

**DEVELOPING A LISTENING MEDIA FOR THE TEACHING OF
LISTENING TO THE THIRD GRADE STUDENTS OF ELEMENTARY
SCHOOLS**

A Thesis

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



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LISTENING TO THE THIRD GRADE STUDENTS OF ELEMENTARY
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
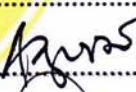

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A Thesis

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Yogyakarta, 21 April 2015

Peneliti,



Rahayu Kurniawati

MOTTOS

“and Allah found you lost: and guided you.”

(QS. Ad-Duhaa, 93:7)

Be the flower that gives its fragrance to even the hand that crushes it.

(Ali bin Abi Talib)

But Allah is your protector, and He is the best of helpers.

(QS. Ali Imran, 3:150)

If you want to live a happy life, tie it to a goal, not to people or things.

(Albert Einstein)

DEDICATIONS

This thesis is dedicated to:

me, myself

my beloved mother

my beloved father

my dear sister, Sahara

my best friends, Padme, Risti, Mb Liya, Mb Dew, Saroh, Tiara, Nana,

Danis, Novi, Pian, Pendi, Palin, Agung, Pasta, Geri

my supervisor, Dra. Nury Supriyanti, M.A

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Finally, I truly realize that this thesis is far from being perfect. However, I do hope that this thesis will be useful for the readers. Therefore, any criticism, corrections, and suggestions will be appreciated for the improvement of this thesis.

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DEVELOPING A LISTENING MEDIA FOR THE TEACHING OF LISTENING TO THE THIRD GRADE STUDENTS OF ELEMENTARY SCHOOLS

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ABSTRACT

The objective of this research is to develop a listening media for the teaching of listening to the third grade students of elementary schools.

This is a Research and Development (R&D) study. The subjects of the research were 35 students in the third grade of SD IT Izzatul Islam Getasan. Questionnaires, interview guidelines, and an observation guide were the instruments used in the research to obtain the data. The data from the questionnaires were analyzed quantitatively, whereas the data from the interviews and observations were analyzed qualitatively. Moreover, there were eight steps taken in this research: (1) conducting a needs analysis, (2) writing the course grid and lesson plan, (3) designing the first draft of the media, (4) producing the first draft of the media, (5) assessing the first draft of the media, (6) revising the first draft of the media, (7) implementing the second draft of the media, (8) evaluating the second draft of the media, and (9) producing the final media.

Based on the assessments and responses given by the English teacher and students, it is concluded that a video program as the product of this research is feasible to be used for the teaching of listening. This product is developed based on the needs analysis. It is also developed based on the theme that is chosen by the students. The percentage score items based on the English teachers' evaluation were more than 60%. The syllabus and program contents, the instruction of materials, and the media got 83%. The results mean that the video program is very good and feasible to use as media to teach listening to the third grade students of elementary schools. It is also supported by observation and interview results after the implementation. The data indicate that the video program as interesting media could grab students' attention. Furthermore, the media increased the students' motivation in learning English.

CHAPTER I INTRODUCTION

A. Background of the Problem

Appropriate language learning materials are needed to teach English to young learners in the elementary school. An appropriate material means a suitable material which is designed based on the students' needs to cover the students' difficulties in learning. According to Tomlinson (2008:4), materials for all levels must provide "exposure to authentic use of English" through many exercises which is potential to engage the learners cognitively and affectively. The materials will make the students have experience in thinking and feeling the language.

There are four skills learned in English teaching and learning, namely listening, speaking, reading, and writing. Listening and speaking have a close relationship because they are both oral skills. They also are called receptive skills because the focus is on receiving information from an outside source. Whereas reading and writing are written skills, their focuses are on producing information. That is why they are called productive skills.

As one of the receptive skills, listening is the first skill that should be learned before the other skills. Scott and Ytreberg (2000:21) stated that listening is the skill that firstly acquired by children, especially if they have not started to learn reading. Besides, when we want to be able to understand a spoken message, it cannot be received well without having a good listening skill. It can be concluded that listening is the important skill which should be mastered by children.

Moreover, listening is one of the keys of communication which has an important role in building communication.

Based on the observation in the third grade students of SD IT Izzatul Islam Getasan, the researcher found some problems in the teaching-learning process of listening. The students have a little attention and interest in learning listening because they find listening difficult. In addition, the use of media such as cassettes, video tapes, story books, flashcards, and pictures was very rare.

There are some reasons causes of the difficulty in learning listening. First, students are demanded to understand the content, to listen and remember, and to develop listening skills. In fact, always asking children to simply “listen and remember” only make them have an anxiety strained situation on their memory. Those make them tend not to develop their listening skill whereas they need to get more listening practice to master it (Brewster *et al.* 2002). Second, the students have not accustomed to listening to a foreign language. They need refractivity in learning listening. In fact, they have not got many listening practice in the teaching-learning process because of lack the listening facilities. Third, the students are lack of vocabulary. While listening, sometimes the students are trying to understand every word, they still work out what a previous word meant, and even they do not recognize the words that they know.

English teachers' role in this case is important. The teaching-learning process needs to be engaging so the teachers will not lose student's attention. In addition, English teachers not only should be able to teach listening well but also to be able to design interesting media. Interesting media such as a video will be needed to

support the listening teaching-learning process. Intajuck (2004: 3) states that by using videos, the learners' language skills; listening, speaking, and writing, can be practiced and enhanced. Video is also one of the interesting media which can be applied to many different types of learners through the way they learn.

Linse *et al.* (2005: 25) explained that there are three types of learners through their styles in learning, auditory, visual, and tactile learners. Auditory learners are learners who learn material by listening auditory format, visual learners are learners who learn through pictures or visual images, tactile learners are learners who learn through physical manipulation. In accordance with the theory, the video is one of appropriate media that can reach the different ways of the learners' learning style. Auditory and visual learners can be supported by the video because it shows picture and sound which make them understand the material easily. Tactile learner will be encouraged by doing some tasks related to information, language, and content based on the video given.

In conclusion, considering the lack of listening media to develop the students' listening skill in SD IT Izzatul Islam, the researcher is interested to design a video program which can be used as media to teach English and able to facilitate the students to learn English. The study is aimed to develop media for teaching listening to the third grade students of elementary schools.

B. Identification of the Problems

Media is a tool to convey material content inside. Material can be understood by the students easily using media. Unfortunately, it had not applied yet in SD IT

Izzatul Getasan. Based on the teaching-learning observation in SD IT Izzatul Islam Getasan, the researcher found some problems in the teaching-learning process in this school. First, this school did not have many facilities for the English teaching-learning process, especially listening. The listening media in this school were very limited. Besides, some interesting media such as pictures, flashcards, or English story books were rarely used in the teaching-learning process. When the teacher wanted to give a listening practice, the teacher only asked the students to pay attention to what the teacher said. There was no listening practice which was assisted by the use of media. It made the learning process boring.

Second, the students did not have a good intention for the English teaching-learning process, especially listening. They felt that it was such a boring and difficult activity whereas they needed it to improve their listening skill. It happened because the activities seemed to be monotonous. There was no variation of listening activities which could make the students participate in the teaching-learning process actively. It made the students lose their interests in the teaching-learning process. That is why the material should be delivered in interesting media to help the students understand the lesson.

C. Limitation of the Problems

Video program is limited to teach listening skill in the elementary school. The topic for teaching and learning activities of listening skill in this research study are

about family, food and beverages, and fruits. The content of the materials and vocabularies is adjusted to the students' grade and needs.

D. Formulation of the Problems

The problems of this study can be formulated as follows:

“How can a video program be developed as media for the teaching of listening to the third grade students of elementary schools?”

E. Objective of the Research

The aim of this study is to develop a video program for the teaching of listening to the third grade students of elementary schools.

F. Specification of the product

The video program consists of cover, main menu, unit 1, unit 2, unit 3, and help.

1. Cover

The first slide is the video program cover. The title and the developer are stated in the cover.

2. Main menu

The second slide is the main menu. There are 4 menus such as unit 1, unit 2, unit 3, and help.

3. Unit 1

The theme of unit 1 is food and beverages. There are core competence and basic competence, indicators and learning objectives, and listening tasks.

4. Unit 2

The theme of unit 2 is fruits. There are core competence and basic competence, indicators and learning objectives, and listening tasks.

5. Unit 3

The theme of unit 3 is family. There are core competence and basic competence, indicators and learning objectives, and listening tasks.

6. Help

The menu “help” is the information of all buttons used in the video program. This menu is given in order to lead the teacher to easily use the video program.

G. Significance of the Research

This study is expected to give benefits for English teachers, schools, material writers, institutions, English Department, and other researchers.

1. English teachers for children

The result of this study can be used as input to help them in developing an interesting media to teach English, especially in teaching listening.

2. Elementary schools

The schools can apply interesting media which can be used in the elementary school and suggest their English teachers to use them in the teaching-learning process.

3. Material writers for children

The result of this study can be used as a reference to develop their course book.

4. English Education Department of Yogyakarta State University

The result of this study can be used as a reference for developing teaching media.

5. The other researchers

The result of this study can be used as a reference to conduct a study related to developing media.

H. Assumption and Limitation of the Research

The researcher assumes that a video program is appropriate to teach a listening skill for the third grade students of elementary schools. A video program is a program consisting of tasks and a spoken language material such as a video. Tasks give a chance for the students to improve their understanding of the materials. Besides, a video provides more complete content of actions, gestures, and pictures. It gives students a chance to relate what they see in video to the materials. The song and pictures of a video will help the students understand the meaning of the video. Besides, it will make the students be interested in the

lesson. By watching the video, the students will pay attention in the teaching-learning process.

Besides, the product is limited to teach English for the third grade students of elementary school. This product is mainly for listening skills. Moreover, this product is only made for a specific subject. The topics of the video program are limited to describe characteristics of people, like and dislike about food and beverages, and simple instructions. Those topics are aimed for the third grade of elementary school because they can be found in the syllabus of the third grade students in semester one.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Definition and characteristics of Young Learners

Young learners are the learners who learn in early ages commonly between five and ten or eleven years old (Scott and Ytreberg, 2000). According to Cameron (2001), young learners are elementary school learners between five and twelve years old.

The age of students is a factor that influences the learning process. Young learners have specific needs, competences, and cognitive skills. Harmer (2001: 38) explains that young children learn differently in the following ways:

- a. Young children respond to meaning even if they do not understand individual words.
- b. Young children often learn indirectly rather than directly. They take in information from all sides and they learn from everything around them. Means they do not only focus on one topic they are being taught.
- c. Young children's understanding also comes from what they hear and see, not only from the explanation.
- d. Young children generally enthusiast in learning and they curious about the world around them.
- e. Young children need individual attention and approval from the teacher.
- f. Young children keen to talk about themselves and they give a good respond in learning using the main topic of themselves and their own live.
- g. Young children have a limited attention span. They often get bored and lose their interest easily.

There are some reasons why young learners have different way of learning.

According to Brewster *et al.* (2002: 27), those differences might be because:

- a. Children have a lot physical energy and they often need to be physically active.
- b. Children have a wide range of the emotional needs.
- c. Children are emotionally excitable.

- d. Children are developing conceptually and they are also at an early stage of their schooling.
- e. Children are still developing literacy in their first language.
- f. Children learn more slowly and they forget things quickly.
- g. Children tend to be self-oriented and they preoccupied with they own world.
- h. Children easily get bored.
- i. Children are excellent mimics.
- j. Children can concentrate for a surprisingly long time if they are interested.
- k. Children can be easily distracted but also very enthusiastic.

Young learners have not only the different learning ways but also the characteristics which can support the teachers to teach them easily. Some experts (Halliwel, 1992; and Scott and Ytberg, 1990) mention the characteristics of young learners. According to Halliwel (1992), there are some characteristics of children. First, children are already very good in interpreting meaning without necessarily understanding the individual word. Second, children already have great skill in using limited language creativity. Third, children frequently learn indirectly rather than directly. Fourth, children take good pleasure in finding and creating fun in what they do. Last, children words are full of imagination and fantasy, and it is more than simply a matter of enjoyment.

Scott and Ytreberg (1990) state the general characteristics of students in elementary school. Firstly, they are competence users of mother tongue. Secondly, they cannot tell the difference between the fact and the fiction. Thirdly, they love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think what they are doing is really worked. Fourthly, they are enthusiastic and positive. Fifthly, they rely on the spoken word as well as the physical world to convey and understanding meaning. Next, they are able to work

with others and learn from others. Then, their own understanding comes through eyes, hands, and ears. Last, they have very short attention and concentration span.

Moreover, other aspects of learner's characteristics are attitude, motivation, and aims and expectations. All of them will be described below.

a. Learners' attitude

Pinter (2006: 36) says that learners' attitude to English is important. Positive attitudes should be developed for the children because children's attitudes are malleable. For example, children who are brought up in a monolingual environment may meet new cultures and new languages through the experience of a primary foreign language programme. For these children this experience will be of crucial importance in establishing positive attitudes about other cultures and language learning in general.

b. Learners' motivation

According to Pinter (2006: 36), "Motivation is crucial in learning other languages". There are some aspects that influence the learners' motivation such as the activities, the teacher, and the atmosphere in the class. All of the conditions can influence the learners' motivation in the teaching and learning process. Besides, there are main stages of motivational teaching. The first stage is to create motivating conditions for learning. The second stage is to introduce initial motivational technique. The next stage is to maintain and protect the learners' motivation. The last stage is to turn evaluation and feedback into positive experience.

c. Learners' aims and expectations

Pinter (2006: 38) states that there are some aims and objectives of foreign language learning for primary school children. They are developing children's basic communication abilities in English and encouraging enjoyment and motivation. The first aim is expected to teaching children to talk about themselves and their environments, to understand and respond to basic English instructions, and to communicate about topics of interest with a partner. The second main aim is related to the need to make English an attractive school subject to children so as to faster their motivation and encourage them to want to learn languages in the future.

Based on the theories, it can be concluded that young learners are children who study in the elementary school and learn English as a foreign language. The elementary school students are the children between 7 to 12. Young learners usually love to play and learn from everything around them. Besides, every student has different characteristics. Teachers should create kinds of activities which are appropriate to the children. They also need to give interesting activities in order to grab the students' attention.

2. English for Young Learners

Nowadays, English has been introduced to the elementary school students. It is because elementary students are in their golden ages. It believed that the golden age is the best time to teach a foreign language to young learners. It is because

during the golden age, the brain can be developed maximally, it can catch all information given easily. Moreover, learning English earlier can make children increase their language ability. According to Cameron (2001: 13), “children learn a second language better than adults do”.

Some parents have the awareness of the importance of mastering English for the children in early age. It drives them to send their children to learn English in the course or non formal institutions although they have learnt it in schools. This situation showed that learning English at schools is not enough yet. English course or non formal institutions is believed to be able to give more English practice for the children. Brewster *et al.* (2002:1) say that “pressure to introduce early English learning has often come from parents who strongly believe that having English as a tool will benefit their children greatly by giving them more opportunities to gain economic, cultural or educational advantages”. They believed that English is very important to be taught to young learners.

There is a widespread belief that there are definite advantages to introducing language learning early on in life which outweigh the disadvantages. This statement is supported by Brewster *et al.* (2002:1) who state that “young children learn languages better and more easily than older children”. In addition, starting to learn a foreign language several years earlier was simply to increase the total number of years spent learning the language.

Moreover, there is a possible drawback of introducing English earlier. The children will get bored if they are introduced to a foreign language in early age.

They accustom to using mother tongue therefore they will have some problems in learning a new language.

Based on the statements above, it can be concluded that introducing English to young learners earlier is important because it helps children to increase their language skills. Since, English is a foreign language for young learners in Indonesia, the teachers should realize that they take a great influence in the teaching-learning process.

3. Listening Skill for Young Learners

a. Definition of Listening

Listening is the basic step in learning English. English learners learn language by listening and imitating what they hear. Linse *et al.* (2005: 25) say that by listening, children are preparing to replicate the sounds when they speak. In addition, listening gives many skills to the learners.

Listening is as a foundation for other skills. Children are ready to develop other skills if they already have listening skills. Speaking, reading, and writing are built on listening. Linse *et al.* (2005: 27) say that children need to hear a word before say it, need to say a word before read it, and need to read a word before write it. Brown (2001:234) also states that language learners learn to what to speak from what they listen. It means that listening is the fundamental skills that should be learnt before other skills.

Listening involves understanding a speaker's accent or pronunciation, grammar, and grasping the meaning (Howatt and Dakin, 1974). Meanwhile,

Bulletin in Saricoban (1952) states listening is one of the fundamental skills. It is a medium through which children, young people and adults gain a large portion of their education-their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically, he says.

Walberg (2004:13) also states that “listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others”. By having the theory above, listening is the fundamental skill to understand and identify what others are saying. Without a good listening ability, someone will find it difficult to understand to messages and to communicate with other people effectively.

According to Harmer (2001), there are two types of listening, namely extensive and intensive listening. Extensive listening is doing listening activity by choosing what topic that the students want to listen for pleasure and general language improvement. Extensive listening usually takes place outside the classroom and the material for extensive listening can be taken from many sources. Many students get much listening practice because they have their own choices for the listening material. Intensive listening is doing listening activity by having some tasks through taped materials and material on disk given by the teacher. The listening practice in intensive listening usually takes place in the classroom with their teacher. The students are not free to choose the topic for the listening material because the material is already chosen by the teacher.

b. Teaching Listening in the Elementary School

Listening skills are necessary for your learners. Demirel (2012) says that listening skills are the most important outcomes of early language teaching. Besides, listening is a basic step before establishing others skills which includes speaking, reading, and writing skills. Children cannot develop their ability to speak, read, and write before starting to listen. That is why listening is very important in the language learning.

Brewster *et al.* (2002) describe five specific guidelines to develop pupils' listening skills. First, the teacher gives the children's confidence. There are some ways to make the children get their confidence. The teacher can use her gestures to help the students. Besides, tone of voice and visual aids also will help children feel confident about what is important to concentrate on.

Second, the teacher explains why the children have to listen. In teaching listening to the children, the teacher needs to make sure that the learners clearly know why they are listening and what the purpose of the activity is. It guides them to which part of message they need to focus on and what they are going to do. Learners' confidence can be built up and anxiety can be reduced by doing so.

Third, the teacher helps children develop specific strategies for listening. There is an important strategy that should be taught by a teacher. That strategy is intelligent guess work. Children are used to drawing on their background knowledge to work out something they are not sure of. What a teacher should do is being aware of this so that she can ensure that she provides support and raise children's awareness about the benefits of doing this.

Fourth, the teacher sets a specific listening task. There are three parts in listening. Those are pre-, while-, and post-listening parts. Each part has different activity. In order to make the teaching and learning process of listening active, the teacher needs to develop a repertoire of different pre-, while-, and post-activity types which fit in different types of language.

Fifth, the teacher organizes listening. Most listening is based on teachers' talk. However, if the teacher has a cassette of listening materials, this is useful to provide a good model of spoken English to the learners.

The teacher also provides the listening materials for the children sequentially. The material is arranged based on several themes. The kinds of listening theme are explained below.

1) Parts of the body

The students need to understand a very simple instructions and vocabularies about parts of the body. This material is given in three meetings. Each meeting is 70 minutes.

2) Clothes

The students need to understand the kinds of clothes. This material is given in three meetings. Each meeting is 70 minutes.

3) Food and Beverages

The students need to understand a very simple expressions and vocabularies about food and beverages. This material is given in three meetings. Each meeting is 70 minutes.

4) Fruits

The students need to understand a very simple instructions and vocabularies about fruits. This material is given in three meetings. Each meeting is 70 minutes.

5) Family

The students need to understand a short functional text about family. This material is given in three meetings. Each meeting is 70 minutes.

Besides giving the materials sequentially, the teacher needs to design the listening activity for the children. There are three stages activities which can be applied to use video in the classroom, namely pre-viewing, while-viewing, and post-viewing. Pre-viewing is a preparation for the listening, while-viewing is an activity while they listen so they remain active, and post-viewing is an activity after they have listened. Furthermore, Brewster *et al.* (2002: 102-105) arrange eleven while-listening activities.

Table 2.I. While-Listening Activities

Activity types	Purposes	Materials
<p>1. Listen and repeat</p> <p>Example of this are found in game such as Chinese Whispers where on child whispers a message to another who then passes on the message to another child and so on. The last child repeats what they have heard and the class</p>	<ul style="list-style-type: none"> • Listening for details to improve memory and concentration • Listening with enjoyment to improve listening attitude 	<p>Short, spoken message such as instructions, or statements containing no more than ten words</p>

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Activity types	Purposes	Materials
<p>compares this message with the original. Other listen and repeat games ask the learners to repeat something only if it is true.</p>	<ul style="list-style-type: none"> • Listening to physically ‘settle’ or calm pupils 	<p>Sets of three words which contains matching pair Songs and rhymes Rhyming stories</p>
<p>2. Listen and discriminate</p> <p>The listeners’ attention is often focused on pronunciation features such as listening for words which rhyme, or selecting phrases which have the same rhythmic pattern. This is especially useful when using songs and rhymes or stories which have rhyming sequences. Use Find the Pair or Odd-Man Out type activities.</p>	<ul style="list-style-type: none"> • Listening for detail to discriminate between sounds and rhythmic patterns • Providing ear-training to improve pronunciation • Listening to physically ‘settle’ or calm pupils • Listening to encourage mental activity and problem-solving 	<p>Sets of three words which contains matching pair Songs and rhymes Rhyming stories</p>
<p>3. Listen and perform actions/ follow instructions</p> <p>This kind of activity (TPR) is used with instructions (Being a Robot), action songs, rhymes, or games such as Blind Man’s Buff or What’s the Time Mr. Wolf? Asking learners to trace a route on a plan or map is quite difficult and should not be used if the children find this difficult in their mother tongue.</p>	<ul style="list-style-type: none"> • Listening for enjoyment • Listening to improve memory and concentration span • Listening to the use of prepositional phrases, e.g. on the left-right; or discourse markers, e.g. <i>first, then, next</i>; and action verb, e.g. <i>put, fold, turn</i> 	<p>Action songs and rhymes Plans or maps instructions for games, e.g. origami (paper-folding)</p>

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Activity types	Purposes	Materials
	<ul style="list-style-type: none"> Listening to 'stir' pupils make them more lively, relieve boredom, etc. 	
<p>4. Listen and draw/color</p> <p>Picture dictation is often used to help children focus on key nouns and on adjectives used to describe their color, size, shape, and so on. The whole picture can be drawn, or a picture which has missing items can be added to as children listen.</p>	<ul style="list-style-type: none"> Listening to develop concentration on specific items, e.g. specific verbs/actions. Listening to consolidate understanding of concepts and new vocabulary, e.g. round, square, large, small, blue, yellow Listening to physically 'settle' or calm pupils. 	<p>Short, spoken descriptions which can be accomplished by drawing which pupils finish or color it</p>
<p>5. Listen and Predict</p> <p>This kind of activity has already been referred to and is particularly useful in drawing on pupils' previous learning.</p>	<ul style="list-style-type: none"> Listening to increase motivation and concentration Listening to activate schemata or previous knowledge Knowing out which words or concepts pupils already know Listening to encourage mental activity and problem-solving 	<p>Solving and answer sessions based on, e.g. general knowledge, pictures or the cover of a book or a story</p> <p>Predict content or key words from a picture</p> <p>Draw a word or mind maps about a topic</p> <p>Complete a quiz to draw attention to what pupils already know</p>
<p>6. Listen and guess</p> <p>This kind of listening is often based on the description of something whose identity the children</p>	<ul style="list-style-type: none"> Listening for detail to pick out key vocabulary used to describe, e.g. parts of an animal's body 	<p>Short, spoken descriptions which can be accompanied by a selection of items for pupils to eliminate</p>

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Activity types	Purposes	Materials
have to guess.	<ul style="list-style-type: none"> • Listening to encourage mental activity and problem-solving 	
<p>7. Listen and label This activity is used with drawings, maps or diagrams where the learners are asked to listen to a description of an animal, person, or place in order to label key parts.</p>	<ul style="list-style-type: none"> • Listening to develop reading and writing skills or to develop concepts physically settle Listening to pupils • Listening to encourage mental activity and problem-solving 	Written labels provided for pupils or written words on the blackboard for pupils to copy
<p>8. Listen and match This usually involves matching pictures to spoken words and is common in games such as Bingo. Older children can be involved in activities which ask them to match pictures or written statements to other written text, such as speech bubbles taken from dialogues or stories</p>	<ul style="list-style-type: none"> • Listening to consolidate new vocabulary and structures • Listening to encourage mental activity and problem-solving • Listening to settle pupils 	Bingo cards Worksheets on which children draw a line to connect a picture with the correct words or written labels or speech bubbles to match with pictures
<p>9. Listen and sequence As described earlier, this activity is usually based on pictures or written phrases which are rearranged into the correct order while listening to a story or set of instructions.</p>	<ul style="list-style-type: none"> • Listening to improve memory and concentration span • Listening to consolidate new vocabulary and structures • Listening to physically settle pupils • Listening to encourage mental 	Pictures or written statement Worksheets with boxes in which children number the order of details listened to

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Activity types	Purposes	Materials
	activity and problem-solving	
<p>10. Listen and classify</p> <p>This activity is also usually based on pictures. The children listen carefully to descriptions, for example, different animals, which they then have to sort into different sets. This should be accompanied by some kind of key visual, e.g. a table, matrix, Wenn diagram etc.</p>	<ul style="list-style-type: none"> • Listening to improve concentration span and to consolidate new vocabulary and structure • Listening to physically settle pupils • Listening to encourage mental activity and problem-solving 	<p>Pictures</p> <p>Worksheets using written words on the appropriate blackboard which pupils copy into the appropriate column of a chart while listening</p> <p>Key visual, e.g. a tickchart, Venn diagram, matrix or grid</p>

In the teaching listening to the children, the teacher needs to consider the teaching method because it is one of the most important things. The teaching method can help the teacher in delivering the materials effectively. Harmer (2001) states some teaching method as described below:

- a) **Audio-lingualism:** drilling is used in the audio-lingual method. It is used to engender good habits in language learners. The students were constantly learning and protected from the possibility of making mistakes by the design of the drill.
- b) **PPP:** PPP stands for Presentation, Practice, and Production. In this procedure the teacher introduces a situation which contextualises the language to be taught. The teacher and students work together in the practice step. Then, students will work individually in the production step.

- c) **The Communicative Approach:** this approach focuses on the significance of language functions rather than focusing solely on grammar and vocabulary. That is why the students should have a purpose for communicating. Besides, it trains students to use these language forms appropriately in a variety of contexts and for a variety of purposes.
- d) **Task-based Learning:** in task-based learning, the task is the focus of the lesson, not the structure. Students are presented with a task they have to perform or a problem they have to solve. The teachers will discuss about the language that is used, making correction and adjustment which the students' performance of the task has shown to be desirable after the task complete.
- e) **Communicative Language Learning:** in the Community Language Learning (CLL), students sit in a circle and the teacher stands outside the circle. They decide what they want to talk about. The teacher provides or corrects target language statements if the students make a mistake or say something in their mother tongue of first language. The teacher can then give them the specific English words for them to use and continue their discussion.
- f) **The Silent Way:** the teacher says as little as possible rather than joining conversation with the students. It is because they believe that learning is the best accommodated if the students will find and create language rather than just remembering and repeating what has been taught. The students

will guess and explain their thought about something while the teacher listens.

- g) **Suggestopedia:** in the suggestopedia, the physical surroundings and atmosphere of the classroom are important. The teaching learning process can be increased when students are comfortable, confident and relax. The students have a special relationship as parent-children to make the class atmosphere friendlier.
- h) **Total Physical Response (TPR):** TPR is a method of teaching language using physical movement to react to verbal input. The teacher gives commands to students in the target language, and students respond it with actions. The teacher usually gives an oral command with the example of actions before she/he asks the students to repeat it. For example, the teacher says “open the door” and she/he will do it. After watching, children will respond by doing the instruction given by the teacher.
- i) **Theme Based Teaching:** theme-based teaching can link many different activities together by their content; the theme or topic runs through everything that happens in the classroom and acts as a connecting thread for pupils and teacher. Cameron (2005: 181) said, “Teaching that is integrated around a theme is claimed to better suit the way that young children naturally learn.” Moreover, theme-based teaching can be used in large or small amounts, and in varying concentrations. In concentrated form, and in skilled hands, it could replace course book and syllabus altogether. More practically, it could be adopted for one or two lessons in a

week, or for several weeks in a term, to supplement other work, and to help teachers build up the skills and knowledge that are demanded.

Based on the explanation above, theme-based teaching is the appropriate method for this research study. This method will not make the students get bored because it can accommodate a large numbers of students and link some activities.

c. The Difficulties in Listening for Young Learners

Listening has an importance role in the process of learning English. Young learners usually spend much of their time listening to understand the message or opinion in order to respond it. Scott and Ytreberg (1993: 21) argue that “listening is the skill that children acquire first, especially if they have not yet learnt to read”.

Among the four skills, foreign language learners often complain that listening is the most difficult to acquire. Brewster *et al.* (2002:98) say that “listening to a foreign language is hard work, especially for young children”. Additionally, listening is a skill which learners usually find it as the most difficult. It often happens because they feel under unnecessary pressure to understand every word.

Moreover, listening is often neglected in language teaching. Lack of teaching materials, equipment, and training in how to use the equipment are some reasons why listening is neglected. Furthermore, different speakers produce the same sounds in different ways is one of the example why listening is difficult for young learners.

4. Video Program

a. Definition of Video

The use of media in listening class is very important. Video can be categorized as an audio-visual media. Audio-visual media is media that can be seen and listened. "Video is a type of magnetic tape used for recording television pictures and sound" (Oxford, 2000:1501).

Likewise, Arsyad (2002) defines video as moving pictures fitted out with natural and appropriate sounds that portray real pictures and has attractive power. Stempleski in Richards and Renandya (2002:364) also states that "video is as an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experience in addition to spoken language". Moreover, video contains not only word but visual elements, sound effect, and music that provide essential evidence on behavior, characters, and contexts which are not usually in the script.

According to Binanto (2005), program is a group of instructions made by the programmer or an executable part from the software. Besides, Yulikuspartono (2009:29) states that program is a series of instructions or statements in the understandable language of related computer.

In conclusion, video program is a program that consists of materials, videos, and listening tasks. Video program is used as alternative media in listening activity to help the students improve their ability. It is chosen as media because it can be one of the effective media for teaching listening. It can attract the students in the teaching-learning process. Watching video helps the students understand to

the material better. Besides, the content of video program can entertain and motivate the students.

b. How to Teach Listening Using Video Program

Video can be used for three types learning styles (auditory, visual, and tactile). For auditory learners who learn something by listening, they listen the song of the video. For visual learners who learn something by watching, they watch the pictures of the video. For tactile learners who are physically manipulated in learning something, they learn by singing a song with the gestures.

Moreover, video can motivate students to be more interested in teaching-learning process. Video is useful for learning language. It is not only used for entertainment, but also for providing a great approach in language teaching and learning. Moreover, video is one of the technologies that can contribute to the global development of our pupils. Ramlan (16:2006) says that “video material can be a very useful source and asset for the language teaching-learning process because it combines both fun and pedagogic instructions in an authentic material that reflect real interaction”.

There are three stages which can be applied to use video in the classroom activities. There are pre-, while- and post- viewing. Brewster *et al.* (2002) mention each stage in the following:

1) Pre-viewing/ Plan

Teacher can makes planning and preparing for active viewing will include: contextualizing the video sequence, motivating pupils to view, focusing the

pupils' attention on the topic, activating prior knowledge about a topic, making predictions about content and language, eliciting or pre-teaching key language, explaining the reason for viewing and purpose of task.

2) While-viewing/ Do

There are three main reasons for viewing. First is global viewing or viewing for general understanding. Children see a whole video sequence to follow and understand the global meaning. After that, the teacher asks the students to focus on particular aspects of language and content. Second is viewing for details. Children need to focus on something very specific. According to Ellis (1977) in Brewster *et al.* (2003:206) in *The Primary English Teacher's Guide*, there are some typical activities that need a physical response such as watch and complete the picture, watch and number, watch and tick, watch and draw, watch and write, watch and sort. These activities only require children to tick, number, draw lines, and sometimes complete a picture. The teacher can help the students to check their work with playing the short sequence again. Third is viewing for pleasure.

3) Post-viewing/ Review

Activities to provide opportunities for language presented and practiced through the video sequence to be consolidated, extended and personalized or to provide opportunities to research further information. At the end of pupils' hard work, allow them to view the video again for pleasure.

From each step, ESL/EFL teachers are able to choose the most appropriate activities for their students and classes. Intajuck (2004: 3-6) also states that "by

using a variety of activities using videos, the learners' language skills; listening, speaking, and writing can be practiced and enhanced". Besides, it is important to know the tips in controlling of equipment while teaching using. Brewster *et al.* (2002) mentions some tips to help the teacher in the teaching-learning process using video. First, the teacher should familiarize with the video player and the remote control. The teacher needs to practice several times. Second, the teacher should watch a video program sequence for several times before showing it to the students in order to make the teacher prepare the materials well. After that, the teacher should practice how to use pause and rewind buttons, and check the equipment before starting the lesson. Next, the teacher should make sure all the students can see and hear the video and know what they have to do while viewing. The last is the teacher should use the pause button to give the students time to complete the task and always be prepared to give the students second or third viewing if it is needed. All of them are very useful to plan video-based work into a lesson.

Teachers should know why video is very useful for language teaching process. Harmer (2002) states that there are some reasons why a video can add special and extra dimension in learning experience. First, it allows the students to hear the language; see gestures, expressions, and other visual clues which convey general meaning. Video can provide real models since it include all the characteristics of natural spoken English language in realistic situations. Second, it uniquely allows students to looking at situations far beyond their classroom. It can develop students' cultural awareness. For example, what kinds of food people

eat in other countries and what they wear. Third, it can increase students' level of interest and motivation through its interesting moving pictures.

In conclusion, teaching listening with video appears as an effective media in teaching-learning English. It can be used to overcome classroom problems in learning a foreign language.

c. The Advantages of Using the Video Program

There are many advantages of using video in the classroom. Those advantages should be taken into account and be used as guidance for the teacher before taking videos in language learning classrooms (Smaldino *et al.* 2007: 315-316). The advantages of using videos in language classroom according to Smaldino *et al.* (2007: 315-316) are the following:

1) Motion

Moving images have an obvious advantage over still visuals portraying concepts in which motion is essential to learning (such as motor skill).

2) Processes

In the processes of watching videos, the students are be able to study the content and also enjoy it.

3) Risk free observation

Videos allow the learners to observe phenomena that might be too dangerous to view directly, such as eclipse of the sun, a volcanic eruption or warfare.

4) Dramatization

Dramatic recreation can bring historical values and personalities to life.

5) Skill learning

Research indicates that mastery of physical skill requires repeated observation and practice. Through videos, students can view a performance over and over again for emulation. The students can observe video of their own performance for feedback and improvement.

6) Affective learning

Because of its great potential for emotional impact, videos can be useful in shaping personal and social attitudes. Documentary and propaganda videos have been found to have a measurable impact on audience attitudes.

7) Problem solving

Open-ended dramatizations are frequently used to present unresolved situations, leaving it to the viewers about what to do to fix the problems.

8) Cultural understanding

The students can develop a deep appreciation for other cultures by seeing depictions of everyday life in on other societies. The whole genre of ethnographic videos can serve this purpose.

9) Establishing commonality

By viewing the videos program together, a disparate group of people can build up a common base of experience to discuss an issue effectively.

Knowing the advantages of video is very useful for the teacher to increase the students' motivation in the learning process. That is why video is used as an

interesting media to get students' attention. Furthermore, Brewster *et al.* (2002) also mentions some benefits of using videos for young learners as follows:

1) Psychological Aspect

Video adds variety in the teaching and learning process so that students find it fun, stimulating, and highly motivating. It can make learning experience successful and thus develop positive attitudes and confidence to the target language and to language learning.

2) Linguistic Aspect

Video presents or revises new words, phrases, and expressions. It shows all factors of communication; the language forms, nonverbal codes, negotiation of meanings, and interaction. Video also provides a full context of language use so that the learning is more accessible and memorable.

3) Cognitive Aspect

Video can improve the students' curiosity and provide up-to-date information. It enables students to maximize their abilities to infer from context. Moreover, video can develop students' motor skills, information and research skills, and communication skills as well as independent learning.

4) Cultural Aspect

From cultural aspect, video enables students too see the world beyond the classroom and improve their cultural awareness. It helps bridging the cultural gap by providing background cultural information.

Those advantages imply that video helps the teacher to teach listening more attractive. Video can increase the students' motivation to be more active in teaching-learning process. It is because students do not only hear the language but also see it.

B. Review of Relevant Studies

There were some research studies about the use of videos in English teaching and learning. The first one was a study done by Susilowati (2008). Her finding showed that the use of videos can improve the students' listening skill. The second one was written by Masitoh (2008). Her finding showed that there are some improvements in students' speaking skills including fluency, grammar, pronunciation accuracy, vocabulary, and language function usage. The next research study was done by Arono (2014). His finding showed that video was effective learning media to improve students' critical listening skill.

In conclusion, the relevant studies above show that videos can be effective media for the teaching-learning process. In this research, the researcher finds the effectiveness of video program as a media to teach listening. The researcher tries to develop the media to support the teaching-learning process.

C. Conceptual Framework

Listening is the ability to receive and respond to messages in communication process. It is important to be learned by young learners. Without the ability to

listen, the message will be misunderstood. Because of that, listening is necessary for communication in order to understand the message which people delivered.

Moreover, teachers need interesting media in the teaching-learning process of listening skills. Media will help students to understand the materials and improve their motivation. It gives real model for students in order to make them understand better in learning language. That is why student will be more interested in the teaching-learning process.

Video is one of the interesting media to be developed as English instructional media. However, there are not many interesting media found in the elementary school which can be used in an effective way. This research is organized to design a video which is suitable to be applied in the teaching-learning English in elementary schools. It aims to make the teaching-learning English process run effectively. The teacher will support the students' needs well and the students will reach the goal of learning English.

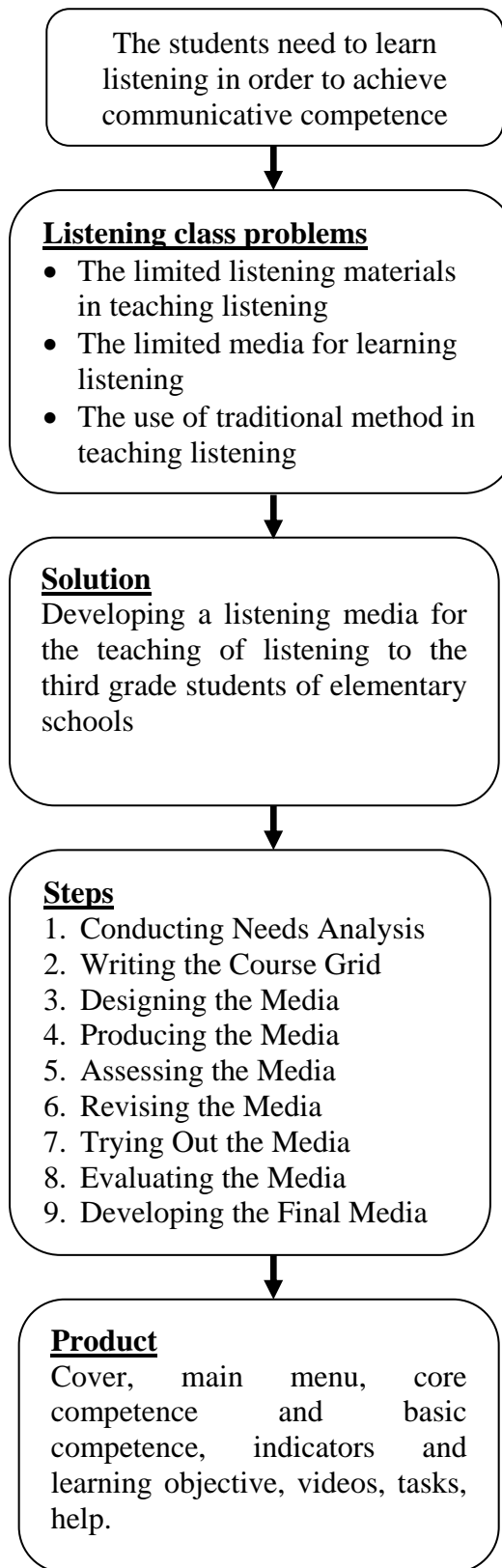


Figure 2.I: The Conceptual Framework of the Study

D. Research Questions

1. What are needed by the third grade students of elementary schools to help them in learning a listening skill?
2. What is the course grid for listening tasks like?
3. How does the researcher design a video program for teaching of listening?
4. How is the developed video program being revised and evaluated?

CHAPTER III RESEARCH METHOD

A. Model of Product Development

This study is a Research and Development (R&D). The aim is to develop a video program for teaching listening skills in the elementary schools. As stated by Borg (1983:772), the purpose of Research and Development (R&D) is to develop a product that can be used in an educational program.

B. Procedure of Product Development

The procedure used in this research was adapted from the R&D model proposed by Dick and Carey in Gall, Gall and Borg (2003: 570). The steps were constructing needs analysis, constructing instructional design, designing media, producing the media, assessing the media, revising the media, trying out the media, evaluating the media, and developing the final media.

1. Conducting the Needs Analysis

The needs analysis was acquired from questionnaires, interview, and observation. Questionnaires were used to gain the data from the students. Interview was used to gain the data from the teacher. Moreover, this observation was used to gain the data about teaching and learning process in listening class.

2. Constructing Instructional Design

In this step, the instructional design was formulated. Syllabus and lesson plan were made based on instructional design. Besides, lesson plan was also made based on syllabus. The researcher collected the materials from many sources.

3. Designing the Media

This step was the point of designing video program for teaching of listening. There were 3 components of the video program such as song, video, and program. There were some steps in designing media that researcher did here. Those are explained as follows.

a. Song

1) Making the lyric

The lyrics were selected based on the materials. The title of the song was chosen based on the lyrics.

2) Making the melody

The melodies were made based on the lyrics. The melody should be cheerful, ear catching, and interesting.

b. Video

1) Making the illustration of the pictures

The next step was making the illustration. In this step, pictures and colors were selected. The illustration of the pictures was designed using Corel X3 program.

c. Program

1) Planning the concept of video program

The last step was planning the concept of video program. The contents of the program were selected. There were materials, videos, listening tasks, and help in the program. The researcher tried to design the video program colorfully.

4. Producing the media

The next step was producing the media. Those are explained as follows.

a. Recording

The song was recorded. Then, the music was mixed.

b. Making the video

Here, the lyric, the song, and the picture were combined using movie maker.

c. Making the program

Here, the program was designed using macro media flash. Furthermore, it was saved in micro SD.

5. Assessing the Media

To revise the video before being tried out, the assessment was needed. The media were assessed by English teachers of elementary schools and the thesis consultant.

6. Revising the Media

The media were revised based on the analysis feedback given by teacher and thesis supervisor.

7. Trying Out the media

The media were used to teach listening to the third grade students of elementary schools.

8. Evaluating the Media

The evaluation of the media was based on the data from the questionnaires distributed to the students.

9. Developing the Final Product

The media were developed and produced from the students' opinions and suggestions.

C. Design Media Development Trials

1. Design of Trials

The materials and the media developed in this research study were decided based on need analysis. Students' and English teachers' questionnaires, students' and English teachers' interview, and class observation were used in developing the media. All of the data were analysed and used as the guidance for developing the media.

In this study, English instructional media in the form of video program for the teaching of listening to the third grade students of elementary schools is produced. This video program was implemented in the SD IT Izzatul Getasan.

2. Setting and Subjects of Trials

The research was conducted in SD IT Izzatul Islam Getasan in the third grade. It is located at Jalan Pongangan, Samirono, Getasan. The school has a large area. There are fourteen classrooms, a headmaster room, a teacher room, a library, a praying room, kitchen, canteen, toilets, and a school-yard.

The subjects of this study were English teachers, and students of SD IT Izzatul Islam Getasan. There were three classes of the third grade. They were class A, class B, and class C. Each class has 36 students. The subject is 3c students.

There were 16 female students and 20 male students. The age of the students varied from 8 to 9 years old. They have varied background in learning English.

3. Data Collection Technique and Instrument

a. Data Collection Technique

The researcher used questionnaires, interview, and observation to collect the data. In analyzing the data, Likert Scale was used. According to the Bell (1999), Likert Scale is a scale which is used to gain information for the respondents to indicate strength of agreement or disagreement with given statement on five or seven point range. The students and the group of respondents were asked whether they are Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD) with the statement in the questionnaire and the sheet.

b. Instruments

The data were collected through interview, observation, and questionnaire. There were three types of questionnaires used in this study. Each of the instruments will be explained below.

1. Questionnaires

Questionnaires are some written questions that use to get some information from respondents (Arikunto, 2010: 194). There were three questionnaires used in the study. These questionnaires were aimed at obtaining the data of the needs analysis, materials, instructions, and media for teaching and learning process.

a) Questionnaires for Students' Needs Analysis

The first questionnaire was aimed at obtaining the data of the needs analysis. This questionnaire was distributed to the students to assess their target and learning needs. There were 20 questions in the first questionnaire. The outline of students' need analysis questionnaires is shown in the table below.

Table 3.1: Outline of the Questionnaire for the Need Analysis

The Purpose of the Questionnaire	The Component of the Questionnaire	References	Questions number
To get information about students' identity.	<ul style="list-style-type: none"> • Name • Age • Sex 	-Tomlinson (1998: 240)	-
To get information about students' interest.	<ul style="list-style-type: none"> • Interest 	-Hutchinson and Waters (1987: 63)	1-2
To get information about students' attitude toward the English lesson.	<ul style="list-style-type: none"> • Students' Attitude to English 	- Brown (2000: 162-166)	3-5
To get information about students' background.	<ul style="list-style-type: none"> • Students' Previous Knowledge 	-Hutchinson and Waters (1987: 63)	6-8
To get information about students' motivation.	<ul style="list-style-type: none"> • Motivation 	- Pinter (2006: 36)	9-10
To get information about learning needs.	<ul style="list-style-type: none"> • Learning Styles • Learning Strategies • Learning materials 	-Tomlinson (1998: 240)	11 12 13-17

(continued)

(continued)

The Purpose of the Questionnaire	The Component of the Questionnaire	References	Questions number
To get information about students' expectation	<ul style="list-style-type: none"> Aims and expectations 	- Pinter (2006: 38)	18-20

b) Questionnaires for English Teachers' Evaluating

The second questionnaire was created to gain the data from the English teacher's. The aspects of materials and instructions are covered in this questionnaire. The data gotten from this questionnaire was used to evaluate the content of the media. The outline of teachers' evaluating questionnaires is shown in the table below.

Table 3.2: The Outline of the English Teachers' Evaluation Questionnaires

Aspects	Indicators	Questions Number	References
The syllabus and program content	<ul style="list-style-type: none"> Relevancy between the syllabus and program content 	1-5	Richards (2001:287)
	<ul style="list-style-type: none"> Easiness of the program content to be used 	6-9	Richards (2001:287)
	<ul style="list-style-type: none"> Success of assessments 	10-12	Richards (2001:287)
Materials of instruction	<ul style="list-style-type: none"> Aiding students learning 	13, 14	Richards (2001:287)
	<ul style="list-style-type: none"> Quality of the speakers and sounds 	15	Newby at all (2000)
	<ul style="list-style-type: none"> The interest in materials 	16, 17,18	Arsyad (2002)
	<ul style="list-style-type: none"> Develop specific skills and strategies 	19	Graves (2000: 156)
	<ul style="list-style-type: none"> Quality of evaluation items 	20	Geisert&Futrell (1995)
	<ul style="list-style-type: none"> The balance between the materials and the evaluation items 	21	Geisert&Futrell (1995)

(continued)

(continued)

Aspects	Indicators	Questions Number	References
Media	<ul style="list-style-type: none"> • The quality of the pictures • The attractions of the media • The ease of using of media 	22 23, 24 25	Arsyad (2002) Geisert & Futrell (1995) Heinich, et al (1996)

c) Questionnaires for Students' Evaluating

The third questionnaire was created for the students to get some feedbacks from them about materials, instructions, and the media. The data gotten from this questionnaire was used as the consideration in revising the media. The outline of students' evaluating questionnaires is shown in the table below.

Table 3.3: The Outline of Students' Evaluation Questionnaires

Aspects	Indicators	Questions Number	References
Materials	<ul style="list-style-type: none"> • The clarity of the material • The ease of the material • Relevance of target needs 	1	Heinich, et al (1996)
		2	Graves (2000: 156)
		3	
Monitoring of students progress	<ul style="list-style-type: none"> • Participation in teaching and learning process • The appropriateness of the assessments 	4	Richards (2001:287)
		5,6	Richards (2001:287)
Media	<ul style="list-style-type: none"> • The effectiveness of the media • The contribution of the media in motivating the students to learn • The quality of the pictures 	7	Richards (2001:287)
		8,9	Geisert & Futrell (1995)
		10,11	Arsyad (2002)

(continued)

(continued)

Aspects	Indicators	Questions Number	References
	<ul style="list-style-type: none"> The attractions of the media 	12-15	Geisert & Futrell (1995)

2. Interview

Interview is a dialog that is done by interviewer to gain some information from the resource person (Arikunto, 2010: 198). There were two interview guidelines used in the study. The first was students' interview guideline. There were five questions in the interview guideline. The purpose of the students' interview guidelines was to know about the students' interest in English teaching and learning process, students' needs, and students' learning needs. The second was English teacher's interview guideline. This interview was used to gain some information from the teacher about teaching-learning activities in listening. There were ten questions in English teacher's interview guideline. Each of the interview guideline is shown in the following table.

Table 3.4: The Guidelines of Students' Needs Analysis Interview

The Purpose	Questions Number	Numbers of Items
To get information about students' interest	1, 2	2
To get information about students' learning style	3, 4	2
To get information about students' learning needs and expectations	5	1
Total of items		5

Table 3.5: The Guidelines of Teacher's Needs Analysis Interview

The Purpose	Questions Number	Numbers of Items
To get information about teaching method	1-6	6
To get information about student's interest	7, 8, 9	3
To get information about students' motivating method	10	1
Total of items		10

3. Observation

This observation was used to gain the data about teaching and learning process in listening class. The result of observation was field note. The guideline for class observation is shown in the table below.

Table 3.6: The Guideline for Class Observation

Teacher's Name : Observation's Date :
 School : Time :
 Class :

No	Aspects	Descriptions
A	Learning Resource	
	1. Curriculum	
	2. Syllabus	
	3. Lesson Plan	
B	Teaching and Learning Process	
	1. Opening	
	2. Explaining the materials	
	3. Teaching method	
	4. Language class	
	5. Time management	
	6. Gesture or body language	
	7. Giving motivation	
	8. Asking for students' understanding	
	9. Managing the class	
	10. Using media	
	11. Assessment technique	
12. Closing		
C	Students' behaviour	
	1. Students' behaviour in the class	
	2. Students' behaviour out of the class	

Taken from 'Panduan Pengajaran Mikro', presented by Pusat Pelayanan PPL & KKN for State University of Yogyakarta

4. Data Analysis Technique

Both the qualitative and quantitative data were collected in this research.

1. The qualitative data

The data were obtained from the result of observation and interview.

2. The quantitative data

The quantitative data were obtained from the questionnaires. The researcher use *Likert Scale* in analyzing the data. Here, the formula to scoring the data:

1 = SD, if the respondents strongly disagree with the statement

2 = D, if the respondents disagree with the statement

3 = A, if the respondents agree with the statement

4 = SA, if the respondents strongly agree with the statement

The data were analyzed by calculating the percentage by using the formula below:

$$P = \frac{f}{N} \times 100\%$$

P= Percentage of the item

f= collected scores

N=Number of cases

The researcher transforms those percentages into criteria of feasibility. The criteria are as follow:

Percentage of feasibility criteria (Purwanto, 2000:103)

Scores	Category
81% - 100 %	Very good
61 % - 80%	Good
41 % - 60 %	Fair
21% - 40%	Poor
$\leq 20\%$	Very poor

The video was feasible to apply if the score is more than 60%. The video should be revised if the score is less than 60%.

CHAPTER IV RESEARCH FINDINGS

A. Result Development of the Media

1. The Results of the Needs Analysis

There were two parts of the results of the needs analysis. They were the description of the learners and the descriptions of learners' needs and learning needs. The results of the needs analysis are described below:

a. The Description of the Students' Age

The sample of the research study was 35 students in third grade of SD IT Izzatul Islam Getasan in the academic year of 2014/ 2015. There were twenty two boys and thirteen girls. Their age range was from eight to nine years old. The data of the students can be seen in the table below:

Table 4.1: The Description of the Students

Students	Gender		Age
	Boys	Girls	
35	22	13	8-9

b. The Descriptions of Students' needs and Students' Learning Needs

The results of the students' needs analysis showed information about students' interest, students' attitude toward the English lesson, students' background, students' motivation, students' learning needs, and students' expectation. The results were used as the references of developing video program in the third grade of elementary schools. The results of the students' interest toward English lesson are presented in the table below.

Table 4.2: The Results of the Needs Analysis Questionnaire about the Students' Interest toward English Lesson

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' interest	1	The students like to learn English.	82.85%	17.14%	0%	0%
	2	The students wait for the English lesson to be begun.	62.85%	37.14%	0%	0%

The first part of questionnaire presents data that most of the third grade students of SD IT Izzatul Islam Getasan have interest toward English. From the first data, it can be seen that 82.85% of the students like English very much. The second data shows that more than half of the students also wait for the English lesson to be begun. Based on the results of the data above, it can be concluded that the students are interested in learning English.

The second part of needs analysis questionnaire was about students' attitude toward the English lesson. The results are presented in the table below.

Table 4.3: The Results of the Needs Analysis Questionnaire about Students' Attitude toward the English Lesson

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' attitude toward the English lesson.	3	The students like to listen to people who speak in English well.	65.71%	28.57%	5,71%	0%
	4	The students like to remember the new vocabularies.	51.42%	42.85%	5,71%	0%
	5	The students feel happy when they can answer	71.42%	28.57%	0%	0%

(continued)

(continued)

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
		a question in English correctly.				

Based on the result above, it can be seen that 65.71% students like to listen to people who speak in English well. Further, almost all students state that they like to remember the new vocabularies they just heard. Besides, 71.42% the students like when they can answer a question in English correctly. It can be concluded that most of the students have good attitude in learning English.

The third part of needs analysis questionnaire was about students' background. The results are presented in the table below.

Table 4.4: The Results of the Needs Analysis Questionnaire about Students' Background of English

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' background.	6	The students like to listen to English conversation in television.	8.57%	14.28%	77.14%	0%
	7	The students like to watch movies in English, such as Dora the Explorer.	71.42%	28.57%	0%	0%

(continued)

(continued)

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' background.	8	The students like to repeat what English teacher says.	17.14%	77.14%	5.71%	0%

The results show that only 8.57% students like to listen to English conversations in television and half of the students do not like it. Most of the students also like to watch movies in English subtitle, such as Dora the Explorer. They also like to imitate English word that is said by the teacher. It can be concluded that most of the students have a high desire to learn English.

Table 4.5: The Results of the Need Analysis Questionnaire about Students' Motivation

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' motivation.	9	The students like to hear people speaking English fluently.	57.14%	28.57%	14.28%	0%
	10	The students like to learn English in groups with their friends.	71.42%	28.57%	0%	0%

The purpose of the next questionnaire part is to investigate the students' motivation in learning English. This is based on the students' responses where 57.14% students like to hear people speak English fluently. Besides, 71.42%

students like to learn English in groups with their friends. It shows that the students in this class have high motivation to learn English.

Table 4.6: The Results of the Needs Analysis Questionnaire about Students' Learning Needs

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' learning needs	11	The students like to listen to English songs.	85.71%	14.28%	0%	0%
	12	The students are happy when the English teacher uses interesting media for teaching.	91.42%	8.57%	0%	0%
	13	The students like English songs about clothes.	14.28%	28.57%	28.57%	28.57%
	14	The students like English songs about fruits.	57.14%	28.57%	14.28%	0%
	15	The students like English songs about family.	42.85%	57.14%	0%	0%
	16	The students like English songs about part of the body.	5.71%	42.85%	28.57%	22.85%
	17	The students like English songs about food and beverages.	42.85%	42.85%	14.28%	0%

Statements 11 to 17 above are aimed at getting information about the students' learning needs. The results show that almost all of the students feel happy when the English teacher used interesting media for teaching such as learning by songs, and learning by aids. It means that the use of media will help the teacher to grab the student's attention.

Table 4.7: The Results of the Needs Analysis Questionnaire about Students' Expectation

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' expectation	18	The students like to learn English through English songs.	51.42%	48.57%	0%	0%
	19	The students like to sing English songs.	42.85%	57.14%	0%	0%
	20	The students like when the English teacher gives an example of English conversation correctly.	28.57%	57.14%	14.28%	0%

The last part of this questionnaire is aimed at getting information about the students' expectation. Almost all of the students love to learn by songs, by playing, and sing a song together. They also enjoy when the English teacher gives an example of English conversation correctly. This information is very useful as it is used to design the suitable activities for the students.

The next data for needs analysis were gained from the interview. The researcher interviewed the third grade students and the English teacher. The students answered the students' needs analysis questionnaires before carrying out the interview. Information about teaching method, students' interest and students' motivation method were also acquired from the English teacher's interview. The interview transcript could be seen in the appendix F/1 and F/2.

The last needs analysis data were taken from the observation. The English teaching and learning process on that day was boring and monotonous. The students needed more activities which could make them engaged to the teaching

and learning process. The vignette of the observation could be seen in the appendix.

2. Writing the Course Grid and Lesson Plan

a. Course Grid

Based on the data from the needs analysis, the course grid was developed. The components of the course grid can be seen in the table below and the complete course grid is on the appendix.

Table 4.8: Component of Course Grid

BC	I	LM			Vd	TLA		A			LR
		T	G	V		Tc	L	Tec	Ins	EI	

Note:

- BC : Basic Competency
- I : Indicators
- LM : Learning Material
- T : Text
- G : Grammar
- V : Vocabulary
- Vd : Video
- TLA : Teaching Learning Activity
- Tc : Teaching
- L : Learning
- A : Assessment
- Tec : Technique
- Ins : Instruments
- EI : Example of Instrument
- LR : Learning Resource

The course grid was developed based on the data from the needs analysis of grade III students of SD IT Izzatul Islam Getasan and the English teacher. Cameron (2005: 181) said that “Teaching that is integrated around a theme is claimed to better suit the way that young children naturally learn.” Moreover,

theme-based teaching was the teaching method used at the school. It was used to design the course grid.

b. Lesson Plan

The lesson plan was developed after developing the course grid. There were some components of lesson plan such as identities of the school, time allocation, theme, sub-theme, the teaching and learning goal, indicators, teaching method, teaching approach, the teaching material, language functions and vocabularies used, activities, source, assessment, and the scoring rubric. The activities were developed based on the *Listening Cycle*. There were three stages in the *Listening Cycle* such as *pre-listening*, *while-listening*, and *post-listening*.

3. Designing the Media

The media developed in this research study was a video program. It has three main parts. They are the song, the video, and the program. Steps of designing the media were explained below.

a. **Song**

1) Making the lyrics

The lyrics were made based on the theme. Appropriate words were needed in the making lyrics process in order to make the lyrics suitable with the song title. Besides, the lyrics should be adjusted to the content of the materials. Moreover, the lyrics were simple and easy to be understood by the children. There were many repetitions in the lyrics. One sentence consist only at least three to seven words. The range of vocabulary was from six to ten. Besides, the grammar which

is used is closer to their life. Children would easier to remember the song if the lyric was simple. There were three lyrics. The first was about food and beverages. The second was about fruits and the last was about family.

Lyrics

Food and Drink

What do you like? I like ice cream. Yummy

What do you like? I like noodle. Yummy

What don't you like? I don't like ice cream noodle. Yucky

Intro

What do you like? I like milkshake. Yummy

What do you like? I like pizza. Yummy

What don't you like? I don't like pizza milkshake. Yucky

Fruits

These are the fruits

Orange, apple, melon, banana, and pineapple

Tell me what you like

Wash the fruit

Peel the fruit

Bite the fruit

Chew the fruit

Swallow the fruit

Maruko's Family

It is about Chibi Maruko Chan Family

There are six members in the family

Maruko's mother is Mrs. Sumire

She is pretty

Maruko's father is Mr. Hiroshi

He is handsome

Maruko's sister is Sakiko

She is tall

Maruko's grandmother is Mrs Sasimi

She is short

Maruko's grandfather is Mr. Tomoso

He is old

They are a happy family

Figure 4.1: The Lyrics of the Song

2) Making the melody

The melody was made based on the mood of the lyrics. The melody should be cheerful and ear catching that could grab the students' attention. Students, especially young learners, were fascinated by cheerful melody. They liked something that could make them happy.

b. Video

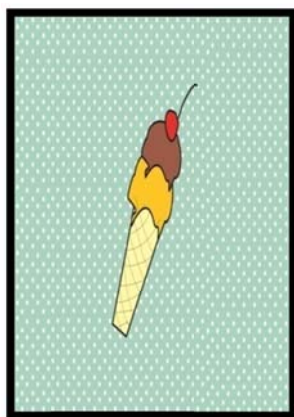
1) Making the illustration of the pictures

The next step was making the illustration. In this step, pictures and colors were selected. The illustration of the pictures was designed using Corel X3 program.

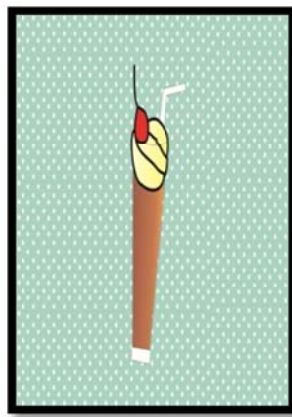
In addition, the pictures should be colourful. Colours were one of ways to make something attractive. It will attract student's attention. Colours also helped the students to differentiate an object with another.

Moreover, the pictures should be adjusted to the lyric of the song. It helped the students to understand the meaning of the song.

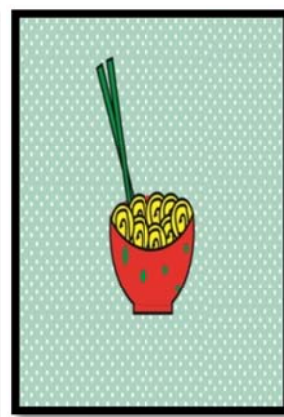
Food and Drink



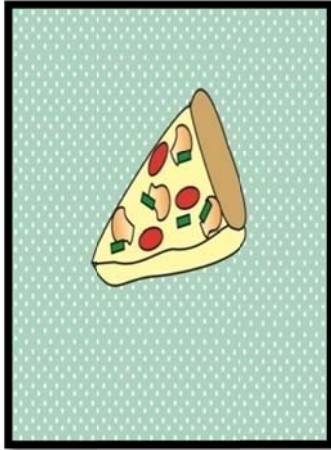
ice cream



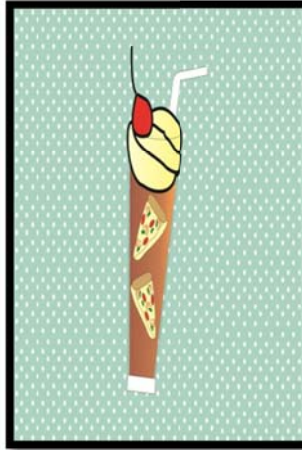
milkshake



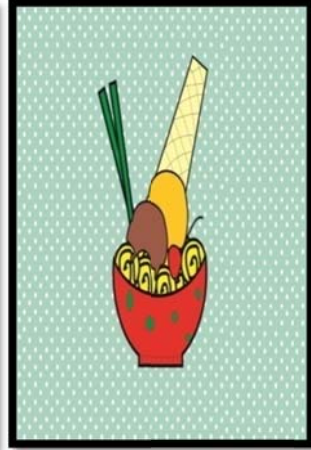
noodle



pizza



pizza milkshake



ice cream noodle

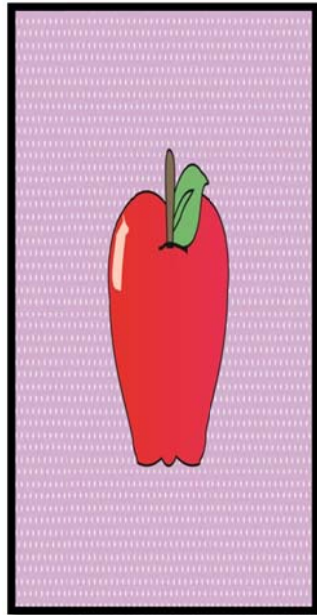


like

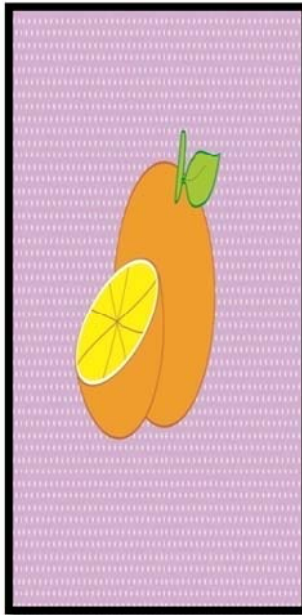


don't like

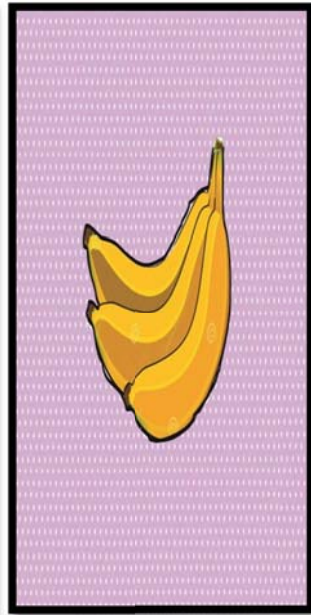
Fruits



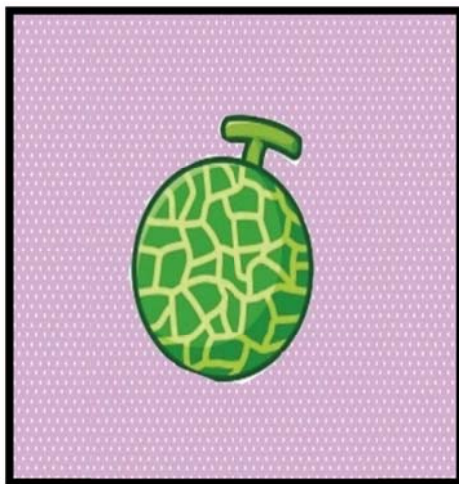
apple



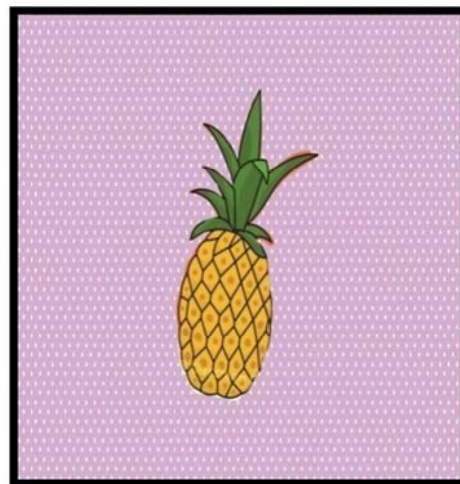
orange



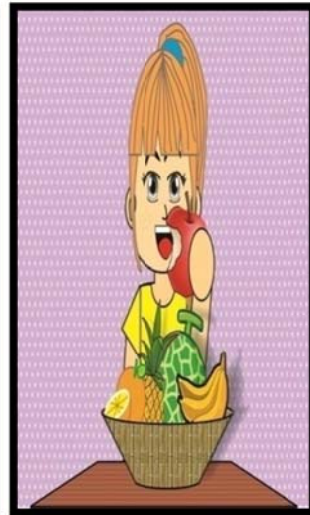
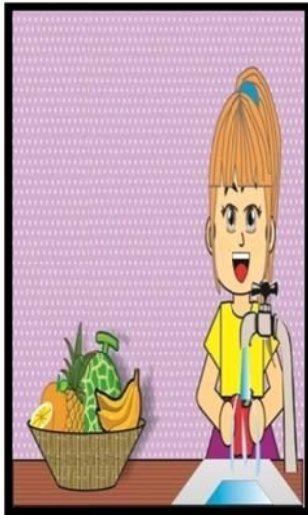
banana



melon



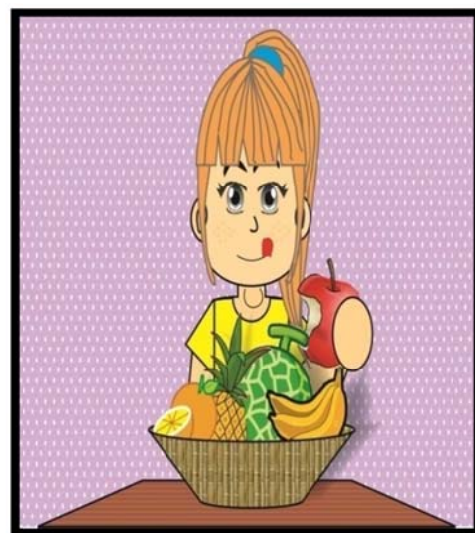
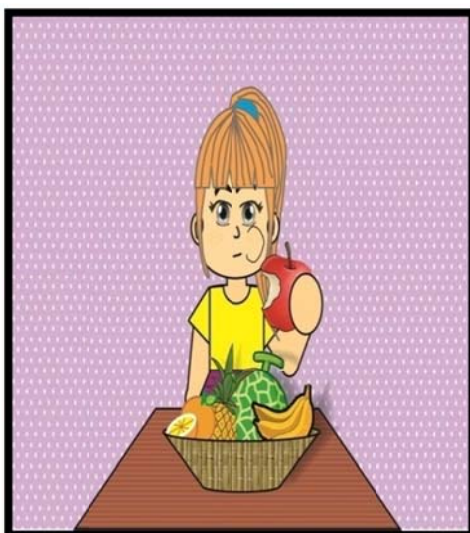
pineapple



wash

peel

bite



chew

swallow

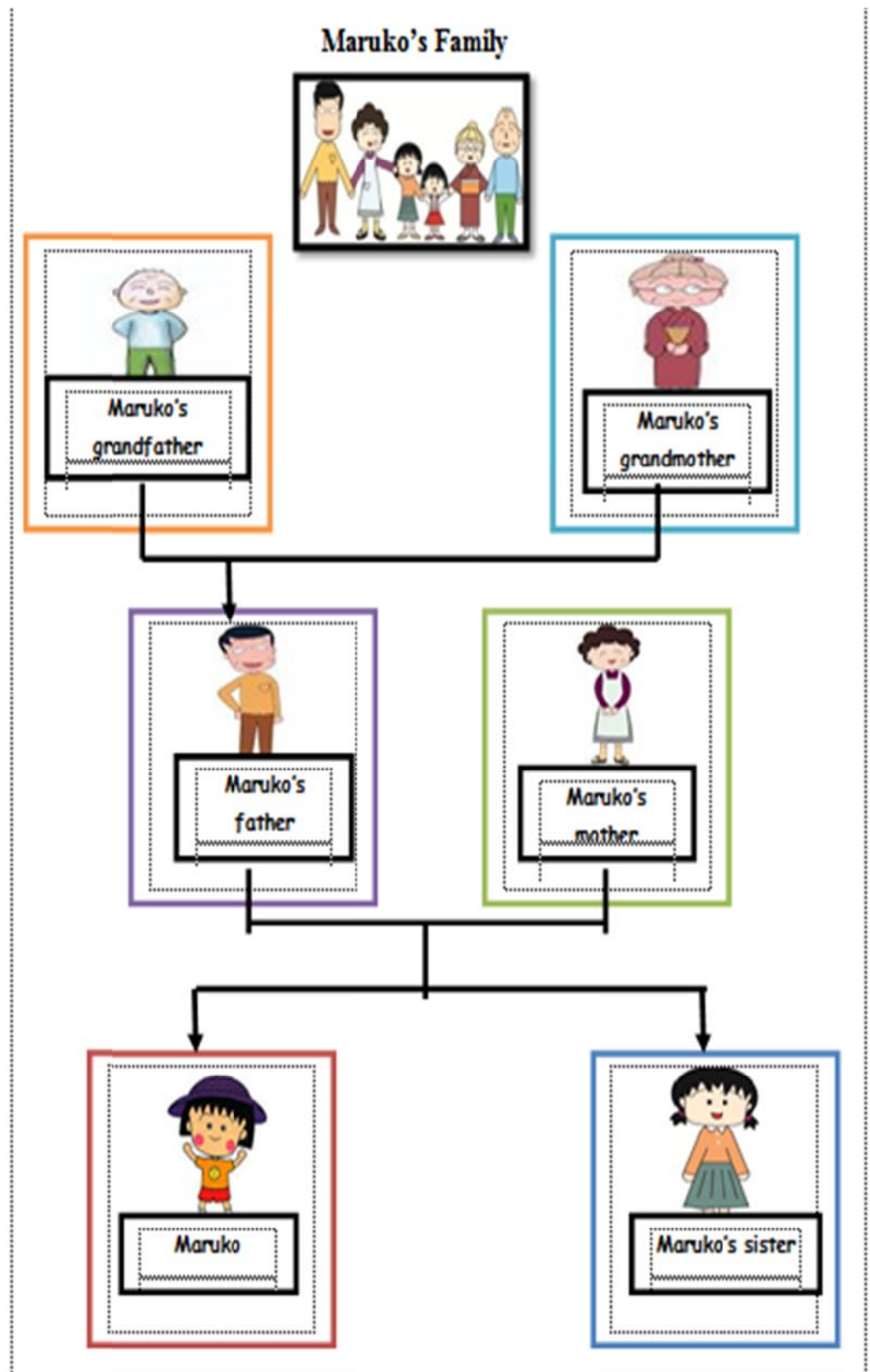


Figure 4.2: The Materials of the Video Program

c. Program

1) Planning the concept of video program

The last step was planning the concept of video program. The contents of the program were selected. There were materials, videos, listening tasks, and help in the program. The researcher tried to design the video program colorfully. Students usually fascinated by colourful things.

Program also completed with sound. In the materials there were some pictures. Every picture had a sound. If the picture was clicked, the sound would be heard. The next were tasks. Tasks were designed like a quiz. There was a sound “excellent” if the teacher clicked right answer but sound “try again” would come out if the answer was wrong. Video would appear if the instruction to open the video was clicked. The last was help. The content of help was about instruction to use the symbol in the program such as back, next, home, etc.

4. Producing the Media

a. Recording

After making the lyrics and melodies for each song, then the songs were recorded. The first step was making the singer’s voice and the music suitable. The second was recording the music and the vocal. The last was mixing the music.

b. Making the video

The video was made from combining the pictures, lyric, and song. The background of the video was made colourful. Students would be more interesting with colourful things. The video was designed using movie maker.

Movie maker is software that can be used to combine the pictures, lyric, and song. It is the most suitable program because this program consists of complete applications in combining the pictures, lyric, and song.

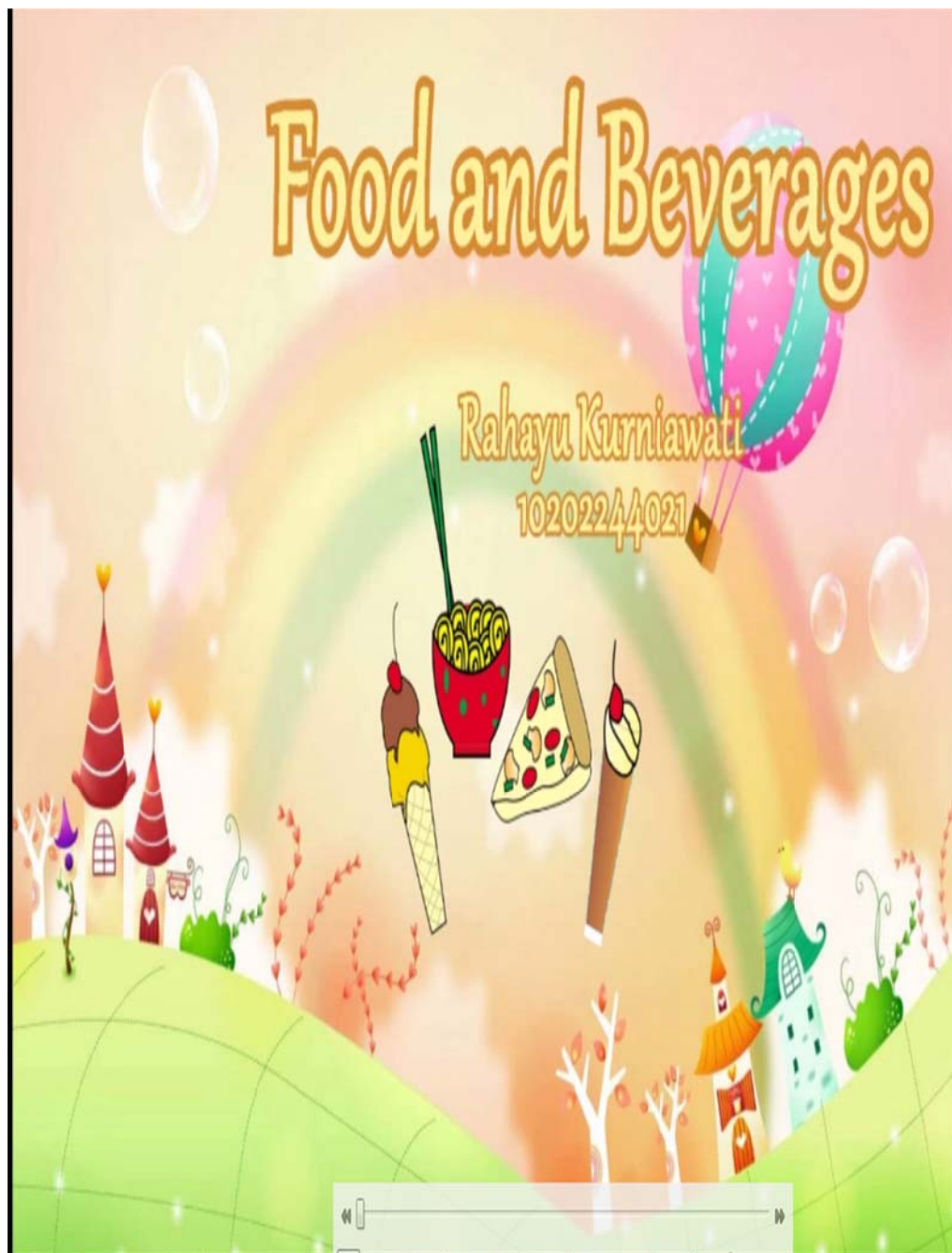


Figure 4.3: The Video of Food and Beverages

c. Making the program

The program was designed using macromedia flash. It made the materials more interesting because it could arrange the pictures, animations, and audios to be showed automatically. The background of the program was made colourful. Every unit had different colour in order to make the students can differentiate every materials. There were some buttons in the program such as next, back, and home. The home button was used to return to the main menu. The next button was used to go to the next page. The back button was used to go to the previous page.

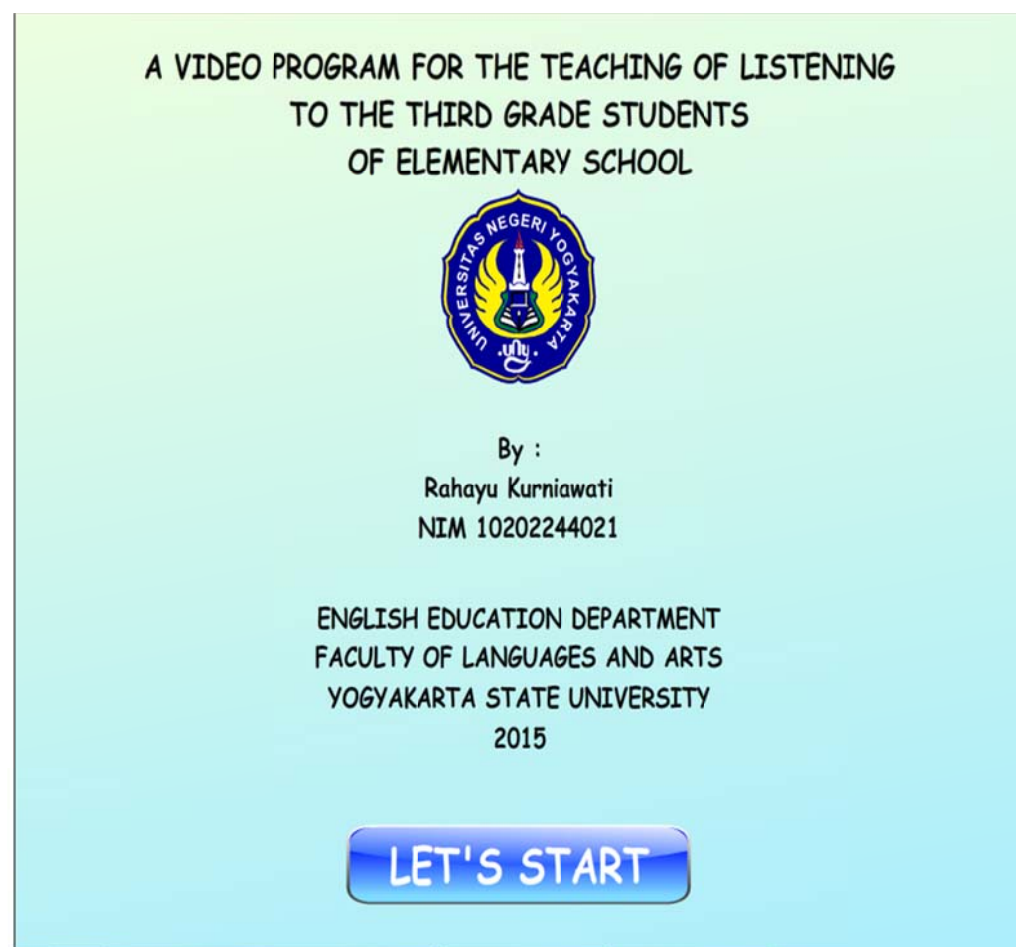


Figure 4.4: The Cover of Video Program

5. Description of the Video program

Listening-cycle is used to develop teaching and learning activities in the classroom. There are pre-listening, while-listening, and post-listening. The developed program consists of three units namely food and beverages, fruits, and family. Besides, cover, main menu, and help also included in the video program. The content and whole activities in the video program are described below.

a. Cover

The first slide is the video program cover. The title and developer are stated in the cover. If the button “let’s start” is clicked, the menu page is appeared.

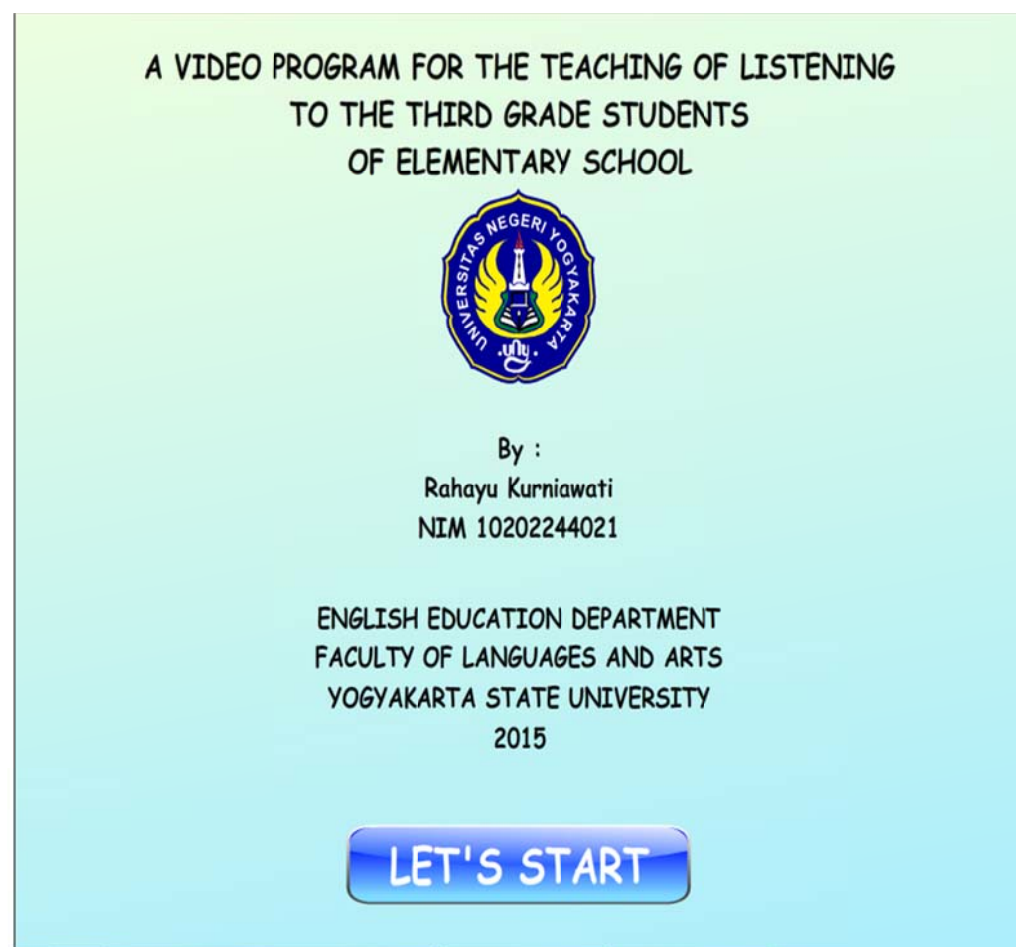


Figure 4.5: The Cover of Video Program

b. Main menu

The second slide is main menu. There are 4 menus namely unit 1, unit 2, unit 3, and help. The title of each unit is food and beverages, fruit, and family.



Figure 4.6: The Menu of Video Program

c. Food and Beverages

The theme of unit 1 is food and beverages. There are core competence and basic competence, indicators and learning objective, and listening task.

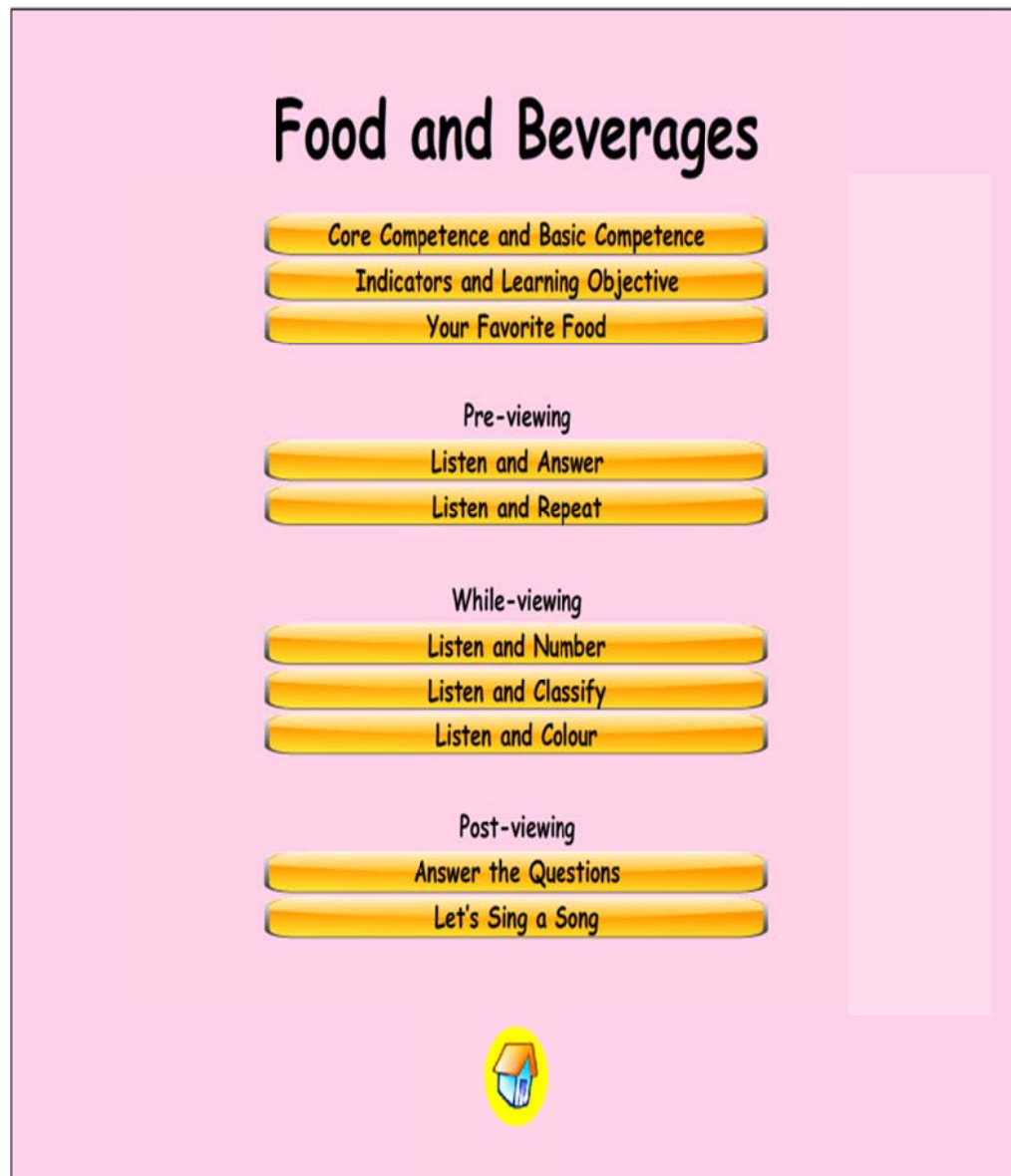


Figure 4.7: The Menu of Foods and Beverages



Figure 4.8: The Core Competence and Basic Competence

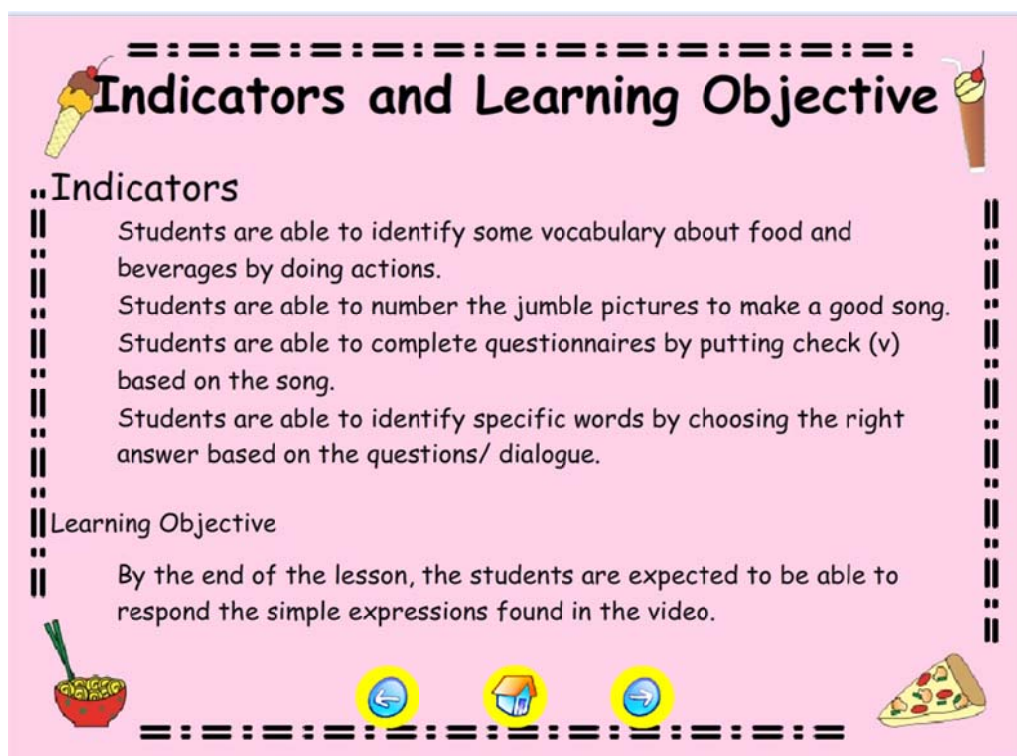
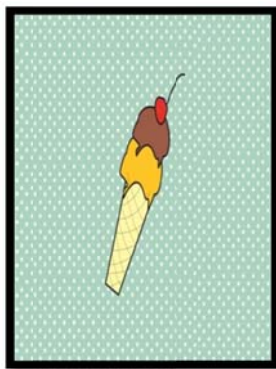
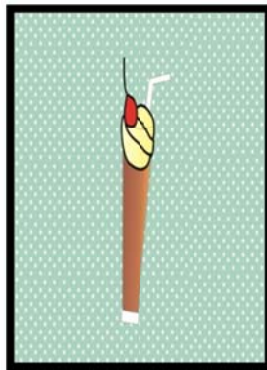
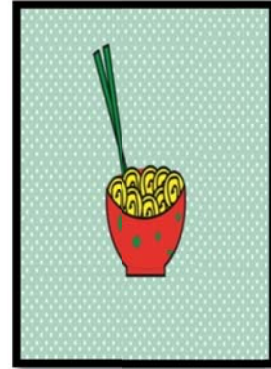
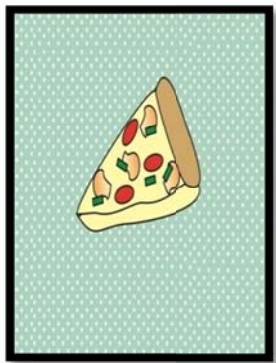
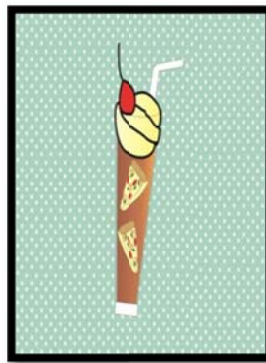
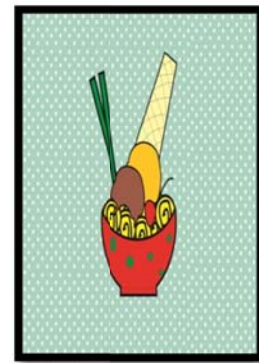


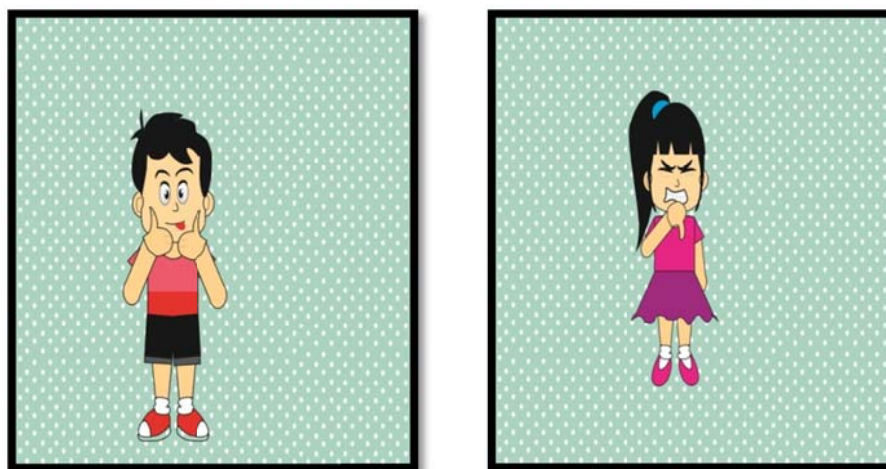
Figure 4.9: The Indicators and Learning Objective

Pre-listening

1) Introducing the vocabularies

The first stage is introducing the vocabulary. Slides are used to introduce the new vocabularies. *Listen and Answer* and *Listen and Repeat* are the method used in this stage. The meaning of the new vocabularies is described by the pictures. There is sound in the picture if it is clicked. The following are the slides used to introduce the new vocabularies.

Food and Drink**ice cream****milkshake****noodle****pizza****pizza milkshake****ice cream noodle**



like

don't like

Figure 4.10: The Materials of the Food and Beverages

2) Task 1

The first task is *listen and answer*. In this task, the students can practice listening skills. Using pictures in the slides, the students are asked to answer the question based on the pictures.

3) Task 2

The second task is *listen and repeat*. It also uses pictures in the slides. It is aimed to confirm the correct answer to the students. When the teacher clicks the picture, the students will hear the certain sound. Then the teacher will ask the students to repeat after the recording.

While-listening

In the *while-listening* stage, the video is used as an input in the teaching and learning process. The theme of video is about food and beverages. The students watch the video before they do the task.

4) Task 3

The third task is *listen and number*. After watching the video, the students do the task. They number the pictures based on the song. The following is the example of Task 3. The complete task is shown in Appendix H.

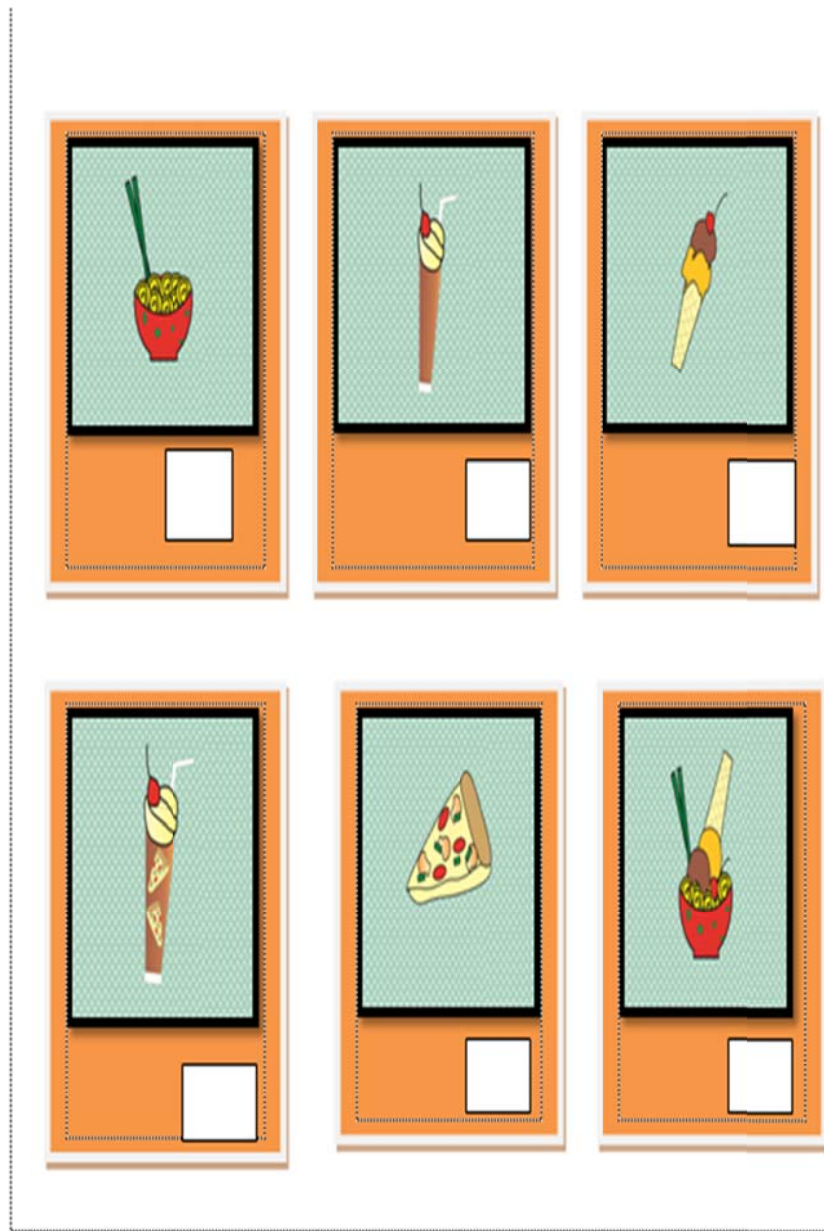


Figure 4.11: The Example of the Third Task

5) Task 4

The fourth task is *listen and classify*. The students listen to the song again and put a tick (✓) in the right boxes about foods and beverages based on the song. The example of the fifth task is shown in the picture below. The complete task can be seen in Appendix H.







	Like	Don't like
		✓
		
		
		
		
		

Figure 4.12: The Example of the Fourth Task

6) Task 5

The fifth task is *listen and identify*. The students listen to the song. Then, they choose and colour food and drink mentioned in the song. Some of the pictures for Task 5 are provided below. The complete task can be seen in the teacher's guide book (appendix H).




Figure 4.13: The Example of the Fifth Task


Post-listening


7) Task 6


The sixth task is *answering questions*. Ten questions are provided in this task. The students simply cross the letter of the right answer. The following is the example of the task 6. The complete task is shown in Appendix H.

1 Listen and choose the right picture

A 

B 

C 

D 




  

Figure 4.14: The Example of the Sixth Task

8) Task 7

The last task is *singing together*. All of the students stand up and sing a song together. The students sing while the video is playing. They are very happy and enthusiastic when they sing together.

d. Fruits

The theme of unit 2 is fruits. There are core competence and basic competence, indicators and learning objective, and listening task.

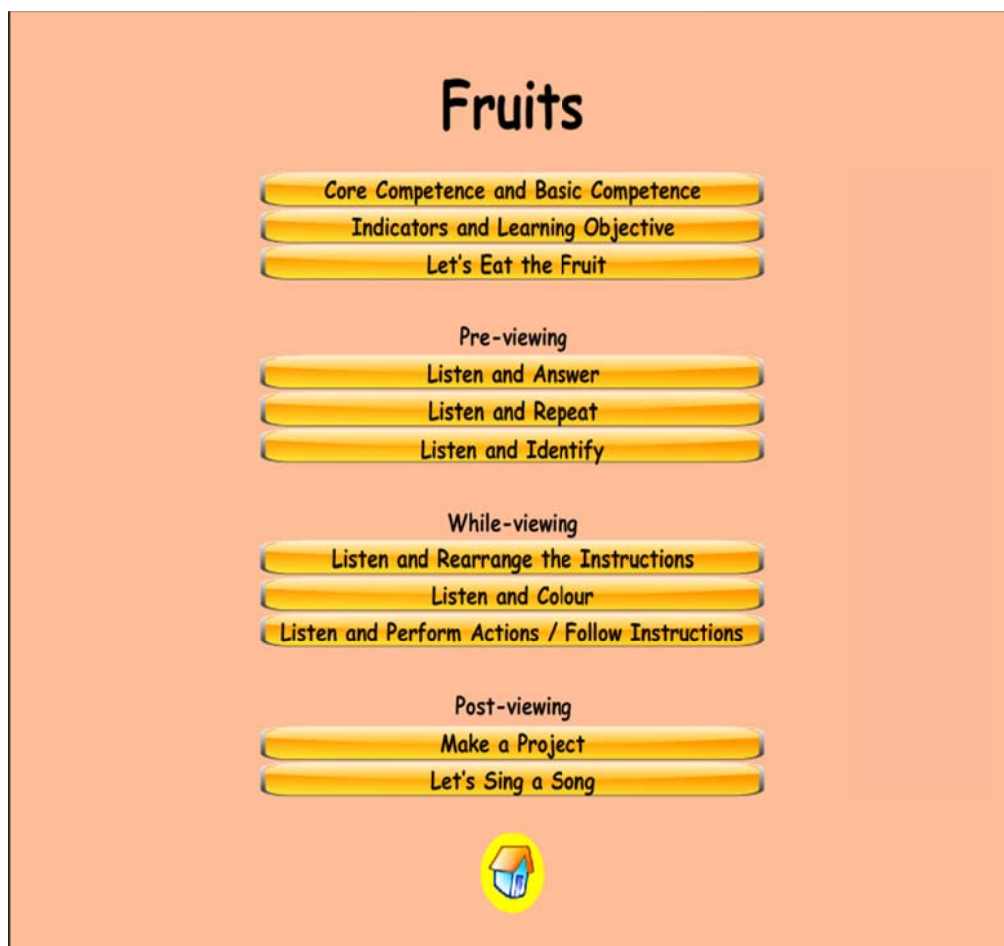


Figure 4.15: The Menu of Fruits

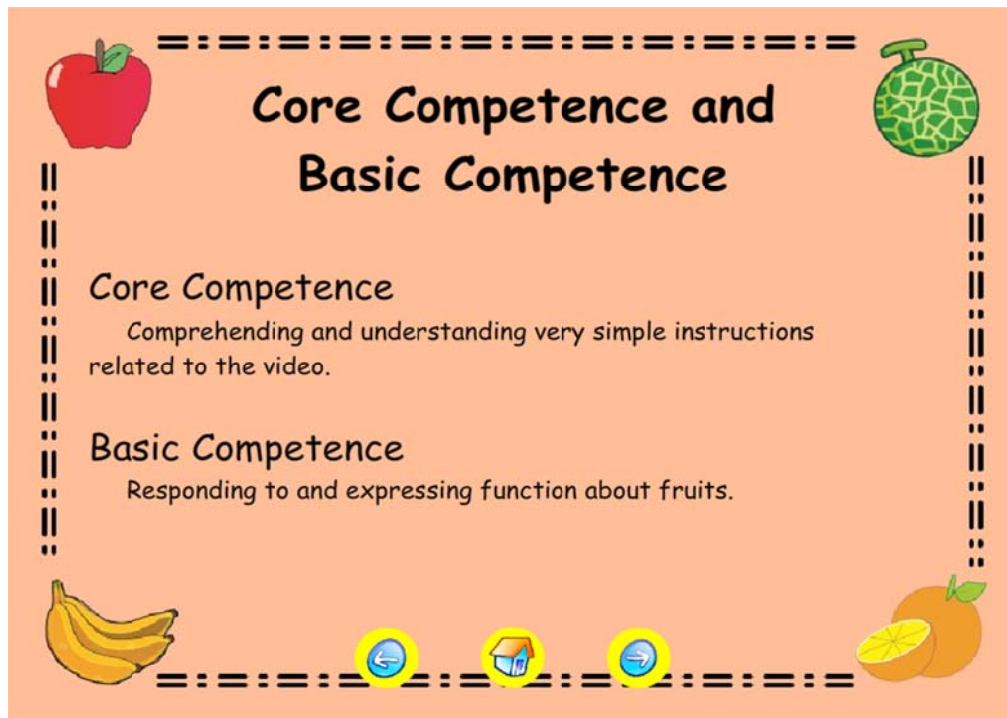


Figure 4.16: The Core Competence and Basic Competence

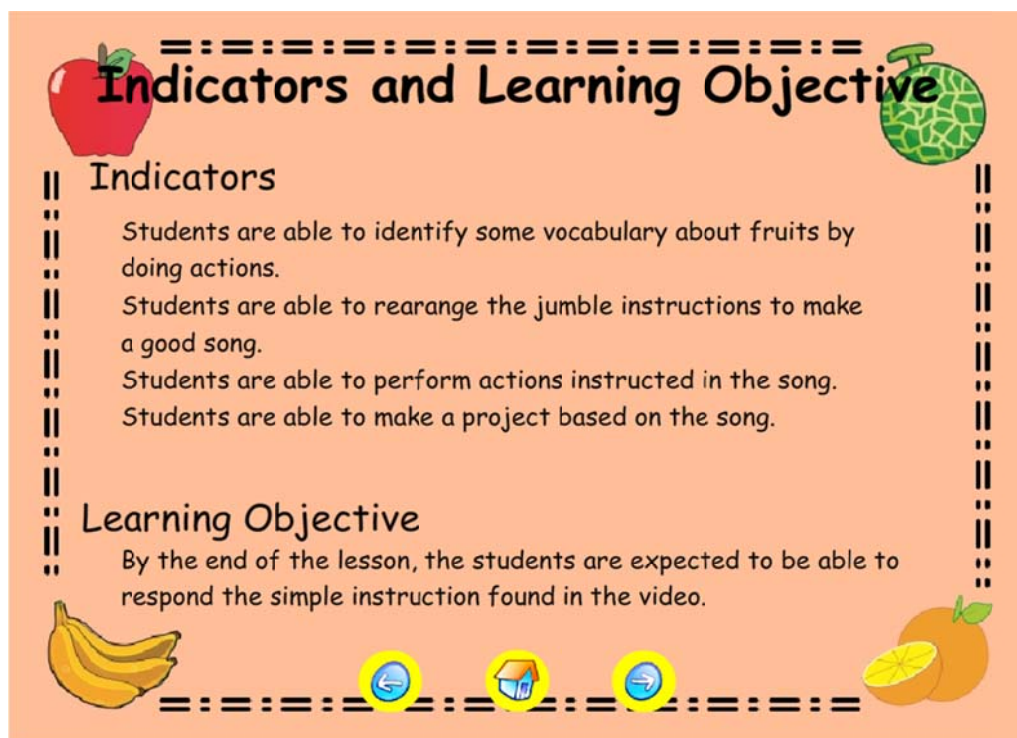
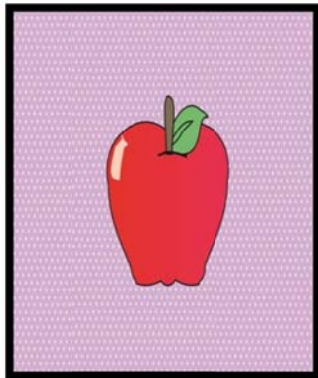
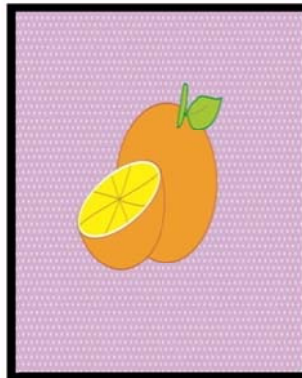
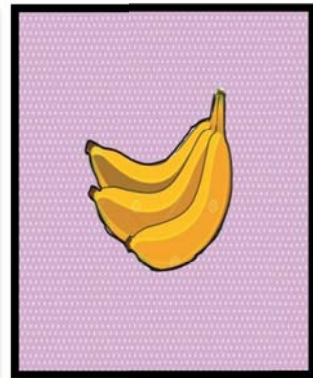
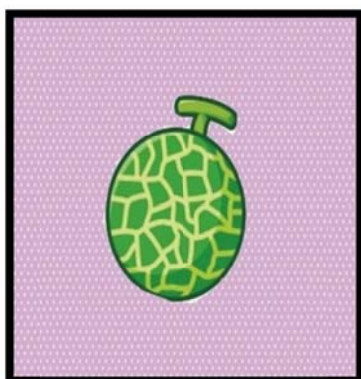
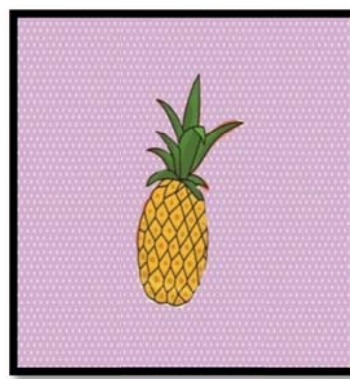


Figure 4.17: The Indicators and Learning Objective

Pre-listening

1) Introducing the vocabularies

The first stage is introducing the vocabulary. Slides are used to introduce the new vocabularies. *Listen and Answer* and *Listen and Repeat* are the method used in this stage. The meanings of the new vocabularies are described by the pictures. There is sound in the picture if it is clicked. The following are the slides used to introduce the new vocabularies.

Fruits**apple****orange****banana****melon****pineapple**



wash

peel

bite



chew

swallow

Figure 4.18: The Materials of the Fruits

2) Task 1

The first task is *listen and answer*. In this task, the students can practice listening skills. Using pictures in the slides, the students are asked to answer the question based on the pictures.

3) Task 2

The second task is *listen and repeat*. It also uses pictures in the slides. It is aimed to confirm the correct answer to the students. When the teacher clicks the picture, the students will hear the certain sound. Then the teacher will ask the students to repeat after the recording.

4) Task 3

The third task is *listen and identify*. The teacher asks the students to find the family members mentioned by the teacher. The example of the third task is shown in the picture below. The complete task can be seen in the appendix H.

Q	W	E	R	T	Z	Y	U	I	O
A	P	I	N	E	A	P	P	L	E
O	G	H	J	K	N	Z	X	C	P
R	X	C	V	B	P	M	T	Y	N
A	L	M	E	L	O	N	F	X	B
N	E	F	B	P	C	X	C	V	J
G	D	F	D	B	A	N	A	N	A
E	V	B	Z	Q	X	C	V	F	H
W	C	V	K	A	L	N	S	R	T
A	P	P	L	E	Q	U	I	Y	O

Figure 4.19: The Example of the Third Task

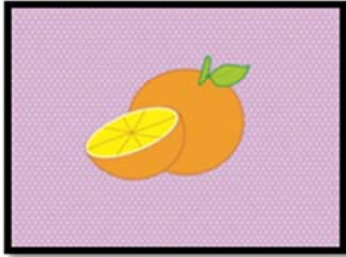
While-listening

In the *while-listening* stage, the video is used as an input in the teaching and learning process. The theme of video is about fruits. The students watch the video before they do the task.

5) Task 4

The fourth task is *listen and rearrange the instructions*. The students are asked to listen to the song again. Then, they rearrange the instructions based on the song. The following is the example of the task 4. The complete task is shown in the appendix H.

Rearrange these instructions!



Instructions:

1.

2.

3.

4.

Figure 4.20: The Example of the Fourth Task

6) Task 5

The fifth task is *listen and identify*. The students listen to the song. Then, they choose and colour the yummy foods and beverages mentioned in the song. Some of the pictures for the task 5 are provided below. The complete task can be seen in the teacher's guide book (appendix H).



Figure 4.21: The Example of the Fifth Task

7) Task 6

The sixth task is *listen and perform actions/ follow instructions*. The students perform the instructions based on the song.

8) Task 7

The seventh task is making a project. The teacher asks the students to make fruit satay in group. They rearrange the fruit satay based on the song. The fresh fruit is used in this project. At the end of the lesson, the students eat the fruit satay together.

9) Task 8

The last task is singing together. All of the students stand up and sing a song together. The students sing while the video is playing. They are very happy and enthusiastic when they sing together.

e. Family

The theme of unit 2 is family. There are core competence and basic competence, indicators and learning objective, and listening task.

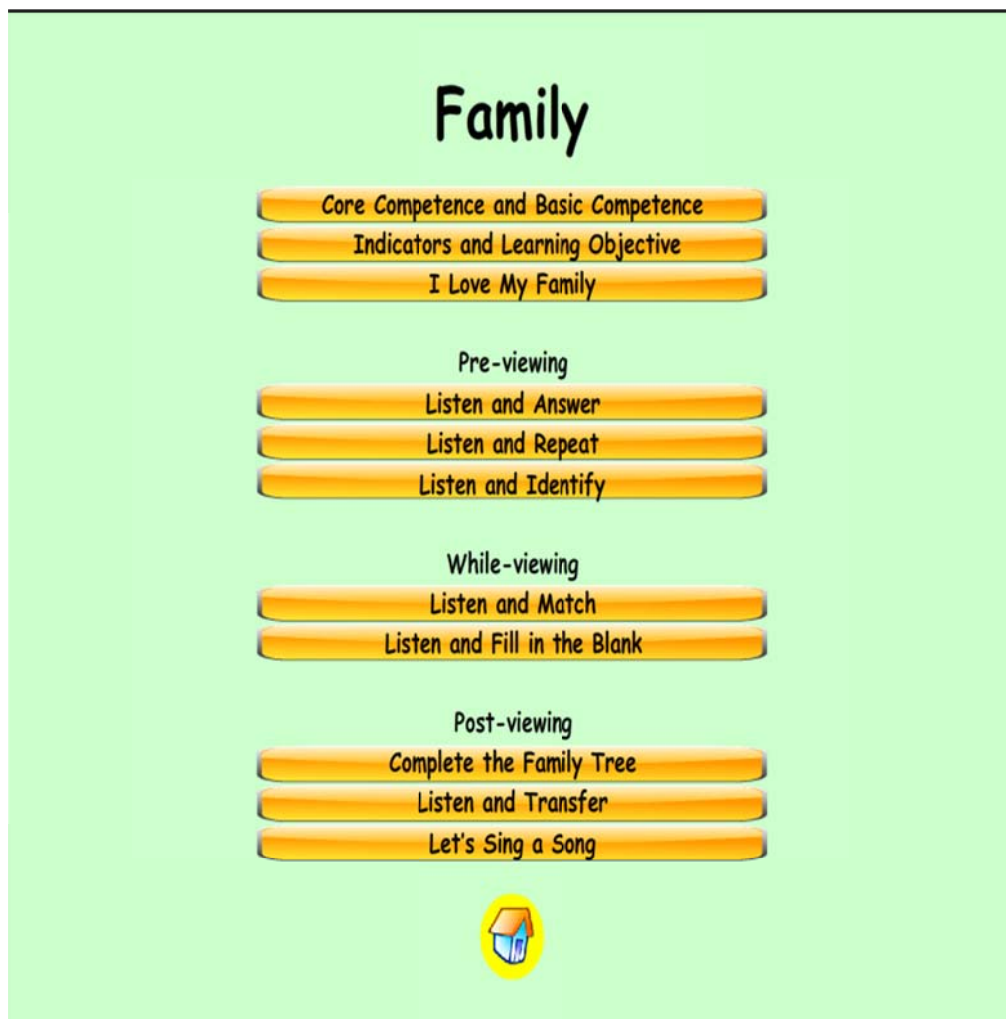


Figure 4.22: The Menu of Family



Figure 4.23: The Core Competence and Basic Competence

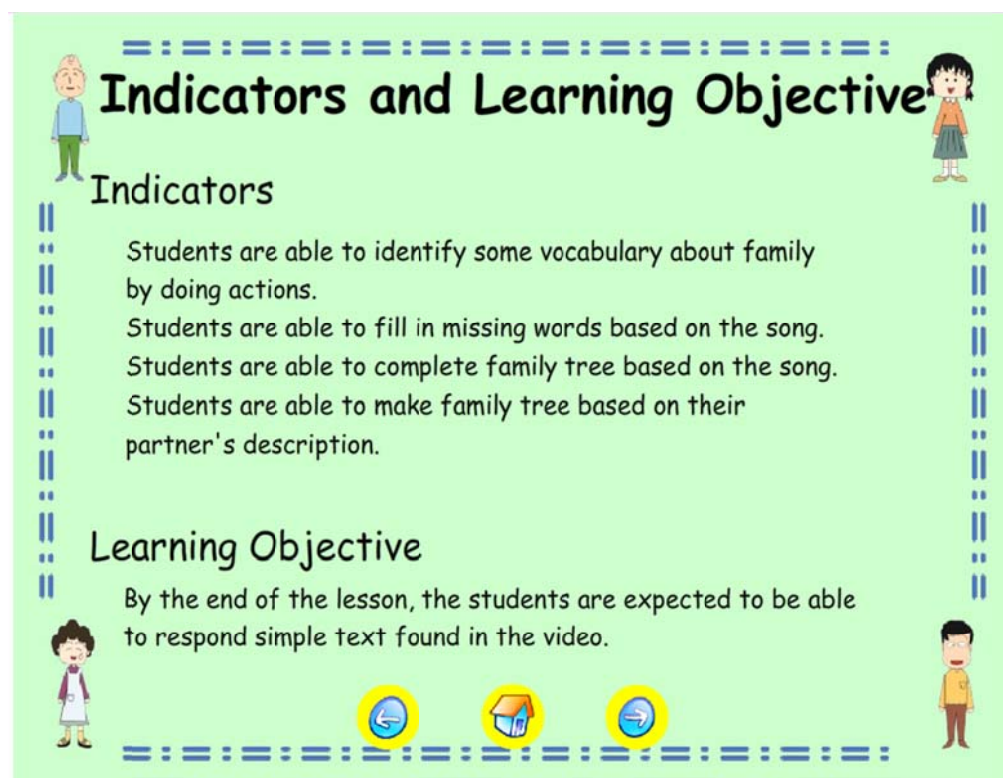
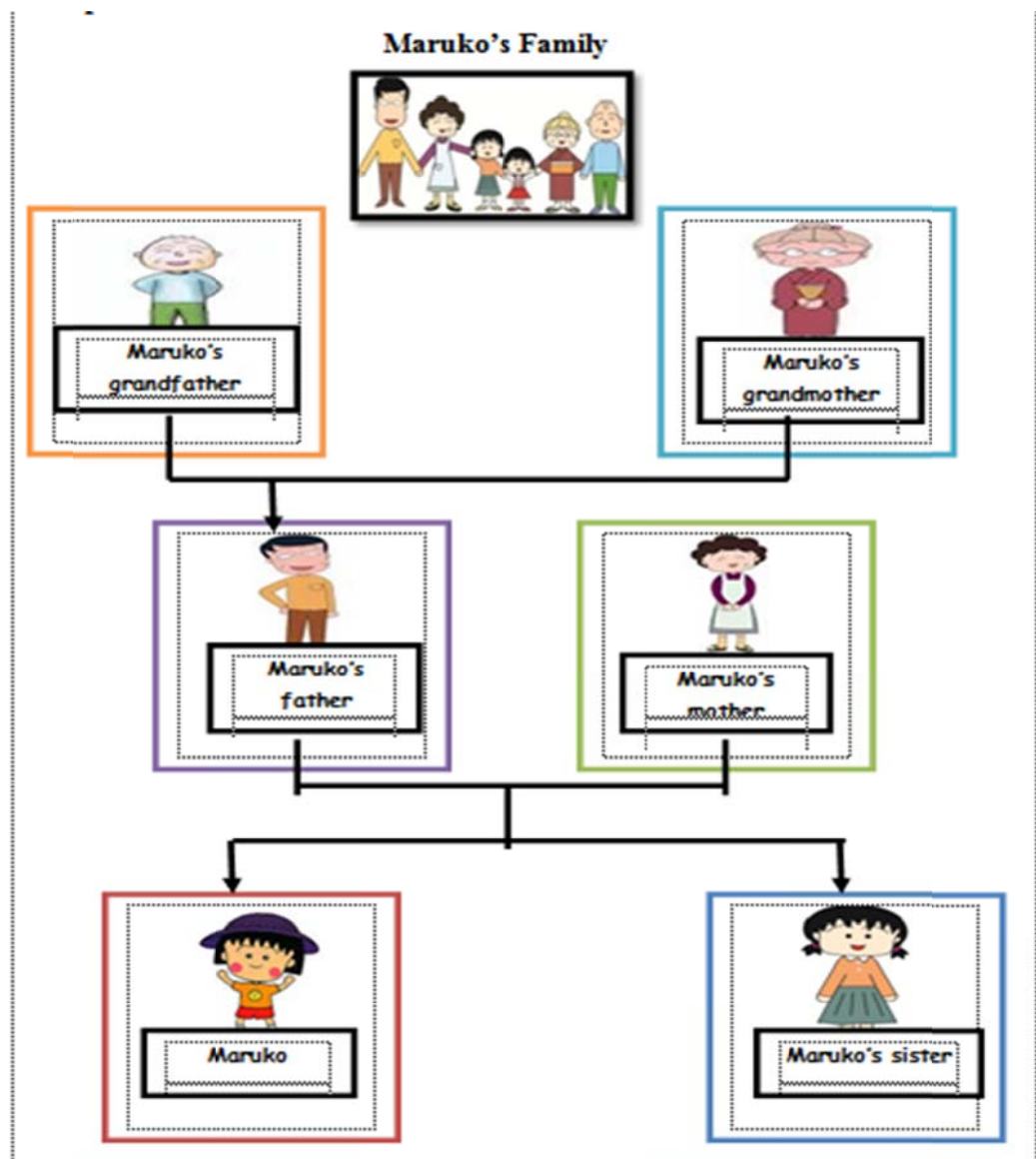


Figure 4.24: The Indicators and Learning Objective

Pre-listening

1) Introducing the vocabulary

The first stage is introducing the vocabulary. Slides are used to introduce the new vocabularies. *Listen and Answer* and *Listen and Repeat* are the method used in this stage. The meaning of the new vocabularies is described by the pictures. There is sound in the picture if it is clicked. The following is the slides used to introduce the new vocabularies.





all



rt



pretty

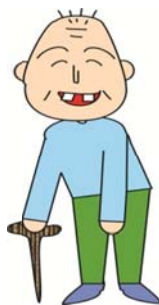


Figure 4.25: The Materials of the Family

2) Task 1

The first task is *listen and answer*. In this task, the students can practice listening skills. Using pictures in the slides, the students are asked to answer the question based on the pictures.

3) Task 2

The second task is *listen and repeat*. It also uses pictures in the slides. It is aimed to confirm the correct answer to the students. When the teacher clicks the picture, the students will hear the certain sound. Then the teacher will ask the students to repeat after the recording.

4) Task 3

The third task is *listen and identify*. The teacher asks the students to find the family members mentioned by her. The example of Task 3 can be seen in the following picture and the complete task is shown on Appendix H.

A	O	B	R	G	Q	E	W	R	Q	Y
G	R	A	N	D	M	O	T	H	E	R
K	J	H	G	Z	F	D	S	A	T	F
M	N	B	V	M	C	X	Z	G	P	G
G	R	A	N	D	F	A	T	H	E	R
R	E	N	T	M	P	L	K	Y	L	H
S	D	O	U	O	Y	G	D	U	M	K
I	J	F	A	T	H	E	R	I	O	L
S	Q	R	K	P	T	G	Z	X	T	O
T	L	S	T	B	R	V	Q	M	H	P
E	P	I	U	R	S	X	T	R	E	V
R	K	D	N	G	H	S	A	S	R	Y

Figure 4.26: The Example of the Third Task

While-listening

In the *while-listening* stage, the video is used as an input in the teaching and learning process. The theme of video is about fruits. The students watch the video before they do the task.

5) Task 4

The fourth task is *listen and match*. The students listen to the song and match the words of Maruko's family with their names by giving a line. The following picture is an example of Task 4.

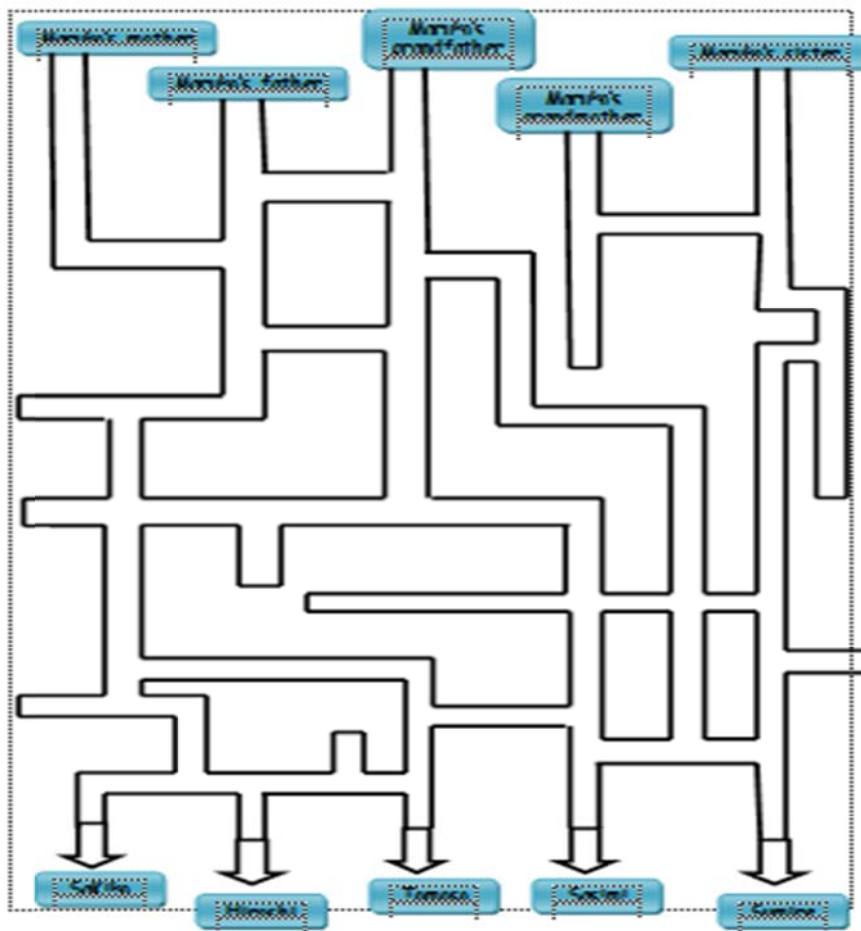


Figure 4.27: The Example of the Fourth Task

6) Task 5

Task 5 is aimed to check the students' listening skills. It is filling the missing words on the lyric's transcript. The teacher plays the video again while the students do the task. The following is the example of Task 5. The complete task is shown in Appendix H.

It is about Chibi Maruko Chan Family

There are six members in the family

Maruko's (1) is Mrs. Sumire

She is pretty

Maruko's father is (2)

He is handsome

Maruko's (3) is Sakiko

She is tall

Maruko's (4) is Mrs Sasimi

She is short

Maruko's grandfather is Mr. Tomoso

He is (5)

They are a happy family

Figure 4.28: The Example of the Fifth Task

Post-listening

7) Task 6

The sixth task is *complete the family tree*. The students are asked to fill in the blank in the family tree. The following is the example of the sixth task and the complete task can be seen in *Students' Workbook* in Appendix I.

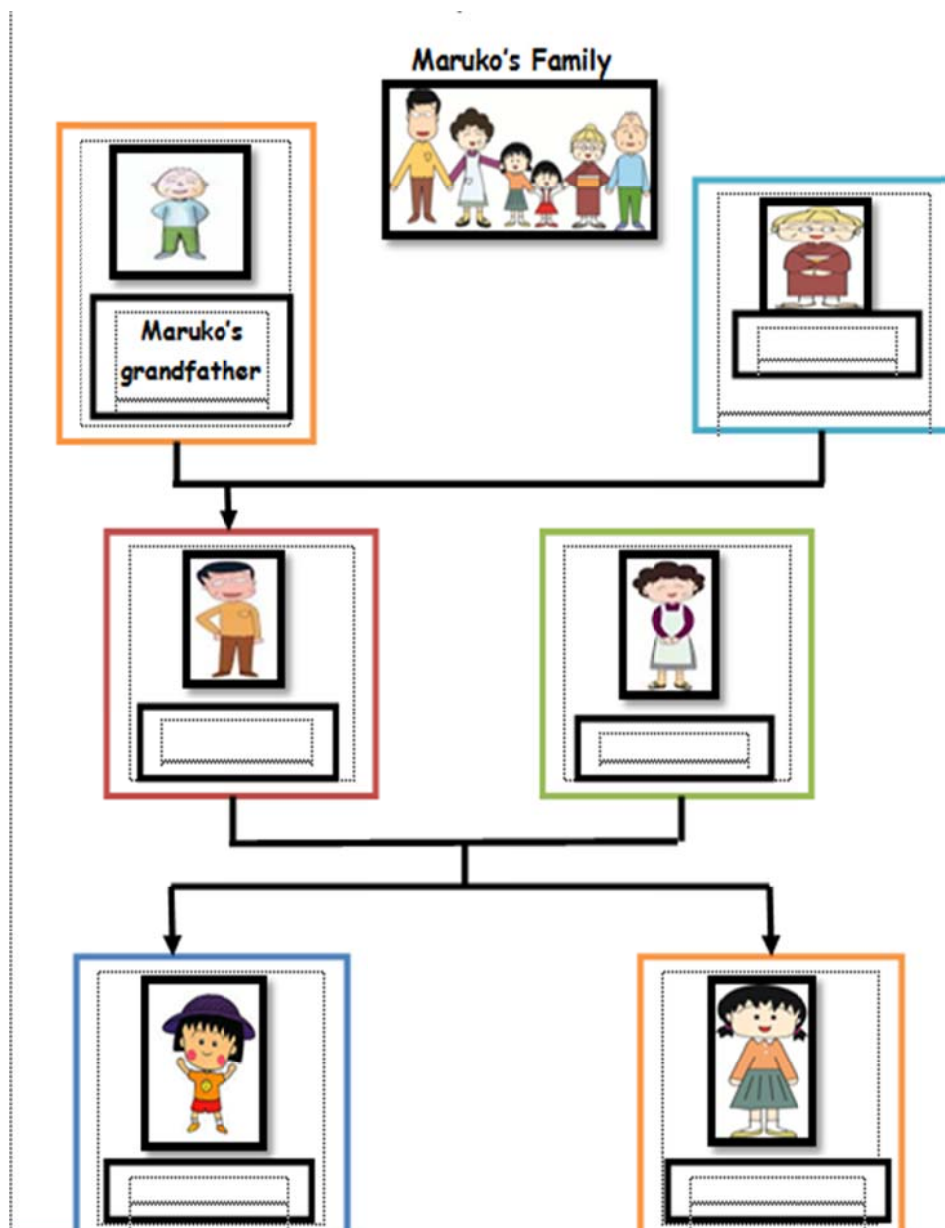


Figure 4.29: The Example of the Sixth Task

8) Task7

The seventh task is *listen and transfer*. The students are asked to make a family tree based on the partner's description. The example of the seventh task can be seen below.

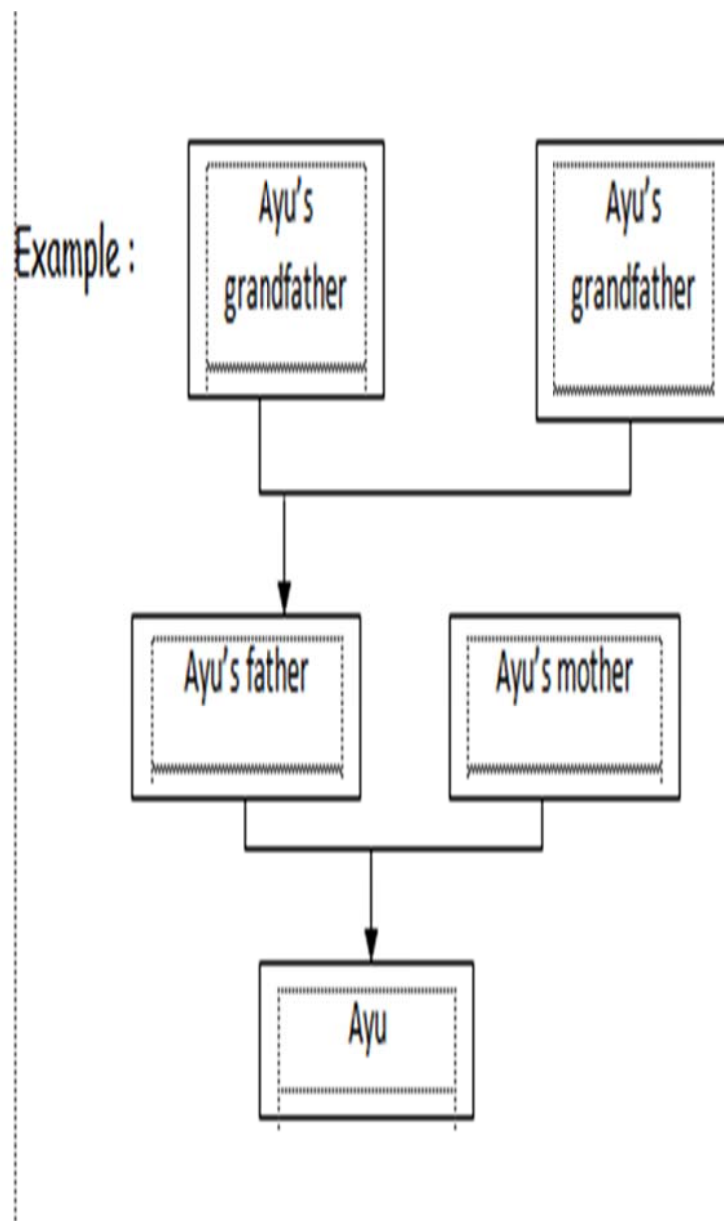


Figure 4.30: The Example of the Seventh Task

9) Task 8

The last task is *singing together*. All of the students stand up and sing a song together. The students sing while the video is playing. They are very happy and enthusiastic when they sing together.

f. Help

The menu “help” is the information of all buttons used in the video program. This menu is given in order to lead the teacher to easily use the video program.

6. Assessing the Media

The video program was assessed by some English teachers before implementation to get feedbacks from them. The assessments were done by distributing questionnaires to the English teacher. There were three aspects that should be assessed by the teacher, i.e. the syllabus and program content, materials of instruction, and media. The blue print of the English teachers’ evaluation questionnaires is presented below.

Table 4.9: The Outline of the English Teachers’ Evaluation Questionnaires

The Purpose	Questions Number	Numbers of Items
The syllabus and program content	1-12	12
Materials of instruction	13-21	9
Media	22-25	4
Total of items		25

The questionnaire was from the blue print above. There were 10 English teachers who participated in the assessment of the video program. The questionnaires were handed out to the English teachers to get some evaluation.

The results of the syllabus and program content from English teachers' evaluating are shown in the following table and the complete results are in the appendix G/2.

Table 4.10: The Results of the Syllabus and Program Content from English Teachers' Evaluation

Results	Question Number											
	1	2	3	4	5	6	7	8	9	10	11	12
Mean Score	3.4	3.4	3.3	3.2	3.4	3.4	3.3	3.4	3.7	3.7	3.5	3.3
Total Score	34	34	33	32	34	34	33	34	37	37	35	33
Percentage of Items (%)	85%	85%	83%	80%	85%	85%	83%	85%	93%	93%	88%	83%

It can be concluded that the syllabus and the program content were very good.

It can be seen from the percentage of items of syllabus and program content which is more than 83%.

Table 4.11: The Results of the Materials Instruction from English Teacher's Evaluation

Result	Question Number									
	13	14	15	16	17	18	19	20	21	
Mean Score	3.6	3.4	3.3	3.6	3.7	3.2	3.4	3.5	3.5	
Total Score	36	34	33	36	37	32	34	35	35	
Percentage of Items (%)	90%	85%	83%	90%	93%	80%	85%	88%	88%	

The table above presented that the material instructions get more than 83%. It means that the material instructions are very good. In conclusion, the material instructions used in the video program are appropriate by most of the English teachers.

Table 4.12: The Results of Media Evaluation by the English Teachers

Result	Question Number		
	22	24	25
Mean Score	3.5	3.3	3.4
Total Score	35	33	34
Percentage of Items (%)	88%	83%	85%

From the table above, it can be concluded that the media are very good. It can be seen from the percentage of the media which is more than 83%. In addition, the syllabus and program content, materials of instruction and media are appropriate for the teaching of listening to third grade students.

7. Revising the Media

Some comments and suggestions from the English teachers' evaluation questionnaires were used to revise the media. It was done to improve the quality of the product. The details of the product revision were explained below.

a. Revision I

The first revision was about the content in the students' workbook. It was about the example for each task. The suggestions from English teachers can be seen in the table below.

Table 4.13: Suggestion for Revision I

Revision Target	Description	Suggestion
Students' assessments	There is no example in each task to guide the students to understand the tasks.	Please, give an example in each task you provide.

The English teacher commented on the importance of providing the example. She suggested giving an example for each task with the first question. The differences between before and after revision are shown in the pictures below.

Task 3

Listen to the teacher and find the fruits mentioned.

(Dengarkan gurumu dan temukan buah-buahan yang disebutkan).

Q	W	E	R	T	Z	Y	U	I	O
A	P	I	N	E	A	P	P	L	E
O	G	H	J	K	N	Z	X	C	P
R	X	C	V	B	P	M	T	Y	N
A	L	M	E	L	O	N	F	X	B
N	E	F	B	P	C	X	C	V	J
G	D	F	D	B	A	N	A	N	A
E	V	B	Z	Q	X	C	V	F	H
W	C	V	K	A	L	N	S	R	T
A	P	P	L	E	Q	U	I	Y	O

Figure 4.31: Instruction before Revision

Task 3

Listen to the teacher and find the fruits mentioned.
(Dengarkan gurumu dan temukan buah-buahan yang disebutkan).

Look at the example.
(Lihat pada contoh).

Q	W	E	R	T	Z	Y	U	I	O
A	P	I	N	E	A	P	P	L	E
O	G	H	J	K	N	Z	X	C	P
R	X	C	V	B	P	M	T	Y	N
A	L	M	E	L	O	N	F	X	B
N	E	F	B	P	C	X	C	V	J
G	D	F	D	B	A	N	A	N	A
E	V	B	Z	Q	X	C	V	F	H
W	C	V	K	A	L	N	S	R	T
A	P	P	L	E	Q	U	I	Y	O

Figure 4.32: Instruction after Revision

b. Revision II

The second revision was about colour of the background of the video program. The English teacher commented on the color of the background. She said that the background colour of the cover is too dark. The suggestions from English teachers can be seen in the table below.

Table 4.14: Suggestion for Revision II

Revision Target	Description	Suggestion
Colour of the background	The background colour of the cover is too dark.	Please, give soft colour in the background.

Before the revision, the basic color of the background was blue. The revision was done by changing the color of background into the colored one. The comparison of colour between before and after revision is shown in the pictures below.



Figure 4.33: The colour background before Revision



Figure 4.34: The colour background after Revision

c. Revision III

The third revision was about the content of the video program. There was task that should be revised. The English teacher's suggestions are described in the table below.

Table 4.15: Suggestion for Revision III

Revision Target	Description	Suggestion
The Task	The task was writing task not listening task.	You have to change the writing task to listening task.

An English teacher said that the task was included in writing task not listening task. She suggested changing the task to measure the students' understanding in listening skill. The changes are presented below.

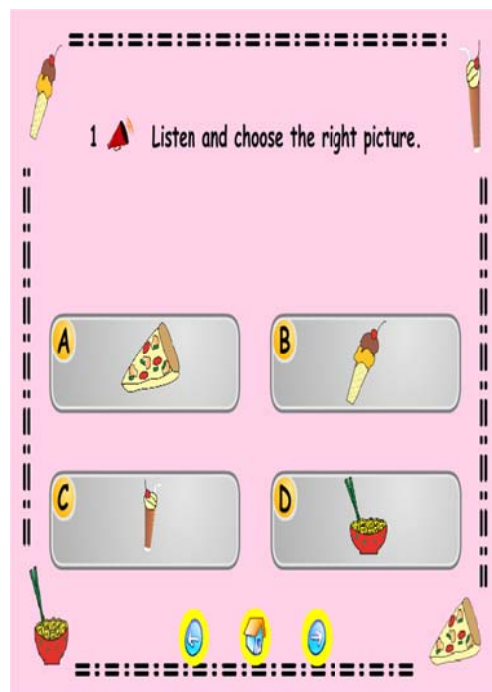


Figure 4.35: The Task before Revision **Figure 4.36: The Task after Revision**

A. Try Out the Media

The video program was tried out to the third grade students of SD IT Izzatul Islam Getasan. The try out was divided into three meetings. They are 6th, 7th, and 9th of January 2015. The teaching and learning process took about 90 minutes. The activities in the class were based on the course grid which could be seen on the appendix B. Some of the moments in teaching and learning process are explained below.

1. Meeting I

The first meeting was conducted on 6th January 2015. There were 35 students joined the teaching and learning process. Two members of the class could not attend the meeting because they got sick. The first meeting was discussing about food and beverages. There were three stages in the teaching and learning process. There were *pre-listening*, *while-listening*, and *post-listening*. In the *pre-listening*, there were two sections namely *listen and answer*, and *listen and repeat*. All of the *pre-listening* activities were whole-class activities or peer group. There were three sections in the while-listening. They were *listen and number*, *listen and classify*, and *listen and colour*. In the post-listening, the students were asked to do the task and sang together. The complete activities in the first meeting can be seen on the field note in the appendix E/2.



Figure 4.37: The teacher presents the materials



Figure 4.38: The students do the tasks

During the teaching and learning process, the students paid attention to the material. They were actively participated and engaged by the video program when it was played. They were also excited when there were sounds like “excellent” and “try again” in the video program.

Based on the learners’ attitude, it could be concluded that the teaching and learning process ran well. It meant that the students responded to the media positively.

2. Meeting II

The second meeting were conducted on 7th January 2015. There were 27 students joined the teaching and learning process because the two members of the class got sick. The theme for second meeting was fruits. There were three stages in the teaching and learning process. They were *pre-listening*, *while-listening*, and *post-listening*. In the *pre-listening*, there were *listen and answer*, *listen and repeat*, and *listen and identify*. All of the *pre-listening* activities were whole-class activities or peer group. There were *listen and rearrange the instructions*, *listen and colour*, and *listen and perform actions/ follow instructions* in the while-listening. In the post-listening, there were two sections namely *make project* and *sing together*. The complete activities in the second meeting can be seen on the field note in the appendix E/3.



Figure 4.39: The students make fruits satay

In the second meeting, the students were enthusiastic when they knew that the theme for that day was fruits. The students know that fresh fruit will be used as a media in the teaching and learning process. That is why they were very happy. They were excited when the teacher asked them to make fruit satay.

Researcher	: Apakah pembelajaran dengan video program menyenangkan? (Is learning using video program fun?)
Teacher	: Suka banget miss. Apalagi pake buah-buahan yang segar jadi bisa di makan. (Yes, it is. Moreover, it is uses fresh fruit so it can be eaten.)
(Appendix F/4)	

Figure 4.40: Students' Evaluation Interview Transcript

Based on the students' respond in the use of media, it could be summarized that the real media would grab the student's attention. It made the students engaged in the teaching and learning process. Besides, it would make the teaching learning process were not boring.

3. Meeting III

The third meeting were conducted on 9th January 2015. There were 33 students joined the teaching and learning process. The theme for third meeting was family. There were three stages in the teaching and learning process namely *pre-listening*, *while-listening*, and *post-listening*. In the *pre-listening*, there were three sections. They were *listen and answer*, *listen and repeat*, and *listen and identify*. All of the *pre-listening* activities were whole-class activities or peer group. There were *listen and match* and *listen and fill in the blank* in the while-

listening. Moreover, there were three sections in the *post-listening*. They were *complete the family tree*, *listen and transfer*, and *sing together*. The complete activities in the third meeting can be seen on the field note in the appendix E/4.



Figure 4.41: The teacher helps the students to understand the instructions of the task.

In the third meeting, the students were very happy while they were watching the video. They were very excited to see the dancing and moving of Maruko's family cartoon.

Based on the teaching and learning process, it could be summarized that cartoon made the students more engaged to the materials. Besides, the dancing and moving cartoon meant something for them. It made the students feel enthusiastic. It also did not make them feel bored of classroom activity.

B. Evaluating the Media

After the try out, the media was evaluated. The third grade students and the English teacher of SD IT Izzatul Islam Getasan became the evaluator. The evaluation were done using interview. The transcript of the interview could be seen in the appendix F. The following were the evaluation from the students and English teacher.

1. Evaluation I

The first evaluation was from the English teacher's interview. Her suggestion was about the colour of the background of the video program. Before the revision, the basic color of the background was white. She said that the colour of the background of the *Family theme* in the video program should be more colourful. As young learners, the third grade students liked something which is eye-catching.

Researcher	: Apa saja yang perlu diperbaiki untuk implementasi <i>video progam</i> berikutnya? (What should we improve to the next video program?)
Teacher	: Sebaiknya background video program yang bertemakan family di buat lebih berwarna mbak, jangan cuma putih. Biasanya anak suka yang berwarna-warni. (It should be the background of the family theme. The children will be more interested if the background is colourful).

(Appendix F/4)

Figure 4.42: English Teacher's Interview for Evaluation I

Based on the suggestion above, the *background of family theme* was revised and made to be more colourful. The following was the difference between before and after the *background* evaluated.



Figure 4.43: The background before the Evaluation

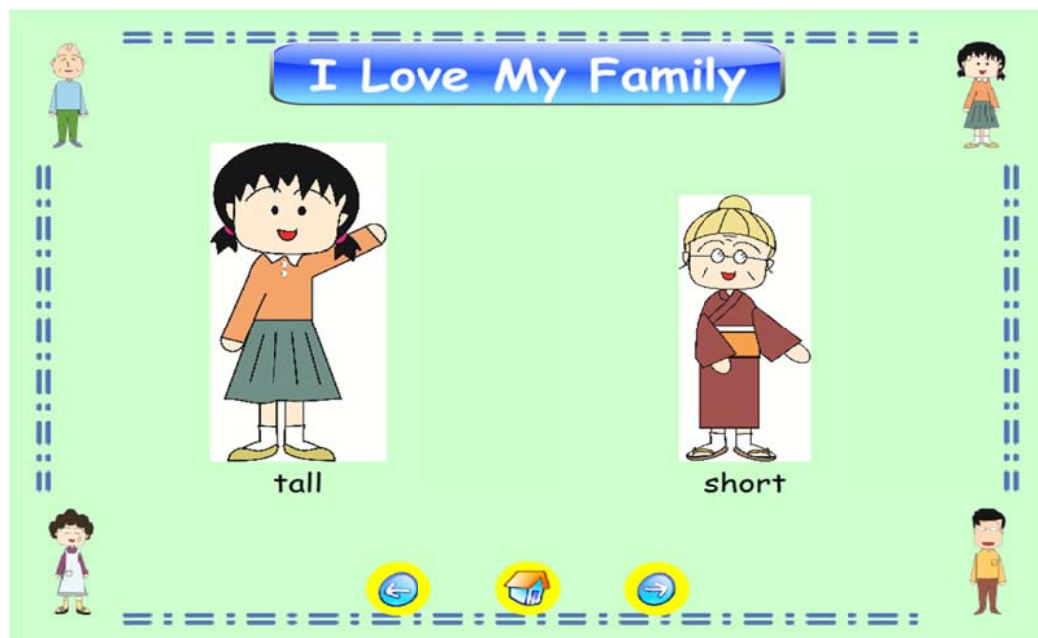


Figure 4.44: The background after the Evaluation

2. Evaluation II

The second evaluation was from the students. The students suggested about the differences between lyric of the song and the pictures. A student said that the sister is taller than the grandmother in the song but the grandmother is taller than the sister in the pictures.

... A student asked a question related to the song. He said, “Miss, *Kenapa di lagunya nenek nya short, kakak nya tall tapi di gambarnya si nenek lebih tinggi daripada kakaknya* (Why the grandmother is taller than sister in the picture, miss)?” ...

(Appendix E/4)

Figure 4.45: Field Note for Evaluation II

Based on the suggestion above, the pictures were revised. The following was the difference between before and after the pictures evaluated.



Figure 4.46: The Pictures before the Evaluation



Figure 4.47: The Pictures after the Evaluation

C. Discussion of the Final Product

The discussion is related to the student's and teacher's responses to the questionnaires and interview results. The video program were revised and evaluated by English teacher and students of the SD IT Izzatul Islam Getasan. Based on the interview results and the questionnaires, the media were suitable for the teaching of listening. The main aspects of the media were explained below.

1. The syllabus and program content

The syllabus and program content were suitable and feasible for the teaching of listening. That is why the percentage of items got more than 83%. However, there were some revisions from the English teacher. She said that every task should be given an example. It was done before the media was used in teaching and learning process.

Furthermore, there was no evaluation for the syllabus and program content given by the third grade students of SD IT Izzatul Islam Getasan and English teacher after the media implementation.

2. Instructions of the material

Based on the English teachers' questionnaires result, the instructions of the material used in the media got more than 83% in percentage of items. It meant that the materials were acceptable. There were no evaluations for the materials. However, there were some revisions which were done before the media was used in teaching and learning process. They were done based on the comments and suggestions gave by the English teachers.

3. Media

The media got more than 83% in percentage of items based on the English teachers' questionnaires result. However, it should be revised based on the English teachers' comments and suggestions. She said that the background colour of the cover was too dark. The revision was done by changing the color of background into the colored one.

On the other hand, there were some evaluations from the English teacher of SD IT Izzatul Islam Getasan. She said to make the background colour of family theme more colourful. The colours could attract students' attentions. Moreover, the students liked to see the colourful background than white background.

D. Limitation of the Product Development

The video program developed in this research study could be used to teach third grade students of elementary schools and cannot be used to teach different grade. Besides, this media could only be used as media for the teaching of listening. Different media were needed to teach the other skills such as speaking, reading, and writing.

The media was designed only for specific subject such as family, food and beverages, and fruits. They were limited to describing characteristics of people, like and dislike about food and beverages, and simple instructions. Even though the video program could be used to teach the other topic, the content of video program should be adjusted.

CHAPTER V CONCLUSIONS AND SUGGESTION

A. Conclusion of the Product Development

The aim of the study is to develop a video program to be used as the media in the teaching listening to the third grade students of elementary schools. Based on the R&D theory by Borg & Gall (1983) and Gay (1987), the media are developed. There are eight steps in the media development, i.e. conducting a needs analysis, formulating instructional design, designing, producing, assessing, revising, implementing, and evaluating the media.

There were three main parts in producing the media. They are recording the song, making the video, and making the program. Making the lyric and melody were done before recording the song. Furthermore, making the illustration of the pictures was done before making the video. The illustration of the pictures was designed using Corel X3 program. Then, the lyric, the song, and the picture were combined using movie maker. After that, planning the concept of video program was done. The program was designed using macro media flash. Furthermore, they were saved in micro SD.

Teacher's guide book and students' workbook are the other products to support the media. The teacher's guide book is the book that used to help the English teacher in using the video program for the teaching of listening. There are course grid and lesson plan, steps in using the video program, materials, assessment and key answers in the teacher's guide book. Furthermore, students' workbook is for the students to assess students understanding in listening skill.

This workbook contains materials and tasks. The activities are divided into three sections such as *pre-listening stage*, *while-listening stage*, and *post-listening stage*.

The revisions were conducted after assessing the media. There were ten English teachers as the participants who revised the media. Some suggestions for the better media were given by them. The revisions were done based on the suggestions. Moreover, the evaluation was done after the implementations. The syllabus and program content, the material of instructions, and the media got more than 83% in percentage of items based on the English teachers' evaluation questionnaires. It means that the video program is feasible for the teaching of listening.

Based on the results of the research study, video program is good media for teaching listening in the third grade students of elementary school. It could be proved by some aspects. First, video program as interesting media could grab student's attention. The students said that they are happy using video program in learning listening. They are very excited when video is played. They like to watch the colourful cartoons. Besides, they also said that they have big desire to learn English more using the media. It means that the media increased the students' motivation in learning English.

Second, the activities in the video program make the students more active in the teaching and learning process. There are many different kinds of activities which are provided in the *pre*, *while*, and *post listening*. Many activities make the students don't get bored. They enjoy the teaching and learning process well.

B. Suggestions

Based on the conclusion explained above, there are some suggestions for:

1. English Teachers of Elementary School

Interesting media are needed in the teaching and learning process. The students like to learn English use interesting media because it will grab their attention. The English teacher can use the video program as an interesting media for the teaching of listening to the third grade students of elementary schools. Besides, interesting media can be used to increase the students' motivation in learning English.

2. Headmaster of Elementary School

The media should be available in the schools in order to support the teaching and learning process. Besides, headmaster should encourage the teacher to use interesting media in the classroom activities. The teachers can use video program as an interesting media in the teaching and learning process. Headmaster can also facilitate the teachers with supporting equipment that can be used in the video program. It makes the teachers have access to the media. Moreover, video program will make the students do not get bored in the classroom.

3. Material Writers and Media Developers

Developing video program is highly recommended as appropriate media for the teaching of listening in the elementary school. It can be alternative media because it can grab students' attentions and improve their motivation in the teaching and learning process. The material writers are expected to improve the

product by different skills, content, and technique. It can also be applied in other schools.

4. English Department

Video program is an appropriate media for teaching listening. That is why English department should pay attention to the media development. English department can also give technical skill about media design for the students. Besides, the English department can train the students to learn more about the product.

5. Other Researchers

The video program is a new innovation in instructional media design. It can be used to motivate the students to learn. Since it is very beneficial, it is expected to other researchers to develop the same product for the other levels of education.

Moreover, there are two aspects, i.e. supporting equipment and time allocation to be considered in using the video program. Those two aspects influence the success of media usage. The English teachers should be aware about those aspects. The following are the descriptions of the two aspects.

1. Supporting equipment

In using the media, the teacher needs to provide computer, screen, LCD, and speaker. Without those equipment, the teaching and learning process will not be effective. Computer is one of the dominant supporting equipment, because video program can not play without computer. Screen is used to show the pictures or words from the computer. Screen can be changed with white board or wall. LCD

also includes supporting equipment that is needed for the effectiveness of the media. The teaching and learning process can not still run well without LCD, because it is used to play the video program clearer to be seen. Besides, speakers are used to make the sound louder in order to make the students listen clearly.

2. Time Allocation

There is a bit problem when the video program is applied at school. The English teachers should be aware about the time management because teaching listening using video program will spend more time. The duration of the video program is 90 minutes and the duration of English teaching learning provided by school just only 70 minutes. It means that the teacher can use each unit of this video program for two or three meetings.

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APPENDICES

**APPENDIX A:
STUDENTS AND
ENGLISH TEACHERS LIST**

1. Students List

No	Name	Gender	Age
1.	Adam Alhasan Akbar	Boy	8
2.	Adaninggar Sauma Azzahra	Boy	8
3.	Adi Nugroho	Boy	8
4.	Afriza Noval Armadani	Boy	8
5.	Alan Hadi Pramono	Boy	9
6.	Alfian Dzikru Romahoni	Boy	8
7.	Alviana Wulansari	Girl	8
8.	Andara Kiki Noviana	Girl	8
9.	Arif Kurniawan	Boy	9
10.	Arya Sidiq Prabowo	Boy	8
11.	Chelsian Kalisya Nurnaifa	Girl	8
12.	Diva Safitri	Girl	9
13.	Fadila Zahra Azuhra	Girl	8
14.	Ikhtisya Ikama Amanda Rosa	Girl	8
15.	Ilham Bayu Agung Sasongko	Boy	9
16.	Ismail Ilham Mukhlis	Boy	8
17.	Junda Maulana Akbar	Boy	9
18.	Melly Seiani	Girl	8
19.	Muhhamad Abdur Rosyid	Boy	9
20.	Muhhamad Febri Firmansyah	Boy	9
21.	Muhhamad Khozinul Karim	Boy	9
22.	Muhhamad Shobary	Boy	8
23.	Nabila Gita Farida	Girl	9
24.	Nugroho Timbul Wahono	Boy	8
25.	Orlen Rizky Rahmadhani	Boy	9
26.	Resandrya Farrel Ardhana	Boy	9
27.	Reza Gita Riana Putri	Girl	8
28.	Rizky Afzal Fazle Rabbi	Boy	8
29.	Sabrina Fauziyyah Aisy	Girl	8
30.	Sendi Yudha Pratama	Boy	8
31.	Solich Wiritia	Girl	8
32.	Umi Khoiriyah	Girl	9
33.	Wisnu Aji Megantara	Boy	8
34.	Yovi Adyatma Styawan	Boy	8
35.	Yulia Asti Anggreini	Girl	8

2. English Teachers List




No	Name	Job	Institution
1.	Nita Listianingtyas	Tutor	FEC UNY
2.	Danisa Puji Wahyuni	Tutor	FEC UNY
3.	Dita Arintia	Tutor	FEC UNY
4.	Pamela Yeni Purwastri	Tutor	FEC UNY
5.	I Gede Arga A	Tutor	FEC UNY
6.	Meta Swasti Naraswari	Tutor	FEC UNY
7.	Muh. Yusuf Arif Nur Rahmat	Tutor	FEC UNY
8.	Ristiani Primaningsih	Tutor	FEC UNY
9.	Padmaningtyas Wulansari	Tutor	FEC UNY
10.	Ambarwati , S. Pd.	Teacher	SD IT Izzatul Islam Getasan




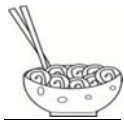
**APPENDIX B:
COURSE GRID**

DEVELOPING A LISTENING MEDIA FOR THE TEACHING OF LISTENING TO THE THIRD GRADE STUDENTS OF
ELEMENTARY SCHOOLS
COURSE GRID OF USING THE VIDEO

Class/ Semester : 3rd/1st semester
 Academic Year : 2014/ 2015
 School : SD Izzatul Islam Getasan
 Skill : Listening
 Standard : 1. Comprehending very simple expressions related to the video.
 Theme : Food and Drink

Basic Competency	Indicators	Learning Material			Video	Teaching Learning Activities using Video		Assessment			Learning Resource
		The text	Grammar	Vocabulary		Teachers	Students	Technique	Instruments	Example of the instruments	
1.1 Responding to and expressing function about food and drink	1. Students are able to identify some vocabulary about food and drink by doing actions.	Text : - Song about food and drink. - Telling about some food and drink.	Simple Present Tense: I like ice cream, I like noodle, I don't like ice cream noodle	Noun: ice cream /,aɪs'kri:m/ noodle /'nu:dl/ ice cream noodle	Title: Food and Drink	Pre-teaching : - Greeting - Checking Attendance - Saying an opening prayers	Pre-teaching : - Giving response	Listen and Answer	Questions	Answering the questions: What is it?	Book: The Primary English Teacher's Guide book

<p>2. Students are able to number the jumble pictures to make a good song.</p>	<p>Expressing like and dislike (I like ice cream, I like noodle, I don't like ice cream noodle)</p>	<p>I like milkshake, I like pizza, I don't like pizza milkshake</p>	<p>/,a□s'kri:m 'nu: / milkshake /'m□lk.□e□k/ pizza /'pi:t.sə/ pizza milkshake /'pi:t.sə'm□lk.□e□k/ like /la□k/ dislike /d□'sla□k/</p>		<p>While-teaching : <u>Pre-viewing</u> • Listen and answer - The teacher shows the material. - The teacher shows the pictures of food and drink.</p>	<p>While-teaching : <u>Pre-viewing</u> • Listen and answer - The students pay attention to the material. - The students focus on the pictures and then discuss them.</p>	<p>Listen and Repeat</p>	<p>Teachers</p>	<p>Repeat after the teacher: <i>Like, don't like, ice cream, noodle, pizza, milkshake</i></p> <p><u>Listen and numbers</u></p>	
<p>3. Students are able to complete questionnaires by putting check (v) based on the song.</p> <p>4. students are able to identify specific words by choosing the right answer based on the questions/dialogue.</p>	<p>Lyrics: <u>Foods and Drink</u> What do you like? I like ice cream. Yummy What do you like? I like noodle. Yummy What don't you like? I don't like ice cream noodle. Yucky Intro What do you like? I</p>				<p>- The teacher asks some questions related to the theme.</p> <p>• Listen and repeat The teacher shows the pictures related to the theme and clicks the picture.</p>	<p>- The students answer the questions.</p> <p>• Listen and repeat - The students listen to the recording of vocabulary related to the theme. - After that, the students repeat the words' sound.</p>	<p>Do the task</p>	<p>Exercises</p>	<p> <input type="checkbox"/> <input type="checkbox"/></p> <p> <input type="checkbox"/> <input type="checkbox"/></p> <p> <input type="checkbox"/> <input type="checkbox"/></p>	

		<p>like milkshake. Yummy What do you like? I like pizza. Yummy What don't you like? I don't like pizza milkshake. Yucky</p>				<p><u>While-viewing</u></p> <ul style="list-style-type: none"> • The teacher plays the video completely. • Listen and numbers - The teacher asks the students to number the picture based on the song. • Listen and classify - The teacher asks the students to give a tick about food and drink based on the song. • Listen and colour - The teacher asks the students to choose the food pictures mentioned in the song and colour them. 	<p><u>While-viewing</u></p> <ul style="list-style-type: none"> • The students watch the video completely. • Listen and numbers - The students number the picture based on the song. • Listen and classify - The students give a tick about the food and drink based on the song. • Listen and colour - The students choose and colour the pictures. 			<p><u>Tick chart</u></p> <table border="1" data-bbox="1832 411 1984 721"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p><u>Listen and colour</u></p>    																									

						<p><u>Post-viewing</u></p> <ul style="list-style-type: none"> • Answer the questions - The teacher asks the students to choose the right answer by crossing (X) the letter. <ul style="list-style-type: none"> • Let's sing together - The teacher asks the students to 	<p><u>Post-viewing</u></p> <ul style="list-style-type: none"> • Answer the questions - The students answer the questions. <ul style="list-style-type: none"> • Let's sing together - The students sing together. 				
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						sing together. Post-teaching : <ul style="list-style-type: none">- Summarizing- Reflection- Further guidance	Post-teaching : <ul style="list-style-type: none">- Pay attention and answer the questions.			<u>Answer the questions</u> Ani likes... a. Ice cream b. Pizza c. Milkshake d. Noodle	
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**DEVELOPING A LISTENING MEDIA FOR THE TEACHING OF LISTENING TO THE THIRD GRADE STUDENTS OF
ELEMENTARY SCHOOLS
COURSE GRID OF USING THE VIDEO**

Class/ Semester : 3rd/1st semester

Academic Year : 2014/ 2015

School : SD Izzatul Islam Getasan

Skill : Listening








Standard : 1. Comprehending and understanding very simple instructions related to the video.

Theme : Fruits

Basic Competency	Indicators	Learning Material			Video	Teaching Learning Activities using Video		Assessment			Learning Resource
		The text	Grammar	Vocabulary		Teachers	Students	Technique	Instruments	Example of the instruments	
1.1 Responding to and expressing function about fruits	1. Students are able to identify some vocabulary about fruits by doing actions.	Text : - Song about fruits. - Telling about some	Simple Present Tense: Wash the fruit Peel the fruit Bite the	Noun: apple /□æp.l □/ orange /□□r.□nd□/	Title: Fruits	Pre-teaching : - Greeting - Checking Attendance - Saying an opening prayers	Pre-teaching : - Giving response	Listen and Answer	Questions	Answering the questions: What is it?	Book: The Primary English Teacher's Guide book


<p>2. Students are able to rearrange the jumble instructions to make a good song.</p>	<p>fruits. Simple instructions (wash the fruit, peel the fruit, bite the fruit, chew the fruit, swallow the fruit)</p>	<p>fruit Chew the fruit Swallow the fruit</p>	<p>melon /'mel.ən/ banana /bə'nɑ:nə / pineapple /'paɪnæp.lɪ /</p>		<p>While-teaching : <u>Pre-viewing</u> • Listen and answer - The teacher shows the material. - The teacher shows the pictures of fruit.</p>	<p>While-teaching : <u>Pre-viewing</u> • Listen and answer - The students pay attention to the material. - The students focus on the pictures and then discuss them.</p>	<p>Listen and Repeat</p>	<p>Teachers</p>	<p>Repeat after the teacher: <i>apple, orange, melon, banana, pineapple, wash, peel, bite, chew, swallow</i></p>						
<p>3. Students are able to perform actions instructed in the song.</p>	<p>Lyrics: <u>Fruits</u> These are the fruits Orange, apple, melon, banana, and pineapple Tell me what you like</p>		<p>Verb: wash /wɒʃ / peel /pi:l / bite /baɪt / chew /tʃu: / swallow /'swɒl.əʊ /</p>		<p>- The teacher asks some questions related to the theme. • Listen and repeat - The teacher shows the pictures related to the theme and clicks the picture.</p>	<p>- The students answer the questions. • Listen and repeat - The students listen to the recording of vocabulary related to the theme.</p>	<p>Do the task</p>	<p>Exercises</p>	<p><u>Listen and identify</u></p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">a</td></tr> <tr><td style="text-align: center;">p</td></tr> <tr><td style="text-align: center;">p</td></tr> <tr><td style="text-align: center;">l</td></tr> <tr><td style="text-align: center;">e</td></tr> </table>	a	p	p	l	e
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<p>4. students are able to make a project based on the song..</p>	<p>Wash the fruit Peel the fruit Bite the fruit Chew the</p>					<p>- After that, the students repeat the words' sound.</p>									

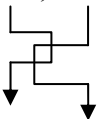
		fruit Swallow the fruit				<ul style="list-style-type: none"> • Listen and identify - The teacher asks the students to find family member mentionrd by his/her. <u>While-viewing</u> • The teacher plays the video completely. • Listen and rearrange the instructions - The teacher asks the students to rearrange some instructions based on the song. - • Listen and colour - The teacher asks the students to choose the fruit pictures mentioned in the song and colour them. 	<ul style="list-style-type: none"> • Listen and identify - The students find the family members by giving a circle. <u>While-viewing</u> • The students watch the video completely. • Listen and rearrange the instructions - The students rearrange some instructions based on the song. - • Listen and colour - The students choose and color the pictures. 			<u>Listen and rearrange the instructions</u> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">Peel</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">wash</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">bite</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">chew</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">swallow</div>	
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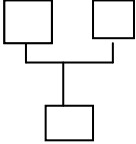
					<ul style="list-style-type: none"> • Listen and perform actions/follow instructions - The teacher asks the students to follow the instructions. <u>Post-viewing</u> • Make a project (fruit satay) - The teacher asks the students to make a fruit satay. • Let's sing together - The teacher asks the students to sing together. Post-teaching : - Summarizing - Reflection - Further guidance 	<ul style="list-style-type: none"> • Listen and perform actions/follow instructions - The students perform the instructions given by the teacher. <u>Post-viewing</u> • Make a project (fruit satay) - The students make a fruit satay. • Let's sing together - The students sing together. Post-teaching : - Pay attention and answer the questions. 			<p><u>Listen and colour</u></p>     <p><u>Fruits satay</u></p>   
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**DEVELOPING A LISTENING MEDIA FOR THE TEACHING OF LISTENING TO THE THIRD GRADE STUDENTS OF
ELEMENTARY SCHOOLS
COURSE GRID OF USING THE VIDEO**

Class/ Semester : 3rd/1st semester
 Academic Year : 2014/ 2015
 School : SD Izzatul Islam Getasan
 Skill : Listening
 Standard : 1. Comprehending very simple text related to the video.
 Theme : Family

Basic Competency	Indicators	Learning Material			Video	Teaching Learning Activities using Video		Assessment			Learning Resource
		The text	Grammar	Vocabulary		Teachers	Students	Technique	Instruments	Example of the instruments	
1.1 Responding to and expressing function about family.	1. Students are able to identify some vocabulary family by doing actions.	Text : - Song about family. - Telling about one family.	Simple Present Tense: There are six members in the family	Noun: father /'fɑ:ðə r / mother /'mɑð.ə r /	Title: Maruko's Family	Pre-teaching : - Greeting - Checking Attendance - Saying an opening prayers	Pre-teaching : - Giving response	Listen and Answer	Questions	Answering the questions: Who are they? 	Book: The Primary English Teacher's Guide book

<p>2. Students are able to fill in the missing words based on the song.</p>	<p>Descriptive text (There are six members in the family)</p> <p>Lyrics:</p> <p><u>Chibi Maruko-chan Family</u></p>		<p>sister /'sɪs.tə r /</p> <p>grandmother /græn d ɪ m ɔ̃ .ə r /</p> <p>grandfather /græn d ɪ f ɔ̃ .ə r /</p>		<p>While-teaching :</p> <p><u>Pre-viewing</u></p> <ul style="list-style-type: none"> • Listen and answer <p>The teacher shows the material.</p> <p>The teacher shows the pictures of Maruko’s family.</p>	<p>While-teaching :</p> <p><u>Pre-viewing</u></p> <ul style="list-style-type: none"> • Listen and answer <p>The students pay attention to the material.</p> <p>The students focus on the pictures and then discuss them.</p>	<p>Listen and Repeat</p>	<p>Teachers</p>	<p>Repeat after the teacher: <i>father, mother, sister, grandfather, grandmother, cut , tall, pretty, handsome, old, short</i></p>																
<p>3. Students are able to complete family tree based on the song.</p>	<p>It is about Chibi Maruko-chan Family There are six members in the family Maruko’s mother is Mrs. Sumire She is pretty Maruko’s father is Mr. Hiroshi He is handsome</p>	<p>Adjective:</p> <p>pretty /ɪ pr ɪ t i /</p> <p>handsome /hæn .səm /</p> <p>short /ɔ̃ ɔ̃ t /</p> <p>tall /t ɔ̃ l /</p> <p>old /ə l d /</p>			<ul style="list-style-type: none"> • Listen and repeat <p>The teacher asks some questions related to the theme.</p> <p>The teacher shows the pictures related to the theme and clicks the picture.</p>	<ul style="list-style-type: none"> • Listen and repeat <p>The students answer the questions.</p> <p>The students listen to the recording of the vocabulary related to the theme.</p>	<p>Do the task</p>	<p>Exercises</p>	<table border="1" data-bbox="1809 738 1989 898"> <tr> <td>G</td> <td>A</td> <td>K</td> </tr> <tr> <td>D</td> <td>P</td> <td>M</td> </tr> <tr> <td>S</td> <td>P</td> <td>H</td> </tr> <tr> <td>Z</td> <td>L</td> <td>P</td> </tr> <tr> <td>P</td> <td>E</td> <td>U</td> </tr> </table>	G	A	K	D	P	M	S	P	H	Z	L	P	P	E	U	
G	A	K																							
D	P	M																							
S	P	H																							
Z	L	P																							
P	E	U																							
<p>4. students are able to make family tree based on their partner.</p>									<p>Sister, Father</p>  <p>Sakiko , Hiroshi</p>																

		<p>Maruko's sister is Sakiko She is tall Maruko's grandmother is Mrs Sasimi She is short Maruko's grandfather is Mr. Tomoso He is old They are a happy family</p>				<ul style="list-style-type: none"> • Listen and identify <p>The teacher asks the students to find the family members mentioned by his/her.</p> <p><u>While-viewing</u></p> <ul style="list-style-type: none"> • The teacher plays the video completely. <ul style="list-style-type: none"> • Listen and match <p>The teacher asks the students to match some words related to the theme.</p> <ul style="list-style-type: none"> • Listen and fill in the blank <p>The teacher asks the students to fill in the blank in the worksheet.</p>	<p>After that, the students repeat the words' sound.</p> <ul style="list-style-type: none"> • Listen and identify <p>The students find the family members by giving a circle.</p> <p><u>While-viewing</u></p> <ul style="list-style-type: none"> • The students watch the video completely. <ul style="list-style-type: none"> • Listen and match <p>The students match the words.</p> <ul style="list-style-type: none"> • Listen and fill in the blank <p>The students fill in the blank in their worksheet.</p>			 <p>Maruko's mother is</p>	<p>Family tree</p> 
--	--	---	--	--	--	---	---	--	--	---	---

					<p><u>Post-viewing</u></p> <ul style="list-style-type: none"> • Listen and complete the family tree - The teacher asks the students fill in the blank in the family tree. • Listen and transfer information - The teacher asks the students to work in pairs, the students make a family tree of their partner. • Let's sing together - The teacher asks the students to sing together. <p>Post-teaching :</p> <ul style="list-style-type: none"> - Summarizing - Reflection - Further guidance 	<p><u>Post-viewing</u></p> <ul style="list-style-type: none"> • Listen and complete the family tree - The students complete the family tree. • Listen and transfer information - The students make a family tree of their partner. • Let's sing together - The students sing together. <p>Post-teaching :</p> <ul style="list-style-type: none"> - Pay attention and answer the questions. 				
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**APPENDIX C:
LESSON PLAN**

“LESSON PLAN”***Rencana Pelaksanaan Pembelajaran (RPP)***

Institution	: SD IT Izzatul Islam Getasan
Academic Year	: 2014/ 2015
Subject	: English
Grade/ Semester	: III/ I
Time allocation	: 1 x 90 minutes (1 meeting)
Language focus	: Listening Skill
Text type	: Simple expressions

Core Competence

1. Comprehending very simple expressions related to the video.

Basic Competence

- 1.1 Responding to and expressing function about food and drink.

Indicators

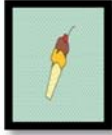
1. Students are able to identify some vocabulary about food and drink by doing actions.
2. Students are able to number the jumble pictures to make a good song.
3. Students are able to complete questionnaires by putting check (v) based on the song.
4. Students are able to identify specific words by choosing the right answer based on the questions/ dialogue.

Learning Objectives

By the end of the lesson, the students are expected to be able to respond the simple expressions found in the video.

Learning Materials

1. Explanation :



ice cream



milkshake



noodle



pizza



pizza milkshake



ice cream noodle



like



don't like

LYRICS

Foods and Drink

What do you like? I like ice cream. Yummy

What do you like? I like noodle. Yummy

What don't you like? I don't like ice cream noodle. Yucky

Intro

What do you like? I like milkshake. Yummy

What do you like? I like pizza. Yummy

What don't you like? I don't like pizza milkshake. Yucky

2. Tasks

Task 1

Listen to your teacher.

(Dengarkan gurumu)

Answer the questions from the teacher based on the pictures.

(Jawablah pertanyaan dari gurumu berdasarkan gambar)

Task 2**Listen to the recording and repeat after that.**

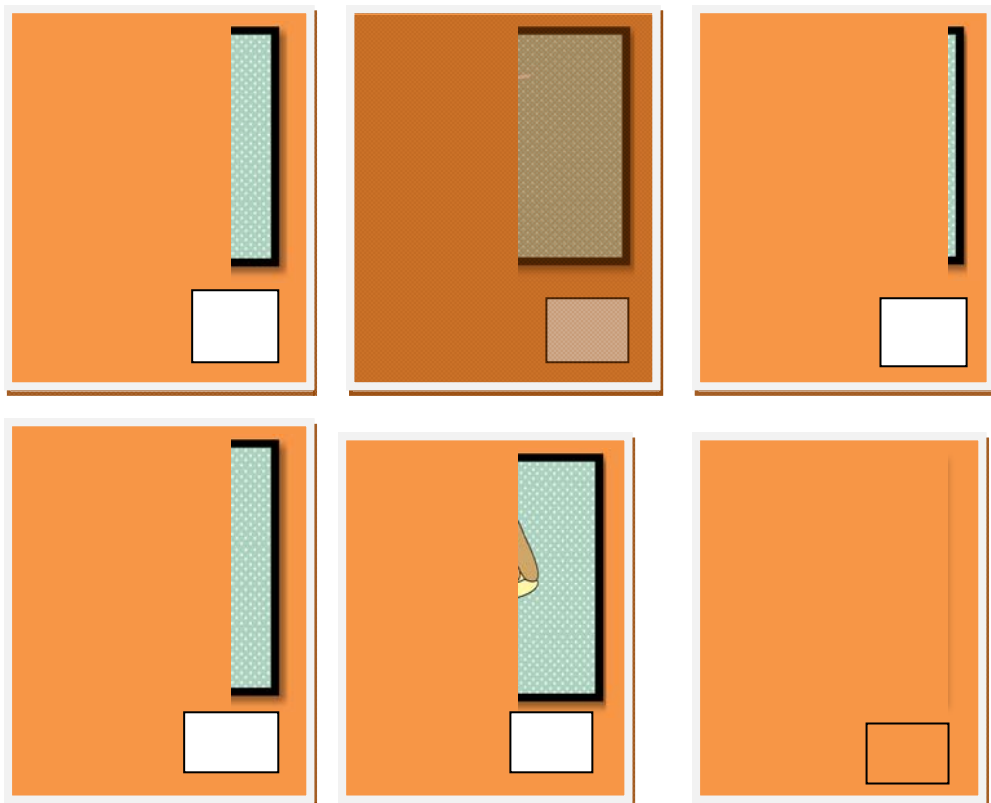
(Dengarkan rekaman dan ulangi setelah itu)

Task 3**Listen to the song.**

(Dengarkan lagu)

Number the picture based on the song.

(Berikan angka pada gambar berdasarkan pada lagu)









Task 4**Listen to the song.**

(Dengarkan lagu)

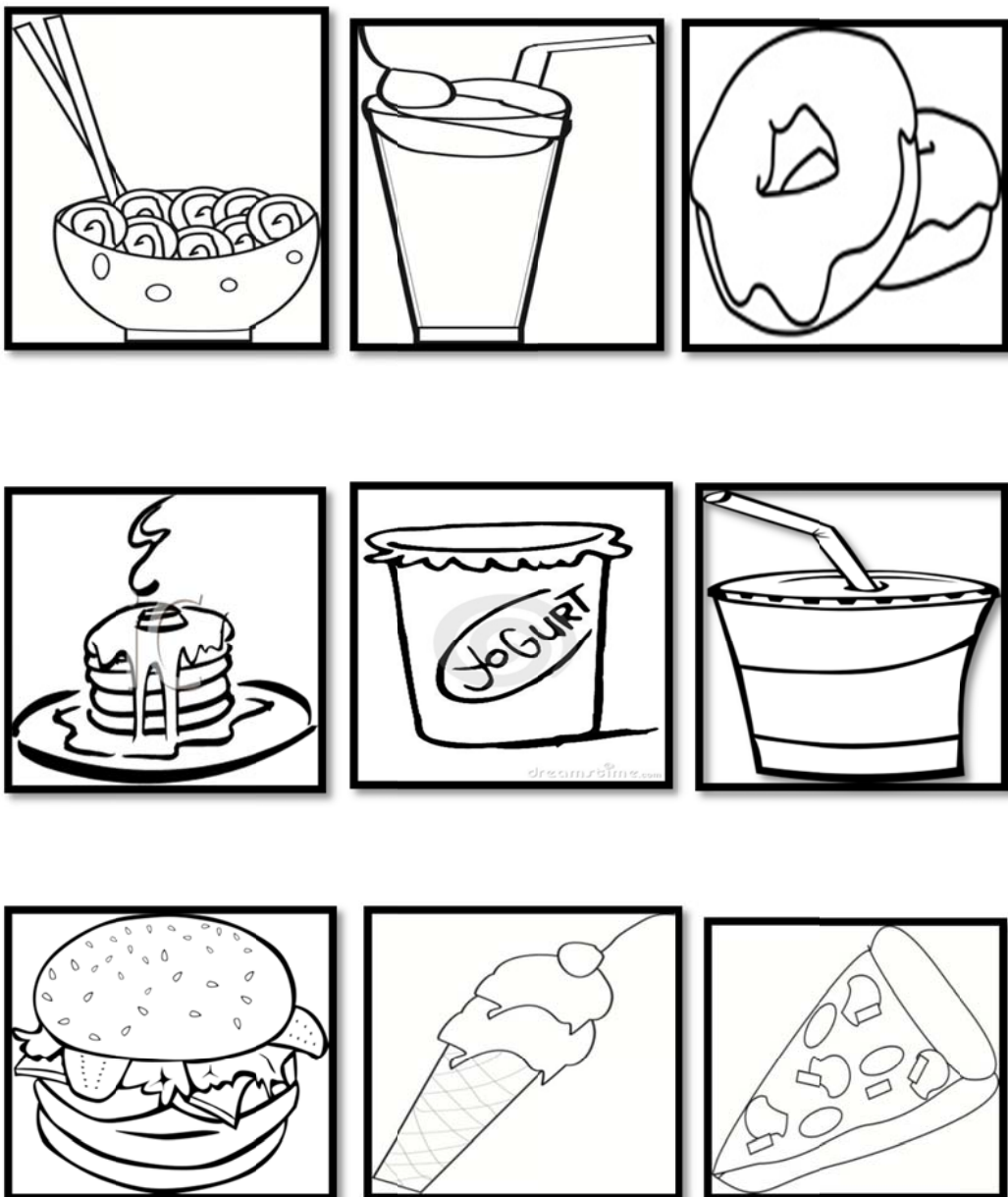
Give a tick about food and drink based on the song. Look at the example.

(Berikan centang tentang makanan dan minuman berdasarkan lagu. Lihat pada contoh)

	☺ Like	☹ Don't like
		✓
		
		
		
		
		

Task 5**Listen to the song.**(Dengarkan lagu *Foods and Beverages*)**Choose the food and drink pictures mentioned in the song and colour them.**

(Pilihlah gambar makanan yang disebutkan pada lagu dan warnai)



Task 6**Part A**

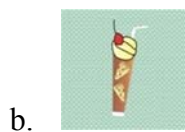
Listen to the recording and choose the right answer by crossing (x) the letter.

(Dengarkan rekaman dan pilihlah jawaban yang tepat dengan memberikan tanda silang pada huruf a, b, c, atau d)

1. Listen and choose the right picture.

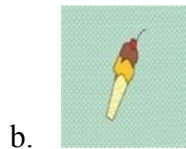


2. Listen and choose the right picture.





3. Listen and choose the right picture.



4. Listen and choose the right picture.





5. Listen and choose the right picture.



Part B

Listen to the recording and choose the right answer by crossing (x) the letter.

(Dengarkan rekaman dan pilihlah jawaban yang tepat dengan memberikan tanda silang pada huruf a, b, c, atau d)

6. Amar likes ...

a. Pizza

b. Coffee

- c. Noodle
 - d. Ice cream
7. Ani likes ...
- a. Ice cream
 - b. Pizza
 - c. Noodle
 - d. Coffee
8. Bima doesn't like ...
- a. Ice cream noodle
 - b. Noodle ice cream
 - c. Noodle
 - d. Ice cream
9. Tari doesn't like ...
- a. Pizza
 - b. Milkshake
 - c. Pizza milkshake
 - d. Milkshake pizza

10. What did Rizky say?
- a. I like ice cream noodle.
 - b. I like noodle.
 - c. I don't like noodle.
 - d. I don't like ice cream noodle.

Task 8

Let's sing together.

(Mari bernyanyi bersama)

Learning Method

Listening-cycle (pre-listening, while-listening, post-listening)

Teaching Learning Activities

1. Opening (10 minutes)

- a. Greeting
- b. Praying
- c. Asking students' conditions
- d. Checking students' attendance
- e. Reviewing the previous materials
- f. Stating the learning objectives which are going to achieve
- g. Outlining the material which are going to discuss

2. Pre-listening (15 minutes)

- a. Students pay attention while the teacher introduces the vocabularies.
- b. Students are given pictures of food and drink.

- c. Students answer the questions from the teacher based on the pictures (Task 1).
- d. Students listen to the recording and repeat after that (Task 2).

3. *While-listening (40 minutes)*

- a. Students pay attention and listen carefully to the song.
- b. Students number the picture based on the song (Task 3).
- c. Students listen to the song again.
- d. Students put check list (v) about food and drink based on the song (Task 4).
- e. Students listen to the song.
- f. Students choose and colour the food and drink found in the song (Task 5).

4. *Post-listening (15 minutes)*

- a. Students were given some questions related to the song.
- b. Students listen to the recording and choose the right answer by crossing the letter (Task 6).
- c. Students sing together.

5. *Closing (10 minutes)*

- a. Asking students if they have questions related to what has been learned.
- b. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process.
- c. Give students a task as their home work.
- d. Telling the students what has been learned as a reflection.
- e. Giving advices to learn further from another sources.
- f. Reviewing the upcoming materials and providing a link between what has been learned and what is going to be learned.

Media

Video

Assessment**1. Task 1, 2**

Technique : Oral test

Form : Whole class activity

Instrument:

Indicators	Instruments	Score Rubric
Students are able to identify some words by doing actions	Task 1: Listen to your teacher. Answer the questions from the teacher based on the pictures.	Observation: A: Very Active B: Active C: Inactive D: Very Inactive
	Task 2: Listen to the recording and repeat after that.	
Comments		

2. Task 3, 4, 5, 6

Technique : Written Test

Form : Individual Activity

Instruments :

Indicators	Instruments	Score Rubric
Students are able to number the jumble pictures to make a good song	Task 3: Listen to the song. Number the picture based on the song.	<u>Right answer</u> x 10 Questions
Students are able to complete questionnaires	Task 4: Listen to the song.	

by putting check (v) based on the song	Give a tick about food and drink based on the song.	
Students are able to identify some words by doing actions	Task 5: Listen to the song. Choose and colour the food and beverages mentioned in the song.	
	Task 6: Listen to the recording and choose the right answer by crossing (x) the letter.	
Comments		Total Score

Sleman, 6 Januari 2015

Mengetahui
Guru,

Mahasiswa,

Ambarwati, S. Pd.

Rahayu Kurniawati

NIM. 10202244039

“LESSON PLAN”***Rencana Pelaksanaan Pembelajaran (RPP)***

Institution	: SD IT Izzatul Islam Getasan
Academic Year	: 2014/ 2015
Subject	: English
Grade/ Semester	: III/ I
Time allocation	: 1 x 90 minutes (1 meeting)
Language focus	: Listening Skill
Text type	: Simple instructions

Core Competence

1. Comprehending and understanding very simple instructions related to the video.

Basic Competence

- 1.1 Responding to and expressing function about fruits.

Indicators

1. Students are able to identify some vocabulary about fruits by doing actions.
2. Students are able to rearrange the jumble instructions to make a good song.
3. Students are able to perform actions instructed in the song.
4. Students are able to make a project based on the song.

Learning Objectives

By the end of the lesson, the students are expected to be able to respond the instructions found in the video.

Learning Materials

3. Explanation :



apple



orange



banana



melon



pineapple



wash



peel



bite



chew



swallow

LYRICS

Fruits

These are the fruits

Orange, apple, melon, banana, and pineapple

Tell me what you like

Wash the fruit

Peel the fruit

Bite the fruit

Chew the fruit

Swallow the fruit

4. Tasks

Task 1

Listen to your teacher.

(Dengarkan gurumu)

Answer the questions from the teacher based on the pictures.

(Jawablah pertanyaan dari gurumu berdasarkan gambar)

Task 2**Listen to the recording and repeat after that.**

(Dengarkan rekaman dan ulangi setelah itu)

Task 3**Listen to the teacher and find the fruits mentioned.**

(Dengarkan gurumu dan temukan buah-buahan yang disebutkan).

Look at the example.**(Lihat pada contoh).**

Q	W	E	R	T	Z	Y	U	I	O
A	P	I	N	E	A	P	P	L	E
O	G	H	J	K	N	Z	X	C	P
R	X	C	V	B	P	M	T	Y	N
A	L	M	E	L	O	N	F	X	B
N	E	F	B	P	C	X	C	V	J
G	D	F	D	B	A	N	A	N	A
E	V	B	Z	Q	X	C	V	F	H
W	C	V	K	A	L	N	S	R	T
A	P	P	L	E	Q	U	I	Y	O

Task 4**Listen to the song.**

(Dengarkan lagu)

Rearrange these instructions. Look at the example.

(Susun kembali perintah-perintah ini. Lihat pada contoh)

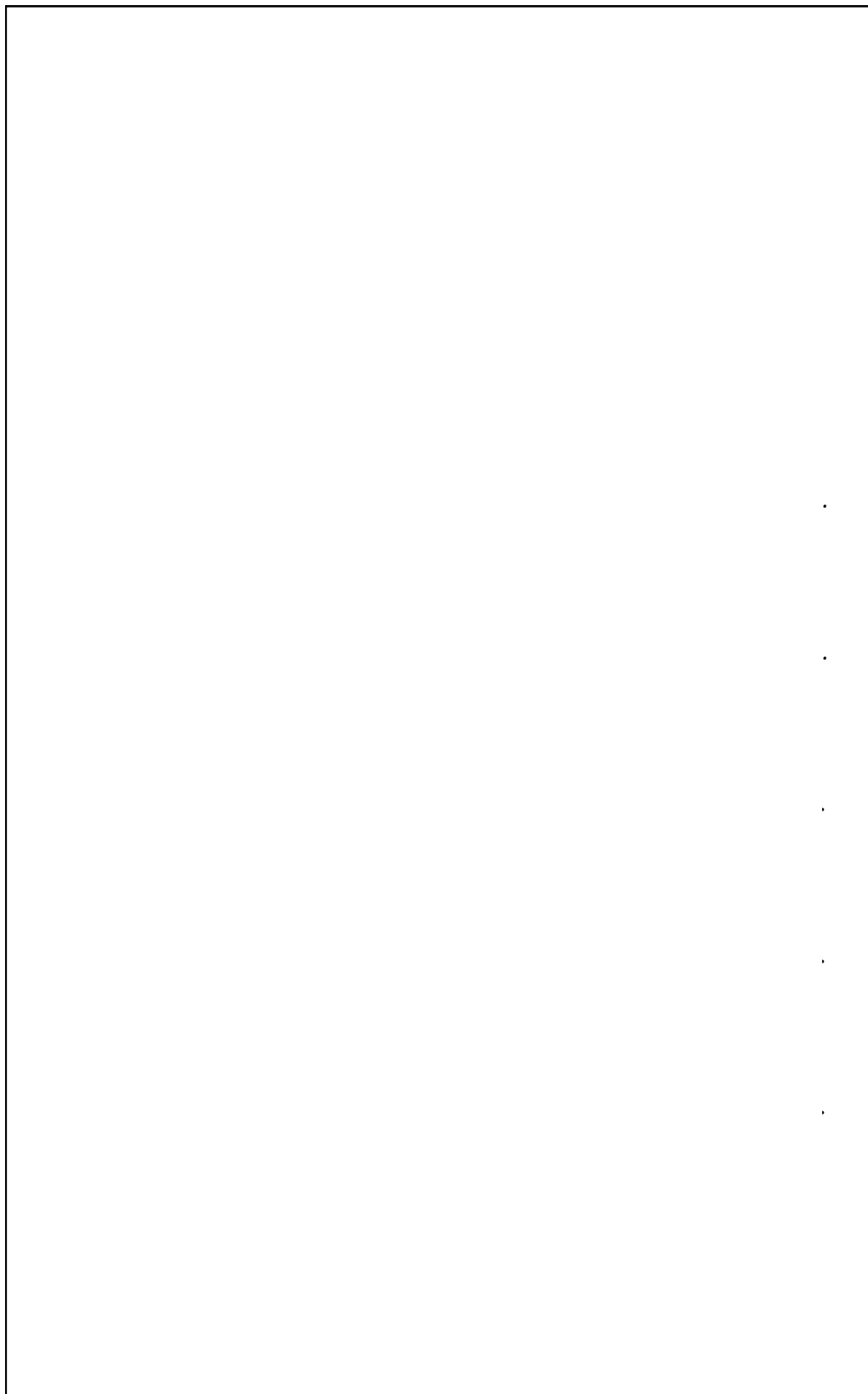
Peel

Wash

Bite

Swallow

Chew

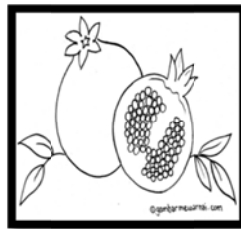
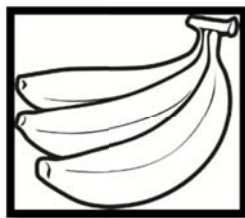
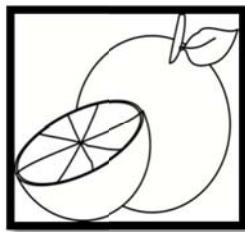
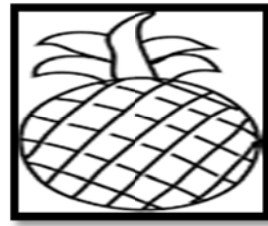
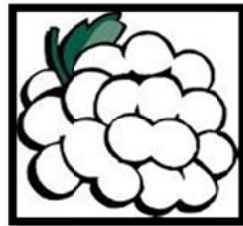
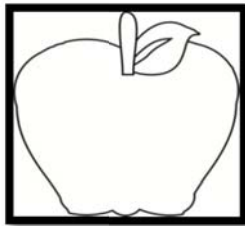


Task 5**Listen to the song.**

(Dengarkan lagunya)

Choose the fruit pictures mentioned in the song and colour them.

(Pilihlah gambar buah yang disebutkan pada lagu dan warnai)

**Task 6****Listen to the song.**

(Dengarkan lagunya)

Make a group of five.

(Buatlah kelompok yang terdiri dari 5 siswa)

Perform the instruction based on the song.

(Mainkan perintah-perintah itu berdasarkan lagu)

Task 7**Listen to the teacher's instruction.**

(Dengarkan perintah guru)

Make groups of five.

(Buatlah kelompok yang terdiri dari 5 siswa)

Make fruit satay in groups.

(Buatlah sate buah dalam kelompok)

Task 8**Let's sing together.**

(Mari bernyanyi bersama)

Learning Method

Listening-cycle (pre-listening, while-listening, post-listening)

Teaching Learning Activities**1. Opening (10 minutes)**

- a. Greeting
- b. Praying
- c. Asking students' conditions
- d. Checking students' attendance
- e. Reviewing the previous materials
- f. Stating the learning objectives which are going to achieve
- g. Outlining the material which are going to discuss

2. Pre-listening (15 minutes)

- a. Students pay attention while the teacher introduces the vocabularies.
- b. Students are given pictures of fruits.

- c. Students answer the questions from the teacher based on the pictures (task 1).
- d. Students listen to the recording and repeat after that (Task 2).
- e. Students listen to the teacher's instructions and find the fruits mentioned by the teacher (Task 3).

3. *While-listening (40 minutes)*

- a. Students pay attention and listen carefully to the song.
- b. Students rearrange the instructions based on the song (Task 4).
- c. Students listen to the song again.
- d. Students perform the instruction based on the song (Task 5).
- e. Students listen to the song.
- f. Students choose the fruit pictures mentioned in the song and colour them (Task 6).

4. *Post-listening (15 minutes)*

- a. Students listen to the teacher's instruction and make fruit satay in group (Task 7).
- b. Students sing a song together (Task 8).

5. *Closing (10 minutes)*

- a. Asking students if they have questions related to what has been learned.
- b. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process.
- c. Give students a task as their home work.
- d. Telling the students what has been learned as a reflection.
- e. Giving advices to learn further from another sources.
- f. Reviewing the upcoming materials and providing a link between what has been learned and what is going to be learned.

Media

Video

Assessment

1. Task 1, 2

Technique : Oral test

Form : Whole class activity

Instrument :

Indicators	Instruments	Score Rubric
Students are able to identify some words by doing actions	Task 1: Listen to your teacher. Answer the questions from the teacher based on the pictures.	Observation: A: Very Active B: Active C: Inactive D: Very Inactive
	Task 2: Listen to the recording and repeat after that.	
	Task 3: Listen to the teacher's instructions. Find the fruits mentioned by the teacher.	
Comments		

2. Task 4, 5, 6,7

Technique: Written Test

Form : Individual Activity

Instruments :

Indicators	Instruments	Score Rubric
Students are able to rearrange the jumble instructions to make a good song	Task 4: Rearrange the instructions based on the song.	<u>Right answer</u> x 10 Questions
Students are able to identify some words by doing actions	Task 5: Listen to the song. Choose the fruits pictures mentioned in the song and color them.	
Students are able to perform some instructions based on the song	Task 6: Listen to the song. Perform the instruction based on the song.	
Students are able to make project based on the song	Task 7: Listen to the teacher's instruction. Make fruit satay in a group.	
Comments		Total Score

Sleman, 7 Januari 2015

Mengetahui

Guru,

Mahasiswa,

Ambarwati , S. Pd.

Rahayu Kurniawati

NIM. 10202244039

“LESSON PLAN”***Rencana Pelaksanaan Pembelajaran (RPP)***

Institution	: SD IT Izzatul Islam Getasan
Academic Year	: 2014/ 2015
Subject	: English
Grade/ Semester	: III/ I
Time allocation	: 1 x 90 minutes (1 meeting)
Language focus	: Listening Skill
Text type	: Descriptive Text

Core Competence

1. Comprehending very simple text related to the video.

Basic Competence

- 1.2 Responding to and expressing function about family.

Indicators

1. Students are able to identify some vocabulary about family by doing actions.
2. Students are able to fill in missing words based on the song.
3. Students are able to complete family tree based on the song.
4. Students are able to make family tree based on their partner's description.

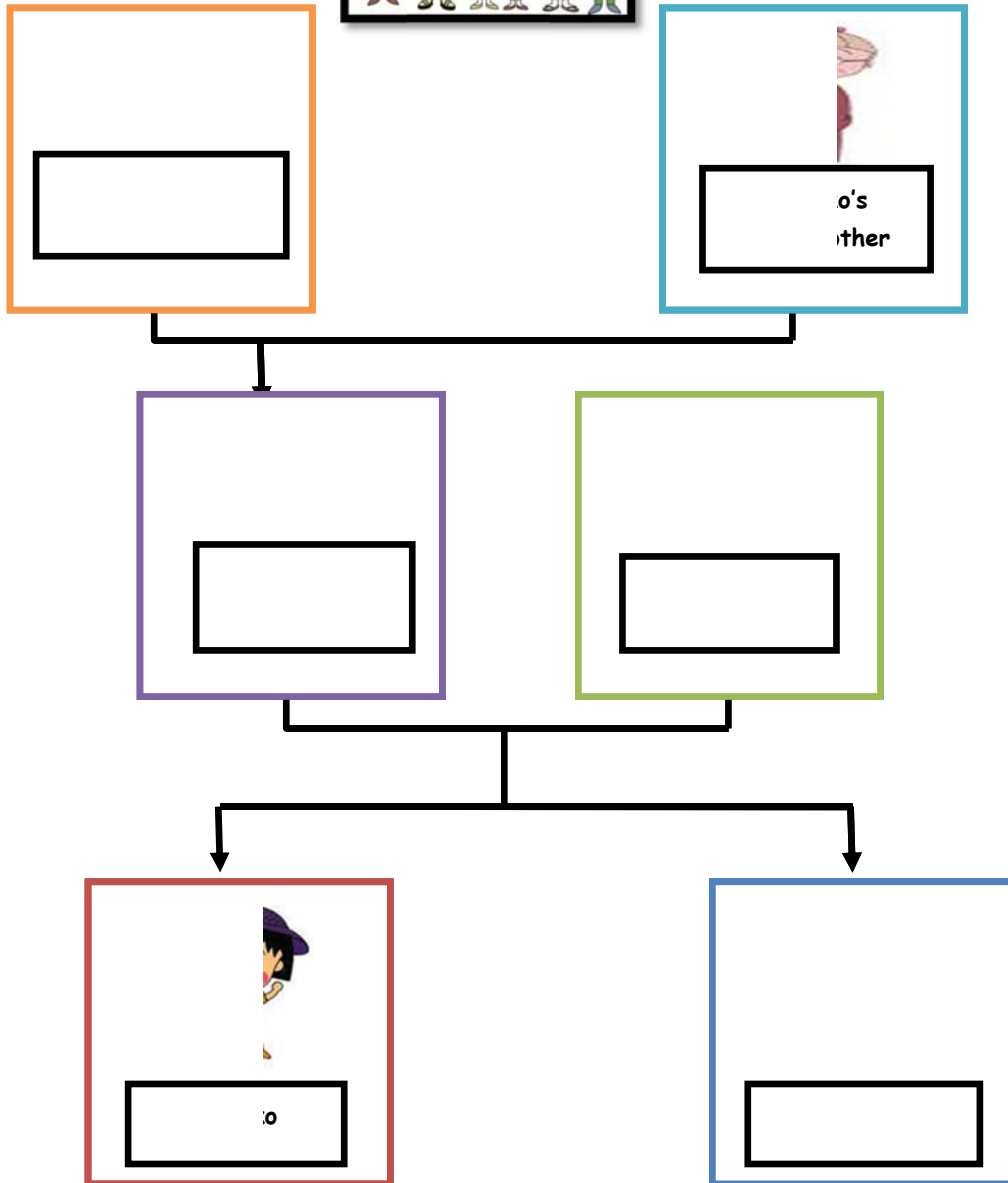
Learning Objectives

By the end of the lesson, the students are expected to be able to respond the simple text found in the video.

Learning Materials

5. Explanation :

Maruko's Family





tall



short



handsome



pretty



old

LYRICS

Maruko's Family

It is about Chibi Maruko Chan Family

There are six members in the family

Maruko's mother is Mrs. Sumire

She is pretty

Maruko's father is Mr. Hiroshi

He is handsome

Maruko's sister is Sakiko

She is tall

Maruko's grandmother is Mrs Sasimi

She is short

Maruko's grandfather is Mr. Tomoso

He is old

They are a happy family

6. Tasks

Task 1

Listen to your teacher.

(Dengarkan gurumu)

Answer the questions from the teacher based on the pictures.

(Jawablah pertanyaan dari gurumu berdasarkan gambar)

Task 2

Listen to the recording and repeat after that.

(Dengarkan rekaman dan ulangi setelah itu)

Task 3

Listen to the teacher and find the family members mentioned.

(Dengarkan gurumu dan temukan anggota keluarga yang disebutkan).

Look at the example.

(Lihat pada contoh).

A	O	B	R	G	Q	E	W	R	Q	Y
G	R	A	N	D	M	O	T	H	E	R
K	J	H	G	Z	F	D	S	A	T	F
M	N	B	V	M	C	X	Z	G	P	G
G	R	A	N	D	F	A	T	H	E	R
R	E	N	T	M	P	L	K	Y	L	H
S	D	O	U	O	Y	G	D	U	M	K
I	J	F	A	T	H	E	R	I	O	L
S	Q	R	K	P	T	G	Z	X	T	O
T	L	S	T	B	R	V	Q	M	H	P
E	P	I	U	R	S	X	T	R	E	V
R	K	D	N	G	H	S	A	S	R	Y

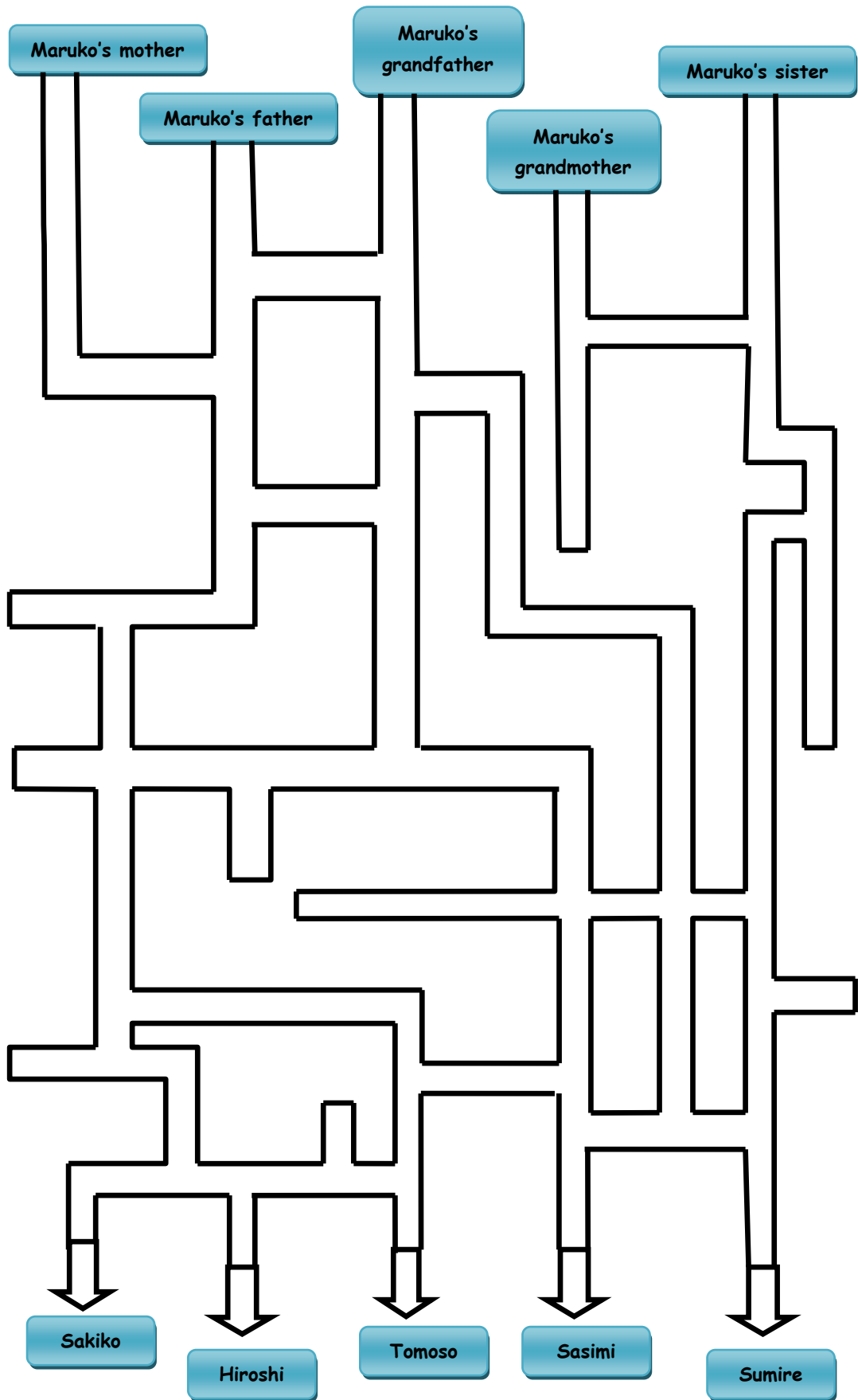
Task 4

Listen to the song.

(Dengarkan lagu)

Match the words with the names.

(Jodohkan kata-kata dengan namanya)



Task 5**Listen to the song.**

(Dengarkan lagu)

Fill in the blank with the words given.

(Lengkapilah titik-titik ini dengan kata-kata yang telah diberikan)

Mr. Hiroshi	old	grandmother	mother	sister
-------------	-----	-------------	--------	--------

It is about Chibi Maruko Chan Family

There are six members in the family

Maruko's (1) is Mrs. Sumire

She is pretty

Maruko's father is (2)

He is handsome

Maruko's (3) is Sakiko

She is tall

Maruko (4) is Mrs Sasimi

She is short

Maruko's grandfather is Mr. Tomoso

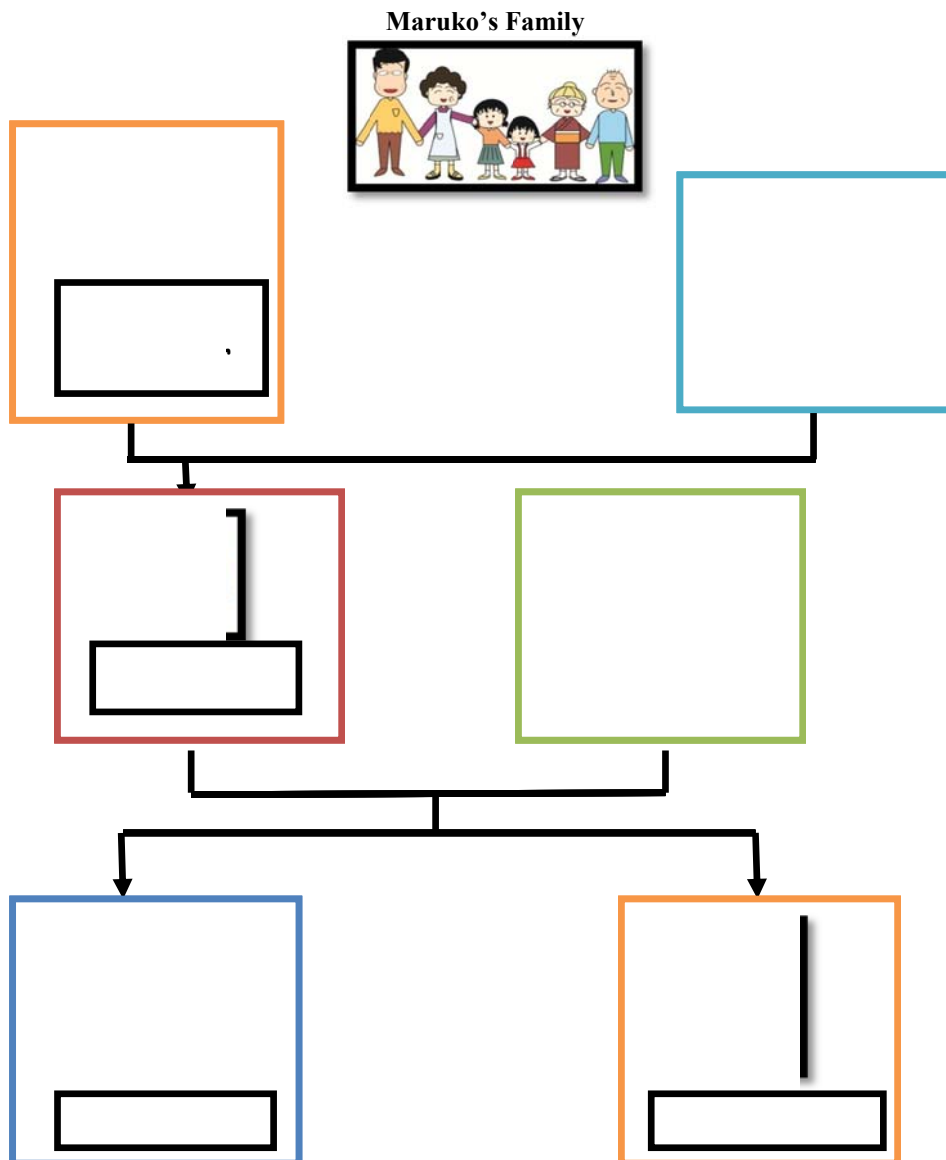
He is (5)

They are a happy family

Task 6

Fill in the blanks. Look at the example.

(Lengkapi titik-titik ini. Lihat pada contoh)



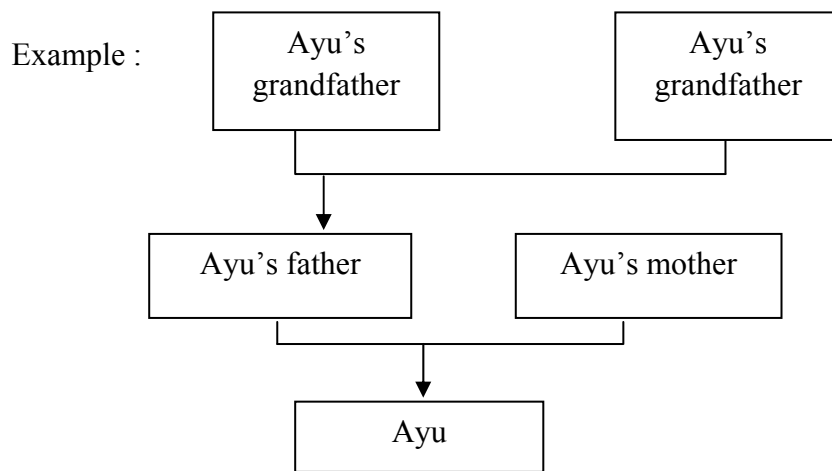
Task 7

Listen to your partner's description about his/her family members.

(Dengarkan deskripsi temanmu tentang anggota keluarga mereka)

Draw of family tree based on your partner's description.

(Gambarlah pohon keluarga berdasarkan deskripsi dari temanmu)

**Task 8**

Let's sing together.

(Mari bernyanyi bersama)

Learning Method

Listening-cycle (pre-listening, while-listening, post-listening)

Teaching Learning Activities**1. Opening (10 minutes)**

- a. Greeting
- b. Praying
- c. Asking students' conditions
- d. Checking students' attendance
- e. Reviewing the previous materials
- f. Stating the learning objectives which are going to achieve
- g. Outlining the material which are going to discuss

2. Pre-listening (15 minutes)

- a. Students pay attention while the teacher introduces the vocabularies.
- b. Students are given pictures of family.
- c. Students answer the questions from the teacher based on the pictures (task 1).
- d. Students listen to the recording and repeat after that (Task 2).
- e. Students listen to the teacher's instructions and find the family members mentioned by the teacher (Task 3).

3. While-listening (40 minutes)

- a. Students listen to Maruko's family song.
- b. Students match the words of Maruko's family with their names by giving a line (Task 4).
- c. Students listen to the song again fill in the blank with the words given (Task 5).

4. Post-listening (15 minutes)

- a. Students fill in the blank in the family tree (Task 6).
- b. Students listen to the partner's description about his/her family member.
- c. Students make their partner's family tree based on what they hear (Task 7).
- d. Students sing a song together.

5. Closing (10 minutes)

- a. Asking students if they have questions related to what has been learned.
- b. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process.
- c. Give students a task as their home work.
- d. Telling the students what has been learned as a reflection.
- e. Giving advices to learn further from another sources.
- f. Reviewing the upcoming materials and providing a link between what has been learned and what is going to be learned.

Media

Video

Assessment**1. Task 1, 2, 3**

Technique : Oral test

Form : Whole class activity

Instrument :

Indicators	Instruments	Score Rubric
Students are able to identify some words by doing actions	Task 1: Listen to your teacher. Answer the questions from the teacher based on the pictures.	Observation: A: Very Active B: Active C: Inactive D: Very Inactive
	Task 2: Listen to the recording and repeat after that.	
	Task 3: Listen to the teacher's instructions. Find the family members mentioned by the teacher.	
Comments		

2. Task 4, 5, 6,7

Technique: Written Test

Form : Individual Activity

Instruments :

Indicators	Instruments	Score Rubric
Students are able to identify some words by doing actions	Task 4: Listen to <i>Maruko's Family</i> song. Match the words of Maruko's family with their names by giving a line.	<u>Right answer</u> x 10 Questions
Students are able to fill in missing words based on the story	Task 5: Listen to <i>Maruko's Family</i> song. Fill in the blank with the words given.	
Students are able to complete family tree based on the song	Task 6: Complete the family tree	
	Task 7: Listen to your partner's description about his/her family member.	
Students are able to make family tree based on their partner	Make your partner's family tree based on what you hear.	
Comments		Total Score

Sleman, 9 Januari 2015

Mengetahui

Guru,

Mahasiswa,

Ambarwati, S. Pd.

Rahayu Kurniawati

NIM. 10202244039

**APPENDIX D:
INSTRUMENTS**

Nama	:
Jenis Kelamin	:
Umur	:
Kelas	:

**ANGKET ANALISIS KEBUTUHAN SISWA KELAS 3
SD IT IZZATUL ISLAM GETASAN**

Hi adik-adik,

Aku mohon bantuan adik-adik ya untuk mengisi angket ini. Kalian diminta untuk mengisi pertanyaan-pertanyaan di bawah ini dengan member tanda centang (√) pada kolom yang tersedia. Angket ini tidak akan mempengaruhi nilai adik-adik di kelas. Sebelum mengisi, bacalah petunjuk pengisian terlebih dahulu. Jika ada yang belum di mengerti, silahkan bertanya terlebih dahulu. Terima kasih

No.	Pertanyaan	Sangat benar	Benar	Salah	Sangat salah
		:D	☺	:/	☹
1.	Aku menyukai pelajaran bahasa Inggris.				
2.	Aku selalu menunggu-nunggu jam pelajaran bahasa Inggris.				
3.	Aku senang mendengarkan orang yang pandai berbicara dalam Bahasa Inggris.				
4.	Aku senang mengingat kata-kata bahasa Inggris yang				

	baru aku dengar.				
5.	Aku senang jika bisa menjawab pertanyaan dalam bahasa Inggris dengan benar.				
6.	Aku senang mendengarkan percakapan bahasa Inggris di tivi.				
7.	Aku suka menonton film kartun yang ada ucapan bahasa Inggrisnya seperti film kartun Dora the Explorer.				
8.	Aku senang menirukan ucapan bahasa Inggris yang diucapkan oleh guru.				
9.	Aku senang mendengarkan orang yang berbicara dalam bahasa Inggris dengan lancar.				
10.	Aku senang jika bisa menggunakan ucapan bahasa Inggris bersama teman-teman.				
11.	Aku senang melihat dan mendengarkan video lagu yang menggunakan bahasa Inggris.				
12.	Aku senang jika guru menjelaskan pelajaran menggunakan Media yang menarik.				
13.	Aku suka lagu bahasa inggris tentang pakaian.				
14.	Aku suka lagu bahasa inggris				

	tentang buah-buahan.				
15.	Aku suka lagu bahasa inggris tentang keluarga.				
16.	Aku suka lagu bahasa inggris tentang bagian anggota tubuh.				
17.	Aku suka lagu bahasa inggris tentang makanan dan minuman.				
18.	Aku senang belajar bahasa Inggris melalui lagu-lagu bahasa Inggris.				
19.	Aku senang bernyanyi menggunakan bahasa Inggris.				
20.	Aku senang jika guru memberikan contoh percakapan bahasa Inggris dengan benar.				

English Teachers' Evaluation Questionnaires

Instrument for Media Assessment for English Teacher

Name :

Job :

Institution :

Give check (√) in the appropriate boxes

A. The Syllabus and Program Content

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Pembelajaran sesuai dengan Standar Kompetensi. (The teaching and learning process is relevant to the Competency standard.)				
2. Pembelajaran sesuai dengan Kompetensi Dasar. (The teaching and learning process is relevant to the Basic Competency.)				
3. Indikator sesuai dengan Kompetensi Dasar. (The indicators are appropriate to the Basic Competency.)				
4. Sasaran pembelajaran jelas. (The target audiences of the instruction are clear.)				

5. Materi yang diajarkan lengkap. (The materials taught are complete.)				
6. Materi yang diajarkan jelas. (The materials taught are clear.)				
7. Petunjuk yang digunakan jelas. (The instruction used are clear.)				
8. Media yang digunakan menarik. (The media used are attractive.)				
9. Media mudah untuk digunakan. (The media are easy to be used.)				
10. Soal yang diberikan sesuai dengan Kompetensi Dasar. (The test items are appropriate to the Basic Competency.)				
11. Soal yang diberikan sesuai dengan Standar Kompetensi. (The test items are appropriate to the Standard Competency.)				
12. Soal sesuai dengan indikator. (The test items are appropriate to the indicators.)				

B. Materials of Instruction

Statements	Very Agree	Agree	Disagree	Very Disagree
13. Materi yang diajarkan jelas (The materials taught are clear.)				
14. Materi mudah untuk dipelajari (The materials are easy to be comprehended.)				
15. Audio yang diperdengarkan jelas.				

(The audio use is clear.)				
16. Gambar yang digunakan jelas. (The pictures used is clear.)				
17. Lagu yang digunakan dalam video cocok. (The songs used in the video are suitable.)				
18. Gambar didalam video membantu siswa dalam memahami arti lagu. (The pictures of the video help students in understanding the meaning of the songs.)				
19. Video progam membantu siswa untuk mengembangkan kemampuan mendengarkan. (The video program help students to develop listening skill.)				
20. Soal-soal yang diberikan jelas. (The test items are clear.)				
21. Materi dan soal seimbang (The materials and the test items are balance.)				

C. Media

Statements	Very Agree	Agree	Disagree	Very Disagree
22. Gambar yang digunakan dalam video dalam kualitas yang bagus (The pictures used in video is in a good quality.)				
23. Media dapat menangkap perhatian siswa. (The media can catch students' attention.)				
24. Media membuat siswa aktif				

dalam proses mengajar dan belajar (The media make students active in teaching and learning process.)				
25. Media mudah untuk digunakan. (The media are easy to be used.)				

Comments and Suggestion for Revision

No	Revision Target	Description	Suggestion

Conclusion:

This media is considered to be*)

- a. Feasible to apply without revision
- b. Feasible to apply with suggested revision
- c. Less feasible to apply

*) circle one of the statements

Yogyakarta ,

Students' Evaluation Questionnaires

Nama :

Jenis Kelamin :

Umur :

ANGKET EVALUASI MEDIA UNTUK SISWA KELAS III
SD IT IZZATUL ISLAM GETASAN

Hai anak-anak,

Mohon bantuannya menjawab beberapa pertanyaan di bawah ini ya ... Jawablah pertanyaan sesuai dengan kondisi masing-masing dengan menuliskan tanda centang (✓) pada kolom yang telah disediakan. Jawaban apapun yang diberikan tidak akan mempengaruhi nilai bahasa Inggris kalian. Jika ada yang kurang jelas, silakan bertanya sebelum menjawab pertanyaan.

Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Materi yang diajarkan dengan video program jelas				
2. Materi yang diajarkan menggunakan video program mudah dimengerti				
3. Materi dapat digunakan dalam percakapan sehari-hari				
4. Aktivitas selama kegiatan belajar mengajar menyenangkan				
5. Soal latihan yang diberikan sesuai dengan materi yang diajarkan				
6. Soal latihan yang diberikan jelas				
7. Video program membantuku dalam memahami pelajaran bahasa Inggris				

8. Video progam membuat kegiatan belajar bahasa Inggris tidak membosankan				
9. Video progam memuatku bersemangat belajar bahasa Inggris				
10. Gambar pada video membantuku memahami arti lagu				
11. Gambar yang digunakan untuk menjelaskan pelajaran jelas				
12. Menurutku video progam menarik				
13. Menurutku video progam bagus				
14. Menurutku belajar bahasa Inggris dengan video progam menyenangkan				
15. Menurutku kegiatan yang dilakukan di kelas tidak membosankan				

1. Students' Need Analysis Interview Guidelines

- a. Tertarik tidak untuk belajar bahasa Inggris?
- b. Suka tidak dengan pelajaran bahasa Inggris?
- c. Apakah pembelajaran bahasa Inggris yang kamu dapat hanya dari sekolah atau ditambah dengan bimbingan belajar di luar sekolah?
- d. Kamu lebih suka belajar sendiri atau secara kelompok?
- e. Bagaimana kegiatan belajar di kelas yang diinginkan?

2. English Teacher's Need Analysis Interview Guidelines

- a. Apakah kesulitan Ibu saat mengajar *listening skill*?
- b. Apakah teknik/metode yang dipakai dalam pengajaran *listening* di kelas 3, Bu?
- c. Apa saja media yang Ibu pakai untuk mengajar *listening*?
- d. Dari mana sajakah sumber belajar yang Ibu pakai?
- e. Apakah Ibu selalu memberikan *listening task* kepada siswa setiap pelajaran *listening*?
- f. Apakah Ibu selalu menerapkan proses-proses *listening* ketika mengajar?
- g. Apakah kesulitan siswa saat *listening*, Bu?
- h. Apakah kemampuan siswa dalam mendengar sudah sesuai harapan Ibu? Jika belum, mengapa?
- i. Bagaimana antusiasme siswa ketika *listening activity*?
- j. Bagaimana cara Ibu memotivasi siswa?

3. Students' Evaluation Interview Guidelines

- a. Apakah belajar dengan *video program* menyenangkan? Jika iya mengapa?
- b. Apakah materi yang diajarkan menarik?
- c. Apakah tugasnya mudah dikerjakan?
- d. Apakah aktifitas dalam kelas menyenangkan? Mengapa?
- e. Apakah *video program* membantu proses belajar? Mengapa?
- f. Apakah *video program* mendukung proses belajar mengajar di dalam kelas?

4. English Teacher's Evaluation Interview Guidelines`

- a. Bagaimana pendapat Ibu mengenai *video progam* yang telah diterapkan dalam pembelajaran *listening*?
- b. Apakah materi yang *video progam* cocok untuk mengajarkan *listening skill* untuk siswa kelas 3? Jika iya, mengapa?
- c. Apakah ketertarikan dan motivasi siswa meningkat dengan menerapkan *video progam* dalam proses belajar mengajar?
- d. Apa saja yang perlu diperbaiki untuk implementasi *video progam* berikutnya?

5. Class Observation Guidelines

Teacher's Name : Ambarwati, S. Pd. Date : August, 19th 2014
 School : SD IT Izzatul Islam Getasan Time : 9.15 – 10.20
 Class : III

No	Aspects	Descriptions
A	Learning Resource	
	1. Curriculum	KTSP
	2. Syllabus	Available
	3. Lesson Plan	Available
B	Teaching and Learning Process	
	1. Opening	The English teacher began the class by greetings.
	2. Explaining the materials	He presented the materials orally. Sometimes, he wrote the main point of the materials on the whiteboard.
	3. Teaching method	Thematic (theme-based teaching)
	4. Language class	Bilingual (English and Indonesian)
	5. Time management	He spent most of the time to explain the materials.
	6. Gesture or body language	He used his hand to point toward students when asked some questions.
	7. Giving motivation	-
	8. Asking for students' understanding	He checked the students' understanding by asking "Apakah sudah jelas?"
	9. Managing the class	He calmed the hyperactive students by saying some words.
	10. Using media	He only used workbook and whiteboard in teaching and learning process.
	11. Assessment technique	He assessed the students understanding orally.
12. Closing	He closed the class by saying good bye.	
C	Students' behaviour	
	1. Students' behaviour in the class	Most of the students were paid attention in the teaching and learning process. They also responded to the English teacher's questions.
	2. Students' behaviour out of the class	They were very polite. They tend to smile and shake hand with the teacher who passing by.

**APPENDIX E:
FIELD NOTES**

1. Class Observation

Day : Tuesday, August, 19th 2014
Time : 09.15 – 10.25
Place : ClassIII of SD IT Islam Getasan

The English teacher entered the class. She began the class by saying greeting. After that, she asked the students about the last material. Some students answered the question in their mother language. Then, the English teacher asked the students to open the next chapter in their course book.

The material for that day was parts of the body. The English teacher explained the materials orally. Sometimes, she wrote down the material on the whiteboard and asked the students to copy the material. For example: eyes, ears, nose, head, hand. Next, she read some vocabulary and asked the students to repeat after her. Most of the students were still wrong in their pronunciation and the teacher gave the right pronunciation. Then, she asked the students to do the task from their workbook. She explained the instruction about the task. However, just a few of the students paid attention to the teacher's explanation. Most of them did not pay attention. That is why there was student who did not understand to the instructions of the task. The English teacher was going around and helped the students to understand the task.

After that, the condition of the class was unrestrained. Some of the students liked to going around and did not pay attention to the teaching and learning activities. The English teacher had to calm down the class by saying "Jangan rame ya."

The teacher asked the students to submit the tasks before the bell rang. She gave a score in the task and gave it to the students. He ended the class by saying good bye.

2. Meeting I

Day/date : Tuesday, 6th January 2015

Setting : Classroom (III)

Time : 08.30 - 10.00

Theme : Food and Beverages

- ✓ There were two members of the class that could not attend the meeting. They were got sick.
- ✓ The students had known about the name of the vocabularies about food and beverages in English.
- ✓ The students were very active when they answered the question from the teacher about food and beverages in the slide.
- ✓ In the listen and repeat stage, all of the students did the instructions well.
- ✓ The students were very excited when they watched the video. after that, they did the task by giving a number to every pictures based on the song.
- ✓ The students watched to the video again and then did the task by giving the tick in the pictures based on the song.
- ✓ The next task was listen and colour. The students chose the food and beverages pictures mentioned in the song and colour them.
- ✓ The last task just answers the questions by crossing the right answer. They did the task well.
- ✓ Some students asked the meaning of some words while doing the task.
- ✓ The student's workbooks submitted.
- ✓ The students closed the lesson by singing a song together. They were very active and happy when they were singing together.

3. Meeting II

Day/date : Wednesday, 7th January 2015

Setting : Classroom (III)

Time : 8.30 - 10.00

Theme : Fruits

- ✓ There were two members of the class that could not attend the meeting. They were got sick.
- ✓ The students had known about the name of the vocabularies about fruits in English.
- ✓ The students were very active when they answered the question from the teacher about fruits in the slide.
- ✓ In the *listen and repeat* stage, all of the students did the instructions well.
- ✓ The students did the task well in the “listen and identify” task. They answered the questions correctly.
- ✓ The students watched to the video and then did the task by rearrange the instructions based on the song in the video.
- ✓ The next task was listen and colour. The students chose the fruit pictures mentioned in the song and colour them.
- ✓ After that, the teacher asked the students to make a group. They performed the actions mentioned by the teacher based on the song in the video. This stage could run well.
- ✓ The last task was making a fruit satay. The students were very happy because they can eat the fruit satay after finished to make it.
- ✓ The student’s workbooks submitted.
- ✓ The students closed the lesson by singing a song together. They were very active and happy when they were singing together.

4. Meeting III

Day/date : Friday, 9th January 2015

Setting : Classroom (III)

Time : 08.00 - 09.30

Topic : Family

- ✓ The third meeting run well.
- ✓ There were one members of the class that could not attend the meeting. They were got sick.
- ✓ The students had known about the name of the vocabularies about family in English.
- ✓ The students were very active when they answered the question from the teacher about family in the slide.
- ✓ In the listen and repeat stage, all of the students did the instructions well.
- ✓ The students did the task well in the “listen and identify” task. They answered the questions correctly.
- ✓ The students watched to the video carefully because they knew that they had to do the task.
- ✓ After that, they did the task again. They matched the word of Maruko’s family with their names by giving a line. This stage could run well.
- ✓ They watched to the video again.
- ✓ The next task was “listen and fill in the blank”, just a few of students which understood the instructions. Most of them had difficulties to do the task.
- ✓ The next task was complete the family tree. They did the task well.
- ✓ The last task was making a family tree. They listen to the partner’s description about his/her family member. Then, they make family tree based on the partner’s family.
- ✓ The student’s workbooks submitted.
- ✓ The students closed the lesson by singing a song together. They were very active and happy when they were singing together.

APPENDIX F:
INTERVIEW TRANSCRIPT

1. Students' Need Analysis Interview Transcript

- Researcher : Kakak minta waktunya sebentar ya dik untuk melakukan interview.
Tolong perkenalkan nama, jenis kelamin dan umur
- Student : Nama saya Bayu. Jenis kelamin laki-laki. Umur delapan tahun.
- Researcher : O.K ... Saya mulai ya.
Bayu tertarik tidak untuk belajar Bahasa Inggris?
- Student : Tertarik
- Researcher : Kenapa Bayu tertarik dengan bahasa Inggris? Alasannya apa?
- Student : Ehm..Karena belajar bahasa Inggris itu asik dan menyenangkan.
- Researcher : Terus Bayu suka gak belajar bahasa Inggris?
- Student : Suka
- Researcher : Bayu belajar bahasa Inggris cuma dari sekolah atau mengikuti les di luar sekolah?
- Student : Aku di sekolah, tapi kadang les juga.
- Researcher : Terus, kamu lebih suka belajar sendiri atau secara kelompok?
- Student : Ehm, kelompok.
- Researcher : Kenapa lebih suka kelompok?
- Student : Biar gampang ngerjainya, saling membantu dan cepat selesai.
- Researcher : Kamu pengen kegiatan belajar di kelas itu seperti apa?
- Student : Yang menyenangkan.
- Researcher : Yang menyenangkan itu kaya apa? Ada media nya?
- Student : Hmm ... ya ada lagunya, ada videonya. Nyanyi bersama.
- Researcher : O.K terimakasih dik.
- Student : Sama-sama.

2. English Teacher's Need Analysis Transcript

- Researcher : Apakah kesulitan Ibu saat mengajar *listening skill*?
- Teacher : Duh ... kalo listening di kelas jarang mbak. Kesulitannya ya itu karena nggak ada medianya, biasanya Cuma dari buku paket yang di bacakan langsung oleh guru.
- Researcher : Apakah teknik/metode yang dipakai dalam pengajaran *listening* di kelas 3, Bu?
- Teacher : Biasanya Cuma guru membacakan dari buku paket, kemudian anak-anak menirukan. *Listen and repeat*.
- Researcher : Apa saja media yang Ibu pakai untuk mengajar *listening*?
- Teacher : Apa ya. Biasanya Cuma dari buku aja mbak. Kadang juga menyanyi.
- Researcher : Oh iya bu.
Lalu dari mana sajakah sumber belajar yang Ibu pakai?
- Teacher : Sebagian besar ya dari buku paket dan internet.
- Researcher : Apakah Ibu selalu memberikan *listening task* kepada siswa setiap pelajaran *listening*?

- Teacher : Iya mbak.
- Researcher : Apakah Ibu selalu menerapkan proses-proses *listening* ketika mengajar *listening*?
- Teacher : Proses seperti apa ya mbak?
- Researcher : Yang itu lho bu. Sebelum, selama, dan setelah proses mendengarkan.
- Teacher : Oh ... enggak mbak. Kan *listen and repeat* itu juga cuma satu kegiatan.
- Researcher : Apakah kesulitan siswa saat *listening*, Bu?
- Teacher : Ketika *listening*, kebanyakan siswa sudah tau apa yang saya katakan, tetapi ketika saya menyuruh mereka untuk menulis yang saya katakan, belum sepenuhnya bisa mbak. Jadi kalau untuk pelafalanya sudah betul, tapi untuk nulisnya mereka masih susah.
- Researcher : Lalu apakah kemampuan siswa dalam mendengar sudah sesuai harapan Ibu? Jika belum, mengapa?
- Teacher : Menurut saya sudah mbak. Ya itu tadi untuk pelafalanya mereka sudah banyak yang tau, tapi untuk cara menulisnya belum.
- Researcher : Bagaimana antusiasme siswa ketika *listening activity*?
- Teacher : Walaupun gak ada medianya, tetapi siswa sudah cukup antusias mbak kalau ada lagu, walaupun saya sendiri yang menyayikan lagu.
- Researcher : Lalu bagaimana cara Ibu memotivasi siswa?
- Teacher : Ya dengan lagu yang saya nyanyikan sendiri itu mbak. Biar mereka nggak bosan.
- Researcher : Terimakasih Bu.
- Teacher : Iya. Sama-sama mbak.

3. Students' Evaluation Interview Transcript

- Researcher : Apakah pembelajaran dengan video program menyenangkan?
- Student : Senang.
- Researcher : Kenapa?
- Student : Karena menarik.
- Researcher : Kalau materinya gimana? Menarik nggak?
- Student : Ia menarik, ada gambar-gambarnya.
- Researcher : Untuk tugas-tugasnya gimana? Sulit nggak?
- Student : Enggak. Mudah kok.
- Researcher : Terus kalau aktifitas di kelasnya membosankan nggak?
- Student : Enggak. Menyenangkan malah, karena ada lagu-lagunya.
- Researcher : Video program ini membantu dalam pembelajaran bahasa Inggris nggak?
- Student : Membantu.
- Researcher : Alasannya apa?
- Student : Karena mempermudah untuk memahami materi dan mudah untuk

- dimengerti.
- Researcher : Mendukung nggak sih dalam proses belajar di kelas?
 Student : Iya, sangat mendukung. Selain itu juga menyenangkan.
 Researcher : O.K terimakasih.
 Student : Iya. Sama-sama

4. English Teacher's Evaluation Interview Transcript

- Researcher : Bagaimana pendapat Ibu mengenai video program yang telah diterapkan dalam pembelajaran *listening*?
- Teacher : Sangat tepat mbak. Mediana membuat anak tertarik dalam mengikuti pelajaran karena ada visualnya, ada kartunya juga, ada lagu-lagunya. Semua itu sesuai dengan dunia anak-anak. Tugas yang diberikan juga sesuai dengan materi jadi anak-anak juga lebih mudah untuk mengerjakannya.
- Researcher : Apakah materi yang diajarkan cocok untuk mengajarkan *listening skill* untuk siswa kelas 3? Jika iya, mengapa?
- Teacher : Kalau menurut saya cocok mbak, karena materi yang diajarkan sesuai untuk kelas 3. Temanya juga memang untuk diajarkan di kelas 3.
- Researcher : Apakah ketertarikan dan motivasi siswa meningkat dengan menerapkan *video program* dalam *listening skill*/ proses belajar mengajar?
- Teacher : Iya mbak. Saya lihat kemarin anak-anak antusias kok mengikuti pelajaran. Mereka juga sering bertanya, kapan ketemu mbak nya lagi? begitu mbak.
- Researcher : Apa saja yang perlu diperbaiki untuk implementasi *video program* berikutnya?
- Teacher : Sebaiknya background video program yang bertemakan family di buat lebih berwarna mbak, jangan cuma putih. Biasanya anak-anak kan lebih suka yang berwarna.

APPENDIX G:
THE QUESTIONNAIRES RESULT

1. The Result of Students' Need Analysis Questionnaires

a. Students' Interest

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' interest	1	The students like to learn English.	82,85%	17,14%	0%	0%
	2	The students wait for the English lesson to be begun.	62,85%	37,14%	0%	0%

b. Students' attitude toward the English lesson

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' attitude toward the English lesson.	3	The students like to listen to people who speak in English well.	65,71%	28,57%	5,71%	0%
	4	The students like to remember the new vocabularies.	51,42%	42,85%	5,71%	0%
	5	The students feel happy when they can answer a question in English correctly.	71,42%	28,57%	0%	0%

c. Students' Background

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' background.	6	The students like to listen to English conversation in television.	8,57%	14,28%	77,14%	0%
	7	The students like to watch movies in English, such as Dora the Explorer.	71,42%	28,57%	0%	0%
	8	The students like to	17,14%	77,14%	5,71%	0%

		repeat what English teacher says.				
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d. Students' Motivation

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' motivation.	9	The students like to hear people speaking English fluently.	57,14%	28,57%	14,28%	0%
	10	The students like to learn English in groups with their friends.	71,42%	28,57%	0%	0%

e. Students' Learning Needs

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' learning needs	11	The students like to listen to English song.	85,71%	14,28%	0%	0%
	12	The students are happy when the English teacher uses interesting media for teaching.	91,42%	8,57%	0%	0%
	13	The students like English song about clothes.	14,28%	28,57%	28,57%	28,57%
	14	The students like English song about fruits.	57,14%	28,57%	14,28%	0%
	15	The students like English song about family.	42,85%	57,14%	0%	0%
	16	The students like English song about parts of the body.	5,71%	42,85%	28,57%	22,85%
	17	The students like English song about food and	42,85%	42,85%	14,28%	0%

		beverages.				
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f. Students' Expectation

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' expectation	18	The students like to learn English through English songs.	51,42%	48,57%	0%	0%
	19	The students like to sing English songs.	42,85%	57,14%	0%	0%
	20	The students like when the English teacher gives an example of English conversation correctly.	28,57%	57,14%	14,28%	0%

2. The Result of English Teachers' Evaluation Questionnaires

a. The syllabus and program content

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
The syllabus and program content	1	The teaching and learning process is relevant to the Competency standard.	40%	60%	0%	0%
	2	The teaching and learning process is relevant to the Basic Competency.	40%	60%	0%	0%
	3	The indicators are appropriate to the Basic Competency.	30%	70%	0%	0%
	4	The target audiences of the instruction are clear.	20%	80%	0%	0%
	5	The materials taught are complete.	40%	60%	0%	0%
	6	The materials taught are	40%	60%	0%	0%

		clear.				
	7	The instructions used are clear.	30%	70%	0%	0%
	8	The media used are attractive.	40%	60%	0%	0%
	9	The media are easy to be use.	70%	30%	0%	0%
	10	The test items are appropriate to the Basic Competency.	70%	30%	0%	0%
	11	The test items are appropriate to the Standard Competency.	50%	50%	0%	0%
	12	The test items are appropriate to the indicators.	30%	70%	0%	0%

b. Instructions of Materials

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Materials of instruction	13	The materials taught are clear.	60%	40%	0%	0%
	14	The materials are easy to be comprehended.	40%	60%	0%	0%
	15	The audio use is clear.	30%	70%	0%	0%
	16	The pictures used is clear.	60%	40%	0%	0%
	17	The songs used in the video are suitable.	70%	30%	0%	0%
	18	The pictures of the video help students in understanding the meaning of the songs.	20%	80%	0%	0%
	19	The video program help students to develop listening skill.	40%	60%	0%	0%
	20	The test items are clear.	50%	50%	0%	0%
	21	The materials and the test items are balance.	50%	50%	0%	0%

c. Media

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Media	22	The pictures used in	50%	50%	0%	0%

		video is in a good quality.				
	23	The media can catch students' attention.	50%	50%	0%	0%
	24	The media make students active in teaching and learning process.	30%	70%	0%	0%
	25	The media are easy to be used.	40%	60%	0%	0%

3. The Result of Students' Evaluation Questionnaires

a. Materials

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Materials	1	Materi yang diajarkan dengan video program jelas	85,71%	14,28%	0%	0%
	2	Materi yang diajarkan menggunakan video program mudah dimengerti	20%	80%	0%	0%
	3	Materi dapat digunakan dalam percakapan sehari-hari	57,14%	42,85%	0%	0%

b. Monitoring of Students' Progress

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Monitoring of Students' Progress	4	Aktivitas selama kegiatan belajar mengajar menyenangkan	60%	40%	0%	0%
	5	Soal latihan yang diberikan sesuai dengan materi yang diajarkan	71,42%	28,57%	0%	0%
	6	Soal latihan yang diberikan jelas	11,42%	88,57%	0%	0%

c. Media

The	The	Statements	Result			
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Purpose of the Questions	Question Number		Strongly Agree	Agree	Disagree	Strongly Disagree
Media	7	Video program membantuku dalam memahami pelajaran bahasa Inggris	54,28%	45,71%	0%	0%
	8	Video program membuat kegiatan belajar bahasa Inggris tidak membosankan	62,85%	37,14%	0%	0%
	9	Video program memuatku bersemangat belajar bahasa Inggris	48,57%	51,42%	0%	0%
	10	Gambar pada video membantuku memahami arti lagu	77,14%	22,85%	0%	0%
	11	Gambar yang digunakan untuk menjelaskan pelajaran jelas	17,14%	82,85%	0%	0%
	12	Menurutku video program menarik	54,28%	45,71%	0%	0%
	13	Menurutku video program bagus	51,42%	48,57%	0%	0%
	14	Menurutku belajar bahasa Inggris dengan video program menyenangkan	71,42%	28,57%	0%	0%
	15	Menurutku kegiatan yang dilakukan di kelas tidak membosankan	37,14%	62,85%	0%	0%

APPENDIX H:
TEACHER'S GUIDE BOOK

Video Program

Teacher's Guide Book

(Buku Pegangan Guru)

Contents

1	
Introduction
2	
Course Grid and Lesson Plan
3	
How to use the Video Program
4	
Materials and Lyric of the songs
Unit 1
Unit 2
Unit 3
5	
Assessments and Answer Key
6	
Resources

Introduction **1**

Media yang menarik sangat jarang digunakan untuk siswa-siswi tingkat Sekolah Dasar. Selain itu, sebagian dari media yang sudah ada dianggap belum maksimal. Kurangnya media membuat *listening activities* jarang dilakukan di dalam kelas. Kegiatan belajar mengajar juga dianggap membosankan.

Dengan adanya Video Program ini, diharapkan bias membuat kegiatan belajar mengajar *listening skill* di dalam kelas lebih menarik dan menyenangkan.

For who

Teacher guide's book ini digunakan sebagai buku pegangan bagi guru bahasa Inggris dalam menggunakan video program sebagai media belajar mengajar di kelas. Dengan buku pegangan ini, diharapkan guru tidak merasa kesulitan dalam mengajarkan video program di dalam kelas.

Course Grid

Video Program ini dikembangkan dengan *theme-based* sehingga dapat digunakan pada semua kurikulum yang sedang berlaku. Ada 3 tema dalam video program ini. Tema pertama adalah *food and beverages*. Tema *food and beverages* mengajarkan kosakata baru (*noun*), dan ekspresi *like and dislike*. Tema kedua adalah *fruits*. Tema ini juga mengajarkan kosakata baru (*noun* dan *verb*), dan *simple instructions*. Tema yang ketiga adalah *fruits*. Tema ini mengajarkan kosakata baru (*noun, adjective*), dan *descriptive text*. Ketiga tema itu juga mengajarkan lagu baru yang menyenangkan dan menarik bagi siswa.




Dengan banyaknya materi yang diajarkan melalui video program ini, diharapkan kegiatan belajar mengajar *listening skill* di kelas dapat berjalan dengan lancar. *Course Grid* sebagai acuan silabus, SK dan KD akan dijelaskan pada tabel di bawah ini:




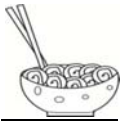
DEVELOPING A LISTENING MEDIA FOR THE TEACHING OF LISTENING TO THE THIRD GRADE STUDENTS OF
ELEMENTARY SCHOOLS
COURSE GRID OF USING THE VIDEO

Class/ Semester : 3rd /1st semester
 Academic Year : 2014/ 2015
 School : SD Izzatul Islam Getasan
 Skill : Listening
 Standard : 1. Comprehending very simple expressions related to the video.
 Theme : Food and Drink

Basic Competency	Indicators	Learning Material			Video	Teaching Learning Activities using Video		Assessment			Learning Resource
		The text	Grammar	Vocabulary		Teachers	Students	Technique	Instruments	Example of the instruments	
1.1 Responding to and expressing function about food and drink	1. Students are able to identify some vocabulary	Text : Song about food and drink.	Simple Present Tense: I like ice cream, I	Noun: ice cream /,a□s'kri:m/	Title: Food and Drink	Pre-teaching : Greeting Checking	Pre-teaching : Giving response	Listen and Answer	Questions	Answering the questions: What is it?	Book: The Primary English

about food and drink by doing actions.	Telling about some food and beverages.	like noodle, I don't like ice cream noodle	noodle /'nu:.dl □/ ice cream noodle / , a □ s 'kri:m 'nu:.dl □/		Attendance Saying an opening prayers	Attendance Saying an opening prayers					Teacher's Guide book
2. Students are able to number the jumble pictures to make a good song.	Expressing like and dislike (I like ice cream, I like noodle, I don't like ice cream noodle)	I like milkshake, I like pizza, I don't like pizza milkshake	milkshake /'m□lk.□e□k/ pizza /'pi:t.sə/ pizza milkshake		Attendance Saying an opening prayers	Attendance Saying an opening prayers	Attendance Saying an opening prayers	Listen and Repeat	Teachers	Repeat after the teacher: <i>Like, don't like, ice cream, noodle, pizza, milkshake</i> <u>Listen and numbers</u>	

	<p>3. Students are able to complete questionnaires by putting check (v) based on the song.</p> <p>4. students are able to identify specific words by choosing the right answer based on the questions/dialogue.</p>	<p>Lyrics:</p> <p><u>Foods and Drink</u></p> <p>What do you like? I like ice cream. Yummy What do you like? I like noodle. Yummy What don't you like? I don't like ice cream noodle. Yucky Intro What do you like? I like milkshake. Yummy What do you like? I like pizza. Yummy What don't</p>		<p>/ˈpi:t.sə'mɪk.ɪk/</p> <p>like /laɪk/</p> <p>dislike /dɪ'slaɪk/</p>		<p>pictures of food and drink.</p> <p>The teacher asks some questions related to the theme.</p> <p>• Listen and repeat The teacher shows the pictures related to the theme and clicks the picture.</p> <p><u>While-viewing</u></p> <p>• The teacher plays the video completely.</p> <p>• Listen and numbers The teacher asks the students to</p>	<p>pictures and then discuss them.</p> <p>The students answer the questions.</p> <p>• Listen and repeat The students listen to the recording of vocabulary related to the theme.</p> <p>After that, the students repeat the words' sound.</p> <p><u>While-viewing</u></p> <p>• The students watch the video completely.</p> <p>• Listen and numbers The students number the</p>	<p>Do the task</p>	<p>Exercises</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <input type="checkbox"/> <input type="checkbox"/> </div> <div style="text-align: center;">  <input type="checkbox"/> <input type="checkbox"/> </div> <div style="text-align: center;">  <input type="checkbox"/> <input type="checkbox"/> </div> </div> <p><u>Tick chart</u></p> <table border="1" style="width: 100%; height: 100px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>									

		<p>you like? I don't like pizza milkshake. Yucky</p>			<p>number the picture based on the song.</p> <ul style="list-style-type: none"> • Listen and classify The teacher asks the students to give a tick about food and drink based on the song. • Listen and identify The teacher asks the students to choose the fruit pictures mentioned in the song and colour them. <p><u>Post-viewing</u></p> <ul style="list-style-type: none"> • Answer the questions The teacher asks the students to 	<p>picture based on the song.</p> <ul style="list-style-type: none"> • Listen and classify The students give a tick about the food and drink based on the song. • Listen and identify The students choose and colour the pictures. <p><u>Post-viewing</u></p> <ul style="list-style-type: none"> • Answer the questions The students answer the 			<p><u>Listen and colour</u></p>     <p>Ani likes ...</p> <ol style="list-style-type: none"> noodle ice cream milkshake 	
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						<p>find the fruits mentioned by his/her.</p> <ul style="list-style-type: none"> • Let's sing together <p>The teacher asks the students to sing together.</p> <p>Post-teaching :</p> <ul style="list-style-type: none"> - Summarizing - Reflection - Further guidance. 	<p>questions.</p> <ul style="list-style-type: none"> • Let's sing together <p>The students sing together.</p> <p>Post-teaching :</p> <ul style="list-style-type: none"> - Pay attention and answer the questions. 			<p>d. ice cream noodle</p>	
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DEVELOPING A LISTENING MEDIA FOR THE TEACHING OF LISTENING TO THE THIRD GRADE STUDENTS OF
ELEMENTARY SCHOOLS
COURSE GRID OF USING THE VIDEO

Class/ Semester : 3rd /1st semester

Academic Year : 2014/ 2015

School : SD Izzatul Islam Getasan

Skill : Listening

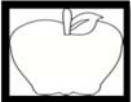



Standard : 1. Comprehending and understanding very simple instructions related to the video.


Theme : Fruits

Basic Competency	Indicators	Learning Material			Video	Teaching Learning Activities using Video		Assessment			Learning Resource
		The text	Grammar	Vocabulary		Teachers	Students	Technique	Instruments	Example of the instruments	
1.1 Responding to and expressing function about fruits	1. Students are able to identify some vocabulary	Text : Song about fruits.	Simple Present Tense: Wash the	Noun: apple /æp.l/	Title: Fruits	Pre-teaching : - Greeting - Checking	Pre-teaching : - Giving response	Listen and Answer	Questions	Answering the questions: What is it?	Book: The Primary English

	<p>about fruits by doing actions.</p> <p>2. Students are able to rearrange the jumble instructions to make a good song.</p>	<p>Telling about some fruits.</p> <p>Simple instructions (wash the fruit, peel the fruit, bite the fruit, chew the fruit, swallow the fruit)</p>	<p>fruit Peel the fruit Bite the fruit Chew the fruit Swallow the fruit</p>	<p>orange /ɔr.ɒnd/</p> <p>melon /'mel.ən/</p> <p>banana /bə'nɑ:nə/</p> <p>pineapple /'paɪnæp.l/</p>		<p>Attendance Saying an opening prayers</p> <p>While-teaching :</p> <p><u>Pre-viewing</u></p> <ul style="list-style-type: none"> • Listen and answer <p>The teacher shows the material.</p> <p>The teacher shows the</p>	<p>While-teaching :</p> <p><u>Pre-viewing</u></p> <ul style="list-style-type: none"> • Listen and answer <p>The students pay attention to the material.</p> <p>The students focus on the</p>	<p>Listen and Repeat</p>	<p>Teachers</p>	<p>Repeat after the teacher: <i>apple, orange, melon, banana, pineapple, wash, peel, bite, chew, swallow</i></p>	<p>Teacher's Guide book</p>
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	<p>3. Students are able to perform actions instructed in the song.</p> <p>4. students are able to make a project based on the song..</p>	<p>Lyrics:</p> <p><u>Fruits</u> These are the fruits Orange, apple, melon, banana, and pineapple Tell me what you like</p> <p>Wash the fruit Peel the fruit Bite the fruit Chew the fruit Swallow the fruit</p>		<p>Verb:</p> <p>wash /wɒʃ/</p> <p>peel /pi:l/</p> <p>bite /baɪt/</p> <p>chew /tʃu:/</p> <p>swallow /'swɒl.əʊ/</p>		<p>pictures of fruit.</p> <p>The teacher asks some questions related to the theme.</p> <p>• Listen and repeat</p> <p>The teacher shows the pictures related to the theme and clicks the picture.</p> <p>• Listen and identify</p> <p>The teacher asks the students to find family member.</p>	<p>pictures and then discuss them.</p> <p>The students answer the questions.</p> <p>• Listen and repeat</p> <p>The students listen to the recording of vocabulary related to the theme.</p> <p>After that, the students repeat the words' sound.</p> <p>• Listen and identify</p> <p>The students find the family members by giving a circle.</p>	Do the task	Exercises	<p><u>Listen and identify</u></p> <table border="1" data-bbox="1910 475 1973 791"> <tr><td>a</td></tr> <tr><td>p</td></tr> <tr><td>p</td></tr> <tr><td>l</td></tr> <tr><td>e</td></tr> </table> <p><u>Listen and rearrange the instructions</u></p> <table border="1" data-bbox="1910 946 2054 1015"> <tr><td>Peel</td></tr> </table> <table border="1" data-bbox="1910 1058 2054 1134"> <tr><td>wash</td></tr> </table> <table border="1" data-bbox="1910 1177 2054 1270"> <tr><td>bite</td></tr> </table>	a	p	p	l	e	Peel	wash	bite	
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					<p><u>While-viewing</u></p> <ul style="list-style-type: none"> • The teacher plays the video completely. <p>• Listen and identify</p> <p>The teacher asks the students to choose the fruit pictures mentioned in the song and colour them.</p> <p>• Listen and rearrange the instructions</p> <p>The teacher asks the students to rearrange some instructions based on the song.</p> <p>• Listen and perform actions/follow instructions</p> <p>The teacher asks the students to</p>	<p><u>While-viewing</u></p> <ul style="list-style-type: none"> • The students watch the video completely. <p>• Listen and identify</p> <p>The students choose the pictures and color.</p> <p>• Listen and rearrange the instructions</p> <p>The students rearrange some instructions based on the song.</p> <p>• Listen and perform actions/follow instructions</p> <p>The students perform the</p>			<div data-bbox="1912 309 2056 405" style="border: 1px solid black; height: 60px; width: 64px;"></div> <div data-bbox="1912 448 2056 555" style="border: 1px solid black; height: 67px; width: 64px; margin-top: 10px;"></div> <p style="text-align: center; margin-top: 20px;"><u>Listen and colour</u></p> <div data-bbox="1899 778 2029 880" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"></div> <div data-bbox="1899 900 2029 1002" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"></div> <div data-bbox="1899 1021 2029 1123" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"></div> <div data-bbox="1899 1161 2029 1308" style="border: 1px solid black; padding: 5px;"></div>	
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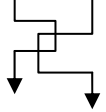

					<p>follow the instructions.</p> <p><u>Post-viewing</u></p> <ul style="list-style-type: none"> • Make a project (satay) <p>- The teacher asks the students to make a fruit satay.</p> <ul style="list-style-type: none"> • Let's sing together <p>- The teacher asks the students to sing together.</p> <p>Post-teaching :</p> <ul style="list-style-type: none"> - Summarizing - Reflection - Further guidance 	<p>instructions given by the teacher.</p> <p><u>Post-viewing</u></p> <ul style="list-style-type: none"> • Make a project (satay) <p>- The students make a fruit satay.</p> <ul style="list-style-type: none"> • Let's sing together <p>- The students sing together.</p> <p>Post-teaching :</p> <ul style="list-style-type: none"> - Pay attention and answer the questions. 			<p><u>Fruits satay</u></p> 	
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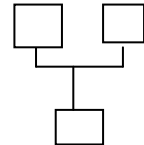
DEVELOPING A LISTENING MEDIA FOR THE TEACHING OF LISTENING TO THE THIRD GRADE STUDENTS OF
ELEMENTARY SCHOOLS
COURSE GRID OF USING THE VIDEO

Class/ Semester : 3rd /1st semester
 Academic Year : 2014/ 2015
 School : SD Izzatul Islam Getasan
 Skill : Listening
 Standard : 1. Comprehending very simple text related to the video.
 Theme : Family

Basic Competency	Indicators	Learning Material			Video	Teaching Learning Activities using Video		Assessment			Learning Resource
		The text	Grammar	Vocabulary		Teachers	Students	Technique	Instruments	Example of the instruments	
1.1 Responding to and expressing function about family.	1. Students are able to identify some vocabulary family by	Text : Song about family.	Simple Present Tense: There are six	Noun: father /ˈfɑːðər / mother	Title: Maruko's Family	Pre-teaching : - Greeting - Checking Attendance	Pre-teaching : - Giving response While-teaching :	Listen and Answer	Questions	Answering the questions: Who are they?	

doing actions.	- Telling about one family.	members in the family	/ˈmɪ.ðə r / sister /ˈsɪ.s.tə r /	grandmother /græn d mɪ.ðə r /	grandfather /græn d fɪ.ðə r /	- Saying an opening prayers While-teaching : <u>Pre-viewing</u> • Listen and answer	<u>Pre-viewing</u> • Listen and answer				
2. Students are able to fill in the missing words based on the song.	- Descriptive text (There are six members in the family)					- The teacher shows the material. - The teacher shows the pictures of Maruko's family.	- The students pay attention to the material. - The students focus on the pictures and then discuss them. - The students answer the questions.	Listen and Repeat	Teachers	Repeat after the teacher: <i>father, mother, sister, grandfather, grandmother, cut , tall, pretty, handsome, old, short</i>	

<p>3. Students are able to complete family tree based on the song.</p> <p>4. students are able to make family tree based on their partner.</p>	<p>It is about Chibi Maruko-chan Family There are six members in the family Maruko's mother is Mrs. Sumire She is pretty Maruko's father is Mr. Hiroshi He is handsome Maruko's sister is Sakiko She is tall Maruko's grandmother is Mrs Sasimi She is short Maruko's grandfather is Mr. Tomoso He is old</p>	<p>/□pr□t.i/ handsome /hæn.səm/ short /□□□t/ tall /t□□l/ old /ə□ld/</p>		<p>The teacher asks some questions related to the theme.</p> <p>• Listen and repeat</p> <p>The teacher shows the pictures related to the theme and clicks the picture.</p> <p>• Listen and identify</p> <p>The teacher asks the students to find the family members on the wordsearch.</p> <p><u>While-viewing</u></p> <p>• The teacher plays the video</p>	<p>• Listen and repeat</p> <p>The students listen to the recording of vocabulary related to the theme.</p> <p>After that, the students repeat the words' sound.</p> <p>• Listen and identify</p> <p>The students find the family members by giving a circle.</p> <p><u>While-viewing</u></p> <p>• The students watch the video</p>	<p>Do the task</p>	<p>Exercises</p>	<table border="1" data-bbox="1877 308 2056 467"> <tr><td>G</td><td>A</td><td>K</td></tr> <tr><td>D</td><td>P</td><td>M</td></tr> <tr><td>S</td><td>P</td><td>H</td></tr> <tr><td>Z</td><td>L</td><td>P</td></tr> <tr><td>P</td><td>E</td><td>U</td></tr> </table> <p>Sister, Father</p>  <p>Sakiko , Hirosi</p>  <p>Maruko's mother is</p>	G	A	K	D	P	M	S	P	H	Z	L	P	P	E	U	
G	A	K																						
D	P	M																						
S	P	H																						
Z	L	P																						
P	E	U																						

		They are a happy family			<p>completely.</p> <ul style="list-style-type: none"> • Listen and match <p>- The teacher asks the students to match some words related to the theme.</p> <ul style="list-style-type: none"> • Listen and fill in the blank <p>- The teacher asks the students to fill in the blank in the worksheet.</p> <p><u>Post-viewing</u></p> <ul style="list-style-type: none"> • Listen and complete the family tree <p>- The teacher asks the students fill in the blank in the family tree.</p>	<p>completely.</p> <ul style="list-style-type: none"> • Listen and match <p>- The students match the words.</p> <ul style="list-style-type: none"> • Listen and fill in the blank <p>- The students fill in the blank in their worksheet.</p> <p><u>Post-viewing</u></p> <ul style="list-style-type: none"> • Listen and complete the family tree <p>- The students complete the family tree.</p>			<p>Family tree</p> 	
--	--	-------------------------	--	--	--	---	--	--	--	--

					<ul style="list-style-type: none"> • Listen and transfer information - The teacher asks the students to work in pairs, the students make a family tree of their partner. • Let's sing together - The teacher asks the students to sing together. Post-teaching : - Summarizing - Reflection - Further guidance 	<ul style="list-style-type: none"> • Listen and transfer information - The students make a family tree of their partner. • Let's sing together - The students sing together. Post-teaching : - Pay attention and answer the questions. 				
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“LESSON PLAN”

Rencana Pelaksanaan Pembelajaran (RPP)

Institution	: SD IT Izzatul Islam Getasan
Academic Year	: 2014/ 2015
Subject	: English
Grade/ Semester	: III/ I
Time allocation	: 1 x 90 minutes (1 meeting)
Language focus	: Listening Skill
Text type	: Simple expressions

Core Competence

1. Comprehending very simple expressions related to the video.

Basic Competence

- 1.1 Responding to and expressing function about food and drink.

Indicators

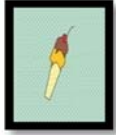
1. Students are able to identify some vocabulary about food and drink by doing actions.
2. Students are able to number the jumble pictures to make a good song.
3. Students are able to complete questionnaires by putting check (v) based on the song.
4. Students are able to identify specific words by choosing the right answer based on the questions/ dialogue.

Learning Objectives

By the end of the lesson, the students are expected to be able to respond the simple expressions found in the video.

Learning Materials

7. Explanation :



ice cream



milkshake



noodle



pizza



pizza milkshake



ice cream noodle



like



don't like

LYRICS

Foods and Drink

What do you like? I like ice cream. Yummy

What do you like? I like noodle. Yummy

What don't you like? I don't like ice cream noodle. Yucky

Intro

What do you like? I like milkshake. Yummy

What do you like? I like pizza. Yummy

What don't you like? I don't like pizza milkshake. Yucky

8. Tasks

Task 1

Listen to your teacher.

(Dengarkan gurumu)

Answer the questions from the teacher based on the pictures.

(Jawablah pertanyaan dari gurumu berdasarkan gambar)

Task 2

Listen to the recording and repeat after that.

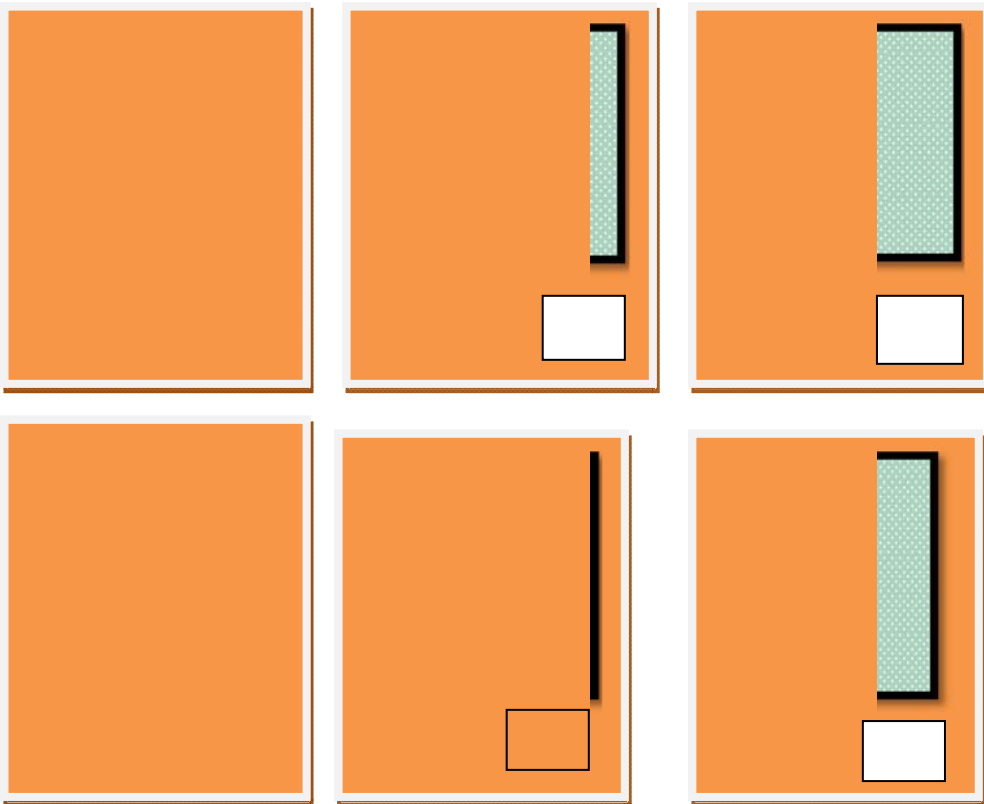
(Dengarkan rekaman dan ulangi setelah itu)

Task 3**Listen to the song.**

(Dengarkan lagu)

Number the picture based on the song.

(Berikan angka pada gambar berdasarkan pada lagu)









Task 4**Listen to the song.**

(Dengarkan lagu)

Give a tick about food and drink based on the song. Look at the example.

(Berikan centang tentang makanan dan minuman berdasarkan lagu. Lihat pada contoh)

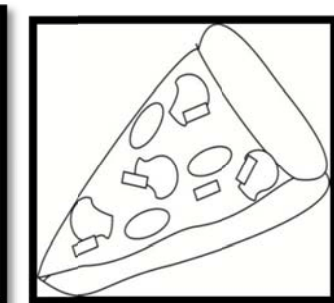
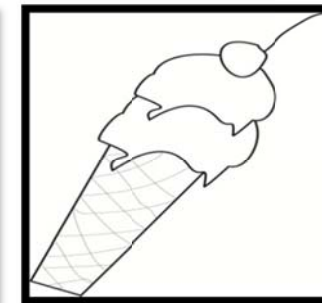
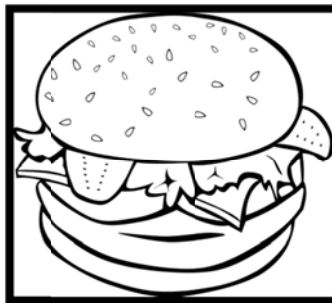
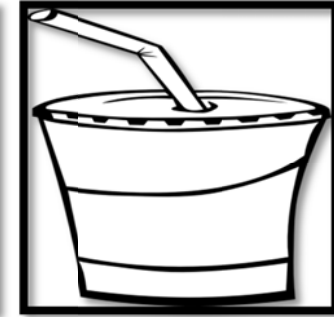
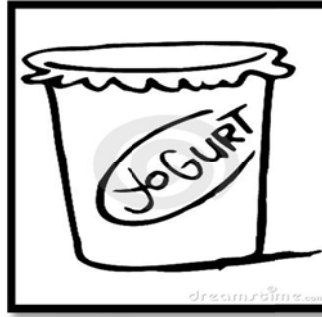
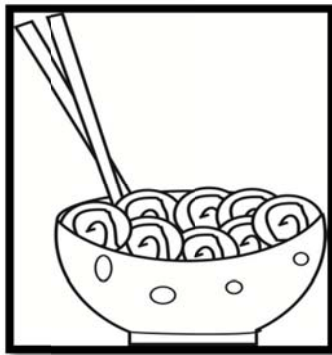
	☺ Like	☹ Don't like
		✓
		
		
		
		
		

Task 5**Listen to the song.**

(Dengarkan lagu)

Choose the food and drink pictures mentioned in the song and colour them.

(Pilihlah gambar makanan yang disebutkan pada lagu dan warnai)

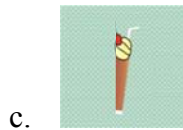
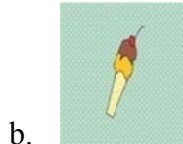


Task 6**Part A**

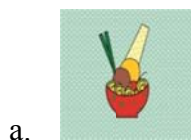
Listen to the recording and choose the right answer by crossing (x) the letter.

(Dengarkan rekaman dan pilihlah jawaban yang tepat dengan memberikan tanda silang pada huruf a, b, c, atau d)

1. Listen and choose the right picture.

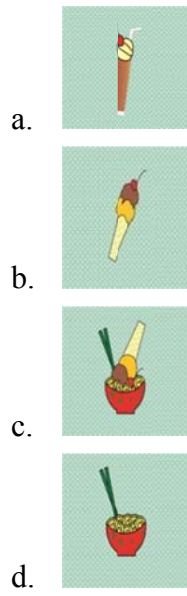


2. Listen and choose the right picture.

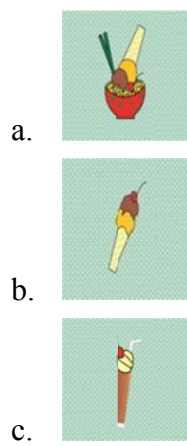




3. Listen and choose the right picture.



4. Listen and choose the right picture.





5. Listen and choose the right picture.



Part B

Listen to the recording and choose the right answer by crossing (x) the letter.

(Dengarkan rekaman dan pilihlah jawaban yang tepat dengan memberikan tanda silang pada huruf a, b, c, atau d)

11. Amar likes ...

- a. Pizza
- b. Coffee
- c. Noodle
- d. Ice cream

12. Ani likes ...

- a. Ice cream
- b. Pizza
- c. Noodle
- d. Coffee

13. Bima doesn't like ...

- a. Ice cream noodle
- b. Noodle ice cream
- c. Noodle
- d. Ice cream

14. Tari doesn't like ...

- a. Pizza
- b. Milkshake
- c. Pizza milkshake
- d. Milkshake pizza

15. What did Rizky say?

- a. I like ice cream noodle.
- b. I like noodle.
- c. I don't like noodle.
- d. I don't like ice cream noodle.

Task 8**Let's sing together.**

(Mari bernyanyi bersama)

Learning Method

Listening-cycle (pre-listening, while-listening, post-listening)

Teaching Learning Activities**1. Opening (10 minutes)**

- a. Greeting
- b. Praying
- c. Asking students' conditions
- d. Checking students' attendance
- e. Reviewing the previous materials
- f. Stating the learning objectives which are going to achieve
- g. Outlining the material which are going to discuss

2. Pre-listening (15 minutes)

- a. Students pay attention while the teacher introduces the vocabularies.
- b. Students are given pictures of food and drink.
- c. Students answer the questions from the teacher based on the pictures (task 1).
- d. Students listen to the recording and repeat after that (Task 2).

3. While-listening (40 minutes)

- a. Students pay attention and listen carefully to the song.
- b. Students number the picture based on the song (Task 3).
- c. Students listen to the song again.
- d. Students give a tick (v) about food and beverages based on the song (Task 4).

- e. Students listen to the song.
- f. Students choose and colour the food and drink mentioned in the song (Task 5).

4. *Post-listening (15 minutes)*

- a. Students were given some questions related to the song.
- b. Students choose the right answer by crossing the letter (Task 6).
- c. Students sing a song together.

5. *Closing (10 minutes)*

- a. Asking students if they have questions related to what has been learned.
- b. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process.
- c. Give students a task as their home work.
- d. Telling the students what has been learned as a reflection.
- e. Giving advices to learn further from another sources.
- f. Reviewing the upcoming materials and providing a link between what has been learned and what is going to be learned.

Media

Video

Assessment**3. Task 1, 2**

Technique : Oral test

Form : Whole class activity

Instrument:

Indicators	Instruments	Score Rubric
Students are able to identify some words by doing actions	Task 1: Listen to your teacher. Answer the questions from the teacher based on the pictures.	Observation: A: Very Active B: Active C: Inactive D: Very Inactive
	Task 2: Listen to the recording and repeat after that.	
Comments		

4. Task 3, 4, 5, 6

Technique: Written Test

Form : Individual Activity

Instruments :

Indicators	Instruments	Score Rubric
Students are able to number the jumble pictures to make a good song	Task 3: Listen to the song. Number the picture based on the song.	<u>Right answer</u> x 10 Questions
Students are able to complete questionnaires by putting check (v)	Task 4: Listen to the song. Give a tick about food and	

based on the song	drink based on the song.	
Students are able to identify some words by doing actions	Task 5: Listen to the song. Choose the food pictures mentioned in the song.	
	Task 6: Listen to the recording and choose the right answer by crossing (x) the letter.	
Comments		Total Score

Sleman, 6 Januari 2015

Mengetahui

Guru,

Mahasiswa,

Ambarwati , S. Pd.

NIP.

Rahayu Kurniawati

NIM. 10202244039

“LESSON PLAN”

Rencana Pelaksanaan Pembelajaran (RPP)

Institution	: SD IT Izzatul Islam Getasan
Academic Year	: 2014/ 2015
Subject	: English
Grade/ Semester	: III/ I
Time allocation	: 1 x 90 minutes (1 meeting)
Language focus	: Listening Skill
Text type	: Simple instructions

Core Competence

1. Comprehending and understanding very simple instructions related to the video.

Basic Competence

- 1.1 Responding to and expressing function about fruits.

Indicators

1. Students are able to identify some vocabulary about fruits by doing actions.
2. Students are able to rearrange the jumble instructions to make a good song.
3. Students are able to perform actions instructed in the song.
4. Students are able to make a project based on the song.

Learning Objectives

By the end of the lesson, the students are expected to be able to respond the instructions found in the video.

Learning Materials

1. Explanation :



apple



orange



banana



melon



pineapple



wash



peel



bite



chew



swallow

LYRICS

Fruits

These are the fruits
 Orange, apple, melon, banana, and pineapple
 Tell me what you like

Wash the fruit
 Peel the fruit
 Bite the fruit
 Chew the fruit
 Swallow the fruit

2. Tasks

Task 1

Listen to your teacher.

(Dengarkan gurumu)

Answer the questions from the teacher based on the pictures.

(Jawablah pertanyaan dari gurumu berdasarkan gambar)

Task 2**Listen to the recording and repeat after that.**

(Dengarkan rekaman dan ulangi setelah itu)

Task 3**Listen to the teacher and find the fruits mentioned.**

(Dengarkan gurumu dan temukan buah-buahan yang disebutkan).

Look at the example.**(Lihat pada contoh).**

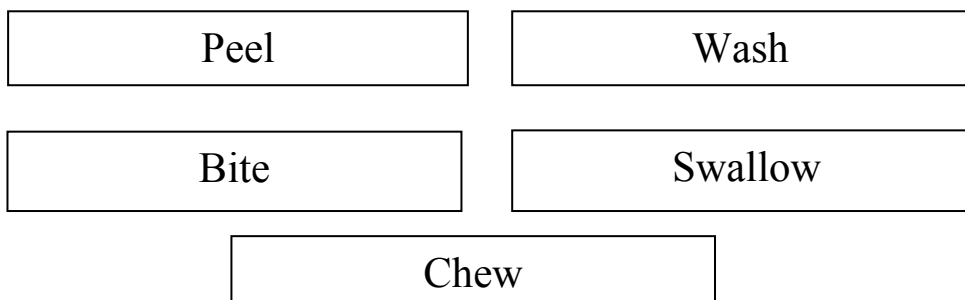
Q	W	E	R	T	Z	Y	U	I	O
A	P	I	N	E	A	P	P	L	E
O	G	H	J	K	N	Z	X	C	P
R	X	C	V	B	P	M	T	Y	N
A	L	M	E	L	O	N	F	X	B
N	E	F	B	P	C	X	C	V	J
G	D	F	D	B	A	N	A	N	A
E	V	B	Z	Q	X	C	V	F	H
W	C	V	K	A	L	N	S	R	T
A	P	P	L	E	Q	U	I	Y	O

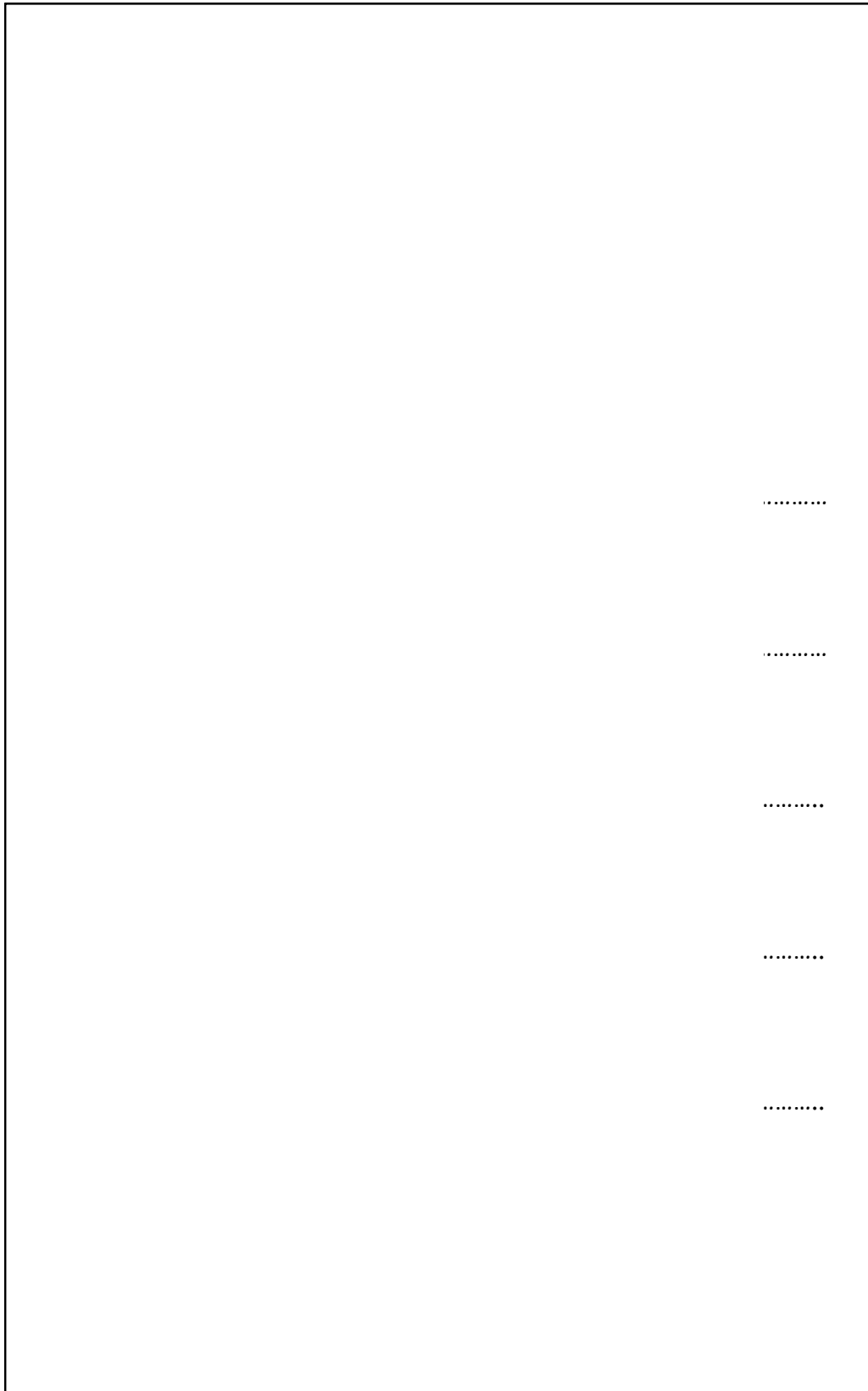
Task 4**Listen to the song.**

(Dengarkan lagu)

Rearrange these instructions based on the song. Look at the example.

(Susun kembali perintah-perintah ini. Lihat pada contoh)



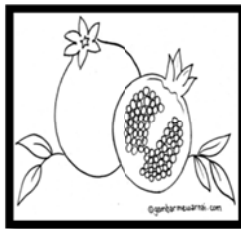
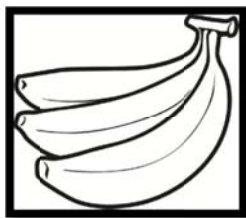
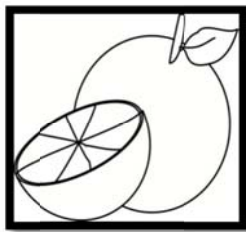
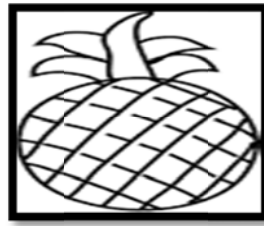
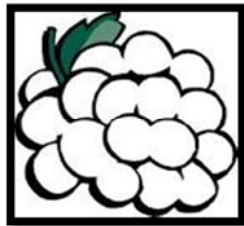
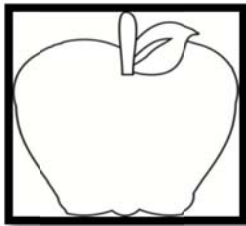


Task 5**Listen to the song.**

(Dengarkan lagunya)

Choose the fruit pictures mentioned in the song and colour them.

(Pilihlah gambar buah yang disebutkan pada lagu dan warnai)

**Task 6****Listen to the song.**

(Dengarkan lagunya)

Make groups of five.

(Buatlah kelompok yang terdiri dari 5 siswa)

Perform the instruction based on the song.

(Mainkan perintah-perintah itu berdasarkan lagu)

Task 7**Listen to the teacher's instruction.**

(Dengarkan perintah guru)

Make groups of five.

(Buatlah kelompok yang terdiri dari 5 siswa)

Make fruit satay in group.

(Buatlah sate buah dalam kelompok)

Task 8**Let's sing together.**

(Mari bernyanyi bersama)

Learning Method

Listening-cycle (pre-listening, while-listening, post-listening)

Teaching Learning Activities**1. Opening (10 minutes)**

- a. Greeting
- b. Praying
- c. Asking students' conditions
- d. Checking students' attendance
- e. Reviewing the previous materials
- f. Stating the learning objectives which are going to achieve
- g. Outlining the material which are going to discuss

2. Pre-listening (15 minutes)

- a. Students pay attention while the teacher introduces the vocabularies.
- b. Students are given pictures of fruits.

- c. Students answer the questions from the teacher based on the pictures (task 1).
- d. Students listen to the recording and repeat after that (Task 2).
- e. Students listen to the teacher's instructions and find the fruits mentioned by the teacher (Task 3).

3. *While-listening (40 minutes)*

- a. Students pay attention and listen carefully to the song.
- b. Students rearrange the instructions based on the song (Task 4).
- c. Students listen to the song again.
- d. Students choose the fruit pictures mentioned in the song and color them (Task 5).
- e. Students listen to the song.
- f. Students perform the instruction based on the song (Task 6).

4. *Post-listening (15 minutes)*

- c. Students listen to the teacher's instruction and make fruit satay in group (Task 7).
- d. Students sing a song together (Task 8).

5. *Closing (10 minutes)*

- a. Asking students if they have questions related to what has been learned.
- b. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process.
- c. Give students a task as their home work.
- d. Telling the students what has been learned as a reflection.
- e. Giving advices to learn further from another sources.
- f. Reviewing the upcoming materials and providing a link between what has been learned and what is going to be learned.

Media

Video

Assessment**3. Task 1, 2**

Technique : Oral test

Form : Whole class activity

Instrument :

Indicators	Instruments	Score Rubric
Students are able to identify some words by doing actions	Task 1: Listen to your teacher. Answer the questions from the teacher based on the pictures.	Observation: A: Very Active B: Active C: Inactive D: Very Inactive
	Task 2: Listen to the recording and repeat after that.	
	Task 3: Listen to the teacher's instructions. Find the fruits mentioned by the teacher.	
Comments		

4. Task 4, 5, 6,7

Technique: Written Test

Form : Individual Activity

Instruments :

Indicators	Instruments	Score Rubric
Students are able to rearrange the jumble instructions to make a good song	Task 4: Listen to the song. Rearrange the instructions based on the song.	<u>Right answer</u> x 10 Questions
Students are able to perform some instructions based on the song	Task 5: Listen to the song. Perform the instruction based on the song.	
Students are able to identify some words by doing actions	Task 6: Listen to the song. Choose the fruit pictures mentioned in the song and color them.	
Students are able to make project based on the song	Task 7: Listen to the teacher's instruction. Make fruit satay in group.	
Comments		Total Score

Sleman, 7 Januari 2015

Mengetahui

Guru,

Mahasiswa,

Ambarwati , S. Pd.

NIP.

Rahayu Kurniawati

NIM. 10202244039

“LESSON PLAN”***Rencana Pelaksanaan Pembelajaran (RPP)***

Institution	: SD IT Izzatul Islam Getasan
Academic Year	: 2014/ 2015
Subject	: English
Grade/ Semester	: III/ I
Time allocation	: 1 x 90 minutes (1 meeting)
Language focus	: Listening Skill
Text type	: Descriptive Text

Core Competence

1. Comprehending very simple text related to the video.

Basic Competence

- 1.1 Responding to and expressing function about family.

Indicators

1. Students are able to identify some vocabulary about family by doing actions.
2. Students are able to fill in missing words based on the song.
3. Students are able to complete family tree based on the song.
4. Students are able to make family tree based on their partner's descriptio .

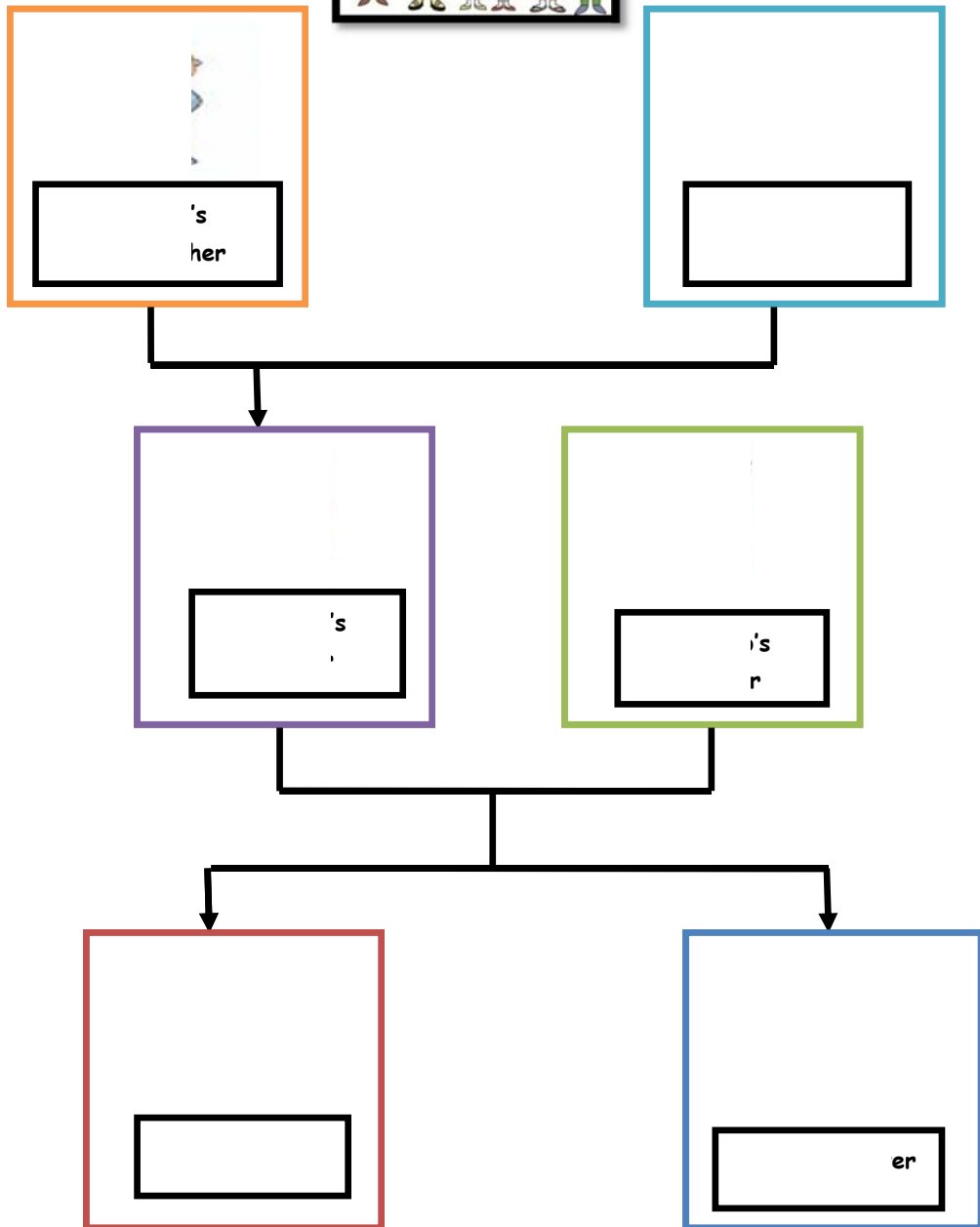
Learning Objectives

By the end of the lesson, the students are expected to be able to respond the simple text found in the video.

Learning Materials

3. Explanation :

Maruko's Family





tall



short



handsome



pretty



old

LYRICS

Maruko's Family

It is about Chibi Maruko Chan Family

There are six members in the family

Maruko's mother is Mrs. Sumire

She is pretty

Maruko's father is Mr. Hiroshi

He is handsome

Maruko's sister is Sakiko

She is tall

Maruko's grandmother is Mrs Sasimi

She is short

Maruko's grandfather is Mr. Tomoso

He is old

They are a happy family

4. Tasks

Task 1

Listen to your teacher.

(Dengarkan gurumu)

Answer the questions from the teacher based on the pictures.

(Jawablah pertanyaan dari gurumu berdasarkan gambar)

Task 2

Listen to the recording and repeat after that.

(Dengarkan rekaman dan ulangi setelah itu)

Task 3

Listen to the teacher and find the family members mentioned.

(Dengarkan gurumu dan temukan anggota keluarga yang disebutkan).

Look at the example.

(Lihat pada contoh).

A	O	B	R	G	Q	E	W	R	Q	Y
G	R	A	N	D	M	O	T	H	E	R
K	J	H	G	Z	F	D	S	A	T	F
M	N	B	V	M	C	X	Z	G	P	G
G	R	A	N	D	F	A	T	H	E	R
R	E	N	T	M	P	L	K	Y	L	H
S	D	O	U	O	Y	G	D	U	M	K
I	J	F	A	T	H	E	R	I	O	L
S	Q	R	K	P	T	G	Z	X	T	O
T	L	S	T	B	R	V	Q	M	H	P
E	P	I	U	R	S	X	T	R	E	V
R	K	D	N	G	H	S	A	S	R	Y

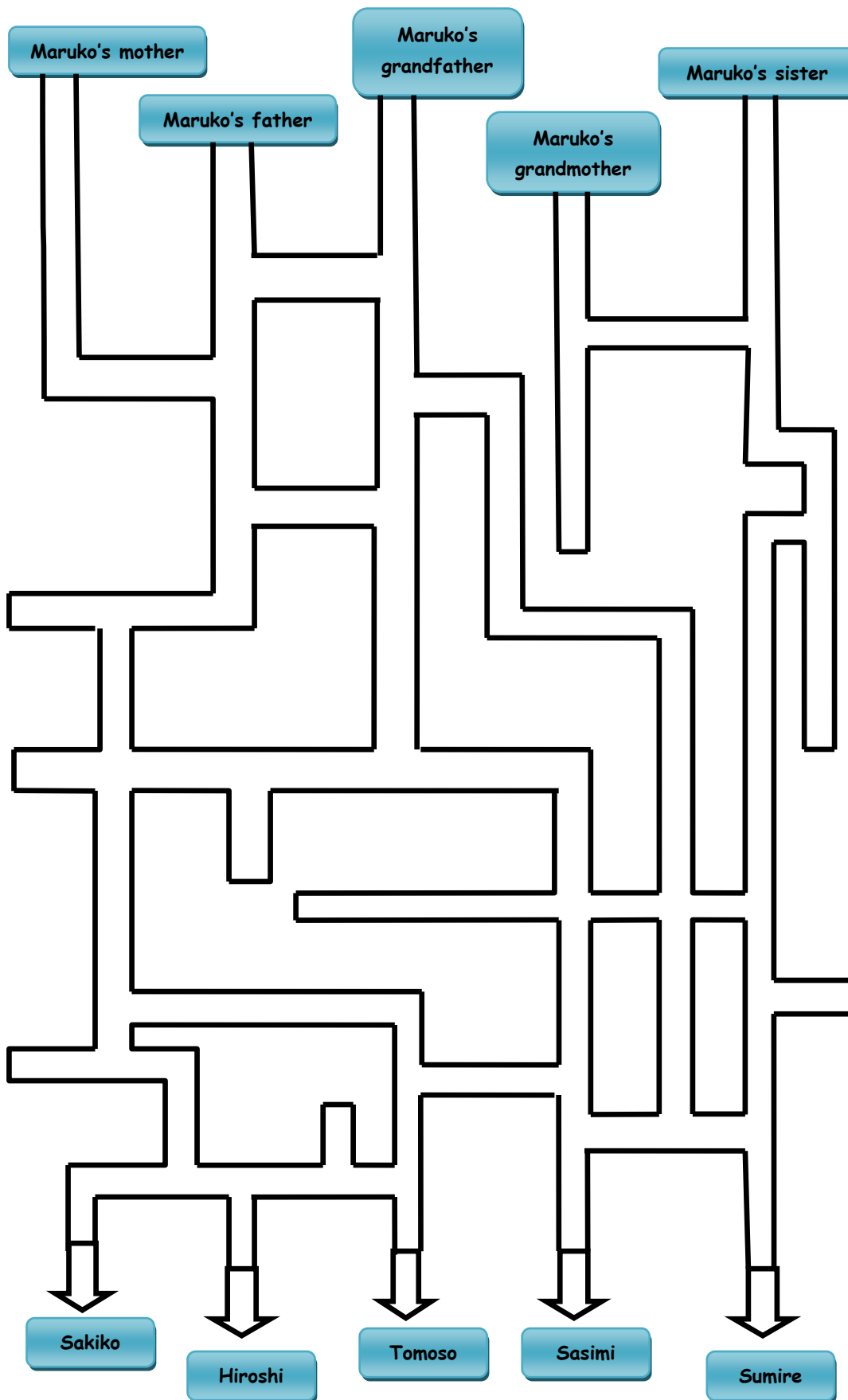
Task 4

Listen to the song.

(Dengarkan lagu)

Match the words with the names.

(Jodohkan kata-kata dengan namanya)



Task 5**Listen to the song.**

(Dengarkan lagu)

Fill in the blank with the words given. Look at the example.

(Lihat pada contoh)

Mr. Hiroshi	old	grandmother	mother	sister
-------------	-----	-------------	--------	--------

It is about Chibi Maruko Chan Family

There are six members in the family

Maruko's is Mrs. Sumire

She is pretty

Maruko's father is (2)

He is handsome

Maruko's (3) is Sakiko

She is tall

Maruko's (4) is Mrs Sasimi

She is short

Maruko's grandfather is Mr. Tomoso

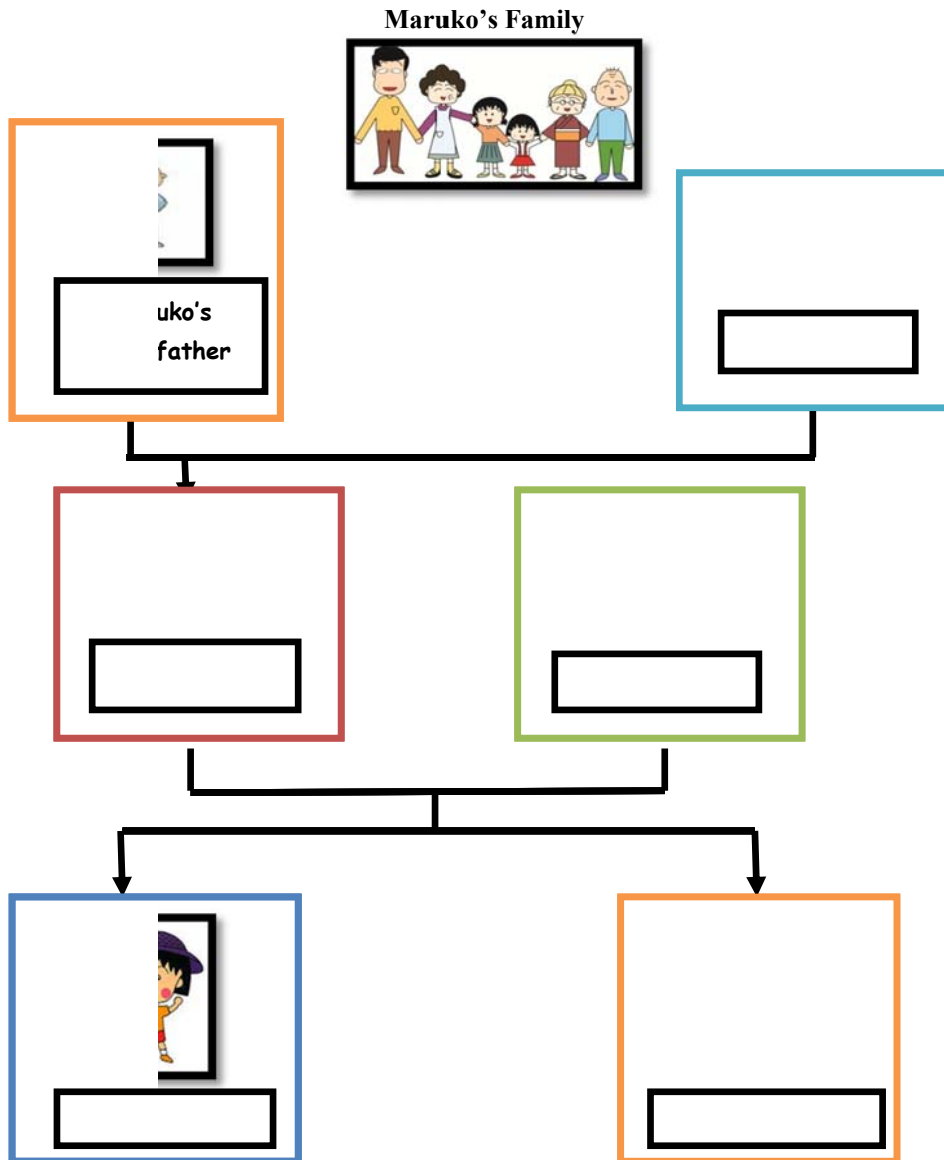
He is (5)

They are a happy family

Task 6

Fill in the blanks. Look at the example.

(Lengkapai titik-titik ini. Lihat pada contoh)



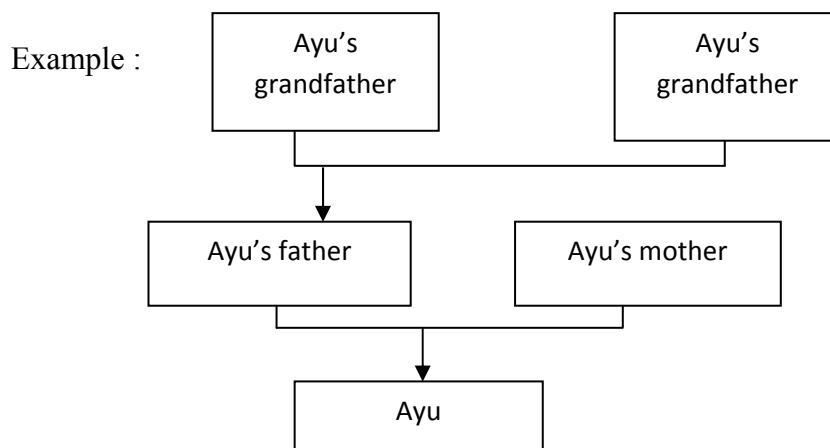
Task 7

Listen to your partner's description about his/her family members.

(Dengarkan deskripsi temanmu tentang anggota keluarga mereka)

Draw of family tree based on your partner's description.

(Gambarlah pohon keluarga berdasarkan deskripsi dari temanmu)



Task 8

Let's sing together.

(Mari bernyanyi bersama)

Learning Method

Listening-cycle (pre-listening, while-listening, post-listening)

Teaching Learning Activities

1. Opening (10 minutes)

- a. Greeting
- b. Praying
- c. Asking students' conditions
- d. Checking students' attendance

- e. Reviewing the previous materials
- f. Stating the learning objectives which are going to achieve
- g. Outlining the material which are going to discuss

2. *Pre-listening (15 minutes)*

- a. Students pay attention while the teacher introduces the vocabularies.
- b. Students are given pictures of food and beverages.
- c. Students answer the questions from the teacher based on the pictures (task 1).
- d. Students listen to the recording and repeat after that (Task 2).
- e. Students listen to the teacher's instructions and find the family members mentioned by the teacher (Task 3).

3. *While-listening (40 minutes)*

- a. Students listen to Maruko's family song.
- b. Students match the words of Maruko's family with their names by giving a line (Task 4).
- c. Students listen to the song again fill in the blank with the words given (Task 5).

4. *Post-listening (15 minutes)*

- a. Students fill in the blank in the family tree (Task 6).
- b. Students listen to the partner's description about his/her family member.
- c. Students make your partner's family tree based on what you hear (Task 7).
- d. Students sing a song together.

5. *Closing (10 minutes)*

- a. Asking students if they have questions related to what has been learned.
- b. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process.

- c. Give students a task as their home work.
- d. Telling the students what has been learned as a reflection.
- e. Giving advices to learn further from another sources.
- f. Reviewing the upcoming materials and providing a link between what has been learned and what is going to be learned.

Media

Video

Assessment

3. Task 1, 2, 3

Technique : Oral test

Form : Whole class activity

Instrument :

Indicators	Instruments	Score Rubric
Students are able to identify some words by doing actions	Task 1: Listen to your teacher. Answer the questions from the teacher based on the pictures.	Observation: A: Very Active B: Active C: Innactive D: Very Innactive
	Task 2: Listen to the recording and repeat after that.	
	Task 3: Listen to the teacher's instructions. Find the family members mentioned by the teacher.	
Comments		

4. Task 4, 5, 6,7

Technique: Written Test

Form : Individual Activity

Instruments :

Indicators	Instruments	Score Rubric
Students are able to identify some words by doing actions	Task 4: Listen to <i>Maruko's Family</i> song. Match the words of Maruko's family with their names by giving a line.	<u>Right answer</u> x 10 Questions
Students are able to fill in missing words based on the story	Task 5: Listen to <i>Maruko's Family</i> song. Fill in the blank with the words given.	
Students are able to complete family tree based on the song	Task 6: Complete the family tree Task 7: Listen to your partner's description about his/her family member.	
Students are able to make family tree based on their partner	Make your partner's family tree based on what you hear.	
Comments		Total Score

Sleman, 9 Januari 2015

Mengetahui

Guru,

Mahasiswa,

Ambarwati , S. Pd.

NIP.

Rahayu Kurniawati

NIM. 10202244039

How to Use the Video Program

3

Video program ini terdiri dari *cover*, *main menu*, unit 1, unit 2, unit 3, dan *help*. Sebelum menjelaskan tentang cara penggunaan *Video program*, ada beberapa komponen penting yang harus diketahui terlebih dahulu. Komponen-komponen tersebut adalah:

1. Cover

Di dalam *cover* terdapat nama mahasiswa, NIM, jurusan, fakultas, dan logo. Terdapat tombol *next* yang berfungsi untuk menuju ke menu selanjutnya.

2. Main menu

Di dalam tombol *main menu* terdapat tombol *next*, *back*, dan *exit*. Tombol *next* berfungsi untuk menuju ke menu selanjutnya. Tombol *back* berfungsi untuk kembali ke menu sebelumnya. Dan tombol *exit* berfungsi untuk keluar. Terdapat 4 menu utama yaitu unit 1, unit 2, unit 3, dan *help*.

- Unit 1

Didalam unit 1 terdiri dari beberapa bagian yaitu *Core Competence and Basic Competence*, *Indicators and Learning Objective*, materi, dan tugas. Tema unit 1 adalah *food and beverages*.

- *Core Competence and Basic Competence*

Ini adalah Kompetensi Inti dan Kompetensi Dasar

- *Indicators and Learning Objective*

Ini adalah indikator dan tujuan pembelajaran

- Materi

Materi berisi gambar dan *list of vocabularies*

- Tugas

Terdapat tiga langkah yaitu pre-viewing, while-viewing, dan post-viewing. Di dalam pre-viewing terdapat 2 tugas yaitu listen and guess, dan listen and repeat, Di dalam while-viewing terdapat video yang berisi lagu tentang food and beverages dan 3 tugas yaitu listen and numbers, listen and classify, dan listen and colour. Di dalam post-viewing terdapat 3 tugas yaitu answer the questions, dan let's sing a song. Dalam setiap slide terdapat tombol next, back, home, sub menu home unit. terdapat tugas-tugas dan video. Terdapat tombol next, back, dan home. Tombol next berfungsi untuk menuju ke menu selanjutnya. Tombol back berfungsi untuk kembali ke menu sebelumnya. Tombol home berfungsi untuk kembali ke main menu. Tombol sub menu home unit berfungsi untuk kembali ke unit.

- **Unit 2**

Didalam unit 2 terdiri dari beberapa bagian yaitu *Core Competence and Basic Competence, Indicators and Learning Objective*, materi, dan tugas. Tema unit 2 adalah fruits.

- *Core Competence and Basic Competence*

Ini adalah Kompetensi Inti dan Kompetensi Dasar

- *Indicators and Learning Objective*

Ini adalah indikator dan tujuan pembelajaran

- Materi

Materi berisi gambar dan *list of vocabularies*

- Tugas

Terdapat tiga langkah yaitu pre-viewing, while-viewing, dan post-viewing. Di dalam pre-viewing terdapat 3 tugas yaitu listen and guess, listen and repeat, dan listen and identify, Di dalam while-viewing terdapat video yang berisi lagu tentang fruits dan 3 tugas yaitu listen and rearrange the instructions, listen and perform actions/follow instructions, dan listen and colour, Di dalam post-viewing terdapat 2 tugas yaitu make a project (fruit sate), dan let's sing a song. Dalam setiap slide terdapat tombol next, back, home, sub menu home unit. terdapat tugas-tugas dan video. Terdapat tombol next, back, dan home. Tombol next berfungsi untuk menuju ke menu selanjutnya. Tombol back

berfungsi untuk kembali ke menu sebelumnya. Tombol home berfungsi untuk kembali ke main menu. Tombol sub menu home unit berfungsi untuk kembali ke unit.

- Unit 3

Didalam unit 3 terdiri dari beberapa bagian yaitu *Core Competence and Basic Competence, Indicators and Learning Objective*, materi, dan tugas. Tema unit 3 adalah family.

1. *Core Competence and Basic Competence*

Ini adalah Kompetensi Inti dan Kompetensi Dasar

2. *Indicators and Learning Objective*

Ini adalah indikator dan tujuan pembelajaran

3. Materi

Materi berisi gambar dan *list of vocabularies*

4. Tugas

Terdapat tiga langkah yaitu pre-viewing, while-viewing, dan post-viewing. Di dalam pre-viewing terdapat 3 tugas yaitu listen and guess, listen and repeat, dan listen and identify. Di dalam while-viewing terdapat video yang berisi lagu tentang Maruko's family dan 2 tugas yaitu listen and match, dan listen and fill in the blank, Di dalam post-viewing terdapat 3 tugas yaitu complete the family tree, listen and transfer, dan let's sing a song. Dalam setiap slide terdapat tombol next, back, home, sub menu home unit. terdapat

tugas-tugas dan video. Terdapat tombol next, back, dan home. Tombol next berfungsi untuk menuju ke menu selanjutnya. Tombol back berfungsi untuk kembali ke menu sebelumnya. Tombol home berfungsi untuk kembali ke main menu. Tombol sub menu home unit berfungsi untuk kembali ke unit.

Cara penggunaan *video program* di dalam kelas

1. Kondisikan kelas

Sebelum mulai menggunakan *Video Program*, diharapkan siswa duduk dengan rapi.

2. Pastikan alat bantu (laptop, speaker, dan LCD) sudah tersedia dan terpasang dengan benar

Alat bantu akan diperlukan dalam menggunakan video program, seperti laptop, speaker, dan LCD. Pastikan semua alat bantu sudah siap/tersedia sebelum pelajaran dimulai agar guru tidak membuang waktu hanya untuk menyiapkan keperluan itu.

3. Memperkenalkan tema

Ada 3 tema di dalam *Video Program* ini, yaitu tentang *food and beverages, fruit, and family*. Sebaiknya tema diperkenalkan terlebih dahulu kepada siswa sebelum masuk ke materi pembelajaran.

4. Mengajarkan materi

Materi harus diajarkan terlebih dahulu sebelum video diputar di dalam kelas. Materi tersebut berupa gambar dan *list of vocabularies*.

5. Memutar video

Setelah mengajarkan materi, video akan diputar. Terdapat lagu di dalam video. Lagu tersebut bisa diputar sebanyak 2

kali atau lebih. Pemutaran pertama siswa disuruh memperhatikan/ menonton tanpa melakukan apapun.

6. Memberikan *listening task*

Ada 3 tahap dalam mengerjakan *tasks* pada media video. Pertama adalah *pre-viewing*. Anak diberikan materi terlebih dahulu sebelum menonton video. Guru menyuruh anak menjawab pertanyaan dari guru yang berhubungan dengan materi. Kedua adalah *while-viewing*. Video akan diputar sebanyak 2 kali/ lebih. Pemutaran pertama anak harus menonton video tanpa melakukan apapun. Jika anak belum paham, video bisa diputar sekali lagi/ lebih. Diharapkan anak betul-betul paham dengan isi video, dikarenakan setelah itu anak disuruh mengerjakan tugas yang berhubungan dengan isi video tersebut. Ketiga adalah *post-viewing*. Dalam tahap ini siswa harus sudah paham dengan materi yang telah diberikan guru maupun isi video. Karena dalam tahap ini siswa akan mengerjakan tugas yang lebih menantang dari tugas-tugas sebelumnya. Contoh : membuat *family tree* dan membuat *project*.

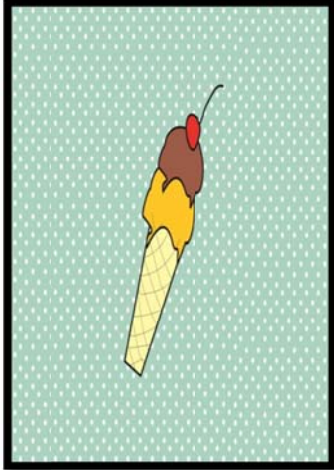
Materials and Lyric of the songs



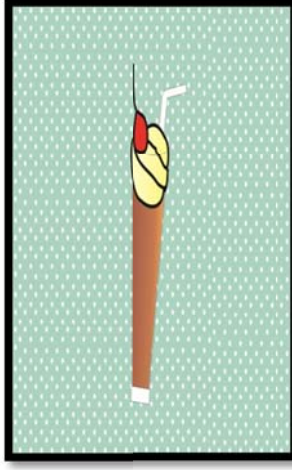
Unit 1

Food and Drink

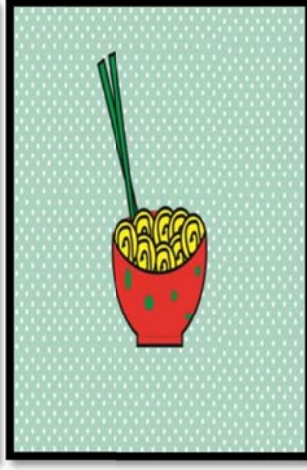
Food and Drink



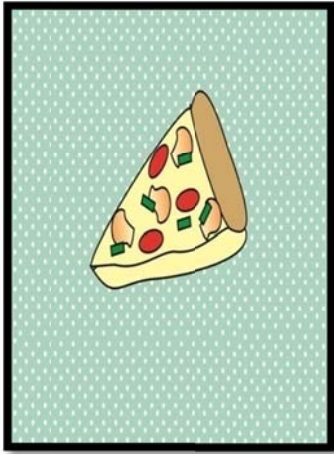
ice cream



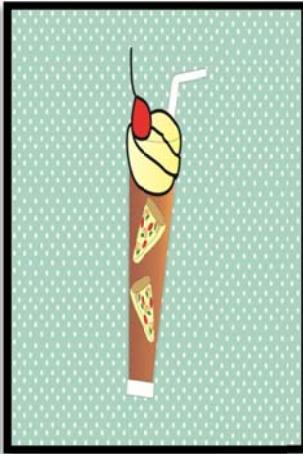
milkshake



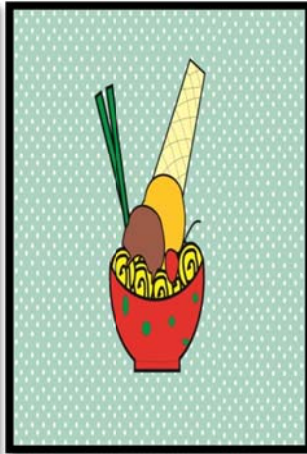
noodle



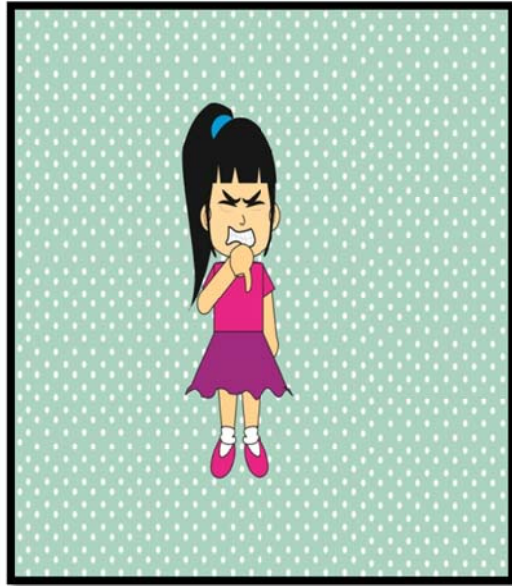
pizzapizza



milkshake



ice cream noodle



LYRICS**Food and Drink**

What do you like? I like ice cream. Yummy

What do you like? I like noodle. Yummy

What don't you like? I don't like ice cream noodle. Yucky

Intro

What do you like? I like milkshake. Yummy

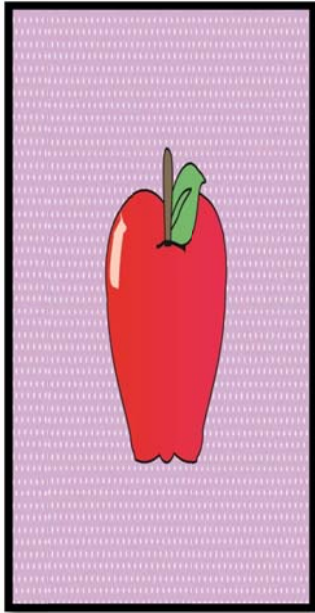
What do you like? I like pizza. Yummy

What don't you like? I don't like pizza milkshake. Yucky

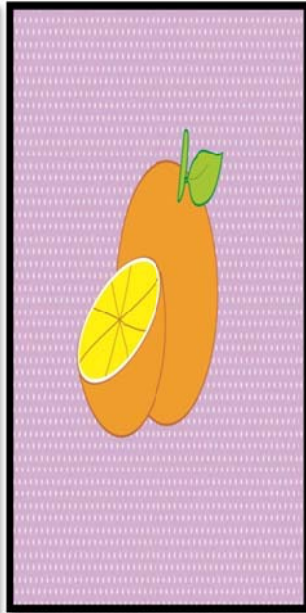
Unit 2

Fruits

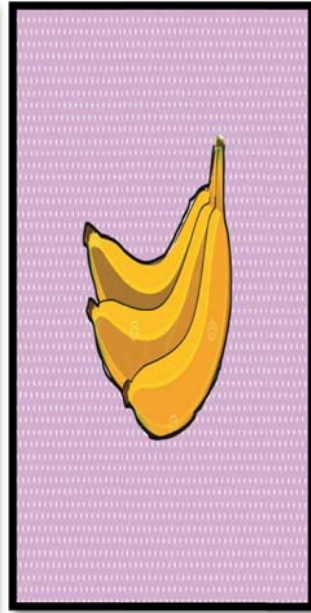
Fruits



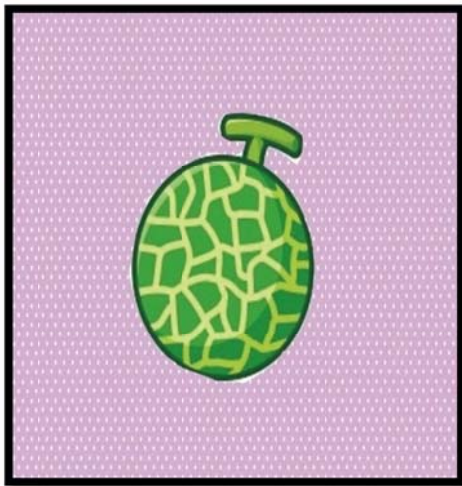
apple



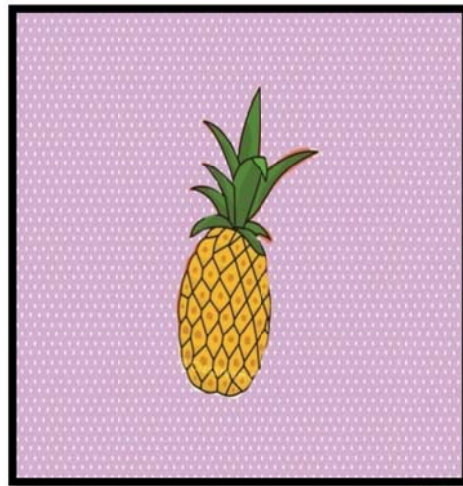
orange



banana



melon



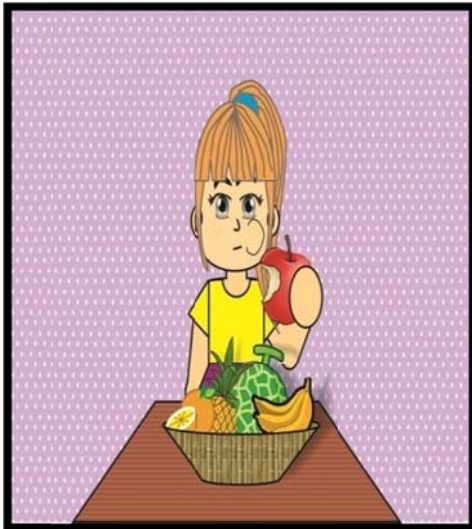
pineapple



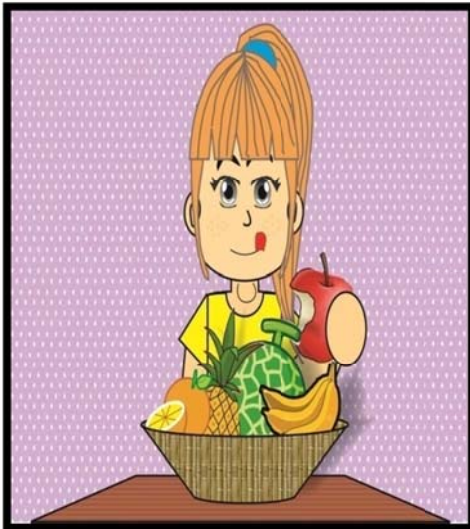
eeel



bite



:hew



LYRICS**Fruits**

These are the fruits

Orange, apple, melon, banana, and pineapple

Tell me what you like

Wash the fruit

Peel the fruit

Bite the fruit

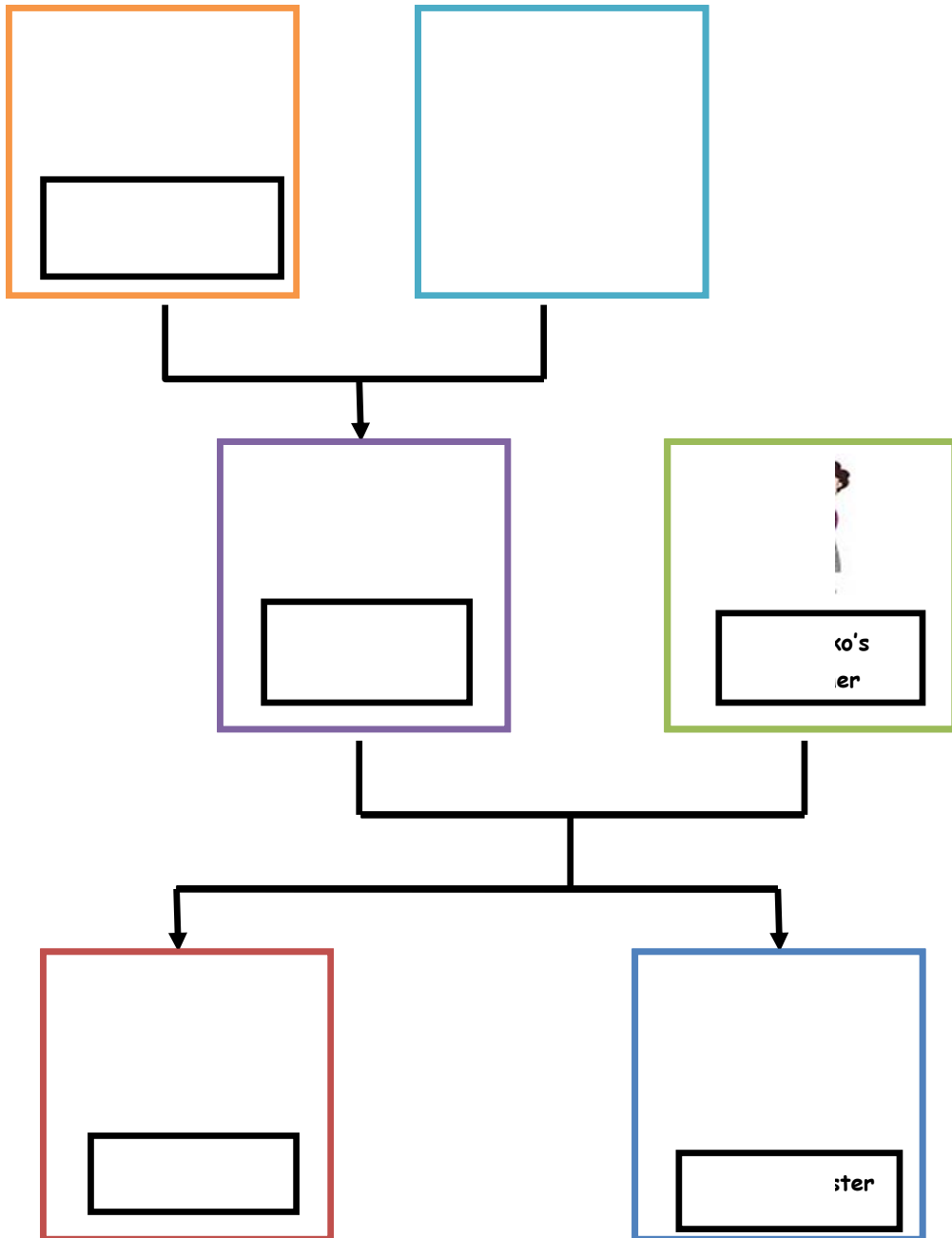
Chew the fruit

Swallow the fruit

Unit 3

Family

Maruko's Family





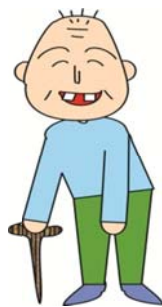
all



rt



pretty



LYRICS**Maruko's Family**

It is about Chibi Maruko Chan Family

There are six members in the family

Maruko's mother is Mrs. Sumire

She is pretty

Maruko's father is Mr. Hiroshi

He is handsome

Maruko's sister is Sakiko

She is tall

Maruko's grandmother is Mrs Sasimi

She is short

Maruko's grandfather is Mr. Tomoso

He is old

They are a happy family

Assessments and Key Answers **5**

Unit 1



Task 1

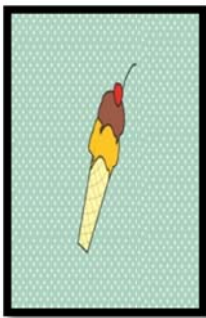
Listen to your teacher.

(Dengarkan gurumu)

Answer the questions from the teacher based on the pictures.

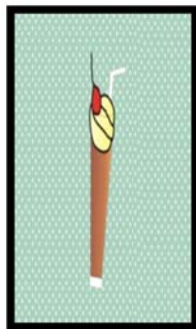
(Jawablah pertanyaan dari gurumu berdasarkan gambar)

⇒ This is a whole-class activity. The teacher points out the picture and then asks to the students to answer the questions.



Question: What is it?

Answer: ice cream



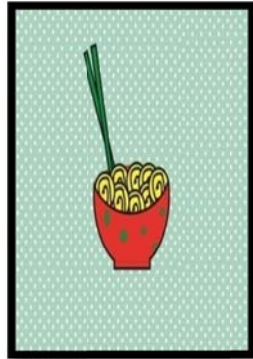
Question: What is it?

Answer: milkshake



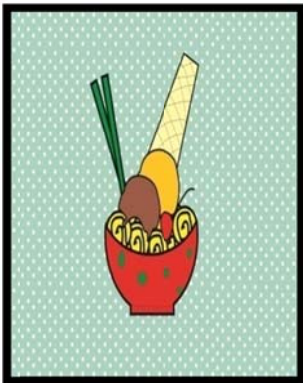
Question: What is it?

Answer: pizza



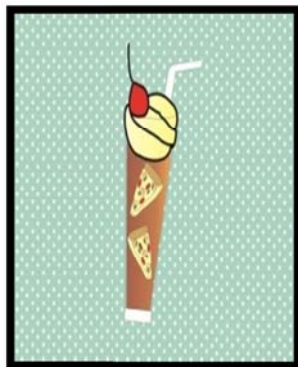
Question: What is it?

Answer: noodle



Question: What is it?

Answer: ice cream noodle



Question: What is it?

Answer: pizza milkshake

1.2 Listen and Repeat

Task 2

Listen to the recording and repeat after that.

(Dengarkan rekaman dan ulangi setelah itu)

⇒ This is a whole-class activity.

⇒ Guru mengucapkan *list of vocabularies* kemudian siswa menirukan.



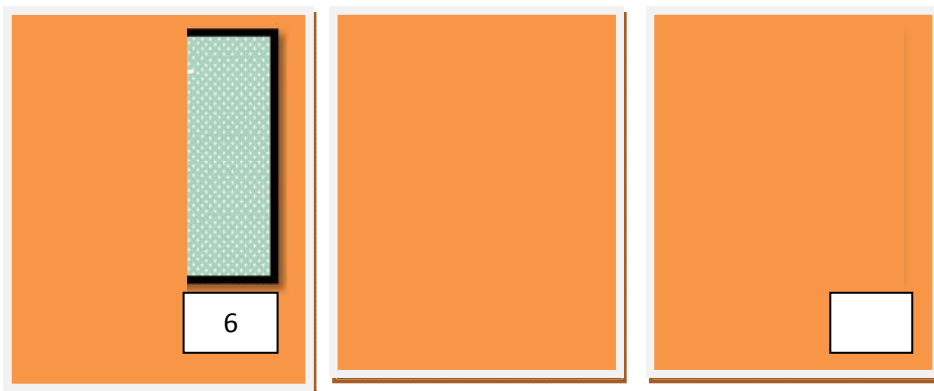
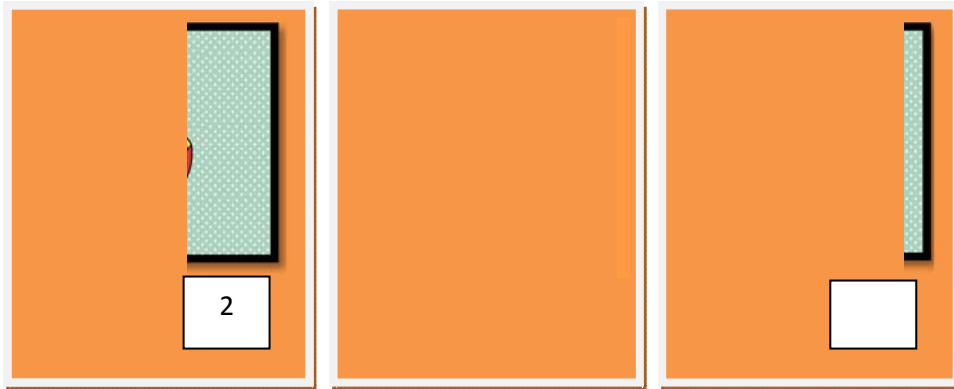
Task 3

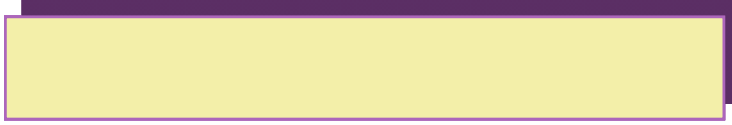
Listen to the song.

(Dengarkan lagu)

Number the picture based on the song.

(Berikan angka pada gambar berdasarkan pada lagu)









Task 4

Listen to the song.

(Dengarkan lagu)

Give a tick about food and drink based on the song. Look at the example.

(Berikan centang tentang makanan dan minuman berdasarkan lagu. Lihat pada contoh)

	☺ Like	☹ Don't like
		✓
	✓	
	✓	
	✓	
	✓	
		✓

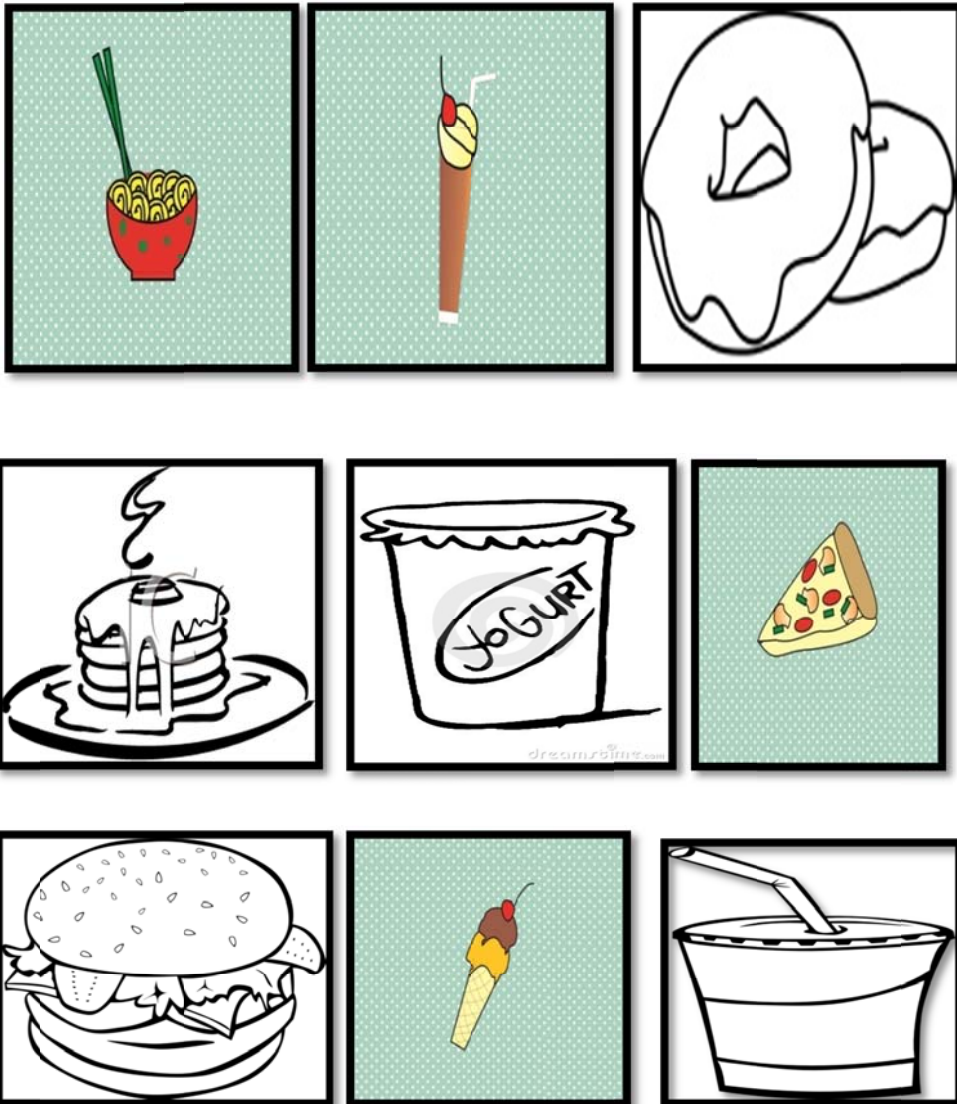
**Task 5**

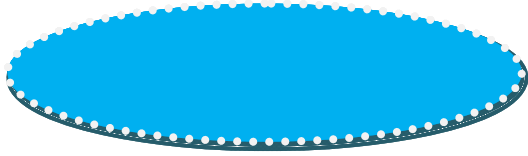
Listen to the song.

(Dengarkan lagu)

Choose the food pictures mentioned in the song and colour them.

(Pilihlah gambar makanan yang disebutkan pada lagu dan warnai)









Task 6

Part A





Listen to the recording and choose the right answer by crossing (x) the letter.

(Dengarkan rekaman dan pilihlah jawaban yang tepat dengan memberikan tanda silang pada huruf a, b, c, atau d)




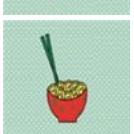
1. Listen and choose the right picture.

- a. 
- b. 
- c. 
- d. 





2. Listen and choose the right picture.

- a. 
- b. 
- ~~c.~~ 
- d. 





3. Listen and choose the right picture.

- a. 
- ~~b.~~ 
- c. 
- d. 

4. Listen and choose the right picture.

- a. 
- b. 
- ~~c.~~ 
- d. 

5. Listen and choose the right picture.

- a. 
- ~~b.~~ 
- c. 
- d. 

Part B

Listen to the recording and choose the right answer by crossing (x) the letter.

(Dengarkan rekaman dan pilihlah jawaban yang tepat dengan memberikan tanda silang pada huruf a, b, c, atau d)

6. Amar likes ...

- a. Pizza
- b. Coffee
- c. Noodle
- d. Ice cream

7. Ani likes ...

- a. Ice cream
- b. Pizza
- c. Noodle
- d. Coffee

8. Bima doesn't like ...

- a. Ice cream noodle
- b. Noodle ice cream
- c. Noodle
- d. Ice cream

9. Tari doesn't like ...

- a. Pizza
- b. Milkshake
- c. Pizza milkshake

d. Milkshake pizza

10. What did Rizky say?

- a. I like ice cream noodle.
- b. I like noodle.
- c. I don't like noodle.
- d. I don't like ice cream noodle.

1.7 Let's sing together

Task 7

Let's sing together.

(Mari bernyanyi bersama)

Unit 2



Answer

Task 1

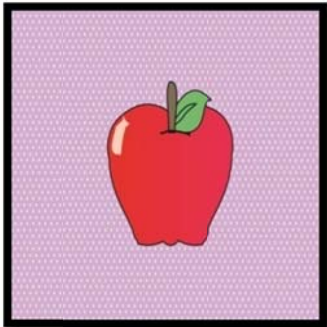
Listen to your teacher.

(Dengarkan gurumu)

Answer the questions from the teacher based on the pictures.

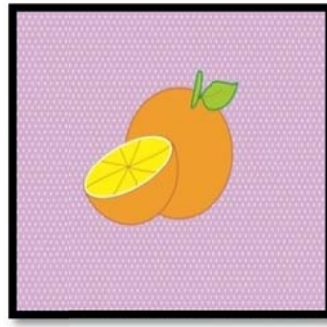
(Jawablah pertanyaan dari gurumu berdasarkan gambar)

⇒ This is a whole-class activity. The teacher points out the picture and then asks to the students to answer the questions.



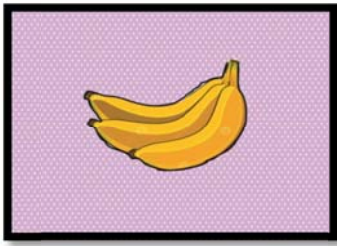
Question: What is it?

Answer: apple



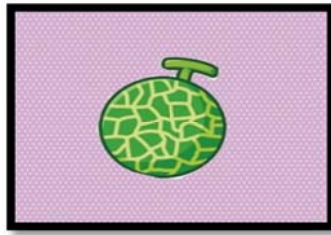
Question: What is it?

Answer: orange



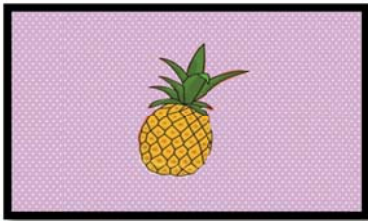
Question: What is it?

Answer: banana



Question: What is it?

Answer: melon



Question: What is it?

Answer: pineapple



Task 2

Listen to the recording and repeat after that.

(Dengarkan rekaman dan ulangi setelah itu)

↳ ru mengucapkan *list of vocabularies* kemudian siswa menirukan.

1.3 Listen and Identify

Task 3

Listen to the teacher and find the fruits mentioned.

(Dengarkan gurumu dan temukan buah-buahan yang disebutkan).

Look at the example.

(Lihat pada contoh).

Q	W	E	R	T	Z	Y	U	I	O
A	P	I	N	E	A	P	P	L	E
O	G	H	J	K	N	Z	X	C	P
R	X	C	V	B	P	M	T	Y	N
A	L	M	E	L	O	N	F	X	B
N	E	F	B	P	C	X	C	V	J
G	D	F	D	B	A	N	A	N	A
E	V	B	Z	Q	X	C	V	F	H
W	C	V	K	A	L	N	S	R	T
A	P	P	L	E	Q	U	I	Y	O

While-viewing

1.4 Listen and Rearrange the instructions

Task 4

Listen to the song.

(Dengarkan lagu)

Rearrange these instructions. Look at the example.

(Susun kembali perintah-perintah ini. Lihat pada contoh)


Peel

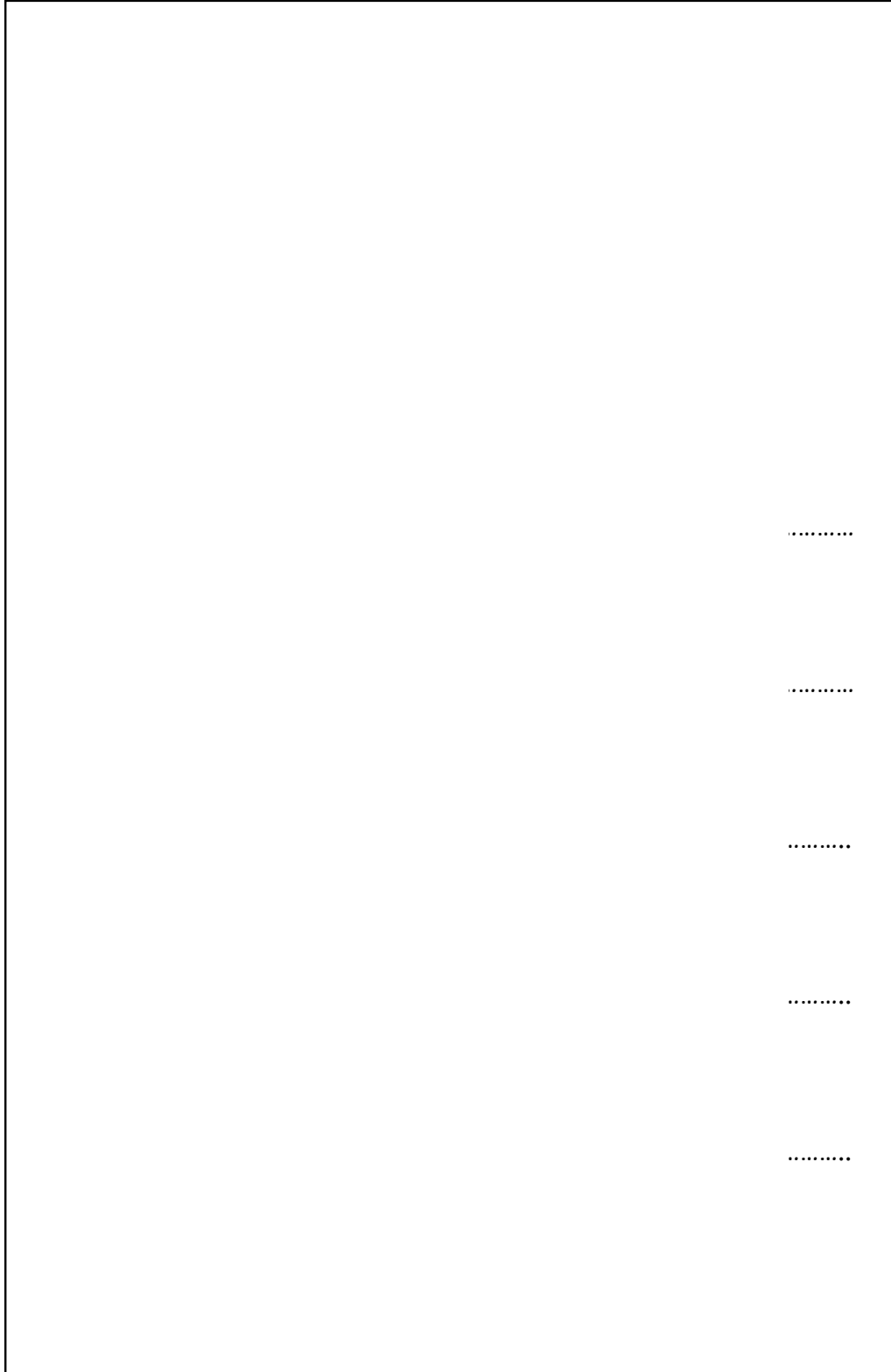
Wash

Bite

Swallow

Chew

 **example of task:** Guru dapat mengganti gambar. Setiap siswa tidak harus menggunakan gambar yang sama.



.....

.....

.....

.....

.....

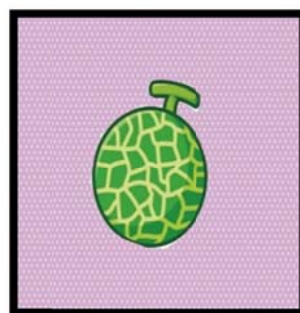
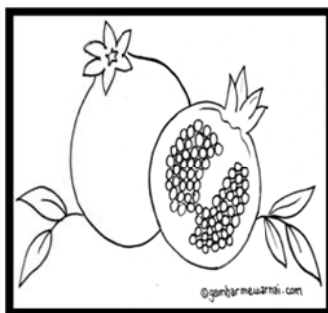
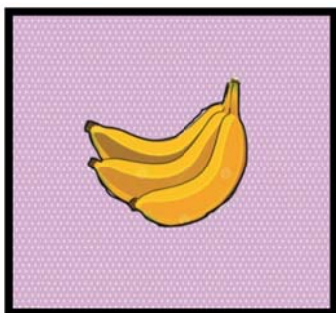
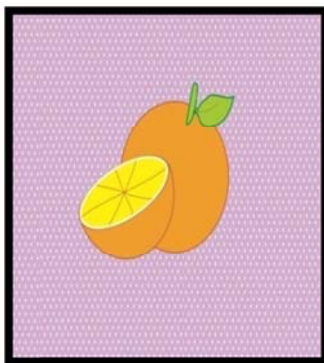
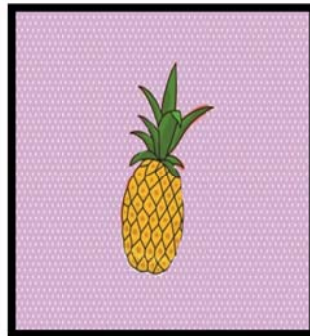
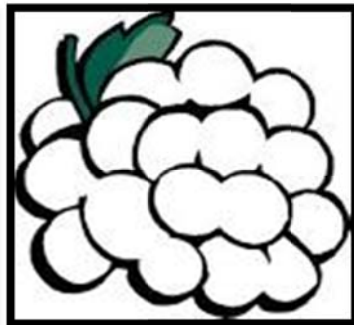
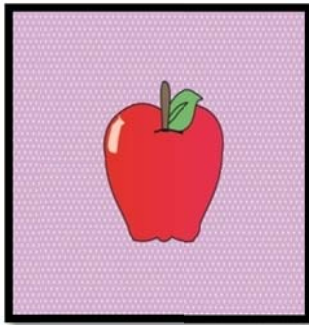
Task 5

Listen to the song.

(Dengarkan lagunya)

Choose the fruit pictures mentioned in the song and color them.

(Pilihlah gambar buah yang disebutkan pada lagu dan warnai)



1.6 Listen and perform actions / follow instructions

Task 6

Listen to the song.

(Dengarkan lagunya)

Make a group of five.

(Buatlah kelompok yang terdiri dari 5 siswa)

Perform the instruction based on the song.

(Mainkan perintah-perintah itu berdasarkan lagu)

☞ Guru menyuruh siswa membentuk kelompok yang terdiri dari 5 orang. Guru menyiapkan peralatan yang akan digunakan seperti baskom, air, buah, pisau plastik (jika dibutuhkan). Guru membagikan peralatan itu pada setiap kelompok.

☞ Guru menampilkan lagu/ *lyric* lagu. Guru menyuruh siswa melakukan instruksi seperti yang terdapat pada lagu. Contoh: *wash your apple* (siswa mencuci buah dibaskom).

☞ Setiap anak dalam kelompok melakukan satu instruksi. Ketika instruksi (*bite, chew, swallow*) semua anak bersama-sama melakukannya.

Post-viewing

1.7 Make a project (fruit satay)

Task 7

Listen to the teacher's instruction.

(Dengarkan perintah guru)

Make a group of five.

(Buatlah kelompok yang terdiri dari 5 siswa)

Make fruit satay in group.

(Buatlah sate buah dalam kelompok)

☞ Guru menyuruh siswa membentuk kelompok yang terdiri dari 5 orang.

Guru menyiapkan peralatan yang akan digunakan seperti buah (buah sudah dipotong-potong) dan tusuk sate. Guru membagikan peralatan itu pada setiap kelompok.

☞ Guru menyuruh setiap siswa untuk membuat sate buah. Penusukan sate buah harus urut/benar sesuai dengan lagu.

1.8 Let's sing together

Task 8

Let's sing together.

(Mari bernyanyi bersama)

Unit 3



Task 1

Listen to your teacher.

(Dengarkan gurumu)

Answer the questions from the teacher based on the pictures.

(Jawab pertanyaan dari gurumu berdasarkan pada gambar)

⇒ This is a whole-class activity. The teacher points out the picture in the video and then asks to the students to answer the questions.



Question: Who is she?

Answer: Maruko's mother



Question: Who are they?

Answer: Maruko's family



Question: Who is he?

Answer: Maruko's father



Question: Who is she?

Answer: Chibi Maruko-chan



Question: Who is she?

Answer: Maruko's sister



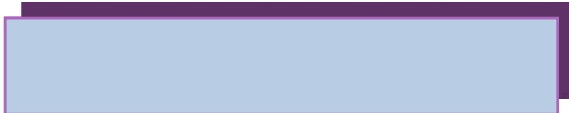
Question: Who is she?

Answer: Maruko's grandmother



Question: Who is he?

Answer: Maruko's grandfather



Task 2

Listen to the recording and repeat after that.

(Dengarkan rekaman dan ulangi setelah itu)

⇒ This is a whole-class activity.

⇒ you mengucapkan *list of vocabularies* kemudian siswa menirukan.

1.3 Listen and Identify

Task 3

Listen to the teacher and find the family members mentioned.

(Dengarkan gurumu dan temukan anggota keluarga yang disebutkan).

Look at the example.

(Lihat pada contoh).

A	O	B	R	G	Q	E	W	R	Q	Y
G	R	A	N	D	M	O	T	H	E	R
K	J	H	G	Z	F	D	S	A	T	F
M	N	B	V	M	C	X	Z	G	P	G
G	R	A	N	D	F	A	T	H	E	R
R	E	N	T	M	P	L	K	Y	L	H
S	D	O	U	O	Y	G	D	U	M	K
I	J	F	A	T	H	E	R	I	O	L
S	Q	R	K	P	T	G	Z	X	T	O
T	L	S	T	B	R	V	Q	M	H	P
E	P	I	U	R	S	X	T	R	E	V
R	K	D	N	G	H	S	A	S	R	Y

While-viewing

1.4 Listen and Match

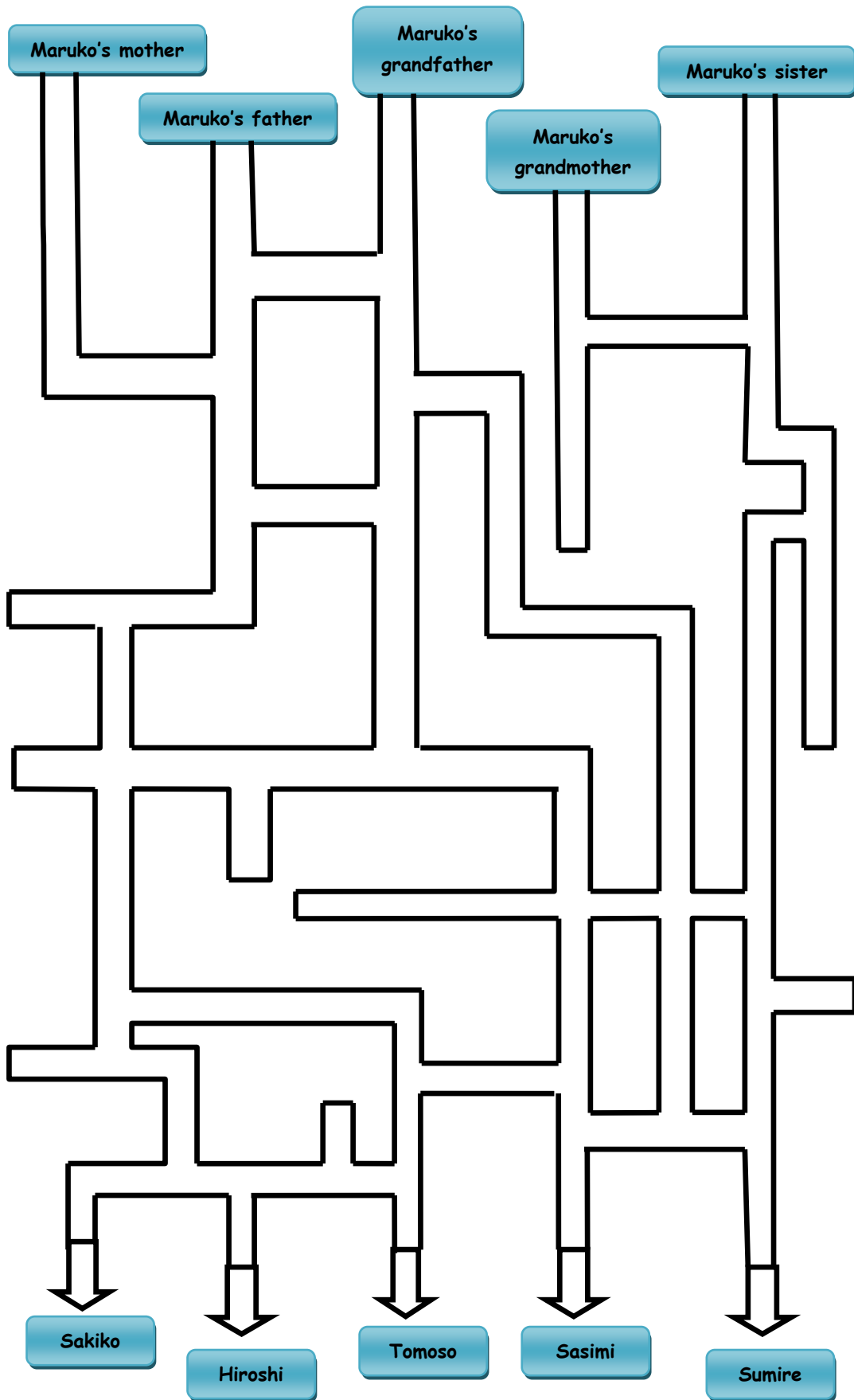
Task 4

Listen to the song.

(Dengarkan lagu)

Match the words with the names.

(Jodohkan kata-kata dengan namanya)



1.5 Listen and Fill in the blank

Task 5

Listen to the song.

(Dengarkan lagu)

Fill in the blank with the words given. Look at the example.

(Lengkapi titik-titik ini dengan kata-kata yang telah diberikan. Lihat pada contoh)

Mr. Hiroshi	old	grandmother	mother	sister
-------------	-----	-------------	--------	--------

It is about Chibi Maruko Chan Family

There are six members in the family

Maruko's (1) is Mrs. Sumire

She is pretty

Maruko's father is (2)

He is handsome

Maruko's (3) is Sakiko

She is tall

Maruko's (4) is Mrs Sasimi

She is short

Maruko's grandfather is Mr. Tomoso

He is (5)

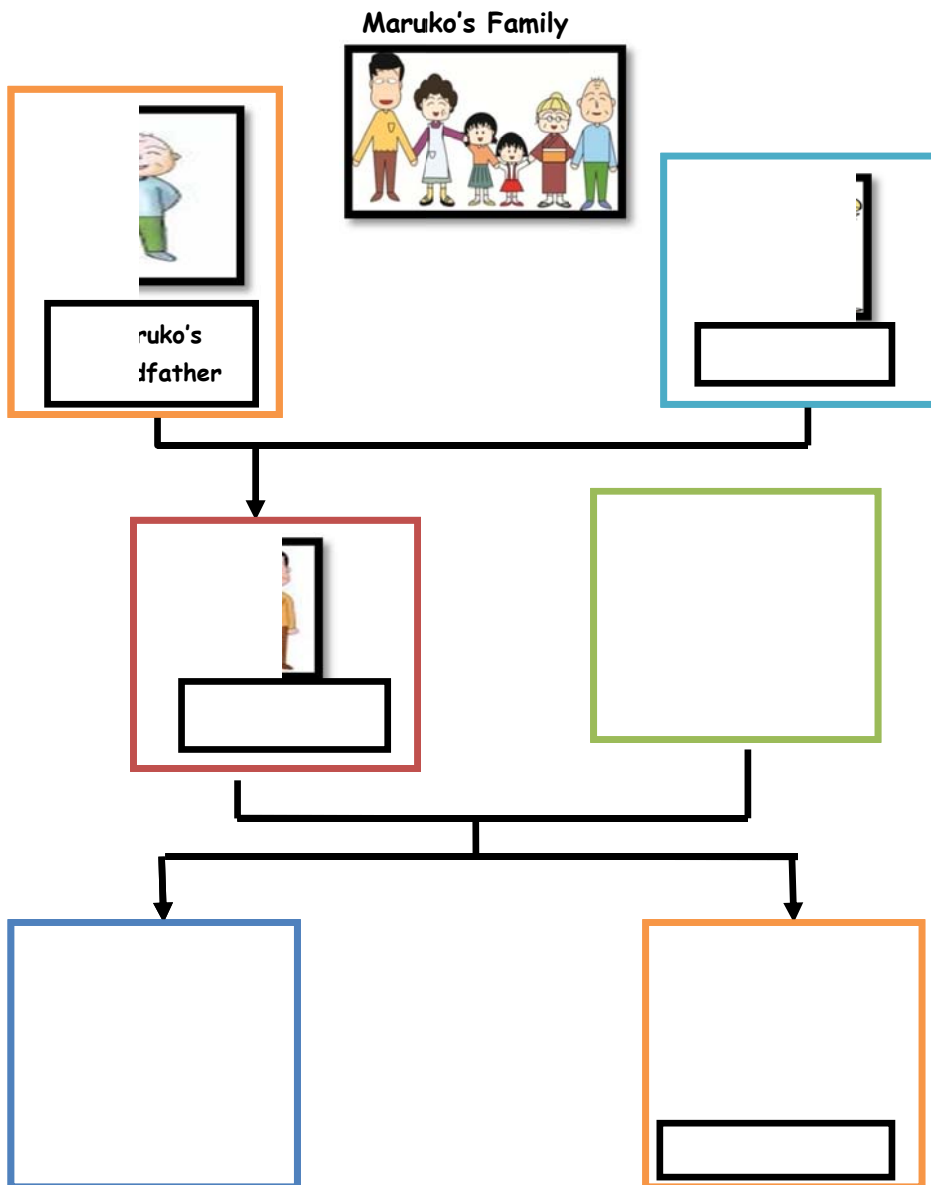
They are a happy family



Task 6

Fill in the blanks. Look at the example.

(Lengkapi titik-titik ini. Lihat pada contoh)



1.7 Listen and Transfer

Task 7

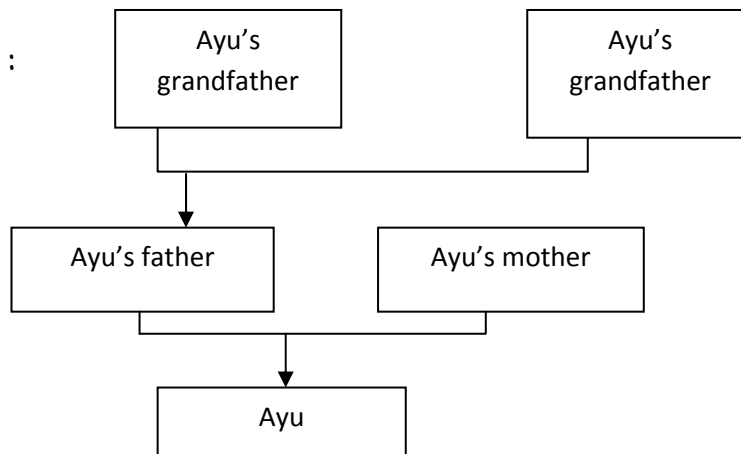
Listen to your partner's description about his/her family members.

(Dengarkan deskripsi temanmu tentang anggota keluarga mereka)

Draw of family tree based on your partner's description.

(Gambarlah pohon keluarga berdasarkan deskripsi dari temanmu)

Example :



1.8 Let's sing together

Task 8

Let's sing together.

(Mari bernyanyi bersama)

_____end_____

**APPENDIX I:
STUDENT'S WORKBOOK**

Video Program
Students' Workbook

Contents

1

Introduction

2

This book belongs to

3

Materials

Unit 1

Unit 2

Unit 3

4

Assignments

Introduction




Materi ini diberikan untuk siswa-siswi kelas tiga Sekolah Dasar sebelum mereka menonton video. Materi ini menggunakan *theme-based teaching*. (*The materials were given for the third grade students of Elementary School before they start to watch the video. The materials depend on theme-based teaching.*)

Video program ini dibuat untuk mengajarkan kosa kata baru (*noun, adjective, and verb*), *descriptive text, simple instruction*, dan beberapa lagu baru yang menyenangkan. Media ini bertujuan untuk meningkatkan kemampuan *listening* anak dalam pembelajaran bahasa Inggris. (*The video program is designed to teach new vocabularies (noun, adjective, and verb), descriptive text, simple instruction, and some fun new songs. The media is aimed to improve the students' listening skill in learning English.*)

Buku tugas ini dibuat untuk memberikan tugas kepada siswa-siswi Sekolah Dasar setelah materi diberikan melalui video. (*The workbook is designed to give work for the third grade students of Elementary School after the materials given through the video.*)

Ada tujuh tugas dalam buku tugas ini. Tugas-tugas itu dibuat berbeda untuk membuat siswa-siswi tidak bosan ketika mengerjakan tugas. Siswa diharapkan untuk lebih mampu dalam *listening* setelah mengerjakan tugas-tugas ini. *(There are seven tasks in this workbook. The seven tasks are made different to make the students not get bored while doing the tasks. The students are expected to be more competent in listening after doing these tasks.)*

This book belongs to ... 

Full name :

Short Name :

Class :

Gender : boy/girl

Age :

Address :

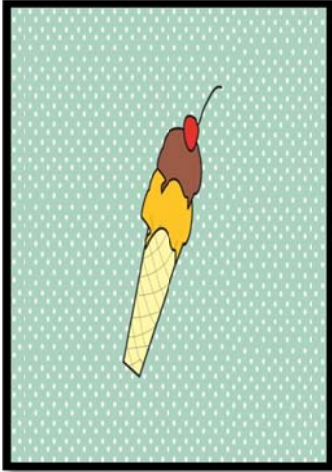
Materials



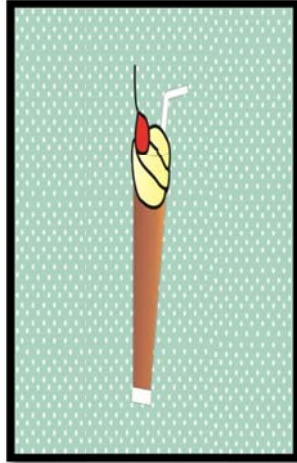
Unit 1

Food and Drink

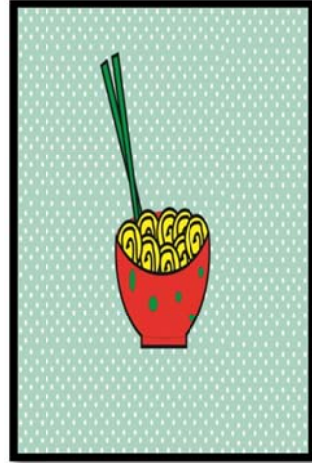
Food and Drink



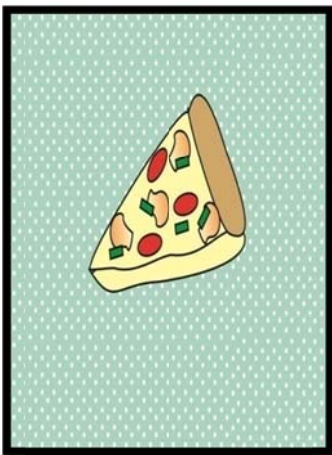
ice cream



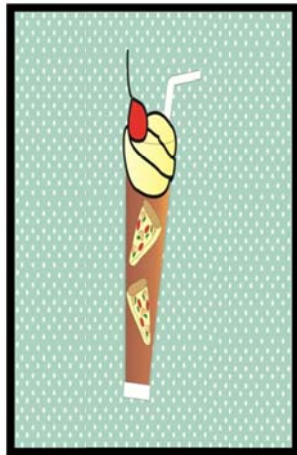
milkshake



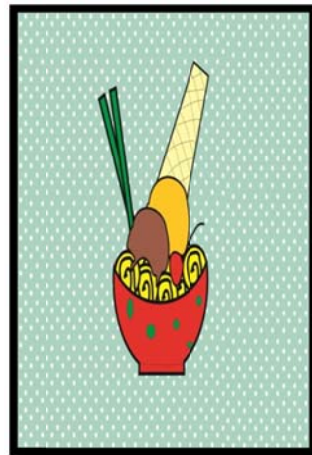
noodle



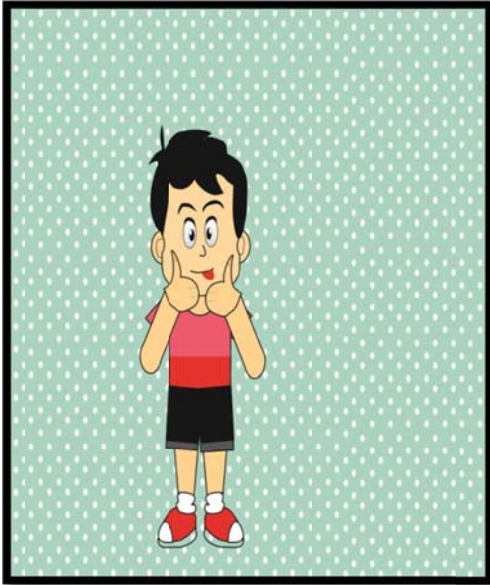
Pizza



pizza milkshake



ice cream noodle

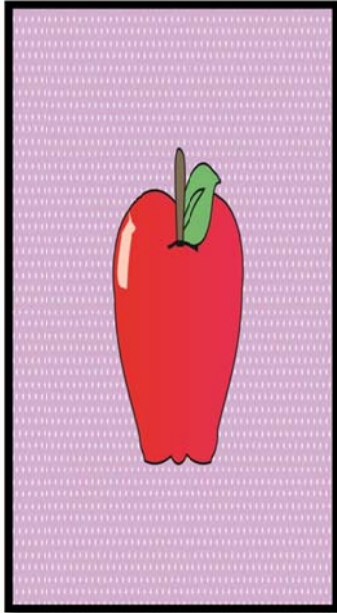


it's like

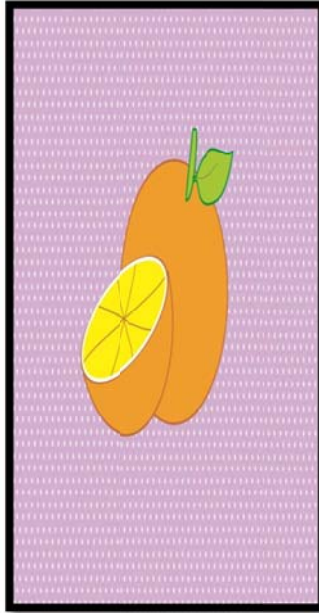
Unit 2

Fruits

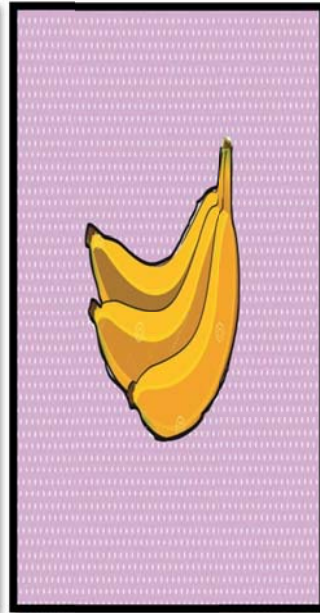
Fruits



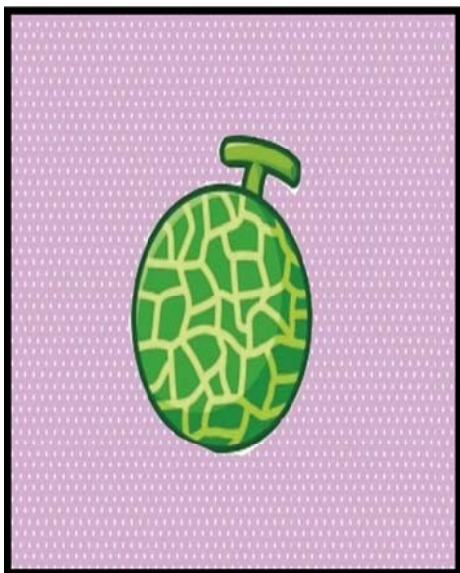
apple



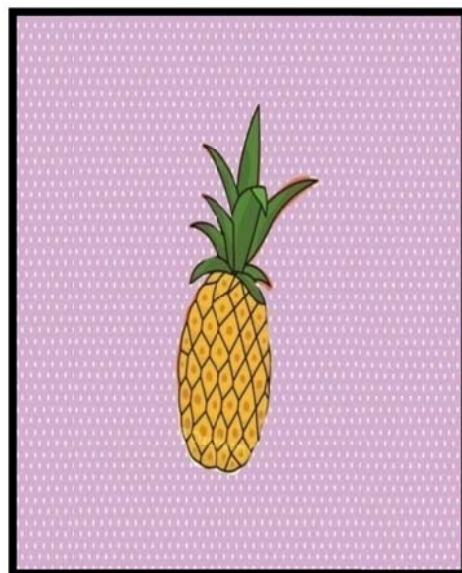
orange



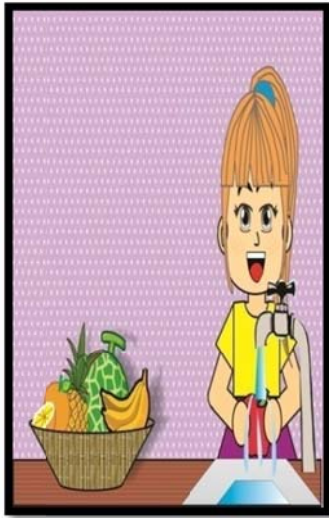
banana



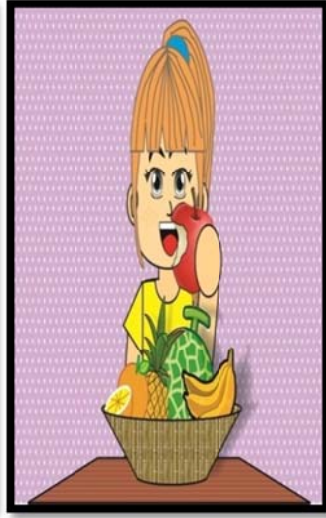
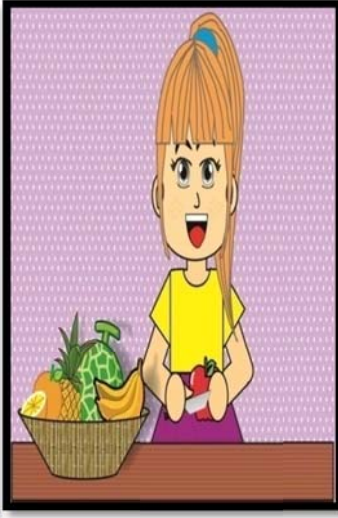
melon



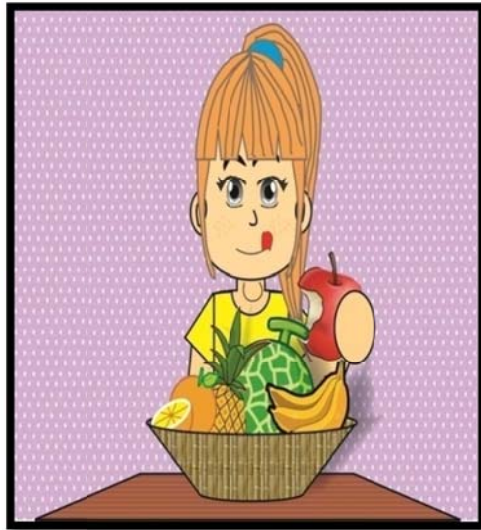
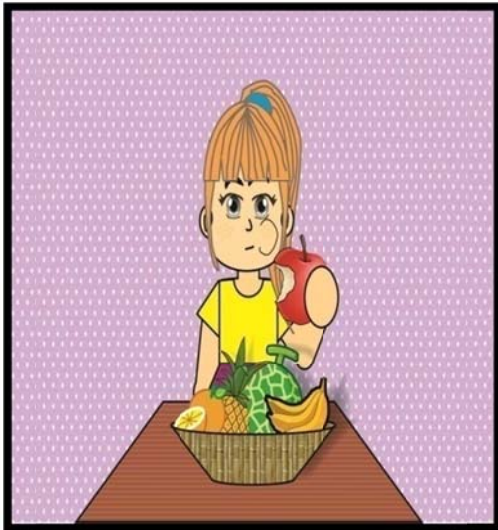
pineapple



sh



te

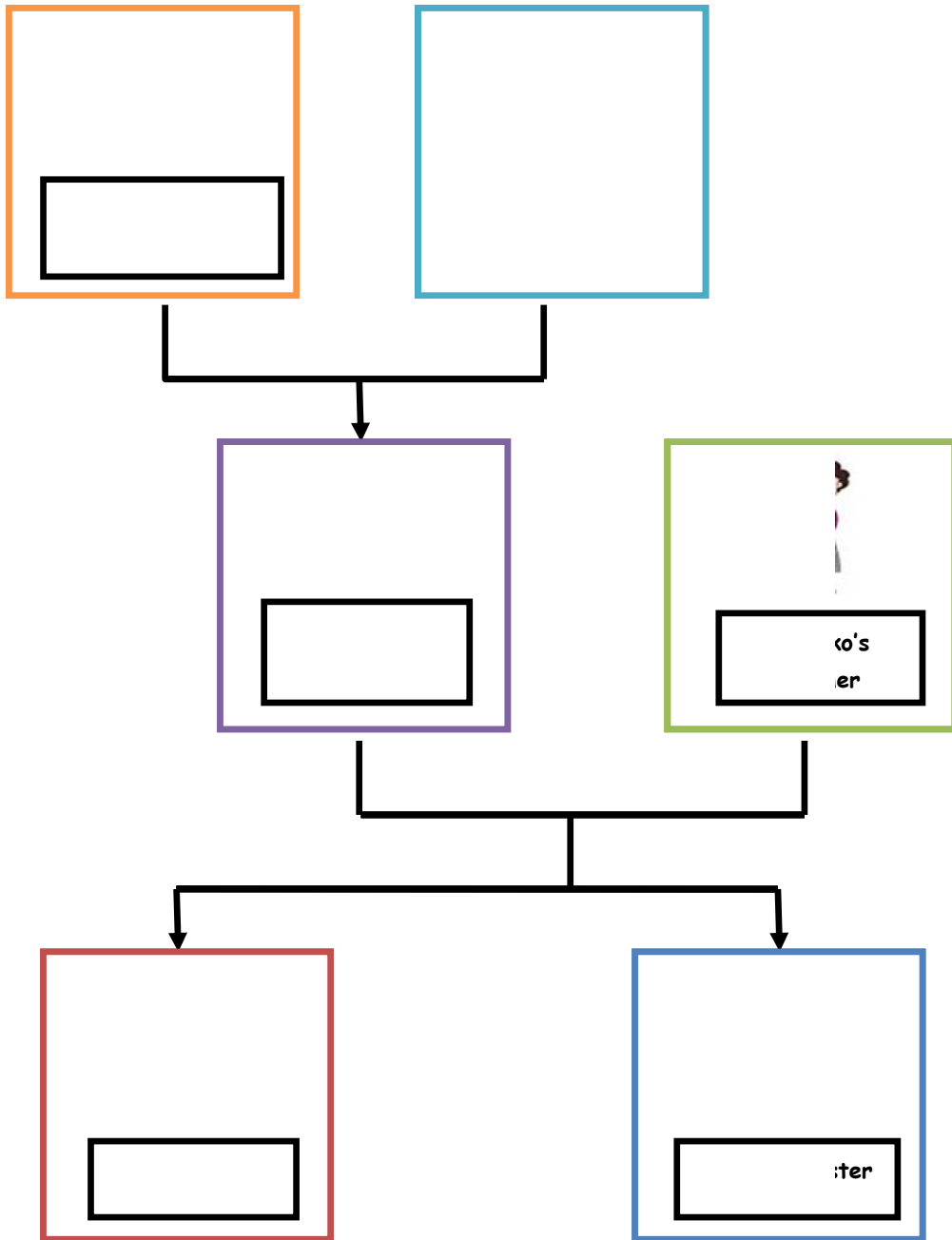


allow

Unit 3

Family

Maruko's Family





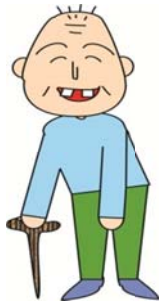
all



rt



pretty



Assignments



Unit 1

Pre-viewing

1.5 Listen and Answer

Task 1

Listen to your teacher.

(Dengarkan gurumu)

Answer the questions from the teacher based on the pictures.

(Jawablah pertanyaan dari gurumu berdasarkan gambar)

1.6 Listen and Repeat

Task 2

Listen to the recording and repeat after that.

(Dengarkan rekaman dan ulangi setelah itu)



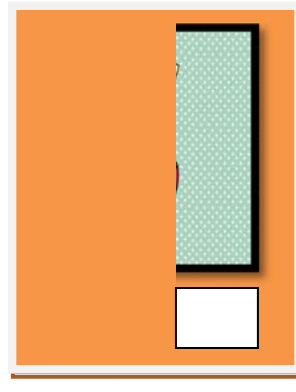
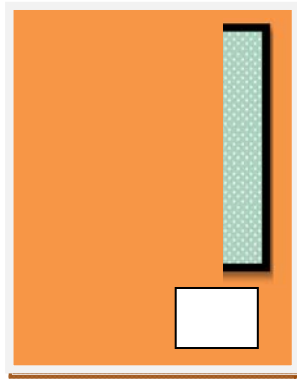
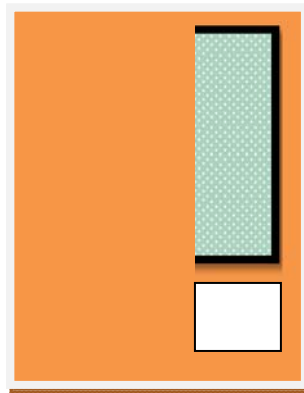
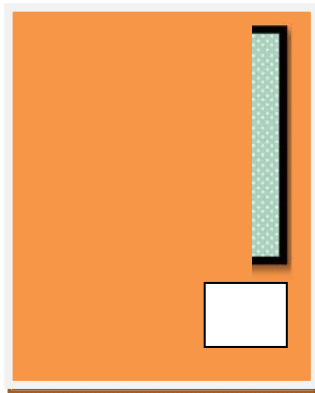
Task 3

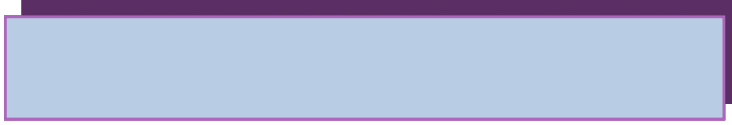
Listen to the song.

(Dengarkan lagu)

Number the picture based on the song.

(Berikan angka pada gambar berdasarkan pada lagu)











Task 4

Listen to the song.

(Dengarkan lagu)

Give a tick about food and drink based on the song. Look at the example.

(Berikan centang tentang makanan dan minuman berdasarkan lagu. Lihat pada contoh)

	☺ Like	☹ Don't like
		✓
		
		
		
		
		

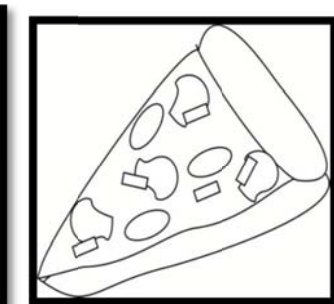
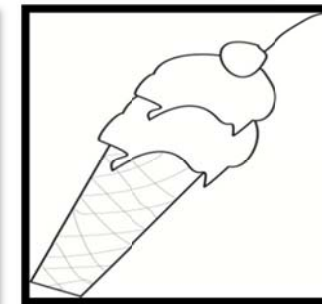
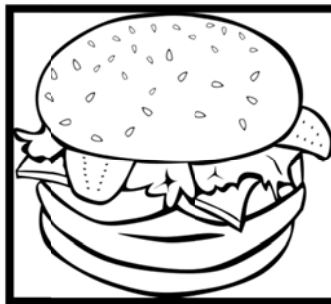
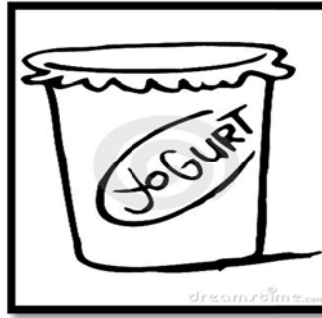
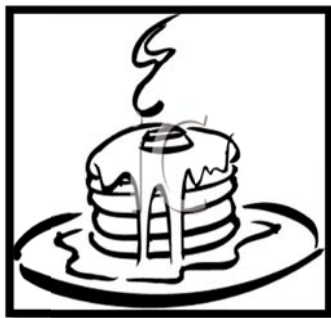
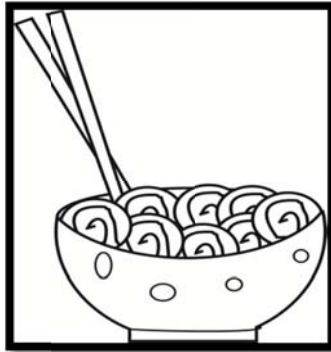

Task 5

Listen to the song.

(Dengarkan lagu)

Choose the food and drink pictures mentioned in the song and colour them.

(Pilihlah gambar makanan yang disebutkan pada lagu dan warnai)









Task 6

Part A





Listen to the recording and choose the right answer by crossing (x) the letter.

(Dengarkan rekaman dan pilihlah jawaban yang tepat dengan memberikan tanda silang pada huruf a, b, c, atau d)





1. Listen and choose the right picture.

- a. 
- b. 
- c. 
- d. 





2. Listen and choose the right picture.

- a. 
- b. 
- c. 
- d. 





3. Listen and choose the right picture.

- a. 
- b. 
- c. 
- d. 

4. Listen and choose the right picture.

- a. 
- b. 
- c. 
- d. 

5. Listen and choose the right picture.

- a. 
- b. 
- c. 
- d. 

Part B

Listen to the recording and choose the right answer by crossing (x) the letter.

(Dengarkan rekaman dan pilihlah jawaban yang tepat dengan memberikan tanda silang pada huruf a, b, c, atau d)

6. Amar likes ...

- a. Pizza
- b. Coffee
- c. Noodle
- d. Ice cream

7. Ani likes ...

- a. Ice cream
- b. Pizza
- c. Noodle
- d. Coffee

8. Bima doesn't like ...

- a. Ice cream noodle
- b. Noodle ice cream
- c. Noodle
- d. Ice cream

9. Tari doesn't like ...

- a. Pizza
- b. Milkshake
- c. Pizza milkshake
- d. Milkshake pizza

10. What did Rizky say?

- a. I like ice cream noodle.
- b. I like noodle.
- c. I don't like noodle.
- d. I don't like ice cream noodle.

1.7 Let's sing together

Task 7

Let's sing together.

(Mari bernyanyi bersama)

Unit 2

Pre-viewing

1.3 Listen and Answer

Task 1

Listen to your teacher.

(Dengarkan gurumu)

Answer the questions from the teacher based on the pictures.

(Jawablah pertanyaan dari gurumu berdasarkan gambar)

1.4 Listen and Repeat

Task 2

Listen to the recording and repeat after that.

(Dengarkan rekaman dan ulangi setelah itu)

1.3 Listen and Identify

Task 3

Listen to the teacher and find the fruits mentioned.

(Dengarkan gurumu dan temukan buah-buahan yang disebutkan).

Look at the example.

(Lihat pada contoh).

Q	W	E	R	T	Z	Y	U	I	O
A	P	I	N	E	A	P	P	L	E
O	G	H	J	K	N	Z	X	C	P
R	X	C	V	B	P	M	T	Y	N
A	L	M	E	L	O	N	F	X	B
N	E	F	B	P	C	X	C	V	J
G	D	F	D	B	A	N	A	N	A
E	V	B	Z	Q	X	C	V	F	H
W	C	V	K	A	L	N	S	R	T
A	P	P	L	E	Q	U	I	Y	O

While-viewing

1.4 Listen and Rearrange the instructions

Task 4

Listen to the song.

(Dengarkan lagu)

Rearrange these instructions. Look at the example.

(Susun kembali perintah-perintah ini. Lihat pada contoh)

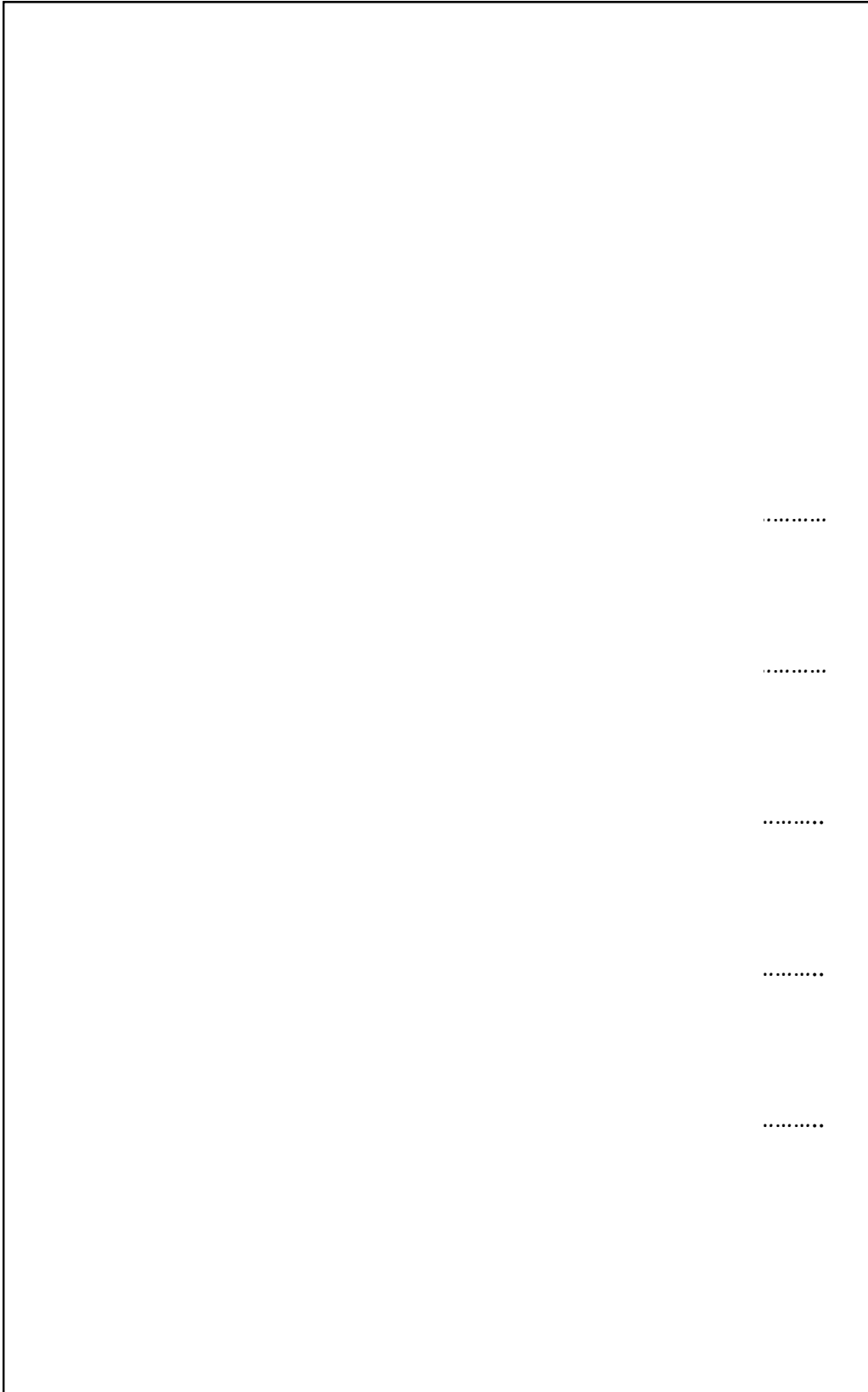
Peel

Wash

Bite

Swallow

Chew



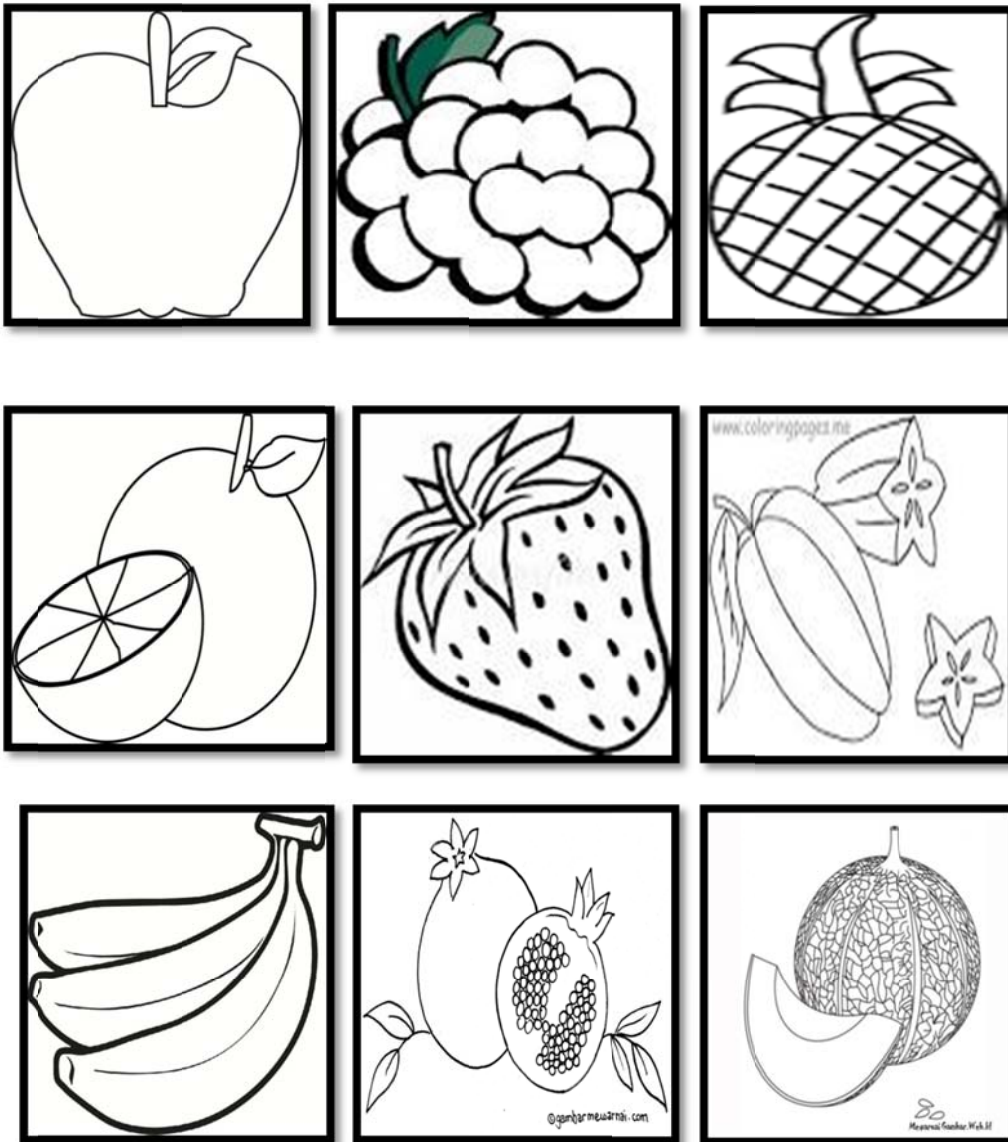
**Task 5**

Listen to the song.

(Dengarkan lagunya)

Choose the fruit pictures mentioned in the song and color them.

(Pilihlah gambar buah yang disebutkan pada lagu dan warnai)



1.6 Listen and perform actions / follow instructions

Task 6

Listen to the song.

(Dengarkan lagunya)

Make groups of five.

(Buatlah kelompok yang terdiri dari 5 siswa)

Perform the instruction based on the song.

(Mainkan perintah-perintah itu berdasarkan lagu)

Post-viewing

1.7 Make a project (fruit satay)

Task 7

Listen to the teacher's instruction.

(Dengarkan perintah guru)

Make groups of five.

(Buatlah kelompok yang terdiri dari 5 siswa)

Make fruit satay in group.

(Buatlah sate buah dalam kelompok)

1.8 Let's sing together

Task 8

Let's sing together.

(Mari bernyanyi bersama)

Unit 3

Pre-viewing

1.3 Listen and Answer

Task 1

Listen to your teacher.

(Dengarkan gurumu)

Answer the questions from the teacher based on the pictures.

(Jawab pertanyaan dari gurumu berdasarkan pada gambar)

1.4 Listen and Repeat

Task 2

Listen to the recording and repeat after that.

(Dengarkan rekaman dan ulangi setelah itu)

1.3 Listen and Identify

Task 3

Listen to the teacher and find the family members mentioned.

(Dengarkan gurumu dan temukan anggota keluarga yang disebutkan).

Look at the example.

(Lihat pada contoh).

A	O	B	R	G	Q	E	W	R	Q	Y
G	R	A	N	D	M	O	T	H	E	R
K	J	H	G	Z	F	D	S	A	T	F
M	N	B	V	M	C	X	Z	G	P	G
G	R	A	N	D	F	A	T	H	E	R
R	E	N	T	M	P	L	K	Y	L	H
S	D	O	U	O	Y	G	D	U	M	K
I	J	F	A	T	H	E	R	I	O	L
S	Q	R	K	P	T	G	Z	X	T	O
T	L	S	T	B	R	V	Q	M	H	P
E	P	I	U	R	S	X	T	R	E	V
R	K	D	N	G	H	S	A	S	R	Y

While-viewing

1.4 Listen and Match

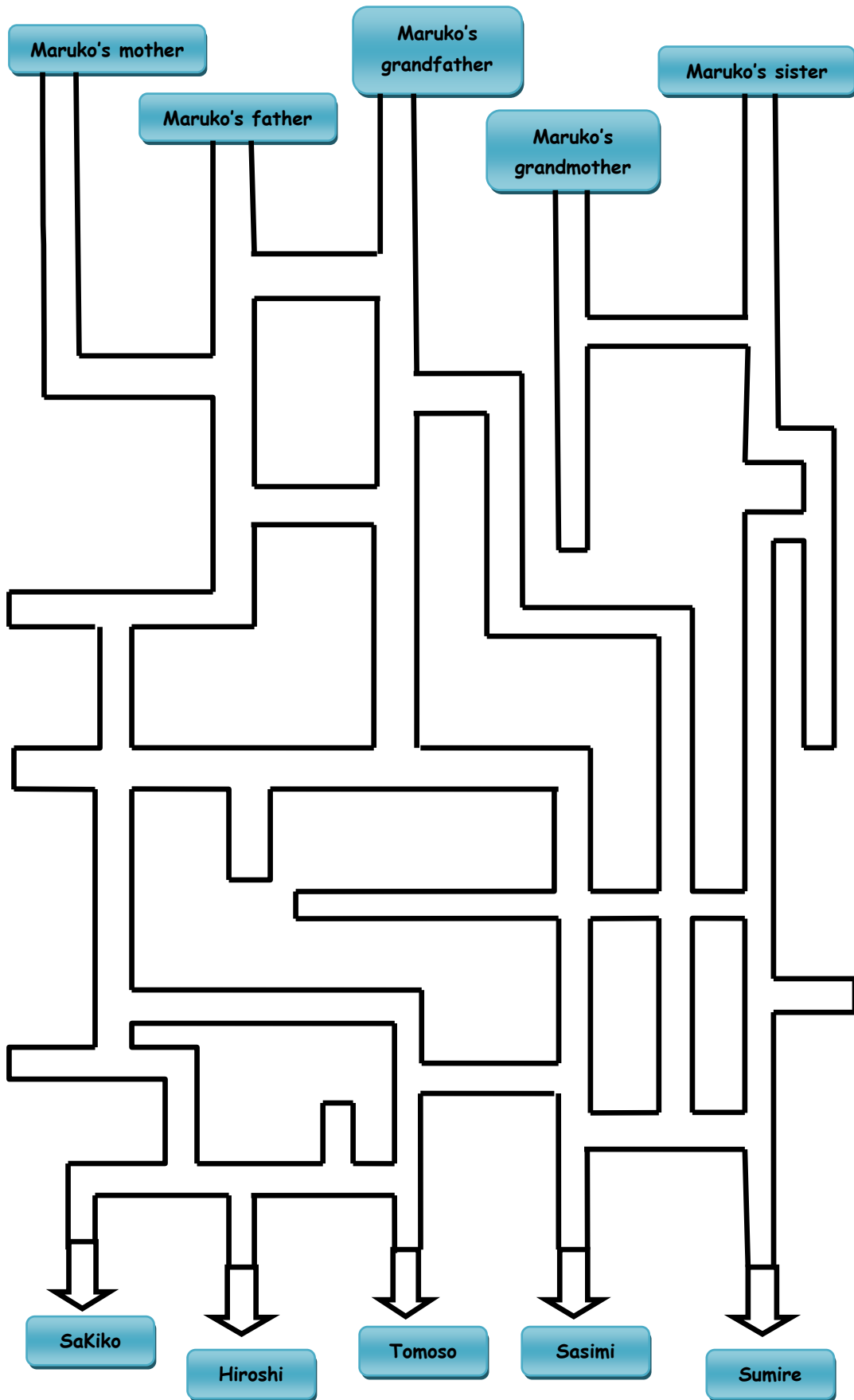
Task 4

Listen to the song.

(Dengarkan lagu)

Match the words with the names.

(Jodohkan kata-kata dengan namanya)



1.5 Listen and Fill in the blank

Task 5

Listen to the song.

(Dengarkan lagu)

Fill in the blank with the words given. Look at the example.

(Lengkapi titik-titik ini dengan kata-kata yang telah diberikan. Lihat pada contoh).

Mr. Hiroshi	old	grandmother	mother	sister
-------------	-----	-------------	--------	--------

It is about Chibi Maruko Chan Family

There are six members in the family

Maruko's (1) is Mrs. Sumire

She is pretty

Maruko's father is (2)

He is handsome

Maruko's (3) is Sakiko

She is tall

Maruko's (4) is Mrs Sasimi

She is short

Maruko's grandfather is Mr. Tomoso

He is (5)

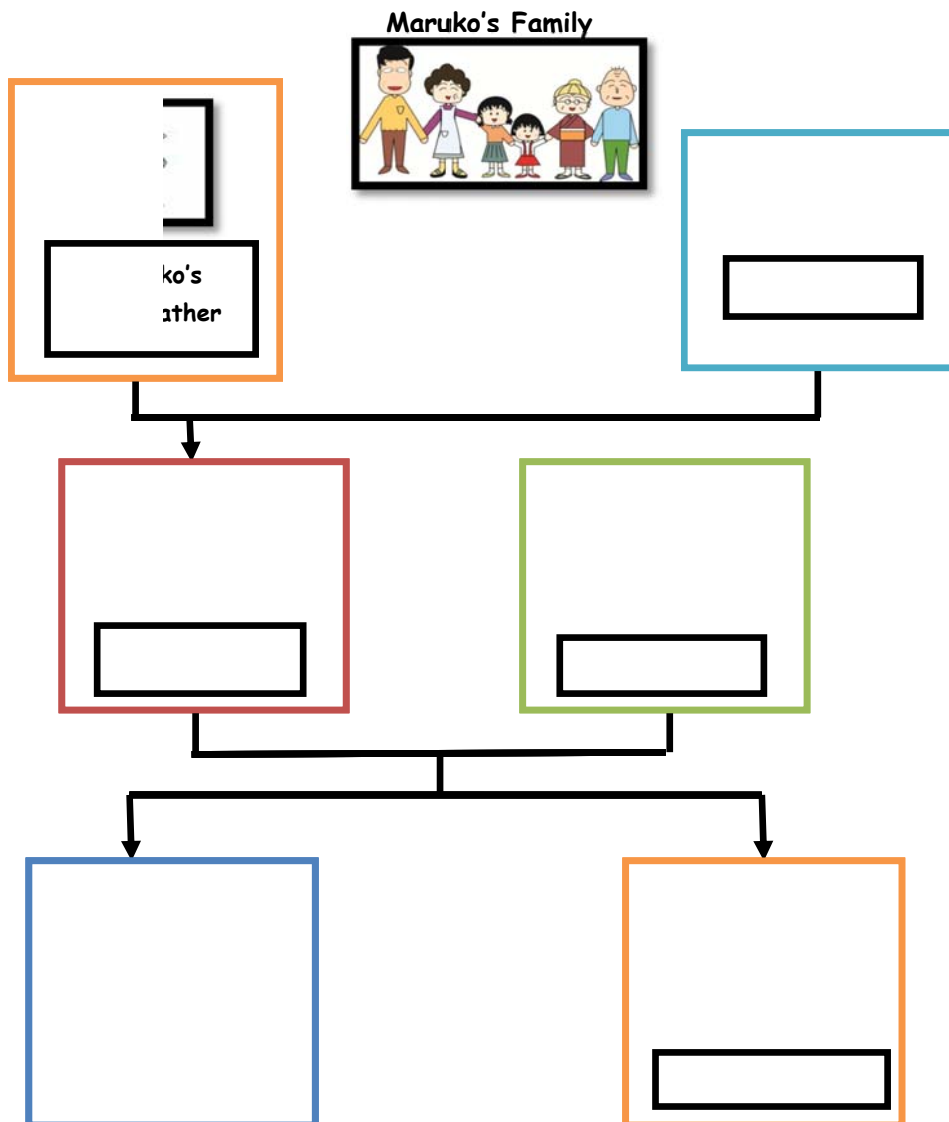
They are a happy family



Task 6

Fill in the blanks. Look at the example.

(Lengkapai titik-titik ini. Lihat pada contoh)



1.7 Listen and Transfer

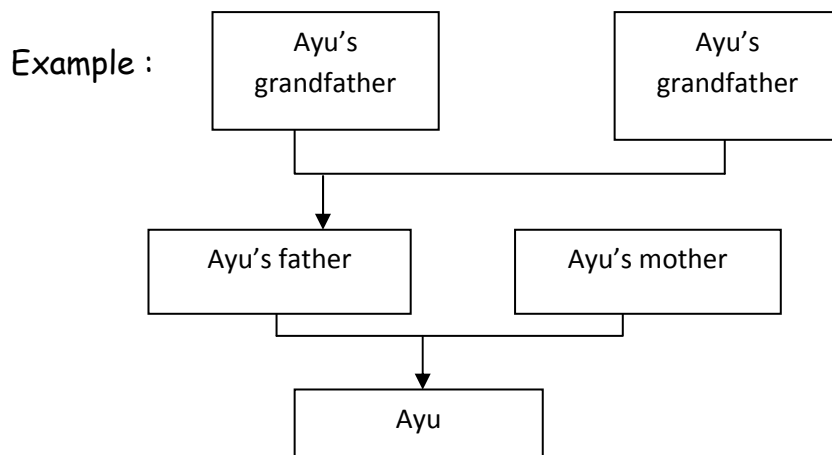
Task 7

Listen to your partner's description about his/her family members.

(Dengarkan deskripsi temanmu tentang anggota keluarga mereka)

Draw of family tree based on your partner's description.

(Gambarlah pohon keluarga berdasarkan deskripsi dari temanmu)



1.8 Let's sing together

Task 8

Let's sing together.

(Mari bernyanyi bersama)

**APPENDIX J:
PHOTOGRAPH**

Meeting I



Picture 1: The teacher presents the materials



Picture 2: The students pay attention to the material



Picture 3: The students listen to the song and do the tasks.



Picture 4: The researcher discusses the answer together.



Picture 5: The students do the task “listen and colour”



Picture 6: The researcher checks the students' understanding.



Picture 7: The students stand up and sing together.

Meeting II



Picture 8: The Students pay attention to the material.



Picture 9: The Students watch to the video.



Picture 9: The Students watch to the video.



Picture 10: The Students watch the video while do the tasks.



Picture 10: The students do the task.



Picture 11: The students wash the fruit (perform an actions).



Picture 12: The Students peel the fruit (perform an action).



Picture 12: The Students bite the fruit (perform an action).



Picture 13: The students make a fruit satay.



Picture 13: The Students finish to make a fruit satay and eat together.

Meeting 3



Picture 14: The students pay attention to the material.



Picture 15: The teacher explains the instructions of the task.



Picture 15: The students do the task.