

IMPROVING LISTENING SKILLS BY USING ADOBE FLASH SOFTWARE
FOR THE GRADE VIII STUDENTS OF SMP N 1 BOJONG
IN THE ACADEMIC YEAR OF 2010/2011

A Thesis

Presented as a partial fulfillment of the requirements
for the attainment of the *Sarjana Pendidikan* Degree
on the English Language Education



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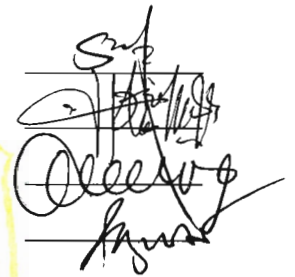
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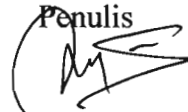
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara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

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

Yogyakarta, Juni 2013

Penulis



Mira Chandra Lestary

MOTTO

Verily, with every difficulty there is a relief. [94:6]

DEDICATIONS

This thesis is dedicated to:

- My beloved Mom and Dad:
Siti Maemunah and Suyatmin
- My teachers in SD, SLTP, SMA, and PBI
- My life partner:
Rizqi Faiq F.
- My beloved friends in PBI:
*Sinta, Ambar, Arie, Marita, Sri, Mita, Iva,
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I hope that this writing will give contributions for the field of study, especially for the English teaching and learning. However, I realize that this writing is still far from being perfect. Therefore, all criticisms and suggestions will be appreciated.

Yogyakarta, September 2013

Mira Chandra Lestary

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ABSTRACT

This study is an action research. The objective of this research is to improve the listening skills of the grade VIII students of SMP N 1 Bojong in the academic year of 2010/2011 by using Adobe Flash software.

This study was an action research study consisting two cycles and used qualitative and quantitative methods. It involved the principal, the English teacher, and the students. The participants of the research were the students of VIIIA. The data of this study were qualitative and quantitative. The qualitative data were obtained by conducted observations and conducted interviews with the principal, the English teacher, and the students. The qualitative data were in the form of field note and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' listening ability through the pre-test and post-test. Therefore, the quantitative data were in the form of students' listening test scores in the pre-test and post-test.

The result of first cycle showed that the implementation of Adobe Flash software as learning media was successful to improve the students' listening skills. However, the use of classroom English and accompanying activities were not so successful. Meanwhile, the result of the second cycle showed that the implementation of Adobe Flash, accompanied by interactive listening activity (crossword puzzle and whispering game), classroom English, giving feedback and giving appreciation to the students' work was successful to improve the students' listening skills. The findings were supported by the means of the students' listening scores which had improved from 64.6 in the pre-test to 70.8 in the post-test.

CHAPTER I

INTRODUCTION

A. Background to the Study

To achieve successful language learning, students are required to master four English language skills comprising receptive skills, i.e. reading and listening skills, and productive skills, i.e. writing and speaking skills. The receptive skills intertwine with the productive skills so that students are not only stimulated from reading and listening activities but also give responses to the lesson. As for example, the success of listening learning as a receptive skill can influence the success of speaking learning as a productive skill.

In learning English, listening skill seems to be important as stated by Rost in Richards (2002:238) who says that since listening provides input for the learners, it becomes vital in the language learning. Any learning simply cannot begin without understanding input at the right level. Listening is a foundation for other skills. Therefore, it is very important to seek a good technique for teaching listening to the students.

Since students are very easy to become bored, teachers should provide an interesting and interactive learning process. Nowadays, the teachers can use technology to make the English learning process more interactive and interesting. As for example, using multimedia to teach listening skills to the students can involve the students with fun and give them many opportunities to have language practices.

Unfortunately, not all teachers can create an interactive and interesting English learning process for their students. As for example, in SMP N 1 Bojong, the activities tend to be monotonous although some students have good motivation in learning English. It seems that the teacher hardly provides interesting and interactive activities to improve the students' skills, particularly the listening skill. The media are rarely used in the teaching learning process.

Since the students' listening skills have not been improved appropriately, this study is designed to help solving the problems. The study used an action research approach and aimed at improving the listening skills in the English teaching learning process using interactive and interesting media at SMP N 1 Bojong.

B. Identification of the Problem

To identify the existing problems in the field, the researcher observed the teaching learning process in the VIII grade of SMP N 1 Bojong on August 6th, 2010. Based on the observation, the researcher obtained some problems in the teaching learning process in the class. They are described as follows.

The first problem was related to the students. They did not pay attention to the lesson and seemed to get bored. Most of them were passive. They had lack of interest and motivation in learning English. They also lost their attention easily. They were busy with their own activities, i.e. playing with their cell phones, shouting, talking or playing with their friends, and drawing pictures on their

books. Therefore, they did not understand and did not respond to the teacher's questions and instructions.

Secondly, it was related to the use of teaching aid or media. Using media would motivate the students to learn English. However, the teacher rarely used media or teaching aid on the teaching learning process. The use of language laboratory was not optimized yet. The teacher used the laboratory once or twice only in a semester. It showed that the teaching listening had not received enough attention yet.

Thirdly, the teacher was less concern with the classroom management. The teacher intentionally gave attention to active students so that the others were very busy trying to draw their teacher's attention by making troubles in the class. As for example, the students talked to each other, shouting, and playing with other students. The teacher also did not truly apply the warning and punishment to handle the class.

Next problem was that the teacher did not have any varied activity and material resources. He only used a course book. The classroom activities were monotonous. It was so boring for the students. The interesting and interactive activities were rarely implemented.

Those were the problems that could be identified during the observation and needed to be solved so that the learning process could run effectively. However, all of the problems above needed to be sorted out in this study due to some limitations. These limitations will be described in the next section.

C. Limitation of the Problem

From the problem described above, the present study limits the scope of the research based on two reasons. First, the researcher considered that this problem was important in the teaching learning process. Using adobe flash was an important factor in learning English, especially in improving the students' listening skills. Second, the actions in this study were limited by time and facilities. The researcher did not have enough time to conduct the study because the school teacher only gave two months time allocation to the researcher. Besides that, the researcher did not have access to obtain feasible facilities that were required to solve all problems. The researcher tried to identify feasible actions to improve the listening skills.

D. Formulation of the Problem

The problem of this research can be formulated as follows: how could Adobe flash software be implemented to improve the listening skills of the VIII grade students at SMP N 1 Bojong in the academic year of 2010/2011?

E. Research Objective

Related to the formulation of the problem, this research is aimed to describe the listening learning practices as an effort to improve the students' listening skills of grade VIII at SMP N 1 Bojong through Adobe Flash software.

F. Research Significance

This research is expectantly hoped to give a valuable contribution to the following parties:

1. To the English Department, the researcher hopes that the result of this research study can be an input of reference relating to English teaching learning process especially for teaching listening using Adobe flash.
2. To other researchers, the finding of this research can be used as a reference for those who want to conduct research in English teaching-learning process, especially teaching listening.
3. To English teachers, the researcher hopes that this research can enrich the English teachers' knowledge about listening teaching especially the English teacher of SMP N 1 Bojong.

CHAPTER II

THEORETICAL FRAMEWORK

A. Literature Review

1. Listening Learning in EFL Context

a. Definition of Listening

Role of English as the world's international language makes learning English become important. Any language learning simply cannot begin without understanding input at the right level. Rost in Richards (2002:238) states that since listening provides input for the learners, it becomes vital in the language learning.

There are some definitions of listening. Harmer (2002:199) defines listening as the way in which people extract meaning from the discourse they hear. In addition, Brown (2001:249) defines listening as the beginning of an interactive process, not a one way process. The main purpose of listening activities is to comprehend what people say, not just hearing or pay attention.

When listening to something, at least eight processes involved in the listening comprehension:

1. The hearer process what we call "raw speech" and hold as an "image" of it short term memory
2. The hearer determines the type of speech event being conducted (a conversation, a speech, a radio broadcasting, etc)

3. The hearer infers the object of the speaker through consideration of the type of speech event, the context, and the content deciding whether the speaker wishes to persuade, request, affirm, etc)
4. The hearer recalls background information relevant to the particular context and the subject matter
5. The hearer assign an intended meaning to the utterance
6. The hearer determines whether information about should be retained in short-term memory or long-term memory
7. The hearer deletes the form in which the message was originally received.

(Adapted from: Clark and Clark, 1977 in Brown, 2001:249)

b. Techniques of Listening Learning

Through principles for designing listening techniques, teachers can get a good idea of what technique need to use in learning listening for their students. These principles are summarized below (adapted from Brown, 2001:258).

1. In an interactive, four-skills curriculum, teachers have to make sure that they don't over-look the importance of techniques that specifically develop listening comprehension competence. If the curriculum is strongly content-based, or otherwise dedicated to the integration of four skills, the teachers have to remember that each of separate skills deserve special focus in appropriate doses.
2. Use techniques that are intrinsically motivating. Since background information is an important factor of listening, the teachers have to take into full the students' experiences, goals, and abilities as the teachers design

lesson. Then, once a technique is launched, the teachers have to try to construct it in such a way that students are caught up in the activity and feel self-propelled toward its final objective.

3. Utilize authentic language and context. Authentic language and real-world tasks enable the students to see the relevance of classroom activity to their long-term communicative goals. If the teachers introduce natural texts rather than congested, artificial material, students will more readily dive into the activity.
4. Carefully consider the form of listener's responses. Comprehension itself is not externally observable. The teachers only infer that certain things have been comprehended through students' over (verbal or nonverbal) responses to speech. It is therefore important for the teachers to design techniques in such a way that students' responses indicate whether or not their comprehension has been correct.
5. Encourage the development of listening strategies. Most foreign language students are simply not aware of how to listen. One of the teachers job is to equip them with learning strategies that extended beyond the classroom. Draw their attention to the value of such strategies as looking for keywords, looking for nonverbal cues to meaning, predicting a speaker's purpose by the context of the spoken discourse, associating information with one's existing cognitive structure (activating background information), guessing at meanings, seeking clarification, listening for the general gist, and various test-taking strategies for listening comprehension. As the teacher teach the

students to learn by helping them to develop their overall strategic competence, strategies for effective listening can become a highly significant part of their chances for successful learning.

6. Include both bottom-up and top-down listening techniques. Speech processing theory distinguishes between two types of processing in both listening and reading comprehension. Bottom-up processing proceeds from sounds to words to grammatical relationships to lexical meanings, etc., to a final “message”. Top-down processing is produced from “a bank prior of knowledge and global expectations” and other background information that the listeners brings to the text. Bottom-up techniques typically focus on sounds, words, intonation, grammatical structures, and other components of spoken language. Top-down techniques are more concerned with the activation of background information, with deriving meaning, with global understanding, and with the interpretation of a text. It is important for learners to operate from both directions since both can offer keys to determining the meaning of spoken discourse. But in a communicative, interactive context, the teachers do not dwell too heavily on the bottom-up, for to do so may hamper the development of a learners’ all-important automaticity in processing speech.

c. Listening Tasks

Rost in Richards (2002:238) states that since listening provides input for the learner, it becomes a vital skill in a language classroom. Listening task should encourage the learners to comprehend the language forms and context. All of the

activities must provide a learning which allows the students to learn elements of a language. An English teacher should consider and choose the appropriate activities which are relevant to students' need and interest.

Richards and Renandya (2002:244) states that there are five activities in a task. They are labeling (e.g. building on a map), selecting (e.g. choosing a film from three trailers), drawing (e.g. symbols on a weather map), form filling (e.g. a hotel registration form), and completing a grip. These activities can be given to the students as a listening experience which is based on real life.

d. Assessing Listening

According to Lund in Hadley (2001:185), there are nine different ways to check listener's comprehension. They are doing (the listener responds physically to a command), choosing (the listener selects from alternatives such as pictures, objects, and texts), transferring (the listeners draws a picture of what is heard), answering (the listener answers questions about the message), condensing (the listener outlines or takes notes on a lecture), extending (the listener provides an ending to a story heard), duplicating (the listener translates the message into the native language or repeats in verbatim), modelling (the listener orders a meal, for example, after listening to a model order), and conversing (the listener engages in a conversation that indicates appropriate processing of information).

2. Theories of Adobe Flash Software

a. The Nature of Adobe Flash Software

Robin and Linda in Suyanto (2005:20) define multimedia as a way to make a dynamic and interactive presentation which combine text, graphic,

animation, audio, and video. Moreover, Vaughan (2010) defines multimedia as a combination of text, image, graphic, audio, animation, and video which is manipulated digitally. Multimedia can be explained through computer. In addition, Azhar (2003:3) states that media in the context of teaching learning process are tools of graphic, image, or electronic which are used to capture, process, and rebuild visual or verbal information.

There are many computer programs that are categorized as multimedia. One of them is Adobe flash software. Adobe Flash (formerly Macromedia Flash) is a multimedia platform that is originally acquired by Macromedia. Flash was introduced in 1996, and is currently developed and distributed by Adobe Systems.

b. The Benefits of Adobe Flash Software in Listening Learning

According to research result of Computer Technology Research (CTR) in Suyanto (2005:23), human can remember only 20 % of what they see and 30 % of what they hear. However, human can remember 50 % from what they see and hear, and 80 % from what they see, hear, and do in a same time. Suyanto (2005:23) also states that the advantage of multimedia is its interestingness. That is why multimedia is very needed by the students in learning English to make the language knowledge more memorable for them.

Using Adobe Flash as an interactive multimedia gives some benefits for the students in learning language. Pramono (2004:2) states some advantages of using Adobe Flash as media. They are described below.

1. Final result files of flash have light size after being published.
2. Flash can import almost all image and audio files so presentation with flash will be more exciting.
3. Flash can create executable file (*.exe) so it can be run on any computer without installing flash program.
4. Fonts which are used in Flash will remain the same when being displayed although the computer used may not have the fonts.
5. Flash can be run on computers which use Windows operating system or Macintosh.
6. Final result of Flash can be saved in any form, such as *.avi, *.gif, *.mov, etc.

B. Conceptual Framework

Role of English as the world's international language makes learning English become important. Any language learning simply cannot begin without understanding input at the right level. As listening gives input for the learners, it becomes important in language learning.

There are two processes in listening: top-down and bottom-up. In top-down listening process, listener uses their knowledge and other background information to interpret information they heard. While in bottom-up listening process, the listener focuses on sounds, words, intonation, grammatical structures, and other components of spoken language. In communicative learning listening, students should pay more attention in top-down process. That is why knowing

students' knowledge and interest is important for teachers in learning listening process.

Using media in listening learning is important to promote the students' interest and motivation. The advantage of using multimedia as listening learning media is its attractiveness. Multimedia is able to make the language knowledge in listening learning more memorable for the students.

There are many computer programs that are categorized as multimedia. One of them is Adobe flash software. Based on the consideration above, a conceptual framework is constructed on how Adobe Flash software used as a learning media in order to improve the listening skills of grade VIII students of SMP N 1 Bojong through action research. The implementation of the technique will involve the researcher, the English teacher, and the students of grade VIIIa at SMP N 1 Bojong.

CHAPTER III

RESEARCH METHODS

The nature of this study is action research. This chapter outlines some aspects concerning the study: research design, subject of the study, research instruments, data collection technique, and data analysis.

A. Research Design

This study is action research, aiming at improving the student's listening skills through using Adobe Flash for the grade VIII at SMP N 1 Bojong. As it is done in a certain setting, the researcher should be able to understand the characteristics of the setting she works in. Due to the nature of the data, this research used both qualitative and quantitative methods. The qualitative data was supported by the quantitative data. The data were in the form of questionnaire's responses, interview transcript, observation checklist, field notes, and the report of the test result. Those data were used as sources for the evaluation and reflection so that the researcher can make a more effective plan.

B. Research Setting

The research was conducted in SMP N 1 Bojong located at Bojong, Pekalongan, Jawa Tengah. The location of the school is about 50 meters from Kajen - Wiradesa Street so it is easy to be reached by public transportation. Most of the students use public transportation such as bus to go to school.

Physically, SMP N 1 Bojong has twenty one classrooms, a library, a teacher and a headmaster office, a guidance and counselling office, a language laboratory, a computer laboratory, a science laboratory, a medical (UKS) room, a mosque, and a canteen. There are three English teachers at the school.

C. Subject of the Research

The research involved the English teacher, and the students of class VIIIA in the academic year of 2010/2011, and the researcher. The headmaster, Mohammad Asyir, S.Pd. M.Si., asked the researcher to keep in touch with the English named Bambang Kustriyono, S.Pd. concerning to the research. He entrusted the English teacher and the researcher to conduct the research. Thus, he was not involved in the implementation of the actions.

D. Time of the Research

The research was conducted in the first semester of the academic year of 2010/2010 at SMP N 1 Bojong, focusing on class VIIIA. Observations were done in August 6th and 7th 2010. The action was conducted from September 29th to October 27th 2010. In conducting the actions, the researcher followed the school's schedule in which the English class was taught three times a week. One lesson session took 40 minutes in length.

E. Research Instruments and Data Collection Techniques

The data were collected through four instruments. They are observation, interview, questionnaire and pre & post test. These instruments were used to gain the data accurately.

1. Observation Sheets

Observation is conducted to get the information or data about the teacher's and students' interaction in classroom. According to Kutner et al (1997: 28), there are two types of observations: structured and unstructured. Structured observations, which use systematic observation and a coding instrument, narrow the focus of the observation and provide data on specific instructional behavior. Items on a checklist, for example, can be related to the specific skills and knowledge addressed in the classroom activities, the students' behaviors, and the teachers' instructions. Unstructured observations, in which the observer views the overall classroom and assesses a wide variety of teaching behaviors, provide general information about instructional practice and student responses, and are informative when used in conjunction with teacher interviews. In this research, the researcher used the structured observation by using observation checklist to get the information about the teacher's instruction, student's behavior, and the classroom situation.

2. Interview Guideline

Interviews can be valuable evaluation instruments, as they provide, with the interviewer's ability to probe for answers, more in-depth information than do questionnaires (Kutner, 1997: 25). Interviews can be done with or without guidelines. The guidelines may help the interviewer to focus the conversation on several items or data needed in the study.

3. Questionnaire Likert-scale

Questionnaire is one of the most frequently used types of self-report evaluation, typically used to collect information about perceptions. Questions may be either close-ended or open-ended, or a combination of both. (Kutner, 1997: 23). In this research, closed-ended questionnaires were used at the end of the teaching and learning process to gather the data about the students' perceptions on the use of Adobe Flash and the improvements they made during teaching learning process. Closed-ended questionnaires provided the students freedom to express their responses to the questions.

4. Pre-Test and Post-Test

Mettetal (2001) stated that both quantitative and qualitative methods were appropriate to assess the outcomes of a classroom action research project. In this research, pre-test and post-test were used to gather the quantitative data of student's improvement in listening.

F. Data Analysis Technique

The qualitative data of this research were analyzed based on the qualitative data analysis proposed by Miles and Huberman (1994). The data were obtained from the actions conducted in the field. The first was data collection. The data were looked up the findings as genuine data such as interview transcript, field notes, and observation checklist. The second step was data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. The next step was data display. The data that had been reduced were then organized and compressed. The data display of this research was in the form of text and table; field notes and interview transcripts, from the interview transcript, it could be shown the progress of the implementation given. Then, the last step was making conclusion: drawing and verifying. The conclusion was gained based on the results of the students' performances, field notes and interview transcript. In making conclusion, the researcher and the collaborator were given chance to deliver their own opinions and comments about the implication of the action research to avoid subjectivity in analyzing the data and get trustworthiness. Meanwhile, the quantitative data was analyzed by Excel Program to find out the improvement of student's listening ability based on the pre-test and post-test score.

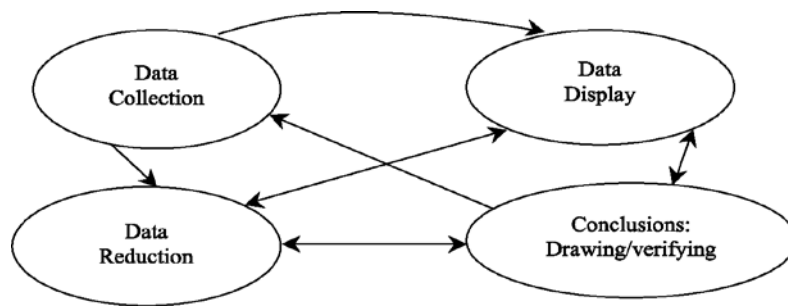


Figure 1: The steps of qualitative data analysis

G. Data Validity and Reliability

Some criteria are needed to fulfil the validity of research. Anderson and Herr as quoted by Burns (1999: 161-163) categorizes five criteria to fulfil the validity of the research such as, democratic validity, outcome validity, dialogic validity, process validity and catalytic validity.

Democratic validity is process validity related to the extent to which the research is truly collaborative. This study tries to fulfill this criterion by doing such interviews with the students and having discussions with the English teacher in finding and selecting problems to be solved.

Outcome validity is related to the notion of action leading to outcomes that are “successful” within the research context. This research is expected to be able to solve more than one problem in the teaching-learning process, for example, ones which are related with listening skills, motivation and involvement.

Process validity is related to the extent which raises questions of the process in conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students and the teacher, and having discussion with the headmaster in the scheduled time will initiate the process of this study.

Catalytic validity is related to the extent to which the researcher allows participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes, or by monitoring other participants' perceptions of problems in the research setting. In this case, the students and teachers' responses to the changes occurring to themselves would be asked.

Dialogic validity is related to the extent that parallels the process of collaborative enquiry or reflective dialog with "critical friends" or other participants. Asking the teacher to act as an observer who observe and report the students' reaction during the teaching and learning process would fulfil this criterion.

The data collected from the field notes and the interview transcripts during the research were analyzed. Triangulation was used to obtain the trustworthiness. Burns (1999:163) suggests that triangulation is one of the most commonly used and best known ways of checking for validity. It is aimed to gather multiple perspectives on the situation being studied. In addition, she also states that

triangulation is a way of arguing that if different methods of investigation produce the same result then the data are likely to be valid.

Meanwhile to fulfil the reliability of the data the research involved more than one source of data, namely the researcher, the English teacher, the observer, and the students of VIIIa. The researcher triangulated the data by analyzing them using field notes of the teaching learning process, the interview transcript, some experts' theories and other notes that were related to the data such as notes of the students' improvement, achievements, and errors during the process. Field notes were used to record class activities. When the class was over, the students were interviewed to know how they enjoyed the class and how they felt during the class activities. Besides the students, the teacher was interviewed in order to get some comments, perceptions, and suggestion about the action.

H. Research Procedure

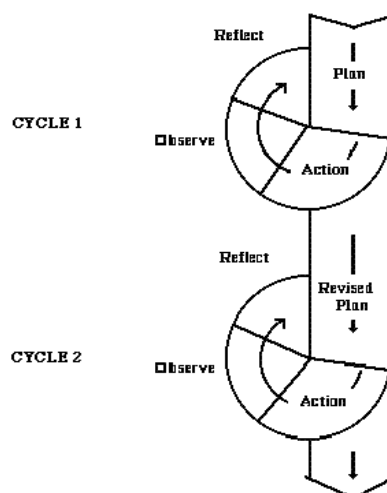


Figure 2: **Steps of the Action Research**

The steps done referred to the steps suggested by Kemmis and McTaggart in Hopkins (2008:50) with some modifications. The procedure is as follow:

a) Reconnaissance

In this step, the researcher carried out the research collaboratively with the English teacher in the school and also another research team member in the school. Moreover, in this step, the researcher collected information concerning teaching listening and the students' listening skills. The researcher observed the English teaching and learning process and interviewed the English teacher and the students to identify the existing problems on the students' listening practices. After that, she determined some plans related to the the students's problems.

b) Planning

After doing the observation in the reconnaissance step, then the researcher made some plans to choose the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of grade VIII SMP N 1 Bojong. The action plan was using Adobe Flash as the media in teaching learning process. In addition, the lesson plans, the materials, and the research instruments were prepared. The research instruments

such as the interview guideline and the questionnaire were designed by considering the kinds of data needed.

c) Acting and observing the action

These research actions were carried out in two cycles. In this step, the researcher implemented the actions, while the research collaborator took notes in the backside of the class to observe the students' reactions and behaviours during the activities. The research collaborator also helped the researcher to handle the students' disruptive behaviours. It was done by approaching the students or giving a warning. As for example, when there was a student who walked around the class, the research collaborator approached him and asked him to go back to his seat, etc. Sometimes, the research collaborator walked around the class to help the researcher checking the students' works by approaching them and facilitating them by giving a problem solution related to the topic. The implementation of the teaching and learning process was observed by the researcher and the collaborator. The result of this class observation was used as an input to give feedback to the teacher regarding her teaching techniques.

d) Reflection

Based on the observation, the researcher and collaborator made a reflection of the implementation of the action. The reflection was conducted by interviewing the students and the collaborator about

their responses to the actions. The reflection was useful to show the effectiveness of the action conducted in the teaching and learning processes. At the end of the actions, the researcher and the collaborator discussed the results of the implementation of the actions and the problems occurring during the actions that seemed ineffective. The collaborator gave contribution to the reflection on the action that was taken. It was aimed to find out whether the actions were successful or not. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed into the suitable one.

CHAPTER IV

THE RESEARCH PROCEDURE, FINDINGS AND DISCUSSIONS

This chapter presents the research findings and discussions. These are presented in three sections: reconnaissance, the implementation of the actions and discussions, and the result of the students' pre-test and post-test.

A. The Sharpening of the Problems

In this research, the researcher conducted some observations and interviews to identify the field problems. The observations were conducted in two meetings on August 6th and 7th 2010. The field problems of the teaching and learning process concerning the listening skills of grade VIII of SMP N 1 Bojong could be seen in Table 1.

a. Identification of the Field Problems

Table 1. The field problems of the teaching and learning process

No.	Problems	Code
1.	The teacher had limited reference of listening materials.	T
2.	The teaching aid and media were not used in teaching learning process.	F
3.	The teaching learning activities were monotonous.	T
4.	The teacher used a course book only.	T
5.	The teacher did not use various techniques in teaching listening.	T
6.	The students lack interest and motivation in learning listening.	S

7.	The students lost their attention easily.	S
8.	The students were unfamiliar with listening activities.	S
9.	The students tended to be passive in the teaching learning process.	S
10.	The students were bored during the teaching learning process.	S

Note: S = Students, T = Teacher, F = Facility

Based on the observations, students of VIIIa SMP N 1 Bojong still got difficulties in learning listening because they were not familiar with listening activities so the students had lack of interest and motivation in learning listening. The students tended to be passive in the teaching learning process. When the teacher explained the materials to the students, they looked bored and lost their attention easily. Some students played their phones, talked to each other, and played their chairs. It showed that students had low motivation in learning listening. It caused by the monotonous teaching and learning activity. The teacher had limited reference of listening materials and activities so he only used a course book. The teaching aid and media were not used in teaching learning process because the teacher did not use various techniques in teaching listening. Meanwhile, the students' motivation was an important factor to improve the students' listening skills.

b. Determining the Research Problems

The researcher and the English teacher discussed to find solutions in managing the problems related to the students' listening

skill after finding the field problems. The students seemed confused when the teacher asked them to answer his questions. They said they did not understand the questions. It indicated that they had low listening skills. They were also unfamiliar with the English words used by the teacher in giving instructions and questions. In addition, the teaching learning activity was monotonous so the students had low motivation in the teaching learning activity. These problems are hindrances in running the English teaching and learning process effectively.

c. Determining the actions to solve the problems

After the researcher and English teacher identified the most important problems needed to solve, they agreed that those problems were related to listening learning. Then, the researcher and the English teacher tried to find out the solutions to improve the students' listening ability.

The researcher proposed the English teacher to use Adobe Flash in the actions and the English teacher agreed to it. After that, the researcher and the English decided to use Adobe Flash in learning listening since it was new for the students and the students were expected to enjoy it. This research also focused on the observation in the first meeting of the actions and took a look at the pre-test result before the researcher gone further to talk about the problems.

From the observation and the pre-test, the researcher noted that the students were unfamiliar with some English words. They said they

were confused with the use of English as instructions. They prefer various activities to be used during the teaching learning process so they can enjoy it and the teaching learning process will not be monotonous. Knowing the students' expectation helped the researcher in designing actions based on the students' need.

The researcher and the research team members were concerned with the problems of the students' listening skills. The problems are:

- a. Classroom English was rarely used
- b. The students had low ability in listening
- c. The students lacked motivation in learning

Based on the problems above, the plans of the actions were expected to be able to improve the situation in order that:

1. The classroom English was used
2. The students had adequate mastery in listening
3. The students had high motivation in learning

B. The Implementation of the Actions and Discussions

1. The Implementation of Cycle I

a. Plans of Cycle I

The researcher determined the form of pre-test and the lesson plan which would be applied in Cycle I. The pre-test design was in the form of listening test. It consisted of two parts. The students would heard dialogues and were asked to answer the questions related to the dialogues in

the first part. In the second part, the students would hear monologues and were asked to choose the right answers to complete the monologues.

Then, researcher designed the Adobe Flash file, the materials and the assessment instruments. After that, the researcher and the collaborator discussed the lesson plans and the materials by reviewing whether they suited the syllabus.

Based on the problems identified above, the researcher and the collaborator planned some actions as efforts to solve the problems. The efforts focused on implementing Adobe Flash in the teaching learning process. These were described as follows:

1) Using classroom English

In order to make the students familiar with the English words, the researcher planned to use classroom English in the teaching learning process. In the action, the researcher acted as the teacher in the class. The researcher used English during the teaching learning process e.g. to greet the students, to give instruction to the students, to explain the materials, to give feedback and to end the lesson.

2) Improving students' listening skills through Adobe Flash

Using Adobe Flash files as media in teaching learning process was planned to make the students excited in the teaching learning process so they could improve their listening ability. The material being learnt was transactional and interpersonal dialogue. Using Adobe flash as the media in the teaching learning process also gave the opportunity to the

students to become more familiar with listening activities and English words.

3) Improving students' involvement through small group activity

The researcher planned a small group activity for the students so the students could create their own listening activity and became more active in the teaching learning process. By being more active, the students were expected to enjoy the listening activity so they could learn the lesson.

4) Giving appreciation towards the students' work

Based on the observations and interviews with the students, it was known that the English teacher seldom gave appreciation towards the students' work. Besides, giving appreciations can motivate the students and give opportunity to the students to improve their self-esteem. Therefore, the researcher made a plan to give the students appreciations towards their work.

b. Action and Observation of Cycle I

The pre-test was held on 29th September 2010. While the actions were carried in three meetings: October 2nd, 9th and 13th. The first Adobe Flash file was used on October 13th. The researcher held pre-test to gather the data of the students' listening skills. The students' listening skills were assessed based on the pre-test score.

While related to the efforts which were acted in this cycle, the following discussions are presented:

1) Using classroom English

The implementation of classroom English in this research included greeting the students before the lesson were began. The teacher said “*Assalamu’alaikum wr.wb, before we start our lesson today, please say our prayer, and then pray do.*” to pray at the beginning of the lesson. She also said “*Good morning students.*” and “*Good morning.*” followed by saying “*How are you today?*” and “*How’s life?*” to ask the students’ condition. The students answered the greeting loudly “*I am fine, thank you, and you?*”

At the first time the teacher asked the students “*How’s life?*” the students kept silence and looked confused. Then, the teacher explained what it means. In the third meeting, the students were able to respond to that question by saying “*I’m fine, thank you, and you?*”

The teacher asked the students “*Who is absent today?*” to check the students’ attendance. The students answered “*Gak ada miss*” (*no one, miss*). Then, the teacher asked “*Are you ready to start our lesson today?*” to the students. They replied by saying “*Yes.*” loudly.

During the lesson, the teacher sometimes asked by the students when they did not understand the instructions given by the teacher. Some students asked “*Apa miss tugasnya?*” (*What is the task miss?*) or “*Tugasnya disuruh ngapain miss?*” (*What does the instructions mean, miss?*). The students also asked when they did not get some English words by saying “*Tadi artinya apa miss?*” (*What does it mean?*).

It could be seen that the students still unfamiliar with listening activity so they could not understand the English words used in the classroom English yet. Thus, the teacher found out that the use of classroom English was not successful yet.

2) Improving students' listening skills through Adobe Flash

The use of Adobe Flash in listening activity in cycle I was conducted in the third meeting. The text type used in the lesson plan was transactional and interpersonal dialogue. Indicators used in the lesson plan were students are able to respond and identify the expressions in asking, giving and refusing helps.

The advantages of using Adobe Flash as media in teaching learning process were the Adobe Flash file made the lesson became more interesting and made the students more excited in learning listening. The Adobe Flash file also made the listening lesson easier to understand by the students. It was indicated at the interview transcript below:

R: *Bagaimana menurut Bapak tentang penggunaan Adobe Flash tadi? (What is your opinion of using Adobe Flash as the learning media at today's teaching learning process?)*

T: *Tadi Flashnya menarik, mbak. Mudah digunakan dan membuat anak-anak bisa fokus sama pelajaran. (The Adobe Flash was interesting. It was easy to use and made the students more focus on the lesson)*

R: *Menurut Bapak apakah mereka menikmati kegiatan tersebut? (Did they enjoy the game?)*

T: *Ya saya lihat tadi mereka tertarik dan fokus dengan pembelajaran. Gak main sendiri, jalan-jalan, atau ribut sendiri. (Yes, the students were excited and focused on the lesson. They did not playing or chatting with their friends.)*

R: *Jadi, menurut Bapak apakah Adobe Flash sebagai media pembelajaran bisa meningkatkan kemampuan listening siswa?* (So, do you think that Adobe Flash as the learning media can improve the students' listening skills?)

T: *Ya, saya rasa bisa. Anak-anak kelihatan tertarik dan termotivasi dalam belajar listening, jadi saya rasa bisa memungkinkan anak-anak meningkatkan kemampuan listeningnya.* (Yes, I think so. the students looked excited and motivated in learning listening. Therefore, it may improve the students' listening skills.)

(Interview Transcript 9, October 13th 2010: see Appendix A)

The students also felt that the teaching learning process was more fun and enjoyable so that it made them easier to understand the lesson. It could be seen at the interview transcript below:

R: *Permisi dik, mau tanya ya, menurutmu gimana pelajarannya tadi?* (Excuse me, what do you think of today's English lesson?)

S: *Menarik miss pelajarannya. Saya jadi cepet paham gimana caranya meminta bantuan ke orang lain pakai bahasa Inggris.* (I think the lesson was interesting. Now I can understand how to asking for help to others by using English.)

R: *Kok bisa? Apanya bikin cepet paham?* (How come? How do you can understand the lesson faster?)

S: *Kan tadi pelajarannya pakai komputer, bisa ndengerin suara orang ngomong, bisa liat gambar, jadi gak ngebosenin dan jadi lebih gampang dipahami.* (The lesson used computer so I can hear voices and see pictures. It made the lesson more interesting and easier to understand.)

R: *Oh gitu.. kalau teman-teman yang lain bagaimana tadi?* (Oh, I see. How about your friends?)

S: *Ya kayaknya mereka juga suka, miss. Biasanya ada yang suka ribut sendiri. Miss besok ngajarnya pake komputer lagi ya...* (Yes, I think my friends also enjoy the lesson.

Actually, some of them were always noisy and tend to talk each other. In addition, I want to use computer again on the next lesson.)

R: Ok, terima kasih ya... (Okay, thank you.)

S: Sama-sama miss. (You're welcome.)

(Interview Transcript 10, October 13th 2010: see Appendix A)

From the interview transcripts above, the researcher felt that the using Adobe Flash as the learning media gave some positive effects to the teaching learning process when it was well maintained. It could improve the students' motivation in learning listening and made the students enjoy the lesson.

3) Improving students' involvement through small group activity

Small group consist of four students enabled the students to be more active in the teaching learning process. The teacher asked each group to discuss a monologue recount text that they heard. Then the students were asked by the teacher to make their own recount text. The researcher observed that the students had more chances to create listening activities based on a context chosen by themselves. In the second meeting, however, some students disobey the rule in using only English words in the discussion.

In the beginning of discussion, all Ss obeyed the rule. They communicate in English as the instruction. Unfortunately, some Ss didn't obey the rule in the middle of discussion. Sometimes they used Bahasa Indonesia in the discussion. Soon after the research team reminded them to speak English, they started to disobey the rule again.

(Field notes 5, Saturday 9th 2010, see Appendix B)

4) Giving appreciations towards the students' work

Some students looked shy when they were asked to express their listening comprehension when they were on an individual listening activity. When the researcher asked them why, the students said that they were scared to answer the teacher's question. They did not want to feel ashamed if their answer was wrong. Therefore, the teacher always gave appreciation when there were students who answered the teacher's question voluntarily. The teacher found out that giving appreciations towards the students' work could improve the students' motivation and self-esteem.

c. Reflection of Cycle I

1) Using classroom English

The students welcomed the researcher and had willingness to listen and speak to the researcher from beginning of the research. That was a good starting point for this research. Though the students still needed to be more familiar with the listening activity so they could understand the English words used in the classroom English.

2) Improving students' listening skills through Adobe Flash

Using Adobe Flash as the teaching learning media was successful in improving the students' excitement and motivation in learning listening. It also made the students understand the lesson faster and enjoy the lesson. Therefore, the researcher and the English teacher

believed that maintaining Adobe Flash as the media in teaching learning process could improve the students' listening ability.

3) Improving students' involvement through small group activity

Students' involvement is important to make the students active in the listening activity. Through small group activity, it gave opportunity to the students to choose listening topics they like by themselves. One of the small group activity rules is allowing the students to use only English in the discussions. Unfortunately, the students tended to disobey the rule on the second meeting.

4) Giving appreciation towards the students' work

Although some students were still shy when being asked to answer the teacher's questions or to express their listening comprehension, the other students began to be brave in volunteering themselves to answer the teacher's questions. Therefore, the teacher always gave appreciation towards them. By giving appreciations, the students could improve their motivation and self-esteem.

d. Findings of Cycle I

Based on what the researcher had planned, acted, observed and reflected in cycle I, the researcher came to the following findings.

Using classroom English was not successful yet in making the students more familiar with the English words. Some students still looked

confused and said that they did not understand the instructions or the questions given by the teacher. The teacher still needed to use Indonesian translation to help the students who got difficulty in understanding the English words used in the classroom English.

The implementation of Adobe flash as the teaching learning media was successful in improving the student's listening skills. The students said that they could understand the lesson faster than usual. They also said that the media was interesting so it made them feel excited to learn listening more.

The implementation of small group activity in the teaching learning process was not successful in improving the students' involvement. Some students disobey the rule in using English words only. The researcher also got some difficulties in controlling the class.

Giving appreciations towards the students' work was effective in improving the students' motivation in learning listening since it improved the students' courage. The students began to be brave in expressing their listening comprehension and answering the teacher's questions.

2. The Implementation of Cycle II

a. Plans of Cycle II

Based on the evaluation of cycle I, the researcher and the collaborator planned some actions to solve some problems that still existed in improving the teaching learning process of listening. In order to solve

those problems, the researcher and collaborator still used mostly similar activities in cycle I, such as using Adobe Flash to improve the students' listening skills and giving appreciations towards the students' work. However, the implementation of classroom English using Indonesian translation was revised. The teacher would not use Indonesian translation but using paraphrase and synonym of English words or sentences which is difficult to understand. Besides, there were some new actions added to cycle II. The researcher and collaborator decided to use listening games and give feedback to the students' listening comprehension. Those plans were described as follows:

1) Using classroom English

Since the implementation of classroom English in cycle I was not successful yet, the researcher and collaborator decided to revise it. In this cycle, the researcher would use some paraphrase or synonym of English words or sentences which is difficult to understand in order to make the students get the meaning of the words or sentences. Therefore, the students would not depend on the Indonesian translation given by the teacher.

2) Implementing Adobe Flash to improve the students' listening skills

In this cycle, the researcher planned to maintain the implementation of the Adobe Flash as the teaching learning media since this action showed good result on the first cycle. By using Adobe Flash as the teaching learning media, the researcher hoped that the students can

improve their listening skills and become more familiar with the listening activity.

3) Using listening games to improve students' involvement

In the first cycle, the researcher implemented small group discussions so the students could create their own listening activity. Unfortunately, the condition of the class were very crowded and out of control. For that reason, the researcher and collaborator decided to use listening games to improve the students' involvement.

4) Giving appreciation towards the students' work

In this cycle, the researcher planned to give rewards in the form of points to the students who were voluntarily answering the teacher questions. The researcher and collaborator decided to give rewards to the students because some students still shy in answering the teacher's questions. The researcher hoped that the students could improve their courage and be more enthusiastic in the teaching learning process.

5) Giving feedback to the students

The researcher planned to give feedback to the students' listening comprehension since the students were not familiar yet with the listening activity. The researcher planned to give feedback after the students express their listening comprehension in answering the teacher's questions.

Comparison of the actions between Cycle I and Cycle II could be seen in the table below:

Table 2: The comparison of the actions in Cycle I and Cycle II

Cycle I	Cycle II
Using classroom English.	Using classroom English.
Improving students' listening skills through Adobe Flash.	Implementing Adobe Flash to improve the students' listening skills.
Improving students' involvement through small group activity.	Using listening games to improve students' involvement.
Giving appreciation towards the students' work.	Giving appreciation towards the students' work.
	Giving feedback to the students.

b. Action and Observation of Cycle II

1) Using classroom English

The researcher used classroom English in all meetings in Cycle II. As found in Cycle I, the implementation of classroom English was not successful yet in getting the students familiar with the English words. Therefore, the teacher tried to use paraphrase and synonym in explaining some English words so the students did not depend on Indonesian translations.

In this cycle, the students were more familiar with the English words so they understood what the teacher's said without translating the sentences into Bahasa Indonesia. This could be seen on the field note below:

The teacher greeted the students in the morning by saying "*Good morning class, are you all well today?*" Some students looked confused then asked the teacher "*Apa miss? Artine*

apa?” therefore the teacher told the students the meaning of the sentence by using similar sentence “*Good morning, how are you today?*”

(Field note 7, Saturday, October 16th, 2010, see: Appendix B)

2) Implementing Adobe Flash to improve the students’ listening skills

The implementation of Adobe Flash as the teaching learning media was conducted in two meetings. Those were the second and third and meeting on October 20th and 23rd 2010. The description of these actions was described as follows:

a. 2nd meeting

An Adobe Flash file was implemented in this meeting. The indicators of the lesson plan were students are able to respond and identify expressions in inviting, accepting, and declining invitation. The learning method used at the lesson was three-phase technique. The researcher gave some dialogues as examples of inviting friends. After the researcher gave model of the text, the students were asked to identify the expressions used for inviting people on the dialogues. Furthermore, the researcher gave other examples of expressions in inviting people in daily communications.

After that, the researcher asked the students to answer some questions on the Adobe Flash to check the students’ understanding of the lesson. There are three listening tasks given to the students. Based on the observations, the students understand the lesson and successfully answered the questions provided on the Adobe Flash.

R: Dik, mau tanya, menurutmu bagaimana pelajarannya tadi? (Excuse me, what do you think of today's lesson?)

S: Menarik miss. Jadi tau caranya ngundang teman. (I think the lesson was interesting. Now I can understand how to invite my friends by using English.)

R: Menarik? Apanya yang menarik? (Interesting? Which part of the lesson?)

S: Kan tadi pelajarannya pakai computer, ndengerin suara dan liat video juga, jadi gak ngebosenin dan jadi lebih jelas pelajarannya. (The lesson used computer so I can hear voices and see a video. It made the lesson more interesting and easier to understand.)

R: Oh gitu.. Ok, terima kasih ya (okay, thank you.)

(Interview Transcript 15, October 20th 2010: see Appendix A)

b. 3rd meeting

In this meeting, the type of the text used in the lesson was descriptive text. At the end of the lesson, the students were able to respond the functional meaning of the descriptive text, identify specific information and rhetorical steps of the descriptive text. For the first phase of teaching and learning process, building knowledge of the field, the students were given information related to the text, such as the characteristics and the purpose of the text. The researcher gave a descriptive text of describing a pet. Then, in modeling of the text phase, the students were given examples of the spoken and written texts of descriptive text.

After the teacher giving the model of the texts, the students were asked to identify the rhetorical steps of the descriptive text and also

identify some specific information by choosing “true and false” statements on the Adobe Flash. The students also asked to answer the multiple choices questions provided on the Adobe Flash. Based on the observations, the students understand the lesson and successfully accomplished tasks provided on the Adobe Flash.

R: dik, mau tanya ya, gimana pelajarannya tadi? (Excuse me, what do you think of today's lesson?)

S: Asik juga miss, bisa liat video lagi kayak tadi. (I think the lesson was interesting. I also can see video again today.)

R: Ga bosen? (don't you feel bored?)

S: Gak. Kan videonya beda-beda miss. Tadi juga pas kuis seru. Bisa langsung keliatan nilainya. (Nope. The video is not same video in the previous meeting. The quiz is also fun. I can see the result soon after finishing it.)

R: Oh gitu.. Ok, terima kasih ya (okay, thank you.)

(Interview Transcript 17, October 23th 2010: see Appendix A)

3) Using listening games to improve students' involvement

Implementation of listening games in order to improve the students' involvement was conducted in two meetings, on the first and second meeting of Cycle II. The implemented game on the first meeting was “Whispering Game”. To do the activity, the students were asked to work in a group of eight. The teacher began the activity by giving a card to the leader of each group. There was a sentence written on the card. Each group had different sentence. The sentence should be delivered to each member of the group by whispering from the leader to the last member. Then, last member wrote the sentence on the board. The first

group finished the task was the winner. In this game, most of the group finished the task and wrote the sentence correctly.

The second listening game was implemented on Wednesday 20th October 2010. The game was Crosswords Puzzle. In this activity, the students were asked to work in group of five. There were eight groups in the class. Task of this game is each group had to find missing words from the sentences they hear to complete the incomplete sentences on the board. The teacher gave a blank form of the crossword puzzle on a paper. Each group had the same puzzle and listened to the same sentences too. The teacher read the sentences orally in front of the class without showing the incomplete sentence on the board. Then the teacher put the incomplete sentence on the board and read the sentence for the second time. Each group competed in finishing the puzzle. In this session, all groups finished the puzzles correctly.

These results indicated that using listening games improved the students' involvement in the teaching learning process. It also made the students more active and motivated in learning listening.

4) Giving appreciation towards the students' work

Based on the findings of cycle I, some students were still shy to express their listening comprehension when being asked by the teacher. In this cycle, the teacher provided some rewards to make the students more enthusiastic. The rewards were in the form of points and compliments. The teacher told the students in the beginning of the

activity that she would give a point to the students who wanted to answer the teacher's question voluntarily. During the cycle, giving reward to the students made the students more enthusiastic to express their comprehension without being asked by the teacher.

5) Giving feedback to the students

In this cycle, some students made mistakes in answering the teacher's questions so the teacher gave the students feed back towards their listening comprehension. Giving feedback on the students' listening comprehension gave opportunities to the students to analyze their comprehension. Therefore, giving feedback towards the students' work was important to improve the students' listening skills.

c. Reflection of Cycle II

1) Using classroom English

Implementing classroom English by using paraphrases and synonyms was effective enough to make the students more familiar with listening activity. In addition, the students also developed their vocabulary by understanding the difficult words.

After several meetings, the students could respond to the greeting together. It indicated that the students were already familiar with the expressions.

2) Implementing Adobe Flash to improve the students' listening skills

The implementation of Adobe Flash was successful in improving students' listening skills. The students told the researcher that

they enjoy the listening activity using Adobe Flash. They felt that Adobe flash was an interesting media and could help them in understanding the lesson faster than usual. This could be seen from the closed-ended questionnaire.

3) Using listening games to improve students' involvement

The implementation of listening games was successful to improve the students' involvement. The students became more active and motivated in the teaching learning process. This implementation also gave opportunities to the students to be more familiar with listening activity.

4) Giving appreciation towards the students' work

The implementation of giving appreciation towards the students' work was successful in improving the students' enthusiasm in answering the teacher's questions. It also improved the students' courage so most of them were not shy anymore in expressing their comprehension.

5) Giving feedback to the students

Implementation of giving feedback on the students' work was successful to improve the students' comprehension of the listening activity. Most of the students' mistakes on the listening comprehension were caused by some English words which is difficult to understand. The teacher explained the meaning of the words and some pattern of the sentences without losing the main purpose of the overall activities.

d. Findings of Cycle II

Based on the researcher's plans, actions, observations, and reflections on Cycle II, the researcher came to the following findings:

The implementation of classroom English using paraphrases and synonyms to translate the unfamiliar words was successful to improve the students' listening skills. In addition, it also improved the students' vocabulary level by understanding the meaning of the difficult words.

Furthermore, the implementation of Adobe Flash as media used in the teaching and learning process was successful to improve the students' listening skills. The Adobe Flash file also made the students more familiar with the listening activity and helped the students to understand the lesson in the listening activity faster. It also improved the students' excitement in learning listening.

Meanwhile, the implementations of listening games (whispering game and crossword puzzle game) were successful to improve the students' involvement. The students became more active in the learning listening process.

In addition, the implementation of giving appreciation towards the students' work in the form of points and rewards was successful in improving the students' enthusiasm in answering the teacher's questions. It also improved the students' courage so most of them were not shy anymore.

Implementation of giving feedback on the students' work was successful to improve the students' comprehension of the listening activity.

It also gave opportunities to the students' to analyze their listening comprehension.

Regarding the findings of Cycle II that all actions were successful in improving the students' listening skills and the objectives of the research were achieved, the researcher and the collaborator agreed to end this research in this cycle. In summary, the differences in listening teaching and learning process during Cycle I and Cycle II could be seen on the table below:

Table 3. The Improvements of the Cycles

Before Action	Cycle 1	Cycle 2
The teaching aid and media were not used in the teaching learning process.	The teaching media were used in the teaching learning process. It made the students more enthusiasts.	The teacher has liked to use teaching media and aid in the teaching learning process since it increased the students' enthusiasm.
The students have low confidence in the class.	Some students were still shy to use English. Some others already have confidence during the teaching learning process.	Most of the students were confident to use English in front of the class without being asked by the researcher.

Teacher had limited reference of listening materials and activities.	Teacher has an idea to create listening activities to improve the students' involvement in teaching learning English.	Teacher has various listening activities, such as flash files, crossword puzzle and whispering game, to improve the students' motivation and involvement in teaching learning English.
The students were unfamiliar with listening activities.	Some students were still not familiar with the listening activities, such as instructions, expressions, and some new English words.	The students were familiar with the listening activities, such as instructions, expressions. They also gave responses during the activities quite well.
The students lost their attention easily during the teaching learning process.	Some students lost their attention easily. They were sometimes playing their cellular phone during the teaching learning process.	All of the students focused on the teaching learning process. There was no student who played their cellular phone.

C. Pre-Test and Post-Test of the Students' Listening skills

As has been stated before, the implementation of Adobe Flash and its companying actions were successful in improving the students' listening skills during two cycles. The finding could be inferred from observations of the teaching and learning process, the interviews with the students and the collaborator. Besides, it was also supported by the result of pre-test and post-test of the students' listening skills.

The researcher and the English teacher conducted the pre-test on Wednesday, September 29th, 2010. Meanwhile, the post-test was conducted on Wednesday, 27th October, 2010. The listening tests were in the form of multiple choice tests. The students' listening scores in the pre-test and post-test could be seen in Appendix F.

Table 6: **The result of the students' pre-test and post-test**

Data	Pre-test	Post-test
Mean	64.6	70.8
Number of the students (N)	40	40

Table 6 shows that the mean of the students' listening skills was 64.6 in the pre-test. The highest score in pre-test was 84. The lowest score was 44. There were only 16 students who got scores above 65. From the assessment, it could be seen that the students' listening skills was low because the minimum passing criteria (*KKM/Kriteria Ketuntasan Minimum*) of English subject in the school was 65.

In reference to the data analysis, the mean of the students' listening skills was 70.8. The highest score in post-test was 84. The lowest score was 60. All of the students got the listening scores above 68. Therefore, all of the students had passed the minimum passing criteria (KKM). From those results, it could be concluded that the

students' listening skills had improved since the means of the students' listening skills had improved, from 64.6 in the pre-test to 70.8 in the post test.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses the conclusions, implications, and suggestions relevant to this study. The detailed explanation of each point is presented below.

A. Conclusions

The two cycles in this action research were completely done. The research began in September 29th and ended in 27th October, 2010. In both cycles, the researcher implemented Adobe Flash as the teaching learning media and some accompanying activities such as using classroom English, using small group activity, using some listening games, giving appreciation, and giving feedback towards the students' works. The result of the reflection revealed that there were some actions which are successful and which were not successful actions.

In cycle I, the researcher implemented an adobe flash as teaching and learning media and some accompanying actions such as using classroom English, using a small group activity, and giving appreciation towards the students' works. In this cycle, there were some successful and unsuccessful actions. The successful actions were the implementation of Adobe Flash as the teaching learning media and giving appreciation towards the students' work. The students enjoy the listening activity using Adobe Flash and they were more confident in answering the teacher's questions during the activity. However, the there were unsuccessful actions: the implementation of classroom English and small group activity. The

teacher still needed to use Indonesian translation to help the students who got difficulty in understanding the English words used in the classroom English. In the implementation of using small group activity, some students disobeyed the rule in using English words only. The researcher also got some difficulties in controlling the class.

To improve the unsuccessful actions, there were some revised and additional actions in cycle II. The actions were the implementation of classroom English, using Adobe Flash as teaching learning media in listening activity, using some listening games, giving feedback and giving appreciation towards the students' works.

By implementing those actions cycle II, the students' listening skills were improved. It could be seen from the teacher and collaborator's opinion of the actions in the second cycle, the students' involvement and opinions, and students' score in post test. The implementation of classroom English using paraphrases and synonyms to translate the unfamiliar words was successful. Using Adobe Flash as media used in the teaching and learning process was successful to improve the students' listening skills, made the students more familiar with the listening activity and helped the students to understand the lesson in the listening activity faster. It also improved the students' excitement in learning listening. Using listening games (whispering game and crossword puzzle game) were successful to improve the students' involvement. The students became more active in the learning listening process. Giving appreciation towards the students' work was successful in improving the students' enthusiasm and courage so most

of them were not shy anymore. Giving feedback on the students' work was successful to improve the students' comprehension of the listening activity and gave opportunities to the students' to analyze their listening comprehension.

B. Implications

In achieving successful language learning, students are required to master four English language skills: listening, speaking, reading and writing. The most important skill is listening. Rost in Richards (2002:238) states that since listening provides input for the learners, it becomes vital in the language learning. Foundation for other skills is listening. Any learning simply cannot begin without understanding input at the right level. Therefore, it is very important for English teacher to improve their teaching quality in order to achieve the aim above.

Based on the result of the actions, it implies that the students should be more active in the process of teaching and learning listening so that their listening skills could be improved. They should be more familiar with the English words. It also implies that the teacher should use Adobe Flash as media in teaching and learning listening process since it can give some benefits. Using Adobe Flash as teaching learning media can improve the students' listening ability and increase the students' enthusiasm. The teacher should know the students' need and interest so the students' motivation in learning English could be increased.

C. Suggestions

Based on the conclusion and implication of the study, some suggestions will be directed toward the students of VIIIA, English teachers in SMP N 1 Bojong and other researchers.

1. To English teachers

The English teachers need to try to keep on applying the other various Adobe Flash files as teaching learning media so that the students will be more motivated in the English teaching learning process. The English teacher can develop the Adobe Flash using other topic which is related to the students' need, interest and curriculum used in SMP N 1 Bojong. It is also necessary for the English teacher to improve their English teaching quality in order to achieve successful language learning by providing various listening activities.

2. To the students of grade VIII

In order to develop their listening skills, it will be much better if the students can make their own opportunities in practicing their listening skills. As for example, they can make their own English club. There are many activities can be used as practicing in the club. They can listen to English songs together, watching English movies without subtitle text, reading English newspapers or magazines and discussing it together. It can improve their courage in using English and make them more familiar with English.

3. To other researchers

This study is focused in describing how Adobe Flash were applied as teaching learning media to improve the listening skill of VIIIa students in SMP N 1 Bojong. The other researches may follow up this study in different context in order to find more actions to improve the students' listening skills. This study may be used as one of the reading sources before the researchers do an action research related to the development of the students' listening skills.

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A. INTERVIEW TRANSCRIPT

• Interview Transcript 1

Interviewer : The Researcher (R)
Interviewee : The Teacher (ET)
Day/Date : Friday. August 6th 2010
Time : 08.00
Place : Teacher Room

R : Pak, Bagaimana menurut Bapak tentang kemampuan bahasa Inggris anak – anak kelas VIII?

ET : Menurut saya kemampuannya masih terbatas. Ada beberapa yang sudah bagus, tapi kebanyakan dari mereka ya masih biasa aja.

R : Terus kalau dalam kelas mereka seperti apa, Pak? Apakah mereka aktif kalau disuruh maju?

ET : Anak – anaknya kurang aktif. Cuma ada beberapa yang aktif, belum semuanya.

R : Terus aktivitas apa yang Bapak kembangkan ketika listening?

ET : Belum banyak aktivitas yang saya lakukan, paling cuma mempraktekan dialog atau dikte.

R : Biasanya aktivitasnya disuruh in pair atau in group Pak?

ET : Kebanyakan tak suruh in pair mbak, biar gak habisin waktu.

R : Ada hambatan tidak Pak selama Bapak mengajar listening?

ET : Hambatan paling lebih ke anak – anaknya, susah diatur mbak.

R : Kalau mengenai fasilitas ada hambatan tidak, Pak?

ET : Kalau di kelas disini belum ada fasilitas LCD. Lab bahasanya ada, tapi jadi satu dengan lab computer, jadi kadang belum bisa digunakan.

R : Kalau mengenai media selama ini apa saja yang sering Bapak gunakan?

ET : Kadang pakai gambar atau lagu, mbak.

R : Kalau bapak sekolahnya apakah mendukung kegiatan pembelajaran bahasa Inggris selama ini?

ET : Kalau sini sekolahnya mendukung.

R : Oya kalau begitu sudah cukup Pak, nanti setelah observasi saya interview lagi, terimakasih Pak.

ET : Ya.

• Interview Transcript 2

Interviewer : The Researcher (R)
Interviewee : The Teacher (ET)
Day/Date : Saturday. 7th August 2010
Time : 13.00
Place : Teacher Room

After observation

R : Siang Pak, tadi saya kan sudah melihat kondisi kelas, dan saya mau concern ke listening mereka saja. Rencana saya, mau menggunakan media Adobe Flash dalam aktivitas listening. Bagaimana menurut Bapak?

ET : Ya bagus itu mbak, itu kan termasuk media baru bagi siswa jadi bisa memotivasi mereka untuk lebih aktif.

R : Apakah sudah pernah menggunakan Adobe Flash untuk aktivitas listening?

ET : Kalau dalam bentuk Adobe Flash belum pernah, tapi kalau gambar – gambar sudah.

R : Ada saran tidak Pak, untuk Adobe Flash yang besok saya mau terapkan?

ET : Ya disesuaikan sama materinya saja mbak Adobe Flash nya, misal dialog atau video. Pakat aktivitasnya bisa divariasi dengan membentuk kelompok atau berpasangan.

R : Oya...selama mengajar Bapak memakai Buku pegangan apa?

ET : Kalau sekolah memakai LKS. Kadang saya mevariasi dengan materi yang saya ambil dari Buku lain dalam bentuk soal.

R : Oh...begitu Pak, kalau begitu besok saya tambahkan materi dari Buku saya. Terimakasih Pak.

ET : Iya, mbak.

• Interview Transcript 3

Interviewer : The Researcher

Interviewee : Student of VIII A Class (S)

Date : August 7th, 2010

Time : 08.00

Place : English Room

R : Hai, namanya siapa dek?

S : Irma.

R : Selama ini pendapat adik tentang Bahasa Inggris gimana?

S : Ya, biasa aja mbak.

R : Kog gitu, kenapa? Trus kalo dengan Pak Bambang gimana?

S : Ya, biasa aja mbak. Kurang menarik ngajarnya. Kadang – kadang gag dong.

R : Terus?

S : Suaranya kurang jelas mbak jadi gag dong.

R : O gitu. Kalo jelasin suka pake Bahasa Indonesia apa Bahasa Inggris, dek?

S : Campur – campur mbak, tapi lebih sering Bahasa Indonesianya.

R : Aktivitas yang digunakan Bapaknya apa dek?

S : Maksudnya aktivitas?

R : Sering memakai permainan atau berdialog.

S : Pernah berdialog tapi berpasangan terus praktek di depan.

R : Seneng gak kalo disuruh maju kedepan mempraktekan dialog gitu?

S : Enggak

R : Klo pake lab bahasa gitu pernah?

S : Dulu pernah Mbak.

R : Mungkin ada yang diinginkan kalo ngajar itu gimana? Pengajarannya gitu? Sarannya
 S : Hmm..apa ya mbak, ya dibikin menarik aja.
 R : Terus tentang aktivitasnya kayak apa yang diinginkan? Kegitannya
 S : Ya apa ya...
 R : Diskusi atau ke lab bahasa
 S : Diskusi sama lab bahasa mbak..
 R : Maksih ya..
 S : Ya..

• **Interview Transcript 5**

Interviewer : The Researcher
Interviewee : Teacher (Collaborator)
Date : October 2nd, 2010
Time : 10.30 a.m.
Cycle 1

R : Bagaimana menurut Bapak tentang *action* yang tadi saya lakukan?
 C : Menurut saya *action* yang tadi anda sudah bagus. Sebelum memulai pembelajaran anda memberikan salam, mengajak berdoa dan mengecek keadaan siswa. Terus kegiatannya juga sudah cukup efektif tetapi hanya beberapa siswa yang aktif, terutama yang di depan, mereka aktif menjawab pertanyaan Anda tetapi yang lain rame. Sebaiknya sebagai guru Anda harus lebih mendekati siswa agar mereka tidak ramai.
 R : Bagaimana pendapat Bapak tentang cara penyampaian materi saya mengenai recount text?
 C : Penyampaian materi mengenai recount text sudah bagus sudah ada contohnya jadi siswa sudah paham
 R : Untuk *action* selanjutnya apakah ada saran dari bapak?
 C : Mungkin selanjutnya Anda bisa memberikan pembagian tugas yang merata pada setiap siswa sehingga mereka bisa berperan aktif dalam pembelajaran.
 R : Baik Pak, terimakasih
 C : Iya

• **Interview Transcript 6**

Interviewer : The Researcher
Interviewee : Students (S)
Date : October 2nd, 2010
Time : 11.45 a.m.
Place : English classroom
Cycle 1
 S1: Eva
 S2: Delai
 S3: Nurul

R : Bagaimana menurut adik-adik tentang pelajaran tadi gimana?
 Ss : Seneng mbak...
 S1 : Menurut saya, lumayan bagus mbak.
 S2 : Ho'o mbak...tapi suara mbak kurang keras.
 S3 : Sebaiknya materinya ditulis di papan tulis mbak, biar kita lebih jelas nangkepnya. Misalnya kalo *recount* itu kan pake past tense, sebaiknya ditulis di papan tulis karena kita belum jelas soalnya gurunya tidak pernah menerangkan.
 R : Oke, ada saran?
 S1 : Suaranya kurang keras, trus kurang kontrol kelas
 S2 : Kurang tegas
 S3 : Iya. Kurang tegas, tapi jangan tegas-tegas banget
 R : Terus ada kesulitan tidak selama saya mengaplikasikan action saya?
 S1 : Rame,sama kurang konsentrasi,nggak fokus
 R : Sulit tidak mengikuti aktivitas selama ini?
 S1, S2, S3: Tidak
 R : Paham kan dengan yang saya terangkan?
 S1 : Iya, lebih paham daripada sama gurunya.
 R : Jadi tambah aktif nggak?
 Ss : Iya
 R : Yasudah, terima kasih ya

• Interview Transcript 7

Interviewer : The Researcher
Interviewee : Teacher (Collaborator)
Date : October 9th, 2010
Time : 10.00 a.m.
Place : English classroom
Cycle 1

R : Bagaimana pendapat Bapak mengenai action tadi?
 C : Action yang ini anak-anaknya jadi rame, mbak
 R : Menurut Bapak bagaimana? Apakah masih perlu memakai group discussion seperti tadi atau tidak?
 C : Kayaknya perlu diganti yang lain mbak. Tapi ya positifnya anak-anak jadi lebih aktif.
 R : Berarti siswa lebih aktif ya? Keaktifan siswa lebih meningkat ya?
 C : Ya, lebih meningkat daripada yang kemarin. Siswa lebih aktif karena karena aktivitas yang diberikan itu membuat siswa berinteraksi dengan baik, mereka bisa bekerja sama dengan teman yang lain.
 R : Oya, sesuai rencana besok itu saya akan memakai Adobe Flash Pak.. menurut bapak bagaimana?
 C : Ya saya rasa bisa kita terapkan.
 R : Mungkin ada tambahan lagi Pak?
 C : Saya rasa tidak
 R : Terima kasih...

C : Ya...

• **Interview Transcript 8**

Interviewer : The Researcher
Interviewee : Students (S)
Date : October 9th, 2010
Time : 09.15 a.m.
Place : English classroom
Cycle 1

R : Halo dek...dengan dek siapa ini?
S : Nafilah
R : Bagaimana pendapatnya tentang pelajaran tadi?
S : Hmm..yang itu, pada rame sih mbak jadi agak ribet. Tapi kalo aku seneng – seneng aja soalnya pas pelajaran ada kegiatannya jadi gag bosan.
R : Ada peningkatan gag selama ini?
S : ada mbak...lumayan lah
R : Hmm..gitu ya, kalau tentang penjelasan recount text dan tensesnya sudah jelas belum?
S : Sudah mbak, kan setiap tadi penjelasannya diulang-ulang terus mbak...jadi ngedong..hehe
R : Oya, selama ini paham nggak dek, kalo saya menerangkan pake bahasa Inggris?
S : Ya awalnya sih rada-rada nggak dong juga, tapi makin kesini lumayan bias nangkeplah, soalnya kan sama Miss-nya trus di tejemahin kalo kita-kita nggak dong. Terjemahan dari Miss lumayan membantu lah Hehe.
R : Lain kali harus paham tanpa saya harus menerjemahkannya lho.
S : He, ya mudah-mudahan bisa. Pasti. Hehe
R : Ok. Makasih ya dek.
S : Iya mbak..

• **Interview Transcript 9**

Interviewer : The Researcher
Interviewee : Teacher (Collaborator)
Date : October 13th, 2010
Time : 10.10 a.m.
Place : English classroom
Cycle 1

R: Bagaimana menurut Bapak tentang penggunaan Adobe Flash tadi?
T: Tadi Flashnya menarik, mbak. Mudah digunakan dan membuat anak-anak bisa fokus sama pelajaran.
R: Menurut Bapak apakah mereka menikmati kegiatan tersebut?
T: Ya saya lihat tadi mereka tertarik dan fokus dengan pembelajaran. Gak main sendiri, jalan-jalan, atau ribut sendiri.
R: Jadi, menurut Bapak apakah Adobe Flash sebagai media pembelajaran bisa meningkatkan kemampuan listening siswa?

T: Ya, saya rasa bisa. Anak-anak kelihatan tertarik dan termotivasi dalam belajar listening, jadi saya rasa bisa memungkinkan anak-anak meningkatkan kemampuan listeningnya.
 R : Untuk pertemuan berikutnya ada saran Pak?
 C : Lebih tegas aja mbak biar lebih kontrol
 R : Baik Pak, thank you.
 C : You're welcome.

• **Interview Transcript 10**

Interviewer : The Researcher
Interviewee : Students
Date : October 13th, 2010
Time : 08.50 a.m.
Place : English classroom
Cycle 1
 S1: Idah Purwati

R: Permissi dik, mau tanya ya, menurutmu gimana pelajarannya tadi?
 S: Menarik miss pelajarannya. Saya jadi cepet paham gimana caranya meminta bantuan ke orang lain pakai bahasa Inggris.
 R: Kok bisa? Apanya bikin cepet paham?
 S: Kan tadi pelajarannya pakai komputer, bisa ndengerin suara orang ngomong, bisa liat gambar, jadi gak ngebosenin dan jadi lebih gampang dipahami.
 R: Oh gitu.. kalau teman-teman yang lain bagaimana tadi?
 S: Ya kayaknya mereka juga suka, miss. Biasanya ada yang suka ribut sendiri. Miss besok ngajarnya pake komputer lagi ya...
 R: Ok, terima kasih ya...
 S: Sama-sama miss.

• **Interview Transcript 11**

Interviewer : The Researcher
Interviewee : The Teacher (Collaborator)
Date : October 14th, 2010
Time : 09.15 a.m.
Place : Teacher Room
Cycle 1

R : Pagi Pak...
 C : Pagi..
 R : Bapak, bagaimana pendapatnya tentang aktivitas selama beberapa pertemuan ini?
 C : Menurut saya aktivitas yang tadi itu sudah lumayan, siswa jadi lebih kelihatan antusias, seperti waktu pakai Adobe Flash.
 R : Menurut bapak untuk work in group, siswa sudah berperan aktif belum?

- C : Sudah mbak siswa lebih aktif tanya dan mau melaksanakan diskusi dengan temannya.
- R : Oya, trus kalo masalah penggunaan classroom English selama ini gimana?
- C : Ya lumayan efektif, walaupun ada beberapa siswa yang hanya diam saja ketika guru berbicara dalam bahasa Inggris. Em, sepertinya mereka juga belum familiar dengan beberapa kalimat dalam classroom English yang guru gunakan.
- R : Iya, saya juga rasa begitu. Trus kan selama Cycle I ini saya pakai translation, trus untuk Cycle II gimana ya baiknya?
- C : Tetep kaya Cycle I saja mbak, biar anak – anak lebih familiar dengan Classroom English atau mbak bisa memakai kalimat yang lebih sederhana jadi anak – anak lebih paham.
- R : Hmm...baik Pak, untuk Cycle II besok ada saran tidak untuk segi materinya?
- C : Ya disesuaikan aja sama materinya mbak, sesuai SK dan KD
- R : Baik Pak..
- C : Mungkin manajemen waktu aja mbak, terus siswa lebih di dekati biar mereka lebih merasa diperhatikan.
- R : Ada saran lagi Pak?
- C : Saya rasa tidak
- R : Terimakasih Pak..
- C : Sama – sama

• **Interview Transcript 12**

Interviewer : **The Researcher**
Interviewee : **The Collaborator**
Date : **October 16th, 2010**
Time : **09.30 a.m.**
Cycle 2

- R : Permissi Pak, menurut Bapak, pelajaran tadi bagaimana?
- C : Em...menarik siswanya kelihatan *enjoy* tadi.
- R : Oke..ada yang lain Pak?
- C : menurut saya aktivitasnya sudah bisa berjalan dengan baik kok.
- R : Menurut mbak tadi siswanya sudah aktif belum?
- C : Kalo menurut pengamatan saya tadi mereka semua sudah aktif karena mereka masing – masing punya tugas pas waktu *whispering game*.
- R : Trus kemampuan listening mereka gimana menurut mbak?
- C : Saya rasa lumayan. Ya namanya juga masih SMP mbak.
- R : Baiklah, terima kasih Pak
- C : Ya, sama-sama.

• **Interview Transcript 13**

Interviewer : **The Researcher (R)**
Interviewee : **Student (S)**

Date : October 16th, 2010

Time : 09.15 a.m.

Place : English Room

Cycle 2

R : Hai, ganggu sebentar ya dek Eka. Gimana tadi aktivitasnya dek?

S : Seneng, rame, seru, soalnya bisa bisik-bisik sama temen.

R : Tadi paham nggak dek dengan instruksi yang mbak berikan dalam bahasa Inggris?

S : Paham.

R : Ada tanggapanmu lagi nggak selain yang tadi tentang aktivitas tadi?

S : Bisa praktek bahasa Inggris, seru soalnya ga cuma pake LKS gitu.

R : ok, makasih ya

S : oke

• **Interview Transcript 14**

Interviewer : The Researcher (R)

Interviewee : The Collaborator (C)

Date : October 20th, 2010

Time : 10.10 a.m.

Cycle 2

R : Siang Pak

C : Ya, siang

R : Gimana menurut Bapak tentang aktivitas listening menggunakan Adobe Flash tadi?

C : menurut saya sih sudah ada peningkatan kemampuan listening siswa yang signifikan daripada yang pertama dulu. Kebanyakan dari mereka sudah benar waktu menjawab pertanyaan.

R : kalo masalah keaktifan mereka bagaimana Pak?

C : semua siswa tadi sudah terlibat aktif untuk menyelesaikan tugas yang mbak berikan.

R : Makasih ya Pak

C : Ya, sama-sama semoga yang selanjutnya bisa berjalan lancar.

R : Amin.

• **Interview Transcript 15**

Interviewer : The Researcher (R)

Interviewee : Student (S)

Date : October 20th, 2010

Time : 10.50 a.m.

Place : English Room

Cycle 2

R : Dik, mau tanya, menurutmu bagaimana pelajarannya tadi?

S : Menarik miss. Jadi tau caranya ngundang teman.

R : Menarik? Apanya yang menarik?

S : Kan tadi pelajarannya pakai computer, ndengerin suara dan liat video juga, jadi gak ngebosenin dan jadi lebih jelas pelajarannya.
R : Oh gitu.. Ok, terima kasih ya

• **Interview Transcript 16**

Interviewer : **The Researcher (R)**
Interviewee : **The Collaborator (C)**
Date : **October 23rd, 2010**
Time : **11.00 a.m.**
Cycle 2

R : Selamat siang Pak, menurut Bapak bagaimana tadi aktivitasnya?
C : Aktivitas tadi lebih baik karena udah ada peningkatan dari segi listening mereka. Trus materinya juga mengenai kehidupan sehari-hari.
R : Oya, tadi kalau saya lihat semua siswa sudah terlibat aktif dalam KBM. Menurut Bapak bagaimana?
C : Iya, tadi semua siswa aktif bekerjasama dan pas disuruh mengerjakan *crossword puzzle* mereka aktif semua.
R : Kalo masalah penggunaan Adobe Flash tadi, apakah memengaruhi ke peningkatan listening siswa menurut Bapak bagaimana?
C : Peningkatan sudah ada, mereka kelihatan serius dan focus mendengarkan tadi. Tampilannya juga lumayan menarik perhatian siswa, jadi mereka gak ribut sendiri.
R : apakah ada tambahan lagi Pak?
C : Saya rasa tidak.
R : Berarti sudah cukup ya Pak dua cycle saja. Action di cycle 2 ini semuanya sudah lumayan berhasil.
C : Iya, dua cycle sudah cukup rasanya.
R : Baiklah.. terima kasih Pak.
C : Ya mbak, sama-sama

• **Interview Transcript 17**

Interviewer : **The Researcher (R)**
Interviewee : **Student (S)**
Date : **October 23rd, 2010**
Time : **09.15 a.m.**

R: dik, mau tanya ya, gimana pelajarannya tadi?
S: Asik juga miss, bisa liat video lagi kayak tadi.
R: Ga bosen?
S: Gak. Kan videonya beda-beda miss. Tadi juga pas kuis seru. Bisa langsung kelihatan nilainya.
R: Oh gitu.. Ok, terima kasih ya

• **Interview Transcript 29**

Interviewer : The Researcher (R)

Interviewee : Students (Ss)

Date : October 27th, 2010

Time : 09.25 a.m.

S1 : Husni

S2 : Nimas

R : Dek....mbak ganggu bentar ya...?

S (all) : Ada apa mbak?

R : mau tanya bentar ya

S1 : Boleh – boleh mbak

R : Kenapa kalian setuju dengan aktivitas yang diterapkan selama menggunakan Adobe Flash?

S2 : Menarik mbak, jadi melatih ndengerin orang ngomong bahasa Inggris.

R : Okey, apa lagi?

S1 : Aktivitasnya enggak bosenin mbak, kan ganti – ganti terus mbak tiap pertemuan

R : Terus efektif gag selama ini aktifitas ma Adobe Flashnya?

S3 : Efektif kok...lebih mudah memahami materinya mbak..

R : Ada lagi gag dek?

S (all) : Sudah mbak itu aja

R : Oke, makasih ya dek...

S (all) : Iya mbak...

B. FIELD NOTES

- **Field Note 1 (August 6th, 2010)**

Place : English Room

Time : 08.00 – 10.00

R : Researcher

GBI : Guru Bahasa Inggris

S : Siswa

Observation and Interview

1. R datang ke sekolah pukul 08.00 WIB untuk menemui GBI yang mengampu kelas VIII, yaitu Bapak Bambang, R menyampaikan maksud kedatangannya kepada GBI.
2. R mewancarai dan berdiskusi dengan GBI mengenai pembelajaran bahasa Inggris di sekolah. R menanyakan tentang kemampuan bahasa Inggris siswa kelas VIII, teknik yang digunakan oleh GBI dalam mengajar Bahasa Inggris, media yang digunakan, aktivitas dan media yang tersedia.
3. Setelah semua informasi yang dibutuhkan telah didapat dan jam pelajaran telah memasuki jam ketiga (08.20), kemudian GBI dan R menuju ke ruang bahasa Inggris untuk melihat kegiatan pembelajaran bahasa Inggris di kelas VIII A.
4. Tiba di ruang bahasa Inggris, GBI mempersilahkan R untuk memperkenalkan diri kepada S. R kemudian memperkenalkan diri dan memberitahu S bahwa selama beberapa minggu ini R akan melakukan penelitian di sekolah ini.
5. Setelah itu, R duduk dibelakang dan mengamati KBM (Kegiatan Belajar Mengajar) di kelas. GBI kemudian menerangkan tentang penggunaan *present continuous*. Kemudian guru meminta siswa untuk mempraktekan penggunaan *present continuous* secara lisan dengan mengubah kalimat yang terdapat pada buku paket.
6. Suasana kelas saat itu terlihat agak ramai. Beberapa siswa ada yang menyimak, dan yang lainnya sibuk mengobrol dengan teman sebangkunya. Saat diberi tugas, ada juga beberapa siswa yang kurang jelas dengan instruksi dan penjelasan GBI.

7. GBI menunjuk satu persatu siswa untuk mempraktekan penggunaan *present continous*. Selama pelajaran, GBI juga berkeliling untuk mengecek pemahaman siswa tentang penggunaan *present continous*.
8. Pukul 09.00 WIB, GBI mengakhiri pelajaran karena jam pelajaran ke – 3 sudah usai dan siswa beristirahat. Namun, GBI tidak melanjutkan mengajar kembali pada jam ke – 4 dikarenakan para siswa berlatih upacara untuk besok senin.
9. R kemudian menghampiri beberapa S yang masih berada di bangku mereka. R menyampaikan maksudnya untuk mewawancari mereka tentang pembelajaran bahasa inggris di sekolah.
10. R menanyai satu S perempuan dan satu S laki – laki. R bertanya tentang pendapat mereka tentang pembelajaran bahasa Inggris di sekolah. Kedua S tersebut mengatakan bahwa pembelajaran bahasa Inggris di SMP ini kurang menarik. S pertama mengatakan saat GBI menyampaikan materi kurang jelas dan mereka sulit menerima materi, suara GBI juga agak pelan sehingga siswa dibagian belakan kurang menangkap penjelasan GBI. Selain itu, S yang kedua menambahkan GBI belum pernah membuat kelompok atau aktivitas dalam pembelajaran listening. GBI cenderung meminta siswa untuk bekerja secara berpasangan untuk mempraktekan dialog dalam buku paket dan menampilkan di depan kelas. GBI juga jarang menggunakan media pembelajaran seperti flash card atau gambar saat pelajaran berlangsung.
11. Setelah informasi yang dibutuhkan sudah tercukupi, R mengakhiri wawancara dengan S dan kembali ke ruang guru untuk bertemu GBI dan mendiskusikan rencana selanjutnya. R menyampaikan maksudnya untuk melakukan observasi lagi pada hari Sabtu minggu depan setelah mid – semester dan berencana akan melaksanakan pre – test pada hari selasa tanggal 11 Oktober. Kemudian R, meminta ijin untuk pulang.

- **Field Note 2 (August 7th, 2010)**

Place : English room

Time : 08.20 – 10.50

R : Researcher

GBI : Guru Bahasa Inggris

S : Siswa

Observation and Interview

1. R datang ke sekolah pukul 08.00WIB dan langsung menuju ke ruang guru untuk menemui GBI. Sebelum memasuki kelas, GBI dan R berbincang – bincang tentang hasil observasi kemarin.
2. Setelah itu pada pukul 08.20, GBI dan R memasuki ruang Bahasa Inggris. Pada hari ini R melakukan observasi kembali karena informasi yang didapat pada hari Jum'at tanggal 6 Agustus kurang memenuhi.
3. R duduk dibelakang dan mengamati kembali KBM (Kegiatan Belajar Mengajar) di kelas. GBI kemudian menerangkan tentang penggunaan *descriptive text*. Kemudian guru menyuruh siswa membuat descriptive text secara berpasangan.
4. Diakhir pelajaran GBI meminta R untuk menjelaskan kepada siswa tentang pre – test yang akan diadakan selasa depan.
5. R dan GBI kemudian berbincang – bincang tentang rencana pre – test yang akan dilaksanakan selasa depan. Setelah semua informasi yang dibutuhkan sudah tercukupi, R meminta ijin untuk pulang.

- **Field Note 3 (September 29th, 2010)**

Place : English room

Time : 07.00 – 08.20

Pre – test

1. R datang ke sekolah pukul 06.50 WIB dan langsung menuju ke ruang guru untuk menemui GBI. Sebelum memasuki kelas, GBI dan R berbincang – bincang mengenai hasil observasi kemarin.
2. Setelah itu, pada pukul 07.00, GBI dan R masuk ke ruang bahasa Inggris.
3. Ketika memasuki ruang bahasa Inggris, GBI meminta R untuk membuka pelajaran dan memulai pre – test. Kemudian R duduk di meja guru dan GBI

duduk di bangku belakang dan menyuruh siswa yang duduk dibangku belakang untuk bergabung dengan temannya.

4. Kemudian R memberikan lembar jawaban kepada masing – masing siswa dan menjelaskan apa yang harus mereka lalukan dalam kegiatan pre – test ini. Dalam kegiatan pre – test ini R meminta siswa untuk mendengarkan teks lisan kemudian menjawab pertanyaan yang tersedia. Setelah selesai, R menutup pelajaran dan kemudian meninggalkan kelas bersama GBI.
5. Setelah selesai, kemudian R menutup pelajaran dan memberikan informasi untuk pertemuan selanjutnya akan diisi oleh R. Kemudian R menutup pelajaran dan mengucapkan salam.

- **Field Note 4 (October 2nd, 2010)**

Place : English room

Time : 09.00 – 10.20

R : Researcher

GBI : Guru Bahasa Inggris

S : Student

Action Cycle 1

1. R datang ke sekolah pukul 08.45 WIB. Kemudian R menuju ke ruang guru untuk bertemu GBI. Sebelum memasuki kelas, GBI dan R berbincang – bincang tentang action yang akan dilakukan hari ini.
2. Setelah itu, pada pukul 09.00, GBI dan R memasuki ruangan bahasa Inggris. GBI memberi tahu S VIII A bahwa untuk pertemuan ini R yang akan mengajar bahasa Inggris. Kemudian, GBI mempersilahkan R untuk memulai pelajaran.
3. R memperkenalkan diri dan menyampaikan tujuannya mengajar bahasa Inggris di kelas VIII A. GBI kemudian duduk di bangku bagian belakang untuk mengamati keadaan kelas.
4. R kemudian memberikan pertanyaan apersepsi kepada para S. R bertanya, *“How are you today? How’s your life?”* kemudian beberapa siswa ada yang menjawab, *“I am fine, thank you, and you?”*. setelah itu R bertanya

lagi , “*Who is absent today??*” hanya ada beberapa siswa yang menjawab “*go Gak ada miss*”. S yang lainnya hanya terdiam dan kemudian R bertanya lagi, dengan suara yang lebih keras “*Can you tell me who is absent today?*” Karena suasana kelas saat itu ramai, R tidak begitu mendengar apa yang mereka katakan.

5. R memberikan sebuah contoh monolog teks recount kepada para S. Kemudian R menyuruh salah satu S yang duduk di depan untuk membacaknya. Pada waktu S tersebut membacakan teks monolog, ada beberapa S yang asyik membacanya sendiri, sehingga R meminta S tadi untuk membacanya lebih keras sehingga S yang lain bisa mendengar.
6. Kemudian R memberikan beberapa pertanyaan terkait dengan teks monolog recount pada S. Hal ini ditujukan untuk mengetahui pemahaman siswa tentang teks monolog recount yang telah dibaca.
7. R kemudian menjelaskan dan mendiskusikan contoh monolog teks recount yang telah diberikan tadi. R menjelaskan tentang fungsi dan ciri – ciri teks monolog serta tenses yang digunakan. R menjelaskan bahwa fungsi teks recount “*is telling reader or hearer a past event*”. S tampak bingung dengan penjelasan R menggunakan bahasa Inggris, kemudian R mengulangi penjelasannya dengan menggunakan bahasa Indonesia. Fungsi teks recount adalah menceritakan pengalaman/peristiwa yang telah lampau pada pembaca/pendengar.
8. R melanjutkan kembali penjelasan tentang ciri – ciri teks recount dan tenses yang digunakan. R menjelaskan ada 3 bagian dalam teks recount yaitu “*orientation, events and re – orientation*”. Kemudian R melanjutkan tentang penggunaan *tenses* yang digunakan dalam teks recount yaitu “*past tense*”. Kemudian R bertanya pada S “*do you know the organization of past tense?*” kemudian S menjawab “*subject, V2 and object*”. R juga menjelaskan tentang penggunaan conjunction and time connective yang terdapat dalam teks monolog recount.
9. Setelah semua siswa paham tentang teks monolog recount, R menyuruh S untuk membentuk 9 kelompok yang masing – masing kelompok terdiri dari

4 orang. *“Ok. Now, make groups of 4 students. Your task is discussing. What you have to do is making a recount text on your own and discussing it to your friend. Do you get it?”* karena beberapa S kurang jelas dengan instruksi yang diberikan, kemudian R mengulanginya dalam bahasa Indonesia dan semua siswa paham dan S mulai berdiskusi.

10. Selama para S berdiskusi dalam kelompok masing – masing, R mengontrol para S dengan mendatangi setiap kelompok dan mengecek diskusi mereka. Ada beberapa S yang bertanya tentang kata bahasa Inggris yang tidak mereka mengerti, tapi R tidak memberi tahu dengan langsung agar para S bisa memperkirakannya sesuai dengan pemahaman mereka.
11. Pukul 10. 10 ada beberapa kelompok yang belum selesai berdiskusi sehingga R menyuruh mereka untuk menyelesaikannya di rumah dan menyuruh mereka untuk mempersiapkan diri mereka untuk maju ke depan kelas pada pertemuan selanjutnya.
12. Setelah itu, R menutup pelajaran dengan mengucapkan salam, *“See you next time”* dan siswa menjawab *“See you”*.

• **Field Note 5 (October 9th, 2010)**

Place : English room

Time : 08.20 – 09.55

R : Researcher

GBI : Guru Bahasa Inggris

S : Student

Action cycle 1

1. R datang ke sekolah pukul 08.00, kemudian pada pukul 08.20 R memasuki ruang bahasa Inggris bersama dengan GBI.
2. Kemudian R menyapa S, *“How’s life?”*, S hanya diam dan terlihat bingung. Kemudian R bertanya lagi dengan kalimat yang lebih umum *“How are you today?”* dan S menjawab *“fine”*. *“Anyway, do you still remember our task in the last meeting?”* Masih ingat dengan tugas yang saya

berikan?” “tugas apa?”, “tugas yang suruh ngasih tahu hasil diskusi kedepan itu lho, hasil berdiskusi kemarin”. “belum siap’e mbak” “*Ok, I’ll give you several minutes to discuss it again. Remember, use English only in the discussion, okay?*”.

3. Pada sesi kali ini, awalnya siswa berdiskusi dengan tertib. Namun selang beberapa menit, mereka tampak mulai berbisk-bisik menggunakan bahasa Indonesia. R member peringatan kepada mereka, namun selang beberapa saat, mereka kembali menggunakan bahasa Indonesia.
4. Setelah beberapa menit, sebelum R meminta S maju ke depan. R memberikan beberapa pertanyaan secara lisan terkait dengan recount dan hampir semua S bisa menjawab pertanyaan yang diberikan. Kemudian R menawarkan kepada S untuk maju ke depan kelas. “*Any volunteer?*”, tapi tidak ada yang bersedia. Kemudian R memanggil salah satu R, yaitu Sri Lestari. Setelah itu, Sri disuruh untuk menunjuk S berikutnya untuk maju, begitu seterusnya. Pada pertemuan kali ini, R hanya membatasi 10 siswa yang maju ke depan kelas, karena keterbatasan waktu dan karena R hanya ingin mengetahui perkembangan listening S.
5. Setelah kesepuluh S maju, R kemudian memberikan feedback. Selain itu, S juga masih kurang lancar dalam membuat teks recount monolog dan vocabulary mereka juga masih sangat terbatas.
6. R menutup pelajaran dengan mengucapkan “*see you next time*” dan S menjawab “*see you*”

- **Field Note 6 (October 13th, 2010)**

Place : English room
Time : 09.00 – 10.10
R : Researcher
GBI : Guru Bahasa Inggris
S : Student
Action cycle 1

1. R datang ke sekolah pada pukul 07.50 dan langsung menuju ke ruang guru untuk menemui GBI. Sebelum memasuki kelas, GBI dan R berbincang – bincang tentang action yang akan dilakukan hari ini.
2. Setelah itu, R masuk ke ruang bahasa Inggris dengan GBI. R kemudian member salam kepada S dengan menanyakan kabar S.
3. Kemudian R menjelaskan kepada siswa tentang cara penggunaan Adobe Flash file yang terdapat dalam computer mereka masing-masing..
4. Setelah itu, R menggunakan Adobe Flash file tersebut sebagai media dalam pembelajaran bahasa Inggris kali ini. S tampak penasaran dan antusias. S yang pada pertemuan sebelumnya sering membuat keributan ditengah pelajaran, kini tampak focus dengan komputernya.
5. Kemudian, R melanjutkan pelajaran dengan meminta siswa mengerjakan tugas yang terdapat dalam Adobe Flash software tersebut.
6. Kemudian R harus menghentikan aktivitas karena bel telah berbunyi dan menyuruh S agar mempersiapkan diri untuk pertemuan berikutnya. Kemudian S menutup pelajaran dan mengucapkan salam, “*See you next time*”, kemudian S menjawab “*See you*”.

• **Field Note 7 (October 16th, 2010)**

Place : English room
Time : 08.20 – 10.20
R : Researcher
GBI : Guru Bahasa Inggris
S : Student
Cycle 2

1. R datang ke sekolah dan langsung menuju ke ruang guru untuk menemui GBI. Sebelum memasuki kelas, GBI dan R berbincang – bincang tentang action yang akan dilakukan hari ini.
2. Setelah itu, R masuk ke ruang bahasa Inggris dengan GBI. R kemudian member salam kepada S dengan menanyakan kabar S.

3. R menanyakan kondisi S dengan "How's your life?" kemudian seluruh S menjawab, "I am fine, thank you, and you?". R kemudian memberikan pertanyaan apersepsi kepada para S.
4. R memberikan contoh dialog dengan topik opinion and agreement. R meminta siswa untuk menganalisis dialog tersebut. Kemudian R menjelaskan kepada S tentang ekspresi *Opinion and Agreement* yang terdapat pada dialog tersebut.
5. Setelah itu, R menggunakan whispering game sebagai *listening activity* tambahan pada hari tersebut. Dalam aktifitas tersebut, R meminta S untuk membuat kelompok besar. Dalam kelompok tersebut S akan membisikkan kalimat kepada temannya, serta berlomba dengan kelompok lain. Para S tampak antusias.
6. Kemudian R harus menghentikan aktivitas karena bel telah berbunyi dan menyuruh S agar mempersiapkan diri untuk pertemuan berikutnya. Kemudian S menutup pelajaran dan mengucapkan salam, "*See you next time*", kemudian S menjawab "*See you*".

- **Field Note 8 (October 20th, 2010)**

Place : English room
Time : 08.20 – 10.20
R : Researcher
GBI : Guru Bahasa Inggris
S : Student
Cycle 2

7. R datang ke sekolah dan langsung menuju ke ruang guru untuk menemui GBI. Sebelum memasuki kelas, GBI dan R berbincang – bincang tentang action yang akan dilakukan hari ini.

8. Setelah itu, R masuk ke ruang bahasa Inggris dengan GBI. R kemudian member salam kepada S dengan menanyakan kabar S.
9. Kemudian R menjelaskan kepada siswa tentang topic yang dibahas dalam pejaran hari tersebut serta cara penggunaan Adobe Flash file dengan tema *Invitation* yang terdapat dalam computer mereka masing-masing..
10. Setelah itu, R menggunakan Adobe Flash file tersebut sebagai media dalam pembelajaran bahasa Inggris. S tampak penasaran dan antusias. S tampak focus dengan *listening activity* tersebut.
11. Kemudian, R melanjutkan pelajaran dengan meminta siswa mengerjakan tugas yang terdapat dalam Adobe Flash software tersebut. Setelah S selesai mengerjakan tugas , R memberikan feedback kepada S.
12. Kemudian R meminta siswa untuk berkelompok. Aktifitas tambahan pada hari tersebut adalah *crossword puzzle*. Dalam kegiatan kali ini, S diminta berkelompok, masing-masing kelompok harus melengkapi crossword puzzle yang tersedia. *Clue* untuk melengkapi puzzle tersebut dibacakan oleh R. kemudian masing-masing kelompok berlomba menyelesaikan puzzle tersebut. S secara keseluruhan tampak aktif dan mengikuti aktifitas tersebut dengan tertib. Hal ini terlihat dari seluruh kelompok yang berhasil menyelesaikan puzzle tersebut dengan baik. R memberikan apresiasi terhadap kinerja S dalam aktifitas tersebut.
13. Kemudian R harus menghentikan aktivitas karena bel telah berbunyi dan menyuruh S agar mempersiapkan diri untuk pertemuan berikutnya. Kemudian S menutup pelajaran dan mengucapkan salam, “*See you next time*”, kemudian S menjawab “*See you*”.

- **Field Note 9 (October 23rd, 2010)**

Place : English room
Time : 07.00 – 08.20
R : Researcher
O : Observer

S : Student
Cycle 2

14. R datang ke sekolah dan langsung menuju ke ruang guru untuk menemui GBI. Sebelum memasuki kelas, GBI dan R berbincang – bincang tentang action yang akan dilakukan hari ini.
15. Setelah itu, R masuk ke ruang bahasa Inggris dengan GBI. R kemudian member salam kepada S dengan menanyakan kabar S.
16. Kemudian R menjelaskan kepada siswa tentang topic yang dibahas dalam pejaran hari tersebut serta cara penggunaan Adobe Flash file dengan tema *descriptive* yang terdapat dalam computer mereka masing-masing..
17. Setelah itu, R menggunakan Adobe Flash file tersebut sebagai media dalam pembelajaran bahasa Inggris. S tampak penasaran dan antusias. S tampak focus dengan *listening activity* tersebut.
18. Kemudian, R melanjutkan pelajaran dengan meminta siswa mengerjakan tugas tentang *descriptive text* yang terdapat dalam Adobe Flash software tersebut. Setelah S selesai mengerjakan tugas, R memberikan apresiasi dan feedback kepada S.
19. Kemudian R harus menghentikan aktivitas karena bel telah berbunyi dan menyuruh S agar mempersiapkan diri untuk pertemuan berikutnya. Kemudian S menutup pelajaran dan mengucapkan salam, “*See you next time*”, kemudian S menjawab “*See you*”.

ENGLISH

For VIII Grade Student of Junior high school

By Mira Chandra Lestary



Caroline : Could you give me the magnifying glass please?

Catherine : Here it is.

Caroline : Thanks.





Rahma : Would you like to give me the pipette please?

Ratna : Here you are.

Rahma : Thank you.



Back

Example of asking for goods/help expression:

Could you give me the magnifying glass please?

Would you like to give me the pipette please?

Example of giving for goods/help expression:

Would you like me to water the roses?

Would you like me to bring the chair here?

Example of refusing goods/help expression:

No, thanks. You don't have to.

No, thank you. I'm okay.

Back

▶

⏸

■

Back

Andi is visiting his classmate Nila. At this time, Nila is in the backyard of her house.

Andi : Hi, Nila.

Nila : Hi, Andi.

Andi : What are you doing?

Nila : Well... I'm planting a rose now. _____ (1)

Andi : _____ (2)

1. ☐ Can you help me get the rose over there please?
☐ Can you help me get the spade please?

2. ☐ Yes, of course.
☐ Sure.

☐ Can you help me get the flower pot over there please?
☐ Can you help me to water the flowers please?
☐ Alright.
☐ Yes no problem.

FINISH

▶

⏸

■

Back

Andi is visiting his classmate Nila. At this time, Nila is in the backyard of her house.

Andi : Hi, Nila.

Nila : Hi, Andi.

Andi : What are you doing?

Nila : Well... I'm planting a rose now. _____ (1)

Andi : _____ (2)

1. ☐ Can you help me get the rose over there please?
☐ Can you help me get the spade please?

2. ☒ Yes, of course.
☐ Sure.

☐ Can you help me get the flower pot over there please?
☒ Can you help me to water the flowers please?
☐ Alright.
☐ Yes no problem.

Score 50

FINISH

▶

⏸

⏹

Andi takes the flower pot and gives it to Nila.

Andi : _____ (3)

Nila : _____ (4)

Andi : You're welcome. These flowers are beautiful. Are these all yours?

Nila : Yes. My mother bought them for me.

Andi : Oh, I see. By the way, _____ (5)

Nila : _____ (6)

1. ☐ There you are.

☒ Here you are.

2. ☐ Sure, Andi.

☒ Thanks, Andi.

3. ☐ would you like me to water the flowers?

☐ would you like me to plant the rose?

4. ☐ No, thanks. It's okay.

☐ Yes, sure. Thanks.

☐ Here I am.

☐ Where are you?

☐ You're welcome, Andi.

☐ Thank you, Andi.

☒ would you like me to bring the water?

☐ would you like me to bring the rose?

☒ No, thanks. You don't have to.

☐ No, thank you. I'm okay.

Back

FINISH

▶

⏸

⏹

Andi takes the flower pot and gives it to Nila.

Andi : _____ (3)

Nila : _____ (4)

Andi : You're welcome. These flowers are beautiful. Are these all yours?

Nila : Yes. My mother bought them for me.

Andi : Oh, I see. By the way, _____ (5)

Nila : _____ (6)

1. ☐ There you are.

☒ Here you are.

2. ☐ Sure, Andi.

☒ Thanks, Andi.

3. ☐ would you like me to water the flowers?

☐ would you like me to plant the rose?

4. ☐ No, thanks. It's okay.

☐ Yes, sure. Thanks.

☐ Here I am.

☐ Where are you?

☐ You're welcome, Andi.

☐ Thank you, Andi.

☒ would you like me to bring the water?

☐ would you like me to bring the rose?

☒ No, thanks. You don't have to.

☐ No, thank you. I'm okay.

Back

FINISH

Score 75

✕

ENGLISH

For VIII Grade Student of Junior high school

By Mira Chandra Lestary



Anna : Hi Dian, how are you? Are you busy today?

Dian : I'm fine, thanks. No, I'm not busy today. Why?

Anna : How about going to Mary's house with me?

Dian : Alright. Let's go now.





Lily : How would you like to go to the zoo with me on Sunday? I heard there is a newborn baby elephant. I want to see it.

Dina : I'd be glad to go with you. I haven't gone to the zoo for such a long time.

Lily : That's good. I'm sure we'll have a great time there.

Examples of invitations:

- I'd like to invite you for a barbecue party this Sunday.
- Would you go to the movies with me on Saturday night?
- I would like to invite you to dinner tomorrow night.
- How about going to the market with me?
- Let's go to the bookstore tomorrow.

Examples of responses:

- Thank you, I'm glad to.
- Thanks, I'd be happy to.
- Thank you for inviting me.
- Sorry, I can't join you.

▶

⏸

■

Shanty : _____ (1) see a movie?

Dona : When?

Shanty : This evening.

Dona : _____ (2)

1. ☐ Could you

☒ Would you like to

2. ☐ Sure.

☐ Sorry, I can't.

☐ Will you

☐ CDo you want to

☐ Alright.

☒ Okay.

Back

FINISH

▶

⏸

■

Shanty : _____ (1) see a movie?

Dona : When?

Shanty : This evening.

Dona : _____ (2)

1. ☐ Could you

☒ Would you like to

2. ☐ Sure.

☐ Sorry, I can't.

☐ Will you

☐ CDo you want to

☐ Alright.

☒ Okay.

Score 100

Back

FINISH

▶

⏸

■

Back

Ratna : Butet, _____(3)

Butet : _____(4) I have to go to the teacher's room right away.

Ratna : Never mind.

1. ☒ let's go to the canteen.

☐ come to the library.

2. ☐ Okay, sure.

☐ Yes, I do.

☐ let's go to the class.

☐ come to the class.

☒ Sorry, I can't.

☐ Alright.

FINISH

▶

⏸

■

Back

Ratna : Butet, _____(3)

Butet : _____(4) I have to go to the teacher's room right away.

Ratna : Never mind.

1. ☒ let's go to the canteen.

☐ come to the library.

2. ☐ Okay, sure.

☐ Yes, I do.

☐ let's go to the class.

☐ come to the class.

☒ Sorry, I can't.

☐ Alright.

Score 100

FINISH

File

Exercise

Back

Quiz



File

Exercise

Back

Quiz

1. The caller's name is Cecilia.

TRUE

☒ FALSE

2. The caller wants to celebrate her birthday.

☒ TRUE

FALSE

3. The party will be held on Saturday night.

☒ TRUE

FALSE

4. The phone call receiver decline the invitation.

TRUE

☒ FALSE

FINISH

File

Exercise

Back

Quiz

1. The caller's name is Cecilia.

TRUE

☒ FALSE

2. The caller wants to celebrate her birthday.

TRUE

☐ FALSE

3. The party will be on Saturday night.

☒ TRUE

☐ FALSE

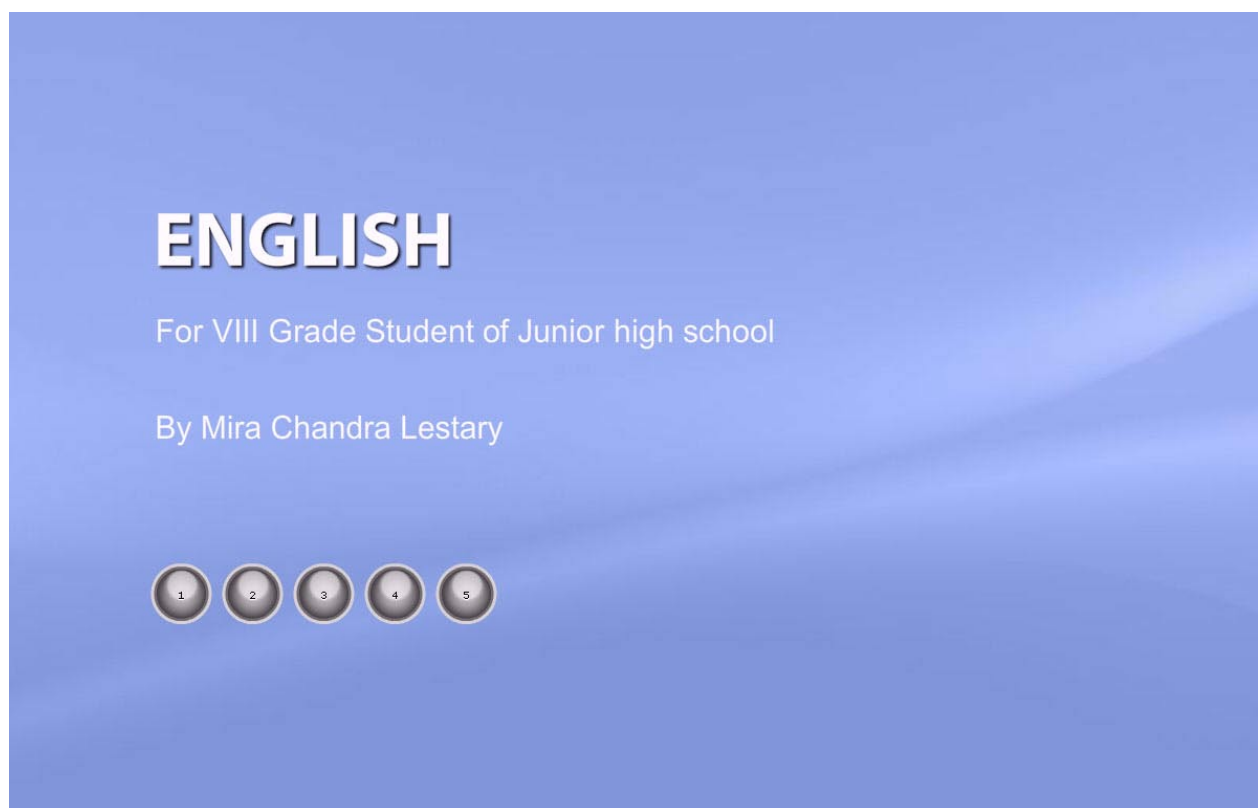
4. The phone call receiver decline the invitation.

TRUE

☒ FALSE

Score 100

FINISH




File

Exercise

Answer

Back

I Have a Cat



File

Exercise

Answer

Back

I Have a Cat

Exercise

Milo is a regular house cat. He is an _____ cat.

He has _____ and _____ fur with _____ stripes. I like to cuddle him because his fur feels so _____. Every morning I give him milk. Milo _____ like rice, so I give him cat food. Milo is an _____ animal. He likes to run around my home. He likes to chase everyone in the home. When he feels _____ or _____, Milo usually _____ on the sofa in the living room or sometimes under the table.

File

Exercise

Answer

Back

I Have a Cat

Answers

Milo is a regular house cat. He is an adorable cat.

He has brown and white fur with black stripes. I like to cuddle him because his fur feels so soft. Every morning I give him milk. Milo doesn't like rice, so I give him cat food. Milo is an active animal. He likes to run around my home. He likes to chase everyone in the home. When he feels tired or sleepy, Milo usually sleeps on the sofa in the living room or sometimes under the table.

DESCRIPTIVE TEXT

a text that describes the feature of something, someone, event or a certain place.

Purpose of Descriptive Text:

to describe and reveal a particular thing, place, or event.

Generic structure of Descriptive Text:

a. Introduction

is a part of the paragraph that introduce the subject/event.

b. Description

is a part of the paragraph that describes the subject/event, e.g. characteristic features of the subject (physical appearance, qualities, habitual behavior, significant attributes).

Back

▶

⏸

■

Back

1. The speaker's friend is called Monica.

☒ TRUE

☐ FALSE

2. Her friends' eyes is big and brown.

☒ TRUE

☐ FALSE

3. The speaker's friend is an active person.

☒ TRUE

☐ FALSE

4. The speaker and her friend do not get along well.

☐ TRUE

☒ FALSE

FINISH

▶

⏸

■

Back

1. The speaker's friend is called Monica.

☒ TRUE

☐ FALSE

2. Her friends' eyes is big and brown.

☒ TRUE

☐ FALSE

3. The speaker's friend is an active person.

☒ TRUE

☐ FALSE

4. The speaker and her friend do not get along well.

☐ TRUE

☒ FALSE

FINISH

Score 100

✕

▶

⏸

⏹

Back

Today is our class performance. Students of Villa class are performing the Sangkuriang, _____(1).

They are on the stage, wearing Sundanese _____(2). Butet looks older than she is. She is wearing an old brown Javanese clothes with a round bamboo hat _____(3). She is not wearing shoes. She is talking to Iwan. He is acting as Sangkuriang, _____(4) who is falling in love with her.

1. ☒ a story from West Java.
☐ a story from Bali.

2. ☐ modern clothes.
☐ new clothes.

3. ☐ at her head
☒ on her head.

4. ☐ a beautiful girl
☐ a sweet boy

☐ a story from Central Java.
☐ a story from Jakarta.

☐ regular clothes.
☒ traditional clothes.

☐ in her hand.
☐ on her leg.

☒ a handsome boy
☐ a nice boy

FINISH

▶

⏸

⏹

Back

Today is our class performance. Students of Villa class are performing the Sangkuriang, _____(1).

They are on the stage, wearing Sundanese _____(2). Butet looks older than she is. She is wearing an old brown Javanese clothes with a round bamboo hat _____(3). She is not wearing shoes. She is talking to Iwan. He is acting as Sangkuriang, _____(4) who is falling in love with her.

1. ☒ a story from West Java.
☐ a story from Bali.

2. ☐ modern clothes.
☐ new clothes.

3. ☐ at her head
☒ on her head.

4. ☐ a beautiful girl
☐ a sweet boy

☐ a story from Central Java.
☐ a story from Jakarta.

☐ regular clothes.
☒ traditional clothes.

☐ in her hand.
☐ on her leg.

☒ a handsome boy
☐ a nice boy

Score 100


FINISH

File

Exercise

Back

Quiz



File

Exercise

Back

Quiz

1. The fish is called Indigo. ☒ TRUE ☐ FALSE

2. The speaker can't put any other fish because the current fish would kill it. ☒ TRUE ☐ FALSE

3. The fish eat its food. ☐ TRUE ☒ FALSE

4. The speaker didn't feed her fish for a day. ☐ TRUE ☒ FALSE

5. The speaker feels that her fish hates her. ☒ TRUE ☐ FALSE

FINISH

File

Exercise

Back

Quiz

1. The fish is called Indigo.

TRUE

FALSE

2. The speaker can't put any other fish because the current fish would kill it.

TRUE

FALSE

3. The fish eat its food.

TRUE

FALSE

4. The speaker didn't feed her fish for a day.

TRUE

FALSE

5. The speaker feels that her fish hates her.

TRUE

FALSE

Score 100

FINISH

Observation Checklist

Date :

Time :

Check each item in the columns that most clearly represent your observation

No	Observation items	Yes	No
	The teaching and learning process		
A	Pre-Teaching		
	1. The teacher greets the students		
	2. The students respond to the greeting		
	3. The teacher leads prayer		
	4. The teacher asks the students' condition		
	5. The students tell their condition to the teacher		
	6. The teacher introduces Adobe Flash software		
	7. The teacher demonstrates the application of the Adobe Flash software		
	8. The students pay attention to the teachers' explanation		
	9. The teacher asks the students' background knowledge about thing related to the topic to be discussed		
	10. The students respond to the teacher		
	11. The teacher states the goal of teaching and learning process		
	12. The teacher asks the students to work in group		
B	While teaching		
	1. The teacher guides the students in practice		
	2. The teacher monitors the students during the listening activity		
	3. The teacher helps students when they find difficulty		
	4. The teacher gives opportunity to the students to comprehend text under her guidance		
	5. The teacher gives sufficient time for group to work		
	6. The teacher uses a variety of printed materials		
	7. The teacher has a plan for groups that finish early and group that finish later		
	8. The students apply the strategy with the teacher's guidance		
	9. The students apply the strategy when they listen to Adobe Flash		
	10. The students work collaboratively in group		
	11. The students brainstorming what they already know about the topic before listening		
	12. The students identify the unfamiliar words, phrases, sentences or ideas of texts in the Adobe Flash Software		
	13. Students generate questions to find main idea or required information of texts		
	14. The students help each other while working in groups		
	15. All students use their Adobe Flash		
C	Post-Teaching		
	1. The teacher asks the students to work individually		

	2. The teacher discusses the whole text included the unfamiliar word		
	3. The teacher summarizes and reflects the lesson		
	4. The student reflects their learning		
	5. The teacher previews on the upcoming materials		
	6. The teacher gives reward and motivates the students to participate more in the next meeting		
D	Class situation		
	1. The students are active in the listening learning process of listening		
	2. The students are motivated in the teaching and learning process of listening		
	3. The students ask the teacher when they find difficulties		
	4. The teacher responds to the students' questions		
	5. The teacher's instruction is clear		
	6. The teacher has good time management		

Pekalongan, Oktober 2010

Mengetahui,
Guru Bahasa Inggris

Bambang Kustriyono, S.Pd.

Observation Checklist

Date :

Time :

Check each item in the columns that most clearly represent your observation

No	Observation items	Yes	No
	The teaching and learning process		
A	Pre-Teaching		
	13. The teacher greets the students		
	14. The students respond to the greeting		

	15. The teacher leads prayer		
	16. The teacher asks the students' condition		
	17. The students tell their condition to the teacher		
	18. The teacher introduces the strategies of using Adobe Flash		
	19. The teacher demonstrates the application of the Adobe Flash		
	20. The students pay attention to the teachers' explanation		
	21. The teacher shows the charts of strategies to the students in front of class		
	22. The teacher asks the students' background knowledge about thing related to the topic to be discussed		
	23. The students respond to the teacher		
	24. The teacher states the goal of teaching and learning process		
	25. The teacher asks the students to work in group		
	26. The teacher ask the students to open their Adobe Flash		
B	While teaching		
	16. The teacher distributes handout and worksheet to the students		
	17. The teacher guides the students in practice		
	18. The teacher monitors the strategy used by the students during in group work		
	19. The teacher helps students when they find difficulty		
	20. The teacher gives opportunity to the students to comprehend text under her guidance		
	21. The teacher gives sufficient time for group to work		
	22. The teacher uses a variety of printed materials		
	23. The teacher has a plan for groups that finish early and group that finish later		
	24. The students apply the strategy with the teacher's guidance		
	25. The students apply the strategy when they listen to the Adobe Flash		
	26. The students work collaboratively in group		
	27. The students brainstorming what they already know about the topic before listening		
	28. The students identify the unfamiliar words, phrases, sentences or ideas of texts and write down in the Adobe Flash		
	29. Students generate questions to find main idea or required information of texts		
	30. The students help each other while working in groups		
	31. All students use their Adobe Flash		
C	Post-Teaching		
	7. The teacher asks the students to work individually		
	8. The teacher discusses the whole text included the unfamiliar word		
	9. The teacher summarizes and reflects the lesson		
	10. The student reflects their learning		
	11. The teacher previews on the upcoming materials		

	12. The teacher gives reward and motivates the students to participate more in the next meeting		
D	Class situation		
	7. The students are active in the teaching learning process of listening		
	8. The students are motivated in the teaching and learning process of listening		
	9. The students ask the teacher when they find difficulties		
	10. The teacher responds to the students' questions		
	11. The teacher's instruction is clear		
	12. The teacher has good time management		

Pekalongan, Oktober 2010

Mengetahui,
Guru Bahasa Inggris

Bambang Kustriyono, S.Pd.

INTERVIEW GUIDELINES

Before the implementation

For the English teacher

1. What are the students' difficulties in listening learning?
2. What kind of activities do you usually use in teaching and learning process of listening?
3. What kind of activities do you think suitable to solve the students' difficulties in listening learning?
4. How is your opinion about the use of Adobe Flash in improving students' listening skills?

For students

1. Do you like English?
2. What about listening in English?
3. Is there any difficulty in comprehending the texts?
4. What are your difficulties in comprehending an English text?
5. Do you like having discussion with your friends?

After the implementation (Cycle1)

For the English teacher

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the technique used in the implementation?
4. What do you think about the interaction among students during the teaching and learning process?
5. What do you think about the interaction between the teacher and the students during the teaching and learning process?
6. Do you think the students are motivated and confident in listening?
7. Is there any suggestion for the next implementation?

For students

1. Bagaimana pendapat kalian tentang pembelajaran hari ini?
2. Bagaimana pendapat kalian tentang penggunaan Adobe Flash?
3. Apakah kamu lebih bisa memahami bacaan dengan menggunakan Adobe Flash ini?
4. Apakah kalian senang ketika menggunakan Adobe Flash ini?
5. Menurut kalian apa yang kurang dalam penerapan Adobe Flash ini?
6. Apakah kalian termotivasi untuk lebih memahami bacaan dengan menggunakan Adobe Flash tsb?
7. Apakah kalian merasa lebih yakin dan percaya diri dalam membaca?
8. Menurut kalian apakah penggunaan Adobe Flash dapat membantu kalian menemukan kosa kata sulit dalam teks?
9. Menurut kalian apakah penggunaan Adobe Flash membantu kalian menemukan informasi yang kalian butuhkan dalam teks?
10. Menurut kalian apakah penggunaan Adobe Flash dapat membantu kalian lebih dapat mengingat informasi penting dalam teks?

For collaborator

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the technique used in the implementation?
4. What do you think about the interaction between the teacher and the students in the teaching and learning process?
5. Do you think the students are motivated and confident in listening?
6. Is there any suggestion for the next implementation?

After the implementation (cycle 2)

For the English teacher

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the technique used in the implementation?
4. What do you think about the interaction among students during the teaching and learning process?
5. What do you think about the interaction among students during the teaching and learning process?
6. Do you think students are motivated and confident to be active when they are given credit points?
7. Is there any suggestion for the next implementation?

For students

1. Bagaimana pendapat kalian tentang pembelajaran hari ini ?
2. Bagaimana pendapat kalian tentang penggunaan Adobe Flash?
3. Apakah kamu bisa lebih memahami bacaan dengan menggunakan Adobe Flash?
4. Apakah kalian senang ketika menggunakan Adobe Flash pada waktu mendengarkan?
5. Menurut kalian apa yang kurang dalam penerapan Adobe Flash?
6. Apakah kalian termotivasi untuk lebih memahami bacaan dengan menggunakan Adobe Flash tersebut?
7. Apakah kalian lebih merasa percaya diri dalam membaca?
8. Menurut kalian apakah penggunaan Adobe Flash dapat membantu kalian menemukan kosa kata sulit dalam teks serta membantu kalian meningkatkan kosa kata kalian?
9. Menurut kalian apakah penggunaan Adobe Flash membantu kalian menemukan informasi yang kalian butuhkan dalam teks?
10. Menurut kalian apakah penggunaan Adobe Flash dapat membantu kalian mengingat informasi penting dalam teks?
11. Apakah kalian lebih termotivasi untuk dalam mengikuti pelajaran *dengan* Adobe Flash?

For collaborator

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the technique used in the implementation?
4. What do you think about the interaction among students during the teaching and learning process?
5. What do you think about the interaction between the teacher and the students during the teaching and learning process?
6. Do you think the students are motivated and confident to be active when they are complimented?

7. Do you think the students are motivated during the teaching and learning process when there is group competition?
8. Is there any suggestion for the implementation?

No. Absen :

1. Apakah kamu menyukai pelajaran bahasa Inggris?
a. Ya b. Tidak
2. Jika iya, apakah kamu suka mendengarkan dialog berbahasa Inggris?
a. Ya b. Tidak
3. Apakah kamu suka mendengarkan rekaman suara monolog berbahasa Inggris dalam pelajaran?
a. Ya b. Tidak
4. Apakah kamu menyukai video berbahasa Inggris dalam pelajaran?
a. Ya b. Tidak
5. Apakah kamu suka menggunakan komputer?
a. Ya b. Tidak
6. Apakah kamu tahu tentang Adobe Flash?
a. Ya b. Tidak
7. Apakah kamu menyukai penggunaan file Adobe Flash dalam pelajaran bahasa Inggris?
a. Ya b. Tidak
8. Apakah kamu menyukai tampilan file Adobe Flash dalam pelajaran bahasa Inggris?
a. Ya b. Tidak
9. Apakah file Adobe Flash tersebut mudah digunakan?
a. Ya b. Tidak
10. Apakah file Adobe Flash yang digunakan tersebut membantu kamu dalam mempelajari bahasa Inggris?
a. Ya b. Tidak

PRE-TEST

PART I

Directions:

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

The following dialogue is for number 1-2:

Andi is visiting his classmate Nila. At this time, Nila is in the backyard of her house.

Andi : Hi, Nila.
Nila : Hi, Andi.
Andi : What are you doing?
Nila : Well... I'm planting a rose now. _____ (1)
Andi : _____ (2)

Wardiman Artono, dkk. 2008. English in Focus 2: for Grade VIII
Junior High School (SMP/MTs). Jakarta: Pusat Perbukuan, Depdiknas.

- 1) a. Can you help me get the rose over there please?
b. Can you help me get the spade please?
c. Can you help me get the flower pot over there please?
d. Can you help me to water the flowers please?
- 2) a. Yes, of course. c. Alright.
b. Sure. d. Yes no problem.

The following dialogue is for number 3-6:

Andi takes the flower pot and gives it to Nila.

Andi : _____ (3)
Nila : _____ (4)
Andi : You're welcome. These flowers are beautiful. Are these all yours?
Nila : Yes. My mother bought them for me.
Andi : Oh, I see. By the way, _____ (5)
Nila : _____ (6)

Wardiman Artono, dkk. 2008. English in Focus 2: for Grade VIII
Junior High School (SMP/MTs). Jakarta: Pusat Perbukuan, Depdiknas.

- 3) a. There you are. c. Here I am.
b. Here you are. d. Where are you?
- 4) a. Sure, Andi. c. You're welcome, Andi.
b. Thanks, Andi. d. Thank you, Andi.
- 5) a. would you like me to water the flowers?
b. would you like me to plant the rose?
c. would you like me to bring the water?
d. would you like me to bring the rose?

Ratna : Butet, _____ (15)

Butet : _____(16) I have to go to the teacher's room right away.
Ratna : Never mind.

*Mukarto, dkk. 2008. English on Sky 2: for
Junior High School Students Year VIII. Jakarta: Penerbit Erlangga.*

- | | |
|---------------------------------|---------------------------|
| 15) a. let's go to the canteen. | c. let's go to the class. |
| b. come to the library. | d. come to the class. |
| 16) a. Okay, sure. | c. Sorry, I can't. |
| b. Yes, I do. | d. Alright. |

PART II

Directions:

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

The following monologue is for number 17-20:

Today is our class performance. Students of VIIIA class are performing the Sangkuriang, _____(17).

They are on the stage, wearing Sundanese _____(18).

Butet looks older than she is. She is wearing an old brown Javanese clothes with a round bamboo hat _____(19). She is not wearing shoes. She is talking to Iwan. He is acting as Sangkuriang, _____(20) who is falling in love with her.

*Mukarto, dkk. 2008. English on Sky 2: for
Junior High School Students Year VIII. Jakarta: Penerbit Erlangga.*

- | | |
|--------------------------------|-------------------------------|
| 17) a. a story from West Java. | c. a story from Central Java. |
| b. a story from Bali. | d. a story from Jakarta. |
| 18) a. modern clothes. | c. regular clothes. |
| b. new clothes. | d. traditional clothes. |
| 19) a. at her head | c. in her hand. |
| b. on her head. | d. on her leg. |
| 20) a. a beautiful girl | c. a handsome boy |
| b. a sweet boy | d. a nice boy |

The following monologue is for number 21-25:

Last week, Ayu and Siska did _____(21) at school.

They did this project to show that hot air always rises.

Before they started, _____(22), a bottle, and a bucket full of hot water. First, _____(23) the balloon. Then, they let the air out from the balloon. After that, they put the balloon to cover

_____ (24) the bottle. Finally, they put the bottle in the bucket that was full of hot water. As a result, _____ (25) got hotter and rose into the balloon.

Mukarto, dkk. 2008. English on Sky 2: for Junior High School Students Year VIII. Jakarta: Penerbit Erlangga.

- | | |
|------------------------------|----------------------------|
| 21) a. a science project | c. an experiment |
| b. an activity | d. an important thing |
| 22) a. they made a balloon | c. they prepared a balloon |
| b. they prepared a glass | d. they made a glass |
| 23) a. they brought up | c. they put on |
| b. they made up | d. they blew up |
| 24) a. the middle of | c. the bottom of |
| b. the top of | d. the part of |
| 25) a. the air in the bottle | |
| b. the water in the bottle | |
| c. the air in the balloon | |
| d. the water in the balloon | |

PRE-TEST																												
Nama siswa		Skor	Butir Soal																									Jumlah Jawaban Benar
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	ADITIA APRIANTO	68	✓		✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	17
2	AGUNG PURNOMO	80	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	20
3	ALI KHAFIDIN	56	✓							✓						✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	14
4	ANDRI APRILIYAN	72	✓	✓	✓	✓	✓		✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		18
5	ANDRY PRIYANTO	60	✓					✓		✓						✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	15
6	ARI SETIYANTO	68	✓	✓	✓	✓	✓		✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		17
7	ARIS KURNIAWAN	56	✓					✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	14
8	BAGUS IMAWAN	60	✓					✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	15
9	BAGUS SATRIO W	64	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	16
10	DELA ADIESTHYANA	56	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		14
11	DIAS SETIAJI	44	✓		✓	✓	✓	✓									✓	✓	✓	✓	✓	✓						11
12	DIMAS ATIFAR	84	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	21
13	DONI PRASTIO	80	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20
14	DUMI HASTUTI	60	✓	✓	✓			✓	✓	✓		✓								✓	✓	✓	✓	✓	✓	✓		15
15	DYAN INDAH PERMANA	48	✓											✓	✓	✓	✓	✓	✓	✓	✓					✓		12
16	ERIKA NINDYA LESTARI	72	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	18
17	EVA FITRIASARI	56	✓	✓					✓	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		14
18	HERIYANTO	60	✓						✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓		15
19	HUSNI MUBAROK	76	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	19
20	IDAH PURWATI	64	✓	✓	✓	✓	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16
21	IKA NAJJAH FITRIANI	72	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	18
22	IMAM FAROUQ	60	✓						✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		15
23	IRFANSYAH	68	✓		✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		17
24	IRMA OFIANA	68	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	17
25	LEVVY EMIJANI	60	✓		✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	15
26	MELLA KURNIA	64	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	16
27	MOCH. KHASBI ANNASHIRI	52	✓			✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13
28	NIKTUN NAFILAH	72	✓	✓						✓				✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	18
29	NIMAS PUTRI DEWI P	60	✓	✓	✓	✓	✓	✓	✓	✓										✓	✓	✓	✓	✓	✓	✓	✓	15
30	NOVI FEBRIYANTI	76	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	19
31	NUANSA CANDY DEWANGGA	64	✓		✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16
32	NURUL KHAERUNISA	80	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20
33	PRISNANDA EKA SAFITRI	72	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	18
34	PUJI ALIMIN	52	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13
35	ROBIDIN MUSTOFA	56	✓	✓	✓	✓			✓	✓						✓	✓	✓	✓	✓	✓					✓	✓	14
36	ROH ANGESTIKA	56	✓		✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	14
37	SALSABILA SHOFI ATHAYA	64	✓	✓	✓	✓	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16
38	SRI LESTARI	68	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	17
39	SUSI LESTARI	72	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	18
40	YUNITA RISKHA ISMAYANA	64	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	16
Skor Rata-rata		64.6																										

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			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Benar
1	ADITIA APRIANTO	68		✓			✓	✓		✓	✓																	17
2	AGUNG PURNOMO	84	✓		✓		✓	✓		✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	21
3	ALI KHAFFIDIN	68	✓		✓		✓	✓		✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
4	ANDRI APRILIYAN	76	✓		✓		✓	✓		✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	19
5	ANDRY PRIYANTO	68	✓	✓	✓	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
6	ARI SETIYANTO	72		✓	✓					✓	✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
7	ARIS KURNIAWAN	68	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
8	BAGUS IMAWAN	68	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
9	BAGUS SATRIO W	72		✓	✓		✓	✓						✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
10	DELA ADIESTHYANA	68	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	17
11	DIAS SETIAJI	68		✓	✓					✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
12	DIMAS ATIFAR	72	✓		✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
13	DONI PRASTIO	72	✓		✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
14	DUMI HASTUTI	68	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
15	DYAN INDAH PERMANA	68	✓		✓	✓	✓	✓		✓	✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
16	ERIKA NINDYA LESTARI	72		✓	✓	✓	✓			✓	✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
17	EVA FITRIASARI	68	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
18	HERIYANTO	68	✓		✓		✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
19	HJUSNI MUBAROK	72	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
20	IDAH PURWATI	68	✓		✓	✓	✓	✓		✓	✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
21	IKA NAJJAH FITRIANI	80	✓		✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	20
22	IMAM FAROUQ	68		✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
23	IRFANSYAH	68	✓		✓		✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
24	IRMA OFIANA	76	✓		✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	19
25	LEVYV EMILIANI	68	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
26	MELLA KURNIA	72	✓	✓	✓	✓	✓	✓		✓	✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
27	MOCH. KHASBI ANNASHIRI	68	✓	✓	✓	✓	✓	✓		✓	✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
28	NIKTUN NAFILAH	76	✓		✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	19
29	NIMAS PUTRI DEWI P	68	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
30	NOVI FEBRIYANTI	72	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
31	NUANSA CANDY DEWANGGA	72	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
32	NURUL KHAERUNISA	68	✓		✓					✓	✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
33	PRISMANDA EKA SAFITRI	80		✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	20
34	PUJI ALIMIN	68		✓	✓	✓	✓	✓		✓	✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
35	ROBIDIN MUSTOFA	72	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
36	ROH ANGESTIKA	68	✓		✓		✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
37	SALSABILA SHOFI ATHAYA	68	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
38	SRI LESTARI	72	✓		✓		✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
39	SUSI LESTARI	72	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	18
40	YUNITA RISKHA ISMAYANA	68	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	17
Skor Rata-rata		70.8																										

LESSON PLAN

School name	: SMP N 1 Bojong
Subject	: English
Class / Semester	: VIII / 1 (one)
Standard of Competence	: 1. Students are able to understand functional meaning of short functional text and short monolog text in the form of descriptive and recount to interact with others in daily communication.
Basic Competence	: 1.1 Students are able to respond functional meaning of short functional text in the form of descriptive and recount accurately to interact with others in the daily communication.
Text type	: Descriptive text.
Indicator	: - Students are able to respond functional meaning of short functional text in the form of descriptive text. - Students are able to identify informations of the descriptive text. - Students are able to identify rhetorical steps of the descriptive text.
Time Allocation	: 1 x meeting (4 x 40 minutes)

I. Learning Method

Three-phase technique.

II. Learning Materials

I Have a Cat

Milo is a regular house cat. He is an adorable cat. He has brown and white fur with black stripes. I like to cuddle him because his fur feels so soft. Every morning I give him milk. Milo does not like rice, so I give him cat food. Milo is an active animal. He likes to run around my home. He likes to chase everyone in the home. When he feels tired or sleepy, Milo usually sleeps on the sofa in the living room or sometimes under the table.

Descriptive Text

a text that describes the feature of something, someone, event or a certain place.

Purpose of Descriptive Text:

to describe and reveal a particular thing, place, or event.

Generic structure of Descriptive Text:

a. Introduction

is a part of the paragraph that introduce the subject/event.

b. *Description*

is a part of the paragraph that describes the subject/event, e.g. characteristic features of the subject (physical appearance, qualities, habitual behavior, significant attributes).

III. Learning Steps

- **Introduction**

a. Greetings, absence and apperception

- Greeting: "Good morning students, how are you today?"
- Ask the students who's absent and ask the reason :
"Who is absent today?"
- Lead in: "Have you ever tell your friends about your new toys?"

"Have you ever tell your friends about your pet?"

- Telling the students the aim of the study:
"Today we are going to learn how to respond functional meaning and identify information and identify rhetorical steps of descriptive texts. At the end of the lesson, you are expected to be able to make a simple descriptive text."

- **Main**

Exploration:

- Engaging the students to look for broader information of the topic so the students and the teacher are learning from various sources.
- Listening to the example of the using of the descriptive text.
- Using various media in the teaching learning process.

- Facilitating interactions of among students, between students and the teacher.
- Engaging the students to participate actively in the teaching learning process.
- Facilitating the students in using the language laboratory.

Elaboration:

- Facilitating the students to listen some examples of the recount text.
- Completing sentences of dialog based on their own knowledge.
- Facilitating the students by giving them oral tasks, discussion, etc to make new ideas related to the topic.
- Giving chances to the students to think, discuss, analyze, solve problems, and acts with no fear.
- Facilitating the students in the cooperative and collaborative learning.
- Facilitating the students to compete fairly to increase their ability.
- Giving the students chances to present their work in individual and group.
- Facilitating the students in doing task which increase their sense of pride and confidence.

Confirmation:

- Asking the students to make a simple monologue of descriptive text. Then, ask the students to act out the text in front of the class.
- Giving the students positive feedback.
- Facilitating the students in reflection to gain learning experience.
- Facilitating the students by becoming their sources in answering their questions.

- Helping the students in solving their problems.
- Giving information needed by the students to make deeper exploration of the material.
- Motivating passive students.

- **Closing**

- Summarizing the lesson together with the students.
“So, today we have learned how to respond functional meaning and identify information and identify rhetorical steps of descriptive texts.”
- Ask the students whether the lesson is not clear enough or the need more information about the materials.
“Is there any question?”
- Closing the lesson by saying a prayer.
“That’s all for today. Let’s take a pray.”
“See you again in the next meeting.”

IV. Sources

- Adobe flash files.
- Mukarto, dkk. 2007. English on Sky 2 : for Junior High School Students Year VIII. Jakarta: Penerbit Erlangga.

V. Assessments

- Technique of assessments: oral, and written exercise.
- Instrument of assessment: oral and written questions.

Directions:

Listen and watch carefully to the monologue text provided on the Adobe Flash file. Then, choose TRUE if the statement is true and FALSE if the statement is false.

The speaker's friend is called Monica.

True

False

Her friends' eyes is big and brown.

True

False

Her friend's hair is blue.

True

False

The speaker's friend is an active person.

True

False

The speaker and her friend do not get along well.

True

False

Today is our class performance. Students of
VIIIa class are performing the Sangkuriang,
_____ (1).

They are on the stage, wearing Sundanese
_____ (2). Butet looks older than she
is. She is wearing an old brown Javanese clothes
with a round bamboo hat _____ (3).
She is not wearing shoes. She is talking to Iwan. He
is acting as Sangkuriang, _____ (4)
who is falling in love with her.

*Mukarto, dkk. 2008. English on Sky 2: for
Junior High School Students Year VIII. Jakarta: Penerbit Erlangga.*

- | | |
|-------------------------------|-------------------------------|
| 1) a. a story from West Java. | c. a story from Central Java. |
| b. a story from Bali. | d. a story from Jakarta. |
| 2) a. modern clothes. | c. regular clothes. |
| b. new clothes. | d. traditional clothes. |
| 3) a. at her head | c. in her hand. |
| b. on her head. | d. on her leg. |
| 4) a. a beautiful girl | c. a handsome boy |
| b. a sweet boy | d. a nice boy |

Assessment Column

- Each right number gets 2 points.
- Points x 5 = students' point
- Maximum point: 50

- Students' Score:
$$\frac{\text{student's total point}}{\text{Maximum point}} \times 10$$

Pekalongan, Oktober 23rd 2010

English Teacher

Researcher

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H. Mohammad Asyir, S.Pd. M.Si.
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LESSON PLAN

School name	: SMP N 1 Bojong
Subject	: English
Class / Semester	: VIII / 1 (one)
Standard of Competence	: 1. Students are able to understand functional meaning of short functional text and monologue text in the form of descriptive and recount to interact with others in daily communication.
Basic Competence	: 1.1 Students are able to respond functional meaning of short functional text in the form of descriptive and recount accurately to interact with others in the daily communication.
Text type	: Recount text.
Indicator	: - Students are able to respond functional meaning of short monologue text in the form of recount. - Students are able to identify informations of the recount text. - Students are able to identify rhetorical steps of the recount text.
Time Allocation	: 2 x meeting (4 x 40 minutes)

VI. Learning Method

Three-phase technique.

VII. Learning Materials

Last night, my mother and I spent time together in the kitchen. She taught me how to cook spaghetti. She prepared a box of spaghetti, water and a jar of spaghetti sauce. First, she boiled some water in a pot. Then, she put the spaghetti into the boiling water. After fifteen minutes, she turned off the stove and threw away the water. Finally, she put the spaghetti on a plate and added spaghetti sauce on it. A plate of delicious spaghetti was ready to serve.

Mukarto, dkk. 2007. *English on Sky 2 : for Junior High School Students Year VIII*. Jakarta: Penerbit Erlangga.

Recount

Orientation

It provides the purpose of the activity. It also answers the questions: *Who? When? Where? What experience?*

List of Events

It presents events. What people did? It tells the event chronologically. It uses conjunction or connectives like *first, next, then, finally*, and so on. They show the sequence of events.

Reorientation

It describes the outcome of the activity. It can also express people's personal opinion regarding the events.

VIII. Learning Steps

- **Introduction**

a. Greetings, absence and apperception

- Greeting: "Good morning students, how are you today?"
- Ask the students who's absent and ask the reason :
"Who is absent today?"
- Lead in: "Have you ever make something?"
"Have you ever see a cooking program on the TV?"
- Telling the students the aim of the study:
"Today we are going to learn how to respond functional meaning and identify information and identify rhetorical steps of recount texts. At the end of the lesson, you are expected to be able to make a simple recount text."

- **Main**

Exploration:

- Engaging the students to look for broader information of the topic so the students and the teacher are learning from various sources.
- Listening to the example of the using of the recount text.
- Using various media in the teaching learning process.
- Facilitating interactions of among students, between students and the teacher.

- Engaging the students to participate actively in the teaching learning process.
- Facilitating the students in using the language laboratory.

Elaboration:

- Facilitating the students to listen some examples of the recount text.
- Completing sentences of dialog based on their own knowledge.
- Facilitating the students by giving them oral tasks, discussion, etc to make new ideas related to the topic.
- Giving chances to the students to think, discuss, analyze, solve problems, and acts with no fear.
- Facilitating the students in the cooperative and collaborative learning.
- Facilitating the students to compete fairly to increase their ability.
- Giving the students chances to present their work in individual and group.
- Facilitating the students in doing task which increase their sense of pride and confidence.

Confirmation:

- Asking the students to make a simple monologue of recount text. Then, ask the students to act out the text in front of the class.
- Giving the students positive feedback.
- Facilitating the students in reflection to gain learning experience.
- Facilitating the students by becoming their sources in answering their questions.
- Helping the students in solving their problems.

- Giving information needed by the students to make deeper exploration of the material.
- Motivating passive students.

- **Closing**

- Summarizing the lesson together with the students.
“So, today we have learned how to respond functional meaning and identify information and identify rhetorical steps of recount texts.”
- Ask the students whether the lesson is not clear enough or the need more information about the materials.
“Is there any question?”
- Closing the lesson by saying a prayer.
“That’s all for today. Let’s take a pray.”
“See you again in the next meeting.”

IX. Sources

- Adobe flash files.
- Mukarto, dkk. 2007. English on Sky 2 : for Junior High School Students Year VIII. Jakarta: Penerbit Erlangga.

X. Assessments

- Technique of assessments: oral, and written exercise.
- Instrument of assessment: oral and written questions.



Last week, Ayu and Siska did _____(1) at school. They did this project to show that hot air always rises.

Before _____ they _____ started, _____(2), a bottle, and a bucket full of hot water. First, _____(3) the balloon. Then, they let the air out from the balloon. After that, they put the balloon to cover _____(4) the bottle. Finally, they put the bottle in the bucket that was full of hot water. As a result, _____(5) got hotter and rose into the balloon.

Mukarto, dkk. 2008. English on Sky 2: for Junior High School Students Year VIII. Jakarta: Penerbit Erlangga.

- | | |
|-----------------------------|-----------------------|
| 1) a. a science project | c. an experiment |
| b. an activity | d. an important thing |
| 2) a. they made a balloon | c. they prepared a |
| balloon | |
| b. they prepared a glass | d. they made a glass |
| 3) a. they brought up | c. they put on |
| b. they made up | d. they blew up |
| 4) a. the middle of | c. the bottom of |
| b. the top of | d. the part of |
| 5) a. the air in the bottle | |
| b. the water in the bottle | |
| c. the air in the balloon | |
| d. the water in the balloon | |

Work in group of four. Choose a topic. Make a recount text based on the topic you choose. Then, choose a member of the group to retell it to the other groups.

Assessment Column

Explanation	Score
Content and grammar of the sentence is right.	50
Content is right, grammar of the sentence is almost right.	35
Content and grammar of the sentence is almost right.	20
Did not do the exercise at all.	0

- Each right number gets 2 points.
- Points x 5 = students' point
- Maximum point: 50
- Students' Score:
$$\frac{\text{student's total point}}{\text{Maximum point}} \times 10$$

Pekalongan, Oktober 9th 2010

English Teacher

Researcher

Bambang Kustriyono, S.Pd.
NIP. 196904091995121001

Mira Chandra L.
NIM. 06202244159

Headmaster of
SMP N 1 Bojong

H. Mohammad Asyir, S.Pd. M.Si.
NIP. 195812041981031006

LESSON PLAN

School name	: SMP N 1 Bojong
Subject	: English
Class / Semester	: VIII / 1 (one)
Standard of Competence	: 1. Students are able to understand the meaning of transactional dialogue and interpersonal dialogue to interact with others in daily communication.
Basic Competence	: 1.1 Students are able to respond the meaning of short functional text (to get things done) and interpersonal (socializing) accurately to interact with others in the daily communication using speech acts: asking, giving and refusing helps, asking, giving and refusing goods, admitting and denying facts, asking and giving opinion.
Text type	: Transactional / Interpersonal
Indicator	: <ul style="list-style-type: none">- Students are able to respond asking, giving and refusing goods and helps.- Students are able to identify expressions of asking, giving and refusing goods and helps.- Students are able to identify informations of asking, giving and refusing goods and helps.
Time Allocation	: 1 x meeting (2 x 40 minutes)

XI. Learning Method

Three-phase technique.

XII. Learning Materials

Caroline : Could you give me the magnifying glass
please?

Catherine : Here it is.

Caroline : Thanks.

Rahma : Would you like to give me the pipette please?

Ratna : Here you are.

Rahma : Thank you.

Example of asking for goods/help expression:

Could you give me the magnifying glass please?

Would you like to give me the pipette please?

Example of giving for goods/help expression:

Would you like me to water the roses?

Would you like me to bring the chair here?

Example of refusing goods/help expression:

No, thanks. You don't have to.

No, thank you. I'm okay.

XIII. Learning Steps

- **Introduction**

- a. Greetings, absence and apperception

- Greeting: "Good morning students, how are you today?"
 - Ask the students who's absent and ask the reason :
"Who is absent today?"
 - Lead in: "Have you ever help your friend?"
 "Have you ever need your friends' help?"
 - Telling the students the aim of the study:
 "Today we are going to learn how to ask, give and refuse goods and helps. At the end of the lesson, you are expected to be able to make a simple expressions of asking, giving and refusing goods and helps."

- **Main**

- Exploration:**

- Engaging the students to look for broader information of the topic so the students and the teacher are learning from various sources.
 - Listening to the example of the using of the expressions of asking, giving and refusing goods and helps.
 - Using various media in the teaching learning process.
 - Facilitating interactions of among students, between students and the teacher.
 - Engaging the students to participate actively in the teaching learning process.
 - Facilitating the students in using the language laboratory.

- Elaboration:**

- Facilitating the students to listen some examples of asking, giving and refusing goods and helps.

- Completing sentences of dialog based on their own knowledge.
- Facilitating the students by giving them oral tasks, discussion, etc to make new ideas related to the topic.
- Giving chances to the students to think, discuss, analyze, solve problems, and acts with no fear.
- Facilitating the students in the cooperative and collaborative learning.
- Facilitating the students to compete fairly to increase their ability.
- Giving the students chances to present their work in individual and group.
- Facilitating the students in doing task which increase their sense of pride and confidence.

Confirmation:

- Asking the students to make a simple dialogue of asking, giving and refusing goods and helps. Then, ask the students to act out the text in front of the class.
- Giving the students positive feedback.
- Facilitating the students in reflection to gain learning experience.
- Facilitating the students by becoming their sources in answering their questions.
- Helping the students in solving their problems.
- Giving information needed by the students to make deeper exploration of the material.
- Motivating passive students.

- **Closing**

- Summarizing the lesson together with the students.
“So, today we have learned how to to ask, give and refuse

goods and helps.”

- Ask the students whether the lesson is not clear enough or the need more information about the materials.

“Is there any question?”

- Closing the lesson by saying a prayer.

“That’s all for today. Let’s take a pray.”

“See you again in the next meeting.”

XIV. Sources

- Adobe Flash file.
- Wartono, Ardiman, dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

XV. Assessments

- Technique of assessments: oral, and written exercise.
- Instrument of assessment: oral and written questions.

Andi is visiting his classmate Nila. At this time, Nila is in the backyard of her house.

Andi : Hi, Nila.

Nila : Hi, Andi.

Andi : What are you doing?

Nila : Well... I’m planting a rose now.

Andi : _____ (1)

Andi : _____ (2)

Wardiman Artono, dkk. 2008. *English in Focus 2: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, Depdiknas.

- 1) a. Can you help me get the rose over there please?
b. Can you help me get the spade please?
c. Can you help me get the flower pot over there please?
d. Can you help me to water the flowers please?
- 2) a. Yes, of course. c. Alright.
b. Sure. d. Yes no problem.

Andi takes the flower pot and gives it to Nila.

- Andi : _____ (3)
 Nila : _____ (4)
 Andi : You're welcome. These flowers are beautiful. Are these all yours?
 Nila : Yes. My mother bought them for me.
 Andi : Oh, I see. By the way, _____ (5)
 Nila : _____ (6)

Wardiman Artono, dkk. 2008. *English in Focus 2: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, Depdiknas.

- 3) a. There you are. c. Here I am.
b. Here you are. d. Where are you?
- 4) a. Sure, Andi. c. You're welcome, Andi.
b. Thanks, Andi. d. Thank you, Andi.
- 5) a. would you like me to water the flowers?
b. would you like me to plant the rose?
c. would you like me to bring the water?
d. would you like me to bring the rose?
- 6) a. No, thanks. It's okay. c. No, thanks. You don't have to.
b. Yes, sure. Thanks. d. No, thank you. I'm okay.

Pekalongan, Oktober 9th 2010

English Teacher

Researcher

Bambang Kustriyono, S.Pd.
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Mira Chandra L.
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NIP. 195812041981031006

LESSON PLAN

School name	: SMP N 1 Bojong
Subject	: English
Class / Semester	: VIII / 1 (one)
Standard of Competence	: 1. Students are able to understand the meaning of transactional dialogue and interpersonal dialogue to interact with others in daily communication.
Basic Competence	: 1.1 Students are able to respond the meaning of short functional text (to get things done) and interpersonal (socializing) accurately to interact with others in the daily communication using speech acts: asking, giving and refusing helps, asking, giving and refusing goods, admitting and denying facts, asking and giving opinion.
Text type	: Transactional / Interpersonal
Indicator	: - Students are able to respond asking and giving opinion. - Students are able to identify expressions of asking and giving opinion. - Students are able to identify informations of asking and giving opinion.
Time Allocation	: 1 x meeting (2 x 40 minutes)

XVI. The Aim of the Study

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

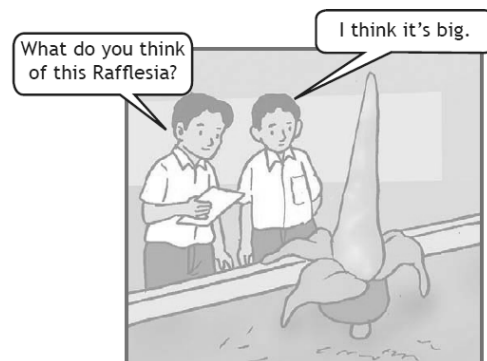
- listen to the expressions of asking and giving opinion appropriately.

- choose right answers based on the dialog of asking and giving opinion.
- complete a text of asking and giving opinion.

XVII. Learning Method

Three-phase technique.

XVIII. Learning Materials



- Laila : What is your plan for the holiday next week?
- Asep : Umm,... I have no idea. What about you?
- Laila : I plan to go to Yogyakarta.
- Asep : You went there last holiday, didn't you?
- Laila : Yes, I did. However, I haven't visited some places, like Kasongan and Kotagede. Have you ever visited those places?
- Asep : Of course. They were the main destinations when I first went to Yogyakarta.
- Laila : What do you think about Kasongan?
- Asep : I think it is a unique place. It is a village where most of its people produce potteries and other art works.
- Laila : That sounds interesting. Do you think that Kotagede is also interesting?
- Asep : Yes, it is. Like Kasongan, many of its people produce art works. However, they produce silver crafts. You won't be disappointed if you visit those places.

Expressions	Functions
<ul style="list-style-type: none"> • What's your opinion of...? • What do you think about that? • What do you feel about the...? • Do you think...? 	Asking for opinions
<ul style="list-style-type: none"> • In my opinion, ... • I think ... 	Giving opinions

XIX. Learning Steps

- **Introduction**

- a. Greetings, absence and apperception

- Greeting: "Good morning students, how are you today?"
 - Ask the students who's absent and ask the reason :
"Who is absent today?"
 - Lead in.
 - Tells the students the aim of the study:

"Today we are going to learn how to ask and give opinion. At the end of the lesson, you are expected to be able to make a simple expressions of asking and giving opinion."

- **Main**

- Exploration:**

- Engaging the students to look for broader information of the topic so the students and the teacher are learning from various sources.
 - Listening to the example of the using of the asking and giving opinion.
 - Using various media in the teaching learning process.
 - Facilitating interactions of among students, between students and the teacher.

- Engaging the students to participate actively in the teaching learning process.
- Facilitating the students in using the language laboratory.

Elaboration:

- Facilitating the students to listen some examples of asking and giving opinion.
- Completing sentences of dialog based on their own knowledge.
- Facilitating the students by giving them oral tasks, discussion, etc to make new ideas related to the topic.
- Giving chances to the students to think, discuss, analyze, solve problems, and acts with no fear.
- Facilitating the students in the cooperative and collaborative learning.
- Facilitating the students to compete fairly to increase their ability.
- Giving the students chances to present their work in individual and group.
- Facilitating the students in doing task which increase their sense of pride and confidence.

Confirmation:

- Asking the students to make a simple dialogue of asking and giving opinion. Then, ask the students to act out the text in front of the class.
- Giving the students positive feedback.
- Facilitating the students in reflection to gain learning experience.
- Facilitating the students by becoming their sources in answering their questions.
- Helping the students in solving their problems.

- Giving information needed by the students to make deeper exploration of the material.
- Motivating passive students.

- **Closing**

- Summarizing the lesson together with the students.
“So, today we have learned how to admit ask and give opinion.”
- Ask the students whether the lesson is not clear enough or the need more information about the materials.
“Is there any question?”
- Closing the lesson by saying a prayer.
“That’s all for today. Let’s take a pray.”
“See you again in the next meeting.”

XX. Sources

- Adobe Flash file.
- Wartono, Ardiman, dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

XXI. Assessments

- Technique of assessments: oral, and written exercise.
- Instrument of assessment: oral and written questions.

Asep : _____ (1) of lions compared to cheetahs?

Laila : _____ (2)

Ana : But cheetahs run faster than lions.

Laila : _____ (3)

- a. What do you mean
 - b. What do you do
 - c. What do you feel
 - d. What do you think
- a. I think lions are bigger than cheetahs.
 - b. I think cheetahs are bigger than lions.
 - c. I think cheetahs are smaller than lions.

- d. I think lions are smaller than cheetahs.
- 3) a. No, I don't think so. c. Yes, it's possible.
b. Yes, that's right d. Yes, I think so too.

Tantri : _____ (4) it was a nice film.

Susi : _____ (5)
_____ (6)

- | | |
|--------------------------|----------------------------|
| 4) a. I guess | c. I assume |
| b. I think | d. I feel |
| 5) a. Don't you agree? | c. Do you think so? |
| b. Isn't it? | d. Do you agree? |
| 6) a. Yes, I agree. | c. No. I'm afraid I don't. |
| b. No, I don't think so. | d. No, I disagree. |

- Each right number gets 1 point.

- Points x 10 = students' point

- Maximum point: 60

- Students' Score: student's total point

_____ X 10
Maximum point

WHISPERING GAME

Make a group of 5-6 students. Choose a leader of each group to get the secret word. When the racing begins, whisper the secret words to your group. The last member has to write the secret word on the board. The first group who write on the board correctly is the winner.

Pekalongan, Oktober
16th 2010

English Teacher

Researcher

Bambang Kustriyono, S.Pd.

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Mira Chandra

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SMP N 1 Bojong

H. Mohammad Asyir, S.Pd. M.Si.

NIP. 195812041981031006

LESSON PLAN

School name	: SMP N 1 Bojong
Subject	: English
Class / Semester	: VIII / 1 (one)
Standard of Competence	: 1. Students are able to understand the meaning of transactional dialogue and interpersonal dialogue to interact with others in daily communication.
Basic Competence	: 1.2 Students are able to respond the meaning of short transactional text (to get things done) and interpersonal (socializing) accurately to interact with others in the daily communication using speech acts: inviting, accepting and declining invitation, agreement and disagreement, complimenting and congratulating.
Text type	: Transactional / Interpersonal
Indicator	: - Students are able to respond inviting, accepting, and declining invitation. - Students are able to identify expressions of inviting, accepting, and declining invitation. - Students are able to identify informations of inviting, accepting, and declining invitation.
Time Allocation	: 1 x meeting (2 x 40 minutes)

XXII. The Aim of the Study

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

- listen to the expressions of inviting, accepting, and declining invitation.
- choose right answers based on the dialog of inviting, accepting, and declining invitation.
- complete a text of inviting, accepting, and declining invitation.

XXIII. Learning Method

Three-phase technique.

XXIV. Learning Materials

- Short functional text: Invitation

Language features:

- Invitee
- Occasion
- Time
- Place
- Invitor

Examples of invitations:

- I'd like to invite you for a barbecue party this Sunday.
- Would you go to the movies with me on Saturday night?
- I would like to invite you to dinner tomorrow night.
- How about going to the market with me?
- Let's go to the bookstore tomorrow.

Examples of responses:

- Thank you, I'm glad to.
- Thanks, I'd be happy to.
- Thank you for inviting me.
- Sorry, I can't join you.

Other examples:

Anna : Hi Dian, how are you? Are you busy today?
Dian : I'm fine, thanks. No, I'm not busy today. Why?
Anna : How about going to Mary's house with me?
Dian : Alright. Let's go now.

Lily : How would you like to go to the zoo with me on Sunday? I heard there is a newborn baby elephant. I want to see it.
Dina : I'd be glad to go with you. I haven't gone to the zoo for such a long time.
Lily : That's good. I'm sure we'll have a great time there.

XXV. Learning Steps

- **Introduction**

- a. Greetings, absence and apperception

- Greeting: "Good morning students, how are you today?"
- Ask the students who's absent and ask the reason :
"Who is absent today?"
- Lead in.
- Tells the students the aim of the study:

"Today we are going to learn how to invite, accept, and decline invitation, agree and disagree. At the end of the

lesson, you are expected to be able to make a simple expressions of inviting, accepting, and declining invitation.”

- **Main**

Exploration:

- Engaging the students to look for broader information of the topic so the students and the teacher are learning from various sources.
- Listening to the example of the using of the inviting, accepting, and declining invitation, agreeing and disagreeing.
- Using various media in the teaching learning process.
- Facilitating interactions of among students, between students and the teacher.
- Engaging the students to participate actively in the teaching learning process.
- Facilitating the students in using the language laboratory.

Elaboration:

- Facilitating the students to listen some examples of inviting, accepting, and declining invitation, agreeing and disagreeing.
- Completing sentences of dialog based on their own knowledge.
- Facilitating the students by giving them oral tasks, discussion, etc to make new ideas related to the topic.
- Giving chances to the students to think, discuss, analyze, solve problems, and acts with no fear.
- Facilitating the students in the cooperative and collaborative learning.
- Facilitating the students to compete fairly to increase their ability.
- Giving the students chances to present their work in individual and group.

- Facilitating the students in doing task which increase their sense of pride and confidence.

Confirmation:

- Asking the students to make a simple dialogue of inviting, accepting, and declining invitation, agreeing and disagreeing. Then, ask the students to act out the text in front of the class.
- Giving the students positive feedback.
- Facilitating the students in reflection to gain learning experience.
- Facilitating the students by becoming their sources in answering their questions.
- Helping the students in solving their problems.
- Giving information needed by the students to make deeper exploration of the material.
- Motivating passive students.

- **Closing**

- Summarizing the lesson together with the students.
“So, today we have learned how to invite, accept, and decline invitation, agree and disagree.”
- Ask the students whether the lesson is not clear enough or the need more information about the materials.
“Is there any question?”
- Closing the lesson by saying a prayer.
“That’s all for today. Let’s take a pray.”
“See you again in the next meeting.”

XXVI. Sources

- Adobe Flash file.

- Wartono, Ardiman, dkk. 2008. *English in Focus 2: for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Mukarto, dkk. 2008. *English on Sky 2: for Junior High School Students Year VIII*. Jakarta: Penerbit Erlangga.

XXVII. Assessments

- Technique of assessments: oral, and written exercise.
- Instrument of assessment: oral and written questions.

Shanty : _____ (1) see a movie?

Dona : When?

Shanty : This evening.

Dona : _____ (2)

- | | |
|----------------------|-------------------|
| 1) a. Could you | c. Will you |
| b. Would you like to | d. Do you want to |
| 2) a. Sure. | c. Alright. |
| b. Sorry, I can't. | d. Okay. |

Ratna : Butet, _____ (3)

Butet : _____ (4) I have to go
to the teacher's room right away.

Ratna : Never mind.

- | | |
|--------------------------------|---------------------------|
| 3) a. let's go to the canteen. | c. let's go to the class. |
| b. come to the library. | d. come to the class. |
| 4) a. Okay, sure. | c. Sorry, I can't. |
| b. Yes, I do. | d. Alright. |

Directions:

Listen and watch carefully to the monologue text provided on the Adobe Flash file. Then, choose TRUE if the statement is true and FALSE if the statement is false.

The caller's friend is Cecilia.

True

False

☐
☐

The caller wants to celebrate her birthday.

True

False

The party will be held on Saturday night.

True

False

The phone call receiver decline the invitation.

True

False

- Each right number gets 1 point.

- Points x 10 = students' point

- Maximum point: 40

- Students' Score:
$$\frac{\text{student's total point}}{\text{Maximum point}} \times 10$$

CROSSWORD PUZZLES

Ana : Do you have
any plans for
this
weekend,
Amy?

Amy : No, Ana,
why?

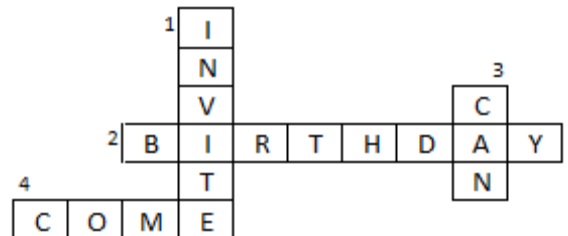
Ana : Well, I'd like
to you
to my niece's
..... party.

Amy : When is it?

Ana : 6 p.m. this
Saturday.

..... you
come?

Amy : Sure, I'd be
glad to



Pekalongan, Oktober
23rd 2010

English Teacher

Researcher

Bambang Kustriyono, S.Pd.

L.

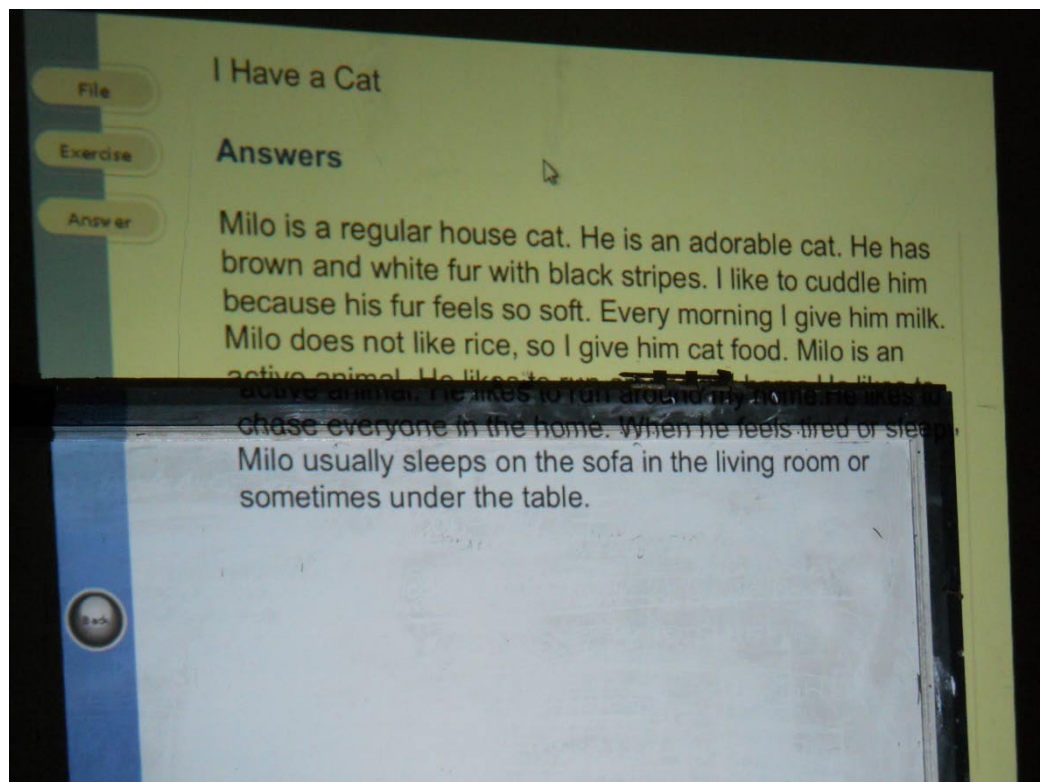
NIP. 196904091995121001
06202244159

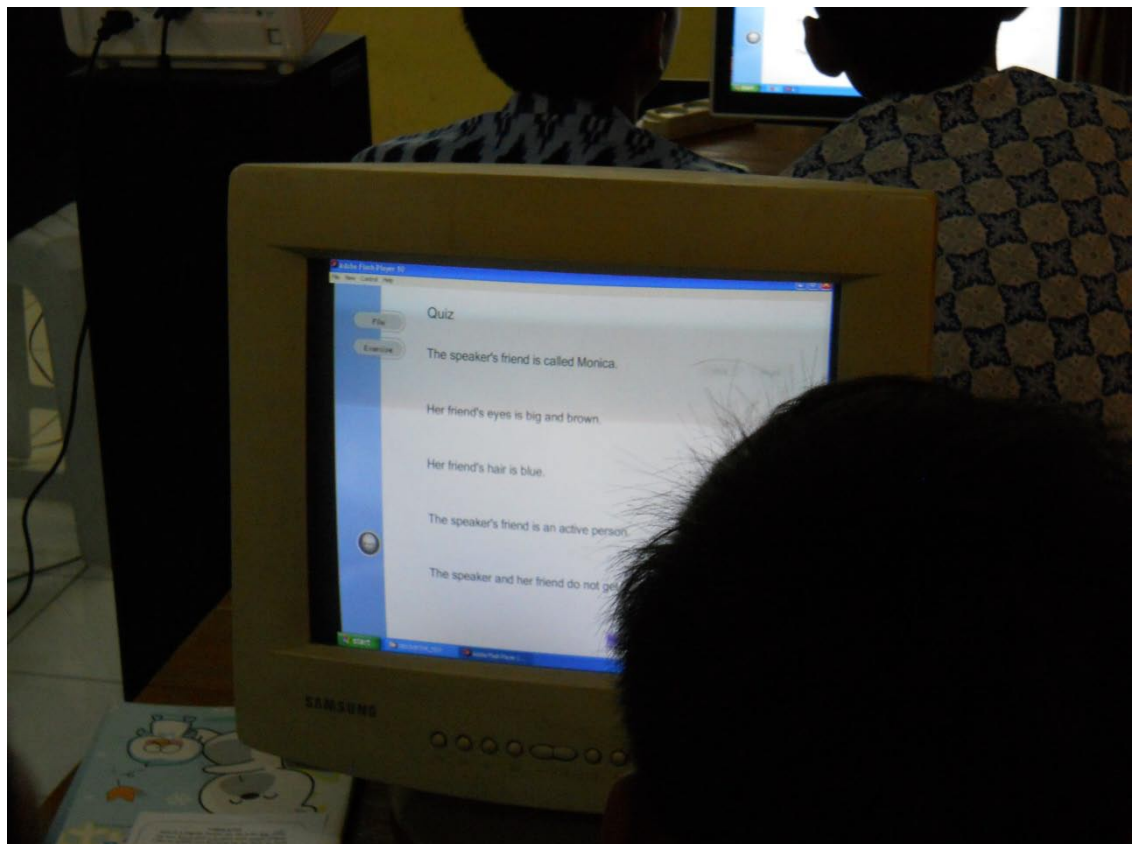
Mira Chandra

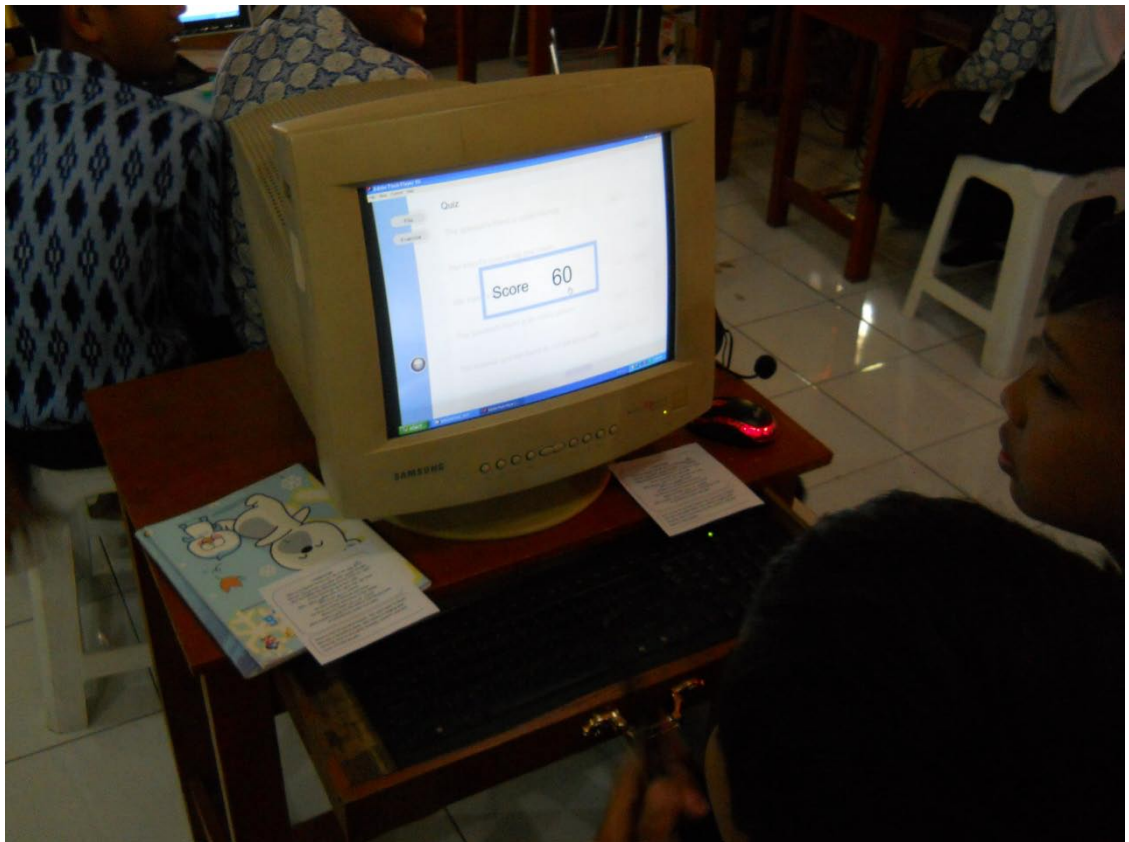
NIM.

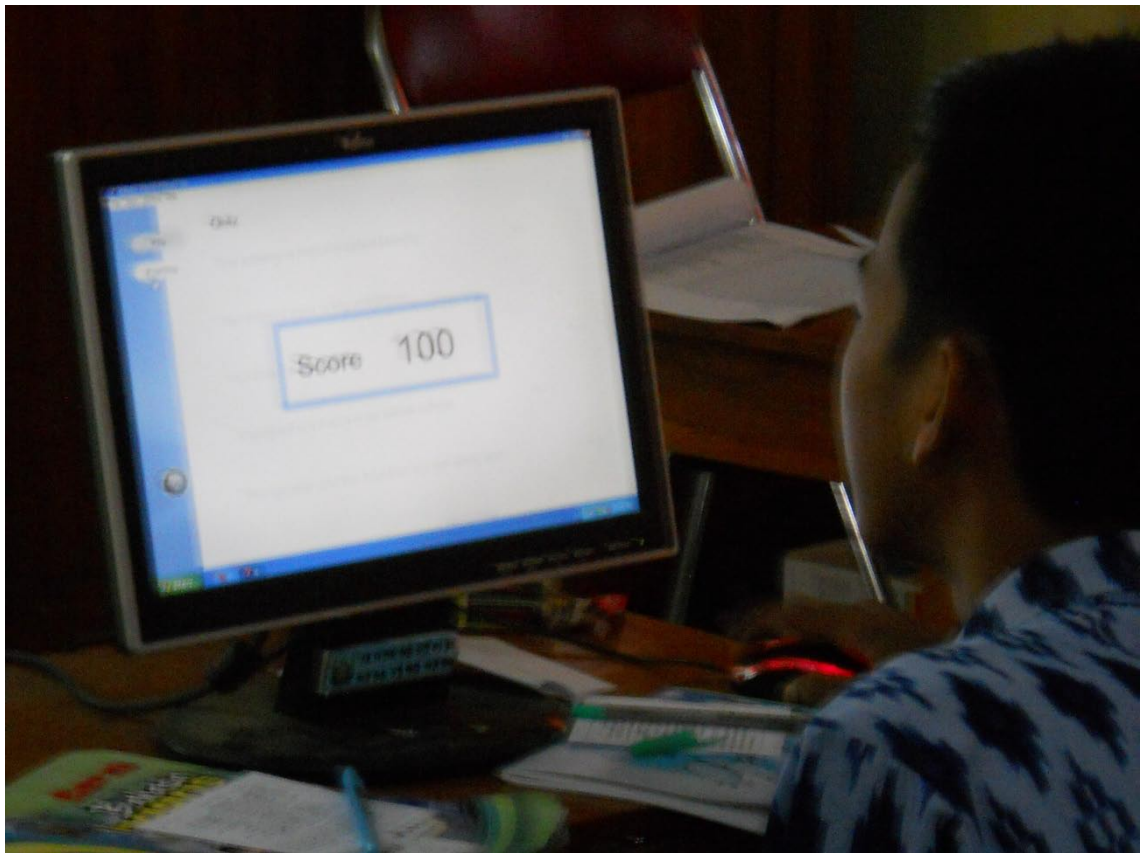
Headmaster of
SMP N 1 Bojong

H. Mohammad Asyir, S.Pd. M.Si.
NIP. 195812041981031006







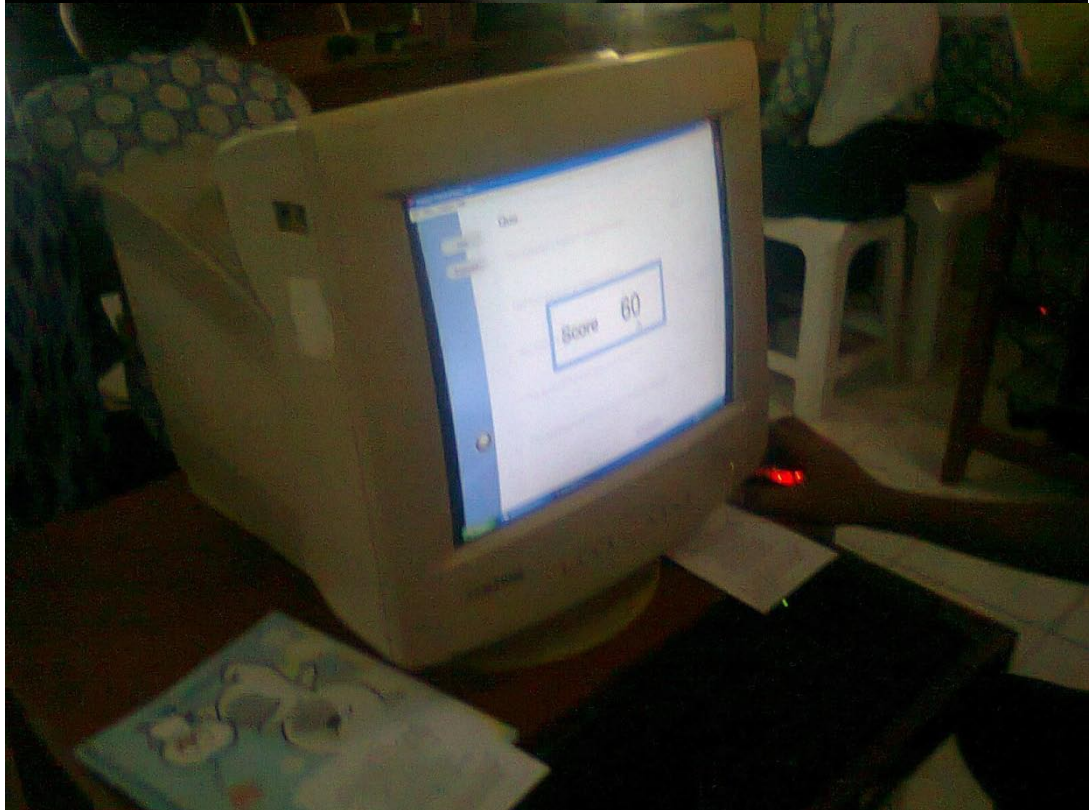
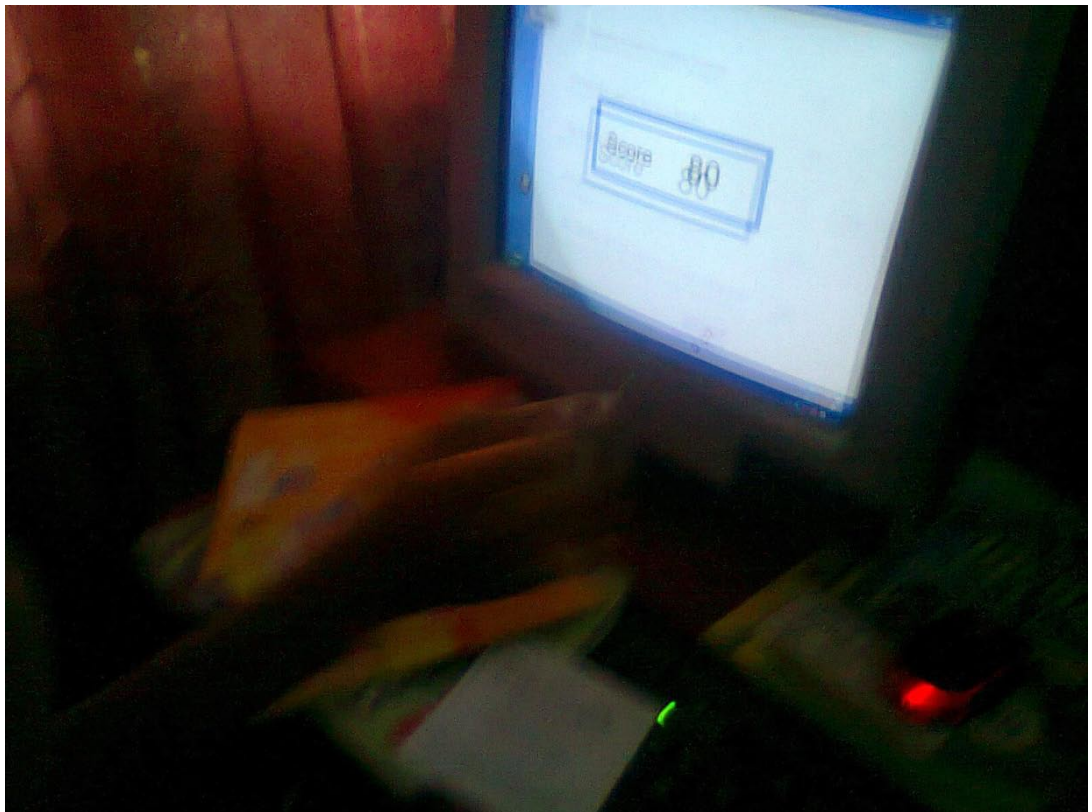


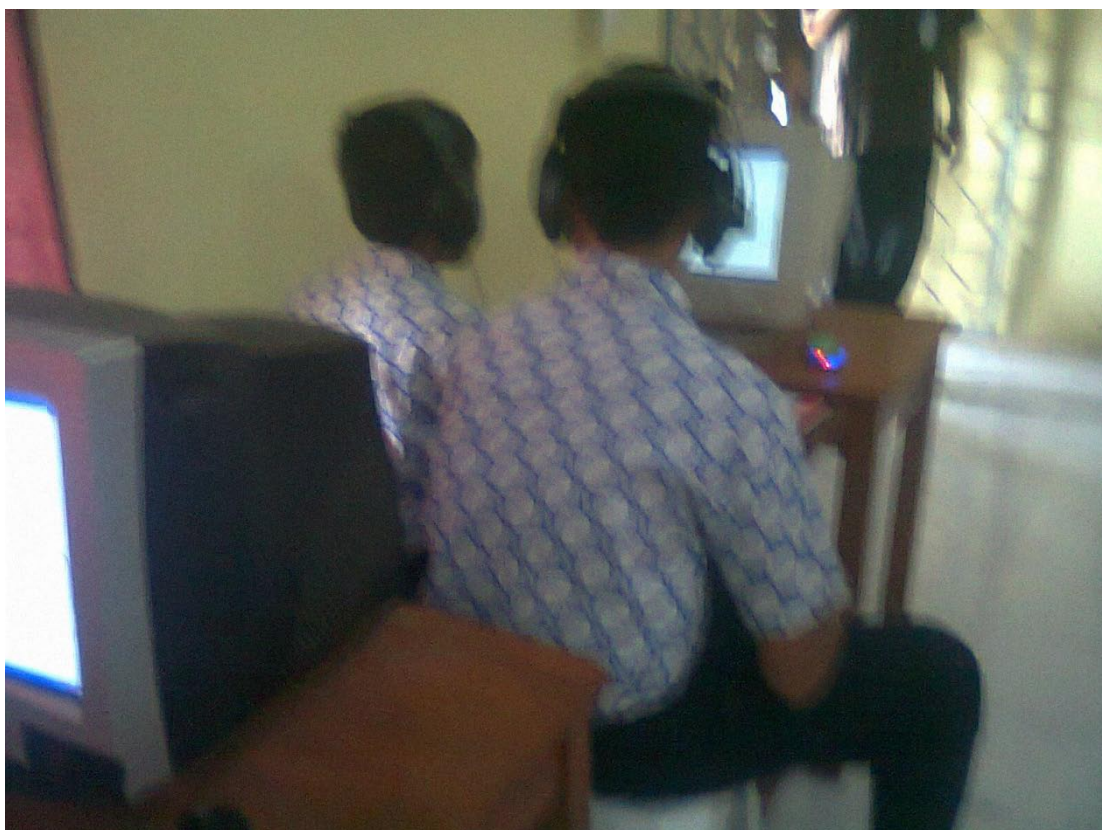














KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
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FRM/FBS/35-00

31 Juli 2008

4 Oktober 2010

Isi : 1477/H.34.12/PP/X/2010
Lampiran : --
Tipe : Permohonan Izin Penelitian

Kepada Yth.

Kepala

Badan Kesatuan Bangsa dan Perlindungan Masyarakat

Badan Kesbanglinmas)

Jl. Jendral Sudirman no. 5 Yogyakarta 55233

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan Tugas Akhir Skripsi, dengan judul :

Improving Listening Skills Through Adobe Flash for The Grade VIII Students of SMP N 1 Bojong in The Academic Year 2010/2011

Mahasiswa dimaksud adalah :

Nama : MIRA CHANDRA LESTARY
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