

**IMPROVING THE FIRST YEAR STUDENTS' LISTENING LEARNING
PROCESS BY USING CARTOON MOVIES "KIDS ENGLISH
LEARNING SHOW" AT SMP TAMAN DEWASA JETIS IN ACADEMIC
YEAR 2013/2014**

A Thesis

Presented as partial fulfillment of the requirements
to obtain a *Sarjana Pendidikan* Degree in English Education



by:

Dwi Rahayu

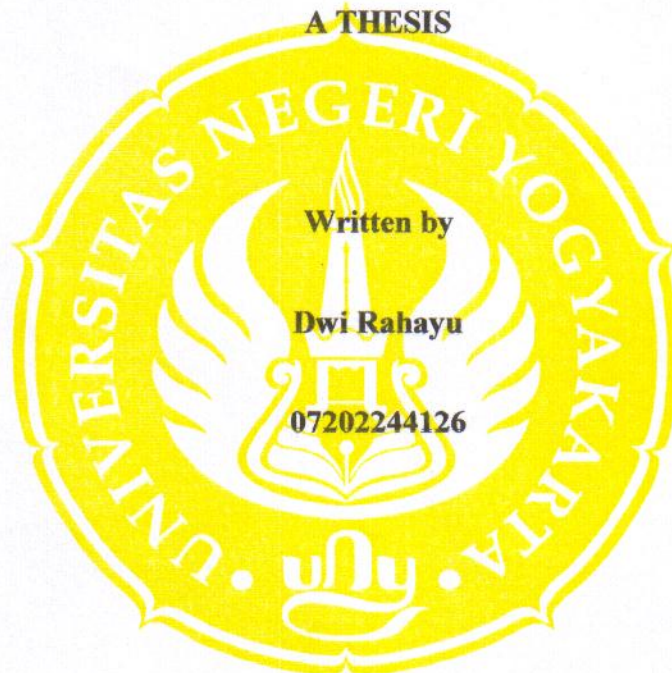
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ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2014

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**IMPROVING THE FIRST YEAR STUDENTS' LISTENING
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IN ACADEMIC YEAR 2013/2014**

A THESIS



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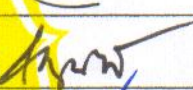


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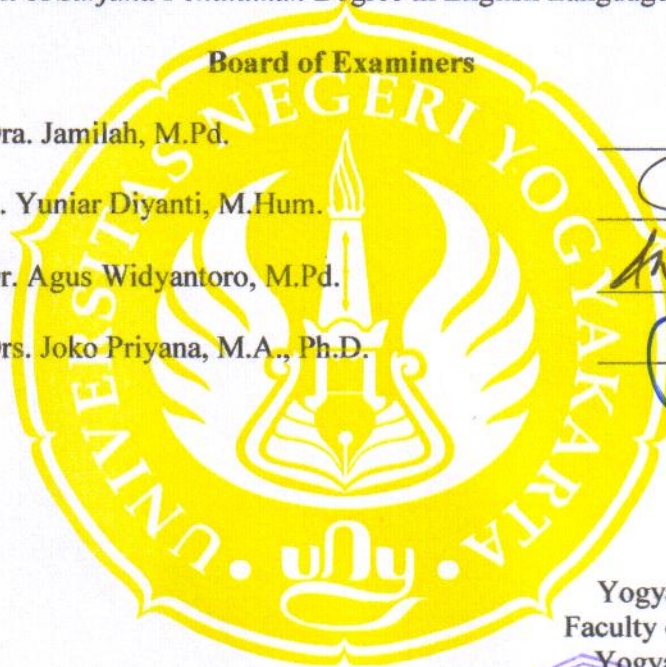
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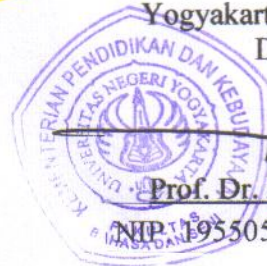
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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 17 Januari 2014

Penulis



Dwi Rahayu

This thesis is fully dedicated to:

🌸 Allah SWT

🌸 Prophet Muhammad SAW

🌸 My dearest Mom&Dad

(Wagino & Sajiyanti.)

🌸 My beloved sister

(Arum Langestuti)

🌸 My sweetheart

🌸 My beloved friends

MOTTOS

"So, verily, with every difficulty, there is relief. Verily, with every difficulty there is relief."
(Qs. Al-Insyirah 5-6)

"There will come a time when you believe everything is finished. That will be the beginning."
(Louis L'Amour)

*"The book is closed, the year is done, the pages full of tasks begun. A little joy, a little care,
Along with dreams, are written there. This new day brings another year, Renewing hope, dispelling
fear. And we may find before the end, a deep content, another friend."*
(Arch Ward)

ACKNOWLEDGEMENT

All praises be to Allah SWT the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. *Alhamdulillah Rabbil ‘aalamiin* I thank to Allah SWT who has given great blessing and strength to me. Finally I could accomplish this thesis with hard work and prayers as His will. Sincerely I really appreciate and address my gratitude to the following parties:

1. My first advisor, Drs. Joko Priyana, M.A., Ph.D, who always guides, gives advice, and supports in completing this thesis.
2. My second advisor and also my academic consultant, B. Yuniar Diyanti, S.Pd., M.Hum, who always guides and gives support in finishing my thesis.
3. The headmaster of SMP Taman Dewasa Jetis, Kristiyani, S.Pd., for giving the access to conduct my research in the school.
4. The English teacher of SMP Taman Dewasa Jetis, Anis Rohmatul Laili, S.Pd., who had given permission and helped in conducting my research.
5. All of the students of VII.3 in the academic year 2013/2014, for their cooperation and their willing in helping this research to be the research's correspondents.
6. My dearest father and mother, Wagiyo, S.Pd. and Sajiyanti, for their love, understanding, support, trust, prayers, and patience.
7. My lovely little sister, Arum Pangestuti, for her support and prayers.
8. My beloved Dzikry Udriansyah, for his support and always accompany me through the good times and the bad times.
9. My friends, Ina, Feby, Anas, Iko, Kiki, Ari, Shanti, Ayu, Irma, for the great friendship and supports.
10. PBI Class H '07, Citra, Adit.P, Awang, Dewi, Adit.K, Agni, Erni, Gilar, Ayu, Nila, Dewi Nur, Brata, Krisna, Ina, Feby, Anas, for the friendship this whole years.
11. The others who cannot be mentioned one by one who have given me spirit to accomplish this thesis.

Finally, I highly realize that this thesis is far from being perfect. However I hope that this thesis will be useful for the readers. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 17 Januari 2014

Dwi Rahayu

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JETIS IN ACADEMIC YEAR 2013/2014**

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ABSTRACT

The objective of this action research was to improve the first year students' listening learning process at SMP Taman Dewasa Jetis in academic year 2013/2014 by using cartoon movies "Kids English Learning Show".

The research was carried out in the first semester from September, 2nd to September, 27th 2013. This action research was conducted in two cycles involving the use of cartoon movies "Kids English Learning Show". Giving various listening activities, giving handout of the materials, providing question and answer sessions, and providing discussion were the complementing actions done to support the use of cartoon movies "Kids English Learning Show". The data were obtained by observing the teaching and learning process, interviewing the students and the teacher, holding discussions with the teacher, and taking pictures of the teaching and learning process. The instruments used in this research were observation guideline and interview guideline. The data collected were qualitative data. The data were in the forms of interview transcripts and field notes.

The results showed that the listening learning process could be improved through the use of cartoon movies "Kids English Learning Show". The use of cartoon movies "Kids English Learning Show" was effective to attract the students' attention. The data showed that the students were more motivated, enthusiastic and active in the teaching and learning process. The complementing actions (giving various listening activities, giving handout of the materials, providing question and answer sessions, and providing discussion) were also effective to improve the listening learning process. The various activities made the class atmosphere enjoyable. The handouts giving also helped the students to understand the learning materials and the instructions during the listening learning process. The question and answer sessions, and discussion sessions were effective to improve the students' involvement.

CHAPTER I

INTRODUCTION

A. Background of the Problem

According to the 2006 curriculum for high schools in Indonesia, English is a tool in communication both for spoken and written communication. It means that students have to be able to understand and share their ideas, information, thought, opinions, and feeling through spoken or written texts. Therefore, English teaching and learning cover the four language skills, namely listening, speaking, reading, and writing skills.

It has been considered that listening is one of the most important skills that should be acquired by the students. Listening has gained much attention both in research and in language pedagogy as it has changed its role from a passive activity which deserved less class time to an active process through which language acquisition takes place (Vandergrift, 2004).

Vandergrift (2004) also states that listening is probably the least explicit of the four language skills, making it the most difficult skill to learn. This statement indicates that listening is a complex process which students have to deal with. The task of listening is not only perception of sound, but it also requires comprehension of meaning. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. It is crucial to improve the students' level of listening comprehension. Besides being complex, listening is far more

difficult than many people can imagine (Mee, 1990). The difficulties and complexity above might cause some problems with the various reasons in the listening teaching-learning process.

As a foreign language, students are not familiar with English vocabulary. Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write (Richards and Renandya, 2002: 255). This is the first reason why students face difficulties in listening. The lack of vocabulary may affect the students' listening ability.

The problem is concerned with the technique of teaching listening and media used. Teachers should prepare all the components in teaching learning process well. The components are the media, the materials, and the teaching method. The interesting media combined with good teaching method might create a well-organized classroom in order to gain the students' accomplishment.

The next problem is related to the media. There are plenty of audios and videos that are used by the teacher all around the world as the media to teach listening. Unfortunately, those media are available in various versions of native speakers. The contents of the audios which are used in the classroom are not always familiar with the students. Some of them are not relevant to the students. The students may have of the background knowledge on foreign countries and cultures. This problem may cause a misunderstanding about the lesson that they learn.

Based on the researcher's observation at SMP Taman Dewasa Jetis, the researcher found some problems related to listening teaching and learning. The lack of vocabulary, different background and method were also some problems found in the classroom.

At SMP Taman Dewasa Jetis, there is no language laboratory to practice their listening skills. Listening activities are not common activities for the students. Besides, from the interview results, the teachers find it difficult to find the suitable method or technique to stimulate students to do listening activity. If a teacher always uses the same teaching methodology, the classroom may become predictable and, perhaps, less interesting for their students (Ross, 2006). The motivation is a main need in learning listening, because sometimes students have to listen to the fast sounds or words more than once to understand them.

In order to overcome those problems, it is better to look for good method in teaching listening. We can use some activities that could stimulate the students to improve their listening skill, such as watching a film, listening to news report, and listening to the English songs.

With the help of advanced computer technology and the advent of internet, it is now easier for both the teachers and learners to have access to spoken input of English language. A lot of listening websites and multimedia CD-ROMs are now available for teachers to be used as source for teaching materials and for the learners to use in the classroom.

Cartoon movie is also one the aids for listening activities. Using Cartoon movie in the classroom is a great way to live up listening activities. It can be used for a wide variety of English for foreign language learning and teaching activities. It can start discussions on a topic or even become the centre of debate (Futonge, 2005).

B. Identification of the Problem

From the observation and interview, I found out that there were some problems related to the students' low level of motivation. Based on the discussion between the English teacher and me, four problems can be identified.

The first problem is related to the students. It seemed that the students had low motivation to learn English. They, especially the boys, were mostly disruptive and hard to manage, so the class is noisy. During the teaching and learning process, many students were not manageable. They were talked about their own interest most of the time.

The second problem is related to the English teacher. She only based her teaching on her course book and was not aware of having interesting activities and media. Therefore, the teaching and learning process seemed to be monotonous. In addition, she found it difficult to manage the class. As a result, most of the students were busy with their own activities.

The third problem is related to the material. It seemed that the materials which were used by the teacher to teach English were taken only from the

textbook entitled “Grow with English”. The materials in this book did not provide enough interesting and interactive materials to improve the students’ motivation in the teaching and learning process. Therefore, the teaching and learning activities were uninteresting and made the students unmotivated.

The fourth problem is related to the media. It seemed that there were few media provided in the school. Besides, media was rarely used in the classroom. The media was only a picture on the blackboard. It did not provide the class with interesting media such as songs, games, stories, and movies. As a result, the students were bored when joining the teaching and learning process. Consequently, the students did not receive adequate media used to support their motivation in the teaching and learning process.

C. Limitation of the Problem

There were some activities that could improve students’ listening teaching and learning process, such as listening to the English songs, watching the news reports and movies. Based on the discussion with the English teacher, the problem was limited on improving the first year students’ listening learning process by using cartoon movies “Kids English Learning Show” at SMP Taman Dewasa Jetis in academic year 2013/2014.

D. Formulation of the Problem

The problem of this research was formulated as, “How could cartoon movies “Kids English Learning Show” improve the listening learning process

of the first year students at SMP Taman Dewasa Jetis in academic year 2013/2014?”

E. Objective of the Research

The objective of this research was improving the first year students' listening learning process at SMP Taman Dewasa Jetis in academic year 2013/2014 by using cartoon movies “Kids English Learning Show”.

F. Significance of The Research

1. For the school principal of SMP Taman Dewasa Jetis, this research can be used as the beginning step to make efforts in improving the quality of the English lessons.
2. For the English teacher, the result of this research can enrich their knowledge about how to improve the quality of the English lessons through the cartoon movie approach.
3. For other researchers, this finding can be a reference for them to conduct the similar research studies to improve the quality of the English lessons in junior high school in general.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Listening Skills

Listening skill is a complex problem solving skill. The problems include the ability in doing the meaning words, phrases, clauses, sentences, and connected discourse. As mentioned in Mee (1990), listening is a complex process in which many things happen simultaneously inside the mind. Hearing is essentially an automatic and passive activity. It is possible to hear sounds without consciously engaging in the process. In listening, brain does not automatically translate the words into the message of the sound or words. It is active process that involves more than assigning labels to the sounds or words. According to Brownell's Hurier model (Brownell, 1985), listening process consists of:

- a. hearing (focusing on and attending to the message),
- b. understanding (obtaining the literal message meaning),
- c. remembering (recalling the message for future action),
- d. interpreting (expressing sensitivity to contextual and nonverbal message aspects),
- e. evaluating (logic applied to the assessment of the message value), and
- f. responding (choosing an appropriate response to what is heard).

Rivers in Hasyuni (2006:8) says that listening is a creative skill. Creative means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall voices. It needs more than just ability, but also creativity.

Furthermore, according to Bulletin in Saricoban (1999), listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Finally, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Furthermore, it will consider other way teachers to ease the difficulty of listening by using any creative teaching-learning ways.

2. The Difficulties in Listening Skills

There are some students' difficulties in learning listening: trouble with the sounds, the words meaning, slowly understand the natural native speech, need to hear things more than once, find it difficult to keep up, and get tired (Ur, 1996: 111). The first reason is that the students do not have the text in front of them to check on the information that they hear and they do not understand. The second reason is the accent and intonation of the native English speaker. In addition, each country has dialects and regional accents which are unfamiliar to every different listener. All of those problems make

listening learning become a major challenge and it is no surprise that the students find it difficult to keep up with.

The other problem in listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although, the listening materials in the classroom are recorded and can be played again or students to listen again, it is usually under the control. The other reason, as the speed which native speakers usually speak, students feel that the teacher asks the students to listen to overall message and forget about what they could not catch, which probably means what they did not understand, the teacher has no idea that sometimes what they do not really understand can add up to 75% of what is heard (Rixon, 1986: 37)

Moreover, Underwood (1989: 17) mentions some other kinds of difficulties that are directly related to the students themselves. Sometimes, the students seem to make their own learning atmosphere, which mean that they think they were encouraged to understand everything by listen carefully to teachers who probably speak slowly and clearly. Therefore, when they fail to understand every word while listening, they stop listening and lose the thread, which seems to be the reason for state of panic and worrying that they usually show before and during listening.

In relation to those problems, we cannot deny that students' motivation has important role in learning listening. As mentioned in Brown (2006: 1), another theme will be motivation. Listening is so challenging, teachers need to think carefully about creating good tasks or activities which have interesting

content. We can create the interest activity in learning listening such as by listen to the English songs. By creating the students' motivation highly, it hoped can reduce the listening difficulties. Furthermore, the students will be stimulated and not be panic or worry when they are learning listening.

3. Learning Listening

To have a better understanding of listening, we consider that it is important to examine the listening process from the psychological theory. According to Brown (2008), various listening inputs from outside world that go through the human ears will be caught by the sensory memory. This information is given attention and sent to short-term memory or the working memory. The information in the short-term memory will be forgotten if it is not rehearsed. Through rehearsal that can be done either through elaborative practice or memorization, information can be sent through long-term memory in order to be retained longer. The information-processing model of memory as explained by Brown is called the Three-Box Model of Memory. This model of memory is shown in Figure 2.1.

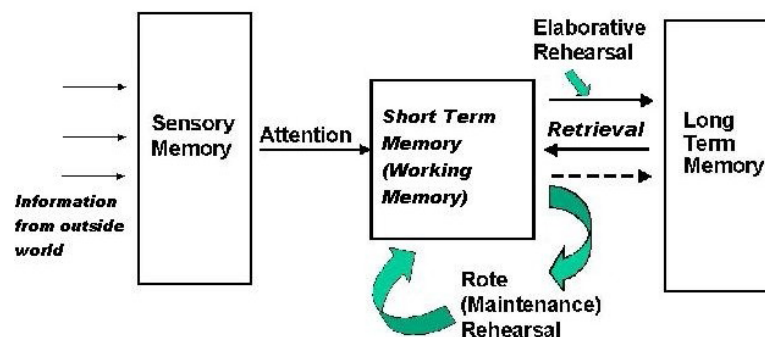


Figure 2.1. Three-Box Model of Memory (Brown, 2008)

As Figure 2.1 shows, the listening process goes through five stages: sensory memory, attention, short-term (working) memory, rehearsal, and long-term memory. This five-stage model of listening seems similar to model proposed by Klatzky (1980). According to Klatzky, listening process happens through the stages of information registration, pattern recognition, information registration, rehearsal, and information preservation. The two models of listening process suggest the importance of attention (pattern recognition) and rehearsal. This implies that in the teaching of listening students need to be involved in the listening activities that require their undivided attention. Moreover, opportunities should be given to students to listen to the listening materials repeatedly so that they could recognize both the sounds of the spoken English and the message conveyed in the listening materials.

4. Characteristics of The First Year Students of Junior High School

The first year students of junior high school, who are 10 to 15 years old, are defined in *This We Believe* (National Middle School Association, 2003) as young adolescents. They need educational programs that are designed specifically for their age group because of their uniqueness in terms of intellectual, social, emotional, and physical development. The phenomenal growth that is occurring at this time of their lives presents unique challenges for educators. Also, this is a time of life when young people are forming values and making decisions that will impact them for the rest of their lives. This is a most impressionable age, which places additional responsibility on middle grades educators.

In addition to remembering the characteristics of young adolescents, teachers should also consider best practices for teaching. These practices need to be linked to developmental characteristics in order to design the most effective instruction and optimize learning for young adolescents. The following are the intellectual characteristics of young adolescents (*Caught In The Middle*, 1987).

- a. Enjoys both intellectual and manipulative activities
- b. Prefers active involvement in learning
- c. Motivated to learn when lessons are related to immediate goals and interests
- d. Argues to clarify own thinking and to convince others
- e. Possesses a vivid imagination
- f. Exhibits independent, critical thinking
- g. Forgets easily because his/her mind is so preoccupied with other issues
- h. Sees relationships among similar concepts, ideas, and experiences and makes inferences
- i. Seeks to find causal and correlative relationships
- j. Begins to understand abstract ideas (but research indicates that many remain in concrete operations stage)
- k. Makes personal-social concerns a priority over academic matters
- l. Likes to discuss experiences with adults
- m. Shows intense curiosity about the world and him/herself
- n. Forms long-lasting attitudes about learning

- o. Begins thinking about own thinking (metacognition)

5. Teaching Listening in Junior High School

There are many variations that can be housed in a junior high school. Teachers of middle grades students need to be knowledgeable of the varied developmental characteristics of young adolescents so that they can design instruction and classroom management strategies that address these ongoing changes, and support and capitalize on these characteristics.

Agustina and Puspawati (2008) applied some fun ways of teaching listening skills for adult kinesthetic learners, or learners who learn better through physical movements. The listening activities were set up in three phases: pre-listening, while-listening, and post-listening. The pre-listening phase aims to introduce the listening materials and this is conducted by discussing difficult words. The while-listening phase is to provide students with listening through various activities. These activities include checking prediction, guessing meaning, filling out forms, making lists, writing down examples, using concept maps, and working on with photographs. The post listening phase helps students internalize what they have listened to. The activities include writing a letter, responding to a movie that the students have seen, and having discussion. All the activities in the three phases were performed with physical movements.

Following completion of their study, Puspawati and Agustina emphasized the importance of making the students involved actively in listening activities through receiving, constructing, and responding to the listening materials

completely rather than just trying to listen to what the speakers in the material are talking about (p. 242).

Radjuni (2008) conducted a study to find out whether multimedia can enhance the development of the students listening skills. The study shows that the combination of text, sound and video in the multimedia support the students attempt in comprehending listening materials. The students in the study agreed that the use of multimedia is effective in two ways: First, they were able to grasp the information faster and, second, they felt more confident in dealing with the lesson as they not only depend on their listening comprehension but also their viewing comprehension.

6. Listening Material and The Relation to the Curriculum

In terms of its status as a curricular component, EFL listening can be taught discretely as a particular course, especially, in English departments of universities and it has certain course names such as *Listening* or *Listening Comprehension*. Listening is provided as discrete courses due to the students needs to listen to various types of English discourses intensively as part of their curricular activities.

The material is very important for the students to improve their listening skill. A suitable material can always motivate the students to learn. The material which suitable with the students have to be interesting, in the appropriate students level, and presented in various activities (Puspita in Hasyuni 2006: 4). The interesting materials that are familiar meaningful and various should be provided for the students. It can help them to understand

more easily. Besides, the material should be as natural as possible in order that students can practice and imitate the original voice from the speakers. As mentioned by Paulston in Hasyuni (2006: 4), listening materials should be consist of sample of natural language from as many different sources as possible, so the students will have experience with many varieties of topics and situations.

In conclusion, the teachers should pay attention to the students' interest in learning listening by preparing a lot of interesting and appropriate tasks or activities. The use of songs also can motivate the students to attend lesson and pay attention in class, because songs or short movie can be used for a wide variety of learning and teaching activities.

In Indonesia, School Based Curriculum or *KTSP (Kurikulum Tingkat Satuan Pendidikan)* is used as the guide for the teaching and learning implementation in all levels of educational institutions as the basic competence standards and competence level junior school (SKKD SMP). The junior high school students are expected to have the abilities to communicate and to improve their English.

The students are expected to be able to communicate in English on a certain level of literacy. Literacy levels include performative, functional, informational, and epistemic. At the performative level, students are able to read, write, listen, and talk to the symbols used. At the functional level, student are able to use language to meet the needs of daily living such as reading newspapers, manuals or instructions. At the informational level,

student are able to access the knowledge of the language, while at the level of student were able to express epistemic knowledge into the target language (Wells in *Depdiknas*, 2006: 402). In conclusion, the students target of learning English at junior school (SMP/MTs) is to achieve the functional level to communicate orally and written to resolve the problems.

Based on Depdiknas 2006, the scope of English subjects in SMP / MTs include:

- a. Discourse Skills, the ability to understand and / or produce oral texts and / or writing realized in four language skills, namely listening, speaking, reading and writing in an integrated way to achieve the level of functional literacy;
- b. Ability to understand and create a variety of short functional text and monologue and essay form procedure, descriptive, recount, narrative, and report. Gradient appears in the use of instructional materials vocabulary, grammar, and rhetoric steps;
- c. Supporting competencies, namely linguistic competence (using the grammar and vocabulary, grammar sounds, Grammar), sociocultural competence (using the phrase and follow the acceptable language in different contexts of communication), strategic competence (solve problems that arise in the communication process in various ways in order to continue communication), and forming discourse competence (using device-forming discourse).

7. Types of Listening Activities

There are some types of activities that can be applied in learning listening. Ur (1996: 113) provides four of listening activities as follow:

- a. No overt response, the students do not have to do anything in response to the listening; however facial expression and body language often show if they are following or not. It includes stories, songs, and entertainment.
- b. Short responses, includes obeying instructions, ticking of items, true/false, detecting mistakes, cloze, guessing definitions, and skimming and scanning.
- c. Longer responses, includes answering questions, note-taking, paraphrasing and translating, summarizing, and long gap-filling.
- d. Extended responses, here, the listening as only a 'jump-off point' for extended reading, or speaking: in other words, there are 'combined skills activities. It includes problem-solving and interpretation.

From the types of listening above, it is regarded that songs activity can be used in learning listening process, and it hoped can motivate students in improving their listening skill..

8. General Concept of Movie

A movie, which also known as film, is one of the visual aids that can be used in the classroom. It makes the lessons more fun. It also can be used to create situation more clearly, that the students have big enthusiasm in teaching learning process in class. (Harmer, 2001:282)

As stated in Microsoft Encarta (2006), film is a series of images that are projected into a screen to create the illusion of motion. Furthermore, motion pictures are also called movies, film or cinema, are one of the most popular forms of entertainment, that have people to immerse themselves in an imaginary world for a short period of time. But movies or film can also teach people about history, science, human behavior and any other subjects. Some films combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation.

Another opinion about film given by Summer (1992: 476), film is;

- a. A roll of material which is sensitive to light and which is used in camera for taking photographs or moving pictures for the cinema,
- b. A story, play, etc. recorded on film to be shown in the cinema, on television, etc.

Meanwhile, Kirkpatrick (1993: 495) defines film as a series of connected cinematographic images projected on a screen. Coulson (1978:622) states that film is story, incident, etc. recorded on film in, moving pictures. In addition, Lorimor (1995:506) states that films can record culture, and they can treat social or political issues and other aspect of societies to see aspect of the world that are difficult or impossible to observe with naked eyes.

In conclusion, based on the definitions above, film is an artwork that combining a story, scenes, history, incident, and also music; it is recorded on film shown as a motion picture in a cinema, TV, etc.

9. Elements of Movie

According to Bordwell (1979), a movie maker has to prepare some basic elements in making a good movie. They are script, actors, sets, costumes, aspect ratio lighting, sound, special effects, music and sound effect.

- a. Script
- b. Actors
- c. Sets
- d. Costumes
- e. Aspect ratio
- f. Lighting
- g. Special effect
- h. Music
- i. Sound effect

10. Cartoon Movie

Cartoon movie is one of the most influential, active and rapidly developing cultural industries in the world. According to Milic and Mc Conville (2006: 224), 'it is one of the fastest-growing fields in film and television, and it is also integral to video games and web development'. In the past, cartoon movie were aimed at children aged below 10, however, recently, the content and styles of cartoon movie have been expanded towards more diverse audiences including teenagers, adults and family. During the same time, the demand for cartoon movie animated entertainment has expanded

with the increase in broadcasting hours by cable and satellite TV along with the growing popularity of the Internet.

11. Cartoon Movies “Kids English Learning Show”

Pumkin Online English is an online English language learning service from the www.pumkin.com. It is a complete English learning course that enables students to master all the key English skills. The vision is to make English learning easier and more fun for everyone while maintaining the very high educational standards.

One of the facilities in Pumkin Online English is cartoon movies “Kids English Learning Show”. There are many episodes with particular theme in learning English available in the website which are found interesting for teaching English at school. In the cartoon movies “Kids English Learning Show”, the viewers will meet the characters that are played by a family called Pumkins. The viewer will easily learn English according to their learning needs by using the videos in the website.

12. Advantages of Film in Teaching English

The advantages of using film in teaching and learning process stated by Harmer (2002:282) are in the following paragraph.

Seeing language-in-use one of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic

features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

The second is related to the cross – cultural awareness. A film uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British ‘body language’ when inviting someone out, or how American speaks to waiters. Film is also of great values in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

The next is power of creation. When the students make their own film as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and communicative uses of the language, with students finding themselves doing new things in English.

Motivation is also one of the advantages. For all the reasons so far have been mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

13. Using Cartoon Movie in the Classroom

Language teaching involves teachers, students, teaching books and teaching aids. As an Indonesian teacher, we must have various abilities, such as the ability to speak Indonesian well, the ability to use a variety of teaching strategies and the awareness to the students’ learning ways, the material to be

taught and teaching aids that can support our teaching in order to work well (Gardner, 2006). The knowledge of teaching aids would really facilitate our work in planning the activities in the learning process. As a result, it will help students in many ways, such as capturing the concepts that are being taught and grammar function.

Mayer (2001) explains that viewing, while it may appear to be passive, can involve the high cognitive activity necessary for active learning. The content and context of the viewing are both crucial elements for engaging students as active learners. Content should be age- and skill-appropriate, as the content one watch may be a truer determinant of future academic success than the amount of time one spends watching television. Other aspects of video that have been demonstrated to engage students in active learning are its address to multiple forms of intelligence, its use of multiple modes for content delivery and its emotional appeal to viewers.

Gardner's theory suggests that the manner in which subject matter is conveyed will influence that individual's ability to learn, and that teachers need to take all of these intelligences into account when planning instruction. While traditional textbooks often take a primarily linguistic approach to learning, video's multiple modes can take a variety of approaches, such as aesthetic, logical or narration, in addition to linguistic, thus addressing the needs of a broader range of learners. These 'multiple entry points' into the content are especially valuable in a formal educational setting, as they offer

greater accommodation to the multiple intelligences of a diverse group of students.

14. Designing Tasks from Cartoon Movie

According Ludwig (2004), the class plan is perhaps the most important resource for the successful use of cartoon movie materials, because it guides the selection of media and provides the context for each media element. Conceived in this way, cartoon movie programs and materials are tools to direct attention and emphasize key points that are best understood visually rather than all-purpose guides for every point of every lecture. Instructors who begin integrating cartoon movie into their classes often report that the media-use forced them to improve the organization of their class sessions which may be a benefit addition to students.

One major objection to integrating cartoon movie into classroom courses is that it would rob instructors of their flexibility – to diverge from the topic, or go into more depth on one topic, or make an adjustment in response to student questions. The perception of loss of flexibility is related to the amount of planning that it takes to develop a cartoon movie. Once the movie is developed, instructors feel that they have to stick to the order and get through all of the content. But there are ways to get around this situation. Remember that less is better when it comes to cartoon movie. By creating guiding bullets as opposed to paragraphs of text, maximizing clarity, strategically including visuals for specific impact rather than just because they may be cute, and minimizing distraction, the cartoon movie becomes more of a guide than a

script, allowing instructors to take charge of the flow and use the program to direct it.

There are times, however, when you need certain resources available just in case students have a particular question or you want the option to talk about a topic at greater depth. Again, cartoon movie does not have to be linear and can be made to accommodate many contingencies. Such flexibility can be accomplished, for example, by creating custom shows (groups of slides arranged by topic) or menus of links to specific slides that you may or may not choose to access.

The using of cartoon movie at school has increased dramatically over the last decades. As the technology continues to grow both more sophisticated and more user-friendly, teachers continue to become more adept at integrating these media into their instruction. Over a period of 20 years, the American Corporation for Public Broadcasting conducted surveys of classroom uses of television an, video and cartoon movie that reveal increased use of and satisfaction student and teacher with video in the classroom and can increase empowering classroom (Ludwig, et.al, 2004).

The first method of designing task from cartoon movie in classroom is by considering the purpose and expectations for viewing. Teachers can prepare this technique of using cartoon movie by previewing the content, establishing clear purposes for viewing and deciding what selections will best support that purpose. The value of cartoon movie is highly correlated to its integration within the curriculum—in other words, how closely the content

fits into the overall instructional sequence. (Corporation for Public Broadcasting, 2004: 11). For instance, cartoon movie may be used at the beginning of a unit to pique interest, during a unit or lesson to bring demonstrations into the classroom that might not otherwise be possible, or as a means of reviewing or reinforcing content.

The second is selecting the video content. Selecting effective cartoon movie is an essential component of integrating this medium into practice and realizing the promise of multimedia in the classroom. Selecting cartoon movie that has strong, visually-rich educational content is a critical element for maximizing the effectiveness of cartoon movie.

The movies becomes less effective if the selections shown depend too closely on non-visual elements of film and thus exploit the weaknesses of the medium by presenting abstract and non-visual information, relying too much on a “talking heads” style of conveying information or presenting intellectual arguments not backed up with physical evidence (Hampe, 2006). Since film, especially cartoon movie, for student in learning English are for conveys information that is both auditory and visual, these two modes must work in concert for film to be most effective. Overly-dramatic sound tracks, visuals and narration that are not supportive each other and excessive use of still frames or slides can all detract from the educational message.

B. Conceptual Framework

Listening is very important to the language learners because it is a language skill where the students get information and more about the communication understanding. Moreover, listening is generally used in some test of English learning comprehension, for instance in TOEFL and even the final exam. As a consequence, the students' listening ability will affect the students' achievement in English.

However, the fact happening in SMP Taman Dewasa Jetis showed that the students encountered some problems in listening learning process. Their problems came from the lack of motivation in learning English. Furthermore, the teacher did not use any interesting materials that can be implemented to improve their listening learning process.

Based on the previous discussion, some research findings showed that using cartoon movie contributes in the significant improvement of students listening learning process, considering the age of the learners. As stated before, this strategy could increase the students' motivation to learn English, create a joyful teaching learning process, stimulate the students' enthusiasts, make students understand the text more easily and even create a good interaction between both teacher and students or between the students themselves.

After considering the advantages and the characteristics of grade VII junior high school students as young adolescents, I believed that cartoon movie can be used as a strategy in improving the students listening learning

process. Hopefully, some actions that were implemented could improve the students' listening learning process at the first-grade students in SMP Taman Dewasa Jetis in academic year of 2013/2014.

CHAPTER III

RESEARCH METHOD

A. The Nature of the Research

This research study was an action research study aimed at improving the first year students' listening learning process by using cartoon movies "Kids English Learning Show" SMP Taman Dewasa Jetis Yogyakarta in academic year 2013/2014. This was categorized as action research since there would be a self-reflective, critical, and systematic approach that was conducted by me to identify a problematic situation as a way of improvement and changes in educational practice.

In doing this action research, I considered phases which were involved in each cycle. Those were planning, action, observation, and reflection. Every phase was done based on my ideas on the research. The processes of phases could be drawn as figure 3.1.

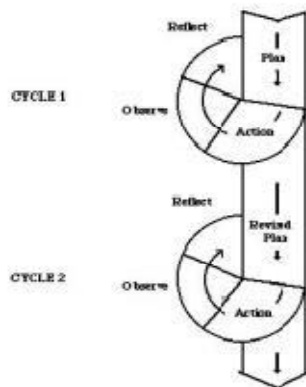


Figure 3.1: Scheme of action research by Kemmis and McTaggart.

B. The Setting of the Research

The research study was conducted in SMP Taman Dewasa Jetis which is located on Jl. Am Sangaji 39 Yogyakarta. Grade VII had 170 students, which were divided into five class, each of them contain 32 students. SMP Taman Dewasa Jetis is one of the schools that stand under Yayasan Taman Siswa. The research was conducted from September, 2nd 2013 to September, 27th 2013 during the first semester in the academic year of 2013/2014.

C. Participants of the Research

There were 170 students in Grade VII in SMP Taman Dewasa Jetis, which were divided into five classes, each of them contain 32 students. I chose the students VII.3 grade VII in SMP Taman Dewasa Jetis in the academic year of 2013/ 2014 as the source of collecting the data. It was because the students VII.3 had problems in listening comprehension. It was also based on the discussion with the English teacher and the agreement with the headmaster.

D. Procedure of the Research

To do the action research, I used procedures as proposed by Kemmis and McTaggart (1999) as follows:

a. Reconnaissance

To explore and find out the information about the real situation of the teaching and learning process I did reconnaissance process on September 10,

2013. In the reconnaissance steps, some activities were conducted: Observing the teaching and learning process, conducting an interview with some students of class VII.3 of SMP Taman Dewasa Jetis and the English teacher.

Based on the observations, the interviews, and the discussions, the existing problems were classified. They are problems related to the teaching techniques of the teacher, the activities of the teaching and learning process; and the material given during the teaching and learning process.

b. Planning

Together with the collaborator (the English teacher), I made some plans to be implemented in the action research. In this step, some techniques considered suitable were selected to improve students' listening skill. The actions planned to be carried out includes using cartoon movie "Kids English Learning Show", giving handout to help them in understanding material in the cartoon video, and providing asks and answers questions sessions and discussion effectively.

c. Action and observation

The action plans agreed by the involved members of the research were implemented. They were implemented in two cycles. Each cycle was done in two meetings. Together with the English teacher as the collaborator, I observed and recorded the students' reactions during the activities and did the interview with some students of VII.3 of SMP Taman Dewasa after the English lesson. Based on the observation, field notes, and interviews, the involved members discussed the implemented actions and analyzed the result.

The result of the discussion was used as an evaluation that would be used to improve the next actions.

d. Reflection

Based on the observation in the action, the reflection was done by me and the English teacher. It was done by discussing the success of the action during the implementation and evaluating the action. Evaluation was done after each cycle was completed. In this step, the English teacher and I evaluated the problems occurred in the action and tried to find the solution of the problems so that I could do better in the next cycle.

E. Data Collection Techniques

This research was an action research which the data were collected in the form of qualitative data. The data were taken by observation and interviews. In gaining the data, I used some data collection techniques as follows:

a. Observation

Stake (2010: 90) states that observation can allow the researcher to get the information which can be seen, heard, or felt directly. By doing observation, I had an opportunity to understand the situation that happened during the teaching and learning process, to see things that might be unconsciously missed, and to discover things that might not be obtain in interview situation. I observed the condition of the teaching and learning process when the technique was implemented, the students' behavior during

the technique was implemented, and the problems that appeared when the action was implemented by using observation guidelines and observation checklists. I also wrote everything so that I could keep the information in the form of field notes.

b. Interview

In gathering the data, I conducted some interviews to the English teacher and the students. Stake (2010: 95) argues that interview enables the researcher to obtain the unique information or interpretation from many people and to find out things that the researcher cannot observe by herself. In this research, interview was done by me so that I knew how the English teacher and students' responses, opinion, suggestion, and expectation while and after doing the implementation of CSR in the teaching and learning process of reading, clarify their idea about the technique being implemented, and reflect the students' practices.

F. Research Instruments

The data were qualitative. The data were obtained by interviewing the students, doing observation during the teaching and learning process, and holding discussion with the students and the English teacher. The data were in the form of field notes and interview transcripts. The instruments for collecting the data were observation guideline and interviews guideline.

The observation guideline was used to note what happened in the classroom. It was used in the reconnaissance, action and observation steps. In

the reconnaissance step, the observation guide was used to find out the problems faced by the teacher in the listening class. In the action and observation steps, the observation guideline was used to see the implementation of the actions and the successes of the research.

The interview guideline was used to get data related to the English teacher's and students' feelings about the implementation of the actions. In the reconnaissance step, the interview guideline was used to find out the problems faced by the teacher and students. The interview guideline was used to interview the teacher focuses on the teacher's perception toward students' listening ability, the students' involvement during the lesson, the techniques, the materials, the teaching media and the activities. In the reflection steps, the interview guideline was used to see the students' and teacher's responses to the actions, for example, the students' opinion about the actions, the improvement of the students' listening ability and the difficulties during the activities of the actions, teacher's opinion about the actions, the condition of the teaching and learning process, and the students' involvement during the teaching and learning process

G. Data Analysis Techniques

The data collected were in the forms of qualitative data. The qualitative data were analyzed in four steps. Based on the explanation of Miles and Huberman (1994), qualitative data analysis can be done through some steps. They are data collection, data reduction, data display, and conclusions

(drawing and verifying).

The first step was by collecting all the data such as the interview transcripts and vignettes. The second step was data reduction. In this step, I selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and vignettes. The next step was data display. The data which had been reduced were then organized and compressed. The data display of this research was in the form of text, vignettes, and interview transcripts. Then, the last step was making conclusion (drawing and verification). The conclusion was gained based on the results of the students' listening performances, vignettes, and interview transcript. In making conclusion, the teacher and I worked collaboratively to obtain the valid findings.

H. Validity and Reliability of the Data

In order to make the data that were obtained valid and reliable, I used some validity checks to ensure the validity of the data. As this study was action research, I followed some criteria of validity proposed by Anderson in Burns (1999: 161-162) as the followings:

a. Democratic validity

Democratic validity refers to the extent to which the research is done in collaboration with all parties who have a stake in the problem under investigation. In achieving this validity, I held some interviews with the member of the research such as the students and the English teacher. I

considered some opinions and suggestions which came from the interviews.

b. Process Validity

This validity was closely related to the reliability and competency of the research itself. To get the process validity, I did the observation during the implementation of the technique (by using observation checklists and field notes), did the interviews with the students, and had discussion with the English teacher as the collaborator.

c. Catalytic validity

This validity is related to the extent to which the research allows participants to expand their understanding of the social realities of the context and how they can make changes in the understanding of their role and the actions taken as a result of these changes. In fulfilling this validity, I made reflection and interviewed the English teacher and the students to know their perceptions after the actions. It was conducted to check the participants' understanding and continuity about the implementations.

d. Outcome validity

Outcome validity is related to the notions of actions leading to results that were successful within the context. To achieve this validity, I did the action maximally. It meant that I did not only find the solutions of the problem but also expressed the problem in a certain way into questions. The reflection was made by me every cycle.

e. Dialogic Validity

In order to obtain the dialogic validity, I conducted dialogues with the

students and the English teacher as the collaborator. I asked them to give comments about the implementation of the action in every meeting so that there was evaluation. It was done to know the strength and weaknesses of the action and I could do better than before in the next meeting.

I also used the triangulation technique to obtain the trustworthiness. In achieving the trustworthiness, I referred to some forms of triangulations proposed by Burns (1999: 164) as follows:

1. Time triangulation

Time triangulation meant that the data were collected over period of time. It was done to get a sense of what factors were involved in change processes. In this research, I did the action from September, 2nd 2013 to September, 27th 2013

2. Investigator triangulation

In this form, more than one observer was used in the same research setting to avoid the bias observations. There were at least two observers in this study.

3. Theoretical triangulation

Theoretical triangulation meant that the data were analyzed from more than one perspective from some theoretical reviews. In this research, I reviewed the theories from some experts of some books.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this research study, cartoon movies '*Kids English Learning Show*' were used to improve listening skills of the students in the 7th grade at SMP Taman Dewasa Jetis. This chapter presents the research findings and discussion of cycle I and II.

A. Reconnaissance

On September 10th, 2013, I did a class observation to identify the problems related to the English teaching and learning process of class VII.3 at SMP Taman Dewasa Jetis. In this step, I also interviewed the English teacher and the students to get some information related to the English teaching and learning process.

1. The Identification of the Field Problems

After doing the class observation and the interview, the English teacher and I identified the problems related to the English teaching and learning process in class VII.3 of SMP Taman Dewasa Jetis. Based on the identification results, there were several problems found during the teaching and learning process. Table 4.1 showed some problems happened in the English teaching and learning process in Grade VII.3 of SMP Taman Dewasa Jetis. The problems came from the teacher, the students, the learning materials, and the teaching method. It was presented in the following table.

Table 4.1. The Problems Related to the Teacher, the Students, the Teaching Materials, and the Teaching Method

No	Problems	Code
1.	The students did not want to do the task.	S
2.	The students made noise in the class.	S
3.	The teacher did not ask students to have any discussion with their classmates.	T
4.	The students did not show their enthusiasm to learn English in the classroom.	S
5.	The students were easily getting bored during the lesson.	S
6.	The teacher did not use interesting media in the English teaching-learning process.	T
7.	Some students liked walking around the class during the lesson.	S
8.	Some students did not pay attention to the lesson.	S
9.	The teacher could not handle the classroom management well.	T
10.	The students at the back rows did activities unrelated to the material.	S
11.	Some of the students did not understand the materials, but they never asked any questions.	S
12.	The materials were not interesting and joyful.	M
13.	There was much time for the students to do activities unrelated to the material.	S
14.	The students did not make notes to the explanation.	S
15.	The students did not follow the instruction well.	S

S: Student T: Teacher M: Method

2. Determining the Urgent Problems to Solve

As stated in the beginning of Chapter I, I only focused the study on improving students' listening learning process by using cartoon movies '*Kids English Learning Show*'. Therefore, the students could enjoy the teaching and learning process. Then, it could help the students accomplish listening activities easily. For this reason, the research team members decided to overcome the field problems based on the urgency level and feasibility to solve.

Table 4.2: The Urgent Problems Related to the Process of Teaching and Learning

No	Problems
1.	The students had lack of motivation to learn English in the classroom.
2.	The students did not happy with the uninteresting learning process.
3.	The students did not do the task enthusiastically.
4.	The students also had a lack of enthusiasm to learn English in the classroom.
5.	The students did not understand the material well.
6.	The students did not follow the instructions well.
7.	The students did not actively involved in the session of ask and answer questions.
8.	The students did not have any discussion with their classmates.
9.	The students rarely had discussion with the teacher.
10.	The students never did interesting activities by using any media in the classroom.

3. Field Problems and Main Causes

After determining the field problems that would be solved, the English teacher and I analyzed the problems to find the main causes. This step was needed to recognize the obstacles and weakness in relation to the field problems found.

Table 4.3: Field Problems and the Causes

No	Problems	Causes
1	The students had lack of motivation to learn English in the classroom.	The teacher did the same class activities in each meeting.
2	The students never did interesting activities by using any media in the classroom.	The teacher thinks that using any media will not be effective with the time allocation.
3	The students were not happy with the uninteresting learning process.	The students were bored with the same class activities in each meeting.
4	The students did not do the task enthusiastically.	The lack of reward for anyone who did the task well.
5	The students also had lack of enthusiasm to learn English in the classroom.	The students thought that English is not interesting.
6	The students did not understand the material well.	The students did not understand the explanation well.
7	The students did not follow the instructions well.	The students did not understand the given instruction well.

(continued)

(continued)

No	Problems	Causes
8	The students did not actively involved in the session of ask and answer questions.	The students were shy to ask or answer questions.
9	The students did not have any discussion with their classmates.	The students did not know when and how to do discussion with their friends.
10	The students rarely had discussion with the teacher.	The students did not confident to discuss the lesson with the teacher.

4. The Relationship between the Field Problems, Main Causes, and the Actions

After the problems were identified and documented, the English teacher and I made some plans to the possible actions to solve the field problems. The actions are presented in the following table.

Table 4.4: Field Problems, Main Causes, and Actions

No	Problems	Causes	Actions
1	The students have lack of motivation to learn English in the classroom.	The teacher did the same class activities in each meeting.	Using cartoon movie 'Kids English Learning Show' to attract the students.
2	The students never did interesting activities by using any media in the classroom.	The teacher thinks that using any media will not be effective with the time allocation.	
3	The students were not happy with the uninteresting learning process.	The students were bored with the same class activities in each meeting.	
4	The students also have lack of enthusiasm to learn English in the classroom.	The students thought that English is not interesting.	Giving various listening activities.
5	The students did not do the task enthusiastically.	The lack of reward for anyone who did the task well.	

(continued)

(continued)

No	Problems	Causes	Actions
6	The students did not understand the material well.	The students did not understand the explanation well.	Giving handout to help them in understanding material in the cartoon video.
7	The students did not follow the instructions well.	The students did not understand the given instruction well.	
8	The students did not actively involved in the session of ask and answer questions.	The students were shy to ask or answer questions.	Providing ask and answer questions sessions and discussion effectively.
9	The students did not have any discussion with their classmates.	The students did not know when and how to do discussion with their friends.	
10	The students rarely have discussion with the teacher.	The students did not confident to discuss the lesson with the teacher.	

B. The Implementation of Cycle I

1. Planning

a. Using Cartoon Movies 'Kids English Learning Show' to Attract the Students

Some plans for the first meeting in Cycle I were organized to use cartoon movies '*Kids English Learning Show*' as media to attract the students in the process of English teaching and learning. In implementing cartoon movies '*Kids English Learning Show*' as media to attract the students in the process of English teaching and learning, I planned the procedures. The procedures were based on the *PPP* method. It could be seen as follows.

1) Lead-in

In this step, I would give a lead-in activity by giving some oral questions related to the topic (*In the Classroom*). Besides, I would give them a task in which they would have to identify some words related to the topic (task 1). These activities were aimed to construct their knowledge about the topic that would be learnt.

2) Presentation

In this phase, a cartoon movies '*Kids English Learning Show*' was showed to the students as a listening input. The students had to watch, listen, and try to understand the content of the cartoon movie. After that, an explanation about the expressions used in the cartoon movie would be given.

3) Practice

In this phase, the students were given a guided listening activity. They had to listen to the instructions and then chose the appropriate pictures.

4) Production

In this phase, the students were given freer listening activities. Firstly, they had to watch a cartoon movies '*Kids English Learning Show*' and then complete an incomplete dialog. After that they had to write down the command which they listened to.

b. Giving Various Listening Activities

I prepared various listening activities. The activities vary from the guided, semi guided, and free guided listening activities. To attract the students, various

cartoon movies '*Kids English Learning Show*' were used as media to teach listening.

c. Giving Handout to Help The Students in Understanding Materials in the Cartoon Video

To help the students in the process of teaching and learning, a handout was given for each student. It was distributed in every meeting. It contains explanation of materials and tasks.

d. Providing Question and Answer Sessions, and Discussion Sessions Effectively

To encourage the students to be actively involved in the process of English teaching and learning, sessions for question and answer, and discussion were provided.

2. Action and Observation in Cycle 1

The first cycle was conducted in two meetings. The first meeting was conducted on Wednesday, September 18th, 2013, and the second was on Friday, September 20th, 2013. I acted as the teacher and the English teacher acted as the observer.

a. Using Cartoon Movies '*Kids English Learning Show*' to Attract the Students

1) Meeting 1

The first meeting of the first cycle was done on September 18th, 2013. One of the standard competencies for the seven grade students is comprehending the meaning of a very simple transactional and an interpersonal conversation to

interact with the nearest environment. 'Giving responses in a transactional and an interpersonal conversation by using very simple language expressions accurately, fluently, and acceptably to interact with the nearest environment, containing; giving commands' is one of the basic competence. It means that 'commands' had to be taught to the students. Thus, cartoon movies 'Kids English Learning Show' were implemented to attract the students in studying about commands. In the first meeting, the theme of the lesson was '*In the Classroom*'. Handouts for this meeting were given to the students before I gave a lead in activity.

As a lead-in activity, I (acted as the English teacher) gave some oral questions related to the topic. Besides, I also asked them to identify the things in the classroom (Task 1). These lead-in activities were done to catch students' attention and to elicit their knowledge related to the materials (commands used in the classroom).

In the presentation phase, a cartoon movie about commands (*cartoon movie A*) was showed to the students. This cartoon movie provided some expressions of commands used in the classroom. They had to watch and tried to understand it. After that, they had a brief session to discuss it. I gave some oral questions related to the cartoon movie and the students answered the questions. Then, I gave them an explanation about the use of commands in the classroom.

Practice was the second phase. In this phase, a guided activity (Task 3) was given to the students. They had to listen to an audio about commands and then chose the appropriate pictures which represented the appropriate actions based on the commands they listened to.

Production was the last phase. In this phase, two freer listening activities were given to the students. In the first activity of this phase (Task 4), the students watched cartoon movies “*Kids English Learning Show- commands*” again. Then, they had to complete an incomplete dialog based on the cartoon movie they watched. In the second freer listening activity (Task 5), the students had to find and write five commands in the previous activity. Then they also had to write the meaning of those commands. In relation to the process of teaching listening by using cartoon movies “*Kids English Learning Show- commands*”, an interview was conducted. The interview transcript could be seen as follows.

- | | |
|---|--|
| P | : “ <i>Bagaimana tadi kegiatan listeningnya?</i> ” (How were the listening activities?) |
| S | : “ <i>Suka mbak.</i> ” (I like them, Miss.) |
| P | : “ <i>Suka gimana maksudnya?</i> ” (What do you mean?) |
| S | : “ <i>Suka kalau pake film kartun mbak.</i> ” (I like it because you used cartoon movies to teach, Miss.) |
| P | : “ <i>Bisa sebutin ga alasannya?</i> ” (Could you mention the reason?) |
| S | : “ <i>Ya kan hiburan sama pembelajaran mbak. Biar tambah pinter semua.</i> ” (It was an entertainment, Miss. We could also learn while enjoyed it.) |

(Appendix/Interview 5)

The interview transcript above showed that the student was interested with the use of cartoon movies in the listening activities. The following data also supported the interview transcript above.

- | | |
|---|---|
| P | : “ <i>Masih ingat ngga, tadi belajar apa waktu pelajaran Bahasa Inggris?</i> ” (Do you still remember, what did you learn in the English class?) |
| S | : “ <i>Liat film kartun Pumkin Show mbak.</i> ” (I watched ‘ <i>Pumpkin Show</i> ’ cartoon movie, Miss.) |
| P | : “ <i>Suka gak belajar pake itu?</i> ” (Do you like it?) |
| S | : “ <i>Suka mbak. Jadi lebih ngerti materinya.</i> ” (I like it, Miss. It helped me to understand the learning materials.) |

(Appendix/Interview 6)

From the data above, it could be seen that the student liked the use of the cartoon movies. The field note also supported the interview results. It could be seen as follows.

... In the presentation phase, I asked them to watch a cartoon movie about commands which are usually used in the classroom. I used laptop, LCD, and speakers to show the cartoon movie to the students. They watched it enthusiastically. ...

(Appendix/Field Note 6)

From the interview transcripts and field note above, it could be concluded that the use of cartoon movies “*Kids English Learning Show- commands*” was effective to attract the students in studying English. The interview transcript above also showed that by using the cartoon movies, the students could understand the materials easily. It meant that the use of cartoon movies was effective to help the students understand the materials.

However, there were still some problems in the process of teaching and learning. The problems could be seen in the following interview transcript.

S : ... *Tapi suka berisik e mbak, yang duduk di belakang.*” (But the students who sat in the back were so noisy.)
P : “*Wah iya tuh. Kira-kira kenapa ya masih pada berisik?*” (I think so. What do you think? Why were they so noisy?)
S : “*Karna gurunya bukan Miss Anis mungkin mbak. Kan mbak yang ngajar.*” (Maybe because the teacher was not Miss.Anis, Miss.)
P : “*Kalo saya yang ngajar kenapa?*” (So, how if I taught you?)
S : “*Suka gitu mbak kalo bukan sama gurunya yang asli.*” (That is normal, Miss. If the teacher was not the English teacher, some of the students used to be noisy, Miss.)

(Appendix/Interview 5)

The following data also supported the interview transcript above.

- P* : “*Kesulitan lainnya apa?*” (What was the difficulty?)
S : “*Ya kalo temen-temen yang lain pada berisik mbak. Kalo pelajarannya biasa aja ga pake film pasti pada gak berisik mbak.*” (When some of my friends were noisy, it disturbed me, Miss. Maybe be if the lessons were without cartoon movies, they were noy noisy, Miss.)
P : “*Lho kenapa gitu?*” (Why did it happen?)
S : “*Iya soalnya pada katrok mbak, jarang liat laptop sama alat-alat gitu.Haha...*” (May be because they were not used to use modern facilities, Miss. Haha....)
P : “*Hehe.. Berarti gara-gara itu*” (Haha... So, that was the cause.)
S : “*Iya mbak. Mbaknya galak-galak aja biar pada dengerin.*” (That is right, Miss. May be you should be more fierce so that the students listened to you, Miss.)
P : “*Hmm iya iya.* (Hmm... Okay.)

(Appendix/Interview 7)

The data above showed that there was a problem which came from me. I could not handle the class well. It is also supported by the following field note.

... There were some students who made noise. They were the students who sat at the back. Then, I asked them to listen to my explanation. ...

(Appendix/Field Note 6)

From the interview results and field note above, it could be seen that there was a problem during the class. The problem came from me (as the teacher). I could not manage the class well. In relation to this problem, I needed to have the

courage to control and manage the students. The following data showed another problem which happened in the process of teaching and learning.

- | | |
|----------|---|
| <i>P</i> | : “ <i>Kesulitannya apa kalo pake film gitu?</i> ” (What were the difficulties when we studied using cartoon movies?) |
| <i>S</i> | : “ <i>Bagian penjelasannya mbak kurang. Harus diulang-ulang dulu. Kalo pas ngerjain latihannya aku ngerti.</i> ” (The explanation part should be improved, Miss. You should repeat explaining sometimes. But in doing the tasks, I could.) |
| <i>P</i> | : “ <i>Oh berarti pas penjelasannya kamu bingung ya?</i> ” (So, you were confused in the explanation part, right?) |
| <i>S</i> | : “ <i>Iya mbak.</i> ” (That is right, Miss.) |
| <i>P</i> | : “ <i>Trus apalagi?</i> ” (What is else?) |
| <i>S</i> | : “ <i>Kalo cepet ngomongnya juga susah ding mbak.</i> ” (If the characters in the cartoon movies spoke too fast, it is difficult for me to understand, Miss.) |

(Appendix/Interview 6)

The interview transcript above showed that there was a problem which came from the teacher. The students wanted the teacher to repeat the explanation and to improve the explanation part in the handout. As a solution, I (acted as the teacher) had to give explanation more clearly.

2) Meeting 2

The second meeting of the first cycle was done on September 20th, 2013. The previous standard of competency (comprehending the meaning of a very simple transactional and an interpersonal conversation to interact with the nearest environment) and the previous basic competence (giving responses in a transactional and an interpersonal conversation by using very simple language expressions accurately, fluently, and acceptably to interact with the nearest environment, containing; giving commands) still became the basic to arrange the

activities. The topic for this meeting was *Good Habits*. The language focus was understanding commands. Thus, cartoon movie “*Kids English Learning Show-Good Habits*” was used to attract the students in studying the listening materials, about commands. The detailed explanation related to the process and the movies used in this meeting were described as follows.

Like in the in the first meeting of the first cycle, I also used PPP method in the second meeting. Before starting the main activities, I gave some opening activities. I gave them some oral questions to review the previous lessons. They were very active in answering my questions. After that, I gave them a lead in activity to guide them thinking about the topic that would be learnt in the second meeting of the first cycle. In the handout, I provided some pictures about bad habits and good habits. The students had to tick the pictures of good habits. They looked so enthusiastic in doing this activity. After that, I asked them to guess the topic that would be learnt. They could guess it correctly. It meant that the lead in activity was effective to help the students think of the topic that would be learnt.

Next, I guided them to move on the main activities. Before starting the presentation stage, I explained what they had to do in the next activities. In the presentation stage, I showed cartoon movie “*Kids English Learning Show-Good Habits*”. This movie showed someone’s habits. It was related to the language focus of this meeting (the expressions of commands). I used a laptop, LCD, and speakers as the equipments. They watched the cartoon movie enthusiastically. After that, they did the listening comprehension exercise. They had to read some sentences (in Task 2) and then identify the sentences based on the information in

the movie they watched. Some minutes later, I asked them to exchange their works each other. Then I invited them to discuss it together. They participated actively in this discussion session. After checking the answers, I gave a brief explanation about the expressions of commands used in that cartoon movie. Next, I gave them an opportunity to ask about their difficulties related to the materials but none asked. They said that my explanation was clear. To make sure that they had understood about the expressions of commands, I gave them another exercise (Task 3). There were some sentences in this exercise and they had to change the sentences in the form of commands. Some minutes later, I asked the students to exchange their task paper each other and then we discussed it together. I asked some of them to write the answers on the board. They were actively involved in discussing the correct answers.

After the presentation stage was effectively done, I guided the students to move on the practice stage. In this stage, they were given a freer listening activity (Task 4). I started showing the cartoon movie entitled "*Kids English Learning Show-Good Habits*". After watching the cartoon movie, I asked them to order the jumbled pictures based on to the cartoon movie they watched. They looked so enthusiastic to do this listening activity.

In the production stage, I gave them a free guided listening activity. I showed cartoon movie "*Kids English Learning Show-Good Habits*". Then, the students had to answer some questions based on the cartoon movie. They did it enthusiastically. In relation to the process of teaching listening by using cartoon movies "*Kids English Learning Show-Good Habits*", an interview was conducted

again. Some students were interviewed. The interview transcript could be seen as follows.

<i>P</i>	: “ <i>Apa pendapat kamu mengenai kegiatan di kelas tadi? Seneng atau tidak?</i> ” (What do you think about the previous listening activities in the class? Do you like it?)
<i>S</i>	: “ <i>Seneng dong mbak.</i> ” (Of course I like it, Miss.)
<i>P</i>	: “ <i>Yang membuat kamu suka itu apa?</i> ” (Why do you like it?)
<i>S</i>	: “ <i>Lebih seru aja. Lebih jelas juga.</i> ” (It was more fun and clear.)

(Appendix/Interview 7)

The interview transcript above showed that the cartoon movie “*Kids English Learning Show-Good Habits*” was effective to attract the students in the process of teaching and learning of this meeting. The field note also supported the interview transcript above. It could be seen as follows.

<p>... I started showing the video which contain the expressions of commands. As usual, I used a laptop, LCD, and speakers. They watched it enthusiastically. ...</p>

(Appendix/Field Note 7)

From the interview transcript and field note above, it could be seen that the students were interested in studying English (especially listening skills) through cartoon movie “*Kids English Learning Show-Good Habits*”. In conclusion, the use of cartoon movies “*Kids English Learning Show-Good Habits*” was effective to attract the students in studying English.

b. Giving Various Listening Activities

As listed in the table 4.4, one of the main problem was the students had a lack of enthusiasm to learn English in the classroom. It was because they thought

that English was not interesting. In relation to this problem, I took an action. In cycle I, I gave various listening activities to solve this problem.

The following were some examples of various listening activities which I gave in cycle I.

1) Listen and choose the appropriate pictures

Task 3. Listen to the instructions and choose the appropriate pictures. (Video 4)


1. ___


2. ___

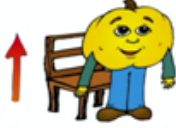
3. ___


4. ___

5. ___

A. 

B. 

C. 

D. 



E. 

Figure 4.1. Task 3 (The 1st meeting of cycle I)

2) Listen and complete the dialog




Task 4. Watch the video twice and the complete the dialog. (Video 4)

Teacher : Hello, students. I am the teacher.
 Student : Hello, teacher. We are students.
 Teacher : What is your name? _____
 Paul : My name is Paul.
 Teacher : Good, Paul. _____. What is your name?
 Penelope : My name is Penelope.
 Teacher : What is your name?
 George : My name is Penelope.
(the students are laughing)
 Teacher : _____
 George : My name is George.
 Teacher : Hello George. Now students, _____. Good. No George, it is not a book. It is a pencil box. Put your pencil box away and _____.
 Penelope : Open your book, George.

Figure 4.2. Task 4 (The 1st meeting of cycle I)

3) Listen and identify the statements (True/ False)




Task 2. Watch the video twice. Read the sentences and choose True or False. (Video 7)

1. Wake up early in the morning. (T/F)
2. Don't respect our parents. (T/F)
3. Brush your teeth every morning. (T/F)
4. Don't keep your body clean. (T/F)
5. Speak softly to others (T/F)

Figure 4.3. Task 2 (The 2nd meeting of cycle I)

4) Listen and arrange the jumbled pictures

 **Task 4.** Look at the video and then arrange the pictures. Number one is an example. (Video 7)








	→ <input type="text"/>		→ <input type="text"/>
	→ <input type="text" value="1"/>		→ <input type="text"/>
	→ <input type="text"/>		→ <input type="text"/>

Figure 4.4. Task 4 (The 2nd meeting of cycle I)

5) Listen and answer the questions

 **Task 5.** Watch the video and pay attention to the boy's activities. Answer the following questions.

1. Does he wake up late?
2. Does he brush his teeth every morning?
3. Does he reach the school on time?
4. Does he stand in a queue?
5. Does he say 'thank you' when someone gives him something?

Figure 4.5. Task 5 (The 2nd meeting of cycle I)

The various listening activities above were given to make the students not get bored with the English lesson. By looking at the interview results with the English teacher (acted as the collaborator), these various listening activities could make the students enthusiastic to study English. It could be seen in the following interview excerpt.

P : “Miss Anis, apa pendapat Miss Anis tentang kegiatan listening tadi?” (Miss.Anis, what do you think about the listening activities in cycle 1?)
GBI : “Secara keseluruhan cukup bagus mbak. Dengan media tadi siswa cukup terpancing untuk memperhatikan. Kelihatan kok. (I think overall it was quite good. By using the media, the students were enthusiastic to pay attention. It could be seen.)

(Appendix/Interview 8)

From the data above, it could be seen that giving various listening activities was effective to solve the problem which was mentioned in Table 4.4 (the students also had a lack of enthusiasm to learn English in the classroom). The following field note supported the interview transcript above. It could be seen as follows.

Before starting the main activities, I gave them a lead in activity. ... I asked them to do the first task in pairs. Then, I explained what they had to do in Task 1. The students started doing the task. They did it enthusiastically.
 ... In the presentation phase, I asked them to watch a cartoon movie about commands which are usually used in the classroom. ... They watched it enthusiastically. After that, I asked them some oral questions related to the cartoon movie they watched. Then, I asked them to learn the explanation in the handout. ... Next, I gave them an explanation about the expressions and the use of commands in the classroom. Most listened to my explanation enthusiastically. ...

(Appendix/Field Note 7)

Continued

In the practice phase, I gave them a guided activity. It was Task 3. They had to listen to some instructions and then they had to choose the appropriate pictures in the handout. They looked so enthusiastic in doing this listening activity. ...

In the production phase, ... I started showing the cartoon movie to the students. The students were enthusiastic to watch the cartoon movie while tried to complete the incomplete dialog.

(Appendix/Field Note 7)

The field note above showed that there were various listening activities, such as watching a cartoon movie and studying the explanations, listening to the instructions and choosing the appropriate pictures, and watching a cartoon movie while completing a dialog. They did the listening activities enthusiastically. From the interview transcript and the field note above, it could be concluded that the various listening activities could improve the students' enthusiasm in studying English.

c. Giving Handout to Help the Students in Understanding Material in the Cartoon Video

From table 4.4, it could be seen that there were two other problems. The problems, causes, and the action could be seen as follows.

No	Problems	Causes	Action
6	The students did not understand the material well.	The students did not understand the explanation well.	Giving handout to help them in understanding materials.
7	The students did not follow the instructions well.	The students did not understand the given instruction well.	

Giving handout was the action which was taken to solve the problems above. It was aimed to help the students in understanding the English learning

materials. In cycle I, the handouts were given for each meeting. The following is the field note of the first meeting in cycle I related to the handout.

After they already knew the topic that would be learned, I distributed the handouts. I explained to them that the first task was as lead in. I asked them to do the first task in pairs. Then, I explained what they had to do in Task 1. The students started doing the task. They did it enthusiastically.

... In the presentation phase, I asked them to watch a cartoon movie about commands which are usually used in the classroom... After that, I asked them some oral questions related to the cartoon movie they watched. Then, I asked them to learn the explanation in the handout.

In the practice phase, I gave them a guided activity. It was Task 3. They had to listen to some instructions and then they had to choose the appropriate pictures in the handout. They looked so enthusiastic in doing this listening activity.

In the production phase, I gave them two freer listening activities. First, I explained what they had to do. In the first activity, they had to watch a cartoon movie about commands again, and then they had to complete an incomplete dialog in the handouts.Then, I gave them an opportunity to ask about their difficulties but they said that it was clear.

(Appendix/Field Note 6)

From the field note above, it could be seen that the students were given the handouts. They were enthusiastic in doing and learning the activities in the handouts. The following data supported the field note above.

Next, I distributed the handouts. As a lead-in activity, I gave them an exercise related to the topic that would be learnt that day (*Good habits and bad habits*). There were some pictures about good and bad habits in the handouts. The students had to tick the pictures of good habits. They looked so enthusiastic in doing this exercise.

In the presentation stage, I used a cartoon movie as the input. Before I showed it to the students, I explained what they should do after watching the cartoon movie. They had to do the listening comprehension exercise. ... After watching the video, they tried to do the comprehension exercise (Task 2) in the handouts. ... They were so enthusiastic in doing this listening exercise....

(Appendix/Field Note 7)

Continued

After that, I moved on the second stage of PPP. It was the practice stage. Before starting this stage, I explained them what they should do. After they understood my instruction, I started the activities in this stage. In this stage, I gave them a freer listening activity (Task 4, in the handouts). ...

Next, I continued to the last stage of PPP (Production). In this stage, I gave them a freer listening activity in the handout again. ...

As the closing activities, I gave them an opportunity to ask about their difficulties related to the materials that day. They looked shy to ask. So, to encourage them to speak, I gave them some oral questions related to the materials that day. They answered my questions enthusiastically. ...

(Appendix/Field Note 7)

Based on the field note above, it could be seen that the students were enthusiastic in doing and learning the activities in the handouts. The handout could help them to accomplish and understand the listening activities. In conclusion, giving handouts to the students was effective to help the students understand the learning materials.

d. Providing Question and Answer Sessions, and Discussion Sessions Effectively

From Table 4.4, it could be seen that there were three problems related to the students' involvement. Those problems were described as follows.

- 1) The students did not actively involve in the question and answer sessions.
- 2) The students did not have any discussion with their classmates.
- 3) The students rarely had the discussion with the teacher.

Providing question and answer sessions and discussion effectively was an action which I did to solve the problems above. In cycle I, the discussion sessions were done after the students finished doing the activities. It was aimed to

encourage them to be actively involved. In relation to this action (providing discussion session effectively), the field note showed that this action was effective to encourage the students to be actively involved. It could be seen as follows.

... The students started doing the task. They did it enthusiastically. Five minutes later, I invited them to discuss this task together. I asked some of them to answer the questions in this task orally. We discussed it together. The students were actively involved in this session. ...

...After that, I asked them to exchange their answer sheet each other. Then, I invited them to discuss the answers together. They were actively involved in this session. Most of them participated in answering the questions. ...

... Next, I invited them to discuss the answers together. I asked some of them to write the answers on the board. They were so enthusiastic to offer themselves to write the answers on the board. The students and I then discussed to find the correct answers together. They were so active. ...

(Appendix/Field Note 6)

The field note above showed that some discussion sessions were done in the first meeting of cycle I. It was done after the students finished an activity. Based on the data above it could be seen that the discussion sessions could encourage the students to be actively involved. In the second meeting of cycle I, the discussion sessions were also done at the end of each activity. It could be seen in the following field note.

... In the presentation stage,... After they finished doing this exercise, I invited them to discuss the answer together. They were actively involved in discussing the answers.

... It was the practice stage. ... After that, I asked them to exchange their works each other and discuss it together. They participated actively in discussing the correct answers. ...

Next, I continued to the last stage of PPP (Production). In this stage, I gave them a freer listening activity again. ... Some minutes later, I asked them to exchange their works each other. The students and I discussed the answers together. They participated actively.

(Appendix/Field Note 7)

involved. In conclusion, it was effective to encourage the students' involvement during the process of teaching and learning.

In relation to the question and answer session, I found that there was a problem came from the students. They were still shy to ask. It could be seen in the following field note.

... After that, I gave them an opportunity to ask about the materials that I explained. None had a question. They looked shy to ask. ...

(Appendix/Field Note 6)

From the field note above, it could be seen that the questions and answers session was not as effective as the discussion sessions. Thus, it should be improved.

3. Reflection

After conducting the actions in Cycle I, the collaborators and I had a discussion to make some reflections. We analyzed the data from the observations and the interview transcripts to evaluate the actions conducted in cycle I. Everyone was free to express his/her opinions, feelings, and suggestions related to the implemented actions. The following were the results of the reflection.

a. Using Cartoon Movies 'Kids English Learning Show' to Attract the Students

Cartoon movies "*Kids English Learning Show-Commands*" and "*Kids English Learning Show-Good Habits*" were used to teach the listening skills during cycle I. Generally, it could attract the students in the process of teaching and learning. The students paid attention to the learning materials which I showed through the cartoon movies. Most of them did the listening activities

enthusiastically. The following interview transcript described some examples of the students' feeling toward the used of cartoon movies "*Kids English Learning Show-Commands*" and "*Kids English Learning Show-Good Habits*"

<i>P</i>	: " <i>Bagaimana tadi kegiatan listeningnya?</i> " (How were the listening activities?)
<i>S</i>	: " <i>Suka mbak.</i> " (I like them, Miss.)
<i>P</i>	: " <i>Suka gimana maksudnya?</i> "(What do you mean?)
<i>S</i>	: " <i>Suka kalau pake film kartun mbak.</i> " (I like it because you used cartoon movies to teach, Miss.)
<i>P</i>	: " <i>Bisa sebutin ga alasannya?</i> " (Could you mention the reason?)
<i>S</i>	: " <i>Ya kan hiburan sama pembelajaran mbak. Biar tambah pinter semua.</i> " (It was an entertainment, Miss. We could also learn while enjoyed it.)

(Appendix/Interview 5)

The data above showed that the use of cartoon movies "*Kids English Learning Show-Commands*" and "*Kids English Learning Show-Good Habits*" could attract the students during the process of teaching and learning. The field note also supported the interview transcript. It could be seen as follows.

<p>... In the presentation phase, I asked them to watch a cartoon movie about commands which are usually used in the classroom. I used laptop, LCD, and speakers to show the cartoon movie to the students. They watched it enthusiastically. ...</p>

(Appendix/Field Note 6)

From the interview transcripts and field note above, it could be concluded that that the used of cartoon movies 'Kids English Learning Show' was effective to attract the students in studying English. The collaborator (the English teacher) also gave positive feedback related to the use of cartoon movies "*Kids English*

Learning Show-Commands” and *“Kids English Learning Show-Good Habits”*. It could be seen in the following interview transcript.

P : “*Miss Anis, apa pendapat Miss Anis tentang kegiatan listening tadi?*” (MissAnis, what do you think about the listening activities?)
GBI : “*Secara keseluruhan cukup bagus mbak. Dengan media tadi siswa cukup terpancing untuk memperhatikan. Kelihatan kok.* (Overall, it was quite good. By using the cartoon movies, the students had awareness to pay attention. It could be seen.

(Appendix/Interview 8)

However, there were some problems occur during the implementation of teaching listening through cartoon movie in the first session. It was about the class management and classroom instructions. There were some students who made noise during the lesson. I needed to have more courage to manage them. It could be seen in the following field note.

... There were some students who made noise. They were the students who sat at the back. Then, I asked them to listen to my explanation. ...

(Appendix/Field Note 6)

The data above showed that there were some students who made noise. It means that I should have the courage to manage the class. The collaborator also gave the similar feedback related to the problem above. It could be seen in the following interview transcript.

- P* : “Miss Anis, apa pendapat Miss Anis tentang kegiatan listening tadi?” (MissAnis, what do you think about the listening activities?)
- GBI* : “Secara keseluruhan cukup bagus mbak. Dengan media tadi siswa cukup terpancing untuk memperhatikan. Kelihatan kok, tapi memang beberapa anak yang duduk di belakang masih belum tertib.” (Overall, it was quite good. By using the cartoon movies, the students had awareness to pay attention. It could be seen, but I saw there were some students who sat at the back were indisciplin.)

(Appendix/Interview 8)

The interview transcript above showed that actually, the activities were quite good, but there were some noisy students who disturbed the process of teaching and learning. Another problem which happened in cycle I was about the instructions. The collaborator said that it seemed that there were some students who were still confused about what they had to do during the implementation of teaching listening through cartoon movies “*Kids English Learning Show-Commands*” and “*Kids English Learning Show-Good Habits*”. It could be seen in the following interview transcript.

- P* : “Menurut Miss Anis kekurangannya apa ya?” (According to Miss.Anis, What was the problem?)
- GBI* : “Sepertinya anak-anak masih ada beberapa yang bingung ya Mbak, disuruh apa. Tadi soalnya masih ada yang bertanya sama Mbak Dwi kan ya?” (It seemed that some of the students were still confused about what they had to do. There were some students who asked to Miss.Dwi, right?)
- P* : “Nggih Miss, saya sependapat dengan. Kalau dari hasil latihan anak-anak tadi gimana Miss?” (Yes, Miss. I think so. What about the results of their exercises, Miss?)
- GBI* : “Saya rasa belum memenuhi standar ya mbak. Mungkin karna masih bingung juga baru pertama kali pake media seperti ini. Mungkin nanti bisa diperbaiki untuk class organization nya aja ya mbak di tahap selanjutnya.”. (I think it had not reached the standard yet. Maybe because they were still confused since it was the first meeting for them used such media. Maybe for the next meeting, you should improve the class organization.)

(Appendix/Interview 8)

From the interview results (with the English teacher) above, it could be seen that the students were still confused about what they had to do in each activity. It meant that I had to give the instructions more clearly in each activity.

b. Giving Various Listening Activities

The students were interested with the activities in Cycle I. I gave various listening activities to them. I used cartoon movies “*Kids English Learning Show-Commands*” and “*Kids English Learning Show-Good Habits*” in the activities, so the activities were various. Here were some listening activities which I gave to the students

- 1) Listen and choose the appropriate pictures
- 2) Listen and complete the dialog
- 3) Listen and identify the statements (True/ False)
- 4) Listen and arrange the jumbled pictures
- 5) Listen and answer the questions

Those various listening activities were effective to make the students enthusiastic during the class. It could be seen in the data which had been described before.

c. Giving Handout to Help the Students in Understanding Material in the Cartoon Video

The students were given handouts for each meeting in Cycle I. It helped them in understanding the learning the materials. The students did not need to write the materials because it was provided in the handout. As a result, the students could focus on my explanation instead of making notes.

d. Providing Question and Answer Sessions, and Discussion Sessions Effectively

In terms of the question and answer sessions, I found that there was a problem which came from the students. They were still shy to ask. Thus, in the next cycle, I had to motivate them to be confident to ask.

In relation to the action which was providing discussion sessions, the data show that it was effective to encourage the students to be actively involved. In these sessions, the students were active to deliver their ideas.

C. The Implementation of Cycle II

1. Planning

Based on the reflection in Cycle I, it could be seen that there were some aspects in Cycle I that needed to be improved. Considering the effectiveness of the actions which I did in cycle I, I still implemented the same actions in Cycle 2. The following points described the action plans of Cycle II.

a. Using Cartoon Movies ‘Kids English Learning Show’ to Attract the Students

There were some technical problems during the teaching and learning process in Cycle I that needed to be fixed. There were some students who were noisy and confused about what they had to do. Considering these problems, in the Cycle II, I would have more courage to manage them. I also would give instructions more clearly so, it hopefully could minimize the students’ confusion. During the implementation of the use of cartoon movies *‘Kids English Learning*

Show', I also would improve my role as a facilitator, so I had to facilitate and guide them during the implementation of cycle II.

In relation to the teaching procedures, I decided still used the same procedures as in cycle I. I used the PPP method in cycle II. The listening activities were arranged from the guided, semi guided, and free guided activities.

b. Giving Various Listening Activities

Like in Cycle I, in Cycle II I also would give various listening activities to the students. It was aimed to make the students enjoy the activities and to avoid the students' boredom.

c. Giving Handout to Help the Students in Understanding Material in the Cartoon Video

Since the handouts in cycle I were effective to help the students understanding the materials, in cycle II I also would give them the handouts again. The handouts would be given in each meeting of cycle II.

d. Providing Question and Answer Sessions, and Discussion Sessions Effectively

Based on the reflection, there was a problem in the questions and answers sessions in cycle I. From the data (field note), it could be seen that the students looked shy to ask. So, in cycle II, I would encourage them to be confident to ask and deliver their ideas.

As mentioned previously, the discussion sessions which were given in cycle I were effective to encourage the students to be actively involved. So, in cycle II, I also would provide this session again.

2. Actions and Observations of Cycle II

Cycle II was done in two meetings. The first meeting was done on September 25th, 2013 and the second meeting was done on September 27th, 2013. The implementation of the actions could be seen as follows.

a. Using Cartoon Movies “*Kids English Learning Show*” to Attract the Students

1) Meeting 1

This meeting focused on solving some problems which happened in Cycle 1. Based on the discussion with the English teacher, I decided some solutions to solve it. I had the courage to manage the students. It was aimed to minimize the noise. I had more courage to admonish them who made noise. I also gave instructions explanation more clearly and carefully in order to make them understand about the learning materials and what they had to do in each activity. The detailed information about the first meeting of cycle II could be seen as in the following description.

Like in Cycle I, in Cycle II I also used PPP method. Before starting the main listening activities, to review the previous lesson, I gave them some oral questions related to the previous learning materials. They answered my questions enthusiastically. After reviewing the last lesson, I distributed the handouts and then asked them to do Task 1. It was as the lead-in. In pairs, they had to write some daily activities in the blank chart. They did it enthusiastically. Some minutes later, I asked them about the topic that would be learnt. They could guess the topic

correctly. *'Daily Activities'* was the topic that day. The listening learning materials for the first meeting of cycle II focused on asking for and giving information.

After the lead in, I guided them to move on the main activities. Presentation was the first phase of PPP which I did. In the presentation phase, I showed cartoon movie "*Kids English Learning Show-Daily Activities*". As what I discussed with the English teacher in the reflection after the implementation of cycle I, some of the students were still confused about what they had to do in each activity. So, in this meeting, I tried to give instructions more clearly and carefully. It could be seen in the following field note.

I guided the students to move on the presentation phase. Before starting the main activity, I explained what they had to do in this listening activity more carefully until they understood what they had to do.

(Appendix/Field Note 9)

The following interview transcript also supported the field note above.

P : "*Bedanya apa sama pertemuan yang sebelum-sebelumnya?*"
(What is the difference between the lesson of the previous meeting and the last meeting?)

S : "*Kan dulu masih agak bingung mbak. Terus nilai latihanku juga bagus-bagus yang sekarang.*" (In the previous meeting, I was confused but now, my score is getting better.)

(Appendix/Interview 9)

From the field note and interview transcript above, it could be seen that I did an action to solve one of the problems in cycle I. I gave them an instruction more clearly until the students understood what they had to do. Unlike in cycle I, they were not confused anymore.

After they already understood my instruction, I started preparing the laptop, LCD, and speakers to show the cartoon movie. In this listening activity, they had to do a comprehension exercise after watching the cartoon movie. The students were not noisy. They watched the movie enthusiastically. After that, they tried to do the comprehension exercise. They ticked the daily activities which they watched and listened from the cartoon movie. As mentioned in the reflection of cycle I, discussion session was effective to make the students actively involved. So, in cycle II, I still provided the discussion session. After the students finished doing the listening activity, I invited them to discuss the answers together. They were actively involved in discussing the correct answers. Next, I asked them to read and learn the explanation on the handout. It was about the expressions to ask and give information. Some minutes later, I gave them some oral questions related to the explanation on the handout. Some of them could answer the questions orally but some of them were still confused. So, I gave them an explanation about the expressions to ask and give information. I also explained about simple present tense. They paid attention to my explanation. After explaining, I asked them to ask their difficulties.

In the practice stage, I gave them a freer listening activity. Before the activities in this stage were stated, I explained what they had to do. After they understood my instructions, I asked them to be ready to do the listening activity. They listened to a dialog and then completed the script based on the information they listened to. They looked enthusiastic to do this listening activity. After a moment, I asked them to exchange their works each other. Then, I invited them to

discuss it together. They were so active. Overall, the activities in this stage run well. It could be seen in the following field note.

After that, I moved on the practice stage. In this stage, I gave them a freer listening activity. ... In this activity, they had to listen to a dialog and then complete the script based on the information in the dialog. I used a laptop and speakers as the equipments. They started to listen to the dialog seriously while completed the script. They did it enthusiastically ... After that, I asked them to exchange their works each other. Then, I invited them to discuss it together. They were so enthusiastic in this discussion session.

(Appendix/Field Note 9)

Based on the field note above, it could be seen that overall, the activities in the practice stage run well. The students enjoyed the activities I gave.

However, as what happened in cycle I, the students also made noise in this meeting. It could be seen in the following data.

The English teacher and I entered the class. As usual, she sat at the back to observe the process of teaching and learning. Considering the problems happened in cycle I, in this meeting, I tried to be more courageous than before to minimize the students' noise. ...

After that, I moved on the practice stage. ... After checking the answers together, I asked them to collect their works. They did it undisciplinly. They were noisy during collecting their works. I tried to admonish them until they could keep silent and back to their chairs neatly.

(Appendix/Field Note/ September 25th 2013)

I tried to have more courage than what I had in cycle I. It was aimed to solve one of the problems which happened in cycle I (some students were noisy because I could not manage the class well). From the data above, it could be seen

that I had more courage than before, and I could handle the students who were noisy. It meant that one of the problems was solved again.

In the production stage, I gave them a free guided listening activity. I asked them to watch “*Kids English Learning Show-Daily Activities*”. After watching this cartoon movie, they tried to answer some questions based on the movie. They did the activity enthusiastically. After they finished doing this activity, I provided a discussion session. In this session, the students and I discussed the correct answers together. They were active to deliver their ideas in this session. After discussing the correct answers together, I gave an opportunity for them to ask. They said that they had understood the materials. Overall, the activities in the production stage were done effectively. It could be seen in the following field note.

The presentation and practice stages were well done. Next, I continued to the last stage of PPP. It was production stage. In this stage I gave them a free guided listening activity. Before this activity was started, I explained the instruction to them. Then, I asked them to watch a cartoon movie about asking and giving information. After watching this cartoon movie, they had to answer some questions based on the movie. They looked enthusiastic in doing this activity. After that, asked them to exchange their works each other and check the answers together. In this discussion session, they were actively involved. They tried to answers my questions orally. Next, I asked them to collect their works. After that, I gave an opportunity for them to ask. Some minutes later, I conclude what they had learnt that day and then I closed the lesson.

(Appendix/Field Note 9)

The field note above showed that the activities in the production stage were effectively done. The use of cartoon movie “*Kids English Learning Show-*

Daily Activities” could attract the students. They watched the cartoon movie and did the activities enthusiastically. It is also supported by the following interview transcript.

- | | |
|----------|---|
| <i>P</i> | : “ <i>Kegiatan listeningnya tadi gimana?</i> ”(How were the listening activities?) |
| <i>S</i> | : “ <i>Udah mulai gampang mbak.</i> ” (I started feeling easier to do it, Miss.) |
| <i>P</i> | : “ <i>Yang kemarin-kemarin susah ya?</i> ” (Were the previous activities difficult?) |
| <i>S</i> | : “ <i>Iya, Miss Anis gak pernah pake itu mbak soalnya.</i> ” (That is right. It is because Miss.Anis never uses such kind of media.) |
| <i>P</i> | : “ <i>Suka ya berarti kalo pake film kartun gitu?</i> ” (So, what do you think if we study through cartoon movies? Do you like it?) |
| <i>S</i> | : “ <i>Suka dong mbak. Soalnya jadi asik, gak ngantuk.</i> ” (Of course I like it, Miss. It made the lesson fun and I was not sleepy.) |
| <i>P</i> | : “ <i>Tapi bantu nguasain materinya juga apa enggak?</i> ” (Did it help you to understand the learning materials?) |
| <i>S</i> | : “ <i>Iya mbak, kan gambar-gambar sama tulisannya bikin aku inget yang diomongin.</i> (Yes, it did, Miss. The pictures and the text helped me to remember what the characters said.) |

(Appendix/Interview 10)

The interview transcript above showed that the students were interested to learn English through the cartoon movies. It meant that the use of cartoon movie “*Kids English Learning Show-Daily Activities*” was effective to attract the students.

2) Meeting 2

This meeting still focused on the efforts to solve the problems which happened in cycle I. The detailed process of the English teaching and learning of this meeting could be seen as follows.

In the opening activities, I greeted the students and then asked the captain to lead the prayer. After that, I checked the attendance list. One of the students

was absent. Before starting the main activities, I did a review and lead in. To review the previous lesson, I gave them some oral questions related to the previous materials. They answered my questions enthusiastically.

As a lead in, I asked them to do the first activity on the handout. Before starting this activity, I explained what they had to do. The students had to read and learn a pictured dialog on the handout and then answer some comprehension questions. It was aimed to help the students to think about the topic that would be learnt in this meeting.

In the presentation stage, I delivered the input (in the form of a video and explanation about the language focus). Like in the implementation of the first meeting of cycle 2, the learning materials in this meeting still focused on the same standard competency and basic competence. It was still about asking for and giving information. The difference was on the topic. In the first meeting, the listening materials focused on asking for and giving information about daily activities, while in the second meeting, the listening materials were focused on asking for and giving information about telling the time.

Before start the activities in the presentation stage, I explained what the students had to do. I tried to give the instruction more carefully and clearly. It was as an action which I took to solve one of the problems which happened in cycle I (some of the students did not understand what they had to do in each activity). After they already understood my instruction, I started showing related to the topic (telling the time).). I showed cartoon movie “*Kids English Learning Show-Telling The Time*”. They looked enthusiastic to watch it. After that, I asked them

to study the explanation in the handout. Some minutes later, I checked their understanding by giving some oral questions. Then, I gave them an explanation about the materials on the handout. I asked them some oral questions again to check their understanding. Most of them could answer my questions correctly.

In the practice stage, I gave them a freer listening activity. As usual, to make the students understand what they had to do, firstly I tried to give an instruction clearly. After they already understood my instruction, they started doing a semi guided listening activity on the handout. They listened to a recording and then did the exercise in the handout. There were some numbers in the handout. In each number, there were two options of time written in numbers. The students had to choose the correct time according to the recording they listened to. They looked so enthusiastic to do this activity.

To start the listening activities in the production stage, I explained what the students had to do. After they already understood, I started giving a free guided listening activity. I showed cartoon movie "*Kids English Learning Show- My Schedule*", then I asked them to match the pictures with the time on the handout based on the story in the cartoon movie they watched and listened to. They looked enthusiastic to watch the cartoon movie and do the activity on the handout.

Overall, the activities in this meeting were effectively done. The students did the activities enthusiastically. They looked interested to study English through the cartoon movies which I gave. It is showed by the following field note.

It was the second meeting in cycle II....

After the lead in activity run well, I continued to the presentation stage. I explained what they had to do in the next activity. After they already understood my instruction, I started showing a video using a laptop, LCD, and speakers. They watched the video enthusiastically.

Next, I continued to the practice stage. Before starting this stage, I gave them an instruction. I explained what they had to do in this listening activity. After they already understood my instruction, I gave them a semi guided listening activity. They had to listen to a recording and then do the exercise in the handout. There were some numbers in the handout. In each number, there were two times written in numbers. The students had to choose the correct times according to the recording they listened to. They looked so enthusiastic in doing this task.

After the practice stage was effectively done, I continued to the last stage of PPP. It was production stage. ... I started showing a cartoon movie. They looked very enthusiastic to watch it. After that, they tried to match the pictures with the time in the handout based on the story in the cartoon movie they watched and listened to (Task 4). They did it enthusiastically. ... Next, I concluded what they had learnt that day. Then, I said thank you to them for their participation during the implementation of my research. I gave them snack. They were very happy. Next, I let them to have a break.

(Appendix/Fieldnote 11)

From the field note above, it could be seen that the students were enthusiastic to watch the cartoon movies and do the listening activities in this meeting. The following interview transcript is also supported the data above.

P : “Menurut kamu, gimana kegiatan listeningnya?” (What do you think about the listening activities?)

S : “Suka filmnya mbak. Hiburan, ra nggawe ngantuk.” (I like the cartoon movies, Miss. It made me not sleepy.)

P : “Lha jangan-jangan hiburan doang nih, ga bantu pelajaran?” Do you think that it was just an entertainment and it did not help you to understand the lesson?)

S : “Bantu lah mbak. Kan kalo ngantuk aku ga mau perhatiin guru biasanya. Sekarang jadi seneng belajar Bahasa Inggrisnya.” (Of course it helped me to understand the lesson. Sometimes, if I am sleepy, I do not pay attention to the teacher’s explanation. Now, I am getting happy to learn English.)

(Appendix/Interview 11)

From the data above, it could be seen that the use of cartoon movies “*Kids English Learning Show-Telling the Time*” and “*Kids English Learning Show-My Schedule*” was effective to attract the students. By using these cartoon movies, the students did the listening activities enthusiastically.

b. Giving Various Listening Activities

As mentioned in the reflection of cycle I, giving various listening activities was effective to make the students enthusiastic during the class. Thus, in cycle II I still gave them various listening activities. I used cartoon movies “*Kids English Learning Show-Telling the Time*” and “*Kids English Learning Show-My Schedule*” in the activities of cycle II. Here are some listening activities which I gave to the students in cycle II.

1) Listen and tick.

In this listening activity, listening was combined with watching a cartoon movie. The students watched it while listened to the dialog. Then, they had to tick the words or phrases on the handout based on the information they listened to.

2) Listen and complete the dialog.

In this listening activity, listening was still combined with watching a cartoon movie. The students watched it while listened to the dialog. Then, they had to complete the script of the dialog based on the cartoon movie they watched.

- P* : “Menurut kamu, gimana kegiatan listeningnya?” (What do you think about the listening activities?)
- S* : “Suka filmnya mbak. Hiburan, ra nggawe ngantuk.” (I like the cartoon movies, Miss. It made me not sleepy.)
- P* : “Lha jangan-jangan hiburan doang nih, ga bantu pelajaran?” Do you think that it was just an entertainment and it did not help you to understand the lesson?)
- S* : “Bantu lah mbak. Kan kalo ngantuk aku ga mau perhatiin guru biasanya. Sekarang jadi seneng belajar Bahasa Inggrisnya.” (Of course it helped me to understand the lesson. Sometimes, if I am sleepy, I do not pay attention to the teacher’s explanation. Now, I am getting happy to learn English.)

(Appendix/Interview 11)

3) Listen and answers the questions

This activity was similar with the listening activities above. The students had to answer some questions based on the dialog which they listened to in the cartoon movie.

4) Listen and choose.

In this activity, the students had to listen to a recording. After that they had to choose the correct option available on the handout.

5) Listen and match.

In this listening activity, listening was combined with watching a cartoon movie. The students watched it while listened to the sound. Then, they had to match the pictures on the handout based on the information they listened to.

c. Giving Handout to Help the Students to Understand the Learning Materials

Based on the reflection of cycle I, it could be seen that giving handout was effective to help the students understanding the learning materials. Thus, in cycle

II, handouts were still given to the students in each meeting of cycle II. The following is the field note of the first meeting in cycle II related to the handout.

Before starting the main listening activities, I gave them some oral questions related to the materials that would be learnt that day. They answered my questions enthusiastically. Next, I distributed the handouts and then asked them to do Task 1. It was still as the lead in.

(Appendix/Field Note 9)

The field note above showed that the handouts were also given in the first meeting of cycle II. It was aimed to help the students understand the learning materials. In the second meeting of cycle II, I also gave them home work. It could be seen as follows.

...
After that, I distributed the handouts. For lead in, I asked them to do the first activity in the handout. There was a pictured dialog. The students had to read and learn it and then answer some comprehension questions.

... They watched the video enthusiastically. Next, I asked them to study the explanation in the handout. The explanation was about telling the time....

Next, I continued to the practice stage. ... They had to listen to a recording and then do the exercise in the handout. There were some numbers in the handout. ...

After the practice stage was effectively done, I continued to the last stage of PPP. It was production stage. ... I started showing a cartoon movie. They looked very enthusiastic to watch it. After that, they tried to match the pictures with the time in the handout based on the story in the cartoon movie they watched and listened to (Task 4). ... Next, I gave them an opportunity to ask their difficulties about telling the time. They said that they already understood the materials.

(Appendix/Field Note 11)

The field note above showed that the handout could help them to accomplish and understand the listening activities. It could be concluded that

giving handouts to the students was effective to help the students understand the learning materials.

d. Providing Question and Answer Sessions and Discussion Sessions Effectively

Based on the reflection of cycle I, providing discussion session effectively was effective to make the students actively involved. Thus, in cycle II, I still provided discussion sessions. I provided a discussion session at the end of each activity. It could be seen in the following field note piece.

... They watched the movie enthusiastically. After that, they tried to do the comprehension exercise. They had to tick the daily activities which they watched and listened from the cartoon movie. After that, I invited them to discuss the answers together. They were actively involved in discussing the correct answers. ...

(Appendix/Field Note 11)

In the second meeting of Cycle II, the students were also active in the discussion session. It could be seen as follows.

... There was a pictured dialog. The students had to read and learn it and then answer some comprehension questions. It was to guide them to think about the topic that would be learnt in this meeting. Some minutes later, I invited them to discuss the answers together. They were active to deliver their ideas related to the pictured dialog....

(Appendix/Field Note 11)

The data above showed that providing discussion session was effective to make the students actively involved. They used to deliver their ideas in this session.

Although providing discussion session was effective, providing questions and answers session was less effective. As mentioned in the reflection of cycle I, another problem was the student looked shy to deliver their questions in the question and answer session. When I gave them an opportunity in this meeting, this problem still happened. I tried to encourage them to be confident to ask if they had a question. To motivate them to be confident to ask, I said that a student who asks does not mean that he or she is stupid. I said that a student who asks means he or she is an active student who really wants to be able to understand the learning materials. After motivating them, I gave an opportunity to ask again. My effort to encourage them to be confident to ask worked. It could be seen in the following field note.

... After explaining, I asked them to ask their difficulties. There was a student who asked something related to my explanation. I answered her question until the students understood.

(Appendix/Field Note 11)

The field note above showed that the students started feeling confident and had the willing to ask their difficulties. It means that one of the problem in cycle I was solved. My effort to encourage them to had the willing and confident to ask if they had difficulties worked.

3. Reflection

After all actions were implemented, the collaborator and I did the final reflection. The results of observations and interviews were used to do the reflection. The reflection of cycle II could be described as follows.

a. Using Cartoon Movies ‘Kids English Learning Show’ to Attract the Students

The use of some cartoon movies ‘*Kids English Learning Show*’ was effective to attract the students. I combined the listening activities with watching movies. The students were enthusiastic to watch the cartoon movies (as the input) and do the activities I gave.

In cycle I, some problems happened during the implementation of the actions. First, some of the students were noisy. Based on the interview with the collaborator (the English teacher), this problem happened because I had less courage in managing the class. Thus, the English teacher gave an advice. She said that I should have more courage to manage the students.

In cycle II, I tried to have more courage than before. I tried to speak and manage the students with more courage. When there were students who made noise, I tried to admonish them courageously. My effort was effective. I could minimize the students’ noise in cycle II.

Another problem which happened in cycle I was some of the students were confused about what they had to do in some activities I gave. Based on the reflection of cycle I, it was because my instructions were unclear.

So, in cycle II, I tried to solve it. Before starting each activity in Cycle II, I explained what the students had to do. I tried to give the instructions more carefully and clearly. I did not start the activity before they really understood what they had to do. Based on the data (the field note and the interview transcript of cycle II), my effort was effective to solve this problem.

Overall, the use of cartoon movies '*Kids English Learning Show*' was effective to attract the students. However, the teacher should be able to manage the class well.

b. Giving Various Listening Activities

As mentioned in description of Cycle II implementation, various listening activities were given to the students. It was aimed to avoid the students' boredom. Based on the field note, it was effective to make the students enthusiastic.

c. Giving Handout to Help the Students in Understanding Material in the Cartoon Video

Like what I did in cycle I, I also gave handouts to the students in cycle II. It was given in each meeting in cycle II. By giving the handouts to the students, they did not need to write the materials because it was already provided the handout. So, the students could focus on my explanation instead of making notes. It means that the handout could help the students in understanding the learning the materials.

d. Providing Question and Answer Sessions and Discussion Sessions Effectively

Providing question and answer sessions and discussion effectively was aimed to make the students active during the English teaching and learning. In terms of providing the discussion session, it was already effectively done. So, in cycle II, I just needed to keep the discussion alive and improve it because it was effective to encourage the students to be active.

In terms of the question and answer sessions, in cycle I, it was ineffective to encourage the students to ask. They looked shy to ask. So, in cycle II, I tried to motivate them. Based on the data (field note), my effort was effective.

D. Discussion

The research findings of all actions that had been done in the research are presented in this part. As stated before, the research aimed at improving listening learning process by using cartoon movies '*Kids English Learning Show*' in the 7th grade at SMP Taman Dewasa Jetis. Thus, the findings of this research involved the actions which could reach the goal. The use of cartoon movies '*Kids English Learning Show*' was effective to attract the students during the process of English teaching and learning (focused on listening activities). So, the listening learning process could be improved.

The use of cartoon movies '*Kids English Learning Show*' could help the students during the listening process. As stated by Brownell's model (Brownell, 1986), listening process consists of: hearing (focusing on and attending to the message), understanding (obtaining the literal message meaning), remembering (recalling the message for future action), interpreting (expressing sensitivity to contextual and nonverbal message aspects), evaluating (logic applied to the assessment of the message value), and responding (choosing an appropriate response to what is heard). In terms of the process of hearing, the sound in the cartoon movie could help the students to focus on and attend to the message. In the understanding process, both the pictures and the sound in the cartoon movie could help the students understand what the movie is about. In the remembering

process, the pictures, actions, and the sound in the cartoon movie could help them to recall the memory about what they had watched and listened for the listening activity which they had to do after watching the cartoon movie. In terms of the interpreting process, the cartoon movie could help the students to express their sensitivity to the contextual and verbal message of the cartoon movie. In the evaluation process, the students could catch the value and assess the cartoon movie. Responding is the last listening process proposed by Brownell. In terms of this process, the visual and the spoken language in the cartoon movie could help the students to learn choosing the appropriate response based on the information they heard. Thus, it could be concluded that the use of cartoon movies '*Kids English Learning Show*' match with Brownell's theory about the processes of listening. The used of the use of cartoon movies '*Kids English Learning Show*' could help the students to deal with the processes of listening proposed by Brownell.

Besides, the three other actions (giving various listening activities, giving handout, and providing question and answer session and discussion) also supported the used of cartoon movies '*Kids English Learning Show*' in improving the listening learning process. Although in Cycle I there were some problems related to my roles as a teacher and the students' motivation and involvement, in cycle II I have did some efforts to solve the problems. Finally, my efforts could solve the problems.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research study aimed at improving the first year students' listening learning process at SMP Taman Dewasa Jetis. I used action research as the method in this research. I conducted the research from September, 2nd 2013 to September, 27th 2013 during the first semester of the academic year of 2013/2014. In line with the discussion in the previous chapter, it can be concluded that there were some efforts which could improve the first year students listening learning process at SMP Taman Dewasa Jetis. The findings are as follows.

I used cartoon movies '*Kids English Learning Show*' in both cycles. I also employed complementary actions such as giving various learning activities, giving handouts, and providing question and answer sessions and discussion activities.

In Cycle I, I found that the use of cartoon movies '*Kids English Learning Show*' could improve the students' enthusiasm in learning English. However, the use of cartoon movies '*Kids English Learning Show*' could not improve the students' motivation maximally. It was because there were some problems which happened. That was why I felt that I needed to add some accompanying actions in cartoon movies '*Kids English Learning Show*' for Cycle II.

In Cycle II, I found that the complementary action i.e. giving various learning activities, giving handouts, and providing question and answer sessions

and discussion activity could improve the students' enthusiasm in the listening learning process. In conclusion, the use cartoon movies '*Kids English Learning Show*' and some of the complementary actions (giving various learning activities, giving handouts, and providing question and answer sessions and discussion effectively) were effective to improve the first year students' listening learning process at SMP Taman Dewasa Jetis.

B. Implications

The research findings show that the use of cartoon movies '*Kids English Learning Show*' could improve the students' enthusiasm in learning English. The students were happy and could enjoy listening by using cartoon movies '*Kids English Learning Show*'. However, the use of cartoon movies '*Kids English Learning Show*' had to be combined with other actions such as giving various learning activities, giving handouts, and providing question and answer sessions and discussion effectively. From the findings above, the implication of the study are as follows.

1. 'The use of cartoon movies '*Kids English Learning Show*' was effective to attract the students. It could improve the students' enthusiasm. As a result, the listening learning process could be improved through this action.
2. Giving various listening activities was effective to avoid the students' boredom. Thus, this action could make the students keep their enthusiasm.
3. Giving handout to the students was effective to help the students understand the learning materials. Handouts contain learning materials and instructions. Thus,

I gave the handouts to the students to help them understand the learning materials and the instructions during the listening learning process. By giving the handouts to the students, they did not need to write the materials because the materials were already provided the handout. So, the students could focus on my explanation instead of making notes.

4. Providing questions and answer sessions and discussion effectively was effective to improve the students' involvement. The students' involvement plays an important role during the listening learning process.

C. Suggestions

Based on the conclusions above, some suggestions are offered for the students, English teachers and other researchers as presented below:

1. To the students

The students should practise listening to more English monologs and dialogs. Getting used to listen to English monologs and dialogs can improve their English skills. If they get bored, they can learn English monologs and dialogs by watching English cartoon movies. Thus, they can learn English while enjoying the cartoon movies.

2. To the English teachers

For the English teachers, it will be valuable for them to be more creative in choosing the techniques and activities in the listening learning process. Using cartoon movies '*Kids English Learning Show*' is one example of interesting techniques

which are interesting to be used in the listening learning process. However, they had to consider the appropriate topic and listening activities when they apply this technique.

3. To other researchers

This research was focused on improving listening learning process by using cartoon movies '*Kids English Learning Show*' in the 7th grade class VII.3 at SMP Taman Dewasa Jetis. For other researchers who want to conduct a research using the same technique, they have to prepare the cartoon movies and the learning materials well. They also have to know how this technique should be applied to teach listening.

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APPENDIX A
Photographs



Picture 1. SMP Taman Dewasa Jetis



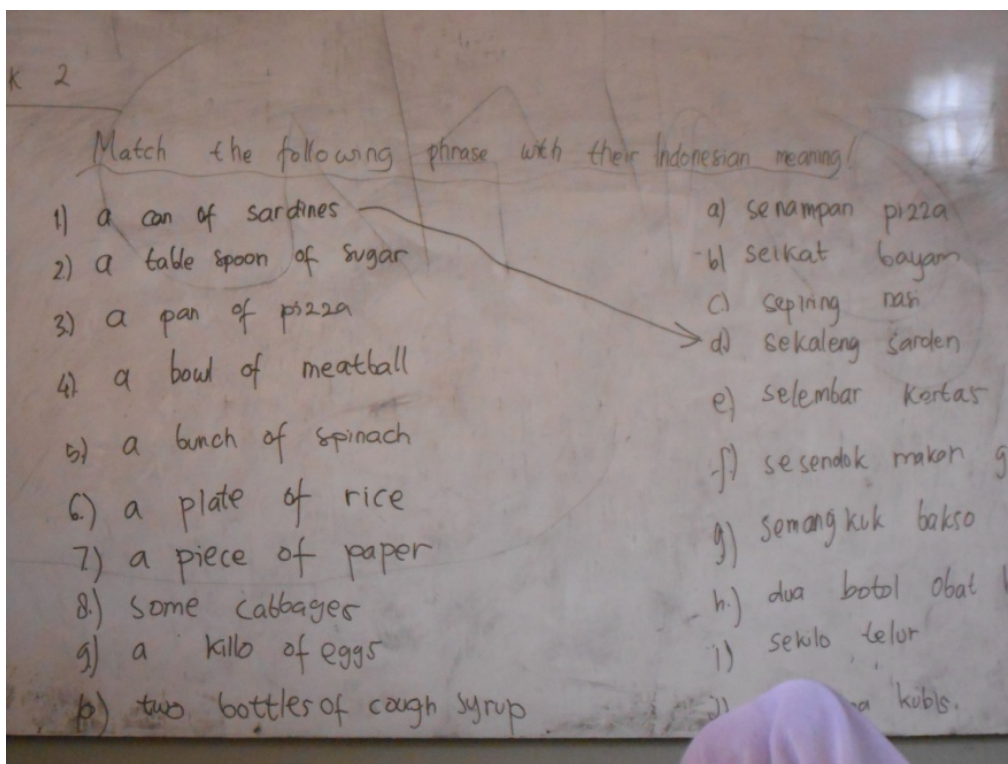
Picture 2. Class VII.3 of SMP Taman Dewasa Jetis



Picture 3. Teaching Process by the English Teacher in Class VII.3 during the Observation



Picture 4. Learning Process in Class VII.3 during the Observation



Picture 5. The Task Given by the English Teacher on the Blackboard



Picture 6. The Situation in the Classroom



Picture 7. The Action of Giving Handout to the Students



Picture 8. The Process of Watching Cartoon Movie “Kids English Learning Show”



Picture 9. The Discussion Session



Picture 10. The Practice Stage



Picture 11. The Questions and Answers Session



Picture 12. The students actively did the task on the blackboard.

APPENDIX B
Field Notes

FIELD NOTES

Field Note 1

Hari, tanggal : *Senin, 2 September 2013* (Monday, September 2nd 2013)

Tempat : *Ruang Tamu Kepala Sekolah SMP Taman Dewasa Jetis*

I came to SMP Taman Dewasa Jetis to ask permission to conduct a research in the first semester of 2013/2014 for the seventh grade. The chief of Curriculum Staff, Mr Sariyanto, greeted me. He asked me to get the official letter from the university as soon as possible. I showed him my research proposal. Mr Sariyanto suggested me to come again on Monday, September 9th 2013 to meet the English teacher because the teacher was not at school for a week. I said thank you and told him that I will be back to the school as I will also bring the letter next Monday.

Field Note 2

Hari/ Tanggal : *Senin, 9 September 2013* (Monday, September 9th 2013)

Tempat : *Ruang Guru SMP Taman Dewasa Jetis*

I came to the school to handover the letter and research proposal to Mr Sariyanto. He took them and asked me to come to the teacher's office to meet Miss Anis Rohmatul Laili, S.Pd. I met her and told her about the research proposal. I explained to her that I would like to conduct the research in grade VII. Miss Anis asked me to follow her to the classroom, class VII.3, on Tuesday, September 10th 2013, to do the observation. Miss Anis and I talked about the research and my profile.

Field Note 3

Hari/ Tanggal : *Selasa, 10 September 2013* (Tuesday, September 10th 2013)

Tempat : *Ruang kelas VII.3 SMP Taman Dewasa Jetis*

I came into the classroom VII.3 to do the observation. Miss Anis introduced me to the students and asked me to sit in the back. This is the illustration of the English teaching learning process on that day.

Miss Anis asked the students to be ready to start the lesson. She would not start if the students were still noisy. After they were ready, she start the lesson by saying a prayer and checking on the presence list. No one was absent that day. Miss Anis gave some questions as the review of previous lesson. They answered the questions well. They competed to answer the questions.

Then, Miss Anis explained the materials for 20 minutes because the previous lesson was not finish yet. Miss Anis gave the ask-answer questions time. Some students who sat at the back were not discipline. Miss Anis asked the students to write down the explanation written on the blackboard. She moved around the classroom to check the students' understanding. After that, she gave two kinds of tasks. As the students did the tasks, she moved around to check if they were doing it well. Miss Anis made sure to handle the students who did not do the tasks and did not understand it.

On the last tasks, Miss Anis and the students checked their work together. She asked them to exchange their work with their friend. Miss Anis asked some students to write down the right answer on the blackboard.

After checked on the work, Miss Anis asked the students to put their workbook on her desk. The students did the instruction. Miss Anis re-explained the material and gave them another chance to ask questions. They told her that they understood the lesdon and there were no questions to ask. Miss Anis ended the lessso when the bell rang. She asked one of the students to lead the clong pray.

Field Note 4

Hari/Tanggal : Rabu, 11 September 2013 (Wednesday, September 11th 2013)

Tempat : Ruang Guru SMP Taman Dewasa Jetis

I met Miss Anis to discuss about the lesson plan and materials that will be used when I teach class VII.3. Miss Anis gave some suggestions to fix the lesson plan. She could not give me the teaching schedule yet because of some problem related to the curriculum. She will confirm the schedule by text. I asked her time to have interview with her and the students before I do the classroom action. She asked me to come on Friday to do the interview.

Field Note 5

Hari/Tanggal : *Jumat, 13 September 2013* (Friday, September 13th 2013)

Tempat : *Ruang perpustakaan SMP Taman Dewasa Jetis*

I came and met Miss Anis to confirm her about the interview that day. She called three students to be interviewed by me. I gave them questions one by one, asking about the English teaching-learning process according to the interview guideline. After that, I also interviewed Miss Anis, as the English teacher, about the same thing according to the interview guideline.

Field Note 6

Hari/Tanggal : *Rabu, 18 September 2013* (Wednesday, September 18th 2013)

Tempat : *Ruang kelas VII.3 SMP Taman Dewasa Jetis*

Before the class was started, I came to the school to meet the Miss Anis. She asked me to enter the classroom. Then, she announced to the students that she would teach English to them for some meetings. She sat at the back while observed the process of teaching and learning.

As opening activities, firstly I greeted the students and then called their names one by one. Before starting the main activities, I gave them a lead in activity. I gave them some oral questions related to the topic that would be learned. The students answered my questions enthusiastically. After they already knew the topic that would be learned, I distributed the handouts. I explained to them that the first task was as lead in. I asked them to do the first task in pairs. Then, I explained what they had to do in Task 1. The students started doing the task. They did it enthusiastically. Five minutes later, I invited them to discuss this task together. I asked some of them to answer the questions in this task orally. We discussed it together. The students were actively involved in this session.)

After did some lead in activities, I started teaching the main activities. I used PPP method to teach. I told the students that that day, we would learn the learning materials about commands. In the presentation phase, I asked them to watch a cartoon movie about commands which are usually used in the classroom. I used laptop, LCD, and speakers to show the cartoon movie to the students. They watched it enthusiastically. After that, I asked them some oral questions related to the cartoon movie they watched. Then, I asked them to learn the explanation in the handout. After that, I asked them whether they understood the explanation or not. Some of them could understand the explanation and some of them still got confused. Next, I gave them an explanation about the expressions and the use of commands in the classroom. Most listened to my explanation enthusiastically. There were some students who made noisiness. They were the students who sat at the back. Then, I asked them to listen to my explanation. Next, I repeated

some of my explanation. After that, I gave them an opportunity to ask about the materials that I explained. None had a question. They looked shy to ask. Then I asked them whether they had already understood my explanation or not. They said that they had understood.

In the practice phase, I gave them a guided activity. It was Task 3. They had to listen to some instructions and then they had to choose the appropriate pictures in the handout. They looked so enthusiastic in doing this listening activity. After that, I asked them to exchange their answer sheet each other. Then, I invited them to discuss the answers together. They were actively involved in this session. Most of them participated in answering the questions. After that, I asked them to ask their difficulties but none gave me any question. They said that it was clear. Then, I asked them to collect their answer sheets.

In the production phase, I gave them two freer listening activities. First, I explained what they had to do. In the first activity, they had to watch a cartoon movie about commands again, and then they had to complete an incomplete dialog in the handouts. I started showing the cartoon movie to the students. There were some students who sat at the back made noisiness. I tried to admonish them. The students were enthusiastic to watch the cartoon movie while tried to complete the incomplete dialog. After the cartoon movie was finished, I asked them whether they had accomplished the task or not. Some of them missed some information, so that I replayed the cartoon movie again. They watched it enthusiastically while did the task. Then, I asked them to exchange their answer sheets with the students who sat beside them. Next, I invited them to discuss the answers together. I asked some of them to write the answers on the board. They were so enthusiastic to offer themselves to write the answers on the board. The students and I then discussed to find the correct answers together. They were so active.

After they sat neatly, I started the next activity. It was the second freer listening activity. Before they started doing this activity, I explained them about what they should do. After they had understood, I asked them to start doing the activity. In this freer activity, they had to find five expressions of commands in the previous activity then they had to write them down on the answer sheets. After that, they had to write down the meanings of those expressions. They did it enthusiastically. Next, I asked them to exchange their answer sheets each other. Then, I invited them to discuss the answer together. They were so active in discussing the answers. After that, I asked them to collect their answers sheet which had been corrected. They did not collect it orderly. They were noisy so that I tried to make them silent and back to their own chairs. Then, I gave them an opportunity to ask about their difficulties but they said that it was clear. They did not have any question. Some minutes later, the bells rang so that I closed the lesson by conclude what they had learnt that day. I asked the students to study again at home then I greeted them.)

After the lesson was accomplished, I made the facilities I used (LCD, speakers, and laptop) to be neat. Then, the English teacher and I went to the library to evaluate the process of teaching and learning that day in class VII.3. The English teacher gave me some advices related to the appropriate ways for teaching the students of class VII.3. I took a note for some importants

points to improve my teaching in the next meeting. After that, the English teacher and I discussed the next schedule together for class VII.3. After we discussed it together, I said thanks to her and then I said goodbye.

Field Note 7

Hari/Tanggal : *Jumat, 20 September 2013* (Friday, September 20th 2013)

Tempat : *Ruang kelas VII.3 SMP Taman Dewasa Jetis*

Before the class was started, I came to the school to meet the English teacher to discuss the lesson plan that I had give some days ago. The bells rang. We entered the classroom together. The process of the second meeting of the first session can be seen as follows.

As an opening activity, I greeted the students. Next, I asked the chief of class VII.3 to lead the prayer. After that, I checked the attendance list. One of the students was absen. Then, I reviewed the previous English lesson. Most of them still remembered it.

Next, I distributed the handouts. I used PPP method. As a lead in activity, I gave them an exercise related to the topic that would be learnt that day (Good habits and bad habits). There were some pictures about good and bad habits in the handouts. The students had to tick the pictures of good habits. They looked so enthusiastic in doing this exercise. Some minutes later, I invited them to discuss it together. They were actively involved in doing this exercise. Next, I asked them to guess what they would learn that day. Some of them could guess the topic correctly.

After they already knew about what they would learn, I continued to the main activities. In the presentation stage, I used a cartoon movie as the input. Before I showed it to the students, I explained what they should do after watching the cartoon movie. They had to do the listening comprehension exercise. After they understood, I started showing the video which contain the expressions of commands. As usual, I used a laptop, LCD, and speakers. They watched it enthusiastically. After watching the video, they tried to do the comprehension exercise (Task 2) in the handouts. There were some statements in this exercise. The students had to identify these statements and chose whether the statements are true or false based on the video that they watched. They were so enthusiastic in doing this listening exercise. After they finished doing this exercise, I invited them to discuss the answer together. They were actively involved in discussing the answers. After discussing the exercise, I gave them a brief explanation about the expressions of commands which were used in the video they watched. Then, I gave them an opportunity to ask but they said that they did not have any question. It was clear. Next, to check whether they had understood or not, I gave them another exercise (Task 3). There were some sentences in this exercise and they had to change the sentences in the form of commands. Some minutes later, I asked them to exchange their works each other and then we discussed it together. I asked some of them to write the answers on the board. They were actively involved in discussing the correct answers.

After that, I moved on the second stage of PPP. It was the practice stage. Before starting this stage, I explained them what they should do. After they understood my instruction, I started the activities in this stage. In this stage, I gave them a freer listening activity (Task 4, in the handouts). I started showing a cartoon movie about someone's daily activities. After watching

the cartoon movie, I asked them to order the jumbled pictures according to the cartoon movie they watched. They looked so enthusiastic to do this listening activity. After that, I asked them to exchange their works each other and discuss it together. They participated actively in discussing the correct answers. After discussing the answers together, I asked them to collect their works. They did it disciplinely. After collecting their works, they sat again on their chairs.

Next, I continued to the last stage of PPP (Production). In this stage, I gave them a freer listening activity again. I explained what they had to do. After that, I started showing a cartoon movie again. The students watched it seriously because they knew that after watching this movie, they had to answer some questions. Then, they tried to answers some questions based on the video that they watched and listened to. Some minutes later, I asked them to exchange their works each other. The students and I discussed the answers together. They participated actively. After that, I asked them to collect their works.

As the closing activities, I gave them an opportunity to ask about their difficulties related to the materials that day. They looked shy to ask. So, to encourage them to speak, I gave them some oral questions related to the materials that day. They answered my questions enthusiastically. Then, I gave a short conclusion about what they had learnt that day. The bells were ringing. I greeted them then asked them to take a break.

Field Note 8

Hari/Tanggal : Jumat, 20 September 2013 (Friday, September 20th 2013)

Tempat : Ruang perpustakaan SMP Taman Dewasa Jetis

I met Miss Anis after I taught at class VII.3 and asked permission to interview some students of class VII.3. Miss Anis asked the students who were in the library at that time to be interviewed. I gave them questions according to the interview guideline about the two meetings of cycle I. After that, I also interviewed Miss Anis about the same thing. We agreed that the teaching-learning process in cycle I was not effective yet, so that there will be cycle 2 to be planned. I and Miss Anis discussed about the materials for the next cycle. I showed her my lesson plan to be checked.

Field Note 9

Hari/Tanggal : Rabu, 25 September 2013 (Wednesday, September 25th 2013)

Tempat : Ruang kelas VII.3 SMP Taman Dewasa Jetis

Before the class was started, I met the English teacher to discuss the lesson plan that I have given some days ago. It was the first meeting of the second cycle.

The English teacher and I entered the class. As usual, she sat at the back to observe the process of teaching and learning. Considering the problems happened in cycle I, in this meeting, I tried to be braver than before to minimize the students' noisiness. As an opening activity, I

greeted the students. Then, I checked the attendance list. All students were present in that day. After that, I reviewed the materials in the previous meeting. Most of them still remembered the previous materials.

Before starting the main listening activities, I gave them some oral questions related to the materials that would be learnt that day. They answered my questions enthusiastically. Next, I distributed the handouts and then asked them to do Task 1. It was still as the lead in. In pairs, they had to write some daily activities in the blank chart. They did it enthusiastically. Some minutes later, I asked them about the topic that would be learnt. They could guess the topic correctly. 'Daily Activities' was the topic that day.

I guided the students to move on the presentation phase. Before starting the main activity, I explained what they had to do in this listening activity more carefully until they understood what they had to do. They had to do a comprehension exercise after watching the cartoon movie. Next, I started preparing the laptop, LCD, and speakers to show the cartoon movie. The students were not noisy. They watched the movie enthusiastically. After that, they tried to do the comprehension exercise. They had to tick the daily activities which they watched and listened from the cartoon movie. After that, I invited them to discuss the answers together. They were actively involved in discussing the correct answers. Next, I asked them to read and learn the explanation on the handout. It was about the expressions to ask and give information. Some minutes later, I gave them some oral questions related to the explanation on the handout. Some of them could answer the questions orally but some of them were still confused. So, I gave them an explanation about the expressions to ask and give information. I also explained about simple present tense. They paid attention to my explanation. After explaining, I asked them to ask their difficulties. There was a student who asked something related to my explanation. I answered her question until the students understood.

After that, I moved on the practice stage. In this stage, I gave them a freer listening activity. Before the activities in this stage were stated, I explained what they had to do. After they understood my instructions, I asked them to be ready to do the listening activity. In this activity, they had to listen to a dialog and then complete the script based on the information in the dialog. I used a laptop and speakers as the equipments. They started to listen to the dialog seriously while completed the script. Some students said that they missed some information, so I replayed the audio once more again. After that, I asked them to exchange their works each other. Then, I invited them to discuss it together. They were so enthusiastic in this discussion session. After checking the answers together, I asked them to collect their works. They did it undisciplinably. They were noisy during collecting their works. I tried to admonish them until they could keep silent and back to their chairs neatly.

The presentation and practice stages were well done. Next, I continued to the last stage of PPP. It was production stage. In this stage I gave them a free guided listening activity. Before this activity was started, I explained the instruction to them. Then, I asked them to watch a

cartoon movie about asking and giving information. After watching this cartoon movie, they had to answer some questions based on the movie. They looked enthusiastic in doing this activity. After that, I asked them to exchange their works each other and check the answers together. In this discussion session, they were actively involved. They tried to answer my questions orally. Next, I asked them to collect their works. After that, I gave an opportunity for them to ask. Some minutes later, I conclude what they had learnt that day and then I closed the lesson.

Field Note 10

Hari/Tanggal : Rabu, 25 September 2013 (Wednesday, September 25th 2013)

Tempat : Ruang guru SMP Taman Dewasa Jetis

I met Miss Anis to discuss about the first meeting of cycle 2 after I taught at class VII.3. Miss Anis suggested me to do the next meeting as we saw that the students have been more discipline and enthusiast about the using of cartoon movies in the English class. I gave her the next lesson plan to be checked.

Field Note 11

Hari/Tanggal : Jumat, 27 September 2013 (Friday, September 27th 2013)

Tempat : Ruang kelas VII.3 SMP Taman Dewasa Jetis

It was the second meeting in cycle II. I came to the school, then I met the English teacher. Before the class was started, we discussed the lesson plan which I gave the day before. Next, we entered the class together. As usual, the English teacher (as the collaborator), sat at the back to observe the process of teaching and learning. The process of teaching and learning can be seen as follows.

To start the lesson, I greeted the students and then asked the chief to lead the prayer. Then, I checked the attendance list. One of the students was absent.

Next, to review the previous lesson, I gave them some oral questions related to the last materials. They answered my questions enthusiastically. Overall, they still remembered the previous learning materials. After that, I distributed the handouts. For lead in, I asked them to do the first activity in the handout. There was a pictured dialog. The students had to read and learn it and then answer some comprehension questions. It was to guide them to think about the topic that would be learnt in this meeting. Some minutes later, I invited them to discuss the answers together. They were active to deliver their ideas related to the pictured dialog. Then, I asked them to guess what they would learn in this meeting. They could guess the topic correctly. It was

about telling the time. It means that the lead in activity which I gave was effective to help them thinking about the topic that would be learnt.

After the lead in activity run well, I continued to the presentation stage. I explained what they had to do in the next activity. After they already understood my instruction, I started showing a video using a laptop, LCD, and speakers. They watched the video enthusiastically. Next, I asked them to study the explanation in the handout. The explanation was about telling the time. It was related to the video which I have showed to the students. Some minutes later, I asked them whether they already understood the explanation or not. I checked their understanding by giving some oral questions. Some of them could answer my questions correctly but some of them were still confused. So, I tried re explaining the learning materials materials more clearly and carefully. Next, I gave them some oral questions again to check their understanding. They could answer my questions correctly and enthusiastically. It indicates that they understood the learning materials.

Next, I continued to the practice stage. Before starting this stage, I gave them an instruction. I explained what they had to do in this listening activity. After they already understood my instruction, I gave them a semi guided listening activity. They had to listen to a recording and then do the exercise in the handout. There were some numbers in the handout. In each number, there were two times written in numbers. The students had to choose the correct times according to the recording they listened to. They looked so enthusiastic in doing this task. After they finished doing this task, I asked them to exchange their works each other. Then, I invited them to discuss the correct answers together. They were so active in the discussion session. Next, I gave them an opportunity to ask their difficulties about telling the time. There was a student who asked. I answered the question. Overall, the activities in this stage run well.

After the practice stage was successfully done, I continued to the last stage of PPP. It was production stage. Before starting the activities in this stage, I explained to the students about what they had to do. After they understood my instruction, I gave them a freer listening activity. I started showing a cartoon movie. They looked very enthusiastic to watch it. After that, they tried to match the pictures with the time in the handout based on the story in the cartoon movie they watched and listened to (Task 4). They did it enthusiastically. Some minutes later, I asked them to exchanger their works each other. Then, I invited them to discuss the correct answers together. They were active on this discussion session. They could do this activity well. Next, I gave them another freer listening activity. I explained what they had to do. After they understood my instruction, I started showing a video. They had to write down some sentences about telling the time based on the video which they watched and listened to. After they finished doing this task, I asked them to exchange their works each other. Then, I invited them to discuss the correct answers together. They were actively involved in this discussion session. Next, I gave them an opportunity to ask their difficulties about telling the time. They said that they already understood the materials. It was about asking for and giving information about time. Next, I concluded what they had learnt that day. Then, I said thank you to them for their participation during the

implementation of my research. I gave them snack. They were very happy. Next, I let them to have a break.

Field Note 12

Hari/Tanggal : Jumat, 27 September 2013 (Friday, September 27th 2013)

Tempat : Ruang perpustakaan SMP Taman Dewasa Jetis

I met Miss Anis to report the result of the second meeting of cycle 2. I asked her permission to interview the students and her about cycle 2. She told me to do the interview on break time. I asked some students to come to the library to be interviewed. I did the interview with three students and also Miss Anis according to the interview guideline. Miss Anis also asked me about how I feel about my research in class VII.3. Then, she asked me to report to the Curriculum about my research as it ended. I said goodbye to Miss Anis to meet Mr Sariyanto in the Front Office.

Field Note 13

Hari/Tanggal : Jumat, 27 September 2013 (Friday, September 27th 2013)

Tempat : Ruang Tata Usaha SMP Taman Dewasa Jetis

I waited for Mr Sariyanto to finish his meeting with the KKN/PPL students. He came and asked me to follow him to the guest room to talk about why I meet him.

Field Note 14

Hari/Tanggal : Jumat, 27 September 2013 (Friday, September 27th 2013)

Tempat : Ruang Tamu SMP Taman Dewasa Jetis

Mr Sariyanto asked me to take a seat. I told him that I have done my research in class VII.3 for four meetings in two weeks. Mr Sariyanto asked me about the process. I explained to him about it and also my impression about SMP Taman Dewasa Jetis which have been very good to me. Then I told him that I should have a formal letter from the school to certify that I did the research this month. He approved and asked me to take the letter on Friday or by appointment. I thanked him and said goodbye.

Field Note 15

Hari/Tanggal : *Senin, 10 Oktober 2013* (Monday, October 10th 2013)

Tempat : *Ruang Tamu SMP Taman Dewasa Jetis*

I came to the school and meet the front office staff to get the letter. After that, I met the School Headmaster, Mr Sariyanto and Miss Anis to thank them and said goodbye.

APPENDIX C
Interview Transcripts

INTERVIEW TRANSCRIPT

A. Before Implementation

Hari, tanggal : 13 September 2013
Tempat : Perpustakaan SMP Taman Dewasa Jetis
Narasumber : Siswa kelas VII.3

Peneliti (P) datang ke sekolah untuk menemui siswa (S) kelas VII.3 di perpustakaan saat istirahat pertama berdasarkan rekomendasi GBI pada hari sebelumnya. (P came to the school to interview the students of VII.3 in the library based on the GBI's recommendation in the previous day.)

Interview 1

S : Rachel Anisa. R

- P : *"Selamat pagi, dek. Namanya siapa?"* (Good morning. What is your name?)
S : *"Rachel Anisa, mbak."* (My name is Rachel Anisa.)
P : *"Mbak boleh tanya-tanya sebentar ya. Kamu suka nggak pelajaran Bahasa Inggris?"* (Do you mind if I interview you? Do you like English?)
S : *"Suka banget mbak. Karena pengen lebih tau pembelajaran Bahasa Inggris. Pengen banget bisa bahasa Inggris mbak."* (Yes, I like it, Miss. Because I'd really like to know more about English. I want to be good at English, Miss.)
P : *"Kalo di kelas biasanya guru sama muridnya pake bahasa Inggris terus gak?"* (Does your teacher use English during the lesson?)
S : *"Iya, biasanya pake bahasa Inggris, biasanya pake bahasa Indonesia. Campur-campur mbak. Kalo mau ijin keluar atau ke kamar mandi biasanya harus pake bahasa Inggris."* (Yes, she does. She mixes both of English and Bahasa Indonesia. I use English if I need to go to the restroom.)
P : *"Kamu ngerti semuanya?"* (Do you understand them all?)
S : *"Ya hampir semua ngerti."* (I understand most of them.)
P : *"Kamu tau kan kalo dalam bahasa Inggris ada banyak skill? Ada listening, speaking, reading, writing.. nah itu biasanya dikasih tau secara langsung gak kalo lg belajar di kelas?"* (Do you know that there are some skills in English learning? Such as listening, speaking, reading, and writing.. Does your teacher tell you that?)
S : *"Iya, dikasih tau pelan-pelan mbak."* (Yes, she tells us step by step.)
P : *"Tapi semuanya dipelajarin dalam satu pertemuan?"* (Do you learn those skills in one meeting?)
S : *"Iya mbak."* (Yes, we do.)
P : *"Di kelas pernah belajar pake gambar atau audio atau video gitu gak?"* (Have you ever learned English by using some kind of audios or videos?)
S : *"Belum pernah, mbak."* (Not yet.)
P : *"Dari empat skill tadi kamu paling suka yang mana?"* (From those skills, which one is your favorite?)
S : *"Paling suka reading. Soalnya kalo ngomong sama dengerin itu sering kesusahan mbak."* (I love reading because I found speaking and listening is more difficult.)
P : *"Emangnya belajar speaking sama listening di kelas ngapain aja biasanya?"* (What did you learn in the classroom related to listening and speaking?)

- S : “*Ya dialog-dialog gitu mbak, dengerin gurunya dikte juga biasanya.*” (I did some task about conversations and listen to the teacher.)
- P : “*Tugas-tugasnya disuruh ngapain aja sih selama pelajaran?*” (How about the practice?)
- S : “*Biasanya soal-soalnya ditulis di papan tulis. Atau di buku tugas gitu.*” (Sometimes the tasks are written in the whiteboard or in the handbook.)
- P : “*Bosen gak kalo tugasnya setiap hari kayak gitu?*” (Do you feel bored?)
- S : “*Kalo saya sih nggak bosen mbak.*” (No, I personally do not get bored.)
- P : “*Ok. Berarti emang suka banget ya sama bahasa Inggris. Trus itu ngerjain latihan-latihannya biasanya sendiri-sendiri atau diskusi?*” (Okay. That means that you really love English, are not you? About the tasks, did you do that individually or by having discussion with your classmates?)
- S : “*Kadang-kadang diskusi, kadang ya sendiri mbak.*” (Sometimes we do both.)
- P : “*Kamu pengennya kalo belajar bahasa Inggris itu kaya gimana?*” (How would you want your English class?)
- S : “*Pengennya biar lebih banyak tau itu belajarnya agak dibedain gitu mbak. Jadi gak cuma suka reading. Pengen banget bisa dengerin orang ngomong bahasa Inggris ga kesusahan.*” (It will be great if I could love other skills than only reading. I’d really happy if I could understand what people say in English.)
- P : “*Oh gitu ya. Ok deh, makasih ya dek udah mau ditanya-tanya.*” (Okay. Thank you for your time.)
- S : “*Iya, sama-sama mbak.*” (You’re welcome.)

Interview 2

S : Hekal Abdan. S

- P : “*Pagi Dek.. Namanya siapa?*” (Good Morning. What is your name?)
- S : “*Hekal.*” (Hekal.)
- P : “*Mbak boleh ganggu istirahatnya bentar yah. Mau tanya-tanya tentang pelajaran bahasa Inggris.*” (Would you mind if I take couple minutes to ask you about English?)
- S : “*Iya mbak.*” (Sure.)
- P : “*Kamu suka gak pelajaran bahasa Inggris?*” (Do you like English?)
- S : “*Suka mbak tapi saya nggak bisa bahasa Inggris.*” (Yes, I do but I can not speak English fluently, Miss.)
- P : “*Ya makanya sekarang belajar kan. Kalo di kelas gurunya pake bahasa Inggris terus gak?*” (Yes, that is why you are studying it, right? Does your teacher use English during the lesson?)
- S : “*Iya.*” (Yes, she does.)
- P : “*Kamunya juga bisa jawab pake bahasa Inggris terus?*” (Can you answer her in English?)
- S : “*Ya dikit-dikit.*” (Yes, a little bit.)
- P : “*Kamu tau ada empat kemampuan dalam bahasa Inggris? Speaking, reading, writing, listening. Biasanya dikasih tau gak kalo misalnya hari ini mau belajar speaking atau writing gitu?*” (Do you know about the four skills in English? Speaking, reading, writing, and listening?)
- S : “*Nggak mbak. Tapi aku suka nulis mbak.*” (No, I do not. But I love writing.)
- P : “*Oh ya? Kenapa?*” (Really? Can you tell me the reason?)

- S : “*Ya suka aja. Nggak pede juga kalo ngomong.*” (I just like it. I do not feel confident in speaking.)
- P : “*Kalo dengerin suka gak?*” (How about listening?)
- S : “*Suka sih, tapi yo bingung. Apalagi kalo nonton film-film itu mbak.*” (Yes, but it confusing. Like what I see in the movies, that are confusing.)
- P : “*Kenapa?*” (Why is that?)
- S : “*Kan gak pernah dengerin orang barat ngomong mbak. Di kelas disuruh dengerin gurunya terus.*” (I never heard of native speaker speaks in front of me. While in the classroom, I only listen to the teacher.)
- P : “*Oh, maksudnya dengerin tape recorder gitu maunya?*” (Do you mean that you would love to hear something from some kind of audio or video?)
- S : “*Iya kayak gitu mbak. Bagus kayaknya.*” (Yes, some kind of that, Miss. That seems great.)
- P : “*Lha kalo dengerin gurunya susah ga sih?*” (Were you having difficulty when you listen to the teacher?)
- S : “*Gampang-gampang susah mbak. Hehe..*” (Yes sometimes, Miss.)
- P : “*Latihannya di kelas ngapain aja?*” (How about the practice?)
- S : “*Ya disuruh ngerjain latihan mbak. Dari buku.*” (We did the tasks from the handbook, Miss.)
- P : “*Itu diskusi atau sendiri-sendiri?*” (Did you do that on discussion or by yourself?)
- S : “*Kadang-kadang diskusi mbak.*” (Sometimes we do the discussion, Miss.)
- P : “*Lebih seneng yang mana?*” (Which one do you prefer?)
- S : “*Diskusi.*” (The discussion.)
- P : “*Hmm yaudah kalo gitu. Makasih ya dek.*” (Okay then. Thank you for your time.)
- S : “*Sama-sama.*” (You are welcome.)

Interview 3

S : Aditya Prayoga

- P : “*Hai dek, lagi istirahat yah. Mbak ganggu sebentar aja, boleh? Mbak mau tanya-tanya tentang pelajaran bahasa Inggris.*” (Hi there, are you taking a break? Would you mind if I ask you some questions about English?)
- S : “*Boleh kok Mbak.*” (Sure.)
- P : “*Namanya siapa dek?*” (What is your name?)
- S : “*Adit.*” (Adit.)
- P : “*Suka gak pelajaran bahasa Inggris?*” (Do you like English?)
- S : “*Suka mbak. Dari SD udah suka.*” (Yes, I do, Miss. I like English since I was in elementary school.)
- P : “*Wah, nilainya tinggi-tinggi dong berarti.*” (Well, I am sure that you have good score then.)
- S : “*Hehe.. gak juga mbak.*” (Hehe.. Not really, Miss.)
- P : “*Kalo di kelas gurunya sering pake bahasa Inggris kan? Kamu ngerti dong ya berarti?*” (So your teacher uses English in the classroom, does not she? Do you understand them all?)
- S : “*Ya ngerti dikit-dikit mbak.*” (Yes, a little bit, Miss.)
- P : “*Kan biasanya belajarnya ada mendengarkan, berbicara, menulis sama membaca tuh. Kamu paling suka yang mana?*” (Which one do you like? Listening, writing, speaking or reading?)
- S : “*Speaking suka mbak.*” (I like speaking, Miss.)

- P : “*Kenapa?*” (Why is that?)
- S : “*Karena udah bisa banget.*” (Because I think that I am good at that.)
- P : “*Oh ya? Kalo listening suka gak?*” (Really? How about listening?)
- S : “*Hmmm gimana ya..* “ (Well, I doubt that.)
- P : “*Kalo suka speaking berarti suka listening dong, masa ngomong tapi ga dengerin?*” (If you like speaking that will be means that you like listening, how could you speak without listen?)
- S : “*Hehe.. iya mbak. Kalo dengerin itu suka ngantuk mbak.*” (Hehe you are right, Miss. I feel sleepy when I listen to something.)
- P : “*Oh gitu? Emang ngapain aja kegiatan listening nya?*” (What activities did you do on listening?)
- S : “*Banyak mbak. Kaya disuruh nulis-nulis juga pas gurunya ngomong. Trus bingung itu ngomongnya apaan.*” (There are lots of them, Miss. For example, the teacher read something and I have to write them down. Then I got confused about that.)
- P : “*Kalo dengerin gurunya ngantuk, kalo dengerin bule ngomong ngantuk jg gak?*” (How about listen to the native speaker? Will you get sleepy?)
- S : “*Gak tau sih mbak. Dengerinnya cuma guru ngomong bahasa Inggris.*” (I have no idea, Miss. That is all I have ever done in the classroom.)
- P : “*Berarti ga pernah sama sekali ya belajar pake audio gitu?*” (So you never had listening activities by using audio?)
- S : “*Iya.*” (Never.)
- P : “*Pengennya kaya apa sih belajar bahasa Inggris di kelas?*” (What kind of English lesson would you like in the classroom?)
- S : “*Pengennya ya gimana biar semangat mbak latihan-latihannya. Pengen kayak teman sekolah lain mbak, belajarnya di kelas pake nonton film juga bahasa Inggris.*” (I would like to have an interesting way to motivated me to do the activities, Miss. I have friends from other school that learning English by using some kind of video, that’s great right?)
- P : “*Oh ya? Kamu suka kalo belajarnya gitu?*” (Right. So that is how you would like it.)
- S : “*Iya suka mbak. Jadi gak ngantuk. Gak cuma dari buku belajarnya.*” (Yes. So I will not get sleepy. I hope the lesson is not only using the handbook.)
- P : “*Ngerjain latihan di kelas itu diskusi atau sendiri-sendiri?*” (How did you do the activities? Individually of discussion?)
- S : “*Dua-duanya mbak. Tapi medingan sendiri-sendiri biar gak repot.*” (Both of them, but I like to do the task by myself.)
- P : “*Oh gitu. Oke deh gitu aja kayanya. Makasih ya.*” (Okay then. That will be all. Thank you.)
- S : “*Yaa..* “ (Sure.)

Hari, tanggal : 13 September 2013
 Tempat : Perpustakaan SMP Taman Dewasa Jetis
 Narasumber : Guru Bahasa Inggris – Anis Rohmatul Laili, S.Pd

P mewawancarai GBI mengenai kelanjutan dari rencana penelitian dan hasil wawancara dengan siswa. (P interviewed GBI about the research plan and the student's interviews result.)

Interview 4

- P : *“Selamat siang Miss Anis. Tadi setelah wawancara dengan beberapa siswa kelas VII.3 rata-rata suka pelajaran bahasa Inggris, senang juga ya Miss dengernya. Menurut Miss Anis, faktor-faktor yg mempengaruhi itu apa saja?”* (Good afternoon, Miss Anis. From the result of the interview with the students, most of them like English, I am happy to hear that. According to you, what does affect that fact?)
- GBI : *“Ya kalo selama mengajar itu saya memang buat pembelajarannya fun gitu. Jadi mereka leluasa buat ngomong atau berpendapat. Soalnya kalo pelajaran yang lain itu kan mereka kebanyakan teacher-center, nah siswa kurang suka itu. Kalau modelnya ceramah terus, anak-anak kan susah nerimanya. Kalo saya biasanya ngasih game dulu. Tapi ya beda-beda kelas, beda-beda juga treatment-nya mbak. Soalnya emang ada kelas yang kurang tertib jadi saya kalau disana agak susah kalau harus mengatur waktu. Kalau kelas-kelas lain yang lebih tertib, saya bisa melakukan seperti yang sudah saya rencanakan. Saya juga sering ngasih motivasi-motivasi lain. Misalnya untuk lead-in saya biasanya cerita ke mereka tentang saya dulu kurang suka pelajaran bahasa Inggris, kemudian malah jadi senang banget sampe ngambil kuliah jurusan Bahasa Inggris juga gitu. Mereka senang kan mbak, jadi lebih termotivasi untuk belajar juga.”* (During the lesson, I always make sure that the classroom is fun. So they are free to speak. Most of the teacher do the teacher-centre method in the classroom, the students never like it. If I speak all the time, the pupil could not get that easily. I usually do a game before start the lesson. However, there will be a difference treatment for every classroom. The reason is because there are some class with undisciplined students which always hard to handle. I also give them motivation by telling them story. I told them about me who used to hate English. They loved it and get motivated of course.)
- P : *“Mengenai pembelajaran di kelas nih Miss, biasanya penggunaan bahasa Inggris-Indonesia-nya bagaimana?”* (How about the teaching-learning process in the classroom? Do you use dual language?)
- GBI : *“Hampir 50% mbak. Jadi biasanya saya ngomong bahasa Inggris dulu, setelah itu saya langsung artiin, karena mereka butuh itu. Kalau nanti sudah sering saya pakai kalimat-kalimat itu, lama-lama mereka ngerti dan saya ga perlu jelasin lagi di pertemuan-pertemuan seterusnya. Saya juga biasain kalo untuk menyapa itu mereka sudah ngerti pasti pake bahasa Inggris, contohnya ‘Hi, Miss..’ atau ‘Excuse me, Miss..’ ya semacam itu. Apalagi kalimat-kalimat yang sering digunakan di kelas, mereka sudah terbiasa. Kayak misalnya mau ijin ke toilet gitu sudah biasa banget mbak.”* (Yes, I do 50% both English and Bahasa Indonesia. I sometimes use

English first, and then I translate it. They need that. If I use the term for times, they will get used to it and I do not need to explain it in the next meetings. I also get them used to speak classroom English during the lesson or if they meet me outside the classroom.)

- P : *“Itu kan kelas VII ya Miss, nah membiasakan mereka memakai kalimat-kalimat seperti itu berapa lama? Soalnya kan kalo dari SD kebanyakan mereka belum sebiasa itu kan?”* (So that is how for class VII. How long did you get them to get used to the classroom English? As we know that most of them did not learn English in elementary school.)
- GBI : *“Iya mbak, tapi ga lama kok. Kan sekarang aja udah hampir dua bulan ya pembelajaran dimulai. Sekarang mereka udah cukup fasih.”* (Yes, they did. But it did not take long. It is now just two months of school time, but they are good at it.)
- P : *“Ada yang masih malu-malu gak sih Miss kalo mau ijin tapi harus pake bahasa Inggris?”* (Is there anyone who still unconfident in using English?)
- GBI : *“Ada sih, tapi mereka gak terus diem aja. Langsung cari tau sama temennya gimana caranya ijin gitu mbak.”* (Sure, but they did not do silence. They always find out how to say anything in English.)
- P : *“Kalau materi sama tasks-nya biasanya ngambil dari buku atau ada dari sumber lain, Miss?”* (How about the materials? Do you use handbook or is there another source?)
- GBI : *“Dulu awalnya saya pake buku pegangan guru itu ya, tapi lama-lama saya gak mau pake lagi. Soalnya di buku itu sudah ada disediakan kunci jawabnya, jadi anak-anak malah gak belajar. Saya sering ambil dari sumber lain, ngembangin materi. Malah sering bikin sendiri tapi tetep mengacu dari beberapa sumber yang menurut saya bagus. Di internet juga banyak ya mbak. Tapi saya pasti sesuaikan dengan apa yang sering kita jumpain di sekitar kita supaya sesuai juga.”* (At first I only use the handbook, bu I am not using it now. The answerkey is available for the tasks in the back part of the book, so that they did not learn well. I took another source to develop another tasks. There are a lot of materials we could find in the internet. But I make sure that they are suitable with the students.)
- P : *“Pernah pake media-media lain ga Miss biasanya? Misalnya audio gitu untuk listening?”* (Have you ever used other media, such as audio for listening?)
- GBI : *“Oh belum pernah mbak. Sekarang masih sebatas misalnya saya baca trus anak-anak mengerjakan fill in the blank, seperti itu. Rencananya mau pake audio sih mbak, mungkin pertemuan selanjutnya. Sebenarnya mau pakai video-video itu kan banyak ya mbak di Youtube, saya juga sudah nyari kemarin. Tapi kan pasti I need LCD, sedangkan di sekolah ini LCD nya ada di ruang pertemuan. Waktu saya otomatis terbuang untuk moving siswa ke ruang pertemuan, trus nyiap-nyiapin alatnya juga. Itu pertimbangannya mbak. Sudah dibicarakan ke sekolah sih mbak, ada rencana sekolah mempersiapkan beberapa LCD proyektor untuk pembelajaran. Tapi gak dalam tahun ini. Emang kalo untuk listening masih kurang banget sih mbak, terutama pemakaian media-media semacam itu.”* (Not yet. I just read something and the students should write them down on the taskbook. I got a plan on that, but maybe next time. I have searched some videos from youtube, but we don't

have the portable LCD tools here. There is only one permanently stay in the meeting room. Imagine the time I would waste if I should use that. I did talk to the staff about this, they also said that there is a plan to provide the tools. Just maybe not this year. So I think for listening, the using of that kind of media is not common.)

- P : “*Oke. Menyangkut kemampuan membaca, menulis, mendengarkan dan berbicara nih Miss, kalo memulai pelajaran biasanya itu dijelaskan atau secara umum aja?*” (Okay. How about the four skills in English? Are you telling them directly about what they would learn?)
- GBI : “*Oh biasanya itu saya jelaskan, misalnya sekarang kita belajar speaking ya, atau hari ini belajar listening. Pasti saya kasih tau dulu mbak. Yang pasti saya harus review dulu pelajaran sebelumnya supaya mereka nggak lupa.*” (Yes, I do. So I explain to them if we would learn listening or speaking. But I will review the previous lesson so they did not forget what they have learned.)
- P : “*Menurut Miss Anis, challenge nya itu pas ngajar apa biasanya?*” (What are the challenges that you found in the classroom?)
- GBI : “*Memang beda-beda ya mbak ya. Kadang untuk speaking itu mereka ga malu-malu. Tapi untuk memotivasi mendengarkan, menulis itu agak susah. Ya mungkin karna itu tadi, media berpengaruh juga.*” (Well that depends. Sometimes they just feel unconfident to speak. Maybe that was because the less-media using.)
- P : “*Berarti Miss Anis setuju gak kalo misalnya menggunakan media seperti video atau film kartun yang berhubungan dengan materi dipake di kelas?*” (So, would you agree to use video or cartoon movie related to the material in the English classroom?)
- GBI : “*Oh iya mbak setuju sekali. Saya rasa motivasi mereka akan lebih meningkat dan nilainya juga ikut meningkat gitu mbak.*” (Yes, of course. I think they will be more motivated, so does their test result.)
- P : “*Oke Miss Anis, terima kasih untuk waktunya.*” (Okay then, thank you for your time, Miss Anis.)
- GBI : “*Sama-sama mbak.*” (You are welcome, Miss.)

B. After Implementation

Cycle 1

Hari, tanggal : Jumat, 20 September 2013

Tempat : Ruang Perpustakaan SMP Taman Dewasa Jetis

Narasumber : Siswa kelas VII.3

P melakukan wawancara dengan siswa- siswa kelas VII.3 mengenai proses pembelajaran di kelas dalam Cycle 1. (P interviewed the students of class VII.3 about the English teaching-learning process in Cycle 1.)

Interview 5

S : Ilham

- P : *“Bagaimana tadi kegiatan listeningnya?”* (How were the listening activities?)
- S : *“Suka mbak.”* (I like it, Miss.)
- P : *“Suka gimana maksudnya?”* (What do you mean?)
- S : *“Suka kalau pake film kartun mbak.”* (I like it because you used cartoon movies to teach, Miss.)
- P : *“Bisa sebutin ga alasannya?”* Can you mention the reason?)
- S : *“Ya kan hiburan sama pembelajaran mbak. Biar tambah pinter semua.”* (It was an entertainment, Miss. We could also learned while enjoyed it.)
- P : *“Kamu lebih jelas gak kalo selain dijelasin guru, kamu juga bisa liat penjelasannya di film tadi?”* (Did you get it clear if you could also see the explanation in the video and not only from the teacher?)
- S : *“Nah iya gitu mbak. Jadi lebih ngerti. Lebih inget juga. Tapi suka berisik e mbak, yang duduk di belakang.”* (Yes, Miss. It is more understandable and memorable. But the students who sit in the back were so noisy.)
- P : *“Wah iya tuh. Kira-kira kenapa ya masih pada berisik?”* (I think so. What do you think? Why are they so noisy?)
- S : *“Karna gurunya bukan Miss Anis mungkin mbak. Kan mbak yang ngajar.”* (Maybe because the teacher is not Miss Anis, Miss.)
- P : *“Kalo saya yang ngajar kenapa?”* (So how if I taught you?)
- S : *“Suka gitu mbak kalo bukan sama gurunya yang asli.”* (That is normal, Miss. If the teacher was not the English teacher, some of the students used to be so noisy, Miss.)
- P : *“Oh gitu. Kira-kira menurut kamu, temen-temen yang lain suka gak sih kalo pake film kartun kayak tadi?”* (Okay. In your opinion, did the others also like it if I use cartoon movie?)
- S : *“Suka mbak.”* (Yes, they did.)
- P : *“Besok kalo saya ulang lagi kamu masih inget gak yang tadi ada di film?”* (If I review the lesson tomorrow, do you think that you still remember the contents of the video?)
- S : *“Inget mbak yang tadi.”* (Yes, I do.)
- P : *“Latihannya susah gak sih kalo pake film kartun?”* (Were the tasks difficult?)
- S : *“Gampang-gampang susah mbak. Kan ga tau artinya semua soalnya. Bahasa Inggris semua e.”* (I am not sure, Miss. I did not really understand the language. All of them were in English.)
- P : *“Lho kan kalian punya kamus.”* (You have the dictionary, have not you?)

- S : “*Iya sih tapi kan itu cepet ngomongnya mbak. Kalo dijelasin dulu bisa ngerjainnya mbak.*” (Yes, I have. But it was too fast. If you explain it first, maybe I could do that.)
- P : “*Gitu ya? Oke kalo gitu. Makasih ya.*” (Okay then. Thank you.)
- S : “*Sama-sama.*” (You are welcome.)

Interview 6

S : Anis

- P : “*Masih ingat ngga, tadi belajar apa waktu pelajaran Bahasa Inggris?*” (Do you still remember what did you learn in the English class?)
- S : “*Liat film kartun Pumkin Show mbak.*” (I watched Pumkin Show Cartoon Movie, Miss.)
- P : “*Suka gak belajar pake itu?*” (Do you like it?)
- S : “*Suka mbak. Jadi lebih ngerti materinya.*” (I like it, Miss. It helped me to understand the learning materials.)
- P : “*Kok lebih ngerti? Apa gak lebih susah kalo yang ngomong bukan orang Indonesia?*” (Why do you think so? Are not that more difficult if you hear the native speaker?)
- S : “*Ya itu mbak jadi coba-coba. Jadi tau gitu.*” (That is it, Miss. So now I know that.)
- P : “*Kesulitannya apa kalo pake film gitu?*” (What were the difficulties when we studied using cartoon movies?)
- S : “*Bagian penjelasannya mbak kurang. Harus diulang-ulang dulu. Kalo pas ngerjain latihannya aku ngerti.*” (The explanation part should be improved, Miss. You should repeat explaining sometimes. But in doing the tasks, I could.)
- P : “*Oh berarti pas penjelasannya kamu bingung ya?*” (So, you were confused in the explanation part, right?)
- S : “*Iya mbak.*” (That is right, Miss.)
- P : “*Trus apalagi?*” (What is else?)
- S : “*Kalo cepet ngomongnya juga susah ding mbak.*” (If the characters in the cartoon movies spoke too fast, it is difficult for me to understand, Miss.)
- P : “*Oh gitu. Tapi seneng ya? Kalo besok-besok masih mau belajar pake film kartun lagi?*” (Okay. But, it is fun, right? How about if I use cartoon movies in the classroom again next time?)
- S : “*Iya mau mbak.*” (I would like that, Miss.)
- P : “*Oke makasih ya.*” (Okay. Thank you.)
- S : “*Sama-sama, mbak.*” (You are welcome.)

Interview 7

S : Putri

- P : “*Apa pendapat kamu mengenai kegiatan di kelas tadi? Seneng atau tidak?*” (What do you think about the previous listening activities in the class? Do you like it?)
- S : “*Seneng dong mbak.*” (Of course I like it, Miss.)
- P : “*Yang membuat kamu suka itu apa?*” (Why do you like it?)
- S : “*Lebih seru aja. Lebih jelas juga.*” (It was more fun and clear.)
- P : “*Lebih gampang inget juga gak?*” (Is that easy to remember?)
- S : “*Lebih inget kalo dijelasin langsung sama guru.*” (I think teacher’s explanation will be more memorable.)

- P : *“Oh lebih gampang inget penjelasan guru ya?”* (Okay, so the teacher’s explanation will be more memorable.)
- S : *“Iya mbak.”* (Right, Miss.)
- P : *“Tapi kalo penjelasan dulu baru liat film nya lagi gimana tuh menurut kamu?”* (How about if you listen to the teacher’s explanation first and then watch the movies?)
- S : *“Iya yang kaya tadi itu kan mbak? Iya ngerti kalo kaya gitu.”* (Yes, I would more understand that.)
- P : *“Kesulitan lainnya apa?”* (What was the difficulty?)
- S : *“Ya kalo temen-temen yang lain pada berisik mbak. Kalo pelajarannya biasa aja ga pake film pasti pada gak berisik mbak.”* (When some of my friend were noisy, it disturbed me, Miss. Maybe be if the lessons were without cartoon movies, they were not noisy, Miss.)
- P : *“Lho kenapa gitu?”* (Why did it happen?)
- S : *“Iya soalnya pada katrok mbak, jarang liat laptop sama alat-alat gitu.”* (Maybe because they were not used to use modern facilities, Miss. Haha....)
- P : *“Hehe.. Berarti gara-gara itu”* (Haha... So that was the cause.)
- S : *“Iya mbak. Mbaknya galak-galak aja biar pada dengerin.”* (That is right, Miss. May be you should be more fierce so that the students listened to you, Miss.)
- P : *“Hmm iya iya. Nah kalo ngerjain soal latihannya, kamu seneng ngerjain sendiri apa bareng temen-temen?”* (Hmm okay. Do you prefer to do the tasks individually or in group?)
- S : *“Sendiri-sendiri mbak.”* (Individually, Miss.)
- P : *“Kenapa?”* (Why is that?)
- S : *“Takut temen salah-salah dengerin suara di film kartunnya mbak.”* (I was afraid that they listene the different word in the cartoon movies.)
- P : *“Oke, thank you.”* (Okay, thank you.)
- S : *“Sama-sama mbak.”* (You are welcome.)

Hari, tanggal : Jumat, 20 September 2013

Tempat : Ruang Guru SMP Taman Dewasa Jetis

Narasumber : Guru Bahasa Inggris

P melakukan wawancara dengan GBI kelas VII.3 mengenai actions yang telah diimplementasikan pada Cycle 1. (P interviewed GBI about the actions that have been implemented in Cycle 1.)

Interview 8

- P : *“Miss Anis, apa pendapat Miss Anis tentang kegiatan listening tadi?”* (Miss Anis, what do you think about the listening activities in cycle 1?)
- GBI : *“Secara keseluruhan cukup bagus mbak. Dengan media tadi siswa cukup terpancing untuk memperhatikan. Kelihatan kok, tapi memang beberapa anak yang duduk di belakang masih belum tertib.”* (I think overall it was quite good. By using the media, the students were enthusiastic to pay attention. It can be seen, but I saw there were some students who sat at the back were indiscipline.)
- P : *“Menurut Miss Anis kekurangannya apa ya?”* (According to Miss Anis, what was the problem?)

- GBI : *“Sepertinya anak-anak masih ada beberapa yang bingung ya Mbak, disuruh apa. Tadi soalnya masih ada yang bertanya sama Mbak Dwi kan ya?”* (It seemed that some of the students were still confused about what they had to do. There were some students asked to Miss Dwi, right?)
- P : *“Nggih Miss, saya sependapat dengan. Kalau dari hasil latihan anak-anak tadi gimana Miss?”* (Yes, Miss. I think so. What about the results of their excercises, Miss?)
- GBI : *“Saya rasa belum memenuhi standar ya mbak. Mungkin karna masih bingung juga baru pertama kali pake media seperti ini. Mungkin nanti bisa diperbaiki untuk class organization nya aja ya mbak di tahap selanjutnya.”* (I think it had not reached the standard yet. Maybe because they were still counfused since it was the first meeting for them used such media. Maybe for the next meeting, you should improve the class organization.)
- P : *“Iya Miss, terima kasih”* (All right, Miss. Thank you.)
- GBI : *“Iya mbak sama sama.”* (You are welcome.)

Cycle 2

Hari, tanggal : Jumat, 27 September 2013
 Tempat : Kelas VII.3 SMP Taman Dewasa Jetis
 Narasumber : Siswa kelas VII.3

P melakukan wawancara dengan siswa- siswa kelas VII.3 mengenai proses pembelajaran bahasa Inggris dalam Cycle 2. (P interviewed the students of VII.3 about the English learning process in Cycle 2.)

Interview 9

S : Larissa

- P : *“Halo dik, bagaimana menurut kamu pelajaran Bahasa Inggris tadi?”* (Hallo, what do you think about our previous lesson?)
- S : *“Asik, mbak. Jelas dengerin penjelasannya. Temen-temen juga merhatiin terus.”* (It was fun, Miss. I could clearly listen to the explanation. It seemed that the others kept their attention.)
- P : *“Bedanya apa sama pertemuan yang sebelum-sebelumnya?”* (What is the difference between the lesson of the previous meeting and the last meeting?)
- S : *“Kan dulu masih agak bingung mbak. Terus nilai latihanku juga bagus-bagus yang sekarang.”* (In the previous meeting, I was confused but now, my score is getting better.)
- P : *“Trus apalagi kesannya?”*(Can you tell me your other opinion?)
- S : *“Seneng mbak, jadi ga bosen. Suka perhatiin penjelasan sama ngerjain latihannya.”* (I was happy that the lesson became interesting and was not boring. I liked to pay attention to the explanation and then did the tasks.)
- P : *“Kesulitan ga sih kalo dengerin tokoh-tokoh kartunnya ngomong?”* (Did you find any difficulty with the character’s conversation?)
- S : *“Enggak mbak. Lucu. Trus jadi tau gitu kalo dengerin bukan orang Indonesia ngomong.”* (No, I did not. They are cute. So I can find the difference between native speaker and Indonesian.)

- P : “*Berarti senang ya kalo pake film?*” (So, are you feeling enthusiast if we use the cartoon movies?)
 S : “*Seneng mbak.*” (Yes, I am, Miss.)

Interview 10

S : Eli

- P : “*Kegiatan listeningnya tadi gimana?*” (How were the listening activities?)
 S : “*Udah mulai gampang mbak.*” (I started feeling easier to do it, Miss.)
 P : “*Yang kemarin-kemarin susah ya?*” (Were the previous activities difficult?)
 S : “*Iya, Miss Anis gak pernah pake itu mbak soalnya.*” (That is right. It is because Miss.Anis never uses such kind of media.)
 P : “*Suka ya berarti kalo pake film kartun gitu?*” (So, what do you think if we study through cartoon movies? Do you like it?)
 S : “*Suka dong mbak. Soalnya jadi asik, gak ngantuk.*” (Of course I like it, Miss. It made the lesson fun and I was not sleepy.)
 P : “*Tapi bantu nguasain materinya juga apa enggak?*” (Did it help you to understand the learning materials?)
 S : “*Iya mbak, kan gambar-gambar sama tulisannya bikin aku inget yang diomongin.*” (Yes, it did, Miss. The pictures and the text helped me to remember what the characters said.)
 P : “*Kalo kamu ga ngerti arti-artinya gimana itu?*” (Did you understand all the words meaning?)
 S : “*Tanya-tanya temen mbak. Diskusi. Kalo gak ya liat kamus.*” (I asked my friends, Miss. I did the discussion. I also looked in to the dictionary.)
 P : “*Puas gak sama nilainya selama ini?*” (Are you satisfied with your scores?)
 S : “*Awalnya gak mbak, tapi sekarang puas. Sekarang bisa ngerjain soal lebih mudah mbak.*” (At first, I did not. But now I am. I can do the tasks easily now, Miss.)

Interview 11

S : Bobby

- P : “*Menurut kamu, gimana kegiatan listeningnya?*” (What do you think about the listening activities?)
 S : “*Suka filmnya mbak. Hiburan, ra nggawe ngantuk.*” (I like the cartoon movies, Miss. It made me not sleepy.)
 P : “*Lha jangan-jangan hiburan doang nih, ga bantu pelajaran?*” Do you think that it was just an entertainment and it did not help you to understand the lesson?)
 S : “*Bantu lah mbak. Kan kalo ngantuk aku ga mau perhatiin guru biasanya. Sekarang jadi senang belajar Bahasa Inggrisnya.*” (Of course it helped me to understand the lesson. Sometimes, if I am sleepy, I do not pay attention to the teacher’s explanation. Now, I am getting happy to learn English.)
 P : “*Kamu suka ngerjain tugas di papan tulis?*” (Did you like to do the tasks in the whiteboard?)
 S : “*Kadang-kadang kalo tau jawabannya aja mbak. Kaya tadi.*” (Sometimes, Miss, if only I knew the answer. Just like I did before.)
 P : “*Iya tadi kamu tunjuk tangan terus ya.*” (Yes, you volunteered yourself for many times.)

- S : *“Lha iya wong gampang pertanyaannya mbak. Udah ngerti gak kaya pertama nonton film.”* (Of course, the tasks were easy, Miss. I understand how to do that from now on.)
- P : *“Berarti pengennya besok-besok sama Miss Anis pelajaran Bahasa Inggrisnya gimana?”* (So, how would you like English lesson with Miss Anis next time?)
- S : *“Ya pengennya kaya gini juga mbak. Nonton film. Ada gambar-gambar. Atau denger lagu.”* (I hope it will be like with you, Miss. I would like to watch movies, see pictures or listen to the songs.)

Hari, tanggal : Jumat, 27 September 2013

Tempat : Ruang Perpustakaan SMP Taman Dewasa Jetis

Narasumber : Guru Bahasa Inggris

P melakukan wawancara dengan GBI kelas VII.3 mengenai actions yang telah diimplementasikan pada Cycle 2.

Interview 12

- P : *“Miss Anis, menurut Miss Anis bagaimana tentang implementasi action di cycle 2 ini Bu?”* (Miss Anis, what do you think about the implementation of cycle 2?)
- GBI : *“Menurut Saya sudah bagus. Anak-anak sudah keliatan lebih aktif, mau diskusi dengan teman-teman, mendengarkan penjelasan dan instruksi dengan baik dan ga malu-malu bertanya. Mereka senang banget ya mbak sama film kartun.”* (I think it was good. The students were more active, they had discussions, they paid attention to the explanation and they also asked questions freely.)
- P : *“Menurut Miss Anis, ini membantu proses skill lain gak sih?”* (In your opinion, was that help in the other skills?)
- GBI : *“Iya bisa, kebanyakan di speaking, writing ya mbak. Reading kan ketika mereka juga membaca teks yang ada di videonya. Kalo saya lihat sih paling negatifnya itu untuk waktu persiapan aja sih mbak, mungkin perlu di manage disitu. Kan ga gampang yaa nyiapin alat-alat LCD itu. Trus mereka juga ga malu-malu untuk diskusi, nanya-nanya sama teman, sama guru. Itu bagus banget menurut saya.”* (I think so, it showed in speaking skills and writing. When they read the subtitles in the video, it also train their reading ability. I think that the weakness was in the preparation; maybe you could really manage that. See that they were not shy to do the discussion, asked questions to their friends and teacher.)
- P : *“Iya Miss, alhamdulillah ya, anak-anak sudah tidak takut atau malu lagi. Um, kemampuan listening anak-anak menurut Miss Anis, ada perubahannya tidak Miss?”* (Yes, thank God, they are now feeling free to ask questions. According to Miss Anis, is there any progress on their listening ability?)
- GBI : *“Untuk kemampuan listeningnya ya pasti ada peningkatannya, Mbak. Kalau dulu-dulu itu, mereka masih bingung kalo dengerin vocab dalam bahasa Inggris. Sekarang selain mereka ngerti, mereka juga sudah agak terbiasa dengan cara native speaker bicara. Jadi ga asing lagi. Setelah di cycle 2 ini, tadi saya perhatikan saat mereka mengerjakan latihan, jauh lebih baik.”* (Of course there are some progress they have made. Before using this movies, they were still confused with the vocabulary. Now, they do change. They are now use to the native speaker’s

language. From the cycle 2, I noticed that they were doing the practice better than before.)

- P : “*Secara keseluruhan, menurut Miss Anis, penggunaan film kartun ini efektif gak?*” (Overall, was the using of cartoon movies effective?)
- GBI : “*Jelas mbak. Kan karakter anak kelas VII itu kan masih seneng ya sama hal-hal seperti itu. Menarik, gambar bergerak gitu. Apalagi film kartun. Mereka cepat siap belajarnya juga, lebih cermat kalo dengerin penjelasan, begitu juga mengerjakan latihan.*” (Sure. The media matches with the characteristic of grade VII students. It is interesting, especially cartoon movies. They were ready to start the lesson faster than before, paid attention more to the explanation, so did in doing the tasks.)
- P : “*Oh iya Miss, untuk kekurangan yang ada dalam cycle 1 bagaimana?*” (Oh, how are the weaknesses of cycle I?)
- GBI : “*Saya pikir kekurangan-kekurangan tersebut sudah diatasi ya Mbak, di cycle 2 ini. Sudah bagus saya rasa. Anak-anak yang pintar sudah merata yah. Jadi mereka bisa mengajari yang lain. Kalau untuk instruksi, Mbak juga persiapannya terlihat lebih matang. Jadi di cycle 2 ini, anak-anak dapat instruksinya lebih jelas dan detail. Jadi saya rasa di cycle 2 ini sudah sangat bagus Mbak*” (I think that the problems in cycle I were solved by the actions in cycle 2. It was good. About the instructions, I saw that you had better preparation than the previous cycle. In this cycle, the students understand the instructions well. So I think that cycle 2 was great.)
- P : “*Alhamdulillah kalau begitu Bu. Terima kasih banyak ya Miss Anis sudah banyak membantu.*” (Nice and thanks God then, Miss. Thank you so much for your help and contribution.)
- GBI : “*Sama-sama Mbak Dwi.*”(You are welcome.)

APPENDIX D
Course Grid

Course Grid

School : SMP Taman Dewasa Jetis Yogyakarta
 Subject : English
 Class/ Semester : VII/ I
 Skill : Listening

Standard of competence :

1. Comprehending the meaning of a very simple transactional and an interpersonal conversation to interact with the nearest environment.

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language Function	Grammar focus	Assessment	Time Allocation	Character	Sources
1.1. To give responses in a transactional and an interpersonal conversation by using very simple language expressions accurately, fluently, and acceptably to interact with the nearest environment, containing: introducing ourselves or someone else.	<ul style="list-style-type: none"> - Students are able to identify the correct information based on the conversation they listen to. - Students are able to catch the detail information of a conversation they listen to. 	<ul style="list-style-type: none"> - Videos - Pictures 	<ul style="list-style-type: none"> - Watching a video and studying the expressions in the video. - Matching the expressions with its responses based on the conversation. - Watching a video and completing incomplete sentences. - Completing incomplete dialogs based on the video. - Answering some questions based on the information in the video. 	<i>Family member</i>	<ul style="list-style-type: none"> - <i>Who are you?</i> - <i>I am ...</i> - <i>Who is she?</i> - <i>She is</i> - <i>Who is he?</i> - <i>He is</i> - <i>Who are they?</i> - <i>They are ...</i> 	Introducing oneself	<ul style="list-style-type: none"> - Task 2 - Task 3 - Task 4 - Task 5 	2X 45'	Self confidence	<ul style="list-style-type: none"> - Internet - Book English in Focus For Grade VII - Book Real Time For Junior High School Year VII

Standard of competence :

1. Comprehending the meaning of a very simple transactional and an interpersonal conversation to interact with the nearest environment.

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language Function	Grammar focus	Assessment	Time Allocation	Character	Sources
1.1. To give responses in a transactional and an interpersonal conversation by using very simple language expressions accurately, fluently, and acceptably to interact with the nearest environment, containing; introducing ourselves or someone else.	Students are able to identify the correct information based on the conversation they listen to. Students are able to catch the detail information of a conversation they listen to.	Videos Audio Dialogs	Watching a video and answering the questions by choosing the appropriate options. Studying the expressions in the video. Watching a video and completing an incomplete dialog	<i>Our Classmates</i>	<i>What is your name?</i> <i>My name is</i> <i>Where are you from?</i> <i>I am from</i> <i>etc</i>	Introducing oneself	- Task 2 - Task 4	2X 45'	Self confidence	Internet Book English in Focus For Grade VII Book Real Time For Junior High School Year VII

Standard of competence :

1. Comprehending the meaning of a very simple transactional and an interpersonal conversation to interact with the nearest environment.

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language Function	Grammar focus	Assessment	Time Allocation	Character	Sources
1.1. To give responses in a transactional and an interpersonal conversation by using very simple language expressions accurately, fluently, and acceptably to interact with the nearest environment, containing; giving commands.	<ul style="list-style-type: none"> - Students are able to identify the appropriate actions in the pictures based on the commands they listen to. - Students are able to give appropriate responses based on the commands they listen to. 	<ul style="list-style-type: none"> - Videos - Pictures - Dialogs 	<ul style="list-style-type: none"> - Watching a video and studying the expressions of commands mentioned in the video. - Listening to the audio and choosing the appropriate pictures - Watching a video and completing an incomplete dialog. - Finding the expressions of commands in the dialog and the writing down the meanings of the expressions. 	<i>In the Classroom</i>	<ul style="list-style-type: none"> - <i>Take out your book.</i> - <i>Put your book away.</i> - <i>Open your book.</i> - <i>Close your book.</i> - <i>Be quiet.</i> - <i>Stand up.</i> - <i>Come here.</i> - <i>Etc.</i> 	Giving responses based on the commands	<ul style="list-style-type: none"> - Task 3 - Task 4 - Task 5 	2 X 45'	Self confidence	<ul style="list-style-type: none"> - Internet - Book <i>English in Focus For Grade VII</i> - Book <i>Scaffolding For Grade VII</i>

Standard of competence :

1. Comprehending the meaning of a very simple transactional and an interpersonal conversation to interact with the nearest environment.

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language Function	Grammar focus	Assessment	Time Allocation	Character	Sources
1.1. To give responses in a transactional and an interpersonal conversation by using very simple language expressions accurately, fluently, and acceptably to interact with the nearest environment, containing; giving commands.	<ul style="list-style-type: none"> - Students are able to identify the appropriate actions in the pictures based on the commands they listen to. - Students are able to give appropriate responses based on the commands they listen to. 	<ul style="list-style-type: none"> - Videos - Pictures - Dialogs 	<ul style="list-style-type: none"> - Watching a video and identifying the correct and incorrect sentences. - Watching a video and writing the expressions of commands based on the information in the video. - Watching a video and arranging the jumbled pictures. - Watching a video and answering questions based on the information in the video. 	<i>Good habits</i>	<ul style="list-style-type: none"> - <i>Brush your teeth every morning.</i> - <i>Wake up early in the morning etc</i> 	Giving responses based on the commands	<ul style="list-style-type: none"> - Task 2 - Task 3 - Task 4 - Task 5 	2 X 45'	Self confidence	<ul style="list-style-type: none"> - Internet - Book <i>English in Focus For Grade VII</i> - Book <i>Scaffolding For Grade VII</i>

Standard of competence :

1. Comprehending the meaning of a very simple transactional and an interpersonal conversation to interact with the nearest environment.

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language Function	Grammar focus	Assessment	Time Allocation	Character	Sources
1.2. Responding to a transactional and an interpersonal conversation by using very simple language expressions accurately, fluently, and acceptably to interact with the nearest environment, containing; asking and giving information.	<ul style="list-style-type: none"> - The students are able to identify the vocabulary related to the topic (daily activities - The students are able to identify the expressions based on the conversation they listen to. - The students are able to catch the detail information from the conversation listen to. 	<ul style="list-style-type: none"> - Videos - Pictures - Dialogs 	<ul style="list-style-type: none"> - Watching a video and ticking the activities mentioned in the video. - Watching the video and studying the expressions used in the video. - Listening to the audio and completing sentences. - Watching a video and answering the questions based on the information in the video. 	<i>Daily Activities</i>	<ul style="list-style-type: none"> - <i>What time do you get up?</i> - <i>I get up at seven o'clock.</i> 	Asking and giving information about daily activities	<ul style="list-style-type: none"> - Task 2 - Task 4 - Task 5 	2X 45'	Self confidence	<ul style="list-style-type: none"> - Internet - Book <i>English in Focus For Grade VII</i> - Book <i>Scaffolding For Grade VII</i>

Standard of competence :

1. Comprehending the meaning of a very simple transactional and an interpersonal conversation to interact with the nearest environment.

Basic Competency	Indicators	Learning Input	Learning Activities	Topic	Language Function	Grammar focus	Assessment	Time Allocation	Character	Sources
1.2. Responding to a transactional and an interpersonal conversation by using very simple language expressions accurately, fluently, and acceptably to interact with the nearest environment, containing; asking and giving information.	<ul style="list-style-type: none"> - The students are able to identify the vocabulary related to the topic (telling the time) - The students are able to identify the expressions based on the conversation they listen to. - The students are able to catch the detail information from the conversation listen to. 	<ul style="list-style-type: none"> - Videos - Pictures - Dialogs 	<ul style="list-style-type: none"> - Watching a video and studying the expressions used in the video. - Listening to the audio and choosing the right time mentioned in the audio. - Matching the activities in the pictures with the time based on the information in the video. - Watching a video and writing the time. 	<i>Telling the time</i>	<ul style="list-style-type: none"> - <i>What time is it?</i> - <i>It is seven o'clock.</i> 	Asking and giving information about the time	<ul style="list-style-type: none"> - Task 3 - Task 4 - Task 5 	2X 45'	Self confidence	<ul style="list-style-type: none"> - Internet - Book <i>English in Focus For Grade VII</i> - Book <i>Scaffolding For Grade VII</i>

APPENDIX E
Lesson Plan

LESSON PLAN

(Cycle 1, the 1st meeting)

The name of the school : SMP Taman Dewasa Jetis
Subject : English
Grade/Semester : VII/I
Topic : Family Member
Skill : Listening
Time allocation : 2X45 minutes
Character : Self Confidence

I. Standard of competency : 1. Comprehending the meaning of a very simple transactional and an interpersonal conversation to interact with the nearest environment.

II. Basic of competency : 1.1. To give responses in a transactional and an interpersonal conversation by using very simple language expressions accurately, fluently, and acceptably to interact with the nearest environment, containing; introducing ourselves or someone else.

III. Teaching objectives :

1. The students are able to understand a conversation about introducing oneself that they listen to.
2. The students are able to understand the expressions for introducing oneself.

IV. Indicators :

1. Students are able to identify the correct information based on the conversation they listen to.
2. Students are able to catch the detail information of a conversation they listen to.

V. Learning materials : a. Video “*The Pumpkin Family*”
 b. The expressions for asking and giving information about someone’s name

VI. Teaching method : PPP (*Presentation, Practice, Production*)

VII. Procedure : **a. Opening activities:**

1. The teacher greets the students.
2. Lead in: the teacher gives some oral questions related to the topic.
3. The teacher explains what will be learnt by the students.

b. Main activities:

Presentation

1. The teacher let the students to watch a video about “*The Pumpkin Family*”
2. The teacher gives explanation about the expressions which are usually used for asking and giving information about someone’s name

Practice:

1. The students listen to the audio and then match the expressions with the appropriate responses.
2. The teacher and the students check their answers together.
3. The students watch the video and complete the sentences.
4. The teacher and the students check their answers together.

Production:

1. The students watch the video and then answer the questions based on the video.
2. The teacher and the students check their answers together.

c. Closing activities

1. The teacher checks the students' understanding by giving them some oral questions.
2. The teacher gives the time to students for asking about something that they don't understand yet.
3. The teacher ends the lesson and greets the students.

VIII.Source

: Internet

Book *English in Focus For Grade VII*Book *Real Time For Junior High School Year VII***IX.Assesment**

: Written exercises

Sleman, 18 September 2013

The Researcher

Dwi Rahayu

LESSON PLAN

(Cycle 1, the 2nd meeting)

The name of the school	: SMP Taman Dewasa Jetis
Subject	: English
Grade/Semester	: VII/I
Topic/Theme	: Introduction/ <i>Our Classmates</i>
Skill	: Listening
Time allocation	: 2X45 minutes
Character	: Self Confidence

I. Standard of Competency : 1. Comprehending the meaning of a very simple transactional and an interpersonal conversation to interact with the nearest environment.

II. Basic Competency : 1.1. To give responses in a transactional and an interpersonal conversation by using very simple language expressions accurately, fluently, and acceptably to interact with the nearest environment, containing; introducing ourselves or someone else.

III. Teaching objectives

1. The students are able to understand a conversation about introducing oneself that they listen to.
2. The students are able to give appropriate responses in a conversation.

IV. Indicators :

1. Students are able to comprehend the conversation which they listen to.

2. Students are able to catch the detail information of a conversation they listen to.
3. The students are able to give appropriate responses based on the conversation they listen to.

V.Learning materials : a. Video about classmates.
b. Pictures of the Pumpkin Family members

VI.Teaching method : PPP (*Presentation, Practice, Production*)

VII. Procedure : **a. Opening activities:**

1. The teacher greets the students.
2. The teacher gives some oral questions to review the previous lesson.
3. The teacher explains what will be learnt by the students.

b. Main activities:

Presentation

1. The students study a pictured dialog about introduction.
2. The teacher gives explanation about the expressions about introduction.

Practice:

1. The teacher let the students to watch a video about introduction in the classroom.
2. The students answering the comprehension questions based on the video.
3. The teacher and the students check their answers together.

Production:

1. The students watch the video twice.

2. The students complete the dialog based on the video they watch and listen to.
3. The teacher and the students check their answers together.

c. Closing activities

1. The teacher checks the students' understanding by giving them some oral questions.
2. The teacher gives time to the students to ask for something that they don't understand yet.
3. The teacher ends the lesson and greets the students.

VIII.Source

: Internet

Book *English in Focus For Grade VII*

Book *Real Time For Junior High School Year VII*

IX.Assesment

: Written exercises

Sleman, 20 September 2013

The Researcher

Dwi Rahayu

LESSON PLAN

(Cycle 2, the 1st meeting)

The name of the school : SMP Taman Dewasa Jetis
Subject : English
Grade/Semester : VII/I
Topic : In the Classroom
Skill : Listening
Time allocation : 2X45 minutes
Character : Self Confidence

I. Standard of Competency : 1. Comprehending the meaning of a very simple transactional and an interpersonal conversation to interact with the nearest environment.

II. Basic Competency : 1.1. Giving responses in a transactional and an interpersonal conversation by using very simple language expressions accurately, fluently, and acceptably to interact with the nearest environment, containing; giving commands.

III. Teaching objectives : 1. The students are able to understand commands they listen to.
 2. The students are able to give responses based on the commands they listen to.

IV. Indicators :

1. Students are able to identify the appropriate actions in the pictures based on the commands they listen to.
2. Students are able to give appropriate responses based on the commands they listen to.

V. Learning materials : A video about command
 Pictures
 Spoken commands

VI. Teaching method : PPP (*Presentation, Practice, Production*)

VII. Procedure

: a. Opening activities:

1. The teacher greets the students.
2. Lead in: the teacher gives some oral questions related to the topic.
3. Warm up: the students identify items in the classroom (Task 1)
4. The teacher explains what will be learnt by the students.

b. Main activities:

Presentation

1. The teacher let the students to watch a video which contains commands.
2. The teacher let the students to discuss the video (having oral questions and answers).
3. The teacher gives explanation about the expressions for giving commands and how to respond it.
4. The teacher gives explanation about imperative sentence.

Practice:

1. The students listen to the audio which contains commands.
2. The students chose the appropriate pictures based on the commands they listen to.
3. The teacher and the students check their answers together.

Production:

1. The students watch a video about commands, and then complete the dialog.
2. The teacher and the students check their answers together.

c. Closing activities

1. The teacher checks the students' understanding by asking them to do Task 5. The students have to find and write down five expressions of commands in Task 4 and then write the meanings.
2. The teacher gives the students time to ask for something that they don't understand yet.
3. The teacher ends the lesson and greets the students.

VIII.Source : Internet
 Book *English in Focus For Grade VII*
 Book *Scaffolding For Grade VII*

IX.Assesment : Written exercises

Sleman, 25 September 2013

The Researcher

Dwi Rahayu

LESSON PLAN

(Cycle 2, the 2nd meeting)

The name of the school : SMP Taman Dewasa Jetis
Subject : English
Grade/Semester : VII/I
Topic : Good habits
Skill : Listening
Time allocation : 2X45 minutes
Character : Self Confidence

I. Standard of Competency : 1. Comprehending the meaning of a very simple transactional and an interpersonal conversation to interact with the nearest environment.

II. Basic of Competency : 1.1. Giving responses in a transactional and an interpersonal conversation by using very simple language expressions accurately, fluently, and acceptably to interact with the nearest environment, containing; giving commands.

III. Teaching objectives : The students are able to give appropriate responses based on the commands they listen to.

IV. Indicators :

1. Students are able to match the appropriate actions in pictures with the commands they listen to.
2. Students are able to complete the incomplete imperative sentences based on the conversation they listen to.

V. Learning materials : Video about commands and good habits
 Vocabulary related to the topic

Expressions of commands related to good habits

VI. Teaching method

: PPP (*Presentation, Practice, Production*)

VII. Procedure

: a. Opening activities:

1. The teacher greets the students.
2. The teacher gives some oral questions to review the previous lesson.
3. Lead in: the students do Task 1 (identify sentences which belong to good habits)
4. The teacher explains what will be learnt by the students.

b. Main activities:

Presentation

1. The teacher let the students to watch a video about good habits which contains the expressions of commands.
2. The students do the comprehension exercise (read some sentences and then choose 'true' or 'false' based on the information in the video)
3. The teacher gives explanation about the expressions which are used in the video.

Practice:

1. The students watch the video about good habits.
2. The students do Task 3. Make imperative sentences (commands) based on the information in the video.
3. The teacher and the students check their answers together.
4. The students watch a video related to the topic, and then arrange the pictures based on the information in the video. (Task 4)
5. The teacher and the students check their answers together.

Production:

1. The students answer the questions based on the information in the video they watch. (Task 5)
2. The teacher and the students check their answers together.

c. Closing activities

1. The teacher checks the students' understanding by giving them some oral questions.
2. The teacher gives time to the students to ask for something that they don't understand yet.
3. The teacher ends the lesson and greets the students.

VIII.Source

: Internet

Book *English in Focus For Grade VII*

Book *Scaffolding For Grade VII*

IX.Assesment

: Written exercises

Sleman, 27 September 2013

The Researcher

Dwi Rahayu

APPENDIX F
Learning Materials

Learning Materials for Cycle 1

Topic : In the Classroom
(The 1st meeting)

Open your book, please.



Task 1. In pairs, identify ten items in the classroom below. The words in the box may help you.

table

pen

clock

window

painting

bag

book

chair

broom





Task 2. Watch the video and then study the following expressions. (Video 4)

Instructions/ commands

Pada video tersebut, kalian dapat menemukan ungkapan-ungkapan sebagai berikut:

- *Open your book, please.*
- *Speak English, please.*

Ungkapan- ungkapan di atas biasa disebut dengan kalimat perintah (*commands*). Kalimat perintah (*commands/instructions*) merupakan kalimat- kalimat yang bertujuan menyuruh seseorang untuk melakukan suatu tindakan yang diinginkan oleh orang lain. Kalimat perintah (*commads/instructions*) dapat dibentuk dengan pola sebagai berikut:

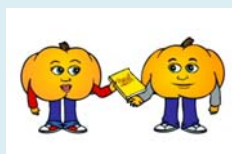
Verb + Noun/Adverb

Open + your book

Pada ungkapan-ungkapan di atas terdapat kata *please*. Kata *please* digunakan untuk membuat kata perintah menjadi sopan. Berikut ini adalah beberapa contoh dari ungkapan-ungkapan perintah beserta gambarnya.



Be quite, please.



Give me your book, please.



Take out your book, please.



Open your book, please.



Come here, please.



Sit down, please.



Task 3. Listen to the instructions and choose the appropriate pictures. (Video 4)

1. ____

A.



#

2. ____

B.



#

3. ____

C.



#

4. ____

D.



#

5. ____

E.





Task 4. Watch the video twice and then complete the dialog. (Video 4)

Teacher : Hello, students. I am the teacher.

Student : Hello, teacher. We are students.

Teacher : What is your name? _____.

Paul : My name is Paul.

Teacher : Good, Paul. _____. What is your name?

Penelope : My name is Penelope.

Teacher : What is your name?

George : My name is Penelope.

(the students are laughing)

Teacher : _____.

George : My name is George.

Teacher : Hello George. Now students, _____. Good. No George, it is not a book. It is a pencil box. Put your pencil box away and _____.

Penelope : Open your book, George.



Task 5. Find and write down five expressions of commands in Task 4 and then write the meanings.

1. _____ :

2. _____ :

3. _____ :

4. _____:

5. _____:

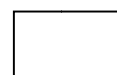
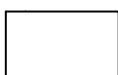
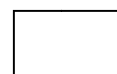
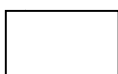
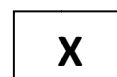
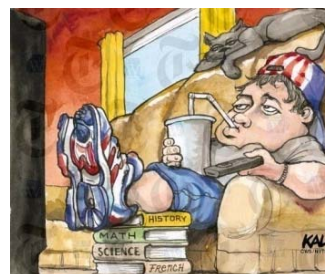
Learning Materials for Cycle 1

Topic : Good Habits
(The 2nd meeting)

Brush your teeth every morning



Task 1. Look at the pictures. Tick the good habits and cross the bad habits.





Task 2. Watch the video twice. Read the sentences and choose True or False. (Video 7)

1. Wake up early in the morning. (T / F)
2. Don't respect our parents. (T / F)
3. Brush your teeth every morning. (T / F)
4. Don't keep your body clean. (T / F)
5. Speak softly to others (T / F)



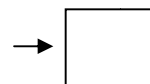
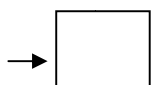
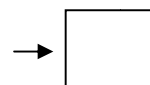
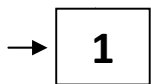
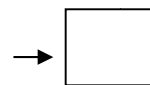
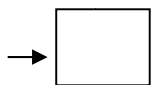
Task 3. Watch the video. Change the following sentences into commands. Look at the example. (Video 7)

1. We must reach the school on time.
2. We must not be absent from school.
3. We must keep quite in the classroom.
4. We must stand in a queue.
5. We must keep our classroom neat and clean.
6. We must speak softly to others.

→ **Commands** Reach the school on time, please.



Task 4. Look at the video and then arrange the pictures. Number one is an example. (Video 7)





Task 5. Watch the video and pay attention to the boy's activities. Answer the following questions.

1. Does he wake up late?
2. Does he brush his teeth every morning?
3. Does he reach the school on time?
4. Does he stand in a queue?
5. Does he say 'thank you' when someone gives him something?

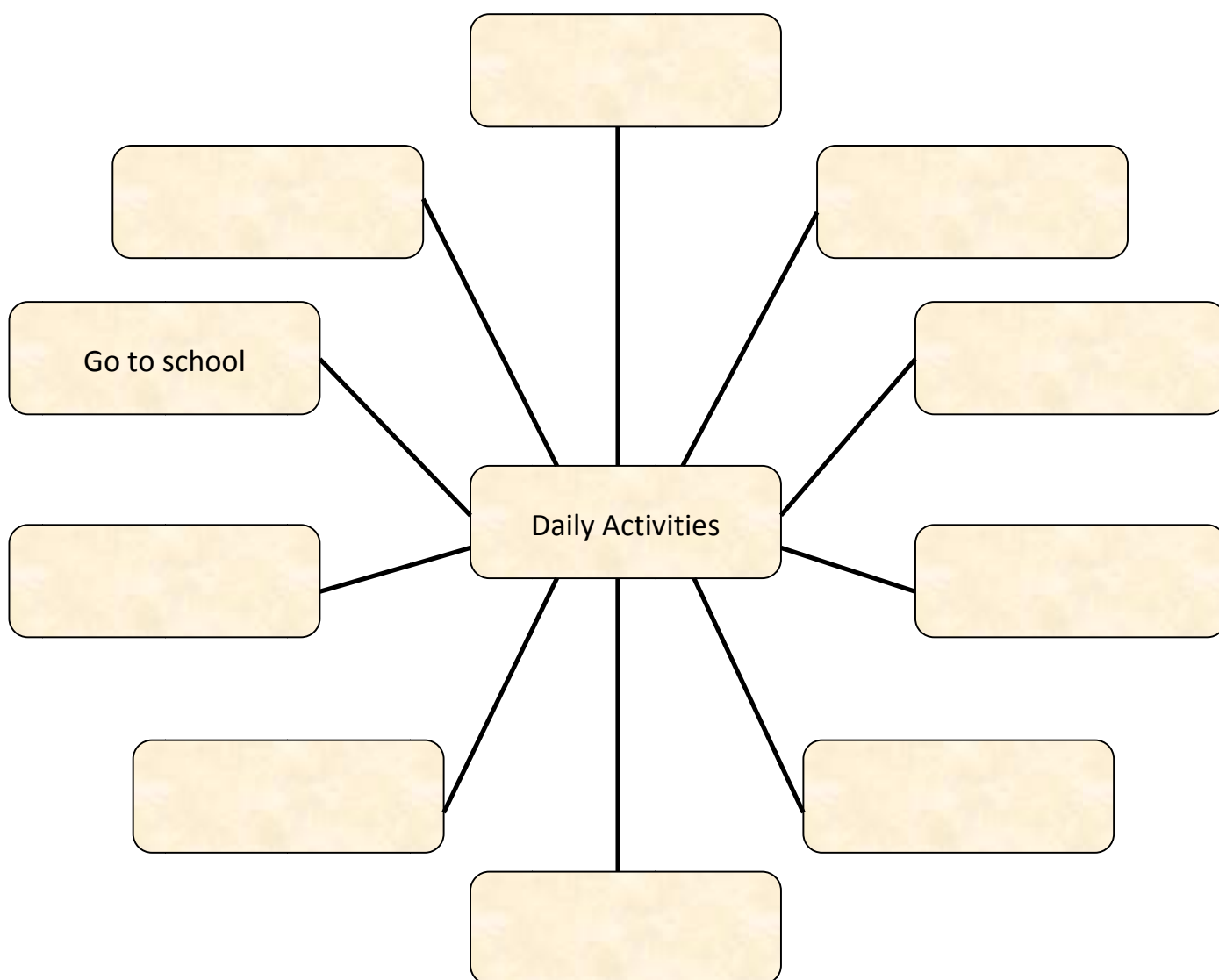
Learning Materials for Cycle 2

Topic : Daily Activities
(The 1st meeting)

I get up at seven o'clock.



Task 1. In pairs, complete the chart with the activities you do every day. You may open your dictionary.





Task 2. Watch the video and then tick the activities mentioned in the video. (Video 5)

- | | |
|------------------------------|--------------------------|
| 1. get up | <input type="checkbox"/> |
| 2. eat chocolate | <input type="checkbox"/> |
| 3. put the things in the bag | <input type="checkbox"/> |
| 4. go to school by bus | <input type="checkbox"/> |
| 5. read books | <input type="checkbox"/> |
| 6. play with my friends | <input type="checkbox"/> |
| 7. go home at seven o'clock | <input type="checkbox"/> |
| 8. listen to the music | <input type="checkbox"/> |
| 9. watch the television | <input type="checkbox"/> |
| 10. sleep at night | <input type="checkbox"/> |



Task 3. Watch the video and then study the following explanation. (Video 5)

Asking and Giving Information About Daily Activities

Pada video di task 2, kalian bisa menemukan ungkapan-ungkapan sebagai berikut:

- a. What time do you get up?
- b. I get up at seven o'clock in the morning.

Kalimat a merupakan contoh ungkapan untuk menanyakan informasi tentang kegiatan sehari-hari seseorang. Berikut ini merupakan contoh lain.

- ✓ What do you do in the morning?
- ✓ What time do you take a bath?

Kalimat b merupakan contoh ungkapan untuk memberikan informasi tentang kegiatan sehari-hari seseorang. Berikut ini merupakan contoh lain.

- ✓ I eat breakfast.
- ✓ I play with my friends in the afternoon.

Note:

Dalam memberikan informasi mengenai kegiatan sehari-hari, kita menggunakan *Simple Present Tense*. Berikut ini adalah contoh kalimat-kalimat yg menggunakan *Simple Present Tense*. Perhatikan struktur kalimat-kalimat berikut ini.

Subject	Verb 1 /+(s/es)	Complement
I	eat	breakfast
She	goes	to school
They	play	in the afternoon



Task 4. Listen to the audio and then complete the sentences. (Video 5)

- I _____ (1) in the morning at seven o'clock.
- I _____ (2).
- I _____ (3) in the book bag.
- I _____ (4) in the morning at _____ (5) o'clock.
- I _____ (6) books.
- In the afternoon, I _____ (7) with my friends.
- I _____ (8) at four o'clock.
- In the evening, I _____ (9) the music.
- At night I _____ (10).



Task 5. Watch the video and answer the questions. (Video 5)

1. What time does Peter get up?
.....
2. Does he eat breakfast?
.....
3. Mention three things that Peter puts in his bag.
.....
4. Does he go to school by bicycle?
.....
5. Does he read newspaper at school?
.....

Learning Materials for Cycle 2

Topic : Telling the Time
(The 2nd meeting)

What time is it?



Task 1. Read the picture dialog and answer the questions.

It is eight o'clock.

What time is it?

Alex Gary

1. What does Gary say?
2. What is the meaning of "what time is it?"
3. What does Alex say?
4. What is the meaning of "It is eight o'clock."?



Task 2. Watch the video and then study the explanation below.

Asking and Giving Information about the Time










Dalam video yang kalian lihat, kalian bisa menemukan ungkapan-ungkapan sebagai berikut:

- What time is it?
- It is three o'clock.

Kalimat a merupakan contoh ungkapan untuk menanyakan waktu. Berikut ini merupakan contoh ungkapan-ungkapan lain yang bisa digunakan untuk menanyakan waktu.

- ✓ Excuse me, do you have the time?
- ✓ Sorry, have you got the time please?

Kalimat b merupakan contoh ungkapan untuk memberikan informasi tentang waktu. Perhatikan contoh-contoh berikut ini:

USING "PAST"	USING "TO"	USING "O'CLOCK"
		
ten past seven (in the ...)	ten to four (in the ...)	six o'clock (in the ...)
		
quarter past seven (in the ...)	quarter to four (in the ...)	seven o'clock (in the ...)
		
half past seven (in the ...)	twenty five to four (in the ...)	ten o'clock (in the ...)



Task 3. Listen to the audio and choose the right time.

1.	05:00	04:00
2.	02:00	03:00
3.	11:00	12:00
4.	06:30	07:30
5.	02:15	02:45
6.	07:30	08:30
7.	11:10	10:10
8.	06:45	7:15
9.	09:30	10:30
10.	06:30	07:30



Task 4. Watch the video. Match the pictures with the time. (Video 7)

1.



A



2.



B



3.



C



4.



D



5.



E





Task 4. Watch the video and write the time. Do as the example.

1. It is twenty five past eleven.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

APPENDIX G
Observation Checklist Forms

OBSERVATION CHECKLIST FORM

Preliminary observation

Date : 10th September 2013

No	Observation items	Y	N	Comments
A	Pre-teaching			
1	The teacher greets the students	v		
2	The students respond to the greeting	v		
3	The teacher asks the students' condition	v		
4	The teacher tells the topic of the lesson	v		
5	The teacher gives a short explanation about what they will learn	v		
6	The students excited to do the activities		v	Some of them were not pay attention to the teacher.
7	The students listen happily to the explanation		v	Many of them did not pay attention to the teacher.
8	The students do the brainstorm with their classmates		v	
9	The teacher provides another appropriate information		v	
10	The students pay attention to the information given by the teacher	v		
11	The teacher makes sure the students are physically prepared for listening activities (checking the note-taking tools)	v		
12	The teacher prepares the media in a short time (efficiently)		v	There were no media used in the classroom.
13	The students prepare their own needs in the table	v		
14	The students sit quietly		v	Most of them were talking to each other.
B	Whilst-teaching			
1	The teacher explains the materials clearly		v	

2	The students listen carefully to the teacher's explanation	v		
3	The students make notes to the explanation	v		
4	The teacher gives chances to the students to ask questions		v	
5	The students ask questions enthusiastically		v	
6	The teacher answers the questions by involving all the students (discussion)		v	There were no questions from the students.
7	The teacher gives some questions about the explanation		v	
8	The students answer the questions well (understood the explanation)		v	
9	The teacher provides various activities	v		
10	The students do the tasks enthusiastically		v	Not all of them did the tasks.
11	The students follow the instructions well		v	Most of them asked more than once about the instructions of the activities.
12	The students use dictionary to help them		v	Most of them did not use the dictionary.
13	The teacher and the students check the student's work together (discussion)	v		
14	The teacher give chances to the students to answer the questions in the tasks	v		
15	The students happily volunteer their self to answer the questions in the tasks	v		
16	The students answer the questions well	v		
17	The students discuss their activities with their classmates		v	
18	The activities done in the allocated time		v	
C	Post-teaching			
1	The teacher gives a short re-explanation about the	v		

	material			
2	The teacher gives chances to the students to ask questions	v		
3	The students ask questions		v	
4	The teacher answers the questions clearly		v	
5	The teacher asks questions to the students about the lesson to check their understanding	v		
6	The students answer the questions well		v	Only some of them answer the questions well
7	The teacher asks the students opinions about the activities	v		
8	The students happily give their opinions about the activities		v	
9	The teacher previews the upcoming materials		v	
10	The lesson done in the allocated time		v	
11	The teacher ends the lesson by saying a prayer and goodbye	v		
D	The use of multimedia tools			
1	The teacher uses the dictionary effectively		v	
2	The students use the dictionary effectively		v	
3	The teacher uses Microsoft Power Point		v	
4	The teacher provides the audios and sound		v	
5	The teacher provides the videos and LCD projector		v	
6	The teacher provides the pictures		v	
7				

OBSERVATION CHECKLIST FORM

Cycle 1 (1st meeting)

Date : September 18th 2013

No	Observation items	Y	N	Comments
A	Pre-teaching			
1	The teacher greets the students	v		
2	The students respond to the greeting		v	Some of them were confused by the new teacher (researcher). They responded the greeting after the researcher repeated the greeting for four times.
3	The teacher asks the students' condition	v		
4	The teacher tells the topic of the lesson	v		
5	The teacher gives a short explanation about what they will hear/watch	v		
6	The students excited to do the activities	v		
7	The students listen happily to the explanation	v		
8	The students do the brainstorm with their classmates	v		
9	The teacher provides another appropriate information (included information about speaker, topic of the presentation, the purpose, concept and vocabulary)	v		
10	The students pay attention to the information given by the teacher		v	Some of them were talking to each other.
11	The teacher makes sure the students are physically prepared for listening activities (checking the note-taking tools)	v		
12	The teacher prepares the media in a short time (efficiently)		v	There were some technical problems in the first meeting.
13	The students prepare their own needs in the table	v		
14	The students sit quietly		v	They are very distracted to the

				new tools in the classroom (LCD projector, laptop and etc)
B	Whilst-teaching			
1	The teacher explains the materials clearly	v		
2	The students listen carefully to the teacher's explanation	v		
3	The students make notes to the explanation		v	
4	The teacher explains the material in the video clearly (including the vocabulary)	v		
5	The students watch the video joyfully	v		
6	The students watch and listen to the explanation in the video seriously	v		
7	The teacher gives chances to the students to ask questions	v		
8	The students ask questions enthusiastically		v	
9	The teacher answers the questions by involving all the students (discussion)		v	
10	The teacher gives some questions about the explanation in the video		v	
11	The students answer the questions well (understood the explanation)		v	Some of them still confused by the new media (cartoon movie).
12	The teacher provides various listening activities	v		
13	The teacher controls the volume and screen of the video well	v		
14	The students do the tasks enthusiastically	v		
15	The students follow the instructions well		v	They asked for the instructions to be repeated.
16	The students use dictionary to help them		v	
17	The teacher and the students check the student's work together (discussion)	v		

18	The teacher give chances to the students to answer the questions in the tasks	v		
19	The students happily volunteer their self to answer the questions in the tasks	v		
20	The students answer the questions well		v	
21	The students discuss their activities with their classmates		v	
22	The activities done in the allocated time		v	
C	Post-teaching			
1	The teacher gives a short re-explanation about the material	v		
2	The teacher gives chances to the students to ask questions	v		
3	The students ask questions		v	
4	The teacher answers the questions clearly		v	
5	The teacher asks questions to the students about the lesson to check their understanding	v		
6	The students answer the questions well		v	
7	The teacher asks the students opinions about the activities	v		
8	The students happily give their opinions about the activities		v	
9	The teacher previews the upcoming materials		v	
10	The lesson done in the allocated time		v	
11	The teacher ends the lesson by saying a prayer and goodbye	v		
D	The use of multimedia tools			
1	The teacher uses the dictionary effectively	v		
2	The students use the dictionary effectively		v	
3	The teacher uses Microsoft Power Point		v	

4	The teacher provides the audios and sound	v		
5	The teacher provides the videos and LCD projector	v		
6	The teacher provides the pictures	v		
7				

OBSERVATION CHECKLIST FORM

Cycle 1 (2nd meeting)

Date : September 20th 2013

No	Observation items	Y	N	Comments
A	Pre-teaching			
1	The teacher greets the students	v		
2	The students respond to the greeting	v		They were getting use to the researcher in the classroom.
3	The teacher asks the students' condition	v		
4	The teacher tells the topic of the lesson	v		
5	The teacher gives a short explanation about what they will hear/watch	v		
6	The students excited to do the activities	v		
7	The students listen happily to the explanation	v		
8	The students do the brainstorm with their classmates		v	Some of them did the discussion, some of them did not.
9	The teacher provides another appropriate information (included information about speaker, topic of the presentation, the purpose, concept and vocabulary)	v		
10	The students pay attention to the information given by the teacher		v	

11	The teacher makes sure the students are physically prepared for listening activities (checking the note-taking tools)	v		
12	The teacher prepares the media in a short time (efficiently)	v		
13	The students prepare their own needs in the table	v		
14	The students sit quietly		v	
B	Whilst-teaching			
1	The teacher explains the materials clearly	v		
2	The students listen carefully to the teacher's explanation	v		
3	The students make notes to the explanation		v	There were many students did not write anything for notes.
4	The teacher explains the material in the video clearly (including the vocabulary)	v		
5	The students watch the video joyfully	v		
6	The students watch and listen to the explanation in the video seriously	v		
7	The teacher gives chances to the students to ask questions	v		
8	The students ask questions enthusiastically		v	
9	The teacher answers the questions by involving all the students (discussion)	v		
10	The teacher gives some questions about the explanation in the video	v		
11	The students answer the questions well (understood the explanation)	v		
12	The teacher provides various listening activities	v		
13	The teacher controls the volume and screen of the video well	v		
14	The students do the tasks enthusiastically	v		

15	The students follow the instructions well		v	Some students still asked for the instructions to be repeated.
16	The students use dictionary to help them		v	Most of them did not bring the dictionary.
17	The teacher and the students check the student's work together (discussion)	v		
18	The teacher give chances to the students to answer the questions in the tasks	v		
19	The students happily volunteer their self to answer the questions in the tasks	v		
20	The students answer the questions well	v		Some of them still could not answer the questions well.
21	The students discuss their activities with their classmates	v		
22	The activities done in the allocated time	v		
C	Post-teaching			
1	The teacher gives a short re-explanation about the material	v		
2	The teacher gives chances to the students to ask questions	v		
3	The students ask questions		v	
4	The teacher answers the questions clearly		v	
5	The teacher asks questions to the students about the lesson to check their understanding	v		
6	The students answer the questions well		v	
7	The teacher asks the students opinions about the activities	v		
8	The students happily give their opinions about the activities	v		
9	The teacher previews the upcoming materials	v		
10	The lesson done in the allocated time	v		

11	The teacher ends the lesson by saying a prayer and goodbye	v		
D	The use of multimedia tools			
1	The teacher uses the dictionary effectively	v		
2	The students use the dictionary effectively		v	
3	The teacher uses Microsoft Power Point	v		
4	The teacher provides the audios and sound	v		
5	The teacher provides the videos and LCD projector	v		
6	The teacher provides the pictures	v		
7				

OBSERVATION CHECKLIST FORM

Cycle 2 (1st meeting)

Date : September 25th 2013

No	Observation items	Y	N	Comments
A	Pre-teaching			
1	The teacher greets the students	v		
2	The students respond to the greeting	v		
3	The teacher asks the students' condition	v		
4	The teacher tells the topic of the lesson	v		
5	The teacher gives a short explanation about what they will hear/watch	v		
6	The students excited to do the activities	v		
7	The students listen happily to the explanation	v		
8	The students do the brainstorm with their classmates	v		Most of them did the discussion.
9	The teacher provides another appropriate information (included information about speaker, topic of the	v		

	presentation, the purpose, concept and vocabulary)			
10	The students pay attention to the information given by the teacher	v		There were some students still did not pay attention to the researcher.
11	The teacher makes sure the students are physically prepared for listening activities (checking the note-taking tools)	v		
12	The teacher prepares the media in a short time (efficiently)	v		
13	The students prepare their own needs in the table	v		
14	The students sit quietly	v		There were some students still talking to each other.
B	Whilst-teaching			
1	The teacher explains the materials clearly	v		
2	The students listen carefully to the teacher's explanation	v		
3	The students make notes to the explanation	v		Some of them still did not make notes.
4	The teacher explains the material in the video clearly (including the vocabulary)	v		
5	The students watch the video joyfully	v		
6	The students watch and listen to the explanation in the video seriously	v		
7	The teacher gives chances to the students to ask questions	v		
8	The students ask questions enthusiastically		v	
9	The teacher answers the questions by involving all the students (discussion)	v		
10	The teacher gives some questions about the explanation in the video	v		
11	The students answer the questions well (understood the explanation)	v		

12	The teacher provides various listening activities	v		
13	The teacher controls the volume and screen of the video well	v		
14	The students do the tasks enthusiastically	v		
15	The students follow the instructions well	v		
16	The students use dictionary to help them	v		There were some students still did not bring the dictionary.
17	The teacher and the students check the student's work together (discussion)	v		
18	The teacher give chances to the students to answer the questions in the tasks	v		
19	The students happily volunteer their self to answer the questions in the tasks	v		
20	The students answer the questions well	v		Some of them still could not answer the questions well.
21	The students discuss their activities with their classmates	v		
22	The activities done in the allocated time	v		
C	Post-teaching			
1	The teacher gives a short re-explanation about the material	v		
2	The teacher gives chances to the students to ask questions	v		
3	The students ask questions		v	
4	The teacher answers the questions clearly		v	
5	The teacher asks questions to the students about the lesson to check their understanding	v		
6	The students answer the questions well	v		
7	The teacher asks the students opinions about the activities	v		

8	The students happily give their opinions about the activities	v		
9	The teacher previews the upcoming materials	v		
10	The lesson done in the allocated time	v		
11	The teacher ends the lesson by saying a prayer and goodbye	v		
D	The use of multimedia tools			
1	The teacher uses the dictionary effectively	v		
2	The students use the dictionary effectively		v	
3	The teacher uses Microsoft Power Point	v		
4	The teacher provides the audios and sound	v		
5	The teacher provides the videos and LCD projector	v		
6	The teacher provides the pictures	v		
7				

OBSERVATION CHECKLIST FORM

Cycle 2 (2nd meeting)

Date : September 27th 2013

No	Observation items	Y	N	Comments
A	Pre-teaching			
1	The teacher greets the students	v		
2	The students respond to the greeting	v		
3	The teacher asks the students' condition	v		
4	The teacher tells the topic of the lesson	v		
5	The teacher gives a short explanation about what they	v		

	will hear/watch			
6	The students excited to do the activities	v		
7	The students listen happily to the explanation	v		
8	The students do the brainstorm with their classmates		v	Some of them did the discussion, some of the did not.
9	The teacher provides another appropriate information (included information about speaker, topic of the presentation, the purpose, concept and vocabulary)	v		
10	The students pay attention to the information given by the teacher	v		
11	The teacher makes sure the students are physically prepared for listening activities (checking the note-taking tools)	v		
12	The teacher prepares the media in a short time (efficiently)	v		
13	The students prepare their own needs in the table	v		
14	The students sit quietly	v		
B	Whilst-teaching			
1	The teacher explains the materials clearly	v		
2	The students listen carefully to the teacher's explanation	v		
3	The students make notes to the explanation	v		
4	The teacher explains the material in the video clearly (including the vocabulary)	v		
5	The students watch the video joyfully	v		
6	The students watch and listen to the explanation in the video seriously	v		
7	The teacher gives chances to the students to ask questions	v		
8	The students ask questions enthusiastically	v		Most of them asked the questions about the material in

				the video
9	The teacher answers the questions by involving all the students (discussion)	v		
10	The teacher gives some questions about the explanation in the video	v		
11	The students answer the questions well (understood the explanation)	v		
12	The teacher provides various listening activities	v		
13	The teacher controls the volume and screen of the video well	v		
14	The students do the tasks enthusiastically	v		
15	The students follow the instructions well	v		
16	The students use dictionary to help them	v		Most of them bring the dictionary. They used the dictionary.
17	The teacher and the students check the student's work together (discussion)	v		
18	The teacher give chances to the students to answer the questions in the tasks	v		
19	The students happily volunteer their self to answer the questions in the tasks	v		
20	The students answer the questions well	v		
21	The students discuss their activities with their classmates	v		
22	The activities done in the allocated time	v		
C	Post-teaching			
1	The teacher gives a short re-explanation about the material	v		
2	The teacher gives chances to the students to ask questions	v		
3	The students ask questions	v		

4	The teacher answers the questions clearly	v		
5	The teacher asks questions to the students about the lesson to check their understanding	v		
6	The students answer the questions well	v		
7	The teacher asks the students opinions about the activities	v		
8	The students happily give their opinions about the activities	v		
9	The teacher previews the upcoming materials	v		
10	The lesson done in the allocated time	v		
11	The teacher ends the lesson by saying a prayer and goodbye	v		
D	The use of multimedia tools			
1	The teacher uses the dictionary effectively	v		
2	The students use the dictionary effectively		v	
3	The teacher uses Microsoft Power Point	v		
4	The teacher provides the audios and sound	v		
5	The teacher provides the videos and LCD projector	v		
6	The teacher provides the pictures	v		
7				

APPENDIX H
Interview Guideline

INTERVIEW GUIDELINE

- A. Preliminary Data Collection (Field Problem Identification)
1. Interview
 - **Guru Bahasa Inggris**
 - a. Menurut pendapat Anda, apakah siswa dan siswi di sekolah ini, khususnya kelas VII A, menyukai pelajaran Bahasa Inggris?
 - b. Apakah mereka aktif dikelas untuk berbicara dalam Bahasa Inggris selama KBM berlangsung?
 - c. Bagaimana kemampuan berbicara, mendengarkan, membaca, dan menulis siswa dalam Bahasa Inggris?
 - d. Bagaimanakah interaksi antar siswa dalam hubungannya dengan pelajaran Bahasa Inggris selama KBM berlangsung?
 - e. Apa kesulitan terbesar siswa dalam pembelajaran Bahasa Inggris? (berhubungan dengan *listening, speaking, reading* dan *writing*)
 - f. Usaha apa yg dilakukan untuk meningkatkan kemampuan yang dianggap sulit tersebut?
 - **Siswa**
 - a. Apakah kamu senang belajar Bahasa Inggris? Kenapa?
 - b. Bagaimana dengan KBM Bahasa Inggris selama ini?
 - c. Apakah kamu aktif berbicara menggunakan Bahasa Inggris yang berhubungan dengan materi selama KBM berlangsung? Apa alasannya?
 - d. Apa kesulitan terbesar kamu dalam pembelajaran Bahasa Inggris? (berhubungan dengan *listening, speaking, reading* dan *writing*)
 - e. Apa usaha kamu dalam menghadapi kesulitan tersebut?
 2. Observation
 - a. Bagaimana cara guru memulai proses belajar di dalam kelas?
 - b. Bagaimana respon siswa saat guru memulai pelajaran di dalam kelas?
 - c. Bagaimana komunikasi yang terjadi selama pembelajaran?
 - d. Apakah guru dan siswa aktif menggunakan Bahasa Inggris di dalam kelas?

- e. Apakah siswa memperhatikan dengan baik selama proses belajar mengajar dilaksanakan?
- f. Apakah guru menggunakan media pembelajaran yang menarik?
- g. Apakah guru memaksimalkan pembelajaran dengan melatih semua *skill* dalam Bahasa Inggris?
- h. Kesulitan apa yang ditemukan selama proses belajar mengajar di kelas? (berhubungan dengan *listening*, *speaking*, *reading* dan *writing*)
- i. Apa yang menyebabkan kesulitan tersebut muncul?

B. During the implementation of the actions

1. Cycle 1

• **Guru Bahasa Inggris**

- a. Bagaimana penilaian Anda terhadap peningkatan proses berbicara, mendengarkan, membaca, dan menulis siswa dan pembelajaran *listening*, *speaking*, *reading* dan *writing* siswa di cycle 1 ini?
- b. Berkaitan dengan kesulitan yg ditemukan dalam observasi sebelumnya (*listening skill*), bagaimana penilaian Anda terhadap pembelajaran *listening* di cycle 1 ini?
- c. Apa saja kekurangan yang ada?
- d. Kemajuan apa yang dicapai dalam cycle 1 ini?
- e. Apakah dengan melakukan kegiatan ini terdapat peningkatan proses *listening* siswa?
- f. Apa saran Anda untuk cycle berikutnya?

• **Siswa**

- a. Apa pendapat kamu mengenai kegiatan pembelajaran *listening* di kelas VII A selama ini?
- b. Apakah kamu menyukai kegiatan pembelajaran *listening* menggunakan metode yg selama ini digunakan (*cartoon movie*)?
- c. Apakah kegiatan tersebut membantu kamu dalam meningkatkan kemampuan mendengarkan Bahasa Inggris?
- d. Apa kesulitan terbesar kamu dalam mendengarkan Bahasa Inggris dengan menggunakan media *cartoon movie*?

- e. Apakah kegiatan ini membantu kamu dalam untuk peningkatan proses lainnya? (*speaking, reading, dan writing*)

2. Cycle 2

- **Guru Bahasa Inggris**

- a. Bagaimana penilaian Anda terhadap peningkatan proses berbicara, mendengarkan, membaca, dan menulis siswa dan pembelajaran *listening, speaking, reading* dan *writing* siswa di cycle 2 ini?
- b. Berkaitan dengan kesulitan yg ditemukan dalam observasi sebelumnya (*listening skill*), bagaimana penilaian Anda terhadap pembelajaran *listening* di cycle 2 ini?
- c. Apa saja kekurangan yang ada?
- d. Kemajuan apa yang dicapai dalam cycle 2 ini?
- e. Apakah dengan melakukan kegiatan ini terdapat peningkatan proses *listening* siswa?
- f. Apa saran Anda untuk kegiatan semacam ini?

- **Siswa**

- a. Apa pendapat kamu mengenai kegiatan pembelajaran *listening* di kelas VII A selama ini?
- b. Apakah kamu menyukai kegiatan pembelajaran *listening* menggunakan metode yg selama ini digunakan (*cartoon movie*)?
- c. Apakah kegiatan tersebut membantu kamu dalam meningkatkan kemampuanmu dalam mendengarkan Bahasa Inggris?
- d. Kemajuan apa yang kamu rasakan dalam pembelajaran *listening* dengan menggunakan kegiatan ini (*cartoon movie*)?
- e. Apakah kegiatan ini membantu kamu dalam untuk peningkatan proses lainnya? (*speaking, reading, dan writing*)
- f. Kesan apa yang kamu dapat dari kegiatan ini?

APPENDIX I
Attendance List and Students' Score

**DAFTAR HADIR SISWA
SMP TAMAN DEWASA JETIS YOGYAKARTA
TAHUN PELAJARAN 2013/2014**

Kelas : VII.3

Mata Pelajaran : Bahasa Inggris

No Urut	Nama Siswa	L/P	Cycle 1		Cycle 2		Ket
			18-09-13	20-09-13	25-09-13	27-09-13	
1	Aditya Prayoga	L	v	v	v	v	
2	Andrean Arnawama Acalapati	L	v	v	v	v	
3	Anis Silvi Yuniaherwanti	P	v	v	v	v	
4	Annas Ridho Rizky Wiworo	L	v	v	v	v	
5	Awang Hayu Riswana	L	v	v	v	v	
6	Bagas Adisurya	L	v	v	v	v	
7	Bagas Dien Saputra	L	v	v	v	v	
8	Belly Avansa	L	v	v	v	v	
9	Bismantika Arfiant	L	v	v	v	v	
10	Cito Paksi Ngamboro	L	v	v	v	v	
11	Clariza Azza Zein Annisa	P	v	v	v	v	
12	Claudio El Bobby Satya Arizona	L	v	v	v	v	
13	Dhimas Herdianto	L	v	v	v	v	
14	Djanu Rochmad Wicaksono	L	v	v	v	v	
15	Dwi Nanda Gading Setiawan	L	v	v	v	v	
16	Ely Rahmawati	P	v	v	v	v	
17	Ervinda Tika Tri Mei Selva	P	v	v	v	v	
18	Gembong Gundolo Rangun Pramudito	L	v	v	v	v	
19	Hekal Abdan Sakur	L	v	v	v	v	
20	Ilham Ramadhan Oktavian	L	v	v	v	v	
21	Krisna Dwi Putra	L	v	v	v	v	
22	Mia Marita Sari	P	v	v	v	v	
23	Muhammad Bagus Syahrul Ikhrom	L	v	v	v	v	
24	Muhammad Hafis Yudo Purnomo	L	v	v	v	v	
25	Muhammad Zidane	L	v	v	v	v	
26	Novia Permata Sari	P	v	v	v	v	
27	Nuryanto	L	v	v	v	v	
28	Pertiwi Wulan Ramadhani	P	v	v	v	v	
29	Puji Putri Apriani	P	v	v	v	v	
30	Rachel Annisa Rani	P	v	v	v	v	
31	Shalza Syabila	P	-	-	-	-	Pindah
32	Wahyu Pradana Putra	L	-	-	-	-	-
33	Yudha Prasetyo	L	v	v	v	v	
34	Yuliandro	L	v	v	v	v	

DAFTAR NILAI SISWA
SMP TAMAN DEWASA JETIS YOGYAKARTA
TAHUN PELAJARAN 2013/2014

Kelas : VII.3

Mata Pelajaran : Bahasa Inggris

No Urut	Nama Siswa	Cycle 1				Cycle 2			
		1 st meeting		2 nd meeting		1 st meeting		2 nd meeting	
		1	2	1	2	1	2	1	2
1	Aditya Prayoga	80	80	70	80	60	80	90	90
2	Andreas Arnawama Acalapati	60	60	70	70	60	80	90	100
3	Anis Silvi Yuniawanti	60	80	80	90	90	100	80	100
4	Annas Ridho Rizky Wiworo	80	80	70	70	70	80	70	90
5	Awang Hayu Riswana	80	60	60	70	90	80	80	80
6	Bagas Adisurya	60	70	70	70	80	80	90	90
7	Bagas Dien Saputra	60	70	70	60	70	100	100	100
8	Belly Avansa	100	70	60	60	80	80	100	100
9	Bismantika Arfiant	60	60	80	80	80	80	100	90
10	Cito Paksi Ngamboro	80	80	80	70	80	80	100	100
11	Clariza Azza Zein Annisa	60	60	70	70	80	60	70	90
12	Claudio El Bobby Satya Arizona	60	50	60	80	70	80	80	90
13	Dhimas Herdianto	80	60	80	70	80	80	100	90
14	Djanu Rochmad Wicaksono	80	70	60	80	70	100	70	100
15	Dwi Nanda Gading Setiawan	60	70	70	80	80	100	90	90
16	Ely Rahmawati	80	80	70	80	70	100	90	100
17	Ervinda Tika Tri Mei Selva	60	70	70	80	80	80	80	90
18	Gembong Gundolo Rangun Pramudito	60	50	90	70	70	100	90	90
19	Hekal Abdan Sakur	80	70	80	80	80	80	100	80
20	Ilham Ramadhan Oktavian	80	80	70	70	80	80	100	100
21	Krisna Dwi Putra	60	60	60	80	70	60	100	100
22	Mia Marita Sari	60	80	80	70	70	80	100	100
23	Muhammad Bagus Syahrul Ikhrom	60	70	70	80	80	80	100	100
24	Muhammad Hafis Yudo Purnomo	80	70	70	80	80	100	100	100
25	Muhammad Zidane	60	60	70	80	80	80	90	100
26	Novia Permata Sari	60	60	60	70	80	80	80	90
27	Nuryanto	60	60	80	70	90	100	90	90
28	Pertiwi Wulan Ramadhani	80	60	70	70	90	100	90	100
29	Puji Putri Apriani	80	90	80	90	90	100	80	100
30	Rachel Annisa Rani	60	70	100	80	70	80	70	100
31	Shalza Syabila	0	0	0	0	0	0	0	0
32	Wahyu Pradana Putra	0	0	0	0	0	0	0	0
33	Yudha Prasetyo	40	70	70	80	80	100	90	100
34	Yuliandro	60	60	70	70	70	80	90	90
Jumlah		2180	2180	2310	2400	2470	2740	2850	3030
Nilai rata-rata		64.117647	64.11765	67.94118	70.58824	72.64706	80.58824	83.82353	89.11765
		64.117647		69.26471		76.61765		86.47059	

APPENDIX J
Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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FRM/FBS/33-01
10 Jan 2011

Nomor : 0820/UN.34.12/DT/IX/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

5 September 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING THE FIRST YEAR STUDENTS' LISTENING SKILLS BY USING CARTOON MOVIE "KIDS ENGLISH LEARNING SHOW" AT SMP TAMAN DEWASA JETIS YOGYAKARTA IN ACADEMIC YEAR 2013/2014

Mahasiswa dimaksud adalah :

Nama : DWI RAHAYU
NIM : 07202244126
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September-November
Lokasi Penelitian : SMP Taman Dewasa Jetis Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP.19670704 199312 2 001

