students listen to see how the body language goes with what is said.

d. Predicting the action

The teacher shows a video segment and stops at a critical point. The teacher asks students discuss what they think will happen next. Then, they look at the segment to see if they were right.

e. Asking Questions

The teacher plays a very short section from a film the students have not seen or heard much about. The students watch the scene. Then, they write questions they would like answered about the scene alone or in pairs. The teacher may want to have them predict answer to their own or another pair's questions.

f. Using Five Ws and H.

The teacher writes who, what, when, where, why, how on the board. Then, the teacher tells them they will see a video scene twice. They need to come up with six questions, one for each question word. The teacher asks the students to watch the scene. The second time they watch, they can take notes. After that, they write their questions alone or in pairs. They ask their questions. The new partner(s) try to answer.

Furthermore, videos in the teaching-learning process are usually known as instructional technologies. Brown, Lewis and Harcleroad (1983:2) say that

> "Instructional technology goes beyond any particular medium or device. In this sense instructional technology is more than the sum of is parts. It is a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in term of specific objectives, based upon research in human learning and communication and employing the combination of human and non-human resources to bring about more effective instruction".

From some definitions above, the researcher can get the meaning that videos are media that consist of visual and audio effects to improve the quality of learning and teaching processes and to permit teachers and students to interact as human beings in a climate where people control their environment for their own best purposes.

a. Advantages of Using Videos

The students will be bored if they are given monotonous tasks. The students will give up and skip the task if the material or activity is too difficult for them. Then, they will think that language learning is hard work. Therefore, creating interesting activities in language teaching is very important.

The use of video is explored in the teaching of listening skill in the research. Christine (2002: 7) says that "using videos, teachers get a chance to combine both auditory and visual clues in parallel processing, something which they frequently do in the process."

Videos have the advantage of providing the students with visual clues that are an important source of information in real-life communication. They can make use of this visual support to practice top-down strategies by contextualising what they hear and making inferences about things that they do not hear clearly. They also get a chance to combine both auditory and visual clues in parallel processing, something which they frequently do in their first language.

Moreover, Heinich (1989:17) says that "audiovisual media can communicate information more concretely and realistically than those which are done by uttered, printed, written words." The combination of moving pictures and sound can present language comprehensively, and the students are easier to understand information or its content.

Furthermore, Riddle (2003:223) cites some advantages of using audiovisual media in the classroom. They are as follows.

1) Using videos will give variation to the lesson. These are very important in maintaining interest and motivation. However, it is suggested not to overuse this type lesson. Once a week, it is probably sufficient.

2) Videos are worldwide and students' interest is usually high because students want to enjoy something outside the textbooks.

3) The visual and sounds provided in videos make the language more memorable and the context are clear.

4) Videos can increase awareness of culture. These are useful for the students who are not studying in their country.

5) Videos can be used in a number of ways. These can be used to focus on specific language and skills, as well as providing a link.

The researcher agrees with Riddle's statement that videos can be beneficial if they are used in an appropriate way. These videos are interesting for the students especially for those who have not ever got such kind of media before. The disadvantages of this media can be minimized by preparing everything before being used well, selecting the appropriate videos for the students, editing some unnecessary parts, and creating many activities which are related to videos.

b. The types of Videos

The types of videos that are appropriate in general include TV drama or sitcom, feature film, news programme, documentary, game show, advertisement, film trailer, music video, cartoon, weather forecast, interview and talk show. According to Harmer (2001: 284), there are three basic types of video which can readily be used in class. They are presented below.

1) Off-air programmes

Programmes recorded from a television channel should be engaging for the students, and of a sensible length. The students have to consider their comprehensibility too. The best programmes and excerpts are ones which the teacher can use for a range of activities including prediction and cross-cultural awareness.

All television programmes have copyright restrictions which vary from country to country. It is important to know what law is and realise that breaking it can have serious consequences.

2) Real-world videos

There is no reason why the teacher and the students should not use separately published videotape material such as feature films, exercise 'manuals', wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. The teachers also need to make the choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi-use potential. The teachers need to judge the lenght of the extract in the same way too.

3) Language learning videos

Many pulishers now produce free-standing language learning videos or videos to accompany coursebooks. Frequently these have accompanying workbooks.

4. Specific Learning Outcomes of the Listening Skills in SMP

Many schools in Indonesia apply the School Based Curriculum (KTSP) as a reference to teach English. Listening is an integral part in the curriculum. The

teaching of listening in junior high schools should be based on the basic competency and standard of competence as stated in the standard of graduation competency. Mulyasa (2008: 109) states that relating to school based curriculum, School Based Curriculum (SBC) has prepared standard of competence and basic competency for every subject, which is used as guide for the teachers in developing the school based curriculum in every school.

a. Standard of Competence

According to standard of competence of listening stated in School Based Curriculum, after learning the listening subject, the students are expected be able to:

1) Comprehend the meaning of transactional and interpersonal conversation related to students' environment.

b. Basic Competency

The objective of teaching listening to senior high school students can be reflected on the basic competence that has been prepared by the government. By learning the listening subject in the school, the students are expected to be able to:

1) Responds to the meaning in transactional dialogues (to get things done) and interpersonal (socialization) dialogues which use various oral languages accurately, fluently, and appropriately including greeting, leave taking, and introduction.

2) Responds to the meaning in transactional dialogues (to get things done) and interpersonal (socialization) dialogues which use various oral languages

accurately, fluently, and appropriately including apology, thanking, and command.

The goals of the teaching of listening for junior high school students in years 1, 2 and 3 are similar and different in some ways. Based on the 2006 English syllabus for SMP, the students in Year 1 are expected be able to respond to the meaning in transactional dialogues (to get things done) and interpersonal (socialization) dialogues which use various oral languages accurately, fluently, and appropriately including greeting, leave taking, introduction, apology, thanking, and command.

Moreover, in Year 2, the students are expected be able to respond to the meaning in transactional dialogues (to get things done) and interpersonal (socialization) dialogues which use various oral languages accurately, fluently, and appropriately including asking for help; asking and giving opinions, etc. Meanwhile, in Year 3, the students are able to the meaning in transactional dialogues (to get things done) and interpersonal (socialization) dialogues which use various oral languages accurately, fluently, and appropriately including asking and giving certainty, doubting, etc.

The 2006 English syllabus for SMP also states some specific learning outcomes of listening comprehension. The specific learning outcomes of the listening comprehension are similar between the first, second and third year levels. The specific learning outcomes of the listening comprehension in SMP are listening for gists, listening for supporting details, listening for specific information, making inferences, etc.

Based on the observation with the teacher of the control group, she uses audio recording in teaching listening. The teacher gives audio recording slowly and clearly, and then asks the students a number of comprehension questions about it. Actually, the skill itself is not given much attention to the students.

Furthermore, the teachers should apply the three phase listening technique, i.e. pre-listening, while-listening and post-listening to make the teaching-learning process can run well. In the pre-listening phase, the teacher helps the students to prepare for what they are going to listen. Meanwhile, in the while-listening phase, the teacher helps the students to understand what they listen, and in the post-listening phase, the teacher helps the students to extend on what they have learned and to use a different skill such as speaking or writing.

In addition, the teachers also use PPP (Presentation, Practice, and Production) to make the teaching-learning process can run well. According to Harmer (2001: 80), PPP can be used as a method in the teaching-learning process. In this procedure, the teachers introduce situations which contextualize the language to be taught. The language is then presented too. The students practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase, or sentence all together with the teacher 'conducting'), individual repetition (where individual students repeat a word, phrase, or sentence at the teacher's urging), and cue-response drills (where the such a teacher gives a cue, nominates a student by name or by looking or pointing, and the student makes the desired response). Later the students, using the new language, make sentences of their own, and this referred to as production.

B. Conceptual Framework

In the English language teaching, there are four skills namely listening, speaking, reading, and writing. The listening skill has a close relationship with the other three skills: speaking, reading and writing. Listening is a very important skill which is assumed that a central role in language learning. Listening is an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. Listening requires an active attention and intention. In the process of listening, the listeners select information, interpret information and use their background knowledge.

In many high schools, the teaching of English listening is neglected by the teachers. It is proven by the low listening scores that students get when they performance listening. Many students have difficulty in learning that skill. They always assume that listening is not important for them, so they are reluctant to do any activities in the classroom and they do not pay attention to their teacher's explanation. Many teachers, moreover, assume that listening is a skill that can be acquired automatically without being learned and practiced.

However, the difficulties can be decreased by improving the quality of some factors which effect the teaching and learning listening. One of the factors is using media. Media can help the teachers present the material and give variation to the lesson. Therefore, teaching media in the teaching-learning process is essential to because the use of a medium gives significant result to the students' learning.

Furthermore, one of the media that can be used for improving students' listening skill is video. The video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language in the computer and television. Many teachers use videos to introduce a topic, to present content, to provide remediation, and to promote enrichment. They use videos to make the language more memorable. They also use videos to provide students with visual clues that are an important source of information in real-life communication. Then, students can see people speak and have a visual context of what being said by using videos.

In addition, students can improve their English achievement, especially the achievement that is related to listening skill. Then, the measurement test is used. Students also can be more interested and motivated in the teaching and learning process. It can be concluded that there is a connection between students' listening skills and the use of videos in improving student's listening skill. Therefore, the researcher believes that using videos can affect the listening skill at first grade students of SMPN 6 Yogyakarta.

C. Hypothesis

Based on the theoretical review and the conceptual framework above, the hypothesis of this study is "There is a significant difference in listening skill between the first grade students of SMPN 6 Yogyakarta who are taught using videos and those who are taught without using videos."

CHAPTER III

RESEARCH METHOD

This chapter presents the research method that was used in the research. The discussion is organized in six major sections: research design, research population and sample, setting and time of research, research instrument, data collecting technique, and data analysis technique.

A. Research Design

1. Type of the Research

This research is quantitative research that relies on quantitative data based on computation and measurement, operationalized variables and statistics. This study was aimed to explore the effect of the use videos in the teaching of listening skill.

2.   Research Design

According to Hatch and Farhady (1982:18), there are four kinds of research design. They are pre-experimental design, true-experimental design, quasi-experimental design, and ex post facto design. This study can be classified into a quasi-experimental design.

The design used is an intact group pretest-posttest design which involves a group of students who belong to the experimental group and the one who belongs to the control group. Both the experimental and the control groups received a pre-

test and post-test to measure the students' listening skill, but the experimental group received the treatment.

There are two variables in the research, namely the independent and dependent variables. The independent variable is the use of videos (X), whereas the dependent variable is the student's listening skill (Y). The table below describes the research design and the variables.

Table 1: Design of the Research

Group	Pre-Test	Treatment	Post-Test
G1	O_1	X	O_2
G2	O_1	-	O_2

G1: Experimental group
G2: Control group

The research design involved two tests in the form of the pre-test and the post-test. According to Hatch and Farhady (1982:20), there are two groups in the research design. They are an experimental group which received the special treatment and the control group which did not.

B. Research Population and Sample

The population of the research is the first grade students of SMPN 6 Yogyakarta in the academic year 2010/2011 consisting of seven classes. The researcher took two classes as the samples, one as the control class and the other as the experimental class. The sample of the research is 66 students: the experimental group (33 students) and the control group (33 students). There were two classes of the first grade, VIIC and VIID.

The table below describes the population of the research:

Table 2: Research Population by Class

No.	Class	Number of students
1.	VII C	33
2.	VII D	33
Total		66

In this study, two classes were selected from the population, as the experimental group and the control group. A random assignment was applied by

1. Writing each class name on a separate slip of paper.

2. Putting the two slips into a container.

3. Shaking the container.

4. Taking one slip from the container as the experimental group and one slip as the control group.

The random assignment resulted class VIIC as the experimental group and class VIID as the control group. The experimental group (VIIC) used videos in their listening activities. The researcher made a lesson plan and some activities for every meeting based on the School Based Curriculum. Meanwhile, the control group gave the same material without using videos in their listening activities. The following table presents the distribution of the treatment.

Table 3: Distribution of Treatment In the Research

No.	Class	Group	Treatment	No. of students
1.	VII C	the experimental	Videos	33
2.	VII D	the control	-	33
Total				66

An intact group pre-test and post-test design which involves a group of students who belong to the experimental group and the one who belongs to the control group was used in this research. Both the experimental and the control classes received a pre-test and post-test to measure the students' listening skill with a treatment given to the experimental class.

C. Setting and Time of the Research

The research was conducted at the first grade of SMPN 6 Yogyakarta. It is located in Jln. RW Monginsidi 01, Yogyakarta. This school conducts English subject as one of the local content subjects started from the first up to the third grade.

The teaching of listening skill at SMPN 6 Yogyakarta has been running since the academic year of 2010/ 2011. Data collection was done once a week with duration of 80 minutes in every meeting. The following table bellow describes the schedule of English lesson for the for the first grade students (VIIC and VIID).

Table 4: Schedule of the Research

No.	Date	Activities	Time
1.	28th September 2010	Try out	07.00-08.20
2.	5th October 2010	Pre test of Control Group	07.00-08.20
3.	6th October 2010	Pre test of Experimental Group	07.00-08.20
4.	12nd October 2010	Audio of Control Group (Greeting)	07.00-08.20
5.	13rd October 2010	Video of Experimental Group (Greeting)	07.00-08.20
6.	19th October 2010	Audio of Control Group (Leave taking)	07.00-08.20
7.	20th October 2010	Video of Experimental Group (Leave taking)	07.00-08.20
8.	26th October 2010	Audio of Control Group (Introduction)	07.00-08.20
9.	27th October 2010	Video of Experimental Group (Introduction)	07.00-08.20
10.	2nd November 2010	Audio of Control Group (Apology)	07.00-08.20
11.	3rd November 2010	Video of Experimental Group (Apology)	07.00-08.20

12.	9th November 2010	Audio of Control Group (Command)	07.00-08.20
13.	10th November 2010	Video of Experimental Group (Command)	07.00-08.20
14.	23rd November 2010	Audio of Control Group (Thanking)	07.00-08.20
15.	24th November 2010	Video of Experimental Group (Thanking)	07.00-08.20
16.	30th November 2010	Post-test of Control Group	07.00-08.20
17.	1st December 2010	Post-test of Experimental Group	07.00-08.20

In reference to the table above, the tests were administered to the students of the experimental and control groups. The listening test was administered for 80 minutes. The treatment was implemented in the experimental group (VIIC) in October 2010 consisting of six meetings, and the post-test was conducted at the end of the treatment.

D. Research Instruments

1. Instrument of the Research

The instrument used in this research is meant to obtain the data from the students. There are two instruments used in the research, namely listening test and observation guide.

a. Listening Test

The instrument used in the research is a listening test of English language or achievement test. In this research, the listening test had two functions. First, the listening test was used to know the level of the students' listening skill among the first grade of SMPN 6 Yogyakarta. Second, it was used to categorize the students' problems in the listening test.

The listening test included the pre-test and the post-test in the research. The tests are intended to measure the students' listening skills before and after

being given the treatment. The content of the test is developed according to the curriculum of junior high school that is focused more on the increasing of listening items. The content consisted of some language functions in the form of dialogues. The table below presents the blue print of the listening test.

Table 5: Blue Print of the Listening Test in Reference to Listening Abilities

No.	Abilities	Item Numbers	Total Numbers
1.	Getting main ideas/ gists	1, 4, 6, 11, 14, 18	6
2.	Getting supporting details	2, 3, 5, 7, 8, 9, 10, 12, 15, 19, 20, 21, 23, 24, 25, 26, 28	17
3.	Inferring implied meaning	13, 17	2
4.	Extracting specific information	27, 30	2
5.	Deducing cause and effect relationship	16, 29	2
6.	Noting numbers and statistics	22	1
	Total		30

Table 6: Blue Print of the Listening Test in Reference to the Language Function

No.	Language Function in Task	Language Function in the Curriculum	Status	Text Number	Total Numbers
1.	Greeting	Basic Competency 1	*Match*	1, 2, 3, 26, 27, 28, 29,30	8
2.	Leave-taking	Basic Competency 1	*Match*	4, 5	2
3.	Introduction	Basic Competency 1	*Match*	6, 7, 8, 9, 10, 21, 22, 23, 24, 25	10
4.	Apology	Basic Competency 2	*Match*	14, 15, 16, 17	4
5.	Command	Basic Competency 2	*Match*	11, 12, 13	3
6.	Thanking	Basic Competency 2	*Match*	18, 19, 20	3

Moreover, the listening test consists of 30 items in the form of multiple choices. The researcher recorded the dialogues and questions into a CD which can be played on a computer or CD player. In the process of pre-test and post-test, the

dialogues and questions spoke twice. The students chose the correct answer and mark the answer on the answer sheet provided by the researcher.

b. Observation Guide

Observation guide is an essential element in good teaching and program development. In evaluation, it can be used to secure benchmark and descriptive data during the teaching listening process and to document during the teaching activities, processes and outcomes. The observation guide needs to be recorded because it makes the teaching listening process useful. It is particularly useful when the observer uses the YES-NO option or the scale to indicate extent or quality of something. It was used to differentiate between experimental group and control group in the teaching listening skill too.

2. **Validity and Reliability of the Instruments**

In order to decide if the test items were valid and reliable, the researcher conducted an item analysis of the test. The following explanation bellow describes the validity and reliability of the instrument.

1) The Validity of the Instrument

Brown (2001:388) states that "validity refers to a degree to which the test actually measures what it is intended to measure." There were three kinds of validity used of the test. They were content, construct and item validity.

a) Content Validity

Content validity means that the researcher tried to construct the instrument based on the materials or topics given to the first grade students of junior high schools in the first semester. The listening test employed content validity. It deals with the content and format of the instrument as stated by Fraenkel and Wallen (2008). In other words, it means that the test was constructed and developed based on the course outline of the standard of competence and basic competency of the School Based Curriculum (SBC) of junior high school in first grade (1st semester of English subject).

b) Construct Validity

Construct validity means that the test in the research measures what should be measured. Construct validity was used to examine whether the test had a consistent representation with theories underlying the presented indicators or not. In this research study, the construct validity was established through 'expert judgment', by consulting the researcher's first and second consultants.

c) Item Validity

Before the instrument is applied to the subjects of the research, the validity of the test items is determined. To know whether it is applicable or not, it needs to be tested by trying out the test to the respondents outside the subject of the research. Then the result of the try-out is used to measure the validity of the test items. To find out the validity of the test item, the researcher used the point biserial correlation (r_{pbi}).

From the data analysis of the try out, there are invalid items out of 30 items in the test. The invalid items of the try out are the items number 2, 3, 10, 22, 25 and 27. The valid items were used as the instrument to collect the data of the students' listening skills and invalid items were dropped. The computer print-out can be seen in Appendix B.

2) The Reliability of the Instrument

Besides the validity of the test items, the reliability of the test items also needs to be found out first before the test instrument is utilized to the subject of the research. Hatch and Farhady (1982:244) state that "reliability means the extent to which a test produces constant result when it is directed over similar circumstances." A test is not reliable if it cannot measure consistently. The reliability of the instrument is measured by using the KR-20 formula ($KR\text{-}20_{rk}$)

The reliability of the items was 0.91. The result of the computation of the reliability measure can be seen in Appendix B.

To determine the level of the instrument reliability, the norm of categorizing the correlation coefficient is employed. The following practical rule below is the norm proposed by Suharto (2006:84).

Table 7: Value of the Reliability Coefficient

No	Reliability Coefficient	Category
1	0.800 - 1.000	Very High
2	0.600 – 0.799	High
3	0.400 – 0.599	Fair
4	0.200 – 0.399	Low
5	0.000 – 0.199	Very low

Based on the result above, it can be concluded that the instruments are said as having very high reliability since the reliability is more than 0.80., i.e. 0.91> 0.80.

E. Data Collection Technique

After the instrument was tried-out, it was used to deal with pre-test and post-test for the subject of the research. The pre-test was conducted on the different day based on the schedule of the English lesson for the first grade students (VIIC and VIID). The tests were administered to the students of the experimental and control groups. The listening test was administered for 80 minutes. The treatment was implemented in the experimental group (VIIC) in October 2010 consisting of six meetings, and the post-test was conducted then.

The researcher used a random assignment to choose one class as experimental group and another as control group. Both the control group teacher and the experimental group teacher teach the English lesson about six meetings. It had three sections in each meeting: beginning activities (warming up), main activities (presentation, practice, and production) and closing activities. Both the experimental group and the control group was different in teaching English listening process. The explanation below describes the experimental group and the control group in each section of meeting.

1. The experimental group:

a. Beginning Activities

1) The teacher checks the attendance list.

2) The teacher leads in students by asking some questions.

b. Main Activities

1) Presentation

a) The teacher gives the purpose of the topic.

b) The teacher plays one video which has some minutes of duration as the input.

c) The teacher asks the students to identify the expression from the video.

d) The teacher asks the students about the topic, the speakers and the setting of the dialogue.

e) The teacher gives explanation about the expressions used in the dialogue.

2) Practice

a) The teacher plays the second video and gives the students some exercises.

b) Students answer the questions from the video.

c) The teacher asks the students to make inference from the video.

3) Production

a) The teacher plays another video.

b) The teacher asks the students the expression and inference of the video.

c. Closing Activities

1) The teacher reviews the material and asks the students about what did they get from the lesson.

2. The control group:

a. Beginning Activities

1) The teacher checks the attendance list.

2) The teacher leads in students by asking some questions.

b. Main Activities

1) Presentation

a) The teacher gives the purpose of the topic.

b) The teacher gives the students one dialogue from audio recording as the input.

c) The teacher asks the students to identify the expression from the dialogue.

d) The teacher asks the students about the topic, the speakers and the setting of the dialogue.

e) The teacher gives explanation about the expressions used in the dialogue.

2) Practice

a) The teacher plays the second dialogue and gives the students some exercises.

b) Students answer the questions.

c) The teacher asks the students to make inference from the dialogue.

3) Production

c) The teacher gives the last dialogue.

d) The teacher asks the students the expression and inference of dialogue.

c. Closing Activities

1) The teacher reviews the material and asks the students about what did they get from the lesson.

F. Data Analysis Technique

In this research, the writer used two techniques to analyze the data. They are descriptive statistics and inferential statistics. However, before the researcher gave more information about the descriptive and inferential statistics, she firstly

explained about the categorization of students' listening skills based on the ideal mean and the ideal standard deviation.

1. Data Categorization

The descriptive statistics is meant to provide answers to the researcher question formulated about the students' listening skills between those who applied video and that of those who are not. The statistics used in this computation are mean, which is the average scores of the subjects of this study, and the SD, which is the average variability of all scores around the mean.

To find out the categorization of the students' listening skills for the pre-test and post-test result, the researcher used the ideal mean and ideal standard deviation. Nurgiyantoro (2001: 399) states that for the achievement test, the ideal mean is 60% from the highest score and the ideal standard deviation is 25% from the ideal mean. Then the data can be categorized by the conversion criterion by five scales as follows:

Table 8: The Conversion Criterion by Five Scales

Scales	Category
Mean + 1.5 SD up to above	Very High
Mean + 0.5 SD up to mean + 1.5 SD	High
Mean - 0.5 SD up to mean + 0.5 SD	Fair
Mean - 1.5 SD up to mean - 0.5 SD	Low
Below up to mean – 1.5 SD	Very Low

There are 24 items in the test. It is a test which has the value 1 for the correct answer and 0 for the false. Thus, in this research the highest score for the test is 24. The ideal mean is 60% x 24 = 14.4. The ideal standard deviation is 25% of 14.4 equal to 3.6. The category of the students' listening skill can be seen in Table 7.

2. Descriptive Statistics

Descriptive statistics was aimed to find the answer of the question on the effect of the videos on the listening skill of first grade students of SMPN 6 Yogyakarta. The statistics used in this computation are mean, which is the average scores of the subjects of this research and the standard deviation, which is the average variable of all scores around the mean. The means were used to know the position of the group, whether the group was in the high or low position. The standard deviations were used to know the variability of the subjects, whether the group was homogenous or not.

3. Inferential Statistics

Inferential statistics are focused to answer the question of the formulation of the problem, which is whether or not video are effective to improve the students' listening skills. The statistics used in this research is the *ANCOVA* test. Before that, there were a test of normality and homogeneity.

a. Test of Normality

Test of normality is used to find whether or not the collected data from the population show a normal distribution. In this case, *the Chi-Square test* is applied. If the χ_0^2 is lower than χ_t^2, it can be stated the scores have a normal distribution.

b. Test of Homogeneity

Test of homogeneity aimed at knowing whether or not the scores of one group have homogenous variance with scores of the other group. For this, an *F-test* is utilized.

c. Test of Hypothesis

This test was used to determine whether there was a significant difference of listening skilll between students who were taught using videos and who were taught without using videos as media in teaching listening skill. In order to test the hypothesis, the *ANCOVA test (Analysis of Covariate test)* is used.

In doing the analysis of those tests i.e. normality, homogeneity, and *ANCOVA* test, the researcher used a computer program. The computer program was SPSS program 15 version.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings of the study that are organized into three sections, namely descriptive statistics, inferential statistics, and interpretation of the research findings.

A. Descriptive Statistics

The descriptive statistics explains the result of the tests (i.e., the calculation of the mean, the standard deviation of the two variables, the highest score and the lowest score). The ideal mean and the ideal standard deviation are used to determine the score classification. As mention earlier, there are two tests in this research (i.e., the pre-test and the post-test). In this research, the researcher used a multiple choice test to test the students' listening skills. After that, the researcher made the categorization of the students' listening skills.

1. Categorization of the Students' Listening Skills

The categorization of the students' listening skills was made in order to find out the level of listening skill of the students of two groups. To make the categorization, the ideal mean score (Mi) and the ideal standard deviation (SDi) should be found first. According to Nurgiyantoro (2001:399), the ideal mean score (Mi) was sixty percent of the ideal maximum score, and the ideal standard deviation (SDi) was twenty five percent of the ideal mean score (Mi).

In this research, the researcher used a multiple choice test (24 items in the listening test) to test the students on the listening skill. The correct answer is valued 1 and the false answer is valued 0. So, in this research the highest score for the test is 24. The ideal mean is 60% x 24= 14.4. The ideal standard deviation is 25% of 14.4 equals to 3.6. Thus, the category of students' listening skills can be put according to the table below.

Table 9: Categorization of the Students' Listening Skills

Score class	Category
> 20	Very High
16 – 20	High
13 – 16	Fair
9 – 13	Low
< 9	Very Low

2. Data of the Experimental Group

The data of the experimental group consist of data of pre-test scores of the experimental group, data of the post-test scores of the experimental group, and the comparison between the pre-test and post-test scores of the listening skill of the experimental group. The data of the student's listening skills based on the result of the pre-test and post-test scores of the experimental group are as follows.

a. Data of Pre-Test Scores of the Experimental Group

The result of the pre-test of the experimental group was conducted in order to measure the students' listening skills before they got the treatment (videos). The table below gives the information about the categorization of the students' listening skills based on the result of pre-test scores of the experimental group.

Table 10: Categorization of the Students' Listening Skills based on Pre-Test Scores of the Experimental Group

Scores Class	Frequency			Category
	Number of Student	Percentage (%)	Cumulative	
> 20	11	33.3	100.0	Very High
16 – 20	14	42.4	66.7	High
13 – 16	7	21.2	24.2	Fair
9 – 13	0	0	0	Low
< 9	1	3.0	3.0	Very Low
Total	33	100		

Table 10 shows that eleven students (33.3%) categorized into the very high category. Fourteen students (42.4%) belong to the high category. Seven students (21.2%) are classified into the fair category, while no student (0%) is categorized into the low category. One student (3.0%) is categorized into the very low category.

There are 24 items in the listening skill pre-test. Thus, the total score is 24. The data of pre-test scores show the highest score is 23 while the lowest score is 9. The mean of the score is 18.2424 (for more details see the frequency distribution on the pre-test scores of the experimental group in Appendix D). The following table illustrates the descriptive analysis on the pre-test scores of the experimental group.

Table 11: Descriptive Analysis on Pre-Test Scores of the Experimental Group

Mean	SD	Median	Mode	Highest score	Lowest score	Range	Items
18.2424	2.82876	19.0000	20.00	23.00	9.00	14.00	24

Based on Table 11, the mean of the pre-test score of the experimental group is 18.2424. According to the table of categorization of the students' listening skill in the pre-test, it is in the *high category* because it lies between the

numbers of 16 – 20. Thus, it can be said that the students' listening skill of the experimental group before using videos can be said as *high*.

b. Data of Post-Test Scores of the Experimental Group

The post-test of the experimental group was conducted in order to measure the students' listening skills after they got the treatment (videos). The table below gives the information about the categorization of the students' listening skills based on the result of post-test scores of the experimental group.

Table 12: Categorization of the Students' Listening Skills based on Post-Test Scores of the Experimental Group

Scores Class	Frequency			Category
	Number of Student	Percentage (%)	Cumulative	
> 20	24	72.7	100.0	Very High
16 – 20	7	21.2	27.3	High
13 – 16	2	6.1	6.1	Fair
9 – 13	0	0	0	Low
< 9	0	0	0	Very Low
Total	33	100		

In reference to Table 12, the post-test of the experimental group can be categorized as follows. Twenty four students (72.7%) are classified into the very high category. Seven students (21.2%) are classified into the high category. Two students (6.1) are included in the fair category. No student (0%) falls in the low and very low categories.

There are 24 items in the listening skill pre-test. Thus, the total score is 24. The data of pre-test scores show the highest score is 24 while the lowest score is

14. The mean of the score is 21.1818. The following table illustrates the descriptive analysis on the post-test scores of the experimental group.

Table 13: Descriptive Analysis on Post-Test Scores of the Experimental Group

Mean	SD	Median	Mode	Highest score	Lowest Score	Range	Items
21.1818	2.60354	22.0000	21.00	24.00	14.00	10.00	24

Based on Table 13, the mean of the post-test of the experimental group is 21.1818. According to the table of categorization of the students' listening skill, it is in the *very high category* because it is more than 20. Thus, the students' listening skills of the experimental group after using videos can be said as *very high.*

c. **Comparison between Pre- and Post-Test Scores of the Students' Listening Skill of the Experimental Group**

The table below describes the statistical data of the pre-test and post-test scores of the students listening skills of the experimental group. It gives the details of the pre-test and post-test scores of the students' listening skills of the experimental group.

Table 14: Statistical Data on Pre-Test and Post-Test Scores of the Students' Listening Skills of the Experimental Group

Data	Pre-test	Post-test
Number of cases	33	33
Sum of scores	610.00	699.00
Mean	18.2424	21.1818
Median	19.0000	22.0000
Mode	20.00	21.00
SD	2.82876	2.60354

The mean in the table above shows that the pre-test and post-test scores increase from 18.2424 to 21.1818. If it is consulted to the table of categorization,

then it is clear that the students' listening skill improves from the *high* to the *very high category* because after using videos, the mean of the post-test scores is more than 20.

3. Data of the Control Group

The data of pre- and post- test listening skill were obtained from the control group. Below is the presentation of a detailed explanation of each set of data.

a. Data of Pre-Test Scores of the Control Group

The instrument to collect the data of pre-test of the control group is the same as that to collect the data of pre-test of the experimental group. The following table explains the categorization of students' listening skills from each of the students based on the pre-test scores of the control group.

Table 15: Categorization of the Students' Listening Skills based on Pre-Test Scores of the Control Group

Scores Class	Frequency			Category
	Number of Student	Percentage (%)	Cumulative	
> 20	7	21.2	100.0	Very High
16 – 20	19	57.6	78.8	High
13 – 16	6	18.2	21.2	Fair
9 – 13	1	3.0	3.0	Low
< 9	0	0	0	Very Low
Total	33	100.0		

Table 15 shows that seven students (21.2%) who are included in the very high category. Nineteen students (57.6%) belong to the high category. Six students (18.2%) are included in the fair category. One student (3.0%) is classified

into the low category, while no student (0%) is categorized into the very low category.

There are 24 items in the listening skill pre-test. Thus, the total score is 24. The data of pre-test scores show the highest score is 19 while the lowest score is 8. The mean of the score is 15.1212 (for more details see the frequency distribution on the pre-test scores of the control group in Appendix D). The following table illustrates the descriptive analysis on the pre-test scores of the control group.

Table 16: Descriptive Analysis on Pre-Test Scores of the Control Group

Mean	SD	Median	Mode	Highest score	Lowest score	Range	Items
15.1212	2.28798	15.0000	15.00	19.00	8.00	11.00	24

Based on Table 16, the mean of the pre-test score of the control group is 15.1212. According to the table of categorization of the students' listening skill in pre-test, it is in the *fair category* because it lies between the numbers of 13 – 16. Thus, it can be said that the students' listening skills of the control group can be said as *fair*.

b. Data of Post-Test Scores of the Control Group

The instrument to collect the data of the listening skill post-test of the control group is the same as that to collect the data of the listening skill post-test of the experimental group. The following table explains the categorization of the student's listening skills from each of the students based on the post-test result of the control group.

Table 17: Categorization of the Students' Listening Skills based on Post-Test Scores of the Control Group

Scores Class	Frequency			Category
	Number of Student	Percentage (%)	Cumulative	
> 20	10	30.3	100.0	Very High
16 – 20	16	48.5	69.7	High
13 – 16	6	18.2	21.2	Fair
9 – 13	1	3.0	3.0	Low
< 9	0	0	0	Very Low
Total	33	100		

In reference to Table 17, the post-test of the control group can be categorized as follows. Ten students (30.3%) are classified into the very high category. Sixteen students (48.5%) are classified into the high category. Six students (18.2%) belong to the fair category. One student (3.0%) is included in the low category. No student (0%) is categorized into the very low category.

There are 24 items in the listening skill post-test. Thus, the total score is 24. The data of post-test scores show the highest score is 22 while the lowest score is 11. The mean of the score is 17.2424. The following table illustrates the descriptive analysis on the post-test scores of the experimental group.

Table 18: Descriptive Analysis on Post-Test Scores of the Control Group

Mean	SD	Median	Mode	Highest score	Lowest score	Range	Items
17.2424	2.43709	17.0000	17.00	22.00	11.00	11.00	24

Based on Table 18, the mean of the post-test of the control group is 17.2424. According to the table of categorization of the students' listening skills, it is in the *high category* because it lies between the numbers of 16-20. Thus, the students' listening skills of the control group can be said as *high.*

c. Comparison between Pre- and Post-Test Scores of the Students' Listening Skill of the Control Group

The table below describes the statistical data of the pre-test and post-test scores of the students' listening skills of the control group. It gives the details of the pre-test and post-test scores of the students' listening skill of the control group.

Table 19: Statistical Data on Pre-Test and Post-Test Scores of the Students' Listening Skills of the Control Group

Data	Pre-test	Post-test
Number of cases	33	33
Sum of scores	499.00	569.00
Mean	15.1212	17.2424
Median	15.0000	17.0000
Mode	15.00	17.00
SD	2.28798	2.43709

The mean in the table above shows that the pre-test and post-test scores increase from 15.1212 to 17.2424. If it is consulted to the table of categorization, then it is clear that the students' listening skills improves from *fair* to *high category* because after audio were applied, the mean of the post-test scores lies between numbers of 16-20.

B. Inferential Statistics

To find out whether or not there is a significant difference of the students' listening skill between the students' who were taught using videos and those who were not taught using videos, the *ANCOVA test* was applied. Before the *ANCOVA*

test was operated, the pre-analysis testing was applied in this research. The pre-analysis testing included test of normality and test of homogeneity. The discussion of the pre-analysis testing is as follows.

1. Test of Normality

Test of normality is used to find whether or not the collected data from the population show a normal distribution. In this case, the Chi-Square test is applied. The test of normality was applied to the pre-test data of the two groups. The distribution can be said to be normal if the obtained *Chi-square* value (χ_o^2) is lower than the critical value (χ_t^2) with the significance level of 5%. The computation of *Chi-square* is presented in Table 19 which presents the result of normality test of students' listening skills.

Table 20: Normality Test Result of Students' Listening Skills

No	Group	Test	Chi-square		Df	P	Statement
			χ_o^2	$\chi_t^2 5\%$			
1	Experimental	Pre-test	15.333	18.307	10	0.120	Normal
2	Experimental	Post-test	15.788	16.919	9	0.071	Normal
3	Control	Pre-test	13.636	15.507	8	0.092	Normal
4	Control	Post-test	12.667	18.307	10	0.243	Normal

χ_o^2 = The Chi-square of the observation.
$\chi_t^2 5\%$ = The Chi-square of the table in the significance level of 5%.
df = Degree of Freedom.

In the pre-test of the students' listening skills, Table 20 shows that the χ_o^2 value of the pre-test of the two groups (the experimental and control groups) is lower than the χ_t^2 values, i.e., 15.333 < 18.307 and 13.636 < 15.507. It means that the data of the pre-test of experimental and control class have normal distribution. The levels of significance of the groups are also higher than 0.05, i.e., 0.120 >

0.05 and 0.092 > 0.05. Therefore, the pre-test data of the groups are also proved to be normal.

In the post-test, Table 20 above shows that χ_o^2 value of the post-test of the two groups (the experimental and control groups) is lower than χ_t^2 value, i.e., 15.788 < 16.919 and 12.667 < 18.307. So, it is clear that the data are normal. The levels of significance of the groups are also higher than 0.05, i.e., 0.071 > 0.05 and 0.243 > 0.05. Thus, the post-test data of the groups are proved to be normal. The print out of the analysis is in Appendix E.

2. Test of Homogeneity

Test of homogeneity aimed at knowing whether or not the scores of one group have homogenous variance with scores of the other group. For this, an *F-test* is utilized. The *F-test* was employed to know whether the sample was homogeneous or not. The sample is said to be homogenous if the value of the F-observed (F_o) is lower than that in the table value (F_t). The following table describes the homogeneity test result of students' listening skills.

Table 21: Homogeneity Test Result of Students' Listening Skills

Score	F_o	F_t 5%	*P*	Statement
Pre-test	0.909	4.00	0.344	Homogeneous
Post-test	0.603	4.00	0.803	Homogeneous

F_o = F value observed
F_t 5% = F value of the table in the significance level of 5%
P = probability

In the pre-test score, Table 21 tells that the value of F_o is less than F_t, i.e. 0.909 < 4.00. So, it can be declared that the sample of variance is homogeneous.

Meanwhile, the level of significance is more than 0.05, i.e. 0.344 > 0.05. Therefore, once again the sample of variance is confirmed to be homogeneous.

In the post-test score, Table 21 tells that the value of F_o is less than F_t, i.e. 0.603 < 4.00. So, it can be declared that the sample of variance is homogeneous. Meanwhile, the level of significance is more than 0.05, i.e. 0.803 > 0.05. The print out of the analysis is enclosed in Appendix E.

3. Test of Hypothesis

The test of hypothesis aims at revealing whether or not there is a significant difference between the two groups in their mean scores of the listening skill test. Firstly, the hypothesis must be changed to the null hypothesis (Ho) before the hypothesis is rejected or accepted. The null hypothesis is "There is no significant difference between the listening skill of the first grade students of SMP N 6 Yogyakarta who are taught using videos and those who are taught without using videos." To test the hypothesis, the *ANCOVA test* was employed in this analysis. The result of the *ANCOVA test* is described more clearly in Tables 21 and 22. The computation is enclosed in Appendix E.

Table 22: Hypothesis Test Result of Students' Listening Skills

Source	Sum of Squares	*Df*	Mean Square	*F*	Sig.	Statement
Adjusted treatment	166.307	1	166.307	25.867	0.000	Significant
Error	405.042	63	6.429	-	-	-
Total residual	571.349	64	-	-	-	-

F	= F value observed
Sig.	= Significance level
df	= Degree of Freedom

The result of the computation shows that the obtained *F* is 25.867. If it is compared with the critical value of *F* with 1 and 63 degrees of freedom in the

significance level of 5% F (0.05, 1, 63) which is 4.00, then the *F* value is higher than the critical value of *F*, i.e. 25.867 > 4.00. Thus, the null hypothesis of no treatment effect in students' listening skills is also rejected.

According to Field (2009:415), to test the hypothesis the significance level of the adjusted treatment is less than 0.05 so the variable will be significant. Then, the result of the computation also found that the significance level of adjustment treatment (the pure influence of using videos in the students' listening skills) is less than 0.05, i.e. 0.000 < 0.05. It means that using videos shows a significance difference in students' listening skills seen from the result post-test scores after controlling the students' pretest scores (the covariate) first. In other words, the hypothesis which states "there is a significant difference between the listening skill of the first grade students of junior high school who are taught using videos and those who are taught without using videos" is accepted.

Table 23: The Mean Scores of the Listening Skill Test

Variable	N	$\overline{X_1}$	$\overline{X_2}$
A_1	33	18.2424	21.1818
A_2	33	15.1212	17.2424

A_1 = Experimental group
A_2 = Control group
$\underline{N}$ = Number of students
$\overline{X_1}$ = Pre- test mean score
$\overline{X_2}$ = Post- test mean score

It can be seen from table above, there is a difference between the mean scores of the experimental and the control groups. The pre-test mean score of the experimental group is 18.2424, while the post-test mean score of the experimental group is 21.1818. It indicates that the mean score increases as much as 2.9394

from the pre-test to the post-test. Meanwhile, the pre-test mean score of the control group is 15.1212, while the post-test mean score of the control group is 17.2424. It indicates that the mean score only increases 2.1212 from the pre-test to the post-test. Thus, the mean score of the experimental group after the treatment is higher than the mean score of the control group, i.e. 21.1818 > 17.2424. It can be stated that "using videos in the teaching listening skill to the first grade of junior high school students is more effective than those who are taught without using videos.

Table 24: The Adjusted Mean Scores of the Listening Skill Test

Variable	N	$\overline{X}$
A_1	33	21.348
A_2	33	17.077

A_1 = Experimental group
A_2 = Control group
$\underline{N}$ = Number of students
$\overline{X}$ = Adjusted mean score

Based on complete computation on the result of *ANCOVA* in Appendix E, it is found that the adjusted mean for the experimental group is 21.348 which is higher than its post-test mean score (i.e. 21.348 > 21.182) and the adjusted mean for the control group is 17.077 which is lower than its post test mean score (17.077 < 17.242). It means that the use of videos indeed gives students a positive effect on the listening skill. Therefore, the null hypothesis is rejected.

C. Interpretation of the Findings

There are some results revealed in the findings. Based on the analysis, it shows that there is a significant difference on the listening skill between the

students who are taught using videos and the students who are not taught using videos. In general, the students' scores of the experimental group are higher than the students' scores of the control group after using videos.

From Table 23, it is clear that the mean score of the experimental group is 21.1818 while the mean score of the control group is 17.2424. Meanwhile, the ideal mean is 14.4. The mean score of the experimental group increases from the *high* category to the *very high* category while the mean score of control group increases from the *fair* category to the *high* category based on the pre test. Furthermore, it can be affirmed that the use of videos can increase students' listening skill because the students' listening skills from those who were taught by using videos are higher than those who were not taught without using videos.

From the *ANCOVA* result, it is clear that the pure influence of using video in the listening skill is in the level of significance of 0.000. Therefore, it can be stated that the influence of using videos is regarded as significant since the value of significance of the adjusted treatment is less than 0.05, i.e. $0.000 < 0.05$. The result of *ANCOVA test* also shows that the F value is higher than the F critical value in the significance level of 0.05, i.e. $25.867 > 4.00$. It denotes that the use of videos has a positive effect to the students on the listening skill which means that the use of videos can improve the students on the listening skill. Thus, the hypothesis proposed in the research can be accepted.

Briefly, the use of videos can improve students' listening skills. It can be seen from the mean score of the students' listening skills in the experimental group and control group. The mean score of students who were taught using

videos is higher score than that of students who were taught without it, 21.1818 > 17.2424. Besides, the adjusted means of the experimental group is higher than those of the control group (21.348 > 17.077). Using videos is acknowledged to have some advantages for students in the teaching learning process. Riddle (2003:223) cites some advantages of using audiovisual media in the classroom. The first advantage, using videos gave variation to the lesson. The second advantage, using videos made the language more memorable and the context is clear. The third advantage, using videos can increase awareness of culture. The fourth advantage, using videos can be used in a number of ways. It can be used to focus on specific language and skills, as well as providing a link with earlier or later soon.

In conclusion, videos are an effective media in the teaching listening. The students can get some important source of information in real-life communication. They can make use of this visual support to practice top-down strategies by contextualising what they hear and making inferences about things that they do not hear clearly. They also get a chance to combine both auditory and visual clues in parallel processing, something which they frequently do in their first language. Furthermore, they can see facial expression and body language at the same time as they hear the stress, intonation, and rhythm of the language. Listening using videos will make the students get better understanding and recognition about the content of the conversations.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter consists of two major sections. The first section presents the conclusions of the research and the second section presents suggestions from the research findings. Below is the further explanation about those sections.

A. Conclusions

The conclusion of this research is drawn based on the result of the data analysis. Its presentation is in line with the research problem formulation stated in Chapter I. Based on the previous discussion, general conclusions can be drawn.

First, the pre-test result shows that the pre-test mean score of the experimental group is in the *high* category, i.e. 18.2424. Meanwhile, the post-test result shows that the post-test mean score is in the *very high* category, i.e.21.1818. Therefore, it can be concluded that the students' listening skills of the experimental group after the treatment improve from the *high* to the *very high* category.

Second, the pre-test result shows that the pre-test mean score of the control group is in the *fair* category, i.e.15.1212. Meanwhile, the post-test result shows that the post-test mean score remains in the *high* category, i.e. 17.2424. Therefore, it can be concluded that the students' listening skills of the control group (the treatment was not applied) improve from the *fair* to the *high* category.

Third, the result of the *ANCOVA test* shows that the value of level of significance of adjusted treatment (the pure influence of using videos on students'

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listening skills) is less than 0.05, i.e. $0.000 < 0.05$, which means that there was a significant difference in the post-test scores between the two groups after controlling pre-test scores as the covariate. The obtained value of F is also higher than the critical value of F in the significance level of 5%, i.e. $25.867 > 4.00$. Besides, the adjusted means of the experimental group is higher than those of the control group ($21.348 > 17.077$). It denotes that the use of videos shows a significant difference to the students on the listening skill. In other words, it also states that the use of videos has a positive effect to the students on the listening skill which means that the use of videos can improve the students on the listening skill. Therefore, the hypothesis proposed in the research "there is a significant difference between the listening skill of the first grade students of SMPN 6 Yogyakarta who are taught using videos and those who are taught without using videos" is accepted.

B. Implications

Implications were drawn from the research findings. The research finds that there is a significant difference between the listening skill of the first grade students of junior high school who are taught using videos and those who are taught without using videos.

The implications which can be drawn as follows:

1. The students are motivated to listen to the conversation taken from some videos containing a variety of topics. The students can also improve their knowledge after listening to the videos. The implications which can be drawn are:

a. The videos can be used as the materials in teaching listening to avoid the students' boredom and achieve the goals of teaching-learning listening.

b. The videos can be implemented in the teaching-learning process of the listening skills.

2. The teacher's strategies of teaching listening make the students aware about the importance of using videos and the use of abilities of the listening skill (getting main ideas, getting supporting details, inferring implied meaning, extracting specific information, deducing cause and effect relationship, and noting numbers and statistics) more effective. The implications which can be drawn are:

a. The teacher can apply the same technique to solve the students' problem in teaching of the listening skill.

b. The teacher should continue to apply the techniques of effective listening skill in teaching listening.

C. Suggestions

By considering the result of the study, the implications and the conclusions, some suggestions will be directed toward the headmaster, the English teacher, the students, and other researcher.

1. To the Headmaster

The researcher expects that the result of this research can also give the headmaster of junior high school benefit to improve the use of videos in their schools so that it becomes an interactive listening media.

2. To English Teachers

The researcher expects that the result of this research can give the English teachers at junior high schools an inspiration about the effective media to teach listening so that it becomes an easy and interesting lesson. Then, other English teachers should try to use videos as media in the teaching of the listening skill.

Videos can make the students get better understanding in listening to conversations because there are visual and audio effects provided by videos. However, the teacher should choose the videos which are appropriate to the students from their interests, ability, and age in implementing the videos. The teacher also needs to do the three steps when teaching listening with videos, i.e. pre-listening, while listening and post- listening.

3. To the Students

The researcher expects that the result of this research can be a new experience for the students who will improve their listening skill and can increase students' motivation in studying listening. It also presents teaching media to the students in listening class.

4. To Other Researchers

The researcher expects that this research becomes one of references to contribute other researcher to get the information about the importance of videos and to inspire those who are interested in conducting research studies on the similar theme. The researcher also expects that other researchers will conduct more exploration about the use of videos on the other students' level and school.

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APPENDICES

APPENDIX A

RESEARCH INSTRUMENTS

LISTENING TEST

Listening Test
(Try-Out)

Directions:

In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen to the recording for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. Michael : Good afternoon, Miss Dawson.
    Miss Dawson: Good afternoon, Michael.
    (Taken from Audio Listening, Speaking and Conversation)
    What is the dialogue about?
    a. Greeting.
    b. Leave taking.
    c. Command.
    d. Apology.

2. Iqbal : Hello, I am Iqbal.
    Hadi : Oh, hi, I'm Hadi. How do you do.
    Iqbal : How do you do.
    How does Iqbal say to Hadi?
    a. Fine, thank you.
    b. How do you do.
    c. Nice to meet you.
    d. I'm quite alright.
    (Taken from Ujian Nasional Bahasa Inggris)

3. Rudi : Hello, Mom.
    Mother: Hello, Rudi. Why are you still awake?
    Rudi : I can't sleep.
    (Taken from English in Focus for Grade VII)
    Why does Rudi still awake?
    a. He cannot sweep.
    b. He cannot weep.
    c. He cannot sleep.
    d. He cannot spread.

4. Jenny : Goodbye, Nelly. See you at the swimming pool tomorrow.
    Nelly : Sure, see you there.
    (Taken from Audio Listening, Speaking and Conversation)

What is the dialogue about?
a. Greeting.
b. Apology.
c. Command.
d. Leave-taking.

5. Laura : See you at school next Monday, Matthew.
   Matthew: Bye, Laura
   (Taken from Audio Listening, Speaking and Conversation)
   How does Michael say to Laura?
   a. Thanks.
   b. Bye.
   c. Sorry.
   d. Hello.

6. Mike : Hello, I am Mike. What is your name?
   Malena: Malena
   Mike : Where are you from?
   Malena: I am from Italy. Where are you from?
   Mike : I am from England.
   (Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII)
   What is the dialogue about?
   a. Leave-taking.
   b. Command.
   c. Introduction.
   d. Apology.

7. Nana : Tina, this is Angelina
             She is our new classmate
   Tina : I am Tina. Nice to meet you
   Angelina: It is nice to meet you, too.
   (Taken from Scaffolding VII)
   Who is Angelina?
   a. Angelina is their diligent classmate.
   b. Angelina is their lazy classmate.
   c. Angelina is their old classmate.
   d. Angelina is their new classmate.

8. Ronaldinho : Hello, my name is Ronaldinho. What is your name?
   Jennifer : Jennifer. Where are you from, Ronaldinho?
   Ronaldinho : I am from Brazil. Where are you from, Jennifer?
   Jennifer : I am from the USA.
   (Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII)
   How does Ronaldinho say to Jennifer?
   a. My name is Ronaldinho.
   b. My name is Jennifer.

    c. I am from Brazil.

    d. I am from England.

9. A   : What is her name?

    B   : Nodame.

    A   : Where is she from?

    B   : Japan

            (Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII)

    What is the woman's name?

    a. Nadime.

    b. Nodume.

    c. Nodame.

    d. Kodame.

10. A   : What is his name?

    B   : Peter

    A   : Where is he from?

    B   : England

            (Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII)

    Where is Peter from?

    a. Poland.

    b. Switzerland.

    c. Scotland.

    d. England.

11. Father : Dony! Come here, please.

    Dony   : What's wrong, Dad?

    Father : Look at the yard. It's dirty. Sweep the yard, please.

    Dony   : Sure.

            (Taken from Scaffolding VII)

    What is the dialogue about?

    a. Command.

    b. Leave taking.

    c. Greeting.

    d. Apology.

12. Ms. Ningrum   : Roni, open the windows, please.

    Roni   : Yes, Ma'am.

    Ms. Ningrum   : Thank you, Roni.

    Roni   : You are welcome.

            (Taken from Contextual Teaching Learning VII)

    How does Ms. Ningrum ask to the students?

    a. Close the window.

    b. Open the window.

    c. Close the door.

    d. Open the door.

13. Teacher : All right, students. Let's start the quiz.
    Students: Excuse me, Sir. Can we open our books?
    Teacher : No! Close your book! Are you ready?
    Students : Yes, Sir.
        (Taken from English in Focus for Grade VII)
    What can be inferred from the dialogue?
    a.   The students close the book.
    b.   The students do the task.
    c.   The students open the book.
    d.   The students do the quiz.

14. A   : Sorry for stepping on your shoes
    B   : No problem.
        (Taken from Audio Listening, Speaking and Conversation)
    What is the dialogue about?
    a.   Apology.
    b.   Command.
    c.   Leave-taking.
    d.   Greeting.

15. Amy   : Ikhsan, I am so sorry to say that I actually forgot to bring your book.
        (Taken from Effective English)
    How does Amy say to Ikhsan?
    a.   Wake up!
    b.   I am so sorry.
    c.   Thank you.
    d.   Good morning.

16. Father   : Leung Wei, did you break that glass?
    Leung Wei : Yes, I did. *I am very sorry*.
    Father   : That's quite all right.
        (Taken from English in Focus for Grade VII)
    Why does Leung Wei say sorry to his father?
    a. Because he broke his father photo.
    b. Because he broke his father plate.
    c. Because he broke his father glass.
    d. Because he broke his father picture.

17. Edo   : I'm sorry, Sir. I am late.
    Teacher: That's all right. Go to your seat.
        (Taken from Ujian Nasional Bahasa Inggris)
    What can be inferred from the dialogue?
    a. Edo goes to school late.
    b. Edo goes to school on time.

c. Edo goes to school by bus.

d. Edo goes to school by bike.

18. Mother: I bought sneakers for you.

Doni   : Wow, great. Thanks, Mom.

Mother: You're welcome.

(Taken from Contextual Teaching Learning VII)

What is the dialogue about?

a. Apology.

b. Thanking.

c. Greeting.

d. Command

19. Anto's sister: Happy birthday, Anto. This is for you.

Anto   : Oh, thank you. I've wanted this bag for years. You're so nice.

Anto's sister: That's alright.

(Taken from Contextual Teaching Learning VII)

What does Anto say to his sister?

a. I am sorry.

b. Keep silent!

c. Thank you.

d. Wake up!

20. A   : Thanks for lending me the camera.

B   : Don't mention it. You didn't have any trouble operating it, did you?

A   : No, I didn't have trouble at all; the camera was easy to operate.

(Taken from Audio Listening, Speaking and Conversation)

What does the speaker thank for?

a. The book.

b. The pen.

c. The photo.

d. The camera.

Questions 21-22 are based on this introduction. Listen to the introduction.

Hello. My name is Ray. I live at Jl. Ahmad Yani 12, Balikpapan. I am 12 years old and I am a student of SMP 5 Balikpapan. If you want to know more about me, call me. My phone number is 0542-725813.

21. What is the woman's name?

a. Roy.

b. Ray.

c. May.

d. Flay.

22. How old is she?
    a. 10.
    b. 11.
    c. 12.
    d. 14.

23. What is her job?
    a. A farmer.
    b. A lawyer.
    c. A teacher.
    d. A student.

Questions 24-25 are based on this dialogue. Listen to the dialogue between Anna and the librarian.

Librarian : What is your name?
Anna   : My name is Anna.
Librarian : What is your student number?
Anna   : 18075
Librarian : What is your nationality?
Anna   : I am British.
             (Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII)

24. What is the woman's name?
    a. Anna.
    b. Eina.
    c. Fraina.
    d. Mariana.

25. What is her nationality?
    a. Scottish.
    b. Spanish.
    c. British.
    d. Japanese.

Questions 26-28 are based on this dialogue. Listen to the dialogue between Tina and Sammy.

Tina   : Hi, Sammy! How are you?
Sammy   : Hi, Tina! Fine, thanks. What are you doing?
Tina   : Oh, I have just watched a documentary about animals.
Sammy   : It sounds interesting what animal
Tina   : My favorite, the Giant Panda.

26. Who are the two people in the dialogue?
    a. Sammy and Jenny.
    b. Jenny and Betty.
    c. Betty and Nadia.
    d. Sammy and Tina.

27. What has Tina just watched?
    a. Documentary.
    b. Animation.
    c. Horror movie.
    d. Family movie.

28. What animal does Tina like the most?
    a. Parrot.
    b. Panda.
    c. Bear.
    d. Iguana.

Questions 29-30 are based on this dialogue. Listen to the dialogue between Tina and Sammy again.

Sammy : Uh, too bad. I missed it. What is so special about pandas anyway?

Tina : Don't you know? The panda is used as a symbol for wildlife animal preservation around the world.

Sammy : Why is that?

Tina : Because they are cute.

29. Why does Tina like Panda?
    a. Because they are sleeper.
    b. Because they are ugly.
    c. Because they are bad.
    d. Because they are cute.

30. What is so special about Pandas?
    a. Symbols of preservation.
    b. Symbols of prohibition.
    c. Symbols of peace.
    d. Symbols of love.

Listening Test
(Try-Out)

Directions:
In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen to the recording for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. What is the dialogue about?
    a. Greeting.
    b. Leave taking.
    c. Command.
    d. Apology.

2. How does Iqbal say to Hadi?
    a. Fine, thank you.
    b. How do you do.
    c. Nice to meet you.
    d. I'm quite alright.

3. Why does Rudi still awake?
    a. He cannot sweep.
    b. He cannot weep.
    c. He cannot sleep.
    d. He cannot spread.

4. What is the dialogue about?
    a. Greeting.
    b. Apology.
    c. Command.
    d. Leave-taking.

5. How does Michael say to Laura?
    a. Thanks.
    b. Bye.
    c. Sorry.
    d. Hello.

6. What is the dialogue about?
   a. Leave-taking.
   b. Command.
   c. Introduction.
   d. Apology.

7. Who is Angelina?
   a. Angelina is their diligent classmate.
   b. Angelina is their lazy classmate.
   c. Angelina is their old classmate.
   d. Angelina is their new classmate.

8. How does Ronaldinho say to Jennifer?
   a. My name is Ronaldinho.
   b. My name is Jennifer.
   c. I am from Brazil.
   d. I am from England.

9. What is the woman's name?
   a. Nadime.
   b. Nodume.
   c. Nodame.
   d. Kodame.

10. Where is Peter from?
    a. Poland.
    b. Switzerland.
    c. Scotland.
    d. England.

11. What is the dialogue about?
    a. Command.
    b. Leave taking.
    c. Greeting.
    d. Apology.

12. How does Ms. Ningrum ask to the students?
    a. Close the window.
    b. Open the window.
    c. Close the door.

d. Open the door.

13. What can be inferred from the dialogue?
    a. The students close the book.
    b. The students do the task.
    c. The students open the book.
    d. The students do the quiz.

14. What is the dialogue about?
    a. Apology.
    b. Command.
    c. Leave-taking.
    d. Greeting.

15. How does Amy say to Ikhsan?
    a. Wake up!
    b. I am so sorry.
    c. Thank you.
    d. Good morning.

16. Why does Leung Wei say sorry to his father?
    a. Because he broke his father photo.
    b. Because he broke his father plate.
    c. Because he broke his father glass.
    d. Because he broke his father picture.

17. What can be inferred from the dialogue?
    a. Edo goes to school late.
    b. Edo goes to school on time.
    c. Edo goes to school by bus.
    d. Edo goes to school by bike.

18. What is the dialogue about?
    a. Apology.
    b. Thanking.
    c. Greeting.
    d. Command

19. What does Anto say to his sister?
    a. I am sorry.
    b. Keep silent!
    c. Thank you.
    d. Wake up!

20. What does the speaker thank for?
    a. The book.
    b. The pen.
    c. The photo.
    d. The camera.

Questions 21-22 are based on this introduction. Listen to the introduction.
21. What is the woman's name?
    a. Roy.
    b. Ray.
    c. May.
    d. Flay.

22. How old is she?
    a. 10.
    b. 11.
    c. 12.
    d. 14.

23. What is her job?
    a. A farmer.
    b. A lawyer.
    c. A teacher.
    d. A student.

Questions 24-25 are based on this dialogue. Listen to the dialogue between Anna and the librarian.

24. What is the woman's name?
    a. Anna.
    b. Eina.
    c. Fraina.
    d. Mariana.

25. What is her nationality?
    a. Scottish.
    b. Spanish.
    c. British.
    d. Japanese.

Questions 26-28 are based on this dialogue. Listen to the dialogue between Tina and Sammy.

26. Who are the two people in the dialogue?
    a. Sammy and Jenny.
    b. Jenny and Betty.
    c. Betty and Nadia.
    d. Sammy and Tina.

27. What has Tina just watched?
    a. Documentary.
    b. Animation.
    c. Horror movie.
    d. Family movie.

28. What animal does Tina like the most?
    a. Parrot.
    b. Panda.
    c. Bear.
    d. Iguana.

Questions 29-30 are based on this dialogue. Listen to the dialogue between Tina and Sammy again.

29. Why does Tina like Panda?
    a. Because they are sleeper.
    b. Because they are ugly.
    c. Because they are bad.
    d. Because they are cute.

30. What is so special about Pandas?
    a. Symbols of preservation.
    b. Symbols of prohibition.
    c. Symbols of peace.
    d. Symbols of love.

LISTENING TEST

-Answer Sheet-

Name   :

Class   :

Student Number   :

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D

The Key Answer

1.	A	11.	A	21.	B
2.	B	12.	B	22.	C
3.	C	13.	D	23.	D
4.	D	14.	A	24.	A
5.	B	15.	B	25.	C
6.	C	16.	C	26.	D
7.	D	17.	A	27.	A
8.	A	18.	B	28.	B
9.	C	19.	C	29.	D
10.	D	20.	D	30.	A

AFTER TRY-OUT

LISTENING TEST

(Pre-Test)

Directions:

In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen to the recording for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. Michael   : Good afternoon, Miss Dawson.
   Miss Dawson: Good afternoon, Michael.
   > *(Taken from Audio Listening, Speaking and Conversation)*
   What is the dialogue about?
   a. Greeting.
   b. Leave taking.
   c. Command.
   d. Apology.

2. Jenny   : Goodbye, Nelly. See you at the swimming pool tomorrow.
   Nelly   : Sure, see you there.
   > *(Taken from Audio Listening, Speaking and Conversation)*
   What is the dialogue about?
   a. Greeting.
   b. Apology.
   c. Command.
   d. Leave-taking.

3. Laura   : See you at school next Monday, Matthew.
   Matthew: Bye, Laura
   > *(Taken from Audio Listening, Speaking and Conversation)*
   How does Matthew say to Laura?
   a. Thanks.
   b. Bye.
   c. Sorry.
   d. Hello.

4. Mike   : Hello, I am Mike. What is your name?
   Malena: Malena
   Mike   : Where are you from?
   Malena: I am from Italy. Where are you from?
   Mike   : I am from England.
   > *(Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII)*

What is the dialogue about?
a. Leave-taking.
b. Command.
c. Introduction.
d. Apology.

5. Nana : Tina, this is Angelina
       She is our new classmate
   Tina : I am Tina. Nice to meet you
   Angelina: It is nice to meet you, too.
       (*Taken from Scaffolding VII*)
   Who is Angelina?
   a. Angelina is their diligent classmate.
   b. Angelina is their lazy classmate.
   c. Angelina is their old classmate.
   d. Angelina is their new classmate.

6. Ronaldinho : Hello, my name is Ronaldinho. What is your name?
   Jennifer : Jennifer. Where are you from, Ronaldinho?
   Ronaldinho : I am from Brazil. Where are you from, Jennifer?
   Jennifer : I am from the USA.
       (*Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII*)
   How does Ronaldinho say to Jennifer?
   a. My name is Ronaldinho.
   b. My name is Jennifer.
   c. I am from Brazil.
   d. I am from England.

7. A : What is her name?
   B : Nodame.
   A : Where is she from?
   B : Japan
       (*Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII*)
   What is the woman's name?
   a. Nadime.
   b. Nodume.
   c. Nodame.
   d. Kodame.

8. Father : Dony! Come here, please.
   Dony : What's wrong, Dad?
   Father : Look at the yard. It's dirty. Sweep the yard, please.
   Dony : Sure.
       (*Taken from Scaffolding VII*)

What is the dialogue about?
a. Command.
b. Leave taking.
c. Greeting.
d. Apology.

9. Ms. Ningrum : Roni, open the windows, please.
   Roni : Yes, Ma'am.
   Ms. Ningrum : Thank you, Roni.
   Roni : You are welcome.
   (Taken from Contextual Teaching Learning VII)
   How does Ms. Ningrum ask the students?
   a. Close the window.
   b. Open the window.
   c. Close the door.
   d. Open the door.

10. Teacher : All right, students. Let's start the quiz.
    Students: Excuse me, Sir. Can we open our books?
    Teacher : No! Close your book! Are you ready?
    Students : Yes, Sir.
    (Taken from English in Focus for Grade VII)
    What can be inferred from the dialogue?
    a. The students close the book.
    b. The students do the task.
    c. The students open the book.
    d. The students do the quiz.

11. A : Sorry for stepping on your shoes
    B : No problem.
    (Taken from Audio Listening, Speaking and Conversation)
    What is the dialogue about?
    a. Apology.
    b. Command.
    c. Leave-taking.
    d. Greeting.

12. Amy : Ikhsan, I am so sorry to say that I actually forgot to bring your book.
    (Taken from Effective English)
    How does Amy say to Ikhsan?
    a. Wake up!
    b. I am so sorry.
    c. Thank you.
    d. Good morning.

13. Father   : Leung Wei, did you break that glass?
    Leung Wei : Yes, I did. *I am very sorry*.
    Father   : That's quite all right.
           (Taken from English in Focus for Grade VII)
    Why does Leung Wei say sorry to his father?
    a. Because he broke his father photo.
    b. Because he broke his father plate.
    c. Because he broke his father glass.
    d. Because he broke his father picture.

14. Edo   : I'm sorry, Sir. I am late.
    Teacher: That's all right. Go to your seat.
           (Taken from Ujian Nasional Bahasa Inggris)
    What can be inferred from the dialogue?
    a. Edo goes to school late.
    b. Edo goes to school on time.
    c. Edo goes to school by bus.
    d. Edo goes to school by bike.

15. Mother: I bought sneakers for you.
    Doni   : Wow, great. Thanks, Mom.
    Mother: You're welcome.
           (Taken from Contextual Teaching Learning VII)
    What is the dialogue about?
    a. Apology.
    b. Thanking.
    c. Greeting.
    d. Command.

16. Anto's sister: Happy birthday, Anto. This is for you.
    Anto   : Oh, thank you. I've wanted this bag for years. You're so nice.
    Anto's sister: That's alright.
           (Taken from Contextual Teaching Learning VII)
    What does Anto say to his sister?
    a. I am sorry.
    b. Keep silent!
    c. Thank you.
    d. Wake up!

17. A   : Thanks for lending me the camera.
    B   : Don't mention it. You didn't have any trouble operating it, did you?
    A   : No, I didn't have trouble at all; the camera was easy to operate.
           (Taken from Audio Listening, Speaking and Conversation)

What does the speaker thank for?
a. The book.
b. The pen.
c. The photo.
d. The camera.

Questions 18-19 are based on this introduction. Listen to the introduction.

Hello. My name is Ray. I live at Jl. Ahmad Yani 12, Balikpapan. I am 12 years old and I am a student of SMP 5 Balikpapan. If you want to know more about me, call me. My phone number is 0542-725813.

18. What is the woman's name?
a. Roy.
b. Ray.
c. May.
d. Flay.

19. What is her job?
a. A farmer.
b. A lawyer.
c. A teacher.
d. A student.

Questions 20 are based on this dialogue. Listen to the dialogue between Anna and the librarian.

Librarian : What is your name?
Anna : My name is Anna.
Librarian : What is your student number?
Anna : 18075
Librarian : What is your nationality?
Anna : I am British.
(Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII)

20. What is the woman's name?
a. Anna.
b. Eina.
c. Fraina.
d. Mariana.

Questions 21-22 are based on this dialogue. Listen to the dialogue between Tina and Sammy.

Tina   : Hi, Sammy! How are you?
Sammy   : Hi, Tina! Fine, thanks. What are you doing?
Tina   : Oh, I have just watched a documentary about animals.
Sammy   : It sounds interesting what animal
Tina   : My favorite, the Giant Panda.

21. Who are the two people in the dialogue?
    a. Sammy and Jenny.
    b. Jenny and Betty.
    c. Betty and Nadia.
    d. Sammy and Tina.

22. What animal does Tina like the most?
    a. Parrot.
    b. Panda.
    c. Bear.
    d. Iguana.

Questions 23-24 are based on this dialogue. Listen to the dialogue between Tina and Sammy again.

Sammy   : Uh, too bad. I missed it. What is so special about pandas anyway?
Tina   : Don't you know? The panda is used as a symbol for wildlife animal preservation around the world.
Sammy   : Why is that?
Tina   : Because they are cute.

23. Why does Tina like Panda?
    a. Because they are sleeper.
    b. Because they are ugly.
    c. Because they are bad.
    d. Because they are cute.

24. What is so special about Pandas?
    a. Symbols of preservation.
    b. Symbols of prohibition.
    c. Symbols of peace.
    d. Symbols of love.

LISTENING TEST
(Pre-Test)

Directions:
In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen to the recording for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. What is the dialogue about?
   a. Greeting.
   b. Leave taking.
   c. Command.
   d. Apology.

2. What is the dialogue about?
   a. Greeting.
   b. Apology.
   c. Command.
   d. Leave-taking.

3. How does Matthew say to Laura?
   a. Thanks.
   b. Bye.
   c. Sorry.
   d. Hello.

4. What is the dialogue about?
   a. Leave-taking.
   b. Command.
   c. Introduction.
   d. Apology.

5. Who is Angelina?
   a. Angelina is their diligent classmate.
   b. Angelina is their lazy classmate.
   c. Angelina is their old classmate.
   d. Angelina is their new classmate.

6. How does Ronaldinho say to Jennifer?
   a. My name is Ronaldinho.
   b. My name is Jennifer.
   c. I am from Brazil.
   d. I am from England.

7. What is the woman's name?
   a. Nadime.
   b. Nodume.
   c. Nodame.
   d. Kodame.

8. What is the dialogue about?
   a. Command.
   b. Leave taking.
   c. Greeting.
   d. Apology.

9. How does Ms. Ningrum ask the students?
   a. Close the window.
   b. Open the window.
   c. Close the door.
   d. Open the door.

10. What can be inferred from the dialogue?
    a. The students close the book.
    b. The students do the task.
    c. The students open the book.
    d. The students do the quiz.

11. What is the dialogue about?
    a. Apology.
    b. Command.
    c. Leave-taking.
    d. Greeting.

12. How does Amy say to Ikhsan?
    a. Wake up!
    b. I am so sorry.
    c. Thank you.

d.   Good morning.

13. Why does Leung Wei say sorry to his father?
    a. Because he broke his father photo.
    b. Because he broke his father plate.
    c. Because he broke his father glass.
    d. Because he broke his father picture.

14. What can be inferred from the dialogue?
    a. Edo goes to school late.
    b. Edo goes to school on time.
    c. Edo goes to school by bus.
    d. Edo goes to school by bike.

15. What is the dialogue about?
    a. Apology.
    b. Thanking.
    c. Greeting.
    d. Command.

16. What does Anto say to his sister?
    a. I am sorry.
    b. Keep silent!
    c. Thank you.
    d. Wake up!

17. What does the speaker thank for?
    a. The book.
    b. The pen.
    c. The photo.
    d. The camera.

Questions 18-19 are based on this introduction. Listen to the introduction.
18. What is the woman's name?
    a. Roy.
    b. Ray.
    c. May.
    d. Flay.

19. What is her job?
    a. A farmer.
    b. A lawyer.
    c. A teacher.
    d. A student.

Questions 20 are based on this dialogue. Listen to the dialogue between Anna and the librarian.

20. What is the woman's name?
    a. Anna.
    b. Eina.
    c. Fraina.
    d. Mariana.

Questions 21-22 are based on this dialogue. Listen to the dialogue between Tina and Sammy.

21. Who are the two people in the dialogue?
    a. Sammy and Jenny.
    b. Jenny and Betty.
    c. Betty and Nadia.
    d. Sammy and Tina.

22. What animal does Tina like the most?
    a. Parrot.
    b. Panda.
    c. Bear.
    d. Iguana.

Questions 23-24 are based on this dialogue. Listen to the dialogue between Tina and Sammy again.

23. Why does Tina like Panda?
    a. Because they are sleeper.
    b. Because they are ugly.
    c. Because they are bad.
    d. Because they are cute.

24. What is so special about Pandas?
    a. Symbols of preservation.
    b. Symbols of prohibition.
    c. Symbols of peace.
    d. Symbols of love.

LISTENING TEST

-Answer Sheet-

Name   :

Class   :

Student Number   :

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D

The Key Answer

1.	A	11.	A	21.	D
2.	D	12.	B	22.	B
3.	B	13.	C	23.	D
4.	C	14.	A	24.	A
5.	D	15.	B		
6.	A	16.	C		
7.	C	17.	D		
8.	A	18.	B		
9.	B	19.	D		
10.	D	20.	A		

LISTENING TEST
(Post-Test)

Directions:

In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen to the recording for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. Michael   : Good afternoon, Miss Dawson.
   Miss Dawson: Good afternoon, Michael.
                       (Taken from Audio Listening, Speaking and Conversation)
   What is the dialogue about?
   a. Greeting.
   b. Leave taking.
   c. Command.
   d. Apology.

2. Jenny : Goodbye, Nelly. See you at the swimming pool tomorrow.
   Nelly : Sure, see you there.
                       (Taken from Audio Listening, Speaking and Conversation)
   What is the dialogue about?
   a. Greeting
   b. Apology
   c. Command
   d. Leave-taking

3. Laura : See you at school next Monday, Matthew.
   Matthew: Bye, Laura
                       (Taken from Audio Listening, Speaking and Conversation)
   How does Matthew say to Laura?
   a. Thanks
   b. Bye
   c. Sorry
   d. Hello

4. Mike   : Hello, I am Mike. What is your name?
   Malena: Malena
   Mike   : Where are you from?
   Malena: I am from Italy. Where are you from?
   Mike   : I am from England.
             (Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII)

What is the dialogue about?
a. Leave-taking
b. Command
c. Introduction
d. Apology

5. Nana : Tina, this is Angelina
          She is our new classmate
   Tina : I am Tina. Nice to meet you
   Angelina: It is nice to meet you, too.
          (*Taken from Scaffolding VII*)
   Who is Angelina?
   a. Angelina is their diligent classmate.
   b. Angelina is their lazy classmate.
   c. Angelina is their old classmate.
   d. Angelina is their new classmate.

6. Ronaldinho : Hello, my name is Ronaldinho. What is your name?
   Jennifer : Jennifer. Where are you from, Ronaldinho?
   Ronaldinho : I am from Brazil. Where are you from, Jennifer?
   Jennifer : I am from the USA.
          (*Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII*)
   How does Ronaldinho say to Jennifer?
   a. My name is Ronaldinho.
   b. My name is Jennifer.
   c. I am from Brazil.
   d. I am from England.

7. A : What is her name?
   B : Nodame.
   A : Where is she from?
   B : Japan
          (*Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII*)
   What is the woman's name?
   a. Nadime
   b. Nodume
   c. Nodame
   d. Kodame

8. Father : Dony! Come here, please.
   Dony : What's wrong, Dad?
   Father : Look at the yard. It's dirty. Sweep the yard, please.
   Dony : Sure.
          (*Taken from Scaffolding VII*)

What is the dialogue about?
a. Command
b. Leave taking
c. Greeting
d. Apology

9. Ms. Ningrum   : Roni, open the windows, please.
   Roni   : Yes, Ma'am.
   Ms. Ningrum   : Thank you, Roni.
   Roni   : You are welcome.
        (Taken from Contextual Teaching Learning VII)
   How does Ms. Ningrum ask to the students?
   a. Close the window.
   b. Open the window.
   c. Close the door.
   d. Open the door.

10. Teacher : All right, students. Let's start the quiz.
    Students: Excuse me, Sir. Can we open our books?
    Teacher : No! Close your book! Are you ready?
    Students : Yes, Sir.
         (Taken from English in Focus for Grade VII)
    What can be inferred from the dialogue?
    a. The students close the book.
    b. The students do the task.
    c. The students open the book.
    d. The students do the quiz.

11. A   : Sorry for stepping on your shoes
    B   : No problem.
         (Taken from Audio Listening, Speaking and Conversation)
    What is the dialogue about?
    a. Apology
    b. Command
    c. Leave-taking
    d. greeting

12. Amy   : Ikhsan, I am so sorry to say that I actually forgot to bring your
    book.
         (Taken from Effective English)
    How does Amy say to Ikhsan?
    a. Wake up!
    b. I am so sorry.
    c. Thank you.
    d. Good morning.

13. Father   : Leung Wei, did you break that glass?
    Leung Wei : Yes, I did. *I am very sorry*.
    Father   : That's quite all right.
                   (Taken from English in Focus for Grade VII)
    Why does Leung Wei say sorry to his father?
    a. Because he broke his father photo.
    b. Because he broke his father plate.
    c. Because he broke his father glass.
    d. Because he broke his father picture.

14. Edo   : I'm sorry, Sir. I am late.
    Teacher: That's all right. Go to your seat.
               (Taken from Ujian Nasional Bahasa Inggris)
    What can be inferred from the dialogue?
    a. Edo goes to school late.
    b. Edo goes to school on time.
    c. Edo goes to school by bus.
    d. Edo goes to school by bike.

15. Mother: I bought sneakers for you.
    Doni   : Wow, great. Thanks, Mom.
    Mother: You're welcome.
             (Taken from Contextual Teaching Learning VII)
    What is the dialogue about?
    a. Apology.
    b. Thanking.
    c. Greeting.
    d. Command

16. Anto's sister: Happy birthday, Anto. This is for you.
    Anto   : Oh, thank you. I've wanted this bag for years. You're so
                  nice.
    Anto's sister: That's alright.
             (Taken from Contextual Teaching Learning VII)
    What does Anto say to his sister?
    a. I am sorry.
    b. Keep silent!
    c. Thank you.
    d. Wake up!

17. A   : Thanks for lending me the camera.
    B   : Don't mention it. You didn't have any trouble operating it, did
            you?
    A   : No, I didn't have trouble at all; the camera was easy to operate.
              (Taken from Audio Listening, Speaking and Conversation)

What does the speaker thank for?
a. The book.
b. The pen.
c. The photo.
d. The camera.

Questions 18-19 are based on this introduction. Listen to the introduction.

Hello. My name is Ray. I live at Jl. Ahmad Yani 12, Balikpapan.
I am 12 years old and I am a student of SMP 5 Balikpapan. If you want to know more about me, call me. My phone number is 0542-725813.

18. What is the woman's name?
a. Roy
b. Ray
c. May
d. Flay

19. What is her job?
a. A farmer
b. A lawyer
c. A teacher
d. A student

Questions 20 are based on this dialogue. Listen to the dialogue between Anna and the librarian.

Librarian : What is your name?
Anna   : My name is Anna.
Librarian : What is your student number?
Anna   : 18075
Librarian : What is your nationality?
Anna   : I am British.
           (Taken from Panduan Belajar dan Evaluasi Bahasa Inggris VII)

20. What is the woman's name?
a. Anna
b. Eina
c. Fraina
d. Mariana

Questions 21-22 are based on this dialogue. Listen to the dialogue between Tina and Sammy.

Tina   : Hi, Sammy! How are you?
Sammy   : Hi, Tina! Fine, thanks. What are you doing?
Tina   : Oh, I have just watched a documentary about animals.
Sammy   : It sounds interesting what animal
Tina   : My favorite, the Giant Panda.

21. Who are the two people in the dialogue?
    a. Sammy and Jenny
    b. Jenny and Betty
    c. Betty and Nadia
    d. Sammy and Tina

22. What animal does Tina like the most?
    a. Parrot
    b. Panda
    c. Bear
    d. Iguana

Questions 23-24 are based on this dialogue. Listen to the dialogue between Tina and Sammy again.

Sammy   : Uh, too bad. I missed it. What is so special about pandas anyway?
Tina   : Don't you know? The panda is used as a symbol for wildlife animal preservation around the world.
Sammy   : Why is that?
Tina   : Because they are cute.

23. Why does Tina like Panda?
    a. Because they are sleeper.
    b. Because they are ugly.
    c. Because they are bad.
    d. Because they are cute.

24. What is so special about Pandas?
    a. Symbols of preservation.
    b. Symbols of prohibition.
    c. Symbols of peace.
    d. Symbols of love.

LISTENING TEST
(Post-Test)

Directions:
In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen to the recording for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. What is the dialogue about?
   a. Greeting.
   b. Leave taking.
   c. Command.
   d. Apology.

2. What is the dialogue about?
   a. Greeting.
   b. Apology.
   c. Command.
   d. Leave-taking.

3. How does Matthew say to Laura?
   a. Thanks.
   b. Bye.
   c. Sorry.
   d. Hello.

4. What is the dialogue about?
   a. Leave-taking.
   b. Command.
   c. Introduction.
   d. Apology.

5. Who is Angelina?
   a. Angelina is their diligent classmate.
   b. Angelina is their lazy classmate.
   c. Angelina is their old classmate.
   d. Angelina is their new classmate.

6. How does Ronaldinho say to Jennifer?
   a. My name is Ronaldinho.
   b. My name is Jennifer.
   c. I am from Brazil.
   d. I am from England.

7. What is the woman's name?
   a. Nadime.
   b. Nodume.
   c. Nodame.
   d. Kodame.

8. What is the dialogue about?
   a. Command.
   b. Leave taking.
   c. Greeting.
   d. Apology.

9. How does Ms. Ningrum ask to the students?
   a. Close the window.
   b. Open the window.
   c. Close the door.
   d. Open the door.

10. What can be inferred from the dialogue?
    a. The students close the book.
    b. The students do the task.
    c. The students open the book.
    d. The students do the quiz.

11. What is the dialogue about?
    a. Apology.
    b. Command.
    c. Leave-taking.
    d. Greeting.

12. How does Amy say to Ikhsan?
    a. Wake up!
    b. I am so sorry.
    c. Thank you.

    d.   Good morning.

13. Why does Leung Wei say sorry to his father?
    a. Because he broke his father photo.
    b. Because he broke his father plate.
    c. Because he broke his father glass.
    d. Because he broke his father picture.

14. What can be inferred from the dialogue?
    a. Edo goes to school late.
    b. Edo goes to school on time.
    c. Edo goes to school by bus.
    d. Edo goes to school by bike.

15. What is the dialogue about?
    a. Apology.
    b. Thanking.
    c. Greeting.
    d. Command

16. What does Anto say to his sister?
    a. I am sorry.
    b. Keep silent!
    c. Thank you.
    d. Wake up!

17. What does the speaker thank for?
    a. The book.
    b. The pen.
    c. The photo.
    d. The camera.

Questions 18-19 are based on this introduction. Listen to the introduction.
18. What is the woman's name?
    a. Roy.
    b. Ray.
    c. May.
    d. Flay.

19. What is her job?
    a. A farmer.
    b. A lawyer.
    c. A teacher.
    d. A student.

Questions 20 are based on this dialogue. Listen to the dialogue between Anna and the librarian.

20. What is the woman's name?
    a. Anna.
    b. Eina.
    c. Fraina.
    d. Mariana.

Questions 21-22 are based on this dialogue. Listen to the dialogue between Tina and Sammy.

21. Who are the two people in the dialogue?
    a. Sammy and Jenny.
    b. Jenny and Betty.
    c. Betty and Nadia.
    d. Sammy and Tina.

22. What animal does Tina like the most?
    a. Parrot.
    b. Panda.
    c. Bear.
    d. Iguana.

Questions 23-24 are based on this dialogue. Listen to the dialogue between Tina and Sammy again.

23. Why does Tina like Panda?
    a. Because they are sleeper.
    b. Because they are ugly.
    c. Because they are bad.
    d. Because they are cute.

24. What is so special about Pandas?
    a. Symbols of preservation.
    b. Symbols of prohibition.
    c. Symbols of peace.
    d. Symbols of love.

LISTENING TEST

-Answer Sheet-

Name   :

Class   :

Student Number   :

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D

The Key Answer

1.	A	11.	A	21.	D
2.	D	12.	B	22.	B
3.	B	13.	C	23.	D
4.	C	14.	A	24.	A
5.	D	15.	B		
6.	A	16.	C		
7.	C	17.	D		
8.	A	18.	B		
9.	B	19.	D		
10.	D	20.	A		

OBSERVATION GUIDE

OBSERVATION GUIDE

EXPERIMENTAL GROUP

ASPECTS	OPTION	
	YES	NO
A. Prior to the Videos		
1. The teacher uses the topic relates to the state or district standards.	√	−
2. The teacher gives the purpose of the topic.	√	−
3. The teacher presents the topic through videos.	√	−
4. The teacher gives the video as a model to help the learners to recognize the conversation and reinforce the students' understanding.	√	−
B. During the Videos		
5. The teacher uses the videos to facilitate students to improve listening skill.	√	−
	√	−
6. The teacher makes the video operation can run well.	√	−
7. The teacher gives the videos instruction that defines clearly what the learners should do.	√	−
8. The teacher gives the variation tasks in the listening process.	√	−
9. The teacher uses the interesting picture and sound in the videos.	√	−
10. The teacher uses videos that are appropriate with the students' level.	√	−
11. The teacher asks the students to answer the questions orally.	√	−
12. The teacher asks the students to answer the questions in written test.	√	−
13. The teacher asks the students to work independently.	√	−
14. The teacher asks the students to work in pairs.	√	−
15. The teacher asks the students to work in group.	√	−
16. The teacher can make the learners actively participate in the listening.	√	−
17. The teacher can give a good atmosphere to the students in the listening.		
C. After the Videos		
18. The teacher gives the students feedback from doing the tasks.	√	−
19. The teacher reviews the topic.	√	−
20. The teacher asks the students what they get from the lesson.	√	−

OBSERVATION GUIDE

CONTROL GROUP

ASPECTS	OPTION	
	YES	NO
A. Prior to the Audio Recordings		
1. The teacher uses the topic relates to the state or district standards.	√	−
2. The teacher gives the purpose of the topic.	√	−
3. The teacher presents the topic through audio recordings.	√	−
4. The teacher gives the audio recording as a model to help the learners to recognize the conversation and reinforce the students' understanding.	√	−
B. During the Audio Recordings		
5. The teacher uses the audio recordings to facilitate students to improve listening skill.	√	−
6. The teacher makes the audio recordings operation can run well.	√	−
7. The teacher gives the audio recording instruction that defines clearly what the learners should do.	√	−
8. The teacher gives the variation tasks in the listening process.	√	−
9. The teacher uses the interesting sound in the listening process.	√	−
10. The teacher uses audio recordings that are appropriate with the students' level.	√	−
11. The teacher asks the students to answer the questions orally.	√	−
12. The teacher asks the students to answer the questions in written test.	√	−
13. The teacher asks the students to work independently.	√	−
14. The teacher asks the students to work in pairs.	√	−
15. The teacher asks the students to work in group.	−	√
16. The teacher can make the learners actively participate in the listening.	−	√
17. The teacher can give a good atmosphere to the students in the listening.	−	√
C. After the Audio Recordings		
18. The teacher gives the students feedback from doing the tasks.	√	−
19. The teacher reviews the topic.	√	−
20. The teacher asks the students what they get from the lesson	√	−

APPENDIX B

VALIDITY AND RELIABILITY OF THE INSTRUMENT

HASIL UJI VALIDITAS DAN RELIABILITAS

Validitas: Korelasi Point biserial
Rumus:

$$r_{p\,bis} = \frac{M_P - M_T}{S_T} \sqrt{p/q}$$

Reliabilitas: KR-20

Soal	Mp	M_T	Mp - M_T	S_T	p	q	$\sqrt{p/q}$	P. Biserial	Status
1	24.115	23.273	0.843	4.78	0.788	0.212	1.927	0.340	valid
2	23.250	23.273	-0.023	4.78	0.970	0.030	5.657	-0.027	gugur
3	23.600	23.273	0.327	4.78	0.758	0.242	1.768	0.121	gugur
4	25.190	23.273	1.918	4.78	0.636	0.364	1.323	0.531	valid
5	23.862	23.273	0.589	4.78	0.879	0.121	2.693	0.332	valid
6	23.800	23.273	0.527	4.78	0.909	0.091	3.162	0.349	valid
7	24.067	23.273	0.794	4.78	0.909	0.091	3.162	0.525	valid
8	24.360	23.273	1.087	4.78	0.758	0.242	1.768	0.402	valid
9	24.435	23.273	1.162	4.78	0.697	0.303	1.517	0.369	valid
10	23.406	23.273	0.134	4.78	0.970	0.030	5.657	0.158	gugur
11	24.600	23.273	1.327	4.78	0.758	0.242	1.768	0.491	valid
12	25.250	23.273	1.977	4.78	0.364	0.636	0.756	0.313	valid
13	25.250	23.273	1.977	4.78	0.485	0.515	0.970	0.401	valid
14	25.545	23.273	2.273	4.78	0.667	0.333	1.414	0.673	valid
15	24.522	23.273	1.249	4.78	0.697	0.303	1.517	0.396	valid
16	25.200	23.273	1.927	4.78	0.606	0.394	1.240	0.500	valid
17	25.192	23.273	1.920	4.78	0.788	0.212	1.927	0.774	valid
18	25.944	23.273	2.672	4.78	0.545	0.455	1.095	0.613	valid
19	24.115	23.273	0.843	4.78	0.788	0.212	1.927	0.340	valid
20	24.241	23.273	0.969	4.78	0.879	0.121	2.693	0.546	valid
21	24.034	23.273	0.762	4.78	0.879	0.121	2.693	0.429	valid
22	23.469	23.273	0.196	4.78	0.970	0.030	5.657	0.232	gugur
23	24.276	23.273	1.003	4.78	0.879	0.121	2.693	0.565	valid
24	23.594	23.273	0.321	4.78	0.970	0.030	5.657	0.380	valid
25	23.469	23.273	0.196	4.78	0.970	0.030	5.657	0.232	gugur
26	24.607	23.273	1.334	4.78	0.848	0.152	2.366	0.661	valid
27	24.300	23.273	1.027	4.78	0.606	0.394	1.240	0.267	gugur
28	23.800	23.273	0.527	4.78	0.909	0.091	3.162	0.349	valid
29	23.767	23.273	0.494	4.78	0.909	0.091	3.162	0.327	valid
30	25.125	23.273	1.852	4.78	0.485	0.515	0.970	0.376	valid
Reliabilitas KR-20 =			0.91				JUMLAH BUTIR VALID =		24

Keterangan:

$r_{p\,bis}$	: korelasi point biserial
Mp	: Rerata skor subjek yang menjawab benar
M_T	: Rerata skor total
S_T	: Simpangan baku skor total
p	: Proporsi siswa yang menjawab benar
q	: 1- p

No	1	4	5	6	7	8	9	11	12	13	14	15	16	17	18	19	20	21	23	24	26	28	29	30	Total
1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	0	1	18
2	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	1	0	0	14
3	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	0	0	0	0	0	14
4	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	1	0	0	0	0	0	0	0	0	12
5	1	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	1	13
6	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	18
7	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	1	0	1	18
8	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	0	1	0	0	13
9	1	1	1	1	1	0	1	0	0	0	1	1	0	1	1	1	0	1	0	1	0	1	0	1	15
10	1	0	1	1	1	1	1	1	0	0	1	0	1	1	0	1	0	0	0	1	0	1	0	0	13
11	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	0	0	16
12	1	1	0	1	0	1	0	0	1	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	16
13	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	1	1	1	0	0	0	0	1	1	14
14	1	1	1	1	0	0	0	0	1	1	1	0	1	0	1	1	0	1	1	0	0	1	0	1	14
15	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	1	1	1	1	1	1	0	1	0	16
16	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	0	0	0	0	0	1	1	0	13
17	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	0	0	1	1	0	0	0	0	13
18	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	0	0	0	0	15
19	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1	0	0	1	1	16
20	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	0	1	1	0	1	1	1	1	16
21	1	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	0	1	1	0	0	1	0	8
22	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	19
23	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	0	0	0	0	0	15
24	1	1	1	1	0	0	1	1	1	1	0	0	1	0	1	1	0	1	1	0	0	1	0	1	15
25	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	19
26	1	1	1	1	1	1	0	1	0	1	1	0	0	0	0	1	0	0	1	1	1	0	1	1	15
27	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	19
28	1	1	0	1	1	1	0	1	1	1	1	0	0	0	1	1	0	1	0	1	1	1	1	0	16
29	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0	0	0	0	0	15
30	1	1	0	1	1	1	0	1	1	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	15
31	1	0	0	1	1	1	1	1	1	0	1	0	0	0	0	0	0	1	1	1	1	1	1	0	14
32	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	1	0	0	0	0	15
33	1	1	0	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	17

No	1	4	5	6	7	8	9	11	12	13	14	15	16	17	18	19	20	21	23	24	26	28	29	30	Total
1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	1	16
2	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	19
3	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	0	0	0	0	1	1	1	1	16
4	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	20
5	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	0	1	0	17
6	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	0	0	0	0	1	0	1	1	14
7	1	1	0	0	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	17
8	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	21
9	1	1	1	1	1	1	1	0	1	0	1	1	0	0	0	1	1	0	0	0	1	0	1	0	14
10	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	0	0	0	0	0	0	13
11	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	0	17
12	1	1	1	1	1	0	0	0	1	1	0	1	0	1	0	1	1	1	0	0	0	0	1	1	14
13	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	0	1	1	1	1	19
14	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	17
15	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1	1	1	18
16	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	22
17	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	0	1	0	18
18	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	0	16
19	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	21
20	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	0	0	1	1	1	17
21	1	1	1	0	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	18
22	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	0	0	1	1	18
23	0	0	1	0	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	0	1	0	15
24	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	18
25	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	0	1	1	19
26	1	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	19
27	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	1	18
28	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	19
29	0	0	1	0	0	0	1	0	0	0	0	0	1	1	1	0	1	1	1	1	1	0	1	0	11
30	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	1	1	0	0	1	1	1	1	17
31	0	1	0	0	1	1	1	1	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	15
32	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	20
33	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	1	1	0	1	1	16

post-test control group

121

No	1	4	5	6	7	8	9	11	12	13	14	15	16	17	18	19	20	21	23	24	26	28	29	30	Total
1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	22
2	0	0	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
3	1	1	1	1	1	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	9
4	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	21
5	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	19
6	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	19
7	0	0	1	1	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	15
8	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	18
9	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	18
10	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	20
11	0	1	0	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	16
12	0	0	0	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	14
13	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	0	0	0	0	0	1	0	14
14	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	0	1	0	19
15	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	20
16	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	0	15
17	0	0	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	16
18	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	0	1	0	18
19	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	20
20	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	19
21	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	20
22	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	21
23	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	18
24	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	19
25	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	20
26	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
27	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	20
28	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	17
29	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22
30	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	16
31	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21
32	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22
33	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	21

Pre test experimental group

No	1	4	5	6	7	8	9	11	12	13	14	15	16	17	18	19	20	21	23	24	26	28	29	30	Total
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	23
2	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	17
3	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	21
4	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	14
5	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	21
6	1	0	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	17
7	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	0	19
8	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	19
9	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	18
10	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	20
11	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	20
12	1	0	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	1	0	0	0	0	1	1	13
13	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1	19
14	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	21
15	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	21
16	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	18
17	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	21
18	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	21
19	1	0	1	1	0	0	0	1	1	1	1	0	0	0	0	1	1	1	1	0	1	1	1	1	15
20	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	22
21	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	20
22	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	21
23	1	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	0	0	16
24	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	23
25	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	20
26	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	21
27	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	22
28	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
29	1	1	1	1	0	1	0	0	1	0	0	0	1	0	1	1	1	1	0	1	1	0	0	0	13
30	0	1	1	1	1	1	0	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	18
31	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23
32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24

33	1	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0	1	1	1	1	1	1	1	15

APPENDIX C

CONTROL GROUP

LESSON PLAN

School : SMP N 6 Yogyakarta

Subject : English language

Class / Semester : VII / 1

Language Function : Greeting

Skill Focus : Listening Skill

Time : 2 X 40 minutes

A. Standard of competence: 1 Students are able to comprehend the meaning of transactional and interpersonal dialogue related to students' environment.

B. Basic competency : 1.1 Students are able to respond the meaning of transactional interpersonal dialogue accurately, fluently, and appropriately with a topic 'greeting'.

C. Goal:

At the end of this lesson students are able to comprehend and respond the content of interpersonal dialogue with a topic 'greeting'.

D. Indicators:

1. Students are able to identify the speaker, the topic, and the setting of the dialogue in the audio recording.
2. Students are able to recognize certain expression in the dialogue.
3. Students are able to get the important information from the dialogue.
4. Students are able to make inference from the dialogue.

E. Materials:

Dialogue 1

A : Good morning, Vierra.

B : Good morning, Mr. Pierre.

A : How are you?

B : I'm very well, thanks. And you?

A : I'm fine too. Thank.

    Lovely day, isn't?

B : Yes, it is.   (*www.Xtranormal.com*)

Dialogue 2

A : Hi

B : Hey

A : How are you?

B : I'm fine, thank you. And you?

A : I'm fine too.   (*www.socialenglish.com)*

General greetings (formal)

- Hello!
- Good morning / afternoon / evening.
- How are you?
- How are you doing?
- How is everything?
- How's everything going?
- Etc.

General greetings (informal)

- Hi.
- What's up?
- Good to see you.
- How are things (with you)?
- How's it going?
- Etc.

F. Method:

Presentation, Practice and Production.

G. Steps of Learning Activities:

1. Beginning Activities

    a. Teacher checks the attendance list.

    b. Teacher leads in students by asking some questions.

2. Main Activities

  b. Presentation

     1). Teacher gives the purpose of the topic.

     2). Teacher plays one audio recording which has three minutes of duration as the input.

     3). Teacher asks the students to identify 'greeting' expression from the record.

     4). Teacher asks the students about the topic, the speakers and the setting of the dialogue.

     5). Teacher gives explanation about the expressions used in the dialogue.

  c. Practice

     1). Teacher plays second record and gives the students some exercises.

     2). Students answer some questions (in the form of multiple choices) from the record.

  d. Production

     1). Teacher plays another record.

     2). Teacher asks the students the expression of the record.

     3). Teacher asks the students to make inference from the record.

3. Closing Activities

     1). Teacher reviews the material and asks the students about what did they get from the lesson.

H. Sources:

- Audio recording with a topic 'greeting' (*www.socialenglish.com*, *www.xtranormal.com*, and *(Learn English production or http://www.youtube.com/watch?v=Qxz5NaCcEC4&feature=related)*
- Computer/ Laptop
- Speakers

I. Evaluation

1. The technique : Written test.

2. The form   : Multiple choices.

3. The instrument: See the attachment.

4. Rubric　　　　:

    a) Task 1, score 1 for questions no 1-5:　5

    b) Task 2, score 1 for questions no 1-5:　_5_　+

      Total of the correct answer　　　　10

      Score　= Total of the correct answer X 10

Approving,　　　　　　　　　　　　　　　Yogyakarta, 12 October　2010

English Teacher　　　　　　　　　　　　　Researcher

Erna Januprawati, S.Pd　　　　　　　　　　Dwi Kartika L. U

NIP. 19640105 198803 2 009　　　　　　　　NIM. 05202244141

Name :
Class :
Std. No. :

Task 1

Directions:

In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen to the record for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. What is the dialogue about?
   a. Greeting.
   b. Apology.
   c. Introduction.
   d. Command.

2. How many people do you hear in the dialogue?
   a. 1
   b. 2
   c. 3
   d. 4

3. What are they name?
   a. John and Tina
   b. Don and Christ.
   c. Jane and Christ.
   d. John and Mike.

4. Where does the dialogue take place?
   a. In the classroom.
   b. In the shop.
   c. In the cafe.
   d. In the park.

5. How does Christ greet his friend?
   a. Hello.
   b. I'm fine.
   c. I'm glad to hear that.
   d. Nice to see you.

Task 2

Directions:

In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen to the record for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. How many people do you hear in the dialogue?
   a. 1
   b. 2
   c. 3
   d. 4

2. What are they name?
   a. John and Terry.
   b. Christ and Jenny.
   c. Christ and Terry.
   d. Jane and Terry

3. Where does Christ call his friend?.
   a. In the shop.
   b. In the cafe.
   c. In the garden.
   d. In the park

4. Why does Christ call his friend?
   a. Because he wants to know his friend news.
   b. Because he wants to know his wife news.
   c. Because he wants to make the agreement.
   d. Because he wants to cancell the agreement.

5. What can be inferred from the dialogue?
   a. Christ greets to his new friend.
   b. Christ greets to his old friend.
   c. Christ introduce his new friend.
   d. Christ introduce his old friend.

Transcript

Task 1

A   : Hello, Jane. How are you?

B   : Chris. Nice to see you.

A   : I'm fine. And you?

B   : I couldn't be better.

A   : I'm glad to hear that.

          What are you doing here?

B   : I came for a walk with my wife.

A   : I can't wait to say hello to her.

B   : I'm sure my wife will be happy to see you too.

(Learn English Production or
http://www.youtube.com/watch?v=Qxz5NaCcEC4&feature=related)

Task 2

A   : Hi, this is Chris. Is Terry there?

B   : Hi, Chris. This is Terry.

          How's life?

A   : Life is great.

          But I have not seen you in a long time.

B   : Yes, it has been a long time.

          Since we've seen each other.

A   : All is well with you?

B   : Everything is great.

(Learn English Production or
http://www.youtube.com/watch?v=Qxz5NaCcEC4&feature=related)

LESSON PLAN

School	: **SMP N 6 Yogyakarta**
Subject	: **English language**
Class / Semester	: **VII / 1**
Language Function	: **Leave Taking / Parting**
Skill Focus	: **Listening Skill**
Time	: **2 X 40 minutes**

A. Standard of competence: 1   Students are able to comprehend the meaning of transactional and interpersonal dialogue related to students' environment.

B. Basic competency   **: 1.1** Students are able to respond the meaning of transactional interpersonal dialogue accurately, fluently, and appropriately with a topic 'leave-taking'.

C. Goal:

       At the end of this lesson students are able to comprehend and respond the content of interpersonal dialogue with a topic 'leave-taking'.

D. Indicators:

1. Students are able to identify the speaker, the topic, and the setting of the dialogue in the audio recording.
2. Students are able to recognize certain expression in the dialogue.
3. Students are able to get the important information from the dialogue.
4. Students are able to make inference from the dialogue.

E. Materials:

Dialogue 1

A	: Your wife has been gone for a long time.
B	: She should be back any minute now.
A	: I'd love to say but I have to go now.
B	: You cannot wait a couple more minutes?

A   : I really have to go now.

B   : Please give my regards to your wife for me.

A   : I will. Take car

B   : Thank you too. See you again.

(Learn English production or http://www.youtube.com/watch?v=mR-N8Od-oog)

General leave taking/ parting (formal)

- Nice to meet you. Good bye.
- Good to meet you. Good night.
- Pleased to meet you
- Good to see you
- Etc.

General leave taking / parting (informal)

- Bye!
- See you!
- Etc.

F. Method:

Presentation, Practice and Production.

G. Steps of Learning Activities:

1. Beginning Activities

a. Teacher checks the attendance list.

b. Teacher leads in students by asking some questions.

2. Main Activities

a. Presentation

1). Teacher gives the purpose of the topic.

2). Teacher plays the audio recording which has three minutes of duration as the input.

3). Teacher asks the students about the topic, the speakers and the setting of the dialogue.

4). Teacher gives explanation about the expressions used in the dialogue.

b. Practice

1). Teacher plays another record and gives the students some exercises.

2). Students answer the comprehension questions from the record (in the form of essay)

   c. ***Production***

1). Teacher asks the students to make inference from the record independently.

   3. Closing Activities

1). Teacher reviews the material and asks the students about what did they get from the lesson.

H. Sources:

- Audio recording with a topic leave-taking
  (*http://www.youtube.com/watch?v=mR-N8Od-oog, Kesaint Blanc Production, and Learn English Production or*
  http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)
- Computer/Laptop
- Speakers

I. Evaluation

1. The technique : Written test.
2. The form   : Essay.
3. The instrument: See the attachment.
4. Rubric   :
   a) Task 1, score 1 for questions no 1-5: 5
   b) Task 2, score 1 for questions no 1-5: _5_ +

      Total of the correct answer   10

      Score = Total of the correct answer X 10

Approving,   Yogyakarta, 19 October 2010

English Teacher   Researcher

Erna Januprawati, S.Pd   Dwi Kartika L. U

NIP. 19640105 198803 2 009   NIM. 05202244141

Name :
Class :
Std. No.:

TASK 1

Answer the questions below based on the record.

1. How many people in the dialogue?

2. What is the dialogue about?

3. How does the woman show leave-taking?

4. Does Putri wait her father?

5. Why doesn't Putri wait her father?

TASK 2

Answer the questions below based on the record.

1. How many people in the dialogue?

2. Does Christ go with his wife?

3. What is the dialogue about?

4. How does Christ show leave-taking?

5. What does Christ's friend has a plan?

Transcript

Task 1

Mom   : Jay, please wait for your sister.

Jay   : I am going to be late, Mom. If I do not leave now, I will get stuck in traffic.

Dad   : Putri, you can come with me if you want.

Putri   : No, Dad. I will be late if go with you. I do not want to get in trouble with the security again. Bye Mom, Bye Dad.   *(Kesaint Blanc Production)*

Task 2

B   : We want to have dinner.

C   : Would you like to joint us?

A   : Oh..thanks. But I am having dinner with my mother to night. And I must be going.

B   : It was good to see you.

A   : Good to see you. Bye.

B   : Bye.

C   : Bye.

(Learn English Production or
http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)

LESSON PLAN

School   **: SMP N 6 Yogyakarta**

Subject   **: English language**

Class / Semester   **: VII / 1**

Language Function **: Introduction**

Skill Focus   **: Listening Skill**

Time   **: 2 X 40 minutes**

A. Standard of competence: 1   Students are able to comprehend the meaning of transactional and interpersonal dialogue related to students' environment.

B. Basic competency   **: 1.1** Students are able to respond the meaning of transactional interpersonal dialogue accurately, fluently, and appropriately with a topic 'introduction'.

C. Goal:

       At the end of this lesson students are able to comprehend and respond the content of interpersonal dialogue with a topic 'self introduction' and 'introduction people'.

D. Indicators:

1. Students are able to identify the speaker, the topic, and the setting of the dialogue in the audio recording.
2. Students are able to differentiate 'self introduction' and 'introduction people'
3. Students are able to recognize certain expression in the dialogue.
4. Students are able to get the important information from the dialogue.

E. Materials

Dialogue 1

A : Christ, is that U?

B : Tery. Fancy meeting you here.

     Long time no see.

A : Yeah..it has been a long time.

     Who's your friend?

B : This is my wife, Katrina.

A : I'm pleased to meet you, Katrina.

B : Darling. This is Terry.

   We played on the same basket ball in high school.

C : Nice to meet you, Terry.

   (Learn English Production or
   http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)

General Introduction

Self introduction

- Let me introduce my self.

   My name is Dyah Ayu.

- Hello / Hai. I am Dyah Ayu.

   Please call me dyah.

- Etc.

Introduction people

- Please meet my friend Mitha.

   Mitha, this is Reza.

   Rezha this is Mitha.

- Etc.

F. Method:

Presentation, Practice and Production.

G. Steps of Learning Activities:

1. Beginning Activities

a. Teacher checks the attendance list.

b. Teacher leads in students by asking some questions.

2. Main Activities

a. Presentation

1). Teacher gives the purpose of the topic.

2). Teacher plays one record which has three minutes of duration as the input.

3). Teacher asks the students to identify the expression from the record.

4). Teacher asks the students about the topic, the speakers and the setting of the dialogue.

5). Teacher gives explanation about the expressions used in the dialogue.

b. *Practice*

1). Teacher plays some records again and gives the students some exercises.

2). Students answer some questions from the record (in the form of multiple choices).

c. *Production*

1). Teacher plays another record.

2). Teacher asks the students the expression of the record.

3. *Closing Activities*

1). Teacher reviews the material and asks the students about what did they get from the lesson.

H. Sources:

- Audio recording with the topic 'self introduction' and 'introduction people'
  (Learn English Production or
  http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related, and
  Tiga Serangkai production)
- Computer/Laptop
- Speakers

I. Evaluation

1. The technique : Written test.
2. The form   : Multiple choices.
3. The instrument: See the attachment.
4. Rubric   :
   a) Task 1, score 2 for questions no 1-5: 10
   b) Task 2, score 2 for questions no 1-5: 10

   c) Task 3, score 2 for questions no 1-5: _10_ +
      Total of the correct answer   30

Score = <u>Total of the correct answer X 10</u>

3

Approving,   Yogyakarta, 26 Oktober 2010

English Teacher   Researcher

Erna Januprawati, S.Pd   Dwi Kartika L. U
NIP. 19640105 198803 2 009   NIM. 05202244141

Task 1

Directions:

In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen to the record for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. What is the communicative purpose of the dialogue?

   a. Greeting.
   b. Introduction
   c. Apology.
   d. Command.

2. How many people did you hear in the dialogue?

   a. 1
   b. 2
   c. 3
   d. 4

3. What are they names?

   a. Don, Tom and John.
   b. Mike, Rein and Tom.
   c. Don, Mike and Tina.
   d. Mike, Tina and John.

4. Who is Don?

   a. Mike's colleaque.
   b. Mike's brother.
   c. Mike's sister.
   d. Mike's cousin.

5. How does Mike introduce his friend?

   a. Hi, Don.
   b. Hello, Tina.
   c. Don, this is my friend, Tina.
   d. It's nice to meet you.

Task 2

Directions:

In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen to the record for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. What is her name?

   a. Any
   b. Ray
   c. Flay.
   d. Amy

2. Where does Amy live?

   a. She lives at Jl. Slamet Riyadi 20, Jakarta.
   b. She lives at Jl. Ahmad Yani 21, Jakarta
   c. She lives at Jl. Slamet Riyadi 22, Jakarta.
   d. She lives at Jl. Ahmad Yani 23, Jakarta.

3. What month does she born?

   a. February
   b. March.
   c. April
   d. Mey

4. What is her job?

   a. A farmer.
   b. A teacher.
   c. A lawyer.
   d. A student.

5. What can be inferred from the dialogue?

   a. Amy introduces herself.
   b. Amy introduces her brother.
   c. Amy introduces her sister.
   d. Amy introduces her friend.

Task 3
Directions:
In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen to the record for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. Where does the dialogue take place?

    a. In the smoking room.
    b. In the waiting room.
    c. In the dining room.
    d. In the living room.

2. How many people did you see in the dialogue?

    a. 4
    b. 3
    c. 2
    d. 1

3. What is the man name?

    a. Elroy
    b. Mikeroy.
    c. Roy.
    d. Jonhroy.

4. How does the man introduce his self?

    a. Excuse me.
    b. My name is Elroy Jetson.
    c. Nice to meet you.
    d. I do appreciate it.

5. What is his job?

    a. A farmer.
    b. A lawyer.
    c. A seller.
    d. A teacher.

Transcript

Task 1

A   : Hi, Don.

B   : Hi, Mike.

A   : Who's your friend?

B   : Have you met Tina before?

A   : No, I don't think so.

B   : Don, this is my friend, Tina.

   Tina, this is my colleaque, Don.

A   : Hello, Tina. It's nice to meet you.

C   : It's nice to meet you too, Don.

(Learn English Production or
http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)

Task 2

Hello. How are you? My name is Amy. I live at Jl. Slamet Riyadi 20, Jakarta. I was born on 20 March 1985. I am a student of SMP 40 Jakarta. OK, that's all about me. Thank you for watching. I'm sorry. If you want to be my friend, call me at 021-75965. *(Tiga Serangkai production)*

Task 3

A   : Excuse me.

B   : Yes.

A   : May, I introduce my self?

   My name is Elroy Jetson.

B   : Hello. Nice to meet you.

A   : Thanks and nice to meet you too. I sell computers.

B   : You sell computers?

A   : Yes. If you ever need a computer, please call me.

B   : OK, Elroy. I do appreciate it.

   I will call you, if I need it.

A   : No, trouble at all.
(http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)

LESSON PLAN

School	**: SMP N 6 Yogyakarta**
Subject	**: English language**
Class / Semester	**: VII / 1**
Language Function	**: Apology**
Skill Focus	**: Listening Skill**
Time	**: 2 X 40 minutes**

A. Standard of competence: 1 Students are able to comprehend the meaning of transactional and interpersonal dialogue related to students' environment.

B. Basic competency : 1.1 Students are able to respond the meaning of transactional interpersonal dialogue accurately, fluently, and appropriately with a topic 'apology'.

C. Goal:

At the end of this lesson students are able to comprehend and respond the content of interpersonal dialogue with a topic 'apology'.

D. Indicators:

1. Students are able to identify the speaker, the topic, and the setting of the dialogue in the audio recording.
2. Students are able to recognize certain expression in the dialogue.
3. Students are able to get the important information from the dialogue.
4. Students are able to make inference from the dialogue.

E. Materials:

Dialogue 1

A : Hey...you?

B : Are you talking to me?

A : Yes.

B : That is not very polite .

A : It is not.

B   : No, it is not polite at all.

A   : I am sorry. I am not trying to impolite.

     (Learn English Production or
     http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)

General Apology (formal):

- I'm really sorry…
- I'm so sorry…
- I'd like to apologize for…
- Please accept my apology…
- Please forgive me.
- Etc.

General Apology (informal):

- Sorry.
- Sorry about…
- Sorry for…

F. Method:

Presentation, Practice and Production.

G. Steps of Learning Activities:

 1. Beginning Activities

  a. Teacher checks the attendance list.

  b. Teacher leads in students by asking some questions.

 2. Main Activities

 a. Presentation

  1). Teacher gives the purpose of the topic.

  2). Teacher plays one audio recording which has three minutes of duration as the input.

  3). Teacher asks the students to identify ' apology' expression from the record.

  4). Teacher asks the students about the topic, the speakers and the setting of the dialogue.

  5). Teacher gives explanation about the expressions used in the dialogue.

   b. Practice

  1). Teacher plays second record and gives the students some exercises.

  2). Students answer some questions (in the form of filling in the blank) from the record.

  3). Teacher asks the students to make inference from the record.

   c. Production

  1). Teacher plays another record.

  2). Teacher asks the students the expression and inference of the record.

   3. Closing Activities

  1). Teacher reviews the material and asks the students about what did they get from the lesson.

H. Sources:

- Audio recording with a topic 'apology' *(Learn English Production or http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related, and Kesaint Blanc Production)*
- Computer/Laptop
- Speakers

I. Evaluation

1. The technique : Written test.

2. The form : Filling in the blank.

3. The instrument: See the attachment.

4. Rubric :

 a) Task 1, score 1 for questions no 1-5: 5

 b) Task 2, score 1 for questions no 1-5: _5_ +

  Total of the correct answer   10

  Score = Total of the correct answer X 10

Approving,   Yogyakarta, 02 November 2010

English Teacher   Researcher

Erna Januprawati, S.Pd   Dwi Kartika L. U
NIP. 19640105 198803 2 009   NIM. 05202244141

Name :

Class :

Std. No.:

Task 1

Listen to the record, and then complete this dialogue using appropriate words.

A : What's the matter with you?

B : Oh...I had a _____(1).

A : A small accident? You look like you broke your leg.

B : Yes, I did. I break _____(2).

A : How did you break your leg?

B : I fell of a _____(3).

A : You have a skateboard.

B : No, it's _____(4) skateboard.

A : Does it hurt?

B : Yes, it hurts. Please don't do that!

A : Sorry.

   Can I sign _____(5)?

B : Yes. Please.

Task 2

Listen to the record, and then complete this dialogue using appropriate words.

A : I don't think I can go _____ (1).

B : Why not?

A : We have a _____(2) tomorrow.

C : So, we can still study at night.

A : I might also have to take _____(3) to the _____(4) this evening.

B : So, if you cannot make it we will just have to go with you.

A : _____(5) girls.

   I will go next time.

Transcipt

Task 1

A   : What's the matter with you?

B   : Oh...I had a small accident.

A   : A small accident? You look like you broke your leg.

B   : Yes, I did. I break my leg.

A   : How did you break your leg?

B   : I fell of a skateboard.

A   : You have a skateboard.

B   : No, it's my friend skateboard.

A   : Does it hurt?

B   : Yes, it hurts. Please don't do that!

A   : Sorry.

    Can I sign your cast?

B   : Yes. Please.

(Learn English Production or http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)

Task 2

A   : I don't think I can go this evening.

B   :Why not?

A   : We have a History test tomorrow.

C   : So, we can still study at night.

A   : I might also have to take my mom to the doctor this evening.

B   : So, if you cannot make it we will just have to go with you.

A   : Sorry, girls.

    I will go next time.   *(Kesaint Blanc Production)*

LESSON PLAN

School : SMP N 6 Yogyakarta

Subject : English language

Class / Semester : VII / 1

Language Function : Command

Skill Focus : Listening Skill

Time : 2 X 40 minutes

A. Standard of competence: 1   Students are able to comprehend the meaning of transactional and interpersonal dialogue related to students' environment.

B. Basic competency   **: 1.1** Students are able to respond the meaning of transactional interpersonal dialogue accurately, fluently, and appropriately with a topic 'command'.

C. Goal:

     At the end of this lesson students are able to comprehend and respond the content of interpersonal dialogue with a topic 'command'.

D. Indicators:

1. Students are able to identify the speaker, the topic, and the setting of the dialogue in the audio recording.
2. Students are able to recognize certain expression in the dialogue.
3. Students are able to get the important information from the dialogue.
4. Students are able to make inference from the dialogue.

E. Materials:

Dialogue 1

Mrs. Linda   : Good morning, students.

Students   : Morning, Mam.

Mrs. Linda   : Open your books to chapter 3

Yesterday, we have gone over the chapters on language style and we also learned how to use them.

Well..I hope you remember the things that we have covered yesterday, because right now, I will ask you some questions to see if you guys were paying attention. *(Kesaint Blanc Production)*

General command (formal):

- Close the door please!
- Open the window please!
- Etc.

General command (informal):

- Close the door!
- Open the window!
- Etc.

F. Method:

Presentation, Practice and Production.

G. Steps of Learning Activities:

1. Beginning Activities

a. Teacher checks the attendance list.

b. Teacher leads in students by asking some questions.

2. Main Activities

a. Presentation

1). Teacher gives the purpose of the topic.

2). Teacher plays one audio recording which has three minutes of duration as the input.

3). Teacher asks the students to identify ' command' expression from the record.

4). Teacher asks the students about the topic, the speakers and the setting of the dialogue.

5). Teacher gives explanation about the expressions used in the dialogue.

b. Practice

1). Teacher plays second record and makes a group of four.

2). Teacher gives the students some exercises.

3). Students answer some questions (in the form of essay) from the record.

4). Teacher asks the students to make inference from the record.

c. *Production*

1). Teacher plays another record.

2). Teacher asks the students the expression and inference of the record.

3. Closing Activities

1). Teacher reviews the material and asks the students about what did they get from the lesson.

H. Sources:

- Audio recording with a topic ' command' *(Kesaint Blanc Production)*
- Computer/Laptop
- Speakers

I. Evaluation

1. The technique : Written test.

2. The form   : Multiple choices.

3. The instrument: See the attachment.

4. Rubric   :

   a) Task 1, score 1 for questions no 1-5: 5

   b) Task 2, score 1 for questions no 1-5: 5 +

   Total of the correct answer   10

   Score = Total of the correct answer X 10

Approving,   Yogyakarta, 09 November 2010

English Teacher   Researcher

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Task 1

Answer the questions below based on the record.

1). Who is Mrs. Aswar?

2). Where does the dialogue take place?

3). How does Mrs. Aswar give the command?

4). What can be inferred from the dialogue?

5). Why students do not like the pop quiz?

Task 2

Answer the questions below based on the record.

1). Who is Mr Sako?

2). Where does the dialogue take place?

3). Does Putri face the consequences?

4). How does Mr. Sako give a command?

5). What can be inferred from the dialogue?

Transcript

Task 1

Mrs. Aswar   : Good afternoon, students.

Students   : Good afternoon, Mam.

Mrs. Aswar   : Please keep your books away!

                  We are going to have a pop quiz today.

                  Hey..keep the noise down, please!

Sheila   : Why did not you tell us that we are going to have a pop quiz today, Mam?

Mrs. Aswar   : It is a pop quiz. I can not tell you.

                  The quiz will be on the things that I have gone over with you.

Sheila   :We are not ready for a quiz, Mam.

Mrs. Aswar   :Ready or not, take out a blank sheet of paper, please.

                  Keep your answers to yourseves and do not try to be cheat, because I will be waching you.

                  (Kesaint Blanc Production)

Task 2

Sheila   : Putri, Mr. Mustache is here.

Mr. Sako   : What is going on here?

Sheila   : Mr. Sasongko.

Mr. Sako   : Putri

Putri   : Mustache..I mean Mr. Mustache..Mr. Sako?

Mr. Sako   : Go wash your face! You are in the big trouble.

                  I am sending you to the counselor's office. You will have to face the consequences for what you have done.

                  (Kesaint Blanc Production)

LESSON PLAN

School   **: SMP N 6 Yogyakarta**
Subject   **: English language**
Class / Semester **: VII / 1**
Language Function **: Thanking**
Skill Focus   **: Listening Skill**
Time   **: 2 X 40 minutes**

A. Standard of competence: 1   Students are able to comprehend the meaning of transactional and interpersonal dialogue related to students' environment.

B. Basic competency   : 1.1 Students are able to respond the meaning of transactional interpersonal dialogue accurately, fluently, and appropriately with a topic 'thanking'.

C. Goal:

At the end of this lesson students are able to comprehend and respond the content of interpersonal dialogue with a topic 'thanking'.

D. Indicators:

1. Students are able to identify the speaker, the topic, and the setting of the dialogue in the audio recording.
2. Students are able to recognize certain expression in the dialogue.
3. Students are able to get the important information from the dialogue.
4. Students are able to make inference from the dialogue.

E. Materials:

Dialogue 1

A   : By the way, has you met him yet?
B   : Not yet.
A   : You will be better quick, before someone catch him.
B   : Could you help me?
A   : OK, Sheil. I will do my best.

B   : Thank you so much. You are my best friend.

   (Kesaint Blanc Production)

General thanking (formal):

- Thank you so much.
- Thanks for your help.
- I'd like to thank you for helping me.
- Thank you very much.
- Etc.

General thanking (informal):

- Thanks.
- Thank you.
- Etc.

F. Method:

Presentation, Practice and Production.

G. Steps of Learning Activities:

1. Beginning Activities

a. Teacher checks the attendance list.

b. Teacher leads in students by asking some questions.

2. Main Activities

a. Presentation

1). Teacher gives the purpose of the topic.

2). Teacher plays one audio recording which has three minutes of duration as the input.

3). Teacher asks the students to identify ' thanking' expression from the record.

4). Teacher asks the students about the topic, the speakers and the setting of the dialogue.

5). Teacher gives explanation about the expressions used in the dialogue.

b. Practice

1). Teacher plays second record and gives the students some exercises.

2). Students answer some questions (in the form of multiple choices) from the record.

3). Teacher asks the students to make inference from the record.

    c. Production

       1). Teacher plays another record.

       2). Teacher asks the students the expression and inference of the record.

   3. Closing Activities

       1). Teacher reviews the material and asks the students about what did they get from the lesson.

H. Sources :

- Audio recording with a topic ' thanking *(Kesaint Blanc Production, and Learn English Production or http://www.youtube.com/watch?v=mR-N8Od-oog)*
- Computer/Laptop
- Speakers

I. Evaluation

   1. The technique : Written test.

   2. The form   : Multiple choices.

   3. The instrument: See the attachment.

   4. Rubric   :

     a) Task 1, score 1 for questions no 1-5: 5

     b) Task 2, score 1 for questions no 1-5: _5_ +

       Total of the correct answer   10

       Score = Total of the correct answer X 10

Approving,	Yogyakarta, 23 November 2010
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Task 1

Directions:
In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen the record for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. What is the dialogue about?
   a. Greeting.
   b. Apology.
   c. Command.
   d. Thanking.

2. How many people do you hear in the dialogue?
   a. 2
   b. 3
   c. 4
   d. 5

3. Where does the dialogue take place?
   a. In the classroom.
   b. In the bus-stop.
   c. In the cafe.
   d. In the park.

4. What number of the bus does the man wait for?
   a. 12
   b. 13
   c. 14
   d. 15

5. How does the man say thank to his friend?
   a. Thanks for your help.
   b. I have to go now.
   c. It is my pleasure.
   d. Nice to meet you too

Task 2

Directions:
In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you listen to the record for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. How many people do you hear in the dialogue?
   a. 1
   b. 2
   c. 3
   d. 4

2. How does the woman say thank to his friend?
   a. Good luck.
   b. Take care.
   c. Thank you so much.
   d. Hope to see you.

3. Why does the woman say thank to his friend?
   a. Because the man see her.
   b. Because the man give her.
   c. Because the man know her.
   d. Because the man help her.

4. What can be inferred from the dialogue?
   a. The woman gives command to her friend.
   b. The woman says thank to her friend.
   c. The woman introduces her friend..
   d. The woman greets her friend.

5. Why does the man want to help his friend?
   a. Because he is so rude.
   b. Because he is so patient.
   c. Because he is so kind.
   d. Because he is so bad.

Transcript

Task 1

(Dialogue 2)

A   : It's your bus?

B   : I'm waiting for 14 bus

A   : This is 14.

B   : Well, I have to go now.

A   : OK. It was nice talking to you.

B   : It was nice meeting you.

    Thanks for your help.

A   : It's my pleasure.

    Nice to meet you too, Bye.

(http://www.youtube.com/watch?v=mR-N8Od-oog)

Task 2

(Dialogue 3)

A   : Thank you so much for your help.

    No problem. I like to help.

B   : You are so kind.

    Well..I should be going.

B   : Okay. Good luck. Take care.

A   : Thank you.

    Hope to see you later.

B   : You can call me if you want.

A   : Okey. See you.

(http://www.youtube.com/watch?v=mR-N8Od-oog)

EXPERIMENTAL GROUP

LESSON PLAN

School : **SMP N 6 Yogyakarta**

Subject : **English language**

Class / Semester : **VII / 1**

Language Function : **Greeting**

Skill Focus : **Listening Skill**

Time : **2 X 40 minutes**

A. Standard of competence: 1 Students are able to comprehend the meaning of transactional and interpersonal dialogue related to students' environment.

B. Basic competency **: 1.1** Students are able to respond the meaning of transactional interpersonal dialogue accurately, fluently, and appropriately with a topic 'greeting'.

C. Goal:

At the end of this lesson students are able to comprehend and respond the content of interpersonal dialogue with a topic 'greeting'.

D. Indicators:

1. Students are able to identify the speaker, the topic, and the setting of the dialogue in the video.
2. Students are able to recognize certain expression in the dialogue.
3. Students are able to get the important information from the dialogue.
4. Students are able to make inference from the dialogue.

E. Materials:

Dialogue 1

A : Good morning, Vierra.

B : Good morning, Mr. Pierre.

A : How are you?

B : I'm very well, thanks. And you?

A : I'm fine too. Thank.

    Lovely day, isn't?

B : Yes, it is.   (*www.Xtranormal.com*)

Dialogue 2

A : Hi

B : Hey

A : How are you?

B : I'm fine, thank you. And you?

A : I'm fine too.   (*www.socialenglish.com)*

General greetings (formal)

- Hello!
- Good morning / afternoon / evening.
- How are you?
- How are you doing?
- How is everything?
- How's everything going?
- Etc.

General greetings (informal)

- Hi.
- What's up?
- Good to see you.
- How are things (with you)?
- How's it going?
- Etc.

F. Method:

Presentation, Practice and Production.

G. Steps of Learning Activities:

1. Beginning Activities

    a. Teacher checks the attendance list.

    b. Teacher leads in students by asking some questions.

2. Main Activities

   b. Presentation

      1). Teacher gives the purpose of the topic.

      2). Teacher plays one audio video which has three minutes of duration as the input.

      3). Teacher asks the students to identify 'greeting' expression from the video.

      4). Teacher asks the students about the topic, the speakers and the setting of the dialogue.

      5). Teacher gives explanation about the expressions used in the dialogue.

   c. Practice

      1). Teacher plays second video and gives the students some exercises.

      2). Students answer some questions (in the form of multiple choices) from the video.

   d. Production

      1). Teacher plays another video.

      2). Teacher asks the students the expression of the video.

      3). Teacher asks the students to make inference from the video.

3. Closing Activities

      1). Teacher reviews the material and asks the students about what did they get from the lesson.

H. Sources:

- Video with a topic 'greeting' (*www.socialenglish.com*, *www.xtranormal.com*, and *(Learn English production or http://www.youtube.com/watch?v=Qxz5NaCcEC4&feature=related)*
- Television/ LCD
- Computer/ Laptop
- Speakers

I. Evaluation

  1. The technique : Written test.

2. The form   : Multiple choices.

3. The instrument: See the attachment.

4. Rubric   :

    a) Task 1, score 1 for questions no 1-5: 5

    b) Task 2, score 1 for questions no 1-5: _5_ +

       Total of the correct answer   10

       Score = Total of the correct answer X 10

Approving,	Yogyakarta, 13 October 2010
English Teacher	Researcher
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Name :
Class :
Std. No. :

Task 1

Directions:

In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you watch the video for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. What is the communicative purpose of the dialogue?
   a. Greeting.
   b. Apology.
   c. Introduction.
   d. Command.

2. How many people do you see in the dialogue?
   a. 1
   b. 2
   c. 3
   d. 4

3. What are they name?
   a. John and Tina
   b. Don and Christ.
   c. Jane and Christ.
   d. John and Mike.

4. Where does the dialogue take place?
   a. In the classroom.
   b. In the shop.
   c. In the cafe.
   d. In the park.

5. How does Christ greet his friend?
   a. Hello.
   b. I'm fine.
   c. I'm glad to hear that.
   d. Nice to see you.

Task 2

Directions:

In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you watch the video for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. How many people do you see in the dialogue?
   a. 1
   b. 2
   c. 3
   d. 4

2. What are they name?
   a. John and Terry.
   b. Christ and Jenny.
   c. Christ and Terry.
   d. Jane and Terry

3. Where does Christ call his friend?.
   a. In the shop.
   b. In the cafe.
   c. In the garden.
   d. In the park

4. Why does Christ call his friend?
   a. Because he wants to know his friend news.
   b. Because he wants to know his wife news.
   c. Because he wants to make the agreement.
   d. Because he wants to cancell the agreement.

5. What can be inferred from the dialogue?
   a. Christ greets to his new friend.
   b. Christ greets to his old friend.
   c. Christ introduce his new friend.
   d. Christ introduce his old friend.

Transcript

Task 1

A : Hello, Jane. How are you?

B : Chris. Nice to see you.

A : I'm fine. And you?

B : I couldn't be better.

A : I'm glad to hear that.

   What are you doing here?

B : I came for a walk with my wife.

A : I can't wait to say hello to her.

B : I'm sure my wife will be happy to see you too.

(Learn English Production or
http://www.youtube.com/watch?v=Qxz5NaCcEC4&feature=related)

Task 2

A : Hi, this is Chris. Is Terry there?

B : Hi, Chris. This is Terry.

   How's life?

A : Life is great.

   But I have not seen you in a long time.

B : Yes, it has been a long time.

   Since we've seen each other.

A : All is well with you?

B : Everything is great.

(*Learn English Production or*
http://www.youtube.com/watch?v=Qxz5NaCcEC4&feature=related)

LESSON PLAN

School   : **SMP N 6 Yogyakarta**

Subject   : **English language**

Class / Semester : **VII / 1**

Language Function : **Leave Taking / Parting**

Skill Focus   : **Listening Skill**

Time   : **2 X 40 minutes**

A. Standard of competence: 1   Students are able to comprehend the meaning of transactional and interpersonal dialogue related to students' environment.

B. Basic competency   : 1.1 Students are able to respond the meaning of transactional interpersonal dialogue accurately, fluently, and appropriately with a topic 'leave-taking'.

C. Goal:

At the end of this lesson students are able to comprehend and respond the content of interpersonal dialogue with a topic 'leave-taking'.

D. Indicators:

1. Students are able to identify the speaker, the topic, and the setting of the dialogue in the video.
2. Students are able to recognize certain expression in the dialogue.
3. Students are able to get the important information from the dialogue.
4. Students are able to make inference from the dialogue.

E. Materials:

Dialogue 1

A   : Your wife has been gone for a long time.

B   : She should be back any minute now.

A   : I'd love to say but I have to go now.

B   : You cannot wait a couple more minutes?

A   : I really have to go now.

B   : Please give my regards to your wife for me.

A   : I will. Take car

B   : Thank you too. See you again.

(Learn English production or http://www.youtube.com/watch?v=mR-N8Od-oog)

General leave taking/ parting (formal)

- Nice to meet you. Good bye.
- Good to meet you. Good night.
- Pleased to meet you
- Good to see you
- Etc.

General leave taking / parting (informal)

- Bye!
- See you!
- Etc.

F. Method:

Presentation, Practice and Production.

G. Steps of Learning Activities:

1. Beginning Activities

    a. Teacher checks the attendance list.

    b. Teacher leads in students by asking some questions.

2. Main Activities

a. Presentation

    1). Teacher gives the purpose of the topic.

    2). Teacher plays the video which has three minutes of duration as the input.

    3). Teacher asks the students about the topic, the speakers and the setting of the dialogue.

    4). Teacher gives explanation about the expressions used in the dialogue.

b. Practice

    1). Teacher plays another video and gives the students some exercises.

2). Students answer the comprehension questions from the video (in the form of essay)

c. *Production*

1). Teacher asks the students to make inference from the video independently.

3. *Closing Activities*

1). Teacher reviews the material and asks the students about what did they get from the lesson.

H. Sources:

- Video with a topic leave-taking (*http://www.youtube.com/watch?v=mR-N8Od-oog, Kesaint Blanc Production, and Learn English Production or http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related*)
- Television/LCD
- Computer/Laptop
- Speakers

I. Evaluation

1. The technique : Written test.
2. The form   : Essay.
3. The instrument: See the attachment.
4. Rubric   :

   a) Task 1, score 1 for questions no 1-5: 5
   b) Task 2, score 1 for questions no 1-5: _5_ +

      Total of the correct answer   10

      Score = Total of the correct answer X 10

Approving,   Yogyakarta, 20 October 2010

English Teacher   Researcher

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TASK 1

Answer the questions below based on the video.

1. How many people in the dialogue?

2. What is the dialogue about?

3. How does the woman show leave-taking?

4. Does Putri wait her father?

5. Why doesn't Putri wait her father?

TASK 2

Answer the questions below based on the video.

1. How many people in the dialogue?

2. Does Christ go with his wife?

3. What is the dialogue about?

4. How does Christ show leave-taking?

5. What does Christ's friend has a plan?

Transcript

Task 1

Mom   : Jay, please wait for your sister.

Jay   : I am going to be late, Mom. If I do not leave now, I will get stuck in traffic.

Dad   : Putri, you can come with me if you want.

Putri   : No, Dad. I will be late if go with you. I do not want to get in trouble with the security again. Bye Mom, Bye Dad.   *(Kesaint Blanc Production)*

Task 2

B   : We want to have dinner.

C   : Would you like to joint us?

A   : Oh..thanks. But I am having dinner with my mother to night. And I must be going.

B   : It was good to see you.

A   : Good to see you. Bye.

B   : Bye.

C   : Bye.

(Learn English Production or
http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)

LESSON PLAN

School : **SMP N 6 Yogyakarta**

Subject : **English language**

Class / Semester : **VII / 1**

Language Function : **Introduction**

Skill Focus : **Listening Skill**

Time : **2 X 40 minutes**

A. Standard of competence: 1 Students are able to comprehend the meaning of transactional and interpersonal dialogue related to students' environment.

B. Basic competency : **1.1** Students are able to respond the meaning of transactional interpersonal dialogue accurately, fluently, and appropriately with a topic 'introduction'.

C. Goal:

At the end of this lesson students are able to comprehend and respond the content of interpersonal dialogue with a topic 'self introduction' and 'introduction people'.

D. Indicators:

1. Students are able to identify the speaker, the topic, and the setting of the dialogue in the video.
2. Students are able to differentiate 'self introduction' and 'introduction people'
3. Students are able to recognize certain expression in the dialogue.
4. Students are able to get the important information from the dialogue.

E. Materials

Dialogue 1

A : Christ, is that U?

B : Tery. Fancy meeting you here.

Long time no see.

A : Yeah..it has been a long time.

Who's your friend?

B : This is my wife, Katrina.

A : I'm pleased to meet you, Katrina.

B : Darling. This is Terry.

We played on the same basket ball in high school.

C : Nice to meet you, Terry.

(Learn English Production or
http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)

General Introduction

Self introduction

- Let me introduce my self.

  My name is Dyah Ayu.

- Hello / Hai. I am Dyah Ayu.

  Please call me dyah.

- Etc.

Introduction people

- Please meet my friend Mitha.

  Mitha, this is Reza.

  Rezha this is Mitha.

- Etc.

F. Method:

Presentation, Practice and Production.

G. Steps of Learning Activities:

1. Beginning Activities

a. Teacher checks the attendance list.

b. Teacher leads in students by asking some questions.

2. Main Activities

a. Presentation

1). Teacher gives the purpose of the topic.

2). Teacher plays some videos 'self introduction' expression (dialogue and monolog) and 'introduction people' expression which have three minutes of duration as the input.

3). Teacher asks the students to identify 'self introduction' and 'introduction people' expression from the video.

4). Teacher asks the students about the topic, the speakers and the setting of the dialogue.

5). Teacher gives explanation about the expressions used in the dialogue.

b. *Practice*

1). Teacher plays one video again and gives the students some exercises.

2). Students answer some questions from the video (in the form of multiple choices)

c. *Production*

1). Teacher plays another video.

2). Teacher asks the students the expression of the video.

3. Closing Activities

1). Teacher reviews the material and asks the students about what did they get from the lesson.

H. Sources:

- Video with the topic 'self introduction' and 'introduction people' *(Learn English Production or http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related, and*

  Tiga Serangkai production)

- Television/LCD
- Computer/Laptop
- Speakers

I. Evaluation

1. The technique : Written test.
2. The form : Multiple choices.
3. The instrument: See the attachment.
4. Rubric :
   a) Task 1, score 2 for questions no 1-5: 10
   b) Task 2, score 2 for questions no 1-5: 10

c) Task 3, score 2 for questions no 1-5: 10 +

    Total of the correct answer   30

    Score = Total of the correct answer X 10

                      3

Approving,   Yogyakarta, 27 October 2010

English Teacher   Researcher

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Task 1

Directions:

In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you watch the video for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. What is the communicative purpose of the dialogue?

   a. Greeting.
   b. Introduction
   c. Apology.
   d. Command.

2. How many people did you see in the dialogue?

   a. 1
   b. 2
   c. 3
   d. 4

3. What are they names?

   a. Don, Tom and John.
   b. Mike, Rein and Tom.
   c. Don, Mike and Tina.
   d. Mike, Tina and John.

4. Who is Don?

   a. Mike's colleaque.
   b. Mike's brother.
   c. Mike's sister.
   d. Mike's cousin.

5. How does Mike introduce his friend?

   a. Hi, Don.
   b. Hello, Tina.
   c. Don, this is my friend, Tina.
   d. It's nice to meet you.

Task 2

Directions:

In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you watch the video for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. What is her name?

   a. Any
   b. Ray
   c. Flay.
   d. Amy

2. Where does Amy live?

   a. She lives at Jl. Slamet Riyadi 20, Jakarta.
   b. She lives at Jl. Ahmad Yani 21, Jakarta
   c. She lives at Jl. Slamet Riyadi 22, Jakarta.
   d. She lives at Jl. Ahmad Yani 23, Jakarta.

3. What month does she born?

   a. February
   b. March.
   c. April
   d. Mey

4. What is her job?

   a. A farmer.
   b. A teacher.
   c. A lawyer.
   d. A student.

5. What can be inferred from the dialogue?

   a. Amy introduces herself.
   b. Amy introduces her brother.
   c. Amy introduces her sister.
   d. Amy introduces her friend.

Task 3
Directions:
In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you watch the video for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. Where does the dialogue take place?

    a. In the smoking room.
    b. In the waiting room.
    c. In the dining room.
    d. In the living room.

2. How many people did you see in the dialogue?

    a. 4
    b. 3
    c. 2
    d. 1

3. What is the man name?

    a. Elroy
    b. Mikeroy.
    c. Roy.
    d. Jonhroy.

4. How does the man introduce his self?

    a. Excuse me.
    b. My name is Elroy Jetson.
    c. Nice to meet you.
    d. I do appreciate it.

5. What is his job?

    a. A farmer.
    b. A lawyer.
    c. A seller.
    d. A teacher.

Transcript

Task 1

A   : Hi, Don.

B   : Hi, Mike.

A   : Who's your friend?

B   : Have you met Tina before?

A   : No, I don't think so.

B   : Don, this is my friend, Tina.

       Tina, this is my colleaque, Don.

A   : Hello, Tina. It's nice to meet you.

C   : It's nice to meet you too, Don.

(Learn English Production or
http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)

Task 2

Hello. How are you? My name is Amy. I live at Jl. Slamet Riyadi 20, Jakarta. I was born on 20 March 1985. I am a student of SMP 40 Jakarta. OK, that's all about me. Thank you for watching. I'm sorry. If you want to be my friend, call me at 021-75965. *(Tiga Serangkai production)*

Task 3

A   : Excuse me.

B   : Yes.

A   : May, I introduce my self?

       My name is Elroy Jetson.

B   : Hello. Nice to meet you.

A   : Thanks and nice to meet you too. I sell computers.

B   : You sell computers?

A   : Yes. If you ever need a computer, please call me.

B   : OK, Elroy. I do appreciate it.

       I will call you, if I need it.

A   : No, trouble at all.
(http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)

LESSON PLAN

School	**: SMP N 6 Yogyakarta**
Subject	**: English language**
Class / Semester	**: VII / 1**
Language Function	**: Apology**
Skill Focus	**: Listening Skill**
Time	**: 2 X 40 minutes**

A. Standard of competence: 1 Students are able to comprehend the meaning of transactional and interpersonal dialogue related to students' environment.

B. Basic competency **: 1.1** Students are able to respond the meaning of transactional interpersonal dialogue accurately, fluently, and appropriately with a topic 'apology'.

C. Goal:

At the end of this lesson students are able to comprehend and respond the content of interpersonal dialogue with a topic 'apology'.

D. Indicators:

1. Students are able to identify the speaker, the topic, and the setting of the dialogue in the video.
2. Students are able to recognize certain expression in the dialogue.
3. Students are able to get the important information from the dialogue.
4. Students are able to make inference from the dialogue.

E. Materials:

Dialogue 1

A   : Hey...you?

B   : Are you talking to me?

A   : Yes.

B   : That is not very polite .

A   : It is not.

B   : No, it is not polite at all.

A   : I am sorry. I am not trying to impolite.

      (Learn English Production or
      http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)

General Apology (formal):

- I'm really sorry…
- I'm so sorry…
- I'd like to apologize for…
- Please accept my apology…
- Please forgive me.
- Etc.

General Apology (informal):

- Sorry.
- Sorry about…
- Sorry for…

F. Method:

Presentation, Practice and Production.

G. Steps of Learning Activities:

1. Beginning Activities

  a. Teacher checks the attendance list.

  b. Teacher leads in students by asking some questions.

2. Main Activities

a. Presentation

  1). Teacher gives the purpose of the topic.

  2). Teacher plays one video which has three minutes of duration as the input.

  3). Teacher asks the students to identify ' apology' expression from the video.

  4). Teacher asks the students about the topic, the speakers and the setting of the dialogue.

  5). Teacher gives explanation about the expressions used in the dialogue.

b. Practice

  1). Teacher plays second video and gives the students some exercises.

        2). Students answer some questions (in the form of filling in the blank) from the video.

        3). Teacher asks the students to make inference from the video.

c. Production

        1). Teacher plays another video.

        2). Teacher asks the students the expression and inference of the video.

3. Closing Activities

        1). Teacher reviews the material and asks the students about what did they get from the lesson.

H. Sources:

- Video with a topic 'apology' *(Learn English Production or http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related, and Kesaint Blanc Production)*
- Television/LCD
- Computer/Laptop
- Speakers

I. Evaluation

1. The technique : Written test.
2. The form : Filling in the blank.
3. The instrument: See the attachment.
4. Rubric :
   a) Task 1, score 1 for questions no 1-5: 5
   b) Task 2, score 1 for questions no 1-5: _5_ +

   Total of the correct answer   10

   Score = Total of the correct answer X 10

Approving,   Yogyakarta, 03 November 2010

English Teacher   Researcher

Erna Januprawati, S.Pd   Dwi Kartika L. U
NIP. 19640105 198803 2 009   NIM. 05202244141

Task 1

Watch to the video, then complete this dialogue using appropriate words.

A : What's the matter with you?

B : Oh...I had a _____(1).

A : A small accident? You look like you broke your leg.

B : Yes, I did. I break _____(2).

A : How did you break your leg?

B : I fell of a _____(3).

A : You have a skateboard.

B : No, it's _____(4) skateboard.

A : Does it hurt?

B : Yes, it hurts. Please don't do that!

A : Sorry.

　Can I sign _____(5)?

B : Yes. Please.

Task 2

Watch to the video, then complete this dialogue using appropriate words.

A : I don't think I can go _____ (1).

B : Why not?

A : We have a _____(2) tomorrow.

C : So, we can still study at night.

A : I might also have to take _____(3) to the _____(4) this evening.

B : So, if you cannot make it we will just have to go with you.

A : _____(5) girls.

　I will go next time.

Transcipt

Task 1

A : What's the matter with you?

B : Oh...I had a small accident.

A : A small accident? You look like you broke your leg.

B : Yes, I did. I break my leg.

A : How did you break your leg?

B : I fell of a skateboard.

A : You have a skateboard.

B : No, it's my friend skateboard.

A : Does it hurt?

B : Yes, it hurts. Please don't do that!

A : Sorry.

   Can I sign your cast?

B : Yes. Please.

(Learn English Production or
http://www.youtube.com/watch?v=5Kzhn99jOIY&feature=related)

Task 2

A : I don't think I can go this evening.

B :Why not?

A : We have a History test tomorrow.

C : So, we can still study at night.

A : I might also have to take my mom to the doctor this evening.

B : So, if you cannot make it we will just have to go with you.

A : Sorry, girls.

   I will go next time.   *(Kesaint Blanc Production)*

LESSON PLAN

School   : **SMP N 6 Yogyakarta**

Subject   : **English language**

Class / Semester   : **VII / 1**

Language Function : **Command**

Skill Focus   : **Listening Skill**

Time   : **2 X 40 minutes**

A. Standard of competence: 1   Students are able to comprehend the meaning of transactional and interpersonal dialogue related to students' environment.

B. Basic competency   **: 1.1** Students are able to respond the meaning of transactional interpersonal dialogue accurately, fluently, and appropriately with a topic 'command'.

C. Goal:

At the end of this lesson students are able to comprehend and respond the content of interpersonal dialogue with a topic 'command'.

D. Indicators:

1. Students are able to identify the speaker, the topic, and the setting of the dialogue in the video.
2. Students are able to recognize certain expression in the dialogue.
3. Students are able to get the important information from the dialogue.
4. Students are able to make inference from the dialogue.

E. Materials:

Dialogue 1

Mrs. Linda   : Good morning, students.

Students   : Morning, Mam.

Mrs. Linda   : Open your books to chapter 3

Yesterday, we have gone over the chapters on language style and we also learned how to use them.

Well..I hope you remember the things that we have covered yesterday, because right now, I will ask you some questions to see if you guys were paying attention. *(Kesaint Blanc Production)*

General command (formal):

- Close the door please!
- Open the window please!
- Etc.

General command (informal):

- Close the door!
- Open the window!
- Etc.

F. Method:

Presentation, Practice and Production.

G. Steps of Learning Activities:

1. Beginning Activities

a. Teacher checks the attendance list.

b. Teacher leads in students by asking some questions.

2. Main Activities

a. Presentation

1). Teacher gives the purpose of the topic.

2). Teacher plays one video which has three minutes of duration as the input.

3). Teacher asks the students to identify ' command' expression from the video.

4). Teacher asks the students about the topic, the speakers and the setting of the dialogue.

5). Teacher gives explanation about the expressions used in the dialogue.

b. Practice

1). Teacher plays second video and makes a group of four.

2). Teacher gives the students some exercises.

3). Students answer some questions (in the form of essay) from the video.

4). Teacher asks the students to make inference from the video.

    c. *Production*

        1). Teacher plays another video.

        2). Teacher asks the students the expression and inference of the video.

3. Closing Activities

        1). Teacher reviews the material and asks the students about what did they get from the lesson.

H. Sources:

- Video with a topic ' command' *(Kesaint Blanc Production)*
- Television/LCD
- Computer/Laptop
- Speakers

I. Evaluation

1. The technique : Written test.
2. The form   : Multiple choices.
3. The instrument: See the attachment.
4. Rubric   :
   a) Task 1, score 1 for questions no 1-5: 5
   b) Task 2, score 1 for questions no 1-5: _5_ +

      Total of the correct answer   10

      Score = Total of the correct answer X 10

Approving,	Yogyakarta, 10 November 2010
English Teacher	Researcher
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Task 1

Answer the questions below based on the video.

1). Who is Mrs. Aswar?

2). Where does the dialogue take place?

3). How does Mrs. Aswar give the command?

4). What can be inferred from the dialogue?

5). Why students do not like the pop quiz?

Task 2

Answer the questions below based on the video.

1). Who is Mr Sako?

2). Where does the dialogue take place?

3). Does Putri face the consequences?

4). How does Mr. Sako give a command?

5). What can be inferred from the dialogue?

Transcript

Task 1

Mrs. Aswar : Good afternoon, students.

Students : Good afternoon, Mam.

Mrs. Aswar : Please keep your books away!

We are going to have a pop quiz today.

Hey..keep the noise down, please!

Sheila : Why did not you tell us that we are going to have a pop quiz today, Mam?

Mrs. Aswar : It is a pop quiz. I can not tell you.

The quiz will be on the things that I have gone over with you.

Sheila :We are not ready for a quiz, Mam.

Mrs. Aswar :Ready or not, take out a blank sheet of paper, please.

Keep your answers to yourseves and do not try to be cheat, because I will be waching you.

(Kesaint Blanc Production)

Task 2

Sheila : Putri, Mr. Mustache is here.

Mr. Sako : What is going on here?

Sheila : Mr. Sasongko.

Mr. Sako : Putri

Putri : Mustache..I mean Mr. Mustache..Mr. Sako?

Mr. Sako : Go wash your face! You are in the big trouble.

I am sending you to the counselor's office. You will have to face the consequences for what you have done.

(Kesaint Blanc Production)

LESSON PLAN

School   : **SMP N 6 Yogyakarta**

Subject   : **English language**

Class / Semester : **VII / 1**

Language Function : **Thanking**

Skill Focus   : **Listening Skill**

Time   : **2 X 40 minutes**

A. Standard of competence: 1   Students are able to comprehend the meaning of transactional and interpersonal dialogue related to students' environment.

B. Basic competency   : 1.1 Students are able to respond the meaning of transactional interpersonal dialogue accurately, fluently, and appropriately with a topic 'thanking'.

C. Goal:

At the end of this lesson students are able to comprehend and respond the content of interpersonal dialogue with a topic 'thanking'.

D. Indicators:

1. Students are able to identify the speaker, the topic, and the setting of the dialogue in the video.
2. Students are able to recognize certain expression in the dialogue.
3. Students are able to get the important information from the dialogue.
4. Students are able to make inference from the dialogue.

E. Materials:

Dialogue 1

A   : By the way, has you met him yet?

B   : Not yet.

A   : You will be better quick, before someone catch him.

B   : Could you help me?

A   : OK, Sheil. I will do my best.

B　: Thank you so much. You are my best friend.

(Kesaint Blanc Production)

General thanking (formal):

- Thank you so much.

- Thanks for your help.

- I'd like to thank you for helping me.

- Thank you very much.

- Etc.

General thanking (informal):

- Thanks.

- Thank you.

- Etc.

F. Method:

Presentation, Practice and Production.

G. Steps of Learning Activities:

1. Beginning Activities

a. Teacher checks the attendance list.

b. Teacher leads in students by asking some questions.

2. Main Activities

a. Presentation

1). Teacher gives the purpose of the topic.

2). Teacher plays one video which has three minutes of duration as the input.

3). Teacher asks the students to identify ' thanking' expression from the video.

4). Teacher asks the students about the topic, the speakers and the setting of the dialogue.

5). Teacher gives explanation about the expressions used in the dialogue.

b. Practice

1). Teacher plays second video and gives the students some exercises.

2). Students answer some questions (in the form of multiple choices) from the video.

3). Teacher asks the students to make inference from the video.

c. *Production*

   1). Teacher plays another video.

   2). Teacher asks the students the expression and inference of the video.

3. Closing Activities

   1). Teacher reviews the material and asks the students about what did they get

   from the lesson.

H. Sources :

- Video with a topic ' thanking *(Kesaint Blanc Production, and Learn English Production or http://www.youtube.com/watch?v=mR-N8Od-oog)*

- Television/LCD

- Computer/Laptop

- Speakers

I. Evaluation

   1. The technique : Written test.

   2. The form   : Multiple choices.

   3. The instrument: See the attachment.

   4. Rubric   :

   a) Task 1, score 1 for questions no 1-5: 5

   b) Task 2, score 1 for questions no 1-5: 5 +

   Total of the correct answer   10

   Score = Total of the correct answer X 10

Approving,   Yogyakarta, 24 November 2010

English Teacher   Researcher

Erna Januprawati, S.Pd   Dwi Kartika L. U
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Task 1

Directions:
In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you watch the video for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. What is the communicative purpose of the dialogue?
   a. Greeting.
   b. Apology.
   c. Command.
   d. Thanking.

2. How many people do you hear in the dialogue?
   a. 2
   b. 3
   c. 4
   d. 5

3. Where does the dialogue take place?
   a. In the classroom.
   b. In the bus-stop.
   c. In the cafe.
   d. In the park.

4. What number of the bus does the man wait for?
   a. 12
   b. 13
   c. 14
   d. 15

5. How does the man say thank to his friend?
   a. Thanks for your help.
   b. I have to go now.
   c. It is my pleasure.
   d. Nice to meet you too

Task 2

Directions:
In this part of the test, you will hear some questions spoken in English. The questions will be spoken twice. After you watch the video for the second time. Choose the correct answer for questions below. Mark your answers on the answer sheet provided.

1. How many people do you hear in the dialogue?
   a. 1
   b. 2
   c. 3
   d. 4

2. How does the woman say thank to his friend?
   a. Good luck.
   b. Take care.
   c. Thank you so much.
   d. Hope to see you.

3. Why does the woman say thank to his friend?
   a. Because the man see her.
   b. Because the man give her.
   c. Because the man know her.
   d. Because the man help her.

4. What can be inferred from the dialogue?
   a. The woman gives command to her friend.
   b. The woman says thank to her friend.
   c. The woman introduces her friend..
   d. The woman greets her friend.

5. Why does the man want to help his friend?
   a. Because he is so rude.
   b. Because he is so patient.
   c. Because he is so kind.
   d. Because he is so bad.

Transcript

Task 1

(Dialogue 2)

A   : It's your bus?

B   : I'm waiting for 14 bus

A   : This is 14.

B   : Well, I have to go now.

A   : OK. It was nice talking to you.

B   : It was nice meeting you.

         Thanks for your help.

A   : It's my pleasure.

         Nice to meet you too, Bye.

         (http://www.youtube.com/watch?v=mR-N8Od-oog)

Task 2

(Dialogue 3)

A   : Thank you so much for your help.

         No problem. I like to help.

B   : You are so kind.

         Well..I should be going.

B   : Okay. Good luck. Take care.

A   : Thank you.

         Hope to see you later.

B   : You can call me if you want.

A   : Okey. See you.

         (http://www.youtube.com/watch?v=mR-N8Od-oog)

APPENDIX D

DESCRIPTIVE STATISTICS

Frequencies

Pretest

Statistics

		Experimental Group	Control Group
N	Valid	33	33
	Missing	0	0
Mean		18.4848	15.1212
Median		19.0000	15.0000
Mode		20.00	15.00
Std. Deviation		2.92747	2.28798
Variance		8.570	5.235
Range		14.00	11.00
Minimum		9.00	8.00
Maximum		23.00	19.00
Sum		610.00	499.00

Postest

Statistics

		Experimental Group	Control Group
N	Valid	33	33
	Missing	0	0
Mean		21.1818	17.2424
Median		22.0000	17.0000
Mode		21.00[a]	17.00[a]
Std. Deviation		2.60354	2.43709
Variance		6.778	5.939
Range		10.00	11.00
Minimum		14.00	11.00
Maximum		24.00	22.00
Sum		699.00	569.00

a. Multiple modes exist. The smallest value is shown

Frequencies

Pretest

Frequency Table

Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9.00	1	3.0	3.0	3.0
	14.00	2	6.1	6.1	9.1
	15.00	2	6.1	6.1	15.2
	16.00	3	9.1	9.1	24.2
	17.00	1	3.0	3.0	27.3
	18.00	5	15.2	15.2	42.4
	19.00	5	15.2	15.2	57.6
	20.00	6	18.2	18.2	75.8
	21.00	4	12.1	12.1	87.9
	22.00	3	9.1	9.1	97.0
	23.00	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8.00	1	3.0	3.0	3.0
	12.00	1	3.0	3.0	6.1
	13.00	5	15.2	15.2	21.2
	14.00	5	15.2	15.2	36.4
	15.00	8	24.2	24.2	60.6
	16.00	6	18.2	18.2	78.8
	17.00	1	3.0	3.0	81.8
	18.00	3	9.1	9.1	90.9
	19.00	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

Frequencies

Postest

Frequency Table

Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14.00	1	3.0	3.0	3.0
	15.00	1	3.0	3.0	6.1
	17.00	1	3.0	3.0	9.1
	18.00	3	9.1	9.1	18.2
	19.00	1	3.0	3.0	21.2
	20.00	2	6.1	6.1	27.3
	21.00	6	18.2	18.2	45.5
	22.00	6	18.2	18.2	63.6
	23.00	6	18.2	18.2	81.8
	24.00	6	18.2	18.2	100.0
	Total	33	100.0	100.0	

Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11.00	1	3.0	3.0	3.0
	13.00	1	3.0	3.0	6.1
	14.00	3	9.1	9.1	15.2
	15.00	2	6.1	6.1	21.2
	16.00	4	12.1	12.1	33.3
	17.00	6	18.2	18.2	51.5
	18.00	6	18.2	18.2	69.7
	19.00	5	15.2	15.2	84.8
	20.00	2	6.1	6.1	90.9
	21.00	2	6.1	6.1	97.0
	22.00	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Categorization of the Students' Listening Skill

Pre-test and Post-test; Control and Experimental Group.

Max	24	
Min	14	
Mi	14	60%
SD i	4	25%

Mi+1.5SD i	20
Mi+0.5SD i	16
Mi-0.5SD i	13
Mi-1.5SD i	9

Range	Score class	Category
>Mi+1.5SD i	> 20	Very good
Mi+0.5SDi - Mi+1.5SDi	16 - 20	Good
Mi-0.5SDi - Mi+0.5SDi	13 - 16	Average
Mi-1.5SDi - Mi-0.5SDi	9 - 13	Poor
<Mi-1.5SD i	< 9	Very poor

Frequency Table

Pre test Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very poor	1	3.0	3.0	3.0
	Average	7	21.2	21.2	24.2
	Good	14	42.4	42.4	66.7
	Very good	11	33.3	33.3	100.0
	Total	33	100.0	100.0	

Post test Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	6.1	6.1	6.1
	Good	7	21.2	21.2	27.3
	Very good	24	72.7	72.7	100.0
	Total	33	100.0	100.0	

Frequency Table

Pre test Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Average	6	18.2	18.2	21.2
	Good	19	57.6	57.6	78.8
	Very good	7	21.2	21.2	100.0
	Total	33	100.0	100.0	

Post test Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3.0	3.0	3.0
	Average	6	18.2	18.2	21.2
	Good	16	48.5	48.5	69.7
	Very good	10	30.3	30.3	100.0
	Total	33	100.0	100.0	

Bar chart

Pre test Experimental Group

Post test Experimental Group
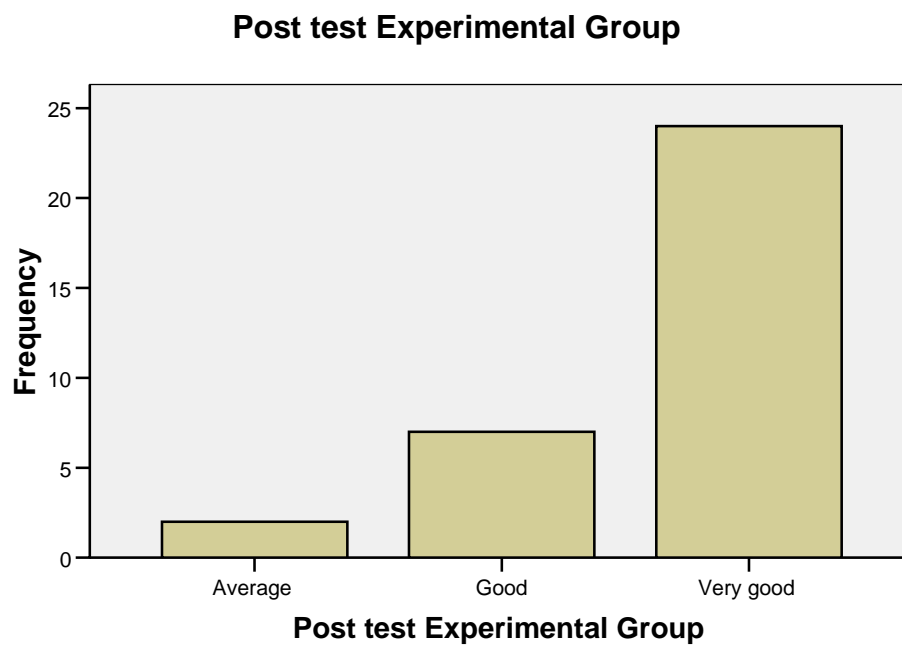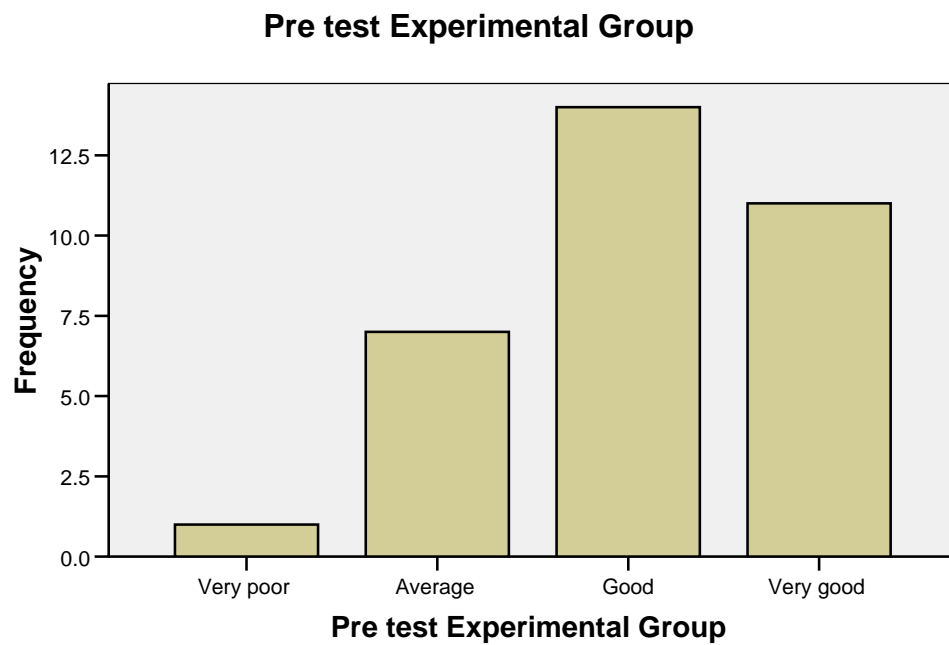
Bar chart

Pre test Control Group
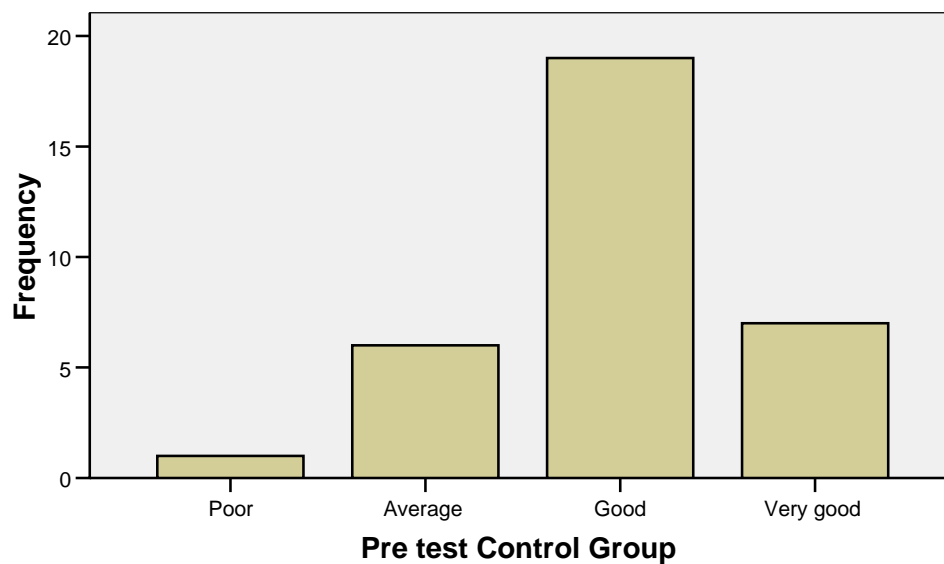
Post test Control Group

Frequency Table

Pre test Control Group

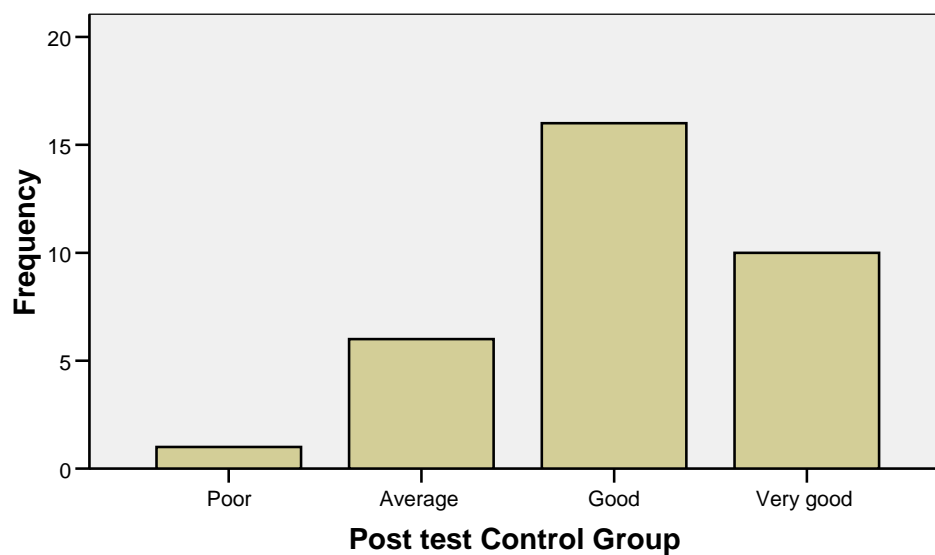|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8 - 10	1	3.0	3.0	3.0
	11 - 13	6	18.2	18.2	21.2
	14 - 16	19	57.6	57.6	78.8
	17 - 19	7	21.2	21.2	100.0
	Total	33	100.0	100.0	

Post test Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11 - 13	2	6.1	6.1	6.1
	14 - 16	9	27.3	27.3	33.3
	17 - 19	17	51.5	51.5	84.8
	20 - 22	5	15.2	15.2	100.0
	Total	33	100.0	100.0	

Frequency Table

Pre test Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9 - 11	1	3.0	3.0	3.0
	12 - 14	2	6.1	6.1	9.1
	15 - 17	6	18.2	18.2	27.3
	18 - 20	17	51.5	51.5	78.8
	21 - 23	7	21.2	21.2	100.0
	Total	33	100.0	100.0	

Post test Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14 - 16	2	6.1	6.1	6.1
	17 - 19	5	15.2	15.2	21.2
	20 - 22	14	42.4	42.4	63.6
	23 - 25	12	36.4	36.4	100.0
	Total	33	100.0	100.0	

Histogram

Pre test Experimental Group

Mean = 18.2424
Std. Dev. = 2.82876
N = 33

Post test Experimental Group

Mean = 21.1818
Std. Dev. = 2.60354
N = 33
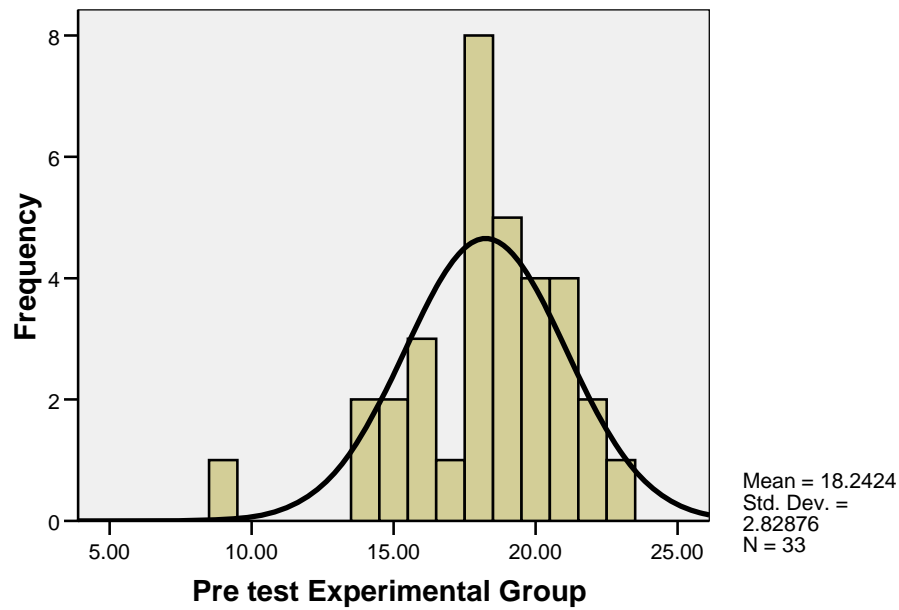
Histogram

Pre test Control Group

Mean = 15.1212
Std. Dev. = 2.28798
N = 33

Post test Control Group

Mean = 17.2424
Std. Dev. = 2.43709
N = 33

APPENDIX E

INFERENTIAL STATISTICS
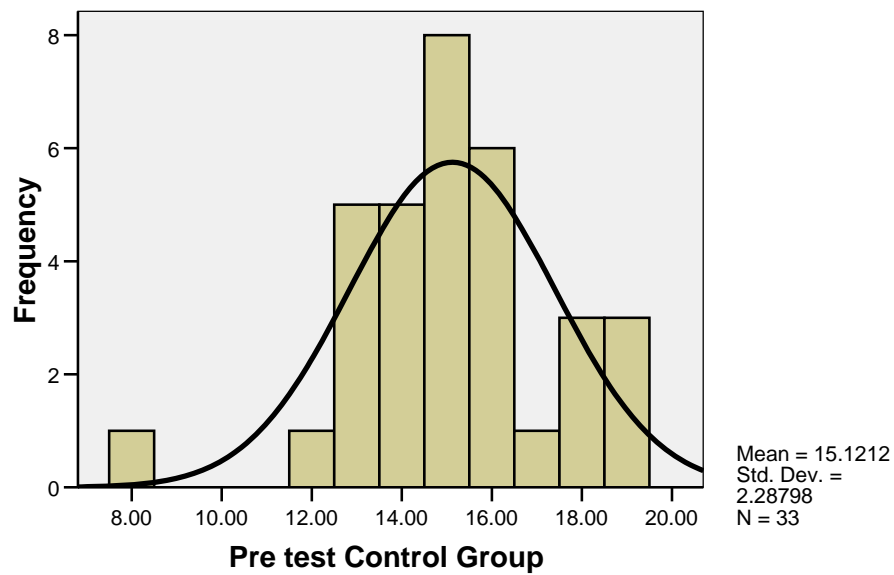
Normality Test of PRE-TEST

Chi-Square Test

Frequencies

Experimental Group

	Observed N	Expected N	Residual
9.00	1	3.0	-2.0
14.00	2	3.0	-1.0
15.00	2	3.0	-1.0
16.00	3	3.0	.0
17.00	1	3.0	-2.0
18.00	8	3.0	5.0
19.00	5	3.0	2.0
20.00	4	3.0	1.0
21.00	4	3.0	1.0
22.00	2	3.0	-1.0
23.00	1	3.0	-2.0
Total	33		

Control Group

	Observed N	Expected N	Residual
8.00	1	3.7	-2.7
12.00	1	3.7	-2.7
13.00	5	3.7	1.3
14.00	5	3.7	1.3
15.00	8	3.7	4.3
16.00	6	3.7	2.3
17.00	1	3.7	-2.7
18.00	3	3.7	-.7
19.00	3	3.7	-.7
Total	33		

Test Statistics

	Experimental Group	Control Group
Chi-Square[a,b]	15.333	13.636
df	10	8
Asymp. Sig.	.120	.092

a. 11 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 3.0.

b. 9 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 3.7.

Normality Test of POST-TEST

Chi-Square Test

Frequencies

Experimental Group

	Observed N	Expected N	Residual
14.00	1	3.3	-2.3
15.00	1	3.3	-2.3
17.00	1	3.3	-2.3
18.00	3	3.3	-.3
19.00	1	3.3	-2.3
20.00	2	3.3	-1.3
21.00	6	3.3	2.7
22.00	6	3.3	2.7
23.00	6	3.3	2.7
24.00	6	3.3	2.7
Total	33		

Control Group

	Observed N	Expected N	Residual
11.00	1	3.0	-2.0
13.00	1	3.0	-2.0
14.00	3	3.0	.0
15.00	2	3.0	-1.0
16.00	4	3.0	1.0
17.00	6	3.0	3.0
18.00	6	3.0	3.0
19.00	5	3.0	2.0
20.00	2	3.0	-1.0
21.00	2	3.0	-1.0
22.00	1	3.0	-2.0
Total	33		

Test Statistics

	Experimental Group	Control Group
Chi-Square[a,b]	15.788	12.667
df	9	10
Asymp. Sig.	.071	.243

a. 10 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 3.3.

b. 11 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 3.0.

Homogeneity test of PRE TEST

Oneway

Test of Homogeneity of Variances

Pre-test

Levene Statistic	df1	df2	Sig.
.909	1	64	.344

Homogeneity test of POST TEST

Oneway

Test of Homogeneity of Variances

Post-test

Levene Statistic	df1	df2	Sig.
.063	1	64	.803

Test of Hypothesis

Between-Subjects Factors

		Value Label	N
Kelompok	1.00	Experimental Group	33
	2.00	Control Group	33

Before Covariate

Descriptive Statistics

Dependent Variable: Post-test

Kelompok	Mean	Std. Deviation	N
Experimental Group	21.1818	2.60354	33
Control Group	17.2424	2.43709	33
Total	19.2121	3.19382	66

Levene's Test of Equality of Error Variances[a]

Dependent Variable: Post-test

F	df1	df2	Sig.
.017	1	64	.897

Tests the null hypothesis that the error variance of
the dependent variable is equal across groups.

a. Design: Intercept+Pretest+Kelp

Tests of Between-Subjects Effects

Dependent Variable: Post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[a]
Corrected Model	257.988[b]	2	128.994	20.064	.000	.389	40.127	1.000
Intercept	486.700	1	486.700	75.701	.000	.546	75.701	1.000
Pretest	1.928	1	1.928	.300	.586	.005	.300	.084
Kelp	166.307	1	166.307	25.867	.000	.291	25.867	.999
Error	405.042	63	6.429					
Total	25024.000	66						
Corrected Total	663.030	65						

a. Computed using alpha = .05

b. R Squared = .389 (Adjusted R Squared = .370)

Parameter Estimates

Dependent Variable: Post-test

Parameter	B	Std. Error	t	Sig.	95% Confidence Interval		Partial Eta Squared	Noncent. Parameter	Observed Power[a]
					Lower Bound	Upper Bound			
Intercept	16.222	1.915	8.473	.000	12.396	20.048	.533	8.473	1.000
Pretest	.067	.123	.548	.586	-.179	.314	.005	.548	.084
[Kelp=1.00]	3.729	.733	5.086	.000	2.264	5.194	.291	5.086	.999
[Kelp=2.00]	0[b]	.	.	.	.	.	.	.	.

a. Computed using alpha = .05

b. This parameter is set to zero because it is redundant.

Estimated Marginal Means
After Covariate

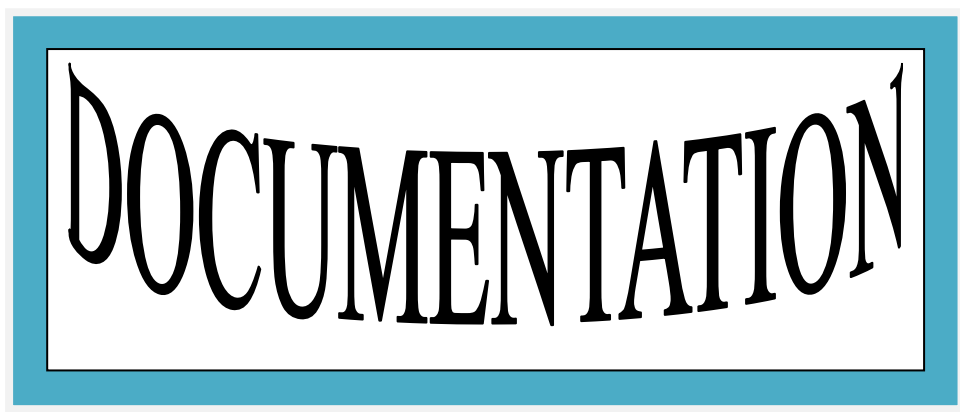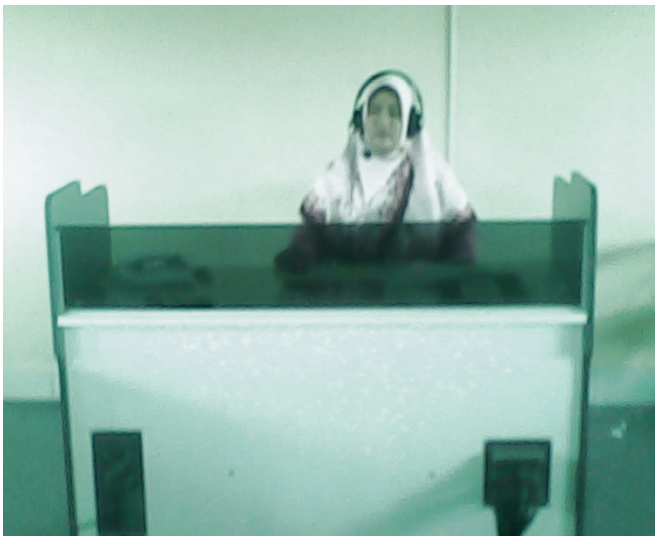**Kelompok**

Dependent Variable: Post-test

Kelompok	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experimental Group	21.077[a]	.481	20.114	22.039
Control Group	17.348[a]	.481	16.386	18.310

a. Covariates appearing in the model are evaluated at the following values:
Pre-test = 16.6818.

APPENDIX F

DOCUMENTATION

TEACHING LEARNING PROCESS IN THE CONTROL GROUP

TEACHING LEARNING PROCESS IN THE EXPERIMENTAL GROUP

PRE-TEST IN THE EXPERIMENTAL AND CONTROL GROUPS

POST-TEST IN THE EXPERIMENTAL AND CONTROL GROUPS

APPENDIX G

PERMISSION LETTERS

SURAT KETERANGAN
Nomor : 070 / 550

Yang bertanda tangan di bawah ini :

Nama	:	**Drs. MARTOYO**
NIP	:	19550712 197903 1 005
Pangkat, Golongan	:	Pembina, IV/a
Jabatan	:	Kepala Sekolah

menerangkan bahwa:

Nama	: DWI KARTIKA L.U.
NIM	: 05202244141
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Fakultas Bahasa dan Seni
Universitas	: UNY (Universitas Negeri Yogyakarta)

Mahasiswa tersebut telah benar-benar menyelesaikan penelitian di SMP Negeri 6 Yogyakarta, untuk pengambilan data tugas akhir skripsi pada bulan Oktober s/d Desember 2010 dengan judul :

'The Effect of Using Video to Improve Listening Skill at First Grade of SMP N 6 Yogyakarta"

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan semestinya.

Yogyakarta, 03 Desember 2010
Kepala Sekolah

Drs. H. MARTOYO
NIP 19550712 197903 1 005

PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/6297/V/2010.

Membaca Surat	: Dekan Fak. Bahas dan Seni UNY.	Nomor :	1664/H34.12/PP/X/2010.
Tanggal Surat	: 28 OKTOBER 2010.	Perihal :	Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama	: DWI KARTIKA L.U.	NIP/NIM :	05202244141.
Alamat	: Karangmalang Yogyakarta.		
Judul	: THE EFFECT OF USING VIDIO TO IMPROVE LISTENING SKILL AT FIRST GRADE OF SMP N 6 YOGYAKARTA.		

Lokasi	: YOGYAKARTA.		
Waktu	: 3(TIGA) Bulan	Mulai tanggal : 28 Oktober 2010 s/d 28 Januari 2011 .	

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam *compact disk (CD)* dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta
Pada tanggal 28 oktober 2010.

An. Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub. Kepala Biro Administrasi Pembangunan

J. SURAT DJUMADAL
NIP. : 19560403 198209 1 001

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq Ka Dinas perizinan.
3. Dinas Pendidikan Pemuda dan Olahraga Prov DIY.
4. Dekan Fak. Bahas dan Seni UNY.
5. Yang bersangkutan.

SURAT IZIN

NOMOR : 070/2383

0074/34

Dasar	:	Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
		Nomor : 070/6297/V/2010 Tanggal :28/10/2010
Mengingat	:	1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
		2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
		3. Peraturan Walikota Yogyakarta Nomor 33 Tahun 2008 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
		4. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
		5. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor: 38/I.2/2004 tentang Pemberian izin/Rekomendasi Penelitian/Pendataan/Survei/KKN/PKL di Daerah Istimewa Yogyakarta.

Diijinkan Kepada	:	Nama	: DWI KARTIKA L. U. NO MHS / NIM : 05202244141
		Pekerjaan	: Mahasiswa Fak. Bahasa dan Seni - UNY
		Alamat	: Karangmalang, Yogyakarta
		Penanggungjawab	: Drs. Agus Widyantoro, M. Pd
		Keperluan	: Melakukan Penelitian dengan judul Proposal : THE EFFECT OF USING VIDEO TO IMPROVE LISTENING SKILL AT FIRST GRADE OF SMP N 6 YOGYAKARTA IN THE ACADEMIC YEAR 2010/2011

Lokasi/Responden	:	Kota Yogyakarta
Waktu	:	28/10/2010 Sampai 28/01/2011
Lampiran	:	Proposal dan Daftar Pertanyaan
Dengan Ketentuan	:	1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
		2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
		3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
		4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

DWI KARTIKA L. U.

Dikeluarkan di : Yogyakarta
pada Tanggal 28-10-2010

An. Kepala Dinas Perizinan
Sekretaris

Drs. H A R D O N O
NIP 195804101985031013

Tembusan Kepada :

Yth. 1. Walikota Yogyakarta(sebagai laporan)
      2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY
      3. Ka. Dinas Pendidikan Kota Yogyakarta
      4. Kepala SMP Negeri 6 Yogyakarta
      5. Ybs.

KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

28 Oktober 2010

Nomor   : 1664/H.34.12/PP/X/2010
Lampiran : --
Hal   : Permohonan Izin Penelitian

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan Tugas Akhir Skripsi, dengan judul :

The Effect of Using Video to Improve Listening Skill at First Grade of SMP N 6 Yogyakarta

Mahasiswa dimaksud adalah :

Nama   : DWI KARTIKA L.U.
NIM   : 05202244141
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Lokasi Penelitian   : SMP N 6 Yogyakarta
Waktu Penelitian   : Bulan Oktober s.d. Desember 2010

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamannya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002

UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

PERMOHONAN IJIN PENELITIAN

Nomor : 1155/H-3412/PBI/X/2010   Yogyakarta, 27 Oktober 2010

Lampiran :

Hal : Permohonan Ijin Penelitian
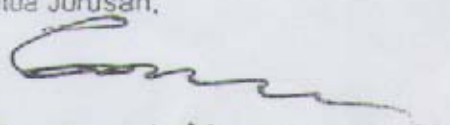
Kepada Yth.

Dekan

u.b. Pembantu Dekan I

Fakultas Bahasa dan Seni UNY

Bersama ini kami kirimkan nama mahasiswa FBS UNY Jurusan/Program Studi Pendidikan Bahasa Inggr

yang mengajukan permohonan ijin penelitian untuk keperluan penyusunan Tugas Akhir lengkap

dengan deskripsi keperluan penelitian tersebut sebagai berikut.

1.	Nama	:	Dwi Kartika Luwi Utami
2.	NIM	:	05202244141
3.	Jurusan/Program Studi	:	Pendidikan Bahasa Inggris
4.	Alamat Mahasiswa	:	Semagung RT03/RW03, Pagerkukuh. Wonosobo.
5.	Lokasi Penelitian	:	SMP Negeri 6 Yogyakarta
6.	Waktu Penelitian	:	Oktober - Desember
7.	Tujuan dan maksud Penelitian	:	Penelitian Skripsi
8.	Judul Tugas Akhir	:	The Effect of Using Video to Improve Listening skill at first grade of SMP N 6 Yogyakarta.
9.	Pembimbing	:	1. Drs. Agus Widyantoro, M.Pd.
			2. Ari Purnawan, S.Pd., M.Pd.

Demikian permohonan ijin tersebut untuk dapat diproses sebagaimana mestinya.

Ketua Jurusan,

Dr. Samsul Maarif, M.A.
NIP. 19530423 197903 1004