

**USING VIDEOS TO IMPROVE THE LISTENING SKILL OF
GRADE VIII B STUDENTS AT SMP PEMBAHARUAN IN THE
ACADEMIC YEAR OF 2011/ 2012**

A Thesis

Submitted as a Partial Fulfillment of the requirements for the degree of *Sarjana Pendidikan* in English Education Department Faculty of Languages and Arts



**By:
Hersaning Taufiqi
06202244138**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013**

APPROVAL SHEET

**USING VIDEOS TO IMPROVE THE LISTENING SKILL OF
GRADE VIII B STUDENTS AT SMP PEMBAHARUAN IN THE
ACADEMIC YEAR OF 2011/ 2012**

A THESIS



First Consultant,

Drs. Suharso, M. Pd.

NIP. 19591006 198403 1 002

Second Consultant,

Ella Wulandari, S. Pd., M. A.

NIP. 19830518 200604 2 001

RATIFICATION

USING VIDEOS TO IMPROVE THE LISTENING SKILL OF GRADE VIII B STUDENTS AT SMP PEMBAHARUAN IN THE ACADEMIC YEAR OF 2011/ 2012

A THESIS

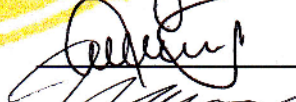
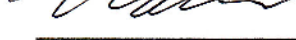
By:

Hersaning Taufiqi
06202244138

Accepted by the Board of Thesis Examiners Faculty of Languages and Arts,
Yogyakarta State University, on 13th of August 2013 and declared to have
fulfilled the requirements for the attainment of a *Sarjana Pendidikan* Degree in
English Language Education.

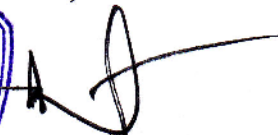
Board of Examiners

Chairperson : Dra. Jamilah, M. Pd.
Secretary : Ella Wulandari, S. Pd., M. A.
First Examiner : Dr. Margana, M. Hum., M. A.
Second Examiner : Drs. Suharso, M. Pd.

 20/08 2013
 20/08 2013
 20/08 2013
 20/08 2013

Yogyakarta, 13th of August 2013
Faculty of Languages and Arts
State University of Yogyakarta
Dean,




Prof. Dr. Zamzani, M. Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : **Hersaning Taufiqi**

NIM : 06202244138

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

menyatakan bahwa karya ilmiah

USING VIDEOS TO IMPROVE THE LISTENING SKILL OF
GRADE VIII B STUDENTS AT SMP PEMBAHARUAN IN THE
ACADEMIC YEAR OF 2011/ 2012

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

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

Yogyakarta, 29 July 2013

Penulis,



Hersaning Taufiqi

MOTTOS

“In every difficulty, there is an easiness” (Al-Insyiroh: 5)

No one can motivate you until you motivate yourself (Anonym)

Believing in yourself is the first secret to success (Anonym)

If you truly want to change your life, you must first be willing to change your mind (Donald Altman)

Dedications

This thesis is especially dedicated to:

❧ My beloved parents,

❧ My husband,

❧ My sister and my brother,

❧ My best friends,

for their prayer, huge love and support.

ACKNOWLEDGEMENTS

Alhamdullillahirrobbil'alamin,

First and foremost, I would like to praise and express my high gratitude to Allah SWT the Almighty for the blessing, health, power, and inspiration which led me to the completion of my final project.

My great appreciation goes to my mother and my father for the moral support and the never-ending prayers every night and day. I am deeply indebted to my first thesis consultant, Suharso, M. Pd. and my second thesis consultant Ella Wulandari, M. A. for their continuous and valuable guidance, advice, and encouragement in writing this final project, and all lecturers of the English Education Department for their guidance and assistance during my study. I also wish to express my sincerest appreciation to the headmaster of SMP Pembaharuan and all the students of Grade VIII B for allowing and helping me to carry out the research. A sincere gratitude is also dedicated to my husband for his prayer, huge love and support.

I would like to thank all my friends of Class M in English Education Department 2006, Hiday, Palupi, Rina, Sri, Mitha, Nia, Ni Nengah, Wira, Niken, Lila, Risa, Dian, Yuyun, Rizka, Fiqi, Romli, Nisa, Ika, and my buddies, Weni and Fulan who have given countless beneficial experiences and admirable memories. I would also thank all people who cannot be mentioned one by one and who have helped me in writing this final project. Hopefully, God blesses them all. Amen.

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

Yogyakarta, 29th of July 2013
The Writer,

Hersaning Taufiqi

TABLE OF CONTENTS

	Page
APPROVAL SHEET.....	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i>	iv
QUOTES.....	v
DEDICATION.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF APPENDIXES.....	xiii
ABSTRACT.....	xiv
CHAPTER I: INTRODUCTION.....	1
A. Background to the Problems.....	1
B. Identification of the Problems.....	4
C. Limitation of the Problems.....	4
D. Formulation of the Problems.....	4
E. Objectives of the Research.....	5
F. Significance of the Research.....	5
CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK.....	6
A. Literature Review.....	6
1. The Nature of Listening.....	6
a. The Definition of Listening.....	6
b. Listening Skill.....	7
c. Listening Process.....	8
2. Teaching Listening.....	10
a. Teaching Listening in Junior High School.....	13
b. Types of Classroom Listening Activities.....	15

c. Assessing Listening.....	16
d. Effective Media for Teaching Listening.....	17
3. Video.....	18
a. Definition of Video.....	18
b. Types of Video.....	19
c. Video Used in Teaching Listening.....	20
d. The Advantages of Videos.....	23
4. Relevant Research Studies.....	24
B. Conceptual Framework.....	24
CHAPTER III: RESEARCH METHOD.....	28
A. Research Design.....	28
B. Research Procedure.....	29
C. Research Setting.....	31
D. Participants.....	31
E. Research Instruments.....	31
F. Data Collection Techniques.....	32
G. Research Validity and Reliability.....	32
H. Data Analysis.....	33
I. Trustworthiness of the Data.....	34
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION.....	35
A. Reconnaissance.....	35
B. Identification of Field Problems.....	37
C. Determining the Field Problems.....	38
D. Determining the Actions to Solve the Field Problems.....	38
E. Reports of Cycles 1 and 2.....	39
1. Cycle 1.....	39
a. Planning of Cycle 1.....	39
b. Action, Observation, and Discussion of Cycle 1.....	41

c. Reflection of Cycle 1.....	46
2. Cycle 2.....	47
a. Planning of Cycle 2.....	47
b. Action, Observation, and Discussion of Cycle 2.....	48
c. Reflection of Cycle 2.....	52
F. General Findings.....	53
CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS.....	55
A. Conclusions.....	55
B. Implications.....	57
C. Suggestions.....	58
REFERENCES.....	60
APPENDIXES.....	62

LIST OF TABLES

	Page
Table 1: Micro- and Macro-Skills of Listening.....	7
Table 2: Standard of Competence and Basic Competence of Listening.....	14
Table 3: Field Problems in English Teaching and Learning Process of VIII B Students.....	37
Table 4: The Feasible Problems to be Solved in Listening Teaching and Learning Process of Grade VIII B Students.....	38
Table 5: The Descriptive Statistics of the Pre-Test Scores.....	43

LIST OF FIGURES

	Page
Figures 1: Listening Procedures of Tapes, Songs, and Video.....	20
Figures 2: The Spiral Model of Kemmis and McTaggart.....	28

LIST OF APPENDIXES

	Page
Appendix A: Field Notes.....	62
Appendix B: Interview Transcripts.....	71
Appendix C: Photographs of Actions.....	85
Appendix D: Lesson Plans, Course Grid, Pre-Test & Post-Test, and Students' Score.....	88

**USING VIDEOS TO IMPROVE THE LISTENING SKILL OF GRADE
VIII B STUDENTS AT SMP PEMBAHARUAN IN THE ACADEMIC
YEAR OF 2011/ 2012**

**By: Hersaning Taufiqi
NIM. 06202244138**

ABSTRACT

The main objective of this study is to improve the listening skill of Grade VIII B students at SMP Pembaharuan by using videos. Based on the results of the observation and interviews, there were some problems related to the listening teaching and learning process. The problems included students' difficulties to understand English texts and to differentiate the distinctive sounds of English when they listened to spoken texts. After identifying the feasible problems, the researcher focused on improving the listening skill. Therefore, to solve those problems the researcher decided to use videos to improve the students' listening skill.

The type of the study was action research. It consisted of two cycles. Every cycle consisted of two meetings. This study was conducted at SMP Pemabaharuan. The subjects of this study were 16 students of Grade VIII B at SMP Pembaharuan in the academic year of 2011/ 2012. The instruments used to obtain the data were field notes, interviews, a pre-test, and a post-test. After the data were collected, they were analyzed using quantitative and qualitative techniques. The quantitative data were the students' scores. Then the results of the pre-test and the post-test were analyzed by converting the scores. Meanwhile, the qualitative data were taken from the reports of the researcher's interviews with students and field notes. These data were collected first, and then they were transcribed, simplified, summarized, or paraphrased. The validity of the data was obtained by applying the democratic validity, outcome validity, and process validity.

The results of this study show that the use of videos in listening classes is believed to be effective to improve the students' listening skill. By using videos, the students were motivated to comprehend the narrative text through listening. Besides, videos helped them understand the expressions of asking for, giving, refusing, and offering something. Based on the observations, the students were more enthusiastic about learning those expressions and narrative text by watching films. Moreover, the improvement of students' listening skill was indicated by the students' scores in the pre-test and post-test. The mean of the pre-test was 50. 43. The result of the post-test improved from 50.43 to 69.75. This implies that the use of videos was effective to improve the students' listening skill. Through those activities, the students were able to comprehend the spoken language more easily, compared to when they were given those activities without videos.

CHAPTER I

INTRODUCTION

This chapter discusses background of the problem, identification of the problems, limitation of the problems, formulation of the problems, objective of the study, and significance of the research.

A. Background of the Problems

In Indonesia, English has been learned and taught in all levels of schools. Since English has become the most popular language in the world, the government decided to make English a compulsory subject at school. Formally, the teaching of English as foreign language has been taught at secondary schools. The first level of secondary schools is junior high school. One of the objectives of English learning in junior high schools is to develop the students' communication ability using spoken and written English, through gaining skills of listening, speaking, reading, and writing in the language.

It is quite clear that listening is the first skill that students acquire before they learn to read or even to write. The students get their first language through listening to people around them. In verbal communication, listening is very important because students cannot communicate to each other without listening to speaker's utterance. Therefore, they should be good listeners in order to make good communication. If they can be good listeners, they will find it easy to understand other speakers.

Because of the importance of listening, listening becomes the first skill in the standard of competence and the basic competence of the English subject. Therefore, listening comprehension is crucial in teaching a foreign language.

Based on the result of the observation conducted by the researcher, many students of SMP Pembaharuan found it difficult to understand English text when they listened. It could be seen when the researcher taught the listening skill, most students were confused by the utterances delivered by the speakers. As a result, their listening skill was low.

Indeed, the spelling and pronunciation of English are extremely different from the students' first language. In English, a letter may sound differently if it is combined with other letters in different words, while in their own language every letter has a permanent sound. Therefore, the students found it difficult to differentiate the distinctive sounds of English. For example, when they heard two words of English with similar pronunciation, they realized that the words were different after they checked them.

Another problem was that the students had difficulty in identifying the key word of every utterance. A key word is an important word that can help them to identify what the speaker means in an utterance. Identifying a key word is needed when they practice listening to an utterance. They have to put a tick in the correct picture. Therefore, if the students can identify it, they can do the practice well.

In fact, in teaching listening learning media are necessary. Learning media are tools to make a teaching and learning process more interesting for students. It

is because media can encourage students to be more enthusiastic when they listen. Media applications for foreign language learning can provide a more realistic picture of the new language and culture in the classroom. Indeed, the realistic picture is supported by sound or audio. It is because without sound, the picture would not be seen alive.

There are many kinds of media. One of them is video. It is one of the forms of multimedia in the modern era. Canning's study (2000: 3) in using multimedia of English language classrooms shows that videos are very useful to improve the listening learning process. Videos can help learners increase and strengthen their foreign language vocabulary. The authentic videos will encourage better understanding and acquisition of the text or spoken language. Videos also provides real image of the topic. It can build up students' background knowledge easily when viewing a visual scene.

Besides, videos can also help learners understand stress patterns because they can see body language or gesture of the speakers. It can be indicated by a situation when speaker B mumbled something to speaker A, then speaker A asks speaker B to explain what speaker B had said before. Speaker A said "What do you mean?" Speaker A said that while he or she stressed his or her intonation and looked at speaker B, speaker A was signaling B to explain more about s/he said.

Considering the issues above, it is necessary to conduct an action research study to improve the listening skill of Grade VIII B students at SMP Pembaharuan that it is located on Jl. Diponegoro, Wonoroto, Ngombol, Purworejo Regency. In this research, the researcher used videos to improve their listening skill.

B. Identification of the Problems

Based on the background of the study, there were several problems related to the students' listening skill. The first problem comes from the students. The students in SMP Pembaharuan were unfamiliarity with English sounds. Their comprehension in English sounds was very low. Consequently, they found it difficult to recognize some words and they did not know how a word is pronounced.

The other problem is the students' difficulties to identify key words. A key word is important to help them identify speaker's utterances. After they know the key word, they can predict the meaning of the speaker's utterances by developing the key word. Besides, the students' low self-esteem was also make them not confident to show up their work. They were afraid if their answers were wrong. They were also not accustomed to having a discussion in a group where they could help themselves and their whole group.

The second problem comes from the teacher when the students were in the Grade VII. The teacher rarely varied the interesting method to interest the students in listening class. The teacher usually taught listening by reading a text while the students listened to the teacher. Therefore, the students were not interested in the listening class, so that their listening skill was low.

The third problem is learning media rarely used in listening class, so that the students also rarely listened to the spoken texts from native speakers. In fact, learning media are important, especially in teaching listening because media can

encourage students to be more enthusiastic when they listened to the spoken language.

The problems found in SMP Pembaharuan motivated the researcher to conduct a research in order to improve the students' listening skill. The teacher needs to use learning media that is video to minimize the problems which have been mentioned above. By using videos, they were expected that the students can learn better. Their listening skill can also be improved by videos.

C. Limitation of the Problems

According to the identification of the problems, it is impossible for the researcher to identify all of the problems. In this study, the researcher limited the factor related to learning media. Therefore, this research only dealt with the use of videos to improve the listening skill of Grade VIII B students at SMP Pembaharuan because videos are considered more effective to improve the teaching of listening.

D. Formulation of the Problems

According to the background, identification, and limitation, the problems of the research was formulated as follows:

“How can videos improve the listening skill of Grade VIII B students at SMP Pembaharuan?”

E. The objective of the Research

The aim of the research is to improve the listening skill of Grade VIII B students at SMP Pembaharuan by using videos.

F. Significance of the Research

The findings of the research will be useful in some ways.

1. Theoretically

- a. The research can be used as a reference for anybody who has the same interest in the same field.
- b. The research can be useful as a reference in choosing the media in teaching listening.

2. Practically

- a. The finding of the research can be used by teachers to find the most suitable method for teaching listening.
- b. The finding of the research can be a useful input for the students to improve their ability in English especially their listening skill.
- c. For other researchers, this research can give general knowledge on how to improve students' listening ability.

CHAPTER II

LITERATURE REVIEWS AND CONCEPTUAL FRAMEWORK

In this chapter the researcher reviews the literature related to the area of the study. It consists of five main parts. First, the nature of listening will be briefly overviewed. The second part is talking about the effective media for teaching listening. The third part is discussing video related to the study and their use in teaching listening. The fourth is discussing relevant research studies and the last is about the conceptual framework.

A. Literature Reviews

1. The Nature of Listening

a. The Definition of Listening

Listening is one of the language skills, which have to be mastered by students. It is also an important skill in studying English. In listening, students have to do some processes. The processes include macro- and micro-skills.

Harmer (2001: 199) describes listening as a receptive skill by which students are able to get information through a complex process. The complex process allows students to understand spoken language. The process involves guessing the content of the texts they heard. Besides, they have to use their background knowledge to guess the content.

According to Brown (2006: 2), listening is the processing of information through two processes, namely bottom-up and top-down. Bottom-up process is a process that focuses on specific elements such as key words, words' meaning, and

sounds that can be analyzed to get the detail meaning of a text, whereas top-down process is a process in which students see the general view of the text.

Based on the theories above, it can be concluded that listening is a complex process of getting meaning of spoken discourse through bottom-up and top-down processes. The processes are that learners use their background knowledge and combine with their language skill.

b. Listening Skill

In English learning, before learners were studying speaking, reading, and writing, they learned how to listen. In conversation, listening relates to hearing but it is very different. Hearing is the physical act of words being detected by listeners' ears. Listening is making sense of those words and understanding their meaning.

In the listening skill, there are also micro- and macro-skills. They are also categorized into bottom-up and top-down skills. Both of them are very useful for teachers in teaching listening (Brown, 2004: 121). Besides, those skills can help students listen subject. Below are the micro-skills and macro-skills of listening adapted from Richards (1983 as cited by Brown (2004: 121 - 122).

Table 1. Micro-skills and Macro-skills of listening

Micro-skills	Macro-skills
1. Discriminating between the distinctive sounds of English	1. Knowing the communicate functions of utterances, according to situations, participants, objectives.
2. Mastering chunks of different lengths language in short – term memory	2. Guessing situations, participants, objectives using real – world knowledge.
3. Knowing English stress patterns, words in stressed and unstressed	3. From events, ideas, and so on,

positions, rhythmic structure, intonation contours, and their role in signaling information. 4. Knowing reduced forms of words, 5. Differentiating word boundaries, recognize a core of words, and interpret word order patterns and their significance. 6. Doing the process of speech at different rates of delivery, processing speech containing pauses, errors, corrections, and other performance variables. 7. Knowing the grammatical words classes involved nouns, verbs, etc, system (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms. 8. Finding the sentence constituents and distinguish between major and minor constituents. 9. Knowing a particular meaning may be expressed in different grammatical forms. 10. Knowing cohesive devices in spoken text.	describing, predicting outcomes, infer links and connections between events, deduce causes and effects, and detect like relations as main idea, supporting idea, new information, given information, generalization, and exemplification. 4. Differentiating between literal and implied meaning. 5. Using facial, kinesics, body language, and other nonverbal clues to decipher meanings. 6. Developing and use a battery of listening strategies, for instance detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension.
--	---

Based on the table above, it can be seen that all of the micro-skills can be used by an English teacher in teaching listening. S/he can develop some various activities for students by choosing the micro-skills in listening.

c. Listening Process

As previously mentioned, listening includes some skills and processes. The skills involve micro- and macro-skills. To acquire the skills, learners have to go through listening processes.

Listening is regarded as an active process. Fang (2008: 22) states that “listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspect of aural input”. Generally, there are two processes of listening. They are bottom-up processing and top-down processing.

The bottom-up processing is a process in which students guess some words from a passage first then they predict the topic of every paragraph and guess the main topic of the text. Harmer (2001: 201) also states that students have to be able to get words and phrases’ meaning, and then they get the detailed meaning of a passage in the bottom-up processing.

Meanwhile in the top-down processing, students find the general meaning of a passage. Richards (2008: 7) states that “top-down processing goes from meaning to language”. In the top-down processing, students have to use their background knowledge to get the meaning of a passage. Background knowledge will help them understand the text easier.

From the explanation above, it can be said that there are two processes of listening, namely bottom-up and top-down processes. Bottom-up processing refers to deriving the meaning of a message based on the incoming language data, from sounds, to words, to grammatical relationships, to meaning. Meanwhile, top-down processing refers to utilizing schemata (background knowledge and global understanding) to derive meaning from and interpret the message.

2. Teaching Listening

In teaching listening, teacher has important roles. There are some things that should be prepared by a teacher before s/he teaches. First, teacher has to be able to manage classroom listening activities in order to make students enjoy and interested in their learning. In other words, Richards and Renandya (2002: 240) say that “teacher should give learners some levels of control over the content of the lesson, and personalize content”. Therefore, students can bring something of themselves to the task. For example, teacher can give an extension task in which students have to listen to someone’s hobby or activities, using interview guidelines they prepare before.

Secondly, teacher has to be able to design listening techniques. Before teacher designs some listening techniques, she or he has to know why s/he has to teach listening. According to Harmer (1998: 97), the reason why teacher has to teach listening is to train students in hearing different varieties and accents of language.

Listening techniques include extensive and intensive listening (Harmer, 2007: 303). Extensive listening is listening that can be done outside of the classroom. Students can do it in their home. For examples, using audio broadcast. Intensive listening is listening using audio material. The audio material is like tape or CD.

Richards (2008: 3) classified goals of listening into two. The first is listening as comprehension and the second is listening as acquisition. Listening as comprehension is listening as a traditional way in second language learning whose

main goal is to help learners know or comprehend spoken language. Meanwhile, listening as acquisition is some activities for students in order to master everything that they listen to.

In designing listening techniques, there are six principles of teaching listening that teacher should know (Harmer, 1998: 99-100).

- a. The tape recorder has an important factor in listening.

Tape is useful as media but teacher should prepare as well before using it.

Teacher needs to be sure that the tape which will be used can be heard around the classroom.

- b. Preparation is a crucial thing before listening.

Preparation is an important step before teacher takes material into classroom.

Therefore, everything that might be used in the class has to be prepared before. Besides, students also have to be ready before they are listening. They can look at the picture, discuss the topic or read some questions.

- c. The audio needs to be played more than one time.

It is very usual when students require playing an audio or tape again.

Therefore, teacher needs to make a decision before listening activities are started. The teacher can explain that the audio will be played just two or three times.

- d. Students do not only know the language but also understand the content of the text.

It is like reading. In listening, students not only know the expressions used by speakers, for instance refusing, giving opinion, and etc, but also have to be

able to get the meaning and understand the message of the spoken text. Meanwhile, in reading, students can see the expressions used directly by reading a passage or dialogue. Then, they can guess what expressions used in the dialogue.

- e. It is needed to involve different listening tasks in every listening stage.

In listening, there are some activities that should be done by students. Every activity has a different level. Here, teacher has to set different activities in different levels, for example as an opening, teacher can give general activities such as identifying the meaning of words related to the topic. Then, in the next listening, the activities focus on detail information, language used, and so forth.

- f. It is better if a teacher can use all of the listening text fully.

In this case, teacher can play a tape again for various kinds of activities after opening. This is conducted before using the main tasks.

Besides, Richards also suggests teaching listening strategies for students.

Buck (2001) as cited in Richards (2008: 11) states that there are two kinds of listening strategies, namely:

1) **Cognitive strategies**

It is a mental activity related for comprehending and storing input in working memory or long-term memory for later retrieval.

a) Comprehension processes

It is associated with the processing of linguistic and nonlinguistic input.

b) Storing and memory processes

This is associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory.

c) Using and retrieval processes

It is associated with accessing memory, to be readied for output.

2) **Meta-cognitive strategies.**

Those are conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies.

a) Assessing the situation

This activity are taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task.

b) Monitoring

It is an activity in determining the effectiveness of one's own or another's performance while engaged in a task.

c) Self-evaluating

It is an activity to determine the effectiveness of one's own or another's performance after engaging in the activity.

d) Self-testing.

It is testing one to determine the effectiveness of one's own language use.

It can be concluded that teacher has an important role in teaching listening.

A teacher has to be able to manage a listening class in order to create an interesting atmosphere. Therefore, it needs a strategy to achieve it.

a. Teaching Listening in Junior High School

Listening is an integral part in the curriculum. One of the goals of teaching listening is preparing students in order to they are able to identify the spoken language of English to able to communicate using English. The teaching of listening in Junior High School should be based on the standard of competence and the basic competence as stated in the standard of graduation competence (Act No. 20 Year 2003 about National Education System and Government Regulations).

The study was conducted in the second semester in the academic year of 2011/ 2012. Therefore, the researcher limited the material just for the second

semester. Below are the standard of competence and basic competence of listening in junior high school.

Table 2: Standard of Competence and Basic Competence of Listening

Standard of Competence	Basic Competence
7. Comprehend the meaning of short simple transactional and interpersonal conversation to interact with surrounding environment.	7. 1 Respond to the meaning of short simple transactional (to get thing done) and interpersonal (socialization) conversation accurately, fluently, and acceptable using many kinds of spoken language in the daily life context and involve the expressions of asking, giving, refusing something and opinion, and offering, receiving, and refusing something.
8. Comprehend the meaning of functional spoken texts and short simple monologue in the form of narrative and recount to interact with surrounding environment.	8. 2 Respond to the meaning of simple monolog text accurately, fluently, and acceptable to interact with surrounding environment using narrative, and recount texts.

Based on the table above, there were only two main topics that were used in the research. The first is related to the spoken language. They are the expressions of asking for, giving, refusing something and opinion, and offering, receiving, and refusing something. The first basic competence was given in the Cycle 1. The second was narrative text. It was taught in Cycle 2.

In each topic, the researcher gave some activities to students. It aimed to practice the students in understanding the topic. Every topic had different exercises. They were arranged from easy to difficult.

b. Types of Classroom Listening Activities

It is important for teachers to prepare a lesson plan before they teach. In the lesson plan, teachers can plan what they will do, what the students will do, and some activities related to the topics in the standard of competence and the basic competence. Brown (2001: 255) states there are six types of classroom listening activities.

1. Reactive

It is an activity in which students were doing a few activities. They only do a little meaningful processing. Therefore, the role of media is extremely limited.

2. Intensive

It is a technique whose purpose is to focus on the components of a text or discourse. The example of intensive listening performance is asking students listen to some sentences or long text then identifying the specified element like stress or grammatical structure.

3. Responsive

It is an activity in which students have to be able to respond to teachers' questions. Therefore, students should respond immediately. The example of this activity is when a teacher gives a greeting with says "How are you today?", and then students should reply the greeting.

4. Selective

The example of the activities includes hearing a longer text of monologue, and then scanning the text selectively to get important information.

5. Extensive

The purpose of extensive listening is to get general meaning of spoken language. In this type of listening, students are doing note taking and delivering information of spoken language that was heard.

6. Interactive

This type is a kind of listening performance in which students actively participate in discussion, conversation, group work, and so forth.

The teachers can also make a lesson plan based on the situation where they teach. It means that the material or the exercises can be adjusted to the students' characteristics.

c. Assessing Listening

In a listening class, teachers not only give some activities of the listening tasks to students, but also need to know the level of their ability in comprehending the materials. Therefore, teachers have to assess the students' listening skill. There are four types of assessment tasks (Brown, 2002: 120). Below are the types of designing assessment tasks in the listening skill:

1. Assessing Intensive Listening

It is assessment for perception of the components of a larger language stretch, for examples, assessing about phonemes, words, intonation, discourse markers, etc.

2. Assessing Responsive Listening

This type is to assess or check the students' comprehension in short stretch of language. It can be in the form of questions, commands, or greetings.

3. Assessing Selective Listening

This kind of assessment is to comprehend information in longer stretch of spoken language such as stories, radio news items, or TV. The kinds of activities are asking the students to listen for names, numbers, grammatical category, directions, or certain facts and event.

4. Assessing Extensive Listening

The purpose is to get global understanding of spoken language. Here, students listen to an audio and derive a message or purpose of a text. The form of the activities are like getting the main idea or making inference.

Based on the types of assessing task in listening above, teachers can use them as references to make some tasks appropriate with the objective of the teaching. Therefore, it is important for teachers to assess listening in order to know how far students comprehend the material which were taught.

d. Effective Media for Teaching Listening

Nowadays, media are very useful in the teaching and learning process. They can help teacher delivers the material. Therefore, in teaching listening media are significant to be used.

There are many kinds of media that can be used by teachers in their teaching. It is possible for teacher to use many kinds of learning media in listening

class. However, sometimes teacher needs to select effective media, because not all of learning media can interest the students.

The example of media that can be used in teaching listening is video. Stempleski (1990 in Richards and Renandya, 2002: 364) states that videos have important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points. Harmer (2001: 282) also states that there are many reasons why video can add a special treatment to learning experience. It is because video can help learners see language, cross-cultural awareness, and can motivate students. Therefore, video can be used as effective media for teaching listening.

3. Video

a. Definition of Video

The development of technology is influential in teaching and learning process, especially for language learning. In the teaching subject, there are many kinds of media that were made agree with the advancement of science and technology. One other thing is video.

Video is one kind of audiovisual that is created in line with the development of science and technology. Video is defined as equipment that can be used to show pictures slide, playing songs or films. Video can also be used as aids to enhance the learning of foreign languages (Canning, 2000: 1). Video is a

tool that can show shape or picture, and it can be seen by sight sense and can be heard.

b. Types of Video

Normally, there are many different kinds of videos, such as authentic videos and ESL/EFL videos that can be used in different kinds of lessons. Teachers can choose appropriate videos to be used in listening, speaking, reading, or writing class. Furthermore, some videos are designed for young children, teenagers, adults, and older people with regard to their learning styles. For different target groups, ESL/EFL videos are already well designed for them, and they will not have a hard time using or learning through videos in class.

Harmer (2001: 284) states that there are three basic types of videos which can readily be used in class. Yet, in this study, there is only one that is related to teaching listening. It is language learning videos. Today, many publishers produce free standing language learning videos or videos to accompany course book.

The main advantage of language leaning videos is that the videos have been designed for students at particular level. They are thus likely to be comprehensible, designed to appeal to the students' topic interest. Videos can also be multi use since they can be used not only for language study, but also for a number of other activities as well.

c. Video Used in Teaching Listening

The use of videos in teaching listening is very important and useful. However, teacher needs to design activities for students effectively. There are some types of activities using video which are applicable in language teaching.

Lavery (2001: 81) describes a good sequence for listening using video. Actually, it is not only for video use, but also for tapes and songs. Below is the chart of listening procedures for video.

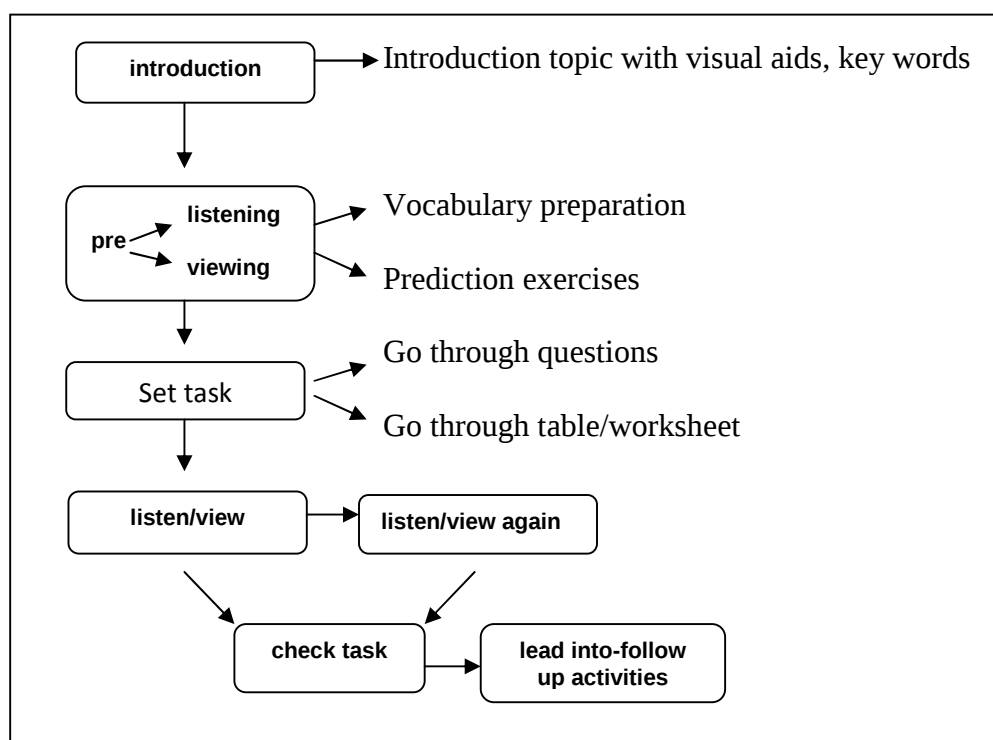


Figure 1: Listening procedure for tapes, songs and video

Meanwhile, Harmer (2001: 286 - 287) states that there are two kinds of teaching techniques which can be used in video-based lessons. The first is viewing technique. In viewing technique, there are some expectations, namely fast

forward, silent viewing (for language), silent viewing (for music), freeze frame, and partial viewing.

The second is listening (and mixed) technique. Listening technique is similar to viewing technique. Here are some expectations of listening technique:

1. Pictureless listening (language)
This expectation is teacher covers the screen, turns the monitor away from students, or turns the brightness control right down. Students then listen to a dialogue, and have to guess such as things as where it is taking place and who the speakers are.
2. Pictureless listening (music)
Where an excerpt has a prominent music track, students can listen to it and they say based on the mood to appear to convey what kind of scene they think it accompanies and where it is taking place.
3. Pictureless listening for sound effects
In a scene without dialogue, students can listen to the sounds to guess the scene, for example they might hear the lightening of a gas stove, eggs being broken and fried, coffee being poured and the milk and sugar stirred in. They then tell the story they think they have just heard.
4. Picture or speech.
Teacher can be divided the class in two so that half of the class faces the screen, and half faces away. The students who can see the screen have to describe what is happening to the students who cannot. This forces them into immediate fluency while the non watching students struggle to understand what is going on, and is an effective way of mixing reception and production in spoken English. Halfway through an excerpt the students can change round.

Besides, there are some activities which can be employed in the classroom by using videos (Brown, 2001: 287-289). Below are the explanations of the activities.

a) General Comprehension

It is an activity in which students watch a video to understand the theme of it, and then they watch it again for details.

In this activity, students should be able to give more information from what they had watched. The video that has duration about two minutes is the best kind of video extract. After the discussion, students watch the sequences. Here, students identify the questions that might appear in the video extract, for example (Brown, 2001: 287):

- 1) Who said what to whom?
- 2) Where did the action take place?
- 3) Who was wearing what?
- 4) How many people were there in the scene?
- 5) What was the address of the place?

After students finish their discussion, teacher reads the questions and students answer it in their note book. After that, they compare their answer with other groups to know whether the answer is true or false.

b) Working with Aspects of Language

It is an activity to show language work unique to the video. In this activity, firstly teacher discusses the subtitle with students, for example watching for gist, watching for details comprehension, and translation. Teacher then tells students that they will watch the video without sound, but they can see the subtitle.

After that, students and teacher discuss what they have seen. Then students watch the video again without sound, but teacher will stop the video every time, and students will see the subtitle and then write down their opinion using their own words. They also compare with others. Finally they will watch the video strip with the sound to get the detail information.

c) Video as a Springboard to Creativity

It is an activity to know how a video strip can develop students' creativity. In this activity, teacher has to make sure that students understand the main point of the video strip. Here, teacher also plays the video extract. Students have to visualize how the situation is, for example, students can identify whether the events took place in the afternoon, or in the morning. Teacher can also ask the students to work in a group and discuss the characteristics of the speakers.

d. The Advantages Use of Videos

In teaching a foreign language, a tool is needed to help teacher deliver the material. Therefore, video is appropriate media to teach a foreign language, especially listening. In this study, the researcher used videos to improve students' listening skill.

In teaching learning activity, videos have some utilities. Videos have an important role to help learners increase and strengthen their foreign language vocabulary. The authentic videos will encourage better understanding and acquisition of new vocabulary. New and old lexical items will enter the students' mind easier given the motivation and comprehensive atmosphere provided by this familiar type of audio-visual environment.

Silverman and Hines (2009: 4) also state that videos can show vocabulary instruction that may be an appropriate way to enhance regular vocabulary instruction to meet the needs of ELLs in inclusive settings. Meanwhile, Canning (2000: 3) states that video can invite students to visualize words as well as

meaning. Students can see real meaning of words directly through the pictures or slides showed in videos.

Besides videos can show the motion and sound, the film can describe a process. The sounds that are produced can represent the reality of pictures. Furthermore, videos can be replayed, so that students can understand the speakers' utterances easier.

4. Relevant Research Studies

The previous studies conducted by some researchers show that the use of video in teaching listening is effective to improve students' ability in their listening learning process. Tobing (1993: 93) states that video is very useful to be used in foreign language teaching because the pictures' action and situation will help learners to comprehend sentences that are said by the native speakers.

Besides, Canning (2000: 3) also cites in her article that videos allow contextual clues to be offered. In addition, video can stimulate and motivate students. The use of visuals overall can help students to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instructions.

B. Conceptual Framework

The objective of this research was to improve the listening skill of Grade VIII B students at SMP Pembaharuan. Listening is the basic skill to develop all other skills. In listening, students learn vocabulary and syntax, pronunciation,

accent, and intonation. Though listening is very important, students generally consider that listening is the most difficult language skill.

In communication, listening is a fundamental skill. It is also very influential. In teaching and learning process, listening is the process to understand material. Etman and Zaida (2009: 1) state the importance of listening as below:

Communication happens if there is an interaction between speaker and listener. Therefore, listening comprehension activities have a direct and important relationship to the amount and quality of speaking skill. Successful listening for language learners depends on many factors such as knowledge of the language and background knowledge.

In order to improve students' listening skill, they need to practice their listening with some kinds of listening text, for example some monologue texts; speeches, recount, short dialogue, and so on. Related to listening learning process in school, one of the purposes of English subject in Junior High School is to develop the communication competence in spoken or written language to achieve the level of functional literacy.

Unfortunately, it was extremely difficult to achieve the goal of listening learning process in SMP Pembaharuan. There were many problems coming from both the students and the teachers. The students still found it difficult to differentiate the distinctive sound of English words. In English, a letter may sound differently if it is combined with other letters in different words but in their own language every letter has permanent sound.

Added to that is the problem related to the teaching method. The English teacher at the school still used traditional way in teaching listening. She often taught listening using him or herself as audio input. The teacher read a text, and

then the students listened to the teacher. This method was not appropriate because students need media in order that they can see the body language, gesture, rhythm of the speakers'. Therefore, they can get the real meaning of the speakers' utterances more easily.

Besides, because every student in every school has different characteristic, they have to be treated differently based on their characteristics, so that teachers had to be creative in selecting the teaching method and techniques. In addition, to support the effective way of teaching method and techniques, teachers ought to use learning media. Learning media contribute to learning process of the listening skill. Media can also help teachers provide the materials. Anything that cannot be brought into the classroom can be facilitated by media. Therefore, the difficulties in providing authentic situation can be decreased by media. One of the creative media that can be used in teaching listening is video.

The use of videos to provide authentic situation is a great idea. Video can show expressions and body language. Video as media is the teaching aid which consists of sound for students to listen to and visual for them to see. Video can show the dialogue among the native speakers of English which allows students to see the speakers' facial expressions and body language at the same time. They also heard the stress, intonation, and rhythm of the language. By using videos, students can get better understanding in listening. Moreover, by watching and listening to conversations from videos, students can be more motivated in learning English for seeing the audio visual version of a communication event.

In line with the problem discussed in the paragraph before, it was very interesting to seek media appropriate for teaching listening. Moreover, in this research, the researcher tried to find out how good video was if it was used to teach listening to Grade VIII students at Junior High School. This study concerned the use of videos to improve the listening skill of Grade VIII B students at SMP Pembaharuan in the academic year of 2011/ 2012.

CHAPTER III

RESEARCH METHOD

This chapter presents the method that was used by the researcher in conducting the research. There are ten points. They are discussing the research design, research procedure, research setting, participants, research instruments, data collection techniques, research validity and reliability, data analysis, and trustworthiness of the data.

A. Research Design

The type of this research was action research. The stages of action research according to Kemmis and McTaggart (1988 as cited by Burns, 2010: 9) consist of four stages. They are (1) planning, (2) action, (3) observation, and (4) reflection. The picture below is the model of action research.

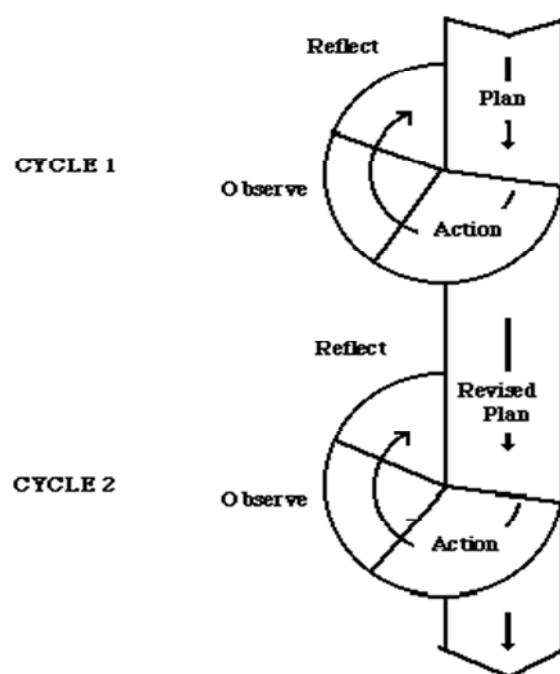


Figure 2: The Spiral Model of Kemmis and McTaggart (Burns, 2010: 9)

The figure shows the essential steps in spiraling process through which participants in an action research group undertake to:

1. develop a plan of critically informed action to improve what is already happening;
2. act to implement the plan,
3. observe the effects of the critically informed action in the context in which it occurs, and
4. reflect on these effects as the basis for further planning a succession of stages

(Kemmis and McTaggart 1988: 10 in Burns, 1999: 32)

B. Research Procedure

This research was conducted in two cycles to see the improvement of the students' listening process by using videos. There were four stages in every cycle to conduct action research, namely reconnaissance or fact finding, planning, acting and observing, and reflecting.

1. Reconnaissance

The first step in conducting action research was initial fact-finding. In this research, the researcher conducted an observation in the class to find the problems in English teaching learning process. Based on the result of the observation, the researcher classified the existing problems that were interrelated based on a priority scale. The main problem was related to the students' listening skill.

2. Planning

In this step, the researcher identified the problems of the teaching English and learning process. Then the researcher designed some action plans to improve the students' listening skill.

Burns (2010: 8) states the purposes of this step are to identify:

- a. What kind of investigation is possible within the realities and constraints of your teaching situation
- b. What potential improvements you think are possible.

Then the researcher planned the instruments, lesson plans, and the material that would be taught in the actions. Lesson plans were made to be used as plans concerning the activities, the method, and the strategies that were used in the teaching and learning process. The material designed in the form of handout or students' work sheet. However, it was not like LKS. The activities in the handout were designed based on the teaching objectives and indicators that had to be met by students. With regard to the research instruments, interviews were held after the actions, while the pre-test was administered before Cycle 1 and the post-test was administered after Cycle 2. The field notes were taken during the process of the actions.

3. Acting and observing

In this stage, the researcher conducted the teaching based on the lesson plans that were made by the researcher. The researcher taught the students and gave them some activities by using videos. Here, the researcher also took the data from the result of the pre-test and the post-test.

This step was done in order to see the effects of actions and of the use of videos in the listening learning process. It was done together with actions phase. Here, the researcher gave the pre-test and the post-test, filled in the field notes, and conducted the interviews with the students.

4. Reflecting

In this activity, the researcher did the reflection about the results of the teaching learning in the implementation of actions. The researcher conducted the post-test to see the students' listening scores after they were given actions by using videos. Besides, the researcher also interviewed the students to gain information about their opinion after the implementation of the actions and their responses about the teaching and learning process.

C. Research Setting

This research was conducted in SMP Pembaharuan with the students of Grade VIII B as the participants. This school is located on Jl. Diponegoro, Ds. Wonoroto, Ngombol, Purworejo. This school was chosen to be the place of the research because of some considerations. First, the researcher was one of the English teacher of this school, so it was considered that the researcher would not find any difficulties in adapting with the school environment. Then, the researcher is also teaching English for Grade VIII, so it was considered that it would be easier to conduct the research in that school.

D. Participants

The participants of this research were the students of Grade VIII B at SMP Pembaharuan. There were sixteen students in Class VIII B. They were 9 female students and 7 male students. This class was chosen as the subject of the research because based on the previous observations, the students in this class experienced

some problems in learning English. One of the problems was that which dealt with the listening skills.

E. Research Instruments

The instruments to collect the data were the pre-test and the post-test, field notes, and interviews.

F. Data Collection Techniques

The data were collected in two ways, namely quantitatively and qualitatively. The quantitative data were collected by a pre-test and a post-test. The pre-test was conducted before Cycle 1. The post-test was done at the end of Cycle 2. However, before the tests were administered the researcher conducted a try-out. It aimed to make sure that the items test were valid or not. The try-out test was in the form of multiple choices. The number of the items test was 30. After the try-out, the result was analyzed using SPSS.

Meanwhile the qualitative data were collected from the results of observations, interviews and field notes. The interviews were held after the teaching learning processes. The field notes were obtained from any activities conducted by the researcher.

G. Research Validity and Reliability

Anderson *et al.* (1994, as cited in Burns, 1999: 161) state that there are five types of validity in action research. However, this research has three types of validity.

1. Democratic validity

In democratic validity, the researcher collaborated with an English teacher and the students of Grade VIII B at SMP Pembaharuan as the participants. In this type, the researcher applied this criterion to validate the data collection through interviewing the students.

2. Outcome validity

This criterion related to the results of the research. It was also based on the process validity of the research. This criterion was applied to validate the data collection by looking at the results of the actions. In this type, the researcher used some resolutions to solve the problems within the research. The researcher interviewed some students after the implementation of the actions.

3. Process validity

It related to the process of the conducting the research. The researcher looked at the process of the research whether the method was successful or not. The researcher also saw whether the students were able to follow the activities during the process of the research or not.

To ensure the reliability of this research, the researcher compared the data combined from the tests, interviews, and filed notes and checked whether the indicated results and the observation were same or not. To obtain the data about

teaching and learning process, the researcher observed the teaching and learning process, and interviewed the students who have attended the lessons. Moreover, the reliability of the data was gained by using the original data, such as the students' test scores, filed notes, and interview transcripts.

H. Data Analysis

The data were analyzed using quantitative and qualitative data analysis. The quantitative data were obtained from the result of the students' scores. Then the results of the pre-test and the post-test were analyzed by converting the scores.

The scores of the students' listening skill were calculated for their mean, medium, and median. By calculating them, the researcher found out the average of the students' scores. The scores of the tests then were used as a benchmark in improving listening skill.

Meanwhile, the qualitative data were taken from the reports of the researcher's interviews with the students, field notes and observations. These data were collected first, and then were transcribed, simplified, summarized, or paraphrased by the researcher. In the next step, the data were reorganized and presented in a simple form by the researcher.

I. Trustworthiness of the Data

In action research study, it is important to know whether the data which are collected are trustworthy. In this research, the researcher used triangulation to

test the trustworthiness of the data. In this technique, the researcher took the data based on the two forms of triangulation (Burn, 1999: 164).

The first type is time triangulation. Time triangulation was done through collecting data of the research in the beginning, middle and the end of the cycle. Here, the researcher collected the data about the improvement of the listening skill through having the pre-test and the post-test. In addition, the portraits of the classroom situation were recorded in the field notes taken in every meeting.

The second type is investigator triangulation. It was a technique in which the researcher collected the data by discussing with other English teacher. Then, the interview result was compared with the researcher's own notes.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Chapter IV presents the process of research conducted in Cycle 1 and Cycle 2. This chapter also presents the important matters concerning the research. There are six headings in this chapter. They are reconnaissance, identification of field problems, determining the field problems, determining the actions to solve the field problems, report of Cycles 1 and 2, general findings and discussions.

A. Reconnaissance

In the first stage before conducting the research, the researcher began with finding problems in the field. Here, she conducted an observation to find the problems in the English teaching and learning process. The observation was conducted on October 18th, 2011. Because the researcher was the English teacher of Grade VIII, she took the field note when she taught in the class at the first time. In the first meeting, she explained the general points of English lesson. The result of the observation can be seen in the field note below.

Field Note 1

Meeting : 1st (Tuesday, October 18th, 2011)

Theme : Descriptive Text

The researcher arrived at school at 06. 55 a.m. The students of SMP Pembaharuan would hold flag ceremony, so the researcher also followed the flag ceremony. After the flag ceremony finished, the researcher prepared to come to the class because the English lesson was next. Then, the researcher came to the class of VIII B. The situation of the class was noisy. After the researcher was in the class, she asked the leader of the class to lead to say a prayer.

After that, before the researcher taught the material, she explained the material that would be learned in the first semester based on the standard

competences and basic competences. Then, the researcher explained them. Next, the researcher continued with the first skill, listening. The researcher taught descriptive text. Before she explained more, she asked the students “Have you ever learned descriptive text?”. When the researcher gave the question, the students in the class just gave smile and looked confused. Then, the researcher asked using Indonesian, and the two students answered, “Ya Bu, pernah dikelas VII”. When the researcher started to explain the material, she saw some students were busy with their own activity. And there were also students who were talking with their seatmate. It seemed that the students were not interested in the lesson.

Then, the researcher gave an example of descriptive text. The researcher played an audio of descriptive text. When the students heard it, they were very noisy because they did not know what they heard. Some students seemed bored and sleepy. The researcher asked them about what the topic was of the spoken text they heard. They were silent and asked their friend. Suddenly the bell rang. It indicated that the lesson was end. Then the researcher closed the meeting and said *Wassalamu’alaikum* after the students greeted with said *Assalamu’alaikum*.

From the result of the observation, it can be seen that the students were not interested in the listening class. Moreover, some of them regarded that English was not important because it was not their mother tongue. They also said that listening to English texts was difficult. Besides, when they were taught, they did not concentrate on the activity in the classroom and even they looked sleepy. They also found it difficult to understand the text they heard. It was difficult for them to differentiate the spelling of the words. There was also a students who said that the audio was too fast, so that he did not get the meaning of the text he heard.

To support the observation, the researcher also interviewed the English teacher in the school. The result of the interview is presented in the transcript below:

R: *Maaf Bu, saya mau wawancara sebentar ya.*
(Excuse me, I would like to interview you just a moment.)

T: *Oh iya mbak, wawancara tentang nopo nggih?*

(OK. What is the interview about?)

R: Ini Bu, tentang kemampuan Bahasa Inggris siswa kelas VIII Bu. Dulu kan Ibu mengajar waktu kelas VII?

(It is about the English students' ability of grade VIII Miss. Last year, you were teaching grade VII, weren't you?)

T: Iya mbak, dulu memang saya mengajar kelas VII.

(That's right, last year I taught in Grade VII.)

R: Bagaimana kemampuan Bahasa Inggris mereka Bu?

(How about their skill in English lesson Miss?)

T: Anak-anak disini susah sekali mbak. Penguasaan Bahasa Inggrisnya masih kurang sekali. Terutama di vocab.

(In this school, the students were very low in English. Their comprehension in English was very low, especially their vocabulary.)

 Note : R: Researcher, T: English Teacher
 (Appendix B : Interview transcript 1)

Based on the results of the observation and interview, the problems related to the listening teaching and learning process were found in the field. Then the problems were collected and identified.

B. Identification of Field Problems

Considering the results of class observation and interview, the researcher made a list of problems faced by the students in listening in English. The researcher made a list of field problems in the following table.

Table 3: Field Problems in English Teaching and Learning Process of the VIII B Students

No.	Field Problems
1.	The students found it difficult to understand English.
2.	Some students did not pay attention to the teacher's instruction and explanation.

3.	Some students did not concentrate in the teaching and learning process.
4.	The students were more than tend to talk with their friends.
5.	The students were bored and looked sleepy.
6.	The students had low vocabulary.
7.	The students did not know the meaning of words.
8.	The students were low in listening, speaking, reading, and writing.
9.	The students showed anxiety to speak.
10.	The students found it difficult to differentiate the distinctive sound of English.
11.	The students found it difficult to determine English sounds when they listened.
12.	The process of teaching and learning was not interesting for the students.
13.	The students were not interested in the material given.

Based on the result of the observation, the main problem appearing in the teaching and learning process was that the students found it difficult to determine English sounds when they listened. Therefore, their listening ability was low.

C. Determining the Field Problems

After finding the field problems, the researcher discussed with other English teachers in the school to select the problem based on the feasibility to be solved in the English class. Based on the result of the discussion, the problems were formulated as follows:

Table 4: The Feasible Problems to be solved in Listening Teaching and Learning Process of the VIII B Students

No.	Field Problems
-----	----------------

1.	The students found difficulties in listening skill.
2.	The students found it difficult to determine English sounds when they listened.
3.	The process of teaching and learning was not interesting for the students.
4.	The students found it difficult to find the message of spoken texts.
5.	The students' difficulty to identify key words.

D. Determining the Actions to Solve the Field Problems

After identifying the relationship among those problems above, the researcher decided to formulate some actions to overcome the problems. Then, she decided to use video in improving students' listening skill. There were 2 cycles. Every cycle consisted of 2 meetings. Before Cycle 1, the researcher conducted a pre-test to know the students' listening skill before the actions. Moreover, after Cycle 2, the researcher also conducted a post-test to get information about the students' listening ability after the implementation of the actions.

E. Reports of Cycles 1 and 2

1. Cycle 1

a. Planning of Cycle 1

The use of video was decided by the researcher. Then, the researcher made the lesson plans and materials based on the syllabus by involving video as media in the teaching and learning process. The topics learned in Cycle 1 were the expressions of asking for, offering, giving, and refusing something.

Besides, the researcher also determined the teaching method that would be implemented in the first cycle. The method was the three phase technique. The phases were pre-listening, whilst-listening, and post-listening. In each phase, there were many activities which were done by the students. The activities were to support video and showed how video can help students in the listening skill.

In order to help students more active and interested, the researcher made students' work sheets. The activities were also included in the students' work sheets. The activities for the students were divided into group activities and individual activities. In group work, the students had to cooperate with other students in solving some questions. So they could practice how to solve a problem through cooperation with each other. In individual work, the students should be able to answer some questions without working with others.

In this stage, the researcher also determined the instruments for the pre-test and post-test. The pre-test was administered in the first cycle, and the post-test was administered in the last meeting of Cycle 2. The pre-test was conducted to gain information about the students' listening skill before actions, while the post-test was conducted to know the students' listening ability after the implementation of actions.

The form of the instruments was multiple choice items. It consisted of 25 items. Both instruments were designed based on the standard of competence and basic competence of listening of Grade VIII students of the junior high school in the second semester.

The pre-test was conducted once before Cycle 1, while the post-test was conducted after Cycle 2. The materials of the pre-test and post-test were the expressions of asking for, offering, giving, refusing something and narrative text. Before the researcher gave the pre-test, she tried out the test to know whether the test items were valid or not. The materials of the test try-out were the same as the pre-test and post-test. However, the number of the test items was 30. There were 30 items because the items would be selected after the analysis. The items used were those which were valid and reliable. The process of the try-out can be seen in the field note below.

Field Note 2

Meeting : 2 (May 29th, 2012)

Theme : Try-out

The researcher arrived at school at 07.00 o'clock. The students conducted *apel pagi* in the school yard. Next, the researcher came to teacher's office. The researcher prepared some tools that were needed to conduct the try-out. After the tools were ready, she checked the completeness of the instrument.

The time was 08. 50. The researcher prepared to come to the class. When the researcher arrived in the class VIII B, the leader led the other students to give a greeting by saying *Assalamu'alaikum Wr. Wb.* Then the researcher answered the greeting by saying *Wassalamu'alaikum Wr. Wb.* Then the researcher checked the attendance list of the students, and made a note. After that, the researcher said that there was a try-out of listening test. Next, the researcher gave the test to the students one by one.

After every student got it, the researcher informed the students that she would play an audio two times. The audio was for the first two or three numbers. After the students understood and were ready to do the test, the researcher played the audio and the students started doing the try-out.

The try-out was conducted in 60 minutes. There were 30 minutes to discuss the try-out. After 60 minutes, the researcher instructed the students to stop their work. Then the researcher submitted the students' work. After that the researcher discussed the try-out. Suddenly the bell rang, and the researcher closed the meeting. The chairperson of the class lead with said "*siap grak beri salam*", the other students said *Assalamu'alaikum Wr.Wb.* And the researcher answered *Wassalamu'alaikum Wr. Wb.*

After the researcher conducted the try-out, she analyzed the result of the test using SPSS. After that, she found that there were some items which were not valid, so that the researcher did not include the items in the pre-test. The researcher only used 25 test items in the pre-test and post-test.

b. Actions and Observation of Cycle 1

After the researcher planned the activities and teaching techniques for the first cycle, she did the actions. The actions of Cycle 1 were implemented twice on June 15th and 18th, 2012. The materials learned in the first cycle were the expressions of asking for, offering, giving, and refusing something.

Before doing the action, the researcher conducted the pre-test. The materials of the pre-test were the expressions of asking for, offering, giving, refusing something, and narrative text. The number of the pre-test items was 25 items.

1) Pre-Test

A pre-test was conducted to know the students' listening ability before they were given actions by using video. The pre-test was done on June 13th, 2012. Before the researcher came to the class, she informed the students that on that day there were a pre-test. It was conducted in 60 minutes. Below is the field note of the pre-test.

Field Note 3Meeting 1 : 3 (June 13th, 2012)

Theme : Pre-test

The teacher came to the class of Grade VIII B at 10. 20 a.m. The chairperson of the class lead the class to greet with said *Assalamu'alaikum* and the researcher answer with said *Wassalamu'alaikum*. Then the researcher checked the students' attendance and wrote some notes on *Buku Kemajuan Kelas*.

In the first break, the researcher was preparing some tools that were needed to hold the pre-test. After the break time, the researcher could start the pre-test immediately. Before the pre-test was started, the researcher asked the students "Are you ready for the test today?" Some students said "Yes, Miss", but another students were still busy. Then the researcher distributed the test to the students. After all of the students got the test, the researcher gave some instructions to answer the questions in the every section. After that, the researcher started to play the audio. -----

As a whole, the process of the pre-test ran well. However, there were some students who still asked about the test's questions. They asked the meaning of the questions, so that the researcher reviewed the pre-test before explaining some questions. The result of the pre-test can be seen below:

Table 5: The Descriptive Statistics of the Pre-Test Score

Mean	SD	Median	Mode	Max	Min	Range
50. 437	14. 778	53. 500	60.000	70. 000	26. 000	44. 000

The table above shows that the students' listening skill was low. Only two students got a good score, which was 70. The mean was 50. 43. It means that the students' score was still under the minimum achievement standard of English, namely 61.

2) Meeting 1

Meeting 1 was held on June 15th, 2012. The researcher came to the class, and greeted the students after the chairperson of the class led others to greet the researcher. Then she checked the students' attendance. There was one student who was absent on that day.

The researcher gave the explanation about the objectives of the lesson. The first activity was building students' interest and attention. Before the activity was done, she divided the students into groups. Every group consisted of 4 students. Then she gave some questions and the examples related to the expressions of asking for, giving, offering, and refusing something.

Next, the students did an activity. In the activity, the students looked at some pictures, and then they had to choose an appropriate adjective based on the pictures in their handout. When the students saw the pictures, they looked anxious to find out the correct answer related to the pictures. It could be seen in the field note below:

After the researcher asked the students to look at some pictures, they looked anxious. A student asked, she said "Ini disuruh menjawab sesuai gambar ya Bu?" Then the researcher answered "Ya, benar". Then the other students said *oooo gitu*. -----

(Appendix A: field note 4)

Based on the field note above, it can be indicated that students had understood the instructions that was given by the researcher.

Still in group work, after the students finished Task 1, the researcher gave an instruction to continue to Task 2. The students in their group had to rearrange some pictures before they watched the video. They looked enthusiastic to know

whether their work was true or false. After they finished rearranging the pictures, the researcher played the video of “At Dining Room-In the Morning”. The students watched the video while they checked their answer. One group looked unsatisfied because their answer was wrong. Then, the researcher explained that it was no problem because there was still another activity.

In the first meeting, the activities were not only in a group work, but also in an individual work. It aimed to know the students’ understanding whether they understood or not. The use of videos in teaching and learning process was good enough. In a group, the students could cooperate effectively. They looked more enthusiastic when they tried to know whether their work was true or false. It could be seen in the interview transcript below:

R: Menurut Febri, tadi latihan-latihan yang dilakukan sambil melihat video gimana? (What do you think about the activities that were done while you were watching the video?)

S: lumayan bu, bisa lebih mudah memahami. (They’re reasonable Miss, they were easier to be understood)

R: Jadi kamu lebih bisa ngerti dan paham ya? (So, you understood more easily, didn’t you?)

S: Iya Bu. (Yes Miss)

(Appendix B: Interview Transcript 10)

3) Meeting 2

The second meeting was held on June 18th, 2012. In the second meeting, the material was still the same as the first meeting namely the expressions of asking for, giving, offering, and refusing something. In the second meeting, the researcher made some tasks to know the students’ understanding. Furthermore,

the activities were to know the students' ability in using those expressions in their daily activities.

The researcher came to the class with an English teacher. She asked her to be an observer. After she reviewed the last meeting and gave some instructions, she asked the students to see Task 1 of meeting 2 in the worksheet. In this task, the students rearranged some expressions in a good dialogue. They worked in a group. After they finished Task 1, they checked it with other group.

In the production phase, the researcher showed a video. The video was about "In the Classroom". In this activity, the students were watching the video, while they completed a dialogue with the suitable expressions. After they watched the video, they came in front of the class, and wrote their answer. They looked more active to be the volunteer. It could be seen in the field note below:

Before the students worked with Task 2, the researcher explained how to answer the task. Then the researcher played the video. However, most students still found it difficult to guess the expressions used, so that the researcher replayed it until several times. Then, after they got all of the answers, they were more active to be a volunteer.

(Appendix A: Field notes 5)

The field note shows that although the students found it difficult to understand the text in the discussion session, the researcher noted that actually the students showed their real involvement in the learning process.

c. Reflection of Cycle 1

In the first meeting, it was difficult for the researcher to start the research. There was a group of the students who only talked to each other. They talked about other topics. Still, most students tried to welcome the researcher and they opened their ears for the researcher.

In this meeting, the researcher tried to explain the instructions in English. However, the students looked confused when the researcher explained in English. Therefore, once in a while the researcher had to repeat the instructions several times.

Basically, the actions of meetings 1 and 2 ran well. For the reflections of the first and second meetings, the researcher did interviews with some students. It was conducted to know the teaching and learning process of listening in both meetings.

From the result of the interviews, the researcher noted that most students had the same problem in understanding the instructions given by the researcher. They found it difficult to understand the researcher's utterances English during the lesson. Besides, they wanted the researcher to explain in Indonesian after she gave the instructions using English. It can be seen in the interview transcript below:

R: *Gimana Wahyu tadi, belajar Bahasa Inggris dengan video?* (What do you think of using video in English lesson?)

S: *Kalau saya lebih bisa memahami ceritanya Bu. Tapi yang sulit ketika Ibu menyuruh pakai Bahasa Inggris.* (I can better understand the story Miss, but the difficult thing is when you asked us using English.)

(Appendix B: Interview Transcript 12)

The use of videos in the first meeting was considered successful. The activities chosen by the researcher could improve the students' motivation and involvement in the language classroom. This statement can be proven by the interview transcript below:

R: *Menurut kamu tadi saat kita belajar listening dengan menggunakan video bagaimana?* (What do you think about using videos in listening class?)

S: *Ya, lebih senang bu. Dan mudah memahami.* (I am happier Miss, and it could be understood easier)

(Appendix B: Interview Transcript 6)

2. Cycle 2

a. Planning of Cycle 2

The actions of Cycle 2 were conducted on June 19th and 21st, 2012. Based on the reflections of Cycle 1, the researcher made a new plan. The researcher decided to choose narrative text because it was considered interesting for listening lesson. Next, the researcher designed the lesson plans and materials related to the narrative text. The activities for the students were designed more enjoyable and fun. There were some texts used in this cycle. The researcher chose two titles that were familiar for students, so that the students could understand the texts more easily. Those texts were about Goldilocks and Cinderella.

In addition, the researcher also planned a post-test to the students. It aimed to know the improvement of the students' listening skill after they were taught by using video, whether their skill improved or not. The post-test was conducted after the actions of Cycle 2.

b. Actions, Observation, and Discussion of Cycle 2

After the researcher planned the activities and teaching techniques for the second cycle, she did the actions. The actions of Cycle 2 were implemented twice on the 19th and 21st June, 2012. The text type learned in this cycle was narrative text. The narrative texts used were Cinderella and Goldilocks and the Three Bears. The story of Goldilocks was learned in the first meeting. Meanwhile Cinderella was learned in the second meeting.

The students were expected to be able to identify the generic structure of the text, identify the communicative purpose of the text, and use simple past tense in sentences. In this action, the researcher used some pictures related to the some topics.

1) Meeting 1 of Cycle 2

The first meeting of Cycle 2 was conducted on 19th June, 2012. The researcher came to the class at 10. 20. After she came to the class, the students greeted the researcher before, and then she answered the greeting. It was a routine activity in this school. After that, the researcher checked the students' attendance list. All students were present on that day. In the first meeting, there were 4 tasks for the students. The researcher divided the activities for individual students and group work.

The topic of the first meeting was Goldilocks. The first activity required the students to look at some pictures. Then they should identify the appropriate adjective based on the pictures. It aimed to make the students got the meaning of

the story more easily. Before they worked in this activity, the researcher gave some instructions. However, when the students did the activity, there were some students who asked the meaning of a word. Due to, the researcher asked them to use dictionary.

The researcher divided the students into 4 groups. After the students gathered in a group, she asked them to look at some pictures in Task 2. In the second activity, the students listened to some utterances. While they were listening, they matched the utterances they heard with appropriate pictures.

When the students were doing this activity, they looked interested in matching the utterances they heard with the pictures. They tried to find out the meaning of the word they heard. They did it by looking for the words in their dictionaries.

In the next activity, the students watched the video of Goldilocks twice. The second time, the researcher played 1 until 5 clips. For clips 1 to 5, the students rearranged the jumbled words for each clips. Then, for clips 6 to 11, they chose the correct word based on what they saw.

In the last activity, the students did listening comprehension. In this action, the students watched the video of Goldilocks again. Then, they answered 5 questions in Task 4.

All of the activities in this meeting could be done well. The students could follow the activities easier. They were also more active in their group. If they found difficulties they were brave to ask to the teacher or other friends.

2) Meeting 2 of Cycle 2

In the second meeting of cycle 2, the material was still the same as the first meeting, but the story was different. It was Cinderella. The researcher chose its story because she hoped that the students had been familiar with the story so that it could be understood by the students more easily. In this meeting, the researcher made some tasks to know the students' understanding. For the final task, the researcher gave some comprehension questions to the students.

The second meeting was conducted on June 21st, 2012. The researcher came to the class at 07. 30. The students just now did "*apel pagi*". The weather was too hot on that day. The researcher asked the chairperson to lead a prayer. Then, she gave several times to make the condition calmer, and the students were ready for the lesson on that day.

While the researcher was waiting for the students, she checked the attendance list and wrote some noted in *Buku Kemajuan Kelas*. After the students were ready, the researcher started the lesson. She explained the material that would be learned in this meeting.

The main action of this meeting was watching the film of Cinderella. While the students were watching the video, they filled in the blank of sentences in the text. The researcher played the video two times. In the first time, the students were confused. They could not get all of the words. Then the researcher asked them to read the text first. After that, she played the video again.

For the last action, the students watched the video, and then they answered the comprehension questions. In this action, most students could answer the questions easily. It could be seen in the field note below:

When the students did the last activity, the researcher went around the class, she checked the students' work, and she found that the students could answer all of the questions. -----

(Appendix A: Field note 7)

In the last session, the researcher reviewed the materials which were learned. She also gave information to the students that there was a post-test the next day.

3) Post-Test

The post-test was conducted in the third meeting of the second cycle. It was conducted to know how the students' listening skill after they were taught by using video. The post-test was done on June 23rd, 2012. Before the researcher came to the class, she reminded the students that on that day there was a post-test. Then, she checked the completeness of the instrument test.

After the researcher felt that the instrument was complete, she came to the class. She asked the leader of the class to lead a prayer. After that, the researcher checked the students' attendance and wrote some notes in *Buku Kemajuan Kelas*.

After that, the researcher distributed the tests to the students. The test consisted of 25 items. All the items were multiple choices. The students did the post-test for 60 minutes. During the post-test, the students did it orderly. Therefore, it could run well.

The result of the post-test shows that there was an improvement of the students' listening skill. It can be seen from the students' scores. The list of the students' score can be seen in the appendix D.

c. Reflection of Cycle 2

Basically, the actions of meetings 3 and 4 ran well. For the reflections of the first and second meetings, the researcher did interview with some students. It was conducted to know the teaching and learning process of listening were in both meetings.

The activities of the first meeting in the second cycle were easy to understand. Based on the interview, some students said that they understood the narrative text of Cinderella and Goldilocks and the Three Bears easily. However, they preferred Cinderella's story to Goldilocks. For the second meeting, the researcher modified the activities so that they were different from the activities in the meeting before.

In the second meeting of Cycle 2, the activities were more interesting for the students because the story was known by the students before. Besides, they could watch the story through video. It could be proven by the interview transcript below:

R: *Dari semua kegiatan kemarin, menurut kamu yang paling menarik pada kegiatan apa?* (From all of the activity, what kind of activity do you like most?)

S: *Saya itu bu, yang ceritanya tentang Cinderella. Teman-teman yang lain juga katanya yang paling menarik ketika melihat video tentang Cinderella.* (I think the most interesting activity was about Cinderella. My friends also said that the most interesting activity was when we watched the video of Cinderella)

(Appendix B: Interview Transcript 14)

F. General Findings

Based on the results of the implementation of Cycle 1 and Cycle 2 and the results of the pre-test and post-test, there are some findings that can be concluded by the researcher.

The first finding is about students' interest. After the researcher interviewed some students, they answered that they were motivated to know the meaning of the narrative text in listening. They also said that video helps them to understand the expressions of asking for, giving, refusing, and offering something. Based on the researcher's observation, the students were more enthusiastic about learning the expressions of asking for, giving, refusing, and offering something and narrative text by watching films.

The second is about students' listening skill. After the researcher conducted the pre-test and post-test, the scores of the students' listening skill increased. In the pre-test, the students' scores were not good. However, after the researcher gave some actions by using video, in the post-test, the result shows that the students' scores improved.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, there are three points. They are conclusions, implications, and suggestions. The explanation of each point is presented below.

A. Conclusions

Listening is the first skill that learners acquire in learning English. Before they are able to use a language in real communication, learners develop their competences from listening to others.

In the teaching and learning process for listening comprehension, there are many ways and media to be utilized. The use of pedagogical method depends very much on the teachers, material, students, and situation. Video is one of learning media that can be utilized, but teachers must realize that every method has its own weaknesses and superiority.

In regard to this study, the writer utilized videos to teach the listening skill of Grade VIII students of SMP Pembaharuan Ngombol. The purpose of this study was to improve the students' listening skill by using videos. The topics of the material taught were the expressions of asking for, giving, offering, and refusing something, and narrative text.

The four stages in this action research were completely done. The research began on May 29 and ended on June 25 during the second semester of the academic year of 2011/2012. In both cycles, the researcher implemented some actions related to the ways of videos used. To support this result, there are two

kinds of data presented in this research, namely quantitative and qualitative data. In terms of qualitative data, the researcher obtained some results.

In the first cycle, there were some successful and unsuccessful actions. The successful actions were when the students were asked to watch a clip of conversation. They looked enthusiastic to know whether their answer was true or not. Besides, they also motivated to get the correct answer. Therefore, the use of video was believed effective to improve the students' listening skill. On the other hand, the researcher also found the unsuccessful action. It was the action when the students did Task 3 in which the students had to answer comprehension questions. Some students did not know the meaning of the questions. However, they tried to find it in the dictionary, and some of them also asked the researcher about the meaning.

In the second cycle, the researcher implemented some actions in different activities. In this meeting, the activities were considered more effective than Cycle 1. It was because the topic learned in the second cycle was a story with which almost all the students were already familiar. Moreover, the stories were made more interesting because when they were also presented using videos.

Besides the results of the actions, the improvement of the students' listening skill can be seen from the students' scores in the pre-test and post-test. The mean of the pre-test was 50.43. The result of the post-test improved from 50.43 to 69.75. The result of this research shows that the use of videos was successful to improve the students' listening skill. Through those activities, the students were able to comprehend the spoken language.

B. Implications

The research findings show that the use of videos was successful to improve the students' listening skill especially in Grade VIII B students of SMP Pembaharuan. This can be seen from both the students' daily performance and their listening achievement.

Specifically, the use of videos gave positive effects on the students' listening skill. Firstly, the activities using video were effective to engage the students' motivation to learn listening systematically and seriously. Secondly, some stages in listening technique were successful to improve the students' involvement and participation on listening activities. Besides, they helped the students more independent and critical in listening. The students were able to comprehend the texts because they could cooperate with their friends.

Furthermore, conducting listening activities by using videos was effective to improve the students' involvement in listening teaching and learning process. Those actions encouraged the students to be more active because they were motivated to answers the teacher's questions. Moreover, the students were also not bored of doing the tasks because the activities were so fun. They were motivated and enthusiastic in doing the activities. The students were more active and competed to answer the teacher's questions in listening teaching and learning process.

It implies that the English teacher can use videos with some kinds of activities as a variation of teaching technique to improve the students' involvement in the teaching and learning process. Moreover, the English teacher

should be creative in using interesting activities in order to attract the students' involvement in the teaching and learning process.

C. Suggestions

Based on the result of the study, the writer would like to offer some suggestions.

1. To the Students

The students should practice their listening skill regularly. If they have some difficulties in listening, they can cooperate with their friends. They can also practice some listening strategies by themselves. Besides, they can also use other listening techniques to get better understanding of what they listen to.

2. To the English Teacher

In using video, it will be better if the teacher has a good skill to operate it because using video requires an electronic media to play it. In teaching and learning process, the teacher should create atmosphere in which s/he provides comprehensible input with no barrier and makes the students enthusiastic toward teaching and learning process. To create the situation, the teacher can use videos to teach the listening skill.

Furthermore, the steps of teaching by using video can be used for all skills of foreign language, namely for teaching listening, speaking, reading, or writing skill. Therefore, an English teacher can modify some activities through videos in different skills.

3. To Other Researchers

This research focused on improving the listening skill of Grade VIII B students at SMP Pembaharuan Ngombol in Purworejo Regency through the use of videos by combining some interesting activities. The other researchers can conduct this study in other grades of the students, either in junior or senior high schools so that the findings will be more satisfactory. In addition, they can conduct this study in other schools which have different characteristics from SMP Pembaharuan so that the research findings can be more generalizable. Moreover, this research is mainly to describe the use of videos in improving the students' listening skill. Meanwhile, there are some listening techniques to improve the students' listening skill that are not discussed in this research. Accordingly, it is recommended that other researchers who are interested in the similar action research study use other listening techniques to improve the students' listening skill.

REFERENCES

- Brown, H. D. 2004. *Language Assessment: Principle and Classroom Practices*. New York: Longman
- _____. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy (2nd Ed)*. Englewood Cliffs, N.J.: Prentice - Hall.
- Brown, S. 2006. *Teaching Listening*. New York: Cambridge University Press.
[http://www.4shared.com/document/PfFydpuQ/Teaching_Listening - Brown_Ste.htm](http://www.4shared.com/document/PfFydpuQ/Teaching_Listening_-_Brown_Ste.htm). Retrieved on March 4th, 2011 at 10: 39.
- Burns, A. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- _____. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge.
- Canning, C and Wilson. 2000. *Practical Aspect of Using Video in the Foreign Language Classroom*. *The Internet TESL Journal*. VI. 11.
<http://iteslj.org/Articles/Canning-Video.html>
- Chu Kathleen S. M. *Teaching Listening with Video*.
<http://de.hpu.edu/hnguyen/Chu.pdf>
<http://de.hpu.edu/hnguyen/Chu.pdf>
- Badan Standar Nasional Pendidikan. 2006. *Standar Isi Untuk Satuan Tingkat Pendidikan Dasar dan Menengah, Standar Kompetensi dan Kompetensi Dasar SMP/Mts*. Jakarta: -
- Etman, D. and Zaida. 2009. *Teaching Listening*. Jakarta: Ministry of National Education.
- Fang, X. 2008. *Listening Comprehension in EFL Teaching. A Journal of US-China Foreign Language*. Jan. 2008, Volume 6, No.1.
<http://www.linguist.org.cn/doc/uc200801/uc20080105.pdf>
- Gian, H. M. 2010. *The Effect of Using Videos Clips on the Listening Skill of the First Grade Students at SMA PIRI I Yogyakarta*. A Thesis. Yogyakarta: English Language Education Department, Faculty of Languages and Arts State University of Yogyakarta.
- Grognet, Allene and Van D. 2003. *Listening Skills in the Workplace*. Spring Institute for International Studies.

- Harmer, J. 2007. *The Practice of English Language Teaching* (4rd Ed). Essex: Longman.
- Harmer, J. 2001. *The Practice of English Language Teaching* (3rd Ed). Essex: Longman.
- _____. 1998. *How to Teach English*. Essex: Longman
- Lavery, C. 2001. *Language Assistant*. United Kingdom: The British Council 2001 Design Department.
- Richards, J. C. and Renandya, W. A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.
- Richards. J. C. 2008. *Teaching Listening and Speaking from Theory to Practice*. New York: Cambridge University Press.
<http://www.4shared.com/document/U88QCIWI/Richards-Teaching-Listening-Sp.htm>. Retrieved on March 4th, 2011 at 10: 24.
- Silverman, H. and Hines, S. 2009. *Using Multimedia to Promote Vocabulary Learning: Supporting English Language Learners in Inclusive Classroom*. *Journal of Educational Psychology*.
<http://iteslj.org/>.
- Spratt, Marry, Pulverness, Alan, Williams, Mellanie. 2005. *The Teaching Knowledge Test Course*. New York: Cambridge University Press.
- Syamsudarni. 2010. *The Use of Videocast to Improve Listening Skill of English Department Students of STAIN Palopo*. Thesis, Graduate Program in English Language Education, State University of Malang. <http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/10652>
- Tobing, R. L. *Pengajaran Bahasa Asing melalui Video*. An Article. http://eprints.uny.ac.id/468/1/pengajaran_bahasa_asing_0.pdf. Retrieved on February 2nd, 2011 at 15:51.

APPENDIX A

FIELD NOTES

Field note 1

Date : October 18th, 2011

The researcher arrived at school at 06.55 a.m. The students of SMP Pembaharuan would hold a flag ceremony, so the researcher also followed the flag ceremony. After the flag ceremony finished, the researcher prepared to come to the class. It was because the English lesson was next. Then, the researcher came to the class of VIII B. The situation of the class was noisy. After the researcher was in the class, she asked the leader of the class to lead to say a prayer.

After that, before the researcher taught the material, she explained the material that would be learned in the first semester based on the standard competences and basic competences. Then, the researcher explained to them. Next, the researcher continued with the first skill, listening. The researcher taught descriptive text. Before she explained more, she asked the students "Have you ever learned descriptive text?". When the researcher gave the question, the students in the class just gave smile and looked confused. Then, the researcher asked using Indonesian, and the two students answered, "ya bu, pernah dikelas VII". When the researcher started to explained the material, she saw some students were busy with their own activity. And there were also students who were talking with their seatmate. It seemed that the students were not interested in the lesson.

Then the researcher gave an example of descriptive text. The researcher played an audio of descriptive text. When the students heard it, they were very noisy because they did not know what they heard. Some students seemed bored and sleepy. The researcher asked them about what the topic was of the spoken text they heard. They were silent and asked their friend. Suddenly the bell rang. It indicated that the lesson was end. Then the researcher closed the meeting with said *Wassalamu'alaikum* after the students greeted by saying *Assalamu'alaikum*.

Field Note 2

Date : May 29th, 2011

The researcher arrived at school at 07.00 o'clock. The students conducted *apel pagi* in the school yard. Next, the researcher came to the teacher's office. The researcher prepared some tools needed to conduct the try-out. After the tools were ready, she checked the completeness of the instrument.

The time was 08.50. The researcher prepared to come to the class. After she arrived in the Class VIII B, the leader led to the other students to give a greeting by saying *Assalamu'alaikum Wr. Wb.* Then the researcher answered it by saying *Wassalamu'alaikum Wr. Wb.* And then the researcher checked the students' attendance list, and made a note. After that, the researcher said that there was a try-out of listening test. Next, the researcher gave the test to the students one by one.

After every student got it, the researcher informed to the students that she would play an audio two times. The audio was for two or three of test number. After the students understand and ready to do the test, the researcher played the audio and the students started doing the try-out.

The try-out was conducted in 60 minutes. There were 30 minutes to discuss the try-out. After 60 minutes, the researcher instructed the students to stop their work. Then the researcher submitted the students' work. After that the researcher discussed the try-out. Suddenly the bell rang, and the researcher closed the meeting. The chairperson of the class lead with said "*siap grak beri salam*", the other students said *Assalamu'alaikum Wr.Wb.* And the researcher answered *Wassalamu'alaikum Wr. Wb.*

Field Note 3

Date : June 13th, 2012

The teacher came to the class of Grade VIII B at 10.20 a.m. That day was the day when the researcher would hold a pre-test to know the students' ability before they were given some actions. The chairperson of the class lead the class to greet with said *Assalamu'alaikum* and the researcher answer with said *Wassalamu'alaikum*. Then the researcher checked the students' attendance list and wrote some notes on *Buku Kemajuan Kelas*.

In the first break, the researcher prepared some tools that were needed to hold the pre-test. After the break time, the researcher could start the pre-test immediately. Before the pre-test was started, the researcher asked the students "Are you ready for the test today?" Some students said "Yes, Miss", but another students were still busy. Then the researcher distributed the test to the students. While the researcher was distributing the tests, she asked the students check the completeness of the texts. After all of the students got the test, then the researcher gave some instructions to answer the questions in every section. After that, the researcher started to play the audio.

In the first section, there were some students who were asking the meaning of the questions, so that the researcher stopped the audio. Then she asked the students to read all the questions about 5 minutes. After the students finished reading the questions, the researcher played the audio again. When the first section finished, the researcher gave an instruction to the next section.

The pre-test finished in 60 minutes. After the students finished the pre-test, the researcher asked them to submit their answer sheets and the test sheets. Then the researcher explained that the result of the pre-test would be compare with the post-test after they taught by using videos. She also informed the students that the next lesson the activities would be different. There were many activities that would be done in group work or individul work. When the ring rang in which it indicated the lesson changing, quickly the resercher closed the meeting with said *Assalamu'alaikum*.

Field Note 4

Date : June 15th, 2012

The researcher came to the class when the students were very noisy. After the researcher were in the class of VIII B, the researcher greeted the students with said “Good morning class”, then the students answered “Good morning Miss”. Next, the researcher explained the material of the meeting and distributed the handouts and students’ work sheets. Firstly, the researcher showed some expressions of asking, offering, giving, and refusing something. Next, the researcher explained what the purposes of the expressions were. After that, the researcher showed a video about the expressions of offering help and refusing help. However, before the students saw the video, the researcher asked them to do an exercise. The students looked some pictures, and then they have to choose an appropriate adjective based on the pictures.

After the researcher asked the students to look at some pictures, they looked anxious. A student asked, she said “Ini disuruh menjawab sesuai gambar ya Bu?” Then the researcher answered “Ya, benar”. Then the other students said *oooo gitu*. After the students finished Task 1, the researcher gave an instruction to continue to Task 2. The students in their group had to rearrange some pictures before they watched the video. They looked enthusiastic to know whether their work was true or false. After they finished rearranging the pictures, the researcher played the video of “At Dining Room-In the Morning”. The students watched the video while they checked their answer. One group looked unsatisfied because their answer was wrong. Then, the researcher explained that it was no problem, because there was still another activity.

In this meeting, the students followed the activities enthusiastically. Almost students participated in the discussion. Then the ring rang, so that the researcher asked the students to review the lesson on that day. And the researcher gave a homework in which the students had to make a dialogue using the expressions of asking for, giving, refusing, and offering something in pairs. Then the researcher closed the meeting with said *salam*.

Field Note 5

Date : June 18th, 2012

The researcher arrived at school at 07. 20. The students just now did *apel pagi*. The researcher came to the teacher's room first. And she hailed all teachers who were coming early. The bell rang at 07. 30. It indicated the lesson would be started. Then the researcher came to the class VIII B. In this meeting, the researcher asked the other English teacher to be an observer. After the students had a prayer, the researcher checked the students' attendance list, and she reviewed the activities in the last meeting.

Next, the reasearcher explained that the material on that day was still same as the first meeting. However the activities that would be done were different. After she gave some instructions, she asked the students to see Task 1 of meeting 2 in the worksheet. In this task, the students rearranged some expressions in a good dialogue. They worked in a group. After they finished Task 1, they checked it to other group. Before the students worked Task 2, the researcher explained how to answer the task. Then the researcher played the video. However, most students still found it difficult to guess the expressions used, so that the researcher replayed it until several times. Then, after they got all of the answers, they were more active to be a volunteer.

For the final task, the researcher gave homework to the students to be submitted in the next meeting. The researcher also gave some information to the students that there were still 3 meetings again of the research. The researcher added that the material of the next meetings were narrative text.

Field Note 6

Date: June 19th, 2012

The researcher came to the class when the students were very noisy. After the researcher were in the class of VIII B, the researcher greeted the students with said “Good morning class”, then the students answered “Good morning Miss”. Next, the researcher explained the material of the meeting and distributed the handouts and students’ work sheets.

For the teaching and learning process, firstly, the researcher showed some pictures. The first text is about Goldilocks. Next, the researcher explained a little part of the story. After that, the researcher showed a video about the story of Goldilocks. However, before the students saw the video, the researcher asked them to do an exercise. Before they worked this activity, the researcher gave some instructions. However, when the students did the activity, there were some students who asked the meaning of a word. Then the researcher asked them to use dictionary.

The next activities, the researcher divided the students into 4 groups. The researcher divided the students into 4 groups. After the students gathered in a group, she asked them to see some pictures in Task 2. In the second activity, the students listened to some utterances. While they were listening, they matched what the utterances they heard with appropriate pictures. The students looked interested to match the utterances they heard with the pictures. They tried to find out the meaning of the word they heard. They did it by looking for the words in their dictionaries.

The next activity was the students watched the video of Goldilocks twice. The second time, the researcher played 1 until 5 clips. For clips 1 to 5, the students rearranged the jumbled words for each clips. Then, for clips 6 to 11, they chose the correct word based on what they saw. The last activity was the students did listening comprehension. In this action, the students watched the video of Goldilocks again. Then, they answered 5 questions in Task 4.

Before the researcher closed the meeting, she gave homework to the students to find a narrative text. Every student had to submit one of narrative text. When the researcher asked to do it, there were some students who were dislike with the assignment. So, the researcher said again that the text would be taken as assignment score. Then the students could understand it.

Field Notes 7

Date : June 21st, 2012

The researcher came to the class at 07. 30. The students just now did “*apel pagi*”. The weather was too hot on that day. The researcher asked the chairperson to lead a prayer. Then, she gave several times to make the condition calmer, and the students were ready for the lesson on that day.

While the researcher waited for the students, she checked the attendance list and wrote some noted in *Buku Kemajuan Kelas*. After the students were ready, the researcher started the lesson. She explained the material that would be learned in this meeting.

The main action of this meeting was watching the film of Cinderella. While the students were watching the video, they filled in the blank of sentences in the text. The researcher played the video two times. In the first time, the students were confused. They could not get all of the words. Then the researcher asked them to read the text first. After that, she played the video again.

For the last action, the students watched the video, and then they answered the comprehension questions. In this action, most students could answer the questions easily. When the students did the last activity, the researcher went around the class, she checked the students’ work, and she found that the students could answer all of the questions.

Before the bell rang, the researcher reviewed all the materials which were learned and she informed the students that on two next days there would be a post-test. Then the bell rang, so that the researcher closed the meeting with said *salam*.

Field Notes 8

Date : June 23rd, 2012

The researcher arrived at school at 07. 15. Then she reminded the students that on that day there was a post- test. She went to the teacher's room to check the completeness of the instrument test. After the researcher felt that the instrument was complete, she came to the class. She asked the leader of the class to lead a prayer. After that, the researcher checked the students' attendance and wrote some notes in *Buku Kemajuan Kelas*.

After that, the researcher distributed the tests to the students. The students did the post-test for 60 minutes. During the post-test, the students did it orderly. Therefore, it could run well. After the post-test finished, the researcher asked the students to submit their answers and the test sheets. Then the researcher asked the students to help her to correct the answers of the post-test. After that, the researcher distributed the tests again, but every student did not check his or her work. After the correction finished, the researcher asked the students to submit their answer sheet again. The researcher saw the students asked for each other about their score. The students looked happy because their scores were good.

Then, the researcher closed the meeting. And she said thank to the students for their participation in the research.

APPENDIX B

INTERVIEW TRANSCRIPTS

Interview Transcript 1**Date** : 18th of October 2011**Time** : Break Time**Location** : Teacher's Room

- R : Maaf Bu, saya mau wawancara sebentar ya.
- T : Oh iya mbak, wawancara tentang nopo nggih?
- R : Ini Bu, tentang kemampuan Bahasa Inggris siswa kelas VIII Bu. Dulu kan Ibu ngajar waktu kelas VII ya?
- T : Iya mbak, dulu memang saya mengajar kelas VII.
- R : Bagaimana kemampuan Bahasa Inggris mereka Bu?
- T : Anak-anak disini susah sekali mbak. Penguasaan Bahasa Inggrisnya masih kurang sekali. Terutama di vocab. Anak-anaknya juga susah diatur mbak.
- R : Oh, gitu ya Bu. Ya sama si Bu. Tadi waktu saya ngajar juga banyak yang ngomong sendiri. Tidak memperhatikan pelajaran.
- T : Ya begitu mbak anak-anak sini.
- R : Iya Bu. Terus dulu Ibu ngajarnya pakai buku nopo Bu?
- T : Ya, paling LKS mbak, sama tambahan materi sedikit yang tidak ada di LKS.
- R : Jadi kebanyakan latihan-latihan dari LKS nggih Bu.
- T : Iya mbak.
- R : Ya udah Bu. Makasih banyak waktunya Bu. Maaf mengganggu.
- T : O ya mbak sama-sama.

Interview Transcript 2**Date : 18th of October, 2011****Time : In the break time****Location : Class of VIII B**

- R : Maaf mbak, minta waktunya sebentar ya?
- St : Iya Bu,
- R : Namanya siapa mbak?
- St : Yunita Bu.
- R : Bagaimana kamu belajar Bahasa Inggris selama ini?
- St : Ya, di sekolah Bu.
- R : Bagaimana menurutmu belajar Bahasa Inggris?
- St : Kalau saya merasa sulit Bu,
- R : Kesulitannya tentang apa, misalnya?
- St : Banyak kata-kata yang gak tau Bu, hem, hem.
- R : Emangnya gak pakai kamus waktu pelajaran?
- St : Ya pakai si Bu, tapi gantian gitu.
- R : Oh gitu. Terus kalau pas latihan listening gimana?
- St : Listening itu ndengerin itu ya Bu?
- R : Iya, kalau pas pelajaran gimana?
- St : Ya dulu pernah pakai kaset gitu Bu, kalau gak ya gurunya yang baca terus kita nulis.
- R : Kesulitannya apa kalau pas ndengerin pakai kaset?
- St : Hem, hem. Ya sama bu, gak ngerti kata-katanya.
- R : Ya udah gitu aja. Makasih ya.
- St : Iya Bu, sama-sama.

Interview Transcript 3

Date : 20th of October, 2011

Time : In break time

Location : Classroom VIII B

- R : Minta waktunya sebentar ya Tika.
 St : Iya Bu, ada apa Bu?
 R : Gak, cuma mau wawancara sebentar aja.
 : Dulu belajar Bahasa Inggris gimana pas kelas tujuh.
 St : Gimana ya..
 R : Yang ngajar siapa dulu?
 St : Kelas satu?
 R : Ehm.
 St : Bu Dewi Bu, kan ramai terus itu Bu
 R : Menurutmu kalau pelajaran Bahasa Inggris gimana?
 St : Essay Bu,
 R : Essay yang bagian apa?
 St : Yang ngartiin itu belum bisa Bu
 R : Ngartiin, oh menterjemahkan? Terus selama ini belajarnya Bahasa
 : Inggrisnya gimana?
 St : Menghafal,,
 R : Menghafal apa?
 St : Kata-kata
 R : Vocabulary ya Bahas Inggrisnya
 R : Kalau dirumah belajar Bahasa Inggrisnya gimana? Kalau PR kan jelas
 : pasti dikerjain ya.
 St : Ngapal-ngapalin Bu. Sama ngartin Bu.
 R : Selain itu kalau listening gimana? Kan dalam Bahasa Inggris ada 4
 skills kan, speaking, listening, reading, dan writing. Yang paling sulit
 apa?
 St : Writing Bu.
 R : Nah kalau listening gimana?
 St : Ya lumayan Bu
 R : Lumayan bisa ya? Misalnya pas kamu dengerin siaran berita atau radio
 : yang pakai Bahasa Inggris itu kesulitannya apa?
 St : Gak tau artinya Bu, hem.
 R : Ehm, gitu ya. Ya udah gitu aja. Masuk kelas udah bel kan?
 St : Iya Bu
 R : Makasih ya,
 St : Iyaaa.

Interview transcript 4

Date : May 29th, 2012

Time : In break time

Location : In front of class VIII B

- R : Anita, minta waktu sebentar ya?
- St : Iya Bu, ada apa ya Bu?
- R : Duduk sini aja ya? Gini, mau tanya. Tadi kan baru aja pre-test. Nah,
: menurut kamu gimana soal-soalnya?
- St : Emm. Agak susah e Bu.
- R : Kira-kira bisa ngerjain semua gak tadi?
- St : Gak semua Bu.
- R : Kok merasa susah kenapa?
- St : Gak bisa nenangkep kata-katanya Bu. Terlalu cepet.
- R : Gitu, ya. Tadi itu kan yang ngomong orang Indonesia lho?
- St : Iya pa Bu?
- R : Iya, yang soal percakapan tadi. Tapi kalau yang cerita ya emang dari
: luar orangnya.
- St : Ya itu Bu, tadi yang ngomongnya cpet banget.
- R : OK. Gak apa-apa besok kita ada post-test lagi kok. Bisa diperbaiki
: besok, ya?
- St : Iya Bu. Eh iya Bu, tadi nilainya gak usah dimasukin daftar nilai Bu? He.
- R : Ya, besok saya bandingkan dengan nilai post-testnya dulu. Saya ambil
: yang bagus kok.
- St: : Oh, iya Bu.
- R : OK. Gitu aja. Makasih ya waktunya?
- R : Iya Bu, sama-sama.

Interview Transcript 5**Date : June 15th, 2012****Time : In break time****Location : Classroom VIII B**

- R : Mbak, maaf ya mau wawancara sebentar boleh?
- St : Gak Bu ah. Yang lain aja.
- R : Eh gak apa-apa, cuma nanya-nanya tentang pelajaran tadi. Sebentar aja kok. Namanya Nikita ya?
- St : Iya Bu.
- R : OK. Menurut kamu tadi pelajaran listeningnya gimana?
- St : Ya lumayan Bu.
- R : Lumayan gimana? Tadi kita kan belajar tentang beberapa ungkapan asking for, giving, refusing, and offering something ya dengan melihat langsung percakapannya. Menurut kamu gimana?
- St : Ya, emm lumayan bisa ngerti Bu.
- R : Terus pembelajarannya menarik gak?
- St : Ya menarik Bu.
- R : OK. Jadi kamu suka gak dengan pelajaran dengan memonton video tadi?
- St : Iyaa suka Bu.
- R : OK. Gitu aja, Cuma bentar kan. Hehe. Makasih ya.
- St : Hem, Iya Bu.

Interview Transcript 6**Date : June 15th, 2012****Time : In the break time****Location : Class of VIII B**

- R : Endah, sini sebentar. Saya mau tanya-tanya sebentar. Gak apa ya?
- St : Tanya apa Bu?
- R : Menurut kamu tadi saat kita belajar listening dengan menggunakan video bagaimana?
- St : Ya, lebih senang Bu. Dan mudah memahami.
- R : Terus waktu kamu kerja kelompok gimana?
- St : Ehm, cuma ngerjain dikit Bu.
- R : Lho, kok cuma dikit gimana?
- St : Ya, tadi itu Bu. Kamusnya kan cuma satu, jadi ya cuma ngerjain bentar aja. Terus gantian.
- R : Besok lagi bawa kamus sendiri ya? punya kamus kan?
- St : Iya Bu, besok saya bawa.
- R : OK. Jadikan kamu bisa bebas gak perlu pinjem lagi. Yaudah gitu aja. Makasih ya.
- St : Iya Bu.

Interview Transcript 7**Date : June 15th, 2012****Time : In the break time****Location : Class of VIII B**

- R : Ardian sebentar ya, jangan keluar dulu.
- St : Ada apa Bu?
- R : Sini sebentar. Maaf ya memotong istirahatnya.
- St : Iya Bu. Ada pa si Bu?
- R : Mau tanya-tanya pelajaran tadi.
- St : Tentang apa Bu?
- R : Ya tentang pelajaran Bahasa Inggris hari ini?
- St : Aduh Bu, banyak yang salah tadi.
- R : Yang bagian mana?
- St : Yang a, b, c an tadi.
- R : Ooo yang nyari kata adjective nya?
- St : Iya Bu.
- R : Kalau latihan-latihan yang lain gimana? Kan tadi ada beberapa latihannya ya, ada yang sebelum menonton video, dan sebelum menonton.
- St : Ya yang sebelum menonton video tadi itu kesulitan Bu, banyak yang salah, hemm.
- R : Terus latihan setelah menonton video gimana?
- St : Ya, lumayan bisa ngerti Bu.
- R : Terus menurut kamu dengan video bisa lebih mudah memahami materinya gak? Terutama materi tadi yang ungkapan-ungkapan tadi.
- St : Kalau saya pertama tadi agak kesulitan, tapi setelah Ibu menjelaskan lagi ya bisa ngerti Bu.
- R : Terus seneng gak pelajaran tadi?
- St : Iya Bu
- R : Ok. Gitu aja. Silakan kalau mau istirahat. Maaf ya,..
- St : Iya Bu gak apa-apa.

Interview Transcript 8

Date : June 16th, 2012
Time : In the break time
Location : Class of VIII B

- R : Tika, maaf ya mau wawancara lagi. Boleh ya?
 St : Iya Bu. Gimana Bu?
 R : Gini, mau tanya-tanya pelajaran kemarin itu. Kemarin kan saya ngajar pakai video ya? nah, kalau selama ini listeningnya disekolah gimana, perbandingannya jika tidak pakai video sama gak?
 St : Lebih mudah pakai video.
 R : Ngerasa seneng gak?
 St : Iya Bu,
 R : Terus memahaminya gimana?
 St : Lebih mudah juga Bu.
 R : Gitu ya. ya udah silahkan kalau mau masuk. Maksih ya?
 St : Iya Bu.

Interview Transcript 9

Date : June 18th, 2012
Time : In the break time
Location : Class of VIII B

- R : Nurul minta waktu sebentar ya..
 St : Iya Bu, kenapa Bu?
 R : Mau tanya aja. Hem.
 St : OK Bu.
 R : Masih ingat toh pelajaran yang tokonya Marshanda waktu mau berangkat sekolah. Gimana, menurut kamu pembelajaran pakai video itu gimana?
 St : Pembelajaran pakai video itu mengasyikan Bu.
 R : Terus pemahamannya untuk percakapannya gimana yang Marshanda dan kakaknya Jay, dan waktu disekolah itu?
 St : Lebih mudah Bu.
 R : Terus soal-soalnya yang kemarin itu gimana? Dan latihannya gimana?
 St : Lumayan mudah Bu.
 R : Terus lebih mudah mana, pakai video pa gak?
 St : Pakai video.
 R : Duh jawabannya singkat-singkat banget, he. Ya udah gitu aja. Makasih ya?
 St : Iya Bu

Interview Transcript 10**Date : June 19th, 2012****Time : In break time****Location : Class VIII B**

- R : Eh namanya siapa ya, saya lupa e. Endah Bukan?
- St : Bukan Bu. Saya Nila
- R : Oh iya maaf ya, belum hafal soalnya.
- St : Iya Bu gak pa-pa.
- R : Gini Nila, selama beberapak kali kita belajar pakai video gimana?
- St : Ehmm, maksudnya Bu?
- R : Maksudnya perasaan kamu gimana, terus pemahaman kamu di listening gimana?
- St : Kalau saya ya lebih seneng c Bu. Tapi kadang ada yang ramai banget jadi gak jelas suaranya.
- R : Oh gitu. Besok kita lebih fokus lagi ya, biar mudah pahamnya.
- St : Iya Bu, kalau anak laki-laki emang harus ditegasin Bu, biar nurut.
- R : Kalau Febri gimana. Menurut Febri, tadi latihan-latihan yang dilakukan sambil melihat video gimana?
- St : lumayan bu, bisa lebih mudah memahami.
- R : Jadi kamu lebih bisa ngerti dan paham ya?
- St : Iya Bu.
- R : OK. Semuanya makasih ya..
- St : Iya sama-sama Bu.

Interview Transcript 11**Date** : June 18th, 2012**Time** : In the break time**Location** : Class of VIII B

- R : Mbak Tari dan Nikita, minta waktu sebentar ya?
- St : Iya Bu.
- R : Udah gak apa-apa, duduk disitu aja.
- St : Gini, kemarin saya kan ngajar pakai video ya, nah menurut kamu gimana?
- R : Paham Bu,
- St : Lebih memahami gitu ya?
- R : Terus kamu jadi tertarik gak belajar Bahasa Inggris?
- St : Tertarik Bu, tapi masih sulit kata-katanya.
- R : Kemarin itu saya fokusnya di listening ya, kalau kamu memahaminya gimana?
- St : Karena ramai ya malah gak dong gitu Bu.
- R : Kalau Nikita gimana? Gak apa-apa ngomong aja,
- St : Hem, apa ya Bu.
- R : Lebih paham?
- St : Hem, Iya.
- R : Terus kemarin waktu saya putarkan videonya kamu menangkap pesan dari video nya gimana?
- St : Hem,
- R : Lebih mudeng gitu,
- St : Ehm, Iya ..
- St : Itu Bu, waktu lihat video itu ramai banget Bu, jadi suaranya gak jelas gitu.
- R : Oh, he. Kmrn itu pakai speaker yang kecil soalnya dirumah gak ada yang gedhe, disekolah pas rusak.
OK. Terus kalau yang pelajaran kemarin yang ceritanya tentang Goldilock gimana?
- St : Agak bingung Bu, soalnya kemarin cepet banget c Bu.
- R : Kan habis itu kita Bahas bareng-bareng teks nya ya?
- St : Iya Bu.
- R : OK. Gak apa-apa besok kita masih belajar lagi yang text narrative.
Ya udah gitu aja. Makasih ya..
- Sts : Iya Bu, sama-sama.

Interview Transcript 12**Date** : June 19th, 2012**Time** : In break time**Location** : In front of Class VIII B

- R : Eh Wahyu sebentar ya jangan keluar dulu.
St : Ada apa si Bu?
R : Mau tanya-tanta sebentar.
St : Duh, diinterogasi ya Bu?
R : Iya interogasi tentang pelajaran tadi.
Gimana Wahyu tadi, belajar Bahasa Inggris dengan video?
St : Kalau saya lebih bisa memahami ceritanya Bu. Tapi yang sulit ketika Ibu menyuruh pakai Bahasa Inggris.
R : Oh gitu ya, terlalu cepet atau gimana?
St : Gak si Bu, tapi gaka paham kata-katanya.
R : Ya gak apa-papa sambil belajar kan latihan bareng-bareng.
St : Iya Bu, tapi susah nangkepnya Bu, kalau nyuruh jangan pakai bahasa asing Bu , hehe
R : OK deh, besok kalau saya nyuruh tak pelan-pelan ngomongnya. Ya itu buat latihan juga toh?
St : Yow, susah Bu.
R : Ya latihan ya. makanya Kamus e dibawa besok.
St : Iya-iya Bu.
R : Yaudah, Cuma gitu aja. Makasih ya.

Interview Transcript 13**Date** : June 19th, 2012**Time** : In break time**Location** : Teacher's Room

- R : Maaf Bu, mau tanya-tanya tentang pelajaran tadi.
 ET : O ya Mbak, sebentar ya.
 R : Iya Bu.
 ET : Gimana Mbak?
 R : Menurut Ibu gimana tadi pembelajarannya Bu?
 ET : Nek saya, pembelajarannya cukup baik mbak, njenengan bisa pakai video biar siswa itu termotivasi.
 R : Terus untuk kegiatannya gimana Bu?
 ET : Kalau bisa divariasasi lagi mbak. Tadi tu masih ada yang ramai sendiri. Terus yang kerja juga yang pinter-pinter tok.
 R : Gitu ya Bu. Kira-kira untuk mensiasati hal itu gimana Bu?
 Et : Yang mana maksudnya?
 R : Ya biar yang kurang itu bisa ikut aktif juga Bu.
 ET : O, ya diacak aja mbak. Njenengan yang membagi, diacak jadi tiap kelompok rata. Yang tadinya gak aktif bisa termotivasi.
 R : Kalau untuk penggunaan videonya gimana Bu?
 ET : Iya ditambah aja materi-materinya yang lain. Itu materinya udah bagus mbak. Tinggla divariasasi lagi.
 R : Kalau menurut Ibu, anak-anak tertarik gak Bu?
 ET : Ya tadi sebagian terlihat seneng mbak. Tapi ya ada juga yang gak. Ya wajar c disekolah gini. Setiap kelas pasti ada yang kurang motivasi untk belajrnya.
 R : Iya c Bu. Susah juga kadang ngatur agar diem memperhatikan.
 ET : Ya, memang harus sabar mbak. Tapi mudah-mudahan jika metode ini bisa gunakan terus anak-anak bisa seneng. Yang penting buat mereka seneng dan nyaman dulu mbak dengan pelajarannya.
 R : Oh nggih Bu. Ya udah gitu aja Bu. Makasih banyak sudah dibantu tadi, dan terima kasih juga masukannya.
 ET : Iya, sama-sama mbak. Moga sukses ya.
 R : Iya Bu. Makasih.

R : Researcher

ET : English Teacher

Interview Transcript 14**Date** : June 23rd, 2012**Time** : In break time**Location** : Class of VIII B

R : Alip, boleh Bu Saning minta waktunya sebentar buat interview?

St : Iya Bu, boleh.

R : Dari semua kegiatan kemarin, menurut kamu yang paling menarik pada kegiatan apa?

St : Saya itu Bu, yang ceritanya tentang Cinderella.

Teman-teman yang lain juga katanya yang paling menarik ketika melihat video tentang Cinderella.

R : Alasannya kenapa? Kenapa paling suka dengan cerita itu?

St : Hmm, karena ceritanya kita sudah tau Bu. Terus, kegiatannya juga menyenangkan. Kita bisa kerja bareng.

R : Memangnya kegiatan yang lain gak menyenangkan ya?

St : Ya seneng si BU, tapi kan kalo activities yang ini paling paham Bu.

R : Oh begitu. Tapi seneng nggak dengan adanya video di kelas saat pelajaran?

St : Iya Bu, seneng. Jadi nggak *sepaneng*.

R : Oke, terima kasih Alip.

St : Iya, sama-sama.

APPENDIX C

PHOTOGRAPHS OF ACTIONS



The students discuss with their group member.



The researcher guides the students how to do the activities.



The students do the post-test.

APPENDIX D

LESSON PLANS

COURSE GRID

PRE-TEST & POST-TEST

STUDENTS' SCORE

LESSON PLAN

A. School	: SMP Pembaharuan
Subject	: English
Grade/ Term	: VIII/ II
Skill	: Listening
Time Allocation	: 4 x 40 minutes

B. Standard of Competence

7. Comprehend the meaning of short simple transactional and interpersonal conversation to interact with surrounding environment.

C. Basic Competency

7. 1 Respond to the meaning of short simple transactional (to get thing done) and interpersonal (socialization) conversation accurately, fluently, and acceptability using many kinds of spoken language in the daily life context and involve the expressions of asking, offering, giving, and refusing something.

D. Objectives

At the end of the lesson the students are expected to be able to comprehend the expression of asking, giving, and refusing something to others accurately, fluently, and acceptability.

E. Indicators

- Students identify the expressions of asking, giving, and refusing something used in the dialogue.
- Students identify the activities that speakers do.
- Students make a dialogue based on the situation.

F. Teaching Method: Three-phase technique (Pre Listening, Whilst Listening, Post Listening)

G. Teaching Learning Activities

First Meeting

1. Pre- Teaching

- 📖 Students answer teacher's greeting.
- 📖 One of the students leads prayer.
- 📖 The teacher checks the attendance of the students.
- 📖 The teacher explains the objective of lesson.
- 📖 Students are divided into 4 groups that are consisting of 4 students.

2. Whilst Teaching

- 📖 The teacher explains the expressions of asking, giving, and refusing something in general.
- 📖 In group, students match pictures with the words provided (Task 1).
- 📖 Students rearrange some pictures in a good order (Task 2).
- 📖 Students watch the video of "At Dining room-In the morning"
- 📖 In pairs, students identify the characteristic of each speaker (Task 2).
- 📖 Students watch the video in Task 2 again, and then answer some questions related to the conversation individually (Task 3).
- 📖 Individually, students watch the video conversation again, and determine whether some statements are true or false (Task 4).

3. Post Teaching

- 📖 The teacher asks the students about their difficulties during the lesson.
- 📖 The teacher gives homework to make a dialogue using the expressions of asking, giving, and refusing something in pairs.

Second Meeting

1. Pre- Teaching

- 📖 Students answer teacher's greeting.
- 📖 One of the students leads a prayer.
- 📖 The teacher checks students' attendance.
- 📖 The teacher reviews materials in the previews meeting.

2. Whilst Teaching

- 📖 Students submit their homework.
- 📖 The teacher distributes students' work to other group.
- 📖 Students evaluate their friends' work.
- 📖 Students return their friend's work.

- ✿ The teacher distributes task in the form of jumbled sentence (Task 1).
- ✿ Students check their work to others.
- ✿ Students complete a dialogue with suitable expressions while they listen (Task 2).
- ✿ Students answer some questions (Task 2).
- ✿ For homework, students make a dialogue using the situation (Task 3).

3. Post Teaching

- ✿ Students submit their work.
- ✿ The teacher gives conclusion

H. Materials

1. The expressions of asking, offering, giving, and refusing something.
2. The expressions to respond to the expressions of asking, giving, and refusing something.

I. References and Teaching Aids

- Wardiman, Artono, Masduki B. Jahur, and M. Sukirman Djusma. 2008. *English in Focus for grade VIII Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan.
- Priyana, Joko, Arnys R Irjayanti, and Virga Renitasari. 2008. *Scaffolding English for Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Widiati, Utami, *et.al.* 2008. Contextual Teaching and Learning Bahasa Inggris: SMP/ Mts Kelas VIII, Edisi 4. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Video
Radar, Zaenal. 2003. *English Conversation for SLTP*. Bekasi: Kesaint Blanc.
- Projector
- Laptop
- Speaker

J. Assessment

Indicators of Attainment Competence	Technique	Form
Respond to the expressions of asking, giving, and refusing something.	Written Text	Multiple choice

K. Rubric of Assessment

No.	Uraian	Skor
I	Setiap jawaban yang benar	1
	Setiap jawaban yang salah/tidak dijawab	0
	Total Score = 1 x 25	25

Score : Maximum Score x 4

10

The Headmaster of
SMP Pembaharuan,

Kelik Haryanto, SH.MM
NIP. -

Purworejo, May, 2012

Researcher,

Hersaning T.

NIM. 06202244138

APPENDIX

Meeting 1

L. Materials

3. The expressions of asking, offering, giving, and refusing something.

Expressions of asking something	Expressions of offering something	Expressions of giving something	Expressions of refusing something
• Can I have....? • Would you be so kind to...?	• Will you have...? • Do you want...? • Would you like to...?	• Take this... • Let me...	• No, thank you. • That's very kind, but I won't, thank you. • I'm sorry, I can't.

2. The expressions to respond to the expressions of asking, giving, and refusing something.

Asking something	Giving something	Refusing something
• OK. • Sure. Here you are.	• OK. Thank you. • Of course.	• Never mind • It's OK.

Task 1

Choose the best answer based on the pictures.

1)



Putri is a . . . girl.

- a. beautiful
- b. clever
- c. lazy

2)



It is a . . . dining room.

- a. cozy
- b. clean
- c. spacious

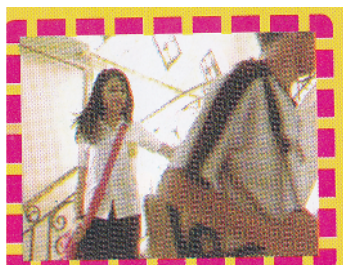
3)



Jay is a . . . older brother.

- a. kind
- b. bad
- c. impatient

4)



They are . . . when they will go to the school.

- a. in a hurry
- b. wrangling
- c. joking

5)



Mother is very . . . to serve meals for breakfast.

- a. patient
- b. bad
- c. busy

6)



Putri's father is . . . person.

- a. calm
- b. shy
- c. arrogant

7)



Putri is . . . beside her father.

- a. drinking and sitting
- b. standing and drinking
- c. eating and standing

8)



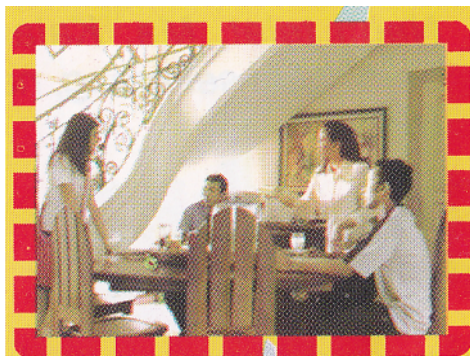
Putri's mother is a . . . mother.

- a. shy
- b. caring
- c. wise

Task 2

Before you watch the video, look at the pictures below.
Rearrange them in a good order.

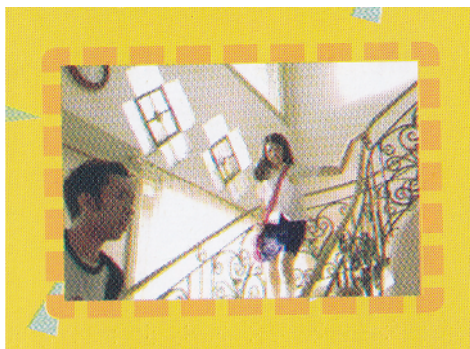
1)



2)



3)



4)



What are they doing?

Where are they?

Task 3

Watch the clip in Task 2, and then answer the questions.

1. Who is getting up late?
2. What is her brother's name?
3. What did Putri ask her brother?
4. What was Putri doing when she asked her brother to wait for her?
5. How did Putri respond when her mother offered to make her breakfast?
6. How was Putri's expression when she asked her brother to wait for her?
7. How was mother's expression when she asked Jay to wait for Putri?

8. Why didn't Putri have breakfast at home?
9. What did her father say to Putri?
10. What did her father do when he offered Putri to come with him?

Task 4

You will watch the clip in Task 3 again. Are the statements true (T) or false (F)?

1. Putri got up earlier than Jay. (____)
2. Putri did not have breakfast before she went to school. (____)
3. Putri went to school with her father. (____)
4. Father was eating when Putri came to the diningroom. (____)
5. Mother made some food for Putri's breakfast. (____)
6. Putri was drinking when she talked to her mother (____)
7. Putri has breakfast at the school's cafeteria. (____)

Meeting 2

Task 1

Rearrange the jumbled sentences below into a good dialogue.

- a. Hi, it's me Laila. Can you help me?
- b. Hello, who's there?
- c. Would you take my English book to school for me, please?
- d. Sure. What can I do for you?
- e. I left it on the red couch. Could you come before 10.30?
- f. Okay. Where did you leave it?
- g. See you.
- h. All right. Is there anything else?
- i. No, thank you.
- j. See you later.



Task 2

Complete the following dialogue with the suitable expressions in the box. And then, answer the questions.



 Who's standing in front of the class?

Keep your book away
We're not ready for quiz.
Good afternoon.

keep the noise down
Take out a blank sheet of paper.

Mrs. Aswar : Good afternoon class.

Students : (1), Mom.

Mrs. Aswar : Please (2)..... We will have a pop quiz today
(*The class jeers*)

Mrs. Aswar : Hey! (3), please!

Sheila : Why didn't you tell us that we will have a pop quiz today, Mom?

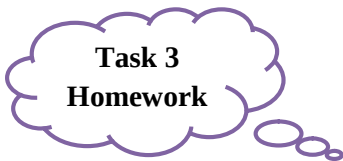
Mrs. Aswar : It's a pop quiz. I can't tell you. The quiz will be on the things that
I've gone over with you.

Sheila : (4)....., Mom.

Mrs. Aswar : Ready or not, (5)....., please. Keep your answers to
yourselves and don't try to cheat, because I'll be watching you.

Questions:

1. How was the situation of the class when the teacher came?
2. What did Mrs. Aswar ask the students?
3. How did the students' respond when Mrs. Aswar said that today they will have a pop quiz?



Make a dialogue using the situation below. Look at the example.

1. Ask your classmate to help you do the painting.

Jane : Adit, could you help me do this painting?

Adit : Yes, of course.

2. Ask your friend to take your English book on the table.
3. Ask your sister to accompany you go to the book store.
4. Ask your classmate to lend you his/ her pen.
5. Ask your brother to help you clean the window.

LESSON PLAN

A. School name	: SMP Pembaharuan
Subject	: English
Grade/ Term	: VIII/ II
Skill	: Listening
Text Type	: Narrative
Time Allocation	: 4 x 40 minutes

B. Standard of Competence

8. Comprehend the meaning of functional spoken texts and short simple monologue in the form of narrative and recount to interact with surrounding environment.

C. Basic Competency

- 8.1 Respond to the meaning of simple monolog text accurately, fluently, and acceptability to interact with surrounding environment using narrative text.

C. Objectives

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

- Identify the communicative purpose of narrative text accurately, fluently, and acceptability.
- Identify the generic structure of narrative text accurately, fluently, and acceptability.
- Use simple past tense in the sentences accurately, fluently, and acceptability.

D. Indicators

- The students are identifying the communicative purpose of narrative text.
- The students are identifying the generic structure of narrative text.
- The students are understanding simple past tense in the sentences.
- The students correct verb in the form of past tense.

- E. **Teaching Method:** Three-phase technique (Pre Listening, Whilst Listening, Post Listening)

F. Teaching Learning Activity

Meeting 3

4. Pre- Teaching

- ✿ Students answer teacher's greeting.
- ✿ One of the students leads a prayer.
- ✿ The teacher checks students' attendance.
- ✿ The teacher explains the goal of the lesson.
- ✿ Students are divided into 4 groups that are consisting of 4 students.

5. Whilst Teaching

- ✿ The teacher asks students about their favorite stories.
- ✿ The teacher builds students' knowledge by asking components of narrative text (social function, generic structure, and language use)
- ✿ Teacher asks one of the students to come in front of the class to play a game in the laptop.
- ✿ Students guess what the picture is.
- ✿ The teacher shows pictures and some words related to the pictures (Task I).
- ✿ Students find the meaning of the words (Task 1).
- ✿ The teacher shows a film of "Goldilocks" to students.
- ✿ Students listen to some sentences and match what they hear with appropriate pictures (Task 2).
- ✿ Students identify the generic structure of the text (Task 3).

6. Post Teaching

- ✿ The teacher gives homework to students to find a narrative text (legend or fable).

Meeting 4

1. Pre- Teaching

- ✿ Students answer teacher's greeting.
- ✿ One of the students leads a prayer.
- ✿ The teacher checks students' attendance.
- ✿ The teacher reviews materials in the previews meeting.
- ✿ Students submit their narrative text.
- ✿ Teacher asks students to make a group.

2. During/ Whilst Teaching

- ✿ The teacher asks students what the picture in their work sheets is.
- ✿ The teacher distributes some pictures in each group.
- ✿ Students listen to an audio of “Cinderella”.
- ✿ While listening, students arrange some pictures in a good order (Taks 1).
- ✿ Students do an exercise by changing simple present sentences into past tense while they are listening (Task 2).
- ✿ Students answer some questions related to the film of “Cinderella” (Task 3).

3. Post Teaching

- ✿ The teacher asks the students about their difficulties during the lesson.
- ✿ Students give conclusion of the topic together with the teacher.

G. Materials of the Lesson

1. Narrative text
2. Past tense

H. References and Teaching Aids

- Wardiman, Artono, Masduki B. Jahur, and M. Sukirman Djusma. 2008. *English in Focus for grade VIII Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan.
- Priyana, Joko, Arnys R Irjayanti, and Virga Renitasari. 2008. *Scaffolding English for Junior High School*. Jakarta; Pusat Perbukuan, Departemen Pendidikan Nasioanal.
- Widiati, Utami, *et.al.* 2008. *Contextual Teaching and Learning Bahasa Inggris: SMP/ Mts Kelas VIII*, Edisi 4. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasioanal.
- Video
- Projector
- Laptop
- Speaker

I. Assessment

Indicators of Attainment Competence	Technique	Form
Respond to the meaning of simple monolog text accurately, fluently, and acceptably to interact with surrounding environment using narrative text.	Written Text	Multiple choice

J. Rubric of Assessment

No.	Uraian	Skor
I	Setiap jawaban yang benar	1
	Setiap jawaban yang salah/tidak dijawab	0
	Total Score = 1 x 25	25

Score : Maximum Score x 4

10

The Headmaster of
SMP Pembaharuan,

Kelik Haryanto, SH.MM
NIP. -

Purworejo, May , 2012

Researcher,

Hersaning T.

NIM. 06202244138

APPENDIX

Meeting 3

Narrative text

- It is focusing on a pattern of events with a problematic and unexpected outcome.
- The communicative purposes of narrative text are to entertain and educate the reader using real or imagery story.
- The generic structure of narrative text:
 1. Orientation
It tells the scene and introduces the characters and the participants.
 2. Complication
It indicates that there is a problem in the story.
 3. Resolution
The crisis is resolved, for better or for worse.

Language use

- It uses past tense or simple past tense

The form of the simple past tense:

$$S + V_2/V_{ed} + O$$

WORKSHEET

Task 1

Look at the pictures below, and then choose the correct word based on the pictures.

1)



Goldilocks was a . . . little girl.

- a. naughty
- b. diligent
- c. beautiful

2) She . . . in the forest.

- a. walked
- b. ran
- c. played

3)



She . . . the porridge.

- a. tasted
- b. drank
- c. ate

4)



Goldilocks . . . in the bedroom.

- a. sat
- b. slept
- c. stood

5) The bears . . . a girl in their bed.

- a. saw
- b. came
- c. surprised

6)



Goldilocks was surprised when she saw the bears and . . . into the forest.

- a. went on tiptoe
- b. ran
- c. walked

Task 2

Now, listen to some clips, and rearrange the pictures below based on what you hear.

1)



2)



3)



4)



5)



6)



Task 3

The teacher will play the video clips of “Goldilocks”. For clips 1 to 5, rearrange the jumbled words for each clip and for clips 6 to 11, choose the correct word based on what you see. And then identify the generic structure of the text.

Clip 1 : was – little – a – there – girl. Goldilocks – name – was – her.

Clip 2 : forest – one day – she – in – walked – the – and – saw – she – house – a.

Clip 3 : hungry – felt – she – saw- when – bowls – of – three – porridge – she.

Clip 4 : by – She – porridge – one – tried - the - taste – one - to

Clip 5 : she – then - tried - chairs - the, but - was - of - chairs - the - broke - one the.

Clip 6 : She tried each of the bed. Then she . . .

- a. slept b. sat

Clip 7 : The family of the bears . . . home.

- a. came b. went

Clip 8 : The baby bear cried because his porridge was . . . by someone.

- a. eaten b. taken

Clip 9 : The baby bears . . . because his chair broke.

- a. laughed b. cried

Clip 10: The bears’ family were. . . because there was someone who slept in their bed.

- a. happy b. surprised

Clip 11 : a. And then she ran into the forest.

- b. Goldilocks got up, and she saw the bears.
c. And she never came back again.

Task 4

Watch the video of “Goldilocks” again, and then answer the questions.

1. Where did Goldilocks walk?
2. Why did Goldilocks feel hungry?
3. What did Goldilocks do in the bears' house?
4. What happened when Goldilocks sat the bear's chair?
5. What did the bears' feel when they came home?

Meeting 4

Look at the picture.

1. Have you ever heard the story in the pictures?
2. What is the story about?



Task 1

Listen to the audio, and rearrange the pictures below in a good order.



Task 2

Look at the pictures below, and then choose the correct word based on the pictures.

1)



Cinderella have . . . friends. They are mice.

a. good

b. bad

c. many

2)



Cinderella . . . hard all the day.

- a. slept
- b. worked
- c. cleaned

3)



Cinderella lived with her . . .

- a. stepmother
- b. father
- c. mother

4)



Cinderella . . . to the ball in the castle.

- a. want
- b. came
- c. went

5)



Cinderella also lived with two . . .

- a. sisters
- b. stepsisters
- c. little brothers

6)



Cinderella felt happy when the prince . . . her.

- a. met
- b. saw
- c. married

Task 3

Watch and listen to a film of “Cinderella”, and then correct the verbs in simple past tense.

Cinderella

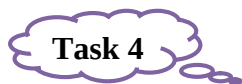
Once upon a time, there (be) a sweetest girl called Cinderella. She.... (live) with her mean stepmother and her two stepsisters. One day, the prince will hold a ball in the castle. Everyone, including the two step sisters was very..... (excite). Cinderella wanted to go to the ball too, but her sisters forbid her.

The day of the ball finally..... (come). The stepmother and the stepsisters left Cinderella alone at home. She was so disappointed that should be getting to cry. Suddenly, she..... (see) a shimmering light in the room. She was her godmother. She would help her to go to the ball. She touched the pumpkin into carriage. And then she..... (change) six mice into six nice horses to pull the carriage and other mice into a coachman. Finally, she changed Cinderella’s dress into a beautiful dress.

Now, Cinderella looked like a princess, but she should came back home before twelve o’clock, if not the spell will be..... (break). Then, Cinderella..... (go) to the castle. Cinderella was the most beautiful girl in the ball. Her step sisters didn’t recognize her. All the other girls were very jealous, because the prince..... (dance) with her the whole night. Cinderella had a wonderful time at the ball. However, the moment she heard the clock straight at twelve o’clock, she..... (remember) the very godmother’s words and run away. In a hurry she left one glass slipper on the castle step.

Now, the prince (fall) in love with her and wanted to find her. He said to his man to find the girl whose foot fit into this glass slipper. He said, “She will be the one I’ll marry”. The king’s man reached Cinderella’s house. The two step sisters..... (try) hard to get their big feet to fit into the slipper, but in failed. Finally, Cinderella..... (want) to try, she said, “May I try as well?”, then everyone surprised. Cinderella’s foot fit perfectly into the glass slipper. The prince and

Cinderella were soon married. They were happy after that. And her both step sisters never bothered her again.

**Task 4**

Watch the film of “Cinderella” again, and then answer the questions.

1. What is the story about?
2. What problems did Cinderella have?
3. What happened to her then?
4. Who came to help her?
5. What happened when Cinderella ran from the castle?
6. How was Cinderella’s life at the end of the story?

COURSE GRID OF LISTENING TEACHING AND LEARNING PROCESS

Cycle	Standard of Competency	Basic Competency	Indicators	Topic	Language Focus	Example of the Language	Key Vocabulary	Activities
I (1 st meeting – 3 th meeting)	7. Comprehend the meaning of short simple transactional and interpersonal conversation to interact with surrounding environment.	7.2 Respond to the meaning of short simple transactional (to get thing done) and interpersonal (socialization) conversation accurately, fluently, and acceptable using many kinds of spoken language in the daily life context and involve the	The students are able to : - Understand and the expression of asking, offering, giving, refusing something or things, asking, giving, and refusing opinion. , giving, refusing something or things, asking, giving, and	asking, offering, giving, refusing something or things, asking, giving, and refusing opinion. (meminta, menawarkan, memberi, menolak sesuatu/barang,	<i>A: Do you mind lending me some money?</i> <i>B: No Problem / I want to, but ...</i> <i>A: Can I have a bit</i> <i>B: Sure, here you are</i> <i>A: Here's some money for you</i> <i>B: I can't take</i>	Expressions to ask for things: • Can I have ...? • Would you be so kind to give me ...? Expressions to offer things: • Will you have ...? • Do you want ...? • Would you like ...? Expressions to give things or something to someone:	Sorry, no, thanks, sure.	- The students find the meaning of expressions to say asking, giving, refusing something and opinion, and offering, receiving, and refusing something. - The students see the video

		expressions of asking, offering, giving, refusing something or things, asking, giving, and refusing opinion.	refusing opinion . - Identify the use of asking, offering , giving, refusing something or things, asking, giving, and refusing opinion expressions in the dialogues.	meminta, memberi, dan menolak pendapat)	<i>this, sorry</i> <i>A: Do you like it?</i> <i>B: Yes I do</i> <i>A: Have you done it?</i> <i>B: Sorry, I haven't</i> <i>A: Do you think it's good?</i> <i>B: I think so / Sorry, I can't say anything</i> <i>A: Would you like some...</i>	• Take this • Let me give you Expressions to reject things or something: • No, thank you. • That's very kind, but I won't, thank you. Expressions to ask for an opinion: • What do you think of ...? • What are your views ...? • What are your feelings about ...? • Excuse me,	- In group they discuss the first video. - The students and the teacher discuss the video together. - The students see the video and do some exercises individually and in group - In the 3th meeting, the students have a test to see the improvement of their listening skill
--	--	--	---	---	---	---	---

			- Respond to the expression of asking, offering, giving, refusing something or things, asking, giving, and refusing opinion. - Use the expressions of asking,		<i>B: Yes, please / No, thanks</i> Madam. What do you feel about...? • I'd be grateful to have your view/opinion on Expressions to give an opinion. • I think • In my opinion • My own view of the matter of the problem is Expressions to decline an opinion: • Well, I'm thinking the opposite way • I don't think so. To my mind		
--	--	--	--	--	--	--	--

			offering , giving, refusing something or things, asking, giving, and refusing opinion in their daily activities.			• If I may say so,		
II (4 th meeting – 6 th meeting)	9. Comprehend the meaning of functional spoken texts and short simple	8. 2 Respond to the meaning of simple monolog text accurately, fluently, and acceptable to	The students are able to : - understand	Legend, series event in the past, science,	Simple past tense	- There was a young man in a small village. - One day, an old man ...	Once upon a time, thousand years ago.	- The students find the

g)	monologue in the form of narrative and recount to interact with surrounding environment.	interact with surrounding environment using narrative.	and the topic of narrative text - identify the generic structure of narrative text - respond to the spoken language of narrative text - identify the language use in narrative text.	myth, or realistic tales.				meaning of some words that are given by the teacher - The students see the video - The students identify the generic structure of narrative text. - The students identify the language focus used in the text. - In group they discuss the first video.
----	--	--	---	---------------------------	--	--	--	---

								- The students and the teacher discuss the video together. - The students see the video and do some exercises individually and in group. - In the 3th meeting, the students have a test to see the improvement of their listening skill
--	--	--	--	--	--	--	--	--

**TRY OUT
LISTENING TEST**

PART I

Question 1 to 15

Directions: You will hear some monologue texts in English. The monologues text will be spoken twice. After you hear the monologues text for the second time, select the best response to each question and mark the letter (A), (B), (C), or (D) on your answer sheet. The monologue texts will not be printed in your test book.

The 1st text is for questions 1 to 4.

1. What is the text about?
 - a. A little girl who met a wolf when she went to her grandmother's house.
 - b. A little girl went to her Granny's house.
 - c. A woodcutter helped the Little Red Riding Hood.
 - d. A wolf wanted to eat the girl.
2. Where did The Little Red Riding Hood go?
 - a. The Little Red Riding Hood visited a wolf.
 - b. The Little Red Riding Hood saw her grandmother.
 - c. The Little Red Riding Hood went to the forest.
 - d. The Little Red Riding Hood saw the woodcutter.
3. How did she go to her Granny's house?
 - a. By bicycle
 - b. By bus
 - c. By buggy
 - d. By foot
4. Who helped the Little Red Riding Hood?
 - a. Her mother
 - b. Her Granny
 - c. A woodcutter
 - d. A wolf

The 2nd text is for questions 5 to 8.

5. With whom did Cinderella live?
 - a. Her mother and her sister
 - b. Her stepmother
 - c. Her stepsisters
 - d. Her stepmother and her stepsisters

6. Who helped Cinderella go to the ball in the castle?
 - a. The godmother
 - b. Mice
 - c. Her stepmother
 - d. The prince
7. What was the stepmother like?
 - a. kind
 - b. shy
 - c. bad
 - d. good
8. How did the prince and Cinderella probably feel?
 - a. sad
 - b. happy
 - c. proud
 - d. confused

The 3rd text is for questions 9 to 11.

9. Why did the seed fall out of the bag?
 - a. The farmer threw the bag.
 - b. The cart's wheel was broken.
 - c. The cart's wheel hit a big stone
 - d. The seed was not good seed.
10. What happened when the seed wanted to be safe under the soil?
 - a. The seed made a hole in the soil.
 - b. The seed asked someone who passed it.
 - c. A buffalo walked on the seed and pushed it into the ground.
 - d. A cow pushed the seed into the ground.
11. Why was the seed always lucky?
 - a. The seed always got sunlight and rain.
 - b. The seed grow well.
 - c. The seed always got something that it is wanted.
 - d. The seed became a big tree in the countryside.

The 4th text is for questions 12 to 15.

Goldilocks

Once upon a time there was a little girl. Her name was Goldilocks. She 12) golden hair. One day she was 13) in the forest. She saw a house and knocked the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry. She 14) all the porridge. Goldilocks was

very tired. She was upstairs. Soon, the three bears came home. Goldilocks woke up and saw the three bears. “Help!”. She ran 15) . . . into the forest. She never came back again.

- | | |
|----------------|---------------|
| 12. a. hat | c. had |
| b. have | d. has |
| 13. a. walking | c. walked |
| b. walk | d. walks |
| 14. a. eat | c. eaten |
| b. ate | d. eats |
| 15. a. down | c. downstairs |
| b. downs | d. downturn |

PART II

Questions 16 to 30

Directions: You will hear some dialogues in English. The dialogues will be spoken twice. After you hear the dialogue for the second time, select the best response to each question and mark the letter (A), (B), (C), or (D) on your answer sheet. The dialogues will not be printed in your test book.

The 1st dialogue is for questions 16 to 17.

16. What did Putri ask her brother?
- She asked her brother made her breakfast
 - She asked Jay wait for her.
 - She wanted Jay to leave her.
 - She asked her brother have breakfast.
17. From the dialogue, we can conclude that
- | | |
|----------------------------------|--------------------------------|
| a. Putri did not get up earlier | c. Putri didn't have breakfast |
| b. Putri got up earlier than Jay | d. Putri had breakfast |

LISTENING TEST (Pre-Test)

PART I

Questions 1 to 14

Directions: You will hear some dialogues in English. The dialogues will be spoken twice. After you hear the dialogue for the second time, select the best response to each question and mark the letter (A), (B), (C), (D) on your answer sheet. The dialogues will not be printed in your test book.

The 1st dialogue is for questions 1 to 2.

1. What did Putri ask her brother?
 - a. She asked her brother to make her breakfast
 - b. She asked Jay to wait for her.
 - c. She wanted Jay to leave her.
 - d. She asked her brother to have breakfast.
2. From the dialogue, we can conclude that

a. Putri did not get up earlier	c. Putri didn't have breakfast
b. Putri got up earlier than Jay	d. Putri had breakfast

The 2nd dialogue is for questions 3 to 5.

3. Did Putri have breakfast this morning?
 - a. Putri had breakfast.
 - b. Putri will have breakfast in the restaurant.
 - c. Putri did not have breakfast this morning.
 - d. Putri has breakfast at home.
4. Where did Putri have breakfast?

a. In the restaurant	c. At home
b. In the canteen	d. On the way to school
5. With whom did Putri go to school?

a. With her father	c. With her brother, Jay
b. With her mother	d. Together with her friends

The 3rd dialogue is for questions 6 to 9.

Fill in the blank of the dialogue while you are listening. Choose the appropriate words that you heard.

Putri will go to the cinema with her friends. Now, they are in Putri's house.

Desy : On Monday, the movie starts 6) at two thirty. We won't be able to make it.

Sheila : I thought you said it was at four.

Desy : I 7)

Putri : So, what now? How are we 8) to get there by two thirty?
 Desy : We'll have to pick another movie to watch. There is one at three thirty.
 Putri : 9) with me. Let's go!
 Desy : I am sorry girls...

(Taken from In Her Smile book)

- | | | |
|----|----------------|---------------|
| 6. | a. early | c. early in |
| | b. earliest | d. earlier |
| 7. | a. forgot | c. forgotten |
| | b. forget | d. forgetting |
| 8. | a. suppose | c. supposed |
| | b. supposes | d. supposing |
| 9. | a. That's fine | c. Fine |
| | b. It's fine | d. I'm fine |

The 4th dialogue is for questions 11 to 12.

10. What is the dialogue about?
- | | |
|------------------------|--------------------------|
| a. The flirt of Sheila | c. A boy in Risa's class |
| b. A new student | d. A new friend |
11. What is the name of the new student?
- | | |
|-----------|---------|
| a. Adi | c. Adit |
| b. Anggie | d. Aldi |
12. Where does the new student come from?
- | | |
|------------|--------------|
| a. America | c. Australia |
| b. Canada | d. India |

The 5th dialogue is for questions 13 to 14.

13. What did Mrs. Aswar ask her students to do?
- She asked the students to keep their books.
 - She asked the students to open their notes.
 - The students were asked to keep down.
 - She asked the students to do an exercise.
14. Why did Mrs. Aswar ask the students to keep their books?
- They will have a pop quiz.
 - They will play a game.
 - Mrs. Aswar will give an assignment.
 - They will do some exercises.

PART II**Question 15-25**

Directions: You will hear some monologue texts in English. The monologues text will be spoken twice. After you hear the monologues text for the second time, select the best response to each question and mark the letter (A), (B), (C), (D) on your answer sheet. The monologue texts will not be printed in your test book.

The 1st text is for questions 15 to 16.

15. What is the text about?
 - a. A little girl who met a wolf when she went to her grandmother's house.
 - b. A little girl went to her Granny's house.
 - c. A woodcutter helped the Little Red Riding Hood.
 - d. A wolf wanted to eat the girl.
16. How did she go to her Granny's house?
 - a. By bicycle
 - b. By bus
 - c. By buggy
 - d. On foot

The 2nd text is for questions 17 to 20.

17. With whom did Cinderella live?
 - a. Her mother and her sister
 - b. Her stepmother
 - c. Her stepsisters
 - d. Her stepmother and her stepsisters
18. Who helped Cinderella go to the ball in the castle?
 - a. The godmother
 - b. Mice
 - c. Her stepmother
 - d. The prince
19. What was the stepmother like?
 - a. kind
 - b. shy
 - c. bad
 - d. good
20. How did the prince and Cinderella probably feel?
 - a. sad
 - b. happy
 - c. proud
 - d. confused

The 3rd text is for questions 21 to 23.

21. Why did the seed fall out of the bag?
 - a. The farmer threw the bag.
 - b. The cart's wheel was broken.
 - c. The cart's wheel hit a big stone
 - d. The seed was not good seed.

22. What happened when the seed wanted to be safe under the soil?
- The seed made a hole in the soil.
 - The seed asked someone who passed it.
 - A buffalo walked on the seed and pushed it into the ground.
 - A cow pushed the seed into the ground.
23. Why was the seed always lucky?
- The seed always got sunlight and rain.
 - The seed grow well.
 - The seed always got something that he wants.
 - The seed became a big tree in the park.

The 4th text is for questions 24 to 25.

Goldilocks

Once upon a time there was a little girl. Her name was Goldilocks. She 24) golden hair. One day she was 25) in the forest. She saw a house and knocked the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry. She ate all the porridge. Goldilocks was very tired. She was upstairs. Soon, the three bears came home. Goldilocks woke up and saw the three bears. "Help!" She ran downstairs into the forest. She never came back again.

- | | |
|----------------|-----------|
| 24. a. hat | c. had |
| b. have | d. has |
| 25. a. walking | c. walked |
| b. walk | d. walks |

LISTENING TEST (Post-Test)

PART I

Questions 1 to 15

Directions:

In this part of the test, you will hear some monologues text in English. The monologues will be spoken twice. After you hear the monologues for the second time, choose the correct answer for questions 16-30 below. Mark your answers on the answer sheet provided.

The first text is for questions 1 to 2.

1. What is the text about?
 - a. A little girl who met a wolf when she went to her grandmother's house.
 - b. A little girl went to her Granny's house.
 - c. A woodcutter helped the Little Red Riding Hood.
 - d. A wolf wanted to eat the girl.
2. How did she go to her Granny's house?

a. By bicycle	c. By buggy
b. By bus	d. On foot

The second text is for questions 3 to 6.

3. With whom did Cinderella live?

a. Her mother and her sister	c. Her step sisters
b. Her step mother	d. Her step mother and her step sisters
4. Who helped Cinderella go to the ball in the castle?

a. The godmother	c. Her step mother
b. Mice	d. The prince
5. What was the stepmother like?

a. kind	c. bad
b. shy	d. good
6. How did the prince and Cinderella probably feel?

a. sad	c. proud
b. happy	d. confused

The third text is for questions 7 to 9.

7. Why did the seed fell out of the bag?

a. The farmer threw the bag.	c. The cart's wheel hit a big stone
b. The cart's wheel was broken.	d. The seed was not good seed.

8. What happened when the seed wanted safe under the soil?
 - a. The seed make a hole in the soil.
 - b. The seed asked someone who passed it.
 - c. A buffalo walked on the seed and pushed it into the ground.
 - d. A cow pushed the seed into the ground.
9. Why did the seed always lucky?
 - a. The seed always get sunlight and rain.
 - b. The seed can grow well.
 - c. The seed always get something that it is wanted.
 - d. The seed became a big tree in the countryside.

The fourth text is for questions 10 to 11.

Goldilock

Once upon a time there was a little girl. Her name was Goldilocks. She 10) golden hair. One day she was 11) ... in the forest. She saw a house and knocked the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry. She ate all the porridge. Goldilocks was very tired. She was upstairs. Soon, the three bears came home. Goldilocks woke up and saw the three bears. "Help!". She ran downstairs into the forest. She never came back again.

- | | |
|----------------|-----------|
| 10. a. hat | c. had |
| b. have | d. has |
| 11. a. walking | c. walked |
| b. walk | d. walks |

PART II

Question 12-25

Directions:

In this part of the test, you will hear some dialogues in English. The dialogues will be spoken twice. After you hear the conversation for the second time, choose the correct answer for questions 12 - 25 below. Mark your answers on the answer sheet provided.

The first dialogue is for questions 12 to 13.

12. What did Putri ask her brother?
 - a. She asked her brother to made her breakfast
 - b. She asked Jay to wait for her.
 - c. She wanted Jay to leave her.
 - d. She asked her brother to have breakfast.

The fourth dialogue is for questions 21 to 23.

21. What is the dialogue about?
a. The flirt of Sheila c. A boy in Risa's class
b. A new student d. A new friend
22. What is the name of the new student?
a. Adi c. Adit
b. Anggie d. Aldi
23. Where does the new student come from?
a. America c. Australia
b. Canada d. India

The fifth dialogue is for questions 24 to 25.

24. What did Mrs. Aswar ask her students to do?
a. She asked the students to keep their books.
b. She asked the students to open their notes
c. The students were asked to keep down.
d. She asked the students to do an exercise.
25. Why Mrs. Aswar asks the students to keep their books?
a. They will have a pop quiz.
b. They will do a game.
c. Mrs. Aswar will give an assignment.
d. They will do some exercises.

STUDENTS' SCORE OF PRE-TEST AND POST-TEST

NO.	NAME	STUDENTS' SCORE	
		PRE-TEST	POST-TEST
1	Alip Tri Pujiyanto	50	66
2	Anita	37	66
3	Ardian Purnomo	26	56
4	Atun Dwi Kartika	57	63
5	Febriana	60	63
6	Fina Andriyanti	63	73
7	Ifa Mutsaqoful Fikri	47	63
8	Kervin Setyawan	30	76
9	Leo Pratama	47	80
10	Monik Afifah Sukmawati	70	66
11	Nikita Sari	60	56
12	Nurul Alutfi Zain	70	83
13	Riyan	27	76
14	Sutari	63	73
15	Wahyu Kristiantoro	40	76
16	Yunita	60	80
	Mean	50. 43	65. 75

The Analysis Result of the Try-out

Case Processing Summary

		N	%
Cases	Valid	16	100.0
	Excluded ^a	0	.0
	Total	16	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.709	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	15.1875	21.896	.051	.713
VAR00002	15.1250	21.583	.112	.710
VAR00003	15.0000	19.333	.606	.675
VAR00004	14.7500	23.933	-.395	.744
VAR00005	14.3750	18.517	.242	.719
VAR00006	15.1875	20.696	.379	.694
VAR00007	14.8750	19.317	.587	.675
VAR00008	14.8750	19.450	.556	.678
VAR00009	15.0000	22.933	-.195	.731
VAR00010	15.1875	22.029	.015	.715
VAR00011	15.0625	20.862	.265	.700
VAR00012	14.8750	20.783	.255	.701
VAR00013	14.6250	19.183	.732	.669
VAR00014	15.2500	22.200	-.021	.715
VAR00015	15.3125	22.496	-.130	.717
VAR00016	14.7500	20.600	.308	.697
VAR00017	15.0000	19.333	.606	.675
VAR00018	14.6875	23.429	-.304	.737

VAR00019	14.6250	21.583	.112	.710
VAR00020	15.0000	20.267	.385	.691
VAR00021	14.6875	19.562	.581	.678
VAR00022	14.3750	22.250	.000	.710
VAR00023	15.0625	20.462	.360	.693
VAR00024	15.0625	20.729	.296	.698
VAR00025	14.5625	21.996	.024	.714
VAR00026	15.0625	19.529	.589	.677
VAR00027	14.3750	22.250	.000	.710
VAR00028	14.4375	22.129	.025	.711
VAR00029	14.8125	20.696	.277	.699
VAR00030	14.6875	19.962	.481	.685